



Department  
for Education

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

**May 2019**

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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 (SEN). This is the sixth release in this format 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 21.

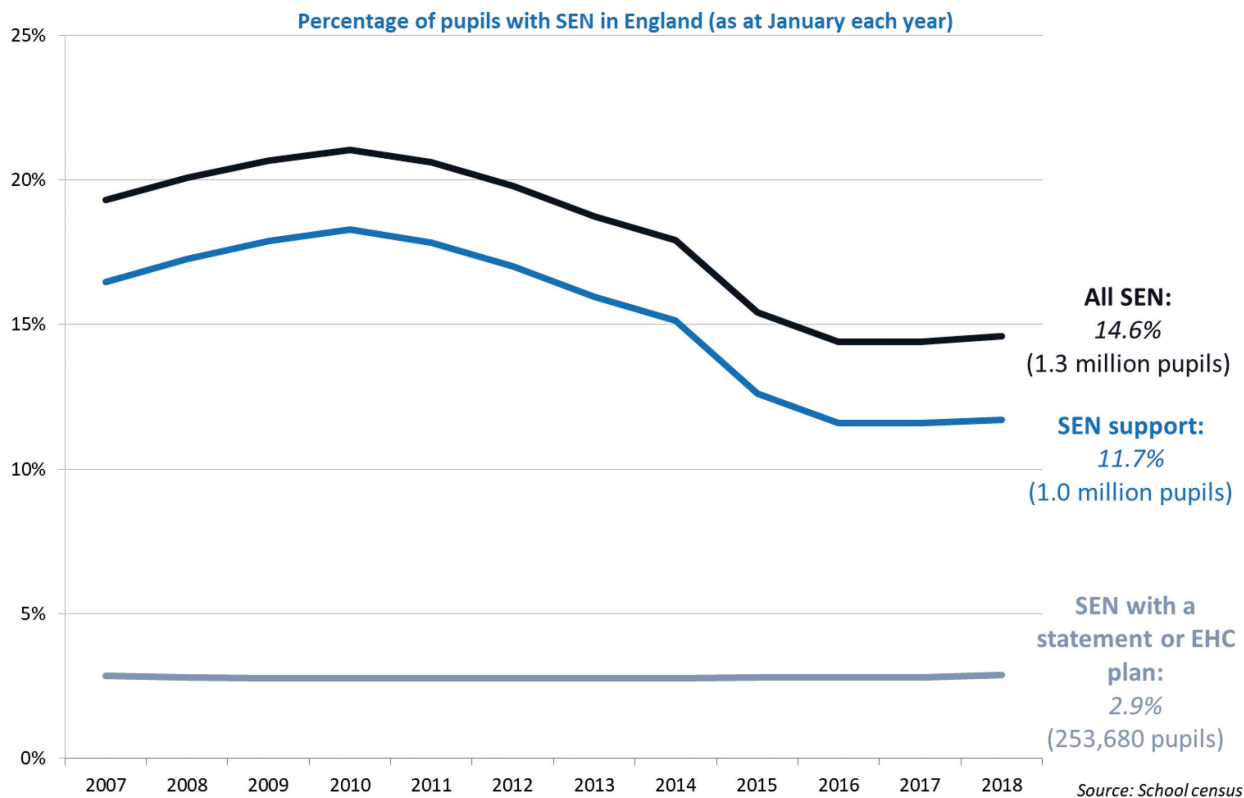
Topic	Publication title link	Latest data reference point	Time series data available?	LA level data by SEN available?	When next published and how often updated
Prevalence and characteristics	<a href="#">‘Special educational needs in England: January 2018’</a>	January 2018	Yes	Yes	July 2019, annual
Early years SEN prevalence	<a href="#">Education provision: children under 5 years of age, January 2018</a>	January 2018	Yes	Yes	June 2019, annual
Early years Foundation Stage profile (EYFSP)	<a href="#">‘Early years foundation stage profile results: 2017 to 2018’</a>	2017/18 (academic year)	Yes	Yes	November 2019, annual
Phonics screening check and Key Stage 1 attainment	<a href="#">‘Phonics screening check and key stage 1 assessments: England 2018’</a>	2017/18	Yes	Yes	September 2019, annual
Key Stage 2 attainment	<a href="#">‘Key stage 2 and multi-academy trust performance, 2018 (revised)’</a>	2017/18	Yes	Yes	December 2019, 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
Key Stage 4 attainment	<a href="#">'Key stage 4 and multi-academy trust performance 2018 (revised)'</a>	2017/18	Yes	Yes	January 2020, annual
Attainment by age 19	<a href="#">'Level 2 and 3 attainment by young people aged 19 in 2018'</a>	2017/18	Yes	Yes	April 2020, annual
Outcomes for looked after children and children in need	<a href="#">'Outcomes for children looked after by LAs: 31 March 2018'</a> <a href="#">'Characteristics of children in need: 2017 to 2018'</a>	2017/18	Yes	Yes	March 2020, annual
Post-16 participation	<a href="#">'NEET and participation: local authority figures'</a>	March 2018	Yes	Yes	TBC
Further Education learning difficulty and disability numbers	<a href="#">'FE data library'</a>	2017/18	Yes	No	December 2019, annual
Destinations measures	<a href="#">'Destinations of key stage 4 and key stage 5 pupils: 2017'</a>	2016/17	Yes	Yes	October 2019, annual
Progression into higher education	<a href="#">'Widening participation in higher education: 2018'</a>	2016/17	Yes	No	July 2019, annual
Measures from Adult Social Care Outcomes framework	<a href="#">'Measures from the Adult Social Care Outcomes Framework, England - 2017-18'</a>	2017-18 (financial year)	Yes	No, CCG level data available	October 2019, 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
Absence (full year release)	<a href="#">‘Pupil absence in schools in England: 2017 to 2018</a>	2017/18	Yes	Yes	March 2020, annual
Exclusions	<a href="#">‘Permanent and fixed-period exclusions in England: 2016 to 2017’</a>	2016/17	Yes	Yes	July 2019, annual
Statements and EHC plans – numbers, transfers and timeliness of issuing	<a href="#">‘Statements of SEN and EHC plans: England 2019’</a>	January 2019	Yes	Yes	May 2020, annual
Appeals registered with the SEND tribunal	<a href="#">‘Tribunals statistics’</a>	October – December 2018	Yes	Yes	June 2019, quarterly

# Prevalence and characteristics

## Key trends



The number of pupils with SEN increased from 1.24 million pupils in 2017 to 1.28 million pupils in 2018. The proportion of SEN pupils has been decreasing since 2010 (21.1%), however in 2018 the proportion increased to 14.6% from 14.4% in 2017.

The proportion of pupils with a statement/ Education, Health and Care (EHC) plan increased to 2.9% in 2018, having remained at 2.8% since 2007. The number of children with statements of SEN slowly decreased from 2007 (232,760) to 2010 (223,945) and then slowly increased to 253,680 in 2018. Pupils with a statement or EHC plan made up 20% of all pupils with SEN in January 2018.

After a period increasing between 2007 and 2010, the percentage of pupils with SEN support (SEN without statements/ EHC plan) fell for six years in a row, from 18.3% in 2010 to 11.6% in 2016. This proportion increased in 2018 to 11.7%, from 11.6% in 2017.

### 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.

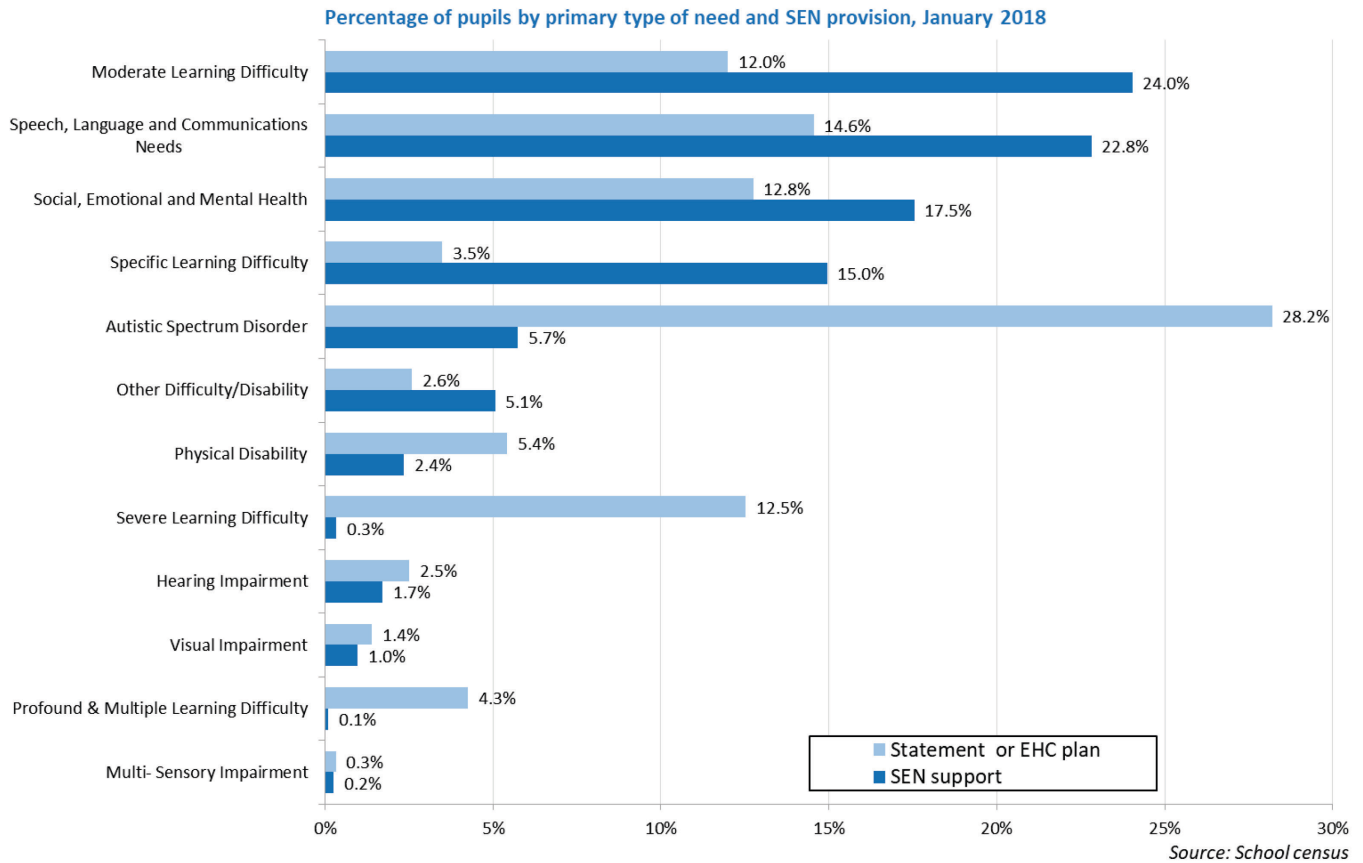
**Statement/ Education, Health and Care (EHC) plan:** A pupil has a statement of SEN or an EHC plan when a local authority issued one following a formal assessment. This document sets out the child's needs and the extra help they should receive.

## Type of need

In January 2018, the most prevalent type of primary need identified among pupils with SEN was 'Moderate Learning Difficulty', with 21.6% of pupils recording this as their primary need.

For pupils with statements or EHC plans, 'Autistic Spectrum Disorder' was the most common primary type of need, with 28.2% of pupils with statements or EHC plans having this primary type of need.

'Moderate Learning Difficulty' was also the most common type of need for pupils on SEN support; 24.0% of pupils on SEN support had this primary type of need.



## Characteristics

### Gender

Special educational needs remain more prevalent in boys than girls. 14.7% of boys are on SEN support compared to 8.2% of girls. 4.2% of boys have a statement or EHC plan compared to 1.6% girls.

### Free school meal eligibility

Pupils with special educational needs are more likely to be eligible for free school meals. 25.8% of pupils with special educational needs were eligible for free school meals in 2018 compared to 11.5% of pupils without special educational needs.

## Ethnicity

Overall, in January 2018, 3.0% of White British pupils have statements of SEN/EHC plan compared to 2.7% of minority ethnic pupils. For SEN support, the figures are 12.1% and 10.3% respectively. Travellers of Irish heritage and Black Caribbean pupils had the highest percentage of pupils with statements or EHC plans in January 2018 (4.5% and 4.2% respectively). Indian pupils had the lowest percentage of pupils with statements or EHC plans in January 2018 at 1.8%, compared with 2.9% of all pupils nationally.

## English as a first language

Of the pupils whose first language is known to be, or believed to be English in January 2018, 3.0% have a statement of SEN/ EHC plan and 11.9% are SEN support. This compares to 2.4% and 10.1% 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 has seen a year on year increase since January 2010. In January 2010, 38.2% of all pupils with statements attended state-funded special schools, and this has increased to 44.2% of all pupils with statements or EHC plans in January 2018.

### Percentage of pupils with a statement or EHC plan by type of provision, England, 2010-2018:

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

## Early years

The total number of 2-year-olds benefitting from funded early years education has decreased in 2018 and the proportion with SEN also decreased slightly from 3.2% to 3.1%. There was a decrease in the percentage with a statement or EHC plan and the percentage on SEN support.

The total number of 3- and 4-year-olds in receipt of funded early education has decreased in 2018, however the percentage with SEN has increased from 6.1% to 6.3%. There was an increase in the percentage with a statement or EHC plan and the percentage on SEN support.

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

[‘Special educational needs in England: January 2018’](#) Next update due July 2019

[Education provision: children under 5 years of age, January 2018](#) Next update due June 2019



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

**Prevalence:** 55.5% of children who had been looked after continuously for 12 months for whom data were available had a special educational need (SEN) in 2017/18, which consists of 26.5% with a statement or EHC plan and 29.0% on SEN support. This compares to 45.7% of children in need with SEN and 14.6% of all children with SEN.

The most common type of need for looked after children was 'Social, Emotional and Mental Health' – 38.5% of looked after children with a statement or EHC plan had this type of need compared to 14.6% of all children with a statement or EHC plan.

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

[‘Outcomes for children looked after by LAs: 31 March 2018’](#) Next update due March 2020

[‘Characteristics of children in need: 2017 to 2018’](#) Next update due March 2020

## 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.

### 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 2017/18, 24% of pupils with SEN achieved a good level of development; which is 1 percentage point higher than the figure for 2016/17 at 23%. There was also an increase of 1 percentage point in the percentage of pupils with no SEN who achieved a good level of development in 2017/18 to 77%, compared to 76% in 2016/17.

### Phonics screening check

There has been steady increases over time in the percentages of pupils with SEN meeting the expected standard in the phonics screening check. In 2017/18, 44% of pupils with SEN met the expected standard, an increase of 1 percentage point compared to the 2016/17 figure of 43%. There was also an increase in the percentage of pupils with no SEN meeting the expected standard in the phonics screening check, from 87% in 2016/17 to 89% in 2017/18.

### Key Stage 1

The percentage of pupils identified with SEN who achieved the expected standard in KS1 teacher assessments (TA) has been fairly stable in recent years. 30% of pupils with SEN achieved the expected standard in English reading TA in 2017/18, compared to 31% in 2016/17; 33% of pupils with SEN achieved the expected standard in mathematics TA in 2017/18, compared to 32% in 2016/17 and 42% of pupils with SEN achieved the expected standard in science TA in 2017/18, compared to 43% in 2016/17. The results for all pupils and pupils with No SEN has also been fairly stable in recent years: for those with no SEN in 2017/18, 84% achieved the expected standard in English reading TA, 84% achieved the expected standard in mathematics TA and 90% achieved the expected standard in science TA.

### Key Stage 2

21% of pupils with SEN achieved the expected level in reading, writing and mathematics in 2017/18 compared to 74% of those with no SEN – these figures are an increase compared to 2016/17 when 18% of pupils with SEN and 70% of pupils with no SEN achieved the expected level in reading, writing and mathematics. (Changes to the National Curriculum tests were introduced in 2015/16 and data for earlier years is not comparable, see source publication (linked below) for details).

Pupils with SEN have lower progress scores compared to those with no SEN and the score is lowest in writing TA, however, for all subjects the progress scores for pupils with SEN have

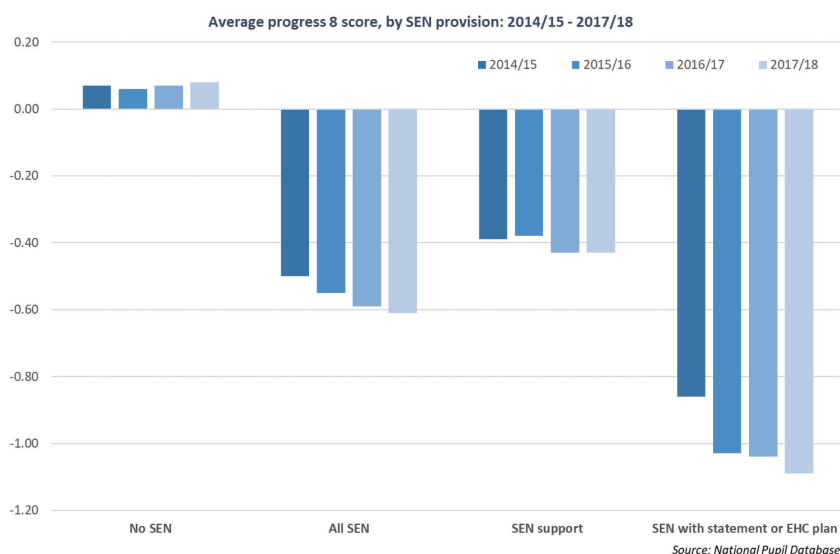
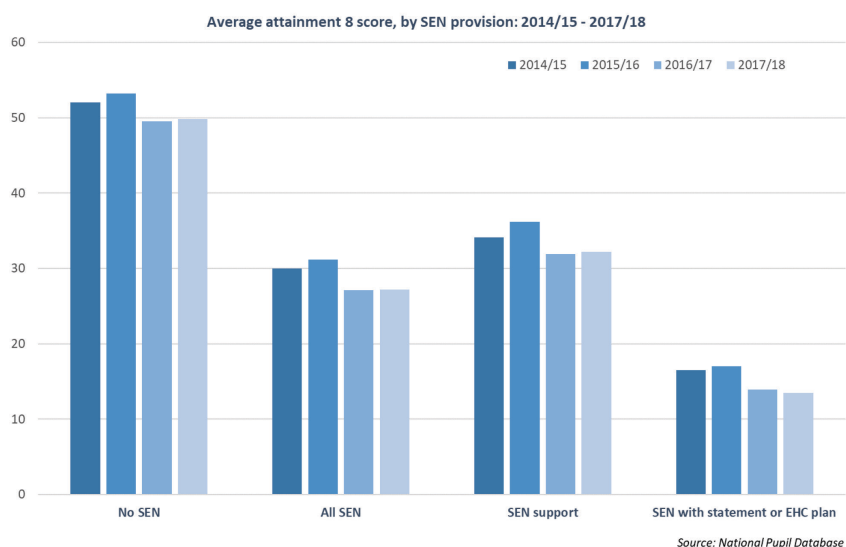
improved in 2017/18 compared to 2016/17. For reading test the progress score in 2017/18 is -1.4 for SEN pupils and 0.3 for those with no SEN; for writing TA the progress score is -2.2 for SEN pupils and 0.5 for those with no SEN and for mathematics test the progress score is -1.4 for SEN pupils and 0.3 for those with no SEN.

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 2017/18 was 27.2 compared to 49.8 for those with no SEN. The average progress 8 score for pupils with SEN was -0.61 compared to 0.08 for those with no SEN.

The score of -0.61 indicates that pupils with SEN achieve, on average, over half a grade lower per subject than other pupils with similar prior attainment nationally.  
(See source publication (link below) for detail of definitions).



## Post-16 – attainment by age 19

30.6% of pupils identified with SEN in year 11 achieved Level 2 (equivalent to 5+A\*-C at GCSE) including English and mathematics by age 19 in 2017/18, this is a decrease compared to the 2016/17 figure of 32.7%. This decrease in attainment was mirrored in the attainment for pupils without SEN, which fell from 77.6% in 2016/17 to 75.5% in 2017/18.

For both the SEN and no SEN groups, this fall is likely to be due to a reduction in the types of vocational qualifications counted in the School Performance Tables from 2013/14 onwards (see linked publication below for more details), which followed through to attainment at age 19 in later years.

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

[‘Early years foundation stage profile results: 2017 to 2018’](#) Next update due November 2019

[‘Phonics screening check and key stage 1 assessments: England 2018’](#) Next update due September 2019

[‘Key stage 2 and multi-academy trust performance, 2018 \(revised\)’](#) Next update due December 2019

[‘Key stage 4 and multi-academy trust performance 2018 \(revised\)’](#) Next update due January 2020

[‘Level 2 and 3 attainment by young people aged 19 in 2018’](#). Next update due April 2020

## 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 2017/18, compared to 21% 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 2017/18 was 12.6 compared to a score of 25.3 for non-looked after children with SEN and 9.1 for children in need. The average progress 8 score for looked after children with SEN in 2017/18 was -1.42 compared to -0.77 for non-looked after children with SEN and -1.72 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.

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

[‘Outcomes for children looked after by LAs: 31 March 2018’](#) Next update due March 2020

[‘Characteristics of children in need: 2017 to 2018’](#) Next update due March 2020

# Preparation for Adulthood

## Post-16 learner participation

### Participation for 16 and 17 year olds

88.5% of 16-17 year olds with SEN with a statement or EHC plan were in education and training in March 2018 which is 3.6 percentage points lower than those without a SEN statement or EHC plan (92.1%).

### Participation in Further Education

In the 2017/18 academic year 194,060 learners in Further Education (FE) aged under 19, self-declared a learning difficulty or disability (LDD) (22.0% of all learners in this age group) . There were 356,240 learners aged 19 and over in Further Education (FE) with a self-declared learning difficulty or disability (LDD) (16.3% of all learners in this age group).

## Destinations

**After Key Stage 4** - Young people at the end of compulsory schooling: 90% of pupils with a statement were in a sustained education or employment/ training destination six months after completing Key Stage 4, compared to 88% of pupils with SEN without statements and 95% of those without SEN (2016/17 destinations).

**After Key Stage 5** - Young people who took A levels/level 3 qualifications: 86% of pupils with SEN in mainstream schools progressed to a sustained education or employment/training destination six months after completing Key Stage 5, compared to 91% of those without SEN. 85% of those with Learning Difficulty or Disability (LDD) in colleges progressed to a sustained education or employment/ training destination compared to 88% of those without LDD (2016/17 destinations).

## Progression to higher education

In 2016/17, 17.2% of pupils identified with special educational needs in year 11 entered HE by age 19, compared to 46.8% of pupils who were not identified with special educational needs in year 11. For those with a statement or EHC plan in year 11, 8.3% had entered HE by age 19 and for those with SEN without a statement or EHC in year 11, 19.2% had entered HE by age 19. All groups have seen increases in these percentages in recent years.

### 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 data’](#) Next update due December 2019

[‘Destinations of key stage 4 and key stage 5 pupils: 2017’](#) Next update due October 2019

[‘Widening participation in higher education: 2018’](#) Next update due July 2019

## **Employment status for adults with learning disabilities**

In the 2017-18 financial year, 6.0% of adults with learning disabilities aged 18-64 who were receiving support from social services were in paid employment, compared to 5.7% in the previous year.

## **Accommodation status for adults with learning disabilities**

In the 2017-18 financial year, 77.2% 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 76.2% in the previous year.

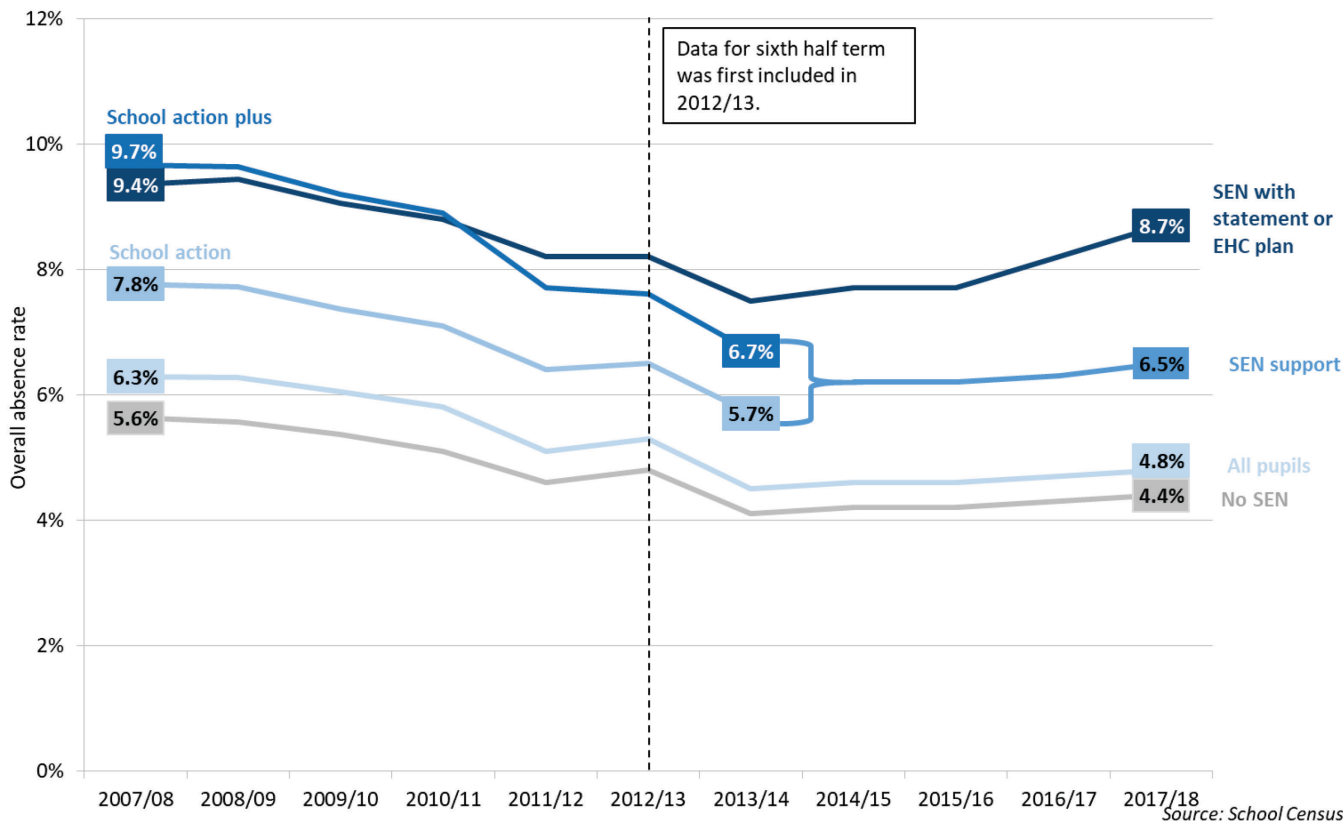
**More information on Adult Social Care outcomes can be found in the following publication:**

[‘Measures from the Adult Social Care Outcomes Framework, England - 2017-18’](#) Next update due October 2019

# Absence and exclusions

## Absence

Percentage of sessions missed due to overall absence, by SEN provision: 2007/08 - 2017/18



8.7% of sessions were missed for pupils with statements or EHC plans in 2017/18 compared to 6.5% for pupils on SEN support and 4.4% for pupils without SEN.

25.1% of pupils with statements or EHC plans were persistent absentees in 2017/18 compared to 18.3% for pupils on SEN support and 9.4% for pupils without SEN.

Pupils with primary SEN type of profound and multiple learning difficulties were most likely to be absent from school in 2017/18, these pupils missed 14.9% of sessions (although authorised absence make up most of this as the authorised absence rate was 13.7%).

From 2014/15 school action and school action plus categories have combined to form one category of **SEN support**.

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

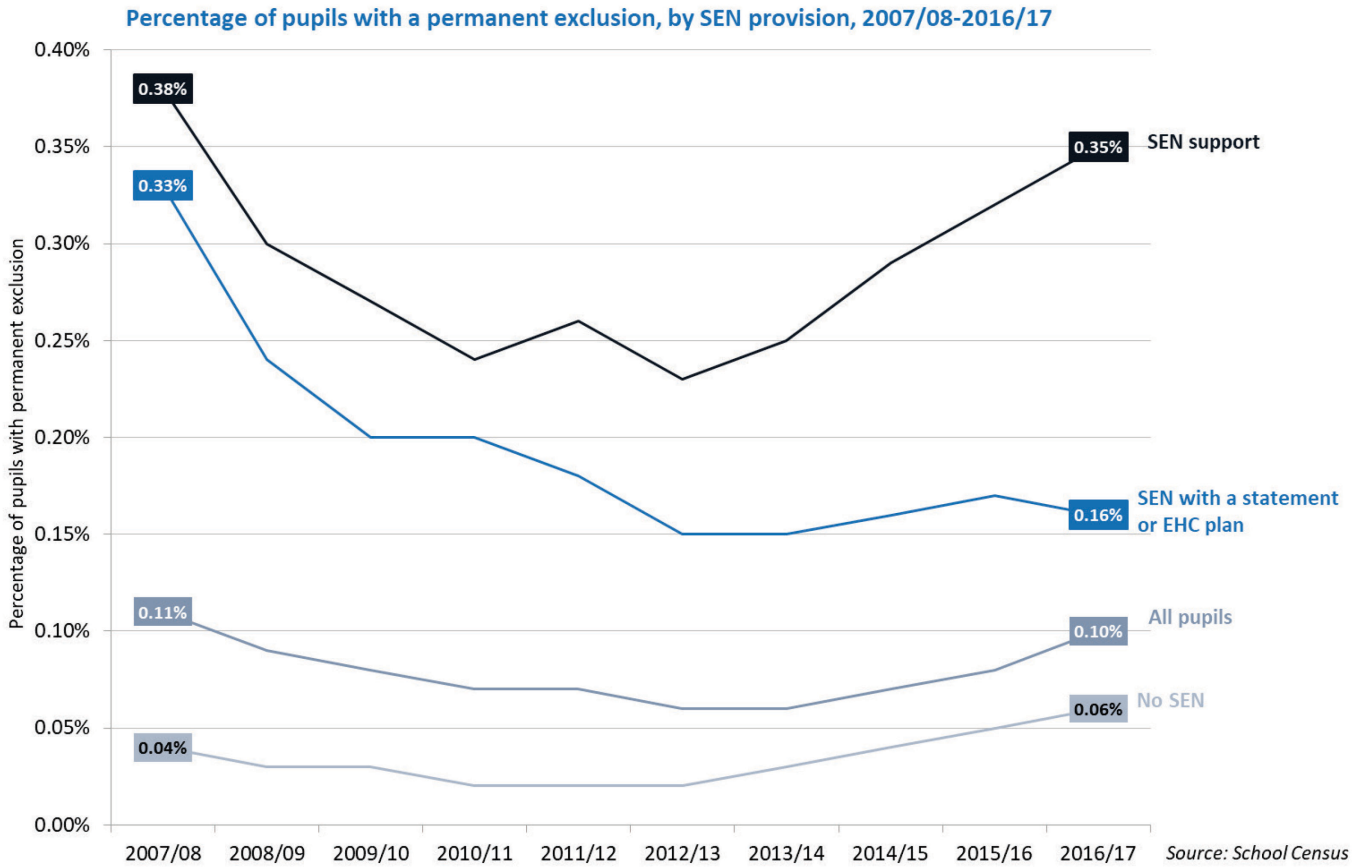
**More information on absence and can be found in the following publications:**

[‘Pupil absence in schools in England: 2017 to 2018’](#) Next update due March 2020

# Exclusions

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

## Permanent exclusions

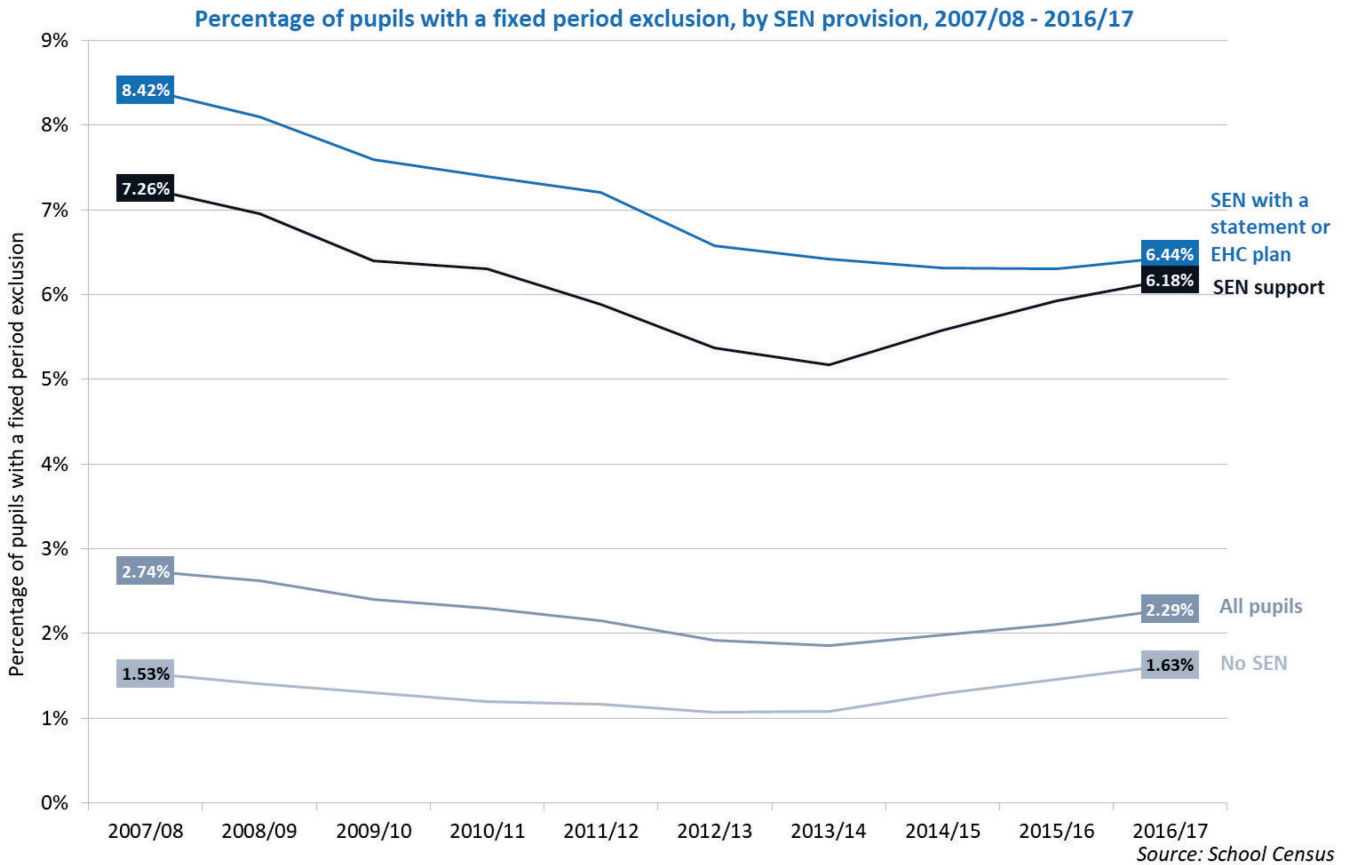


The permanent exclusion rate for pupils on SEN support in 2016/17 was 0.35%, compared to 0.16% for pupils with statements or EHC plans and 0.06% of pupils with no SEN.

Pupils with primary type of need ‘Social, emotional and mental health’ (SEMH) have the highest permanent exclusion rate at 1.09%.



## Fixed period exclusions



6.18% of pupils on SEN support received one or more fixed period exclusion in 2016/17 compared to 6.44% of pupils with statements or EHC plans and 1.63% of pupils with no SEN. Pupils with primary type of need ‘Social, emotional and mental health’ (SEMH) had the highest percentage of enrolments with one or more fixed period exclusion in 2016/17 at 17.46%.

**More information on exclusions can be found in the following publications:**  
[‘Permanent and fixed-period exclusions in England: 2016 to 2017’](#) Next update due July 2019

## Experience of the SEND system

### Total number of EHC plans maintained by local authorities

There were 353,995 children and young people with Education, Health and Care (EHC) plans maintained by local authorities as at January 2019.

This is an increase of 34,176 (11%) from 319,819 as at January 2018. This is driven by increases across all age groups, with largest percentage increases in the 0-5 (13%) and 20-25 age groups (32%).

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 48,907 children and young people with new EHC plans made during the 2018 calendar year. This is an increase of 16% when compared to 2017.

## Timeliness of issuing statements and EHC plans

In 2018, 60.1% of new EHC plans were issued within 20 weeks.

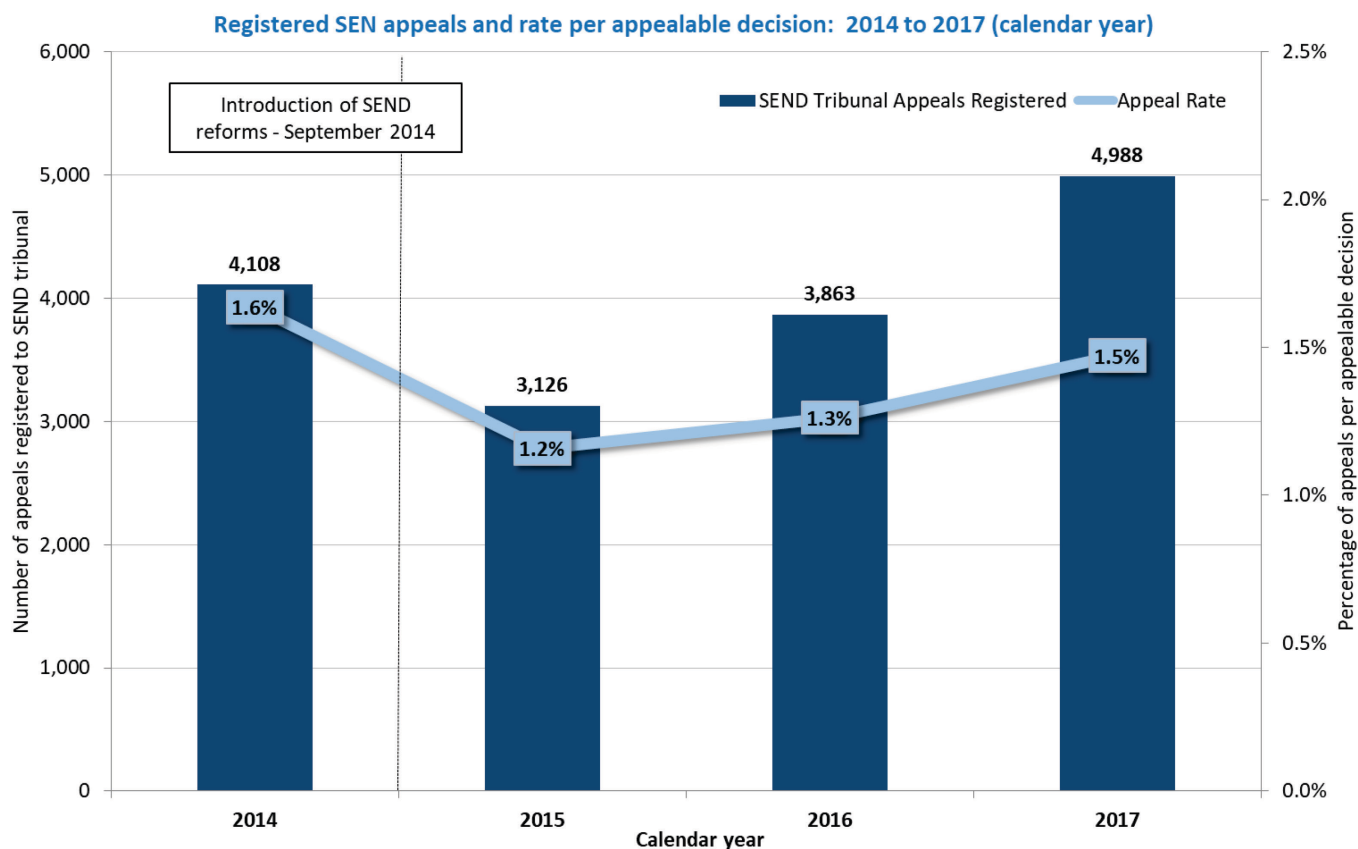
This shows a decrease from 2017, when 64.9% of new EHC plans were issued within the 20 week time limit. This figure excludes exceptional cases where the local authority need not comply with the 20 week time limit if it is impractical to do so.

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

[‘Statements of SEN and EHC plans: England 2019’](#) Next update due May 2020

## 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 4,988 appeals registered in 2017 (calendar year), which is equivalent to around 1.5% of appealable decisions. This is an increase compared to the previous year when there was 3,863 appeals registered equivalent to 1.3% of appealable decisions. *(Note that this presentation of appeals rate was introduced in June 2018 and replaced the previous appeals rate calculation which presented the number of appeals per 10,000 school population. This change was made to reflect the change in eligibility for registering an appeal following SEND reforms.)*



*Source: Ministry of Justice Tribunals data, Appealable decisions DfE SEN2 data from LAs*

Of the 5,679 registered SEND appeals in 2017/18 (academic year), approximately one third (30%) were against 'refusal to secure an Education, Health and Care (EHC) assessment' and over half (56%) were in relation to the content of EHC plans; these proportions are similar to 2016/17.

The most common type of educational need identified in appeals continues to be Autistic Spectrum Disorder (ASD), accounting for 43% (2,458) of all SEN 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 (13%). The percentage in the post-16 age group has increased in recent years, following the extension of the right to appeal to this age group, however this percentage is still smaller than the percentage of all children and young people with an EHC plan within this age group.

In 2017/18, 5,000 outcomes were recorded in relation to SEN appeals, an increase of 14% compared to 2016/17. Of these outcomes, 46% (2,298) of cases were decided by tribunal, compared to 36% in 2016/17; 25% were withdrawn (1,244), compared to 33% in 2016/17 and 29% were conceded (1,458), compared to 31% in 2016/17. Of the 2,298 decided cases, 89% (2,035) were part in favour of the appellant, the same as the previous year.

A 2-year 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 between 1 April 2018 - 31 August 2018, there were 144 appeals registered with the SEND tribunal for recommendations in relation to Health or Social Care elements.

The quarterly tribunal statistics, published on 14 March 2019, show 1,444 tribunal receipts with the SEND tribunal between October-December 2018, which is an increase of 33% based on the same period in 2017 (there were 1,085 between October-December 2017).

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

['Tribunals statistics'](#) Next update due June 2019

## 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 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](#)”

### NHS England publications

NHS England publish some information of relevance to special educational needs:

- [Community Services Statistics for Children, Young People and Adults](#)
- [Clinical Commissioning Group \(CCG\) improvement and assessment framework](#) (For SEN use the Well-led domain).

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



Department  
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