



Department
for Education

Special educational needs and disability: an analysis and summary of data sources

May 2021

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Introduction

This document provides a combination of analysis and links to the key data sources on children and young people with special educational needs and / or a disability (SEND). This is the eighth release in this format¹ and follows on from the initial publication in November 2015.

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

This is a collated product from data published throughout the year. As such, trends across sections might not be directly comparable. More detail can be found in the text.

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 24.

Topic	Publication title link	Latest data reference point	Time series data available?	LA level data by SEN available?	When next published and how often updated
Prevalence and characteristics	‘Special educational needs in England: January 2020’	January 2020	Yes	Yes	June 2021, annual
Early years SEN prevalence	Education provision: children under 5 years of age, January 2020	January 2020	Yes	Yes	Between June and July 2021, annual
Early years Foundation Stage profile (EYFSP)	‘Early years foundation stage profile results: 2018 to 2019’	2018/19 (academic year)	Yes	Yes	No publication expected for 2021 results due to Covid-19
Phonics screening check and Key Stage 1 attainment	‘Phonics screening check and key stage 1 assessments: England 2019’	2018/19	Yes	Yes	Between September and October 2021, annual

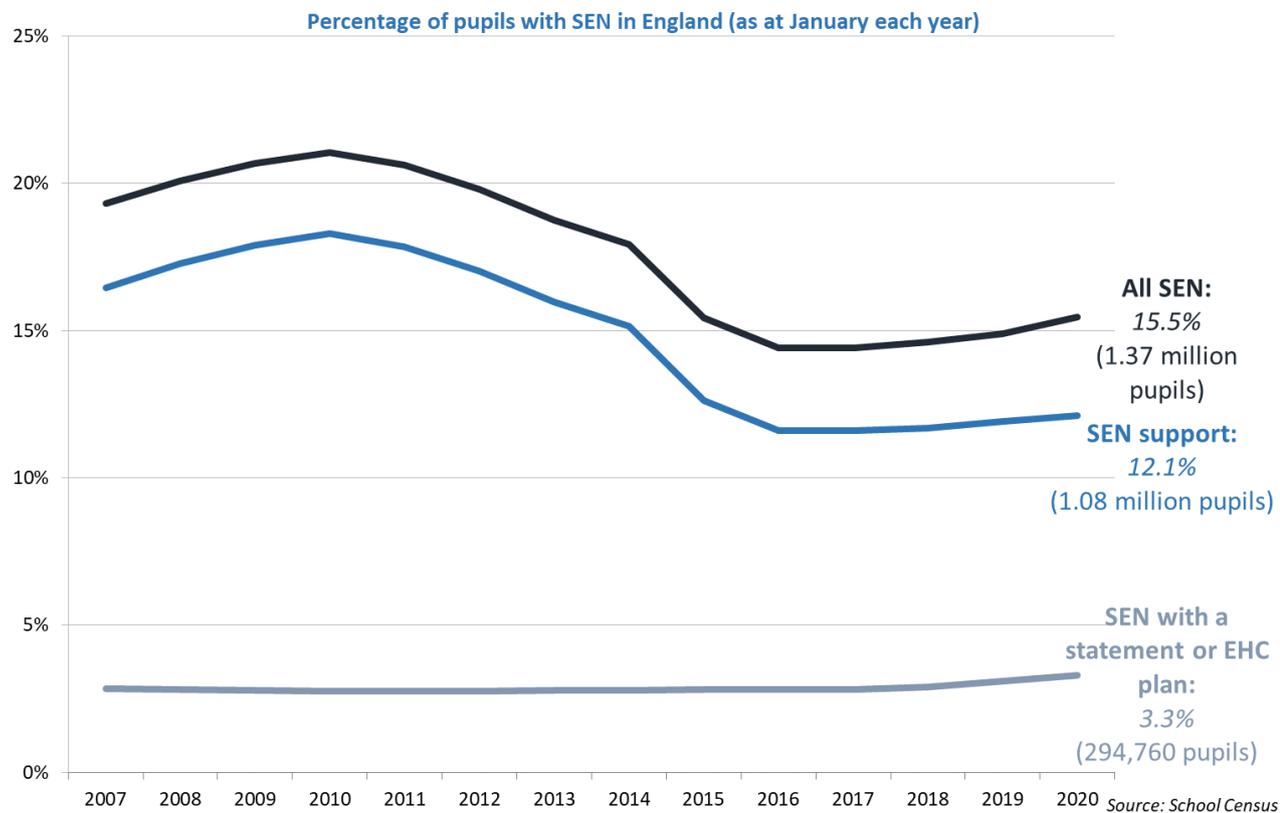
¹ There were two updates to this document in 2016.

Topic	Publication title link	Latest data reference point	Time series data available?	LA level data by SEN available?	When next published and how often updated
Key Stage 2 attainment	‘Key stage 2 performance, 2019 (revised)’	2018/19	Yes	Yes	No publication expected for 2021 results due to Covid-19
Key Stage 4 attainment	‘Key stage 4 performance 2020’	2019/20	Yes	Yes	Usually published annually in January, subject to change due to Covid-19
Attainment by age 19	‘Level 2 and 3 attainment by young people aged 19 in 2019’	2018/19	Yes	Yes	Spring 2021, annual
Outcomes for looked after children and children in need	Outcomes for children in need, including children looked after by local authorities, in England: 2019 to 2020	2019/20	Yes	Yes	March 2022, annual
Post-16 participation	‘NEET and participation: local authority figures’	March 2020	Yes	Yes	Summer 2021
Further Education learning difficulty and disability numbers	‘Further education and skills: November 2020’	2019/20	Yes	No	November 2021, annual
Destinations measures	‘Destinations: key stage 4 and 5 pupils: 2019’	2018/19	Yes	Yes	October 2021, annual

Topic	Publication title link	Latest data reference point	Time series data available?	LA level data by SEN available?	When next published and how often updated
Progression into higher education	Widening participation in higher education: 2020	2018/19	Yes	No	July 2021, annual
Measures from Adult Social Care Outcomes framework	Measures from the Adult Social Care Outcomes Framework, England - 2019-20	2019-20 (financial year)	Yes	No, CCG level data available	October 2021, annual
Absence (full year release)	'Pupil absence in schools in England: 2018 to 2019'	2018/19	Yes	Yes	No publication expected for 2019/20 due to Covid-19
Expulsions and suspensions	'Permanent and fixed-period exclusions in England: 2018 to 2019'	2018/19	Yes	Yes	July 2021, annual
Statements and EHC plans – numbers, transfers and timeliness of issuing	'Education, Health and Care plans: England 2021'	January 2021	Yes	Yes	May 2022, annual
Appeals registered with the SEND tribunal	'Tribunals statistics'	October – December 2020	Yes	Yes	June 2021, quarterly
Family Resources Survey (Disability data)	Family Resources Survey 2019-20	2019-20	Yes	No	March 2022, annual

Prevalence and characteristics

Key trends



The number of pupils with special educational needs (SEN) increased to 1.37 million pupils in 2020. The proportion of pupils with SEN has been decreasing since 2010 (21.1%), however it has increased for the last 3 years.

The decline since 2010 in the percentage of children with SEN could be as a result of more accurate identification. This may have been as a consequence of the [2010 Ofsted Special Educational Needs and Disability review](#) which found that a quarter of all children identified with SEN, and half of the children at School Action, did not have SEN. It is possible that the implementation of the SEND reforms in September 2014 has also led to more accurate identification which has led to the steep decline in the number with SEN in January 2015.

The proportion of pupils with a statement of SEN/ Education, Health and Care (EHC) plan increased to 3.3% in 2020, following increases in 2019 and 2018 and a long period of stability since 2007. Pupils with an EHC plan made up 21% of all pupils with SEN in January 2020.

Pupils with SEN are currently categorised as follows:

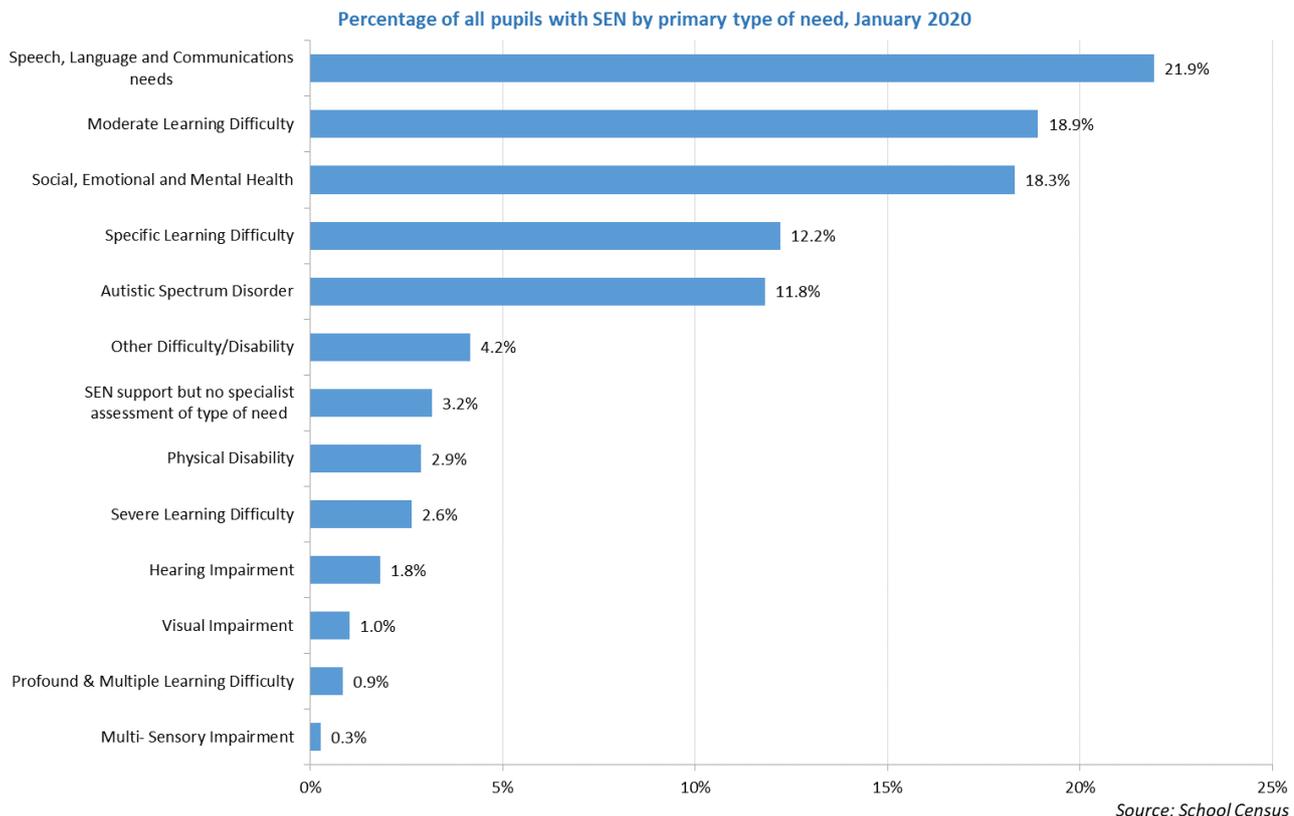
SEN support: Extra or different help is given from that provided as part of the school’s usual curriculum. The class teacher and SEN Coordinator (SENCO) may receive advice or support from outside specialists. This category has replaced the former ‘School Action’ and ‘School Action Plus’ categories.

Education, Health and Care (EHC) plan: A pupil has 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. EHC plans replaced the former statements of SEN, which were phased out upon the introduction of the SEND reforms through the Children and Families Act in September 2014.

Prior to the introduction of the SEND provisions in the Children and Families Act 2014 on 1 September 2014, pupils were registered as being on School Action or School Action Plus. School Action was used where a school identified that action needed to be taken to meet a special educational need and could be provided within the school. School Action Plus was used where School Action could not meet the requirements of the pupil and external support was also required.

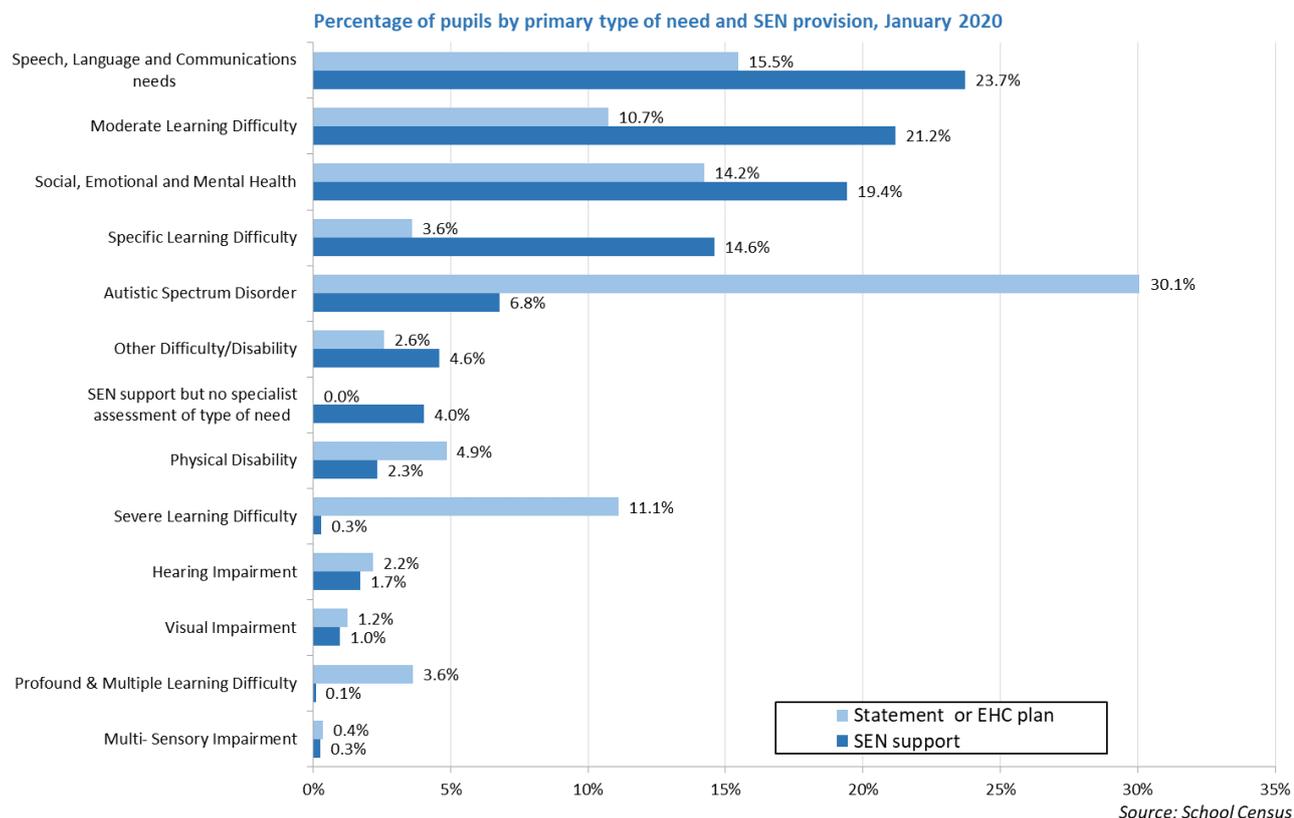
Type of need

In January 2020, the most prevalent type of primary need identified among pupils with SEN was ‘Speech, language and communication needs’, with 21.9% of pupils having this recorded as their primary need.



For pupils with EHC plans, 'Autistic Spectrum Disorder' was the most common primary type of need, with 30.1% of pupils with statements or EHC plans having this primary type of need.

For pupils on SEN support, 'Speech, language and communication needs' was the most common type of need; 23.7% of pupils on SEN support had this recorded as their primary type of need.



Characteristics

Gender

Special educational needs remain more prevalent in boys than girls. In January 2020, 15.2% of boys received SEN support compared to 8.7% of girls, and 4.8% of boys had an EHC plan compared to 1.8% of girls.

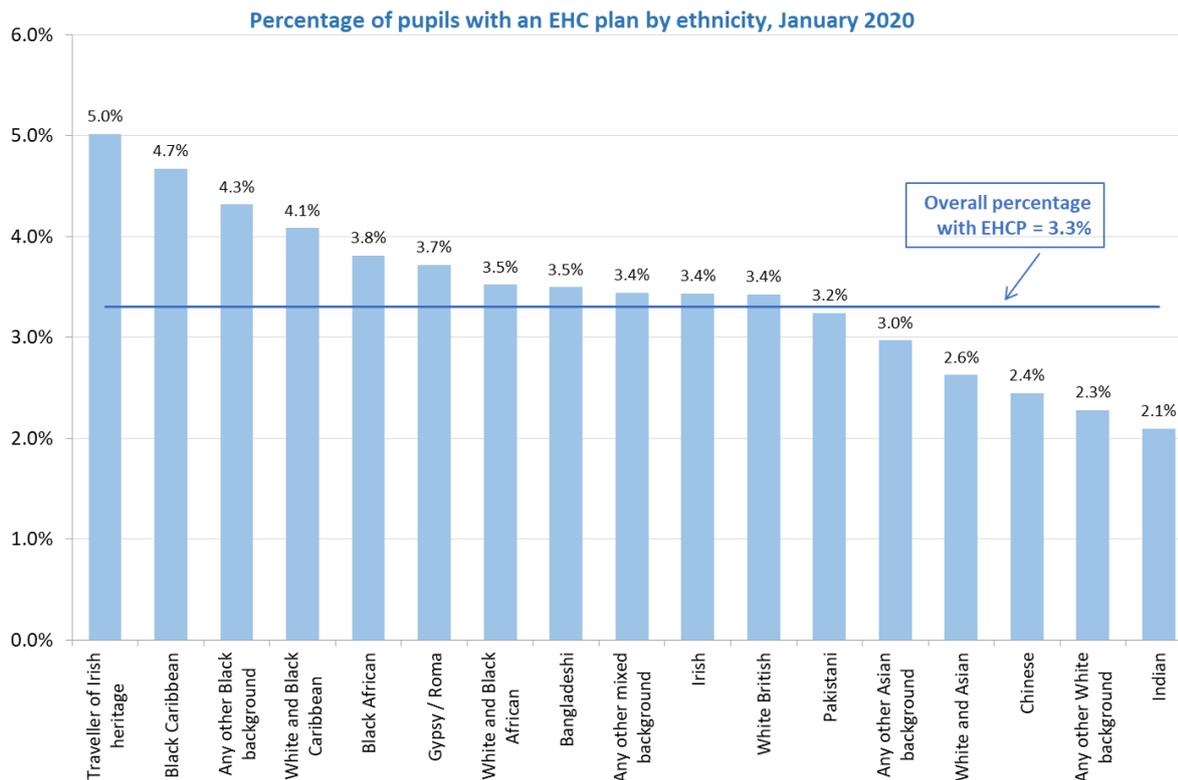
Free school meal eligibility

Pupils with special educational needs are more likely to be eligible for free school meals. 30.9% of pupils with special educational needs were eligible for free school meals in January 2020 compared to 14.9% of pupils without special educational needs.

Ethnicity

Travellers of Irish heritage and Black Caribbean pupils had the highest percentage of pupils with an EHC plan in January 2020 (5.0% and 4.7% respectively). Indian pupils had the lowest

percentage of pupils with an EHC plan in January 2020 at 2.1%, compared with 3.3% of all pupils nationally.



Source: School Census

English as a first language

Of the pupils whose first language is known to be, or believed to be English, in January 2020, 3.5% had an EHC plan and 12.5% received SEN support. This compares to 2.7% and 10.0% for pupils whose first language is known to be, or believed to be other than English.

Types of school

The percentage of pupils with a statement or EHC plan attending state-funded special schools increased year on year from January 2010 to January 2018 but has decreased since then. In January 2010, 38.2% of all pupils with statements attended state-funded special schools, and this has increased to 42.6% of all pupils with an EHC plan in January 2020.

The percentage of pupils with a statement or EHC plan attending independent schools has increased significantly in recent years. In January 2010, 4.2% of all pupils with statements attended independent schools, and this has increased to 6.4% of all pupils with an EHC plan in January 2020.

Percentage of pupils with a statement or EHC plan by type of provision, England, 2010-2020:

School type	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Maintained nursery	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	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	28.3
State-funded secondary	28.8	28.4	27.7	26.9	25.7	24.6	23.5	22.2	20.9	20.4	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	42.6
Pupil Referral Units	0.9	0.8	0.7	0.7	0.7	0.7	0.6	0.7	0.7	0.8	0.9
Independent	4.2	4.3	4.7	4.9	5.1	5.3	5.7	5.8	6.3	6.1	6.4
Non-maintained special	2.0	1.9	1.9	1.8	1.7	1.6	1.6	1.5	1.4	1.3	1.3

Early years

The total number of 2-year-olds benefitting from funded early years education decreased in 2020 but the proportion with SEN increased from 3.2% to 3.5%. The increase was in the percentage with SEN support. The total number of 3- and 4-year-olds in receipt of funded early education decreased in 2020, however the percentage with SEN increased from 6.3% to 6.6%. Both the percentage with an EHC plan and the percentage with SEN support increased.

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

[‘Special educational needs in England: January 2020’](#) Next update due June 2021

[Education provision: children under 5 years of age, January 2020](#) Next update due June or July 2021

Looked after children and children in need with SEN – prevalence and characteristics

Prevalence: 55.7% of children who had been looked after continuously for 12 months for whom data were available had a special educational need (SEN) in 2019/20, which consists of 27.7% with an EHC plan and 28.1% with SEN support. This compares to 48.3% of children in need with SEN and 15.3% of the overall pupil population identified with SEN.

The most common type of need for all looked after children at 31 March 2020 was ‘Social, Emotional and Mental Health’.

More information on looked after children and children in need with special educational needs can be found in the following publications:

[‘Outcomes for children in need, including children looked after by local authorities, in England: 2019 to 2020’](#) Next update due March 2021

[‘Characteristics of children in need: 2019 to 2020’](#) Next update due October 2021

Attainment

Attainment data is published by a range of characteristics, including pupils identified with special educational needs, for those in state-funded schools. The characteristics information is collected in the school census and linked to the attainment data to produce these outputs. The section below gives a summary of the available data, further information can be found in the source publications.

In response to the COVID-19 pandemic, the Department for Education cancelled the 2019/20 national curriculum assessments.

Early Years Foundation Stage Profile (EYFSP)

There has been a steady increase over time in the percentage of pupils with SEN achieving a good level of development, in line with the increase for all pupils. In 2018/19, 25% of pupils with SEN achieved a good level of development, which is 1 percentage point higher than the figure for 2017/18 at 24%. There was no change in the percentage of pupils with no SEN who achieved a good level of development in 2018/19 at 77%.

Phonics screening check

The percentage of year 1 pupils who met the expected standard in the phonics screening check fell slightly in the latest year, following a period of increases over time. In 2018/19, 43% of pupils with SEN met the expected standard, a decrease of 1 percentage point compared to the 2017/18 figure of 44%. There was also a decrease in the percentage of pupils with no SEN meeting the expected standard in the phonics screening check, from 89% in 2017/18 to 88% in 2018/19.

Key Stage 1

The percentage of pupils who achieved the expected standard in KS1 teacher assessments (TA) has been fairly stable in recent years for both the SEN and no SEN groups.

Percentage of pupils achieving the expected standard in KS1 teacher assessments (TA) by SEN provision, 2018/19:

Teacher assessment	SEN	No identified SEN
Reading TA	30	83
Writing TA	22	78
Maths TA	33	84
Science TA	42	90

Key Stage 2

22% of pupils with SEN achieved the expected level in reading, writing and mathematics in 2018/19 compared to 74% of those with no SEN – these figures are similar to 2017/18 when 21% of pupils with SEN and 74% of pupils with no SEN achieved the expected level in reading, writing and mathematics.

Pupils with SEN have lower progress scores compared to those with no SEN and the score is lowest in writing TA.

Progress scores by SEN provision, 2018/19:

Teacher assessment	SEN	No identified SEN
Reading TA	-1.5	0.4
Writing TA	-2.2	0.5
Maths TA	-1.5	0.4

A progress score of -1 would mean that the pupil achieved the equivalent of 1 scaled score point lower in that subject than all pupils with similar prior attainment nationally. See source publication (link below) for detail of definitions.

Key Stage 4

New attainment indicators were introduced in 2014/15 at Key Stage 4 – Attainment 8 and Progress 8. The average attainment 8 score for pupils with SEN in 2019/20 was 30.7 compared to 53.7 for those with no SEN. The average attainment 8 score for pupils with SEN support was 36.4 and for pupils with an EHC plan was 15.2.

Note - 2019/20 Key Stage 4 attainment data

Due to the COVID-19 pandemic, the summer [exam series was cancelled in 2020](#). Pupils scheduled to sit GCSE and A/AS level exams in 2020 were awarded either a centre assessment grade (based on what the school or college believed the student would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

The GCSE grades awarded to pupils in 2020 will remain with them as they stay on in further and higher education or enter employment after leaving school. However, the cancellation of summer 2020 GCSE exams and the new method of awarding grades has led to a set of pupil attainment statistics that are unlike previous years.

Each of the pupil level headline attainment indicators have increased - more than would be expected in a typical year - between the 2018/19 and 2019/20 academic years. This reflects the change to the way GCSE grades were awarded rather than improvements in pupil performance. **As a result the 2019/20 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in student performance.**

(See source publication (link below) for detail of definitions).

Post-16 – attainment by age 19

30.0% of pupils identified with SEN in year 11 achieved Level 2 (equivalent to 5+ A*-C/ 9-4 at GCSE) including English and mathematics (GCSEs only) by age 19 in 2019/20, which is 44.6 percentage points lower than pupils without SEN (74.6%).

Note - 2019/20 attainment by age 19 data

Due to the COVID-19 pandemic, the summer [exam series was cancelled in 2020](#). Pupils scheduled to sit GCSE and A/AS level exams in 2020 were awarded either a centre assessment grade (based on what the school or college believed the student would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

The cancellation of summer 2020 exams and the new method of awarding grades has led to a set of pupil attainment statistics that are unlike previous years. This is evident in the level 2 statistics at 16 and to a lesser degree, the level 3 statistics at 18. This increase in attainment at 16 will affect the statistics at age 19 in 2022/23.

Given the circumstances in which grades were awarded in 2020, caution should be taken in comparing 2019/20 data to previous years.

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

[‘Early years foundation stage profile results: 2018 to 2019’](#) No publication expected for 2021 results due to Covid-19

[‘Phonics screening check and key stage 1 assessments: England 2019’](#) Next update due between September and October 2021

[‘National Curriculum assessments: Key stage 2, 2019 \(revised\)’](#) No publication expected for 2021 results due to Covid-19

[‘Key stage 4 performance 2020’](#) Usually published annually in January, subject to change due to Covid-19

[‘Level 2 and 3 attainment by young people aged 19 in 2020’](#) Next update due Spring 2022

Looked after children and children in need with SEN - attainment

Key Stage 2 attainment: 17% of looked after children with SEN achieved the expected level in Key Stage 2 reading, writing and mathematics in 2018/19, compared to 22% of non-looked after children with SEN and 12% of children in need.

Key Stage 4 attainment: The average attainment 8 score for looked after children with SEN in 2019/20 was 14.8 compared to a score of 30.7 for non-looked after children with SEN and 12.3 for children in need.

The data for looked after children is based on children who are looked after continuously for 12 months who have been matched to the attainment data.

Children in need data excludes those who were looked after at any point during the year, except those who were also subject of a child protection plan during the year. A child in need is defined under the Children Act 1989 as a child who is unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired without the provision of children's social care services, or the child is disabled.

More information on looked after children and children in need with special educational needs can be found in the following publications:

[‘Outcomes for children in need, including children looked after by local authorities, in England: 2019 to 2020’](#) Next update due March 2021

[‘Characteristics of children in need: 2019 to 2020’](#) Next update due October 2021

Preparation for Adulthood

Post-16 learner participation

Participation for 16 and 17 year olds

88.5% of 16-17 year olds with an EHC plan were in education and training in March 2020 compared with 93.2% of those without SEN. The percentage point gap in education and training participation of 16-17 year olds between those with an EHC plan and those without SEN has increased in recent years, from 3.3 percentage points in 2017 to 4.7 percentage points in 2020.

Participation in Further Education

In the 2019/20 academic year 17.5% of FE and skills participants aged 19 and over had a self-declared learning difficulty and/ or disability (LDD).

Destinations

After Key Stage 4 - Young people at the end of compulsory schooling: 91% of pupils with a statement or EHC plan were in a sustained education, employment or apprenticeship destination six months after completing Key Stage 4, compared to 89% of pupils with SEN support and 95% of those without SEN (2018/19 destinations).

After Key Stage 5 - 86% of pupils with SEN in mainstream schools progressed to a sustained education, employment or apprenticeship destination six months after completing Key Stage 5, compared to 88% of those without SEN. 77% of those with self-declared Learning Difficulty or Disability (LDD) in colleges progressed to a sustained education, employment or apprenticeship destination compared to 76% of those without LDD (2018/19 destinations).

Progression to higher education

In 2018/19, 8.9% of pupils with a statement or EHC plan progressed to HE by age 19, compared to 20.6% of pupils with SEN support and 47.3% for pupils with no SEN. The progression rate for pupils with a statement or EHC plan increased in the latest year, whilst the rates fell for pupils with SEN support and pupils with no identified SEN.

More information on Preparation for adulthood can be found in the following publications:

[‘NEET and participation: local authority figures’](#) (Data for previous years can be found here

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

[‘Further education and skills: November 2020’](#) Next update due November 2021

[‘Destinations of key stage 4 and key stage 5 pupils: 2019’](#) Next update due October 2021

[‘Widening participation in higher education: 2020’](#) Next update due July 2021

Employment status for adults with learning disabilities

In the 2019-20 financial year, 5.6% of adults with learning disabilities aged 18-64 who were receiving support from social services were in paid employment, compared to 5.9% in the previous year.

Accommodation status for adults with learning disabilities

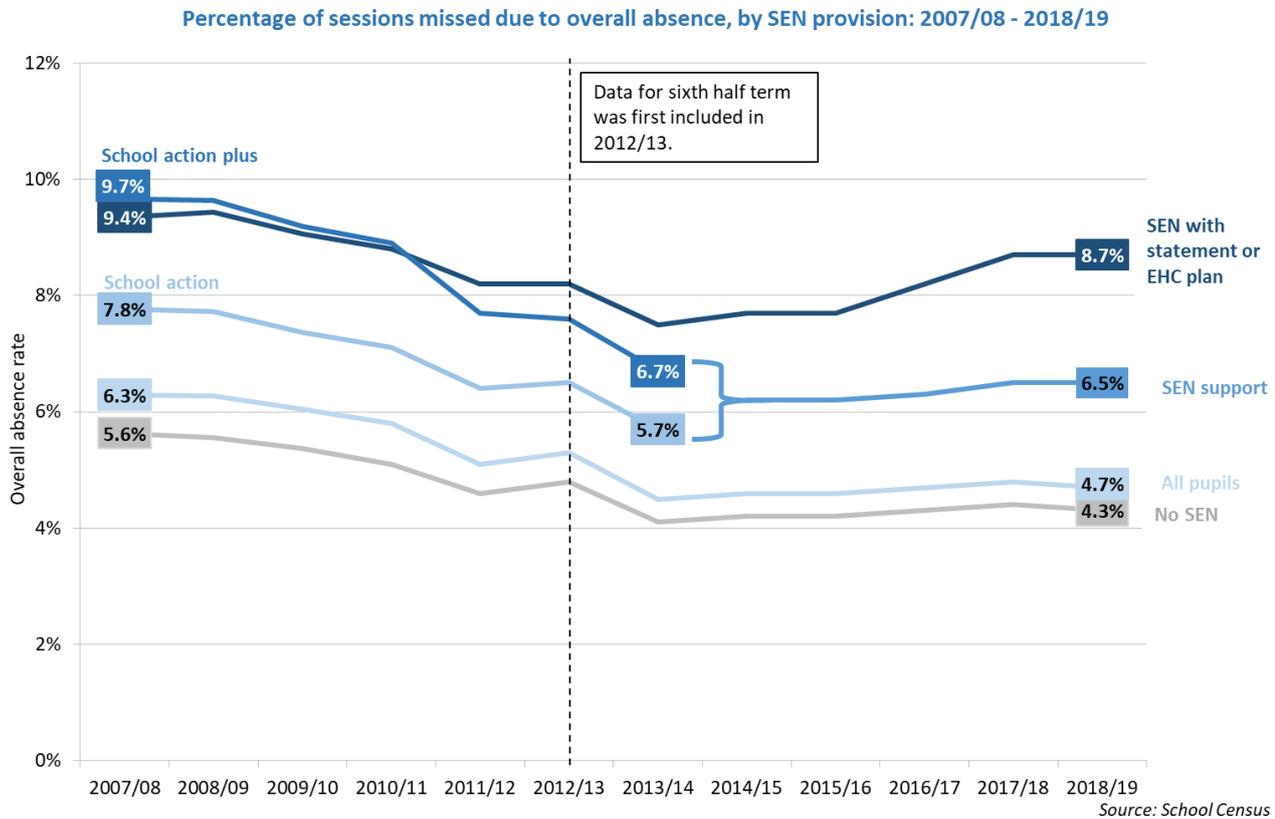
In the 2019-20 financial year, 77.3% of adults with learning disabilities aged 18-64 who were receiving support from social services lived in their own home or with their families, compared to 77.4% in the previous year.

More information on Adult Social Care outcomes can be found in the following publication:

[‘Measures from the Adult Social Care Outcomes Framework, England - 2019-20’](#) Next update due October 2021

Absence, exclusions and suspensions

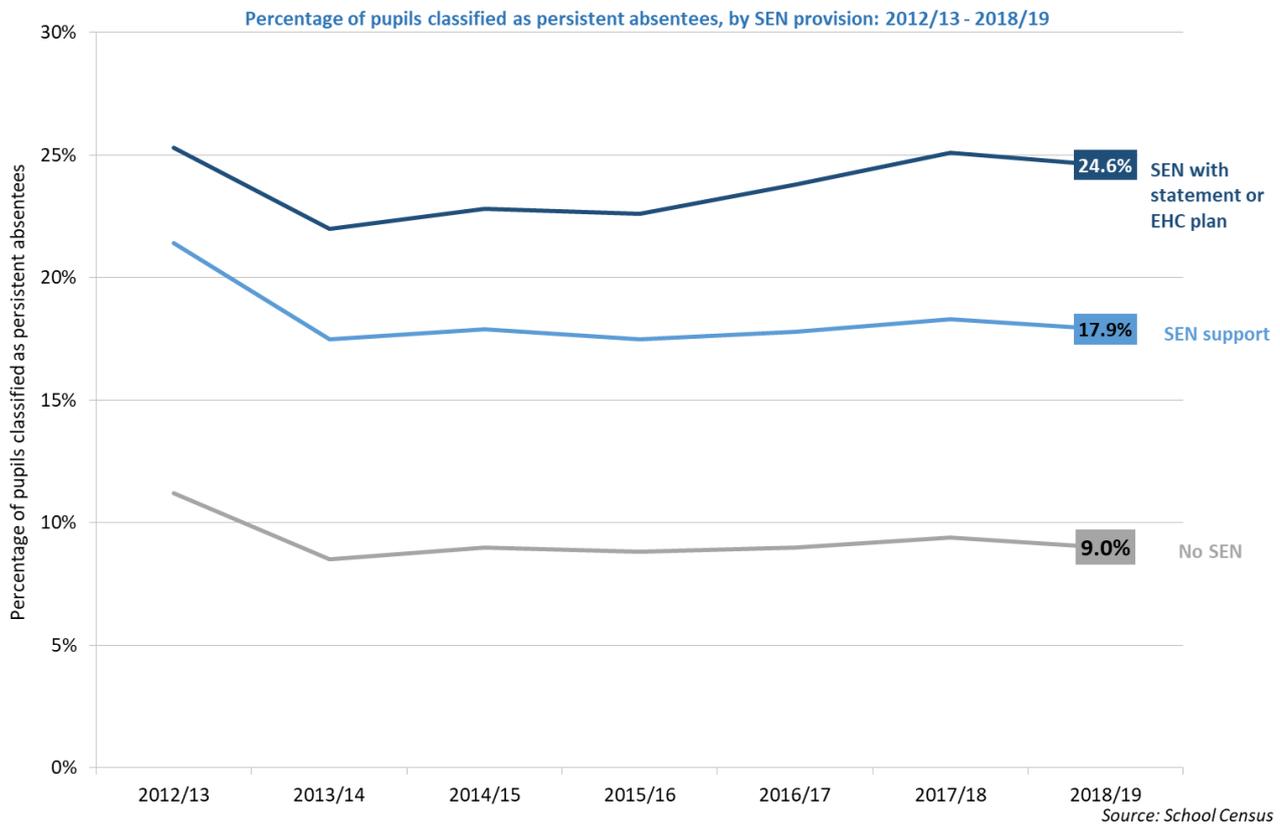
Absence



In 2018/19, 8.7% of sessions were missed for pupils with EHC plans compared to 6.5% for pupils with SEN support and 4.3% for pupils without SEN.

Pupils with primary SEN type of profound and multiple learning difficulties were most likely to be absent from school in 2018/19, these pupils missed 15.0% of sessions (although authorised absence makes up most of this as the authorised absence rate was 13.8%).

A regulation amendment in September 2013 stated that term-time leave could only be granted in exceptional circumstances which explains the sharp fall in absence between 2012/13 and 2013/14.



In 2018/19, 24.6% of pupils with EHC plans were persistent absentees compared to 17.9% for pupils with SEN support and 9.0% for pupils without SEN.

Pupil enrolments missing 10 percent or more of their own possible sessions (due to authorised or unauthorised absence) are classified as persistent absentees.

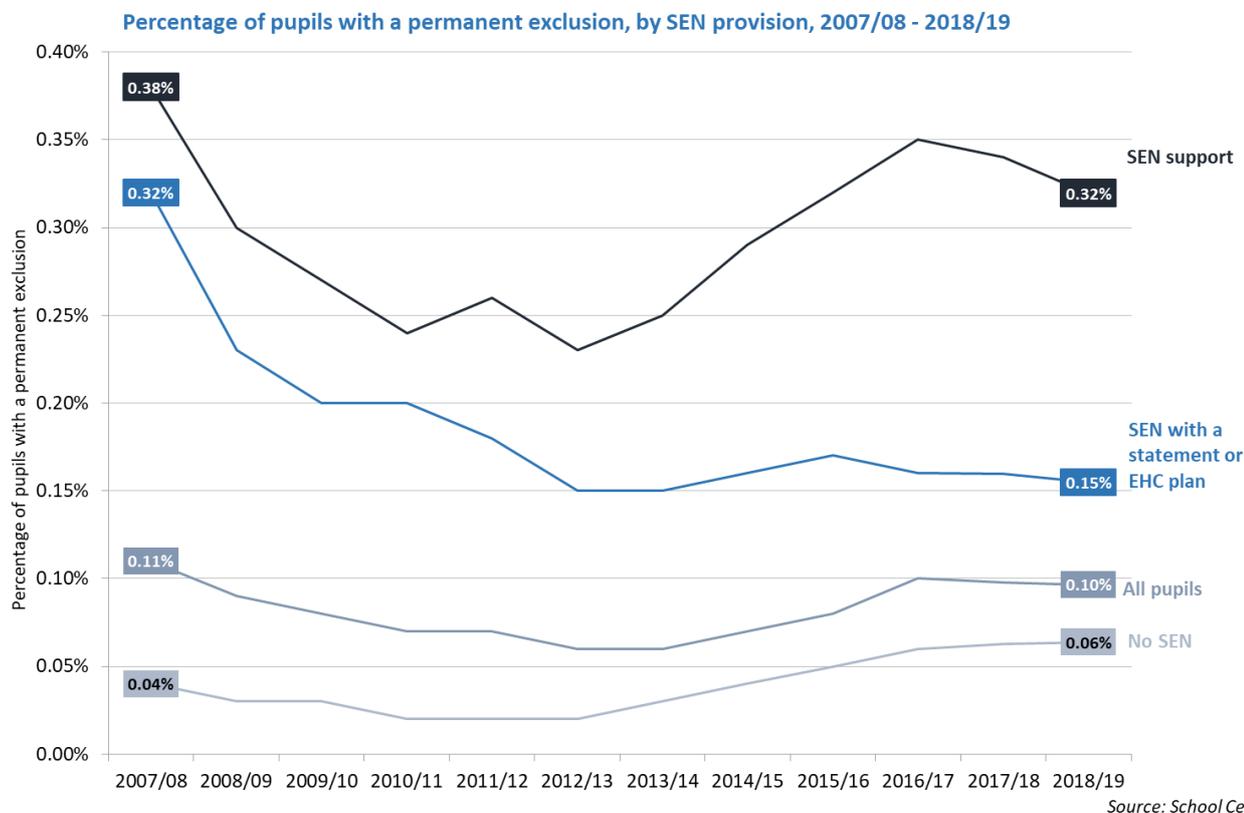
More information on absence can be found in the following publications:

['Pupil absence in schools in England: 2018 to 2019'](#) No publication expected for 2019/20 due to Covid-19

Permanent exclusions and suspensions

Pupils with special educational needs (SEN) account for just under half of all permanent exclusions and suspensions.

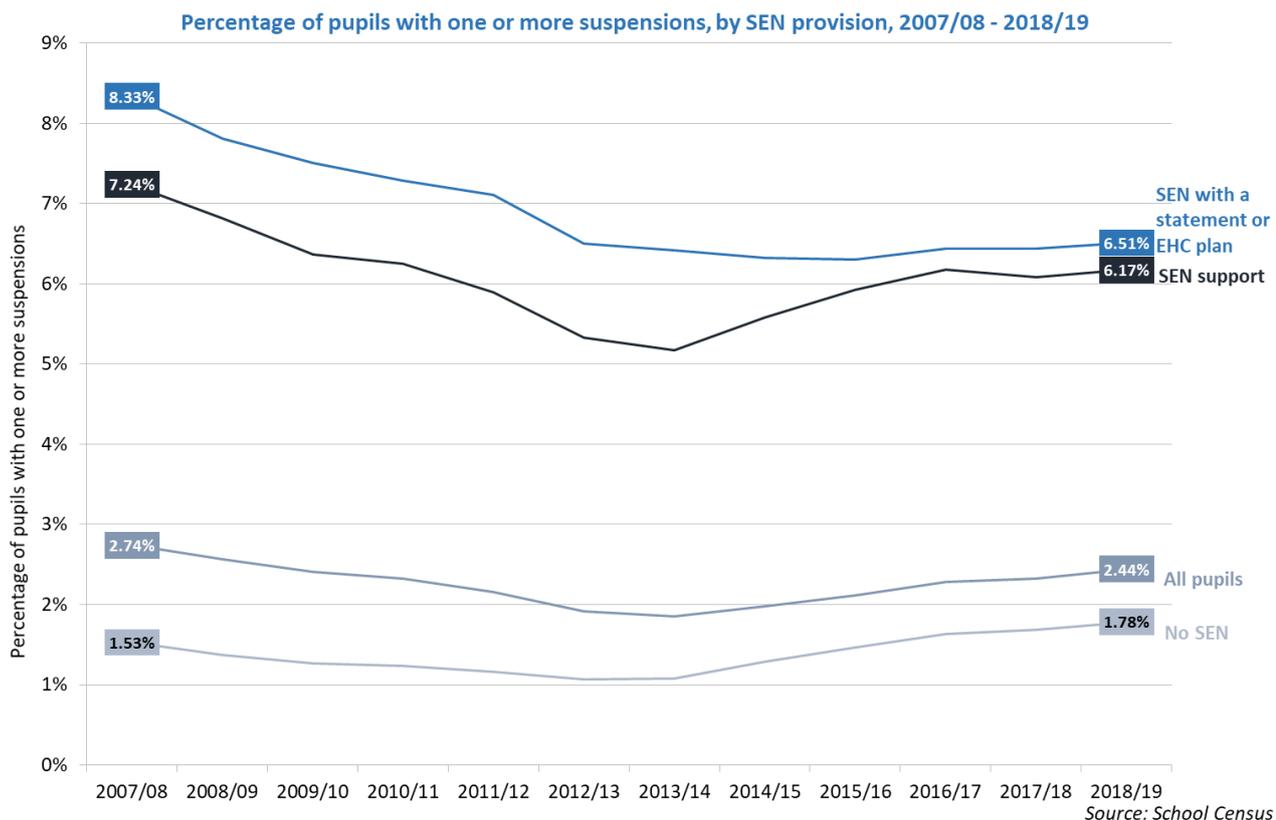
Permanent exclusions



The permanent exclusion rate for pupils with SEN support in 2018/19 was 0.32% (3,056 pupils), compared to 0.15% for pupils with statements or EHC plans (390 pupils) and 0.06% of pupils with no SEN (4,448 pupils). While the rate is higher for pupils with statements or EHC plans compared to all pupils, this is made up of a relatively small population.

Pupils with primary type of need 'Social, emotional and mental health' (SEMH) had the highest permanent exclusion rate in 2018/19 at 0.92%.

Suspensions



In 2018/19, 6.17% of pupils with SEN support received one or more suspensions (59,010 pupils) compared to 6.51% of pupils with statements or EHC plans (16,400 pupils) and 1.78% of pupils with no SEN (124,355 pupils).

Pupils with primary type of need 'Social, emotional and mental health' (SEMH) had the highest percentage of enrolments with one or more suspensions in 2018/19 at 16.77%.

More information on permanent exclusions and suspensions can be found in the following publications:

['Permanent and fixed-period exclusions in England: 2018 to 2019'](#) Next update due July 2021

Experience of the SEND system

Total number of EHC plans maintained by local authorities

There were 430,697 children and young people with Education, Health and Care (EHC) plans maintained by local authorities as at January 2021.

This is an increase of 40,588 (10%) from 390,109 as at January 2020. This is driven by increases across all age groups, with largest percentage increases in the 20-25 age group (17%).

The total number of children and young people with statements or EHC plans has increased each year since 2010.

Following the SEND reforms introduced in September 2014 there was a period of transition to move all those with a statement of SEN onto an EHC plan. This transition period formally ended on 31 March 2018 and as at January 2019 there were no pupils remaining on a statement of SEN.

Number of new EHC plans issued by local authorities

There were 60,097 children and young people with new EHC plans made during the 2020 calendar year. This is an increase of 11% when compared to 2019.

Timeliness of issuing statements and EHC plans

In 2020, 58.0% of new EHC plans were issued within 20 weeks.

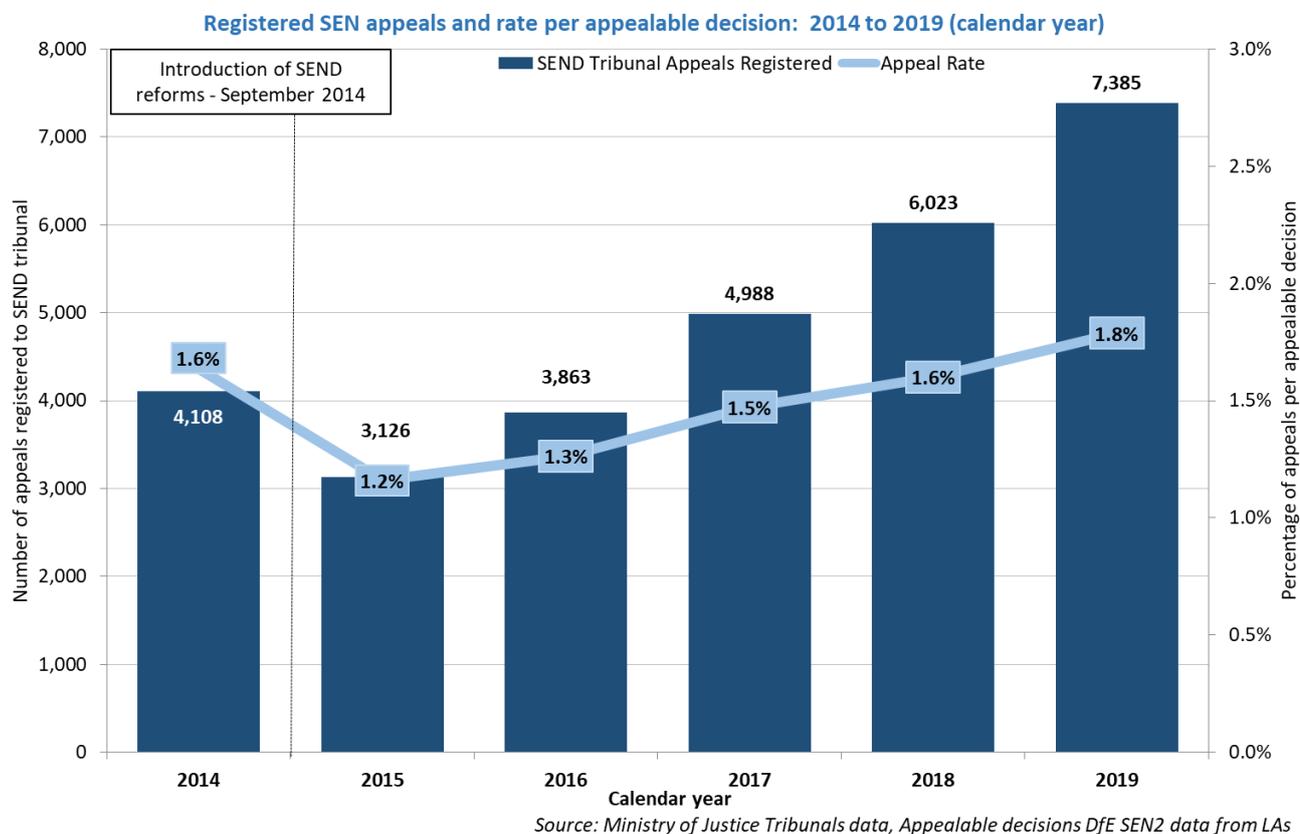
This shows a decrease from 2019, when 60.4% of new EHC plans were issued within the 20 week time limit. This figure excludes exceptional cases where the local authority need not comply with the 20 week time limit if it is impractical to do so.

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

[‘Education, Health and Care plans: England 2021’](#) Next update due May 2022

Appeals registered with the SEND tribunal

Parents/carers and young people can register an appeal with the SEND tribunal if, for example, there is a refusal to assess or they are unhappy about the contents of the plan. There were 7,385 appeals registered in 2019 (calendar year), which is equivalent to 1.8% of appealable decisions. This is an increase compared to the previous year when there were 6,023 appeals registered equivalent to 1.6% of appealable decisions.



Of the 7,917 registered SEND appeals in 2019/20 (academic year), 29% were against 'refusal to secure an Education, Health and Care (EHC) assessment' or 'refusal to re-assess' and 60% were in relation to the content of EHC plans; these proportions are similar to 2018/19.

The most common type of need identified in SEND appeals continues to be Autistic Spectrum Disorder (ASD), accounting for 47% (3,722) of all SEND appeals; this reflects the most common primary type of need for all pupils with an EHC plan.

The most common age for the child or young person for whom the appeal is registered is aged 5-16 (80%), followed by the post-16 age group (11%). The percentage in the post-16 age group increased between 2013/14 and 2015/16, following the extension of the right to appeal to this age group. This percentage has stayed broadly the same since 2015/16.

In 2019/20 HMCTS recorded 6,720 outcomes in relation to SEN appeals, an increase of 14% compared to 2018/19, as detailed below:

	2019/20	2018/19
Total outcomes	6,720	5,900
Withdrawn	13% (866)	21% (1,247)
Conceded	31% (2,084)	35% (2,039)
Outcomes decided by tribunal	56% (3,770)	44% (2,614)
<i>Of decided, in favour of appellant</i>	<i>95% (3,577)</i>	<i>92% (2,416)</i>

A National Trial began on 3 April 2018 to extend the power of the SEND tribunal to allow it to make non-binding recommendations on the health and social care aspects of EHC plans. The data shows that in 2019/20, there were 1,139 appeals registered with the SEND tribunal for recommendations in relation to Health or Social Care elements.

The quarterly tribunal statistics, which were published in March 2021 show 1,590 tribunal receipts with the SEND tribunal between October-December 2020, which is an increase of 6% based on the same period in 2019 (there were 1,497 between October-December 2019).

More information on SEND tribunals can be found in the following publication:

[‘Tribunals statistics’](#) Next update due June 2021

Disability

The DWP Family Resources Survey shows that in 2019-20, 8% of children in the UK had a disability (around 1.1 million children). This proportion has increased slightly since 2009-10. For disabled children, the most common impairments are social and behavioural (45%), learning (35%) and mental health (31%).

The DfE Childcare and Early Years survey of Parents for 2018 suggests that seven percent of children have longstanding health conditions or disabilities. Children in lone parent families are more likely to have a long-standing physical or mental impairment, illness or disability (10%) or a special educational need (12%) compared with children in couple families (6% and 7% respectively).

The Children in Need (CIN) census is an annual survey from 2008-09 onwards that includes the numbers of disabled CIN in England. The CIN census enables DfE to support future policy development by achieving a better understanding of these vulnerable children. Latest figures show that of those recorded as children in need as at 31 March 2020, 12.6% had a recorded disability.

More information on Disability can be found in the following publication:

[‘Family Resources Survey 2019-20’](#) Next update due March 2022

[‘Childcare and early years survey of parents 2018’](#)

[‘Characteristics of children in need: 2019 to 2020’](#) Next update due October 2021

Related information

Local Authority Interactive Tool (LAIT)

This tool is produced by the Department for Education, 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. It is available to access at “[Local Authority Interactive Tool link](#)”.

LG Inform

The Department for Education has also worked with the Local Government Association (LGA) to produce a local area SEND comparison tool on LG Inform, a local authority comparison tool similar to the LAIT. With the SEND tool, users can view a range of SEND data on a local area in one report, enabling them to compare LA performance against LAs nationally, LAs in the same region and similar LAs. The report is available at the following link, and users can generate reports for individual local areas: “[Local Area SEN report link](#)”.

Ofsted/ CQC inspections

Ofsted and the Care Quality Commission (CQC) inspect local areas’ effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities. Read more about these inspections in the inspection framework and handbook. Outcome letters from these inspections can be found here: “[Ofsted/ CQC outcomes link](#)”

Feedback: We welcome feedback on any aspect of the publication at:
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