

SFR 42/2013

23 October 2013

Coverage: England

Theme: Children,
Education and Skills

Issued by

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CHILDREN WITH SPECIAL EDUCATIONAL NEEDS 2013: AN ANALYSIS

Chapter 4: How do activities up to the age of 19 vary according to special educational needs?

INTRODUCTION

This chapter looks at the differences in educational attainment at age 19 in 2011/12 between those with and without special educational needs for both males and females and compares this to their attainment at ages 16 and 18. It also includes details on the percentage of pupils with special educational needs who enter higher education from the maintained school sector. Post-16 participation and activities are no longer included in this chapter as this data is no longer collected for the cohort of young people.

See Data Annex 4 for further detail on the material covered in this chapter. Referenced figures can be found in the Statistical First Release Attainment by Young People in England Measured Using Matched Administrative Data: by Age 19 in 2012 at <https://www.gov.uk/government/publications/attainment-by-young-people-in-england-measured-using-matched-administrative-data-by-age-19-in-2012>.

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

KEY FINDINGS AT GCSE LEVEL

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

The percentage of pupils who achieved level 2 including English and mathematics by the age at 19 years was also lower for those with special educational needs than those without. Unlike level 2 above, the attainment gap for this indicator did not close substantially between the ages of 16 and 19.

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

Gender

The percentage of females achieving the level 2 threshold by the age of 19 years was slightly higher than that of males for each level of provision for special educational need, with the exception of those with statements where males were slightly more likely to have achieved this expected level. The widest attainment gap between males and females occurred at School Action Plus where 54.1 per cent of males achieved level 2 by 19 compared to 57.9 per cent of females

The gender comparison was much closer for young people achieving level 2

including English and mathematics by age 19.

For both genders, pupils at School Action made the largest progress between the ages of 16 and 19.

YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ACHIEVING FIVE OR MORE GCSEs OR EQUIVALENT AT GRADES A* TO C

Table 10 in the above Statistical First Release shows the percentage of pupils who, by the age of 19 years in 2011/12, had achieved at least five GCSEs or equivalent at grades A* to C. The figures are broken down by age and level of provision for special educational need. The percentages of pupils who had achieved level 2 by the age of 19 was much lower for pupils with special educational needs than for those with no identified special educational needs. However, the attainment gap was smaller at age 19 than age 16 as larger proportions of pupils with special educational needs attained to level 2 between the ages of 16 and 19. In 2011/12, 90.7 per cent of pupils with no special educational needs achieved level 2 by age 19 compared to 72.1 per cent at School Action, 55.6 per cent at School Action Plus and 35.1 per cent with statements.

YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ACHIEVING FIVE OR MORE GCSEs OR EQUIVALENT AT GRADES A* TO C BY PRIMARY TYPE OF SPECIAL EDUCATIONAL NEED

Figure 4.1 shows the percentage of pupils at School Action Plus or with statements in 2011/12 who, by the ages of 19 in 2012 and 16 in 2009, had achieved level 2 by primary type of special educational need. In 2011/12, the groups with the highest percentage achieving this level by age 19 were those with hearing and visual impairments. The groups with the lowest percentage achieving this level were those with profound and multiple or severe learning difficulties. Figures for those with profound and multiple learning difficulty or with multi-sensory impairment should be treated with caution due to the low numbers involved.

Figure 4.1: Percentage of young people at School Action Plus or with statements aged 19 years in 2011/12 who achieved at least five GCSEs or equivalent at grades A* to C (level 2) by age 19 in 2012 and 16 in 2009 by primary type of special educational need

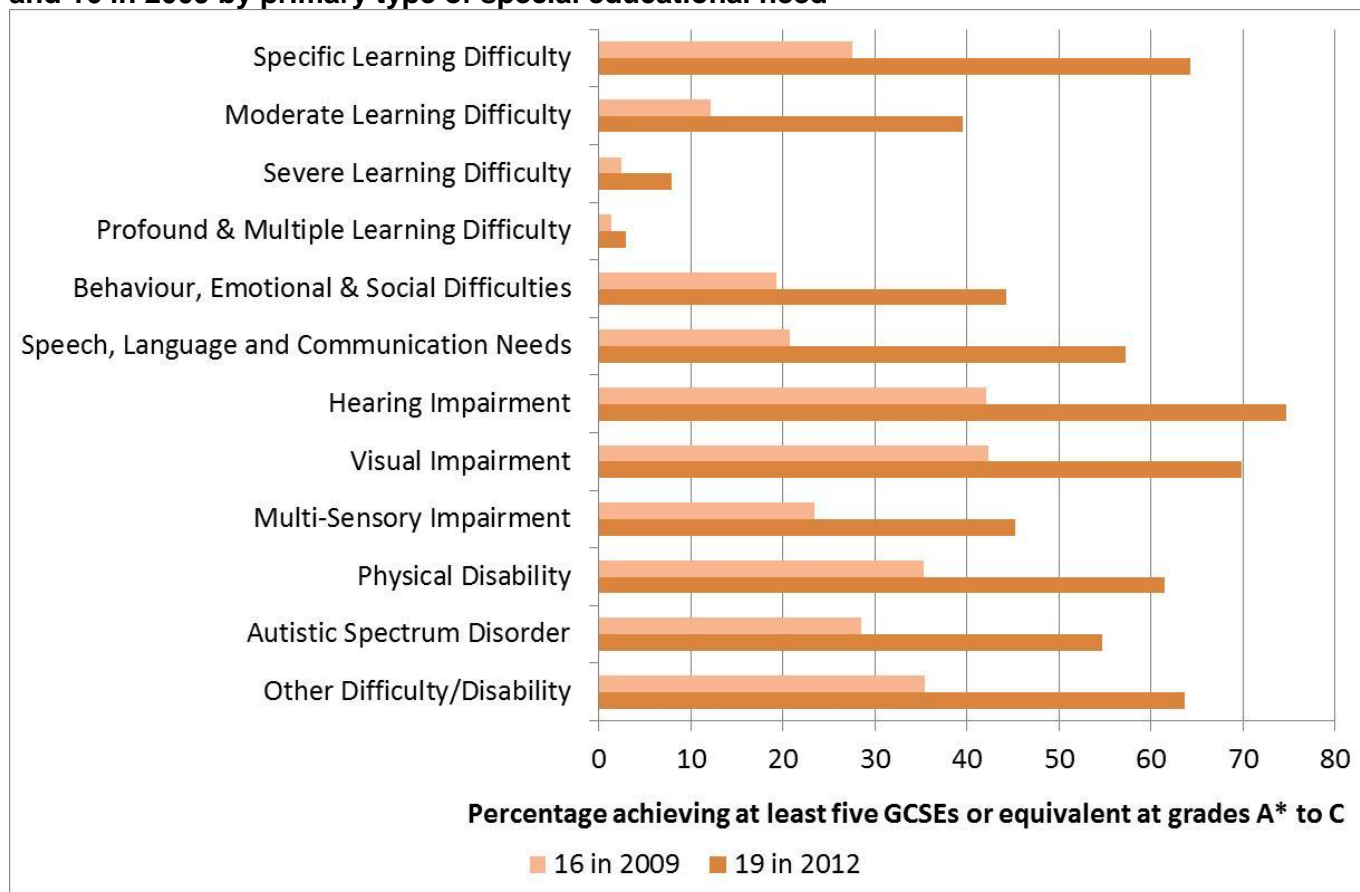
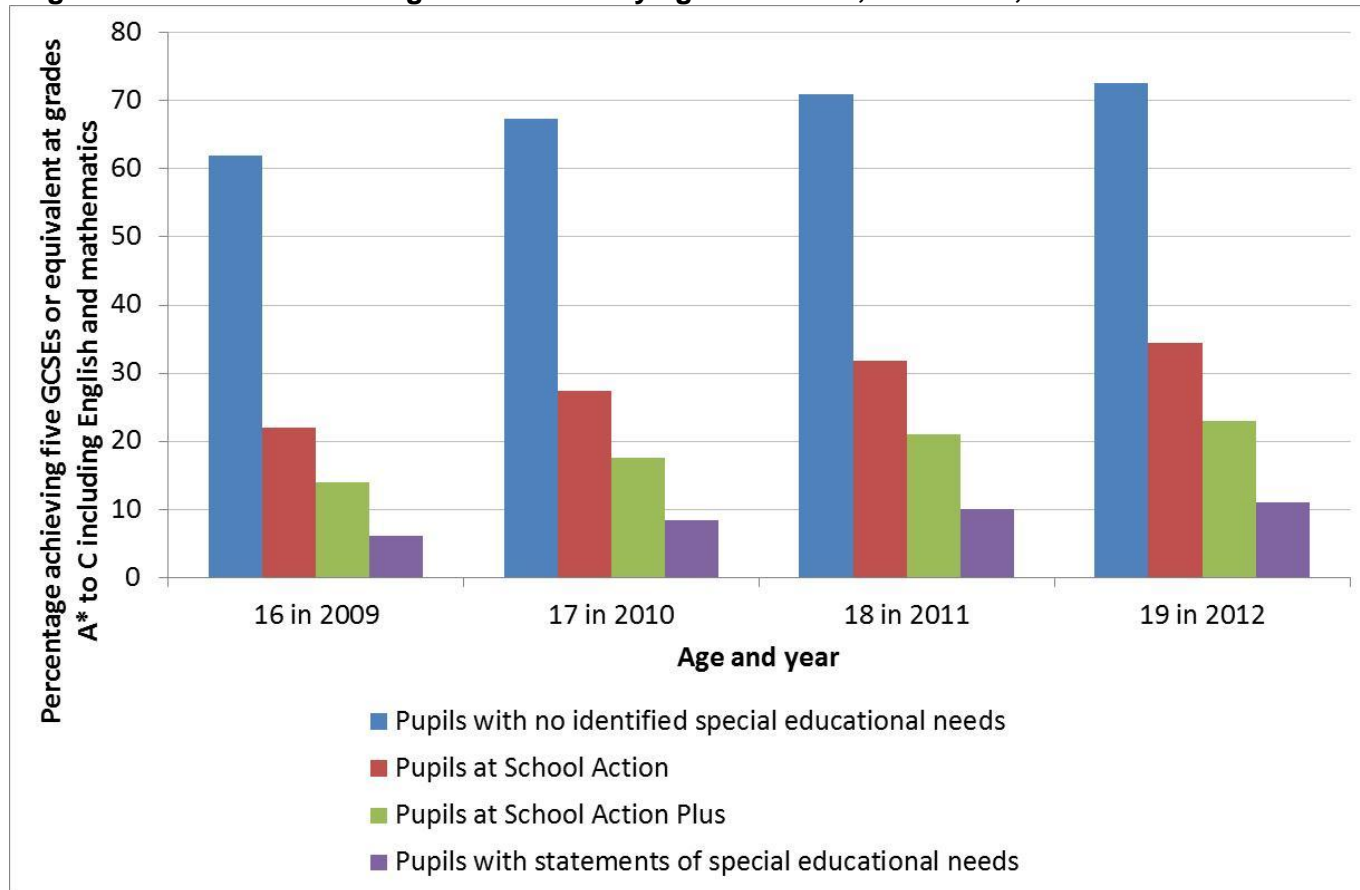


Figure 4.1 shows that, of young people at School Action Plus or with statements in 2011/12, those with specific learning difficulty and with speech, language and communication needs improved the most in terms of the percentage point difference achieving level 2 between the ages of 16 and 19 years. Pupils with hearing impairments were most likely of all the primary types of special educational need to achieve level 2 at age 19 and those with visual impairments were the most likely when they were aged 16.

YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ACHIEVING FIVE OR MORE GCSEs OR EQUIVALENT AT GRADES A* TO C INCLUDING ENGLISH AND MATHEMATICS

Table 10 in the above Statistical First Release and Figure 4.2 below show the percentage of pupils who, by the age of 19 years in 2011/12, had achieved at least five GCSEs or equivalent at grades A* to C including English and mathematics. The figures are broken down by age and level of provision for special educational need. The percentages of pupils who had achieved level 2 by the age of 19 was much lower for pupils with special educational needs than for those with no identified special educational needs. Unlike the figures above for level 2 (not necessarily including English and mathematics) the attainment gap between those with and without special educational needs did not change substantially between the ages of 16 and 19.

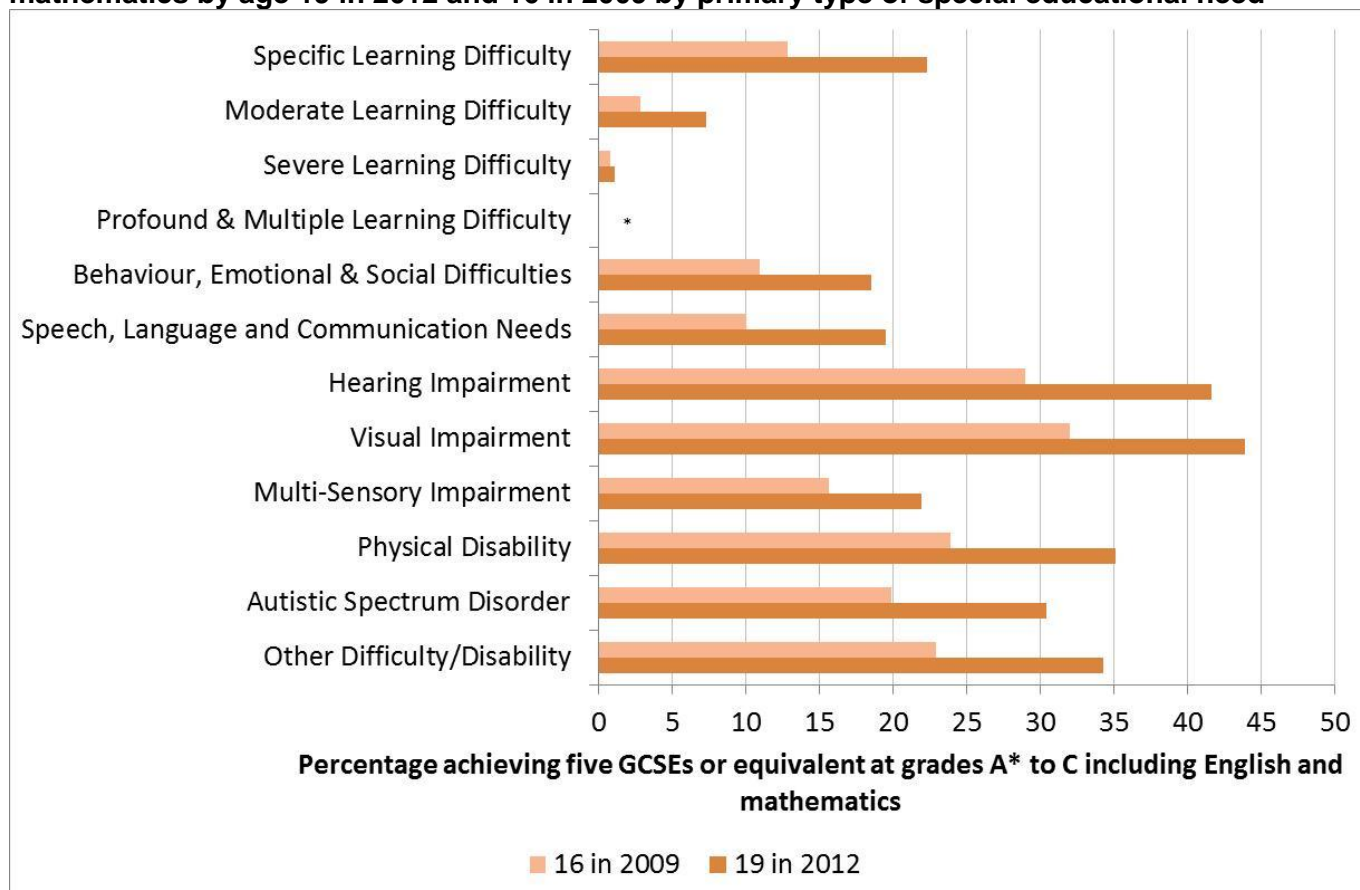
Figure 4.2: Percentage of young people who achieved at least five GCSEs or equivalent including English and mathematics at grades A* to C by age 16 in 2009, 17 in 2010, 18 in 2011 and 19 in 2012



YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ACHIEVING FIVE OR MORE GCSES OR EQUIVALENT AT GRADES A* TO C INCLUDING ENGLISH AND MATHEMATICS BY PRIMARY TYPE OF SPECIAL EDUCATIONAL NEED

Figure 4.3 shows the percentage of pupils at School Action Plus or with statements in 2011/12 who, by the ages of 19 in 2012 and 16 in 2009, had achieved level 2 including English and mathematics by primary type of special educational need. In 2011/12, the groups with the highest percentage achieving this level by age 19 were those with hearing and visual impairments. The groups with the lowest percentage achieving this level were those with severe learning difficulties. Figures for those with severe learning difficulty or with multi-sensory impairment should be treated with caution due to the low numbers involved.

Figure 4.3: Percentage of young people at School Action Plus or with statements aged 19 years in 2011/12 who achieved at least five GCSEs or equivalent at grades A* to C including English and mathematics by age 19 in 2012 and 16 in 2009 by primary type of special educational need



* Figures for young people with profound and multiple learning difficulty have not been shown due to low numbers in the group.

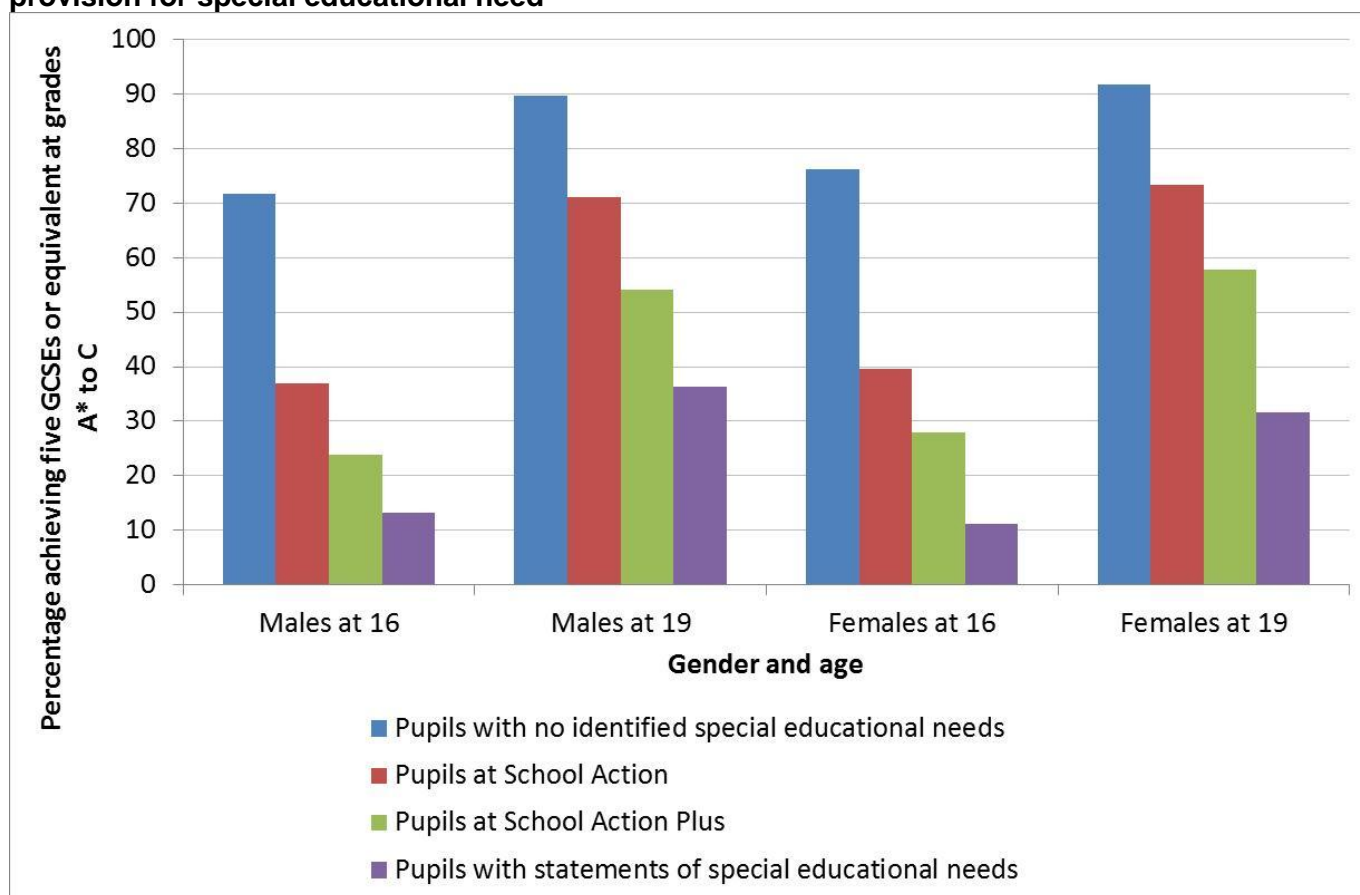
Figure 4.3 shows that, of young people at School Action Plus or with statements in 2011/12, those with hearing impairment and with visual impairment improved the most in terms of the percentage point difference achieving level 2 including English and mathematics between the ages of 16 and 19 years. Also pupils with visual impairments were most likely of all the primary types of special educational need to achieve level 2 including English and mathematics at age 16 and age 19.

YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ACHIEVING FIVE OR MORE GCSEs OR EQUIVALENT AT GRADES A* TO C BY GENDER

Figure 4.4 shows the percentage of males and females who achieved level 2 in 2011/12 by level of provision for special educational need. At both 16 and 19 years old females were more likely to achieve the expected level for all levels of provision with the exception of those with statements for whom males were more likely to achieve this level.

For pupils with statements of special educational needs, 36.6 per cent of males achieved level 2 compared to 31.7 per cent of females. Otherwise, the widest attainment gap between males and females occurred at School Action Plus, where 54.1 per cent of males achieved level 2 by age 19 compared to 57.9 per cent of females. Similar attainment gaps existed between males and females at School Action and for those with no special educational needs. Level 2 attainment between the ages of 16 and 19 increased more among males than amongst females regardless of the provision for special educational needs.

Figure 4.4: Percentage of males and females aged 19 years in 2011/12 who achieved at least five GCSEs or equivalent at grades A* to C (level 2) by the age of 19 in 2012 and 16 in 2009 and level of provision for special educational need



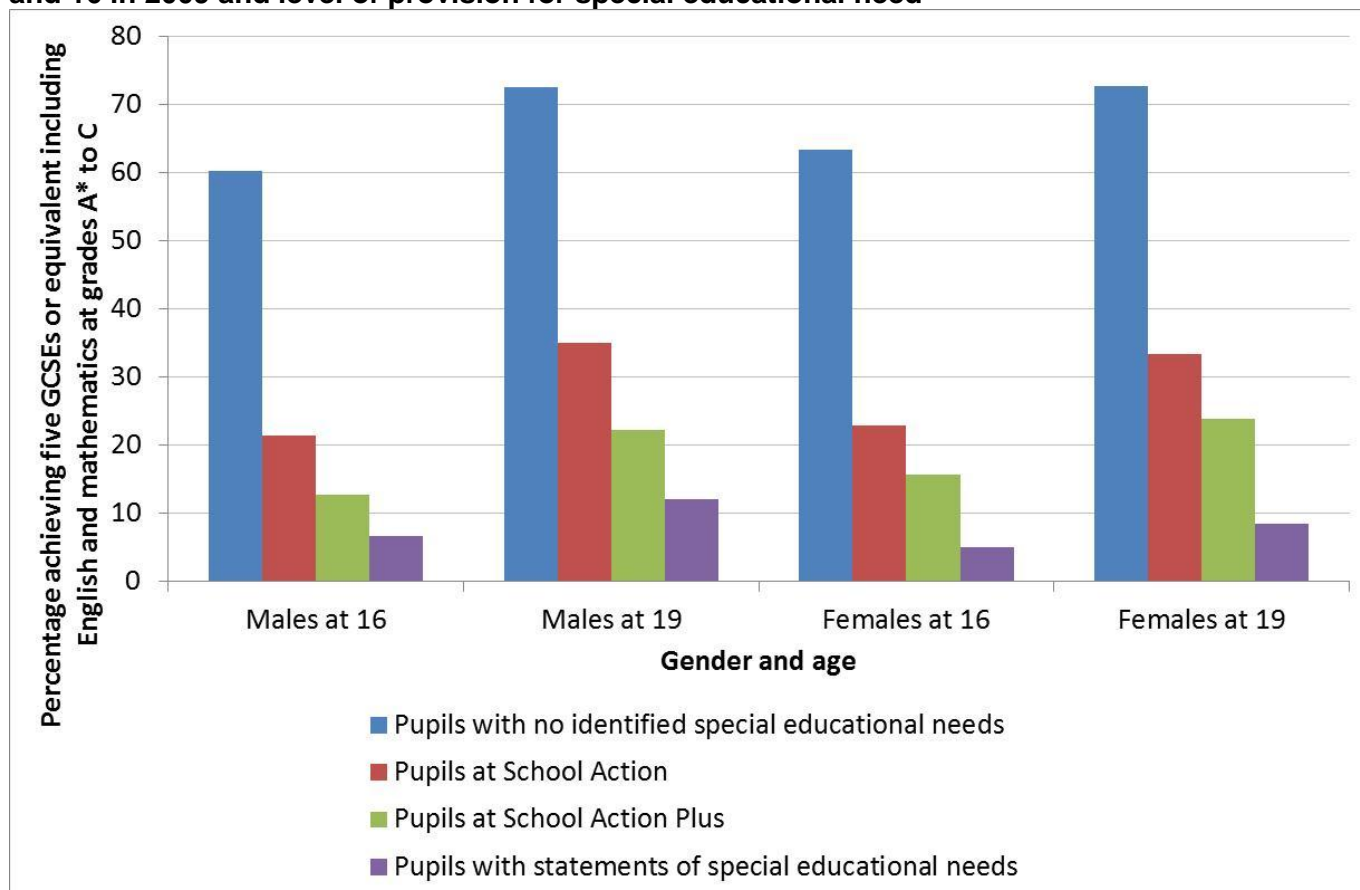
YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ACHIEVING FIVE OR MORE GCSES INCLUDING ENGLISH AND MATHEMATICS OR EQUIVALENT AT GRADES A* TO C BY GENDER

Figure 4.5 shows the percentage of males and females who achieved level 2 including English and mathematics in 2011/12 by level of provision for special educational need. By 19 years old females were more likely to achieve the expected level for those at School Action Plus whereas males were more likely to achieve it at School Action and with statements of special educational needs. There was very little difference between the genders in the percentage with no special educational needs achieving the expected level.

For pupils with no special educational needs, 72.5 per cent of males achieved this level compared to 72.7 per cent of females. At School Action, the equivalent percentages were 35.1 per cent for males and 33.4 per cent for females, at School Action Plus they were 22.3 per cent for males and 23.9 per cent for females and with statements the percentages were 12.1 for males and 8.5 per cent for females.

Level 2 attainment including English and mathematics between the ages of 16 and 19 increased more among males than amongst females for all provisions for special educational needs.

Figure 4.5: Percentage of males and females aged 19 years in 2011/12 who achieved at least five GCSEs or equivalent at grades A* to C including English and mathematics by the age of 19 in 2012 and 16 in 2009 and level of provision for special educational need



KEY FINDINGS AT A LEVEL

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

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

Gender

The proportion of females achieving the level 3 qualification by age 19 was higher than that of males for each level of provision for special educational need with the exception of those with statements for whom males were slightly higher.

The widest attainment gap between males and females occurred for pupils with no special educational needs, where 61.7 per cent of males achieved level 3 by 19 compared to 66.4 per cent of females.

Level 3 attainment increased by a similar amount between the ages of 18 and 19 for males and females for all levels of provision for special educational need.

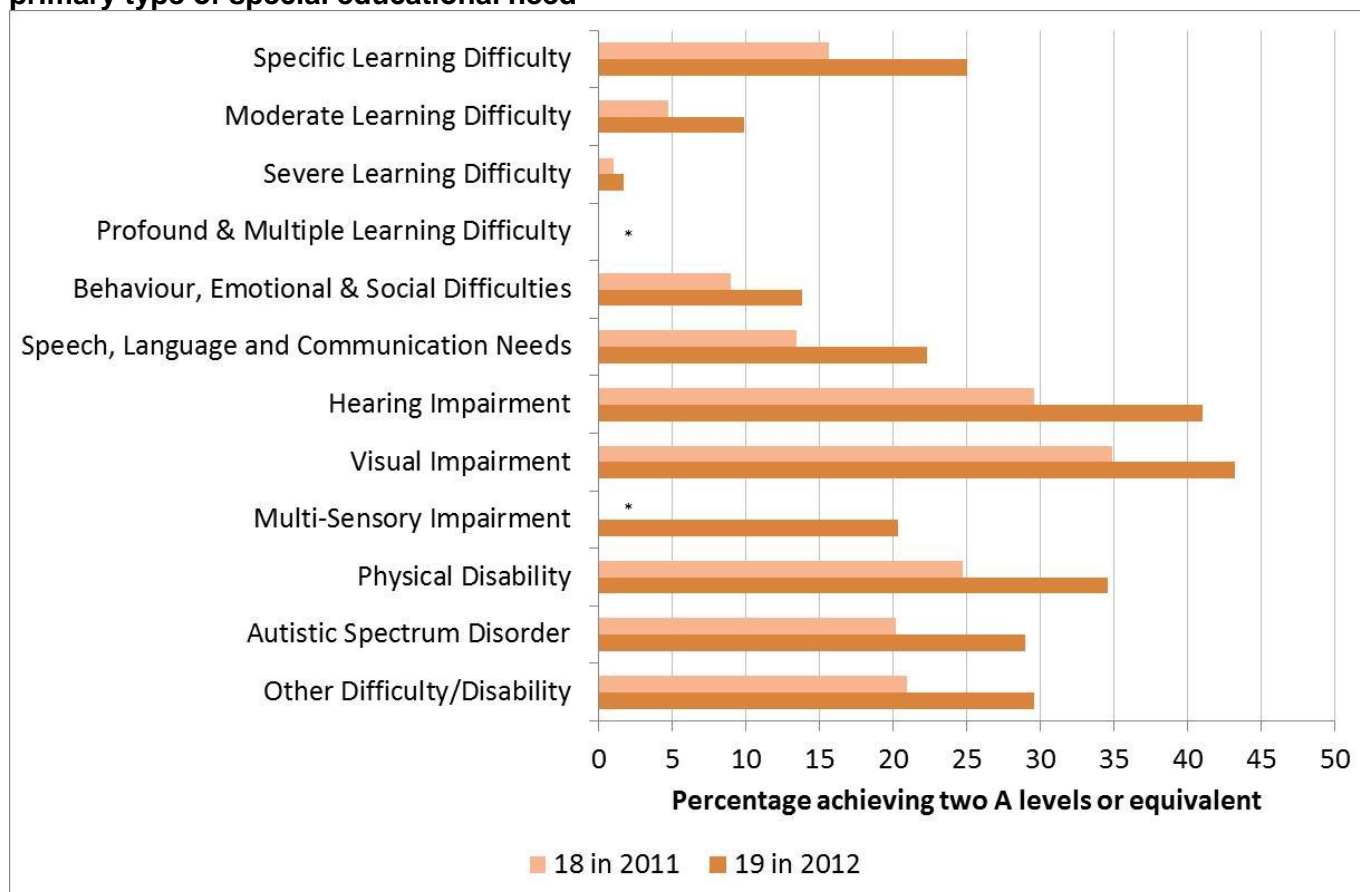
YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ACHIEVING TWO A LEVELS

Table 11 in the above Statistical First Release shows the percentage of pupils who, by the age of 19 years in 2011/12, had achieved two A levels or equivalent. The figures are broken down by age and level of provision for special educational need. The percentages of pupils who had achieved level 3 by the age of 19 was much lower for pupils with special educational needs than for those with no special educational needs. The attainment gap was smaller at age 17 than at ages 18 or 19 as a lower percentage of pupils with no special educational needs had achieved level 3 by this age.

YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ACHIEVING TWO A LEVELS BY PRIMARY TYPE OF SPECIAL EDUCATIONAL NEED

Figure 4.6 shows the percentage of young people at School Action Plus or with statements in 2011/12 who, by the ages of 19 in 2012 and 18 in 2011, had achieved level 3 by primary type of special educational need. The groups with the highest percentage achieving the level 3 qualification by age 19 in 2012 were visual impairments (43.2 per cent) and hearing impairments (41.0 per cent). Figures for those with multi-sensory impairment or severe learning difficulty should be treated with caution due to the low numbers involved.

Figure 4.6: Percentage of young people at School Action Plus or with statements aged 19 years in 2011/12 who had achieved two A levels or equivalent (level 3) by age 19 in 2012 and 18 in 2011 by primary type of special educational need



* Figures for young people with profound and multiple learning difficulty and 18 year olds with multi-sensory impairment have not been shown due to low numbers in the group.

Figure 4.6 shows that, of young people at School Action Plus or with statements in 2011/12, those with hearing impairments, physical disability and specific learning difficulty improved the most in terms of the

percentage point difference achieving level 3 between the ages of 18 and 19 years. Young people with visual impairments were most likely to achieve level 3 at age 19 and also when they were aged 18.

YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ACHIEVING TWO A LEVELS BY GENDER

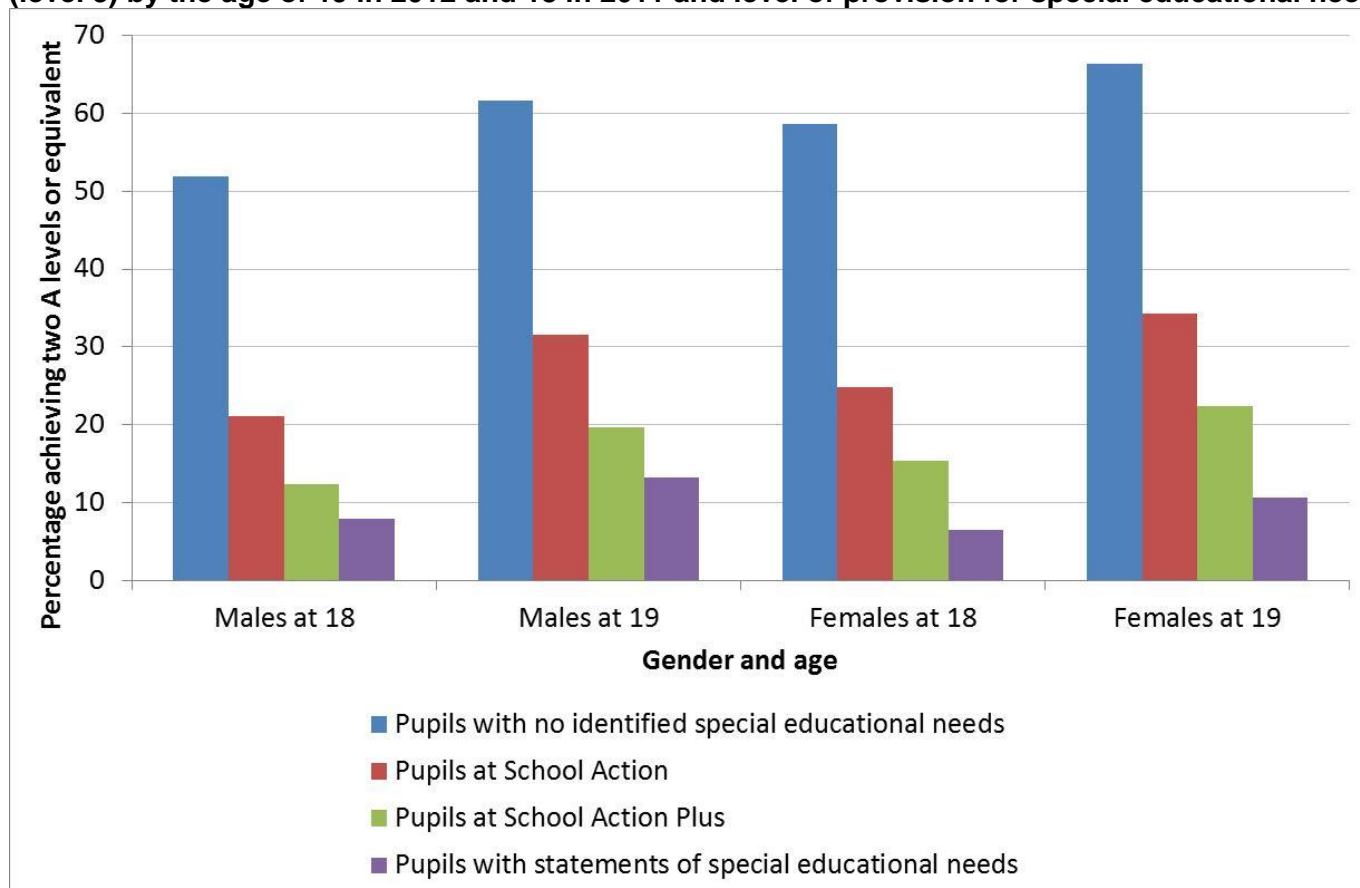
Figure 4.7 shows the percentage of males and females who had achieved level 3 in 2011/12 by level of provision for special educational need by age 18 and 19.

The proportion of 19 year old females achieving level 3 was higher than that of males for each level of provision for special educational need with the exception of those with statements where males were slightly more likely to achieve this level.

61.7 per cent of 19 year old males with no identified special educational needs achieved level 3 compared to 66.4 per cent of females. 13.2 per cent of 19 year old males with statements of special educational needs achieved level 3 compared to 10.6 per cent of females.

The greatest increase in young people achieving level 2 between the ages of 18 and 19 occurred for males at School Action where 21.1 per cent of 18 years old achieved this level – increasing to 31.5 per cent of 19 year olds.

Figure 4.7: Percentage of males and females aged 19 years in 2011/12 who achieved two A levels (level 3) by the age of 19 in 2012 and 18 in 2011 and level of provision for special educational need



YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS PROGRESSING TO HIGHER EDUCATION

Data on pupils entering higher education is collected by the Higher Education Statistics Agency (HESA), which is the official agency for the collection, analysis and dissemination of quantitative information about higher education. Further information about HESA is available in Data Annex 4.

Higher education students are defined by HESA as those on courses for which the level of instruction is above that of A level and equivalent.

KEY FINDINGS

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

PROGRESSION OF YOUNG PEOPLE INTO HIGHER EDUCATION BY AGE 19 IN 2010/11

HESA data on enrolments in higher education for 18 and 19 year olds were matched to the National Pupil Database, which is a longitudinal database for pupils in England linking pupil/student characteristics to school and college learning aims and attainment. Progression rates cover the proportion of pupils who enrolled in higher education courses in UK Higher Education Institutions (HEIs) or English Further Education Colleges either at age 18 in the academic year 2009/10, or at age 19 in the academic year 2010/11.

Figure 4.8 shows the proportion of pupils who progressed to higher education by the age of 19 years in 2010/11 by their level of provision for special educational need in January 2007 (i.e. in academic year 11 when taking GCSEs). Pupils with special educational needs were around four times less likely to be in higher education compared to those with no special educational needs. 41 per cent of those with no special educational needs in January 2007 progressed to higher education by age 19 in 2011 compared to 14 per cent for those at School Action, 9 per cent for those at School Action Plus and 6 per cent for those with statements.

Progression rates into higher education are much higher when looking at those who obtained at least 2 A levels for all levels of provision for special educational need. Figure 4.8 also shows that 84 per cent of those with no special educational needs in January 2007 who obtained 2 A levels, enrolled in higher education courses by age 19 in 2011. This compares to 81 per cent for those at School Action, 82 per cent for those at School Action Plus and 86 per cent for those with statements.

Figure 4.8: Progression to higher education by age 19 in 2010/11 by level of provision for special educational need

