



Department  
for Education

# Parent, Pupil and Learner Panel 22/23 April/May wave

October 2023

**Authors: Sarah Hingley, Emily Gaskell,  
John Morris, Charlotte Man, Nick  
Coleman, Alex Thornton: Kantar Public**



Government  
Social Research

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# Executive summary

## Introduction

The Department for Education (DfE) commissioned the Parent, Pupil and Learner Panel (PPLP) to collect robust and quick turnaround research to support policy development during recovery from the COVID-19 pandemic and beyond. The PPLP aims to help DfE make evidence-based policy decisions and see how the views and experiences of parents, pupils and learners change over time. This is the second year of the PPLP. The [first year reports](#) have been published.

This report discusses the findings from the 2022/23 research wave 5 with pupils and learners in years 7 to 13 and parents of pupils in years 1 to 11, conducted in April/May 2023. The headline findings are discussed below.

## Generative AI

Just under one in ten parents (8%) said their child had used artificial intelligence (AI) tools, such as ChatGPT, to help them at school or with homework. This was higher among parents of secondary school pupils (10%). One in seven pupils and learners (14%) said they had used AI tools in school or with homework.

Pupils and learners that had used generative AI tools most commonly used them for homework (61%). It was also used for learning at home (40%) and in lessons at school (29%).

## Science subjects

Around two in five pupils in years 8 to 11 (38%) said that they were taking, or were considering taking, triple science GCSE. The three most common reasons for taking or considering taking triple science GCSE were that pupils thought science would help their career (43%), that they liked triple science (41%) and that they were good at it (39%).

Pupils in years 8 to 11 who were not taking triple science GCSE, or who were not considering taking it, were asked why this was the case. The two main reasons were that they thought they would find triple science too difficult (49%) and that they did not like science (40%).

Three in ten pupils and learners in years 12 to 13 (30%) said that they were currently taking a science A-level. A similar proportion of pupils in years 10 to 11 (34%) said that they were considering taking a science A-level. Among those that were considering, or already taking, a science A-level, more than half were considering taking or already

taking biology (57%), followed by chemistry (42%), physics (31%) and computer science (21%).

The main reasons why pupils and learners in years 10 to 13 were not taking or considering taking a science A-level were that they did not like science (49%) that they did not think it would help their career (38%) and that they found science difficult (37%).

Among pupils and learners in years 10 to 13 who were taking or considering taking a science A-level, three in five (60%) said that they wanted to pursue a career in STEM (Science, Technology, Engineering and Maths), with 32% saying they knew what they wanted to do and 28% saying that they wanted to pursue a career in STEM but were not sure exactly what they wanted to do.

## Virtual teaching

More than half of pupils and learners (58%) said that they had ever had live virtual lessons with a teacher while they were at home. Of these, a quarter (25%) said that these lessons were easier than face-to-face lessons in a classroom and 57% said they were more difficult.

Three in ten pupils and learners (30%) said that they had ever had lessons where they were in the classroom and their teacher was teaching live virtually from another location. Of these, one in six (16%) said that these lessons were easier than face-to-face lessons in a classroom, and 58% said they were more difficult. The most common reasons for finding these lessons difficult were that it was hard to receive help with their work (53%) and that it was hard to ask the teacher questions (53%).

## Subject choices

Around a quarter of pupils (27%) in years 7 to 13 said there were subjects they wanted to take but were not able to, in the current academic year. When asked which subjects they would like to have taken but were not able to, the most commonly selected options were psychology (20%), law (19%), business studies (15%) and design and technology (15%).

When pupils were asked why they had not been able to take the subject or subjects, the most common reasons were that the school did not offer the subject or subjects at all (32%) and that the school did not offer the subject or subjects at their level of study (28%).

When asked what the impact had been of not being able to take their preferred subject or subjects, a third of pupils (34%) said that they had to take another subject that they did not enjoy and 21% said they felt less happy or motivated at school. A quarter (25%) said that it had no impact on them.

## Relationship, sex and health education (RSHE)

Two-thirds (66%) of pupils and learners had learned about relationship and sex education (RSE) topics in the current academic year. The same proportion (66%) had learned about health education topics.

When asked about the RSE teaching they had received:

- two in five (44%) said that, always or most of the time, their teacher made learning about RSE enjoyable.
- just over half (52%) said that, if they did not understand something, the teacher explained it in a different way always or most of the time.
- more than half (55%) said that, always or most of the time, what they learned in RSE lessons was useful in their real life.
- two in five (43%) said that they felt comfortable taking part in discussions in class always or most of the time.

When asked about the health education teaching they had received:

- half (52%) said that always or most of the time, their teacher made learning about health education enjoyable.
- almost three in five (57%) said that, if they did not understand something, the teacher explained it in a different way always or most of the time.
- three in five (61%) said that always or most of the time, what they learned in health education lessons was useful in their real life.
- almost three in five (57%) said that they felt comfortable taking part in discussions in class always or most of the time.

## Out of school activities and safeguarding

Two-thirds (66%) of parents who consented to answering questions on safeguarding topics said their child regularly attends a club or activity outside of school. Half (51%) of pupils and learners who consented to answering questions on safeguarding topics said they regularly attend a club or activity outside of school.

Pupils and learners who regularly attend a club or activity outside of school, and parents of pupils who said their child does, were asked questions about how they would deal with any concerns they might have about members of staff at an activity outside of school.

If parents had a concern about a member of staff at an activity outside of school speaking to their child in a way that they felt was inappropriate, they were most likely to say they would tell a trusted adult or member of staff at the club or activity (85%). Around half



(52%) would tell their husband, wife, or partner. When asked who they would tell first, half of parents would tell a trusted member of staff at the club or activity (48%), and around a third would tell their husband, wife, or partner (34%).

If parents had a concern about a member of staff at an activity outside of school managing their child's behaviour in a way that they felt was inappropriate, four in five (81%) would tell a trusted adult or member of staff at the club or activity (46% would tell them first) and half (50%) would tell their husband, wife or partner (31% would tell them first).

If pupils and learners had a concern about a member of staff at an activity outside of school speaking to them in a way that they felt was inappropriate, they were most likely to say they would tell a parent or carer (74%; 57% would tell them first). Two in five (41%) said they would tell a trusted adult or member of staff at the club or activity (14% would tell them first). If pupils and learners had a concern about a member of staff at an activity outside of school managing their behaviour in a way that they felt was inappropriate, similar responses were given, with three-quarters (76%) saying they would tell a parent or carer (62% would tell them first) and a third (35%) saying they would tell a trusted adult or member of staff at the club or activity (12% would tell them first).

Four in five parents (80%) said that, if they had a concern about a member of staff at an activity outside of school speaking to or managing their child's behaviour in a way that they felt was inappropriate, they would know how to raise this with a member of staff or trusted adult at the club or activity. Around three in five pupils and learners (62%) said that they would know how to raise this type of concern with a member of staff or trusted adult at the club or activity.

Almost nine in ten parents (88%) said they would be confident raising a concern with a member of staff or trusted adult at the club or activity, whilst one in ten parents (10%) would not be confident. Three in five pupils and learners (60%) said they would be confident raising an issue with a member of staff or trusted adult at the club or activity, with one third (35%) saying they would not be confident.

## **Use of reasonable force or physical restraint in schools**

Around half of pupils and learners (52%) said they were aware of the policy at their school or college about when reasonable force can be used by staff on a pupil or learner.

Three in ten pupils and learners (29%) said that they had seen a member of school or college staff use reasonable force or physical restraint on a pupil in the current academic year. Among those that said they had seen this happen, half (51%) said they had seen this happen at least once per term, and three in ten (28%) said they had seen this just once since September 2022.

All pupils and learners were asked on which occasions they considered it appropriate for reasonable force or physical restraint to be used. More than four in five (85%) said that it is appropriate to protect a pupil or learner from harming themselves or others. Around a third (35%) said it is appropriate to prevent damage to property and one in five (22%) said it is appropriate in order to prevent disruption to learning or good order at the school or college. One in ten (9%) said it is never appropriate.

## **Specialist support for pupils considered to have SEND**

Parents that considered their child to have a special educational need or disability were asked if their child was receiving various types of specialist support. The most common types of support accessed were support from a SEND coordinator (66%) and support with learning (60%).

Parents of children considered to have SEND reported needing, but not being able to access:

- support from an educational psychologist (37%)
- mental health support (28%)
- support with learning (21%)
- occupational therapy (20%)
- support from a SEND coordinator (19%)

Parents who said their child was unable to access SEND support were asked why this was the case. The main reason given by parents was that the type of support was not offered (33%).

## **Cost of living**

Just over half (53%) of parents said they were not worried about being able to afford meals at school for their child during the academic year. A third (32%) said they were worried.

## Introduction

The Department for Education (DfE) commissioned Kantar Public to recruit and maintain a panel of Parents, Pupils and Learners (PPLP) in England. DfE wanted to use the panel to conduct robust, quick turnaround research to explore the views and experiences of parents, pupils and learners starting from the autumn term of the 2021/2022 academic year. The research aims to help DfE make evidence-based policy decisions monitor the impact of existing policies and aid policy development. This is the second year of the PPLP. The [first year's reports](#) have been published. The research has been structured into two broad phases.

The first recruitment wave between September and October 2022 invited pupils in years 6 to 10 and parents of pupils in reception to year 10 in the 2021/22 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).

A second recruitment wave was scheduled in February 2023 to invite pupils and learners in years 12 to 13 in the 2022/23 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and Individualised Learner Record (ILR) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).

Subsequent reporting waves from the 2023 Spring term involved inviting all panel members to take part in regular 10-minute surveys.

This report focuses on findings from the April/May 2023 research wave, which are based on surveys with parents, pupils and learners conducted between 26<sup>th</sup> April and 2<sup>nd</sup> May 2023, as shown in Table 1.

For more information on the surveys background, aims and objectives please see the 2022/23 recruitment wave report.

**Table 1: Parent, Pupil and Learner Panel (PPLP) year 2 waves to date**

<b>Wave</b>	<b>Audience</b>	<b>Fieldwork period</b>	<b>Fieldwork reference</b>
2022/23 Recruitment and research wave 1	5,564 parents and 4,950 secondary pupils (years 7 to 11)	23 September to 21 October 2022	September to October 2022
2022/23 Research wave 2	2,976 parents and 2,245 secondary pupils (years 7 to 11)	9 November to 14 November 2022	November 2022
2022/23 Research wave 3	2,580 parents and 2,075 secondary pupils (years 7 to 11)	1 February to 5 February 2023	February 2023
2022/23 Recruitment wave 2	2,394 pupils and learners (years 12 to 13)	14 February to 14 March 2023	February to March 2023
2022/23 Research wave 4	2,848 parents and 2,904 secondary pupils (years 7 to 13)	22 March to 27 March 2023	March 2023
2022/23 Replenishment wave 1	1,720 parents and 1,012 secondary pupils (years 7 to 11)	27 March to 19 April 2023	March/April 2023
2022/23 Research wave 5	3,573 parents and 3,238 secondary pupils (years 7 to 13)	26 April to 2 May 2023	April/May 2023

## Methodology

This report focuses on data from surveys with parents and pupils which were conducted between 26 April and 2 May 2023.

Parents, pupils, and learners were invited to take part in a 10-minute online survey by email and text. Reminders were sent by email and text during the six-day fieldwork period.

More information, including key demographics for respondents, are shown in the accompanying technical report.

## **Data tables**

An accompanying set of data tables has been published with this report, which contain a wider set of responses to each survey question. Most findings can be found in the published data tables.

## Generative Artificial Intelligence (AI)

Generative Artificial Intelligence (AI), such as ChatGPT, refers to technology that can be used to create new content based on large volumes of data upon which models have been trained. This can include audio, code, images, text, simulations, and videos.

Parents, pupils, and learners were asked about the use of generative AI to help with school and homework.

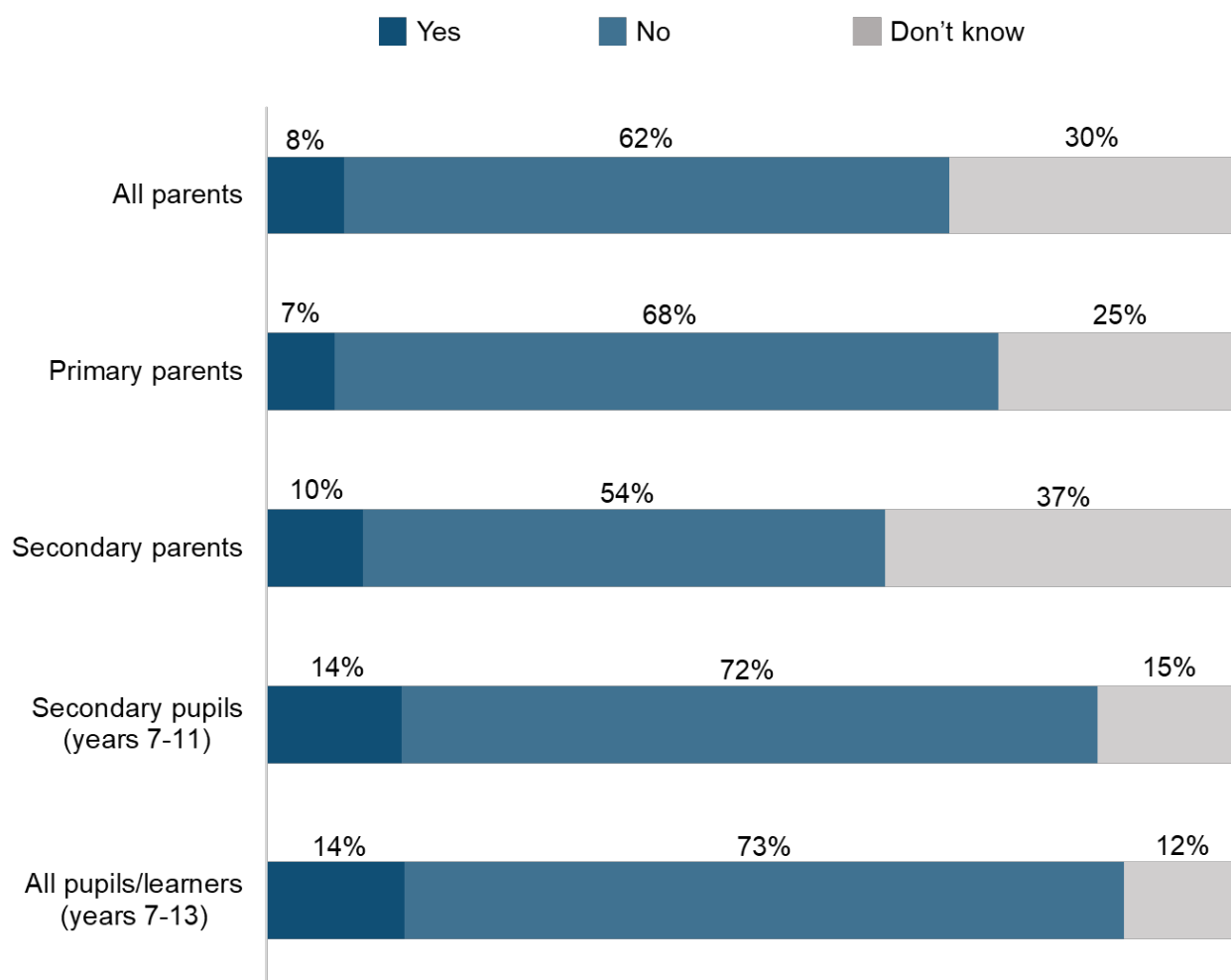
### Use of generative AI in schoolwork

#### Parents

As shown in Figure 1, just under one in ten parents (8%) said that their child had used AI tools, such as ChatGPT, to help them at school or with homework. This was higher among parents of secondary school pupils (10% compared with 7% of parents of primary school pupils) and parents of pupils eligible for Free School Meals (FSM) (11% compared with 7% of parents of pupils not eligible).

Around three in five parents (62%) said that their child had not used AI tools at school or with homework. Three in ten (30%) did not know.

**Figure 1: Use of generative AI by pupils and learners**



Base: All parents (3,573); Primary parents (1,835); Secondary parents (1,738), Secondary pupils in years 7 to 11 (2,400); All pupils and learners in years 7 to 13 (3,238)

Source: PPLP 2023 RW5 parents survey; pupils and learners survey. Has [PUPILNAME] used AI tools, such as ChatGPT, to help them at school or with homework? Have you used AI tools such as ChatGPT in your school or with homework?

## Pupils and learners

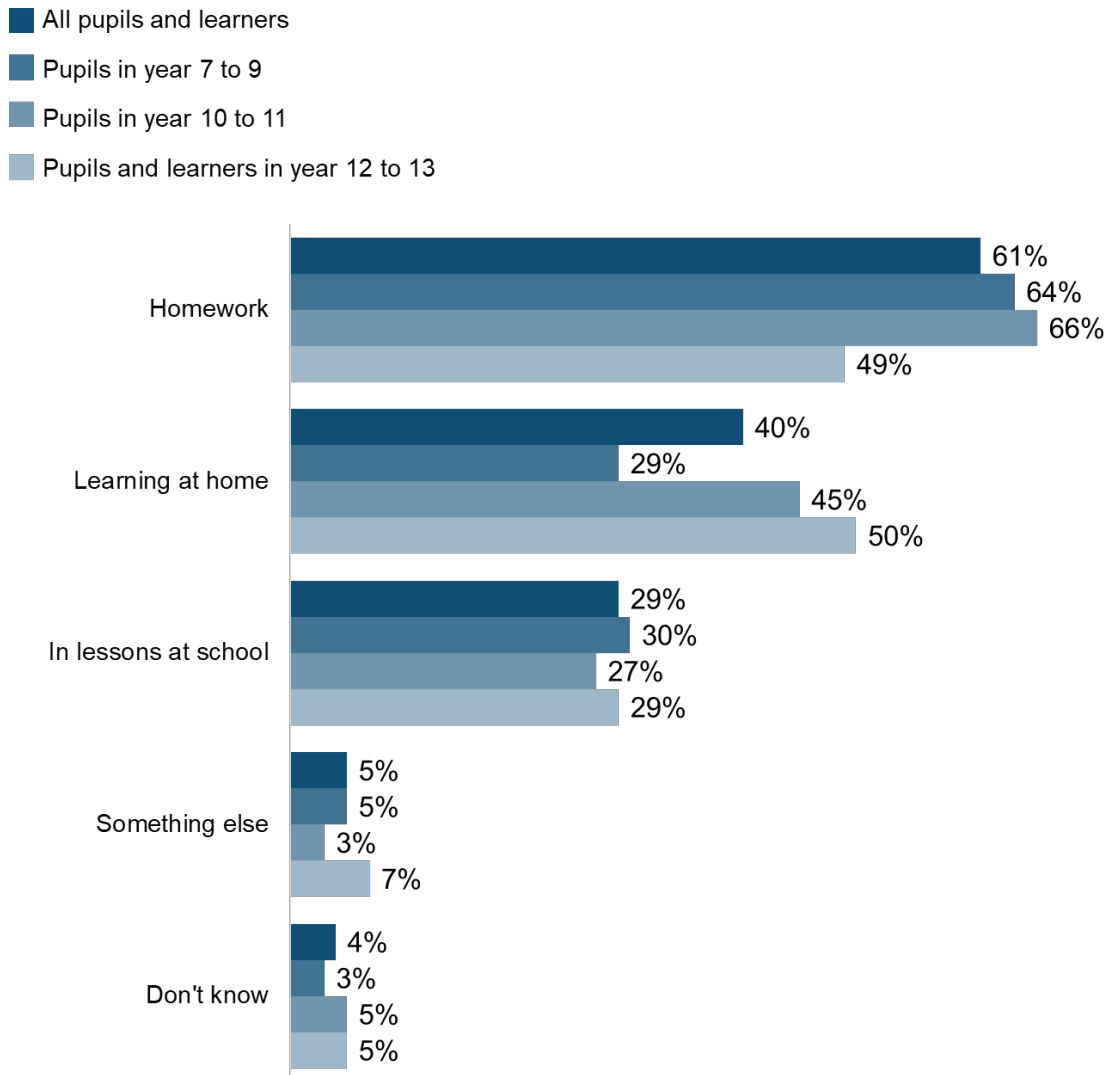
One in seven pupils and learners (14%) said that they had used AI tools, such as ChatGPT, to help them at school or with homework. Three quarters (73%) said they had not used them, and 12% did not know.

## How pupils and learners used generative AI

As shown in Figure 2, pupils and learners who had used generative AI most commonly used it for homework (61%). It was also used for learning at home (40%) and in lessons at school (29%).

Pupils and learners in year 12 to 13 were less likely to have used generative AI for homework (49%) compared with pupils in years 7 to 9 (64%) and pupils in year 10 to 11 (66%). Pupils in years 7 to 9 were less likely to have used generative AI for learning at home (29%) compared with pupils in years 10 to 11 (45%) or pupils and learners in years 12 to 13 (50%).

**Figure 2: Uses of AI tools such as ChatGPT**



Base: All pupils and learners who have used AI tools (449); in years 7 to 9 (186); in year 10 to 11 (135), in year 12 to 13 (128)

Source: PPLP 2023 RW5 pupils and learners survey. What have you used AI tools such as ChatGPT for?



## Science subjects

This section focuses on science subjects, exploring which pupils and learners are currently taking triple science GCSE or science A-levels, and which pupils are considering these options. It also examines the reasons for choosing, or not choosing, science subjects.

The Department of Education is currently developing the future Continuous Professional Development (CPD) programme for teachers. The information from this report will help towards ensuring the department designs the structure and content of the CPD programme to address the barriers young people face in taking science A-levels, particularly those from underrepresented groups.

### Whether considering or taking triple science

Two in five pupils in years 8 to 11 (38%) said that they were taking, or were considering taking, triple science GCSE. Results were consistent across year groups.

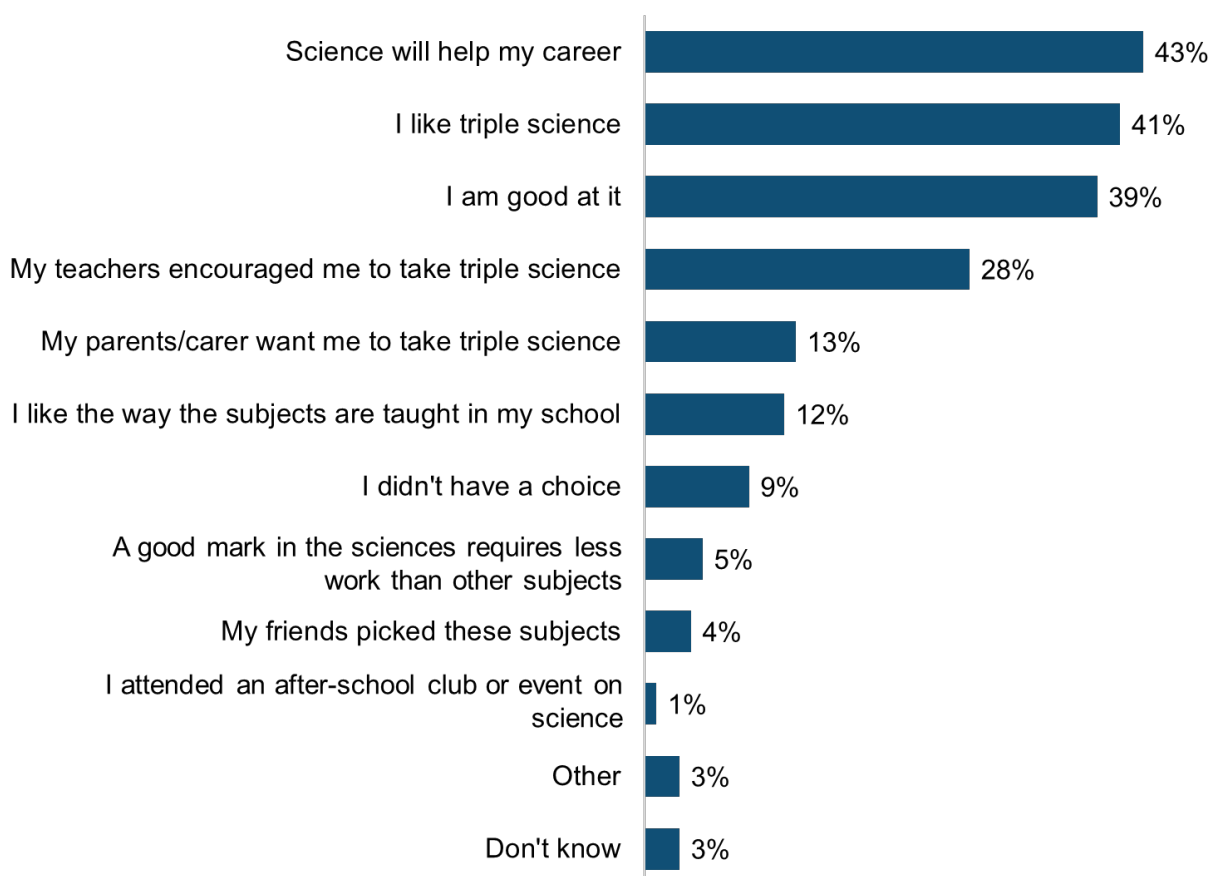
A higher proportion of male pupils were taking, or were considering taking, triple science GCSE (42%), compared with female pupils (35%).

Pupils less likely to be taking or considering taking triple science GCSE included pupils eligible for FSM (28% compared with 42% of those not eligible), pupils with SEN (25% compared with 41% of pupils without SEN) and pupils with CiN status (25% compared with 39% of pupils without CiN status).

### Reasons for considering or taking triple science

Pupils in years 8 to 11 who were taking triple science GCSE, or who were considering taking it, were asked for their reasons. The three most common reasons were that they thought science would help their career (43%), that they liked triple science (41%) and that they were good at it (39%). Full details are shown in Figure 3.

**Figure 3: Reasons for taking or considering triple science GCSE**



Base: All pupils in years 8 to 11 considering taking or taking triple science GCSE (762)

Source: PPLP 2023 RW5 pupils and learners survey. Why are you considering or currently taking triple science GCSE?

Pupils eligible for FSM were less likely to say that they were considering or already taking triple science GCSE because they were good at it (28% compared with 41% of those not eligible for FSM).

Pupils with SEN were more likely to say that they were considering or already taking triple science GCSE because they like the way the subjects were taught in their school (21% compared with 11% of pupils without SEN). However, they were less likely to say that they were considering or already taking triple science GCSE because they like triple science (26% compared with 42%) or because their teachers encouraged them to take it (15% compared with 30%).

Pupils with CiN status were less likely to say that they were considering or already taking triple science GCSE because they think science would help their career (23% compared with 43% of those without CiN status) or because their parents or carer want them to take it (3% compared with 13%).

Male pupils were more likely than female pupils to say that they were considering or already taking triple science GCSE because they liked it (45% compared with 35%) or because they were good at it (44% compared with 34%). Female pupils were more likely than male pupils to say that they were taking or considering taking triple science GCSE because their teachers encouraged them to take it (35% compared with 22%) or because they did not have a choice (13% compared with 6%).

## Reasons for not considering or taking triple science

Pupils in years 8 to 11 who were not taking triple science GCSE, or who were not considering taking it, were asked for their reasons. The two main reasons were that pupils thought they would find triple science too difficult (49%) and that they did not like science (40%).

Pupils with CiN status were less likely to say that they were not considering or already taking triple science GCSE because they thought they would find triple science too difficult (38% compared with 50% without CiN status).

Female pupils were more likely to say that they were not considering or already taking triple science GCSE because they thought they would find triple science too difficult (53% compared with 44% of male pupils) or because they had no choice (5% compared with 1% of male pupils).

## Whether considering or taking science A-levels

A third of pupils in years 10 to 11 (34%) said they were considering taking a science A-level. Just over half (56%) said they were not considering it and 9% did not know.

The proportion considering taking a science A-level was lower among pupils with SEN (18% compared with 37% of pupils without SEN) and pupils with CiN status (18% compared with 35% of pupils without CiN status).

Three in ten pupils and learners in years 12 to 13 (30%) said that they were currently taking a science A-level. This proportion was higher among pupils in school settings (50%) than learners in college settings (14%). It was also higher among male pupils and learners (35%) than female pupils and learners (26%).

## Science subjects

Pupils and learners in years 10 to 13 who were considering, or already taking, a science A-level were asked which science subjects they were considering or taking. The largest proportion (57%) were considering or already taking biology, followed by chemistry (42%), physics (31%) and computer science (21%).

Pupils and learners with SEN were less likely than those without SEN to be considering or already taking chemistry A-Level (24% compared with 43%)<sup>1</sup>.

Female pupils and learners were more likely to be considering or already taking biology A-level (75% compared with 40% of male pupils and learners). Male pupils and learners were more likely to be considering or taking physics (41% compared with 19% of female pupils and learners) or computer science (33% compared with 9%).

## Reasons for considering science A-levels

Pupils and learners in years 10 to 13 who were taking a science A-level, or who were considering taking one, were asked for their reasons. This was asked for each individual subject (biology, chemistry, physics, and computer science).

Across all four subjects, the three most common reasons pupils and learners gave for taking a science subject at A-level were liking the subject, thinking that it would help their career and being good at it, as shown in Figure 4. However, there was some variation in the proportions giving these answers by subject. Pupils and learners who were taking or considering computer science were most likely to say they were doing so because they liked the subject (81%), while this answer was least likely to be given by those taking or considering chemistry (61%). Chemistry was the only subject of the four where this was not the most common answer; those taking or considering chemistry were more likely to say they were doing so because the subject would help their career (66%).

Overall, similar proportions said that they were taking or considering the subject because it would help their career (between 62% and 67% for the four subjects). There was more variation in the proportions that said they were good at the subject, ranging from 44% for biology to 66% for computer science. There was also variation in the proportions that said they liked the way the subject was taught in their school or college, ranging from 23% for computer science to 10% for biology.

Female pupils and learners were more likely to say they were taking biology A-level because it would help their career (72% compared with 49% of male pupils and learners<sup>2</sup>). They were also more likely to say they were taking chemistry A-level because it would help their career (74% compared with 55% of male pupils and learners<sup>3</sup>). Male

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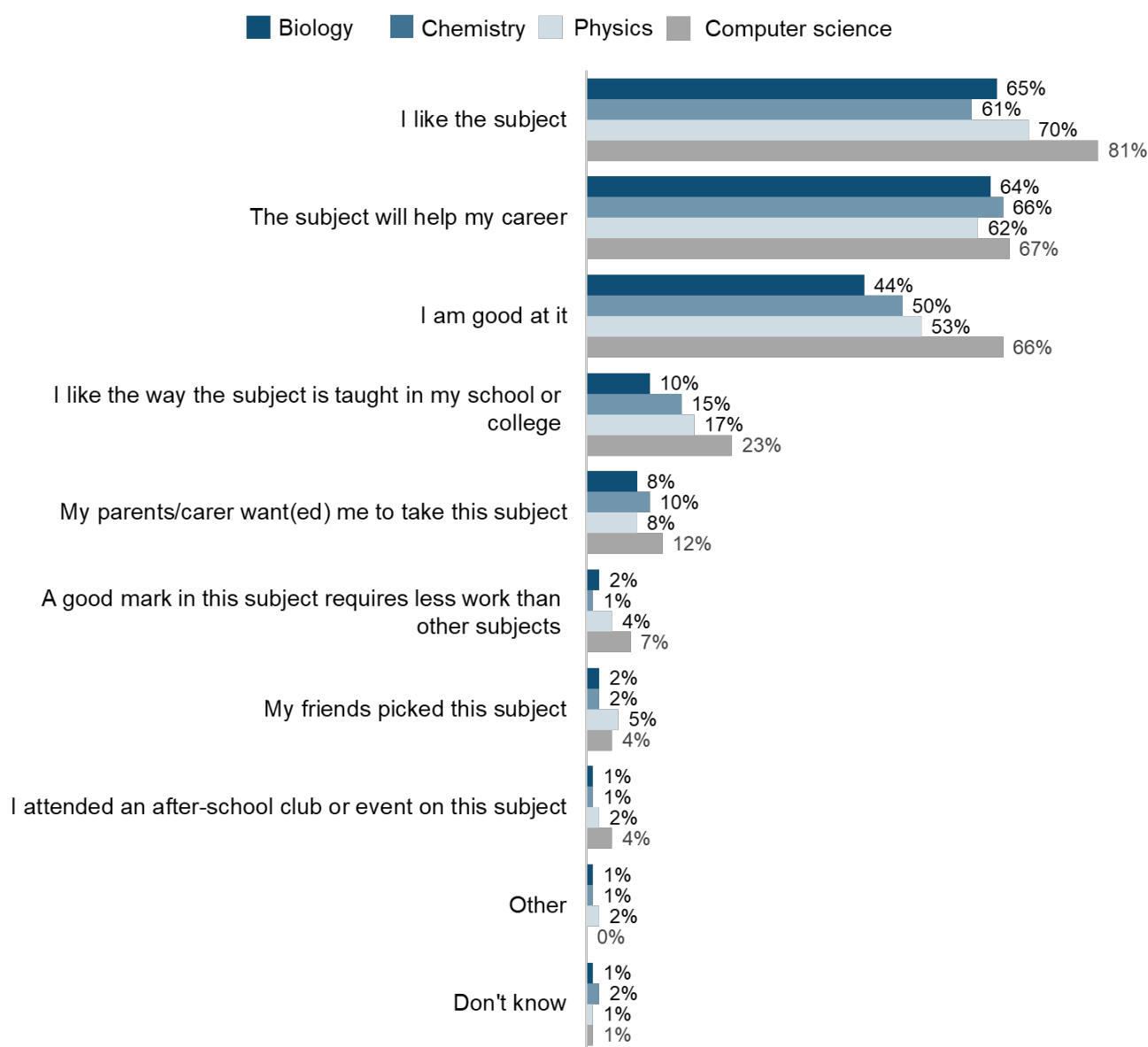
<sup>1</sup> This question was answered by 50 pupils and learners with SEN. These findings should therefore be treated with caution.

<sup>2</sup> This question was answered by 85 male pupils and learners. These findings should therefore be treated with caution.

<sup>3</sup> This question was answered by 87 male pupils and learners. These findings should therefore be treated with caution.

pupils and learners were more likely to say they were taking chemistry A-level because they were good at it (59%<sup>4</sup> compared with 42% of female pupils and learners).

**Figure 4: Reasons for taking or considering a science A-level (pupils and learners)**



Base: All pupils in years 10 to 13 considering taking or taking a science A-level: biology (376); chemistry (282); physics (186); computer science (112)

Source: PPLP 2023 RW5 pupils and learners survey. Why are you considering taking or taking a biology/chemistry/physics/computer science A-level?

<sup>4</sup> This question was answered by 87 male pupils and learners. These findings should therefore be treated with caution.

## Reasons for not considering or taking a science A-level

Pupils and learners in years 10 to 13 who were not taking a science A-level, or who were not considering taking one, were asked for their reasons. The three main reasons selected were that they did not like science (49%), they did not think it would help their career (38%) or they found science difficult (37%).

Year 12 to 13 pupils in school settings were more likely than year 12 to 13 learners in college settings to say they were not taking or considering a science A-level because they did not like science (54% compared with 40%), because they found science difficult (42% compared with 28%) or because they did not like the way science was taught in their school or college (12% compared with 1%).

Pupils and learners eligible for FSM or FME were less likely to say they were not taking or considering a science A-level because they found science difficult (27% compared with 39% of those not eligible for FSM or FME) or because they did not like the way science was taught in their school or college (2% compared with 7%).

Pupils with CiN status were less likely than those without CiN status to say they were not taking or considering a science A-level because a good mark in science requires more work than other subjects (1% compared with 9% of pupils without CiN status).

Female pupils and learners were more likely than male pupils and learners to say they were not taking or considering a science A-level because they did not like science (53% compared with 44%), because they found science difficult (45% compared with 27%) or because they would not fit in with the other pupils or learners doing the subject (6% compared with 2%). Male pupils and learners were more likely than female pupils and learners to say this was because science would not help their career (43% compared with 34%).

## Whether considering a Science Technology Engineering and Maths (STEM) career

Pupils and learners in years 10 to 13 who were taking a science A-level, or who were considering taking one, were asked whether they wanted to pursue a career in STEM (Science, Technology, Engineering, and Maths) in the future.

Three in five (60%) said that they do want to pursue a career in STEM, with a third (32%) saying they know what they want to do and almost three in ten (28%) saying that they want to pursue this option but were not sure exactly what they wanted to do. One in five (21%) said they do not want to pursue a career in STEM, and 19% have not decided yet.

## Virtual teaching

This section examines the prevalence of virtual lessons, either with pupils or learners at home, or with teachers based at another location. It also looks at how easy or difficult pupils and learners found virtual lessons in comparison with face-to-face lessons.

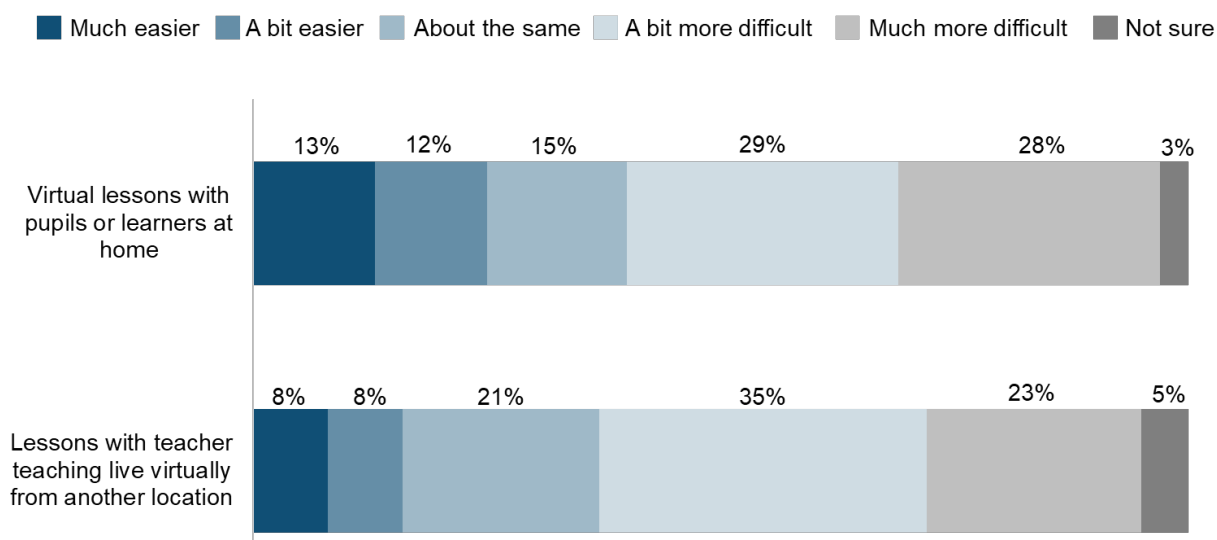
### Virtual lessons with pupils and learners at home

Nearly six in ten pupils and learners (58%) said that they had ever had live virtual lessons with their teacher while they were at home. These pupils were asked whether this made learning easier or more difficult than face-to-face lessons in a classroom. A quarter (25%) said that it was easier and 57% said it was more difficult, including 28% who said it was much more difficult. Details are shown in Figure 5.

Year 12 to 13 pupils in school settings were more likely than year 12 to 13 learners in college settings to say that they found virtual lessons while they were at home more difficult than face-to-face lessons (64% compared with 51%).

Pupils and learners with SEN were more likely to say that they found these virtual lessons easier than face-to-face lessons (34% compared with 24% of pupils and learners without SEN).

**Figure 5: How much easier or more difficult pupils and learners found virtual lessons, compared with face-to-face lessons**



Base: All pupils in years 7 to 13 who had ever had a live virtual lesson with their teacher while they were at home (1,925); All pupils in years 7 to 13 who had ever had a live virtual lesson with a teacher while they were in the classroom and the teacher was in another location (1,029)

Source: PPLP 2023 RW5 pupils and learners survey. Compared with face-to-face lessons in a classroom, how much easier or more difficult is it to learn via...?

## Virtual lessons with the teacher at another location

Three in ten pupils and learners (30%) said that they had ever had lessons where they were in the classroom and their teacher was teaching live virtually from another location. These pupils were asked whether this made learning easier or more difficult than face-to-face lessons in a classroom. One in six (16%) said that it was easier and 58% said it was more difficult, including 23% who said it was much more difficult. Details are shown above in Figure 5.

Year 12 to 13 pupils in school settings were more likely than year 12 to 13 learners in college settings to say that they found these virtual lessons more difficult than face-to-face lessons (66% compared with 53%).

Pupils and learners eligible for FSM or FME were more likely to say that they found these virtual lessons easier than face-to-face lessons (26% compared with 13% not eligible for FSM or FME). Pupils with CiN status were also more likely to say they found these virtual lessons easier (30% compared with 14% of those without CiN status).

Pupils and learners who had ever had lessons where they were in the classroom and their teacher was teaching live virtually from another location, were asked what, if anything, made it difficult for them to learn in these lessons. The most common responses were that it was hard to receive help with their work (53%) and that it was hard to ask the teacher questions (53%). Other difficulties were:

- pupils and learners finding it hard to concentrate (45%)
- issues with technology (42%)
- pupils and learners finding it hard to stay motivated (40%)
- issues with the behaviour of other pupils or learners (35%)

Pupils and learners eligible for FSM or FME were less likely to say that they found it hard to receive help with their work (42% compared with 56% of those not eligible for FSM or FME).

Pupils with CiN status were less likely to say that they found it hard to receive help with their work (40% compared with 54% of those without CiN status). They were also less likely to report issues with technology (27% compared with 43%).



## Subject choices

This section looks at subjects that pupils want to take but are not able to, including what these subjects are, why pupils are not able to take them, and what the impact is on pupils of not being able to take these subjects.

### Subjects that pupils wanted to take but were unable to

Pupils in school settings were asked whether there were any subjects they wanted to take but were not able to in the current academic year. Around three in ten (29%) said there were subjects they wanted to take but were not able to. Three in five (60%) said that this was not the case and 11% did not know<sup>5</sup>.

The following groups were more likely to say they were not able to take a subject they wanted to study:

- pupils in years 10 to 11 (35%) and years 12 to 13 (34%), compared with pupils in years 7 to 9 (23%)
- female pupils (31% compared with 26% of male pupils)

When asked which subjects they would like to have taken (but were not able to), pupils were most likely to select psychology (20%), law (19%), business studies (15%) and design and technology (15%).

Pupils in years 10 to 11 were more likely than those in years 7 to 9 to say they would have liked to take psychology (25% compared with 17%) or sociology (15% compared with 8%). Pupils in years 7 to 9 were more likely than those in years 10 to 11 to say they would have liked to take engineering (17% compared with 8%), Spanish (12% compared with 5%), German (11% compared with 4%) or another language (12% compared with 5%).

Pupils with SEN were less likely to say they would have liked to have studied law (10% compared with 20% without SEN). Pupils with CiN status were more likely to say they would have liked to take a number of subjects but were not able to, including English language (11% compared with 3% without CiN), separate or triple science (6% compared with 2%), maths (6% compared with 2%) and combined science (9% compared with 1%).

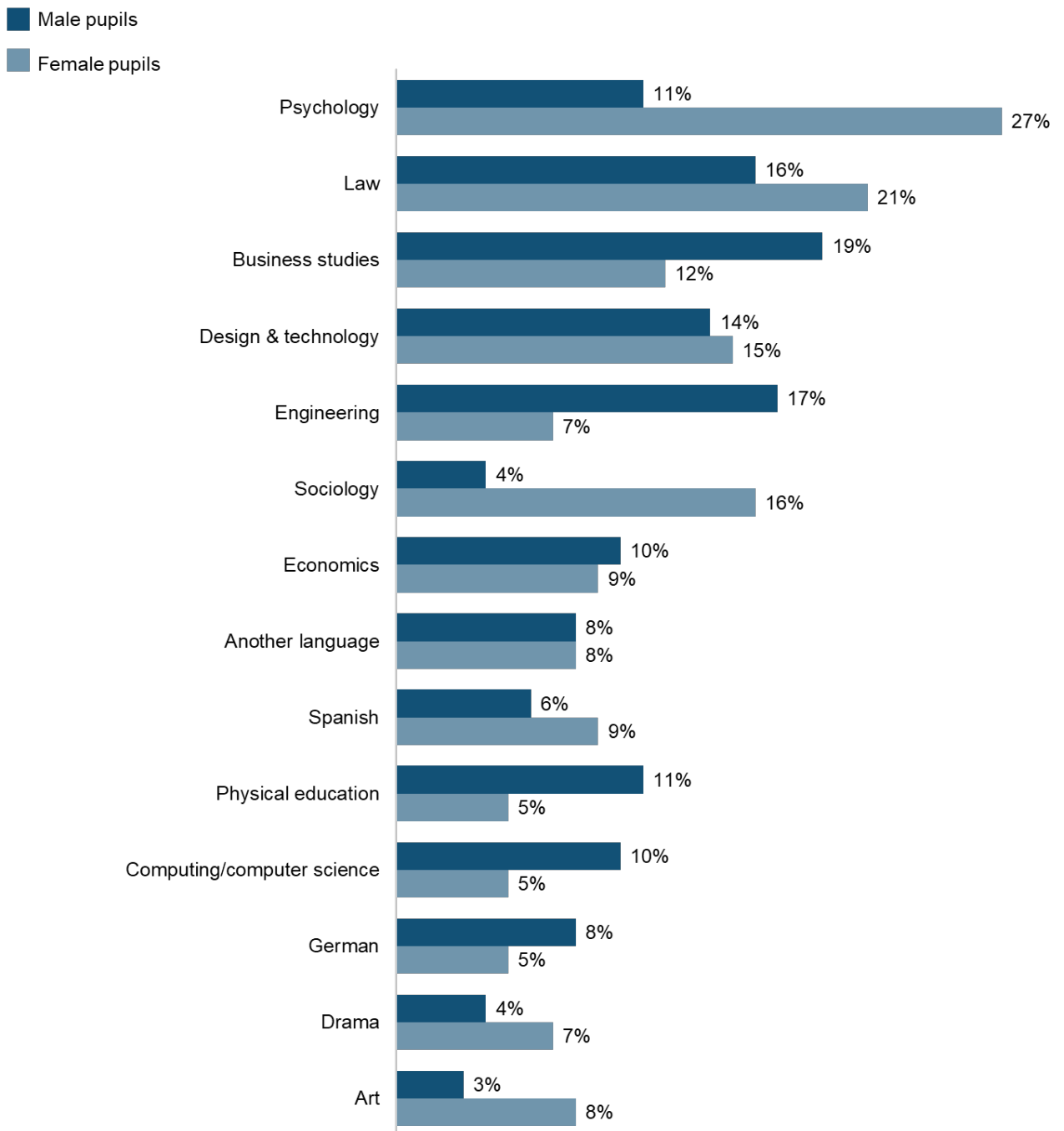
As shown in Figure 6, responses varied between male and female pupils. Female pupils were more likely to say they would have liked to have studied psychology (27% compared with 11% of male pupils), sociology (16% compared with 4%) and art (8% compared with 3%). Male pupils were more likely to say that they would have liked to

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<sup>5</sup> 128 pupils and learners who said that this question was not applicable to them have been removed from this analysis.

have taken business studies (19% compared with 12%), engineering (17% compared with 7%) and physical education (11% compared with 5%).

**Figure 6: Subjects that pupils would like to have studied but were not able to**



Base: All pupils who wanted to take a subject but were unable to; Male pupils (273); Female pupils (515). Chart only shows responses given by more than 5% of respondents

Source: PPLP 2023 RW5 pupils and learners survey. Which subject(s) would you have liked to take but were not able to?

## Reasons for not being able to take preferred subjects

Pupils who were not able to take a subject they would have liked to study were asked why they had not been able to take the subject. The most common reasons were that:

- the school did not offer the subject at all (32%)
- the school did not offer the subject at their level of study (28%)
- there was a timetable clash with another subject the pupil was taking (17%)

Pupils in years 12 to 13 were more likely to say the course did not run due to lack of demand (17% compared with 4% of pupils in years 7 to 11), or they did not get the grades needed to study the subject (21% compared with 1% of pupils in years 10 to 11).

Pupils in London were more likely to say that they did not get the grades needed to study the subject (11% compared with 3% of pupils outside of London).

Pupils who would have liked to take creative subjects<sup>6</sup> were less likely to say the school does not offer the subject (24%) compared with subjects relating to business and economics<sup>7</sup> (51%), humanities<sup>8</sup> (44%), languages<sup>9</sup> (44%) or science and maths<sup>10</sup> (39%). Pupils who would have liked to take creative subjects were also less likely to say that the school does not offer the subject at their level of study (19%) compared with subjects relating to business and economics (41%), humanities (38%), languages (33%) or science and maths (36%). They were more likely to say that there was a timetable clash with another subject (24% compared with 16% of science and maths subjects, 14% of languages and 9% of subjects relating to business and economics).

Pupils who would have liked to take science and maths subjects were more likely to say that they did not get the grades needed to study the subject (9%) compared with humanities (4%), languages (2%), creative subjects (2%) or subjects relating to business and economics (1%).

## Impact of not being able to take preferred subjects

When asked what impact not being able to study a particular subject had on them, a third of pupils (34%) said that they had to take another subject that they did not enjoy. One in five (21%) said they felt less happy or motivated at school and 19% said they had to take

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<sup>6</sup> This includes art, music, drama and design and technology.

<sup>7</sup> This includes business studies and economics.

<sup>8</sup> This includes history, geography, religions studies, sociology, citizenship or PHSE and law.

<sup>9</sup> This includes French, German, Spanish and any other languages.

<sup>10</sup> This includes maths, separate/triple science (years 7 to 11) or biology, chemistry, and physics (years 12 to 13), engineering, psychology and computing or computer science.

another subject they were less good at. A quarter (25%) said that it had no impact on them.

Pupils eligible for FSM were more likely to say they had to take another subject that they did not enjoy (45% compared with 31% of those not eligible) and were less likely to say there was no impact on them (15% compared with 28%). Pupils with CiN status were also more likely to say they had to take another subject that they did not enjoy (51% compared with 33% of those without CiN status).

Female pupils were more likely than male pupils to say they had to take another subject that they did not enjoy (38% compared with 29%).

Pupils who would have liked to but were not able to take humanities (15%) or business and economics (17%) were more likely to say that they will not have the subjects needed to study what they want to in the future compared with those who were not able to study creative subjects (8%).

## Relationships, sex and health education (RSHE)

Relationships, sex and health education (RSHE) guidance, which outlines what schools should teach their pupils about relationships, sex, health, and wellbeing, was published by DfE in 2019, and made statutory in 2020. Following its implementation in schools, the guidance is currently being revised and updated. To help inform the update of the guidance, pupils were asked about their experience of RSHE teaching, including which subjects they had been taught, and their perspectives on the quality of the teaching. To reflect how RSHE may be taught in schools, relationships and sex education topics (RSE) were asked about separately to health education topics.

### Experience of relationships and sex education topics (RSE)

All pupils and learners were asked whether they had learned about any relationships and sex education topics (RSE) in any lessons in the current academic year. Two-thirds (66%) said they had learned about RSE topics, 28% said they had not, and the remainder (6%) were unsure.

Almost three quarters (73%) of pupils in years 7 to 9 said they had learned about RSE topics, a higher proportion than pupils in years 10 to 11 (68%) and in year 12 to 13 (47%). The proportion that said they had learned about RSE topics was higher among year 12 to 13 pupils in school settings (54%) than year 12 to 13 learners in college settings (42%).

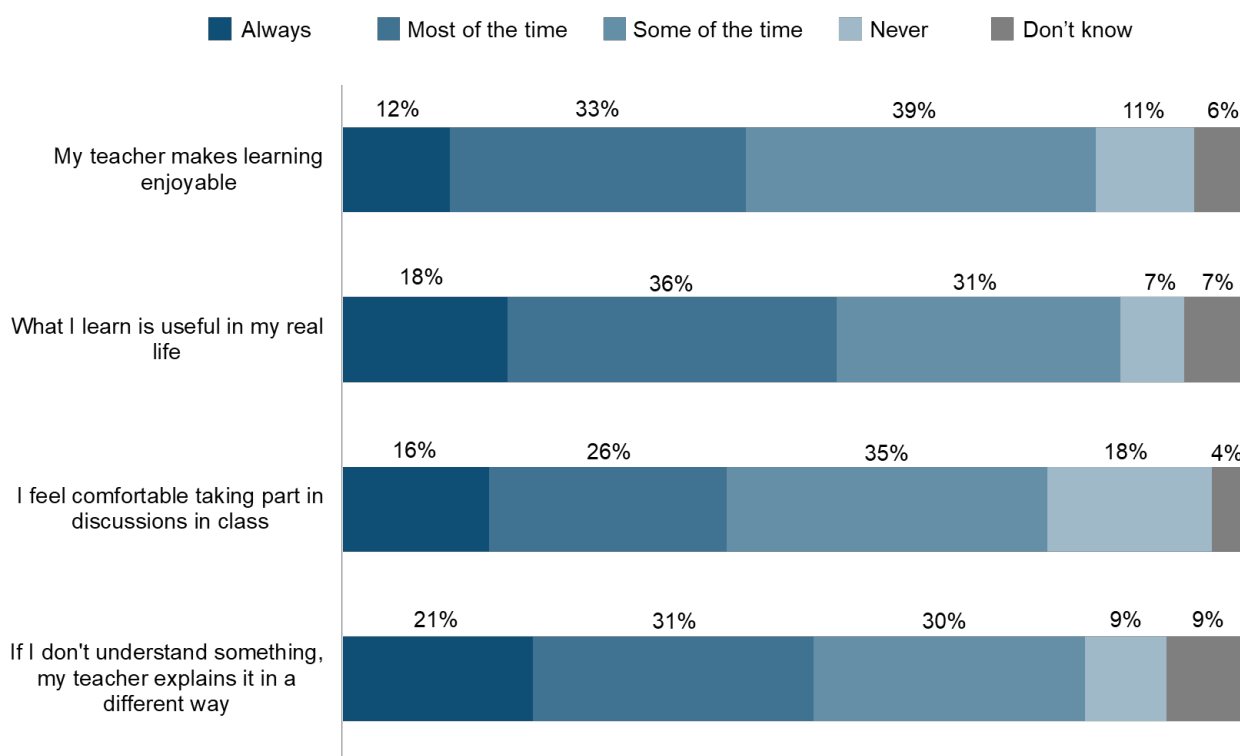
### Teaching quality of relationship and sex education (RSE)

Pupils and learners who said they had learned about RSE topics in the current academic year were also asked about their experience of how these topics were taught.

Just under half (44%) of pupils and learners felt their teacher made learning RSE topics enjoyable always or most of the time, while just over one in ten (11%) felt their teacher never made learning enjoyable. Around half (52%) of pupils and learners felt that if they did not understand something, their teacher would explain it in a different way always or most of the time, while almost one in ten (9%) felt their teacher never did this.

More than half (55%) of pupils and learners said that what they learned in RSE was useful in their real life always or most of the time, and 43% said that they felt comfortable taking part in discussions in class always or most of the time. One in five (18%) said they 'never' felt comfortable taking part in discussions. Full details for this section are shown in Figure 7.

**Figure 7: Attitudes to RSE lessons (pupils and learners)**



Base: All pupils and learners who had RHSE lessons since September 2022 (2,139)

Source: PPLP 2023 RW5 pupils and learners survey. When learning about RSE (relationships and sex education) topics, how often would you say...?

Pupils in years 10 to 11 were more likely than those in years 7 to 9 to say that their teacher never makes learning enjoyable (14% compared with 10%).

Year 12 to 13 learners in college settings were more likely than year 12 to 13 pupils in school settings to say that, always or most the of the time, that they feel comfortable taking part in discussions in class (51% compared with 38%) and that what they learned in RSE lessons was useful in their real life (62% compared with 48%).

Groups less likely to say they felt comfortable taking part in discussions in class always or most of the time included pupils and learners eligible for FSM or FME (37% compared with 44% not eligible), pupils and learners with SEN (33% compared with 44% without SEN) and female pupils and learners (36% compared with 49% of male pupils and learners). Pupils and learners who described themselves as bisexual were more likely to say that they never felt comfortable taking part in discussions in class (36%) compared with those who described themselves as heterosexual or straight (14%).

Pupils and learners in year 12 to 13 were more likely to say that if they did not understand something, their teacher explained it in a different way always or most of the time (59%) compared with pupils in years 7 to 9 or years 10 to 11 (both 50%). Pupils and learners with SEN were more likely to say their teacher never did this (13% compared with 8% of those without SEN).

## **Experience of health education topics**

All pupils and learners were asked whether they had learned about any health education topics in any lessons in the current academic year. Two-thirds (66%) said they had learned about health education topics, and 22% said they had not, similar proportions to those who had been taught RSE topics.

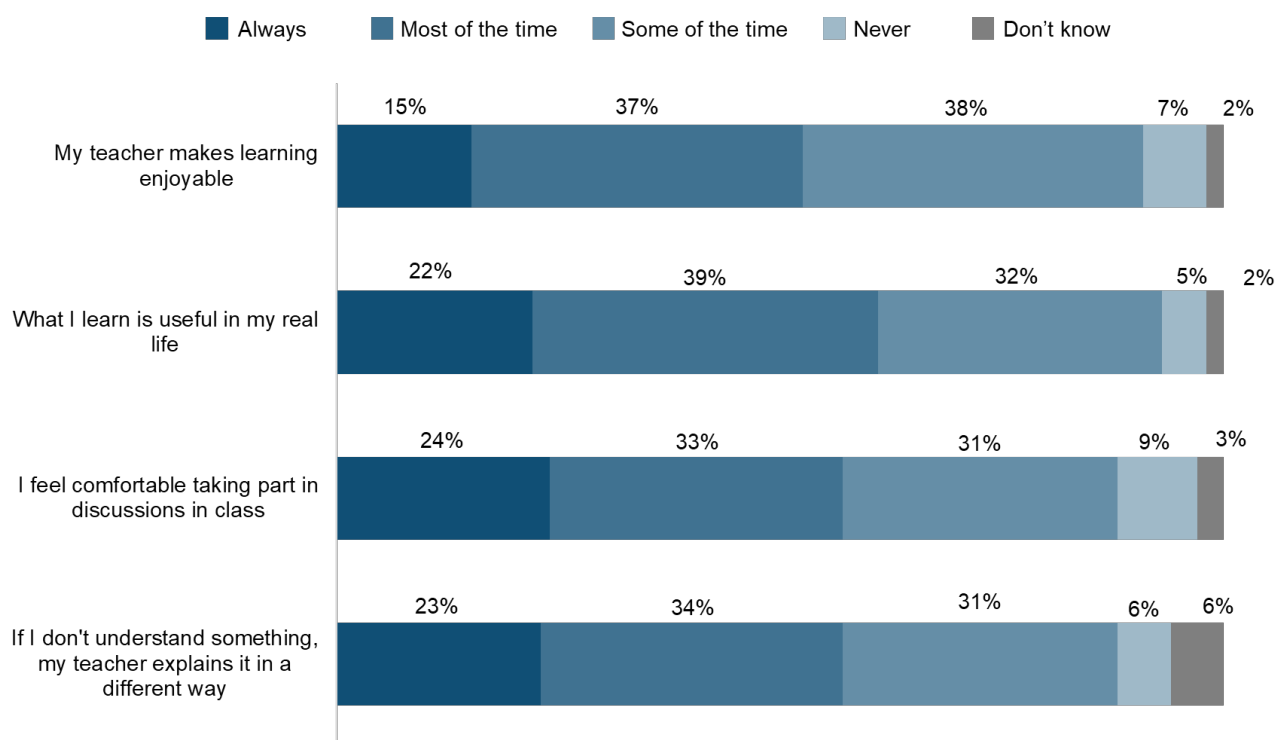
Pupils in years 7 to 9 were more likely to say they had learned about health education topics (75%) than pupils in years 10 to 11 (63%) and pupils and learners in years 12 to 13 (54%).

## **Teaching quality for health education**

Pupils and learners who said they had learned about any health education topics in the current academic year were asked about their experience of how these topics were taught.

Just over half (52%) of pupils and learners felt that, when learning about health education, their teacher made learning enjoyable always or most of the time, while 7% felt their teacher never did this. Almost three in five (57%) said that, if they did not understand something, the teacher explained it in a different way always or most of the time. Three in five (61%) said that what they learned in health education lessons was useful in their real life always or most of the time, while a similar proportion (57%) said that they felt comfortable taking part in discussions in class always or most of the time. Full details for this section are shown in Figure 8.

**Figure 8: Attitudes to health education lessons (pupils and learners)**



Base: All pupils and learners who had health education lessons since September 2022 (2,128)

Source: PPLP 2023 RW5 pupils and learners survey. When learning about health education, how often would you say...?

Pupils in years 7 to 9 were more likely to say that their teacher makes learning about health education enjoyable always or most of the time (57%), compared with those in years 10 to 11 or pupils and learners in years 12 to 13 (both 47%). Year 12 to 13 learners in college settings were more likely than year 12 to 13 pupils in school settings to say that their teacher made learning enjoyable always or most of the time (56% compared with 36%).

Groups more likely to say that their teacher always makes learning enjoyable included pupils and learners eligible for FSM or FME (20% compared with 14% not eligible), pupils with CiN status (20% compared with 14% without CiN status) and male pupils and learners (17% compared with 13% of female pupils and learners).

Pupils in years 7 to 9 were more likely to say that what they learn in health education is useful in their real life always or most of the time (64%) compared with pupils and learners in years 12 to 13 (56%). Year 12 to 13 learners in college settings were more likely than year 12 to 13 pupils in school settings to say that this is always the case (23% compared with 11%). Pupils and learners with SEN were less likely to say that what they learn is useful in their real life always or most of the time (52% compared with 63% of those without SEN).



Groups more likely to say that they feel comfortable taking part in discussions in class always or most of the time, included pupils in years 7 to 9 and pupils and learners in years 12 to 13 (60% and 58% respectively, compared with 50% of pupils in years 10 to 11) and male pupils and learners (64% compared with 49% of female pupils and learners). Groups less likely to say they feel comfortable taking part in discussions in class always or most of the time include those eligible for FSM or FME (49% compared with 59% not eligible) and pupils and learners with SEN (43% compared with 59% without SEN).

Year 12 to 13 learners in college settings were more likely to say that if they do not understand something, their teacher explains it in a different way always or most of the time (64% compared with 52% of year 12 to 13 pupils in school settings). Pupils and learners with SEN were less likely to say this happens always or most of the time (49% compared with 58% of those without SEN).

## Out of school activities and safeguarding

This section examines how parents, pupils and learners would address concerns about staff at activities outside of school, covering both concerns about staff speaking to children and staff managing their behaviour in ways that were felt to be inappropriate. It considers who parents, pupils or learners would speak to with any concerns, their knowledge of how to raise this type of issue and their confidence in doing so.

### Attendance at out of school activities

Parents of pupils in years 1 to 11 and pupils and learners in years 7 to 13 who consented to answer questions about safeguarding<sup>11</sup> were asked if they or their child regularly attended a club or activity outside of school. This could include sports groups, faith-based groups (including Christian Sunday schools, Muslim madrassahs), uniform groups (including Brownies, Guides, Cubs or Scouts), performing arts (including dance, drama, or singing), creative arts (including painting or textiles), or one-to-one tuition or tuition centres.

Two-thirds of parents (66%) said their child attends out of school activities. This was higher among parents of primary pupils (72%) compared with parents of secondary pupils (58%). Parents of pupils in years 7 to 9 were more likely to say this (61%) compared with parents of pupils in year 10 to 11 (53%). Conversely, parents more likely to say their child does not regularly attend out of school activities included:

- parents of pupils eligible for FSM (50%, compared with 29% not eligible)
- parents of pupils considered to have SEND (46%, compared with 31% not considered to have SEND)
- parents of pupils with CiN status (48%, compared with 33% without CiN status)

Around half (51%) of pupils and learners in years 7 to 13 said they regularly attend a club or activity outside of school. This was higher among pupils in years 7 to 9 (60%) compared with those in years 10 to 11 (50%) or pupils and learners in years 12 to 13 (36%). Year 12 and 13 pupils in school settings were more likely to regularly attend a club or activity outside of school (45%) compared with learners in a college setting (29%).

Pupils and learners more likely to say they do not regularly attend out of school activities included those eligible for FSM or FME (58%, compared with 45% not eligible) and pupils with CiN status (54%, compared with 43% of pupils without CiN status).

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<sup>11</sup> 5% of parents and 13% of pupils and learners chose not to answer questions about safeguarding.

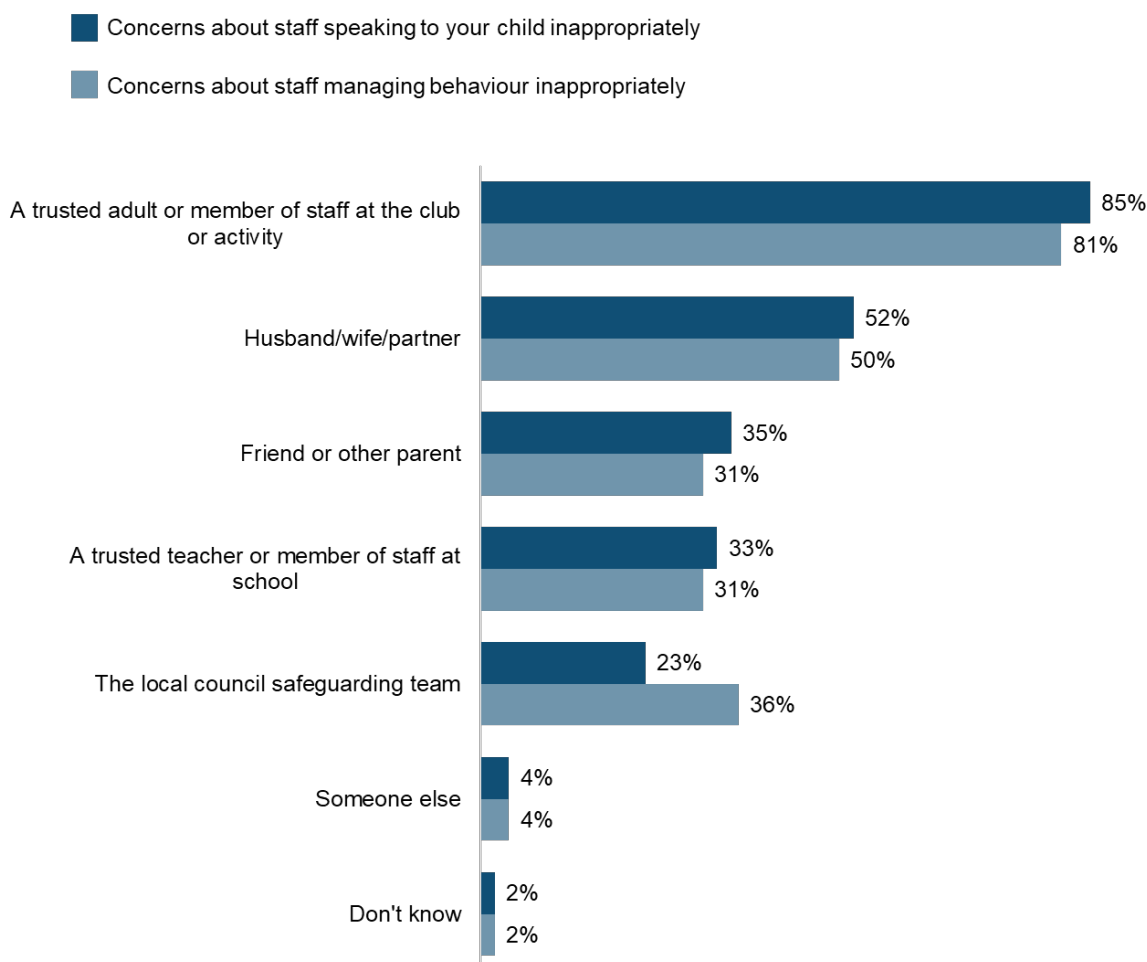
# Who parents, pupils and learners would speak to with concerns about inappropriate speech

## Parents

Parents were asked who they would tell if they had a concern about a member of staff at an activity outside of school speaking to their child in a way that they felt was inappropriate.

Parents were most likely to say they would tell a trusted adult or member of staff at the club or activity (85%). Half (52%) would tell their husband, wife, or partner. Full details are shown in Figure 9.

**Figure 9: Who parents would speak to with concerns**



Base: All parents whose child attends an out of school club or activity (2,156)

Source: PPLP 2023 RW5 parents survey. If you had a concern about a member of staff at an activity outside of school speaking to your child in a way that you felt was inappropriate, who would you tell? If you had a concern about a member of staff at an activity outside of school managing your child's behaviour in a way that you felt was inappropriate, who would you tell?

Parents of primary school pupils were more likely to say they would tell a trusted teacher or member of staff at school (35% compared with 30% of parents of secondary school pupils).

Parents of pupils eligible for FSM were more likely to say they would tell a trusted teacher or member of staff at school (39% compared with 32% of parents of pupils not eligible) or the local council safeguarding team (31% compared with 21%). However, they were less likely to say they would tell a trusted adult or member of staff at the club or activity (76% compared with 86% of parents of pupils not eligible for FSM), or tell a husband, wife or partner (28% compared with 57%)<sup>12</sup> or a friend or other parent (24% compared with 37%).

Parents of pupils considered to have SEND were more likely to say they would tell the local council safeguarding team (27% compared with 21% of parents of pupils not considered to have SEND) but were less likely to say they would tell a husband, wife, or partner (41% compared with 55%)<sup>13</sup>.

Parents of pupils with CiN status were more likely to say they would tell a trusted teacher or member of staff at school (45% compared with 33% of parents of pupils without CiN status) or the local council safeguarding team (34% compared with 22%). However, they were less likely to say they would tell a trusted adult or member of staff at the club or activity (75% compared with 85% of parents of pupils without CiN status), a husband, wife, or partner (30% compared with 53%)<sup>12</sup> or a friend or other parent (23% compared with 35%).

## Pupils and learners

Pupils and learners who attended out of school activities were asked who they would tell, if they had a concern about a member of staff at an activity outside of school speaking to them in a way that they felt was inappropriate.

Pupils and learners were most likely to say they would tell a parent or carer (74%). Two in five (41%) said they would tell a trusted adult or member of staff at the club or activity. Three in ten (30%) said they would tell a trusted teacher or member of staff at their school, while a quarter (25%) would tell their brother or sister. Full details are shown in Figure 10.

Pupils in years 7 to 9 were more likely to say they would tell a parent or carer (77%) compared with those in years 10 to 11 or pupils and learners in years 12 to 13 (both 70%). Groups less likely to say they would tell a parent or carer included pupils and

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<sup>12</sup> Parents of pupils eligible for FSM were more likely to live in a household where they do not have a partner that lives in the same house as them, as were parents of pupils considered to have SEND and parents of pupils with CiN status.

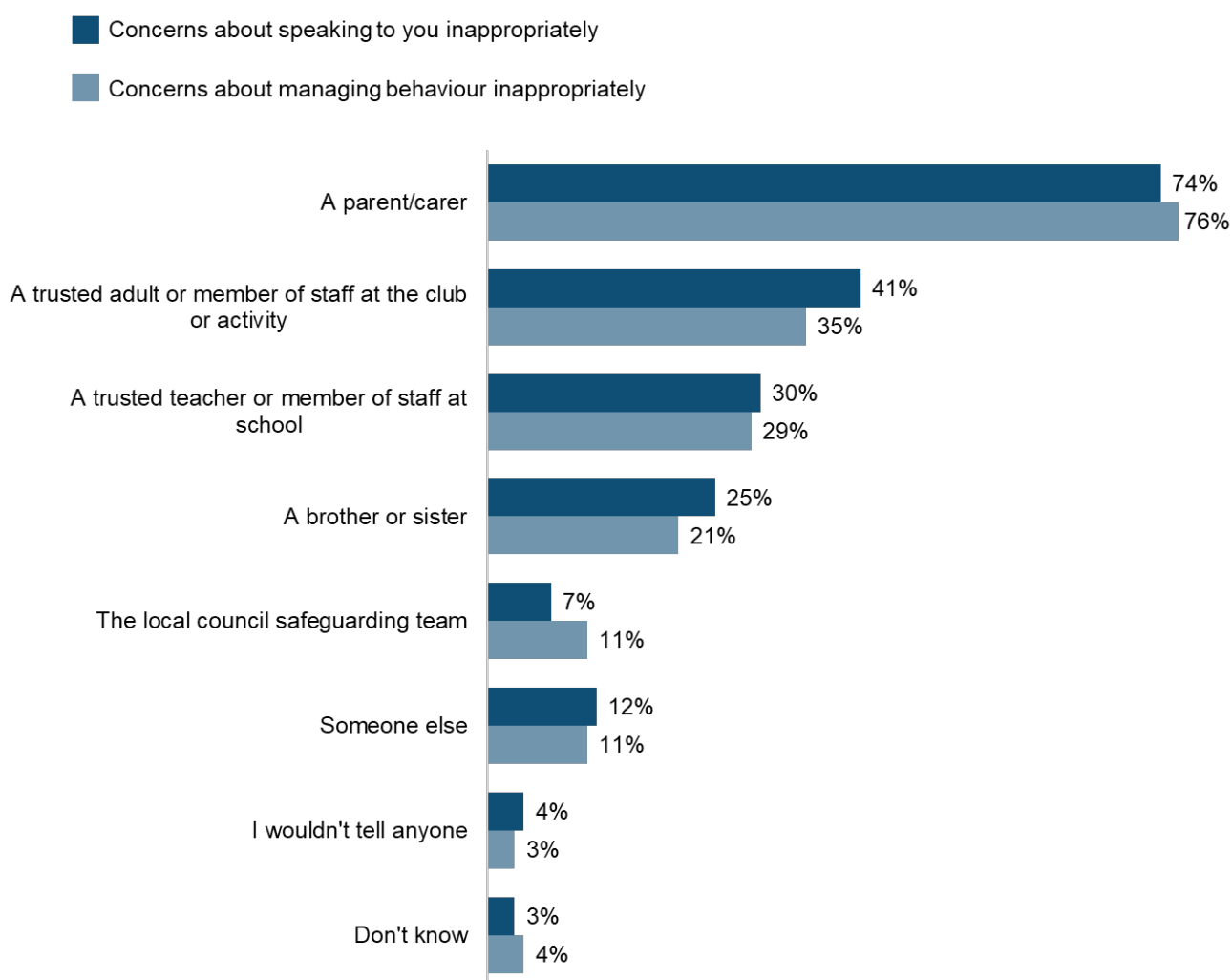
<sup>13</sup> See footnote 12.

learners eligible for FSM or FME (63% compared with 76% not eligible) and pupils with CiN status (62% compared with 75% without CiN status).

Pupils with CiN status were more likely to say they would tell the local council safeguarding team (12% compared with 7% of pupils without CiN status).

Those more likely to say they would not tell anyone included pupils and learners in years 10 to 11 and years 12 to 13 (both 6% compared with 2% of pupils in years 7 to 9) and pupils and learners eligible for FSM or FME (7% compared with 3% not eligible).

**Figure 10: Who pupils and learners would speak to with concerns**



Base: All pupils and learners who attend an out of school club or activity (1,478)

Source: PPLP 2023 RW5 pupils and learners survey. If you had a concern about a member of staff at an activity outside of school speaking to you in a way that you felt was inappropriate, who would you tell? If you had a concern about a member of staff at an activity outside of school managing your behaviour in a way that you felt was inappropriate, who would you tell?

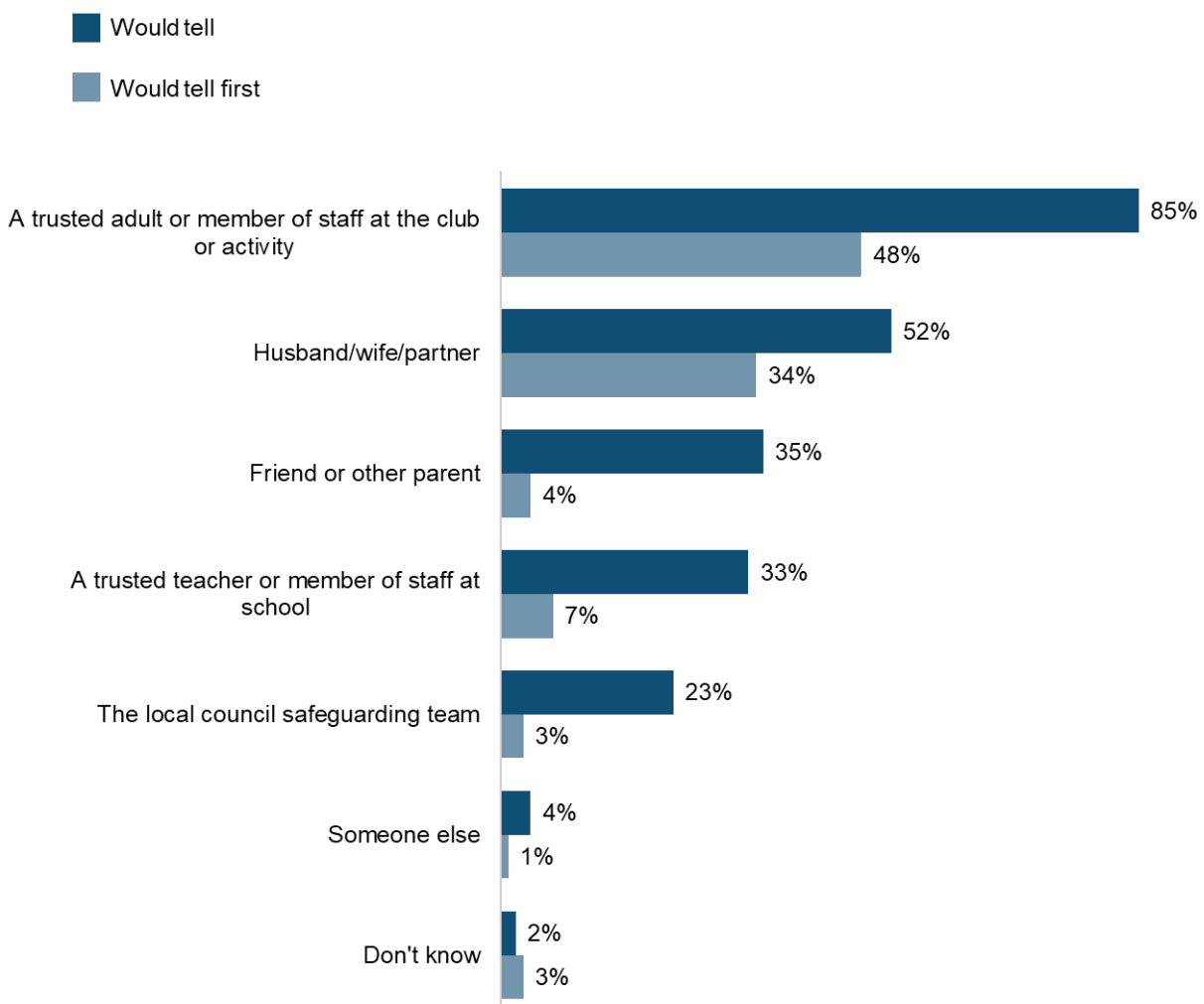
# Who parents, pupils and learners would tell first about inappropriate speech

## Parents

Parents who said they would tell more than one person if they had a concern about a member of staff at an activity outside of school speaking to their child in a way that they felt was inappropriate, were asked who they would tell first. Figure 11 shows responses to this question along with data from parents who said they would only tell one person.

Parents were most likely to say they would first tell a trusted adult or member of staff at the club or activity (48%), or their husband, wife or partner (34%), as shown in Figure 11.

**Figure 11: Who parents would speak to with concerns about inappropriate speech first**



Base: All parents whose child attends an out of school club or activity (2,156)

Source: PPLP 2023 RW5 parents survey. If you had a concern about a member of staff at an activity outside of school speaking to your child in a way that you felt was inappropriate, who would you tell (first)?

Parents of pupils eligible for FSM were more likely to say they would first tell a trusted teacher or member of staff at school (15% compared with 6%) or the local council safeguarding team (7% compared with 3%). They were less likely to say they would first tell a husband, wife, or partner (13% compared with 39%)<sup>14</sup>.

Parents of pupils considered to have SEND were more likely to say they would first tell a trusted adult or member of staff at the club or activity (59% compared with 46% of parents of pupils not considered to have SEND) but were less likely to say they would first tell a husband, wife or partner (24% compared with 37%)<sup>15</sup>.

Parents of pupils with CiN status were more likely to say they would first tell a trusted adult or member of staff at the club or activity (54% compared with 48%), a trusted teacher or member of staff at school (15% compared with 7%) or the local council safeguarding team (9% compared with 3%). They were less likely to say they would first tell a husband, wife, or partner (14% compared with 35% of parents of pupils without CiN status)<sup>16</sup>.

## **Pupils and learners**

Pupils and learners who said they would tell more than one person if they had a concern about a member of staff at an activity outside of school speaking to them in a way that they felt was inappropriate were asked who they would tell first. Figure 12 shows responses to this question along with data from pupils and learners who said they would only tell one person.

Pupils and learners were most likely to say they would first tell a parent or carer (57%), and 14% said they would first tell a trusted adult or member of staff at the club or activity. Fewer than one in ten (8%) said they would first tell a trusted teacher or member of staff at their school or college.

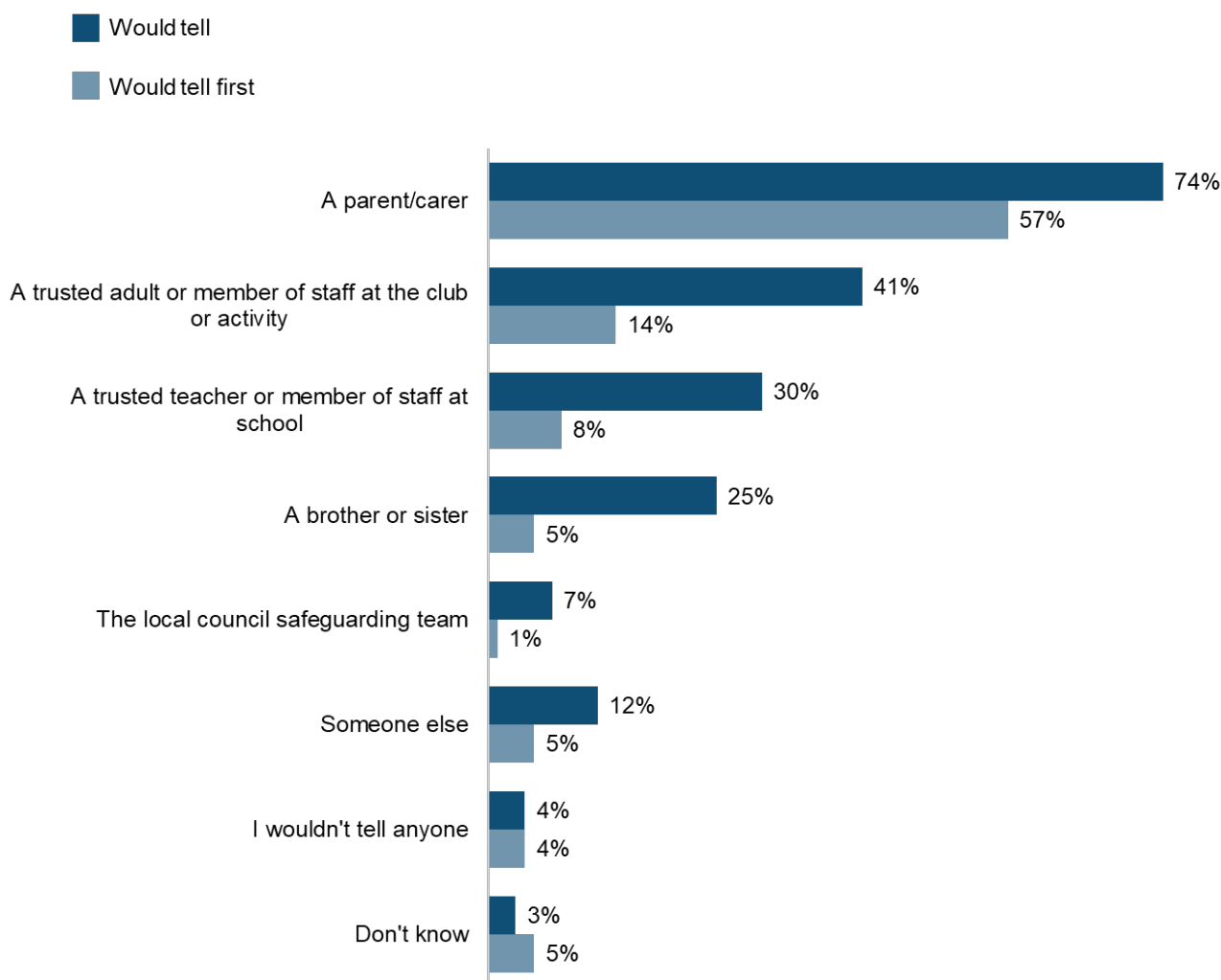
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<sup>14</sup> See footnote 12.

<sup>15</sup> See footnote 12.

<sup>16</sup> See footnote 12.

**Figure 12: Who pupils and learners would speak to with concerns about inappropriate speech first**



Base: All pupils and learners who attend an out of school club or activity (1,478)

Source: PPLP 2023 RW5 pupils and learners survey. If you had a concern about a member of staff at an activity outside of school speaking to you in a way that you felt was inappropriate, who would you tell (first)?

Pupils in years 7 to 9 were more likely to say that they would first tell a parent or carer (61%) compared with pupils and learners in year 12 to 13 (51%). Pupils in years 10 to 11 and pupils and learners in years 12 to 13 were more likely to say they would not tell anyone (both 6%) compared with pupils in years 7 to 9 (2%).

Pupils and learners eligible for FSM or FME were more likely to say they would not tell anyone (7% compared with 3% not eligible) and were less likely to say they would first tell a parent or carer (47% compared with 59% not eligible).



Pupils with CiN status were more likely to say they would first tell a trusted teacher or member of staff at school (14% compared with 8% without CiN status), or the local council safeguarding team (4% compared with 1%). They were less likely to say that they would first tell a parent or carer (46% compared with 59% without CiN status).

## Who parents, pupils and learners would speak to with concerns about managing behaviour inappropriately

### Parents

Parents were asked who they would tell if they had a concern about a member of staff at an activity outside of school managing their child's behaviour in a way that they felt was inappropriate. This question was asked of parents whose child regularly attended a club or activity outside of school. Parents were most likely to say they would tell a trusted adult or member of staff at the club or activity (81%). Half (50%) would tell their husband, wife, or partner. Details are shown above in Figure 9.

Parents of primary school pupils were more likely to say they would tell a trusted teacher or member of staff at school (33% compared with 27% of parents of secondary school pupils).

Parents of pupils eligible for FSM were more likely to say they would tell the local council safeguarding team (44% compared with 35% of parents of pupils not eligible). However, they were less likely to say they would tell a trusted adult or member of staff at the club or activity (71% compared with 83% of parents of pupils not eligible for FSM), a husband, wife or partner (26% compared with 55%)<sup>17</sup> or a friend or other parent (22% compared with 33%).

Parents of pupils considered to have SEND were less likely to say they would tell a husband, wife, or partner (40% compared with 53% of parents of pupils not considered to have SEND)<sup>18</sup> or a friend or other parent (25% compared with 32%).

Parents of pupils with CiN status were more likely to say they would tell the local council safeguarding team (45% compared with 36% of parents of pupils without CiN status) or a trusted teacher or member of staff at school (36% compared with 30%). However, they were less likely to say they would tell a trusted adult or member of staff at the club or activity (70% compared with 81% of parents of pupils without CiN status), a husband, wife, or partner (29% compared with 51%)<sup>19</sup> or a friend or other parent (20% compared with 31%).

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<sup>17</sup> See footnote 12.

<sup>18</sup> See footnote 12.

<sup>19</sup> See footnote 12.

## **Pupils and learners**

Pupils and learners were asked who they would tell if they had a concern about a member of staff at an activity outside of school managing their behaviour in a way that they felt was inappropriate. This question was asked to pupils and learners who regularly attended a club or activity outside of school.

Pupils and learners were most likely to say they would tell a parent or carer (76%), followed by a trusted adult or member of staff at the club or activity (35%), a trusted teacher or member of staff at school (29%) and a brother or sister (21%). Details are shown above in Figure 10.

Pupils in years 7 to 9 were more likely to tell a parent or carer (80%) compared with those in years 10 to 11 (71%) or pupils and learners in years 12 to 13 (72%).

Pupils and learners eligible for FSM or FME were less likely to say they would tell a parent or carer (68% compared with 78% of those not eligible), as were pupils with CiN status (66% compared with 77% of pupils without CiN status).

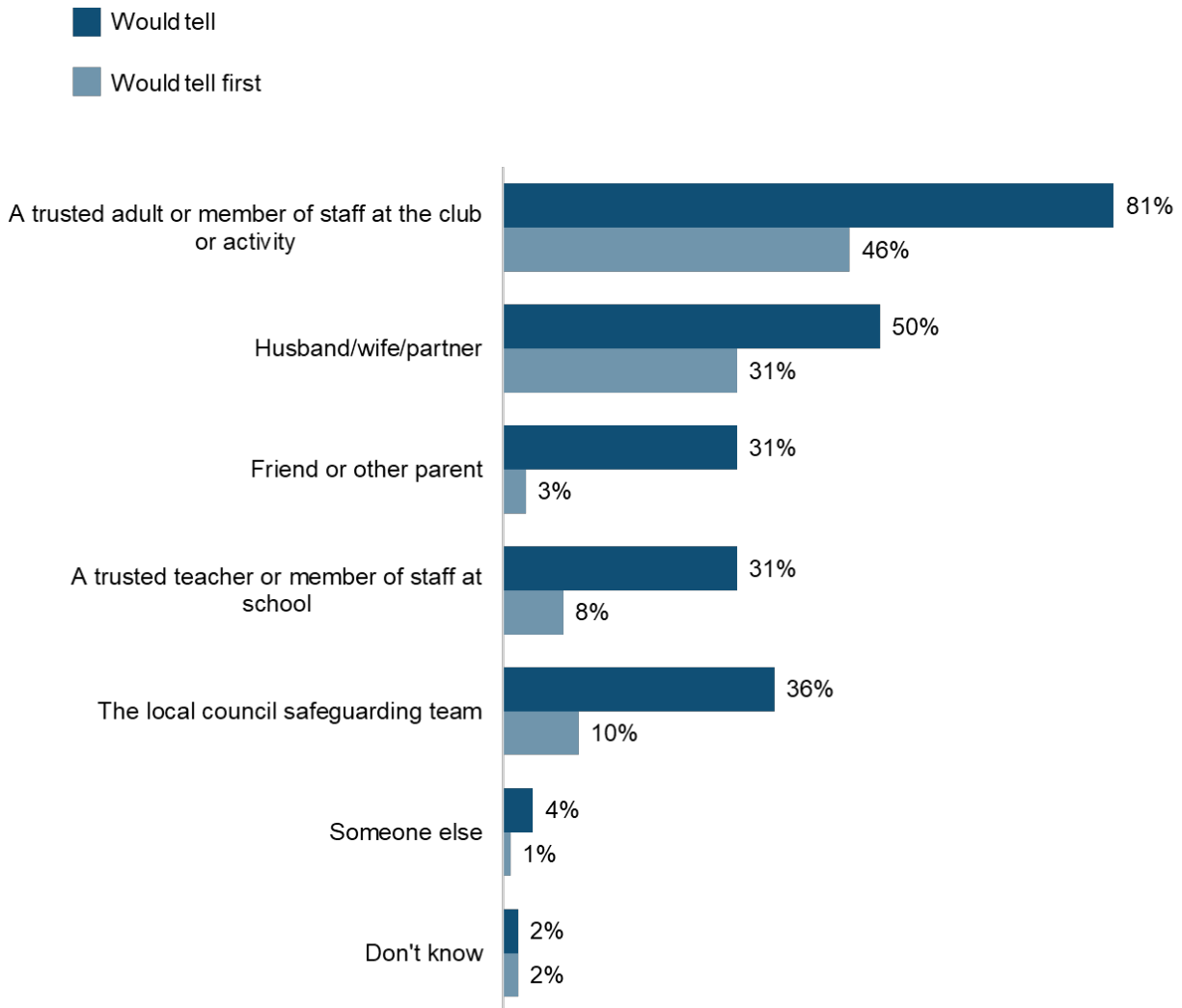
## **Who parents, pupils and learners would tell first about managing behaviour inappropriately**

### **Parents**

Parents who said they would tell more than one person if they had a concern about a member of staff at an activity outside of school managing their child's behaviour in a way that they felt was inappropriate, were asked who they would tell first. Figure 13 shows responses to this question along with data from parents who said they would only tell one person.

Parents were most likely to say they would first tell a trusted adult or member of staff at the club or activity (46%) or their husband, wife, or partner (31%), shown in Figure 13.

**Figure 13: Who parents would speak to with concerns about managing behaviour inappropriately first**



Base: All parents whose child attends an out of school club or activity (2,156)

Source: PPLP 2023 RW5 parents survey. If you had a concern about a member of staff at an activity outside of school managing your child's behaviour in a way that you felt was inappropriate, who would you tell (first)?

Parents of pupils eligible for FSM were more likely to say they would first tell the local council safeguarding team (17% compared with 8% of pupils not eligible) or a trusted teacher or member of staff at school (14% compared with 7%). They were less likely to say they would first tell a husband, wife, or partner (10% compared with 35%)<sup>20</sup>.

Parents of pupils considered to have SEND were less likely to say they would first tell a husband, wife, or partner (22% compared with 33%)<sup>21</sup>.

<sup>20</sup> See footnote 12

<sup>21</sup> See footnote 12

Parents of pupils with CiN status were more likely to say they would first tell the local council safeguarding team (17% compared with 10%). They were less likely to say they would first tell a husband, wife, or partner (16% compared with 31% of parents of pupils without CiN status)<sup>22</sup>.

## **Pupils and learners**

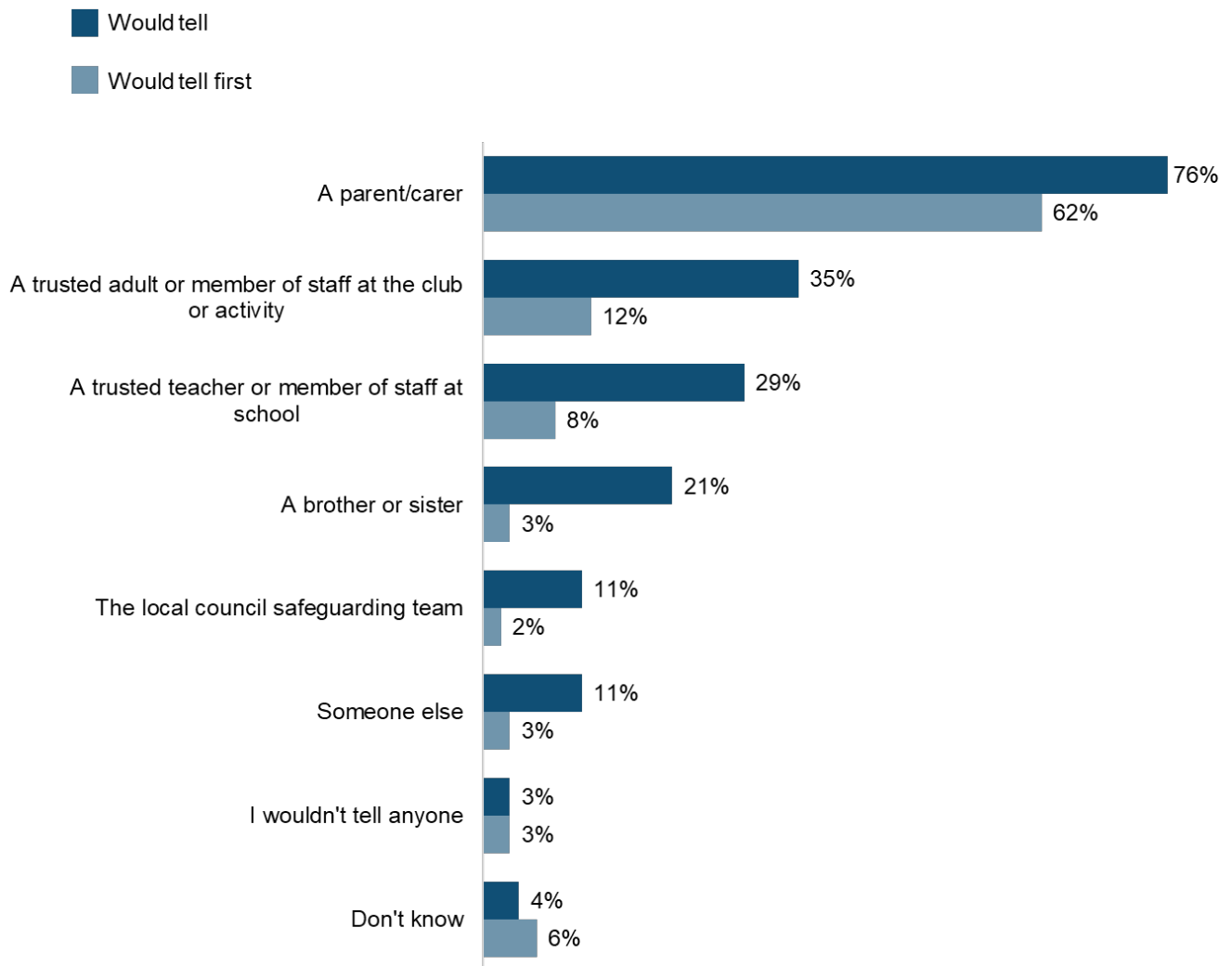
Pupils and learners who said they would tell more than one person if they had a concern about a member of staff at an activity outside of school managing their behaviour in a way that they felt was inappropriate were asked who they would tell first. Figure 14 shows responses to this question along with data from pupils and learners who said they would only tell one person.

Pupils and learners were most likely to say they would first tell a parent or carer (62%). Around one in ten (12%) said they would first tell a trusted adult or member of staff at the club or activity, shown in Figure 14.

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<sup>22</sup> See footnote 12

**Figure 14: Who pupils and learners would speak to with concerns about managing behaviour inappropriately first**



Base: All pupils and learners who attend an out of school club or activity (1,478)

Source: PPLP 2023 RW5 pupils and learners survey. If you had a concern about a member of staff at an activity outside of school managing your behaviour in a way that you felt was inappropriate, who would you tell (first)?

Pupils in years 7 to 9 were more likely to say they would first tell a parent or carer (65%) compared with pupils and learners in years 12 to 13 (55%). Pupils and learners in years 12 to 13 were more likely to say they would first tell a trusted adult or member of staff at the club or activity (16%) compared with pupils in years 10 to 11 (10%).

Pupils with CiN status were more likely to say they would first tell a trusted adult or member of staff at the club or activity (18% compared with 12% without CiN status) or a trusted teacher or member of staff at school (14% compared with 7% without CiN status). Pupils with CiN status were less likely to first tell a parent or carer compared with pupils without CiN status (53% compared with 64%).

## Whether parents, pupils and learners know how to raise concerns about inappropriate behaviour at the club or activity

### Parents

Parents were asked whether they would know how to raise a concern about a member of staff at an activity outside of school speaking to their child or managing their child's behaviour in a way that they felt was inappropriate. Four in five (80%) said they would know how to raise this with a member of staff or trusted adult at the club or activity. One in twenty (5%) said they would not know how to raise a concern, and 15% were not sure.

The proportion of parents that said they would know how to raise a concern was higher among:

- parents of secondary school pupils (83%) compared with parents of primary school pupils (78%)
- parents of pupils eligible for FSM (85%) compared with parents of pupils not eligible (79%)
- parents of pupils with CiN status (86%) compared with parents of pupils without CiN status (80%)

### Pupils and learners

Pupils and learners were asked whether they would know how to raise a concern about a member of staff at an activity outside of school speaking to them or managing their behaviour in a way that they felt was inappropriate. Around three in five (62%) said they would know how to raise this with a member of staff or trusted adult at the club or activity. Around one in seven (15%) said they would not know how to do this, and 23% were not sure.

Pupils and learners with SEN were less likely to say they would know how to raise a concern (53% compared with 63% of those without SEN).

## Confidence in raising concerns about inappropriate behaviour

### Parents

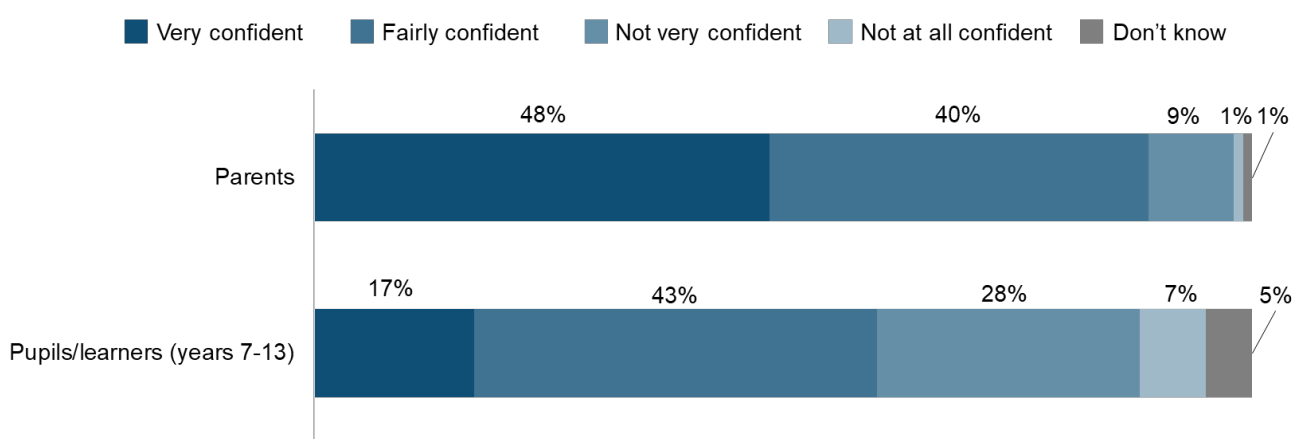
Parents were asked how confident they would be raising a concern about a member of staff speaking to their child or managing their child's behaviour in a way that they felt was inappropriate at an activity outside of school with another member of staff or trusted adult at the activity. This question was asked to parents whose child regularly attends a club or activity outside of school.

Almost nine in ten (88%) said they would be confident raising an issue with a member of staff or trusted adult at the club or activity. As shown in Figure 15, around half (48%) said they would be very confident. One in ten (10%) reported that they would not be confident raising this type of issue.

Parents of pupils eligible for FSM were more likely to say they would be confident raising this type of issue (94% compared with 87% of parents of pupils not eligible for FSM).

Parents of pupils with CiN status were more likely to say they would be very confident (60% compared with 48% of parents of pupils without CiN status).

**Figure 15: Confidence in raising concerns with a member of staff or trusted adult at the club or activity**



Base: All parents whose child attends an out-of-school club or activity (2,156); All pupils and learners in years 7 to 13 who attend an out-of-school club or activity (1,478)

Source: PPLP 2023 RW5 parents survey; pupils and learners survey. If you had a concern about a member of staff at an activity outside of school speaking to [you] or managing your [child's] behaviour in a way that you felt was inappropriate, how confident would you be in raising this with a member of staff or trusted adult at the club or activity?

## Pupils and learners

Pupils and learners were asked how confident they would be raising a concern about a member of staff at an activity outside of school speaking to them or managing their behaviour in a way that they felt was inappropriate with another member of staff or trusted adult at the activity. This question was asked of year 7 to 13 pupils and learners who regularly attend a club or activity outside of school.

Three in five (60%) said they would be confident raising an issue with a member of staff or trusted adult at the club or activity, of whom 17% would be very confident. Around a third (35%) reported that they would not be confident raising this type of issue, as shown above in Figure 15.

Pupils and learners eligible for FSM or FME were more likely to say they would be very confident raising this type of issue (23%) compared with those not eligible (16%).

Pupils and learners with SEN were less likely to say they would be confident raising this type of issue (46%) compared with those without SEN (62%).

Those groups more likely to say they would not be confident raising an issue with a member of staff or trusted adult at the club or activity included:

- pupils in year 10 (41%) compared with pupils and learners in years 12 to 13 (27%)
- pupils and learners with SEN (46%) compared with those without SEN (34%)
- female pupils and learners (44%) compared with male pupils and learners (26%)



## Use of reasonable force or physical restraint in schools

This section looks at awareness among pupils and learners of the policy at their school or college on the use of reasonable force including physical restraint. It examines whether pupils and learners have seen reasonable force or physical restraint being used, and, if so, how often. It also looks at perceptions of when reasonable force or physical restraint is appropriate.

These questions were asked to inform the government's work programme to minimise the use of reasonable force including physical restraint in all schools, and in instances where reasonable force including physical restraint is necessary and lawful, to support schools to use it as safely as possible. The findings will help to inform revisions to the 2013 use of reasonable force guidance<sup>23</sup> to ensure all schools are calm, safe, and supportive environments in which pupils and staff can work in safety and are respected.

### Awareness of school or college policy on use of reasonable force

Around half of pupils and learners (52%) said they were aware of the policy at their school or college about when reasonable force can be used by staff on a pupil or learner. This included 9% who said they were aware and knew a lot about it. Two in five pupils and learners (41%) said they were not aware of the policy and 7% did not know (see Figure 16).

Pupils in years 7 to 9 were more likely to be aware of the policy at their school (56%) compared with those in years 10 to 11 (51%) or pupils and learners in years 12 to 13 (46%).

Year 12 to 13 learners in college settings were more likely to be aware of the policy than year 12 to 13 pupils in school settings (50% compared with 42%).

Pupils and learners eligible for FSM or FME were more likely to say they were aware of the policy at their school or college (58% compared with 51% of those not eligible). They were also more likely to say they knew a lot about it (14% compared with 8%).

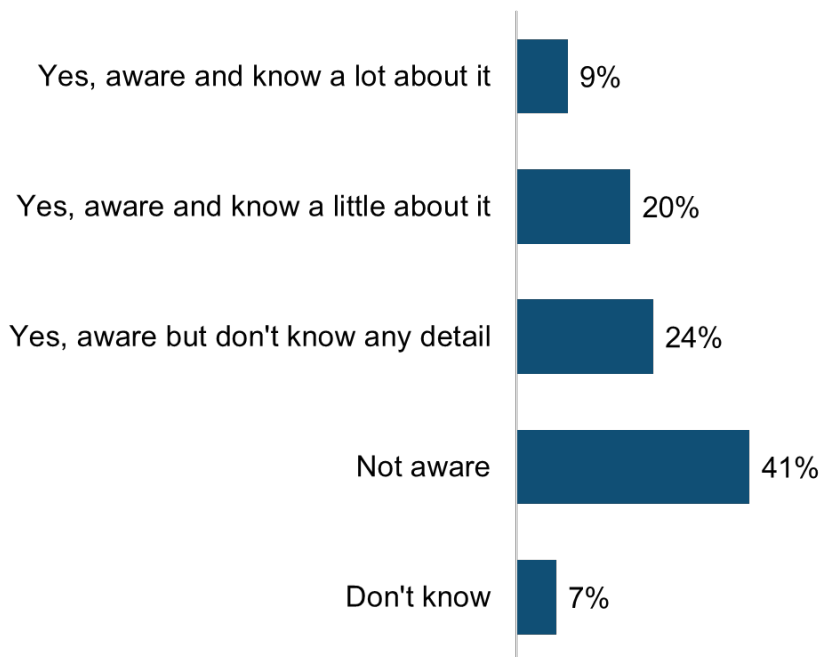
Pupils and learners with SEN were less likely to be aware of the policy at their school or college (47% compared with 53% of those without SEN).

Pupils with CiN status were more likely to say they knew a lot about the school's policy (13% compared with 9% of those without CiN status).

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<sup>23</sup> [Use of reasonable force in schools \(2013\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270422/Use_of_reasonable_force_in_schools_2013.pdf)

**Figure 16: Awareness of school or college policy about when reasonable force can be used**



Base: All pupils and learners in years 7-13 (3,238)

Source: PPLP 2023 RW5 pupils and learners survey. Are you aware of your school's / college's policy about when reasonable force can be used by staff on a pupil?

## Whether pupils and learners had seen use of reasonable force or physical restraint

Three in ten pupils and learners (29%) said that they had seen a member of school or college staff use reasonable force or physical restraint on a pupil in the current academic year. More than half (57%) had not seen this and 14% did not know.

Those more likely to say they had seen a member of school or college staff use reasonable force or physical restraint on a pupil included pupils in year 7 to 9 (34%) or pupils in year 10 to 11 (35%) compared with those in year 12 or 13 (12%), as well as pupils and learners eligible for FSM or FME (33% compared with 28% of those not eligible).

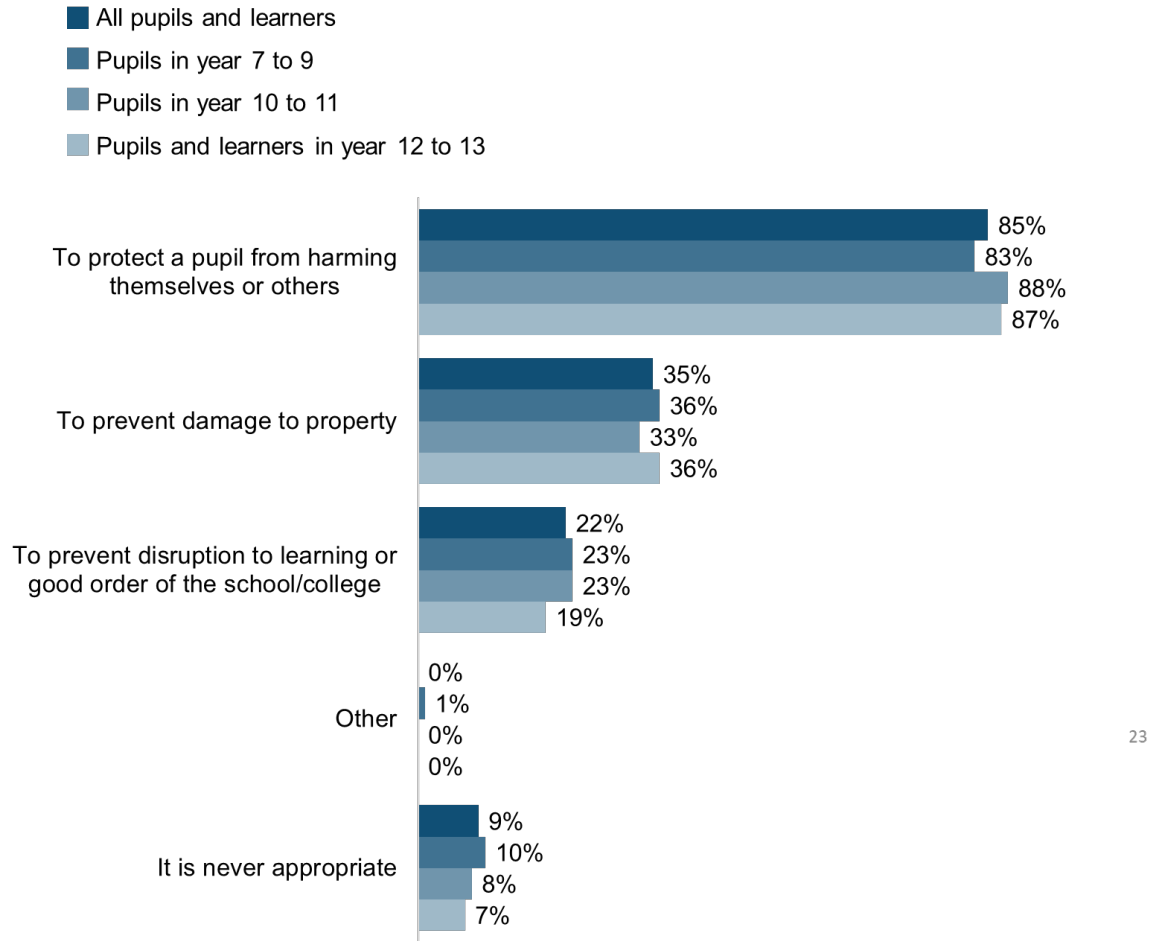
Pupils and learners who said they had seen the use of reasonable force or physical restraint at their school or college were asked how often they had seen this since September 2022. Around half (51%) said they had seen the use of force or physical restraint at least once per term, including 31% who had seen it once per term, 16% who had seen it once per week and 3% who had seen it once per day. Around a quarter (28%) had seen it just once since September 2022. One in five (21%) were not sure.

Pupils and learners eligible for FSM or FME were more likely to say they had seen the use of reasonable force or physical restraint every day (7% compared with 2% of those not eligible). Similarly, pupils with CiN status were more likely than those without CiN status to say they had seen the use of reasonable force or physical restraint every day (9% compared with 3%).

## **Reasons for acceptable use of reasonable force or physical restraint**

All pupils and learners were asked on which occasions they considered it appropriate for reasonable force or physical restraint to be used, shown in Figure 17. More than four in five (85%) said that reasonable force or physical restraint is appropriate to protect a pupil or learner from harming themselves or others. Around a third (35%) said it is appropriate to prevent damage to property, and around a fifth (22%) said it is appropriate to prevent disruption to learning or good order of the school or college.

**Figure 17: Reasons for acceptable use of reasonable force or physical restraint (pupils and learners)**



Base: All pupils and learners (3,238), pupils in years 7 to 9 (1,415), pupils in years 10 to 11 (985), pupils and learners in years 12 to 13 (838)

Source: PPLP 2023 RW5 pupils and learners survey. Which, if any, of the following do you consider appropriate occasions when reasonable force or physical restraint could be used?

Pupils and learners in years 10 to 11 (88%) and in years 12 to 13 (87%) were more likely to say that reasonable force or physical restraint is appropriate to protect a pupil or learner from harming themselves or others, than those in year 7 to 9 (83%). Year 12 to 13 pupils in school settings were also more likely to say this (91% compared with 84% of year 12 to 13 learners in college settings).

Groups less likely to say that reasonable force or physical restraint is appropriate to protect a pupil or learner from harming themselves or others included pupils and learners eligible for FSM or FME (80% compared with 87% not eligible), pupils and learners with SEN (80% compared with 86% without SEN), pupils with CiN status (80% compared with

86% without CiN status) and pupils from ethnic minorities, excluding white minorities (81% compared with 87% from a white ethnic background).

Pupils and learners eligible for FSM or FME were less likely to say that reasonable force or physical restraint is appropriate to prevent damage to property (29% compared with 36% not eligible).

Pupils in years 7 to 9 were more likely to say that reasonable force or physical restraint is appropriate to prevent disruption to learning or good order of the school or college (23% compared with 19% of pupils and learners in years 12 to 13). Pupils and learners from an Asian ethnic background were also more likely to say this (28%) compared with those from a white ethnic background, excluding white minorities (21%).

Pupils and learners with SEN were more likely to say that reasonable force or physical restraint was never appropriate (13% compared with 8% of those without SEN).

## Special Educational Needs and Disabilities (SEND)

The Department for Education is interested in understanding the experiences of access to specialist services by parents of pupils with SEND, alongside any barriers to accessing these. The SEND and AP Improvement Plan set out that the Department of Health and Social Care will work together with the Department for Education to take a joint approach to SEND workforce planning, informed by a stronger evidence base. The Department for Education is keen to broaden its understanding of the issues around access to specialists to inform this work.

This section examines access to specialist support for pupils with SEND, as reported by parents. It looks at the types of support accessed by pupils, as well as the types of support they are unable to access. It then looks at the reasons why pupils are unable to access the SEND support that they need.

### Types of SEND support

Parents who considered their child to have a special educational need or disability (SEND) were asked if their child was receiving various types of specialist support. The most common types of support accessed were support from a SEN coordinator (SENCO) (66%) and support with learning (60%). Other types of support commonly received included medical support (24%), support from an educational psychologist (23%), mental health support (23%) and speech and language therapy (19%), as shown in Table 2.

More than a third of parents of children considered to have SEND (37%) said that their child needed support from an educational psychologist but had been unable to access it. There were also reported gaps in provision for mental health support (28% unable to access), support with learning (21% unable to access), occupational therapy (20% unable to access) and support from a SEND coordinator (19% unable to access). Almost a quarter of parents (23%) also reported that their child needed 'another type of support' but were unable to access it.

Parents were more likely to say that their child was receiving various types of support than in the February 2023 PPLP wave. Specifically, there was an increase in the proportion that said their child was receiving support from a SEND coordinator (increased from 56% in February 2023 to 66% in April/May 2023), mental health support (increased from 18% to 23%) and medical support (increased from 17% to 24%). Compared with the February 2023 PPLP wave, parents were less likely to say that their child needed, but was unable to access:

- support from a SEND coordinator (decreased from 25% in February 2023 to 19% in April/May 2023)
- mental health support (decreased from 33% to 28%)

- medical support (decreased from 13% to 8%)

In addition, parents were less likely to say that their child needed, but was unable to access, physiotherapy (decreased from 16% to 10%) and 'other types of support' (decreased from 30% to 23%).

**Table 2: Parents' views on access to specialist support (parents of children considered to have SEND)**

	<b>Needs this support</b>	<b>Receives this support</b>	<b>Needs this support, but they are unable to access it</b>	<b>Does not need this type of support</b>
Support from a SEN coordinator (SENCO)	85%	66%	19%	15%
Support with learning	81%	60%	21%	19%
Support from an educational psychologist	60%	23%	37%	40%
Mental health support	51%	23%	28%	49%
Speech and language therapy	33%	19%	14%	67%
Medical support	33%	24%	8%	67%
Occupational therapy	31%	11%	20%	69%
Social Services Support	20%	4%	16%	80%
Physiotherapy	17%	7%	10%	83%
Another type of support	44%	22%	23%	56%

Base: Parents who consider their child to have SEND (887)

Source: PPLP 2023 RW5 parents survey. Is [PUPILNAME] currently receiving any of the following types of specialist support?

Parents of primary school pupils considered to have SEND were more likely to say their child was receiving:

- support with learning (66% compared with 54% of parents of secondary school pupils), whilst parents of secondary school pupils considered to have SEND were more likely to say their child needed, but was unable to access, this type of support (25% compared with 17% of parents of primary school pupils)
- support from an educational psychologist (28% compared with 18%), whilst parents of secondary school pupils were more likely to say their child needed, but

was unable to access, this type of support (44% compared with 30%)

- speech and language therapy (27% compared with 10%), whilst parents of secondary school pupils were more likely to say their child did not need this type of support (73% compared to 62%)

Parents of secondary school pupils considered to have SEND were more likely to say their child was receiving mental health support (27% compared with 19% of parents of primary school pupils). Parents of primary school pupils considered to have SEND were more likely to say they did not need this type of support (55% compared to 42% of parents of secondary school pupils).

Amongst those considered to have SEND, parents of pupils eligible for FSM were more likely to say their child was receiving:

- mental health support (33% compared with 17% of those not eligible for FSM), whilst parents of pupils not eligible for FSM were more likely to say they did not need this type of support (53% compared to 41% of those eligible for FSM)
- medical support (30% compared with 21%), whilst parents of pupils not eligible for FSM were more likely to say they did not need this type of support (71% compared to 60%)
- support from an educational psychologist (30% compared with 20%), whilst parents of pupils not eligible for FSM were more likely to say they did not need this type of support (44% compared with 33%)

Amongst those considered to have SEND, parents of pupils with CiN status were more likely to report their child was receiving:

- mental health support (32% compared with 22% of those without CiN status), whilst parents of pupils without CiN status were more likely report that their child does not need this type of support (50% compared with 33% of those with CiN status)
- medical support (35% compared with 24%), whilst pupils without CiN status were more likely to not need this type of support (69% compared with 53%)
- support from an educational psychologist (30% compared with 23%), whilst parents of pupils without CiN status were more likely report that their child does not need this type of support (41% compared with 31%)
- social services support (18% compared with 3%), whilst parents of pupils without CiN status were more likely report that their child does not need this type of support (81% compared with 58%)
- physiotherapy (13% compared with 7%), whilst parents of pupils without CiN status were more likely report that their child does not need this type of support (84% compared with 76%)



- another type of support (29% compared with 21%)

The parents of pupils with SEND who also had CiN status were more likely to report that their child needed, but were unable to access:

- social services support (24% compared with 15% of those without CiN status)
- support from a SEN coordinator (24% compared with 18%)
- medical support (12% compared with 8%)

## **Reasons why pupils are unable to access specialist support for SEND**

Parents who said their child was unable to access specialist support were asked why they felt this was the case. The main reason given by parents was that the type of support was not offered (33%). Other reasons included delays or issues in receiving help (16%), their child currently being assessed or awaiting a SEND referral (15%), their child not meeting the criteria (11%) and support staff not being available (9%).

Parents of primary school pupils were more likely to say their child was unable to access the appropriate support because their child was being assessed or awaiting a SEND referral (20% compared with 9% of parents of secondary school pupils).

Parents of pupils in years 10 to 11 were more likely to say that the support needed is not offered (48%) compared with parents of pupils in year 1 to 6 (28%)<sup>24</sup>.

Parents of pupils with CiN status were less likely to say that their child was unable to access the appropriate support because it is not offered (24% compared with 33% of those without CiN status).

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<sup>24</sup> This question was answered by 95 parents of pupils in years 10 to 11. These findings should therefore be treated with caution.

## Cost of living

The final section of the report focuses on parents' concerns about affording school meals.

### Concern about affording school meals

Parents were asked how worried they were about being able to afford meals at school for their child during the academic year. A third (32%) of parents were worried about being able to afford meals. Just over half (53%) said they were not worried.

As shown in Figure 18, parents of secondary school pupils (36%) were more likely to be worried about being able to afford meals at school compared with parents of primary school pupils (29%). Parents of pupils in years 7 to 9 were more likely to be worried (38%) compared with parents of pupils in years 1 to 6 (29%) and years 10 to 11 (31%).

Parents of pupils in years 1 and 2 were less likely to be worried about being able to afford meals at school (21% compared with parents of pupils in year 3 and above) and were more likely to say this was not applicable to them (29% compared with 9% of parents of pupils in year 3 and above). This likely reflects universal free school meals availability for pupils in reception, year 1 and year 2 (although PPLP only includes parents of pupils in years 1 and 2)<sup>25</sup>.

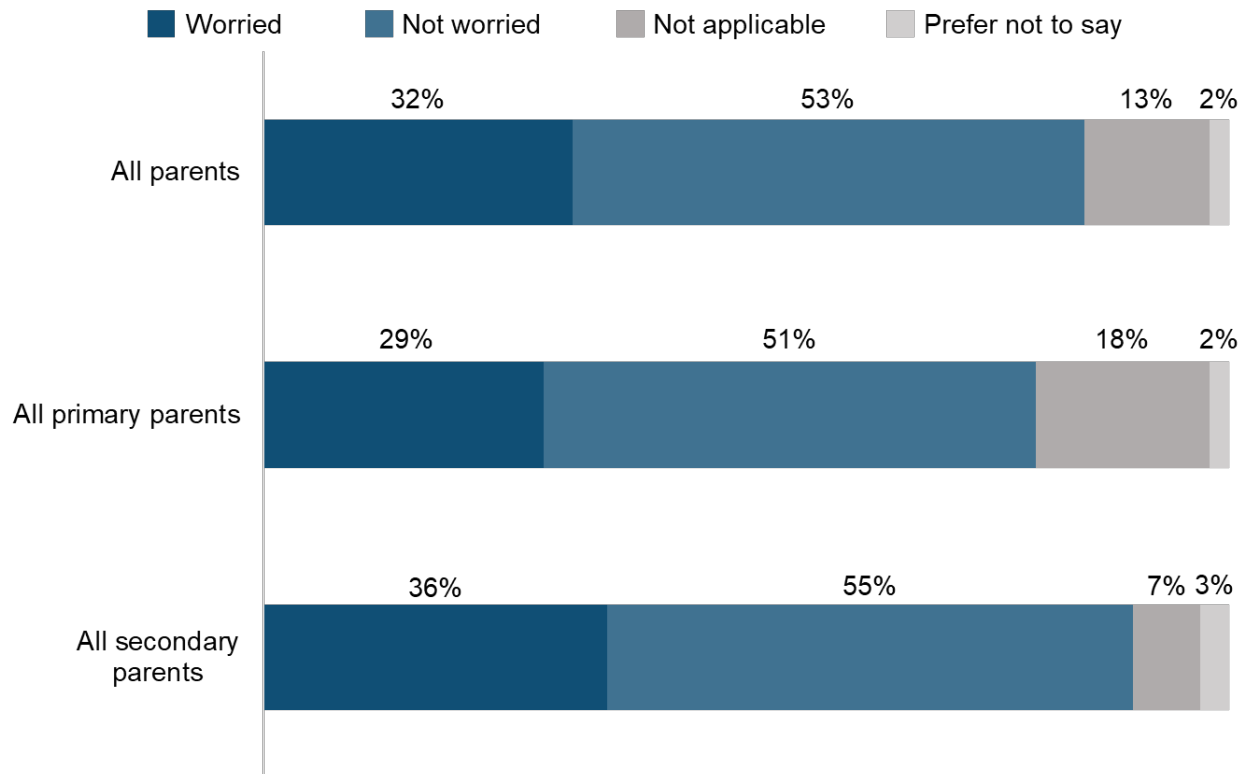
Other groups more likely to be worried about being able to afford meals at school included parents of pupils eligible for FSM (42% compared with 29% not eligible), parents of pupils considered to have SEND (38% compared with 30% of parents of pupils not considered to have SEND) and parents of pupils with CiN status (42% compared with 32% of parents of pupils without CiN status).

Overall, there was an increase in the proportion of parents who were worried about being able to afford meals at school, from 24% in November 2022 to 32% in April/May 2023.

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<sup>25</sup> <https://www.gov.uk/government/publications/universal-infant-free-school-meals-uifsm-2022-to-2023>

**Figure 18: Concern about being able to afford meals at school (parents)**



Base: All parents (3,573) Primary parents (1,835) Secondary parents (1,738)

Source: PPLP 2023 RW5 parents survey, How worried are you about being able to afford meals at school for [PupilName] this academic year?

## Glossary

**All ethnic minorities (excluding white minorities).** For comparisons with the white group as a whole.

**CiN – Children in Need.** This is a broad definition spanning a wide range of children and adolescents, in need of varying types of support and intervention, for a variety of reasons. A child is defined as ‘in need’ under section 17 of the Children Act 1989, where:

- They are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for them of services by a local authority.
- Their health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or
- They are disabled.

**EHC Plan – Education Health and Care plan.** This is a legal document that describes a child or young person’s special educational, health and social care needs and explains the extra help that will be given to meet those needs and how that help will support the child or young person.

**FSM or FME – Free School Meal or Free Meal Eligibility.** Eligibility for FSMs/FME is used as a proxy for socioeconomic status. Pupils and learners eligible for FSMs/FME were considered to be living in greater socioeconomic deprivation than those pupils and learners who were not eligible for FSMs/FME. FSM refers to data from the National Pupil Database (NPD) and FME refers to comparable data from the Individualised Learner Record (ILR).

**SEND – Special Educational Needs and Disability.** A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

For more detail, please see the [SEND Code of Practice](#).



Department  
for Education

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**Reference:** RR1368

**ISBN:** 978-1-83870-501-5

For any enquiries regarding this publication, contact us at:

[omnibus.surveys@education.gov.uk](mailto:omnibus.surveys@education.gov.uk) or [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

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