RESEARCH

Post-16 Transitions of Pupils with Special Educational Needs

Filiz Polat, Afroditi Kalambouka, William F. Boyle and Nick Nelson

Centre for Formative Assessment Studies
School of Education
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Table of Contents

List of Tables

Appendix I

Appendix II

List of Figures

Appendix I

Appendix II

Glossary

ADD: Attention Deficit Disorder
ADHD: Attention Deficit Hyperactivity Disorder
CAPI: Computer Assisted Personal Interview
CEG: Careers Education and Guidance
CEO: Chief Education Officer
CFAS: Centre for Formative Assessment Studies
CoP: Code of Practice
EBD: Emotional behavioural Difficulties
FE: Further Education
GCSE: General Certificate of Secondary Education
HE: Higher Education
ICT: Information, Communication and Technology
LEA: Local Educational Authority
LSA: Learning Support Assistant
LST: Learning Support Teacher
NOP: National Opinion Poll
P/C: Parent/Carer
PIFs: Pupil Information Forms
PMLD: Profound and Multiple Learning Difficulties
SEN: Special Educational Needs
SENCO: Special Education Needs Co-ordinator
SES: Socio-Economic Status
YCS: Youth Cohort Study
YP: Young Person

Executive Summary

Background

In recent years the issues of the contribution of young people with special educational needs (SEN) in society and the strategies employed by schools in preparing young people for this role have been the focus of various government documents (e.g. DfEE, 1997, DfEE 1999 and DfEE, 2000). One of the core questions raised by the Green Paper '*Excellence for All Children: Meeting Special Educational Needs'* was: how can we help more young people with SEN make a successful transition to further or higher education, training or employment? (DfEE, 1997 p.96). This concern was echoed by the Social Exclusion Unit report '*Bridging the Gap: New Opportunities for 16-18 year olds not in Education, Employment or Training*' (DfEE, 1999). A lack of reliable information on routes taken by young people with SEN when they leave school was highlighted as an information deficit hindering baseline feedback into future strategies.

Wave one of this longitudinal study set out to collect and examine baseline data on issues related to the transition of young people with SEN. These issues included the SEN history of the sample of young people, their school and social experiences, the support provided to young people within and outside school, transition planning, careers education, expectations and aspirations. The information was collected through carrying out interviews with 617 SENCOs or teachers (from 362 mainstream and 255 special schools) who provided background information for 3200 pupils with special educational needs (1837 attended mainstream, 1363 special schools) and interviews with 2364 parents or carers and 2313 young people.

Aims of the research

The overall aims of the research are:

- to provide a comprehensive overview of the experiences, achievements and attitudes of young people with SEN during transition from secondary education to early adult life; and
- to identify strengths and weaknesses in the transition process and to highlight barriers to further education, higher education, training, employment and independent living.

The objectives for Wave 1 of the study are:

- to investigate young people's aspirations, expectations and attitudes towards education, employment and independent living;
- to describe the type and level of Key Stage 4 transition support received from schools, LEAs, community services and other support agencies; and
- to explore the views of young people and parents or carers on the nature, extent and adequacy of this range of support.

Key Findings

Pupil profiles: This section summarises the main findings based on information provided by SENCOs or teachers about their pupils through the completion of Pupil Information Forms.

- The most commonly reported main SEN type was moderate learning difficulties (25%), followed by emotional and behavioural difficulties (EBD 22%), dyslexia (13%) and mild learning difficulties (9%). Nearly two thirds of pupils in the sample were reported as having some degree of general learning difficulty, ranging from mild to profound, as their sole or additional difficulty.

- Pupils with EBD or attention deficit hyperactivity disorder (ADHD) were the groups most likely to have been excluded from school at least once during Year 10. Higher exclusion rates among pupils with EBD or ADHD may be due to their behaviour disturbing their peers in the classroom or playground.

- Pupils with sensory, physical and medical difficulties were rated as having better learning (e.g. they were found to be more motivated, attentive, organised, and independent learners) and social behaviours (e.g. they were found to be more respectful towards others, follow rules, emotionally stable, good self-esteem and personal care) compared to their peers with learning difficulties and EBD. This finding may be due to the better cognitive and social development of pupils with physical, sensory and medical difficulties in comparison to pupils with learning difficulties. The latter group's difficulty may prevent them understanding and accepting social codes of behaviour (e.g. respecting others, collectivism in contrast to egocentricity and so on) and also may prevent them gaining and developing learning skills (e.g. independent learning, attentiveness and organisational skills).

- The majority of pupils in mainstream and special schools received additional support, mainly from Learning Support Assistants (LSA) and Learning Support Teachers (LST). Just less than three quarters (72%) of pupils (65% in mainstream and 83% in special schools) received support from LSAs mostly on a daily basis. One third (33%) of pupils (55% in mainstream and 3% in special school) received support from LSTs, mostly on a weekly basis. This reflects a substantial increase in the number of LSAs working in mainstream and special schools, an increase which has been significantly influenced by recent government policies on developing effective practices both in mainstream and special schools.

Post-16 transition: This section presents findings based on data collected on post-16 issues across the four survey instruments. These reflect the perceptions of SENCOs or teachers, parents or carers and young people on post-16 practices in schools.

- Fifty-one percent of all schools, two thirds of which were special schools, had policies related to post-16 transition. However, this does not necessarily indicate that better post-16 transition practices were followed by these schools or that there were better post-16 outcomes for their pupils as a number of other factors contributed to these outcomes. This point is further supported with the finding that teacher or SENCO interviews showed that more than nine out of ten pupils with statements had had their first annual review with a transition plan by the end of Year 11. Of these, three out of five had their first annual review with a transition plan during Year 9 and most of the remainder during Year 10. Those with mild, specific or severe learning difficulties and EBD were more likely to be amongst the pupils for whom an annual review with a transition plan had not been held. For pupils without statements, there is no statutory obligation by schools or LEAs to carry out an annual review with a transition plan.

- Parents or carers of pupils with autism, severe or multiple learning difficulties, speech or language difficulties and physical and sensory difficulties were more likely to go to the first annual review meeting with a transition plan than parents or carers of pupils with other types of SEN. Parents or carers with higher or further educational qualifications were more likely to attend the meetings compared to those without educational qualifications. Pupils in the autism, severe or multiple learning difficulties, speech or language difficulties and physical and sensory difficulties SEN groups were more likely to be the children of parents with higher educational qualifications compared to pupils with other types of SEN. More than one third of parents or carers of pupils with SLD or PMLD stated that their child went to the review. This implies that pupils are being encouraged by schools to express their views at meetings irrespective of their difficulties; this can help them to develop more self-esteem.

- There were several differences between the SENCO or teacher reports of how the transition planning process took place and the versions of events supplied by the young people and their parents or carers. These differences focused on the provision of information, what services were offered and how well it was perceived that the young people were prepared for transition to adult life. It is not surprising to find some discrepancies between what was reported by schools and parents or carers and pupils for a variety of reasons eg. forgetting what was offered or sent out by schools/lack of interest

in communications, not being able to read written material, or pupils failing to deliver information to their parents or carers.

- Parents of pupils with statements and of pupils in special schools felt better informed about post-sixteen transition issues. This finding may be due to the fact that parents of pupils with statements are more likely to be actively involved in the education of their child. Although schools encourage parental involvement in the transition planning process (as an aspect of the education offered to their children) irrespective of the stage of Code of Practice of the pupils, it can be speculated that schools may make more effort to involve parents or pupils with statements. More special than mainstream schools reported offering services to parents (such as contact with other parents, talks or workshops for parents about post-16 issues).

- Three quarters of the parents or carers reported that the school prepared their children well for their transition to adult life. The parents of pupils with EBD or ADHD were the least satisfied group while the parents of pupils with sensory impairments were the most satisfied group. This finding may be related to many other factors such as the differences between the social and learning behaviour of these two groups. For example, young people with sensory difficulties were rated by their teachers to have better social and learning behaviours than their peers with EBD. In addition, previous research has suggested that parents of pupils with sensory impairments are highly involved in the education and transition planning of their children while parents of children with EBD or ADHD are the least involved. It can be speculated that there was a relationship between involvement and satisfaction i.e. those parents who were involved in the transition planning and generally the education of their children seemed to be more satisfied compared to those parents who were not involved.

- For the vast majority of pupils in their formal transition plan there were provisional placements made for when pupils would leave school. The most common provisional placements for pupils included continuing their full time education by staying at their school or going to another school or college. Across school type and types of SEN there were differences in provisional placement plans made for pupils after schooling. Pupils at special schools were more likely to stay on at their current school whilst pupils at mainstream schools were more likely to go to a 6th form college according to schools. Pupils with EBD or ADHD were more likely to go to Further Education colleges or do work based training whilst pupils with SLD or PMLD were more likely to stay on at their current school. These findings seem to reflect the expectation that pupils in mainstream schools tend to have mild difficulties and therefore better academic performance compared to their peers in special schools who usually have severe or profound difficulties which affect their academic performance adversely. This argument was supported by better attainment levels achieved by mainstream pupils in the sample in comparison to special school pupils in the sample.

Careers education and Guidance: This section summarises the major findings in relation to activities provided by schools as a part of careers education and guidance from the perspectives of teachers or SENCOs, parents or carers and pupils.

- Approximately nine out of ten special schools (89%) and almost three-quarters of the mainstream schools (74%) had a written careers policy. Although less mainstream schools had a written careers policy compared to special schools, pupils in mainstream schools had more opportunity for an interview with a careers adviser before the end of Year 10 than those in special schools. Overall, pupils appreciated the interviews with a careers adviser as well as the talks with another person in the careers services outside school.

- Seven out of ten schools reported that an interview with a careers adviser had been held. For more than one in five pupils an interview had not been held nor had arrangements been made for one to be held later. More pupils with statements had had an interview with a careers adviser compared to those without statements.

- The vast majority of schools offered work experience to their pupils as part of the careers education and guidance programme. The majority of schools also offered a range of other activities such as link courses with colleges, visits to forms of post-16, voluntary work and so on. These aimed to help pupils to develop an understanding of the world of work and to make decisions about their future life. Schools reported that over half of the pupils participated in work experience during year 10, a third attended careers conventions/fairs or other careers events, a quarter visited 6th forms, further education colleges or specialist colleges while smaller percentages participated in other activities. SENCOs or teachers reported that substantial percentages of pupils would participate in the relevant activities during the following year. More pupils in mainstream schools than in special schools had participated in work experience and that finding was consistent across the reports from schools, parents and pupils.

Parent or carer and young person interviews: This section summarises findings based on data collected from the parent or carer and young person interviews. The experiences and perceptions of parents or carers and young people as main stakeholders both in the transition planning process and in education in general are crucial and should be considered in any future policy changes.

- More than a third of parents or carers and more than a quarter of their partners had no educational qualifications while only sixteen percent of the parents or carers or their partners had a further or higher education qualification. A quarter of the main income earners in households were entirely dependent on the state long-term due to unemployment, sickness, old age and other reasons. This percentage is much higher than the respective percentage nationally which accounts only for 13%. These findings support the impression that pupils with SEN tend to come from deprived households.

- The majority of pupils, especially those in special schools, appeared to enjoy the academic and social life at school. They had overall positive attitudes towards school and their teachers and felt accepted by their peers. More than half of them said that they made friendships easily and three quarters said that they got on well or very well with their peers. Pupils in mainstream schools were more likely to be excluded and were absent, both authorised unauthorised, for longer periods than pupils in special schools. Mainstream school pupils were also more likely to be bullied compared to their special school peers. More positive school experiences expressed overall by pupils in special schools may relate to the more 'protective' environment. The more negative experiences of pupils in mainstream settings might be counted as one of the main factors resulting in their overall less favourable attitudes towards school and education.

- Out of school social life appeared to vary greatly across type of school and across type and severity of special needs. Pupils in special schools appeared to have overall a more restricted social life compared to their mainstream counterparts. They had overall lower self-esteem, participated less in leisure activities, were more socially isolated and mixed less with their own age peers in social activities. This implies that the 'protected' segregated school environment may prepare those pupils less well for adult life in an integrated society.

- Overall, parental expectations and aspirations did not vary greatly from those of the children themselves. For example, although four out of five (80%) parents wanted their children to stay in full time education, less than three-quarters (66%) expected them to do so. Over two thirds of the pupils (67%) wanted to stay in full time education and a similar percentage (66%) expected to do so. According to recent thinking on transition issues, shared aspirations and expectations between pupils and their parents or carers is considered to be a factor positively affecting transition outcomes, especially when these are based on realistic grounds.

- Significant differences were observed according to school type, gender and type of difficulty in the future expectations and aspirations of pupils and their parents/carers. More pupils from mainstream schools than special schools wanted and expected to

continue studying at another school or college or to look for a job. More pupils from special schools wanted and expected to carry on studying at their current school.

- These differences in aspirations between pupils in mainstream and those in special schools are also reflected in their parents' aspirations and expectations. Parents of pupils in mainstream schools had overall higher aspirations and expectations for their children. In addition, parents with higher educational qualification tended to have higher aspirations for their children in terms of taking A levels and going to university compared to parents with lower or no educational qualifications.

- Girls appeared to be more likely to continue in full time education compared to boys. It was more likely that boys would look for a job at the end of Year 11 compared to girls. These findings are highly comparable with national figures according to which females are more likely to be in full time education compared to their male counterparts. This may be due to the early maturation of girls influencing their thinking about what they want in their life earlier than boys.

- More pupils from ethnic minorities expressed a desire to continue in full time education (82%) either by staying in their school or by studying at another school or college compared to their white British/Irish peers (66%). In addition, more parents of pupils from ethnic minorities (83%) said that their child was likely to go on to full-time education the following year compared to white British/Irish parents (66%). These results matched the results from the YCS (1998) in England and Wales according to which young people from ethnic minority groups were more likely to be in full-time education than their white counterparts by the spring after the end of their compulsory education.

- Pupils who had been excluded were less likely to go on to full-time education compared to those who had not been excluded according to their parents. Of those who had not been excluded, just over three quarters (76%) were likely to go to another school or college or to study at their own school compared to just over half of those who had been excluded. Results from a national sample (YCS, 1998) showed comparable differences with 72% of pupils not excluded reported as being in full time education by the spring after Year 11 and 35% of pupils who had been excluded for a fixed term being respectively in full time education

- Overall, pupils in special schools had lower aspirations and expectations for a future career, independent living and having a family. Few special school pupils wanted to study at another school or college or look for a job and most of them wanted to stay at their current school. Similarly, few special school pupils wanted to live independently and have a family.

1. Introduction

In 1997, the DfEE published the Green Paper, 'Excellence for all children: meeting special educational needs', as the first step of a reappraisal of special educational needs (SEN) and as a means towards ensuring that children with SEN were not excluded but were actively supported in the drive to improve standards for all. With specific relevance to this research it raised the issue of the contribution of young people with SEN to a post-school society and the strategies employed by schools in preparing pupils for that role. This theme was further developed with the publication of 'Connexions: the best start in life for every young person' which targeted '…. steps to improve the way public services support young people, especially those who are disadvantaged. We are determined to make schools work better to equip their pupils for personal life, citizenship and the world of work.' (DfEE 2000, p.4)

From this initial premise one of the core questions raised by the Green Paper was: how can we help more young people with SEN make a successful transition to further or higher education, training or employment? (DfEE 1997 p.96) This concern was echoed by the Social Exclusion Unit report 'Bridging the Gap: New Opportunities for 16-18 year olds not in Education, Employment or Training, (DfEE 1999). There are clearly a number of ways to respond to the question. A lack of reliable information on the routes taken by pupils with SEN when they leave school (ibid, p.75) was highlighted as an information deficit hindering baseline feedback into future strategies. This omission is being addressed by the longitudinal monitoring of a national sample of pupils in this current research.

Analysis of the outcomes data from this monitoring will inform and enable the Connexions strategy of '..ensuring that more and more young people access the services they need, follow appropriate and high quality learning opportunities and make a successful transition from adolescence to adulthood and working life' (DfEE 2000, p6). These longitudinal data will also identify across a large sample of young people with SEN, movement towards 'ensuring that participation and achievement for…young people at risk, such as those looked after, with disabilities…converge with those for the population as a whole' (DfEE 2000, p.35).

The Green Paper suggested a second route of investigation and also pre-supplied its own complex solution by declaring that: 'LEAs, social services departments, health authorities and careers services need to work together in transition planning as pupils with SEN come to the end of their compulsory schooling. We will encourage these agencies to co-operate to give priority to this work and see that transition planning starts early.' (DfEE 1997,p.73) The research instruments include probes to establish at sample level the current extent of cross-agency collaboration in the transition process.

At the heart of the Connexions strategy is the Connexions service which will guide and support all young people through their transition to adulthood and working life. The delivery model will be a network of personal advisers linking into the specialist support services. Core principles will be: raising aspirations, meeting individual need, taking account of the views of young people, inclusion, partnership, equality of opportunity, all underpinned by rigorous research and evaluation of 'what works'.

Within these initiatives sits this longitudinal study of young people with SEN for which the DfEE has commissioned the Centre for Formative Assessment Studies (CFAS) of the School of Education, University of Manchester for Wave 1 of the longitudinal study. In association with National Opinion Poll (NOP), the research team is longitudinally tracking the progress of these young people beyond compulsory schooling, gathering baseline data about aspirations and needs from the young people themselves, analysing the existing quality of transition arrangements and equality of opportunity through school provision and then monitoring changes in attitudes, circumstances and provision throughout the transition period.

1.1 The aims of the research

Legislation and policy developments, especially during the 1990s coupled with rapid social and economic change, render much of the relatively limited research on the 'life paths' of young people with SEN of marginal relevance to contemporary society. Therefore, due to the lack of reliable and recent information about the post-16 routes and experiences of young people with SEN the main aims of the current investigation are:

- to provide a comprehensive overview of the experiences, achievements and attitudes of young people with SEN during transition from secondary education to early adult life; and

- to identify strengths, weaknesses and barriers to further education, higher education, training, employment and independent living.

The objectives for Wave 1 of the study are to:

- investigate young people's aspirations, expectations and attitudes towards education, employment and independent living;
- describe the type and level of Key Stage 4 transition support they have received from schools, LEAs, community services and other support agencies; and
- explore the views of young people and parents/carers on the nature, extent and adequacy of this range of support.

In carrying out this study the research team has obtained the perspectives of a sample of the main stakeholders who play key roles in the transition of young people with SEN. We have collected information from SENCOs/teachers about school SEN provision and policy and about SEN provision for individual pupils who meet the criteria of the study (i.e. Year 11 pupils with special educational needs who are on stages 3 to 5 of the Code of Practice and also some of the stage 2 pupils who have been on stage 2 at least for the last two years or who are receiving a minimum of 2 hours one to one support at their school). We have interviewed the pupils and their parents or carers. It is anticipated that collecting information from this range of key sources will produce comprehensive and reliable data on the transition process.

1.2 Key terms

1.2.1 Classification of SEN

For some purposes (e.g. policy making, resource allocation or research) it is both desirable and necessary to classify people as belonging to well defined, if sometimes arbitrary, groups. The inevitable consequence of this can be that individual circumstances and needs are subsumed in the cause of generality. Creating general categories may provide useful descriptions of groups as a whole, but these labels will always be to some degree insufficient or even inappropriate for the individuals within those groups. In the context of disability and SEN, classification carries the additional risk of social stigmatisation.

The 1981 Education Act, by adopting Warnock's recommendations for abolishing the use of handicap categories, described pupils with a wide variety of unique individual needs as simply having a 'learning difficulty'. While this has helped to reduce the use of inappropriate labels to refer to specific groups of people, it has also led to confusion by creating vagueness in the language used to refer to pupils with SEN.

Classification has been needed in the present study to enable the examination of different kinds of provision (e.g. support and services) including transition support offered according to different categories of special needs. The educational needs of the pupils in the present study are organised around the eight broad areas of difficulty suggested by the Code of Practice (DfEE, 1994). Within these broad areas, sub-categories are used to refer more specifically to some of the more common needs and difficulties encountered in schools.

We acknowledge that classification in this way is only appropriate in that it has allowed the range of particular needs, and the different kinds of support provided to address those needs,

to be usefully organised. We also accept that assigning an individual to one or more categories will almost never adequately describe that person's individual combination of needs. We are also aware that the use of SEN categories risks reinforcing the inappropriate 'labelling' of individuals.

It is hoped that the classifications which we have adopted will enable us to provide useful information and data to service providers and to those groups concerned with the interests of individuals with specific disabilities and needs. The following classifications have been used:

- general learning difficulties (subdivided into to four levels of severity: mild, moderate, severe and profound/multiple);
- specific learning difficulties with dyslexia and dyspraxia coded separately;
- emotional and behavioural difficulties with Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder coded separately;
- sensory and physical difficulties sub-divided as: physical disabilities, hearing difficulties and visual impairments;
- speech and language difficulties;
- medical problems of any other type, e.g. brain tumour, congenital heart disease etc;
- autistic spectrum disorders including autism and Asperger's syndrome;
- other special needs or circumstances, e.g. school phobia.

1.2.2 Transition

Transition is the passage from one stage to another. According to OECD (1996), the transition into adulthood is not defined through some clear-cut beginning and end, but rather is 'a continuous journey that starts well before pupils leave school and does not end when they first enter work' (Organisation for Economic Co-operation and Development, 1996: p42).

Transition from young person to adulthood for pupils with special educational needs may be more difficult than for other young people since, in addition to the usual changes, the process concerns the change of a whole range of provision and related educational, health and social services. For pupils with a statement of SEN, the process of transition formally starts after a young person's 14th birthday. This stage in the process legally requires the LEA to work closely with the Social Services, Careers Service, Health Authority, Further Education Funding Council, the school and school-related services and of course, the young person and his/her parents. The Careers Service has a particularly significant role in that process. The Careers Service must be invited to the first annual review following a young person's 14th birthday and to all subsequent reviews until the young person is 19 years old. During the first annual review of the young person's statement after his/her 14th birthday, the school and all the agencies that will play a major role in the young person's adult life are involved in the drafting and subsequent review of the Transition Plan. According to the Code of Practice, 'the Transition Plan will draw together information from a range of individuals within and beyond school in order to plan coherently for the young person's transition to adult life' (DfEE, 1994: p117). The LEA must also closely collaborate with the relevant social services which will arrange multi-disciplinary assessments and provide care plans for young adults with special needs that may include further education facilities, specify whether a person is subject to a care order and so on.

For pupils who have special educational needs but for whom a statement of SEN has not been issued, the procedures surrounding the transition from school to adult life are less strongly defined by the Code of Practice which suggests LEAs support schools by providing information on transition to the FE sector and details of related voluntary organisations which may help pupils and their families. There are still some weaknesses in the relevant guidelines for schools in the Code of Practice, such as for schools that 'may wish to prepare their own Transition Plans' (DfEE, 1994: p123) to support the transition arrangements. The same notion is also outlined in the forthcoming revised Code of Practice. There is no statutory obligation

for schools to draw up a transition plan for pupils with SEN but without a statement. However, the forthcoming revised Code highlights the important role of the Connexions Service to help in the transition progress of those pupils with SEN but without a statement.

1.3 The scope of the report

The introduction to this report focuses on the background and aims of the investigation. An investigation of this nature can only be initiated if potential problem areas are addressed. These are covered in the literature review in chapter 2 of the report. The literature review covers three sections focusing on individual, parental and school related factors. Chapter 3 focuses on the design, sampling, instrumentation and data collection of the investigation. Reports on the development of the instruments[1] have already been produced and disseminated, so this section will only present basic information on sample pools and pilot studies. It was also considered important to reflect on large scale longitudinal research methodology with some comments related to current challenges and others anticipating issues for later waves of the research study.

Chapter 4 presents results based on data gathered from SENCO/teacher interviews about schools' policies and practices and about pupils background characteristics gathered via the Pupil Information Forms (PIFs) completed by SENCO/teachers. The chapter is divided into eight sections: (i) SENCO and teacher profiles; (ii) pupils' background information; (iii) pupils' special educational needs profiles; (iv) SEN provision; (v) educational attainment and associated factors; (vi) absences and exclusions; (vii) transition planning; and, (viii) careers education and guidance.

Chapter 5 concentrates on the interviews conducted with young people with SEN and with their parents or carers. Their perceptions on schools practices and school life, attitudes towards a number of relevant issues, expectations and aspirations about future education, employment and independent living are explored and presented in the following order: (I) respondents' profiles; (ii) SEN history of the young person; (iii) young person's school experiences; (iv) support and provision in school; (v) transition planning and careers education; (vi) pupils' social life and leisure activities; and, (vii) expectations and aspirations.

Having collected data across the range of stakeholders involved in post-16 transition of young people with SEN, chapter 6 discusses the nature of the transition planning process for young people with SEN, within both national and international contexts. The following sections draw together results from all available data and discuss them against the literature: (i) school experiences and life in school, (ii) transition planning, (iii) careers education and guidance, (iv) expectations and aspirations; and, (v) social life.

[1] Unpublished Interim Reports, produced for internal use during steering group meetings, containing only part of the data and results included in the current report.

2. Transition of pupils with SEN – A review of literature

2.1 Introduction

This section reviews the literature on the transition of young people from school to adult life. We have adopted the OECD definition of transition into adulthood which suggests that there is not a clear-cut beginning and end, but rather 'a continuous journey that starts well before pupils leave school and does not end when they first enter work' (OECD, 1996: p42). Transition from school to adulthood is therefore a process that takes place over time and does not only refer to gaining successful employment on leaving school but also includes other indicators of maturation. Some of these indicators include gaining independent adult status, living independently, forming successful and long-term relationships and raising a family. Because of the early stage of the longitudinal research, the present review focuses on the early stages of transition: ie. the process that takes place just before a young person leaves school, the school's role in the preparation of young people for adult life and the continuation of support services upon leaving school.

The main body of the literature referred to in the review focuses on pupils with special educational needs. Some references to the general school population at Year 11 (those without special needs in their final year at school) are also made in order to provide a reference point so that some basic comparisons can be made. It has to be stressed that the 'transition of pupils with special needs' and the 'transition of pupils without special needs' constitute two rather different processes. Transition from school to adulthood for pupils with severe and complex special educational needs may be more problematic than it is for young people with mild SEN and other young people since, in addition to the usual changes associated with transition, it can involve a fundamental review of the support offered by educational, health and social services agencies.

For pupils with a statement of SEN, the process of transition formally starts after a young person's 14th birthday (see para 1.2.2). At the first annual review of the pupil's statement after his/her 14th birthday, the school and all the agencies that will play a major role in the young person's transition to adult life supply advice on which the LEA draws when preparing a transition plan. A Transition Plan will be prepared for every pupil following the annual review meeting and it will be reviewed at all subsequent annual reviews. The Transition Plan 'will draw together information from a range of individuals within and beyond school in order to plan coherently for the young person's transition to adult life' (DfEE, 1994: p117). For pupils who have special educational needs but for whom a statement of SEN has not been issued, the procedures surrounding the transition from school to adult life are less clearly defined by the current Code of Practice (see para 1.2.2). However, these have been more clearly outlined in the revised Code of Practice, by emphasising the key role of the Connexions Service. The revised draft Code notes that "the Connexions Service should provide schools with information which will help these (our note, pupils *without statements but with special educational needs*) pupils make successful transitions to post-school education, training or work, including details of local and national voluntary organisations" (DfEE, 2000, p. 98). The Connexions Service, which has already been phased in 13 areas[1] since April 2001 with an additional of three areas[2] since September, seems to be central to the successful transition of young people in general but specifically to the transition of young people with SEN in collaboration with other main stakeholders.

This review of literature is presented in three main sections, organised according to the main categories that previous research has shown to be related to post-16 transition planning and process. The three sections are: (i) school related factors, (ii) individual pupil characteristics

[1] Connexions partnerships, often covering more than one LEA, have been initiated in: Cumbria, Cheshire & Warrington, Shropshire, Black Country, Lincolnshire & Rutland, London South, Coventry & Warwickshire, West of England, Devon & Cornwall, South Yorkshire, London North, Milton Keynes, Oxfordshire & Buckinghamshire.

[2] The three additional areas are: Suffolk, Humberside and Greater Merseyside.

and (iii) family characteristics. The sections are organised in the same order as the findings from the current study which are presented later in this report.

2.2 School related factors

The literature supports the assumption that schooling contributes both formally and informally to the post-school transition of young people. There is a wide range of school related factors that have an impact on this process. These include the following:

- the type of school - special, mainstream, other;
- the amount of provision of SEN support and additional resources;
- the provision of careers education and guidance services (CEG);
- the availability of courses provided within CEG;
- the content and delivery of these courses;
- the organisation and support provided by the transition planning services. (Wagner, Blackorby and Hebbeler, 1993).

2.2.1 School type

The current debate on the effectiveness of integrated versus segregated educational settings has also been reflected in the research on the outcomes of transition from school to adulthood. Indeed recent studies have begun to include *school type* as an additional variable in investigating the provision of post-16 transition services and the outcomes for school leavers. Generally, there are contradictory views on whether mainstream settings are more effective in offering post-16 transition services compared to special schools and vice versa. The key factors relate to the type and extent of services provided for pupils in mainstream and special school settings and the way these services shape pupils' school experiences from both a social and academic point of view. International evidence from the National Longitudinal Transition Study (NLTS) in America has revealed that young people who attended special schools were found to have different experiences in secondary schools compared to young people with special needs who attended mainstream schools (Wagner et al, 1993). Moreover, the NLTS study revealed different post-school outcomes for those pupils who attended special schools. The most striking difference in post-school outcomes between special and mainstream school graduates was that special school graduates were found to be significantly more likely to be living independently compared to their peers in mainstream schools (Wagner et al, 1993). However, the results of studies based on the SEN population should be interpreted cautiously as there are so many interrelated factors that could have impacted on the findings. In particular the results may be misleading as the variable, *SEN type*, was not controlled for. Robertson et al (1995) cited evidence to illustrate this point and found that pupils with severe learning difficulties from both mainstream and special schools were dependent on others after leaving school and therefore were not living and working as independent citizens.

In support of this point a study based in Scotland (Ward et al. 1992) found that, although only a small percentage of pupils (7%) in the total sample with SEN were educated in mainstream classes before leaving school, comparisons between the outcomes for pupils in mainstream and pupils in special school settings showed significant differences. Pupils educated in mainstream classes seemed to be better prepared for college or university education, with the expectation that they would enter skilled, managerial or professional occupations. The authors suggested that this finding was due to the nature of the special needs of this group (i.e. the majority of these young people's difficulties were usually physical disabilities or a combination of both physical and sensory disabilities) rather than because mainstream classes were better placed or equipped to train them for the skilled labour market. Ward et al. (1992) also investigated the views of those concerned (both in schools and families) on their preference for integrated versus segregated settings. Whilst overall it was agreed by both school staff and families that integrated settings are preferable to segregated ones, there was a general belief that special segregated environments may be better at meeting the specialised needs of some individual pupils.

One of the main issues in relation to the special versus mainstream schooling debate is the availability and adequacy of SEN support in mainstream school settings. The NLTS data (Wagner, 1990) suggest that, as in the British system, the majority of pupils with learning disabilities remain in the same year group as non-disabled pupils in regular education classes. However, NLTS data suggest that these pupils are not provided with support services, such as learning support, in order to meet academic expectations. This suggests that when interpreting results of investigations related to type of schools where pupils with SEN are being educated, the type and amount of support being provided according to the individual needs of pupils must be taken into account. The non-availability of adequate support may have a detrimental impact on the school performance and social interaction of these pupils within the school setting as well their post-16 outcomes.

Hirst and Baldwin (1994) attribute the poor quality of transition for people with SEN to the segregated educational settings and to the inadequacy of support services during the post-school period. These factors, the authors argue, result in a failure to meet that population's vocational and other needs. In addition, Hirst and Baldwin (1994) found that young people who attended special schools had nowhere to go after leaving school and were at a greater risk of developing a self-perception of being worthless and helpless.

In conclusion, the data on the transition of pupils with SEN from school to adult life should be treated cautiously especially when the reference point is school type as this factor is directly related to the severity of a pupil's SEN. Although more and more pupils with severe needs are being educated in mainstream settings, it is well known that the special school population contains a greater number of pupils with severe and profound multiple difficulties. Therefore, any conclusion drawn from data that are based on school type should include and/or control for the degree of disability of the sample. This point is further investigated in the SEN/disability related characteristics later in the review.

2.2.2 Provision of Careers Education

Careers Education and Guidance (CEG) constitutes an increasingly important part of secondary education in the UK. As careers education is offered as a subject in secondary schools, it should have a more positive impact on post-school outcomes related to employment, education or training. The provision of CEG and its effects on the transition of all young people (not just those with SEN) has recently been investigated in England. The first phase of the project concluded that CEG received by pupils at Year 11 may have an impact on their career decisions as well as on the acquisition of career-related skills (DfEE, 2000c). The second phase concluded that there was a positive relationship between the quality of CEG offered and the resultant transition outcomes for those young people. More specifically, the experience of high quality CEG in Year 11 strongly correlated with positive perceptions by youngsters of the transition process and led to the development of post-16 career related skills.

The Youth Cohort Study (YCS) reports that 85% of the general population of Year 11 pupils (including those with SEN) have received careers education during Year 11. Sixty three per cent found the careers education 'fairly' to 'very' useful (DfEE, 1999b). Ninety five per cent of pupils had an interview with the careers service in Year 11 while 90% had a personal interview. Of these, the majority found it useful in providing information and explaining options available to them and half found it useful in helping to make career decisions (DfEE, 1999b). The data, however, do not distinguish between the views of pupils with and without disabilities.

The provision of careers education and guidance is equally important for pupils with SEN. For example, it has been suggested that vocational skills acquired at school will provide better employment opportunities for pupils with mild learning difficulties after graduating from school (Gill and Edgar, 1990) and 'successful' transition outcomes in general (Harrington, 1996). The NLTS data revealed that, in America, the majority of young people with SEN had some vocational education as early as Year 9 (Blackorby, 1993). It was found that having access to vocational education results in a positive effect on post-school employment, better salary and

fuller community participation. However, vocational education was not related to whether the students could live independently or take an active part in the community.

Previous studies in the United Kingdom have shown that careers education provision for pupils with SEN has been limited. Walker (1980,1982), for example, revealed that careers guidance for young people with SEN was limited both in and outside the school despite the existence of specialised careers services for people with SEN. In addition, the actual quality of work that careers education services offer, especially to pupils with SEN, is today a comparatively under-researched area. More than two decades ago, Roberts (1975) noted that a 'remarkable effort' was being made by careers services involved in transition for school leavers with SEN in a metropolitan area in the UK. He reached this conclusion by examining the employment outcomes for young people with SEN in comparison with their peers without SEN but did not study how each of the careers services approached the task of helping school leavers to enter the world of work.

The provision of work experience is one of the main elements of CEG in secondary schools. In the general population, data from the 1998 YCS revealed that 90% of Year 11 pupils received work experience. The majority found it useful in teaching them about the world of work (DfEE, 1999b). No results have been reported for those with SEN or health problems.

In relation to school leavers with SEN, the NLTS data suggested that work experience was positively associated with post-school employment and the salaries of young people with certain types of SEN categories, particularly those with physical impairment and to a lesser extent those with mild disabilities. Other studies comparing post-school outcomes across disabled and non-disabled young adults have been carried out by Scuccimarra and Speece (1990), Doren, Bullis & Benz (1996) and Benz, Yovanoff & Doren (1997) and have drawn similar conclusions.

The most important indicator of good CEG is that it should be well planned and include sufficient investment in skills training until the pupils are successfully employed. In fact, this seems to be a major concern in the field as Ward et al. (1992) concluded that for many young people, further education courses and work training schemes lacked direction and planning. Ward et al. (1992) in their survey of 618 pupils with various SEN found that, irrelevant of SEN type, many of the young people experienced long periods of training with poor employment prospects. They found that fewer than one in ten (9%) of the young people in the study were employed.

In conclusion, as an important element of transition planning, the success of CEG should not only be judged based on the introduction of career/vocational education courses (Harrington, 1996) and work experience provided for pupils but should also be based on successful post-school employment of the pupils and their financial independence.

2.2.3 Transition planning

Carpenter (1996), in describing the central role of transition planning as a way of empowering pupils with SEN, notes the range of inputs required for the transition plan to be successful: the school will clearly have detailed information about the curriculum; other professionals may have assessment and intervention information that they can contribute; the family will have expectations, contributions to make and their own needs to meet (Danek and Busby, 1999). Most importantly, the young person should have high aspirations, should seek advice or advocacy and should be willing to participate in the process of planning for his/her future.

Seventy-eight percent of young people with SEN in the NLTS study were found to have transition plans in Year 12 (Cameto, 1993) with three main types of goals for young people as post-school destinations identified: further education, vocational training and employment. Employment was found to be the major goal for most of the pupils. The contribution of transition planning to post-school outcomes was found to be mixed. The impact of the schools in making contacts on behalf of pupils to help them reach their goals was all positive, but was statistically significant only for the goal of academic post-secondary education. Moreover,

having a specific goal on which to focus efforts had a positive impact on the achievement of that goal for young people with disabilities.

Schools also collect information on pupils' possible destinations, they conduct social and cognitive assessments on the pupils, they plan the transition process with them and make contacts with services and placements on their behalf. Transition planning also refers to supporting both pupils and their families to make a contribution to that planning process. The literature indicates the positive impact of pupils' and parents' involvement in the transition planning process for the successful post-school outcomes of pupils (e.g. Halpern et al. 1995; Danek and Busby, 1999). The Code of Practice (DfEE, 1994) clearly defines the school's role in involving parents and pupils in transition planning and encourages a contribution to this process. Some studies have revealed low levels of satisfaction on behalf of those directly concerned with transition: ie. the young people themselves. Anderson and Clark's study (1982) demonstrated that young people with SEN experienced high levels of frustration and psychological problems during the transition period and had little information on the services available when they left school as well as little control over their subsequent life during the transition period. Walker (1980) similarly revealed a lack of supportive services. Studies conducted by Walker (1980), Hirst (1985) and Anderson and Clark (1982) demonstrated that young people with SEN had received insufficient careers education and advice while at school and concluded that there was a deficit in service provision for young people with SEN during their transition from school to work. In relation to post-school health and social support, a more recent document, *Facing the Facts* (DoH, 1999), notes that 'Confusion about the future roles and funding of the NHS and local authorities has obstructed the effective collaboration in the re-shaping of service models in the community, people with the most severe or complex needs have probably been worst affected' (p. 5).

In conclusion the transition from school to adult life is clearly not a single point in a timeline but part of the life-long process of individual development (Szymanski, 1993). It is not a task for the school only but involves all the major stakeholders including school based professionals, other school-related professionals, external agencies (e.g. social services and Connexions), family and the young person themselves. However, the school has the major responsibility to initiate, facilitate and maintain the collaboration and co-operation of all major stakeholders in the process and planning of transition. In order to establish a successful transition process it is important to bear in mind that the SEN population is very heterogeneous and therefore there is no one uniformly recognised system of `best practice' transition planning for all pupils. The opposite in fact, because for maximum success transition planning should be individualised. This issue is discussed in depth in the following section. It must be noted that the majority of research evidence presented in this section is obviously already historically out of date considering the significant policy changes since the introduction and implementation of the 1981 Education Act and the SEN Code of Practice (DfEE, 1994) and the ones which will be introduced by the forthcoming revised SEN Code of Practice. The SEN Code of Practice (DfEE, 1994), the Green Paper (DfEE, 1997), the Programme of Action (DfEE, 1998) and other Acts and circulars have already brought about improvements in the services provided to young people with SEN and their parents (Farrell, 2001). It is hoped that new legislation and the introduction of the Connexions Service (the aim of which is to maximise the post-school outcomes of young people (13-19 year olds) especially of those who are most at risk of encountering obstacles to a successful transition to adulthood), will bring about positive improvements in the transitional experiences and post-school outcomes of young people.

2.3 Individual characteristics associated with post-school outcomes

2.3.1 SEN/Disability related characteristics

The fact that young people with SEN may have different secondary school experiences and post-school outcomes which relate in part to the extent of their special needs, is accepted. Therefore, most of the recent studies on post-16 transition focus on specific groups of pupils with SEN (e.g. Cohen et al, 1999; Florian et al, 2000a; 2000b; Polat and Farrell 2000).

The NLTS data have documented a wide variation of experiences and post-school outcomes according to the main SEN/disability category (Wagner, 1990; Wagner, Blackorby, and Hebbeler, 1993; Wagner, Newman, D'Amico, Jay, Buter-Nailin, Madler and Cox, 1991). The NLTS (Wagner et al., 1993) reported that not all categories of young people with disabilities experienced less positive transition outcomes compared to young people in general. For instance compared to their peers without disabilities, school leavers with **sensory impairments** were found to be equally as likely to have dropped out of school or to have enrolled in college, and were almost as likely to be living independently as well as much less likely to be arrested. The outcomes for young people with **speech and language impairments** did not differ significantly from young people in the general population. Even though young people with **physical impairments** were found to be most likely to continue on to further education, they were one of the groups least likely to be employed post-graduation.

In contrast to the NLTS findings on similar success rates for young people with sensory, speech/language impairments and physical disabilities, Gregory et al. (1989) when comparing four groups of SEN pupils (physical handicaps, hearing impaired, speech difficulties & learning difficulties) with their non-handicapped peers on a range of demographic, achievement, and personal characteristics, reported significantly different findings. Of the four groups the outcomes for physically handicapped pupils were the most similar to the non-handicapped pupils in terms of the characteristics studied. Based on these similarities they concluded that this group would experience the least number of problems in their transition from school to independent life. The other three groups differed significantly from the non-handicapped pupils on almost every characteristic examined. Differences were found to be in a direction that would lead to a prediction of lower success in the transition process for pupils with SEN, e.g. lower levels of academic achievement, more externalised locus[3] of control etc. The authors attributed this finding to the language barriers of these three groups. The conclusion of the authors seems to be extremely over-generalised. It is important to know which variables were controlled in the study as the severity of the difficulties of the three groups may have a major impact on its results.

Ward et al.'s Scottish Survey (1992) which analysed data according to SEN type identified four sub-groups of SEN category according to patterns of transition: EBD, sensory impairments, physical disabilities and learning difficulties. They found that young people with physical and sensory difficulties were generally educated in mainstream schools and had a range of options available. They also tended to remain at school at the end of compulsory schooling and during the transitional period they either stayed at school or advanced to further education with an outcome of possible professional employment.

In a study of the transition outcomes for young people with cerebral palsy who were in their mid to late twenties, Clark and Hirst (1989) found that just over a quarter of the sample had set up independent households; the rest were living with parents. Nearly half the sample (46%) had succeeded in gaining open employment which led them to suggest that gaining employment was an easier goal to achieve compared to full independent living.

In the Scottish survey young people with social, emotional and behavioural problems (EBD) in residential schools were classified separately. At the end of the transitional period the group was reported to be predominately unemployed (Ward et al., 1992). The NLTS data confirm the findings of the Scottish survey, in that young people classified as having EBD were found to be much more likely than the general population of young people to have dropped out of school, less likely to have attended post-secondary education and to be employed after leaving school. They were much more likely to have been arrested with arrest rates for this group being alarmingly high (Wagner et al., 1991). Similar findings were revealed in a small scale English study in which case studies of particular EBD school leaver boys were conducted (Polat and Farrell, 2000).

The profiles of young people with **learning disabilities** provided mixed outcomes in the NLTS investigation. Compared with the general population of young people, youths classified as

[3] An individual with an externalised locus of control believes that s/he has no control over what happens to him/her but rather, the control lies with others or with the system.

learning disabled were equally likely to be employed. Although they were somewhat more likely to leave secondary school by dropping out, differences disappeared once demographic factors were taken into consideration. This group's rate of enrolment in college was much lower than the rate for young people in general. However, their rates of enrolment in post-secondary vocational institutions and post-school employment were about the same.

Another category, which stands out as a separate group in the Scottish survey, is young people with mild to moderate difficulties. Similar to the NLTS study, this group was found to have a range of options. At the end of their compulsory school period they had usually gained work training and/or experience. During the transitional period they had work training and/or experience, but the outcomes of transition are unknown for this group. Similarly to this group, young people with severe learning difficulties (SLD), which formed another category in the Scottish survey, were found to be placed in residential settings at the end of compulsory schooling and the outcomes of their transition were reported as unknown (Ward et al. 1992).

Florian et al (2000a), based on an investigation of 233 special schools' provision for pupils with severe learning difficulties aged 14+ in England and Wales, argue that pupils with complex and profound learning difficulties are offered limited choices after their compulsory schooling. The results of the study confirm the view that pupils with profound and complex learning difficulties have few opportunities to participate in community life as adults despite the overlapping legal responsibilities of the various agencies (DoH, 1999). Cohen et al (1999) also found that young people with severe disabilities, especially those with severe learning disability, relied on the family and on organised clubs. Much of the organised provision supplied appeared to be for disabled people rather than aiming for integration with their non-disabled peers. Physical accessibility and the availability of transport were found to be important in enabling young people to participate in leisure activities.

In a study at a regional level by Thompson (1987) in which the post-school outcomes of pupils with moderate and severe learning difficulties were investigated in Trafford over a four year period, a similar low level of opportunities for this group was revealed. More specifically, the majority of SLD school leavers (five out of 10) needed continuous in-patient care at the hospital attached to their residential school. Three out of 10 school leavers were accommodated in a bungalow project in the Trafford borough. Affleck et al. (1990) investigated the post-school outcomes for pupils with mild to moderate learning difficulties compared to their non-disabled peers. They found that adolescents with either mild learning disabilities or without disabilities overall had better outcomes than their peers with severe learning disabilities in terms of employment status and post-secondary education.

In conclusion, these findings address the issue of the potential impact of SEN type and severity of difficulty on transitional outcomes of pupils with SEN.

2.3.2 Gender

Gender differences in post-16 transition outcomes have been found in the majority of studies that have controlled for this variable, irrespective of whether these studies refer to the general population or people with SEN. In studies based on the general population, in England and Wales, young women are more likely to be found in full-time education after compulsory schooling according to the most recent Youth Cohort Study (DfEE, 2000c). However, overall, women at 18 are more likely to be found outside education, training or employment.

Although the general population consists of roughly equal numbers of males and females, among young people with SEN, males outnumber females by about 2 to 1. Males comprise the majority in every disability category except children with hearing and visual impairments, and the ratio of males to females is exceptionally high among young people classified as EBD (Farrell and Mittler, 1998; Cooper, 1993; Malcolm and Haddock, 1992). Research on the general population emphasises the marked difference between males and females in employment patterns, type of jobs and salary.

Levine and Edgar (1995) compared the outcomes of pupils with learning difficulties to those of the general population. Significant differences were found between young people with

disabilities and their peers without disabilities in attendance in post-secondary education and graduating from programmes. In contrast to previous studies, however, the study found no significant differences between the genders when the SEN category was controlled. In contrast to this, Hasazi et al. (1985a) found that males with learning disabilities were twice as likely to be employed than their female peers.

Similarly, NLTS data suggested significant differences according to gender (Wagner et al. 1991). Female pupils had more severe SEN compared to their male peers. Despite their more severe needs, female pupils, irrelevant of their disability and demographic characteristics, performed better academically than their male counterparts. However, regardless of their better academic performance, they were no more likely to complete school than male pupils or attend post-secondary education. Furthermore, among high school graduates, similar to Hasazi's finding (1985a), fewer female graduates found jobs and, when employed, they earned less than males.

In conclusion, gender seems to play an important role in post school outcomes of young people both with and without SEN. However, the direction of its impact is not clear and it may interact with other factors such as societal factors and its attribution to gender.

2.3.3 Ethnicity

The issue of ethnicity in studies on post-16 transition, both in the UK and internationally, has been given particular attention as it has been used as one of the main variables in a number of studies. In the UK, it was found that, in the general population of 16 year old youngsters, ethnicity had an impact on activities followed by these young people eight months after they left school (DfEE, 1999b). The Youth Cohort Study (YCS) revealed differences between the various ethnic groups, with those coming from an Asian background – especially Indians – and a white British background gaining higher GCSEs compared to black youths backgrounds (DfEE, 1999b). Overall, attainment of Year 11 pupils from a Pakistani or Bangladeshi background is the lowest among all ethnic groups. In addition, overall, youngsters from ethnic minority groups are more likely to go to full-time education at the end of their compulsory schooling than their white British peers (DfEE, 1999b; DfEE, 2000c).

The American NLTS data revealed that the percentage of young people with SEN who were African American was higher than that ethnic group's corresponding percentage in the general population. Each disability category contained a higher percentage of African Americans than did the general population of young people (Marder and Cox, 1991). The data also revealed significant negative post-school outcomes for African American young people compared to those from Hispanic and Caucasian ethnic backgrounds, i.e. African American young people with disabilities were less likely to be employed, less likely to be living independently and less likely to be fully participating in the community. Hispanic young people with disabilities were less likely to receive vocational services (Newman, 1992). There is no similar study in the UK although it is noteworthy that the Department of Health (1999) survey highlighted the fact that people from ethnic minorities are under-represented as users of learning disability services. This suggests that people with SEN from the ethnic minorities may receive inferior services compared to their white counterparts.

In summary, as England is a multicultural society it is important to take in to consideration ethnic differences and their potential impact on the education, transition and post-school outcomes of young people with or without SEN.

2.3.4 Pupil social behaviour and school attainment

Exclusions, absences and drop outs

Exclusion is another important factor recently included in studies of post-16 transition. It is suggested that high levels of exclusion negatively affect the transition planning process and its outcomes. In the general population, the YCS has recently included measurements on exclusion during Years 10 and 11. It was found that pupils who had been excluded during

these years did not do as well in terms of GCSE grades (DfEE, 1999b). In addition, almost one quarter of those permanently excluded from school were outside education, training or employment eight months after leaving school age (DfEE, 1999b).

The NLTS data revealed that just under one third of young people with SEN who had been enrolled in Year 9 through to Year 12 left school by dropping out and a further eight percent left school before reaching Year 9. The drop out rate was found to be particularly high for those young people who had learning disabilities or EBD. It was also found to be higher for African Americans compared to their peers who belonged to other ethnic groups. In general the data showed that, as in the YCS, those who dropped out consistently had poorer post-school outcomes compared to their peers who stayed on (Wagner et al, 1993). Similarly, Lichestenstein (1989) suggested that drop outs, regardless of disability status were more likely to be unemployed or 'not in the labour force' after leaving high school in comparison to their peers.

A survey by the International Centre for the Disabled (1986) reported that people with SEN: (i) were three times as likely to have dropped out of high school as people without disabilities and (ii) have an employment rate that is among the lowest of any group of Americans under 65 years old and (iii) twice as likely to be poor as people without SEN. Similar findings were reported elsewhere such as Edgar, (1987); Harnisch, (1987); Hasazi, Gordon and Roe, (1985a); Mithaug, Horiuchi and Fanning, (1985); Sitlington, Frank and Cooper, (1989), Polat and Farrell (2000).

In summary, it is evident that exclusions and absences play an important role in school attainment, (the focus of the next section), and as a result the post-school outcomes of young people with or without SEN. It is beyond the scope of this report to discuss this issue in detail but it is evident that further research is needed to investigate the causes of these exclusions and absences in order to reduce these rates and contribute to the improvement of the post-school outcomes of young people.

School attainment

It is well established that level of attainment is one of the highest predictor variables associated with post-school outcomes. The majority of studies of the general, rather than the SEN, population stress results of post-16 transition in relation to the pupils' levels of attainment. The Youth Cohort Study (YCS) reports that young people with GCSEs at grades A* - C are more likely to be in full-time education at 16 compared to those with GCSEs at grades D - G who are more likely to be in government supported training (DfEE, 1999). Moreover, rates of non-participation in either full-time education, training or work are higher among those with no qualifications at Year 11 (DfEE, 1999b). Gender differences have also been reported for the percentages of 15 year olds with 5 or more GCSEs at grade A* - C with girls being more likely to achieve higher levels of attainment. Another difference was found across parental occupations, with those pupils with parents in a manual occupation achieving overall lower levels of attainment. The YCS also compared attainment levels between those who reported health problems or disability expected to last more than a year and the remainder of the sample. It was found that the former group was less likely to gain the highest grades in their GCSEs (DfEE, 1999b). However, the population of those with disabilities in special schools was excluded in estimating levels of attainment.

In general, research on pupils in the general population has shown a strong relationship between pupils' attentiveness to school related work and academic attainment (Kaufman and Bradby, 1992). NLTS data revealed a significant relationship between high absenteeism to higher probability of course failure (Wagner et al., 1991). However, other factors (e.g. gender, ethnicity and behavioural factors) were found to be related to pupil performance. The NLTS survey revealed that pupils who were rated higher by their teachers in terms of their classroom behaviour were found to have more positive post-school outcomes.

In summary, as concluded in the NLTS investigation, there is great potential for schools to shape educational experiences for pupils with SEN through supporting them to improve their attendance at school and therefore maximising their school performance

Social behaviour and interaction

It is an accepted view that social interaction has an impact on social experience and this would have an impact on post-school outcomes (Wagner et al., 1993) specifically in terms of social inclusion, community participation and participation in leisure activities. NLTS data suggest that one in seven (14%) young people with SEN were reported by their parents to be relatively socially isolated, either never seeing friends or seeing them less than once a week. Social isolation was found to be more common among young people who had more severe SEN, were female, older than their peers and taking fewer regular education classes. The rate of social isolation was found to be similar for secondary school pupils and those recently out of school but increased significantly as the length of time since leaving secondary school increased.

Hirst and Baldwin (1994) found that non-disabled young people generally had closer friendships including boy/girl friends, more frequent contacts and a wider circle of friends than young people with SEN. They also argue that even if friendship networks were judged satisfactory, disabled young people were less socially active than young people in the general population.

NLTS data suggest that young people who feel part of a group or organisation have significantly better school performance, lower likelihood of dropping out of school and of being arrested. Polat and Farrell (2000) also found that young adult graduates who studied at a special school for pupils with EBD reported the positive impact of a range of extracurricular activities provided by their school on their social skill development. This suggests that identification with social institutions (e.g. sports clubs and other leisure activities clubs, extra-curricular clubs within school), accepting and internalising social values, learning social skills and behaviour can enable them to have positive social experiences while at school and in their subsequent post-school encounters.

In summary, opportunities should be provided to encourage young people to be involved in extra-curricular activities in order to learn and improve their social skills and social interactions.

2.3.5 Pupils' and parents' expectations and aspirations

Parental expectations have an important role in school and post-school outcomes for young people through shaping experiences and opportunities (e.g. Carpenter and Fleishman, 1987; Hossler and Stage, 1988). Pupils' and parents' expectations and aspirations can have an impact both on transition planning and on long term achieved outcomes. However, to date there have been few studies that have focused specifically on this area. In one study Clark and Hirst (1989) found that, although marriage had been a major ambition for most of the young people at the time they left school, ten years later few had achieved this goal. Of the 39 who completed their questionnaire, six were living with a spouse or partner, and only two, both men, had children of their own. It would appear that for a large number, their teenage aspirations remained unfulfilled. The authors point to the need for a counselling service to help young people to come to terms with this aspect of their lives.

A Scottish study on the transition of young people with SEN (Ward et al., 1992) only investigated the expectations and aspirations of young people with SEN after they left school - although still in the process of transition. Interviews with a limited number of young people revealed mixed views, expectations and future aspirations and no strong pattern emerged that was related to SEN, school type or gender. As far as expectations and aspirations for independent living, forming relationships and employment are concerned, conclusions cannot be drawn from the data supplied by the 11 people who were interviewed.

The NLTS data (Wagner et al. 1993) found a strong association between parental expectations and post-secondary attendance, independent living and community participation of young people with disabilities. Bullis, Bull, Johnson and Peters (1995) found that students with hearing impairments, in their last year of high school, have similar expectations as their

parents regarding post-school plans. However, one year after leaving school, pupils' with hearing impairments actual life experiences are frequently not consistent with their own or their parents' earlier plans. They found that, for example, pupils with hearing impairments who planned to enter post-secondary education or live independently often failed to attain these goals. The discrepancy between what they expected and what they achieved was found to be much higher compared to youth in general.

In summary, as supported by Danek and Busby (1999), in their proposed philosophy of transition planning and programming, the shared goals and expectations of young people with SEN and their parents will lead to greater transition success, especially if these expectations are based on realistic and careful planning. Schools play the key role in establishing these goals through parent-school partnerships where parents are perceived as an essential part of the transition planning process and are provided with the essential information, are guided and provided with advice on options available for their child. However, schools play a vital role in shaping young people's expectations and aspirations by empowering them and providing a wide range of options (vocational training, work experience, link courses with FEs, establishment and continuation of support services inside and outside the school and social skills training) according to individual needs.

2.3.6 Age upon leaving school and destinations

The age of leaving compulsory schooling and post-school destinations for young people with SEN varies widely, not only according to the area where pupils live and the availability of relevant placements, employment and training opportunities in that area but also according to the special needs of pupils.

Ward et al. (1992) found that in general, pupils with multiple needs tended to stay on at school while those with mild/moderate learning difficulties mostly advanced to work/training experience schemes. Those with mild/moderate learning difficulties and behavioural problems usually left school when they reached the statutory school-leaving age. Those with physical/motor/sensory problems stayed at school beyond 16+ and eventually went on to further/higher education or to more "sheltered" contexts, for example, adult training centres, adult resource centres, sheltered workshops, residential placements and hospitals. Ward et al. (1992) argued that staying on at school after the statutory school-leaving age gives pupils a chance to mature, and gain more practical and vocational skills. In addition, Ward et al. (1992) found that staying at school increased the opportunities for young people to enter higher/further education, although it did not increase the pupils' chances of entering the open labour market. More specifically, they found that those who went to special FE colleges mostly proceeded to work/training experience. Those in sheltered contexts had even less chance in the open labour market. The group which had the best chance of staying in full time employment, was the group who left school to go straight into a paid job, although typically this was in a low status occupation.

In terms of differences between mainstream and special settings, Ward et al. (1992) found that those from mainstream schools mostly proceeded to advanced post-school education and those in hospital settings mostly went on to sheltered contexts. However, different destinations according to school type may be related to the type and severity of SEN of young people as special schools mainly accommodate those with severe and complex needs.

At the present time pupils with SEN can leave school within a range of ages. In particular, those with the most severe and profound disabilities may stay at school for some years after the end of compulsory schooling due to the lack of other 'more appropriate placements' or in order to earn useful vocational and social skills that they might use as an employee. A recent survey of Further Education Colleges was conducted by Florian *et* al. (2000a) in order to investigate the provision for young people with profound and complex learning difficulties. They concluded that pupils with profound and complex learning difficulties have fewer opportunities for participation in further education despite the legal responsibilities of various agencies to provide equal opportunities for all. Halpern et al. (1995) reported low participation rates in post-secondary education programmes. According to Levine and Nourse (1998), the low participation of young people with SEN in FE may be related to advances in technology.

This may be due to the lack of those ICT resources which are necessary to keep pupils with SEN in parity with developments in technology.

Changes in provision for pupils leaving school have meant that research findings from a few years ago may now be invalid. For example, sixteen years ago, Hegarty and Dean (1985) found that less than one in ten FE colleges offered post-16 places for pupils with severe learning difficulties, and most of these were limited to link courses. At the same time Thompson (1987) found limited post-16 opportunities for pupils with severe learning difficulties in the borough of Trafford. More specifically, she found that pupils with severe/profound learning difficulties usually stayed at school until the age of 19 and when they left school mostly went to adult training centres because of the rather restricted range of alternative options from which to choose. In a less recent Scottish study on prospects for school leavers with moderate learning difficulties, May and Hughes (1985) presented a totally negative picture in which the youngsters 'face an uncertain and gloomy future'. More specifically, the researchers stress that the best these youngsters can expect `is a series of short lived placements on various government sponsored schemes of dubious meaning and value, punctuated by successive and growing periods of unemployment as they move further beyond the range of the emergency measures set up to assist the post-school transition' (May and Hughes, 1985: p158).

Studies that have compared the post-school destinations for young people with and without SEN have concluded that prospects for entering employment, as well as status of any employment secured, are better for those without SEN (Roberts, 1970). Anderson and Clark (1982) found that young people with SEN were less likely to be employed and when they were employed, they had jobs that were semi-skilled or unskilled compared to the general population. For those who were unable to find employment limited alternative choices were available. Fairweather and Shaver (1991) have also examined the participation of young people with disabilities in post-secondary education and training programmes and made comparisons with young people without SEN. Their findings replicated results from other studies on the post-school destinations of youth with SEN, in terms of lower participation of young people with disabilities in training and education programmes. Participation rates in education and training programmes, as expected, differed between types of SEN. These findings are consistent with Affleck's (1990) findings that pupils without disabilities are almost twice as likely to enrol in post-secondary education programmes. The YCS, in comparing young people with SEN to those without SEN, reported smaller percentages of the former group in full time education (DfEE, 1999b; DfEE, 2000c) or in full time jobs. The YCS also found a higher percentage of young people with SEN in government supported training (DfEE, 1999b).

However, recent studies reveal a more promising picture in terms of the inclusion of pupils with SEN in FE/HE. Parker (1999) argues that in recent years universities in the UK have admitted increasing numbers of pupils with disabilities and learning difficulties as part of the process of widening access to HE. However, more needs to be done as the solution is not only one of providing access to FE and HE but also it is necessary to enable pupils to access the curriculum via the help of a range of technologies. As Parker (1999) notes, it becomes more and more evident that we have to ensure that 'innovations in learning and teaching' would reinforce access in learning for all students rather than create further barriers.

In conclusion, it seems that findings from studies that compare the post school outcomes for these two main groups remain similar, although there is a welcome increase in the range of services that can be offered to those with SEN. Among these, the most promising initiative by the Government seems to be Connexions which aims to ensure success through learning and a smooth transition to adulthood and working life for young people especially those with SEN.

2.4 Parental/Household Characteristics

2.4.1 Socio-Economic Status (SES) and Household Characteristics

Socio-Economic Status (SES) is one of the main variables that affect post-16 transition outcomes for both the general and SEN populations according to British and international studies. The YCS concluded that parental occupation affected the pupils' GCSE grades at Year 11 (DfEE, 1999b). Pupils whose parents have other/unclassified occupations tended to be mainly outside employment, education or training on their post-16 outcomes.

The literature suggests that young people with SEN tend to come from lower social classes compared to young people in the general population (Hirst and Baldwin, 1994; Wagner et al, 1993). NLTS data suggested that young people with SEN were more likely to come from poor households in comparison to the general population and the same findings were revealed in two British studies of the early 1990s (Marder and Cox, 1991; Hirst and Baldwin, 1994). The data also indicated that young people with SEN attended schools with a large proportion of pupils from low-income families. It is also held that the heads of these households are more likely to be out of work (Hirst and Baldwin, 1994). Research has suggested the negative effects of poverty on transition experiences for young people; it is argued that income can affect educational resources and experiences to which young people in the general population and people with SEN have access (e.g. Kaufman and Bradby, 1992; Wagner et al., 1993; Fairweather and Shaver, 1991; Heal and Rusch, 1995).

Poverty shapes various dimensions of people's lives including their school opportunities, school attainment, physical health and involvement in crime (Wehlage, Smith and Lipman, 1992).

2.4.2 Parental involvement in transition and schooling of young people

Parental involvement has consistently been found to be positively related to schooling and transition of youth with and without SEN (e.g. Danek and Busby, 1999; Wagner, Blackorby and Hebbeler, 1993; Heumann, 1993; Young, 1993; Sinclair and Christenson, 1992; Rumberger, Ghatak, Poulous, Dornbusch and Ritter 1988; Bennett, 1988;). Rizzo and Varrin (1997) argue that parental involvement in transition is the culmination of years of negotiation with and involvement in the school and multiple related systems. Furthermore, other factors related to parents are argued to have an impact on the quality of involvement of parents in transition planning such as family expectations and resources, history of relationships with schools and other agencies and other factors within the family (Danek and Busby, 1999).

The NLTS data suggest a powerful relationship between school attainment and parental involvement. When controlling for other factors, those young people whose parents were involved in their education were found to have missed fewer school days and were less likely to 'fail a class' compared to their peers whose parents were not involved in their education (Wagner et al., 1993). The same authors also found a positive association between active parental involvement and positive post-school outcomes.

In Scotland, Thomson et al (1992) investigated the parent-professional partnership. They found that, although parental participation in Future Needs Assessment has been increased there was still some need for schools to involve parents more actively in the transition planning of pupils with SEN.

In order for parents to participate in transition planning and make a contribution, there is an obvious baseline need for parents to be extensively informed about transition planning issues. However, it has been shown that parents are routinely misinformed or that they are in some cases in total ignorance of the core or related issues. For example, in a Scottish study in the mid 1980's, the `ignorance' of parents of post-16 issues was so severe that many parents were so completely unaware of their child's right to continue school after 16 that they withdrew their children from school because they thought there was no other alternative (May and Hughes, 1985). Maybe this is an extreme case and obviously out of date, but it is an

example that shows a potential consequence of providing inadequate information. Similarly, in their 'Young People in Transition' project, Cohen, Khan and O'Sullivan (1999) concluded that there is an urgent need for a strategy that would enable disabled young people to have access to information and advice about their wider options on their future careers.

From a small number of face to face interviews, Ward et al. (1992) found that parents of children with special needs in Scotland had varying views on the adequacy of educational provision at school with many of the respondents expressing satisfaction with the provision while their children were at school. However, there were many concerns about what happened after they left school. Parents felt that the current system failed to provide the support required after school and that therefore the needs of young people and their families were not met beyond school age.

In summary, it is clearly evidenced in the literature that as a main stakeholder in the education of young people, parental involvement should be maximised by schools both in relation to general education but especially in relation to the transition process and planning for their child. Although the Code of Practice encourages schools to involve parents in transition planning, the recent literature does not seem to indicate much practical application of this philosophy in schools.

2.5 Conclusion

This review of the literature has focused mainly on the specific issues that are raised in the analysis of the results presented in the sections that follow. At the international level, there has been an investment in services and research into post school transition, some of which has been funded by national governments. This research has focussed on both the general population and on young people with special needs. As far as the latter group is concerned, much of the most recent investment in improving services has been guided by the realisation that improving the education, training and employment of individuals with SEN is likely to bring benefits both for the individuals themselves and for the community in general.

To date, available research evidence in Britain has revealed that overall, opportunities offered to young people with SEN on leaving school are rather restricted and these findings are similar to those reported in international studies. However, the main body of research in the UK derives from studies which have been carried out some time ago, since when there have been changes in legislation and practice. The most up to date research evidence in England comes from Florian et al's (2000a, 2000b) and Cohen's (1999) studies on the transition of young people with severe/profound learning difficulties and emotional/behavioural problems. Overall these two studies confirm findings from past British studies that there is a need to improve service provision for young people with SEN, both at school and afterwards. Nevertheless, although these studies have provided valuable information, they do not cover the whole range of special needs found in mainstream and special schools in England. Considerable evidence on the post-16 transition of young people with SEN within the boundaries of the UK comes from the study of Ward et al. (1992), based in Scotland where education legislation and related policies differ from those in England and Wales. Routlege (in press) argues that despite the implementation of the SEN Code of Practice (DfEE, 1994), with its important transition related elements, many people are still not benefiting from effectively co-ordinated transition support. However, the revised Code of Practice and the Connexions Service aim to tackle the above problems of implementation of the legislation quite systematically in co-operation with other main stakeholders e.g. schools, LEAs, Health Authorities, Social Services, Learning and Skills Council, parents and pupils. The Connexions Service aims to achieve this "through flexible and innovative delivery structures which will bring together public services, the private services, the private sector and community and voluntary organisations to reach down into communities, including black and minority ethnic communities, and deliver effectively a service which s tailored to the needs of specific groups" (DfEE, 2000b, p.4).

The transition from childhood to adult life can be difficult for many young people but most eventually adapt within the variety of adult roles. For those on the margins of society the

problems often have longer lasting effect and their transition to adult life may be prolonged or terminally affected. Clark and Hirst (1989) suggest that the ability of young people with SEN to attain adult status could therefore be regarded as a measure of the adequacy of service provision during the transition years in overcoming the adverse consequences of disablement. Specific reference is made by the Connexions Service to the enabling of those who are at the margins of society and also ensures that the services provided to those young people with difficulties will be ongoing and monitored in co-operation with other services which will continue to provide support after their compulsory schooling period.

In summary, these research findings suggest that well defined, explicit legislation is only a first step in improving transition planning. However, until the implementation of such legislation is monitored it seems that there will always be a wide range in the quality of transition processes and outcomes. The quality of positive/successful transition outcomes are not individually based per se, rather they can be regarded as a measure of adequacy and continuity of service provision during the transition years in overcoming the adverse consequences of disablement. However, transition planning under the revised Code of Practice with the structure provided by the Connexions Service should ensure the implementation and monitoring of the effectiveness of support provided to young people with SEN.

3. Methodology

'Post-16 transition: a longitudinal study of young people with SEN' is unique in the field of special education research as it is the first national transition project. It has another claim to uniqueness through the diversity of young people with SEN (in terms of type and severity of special needs, type of educational settings) and the number of data sources (ie. SENCOs/teachers/head-teachers, parents/carers, pupils and background information on pupils) accessed. This complicated research plus the longitudinal nature of the current investigation poses a number of methodological challenges notably in terms of sampling and data collection methods. It is outside the scope of this report to cover the extensive and long debated issues on longitudinal methodologies, therefore only the main methodological issues in relation to longitudinal research designs will be explored.

3.1 Aims and objectives

Due to the lack of reliable and recent information about the post-16 routes and experiences of young people with SEN in England the main aims of the current investigation are:

- to provide a comprehensive overview of the experiences, achievements and attitudes of young people with SEN during transition from secondary education to early adult life; and
- to identify strengths, weaknesses and barriers to further education, higher education, training, employment and independent living.

The objectives for wave 1 of the study are to:

- investigate young people's aspirations, expectations and attitudes towards education, training, employment and independent living;
- describe the type and level of Key Stage 4 transition support they have received from schools, LEAs, community services and other support agencies; and
- explore the views of young people and parents/carers on the nature, extent and adequacy of this range of support.

This report presents the findings based on analyses of data from 3200 pupil information forms (PIFs), and an interview with 617 SENCO/teacher, 2313 young people (YP) and 2365 parents/carers (P/C).

3.2 Sampling

Sampling of the project took place at three levels. The project team initially approached the Local Education Authorities (LEA), then schools and then parents/carers and young people.

3.2.1 LEAs

The original sample was chosen with the LEA as the base unit. Forty three LEAs in England were chosen to represent the country as a whole (sample criteria included a balance of county, metropolitan, London borough, unitary, type of socio-demographics and size). All mainstream and special schools within each LEA were invited to take part in the research. However, a low response rate both at LEA and school level required an extension of the sample and 45 additional LEAs were approached but the response rate was still low. The details of the response rate are presented in the following section. As a result of the low response and the constraint of time to construct a significant and representative sample in time for wave 1 to be completed within a year, all LEAs except five[1] in England were approached through a letter addressed to their Chief Education Officer (CEO), with details of the study and its purpose. The request to the CEO was to grant permission for CFAS to approach schools within the LEA; the LEA special needs inspector was also familiarised with the research focus and in many cases supplied contact names of school SENCOs.

[1] The remaining 5 LEAs were not approached due either to their location, small scale and special circumstances (such as being under special measures).

3.2.2 Schools

The next step was to approach each LEA's schools via a letter addressed to the headteacher or SENCO with the details of the research, its purpose and processes. The letter sought information on all Year 11 pupils with SEN who were at stages 3, 4 or 5 of the Code of Practice and their main form of difficulty. Schools were also asked to include pupils who had been totally absent or permanently excluded during the year. In addition, details were requested for pupils who had been on stage 2 of the Code of Practice since the start of Year 8 or earlier and currently received two hours or more individual support per week from a specialist teacher employed by the school. The details of the schools, who agreed to take part in the project, were then passed to NOP in order to book appointments for the interviews with headteachers/ SENCOs/teachers.

3.2.3 Parents/carers and young people

Schools who agreed to take part in the study were asked to provide contact details of eligible parents/carers and pupils for whom they had completed Pupil Information Forms (PIFs). The schools were supplied by the research team with letters addressed to parents/carers in order to facilitate the securing of agreement to participate from the parents. The letter included details of the purpose of the research and the extent of involvement from parents/carers and young people themselves. Once permission was granted by parents/carers to contact their home address to arrange an interview, schools sent these contact details either to the research team or to NOP[2] directly. From that point the NOP managed the interview booking process for parents/carers and young people and conducted the interviews.

3.3 Response rates

A total of 143 LEAs were approached of which 129 (90%) granted permission to approach their schools (see **Annex I**). A total of 4266 schools were approached and 2016 (47%) replied. Of these 835 (42%) agreed to take part in the study, though some of the schools delayed their responses and had to be re-contacted, while 1181 (58%) declined the invitation. Of the 835 schools who agreed to take part only 828 contact details[3] were issued to NOP. Due to financial and time constraints, NOP was asked to reach as many as possible out of 650 schools that constituted an agreed target school sample following mutual agreement between DfES and CFAS. Six hundred and seventeen SENCOs/teachers[4] were interviewed of whom 362 were in mainstream and 255 in special schools (see **Annex II**). A higher participation of special schools was expected due to the specific focus of the investigation on SEN. Special educational needs is only one aspect of the mainstream school agenda and with so many aspects of schooling in focus it is understandable that special needs is not the main priority of mainstream schools. Special schools also naturally have a tradition of involvement in research into special needs.

The sample distribution is also presented according to LEA type and region and school type (see **Annex III**). As shown in **Annex III**, **Table 1**, irrespective of LEA type and region in almost all instances special schools are over-represented in the sample. Therefore it can be concluded that the sample for the study is positively skewed towards special schools. Technically this skew towards special schools may be labelled as 'bias'. However, any interpretation of the sample should take into account the nature of the inquiry and its area of interest generating a higher response rate by special schools. As the data both from mainstream and special schools are presented separately, the data are not weighted.

[2] CFAS contracted National Opinion Poll (NOP) to collect the interview data because of the scale and extent of the sample.

[3] The remaining 7 agreements arrived very late during the course of the study

[4] Due to the delayed onset of this second tranche of the study, NOP was unable to reach all 650 targeted schools within a timeline that would allow them to collect data from all the required sources (PIFs, data from interviews with parents/carers and pupils).

Once parents/carers received the 'invitation to participate' letters from the research team/SENCO, the anticipated 'drop out' began to be observed. A total of 374 (12%) parents out of 3198 declined to take part in the study. A further total of 459 (14%) parents did not take part in the study for various reasons (i.e. address not located, not at the address/no new address available, moved, not available after four or more phone calls and away during survey, etc.).

3.4 Development of the instruments

All four research instruments (ie SENCO/teacher interview, Pupil Information Form, Young Person and Parent/Carer interviews) were developed jointly by CFAS and its associate NOP with the input of the DfEE Steering Group and the research team's Advisory Group. Items from the Labour Force Survey (LFS), the National Child Development Study (NCDS) and Young Adult Transition Project (YATP) were included in instruments 3 (interviews with parents or carers) and 4 (interviews with pupils) to enable direct comparisons with other large-scale surveys. Each instrument was piloted across the range of SEN to assure the reliability and validity of the instruments. A piloting report in each case was supplied to the DfEE and agreed amendments to the instruments were then made.

3.5 Data Collection

Four main and two supplementary data collection components were designed to obtain the data specified by the project contract:

- **SENCO/teacher interview:** The NOP interviewers conducted a structured interview with each SENCO/teacher (mainly headteachers in the case of special schools) in order to obtain information on interviewee profile, SEN provision, careers education and advice and post-16 transition issues.

- **PIFs:** SENCOs/teachers were also asked to provide background information on a maximum number of 10 eligible[5] pupils. This background information supplied data for each young person on demographic characteristics, SEN profile, special needs support offered, educational attainment, absences and exclusions, transition planning and careers education and advice. PIFs are left with teachers in order to enable them to find appropriate time to complete though they are expected to return them in two weeks time; supply cover provision was costed into the research.

- **YP interview:** Young people who were chosen by their teachers and subsequently agreed to participate were interviewed either in their home, residential school or elsewhere as appropriate. The semi-structured interview focused on issues such as school experiences, provision in school, transition planning, future aspirations, social life and home life. Special measures were taken when appropriate such as if a pupil communicated in sign language a sign language interpreter was provided.

- **P/C interview:** The parent/carer interview obtained information on SEN history, school experiences, social and home life, transition planning and career education of the young person, future aspirations and expectations of the parents via a semi-structured interview technique. Special measures were taken where necessary such as providing a translator or interpreter.

Interviews with young people and their parents/carers were conducted using the Computer Assisted Personal Interview (CAPI) process. This system enables an immediate clean data set to be created, as data do not have to be keyed individually. It also eliminates many of the potential administrative errors made by interviewers, especially those related to routing. The

[5] Only Year 11 pupils with special educational needs, who were at stages of 3, 4 or 5 of the Code of Practice or those pupils who have been on stage 2 since the start of year 8 or earlier AND currently received 2 hours or more individual support per week from a specialist teacher employed by the school, were eligible for the purpose of the project.

CAPI versions of the interview schedules were run and checked thoroughly by the research team and DfEE for technical issues. A series of regional briefings of the NOP interviewers were held, led by NOP, assisted by CFAS and DfEE.

Experienced interviewers were recruited to conduct the interviews with the young people and their parents/carers. Each interview situation was expected to vary since every individual young person and their parent/carer had different abilities and needs. Therefore NOP interviewers were thoroughly briefed by the research team on issues such as rephrasing items and the types of problems they might encounter.

3.6 The database

The database was structured following the protocols used to establish contact with LEAs, schools and parents/carers. Data were linked by LEA, school and parent/carer, each with a unique identification number. In addition, LEA contacts' names and details were recorded. SENCO/teacher and headteacher contact details were listed with details of the school, DfEE number, LEA number, school type and pupils by stage and type of SEN. Parent/carer details are held along with any additional information supplied by the school or parent/carer. The database is secure and confidential with tracking of individual young people and their parents/carers carried out using their personal identification number. Updating the database is a continuous process as further changes of addresses are received.

3.7 Research design

The study uses the 'time series' approach, rooted in developmental psychology (Keeves, 1990). This method assumes that human development is an ongoing process which can be examined through a series of 'snapshots' at various points in time. According to von Eye (1985) there are a number of advantages to research studies of this design:

- identification of intra-individual change and constancy;
- identification of differences and similarities *between* individuals and/or groups.

There are several drawbacks associated with longitudinal research studies:

- participant attrition;
- financial cost;
- lack of availability of complete information.

Longitudinal studies of school to work transition tend to begin when pupils are aged between 14 and 16 (eg McKenzie 1999; Wagner et al 1991) so that a baseline may be established and pupil and contextual background data collected from schools. The time span of a transition study may vary, however, OECD (1996) suggests that the transition process takes an average of six years. The target sample for the present study was set at 2,500 for wave 1, and 2,000 at the subsequent waves.

The long-term aim is to collect data on a cohort of young people with SEN until they are 23 years old, over a total of five waves of interviews. At wave one of the study the aim was the development and piloting of instruments (i.e. SENCO/Teacher, Pupil Information Form, Young Person and Parent/carer interview schedules), construction and maintenance of the sample and the collection of wave one interview data using the developed instruments, analysis of the collected data and reporting of findings to date.

At the first wave of the project, the research team were challenged with incomplete matched data sets between SENCO interview and PIFs and young person interviews. This incompleteness was due to SENCO / teacher / head-teacher withdrawal after the NOP interview or after they had completed PIFs then not supplied the contact details of the parents/carers. Another reason for these incomplete data sets was parent/carer lack of interest in the study (ie. a SENCO/teacher may have expected the nominated parents to be interested in the study, however the response from those parents was negative) or withdrawal from the project in spite of an initial agreement to participate.

People with SEN are reported as a very mobile population. This may create an additional problem for the longitudinal research design (e.g. Ward, et al. 1991; Polat and Farrell, 2000). Although approximately 2500 young people took part in the first wave of the study it is impossible to predict and to ignore the potential dropout rate in future waves. Therefore, the research team will make every effort to sustain contact with the young people who have taken part in wave 1 of the study via various incentives (e.g. sending birthday cards).

3.8 Type of Analysis

The analysis is mainly descriptive and exploratory due to the context and structure of the instruments. Although the majority of descriptive statistics have been presented, often no comment has been made on statistics of small cell sizes as it may be misleading. Therefore, caution should be exercised in making any inferences and interpretations based on statistics of small cell sizes. Note that throughout the presentation of tables in chapters four and five and in the appendices the lack of significance levels indicates a lack of significant correlation between the variables.

Some correlational and associational analyses have also been conducted in order to determine the degree of significance in the nature of queries. Further exploratory data analyses are presented in order to investigate trends or patterns between individual cases in order to simplify and interpret the data.

4. Transition Planning: The view from the schools

This chapter presents the results of the analyses of the data from instruments 1 (SENCO/teacher interview) and 2 (Pupil Information Forms - PIFs). Data on the SENCO/teacher interview (instrument 1) are based on a total number of 617 schools, of which 362 (59%) are mainstream and 255 (41%) are special schools. The data on pupils' backgrounds are based on information provided by SENCO/teacher on 3200 pupils.

4.1 SENCO and Teacher Profiles

The interviewees were mainly Special Educational Needs Co-ordinators (SENCOs) in mainstream schools (86%), although in some cases the respondents held other positions, usually either head of department or faculty (16%) or subject teachers (15%) (**Table 4.1**). In special schools, nearly half of respondents were headteachers (49%) with one fifth deputy heads (18%), totalling over two thirds as senior managers of their schools. Nearly all respondents (98%) were employed full-time. Only fifteen of the interviewees worked on a part-time basis, mostly between 20 and 30 hours per week.

There is a great variation in the number of years that respondents have reported working with pupils with SEN, varying between fewer than one and 39 years for mainstream schools and between two and 35 years for special schools. The mean number of years is 17.7 for mainstream and 20.4 for special schools, indicating a depth of experience.

More than one third of the respondents in mainstream schools (38%) were the sole responsible teachers for SEN in their school. Fewer respondents (42%) in mainstream schools worked full time on their SEN duties. One in five respondents (21%) allocated between 12 to 30 hours to their SEN responsibilities while 17% of the respondents allocated between 20 and 30 hours to SEN duties. Fewer than one in five allocated less than 12 hours per week to SEN duties.

A large majority of respondents (93%) had received INSET training on SEN. Three-quarters had received INSET training on the Code of Practice (75%) and even more had had external training on SEN (79%). A smaller pecentage (37%) had received training specifically related to post-16 transition. Differences were found in the training received between mainstream and special school respondents. Under one third (29%) of respondents from mainstream schools had specific in-service training (INSET) related to post-16 transition against almost half of the special school respondents (49%) (**Table 4.2**).

4.2 Pupils' background information

4.2.1 Total sample by type of school

The PIFs provided background data on 3200 pupils, of whom 1837 (57%) attended mainstream and 1363 (43%) attended special schools. The profiles of pupils in the sample are presented in terms of demographic characteristics such as age, gender, ethnicity and first language.

4.2.2 Age

Two thirds of the pupils (66%) in the sample were born in 1985, and just less than a third (31%) in 1984. There were a few older pupils e.g. 1983 birth-date and a few younger (2%) e.g. born in 1986.

4.2.3 Gender

There were more than twice as many males (69%) as females (31%) in the sample (see, **Table 4.3**). This ratio is consistent with the ratio of SEN as stated in most of the available literature on the SEN population (e.g. Cohen *et* al., 1999). In addition, the gender distribution in the sample does not differ greatly from the SEN gender national distribution in special schools (see **Table 4.3**) although boys may be very slightly over-represented in our sample of

mainstream schools.

4.2.4 Ethnic origin

A large majority of pupils (91%) in the sample were white British. The remaining 9% of pupils were from various ethnic backgrounds, mostly Asian, black, Chinese, and others (see **Table 4.4**). Comparing the percentages of ethnic origin between our sample and the national all secondary pupil population, it appears that the groups of Asians (Indians, Pakistanis and Bangladeshis) are slightly under-represented in our sample. These differences, however, are not sufficient to distort the overall picture of results since these groups are so small anyway.

Pupils from ethnic minorities were more likely to be attending special schools than those from a white British/Irish background. Within the sample more than three out of five pupils from ethnic minorities (60%) were in special schools compared to 41% of white British / Irish pupils. Accordingly, 80% of pupils from ethnic minorities had a statement of special needs compared to 68% of white British / Irish.

4.2.5 First language

Most pupils spoke English as their first language (97%). Other spoken languages – mainly Arabic, Gudjurati, Punjabi and Urdu - were the first language of 2% of the sample. Sign language was the first language for the remaining 2%. British Sign Language (BSL) was used as the main or secondary language by 45 (1%) pupils.

4.2.6 Free school meals

Almost a third of the pupils in the sample (31%) were eligible to receive free school meals while just under two thirds (60%) were not eligible for free school meals. For the remaining 11% of pupils, the SENCOs/teachers did not know whether the pupils were eligible to receive free school meals. A higher percentage of pupils in special schools (38%) were eligible for free school meals compared to pupils in mainstream schools (25%). As evidenced in **Table 4.5**, the results on pupils who were not eligible to receive free school meals in our sample (59%) are highly comparable with the results form the national statistics (60%). However, while 40% of the national secondary school population were eligible for free school meals, only 31% in our sample were eligible for free school meals. This difference could be partially attributed to the fact that 11% of respondents in our sample did not have the information to answer the question, therefore, further comparison could be meaningless.

4.2.7 Pupils living outside the school's LEA area

The majority of pupils (86%) lived within the school's LEA area. More pupils at special (18%) than mainstream schools (11%) lived outside the school's LEA area.

4.2.8 Expected age upon leaving school

More than two thirds of pupils (70%) were expected to leave school at the age of 16. Of the remaining pupils, the majority were expected to leave school at 19 (mostly pupils in special schools, and in particular, those with severe learning difficulties, profound/multiple learning difficulties and also to a lesser degree pupils with medical problems and autism). Only small percentages of pupils were expected to leave school at an age other than 16 or 19 (see **Table 4.6**).

Overall, pupils in special schools were expected to leave school at a later age. While 84% of those in mainstream schools were expected to leave at 16 only half of the pupils in special schools (51%) were expected to leave at this age. There was a small but positive correlation between stage in the Code of Practice (CoP) and expected age of leaving school, indicating that the higher the stage in the CoP the more likely the pupil was to leave school at an older age.

4.3 Pupils' special educational needs profile

This section presents descriptive analysis of the pupils' special needs profiles (e.g. type and severity of SEN and status of pupils on the Code of Practice).

4.3.1 The pupils' special needs

Pupils with SEN may have more than one difficulty at the same time, so the categories of disability often overlap. Three-quarters of the pupils in the sample (2335) had some degree of Learning Difficulty (LD), mostly mild or moderate (see **Table 4.7**). More than one third of pupils had emotional and behavioural difficulties (EBD). Other common special needs were dyslexia and speech/language problems. Since a large part of this analysis was carried out across pupils' main difficulty, the main SEN of each pupil was requested. A small number of pupils had multiple difficulties so that no single difficulty can be identified as the most significant. The most frequent combinations of difficulties were EBD with moderate learning difficulty and EBD with dyslexia. **Table 4.8** presents the *main* difficulty of pupils by type of school. Significant differences were found between mainstream and special schools according to SEN type. For example, the majority of pupils with mild learning difficulties attended mainstream schools while the majority of those with severe learning difficulties attended special schools. There was a more even distribution according to school type of pupils with physical or medical difficulties and sensory difficulties.

Significant differences were observed across gender (see **Table 4.9**). In all SEN categories, except for severe learning difficulties, sensory impairments and medical problems, there were more boys compared to girls. There was a rather more equal gender distribution within severe learning difficulties, sensory impairments and medical problems. Pupils with EBD seemed to have the greatest gender disparity with four out of five being boys. All 25 of the pupils with ADHD were boys.

4.3.2 Statement of SEN and Code of Practice Stage

In special schools, almost all pupils (95%) had statements of SEN while in mainstream schools just under half of the pupils (48%) had a statement of SEN (**Table 4.10** and **Figure 3**). Of those without statements in mainstream schools, the majority were in stage 3 (41%). The picture for Year 9 was similar (**Table 4.11**) with 3% respondents not being sure whether the pupils had statements or not. It was considerably more likely for those from ethnic minorities to have a statement of SEN (81%) compared to pupils from white British / Irish background (67%).

The data also varied by type of disability across the sample. Most pupils with EBD, dyspraxia and mild learning difficulties did not have a statement of SEN. All pupils with SLD, PMLD and the vast majority of those with physical difficulties, speech difficulties and sensory impairments had a statement (**Table 4.12**). This differentiation between pupils with and without statements is important since having a statement of SEN initiates different provision for pupils and therefore the whole range of services pupils receive may differ considerably.

Since SEN type was considered to be a key variable entered in most of the analyses, the original 14 SEN types were collapsed into 10 categories. The collapsed SEN types were created on a theoretical and analytical basis where collapsed types showed similar trends in the analyses conducted so far (e.g. PMLD and SLD collapsed into one category as most of these pupils were being educated in special schools and had statements). The new collapsed categories of the SEN types, which will be used for further analyses in the report, are presented in **Table 4.13**. As seen in **Figures 1** and **2**, there are differences between different types of SEN across mainstream and special schools and across statements.

4.4 SEN provision

The majority of mainstream schools (55%) reviewed their SEN provision annually. Fewer than a third of schools (31%) reviewed their SEN policy more than once a year, while 6% of

schools reviewed it less than once a year. Nine schools reported that they never reviewed their SEN policy. The majority of mainstream schools (97%) reported that they have a link governor who takes a special interest in SEN.

4.4.1 Specialised Units

Some schools had special units for SEN, most of them for pupils with learning difficulties (almost one in five in both mainstream and special schools). The second most common unit was for pupils with EBD (17%). A small proportion of schools had units for hearing-impaired pupils (6%), and even fewer schools, mostly special, had units for pupils with visual impairments (5%) (see **Table 4.14**). Some schools had reported other units, often referring to them as for specific learning difficulties (e.g. units for dyslexia, for specific learning difficulties or units for learning support) or units for children with autism, units for integration/inclusion etc.

4.4.2 Support and/or therapy

The majority of pupils in both mainstream and special schools received some type of support and/or therapy. Of the total sample, only 231 pupils (126 in mainstream and 105 in special schools) did not receive any type of support or therapy during the summer of 2000. Of those who received some type of support/therapy, its nature and the frequency of receiving it varied widely across type of SEN, the stage on the CoP and type of school.

Examining the frequency of support provision across school types, it appeared that special schools provided support more frequently than mainstream schools. In addition, a greater number of pupils with statements received various types of support more frequently compared with pupils without statements (**Table 4.15**). The most common types of support received by pupils with statements were support from the learning support assistants (LSA) and from the learning support teachers (LST). In addition, a significant number of pupils with statements received personal care assistance, of whom, more than nine out of ten received it on a daily basis. Other common types of support were speech therapy, physiotherapy, occupational therapy and hydrotherapy, although these services were received on a weekly or monthly rather than daily basis. Apart from counselling, these types of support were received less often by pupils without statements compared to pupils with statements. Pupils without statements hardly received any other kind of support. The differences in support received from LSA or from LST between pupils with and without a statement were even more pronounced within mainstream schools. Almost twice the number of pupils with statements received daily support from a LSA or a LST compared to those without statements. On the other hand, greater numbers of pupils with statements received the majority of the other types of support. Exceptions to this were the support received from the education welfare officers and counselling, the latter received by a similar percentage of pupils irrespective of statement status (**Table 4.15**).

4.5 Educational Attainment and Associated Factors

4.5.1 Curriculum Access

Just more than half of the pupils (56%) participated fully in the National Curriculum, 43% followed a modified curriculum and a very small percentage (1%) were disapplied from the National Curriculum. A closer look at participation in the National Curriculum across type of school shows that three quarters of the pupils in mainstream schools followed a full National Curriculum compared to less than a third of pupils in special schools. Similarly, comparisons across pupils with and without statements show that more than half (52%) of the pupils with statements followed a modified curriculum compared to just under a quarter (22%) of those without statements.

4.5.2 Teacher Assessment and National Key Stage 3 tests

It was difficult to establish the overall relationship between Teacher Assessment (TA) attainment levels and the results of national tests since a large proportion of the pupils in the sample were disapplied from the national tests**. Tables 4.16, 4.17** and **4.18** describe all levels

achieved by pupils in mainstream and special schools in English, mathematics and science respectively and **Tables 4.19, 4.20** and **4.21** describe the levels for the respective subjects in national Key Stage 3 tests. Between 4% and 5% of all pupils in both mainstream and special schools had disapplied from TA for all three subjects, while a higher percentage, between 18% and 26% had disapplied from national Key Stage 3 tests. There were significantly higher percentages of pupils in special schools disapplied from each of the three subjects in NT than pupils in mainstream schools. Just under half of pupils in special schools had disapplied from mathematics and science national tests and more than half had disapplied from English national tests. As far as the pupils in mainstream schools were concerned, only approximately 2% had disapplied from mathematics and science and 6% had disapplied from English.

Table 4.22 presents the mean levels attained in mainstream and special schools according to Teacher Assessment (TA) and the national Key Stage 3 tests (NT) which had been taken at the end of Year 9. There was no obvious relationship between TA and NT due to the effects of disapplication from the national tests. Therefore, while it appears that pupils overall had achieved higher levels in NT than in TA, however, in every subject there was a smaller number of special school pupils to whom the results applied as far as NTs was concerned (see 'n' number in **Table 4.22**). The number of pupils for whom the results in each subject apply is shown in **Table 4.22**. Overall, the data show that, on average, the pupils in special schools were attaining at least one level lower compared to mainstream pupils. The TA data were probably the more reliable measures of performance since they applied to all pupils in the sample.

The mean levels of attainment for all pupils in England are close to 5.00 for all three subjects. Detailed results of all pupils in England for both TAs and NTs are shown in **Tables 4.16** to **4.21**. A comparison of the results between our sample and the sample of all pupils in England is better demonstrated in **Figures 4** to **9**. As seen in these figures, the spread of achieved levels in English, mathematics and science nationally, in both TA and NTs, are distributed such that most pupils achieve at level 5 with fewer pupils at higher or lower levels. The distributions are generally symmetrical for the national data. Comparing the distributions of achieved levels for the pupils in our sample, it can be seen that there are differences between these and the national results. For the pupils in mainstream schools, the patterns of achievements are shifted towards the lower levels, such that most of the pupils are at levels three to four. It is noticeable that for these pupils, the distributions are still generally symmetrical (with the possible exception of the national test results in English) showing that even though the general pattern is one of lower performance, there are a small number of pupils achieving at much higher and much lower levels than the majority. For the pupils in special schools the pattern is quite different. Firstly, very high rates of disapplication mean that is difficult to draw any obvious conclusions from the pattern of achievement in NTs. Overall, the pattern of achievement for these pupils is strongly skewed towards the lower levels with very few pupils showing the higher levels of achievement.

The attainment levels of the pupils were also analysed by stage of the SEN code of practice **(Table 4.23)** and type of SEN **(Tables 4.28a & 4.28b).** A very small number of pupils (n=14) were at stage 4 so these were omitted from the analysis. The data show that those pupils who were at a higher stage of the Code of Practice achieved overall less well than those pupils who were at a lower stage of the Code of Practice **(Table 4.23)**. The lowest levels in both TAs and NTs were achieved by pupils with SLD/PMLD while the highest levels overall were achieved by pupils with sensory impairments and specific learning difficulties **(Tables 4.28a & 4.28b)**. A high proportion of pupils with EBD, ADHD and 'other' difficulties (more than 17% for each subject) did not achieve levels in KS3 NTs due to absence. In addition, more than four our of five of pupils with SLD/PMLD disapplied from NTs. This showed overall that level of performance is strongly related to both type and severity of SEN. One in five pupils with mild learning difficulties, one in seven with specific learning difficulties and autism and smaller percentages of pupils with other SEN took tests in English but failed to register a level. More pupils failed to register a level in English than in mathematics and science **(Table 4.28b)**. For mathematics and science approximately half of the pupils (51% for mathematics and 52% for science) had special arrangements made for their Key Stage 3 tests (see **Table 4.24**). Fewer (42%) had special arrangements made for their English Key Stage 3 tests. More pupils with statements had special arrangements provided for them in each of the three

subjects compared to pupils without statements.

4.6 Absences and Exclusions

4.6.1 Exclusions

More than four out of five pupils had not been excluded during Year 10. There were some differences between mainstream and special schools in number of exclusions with more pupils in mainstream than in special schools having been excluded once or more than once compared to pupils in special schools (**Table 4.25**).

Examining the number of exclusions by type of difficulty, it was mainly pupils with EBD and ADHD who were excluded during Year 10. Almost half of the pupils with ADHD were excluded more than once. Of pupils with EBD, over a quarter (26%) had been excluded more than once and 15% of them were excluded once. No significant proportions of pupils with other types of difficulties had been excluded once or more during Year 10.

The mean number of days of temporary exclusion during Year 10 was three days. Exclusions seemed to be related to type of difficulty, school type and status of statement of SEN. Pupils without statements had been excluded at least three times more (i.e. in number of days) compared to pupils with statements (mean number of four and half days for those without statements compared to one and half days for those with statements). Again, across type of difficulty, pupils with EBD/ADHD were excluded for more days compared to pupils with other difficulties. For those pupils who were temporarily excluded from school on one or more occasions, the correlation between the duration of exclusion (in days) and attainment was small or non-significant (see **Table 4.26**). This could be a significant result since it showed that even those excluded (mostly pupils with EBD and ADHD) can still do well at school and that the length of time that they are excluded may not significantly affect their attainment.

Very few pupils (6%) had been excluded during the previous year, although for an additional 7% the respondents could not provide this information. It was interesting that pupils in special schools had been excluded from previous schools more often compared to mainstream pupils (**Table 4.27**). Again, more than one in five pupils with EBD/ADHD had been excluded during the previous year while in no other group of SEN was there more than one in twenty pupils (6%) who had been excluded.

4.6.2 Absences

The mean number of authorised absences for all pupils in the sample was 34 half days and of unauthorised absences 14 half days. Pupils in mainstream schools had almost double the number of absences than those in special schools whether this refers to authorised or unauthorised (42 and 17 days of authorised and unauthorised absences for mainstream schools compared to 24 and 10 days respectively for special schools). Similarly, pupils without statements had more authorised and almost double the number of unauthorised absences than did pupils with statements (44 and 23 days of authorised and unauthorised absences for pupils without statements compared to 30 and 9 days respectively for special schools). The correlations between absences (authorised and unauthorised) for teacher assessments and national tests were all very low or non-significant. This indicates, perhaps surprisingly, that overall there was no clear relationship between attendance and attainment for the pupils in this sample (see **Table 4.26**).

4.6.3 Learning and Social Behaviour

Teachers or SENCOs were asked to rate each pupil's learning behaviour into a 5-point Likert scale ranging from 'very poor' to very 'good'. Five items representing learning behaviour were selected by the research team for SENCOs or teachers to rate: motivation, completion of tasks, independent learning, attentiveness and organisational skills. Similarly, a list of nine items describing the pupils' social behaviour and adjustment was rated in a 5-point Likert scale by SENCOs or teachers. This ranged from 'never/rarely' pupil performs that behaviour to 'very often/always' pupil performs that behaviour. The mean scores for each of the items in learning and social behaviour are presented in **Tables 4.29** and **4.30** respectively by SEN

type. These categories were re-coded and aggregated to provide one single measure for all learning and one measure for all social behaviours. These measures were correlated with both NT and TA attainment levels (see **Table 4.31**). There were some correlations between learning behaviour and attainment, indicating that, overall, the better the learning behaviour of a pupil, the higher was this pupil's performance in teacher assessment and national tests. The correlation between social behaviour and attainment was more modest, indicating that there may be no relation between a pupil's social behaviour and adjustment on the one hand and his performance on the other.

4.7 Transition Planning

As post-16 planning is the major focus of the project, the information presented in this section details the annual review and transition planning and process for pupils and their parents by schools.

4.7.1 Post-16 transition policies

Just over half of the schools in the sample (51%) reported having a post-16 transition policy included in their SEN policy. The data suggested differences between mainstream and special schools with more special schools (67%) than mainstream schools (40%) having policies relating to post-16 transition.

4.7.2 Members of staff who were responsible for post-16 transition

The members of staff actively responsible for post-16 transition issues for all Key Stage 4 (KS4) pupils in mainstream schools were predominantly Careers co-ordinators (82%) and Year Heads (77%), while in less than a third of cases (29%) deputy or assistant heads were responsible. Only in 14% of cases were headteachers responsible for post-16 transition issues of all KS4 pupils (see **Table 4.32**).

As far as pupils in KS4 with SEN are concerned, the patterns of responsibility varied somewhat according to the type of school and the SEN status of the pupils concerned. The main responsibility for post-sixteen transition issues for pupils with SEN in mainstream schools appeared to lie with SENCOs (90%). The involvement of other professionals in post-16 transition did not seem to depend on whether pupils had a statement of SEN or not, nor did it differ greatly between pupils with SEN and their KS4 peers without SEN (see **Table 4.32 & 4.33**).

In special schools, Careers co-ordinators and Year Heads seemed to have most of the responsibility, however, in many schools, deputy headteachers and others often took responsibility for post-sixteen transition issues.

4.7.3 Annual reviews with transition plan

The Code of Practice (1994, p17) states that for pupils with statements of special education needs, a transition plan should be produced and circulated in the first annual review after the pupil's fourteenth birthday. For pupils with statements, the vast majority (92%) had had their annual reviews held with a transition plan (**Table 4.34**). No difference was observed across school type.

For three out of five pupils, their first annual review with a transition plan had taken place during Year 9 while for almost two fifths this took place during Year 10 (**Table 4.35**). For only 18 pupils (1%) the first annual review took place during Year 8. Pupils in mainstream schools tended to have their reviews somewhat earlier than pupils in special schools.

There is a concern for those pupils who, despite having a statement of SEN, had not yet had their annual review with a transition plan (see **Table 4.34**). Of the 156 pupils with a statement but without an annual review with a transition plan, almost a third had moderate learning difficulties (31%), approximately a quarter (24%) had severe learning difficulties, one in seven (15%) had emotional behavioural difficulties and 9% had dyslexia or another specific learning

difficulty (see **Figure 10**). Only a few with other disabilities had not had their first annual review with a transition plan. Analysing the sample by main SEN type, 14% of pupils with a mild learning difficulty, 13% of those with severe to profound learning difficulty and 10% of those with EBD had not had a review with a transition plan (see **Table 4.36**).

There were also some differences across the ethnic groups. From the group of ethnic minority pupils with statements, 13% had not had their first annual review with a transition plan compared to under one tenth (8%) of white British/Irish (**Table 4.37**).

With reference to the 172 pupils with statements but without an annual review with a transition plan, schools reported that for 158 of these their annual review with a transition plan would be held in the later stages of their schooling. More specifically, for two thirds (67%) of pupils the annual review with a transition plan would be held during Year 11 and for 8% after Year 11. For 6%, the annual review would be held some time later during Year 10 (**Table 4.38**). For approximately one in five (19%) pupils in special school it was reported that it was yet to be decided when the review would take place.

The Code of Practice states that pupils have the right to be involved in decision-making during transition and to make a contribution by expressing their views. It is interesting that for approximately a quarter (24%) of the pupils for whom an annual review with a transition plan had taken place during Year 9 or 10, approximately one in five of their parents (19%) did not actually attend the meeting. There were significant differences between pupils as to whether they attended their review or not across SEN type. For example, more than half of the pupils with SLD/PMLD did not attend the reviews (**Table 4.39**) and the same was the case for more than a third of the pupils with autism. For pupils with difficulties such as SLD/PMLD and autism, it could be assumed that the pupils' difficulties might have been so severe that this prevented them from attending the meeting and making a contribution. Their parents, however, mostly attended the meeting – perhaps on their behalf (**Table 4.40**). On the other hand, almost one in five of pupils with moderate learning difficulties (19%), EBD/ADHD (20%) and physical medical problems (20%) also did not attend the reviews (**Table 4.40**). In those cases, almost one third of the parents of pupils with moderate learning difficulties, more than one in five of the parents of pupils with EBD/ADHD and less than one in five of those with specific learning difficulties did not attend the review. The reasons for not attending or not being able to attend the annual review meetings may be a result of a range of factors which are explored in detail in the section of the report dealing with young person and parent/carer interviews.

Comparing the participation in the annual review meetings of pupils across school type, more pupils in mainstream schools (85%) than in special schools (70%) attended the annual review meetings (**Table 4.41**). Such significant differences across type of school did not appear to be the case for their parents (see **Figure 11**). Parental participation in annual review meetings may be related to the individual school's advocacy and promotion of parental involvement and policy of partnership with parents.

4.7.4 Provisional placement in transition plan

For 95% of pupils who had their first annual review with a transition plan, a formal written transition plan had been produced and circulated. For the vast majority (n=1746, 90%) of those with statements who had their first annual review with a transition plan, provisional placements for when pupils would reach the age of 16 had been made in the produced transition plan. The most frequent provisional placement for pupils reported was either a placement at a FE college, which applied for over half of the cohort, (53%) or staying on at their school (46%). Other common plans included work based training for a quarter of the sample (25%) and supported employment placement for 14% (see **Table 4.42**). Since planning options for placements are not exclusive, more than one provisional placement can be written into a pupil's transition plan. For approximately one in ten pupils for whom a transition plan had been produced and circulated, no provisional placement plans were made. There were more than three times as many pupils in mainstream as in special schools for whom nothing was said about provisional placement in their transition plan.

In mainstream schools the most common provisional plans were for pupils to go to FE (49%), do work-based training (28%), stay on at school (24%) or transfer to another school or Sixth Form college (20%). For more than half of the pupils in special schools provisional plans included staying on at school (59%) or going to FE college (56%). Other frequently reported plans included doing work based training (23%), transfer to another school/6th Form college (17%) and supported employment placement (13%) (**Table 4.42**). For a much higher percentage of pupils in special schools than in mainstream schools, provisional plans included staying on at school, going to independent specialist colleges, day placement or residential accommodation and going to FE colleges, whereas for more pupils in mainstream schools, plans included doing work based training.

Provisional placement plans also depended on the type of a pupil's difficulty (**Table 4.43**). For example, for more than three quarter of pupils with SLD/PMLD, provisional placement plans included staying on at school while for only a quarter (27%) of those with EBD/ADHD plans included staying on at school. For pupils with EBD/ADHD however, the most common plans were either for going to FE college (48%) or doing work based training (30%).

4.7.5 Services listed in transition plans as required for pupils

Transition planning for young people with special needs should include specifying the type of services and other support required by pupils during this transition period. There were 188 pupils for whom no form of service or support was listed in their transition plans as required during their transition period. These were mostly pupils in mainstream schools.

For the remaining pupils who have had their annual reviews with a transition plan, a variety of services and support were listed in their transition plans (see **Table 4.44**). Overall, in the total sample, the most common services were careers advisor, listed for approximately three out of five pupils' transition plans (68%). An educational psychologist was required by one quarter of the sample (25%), transport arrangements by approximately one in five pupils (19%) and a social worker by approximately one in six pupils (17%). As seen in **Table 4.44**, services listed as required in the future by pupils differed across the type of difficulty. For example, transport services were mainly required by those pupils who had physical or medical problems, sensory impairments and those with SLD/PMLD (who often had physical difficulties as well). Almost a third of the pupils in these groups required transport facilities. The majority of pupils with the most severe difficulties such as SLD/PMLD and autism required each of the services whilst pupils with specific and mild learning difficulties required the least number of services. The service they did require tended to be that of a careers adviser.

4.7.6 Contribution made to the transition plan

There were similar patterns of contribution made to the transition plan by pupils and their parents (**Tables 4.45 and 4.46**). More than two thirds of pupils (70%) and more than three quarters of their parents (77%) contributed in person at the annual review and that was the most common way for pupils and their parents to contribute to the transition planning. Two out of five of the pupils (41%) and almost a third of parents (31%) had been consulted outside of the annual review meeting. One quarter of pupils and their parents had contributed in either written or video/taped form according to the SENCOs or teachers. Thirteen per cent of pupils and approximately 8% of their parents/carers had made no contribution at all, either because of pupils' difficulties or for reasons not listed.

4.7.7 Information provided to parents

Data from 617 schools suggest that the majority of mainstream and special schools always provide information about post-16 transition planning and its process, information on how parents/ carers can contribute to the post-16 transition planning process for their child, contact details of the person responsible for liaison with parents on post-16 transition issues, information about post-16 destinations and information about possible support services available for pupils. The majority of schools though, did not provide information about relevant support services with contact details and information about parent partnership schemes or when they did provide this kind of information it was usually subsequent to a parental request.

Mainstream schools provided each type of information more often to pupils with SEN than to pupils without SEN (see **Table 4.47**). In addition, special schools appeared to provide all types of information to parents more frequently in comparison with mainstream schools, especially information about possible support services.

4.7.8 Services offered to parents

The services offered to parents of pupils at Key Stage 4 (KS4) varied between mainstream and special schools (see **Table 4.48**). Overall, it appeared that special schools did more to involve parents/carers of pupils with SEN in transition planning by offering each one of the supplied list of services more than mainstream schools. One reason for this could be in relation to the severity of SEN difficulty and therefore whether pupils were on statements or not. The Code of Practice (1994) states the responsibility of schools for undertaking annual review meetings for each pupil with a statement of SEN and for encouraging parents to attend and to contribute. Therefore, through several formal procedures, parents of pupils with statements of SEN were more formally involved.

Comparing the services offered to parents of KS4 pupils in mainstream schools, parents of pupils with SEN were offered more services than parents of KS4 pupils without SEN. Talks or workshops about 16+ transition and talks or workshops for parents/carers involving speakers from external agencies (such as FE colleges or social services) were offered more to parents of pupils without special needs in mainstream schools (see **Table 4.48**).

4.8 Careers education and guidance (CEG)

Schools are required to provide a programme for careers education for pupils between years nine and eleven although this does not constitute a compulsory schools subject in the curriculum. Although there is not a legal requirement for schools to have a written CEG policy, our data showed that approximately nine out of ten special schools (89%) and almost three-quarters of the mainstream schools (74%) had a written careers policy. However, there was a difference between mainstream and special schools. While no special schools reported that they did not know whether there was a policy or not, in one in five mainstream schools (20%) the respondent said he/she did not know of it. This could be explained by the fact that while the respondents from special schools were mainly headteachers or their deputies, in mainstream schools the respondent was usually the SENCO.

Just over half of the schools (51%) formally reviewed the quality of careers provision annually. From the remaining schools almost one in six (16%) reviewed it more often and one in twelve (8%) less often than annually. A small percentage of schools (3%), mainly special, reported that they never reviewed the provision. In more than a third of mainstream schools (35%) and 4% of special schools the respondents did not know the frequency of reviewing the quality of careers provision.

Careers teachers were overall the main persons actively responsible for careers co-ordination in schools. There were, however, differences across type of schools with more mainstream than special schools having careers teachers responsible for careers co-ordination (see **Table 4.49**). On the other hand, while almost one in five special schools reported the deputy headteacher as responsible for careers co-ordination, less than one in twenty mainstream schools reported so. In one in nine schools, the year head took this kind of responsibility while in one in eleven schools, the form tutor was appointed as responsible for careers co-ordination.

4.8.1 Careers education curriculum

The facilities offered for careers work in schools as well as their ICT facilities are presented in **Tables 4.50** and **4.51** respectively. If one excludes a separate careers library, it appears that more mainstream schools had each of the facilities for careers work available in their school compared to special schools. With regard to ICT facilities, while more mainstream schools had careers software on hard disk, a greater percentage of special schools had careers software on CD-ROM. There were no other significant differences between mainstream and

special schools on careers facilities available.

4.8.2 Interview conducted with the careers service

For the majority of pupils in the sample (72%) an interview had been conducted by a careers adviser at some time in the past year. More pupils with statements had had an interview with a careers adviser compared to pupils without statements (**Table 4.52)**. For 5% of the sample, although an interview had not yet been held, further plans had been made for an interview to be held later.

The pupils who had not had an interview with a careers adviser by the time of the survey had a variety of SEN, but mostly these were pupils with severe to profound learning difficulties of whom three out of five did not have an interview. Additionally, more than a quarter of pupils with autism and more than one in five of those with physical and sensory difficulties and speech/language difficulties did not have an interview (**Table 4.53**). It appears therefore that those pupils with the most severe difficulties did not have an interview with the careers adviser. However, in mainstream schools the majority of pupils who had not had an interview with a careers adviser were pupils with EBD/ADHD and pupils with specific learning difficulties. Pupils with SLD/PMLD were excluded from this conclusion due to their small number in mainstream schools. In conclusion, pupils in mainstream schools were more likely to have an interview with a careers adviser than pupils in special schools (**Table 4.54**).

4.8.3 Activities provided for pupils as part of their careers education

Both mainstream and special schools offered a wide range of individual activities ranging from work experience to attendance at careers fairs and conventions. The activities provided by mainstream schools for all KS4 pupils and for KS4 pupils with SEN showed similar trends except in those activities that were specifically designed for SEN pupils. The vast majority of mainstream schools (99%) offered work experience to KS4 pupils with SEN while 85% of special schools offered work experience (**Table 4.55**). However, this differed across type of SEN (see **Figure 12**). Three quarters of the special schools (75%) offered link courses with FE or specialist colleges to their pupils while only 39% of mainstream schools offered the same activity to all their KS4 pupils and 66% to pupils with SEN.

More special schools (24%) than mainstream schools (19%) offered overnight stays at residential colleges. More than half of the special schools (53%) offered visits to other forms of post-16 placements to their pupils compared with mainstream schools who offered this activity to 41% of all KS4 pupils with SEN and 35% of all KS4 pupils. More special schools offered voluntary work (38%) and mini enterprise scheme activities (58%) to their pupils than mainstream schools. Another interesting difference between school types was that more than half of the mainstream schools (54%) provided time with role models to KS4 pupils while only 38% of the special schools offered this aspect to their pupils as a part of their careers education. **Table 4.55** presents details of these and other activities offered to pupils both at mainstream and special schools.

4.8.4 Activities that are part of pupils' CEG programme in Year 10

The activities offered as part of a CEG programme in Year 10 aimed to help pupils to develop an understanding of the world of work and business, to learn about colleges and other post-16 placements and to make decisions for their future regarding effective career choices. Although work experience was a well established practice offered to secondary students as part of their CEG, there were also a great variety of activities offered by most schools to their pupils during Year 10. However, the range of activities in which pupils actually participated during Year 10 was rather more limited. Just over half of the pupils in the sample (52%, see **Table 4.56**) had participated in work experience, this at a time when work experience had been well established in secondary schools for over two decades and constitutes the major element of careers education programmes. Surprisingly, the low participation of pupils (52%) contrasted with the schools' claims that they offer work experience to their pupils with SEN (99% of mainstream schools and 85% of special schools reported so). Attendance at careers fairs and conventions (33%) and visits to FE colleges/special colleges (26%) were the next

most commonly undertaken activities by pupils. Just under one in five (19%) attended workshops/seminars given by representatives from colleges or business. Fewer than one in five of the pupils took part in a link course with a FE college and visited places of employment and work-based training. For more than half of the pupils it was reported that they would participate in work experience during Year 11. Similarly, a large number or pupils said that they would participate in CEG activities during Year 11 **Table 4.57**).

In addition, the activities in which pupils with SEN participated during Year 10 as part of their careers education differed across school types **(Table 4.56)**. A greater percentage of pupils in mainstream schools appeared to have participated in work experience than pupils in special schools although there were plans for a greater percentage of pupils from special schools to participate in work experience during Year 11. Conversely, larger percentages of pupils from special schools had participated in every other activity during Year 10 except attendance at workshops/seminars given by representatives from colleges and businesses in which more pupils from mainstream schools had participated.

It is surprising that although more mainstream schools claimed to offer attendance at careers fairs/conventions or other careers events, greater percentages of pupils in special schools seemed to participate in these activities compared with pupils in mainstream schools.

There were also significant differences in the activities in which pupils take part during Year 10 across the type of difficulty they had (**Table 5.58**). For example, it appeared that those that benefited less from work experience during Year 10 were pupils with the most severe and 'obvious' difficulties such as pupils with SLD/PMLD (only 14% of these pupils did work experience during Year 10). Differences were also found in the activities that pupils were expected to participate in during Year 11 (**Table 4.59**).

4.8.5 Post-school destinations

The vast majority of schools (93%), both mainstream and special, collected information on the destinations of Year 11 pupils. A few of the respondents were unable to provide exact figures of pupils' destinations. Overall, the most frequent destination reported was staying on at school. The remaining reported destinations for Year 11 pupils, in a descending order of frequency were: FE colleges; employment; training; unemployment and other 6th Form.

The destinations of pupils differed between mainstream and special schools **(Table 4.60)**. Although the reported numbers were low there was some evident that more pupils from mainstream schools moved into training (8%) than pupils from special schools (4%) and more pupils from mainstream schools (7%) went directly to some form of employment compared with pupils from special schools (5%).

5. Interviews with Pupils and their Parents/Carers

This chapter presents the findings from the interviews conducted with the young people and their parents/carers. The interviews took place mainly in pupils' homes or schools (in cases of residential pupils). The chapter is organised in sections focusing on: (i) respondent profiles; (ii) SEN history of the young people; (iii) young person's school experiences; (iv) support and provision in school; (v) transition planning and careers education; (vi) young person's social life and leisure activities; (vii) future aspirations and expectations. In addition, some cross instrumental comparisons between pupils' and their parents'/carers' interview responses are presented in order to explore agreement and disagreement or inconsistencies within certain themes.

5.1 Respondents' profiles

The results presented in this chapter are based on interviews conducted with a total sample of 2313 young people and 2364 parents/carers[4]. Of the total number of young people interviewed, 1296 (56%) were in mainstream schools and 1017 (44%) were in special schools. This distribution was similar for the data collected from 3157 pupils via PIFs (i.e. 58% of pupils attended mainstream and 42% attended special schools). The representativeness of the interviewed sample against the national school sample is shown in **Table 5.1**. As seen in **Table 5.1**, community special schools are rather over-represented in our sample since a higher response rate was received by this type of schools due to the nature of the enquiry (see paragraph 3.3). In addition, independent mainstream schools are under-represented since they often replied negatively to the invitation to participate in the study because they do not cater for pupils matching the criteria required for the sample. The Table shows that there is a reasonable match between percentages of the various type of schools participated in the study and percentages of families that responded positive to the invitation to be interviewed on post-16 transition issues, compared with the proportions nationally.

Of the interviewed pupil sample, 38% were girls and the remaining 62% were boys. The gender ratio of the PIF sample is similar with over two thirds (69%) of the sample composed of boys and only 31% girls. The data gathered via PIFs and interviews with young people have a similar sample distribution by school type, gender and SEN type. Of parents/carers interviewees, the vast majority (94%) were parents and only a small percentage (6%) were carers. In some cases, an interview with both the child's parents as well as his/her carer's has been conducted.

Of the names and addresses of families supplied to NOP, 13% of parents/carers and 12% of pupils did not respond to the survey and were recorded as ineligibles for various reasons. As seen in **Table 5.2**, showing the final sets of data supplied by NOP prior to their cleaning of duplicates, incorrect DfEE school numbers and other inconsistencies, approximately 8% of parents/carers refused to be interviewed after their initial consent (i.e. they withdrew from the study either at the time of a NOP interviewer trying to arrange an interview date or on the day of the interview). There were various reasons supplied for declining to take part in the study. One of the reasons provided by some of the parents for refusing to be interviewed that was particularly interesting was that some parents did not think that their son/daughter had special needs. Some quotations from parents' refusals to take part are as follows:

- *"I don't think that my son/daughter has special needs",*
- *"S/he hasn't been in a special school since junior school"*
- *"S/he is no longer statemented", and*
- *"S/he's working for exams now, so no need for an interview".*

5.1.1 Relationship to pupils

Over three quarters of the parents/carers (77%) were the pupils' mothers, one in seven (15%) were the pupils' fathers and the remainder were foster parents, step parents, other relatives, 'others', siblings and paid carers (see **Table 5.3**). The 'others' category included adoptive mother, teacher/tutor, guardian and grandmother.

[4] There are 2246 matched sets ie. pupil and parent/carer interview.

5.1.2 Status

More than two thirds of the parents/carers (68%) were married and just under one in ten (8%) were living with a partner. The remaining parents/carers were either separated/divorced (17%), single (5%) and widowed (2%) (see **Table 5.4**).

5.1.3 Ethnic origin

Nine out of ten families interviewed (90%) were white British and the remainder were of various ethnic origins (see **Table 5.5**).

5.1.4 Families' Socio-economic Status

The families' socio-economic status was assessed by a set of questions indicating their employment status, type of job and educational qualifications.

More than a third of the parents/carers (37%) and their partners (38%) had no qualification (see **Tables 5.6** and **5.7**). Only 16% of the parents/carers and/or their partners had a further and/or higher education qualification. The remainder had various qualifications ranging from vocational qualifications and certificates to BTEC and other.

Almost half of the adult respondents (45%) were the main income earner of the household while for 53% of the sample, their spouse/partner was the main income earner (see **Table 5.8**). The remaining 2% specified another adult as the main income earner such as brother/sister, daughter or son. The current employment status of the main income earner was also investigated. Almost three quarters of the sample (73%) were employed, either full- or part-time, while the second major category of main income earners (18%) were not working and were registered on state benefit (see **Table 5.9**). The remainder of the main income earners were mainly unemployed or retired with private or state pension/means. Looking in more depth at the employment status of the main income earner of the household it was found that the vast majority (81%) were employees while the remaining 18% were self-employed (see **Table 5.10**). As seen in **Table 5.11**, the most common occupational group of the main income earners in households was 'E', classifying[1] those entirely dependant on the state long term due to unemployment, sickness, old age and so on. This group accounted for a quarter in our sample, which is much higher than the respective percentage nationally, accounting for only 13%. This group was followed by 'C2', classifying those on a manual skilled job. This category constituted one quarter of the sample, perfectly coinciding with the relevant percentage in the total population (see last column in **Table 5.11**). The second most common occupation group was a non-manual job classified as 'C1' which involved non-manual jobs with a variety of responsibilities and holders of a variety of educational qualifications. This percentage is slightly smaller than the percentage of the relevant occupation group in the total population. Approximately one in five of parents/carers had semi-skilled or unskilled manual occupations which again matches the total population group falling under this occupational category. There were fewer main income earners on the highest grades of occupational classification, involving senior and middle management and civil servants, than in the total population (Groups 'A' and 'B'). On the other hand, those

[1] Occupation groups are based on the Occupation Groupings of the Market Research Society Job Dictionary (Source: MRS, 1991). These are: NON-MANUAL: **A**: professional people, very senior managers in business or commerce or top-level civil servants, retired from these category and their widows. **B**: middle management executives in large organisations with appropriate qualifications, principal officers in local governments & civil service, top management/owners of small business, education & service establishments, retired from this categories and their widows. **C1**: junior management, owners of small establishments & all other in non-manual positions (varied responsibilities and educational requirements), retired of this category & their widows. MANUAL: **C2**: all skilled manual workers & manual workers with responsibility for other people, retired from this grade and their widows if receiving pensions from their late husbands' job. **D**: All semi-skilled and unskilled manual workers, apprentices & trainees to skilled workers, widows if receiving pensions from their late husbands' jobs. **E**: those entirely dependant on the state long-term, through sickness, unemployment, old age, other reason. Those unemployed for a period exceeding 6 months, casual workers, & those without regular income.

unemployed and/or relying on state benefits/pensions were rather over-represented in our sample (one quarter of sample) compared to the total population (**Table 5.11**).

5.2 SEN history of young person

5.2.1 Identification of SEN

The purpose of this question was to identify the complete SEN history of each pupil by collecting information on his/her previous school history (i.e. what type of schools they attended and the status of the statement in relation to the Code of Practice). The most common time for identification of SEN for pupils was 11 years ago, which matched their commencement of primary education. For the remainder, their SEN had been identified between 1989 to 1996 which seems to indicate any stage between the start of primary to transfer to secondary education. Fewer pupils had had their SEN identified in the period just prior to the start of the study. There were differences between the time of identification of SEN by school type. The special school pupils' SEN needs tended to be identified earlier compared to their peers in mainstream schools. The main type SEN of the pupils is shown in **Figure 13**.

5.2.2 Place of residence

The permanent place of residence of the majority (96%) was with a family/friend, 2% lived with foster families and less than 1% lived in local authority care according to their parents/carers (see **Table 5.12**). One percent stated that the young person lived in 'another' place. 'Other' places of residence included: residential school, specialist neurological centre, temporary council flat, and with grandparents. More special school pupils than mainstream pupils lived with foster families or others. The majority of pupils (92%) had always been living in their current place of residence. From the 177 (8%) pupils who had not always been living in their current residence, 106 have lived with family/friend, 55 with foster family, 29 in local authority care and 33 in other places (including abroad, psychiatric unit, residential school, etc.). It is important to note that some of the groups overlapped e.g., some of the pupils who lived with foster families had also lived in care or in other alternative placements.

5.2.3 Statement of SEN & Stage in the Code of Practice

A two thirds majority of pupils interviewed (69%) had a statement of SEN, especially those attending special schools. It was surprising that for 8% of all pupils, their parents/carers did not know whether their child was on statement or not (see **Table 5.13**)

The most common year for a SEN statement to be issued was 1990. There were significant differences between mainstream and special schools when the SEN statement was issued. Pupils in special schools had their statement issued in the main earlier than pupils in mainstream schools. In mainstream schools, the most common single year for a SEN statement to be issued was 1995 (13%) or 1996 (13%) while for over half of the sample a statement had been issued in any year between 1994 and 2000. In special schools, the most common single year for a statement to be issued was either in 1990 (17%) or 1989 (13%) while for a large proportion of pupils a statement had been issued before 1990.

5.2.4 Health & disability profile

Parents were also asked to describe the health and disability profiles of young people. A far greater percentage of pupils in special schools (69%) than pupils in mainstream schools (41%) were reported to have health problems or disabilities (**Table 5.14**). Similarly, health problems and/or disabilities of pupils in special schools were more likely to affect the type and amount of paid work they might do compared to their mainstream peers (see **Table 5.15 & 5.16**). There were no differences between gender in the likelihood of the health/disability problem affecting either the type or the amount of paid work that young people might do.

Table 5.17 displays the health problems and/or disabilities of young people, as reported by their parents, by type of school. The most commonly reported problems and/or disabilities for

all pupils were severe or specific learning difficulties affecting more than one third of pupils (40%), 'other' difficulties affecting just over one third (37%) and speech impediments affecting almost a third (32%). Significant differences were observed between mainstream and special school pupils according to health and disability problems. Specifically, more pupils in special schools were reported to be affected by each health/disability problem than their mainstream school peers (**Table 5.17**). The pupils' main health problems and/or disabilities are displayed in **Table 5.18**.

More than three out of five parents (61%) said that their children's health problems and/or disabilities limited their ability to carry out normal day to day activity. There was great difference across type of school in favour of those parents of pupils in special schools (**Table 5.19**). More than half of the pupils (54%) received medication or treatment related to their health problem or disability irrespective of school type (**Table 5.20**). More than three quarters of the parents whose children were under medication/treatment reported that their children's normal daily life would be limited if they did not have their medication/treatment (**Table 5.21**). This was mostly the case for pupils in special schools.

More girls than boys were reported as having problems in carrying out their normal day to day activity due to their health problems or disabilities (**Table 5.22**). There were no significant statistical differences by gender as to whether health problems limited pupils' ability to carry out normal day to day activity ie. if pupils had to stay away from their medication/ treatment (**Tables 5.23 & 5.24**).

5.2.5 Aids and adaptations used

Less than one in five pupils (n=162, 17%) used some specific adaptations/aids because of their special educational needs. Of these, the majority were pupils in special schools (see **Table 5.25**) and there were no differences across gender.

The most commonly used aids and equipment were wheelchairs (44%), hearing aids (20%), piedro boots (21%), spectacles (19%) and 'other' (see **Table 5.26**). It seems that more special school pupils used aids/adaptations compared to their mainstream peers.

5.2.6 Services used during the last 12 months

Parents were asked to identify what were the most common services used for their children in the last 12 months (see **Table 5.27**). The most commonly used services were the careers services, educational psychologists, opticians and speech therapists among others.

There were some differences between pupils in mainstream and special schools in the kinds of services that were most used as well as the frequency with which each service was used. As shown in **Table 5.27** the most common services that pupils in mainstream schools used between one and 5 times in the last twelve months were: careers service, educational psychologist, doctor, optician, hospital based services and school nurse. In special schools, the services most commonly used between one to five times in the last year in order of popularity were the careers service, dentist, school nurse, doctor, optician, educational psychologist, social worker, accident and emergency, audiologist and speech therapist. Services that were used more than five times, in special schools, were the speech therapist, physiotherapist, school nurse, social worker and doctor. No other service was used by more than 5% of the pupils in mainstream schools more than five times in the last 12 months.

As shown in **Table 5.27** every service – except the careers service and educational psychologist – was used by most of the pupils and more frequently by special school pupils compared to their mainstream peers. More mainstream pupils than special school pupils used the educational psychology services. 'Other' services used less commonly, again mostly by pupils in special schools, were: respite care, police service and youth offenders team, youth schemes and support, family planning/support, welfare officers, any local schemes and specific services such as RNIB, NSPCC and so on.

5.2.7 Information sources for parents about services

Parents were asked to indicate where they mainly obtained their information when they needed access to services. Approximately four out of five parents (79%) were supplied with the required information by the school, one in five got information from the local education authority (20%) (**Table 5.28**). Other sources that supplied parents with information (in order from the most to least common) were: social services (17%), friends and family (15%), career services (13%), doctor (11%), magazines and other written materials (8%), other health services (6%) and parent/partnership schemes (4%). More parents of pupils in special schools (28%) than of pupils in mainstream schools (8%) received information from social services. Similarly, more parents of pupils in special schools (13%) than mainstream schools (9%) received information from doctors as well as from parent/partnership schemes (6% compared to 3% respectively) (**Table 5.28**). One in seven parents (14%) said that they got information from other sources; these included: specific associations/charities (e.g. autistic, MENCAP, Down's syndrome, dyslexia), 'by myself' from library/internet, from professional contacts (some of their partners work in the area of special needs and/or in social services).

Slightly more than a quarter of parents (26%) said that they had difficulty in obtaining information about services (**Table 5.29**). The most common problems in obtaining information were: lack of general information and guidance (48%); delay in receiving support (33%); lack of financial support (27%) and lack of co-operation between staff from different services (20%). Other common problems faced by parents were receiving conflicting advice from staff in different services (18%), finding the right school for their child (13%), and difficulties in getting special transport (7%) (see **Table 5.30**). Almost half of the parents/carers indicated some 'other' problem. Many of these problems referred to the specific kind of financial difficulties that parents had, for example, financial difficulties restricting the buying of a computer that would support their child in relation to their SEN (e.g. dyspraxia), reluctance of authorities/school to spend a specific amount of money. Others referred to slowness or non-responsiveness of services, particularly social services and in some cases schools. Other problems were: time constraints in finding which services were available; not knowing where to start; a struggle to find information; services' reluctance to confirm their child's SEN officially and difficulties in identification of their child's SEN. More parents of pupils in special schools mentioned lack of financial support and getting special transport compared to parents of pupils in mainstream schools (**Table 5.30**).

More than a third of parents (38%) were afraid that their child would lose some of the support that s/he currently receives (see **Table 5.31**). This was especially the case for parents of pupils who attended special schools (43% compared to 34% in mainstream schools). When parents were asked to specify what type of support they worried that their child would lose, they reported the range of support being provided by or via school. The most common examples were: one to one tuition (in mathematics, science or literacy); help in reading/writing/mathematics; support from a social worker; speech therapist; support from an educational psychologist; counselling; respite care; careers advice and service; vocational courses and workshops; constant supervision; company at school and chance to mix with friends; financial help; laptop computer or other special equipment; hydrotherapy, physiotherapy and occupational therapy; music/dance therapy; support from a nurse; transport; voluntary holiday scheme at school and finally, other schemes and initiatives from school.

5.3 Young person's school experiences

5.3.1 Feelings about school and their teachers

The majority (73%) of pupils said that they liked school, either a lot (38%) or a little (35%). However, more than a quarter (27%) said that they did not like school very much or not at all. More pupils in mainstream schools (34%) than in special schools (18%) said that they did not like school (see **Table 5.32**).

The majority of young people felt that their teachers were helpful, either all teachers (31%) or

the majority of teachers (39%), while just over a quarter (28%) felt that only a few of the teachers were helpful. Only 2% of young people said that no teacher was helpful. Overall, significantly more young people in mainstream schools felt that teachers were less helpful than in special schools (see **Table 5.33**).

Approximately three-quarters of the pupils (72%) felt that compared to their peers in the class, teachers spent approximately similar amounts of time with them (see **Table 5.34**). However, 12% of pupils felt that their teachers spent more time with them compared to their peers. When pupils were asked why they thought this was the case, two thirds (66%) attributed this to having greater needs compared to their peers. More mainstream pupils (72%) than special school pupils (57%) thought that this was because of their greater needs. A few (14%), especially those coming from special schools (one in five from special schools) said that this was the case because their teachers liked them more (see **Table 5.35**). Almost one in five pupils (19%) said that their teachers spent more time with them compared to their peers for some other reasons.

Overall, young people in mainstream schools felt that teachers were less helpful. However the vast majority of young people felt that their teachers spent a similar amount of time with them compared to their peers.

5.3.2 Feelings about their SEN in relation to their school performance

Young people were asked whether they felt that their special needs, in general, affected their performance in school by preventing them doing as well at school. One third of pupils said that their difficulties meant that they usually could not do as well at school, another third said that occasionally that was the case, while the remaining third of pupils said they did not think that their difficulties affected their school performance. There were some differences between mainstream and special school pupils with students in special schools more convinced that their difficulties prevented them from doing well at school (**Table 5.36**).

5.3.3 Time off school

Pupils were asked whether they had stayed off school over the last two months and what was the reason for this; their parents were asked the same question. More than half of the pupils (59%) reported staying off school for some reason; however, a higher percentage of parents reported that their child had stayed off school during that period (65%) (see **Tables 5.37 and 5.38**). More mainstream pupils reported missing school compared to special school pupils.

The most commonly reported reason for missing school was health problems (70%) and this percentage was the same across pupils and parents. Indeed, kappa[2] comparisons revealed high levels of agreement between pupils and their parents as to pupil absences and the reasons (Table 8.1). 'Problems at school' (20% according to pupils and 22% according to parents) was the second most commonly reported reason for staying off school and being needed at home (3% according to pupils and 2% according to parents), the third (**Tables 5.39 and 5.40**). More mainstream pupils missed school as a result of problems at school (**Tables 5.39 and 5.40**). No significant gender differences were observed.

When parents were asked to specify any other reasons for missing school, the most common reason mentioned was exclusion/suspension. Other reasons for missing school were: family holidays; looking after some other member of the family or death/bereavement in the family; home problems; anxiety or emotional difficulties or pressure of school work; refusal to go or 'didn't like school' or 'couldn't be bothered'; 's/he can't get up'; troubles with police or had to attend court; lack of school uniform; transport problems and sexual problems/pregnancy.

[2] Cohen's Kappa, one of the most commonly used techniques for the measurement of agreement, was used in order to examine cross-instrumental agreement of pupils and their parents/carers. The higher the kappa score, the higher the measured agreement between the variables under investigation and vice versa.

5.3.4 Creating and maintaining friendships in the school environment

According to the parental responses, more than half of the pupils (59%) never seemed to be lonely at school (**Table 5.41**). No significant differences were observed by gender while pupils in special schools appeared to be lonely at school less often than pupils in mainstream schools. Under one fifth of the parents (18%) reported that their child sometimes appeared to be lonely, while one in ten pupils (10%), stated that they were frequently lonely at school.

Similarly, more than one in ten pupils said that they spent their time outside class on their own. Significantly more pupils in special schools (19%) spent most of their time out of class on their own than did their mainstream schools peers (7%). More than half (54%) pupils said that they mostly spent their time outside class with a group of friends, while one third (32%) spent their time with one or two friends (**Table 5.42**). This later group was mainly composed of pupils from special schools. The vast majority of pupils said that the friends they spent most of their time out of class with were of their own age (**Table 5.43**). More mainstream than special school pupils spent time with their age peer group. More than half of the pupils in mainstream schools (53%) said that their friends had no difficulties, while almost a quarter (23%) said that they had the same difficulties as them and less than one-fifth (18%) said that their friends had difficulties but of a different nature. In special schools, on the other hand, only 15% of pupils said that friends with whom they spent time out of class had no difficulties, 38% said their friends had the same difficulties as themselves while 42% had friends with different difficulties. The differences between mainstream and special schools were significant (**Table 5.44**).

Differences between mainstream and special school pupils were also found in how well pupils got on with other peers who were not mainly their friends (**Table 5.45**). Overall, three quarters of pupils said that either they got on well (48%) or very well (27%) with their peers. It appeared, however, that more special school pupils mixed 'very well' with their peers compared to mainstream pupils.

More than half of the interviewed sample of pupils (56%), especially from mainstream schools, said that it was, generally, easy for them to make new friends, while a quarter (26%) said that this was occasionally easy (**Table 5.46**). Another 16% of pupils said that it was not easy for them to make new friends. No significant differences between mainstream and special school pupils were observed.

5.3.5 Bullying

Approximately one quarter of pupils (24%) said that they had been bullied at school while the remainder (75%) said that they had not (**Table 5.47**). The most common types of bullying reported by pupils were name calling and physical harassment. Of their parents, forty-one percent said that their children had been bullied at school while more than one in ten parents (11%) said that this was a possibility (**Table 5.48**). Although more pupils in special schools reported bullying over the previous year (**Table 5.47**) more parents of pupils in mainstream schools reported that their child had been bullied (**Table 5.48**). No significant gender differences were observed.

5.3.6 Schooling history

Parents were asked about their child's school history. The questions ranged through the number of schools their child had attended since his/her 11th birthday, the type of schools and the duration of the stay at each school to reasons for leaving school.

The vast majority of pupils (78%) had attended only one school since their 11th birthday. Slightly more than one in ten had attended two schools in the period under review, and the remainder had attended between three and four schools. There was also a minority of pupils who were at the time of the study, or had been in the past, double registered (**Table 5.49**).

The young people attended a combination of schools as well as changed schools in a variety of combinations. For example, some attended firstly a mainstream school then went to a

special school or vice versa. An example of a detailed account of the possible combinations of school attendance, as well as the chronological order of attendance at these schools in a descending order of frequency is presented in **Table 5.50**. This shows that almost half of the young people had attended a mainstream school and more than a quarter attended a special school all through their education. The remainder attended a residential special school, a special unit attached to a mainstream school, Pupil Referral Units or a combination of these types.

For those who had changed school more than once, the most common combinations included changing from one mainstream to another mainstream school or from one special to another special school. A few had moved from a mainstream to a special or residential special school, or from a special unit attached to a mainstream school to a special school. Also, a few had histories of moving from mainstream establishment(s) to a PRU (13 cases), while a couple were dual registered in a mainstream school and a PRU. In a few cases, young people had experienced moving from a mainstream school to a PRU or vice versa.

The most common reason that pupils had changed schools was due to the natural progression to a different level of education (32%). The next most common reasons were due to a pupil's exclusion (15%) and due to insufficient services for the pupil's needs (13%). Many more pupils in special schools than in mainstream schools had to change schools because the services that school provided were insufficient. Almost one in ten of pupils who changed schools, both in mainstream and special schools, did so because their parents moved house. A third of parents reported some other reason for the pupil's change of school (**Table 5.51**).

5.3.7 Attitudes towards education

Pupils' and parents' attitudes towards education were investigated via an interview question requesting agreement or disagreement with five statements in relation to the usefulness of school and its relevance to one's life. A five-point Likert scale of agreement was used for parents to assess their attitudes, while for pupils, a similar three-point Likert scale was used. This made the question easier to answer as the responses on a three-point scale are simpler and more appropriate for the special needs population. The detailed results according to type of schools are presented in **Tables 5.52** and **5.53** for pupils and parents respectively. Overall, the majority of pupils and their parents had a positive attitude towards education although there were low levels of agreement reported between pupils and parents (**Table 5.54**). There were significant differences between mainstream and special school pupils, ie. more mainstream pupils reported disagreement with the positive statements:

'School gives me confidence to make decisions',
'School helps me to plan my future',
'School teaches me things that would be useful for a job'.

Similarly, more mainstream pupils and their parents agreed with the negative statement on education 'School does little to prepare me for life'. Likewise, more mainstream pupils felt that 'school is a waste of time'. This appears to indicate that in general mainstream pupils appear to have a more negative attitude towards education compared to special school pupils. No significant differences were observed between boys' and girls' attitudes towards education.

Nevertheless, the vast majority of young people considered that it was important for their parents that they got on well at school (**Table 5.55**). A quite significant percentage of special school pupils (13%) said they did not know how important their education was to their parents. More girls than boys perceived that their education (or 'how well they were doing at school') was important to their parents (see **Table 5.56**).

5.4 Support and Provision in school

5.4.1 Assistance in classroom situations

Two thirds of the young people said that they had an assistant or helper at school who

worked with them either in or out of class. Slightly more young people in special schools received this support than young people in mainstream schools (**Table 5.57**). These differences were more profound when young people's responses were checked across those with or without a statement. Fewer than half of the young people without statements said that they received some help compared to three quarters of those with statements (**Table 5.58**).

Approximately half of the young people (52%) had only one helper, under a quarter (23%) had two helpers while another 23% had more than two helpers. The frequency that young people worked with their assistants differed markedly between mainstream and special schools. In special schools, 41% of pupils with assistants worked with their assistants for some of the time each day while more than one third (36%) worked with them for all of the day. In mainstream schools, 38% work with them a few times each week, one third for some of the time each day while only 12% said that their assistants worked with them all of the time (**Table 5.59**). Similarly, as expected, differences were found across young people with and without statements, with those on a statement overall receiving help more frequently compared to those without statements (**Table 5.60**).

Only less than half of the pupils received this help as part of a group (40%), more than a quarter received it on their own and under one third received help through a combination of both of these two methods. More mainstream pupils received help on their own while more special school pupils received it as part of the group (**Table 5.61**).

5.4.2 Problems experienced in class

The majority of young people (60%) said that they had not experienced any problems in class. However, significant percentages - 43% of young people in mainstream and 30% in special schools - said that they had experienced problems. Of the 850 pupils who said that they had experienced problems in class, almost three-quarters reported some problems other than those listed in the interview options. Fewer than a third of the young people said that their problem was that teachers were not helpful enough (**Table 5.62**). More than double the number of pupils in mainstream schools said that their teachers were not helpful compared to the number of pupils in special schools who gave that response.

5.4.3 Mobility around the school

The vast majority of young people (94%) were able to get around the school without help. Of the 137 young people who said they could not, the vast majority attended special schools. The most common problem was the distance between classes (13%) and the second most common was the layout of the building (12%). More than three quarters of young people reported some other problem – each of these problems was only reported by a handful of young people (**Table 5.63**).

5.4.4 Additional support

More than a quarter of the young people (28%) said that they received some type of support currently and that they were afraid of losing this support when they leave school. One fifth said that losing this support would make things very difficult for them, while more than a third said that this would make things somewhat difficult (**Table 5.64**). More young people in special schools said that things would become very difficult or difficult compared to young people in the mainstream.

5.5 Transition Planning and careers' education

5.5.1 Annual Review with a Transition Plan

Parents and pupils were asked a set of questions about the transition planning process. These questions ranged from annual reviews to parental and child involvement in the

transition planning process. When they were asked whether an annual review with a transition plan (TP) had been held, three out of five of pupils with statements (61%) said that their school had invited them for the transition planning meeting while 33% stated they had not been invited and 7% said they did not know whether they had been invited or not (**Table 5.65**). Of the young people who said that they had been invited to a meeting, the majority (61%) said that someone talked to them before the meeting and less than a third of them (29%), mostly from mainstream schools, said that nobody talked to them before the meeting (**Table 5.66**).

To the same question, just over half of the parents (56%) said that an annual review with a TP had been held (**Table 5.67**). More parents who answered were unsure whether this had taken place compared to pupils (**Figure 14**). Significantly more parents of pupils in special schools (69%) than in mainstream (46%) said that the first annual review with a TP had been held (**Table 5.67**). Almost one fifth of the parents (18%) said that they did not know whether a review with a TP had been held or not. Of the young people with statements, 67% of their parents said their child had had their first annual review with a TP while for 13%, their parents did not know whether the first annual review had been held or not (**Table 5.68**). It is surprising that for more than one in five of those with statements (21%), the first annual review with a TP had not been held according to their parents. The first annual review with a TP had been held for more special school pupils with statements compared to their mainstream peers with statements and more parents of mainstream pupils than parents of special school pupils were not aware if the annual review with a TP had been held or not (see **Table 5.68**).

Although, according to the Code of Practice (DfEE, 1994), there is no statutory obligation for schools to draw up a transition plan for pupils with special needs but without a statement of SEN, a number of parents of pupils without statements also commented on the relevant schools' practices around drawing up transition planning. For the total group of young people with SEN but without statements, a third (33%) of their parents also said that an annual review with a TP had been held. For just over a quarter (26%), their parents did not know if it had been held (**Table 5.69**). More parents of pupils without statements in special schools said that the annual review with a TP had been held and more parents in mainstream schools did not know whether this had been the case.

There were differences about whether the first annual review had been held across the types of SEN. The groups that mostly had annual reviews with a TP were young people with autistic spectrum disorders and physical and sensory difficulties while those with SLD/PMLD, specific learning difficulties, with speech/language difficulties and with EBD were those who were least likely to have an annual review with a TP (**Table 5.70**). It was interesting to note that quite a high proportion of parents of pupils with EBD & ADHD, specific learning difficulties and mild and moderate learning difficulties who all had statements were not aware if an annual review with a transition plan had been held or not (**Table 5.71**).

5.5.2 When was the annual review held or when will it be held

Of the parents who said that the annual review with a TP had taken place, a large majority (60%) said that this took place when their child was in Year 10, while 17% said during Year 9 and 12% stated at Year 8. However, over one in ten (11%) of the parents did not know when the review had been held (**Table 5.72**).

Of those parents who said that the first annual review had not yet been held, more than half (52%), mostly from mainstream schools, did not know when it would take place (**Table 5.73**). Of the remainder, one fifth (19%) said that this was yet to be decided, one quarter said that it would be held during Year 11 and 6% said 'after Year 11'.

5.5.3 Attendance at the annual review meeting

Eighty-five percent of the young people who were invited to an annual review meeting, mostly from special schools, reported that they had attended the meeting (**Table 5.74**). One in seven young people (13%), from both mainstream and special schools said that they did not go to the meeting while a small percentage (2%) were not sure. Those young people who did not

attend the meeting reported various reasons for this. The most frequently reported reasons were:

- *"The meeting has not yet taken place",*
- *"Couldn't be bothered/not interested in it/forgot about it",* and,
- *"I am gonna work on a farm/do GCSE/other, so what's the reason?"*

Although the vast majority of pupils attended the annual review meeting, almost one in six pupils, mainly from mainstream schools, did not attend their meeting.

According to their parents, the majority of the young people (78%), mostly from mainstream schools, attended the annual review meeting on their own. A few parents (3%) did not know whether their sons/daughters had attended the review (**Table 5.75**). No significant gender difference was observed. However, significant differences were observed across SEN type. Of those who did not attend the reviews, the majority had severe to profound learning difficulties, autism, speech/language difficulties, specific learning difficulties and emotional/behavioural difficulties. Of those with any learning difficulty, the more severe the learning difficulty was, the less likely it was for the pupil to attend the annual review (**Table 5.76**). However, in these cases, their parents mostly attended the reviews (**Figure 15**).

Of the parents, more than four out of five (81%) said that they or someone on their behalf had attended (**Table 5.77**). The vast majority had attended the review themselves while in a few cases someone else attended the review on their behalf. A higher percentage of parents of pupils in mainstream schools did not attend the meeting compared to the parents of pupils in special schools. A third of the parents of pupils with mild learning difficulties, a quarter of those with EBD and specific learning difficulties and one in five of those with moderate learning difficulties did not attend the first annual review with a TP (**Table 5.78**). There were also significant differences between parents who attended the meeting in the level of educational qualification which parents held. A greater percentage of parents who had higher and further education qualifications attended the meeting compared to parents with no qualifications (**Table 5.79**).

Kappa comparisons between pupils' statements and those of their parents/carers revealed overall high levels of agreements as to whether the first annual review with a transition plan had been held ($k > .4$) and the involvement of the pupils in the meeting ($k > .5$) (**Table 5.80**). Nevertheless, in relation to the circulation of the transition plan, the agreement levels were poor ($k < .3$).

5.5.4 Feelings about the meeting

Young people were asked if they felt that they had expressed their opinion at the meeting. More than four out of five young people, mostly from mainstream schools, said that they felt they were able to express their views during the meeting. However one in ten said that they felt they could not express their views during the meeting (**Table 5.81**).

More than a third of the young people, (38%) felt that essential support had not been provided during the meeting (**Table 5.82**). Almost half of the young people (47%) said that they did not require any support, which meant that less than one in five (16%) young people reported that the essential support required during the meeting was provided.

In summary, young people had positive attitudes about the annual review meeting. However, one in nine, mostly from special schools, said that they had been unable to express their views and one in five said that although they had required some support in the meeting, this was not provided.

5.5.5 Transition plan produced and circulated

In more than three out of five cases when an annual review meeting had been held (63%), a formal TP had been produced and circulated according to the parental reports. Quite a high proportion of parents (12%) did not know if a TP had been produced and circulated. There were no differences between mainstream and special schools parents in this issue (**Table**

5.83). However, when pupils themselves were interviewed, fewer than half (41%) said that the transition plan had been produced and circulated. A relatively high percentage of young people (20%) from special schools compared to mainstream schools (13%) said that they did not know whether the transition plan had been produced and circulated (**Table 5.84**).

It is encouraging that the vast majority of young people who said that a transition plan had been produced and circulated also said that they actually read the transition plan. One in seven young people, both from mainstream and special schools, said that they did not read it (**Table 5.85**). Of those young people who read it, only 4% said that the transition plan was not written in their preferred language (**Table 5.86**). More than four in five (81%) of those who read it said that it was easy to understand (**Table 5.87**). Of those who said that it was not easy to understand (n=41, 13%), the majority (n=36) said that somebody helped them to understand it (**Table 5.88**). Therefore, it appears that transition plans, whenever produced by schools and circulated to the families, are of some use, since the vast majority of pupils have read and understood their content. However, one in seven young people did not read the plan.

5.5.6 Contribution made to transition plan

It was particularly discouraging that many parents had not contributed, or felt they had not done so, to the transition planning of their child. More than a third of parents in the sample (34%) said that they had not contributed to the transition planning; three out of five parents (60%) said that they had contributed while 6% said that they did not know whether they had contributed or not. It appears that more parents of pupils in special schools (67%) than parents of pupils in mainstream (54%) had contributed to the transition planning.

No significant gender differences were observed while there were some differences in parents' contribution to their children's transition planning between those with and without statements. Over half of the parents of those with statements said that they had contributed to the transition planning compared to less than a quarter of these without statements.

Parents were asked to describe how they had contributed to the transition planning to date. The majority of parents (88%) had contributed by attending the meeting in person. More than a quarter (28%) had made a contribution in either writing or on video, while the third most common way of contributing was by developing the plan for transition (13%). Less than one in ten (8%) made a contribution through an advocate or adviser while more than one in ten (11%) said that they had contributed in another way as well (**Table 5.89**).

5.5.7 How well schools prepare young people for transition to adult life

More than half of the parents said that school was preparing their child for his/her transition to adult life well. Twenty-seven percent said that school was preparing their child for transition 'quite well' and just over a quarter (26%) said 'very well'. Just under a quarter of parents (23%) said that schools prepared young people 'poorly', while less than one in five (18%) thought that preparation was just adequate. A small proportion of parents (6%) did not express any strong opinion. (**Table 5.90**). Significant differences were observed according to school type. Parents of pupils in special schools were overall more satisfied with their school's preparation of their child for transition from school to adult life, compared with parents of pupils in mainstream schools.

Significant differences in the quality of preparation for the transition to adult life by schools were also found between parents of young people with statements and those without statements. More specifically, parents of young people with statements were overall more satisfied with the quality of preparation compared to parents of those without statements. These differences were more marked when examined by type of school. For example, in mainstream schools, parents of young people with statements were more satisfied than the parents of those without statements.

If one excludes the 'don't know' option, there were significant differences in parents' satisfaction with the school's preparation for adult life across the range of difficulties (**Table**

5.91). Parents of those young people with EBD/ADHD were the least satisfied group with 34% of them stating that preparation was 'poor' and 20% that it was 'just adequate'. At the other end of the scale, almost three-quarters (72%) of parents of young people with SLD/PMLD found the preparation either 'very good' or 'good' and only 13% said that it was 'poor'.

In summary, parents were satisfied with the way schools prepared young people for adulthood. However, one quarter were dissatisfied. In general, it seems that parents of youngsters who had statements and/or studying at special schools were more satisfied with the school's preparation of their child for adult life.

5.5.8 Information provided to parents

Parents were asked about the type of information, in relation to transition, provided by the school. Significant differences were observed across the type of schools in relation to the type of information provided to parents (**Table 5.92**). Parents of pupils in special schools, compared to parents of pupils in mainstream schools, appeared to receive significantly more information on: explaining what is involved in post-16 transition (49% compared to 29%); information about ways in which parents can contribute to the transition plan (31% compared to 14%); name and contact number of a person at school responsible for transition planning issues (35% compared to 21%); information about the post-16 options available (36% compared to 24%); information about the types of support services available after school (30% compared to 16%); a list of relevant support services available (19% compared to 9%) and information about parent/partnership schemes (12% compared to 4%). On the other hand, more parents of pupils in mainstream schools said that they were not provided with any type of information by the school.

Significant differences were observed in the information parents received between those young people with and without statements. More parents of youngsters with statements said that they were provided with all the supplied types of information (see **Table 5.93**). In addition, almost half of the parents of young people without statements (48%) said that they did not get any type of information. Similar differences were also observed according to SEN type. For example, only 27% of parents of young people with EBD/ADHD said that they received information explaining what was involved in post-16 transition while 46% of parents of young people with sensory difficulties received this type of information. Parents of those with EBD and mild learning difficulties appeared to get the least information (see **Table 5.94**).

5.5.9 How well informed do parents feel

Following on from the above, it was inevitable that many parents would not feel well informed about their child's transition planning (**Table 5.95**). Indeed, more than half of the parents (54%) said that they did not feel well informed about the options available to their children when they left school. A small number of parents (4%) could not decide whether they felt well informed.

There were significant differences between parents of pupils in mainstream schools and of pupils in special schools on how well informed they felt (see **Table 5.95**). More parents of pupils in special schools (48%) felt better informed than did the parents of pupils in mainstream schools (37%) and this was applicable for parents of pupils with every single type of SEN (see **Figure 16**). In addition, more parents of pupils with statements felt better informed compared to parents of pupils without statements (**Table 5.96**). These results are comparable to the result that more parents of pupils in special schools, and of pupils with statements in general, had contributed to the transition plan. This could lead to the assumption that parents or carers who are involved in transition planning of their child are more likely to feel better informed on the whole post-16 transition planning process. Parents of pupils with EBD appeared to be the least satisfied in comparison to parents of pupils with other SEN (**Table 5.97**).

5.5.10 Careers education and guidance activities

Two thirds of the pupils, most of whom were in mainstream schools, said that they had had a

personal talk with the school's careers advisor while more than a third, again mostly from mainstream schools, said that somebody outside the schools came to talk to them either in the class or in small groups (**Table 5.98**). Only one in twenty pupils said that someone from outside the school came to talk to them personally about their future plans.

Overall, pupils appreciated talking about their future with a specialised careers person. Four out of five pupils found that talking about their future plans was fairly or very useful, independently of whether this was a personal talk with someone from the school or a personal or group talk from someone outside the school. There were no significant differences in the way pupils rated the usefulness of the courses between careers advisors in schools and outside school (**Table 5.99**). Pupils in mainstream schools were slightly less satisfied with the usefulness of talking to somebody either in person or in groups.

Almost half of the pupils (47%), said that they did not use any of the facilities at school for their careers and more than three quarters said that they used no facility outside the school (**Table 5.100**). School libraries and the internet were the most commonly used facilities at school while outside school the internet was the preferable facility, used mostly by pupils in mainstream schools.

Approximately four out of five young people (80%) said that their school expected them to do some work experience during Year 10 or Year 11. One in five young people, mostly from special schools, said that their school did not expect them to do work experience, while a small percentage of young people were not sure (see **Table 5.101**). Most of the young people (70%) said that they had actually had some work experience (**Table 5.102**). However, quite a high percentage of pupils in Year 11 said that they still had not had any work experience (29%). This was mostly the case for young people in special schools, almost half of whom (46%) have not had work experience compared to only 9% of young people in mainstream schools (see **Table 5.102**).

When parents were asked to indicate the activities in which pupils had participated during Year 10, work experience was by far the most common activity for more than three out of five young people (63%) (see **Table 5.103**). As shown in **Table 5.80,** there was a high level of agreement between what was reported by parents and pupils with reference to participation in work experience (**Figure 17**). Significantly more pupils from mainstream schools had participated in work experience than pupils from special schools. Other activities that pupils had most commonly participated in were: visits to FE/sixth form/specialist colleges (25%); attendance at careers conventions (18%); visits to places of employment or work based training (16%); link courses with FE/specialist colleges (14%) and a range of other less common activities. Some significant differences were observed across school types. For example, significantly more pupils from special schools had participated in overnight stays at a residential college and had visited other forms of post-16 placements than pupils from mainstream schools.

According to the parents, there were significant differences in the activities that pupils had participated in as a part of their careers education during Year 10 across the type of SEN (**Table 5.104**). For example, while more than four in five pupils (81%) with specific learning difficulties had had some work experience, only half of those with autistic spectrum disorders and far fewer pupils with severe/profound learning difficulties (15%) had some work experience. Overnight stays at residential colleges were a rather uncommon activity and were reported as mainly experienced by pupils with sensory difficulties (9%). Similar differences were observed in relation to other activities. More pupils with sensory difficulties and autistic spectrum disorders had visited FE/sixth form/special colleges compared to pupils belonging to other SEN categories. More pupils with specific learning difficulties and speech and language difficulties had visited places of employment/work based training compared to pupils with other SEN types.

It is interesting that a surprisingly large percentage of pupils, one in five of the sample (20%), had not, according to their parents, participated in any of the activities listed. This was mainly the case for pupils in special schools, with just under a third of those parents (31%) reporting that their child had not participated in any of the activities. The percentage of pupils who had

not participated in any of the activities varied across SEN type. Pupils with severe to profound learning difficulties seemed to have participated least in work experience and many other activities during Year 10.

In summary, it appears that there were significant differences in careers activities undertaken during Year 10 between mainstream and special schools, especially as far as work experience was concerned. Young people in special schools seemed to be more likely to lack work experience, which was one of the main activities for careers education provided by schools of both types. No significant difference was observed across gender in any of the activities undertaken.

5.6 Pupils' social life and leisure activities

5.6.1 Pupils' home life and leisure activities

Young people and their parents were asked a range of questions about their home life, friendships and leisure activities. Firstly, they were asked whether they had their own place at home, such as an 'own room'. The vast majority of youngsters (89%) and their parents (80%) said that there was a room in the place of residence in which the child could relax on their own or do their homework. More pupils in mainstream schools compared with pupils in special schools had a room of their own according to the responses of young people and their parents/carers (**Table 5.105**). Parents were also asked how often they helped their children with homework. Parents of pupils in special schools appeared to help their children more often with their homework compared to parents of pupils in mainstream schools. Almost one in five pupils in mainstream schools never received help from their parents with their homework (**Table 5.106**). There were no gender differences in how often pupils received help. In addition, both parents and carers appeared to provide help with pupils' homework with the same frequency. However, there were differences across type of difficulty. For example, pupils with EBD and mild learning difficulties received less help with their homework from their parents compared to pupils with other difficulties. Approximately three quarters of pupils with EBD/ADHD and a quarter of pupils with mild learning difficulties never received help with their homework (**Table 5.107**).

Parents were asked to indicate whether their children had taken part in leisure activities on a weekly basis. Almost three out of five were reported as having done so. (**Table 5.108**). More boys than girls were reported to have taken part in leisure activities (**Table 5.109**) while there were no differences either across the types of SEN difficulty or across pupils with statements and without statements.

It was worth investigating the reasons that parents gave in relation to their children's lack of involvement in leisure activities. As shown in **Table 5.108**, more than two in five pupils (43%) were reported not to have not taken part in leisure activities according to their parents. When parents were asked to specify the reasons, approximately one quarter of parents said that there were no activities to meet the child's interests (**Table 5.110**). The next most common reasons (apart from 'other' reasons provided) were: pupil lacks friends to take part in activities (16%); the pupil did not want to do anything with his/her spare time (16%); the area lacks facilities (15%); and a lack of activities for young people with SEN (14%) etc.

For the activities that pupils participated in, more than four out of five young people in both mainstream and special schools said that they watched television and listened to music (**Table 5.111**). The next most common spare time activities (almost half of the sample of young people) were: playing video games, using computers and reading magazines or books. In some less commonly undertaken activities, there were differences between young people in mainstream and special schools. For example, more young people in special schools went out shopping, had meals out and went to places of worship. However, almost four in five of these young people were involved in these activities with their parents rather than on their own or with friends. On the other hand, more mainstream pupils did the same things as the general population of young adolescents, most of which require a level of independence, such as going clubbing and going to the cinema. More mainstream school pupils said that they

went to the cinema or clubbing with friends than to those in special schools.

It was interesting that more parents of pupils in special schools (23%) compared to mainstream (7%) said that pupils were excluded due to their special needs. Similarly, many more parents of pupils in special schools (23%) said that the area lacked activities for pupils with special needs compared to parents of pupils in mainstream schools (7%) (see **Table 5.110**). Similarly, more parents of pupils with statements said that pupils were excluded because of their special needs. There were differences across SEN type in relation to the reasons for pupils not taking part in leisure activities. For example, more pupils with SLD/PMLD, physical difficulties and sensory difficulties were excluded, according to their parents, because of their special needs (**Table 5.112**).

5.6.2 Pupils' friendships

On average, during weekdays, almost half of the young people said that they spent between three to five evenings with their friends. A quarter of young people spent one to two evenings per week with their friends, while more than a quarter said that they did not spend any evenings with their friends. More than double the number of young people in special schools compared to mainstream schools said that they spent no evenings with their friends (**Table 5.113**). Similarly, more than a quarter of young people, again mostly from special schools, said that they spent no time during the weekend with their friends. The remainder spent between half a day per weekend (14%) to all weekend (36%) with their friends (**Table 5.114**). Those who said that they spent all weekend with their friends were mainly from mainstream schools.

It appears that specific groups of young people had some difficulty in socialising and spending their own time (outside school) with friends. The vast majority of young people who said they spent no evening time during the week or no weekend time with their friends were young people with severe and profound learning difficulties; the next largest group was followed by young people with moderate learning difficulties.

Fifty-eight percent of their parents said that it was easy for the young people to make friends. Again, it appeared that mainstream school pupils made new friends more easily compared to special school pupils (**Table 5.115**). Boys seemed to make new friends more easily than girls (**Table 5.116**). Similarly pupils without statements were reported as making new friends more easily compared to those pupils who had statements. Significant differences were also observed across SEN type. For pupils with specific learning difficulties making new friends was easier compared to other SEN types while for two out of five of the pupils with physical difficulties and one third of those with speech and language difficulties, making friends was difficult. Pupils with autistic spectrum difficulties were observed to have the greatest difficulty in developing new friendships (70%) (**Table 5.117)**.

5.6.3 Pupils' perceptions of their talents and difficulties

Young people were asked to report something that they thought they do really well outside schools. Responses varied from cooking and preparing meals to achievements in sporting activities. Other examples included achievements in music, acting, arts, gardening and so on, while a large number of young people talked about their computer skills. One in eight young people (12%) stated that they were good at nothing outside the school. The fact that more pupils in special schools (16%) compared to their mainstream peers (9%) said that they were good at nothing showed the lower self-esteem that pupils in special schools can have. These pupils had mainly moderate learning difficulties with some in the range of severe and profound learning difficulties and some of them had EBD/ADHD.

When they were asked if there was anything they found particularly difficult, over two thirds of the young people (68%) said that there was nothing. However, 32% of the young people said that there were things they found particularly difficult. Twice as many of these pupils were at special than at mainstream schools. A large number of young people mentioned difficulties related to their degree of independence, such as "I can't go out on my own", "I have to rely on adults", "totally dependent on others". Some specifically mentioned issues related to their

social life or to their relationships with the opposite sex, for example “I can’t socialise”, “I can’t ask a girl out”, “difficult to mix with friends”. Some young people referred to difficulties with specific academic subjects or skills required from them, such as “difficult to concentrate” while others referred to difficulty in physical movement and difficulty in participating in sport and outdoor activities. A few young people said that they found everything difficult or “most things that adults do”.

5.6.4 Involvement in work

More than a quarter of the young people said that they did some work for which they were paid. More than twice the number of young people from mainstream schools did some work compared to their special school peers (**Table 5.118**). One quarter of the young people did manual work, 12% did paper work, 12% did babysitting, 12% worked in a shop and the remainder did other jobs (**5.119**). There were no differences between young people in mainstream and special schools in the type of work they did.

Of the six hundred and sixty nine young people who did some work for which they were paid, 495 (74%) pupils from both mainstream and special schools, did paid work during term time. Half of these worked on Saturdays, and more than a fifth worked on Sundays, while one third worked one day in the week (**Table 5.120**). The amount of hours that these young people worked varied. The most common amount of time ranged from one to four hours per week (34% worked for one to four hours) while at the other end of the scale one in ten (10%) of the pupils worked for more than 17 hours each week.

Of the 669 young people who did paid work, 567 (85%) also worked during holiday time. There were no differences between mainstream and special school pupils. Of the pupils who worked during their holiday, 39% worked on a Saturday, one in five every Sunday and more than a quarter worked every weekday. Of the remainder, almost half worked one to two days and half three to four days per week (See **Table 5.121**). Only under a quarter worked for between one and four hours per week during holiday time. One third of pupils worked more than 17 hours per week (See **Tables 5.122 & 5.123**). There were no differences in the amount of time pupils worked by type of school.

5.6.5 Pupils’ worries and people they share them with

Table 5.126 indicates the type of youth problems that they most commonly worry about and the frequency of these worries (by school type). There were significant differences between mainstream and special school pupils. Pupils in mainstream schools more often worried about each one of the problems while more pupils in special schools said that they never worried about any of the problems.

Getting a job appeared to be the issue that the majority of young people most often worried about. A quarter of young people worried either often or always about getting a job while another quarter worried about the same issue sometimes. One in five pupils worried often or always about school problems while a third worried sometimes. Half of the pupils said they never worried about the way they looked, while most of the remainder worried rarely or sometimes.

Pupils and their parents were asked to indicate to whom the pupils turn when they have problems related to school, money, health and so on. Both groups reported that pupils turn to their parents/carers when faced with problems related to school, money and jobs. Parents/carers said that pupils would mostly turn to their siblings about problems to do with family, friends and the way they look (**Table 5.124**). However, between one in five and a quarter of pupils said that they would turn to their friends firstly for the aforementioned problems (**Table 5.125**). Less than one in ten of young people would turn to some other person. In addition, one in six pupils would turn to no one for problems related to their appearance (**Table 5.125**). According to parents and the pupils themselves, more pupils in mainstream schools would turn to their parents/carers for problems related to school, money and health compared to pupils in special schools. More than a third of parents of pupils in special schools said that pupils did not have problems related to money and jobs while an

average of 7% of parents said that the pupils had not had problems related to all other categories.

Finally, pupils were asked a number of questions on how confident and included they felt. One third of all pupils said that they always felt happy and included (**Table 5.127**). Almost a third stated that they felt confident sometimes and another third that they felt confident often. More than a third sometimes felt unable to do the things they wanted. There were significant differences on the way pupils felt between mainstream and special schools (**Table 5.127)**. More specifically, more pupils in special schools (29%) always or often felt unable to do things they wanted to do compared to their mainstream peers (18%) and more (14%) rarely or never felt confident compared to 11% of their mainstream peers. In addition, 68% of mainstream pupils always or often felt included compared to 59% of pupils in special schools.

Parents/carers were asked to indicate the degree to which they agreed/disagreed with the pupils on several commonly controversial areas in the relationships between parents and their teenage children. The areas that parents mostly disagreed with their children were the pupils' attitude towards homework (more than one in five parents, mostly of pupils in mainstream schools, said that they never agreed with their children) and the time that pupils come home or go to bed (one in eight parents never agreed with the time pupils come home/go to bed). A much higher percentage of parents of special schools pupils said that these arguments were not applicable to their children (**Table 5.128**).

5.7 Expectations and aspirations

5.7.1 Parents' expectations and aspirations in relation to young people's careers

Pupils and their parents/carers were also asked a number of questions in relation to aspirations and expectations for career and independent living. When pupils were asked to indicate how old they would be when they left school, almost a quarter of them said that they would leave school at 16, another quarter said they would leave at 18 and almost another quarter at 19. Overall, pupils in mainstream schools thought that they would leave school earlier compared to pupils in special schools (**Table 5.129**). Significantly more pupils in mainstream schools said that they would leave school at that age because they did not like school or as a result of their choice to do something else such as earning money or getting a job, going on to a particular course or job (**Table 5.130**). On the other hand, more pupils in special schools would leave school at the age stated because they were given no other choice from their school or college, because their parents wanted them to do so, or they just did not know why.

As far as short-term aspirations are concerned, young people were asked what they would like to do the following year and what they expected they would most probably be doing. The most common answer was that they would like to continue studying, either in another school or college (42%) or in their own school (25%) (**Table 5.131**). Similarly, four out of five parents had high expectations for their sons/daughters and quite a high percentage of parents aspired for their children to stay in full-time education, either by carrying on studying at the same school (31%) or at another school/college (49%) (see **Table 5.132**). A smaller percentage of parents (12%) wanted their children to look for a full-time job as soon as they reached the end of Year 11. Significant differences were observed between mainstream and special schools.

More young people in mainstream schools and their parents wanted to carry on studying in another school or college and more young people in special schools and their parents had aspirations for staying in their own school (**Table 5.131** and **5.132**). In addition, more than twice as many of the parents of pupils in mainstream schools wanted, and actually expected, their child to get a job after the end of Year 11 compared to parents of pupils in special schools (**Table 5.132** and **5.135**). A small percentage of young people (4%) were still undecided about what they would like to do next year and a slightly larger percentage (6%) said that they did not know what they would actually be doing (**Table 5.133**).

There were not any obvious differences between what young people said that they would like to do the following year and what they thought they would actually be doing (**Table 5.133**).

The obvious and natural difference was that more felt uncertain about what they would actually be doing than what they would like to do (see **Tables 5.134 & 5.133**). However, when their parents were asked what they thought that their children would actually do after they reached the end of Year 11, their responses showed a discrepancy between what they would like them to do and what they actually thought they would do (**Table 5.135**). Those parents who thought their children would not continue at school or college said that this was because: their children did not want to continue school (40%); their children wanted to get a job (31%) and lacked academic skills (20%) (see **Tables 5.136 & 5.137**). Differences across school types suggested that more mainstream than special school pupils seemed likely to pursue their higher education in another college and to obtain a job while special school pupils seemed more likely to continue their education at their current school (**Table 5.135**). More parents of pupils in special schools said that their children would not continue their full time education because of the lack of access to local colleges (**Table 5.136**).

Differences were observed between the aspirations and expectations of boys and girls as well as those of their parents. More girls than boys said that they would like to continue studying in their school or another college during the following year. On the other hand, more boys than girls said that they would look for a job and thought that they would actually get a job the following year (**Tables 5.142** and **5.143**). Their parents shared these aspirations and expectations: a greater percentage of boys' parents wanted their boys to find a job and expected them to do so, and similarly, a greater proportion of girls' parents wanted them to stay in full time education and expected them to do so (either by studying in their school or by moving to another school or college) (**Tables 5.139 and 5.140**). More parents of boys compared with parents of girls thought that their children would not continue in full-time education because their children were not interested in further education (see **Table 5.137**).

Overall, with reference to future careers, most parents wanted their children to stay in full time education rather than to find a job and that was what most pupils wanted as well (**Table 5.141**). There was a high correlation between what parents aspired for their children to do and what they actually expected that they would do. The consistency between pupils' future aspirations and their actual expectations was even higher. Comparing parent and pupil expectations with reference to future careers, parents seemed to have higher expectations than their children. The majority of parents expected their children to stay in full-time education. On the other hand, a smaller percentage of parents wanted their children to get a full-time job as soon as they reached the end of Year 11 compared to a higher percentage of pupils for this option. Overall, however, there were high levels of agreement between pupils and their parents on what pupils would do following the end of Year 11 (**Table 5.105**).

5.7.2 Courses that pupils wanted to study the following year

One quarter of the young people (25%) said that they would like to do a training course (i.e. NVQ/National Diploma) and a higher percentage (28%) thought that was what they would actually do. The second most common course that young people wanted to study (23%) was a GNVQ course; again, a similar percentage of pupils (24%) thought that this was what they would do. Overall, young people's aspirations for the courses they would like to do did not differ from their expectation of what they thought they would actually do (**Tables 5.141 and 5.142**).

There were differences between mainstream and special schools. More young people from mainstream schools wanted to do, and thought that they would actually do either a GNVQ course/A-levels/a training course compared to those pupils in special schools. On the other hand, more young people in special schools said that they would like to do 'other' courses or that they did not know what they wanted to do.

5.7.3 Do parents want their children to go to University?

Parents were asked whether they would like their child to go to university and if it was likely to happen. Just under half of parents (47%) said that they would not like their child to go to university while more than two in five parents (45%) said that they would like their children to go to university (**Table 5.143**). However, less than one in ten (7%) of parents thought that this

was likely to happen while another ten percent said that they did not know. The remainder of the parents, almost four out of five (78%), said that they did not think of this option as a likelihood (**Table 5.144**).

A higher proportion of parents of pupils in mainstream schools, compared with parents of pupils in special schools, said that they would like their children to go to university and thought this was likely to happen (**Tables 5.143 and 5.144**). No significant differences were observed between parents' expectations of their children's university acceptance and its likelihood according to the status of the statement of their children (**Tables 5.145 & 5.146**). No significant gender differences were observed.

However, significant differences were found according to SEN type. Three out of five parents (60%) of pupils with sensory difficulties and an even higher percentage of parents of pupils with speech/language problems as the main difficulty (65%) wanted their children to go to university. Fewer than half of the parents of those with EBD/ADHD, specific learning difficulties and physical/medical problems wanted their children to go to university while just over a quarter of parents of pupils with SLD/PMLD wanted their children to go to university (**Table 5.146**). It appears, therefore, that the type of difficulty also influenced parental expectations of their children's acceptance at university. However, parents had definitely made a clear distinction between their desires and their opinions on the likelihood of their children going to university. For example, less than a quarter of parents of pupils with physical/medical problems and one in five of those with sensory difficulties and speech/language difficulties thought it was likely that their children would go to university. Only a very small percentage of parents of pupils with general learning difficulties (5% of those with mild to moderate and 3% of parents of pupils with severe to profound) thought it was likely that their children would go to university (see **Table 5.148**).

More parents with higher qualifications (e.g. higher/further education and A' levels) wanted their children to go to university compared to those with lower educational qualifications (e.g. O' levels or equivalent or no qualifications), although these differences were not highly significant (see **Table 5.149**). However, when parents were asked about the likelihood of their children actually going to university, there were even higher differences according to parents' educational qualifications (see **Table 5.150**).

5.7.4 Expectations and aspirations in relation to independent living

Pupils and parents were asked to estimate their place of living in approximately five years' time as well as their likelihood of living in the place of their choice.

The most common response given by pupils to the question exploring with whom they would like to be living was 'with parents/carers' (40%). This was more popular among pupils in special schools (**Table 5.151**). A similar percentage of their parents (44%) thought that their children would like to live in the family home (**Table 5.152**), a higher percentage (52%) would like their children to be living at home and an even higher percentage (61%) thought this was the most likely scenario for their child (**Tables 5.153 & 5.154**). Living with friends was the second most common response given by the young person (mainly by those from mainstream schools), while living alone was the third most common answer. Almost one in nine young people (11%) said that they would like to live with a partner. More than a third of parents thought that their children would like to be living independently (36%) but fewer would like their children to live independently (30%) and even fewer thought that this was likely to happen (20%).

There were some highly significant differences across school type. A significantly higher proportion of young people in mainstream schools and their parents expressed aspirations for living independently and/or with a partner compared to young people in special schools and their parents (**Tables 5.151** and **5.153**). However, slightly more than a quarter of parents of pupils in mainstream schools (27%) thought that this was likely compared to only one in ten parents of pupils in special schools (10%) (**Table 5.154**). More parents of special school pupils thought that their child was likely to stay in the family home compared to parents of mainstream school pupils.

There were some differences between the aspirations of boys and girls (**Table 5.155**) with more girls wanting to be living with parents/carers and friends, and more boys expressing a desire to be living either alone or with a partner. As far as their parents' expectations were concerned in relation to future place of residence and the likelihood of it, no significant gender differences were observed (**Tables 5.156, 5.157 & 5.158**).

A small percentage of parents also expressed their wishes for their children to be living with the required amount of support, e.g. independently with some additional support services (6%, from special schools), in supported accommodation in the community (4%) or in supported accommodation away from the community (2%). However, an even smaller percentage of parents thought that this would actually be the case or that their children would like this situation. One in ten parents said that they did not know where their children would be living. Among pupils, a very small proportion expressed their desire to live with siblings or other relatives, while one in ten from both mainstream and special school categories gave an 'other' answer. The 'other' category included responses such as, 'don't know', 'joining the army/navy', 'student accommodation', 'work colleagues', 'no plans', living abroad', etc.

5.7.5 Expectations and aspirations in relation to raising families

When asked whether they had thought about getting married or living with a partner, the majority of young people (59%) said that they had not thought about this and only one third said that they had thought of it. More young people from special schools said that they did not know (**Table 5.159**). From the group of young people who answered in the affirmative, most said that they did not plan to get married for a while yet (47%), while another third (32%) said that they were not sure when they would either get married or live with a partner (**Table 5.160**). Only a very small percentage of young people (1%) said that they would never get married; only very few (4%) thought that they would be getting married or living with a partner quite soon.

Among the parents, although the vast majority (nine-out-of-ten, 87%) would like their children one day to get married or have long-term relationships, less than three quarters (71%) thought that this was likely to happen. More parents of pupils in mainstream schools wanted their children to get married or form long-term relationships and they thought that was actually likely to happen (see **Tables 5.161 & 5.162**).

Although no significant gender differences were observed among pupils in relation to their plans (**Tables 5.163**and **5.164**), more parents of boys said that they would like their sons to get married and actually thought it likely to happen compared to parents of girls (see **Tables 5.165 & 5.166**).

Kappa agreement tests revealed that while there was no agreement between pupils and their parents with reference to marriage plans, there were medium levels of agreement ($k > .3$) with reference to the young people having their own children in future (**Table 5.105**). The majority of young people (59%), mostly in mainstream schools, said that they would like to have children some time in the future (**Table 5.167**). Among their parents, more than three quarters (78%) would like their children to have a family of their own (**Table 5.168**) and two thirds of those parents (66%) actually thought this was likely to happen (**Table 5.169**). Again, more parents of pupils in mainstream school wanted and thought it likely that their children would one day have their own children. Similarly to the results on views of marriage, slightly more boys and more of their parents said that they would like children compared to girls and their parents (**Tables 5.170, 5.171 & 5.172**).

5.7.6 Parents' concerns about their children's future

Over three-quarters of the parents said that they worried particularly about their child's future. More parents of pupils in special schools compared to mainstream schools (**Table 5.173**) said that they worried about their children's future while there were no differences between parents across pupil gender (see **Table 5.174**).

5.7.7 People with whom pupils and parents discuss the future

Over two thirds of the young people (71%), mostly from mainstream schools and mostly without statements, said that they had discussed their future work or education plans with someone (see **Table 5.175**). Eighty-eight percent of young people said that they had discussed their future with someone in the family and more than half (53%) with teachers or assistants in their schools (**Table 5.176**). 42% had discussed their future plans with their friends. More young people in mainstream schools than special schools had discussed their future plans with family members and friends while more pupils in special schools had discussed their future with their teachers or assistants.

Parents were also asked to indicate who were the people that they mostly talked to about their child's future plans. Family members (71%) and teachers (64%) were the ones that the majority of parents (similarly to the pupils) talked to. Other people included the career service staff (46%), friends (35%), other relatives (26%), social worker (18%), people working in a career being considered by their child (17%) and health worker/doctor (12%) (**Table 5.177**). More parents of mainstream school pupils talked to family members, relatives, friends and people working in a career considered by their child. However, parents of special school pupils talked to teachers, social workers and health workers/doctors (**Table 5.177**). There were similar differences between parents of pupils with and without statements, with pupils with statements and their parents mostly talking to teachers, careers service staff, social workers and health workers/doctors.

6. Discussion and implications

The aim of this chapter is to examine the current experiences of Y11 pupils with SEN with reference to their school experiences, social lives, family relationships, expectations and aspirations through the responses of their teachers, parents/carers and the young persons themselves. The literature review presented in Chapter 2 outlined major factors related to 'successful' transitional outcomes for young people with SEN. The literature suggests that as a part of transition planning, well planned careers education and guidance shapes and guides the successful transition of young people into the world of employment. Support services, meeting individual needs of young people in order to achieve their full potential in both school attainment and vocational skills, provided within school settings and outside of school, play an important role in the transition of young people to adult life. Parental involvement is crucial in every aspect of schooling but specifically in the transition planning of their children. In addition, the literature suggests that at the micro level, individual (e.g. type and severity of SEN, gender and ethnicity) and familial characteristics (e.g. socio-economic status, educational qualification and attitudes towards education and disability) also play an important role in the transitional outcomes of young people with SEN. At the macro level policies in relation to education in general and specifically SEN, culture and society also play a significant role in those transition outcomes. The data gathered in the first wave of the study are very detailed. Therefore, it is not possible to comment in this chapter on every aspect of those data. Only the most important aspects of the results, will be commented on in this discussion.

6.1 School experiences and life in school

One of the most important variables which would be of interest in checking pupils' schools experiences would be the type of school attended. It is known that if the school environment is variable from one school to another and from one particular area to another, those same contextual variables exist between mainstream and special schools. In addition, each pupil's particular special needs would make his or her experiences different in different settings. Although caution is needed in making over-generalisations, pupils with special needs are more likely to have more positive social experiences in segregated environments, especially the more severe those difficulties are.

The data gathered in this study suggest that generally pupils liked school. Those in special schools seemed to like school more and to think that if teachers spent more time with them this would mostly be because teachers liked them rather than because of their special needs. This view was held less strongly by mainstream pupils. Furthermore, pupils in special schools had less difficulty in mixing with peers and felt that they could mix well with other school peers who were not their friends. These findings may due to the protective environment of special schools where pupils have more or less similar difficulties and where they are not being treated as 'different'. On the other hand, mainstream pupils had greater difficulties in mixing with peers and expressed that they did not get on well with those who were not their friends. More mainstream pupils missed school as a result of bullying and, according to their parents/carers, more of them had actually suffered bullying at school. The goal of mainstreaming/inclusion is not only one of academic development but also of social development. The achievement of social inclusion is bound to many factors (e.g. teacher interest, training and attitude and also the attitudes of pupils without SEN). There are mixed findings in the literature on the inclusion of pupils with SEN in mainstream schools. Bullying, and as a result social isolation, is one of the negative results. However, there are positive outcomes reported at the same time with pupils with SEN gaining better social skills which enable them to make new friends and initiate social communication. The reasons mainstream pupils in this study had greater difficulties in mixing and getting along with other peers may be due to the social context of their school environment. That is, pupils without SEN may have negative attitudes towards their peers with SEN and therefore do not let them integrate or it may be due to lack of professional investment in promoting social inclusion in the school environment. This result may also be due to other pupil related factors such as type and severity of special needs where it may cause major obstacle in social inclusion.

Mainstream pupils liked school less and more of them felt that teachers were not helpful. This finding may be due to the low level of academic achievement of those pupils with SEN compared to their peers without SEN in mainstream settings. Consequently they may justify their underachievement due to lack of support from their teachers. Other possible explanations for this finding may be that in some mainstream classes teachers are not really supportive enough due to their lack of interest and lack of knowledge in special needs, lack of time or lack of means (e.g. special materials and equipment) to support those pupils with SEN. The fact that the academic goal of mainstreaming has not been achieved for some pupils with SEN is well established in the literature (e.g. Wagner et al, 1991; 1993). The fact that pupils in mainstream schools were overall less happy with school life compared to their special schools peers could is also supported by their higher number of exclusions as well as their higher number of authorised and unauthorised absences.

Such negative experiences will have played a role in forming the attitudes of pupils towards the value of education overall. In general, mainstream pupils had more negative attitudes towards education, they had less confidence that a school can help a person to make decisions, can contribute to planning for the future and can develop his/her skills and abilities in areas that contribute towards obtaining a job. More mainstream pupils felt that education was a waste of time and more of their parents said that school did little to prepare young people for life. These findings may be taken as an example of 'bad practice' of an inclusion strategy. The main philosophy of inclusion is to provide a better school environment for pupils with SEN in order to enable them to be part academically and especially socially, of more stimulating and inclusive cultures. The long term philosophy of inclusion is to support pupils with SEN to enhance their self-esteem and self-confidence in every aspect of life to enable them to fulfil their potential and aim for the best in life. This aim is only achievable by providing a positive and inclusive environment that may result in more positive attitudes towards schooling/education and post-16 engagements of pupils.

Conversely, some aspects of pupils' within-school social life may be better in mainstream schools. Overall, although most pupils, regardless of school type, found making new friends either easy or occasionally easy, more special school pupils spent out of class time on their own. These pupils rarely if ever had friends with no special needs and they spent less out of class time with their age peers. As was discussed above, a protective environment of segregated education may provide better school experiences however, lack of opportunity to interact, socialise and communicate with 'others' may result in feelings of isolation, social helplessness and self worthlessness for pupils with SEN (e.g. Hirst and Baldwin, 1994).

Gender did not appear to significantly shape pupils' school experiences, as much as school type did. The only difference worth mentioning at this point is that more girls than boys perceived that their education was important to their parents, although overall, there were no differences between boys' and girls' attitudes towards education.

Interpretations on findings of this aspect of the study are speculative. Therefore it is important not to over-emphasise the findings. However, these mixed findings of inclusive versus segregated educational settings suggest that further investigations need to be conducted in order to gain a better understanding of school environments and their impact on student experiences – both at school and outside school – as well as attitudes towards further education, employment, training and independent living. Such understanding would enable professionals to make the best decision about appropriate educational placement of pupils with SEN.

6.2 Transition Planning

Transition planning and the transition process shape the experiences of young people with or without SEN both while they are at school and after they leave school. The issues raised in the plan and its necessary revisions in the later reviews aim to empower young people's social, vocational and also academic skills to impact on their employability and inclusion in society. Therefore, it seems central for schools to develop and implement individual transition plans. The most important dimension in planning seems to be its initiation well in advance, as

suggested by the SEN Code of Practice, after the 14th birthday of the young person and the involvement of all main stakeholders e.g. within school and outside school professionals, other agencies, young person and their parent/s carers. The data in the present study suggested that only half of the schools had a post-16 transition policy as part of their SEN policy. The Code of Practice sets out specific guidelines on how schools can handle transition planning for those pupils with statements of SEN. Therefore, the problem mainly arises for pupils with SEN but without statements, a problem to which Connexions Service is expected to reduce.

The SEN Code of Practice says that the first annual review after the fourteenth birthday should include a Transition Plan and the vast majority of young people with statements of SEN had had their first annual review with a Transition Plan by Year 11. This is consistent with international practices (Cameto, 1993). However, there seem to be differences by types of SEN and ethnicity. The results revealed that pupils with mild learning difficulties, severe to profound learning difficulties and EBD/ADHD and those from ethnic minorities seemed to be less likely to have their first annual review with a transition plan in Year 10 or before. This finding is consistent with other research evidence that pupils from ethnic minorities (e.g. DfEE, 1999b; DfEE, 2000c; DoH, 1999; Newman, 1992) and with EBD/SLD/PMLD (e.g Ward, 1992; Wagner et al, 1993) do have poorer transitional outcomes. However, there is no research that specifically investigated the transition experiences of these pupils while they were at school, only the outcomes. This literature evidence highlights the importance of transition planning for the most high-risk pupils (i.e. PMLD/SLD and EBD) in order to enable them to achieve better transitional outcomes. Further research is needed in order to investigate the reasons behind lack of commitment, on behalf of schools, in early initiation of transition planning for these pupils and how to improve it. In the case of pupils with PMLD and SLD it may be argued that these groups of pupils usually tend to stay at school beyond the age of 16 up until 19 and therefore the late start of transition planning is understandable. However, in the case of pupils with EBD, of whom post-school outcomes are very well established in literature and who are the most likely to have poorest post-16 outcomes, it is important to initiate their transition planning early as suggested in the Code of Practice (DfEE1994) in order to enable them to fulfil their potential and direct it into more positive means.

Contrary to Bowers and his colleagues' (1998) findings in relation to parental participation in the transition planning of their children, the data in the current study revealed that there was a consistency between what was reported by schools and parents/carers in relation to their participation in transition planning. It was found that for the first annual review with a transition plan a quarter of pupils and more than one in five parents/carers did not attend the meeting themselves. The consistency between the school and parents' reports was also evident in relation to SEN types. Young people with severe difficulties (SLD/PMLD and autism) seemed to be less likely to attend the meeting themselves while their parents mostly attended. It is important that schools are encouraging parental participation for those pupils who are not able to express their views in transition planning. It is equally encouraging to find that there is a consistency between what was reported by parents and schools about the involvement of parents in the transition planning. It will be interesting to find out in the next waves of the study, based on well established literature on the positive impact of parental involvement and its contribution to transition planning of their children, if there is a significant difference between post-16 outcomes of young people whose parents were involved and contributed to their transition planing compared to those who did not.

Similarly the participation of parents of young people with EBD/ADHD and specific/mild learning difficulties in annual review meetings appeared to be significantly less compared to parents of pupils with other types of SEN. The type of SEN pupils have may determine their type of transitional experiences and outcomes (e.g. Wagner, 1990; Wagner et al, 1991; Wagner et al, 1993; Ward et al, 1992; Gregory et al. 1989). The data in the current study reveal poorer transitional experiences of pupils with EBD, SLD and PMLD. This finding is consistent with the previous national and international studies where each concentrated on one of these SEN populations (e.g. Florian et al, 2000a and 2000b; Cohen et al. 1999; Wagner et al, 1993; Ward et al., 1992). It should be noted that some categories of SEN pupils seem to have similar post-16 outcomes to their peers who have no SEN e.g. those with mild

SEN (Wagner et al. 1993). However due to the lack of a control group in the present study it is not possible to comment on this. It is essential for schools to develop alternative ways of promoting the involvement of parents/carers of pupils with EBD/ADHD in the transition planning process because parental involvement and also an awareness of the transition related issues are the most valuable in the long run, besides this group are one of the most vulnerable groups whose poor transitional outcomes have consistently been reported in the literature (e.g. Wagner et al, 1993; Polat and Farrell, 2000).

Although the vast majority of pupils and their parents attended the annual review meeting, there still remained one in five parents, mostly from mainstream schools, and almost one in six pupils who did not attend the reviews. Similar results were found in the Scottish study although Ward et al. (1992) found increasing participation in the transition planning (in Scottish terms, Future Needs Assessments). The authors emphasised the need for schools to involve parents more actively in the transition planning of pupils with SEN. It is the responsibility of schools and related services to maximise both parental and pupil involvement in transition planning as well as encouragement of their contribution to it.

In order to participate in transition planning and make a contribution parents need to be extensively informed about transition planning issues by the school. The data in the current study further revealed differences between what schools have reported on how the transition planning process took place and what pupils and their parents/carers stated actually happened. The vast majority of schools claimed that they always provided information related to post-16 transition planning, the transition process and how parents can contribute to the post-16 transition planning process for their child. On the other hand, interviews with parents revealed that while special school pupils' parents were reasonably informed by their schools about post-16 planning issues, mainstream pupils' parents and especially those pupils without statements seemed to receive limited information. The lack of information provided by agencies and schools to parents/carers was found to be a major issue in other studies (e.g. Cohen et al., 1999). This discrepancy between parents and schools may be due to a variety of reasons and it is almost impossible to make any interpretations based on the type of data gathered in this study. However, similar discrepancies between schools, parents and other agencies were revealed in previous studies (e.g. Bowers et al, 1998) in relation to the transition planning process of pupils with SEN. The possible speculations on this discrepancy may be that parents tend to forget types of information they receive from schools dependant on its importance or priority to them. It is worth considering an investigation in future waves or in other studies to find out the relationship between parental priorities regarding education of their child and their involvement in educational issues including transition planning. The other extreme speculation from the above finding may be that schools tend to give a 'glossy' impression of their activities and therefore report more expansively on their provision to their clients. However, it is worth repeating that 'interpretations' are speculations and should not be considered as facts based on the data collected in the present study.

Apart from participation in the meetings, it is important for pupils and parents/carers to express themselves at these meetings. The data in the current study revealed that more pupils from special schools were unable to express their views at the annual review meetings. This may due to the severity of those pupils' SEN.

In general, the data suggest that special school pupils with statements and their parents seem to benefit from the transition planning system much more than their peers in mainstream schools and without statements. However, those pupils with EBD especially and their parents seem to benefit least from the system and involvement in transitional planning and the transition process. This is an important and alarming finding and therefore this issue needs to be further investigated in order to confirm if those pupils without a statement and especially those at mainstream schools are the ones who benefit least from the system as this could be interpreted as 'discrimination'.

6.3 Careers education and guidance

Careers education and guidance (CEG) received by pupils at Year 11 may have an impact on their career decisions as well as on the acquisition of career-related skills (DfEE, 2000c).

Although to-date there is not a legal requirement for schools to have a written CEG policy and CEG does not constitute a compulsory schools subject, the fact that the majority of schools in the present study had a written careers policy indicates that the majority of schools may be examples of good practice in careers education and guidance. According to OFSTED, this also provides evidence of schools' good management. An important aspect of CEG is the development of pupils' vocational skills as well as development of their knowledge and experience of possible careers routes. An effective CEG would only be possible if it is based on a careers policy. The vast majority of the special schools in the sample had a careers policy while significantly few mainstream schools did. Although a written careers policy may establish a good framework for the careers activities provided for pupils, the implementation of this policy is only possible with resources. However, it is not possible to comment on the quality of careers education and guidance as this study did not collect this information. A recent OFSTED inspection concluded that only a few special schools had good resources for careers education and almost half had poor resources (OFSTED, 1999). Although few mainstream schools had a written careers policy, mainstream schools appeared to offer more facilities for careers work compared to special schools. Further data need to be collected in the next wave of the study on the quality and extent of resources available as a part of CEG.

In the present study, over two thirds of pupils - mostly from mainstream schools - had had a personal talk with the careers advisor in their school. One in five pupils, mostly from special schools, had had a personal talk with a careers person outside the school. These figures are much lower than the corresponding ones reported by the YCS (DfEE, 1999b) concerning the general Year 11 population. However, our results could not be directly compared to those of the YCS due to the fact that since some of the interviews in our study were conducted during Year 11, some of the pupils had not yet had a careers talk. Nevertheless, pupils from both the present study and the YCS agreed on the usefulness of the careers service. As in the YCS, most pupils in the present study appreciated the talk with someone from the careers service, whether this was a personal talk or not, and irrespective of the fact that this was with someone in school or someone outside the school.

Parallel to the OFSTED (1999) inspection report, the data suggested that work experience was by far the most common activity offered as a part of the CEG programme. Work experience was also found to be the most common activity in which pupils had participated according to schools, parent/carers and young people. The popularity of work experience as a part of CEG can be argued to be as a result of a lack of a comprehensive career education curriculum (OFSTED, 1999). This is not to suggest that the participant schools in the study had no well developed careers education curriculum but it raises the issue of limited opportunities for young people who have a range of needs and abilities. CEG can be used as a tool to empower young people with SEN by giving them the chance to be successful in the things that they are able to do. However, limited options e.g. work experience, do not seem to offer a choice which is inclusive of all abilities. The positive impact of quality CEG offered transition outcomes for young people is evident in the literature (e.g. DfEE, 2000c; Wagner et al. 1993). It is worth mentioning that the present study did not collect information on the quality of work experience provided by school (i.e. its intensity/frequency, targets, if it was supervised/mentored and also if it was evaluated based on certain criteria). It is important for future studies to look in-depth at the quality of work experience provided by schools and its potential impact/relation on the post-school outcomes of young people.

There seemed to be a variation in what schools offered in careers education and guidance by school type (OFSTED, 1999). Pupils in special schools appeared to be less likely to take part in work experience in this study, however, they were more likely to take part in other activities. Participation in careers activities was found to vary according to SEN type. Pupils with the most severe difficulties, such as severe to profound learning difficulties, seemed to benefit less from work experience. According to parents, a quarter of the pupils, mostly from special schools, had not participated in any of the activities offered as part of careers education during Year 10. As previously noted, this lack of participation by a substantive number of pupils, especially those from special schools, may be due to the type and severity of their difficulties.

The most important indicator of good CEG is that it should be well planned and include

sufficient investment in skill training until the pupils are successfully employed. It has been suggested that vocational skills acquired at school will provide better employment opportunities for pupils with SEN especially for those with mild difficulties (Gill and Edgar, 1990; Harrington, 1996). As stated, it was not possible to measure the quality of CEG and work experience provided in this study. The employment outcomes of the sample of the study will be used as one of the indicators of the quality and success of CEG and will be investigated in the next waves. However, it is worth mentioning that we do not suggest that education of 'all' pupils with SEN should be oriented towards work training/experience; we think that those pupils who have academic ability and the potential to pursue further education should be encouraged and academically supported.

6.4 Expectations and aspirations

The status of adulthood, as had been argued earlier, cannot only be achieved through a pupil's passage from school to work life. Adulthood requires a whole range of changes in a person's life, such as reaching independence, mastering the ability to form relationships, to make decisions for and about themselves and to be responsible for the consequences. Pupils' expectations and aspirations in this study were examined across a number of factors such as school type, gender, SEN type and pupils with or without statements, in order to determine how expectations and aspirations of this group of young people were formed, how they differed across key variables and how they are modified and adjust to the new reality of their lives. In addition, since parental expectations play an important role in school and post-school outcomes for young people with special needs (Carpenter and Fleishman, 1987; Hossler and Stage, 1988), parental expectations and aspirations were examined in a similar range of issues.

While some of the previous studies have concluded that no clear pattern of expectations and future aspirations has emerged across SEN type, school type or gender (Thomson et al., 1992), in the present study, significant differences were found across all these key variables. Overall, parental expectations and aspirations did not differ very greatly to those of the children themselves. This may imply that low, or in reverse high, expectations and aspirations of parents influence and shape the expectations of their children and that children learn to aim for whatever their parents consider them capable of. On the other hand, recently proposed philosophy of transition planning and programming suggests that shared goals and expectations by young people with SEN and their parents are more likely to lead to greater transition success, especially if these expectations are based on realistic and careful planning (Danek and Busby, 1999). This suggests that parents expected to be involved in transition planning of their child in order to have some goals to target as an end product. As presented in the previous section, the involvement of parents in the transition planning of their child was found to be related to their educational qualifications (i.e. the higher the educational qualifications of the parents the more likely they expected to be involved in transitional planning and in general educational issues of their child). Combining future expectations and aspirations of the parents and also their involvement and interest in education and transition of their child, one may speculate that those parents who are involved in transition planning of their child are more the educated parents. As a result of their involvement in this process one anticipates more realistic expectations and aspirations from these parents with regard to their child's future. Further studies could profitably investigate the relationship between parental involvement in transition of their child, their educational background and their expectations and aspirations in relation to their child's future and post-16 outcomes and also the consistency between post-16 outcomes, expectations and aspirations. This kind of research will inform and raise awareness among parents that their involvement in their child 's education, transition and having a realistic expectations may impact and shape their child's future.

Just under two thirds of the pupils wanted to stay in full time education or expected to do so while, as far as their parents were concerned, although four out of five wanted their children to stay in full time education, under three-quarters expected them to do so. Maybe the most striking difference among groups of pupils was observed across school type. With reference to future career, the differences were mainly in favour of mainstream pupils. More parents of young people in mainstream schools had aspirations and expectations for a higher/further

education and more felt that their child was likely to pursue a higher education career or go to university or obtain a job as soon as s/he left school. These differences of aspirations and expectations in relation to their child's future career are reflected by the children as well. More young people in mainstream schools wanted to carry on studying in another school or college and more wanted to do (and thought it as likely to happen) a GNVQ, A-levels or a training course. This result is not surprising as mainstream pupils are expected to be academically more able compared to their peers in special schools as a result of the degree of severity of their difficulties. As a result, their self-confidence in pursuing their academic qualifications in comparison to their peers in special schools is as expected. Parental educational qualifications also appeared to play some role in forming the aspirations of parents and consequently of pupils, since more parents with higher qualifications wanted their children to go to university while more of those with lower or nil educational qualifications wanted them to find a job.

Aspirations towards independent living, overall, rated somewhat low. Only a third of the parents wanted their children to live independently in five years time and just over one fifth expected them to do so. However, while the vast majority of parents wanted their children to get married in future only a third of the pupils had thought about this. This could be due to the relatively young age of the pupils, although this could also imply some hidden aspects of low self-esteem. In general, among the young people with special needs who want to get married, only a small percentage actually do. For example, Clark and Hirst (1989) found that although for most young people, marriage had been a major ambition at the time they left school, only a few of them had achieved this goal ten years later. In general, a stronger preference for independent living has been observed among pupils in mainstream schools and among their parents/carers too. While pupils in mainstream schools tended to dream of living independently (alone or with their friends) and wanting to have children of their own in the future, more pupils in special schools wanted to live with their parents and did not know whether they wanted to get married and/or live with a partner. This result on pupils' aspirations and expectations contrast with the finding of Wagner et al. (1993) that special school graduates were more likely to live independently. Although differences such as those in our study can often reflect the pupil's actual ability to live independently, they could also imply hidden aspects of 'learnt helplessness' and reflect parents' low aspirations for pupils to lead their own independent lives. Indeed, few parents of pupils in special schools stated that they would like their children to live independently, fewer of them wanted their children to get married or form long-term relationships and more of them particularly worried about their children's future. Such differences in the aspirations and expectations of parents often reflect differences between pupils with and without statements and of course, type and severity of special needs. It appears that the type of pupil's difficulty strongly influences parental expectations and aspirations. Therefore, parents of those with severe difficulties, especially when these difficulties were cognitive as well as physical at the same time, had low if any aspirations for pupils to make academic careers, or indeed to have any job, live independently and raise their own families.

With reference to gender, while pupils' and parental aspirations and expectations differed in some aspects, it appeared that in other aspects gender does not make any difference. Overall, boys appeared to have higher self-esteem, to aspire more to living independently, have a job and raise a family. For parents of girls, although they thought it was possible for their daughter to go to further education, they often considered girls less likely to lead independent lives. Specifically, more girls (and their parents) wanted to continue studying in their school or another college during the following year. On the other hand, more boys wanted to look for a job and thought it as likely to happen and wanted to live independently (alone or with a partner). Their parents/carers mostly agreed with these aspirations of their sons and they mostly said that the reason that their boys would not continue in full-time education was because they were not interested in further education. In addition, it appears that parents of pupils with SEN wanted boys to get married and have their own families than did parents of girls. It may be speculated that this aspiration is shaped with a stereotypical male definition of society, although it has changed dramatically in this century, where they are no longer perceived as the 'bread winner' of the household. However, this outmoded stereotype may still have some validity especially in lower social classes.

In analysing with whom pupils and their parents discussed future plans, it appears that this differs across several factors. Parents of mainstream school pupils seem to turn more to relatives and friends while parents of special school pupils turn more to school and health/social services (teachers, social workers and health workers/doctors). This could be explained by the fact, that, overall, (as reported in earlier chapters) special schools did more to involve parents in transition planning information and services. On the other hand, parents of pupils with statements and of pupils in special schools, appeared to have closer links with schools, to receive more services, be better informed and more satisfied with the quality of a school's preparation overall. Similarly, pupils with statements were more likely to turn to their teachers or assistants in school for discussion of their future.

6.5 Social life

It is interesting to note that while differences between mainstream and special schools have emerged in most of the aspects in this study, there is not usually a clear cut distinction as to whether pupils benefit more in mainstream or special schools respectively. In terms of social life, however, there was unquestionably a more positive effect for pupils in mainstream schools. From the supplied statements, pupils in special schools spent few or no evenings during the week and at weekends with their friends. Their leisure activities more often included going out shopping or for meals with their parents/carers or siblings compared to their mainstream age peers who were more likely to go clubbing and to the cinema with their friends. More special school pupils had low self-esteem as more of them felt that they were good at nothing, more found everyday matters particularly difficult and more felt generally not capable. According to their parents, special schools pupils took less part in leisure activities, were excluded more because of their special needs, were restricted at home more often because the area they live in lacked activities for pupils with special needs and had greater difficulties in shaping friendships outside the school environment.

On the other hand, pupils with special needs in mainstream schools appeared to struggle less with their social lives. They also appeared to have less difficulties in achieving adult status and to be considered more as adults compared to special school pupils. For example, more pupils in mainstream schools had their own room at home, although this might be due to differences in the social and economic status of families between pupils in mainstream and special schools. This gave them a greater chance to bring peers to their home, to be left on their own and relax or to do their homework, and indirectly, acknowledged them more as 'grown up persons' who required their own space. In addition, mainstream pupils were more likely to do some work during term or holiday-time compared to their special school peers. It seems therefore, that while pupils in special schools were overall more positive about their experiences at school and they seemed to enjoy school life more compared to mainstream school pupils, when one considers their out of school life, special school pupils became more rather than less 'handicapped'. The well protected segregated environments for pupils with special needs, which may be positive for pupils at a younger age for supporting them to achieve, may conversely lead to a threatening outside world when pupils move into an integrated society.

Some relevant differences in social life were observed between pupils with and without statements, where those with statements appeared more to match the profiles of pupils in special schools and those without statements to match the profiles of pupils in mainstream schools. For example, more parents of pupils with statements said that their children were excluded because of their special needs and that they had greater difficulties in making new friends. However, there were no differences between pupils with statements and without statements as to whether they participated or not in leisure activities. What really had a huge effect on the social life of pupils was the type of SEN. Pupils with the most severe and profound difficulties (especially those with learning difficulties and autism) appeared to struggle more with their social life. Overall, they socialised less by spending less time outside school with their friends during the week or at weekends. Similarly, they had lower self-esteem by feeling good at nothing and having difficulty with almost everything. This is not a surprising finding. Past studies have found high levels of social exclusion among young people with SEN (Wagner et al., 1993). More specifically, the NLTS data suggested that one in seven pupils never saw their friends or saw them less than once in a week and this was

particularly the case with young people who had the most severe special needs. In the present study, low self-perceptions were also found amongst many pupils with EBD/ADHD, a lot of whom verbalised that they were good at nothing.

On the other hand, while pupils with physical and sensory difficulties felt better about themselves, a lot of their parents said that they were excluded from leisure activities because of their special needs. For pupils with specific learning difficulties, everything seemed to be easier compared to their peers with more severe difficulties. They had to struggle less in making new friends, especially when they were compared to pupils with physical, speech and language difficulties and pupils with autistic spectrum disorders.

Gender does not appear to affect social life and leisure activities of pupils. The only difference was that, according to parents, boys make new friends more easily than girls. Social isolation was found to be more common among girls in past studies as well (Wagner et al., 1993).

It is a fact that social inclusion is one of the main aims of inclusion. The findings of this study support this view as mainstream pupils were found to be more 'socialised' compared to their peers in special schools. It further demonstrates the example of 'good inclusion practice' where one of the major aims of inclusion, i.e. social inclusion, is being achieved by a significant number of schools. However, this finding should not be over-emphasised without the impact of severity and type of difficulty of young people being taken into consideration. Therefore it is important for further investigations into the area of special needs to conduct an in-depth survey for the reasons for lack of socialisation of certain types and degrees of SEN types and also ways of improving this situation. This issue is of prime importance especially in relation to transition where the majority of pupils who are educated in segregated environments face the prospect of isolation and self-worthlessness (Hirst and Clarke, 1994).

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ANNEX I

LEA NO	LEA Name	LEA Type	Region	Schools	Replies	Positive	Completed	Negative	% Reply	% Positive	% Completed
202	Camden	London	Inner London	23	7	3		4	30.4%	42.9%	0.0%
203	Greenwich	London	Outer London	25	6	4	2	2	24.0%	66.7%	8.0%
204	Hackney	London	Inner London	15	7	4	2	3	46.7%	57.1%	13.3%
205	Hammersmith & Fulham	London	Inner London	17	12	2		10	70.6%	16.7%	0.0%
207	Kensington & Chelsea	London	Inner London	13	6	1	1	5	46.2%	16.7%	7.7%
208	Lambeth	London	Inner London	19	4	2	2	2	21.1%	50.0%	10.5%
209	Lewisham	London	Inner London	19	5	4	4	1	26.3%	80.0%	21.1%
210	Southwark	London	Inner London	24	4	2		2	16.7%	50.0%	0.0%
211	Tower Hamlets	London	Inner London	22	12	3	2	9	54.5%	25.0%	9.1%
212	Wandsworth	London	Inner London	24	12	5	5	7	50.0%	41.7%	20.8%
213	Westminster	London	Inner London	21	6	1	1	5	28.6%	16.7%	4.8%
301	Barking & Dagenham	London	Outer London	9	2	0		2	22.2%	0.0%	0.0%
302	Barnet	London	Outer London	36	20	1	1	19	55.6%	5.0%	2.8%
303	Bexley	London	Outer London	19	11	8	3	3	57.9%	72.7%	15.8%
304	Brent	London	Outer London	17	8	4	3	4	47.1%	50.0%	17.6%
305	Bromley	London	Outer London	23	3	2	2	1	13.0%	66.7%	8.7%
306	Croydon	London	Outer London	32	20	7	6	13	62.5%	35.0%	18.8%
307	Ealing	London	Outer London	17	5	1		4	29.4%	20.0%	0.0%
308	Enfield	London	Outer London	23	5	0		5	21.7%	0.0%	0.0%
309	Haringey	London	Inner London	17	2	1		1	11.8%	50.0%	0.0%
310	Harrow	London	Outer London	13	3	2	1	1	23.1%	66.7%	7.7%
311	Havering	London	Outer London	22	11	5	4	6	50.0%	45.5%	18.2%
313	Hounslow	London	Outer London	18	10	9	8	1	55.6%	90.0%	44.4%
314	Kingston-Upon-Thames	London	Outer London	17	6	2	1	4	35.3%	33.3%	5.9%
317	Redbridge	London	Outer London	22	11	5	5	6	50.0%	45.5%	22.7%
319	Sutton	London	Outer London	20	9	3	3	6	45.0%	33.3%	15.0%
330	Birmingham	Metropolitan	West Midlands	99	39	12	9	27	39.4%	30.8%	9.1%
332	Dudley	Metropolitan	West Midlands	32	16	7	5	9	50.0%	43.8%	15.6%
333	Sandwell	Metropolitan	West Midlands	29	3	2		1	10.3%	66.7%	0.0%
334	Solihull	Metropolitan	West Midlands	21	13	5	4	8	61.9%	38.5%	19.0%
335	Walsall	Metropolitan	West Midlands	26	13	5	5	8	50.0%	38.5%	19.2%
340	Knowsley	Metropolitan	NW and Merseyside	17	12	6	6	6	70.6%	50.0%	35.3%
341	Liverpool	Metropolitan	NW and Merseyside	48	23	8	8	15	47.9%	34.8%	16.7%
342	St. Helens	Metropolitan	NW and Merseyside	18	6	4	2	2	33.3%	66.7%	11.1%
343	Sefton	Metropolitan	NW and Merseyside	30	10	5	5	5	33.3%	50.0%	16.7%
344	Wirral	Metropolitan	NW and Merseyside	34	18	4	4	14	52.9%	22.2%	11.8%

LEA NO	LEA Name	LEA Type	Region	Schools	Replies	Positive	Completed	Negative	% Reply	% Positive	% Completed
350	Bolton	Metropolitan	NW and Merseyside	24	11	5	1	6	45.8%	45.5%	4.2%
351	Bury	Metropolitan	NW and Merseyside	20	3	1		2	15.0%	33.3%	0.0%
352	Manchester	Metropolitan	NW and Merseyside	43	26	12	8	14	60.5%	46.2%	18.6%
353	Oldham	Metropolitan	NW and Merseyside	20	11	6	6	5	55.0%	54.5%	30.0%
355	Salford	Metropolitan	NW and Merseyside	25	12	3	1	9	48.0%	25.0%	4.0%
356	Stockport	Metropolitan	NW and Merseyside	22	4	2	1	2	18.2%	50.0%	4.5%
357	Tameside	Metropolitan	NW and Merseyside	22	14	8	7	6	63.6%	57.1%	31.8%
358	Trafford	Metropolitan	NW and Merseyside	21	5	4	3	1	23.8%	80.0%	14.3%
359	Wigan	Metropolitan	NW and Merseyside	30	4	2	2	2	13.3%	50.0%	6.7%
370	Barnsley	Metropolitan	Yorkshire and Humber	17	4	2		2	23.5%	50.0%	0.0%
371	Doncaster	Metropolitan	Yorkshire and Humber	30	21	10	10	11	70.0%	47.6%	33.3%
372	Rotherham	Metropolitan	Yorkshire and Humber	26	6	5	2	1	23.1%	83.3%	7.7%
373	Sheffield	Metropolitan	Yorkshire and Humber	35	8	4		4	22.9%	50.0%	0.0%
380	Bradford	Metropolitan	Yorkshire and Humber	38	20	10	10	10	52.6%	50.0%	26.3%
381	Calderdale	Metropolitan	Yorkshire and Humber	17	8	7	6	1	47.1%	87.5%	35.3%
382	Kirklees	Metropolitan	Yorkshire and Humber	38	22	9	7	13	57.9%	40.9%	18.4%
383	Leeds	Metropolitan	Yorkshire and Humber	58	36	14	13	22	62.1%	38.9%	22.4%
384	Wakefield	Metropolitan	Yorkshire and Humber	27	6	2		4	22.2%	33.3%	0.0%
390	Gateshead	Metropolitan	North East	15	4	2	1	2	26.7%	50.0%	6.7%
391	Newcastle Upon Tyne	Metropolitan	North East	24	15	2	2	13	62.5%	13.3%	8.3%
392	North Tyneside	Metropolitan	North East	18	13	5	3	8	72.2%	38.5%	16.7%
394	Sunderland	Metropolitan	North East	25	13	9	9	4	52.0%	69.2%	36.0%
800	Bath & N E Somerset	Unitary	South West	24	18	2	3	16	75.0%	11.1%	12.5%
801	Bristol	Unitary	South West	31	6	3	2	3	19.4%	50.0%	6.5%
802	North Somerset	Unitary	South West	14	11	5	5	6	78.6%	45.5%	35.7%
803	South Gloucestershire	Unitary	South West	21	6	2	2	4	28.6%	33.3%	9.5%
805	Hartlepool	Unitary	North East	9	9	5	5	4	100.0 %	55.6%	55.6%
807	Redcar and Cleveland	Unitary	North East				1				
808	Stockton-On-Tees	Unitary	North East	18	9	3	2	6	50.0%	33.3%	11.1%
810	Kingston Upon Hull	Unitary	Yorkshire and Humber	22	9	2	2	7	40.9%	22.2%	9.1%
811	East Riding Of Yorkshire	Unitary	Yorkshire and Humber	24	8	2	1	6	33.3%	25.0%	4.2%
812	North East Lincolnshire	Unitary	Yorkshire and Humber	16	9	5	4	4	56.3%	55.6%	25.0%
813	North Lincolnshire	Unitary	Yorkshire and Humber	16	13	6	4	7	81.3%	46.2%	25.0%
815	North Yorkshire	County	Yorkshire and Humber	62	36	11	7	25	58.1%	30.6%	11.3%
816	York	Unitary	Yorkshire and Humber	19	13	3	3	10	68.4%	23.1%	15.8%
820	Bedfordshire	County	Eastern	25	10	8	1	2	40.0%	80.0%	4.0%

LEA NO	LEA Name	LEA Type	Region	Schools	Replies	Positive	Completed	Negative	% Reply	% Positive	% Completed
821	Luton	Unitary	Eastern	14	13	8		5	92.9%	61.5%	0.0%
825	Buckinghamshire	County	South East	54	29	8		21	53.7%	27.6%	0.0%
830	Derbyshire	County	East Midlands	58	10	5	1	5	17.2%	50.0%	1.7%
831	Derby	Unitary	East Midlands	19	5	2		3	26.3%	40.0%	0.0%
835	Dorset	County	South West	40	23	6	6	17	57.5%	26.1%	15.0%
836	Poole	Unitary	South West	14	8	5	3	3	57.1%	62.5%	21.4%
837	Bournemouth	Unitary	South West	13	8	4	3	4	61.5%	50.0%	23.1%
840	Durham	County	North East	48	10	4	4	6	20.8%	40.0%	8.3%
845	East Sussex	County	South East	39	7	5	3	2	17.9%	71.4%	7.7%
846	Brighton & Hove	Unitary	South East	22	11	4	2	7	50.0%	36.4%	9.1%
851	Portsmouth	Unitary	South East	16	8	3	3	5	50.0%	37.5%	18.8%
852	Southampton	Unitary	South East	25	20	11	10	9	80.0%	55.0%	40.0%
855	Leicestershire	County	East Midlands	24	14	6	6	8	58.3%	42.9%	25.0%
856	Leicester	Unitary	East Midlands	30	22	11	8	11	73.3%	50.0%	26.7%
857	Rutland	Unitary	East Midlands	4	1	0		1	25.0%	0.0%	0.0%
860	Staffordshire	County	West Midlands	84	50	20	17	30	59.5%	40.0%	20.2%
861	Stoke-On-Trent	Unitary	West Midlands	24	6	3	2	3	25.0%	50.0%	8.3%
865	Wiltshire	County	South West	42	22	13	13	9	52.4%	59.1%	31.0%
866	Swindon	Unitary	South West	14	7	4	4	3	50.0%	57.1%	28.6%
867	Bracknell Forest	Unitary	South East	8	6	3	3	3	75.0%	50.0%	37.5%
869	West Berkshire	Unitary	South East	21	12	5	4	7	57.1%	41.7%	19.0%
870	Reading	Unitary	South East	18	13	6	3	7	72.2%	46.2%	16.7%
871	Slough	Unitary	South East	12	8	1	1	7	66.7%	12.5%	8.3%
872	Wokingham	Unitary	South East	13	6	4	4	2	46.2%	66.7%	30.8%
873	Cambridgeshire	County	Eastern	39	12	10	3	2	30.8%	83.3%	7.7%
875	Cheshire	County	NW and Merseyside	71	43	19	17	24	60.6%	44.2%	23.9%
876	Halton	Unitary	NW and Merseyside	13	4	3	3	1	30.8%	75.0%	23.1%
877	Warrington	Unitary	NW and Merseyside	16	2	1	1	1	12.5%	50.0%	6.3%
878	Devon	County	South West	52	16	8	6	8	30.8%	50.0%	11.5%
879	Plymouth	Unitary	South West	30	21	9	8	12	70.0%	42.9%	26.7%
881	Essex	County	Eastern	120	79	34	35	45	65.8%	43.0%	29.2%
882	Southend-On-Sea	Unitary	Eastern	17	5	2	1	3	29.4%	40.0%	5.9%
883	Thurrock	Unitary	Eastern	10	1	0		1	10.0%	0.0%	0.0%
884	Herefordshire	Unitary	West Midlands	21	17	7	4	10	81.0%	41.2%	19.0%
885	Worcestershire	County	West Midlands	68	48	14	14	34	70.6%	29.2%	20.6%
886	Kent	County	South East	170	64	25	16	39	37.6%	39.1%	9.4%

LEA NO	LEA Name	LEA Type	Region	Schools	Replies	Positive	Completed	Negative	% Reply	% Positive	% Completed
887	Medway Towns	Unitary	South East	23	15	8	4	7	65.2%	53.3%	17.4%
888	Lancashire	County	NW and Merseyside	131	65	26	21	39	49.6%	40.0%	16.0%
889	Blackburn With Darwen	Unitary	NW and Merseyside	16	8	5	5	3	50.0%	62.5%	31.3%
890	Blackpool	Unitary	NW and Merseyside	14	9	4	4	5	64.3%	44.4%	28.6%
891	Nottinghamshire	County	East Midlands	73	43	15	11	28	58.9%	34.9%	15.1%
892	Nottingham	Unitary	East Midlands	36	20	6	5	14	55.6%	30.0%	13.9%
893	Shropshire	County	West Midlands	39	15	8		7	38.5%	53.3%	0.0%
894	Telford & Wrekin	Unitary	West Midlands	18	8	2		6	44.4%	25.0%	0.0%
908	Cornwall	County	South West	41	22	9	9	13	53.7%	40.9%	22.0%
909	Cumbria	County	NW and Merseyside	50	14	10	3	4	28.0%	71.4%	6.0%
916	Gloucestershire	County	South West	56	15	1	1	14	26.8%	6.7%	1.8%
919	Hertfordshire	County	Eastern	128	68	24	15	44	53.1%	35.3%	11.7%
921	Isle Of Wight	Unitary	South East	10	5	4		1	50.0%	80.0%	0.0%
925	Lincolnshire	County	East Midlands	90	62	24	25	38	68.9%	38.7%	27.8%
926	Norfolk	County	Eastern	65	19	10	4	9	29.2%	52.6%	6.2%
928	Northamptonshire	County	East Midlands	39	25	18	14	7	64.1%	72.0%	35.9%
929	Northumberland	County	North East	27	23	6	6	17	85.2%	26.1%	22.2%
931	Oxfordshire	County	South East	56	14	7	1	7	25.0%	50.0%	1.8%
935	Suffolk	County	Eastern	68	47	21	19	26	69.1%	44.7%	27.9%
936	Surrey	County	South East	124	58	18	10	40	46.8%	31.0%	8.1%
937	Warwickshire	County	West Midlands	48	33	9	8	24	68.8%	27.3%	16.7%
938	West Sussex	County	South East	54	14	7	6	7	25.9%	50.0%	11.1%
				4266	2016	835	617	1181			

ANNEX II

LEA Number	LEA Name	LEA Type	Completed	Mainstream	Special
202	Camden	London			
203	Greenwich	London	2	1	1
204	Hackney	London	2		2
205	Hammersmith & Fulham	London			
207	Kensington & Chelsea	London	1	1	
208	Lambeth	London	2		2
209	Lewisham	London	4	2	2
210	Southwark	London			
211	Tower Hamlets	London	2	1	1
212	Wandsworth	London	5	2	3
213	Westminster	London	1	1	
301	Barking & Dagenham	London			
302	Barnet	London	1	1	
303	Bexley	London	3	3	
304	Brent	London	3	1	2
305	Bromley	London	2	1	1
306	Croydon	London	6	4	2
307	Ealing	London			
308	Enfield	London			
309	Haringey	London			
310	Harrow	London	1	1	
311	Havering	London	4	3	1
313	Hounslow	London	8	5	3
314	Kingston-Upon-Thames	London	1	1	
317	Redbridge	London	5	3	2
319	Sutton	London	3	2	1
330	Birmingham	Metropolitan	9	6	3
332	Dudley	Metropolitan	5	2	3
333	Sandwell	Metropolitan			
334	Solihull	Metropolitan	4	2	2
335	Walsall	Metropolitan	5	2	3
340	Knowsley	Metropolitan	6	3	3
341	Liverpool	Metropolitan	8	6	2
342	St. Helens	Metropolitan	2	1	1
343	Sefton	Metropolitan	5	2	3
344	Wirral	Metropolitan	4	3	1
350	Bolton	Metropolitan	1		1
351	Bury	Metropolitan			
352	Manchester	Metropolitan	8	4	4
353	Oldham	Metropolitan	6	5	1
355	Salford	Metropolitan	1		1
356	Stockport	Metropolitan	1		1
357	Tameside	Metropolitan	7	5	2
358	Trafford	Metropolitan	3	3	
359	Wigan	Metropolitan	2	1	1
370	Barnsley	Metropolitan			
371	Doncaster	Metropolitan	10	4	6
372	Rotherham	Metropolitan	2	1	1
373	Sheffield	Metropolitan			
380	Bradford	Metropolitan	10	5	5

LEA Number	LEA Name	LEA Type	Completed	Mainstream	Special
381	Calderdale	Metropolitan	6	4	2
382	Kirklees	Metropolitan	7	4	3
383	Leeds	Metropolitan	13	7	6
384	Wakefield	Metropolitan			
390	Gateshead	Metropolitan	1		1
391	Newcastle Upon Tyne	Metropolitan	2	1	1
392	North Tyneside	Metropolitan	3	1	2
394	Sunderland	Metropolitan	9	6	3
800	Bath & N E Somerset	Unitary	3		3
801	Bristol	Unitary	2	1	1
802	North Somerset	Unitary	5	2	3
803	South Gloucestershire	Unitary	2	2	
805	Hartlepool	Unitary	5	3	2
807	Redcar and Cleveland	Unitary	1		1
808	Stockton-On-Tees	Unitary	2	1	1
810	Kingston Upon Hull	Unitary	2	2	
811	East Riding Of Yorkshire	Unitary	1		1
812	North East Lincolnshire	Unitary	4	2	2
813	North Lincolnshire	Unitary	4	2	2
815	North Yorkshire	County	7	4	3
816	York	Unitary	3	1	2
820	Bedfordshire	County	1	1	
821	Luton	Unitary			
825	Buckinghamshire	County			
830	Derbyshire	County	1		1
831	Derby	Unitary			
835	Dorset	County	6	5	1
836	Poole	Unitary	3	2	1
837	Bournemouth	Unitary	3	2	1
840	Durham	County	4	3	1
845	East Sussex	County	3	1	2
846	Brighton & Hove	Unitary	2		2
851	Portsmouth	Unitary	3	3	
852	Southampton	Unitary	10	7	3
855	Leicestershire	County	6	3	3
856	Leicester	Unitary	8	5	3
857	Rutland	Unitary			
860	Staffordshire	County	17	13	4
861	Stoke-On-Trent	Unitary	2	1	1
865	Wiltshire	County	13	10	3
866	Swindon	Unitary	4	2	2
867	Bracknell Forest	Unitary	3	2	1
869	West Berkshire	Unitary	4	2	2
870	Reading	Unitary	3	3	
871	Slough	Unitary	1		1
872	Wokingham	Unitary	4	2	2
873	Cambridgeshire	County	3	2	1
875	Cheshire	County	17	11	6
876	Halton	Unitary	3		3
877	Warrington	Unitary	1	1	
878	Devon	County	6	4	2

LEA Number	LEA Name	LEA Type	Completed	Mainstream	Special
879	Plymouth	Unitary	8	6	2
881	Essex	County	35	24	11
882	Southend-On-Sea	Unitary	1		1
883	Thurrock	Unitary			
884	Herefordshire	Unitary	4	3	1
885	Worcestershire	County	14	7	7
886	Kent	County	16	10	6
887	Medway Towns	Unitary	4	4	
888	Lancashire	County	21	12	9
889	Blackburn With Darwen	Unitary	5	4	1
890	Blackpool	Unitary	4	3	1
891	Nottinghamshire	County	11	6	5
892	Nottingham	Unitary	5		5
893	Shropshire	County			
894	Telford & Wrekin	Unitary			
908	Cornwall	County	9	7	2
909	Cumbria	County	3	3	
916	Gloucestershire	County	1		1
919	Hertfordshire	County	15	8	7
921	Isle Of Wight	Unitary			
925	Lincolnshire	County	25	14	11
926	Norfolk	County	4	2	2
928	Northamptonshire	County	14	9	5
929	Northumberland	County	6	2	4
931	Oxfordshire	County	1	1	
935	Suffolk	County	19	11	8
936	Surrey	County	10	5	5
937	Warwickshire	County	8	4	4
938	West Sussex	County	6	1	5
			617	362	255

ANNEX III

Table 1: Breakdown of invited and participated schools according to LEA type

LEA Type	Invited Schools	Participating Schools	Special	Mainstream
London Boroughs	527	56	33	23
Metropolitan Districts	949	140	78	62
Unitary	705	119	68	51
County	2085	302	183	119
	4266	617	362	255

Table 2: Breakdown of invited and participating schools according to region

Region	Invited Schools	Participating Schools	Special	Mainstream
Inner London	214	17	7	10
Outer London	313	39	26	13
West Midlands	509	68	40	28
North West and Merseyside	685	108	67	41
Yorkshire and Humber	445	69	36	33
North East	184	33	17	16
South West	392	65	43	22
Eastern	486	78	48	30
East Midlands	373	70	37	33
South East	665	70	41	29
TOTAL	4266	617	362	255

APPENDIX I

SENCOs and PUPIL INFORMATION FORMS

Table 4.1: Position(s) held by SENCO/teacher interviewee (according to school type)

RESPONDENTS' POSITION	Mainstream		Special		Total	
	n	%	n	%	n	%
Headteacher/Acting Headteacher	8	2.2	124	48.6	132	21.5
Deputy Headteacher/Assistant Headteacher	28	7.8	45	17.6	73	11.9
Head of Department or Faculty	59	16.4	31	12.2	90	14.7
Year Head	5	1.4	10	3.9	15	2.4
Senior Teacher	22	6.1	32	12.5	54	8.8
Subject Teacher	54	15.0	24	9.4	78	12.7
SENCO	307	85.5	0	-	307	84.3

Categories overlap, therefore the total number is larger than the total number of respondents

Table 4.2: Training on SEN undertaken by respondents (according to school type)

RESPONDENTS' TRAINING	Mainstream		Special		Total	
	n	%	n	%	n	%
Accredited SEN training	248	69.5	194	76.1	442	72.2
External (e.g. LEA) training on SEN	283	79.1	199	78.0	482	78.6
INSET on SEN	333	93.0	236	92.5	569	92.8
INSET training specifically in the Code of Practice	294	82.1	163	63.9	457	74.6
INSET training specifically related to 16+ transition for pupils with SEN	103	28.8	124	48.6	227	37.0

Table 4.3: Distribution of gender across type of school

GENDER	Mainstream			Special school			Total	
			National[1] Statistics			National[1] Statistics		
	n	%	%	n	%	%	n	%
Boys	1285	70.6	67	902	66.5	67	2187	68.9
Girls	534	29.4	33	454	33.5	33	988	31.1
Total	1819			1356			3175	

[1] Pupils with SEN in all secondary English pupils: England 2000

Table 4.4: Distribution of ethnicity of pupils across type of school.

ETHNIC GROUP	**Mainstream**		**Special school**		**Total**		**National[1] Statistics**
	n	%	n	%	n	%	**%**
White British	1706	93.7	1173	87.2	2879	90.9	88.5
White Irish	3	.2	7	.5	10	.3	-
Asian or Asian British – Indian	17	.9	27	2.0	44	1.4	2.7
Asian or Asian British Pakistani	12	.7	36	2.7	48	1.5	2.6
Asian or Asian British Bangladeshi	10	.5	5	.4	15	.5	0.9
Black or Black British – Caribbean	19	1.0	28	2.1	47	1.5	1.4
Black or Black British – African	9	.5	12	.9	21	.7	1.0
Chinese or Chinese British	1	.1			1	.0	0.4
Mixed ethnicity	21	1.2	27	2.0	48	1.5	-
Other	23	1.3	30	2.2	53	1.7	1.8
TOTAL	1821		1345		3166		

[1] Statistics based on all secondary schools in England in 1999
Chi-square statistic: $x^2 = 50.621$, d*f* = 9, $p < .000$

Table 4.5: Pupils eligible for free school meals

ELIGIBLE TO RECEIVE FREE SCHOOL MEALS	**Mainstream**		**Special school**		**Total**		**National[1] statistics**
	n	%	n	%	n	%	**%**
Pupil is eligible to receive FSM	439	25.1	494	38.3	933	30.7	39.7
Pupil is not eligible to receive FSM	1078	61.5	700	54.3	1778	58.5	60.3
Respondent didn't know	235	13.4	95	7.4	330	10.9	-
Total	1752		1289		3041		

[1] The figures in this column indicate percentages of all secondary English population

Table 4.6: Age that pupils are expected to leave school

AGE UPON EXPECTED PUPILS LEAVING SCHOOL	**Mainstream**		**Special school**		**Total**	
	n	%	n	%	n	%
15	52	2.9	40	3.0	92	2.9
16	1515	83.8	682	51.2	2197	70.0
17	88	4.9	45	3.4	133	4.2
18	140	7.7	88	6.6	228	7.3
19	13	.7	474	35.6	487	15.5
After 20	0	-	3	.2	3	.1
Total	1808		1332		3140	

Chi-square statistic: $x^2 = 727.101$, d*f* = 5, $p < .000$

Table 4.7: Pupils' special educational needs: All SEN: (across type of school)

SEN TYPE	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Mild LD	629	82.4	134	17.6	763	*23.8*
Moderate LD	466	42.4	632	57.6	1098	*34.3*
SLD	26	7.0	347	93.0	373	*11.7*
PMLD	6	5.9	95	94.1	101	*3.2*
Total LD	*1127*		*1208*		*2335*	*73.0*
Dyslexia	493	94.4	29	5.6	*522*	*16.3*
Dyspraxia	51	73.9	18	26.1	*69*	*2.2*
Other specific learning difficulty	47	66.2	24	33.8	*71*	*2.2*
EBD	700	59.6	474	40.4	*1174*	*36.7*
Physical disabilities	84	25.5	246	75.4	*330*	*10.3*
Hearing difficulties	64	37.0	109	63.0	*173*	*5.4*
Visual difficulties	58	33.0	118	67.0	*176*	*5.5*
Speech & language difficulties	113	22.6	386	77.4	*499*	*15.6*
Medical problems	107	32.2	225	67.8	*332*	*10.4*
Autistic Spectrum	43	28.5	108	71.5	*151*	*4.7*
ADHD	49	56.3	38	43.7	*87*	*2.7*
Other	128	73.1	47	26.9	*175*	*5.5*

Table 4.8: Special educational needs of pupils: MAIN difficulty across type of school.

PUPIL'S MAIN SEN	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n[1]	%
Learning Difficulties						
Mild	248	96.9	8	3.1	256	9.0
Moderate	281	40.0	422	60.0	703	24.7
Severe	9	3.7	234	96.3	243	8.5
Profound & multiple	2	2.9	68	97.1	70	2.5
Dyslexia	366	97.3	10	2.7	376	13.2
Dyspraxia	29	90.6	3	9.4	32	1.1
Other specific learning difficulty	21	87.5	3	12.5	24	.8
Emotional/behavioural difficulties	401	65.6	210	34.4	611	21.5
Physical difficulties	55	42.3	75	57.7	130	4.6
Hearing difficulties	39	45.3	47	54.7	86	3.0
Visual difficulties	22	51.2	21	48.8	43	1.5
Speech/language difficulties	36	64.3	20	35.7	56	2.0
Attention deficit hyperactivity disorder (ADHD)/ADD	23	92.0	2	8.0	25	.9
Autistic spectrum disorders	31	39.7	47	60.3	78	2.7
Medical problems	30	58.8	21	41.2	51	1.8
Other	59	96.7	2	3.3	61	2.1
Total	1654	58.1	1193	41.9	2847	100.0

[1] n < 3200 due to missing cases in main difficulty

Table 4.9: Special educational needs of pupils: MAIN difficulty gender

PUPIL'S MAIN SEN	**Male**		**Female**		**Total**	
	n	%	n	%	n	%
Learning Difficulties						
Mild	169	66.3	86	33.7	255	9.0
Moderate	427	61.0	273	39.0	700	24.7
Severe	132	54.5	110	45.5	242	8.6
Profound & multiple	41	58.6	29	41.4	70	2.5
Dyslexia	304	81.9	67	18.1	371	13.1
Dyspraxia	23	74.2	8	25.8	31	1.1
Other specific learning difficulty	18	78.3	5	21.7	23	.8
Emotional/behavioural difficulties	492	81.1	115	18.9	607	21.5
Physical difficulties	81	62.8	48	37.2	129	4.6
Hearing difficulties	47	55.3	38	44.7	85	3.0
Visual difficulties	24	55.8	19	44.2	43	1.5
Speech/language difficulties	42	75.0	14	25.0	56	2.0
Attention deficit hyperactivity disorder (ADHD)/ADD	25	100.0	0	-	25	.9
Autistic spectrum disorders	67	85.9	11	14.1	78	2.8
Medical problems	27	52.9	24	47.1	51	1.8
Other	27	44.3	34	55.7	61	2.2
Total	1947	68.8	882	31.2	2829	100.0

[1] n < 3200 due to missing cases in gender

Table 4.10: Stage of Code of practice and Statements of special educational needs AT CURRENT YEAR: across type of school.

STAGE ON CODE OF PRACTICE	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Stage 2	187	10.4	0	-	187	5.9
Stage 3	730	40.6	0	-	730	23.1
Stage 4	14	.8	0	-	14	.4
Statement	869	48.3	1295	95.4	2164	68.5
No statement	N/A	-	62	4.6	62	2.0
TOTAL	1800		1357		3157	

Table 4.11: Stage of Code of practice and Statements of special educational needs AT YEAR 9: across type of school.

STAGE ON CODE OF PRACTICE	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Stage 2	275	15.7	0	-	275	8.9
Stage 3	561	32.0	0	-	561	18.2
Stage 4	34	1.9	0	-	34	1.1
Statement	836	47.7	1251	94.2	2087	67.7
No statement	46	2.6	42	3.2	88	2.9
Don't know	1	.1	35	2.6	36	1.2
TOTAL	1753		1328		3081	

Table 4.12: Statements of special educational needs across SEN type

SEN TYPE	**With statement**		**Without Statement**		**Total**
	n	%	n	%	n
Mild learning difficulties	80	31.7	172	68.3	252
Moderate learning difficulties	643	91.6	59	8.4	702
Severe learning difficulties	241	100.0	0	-	241
Profound & multiple learning difficulties	70	100.0	0	-	70
Dyslexia	202	54.4	169	45.6	371
Dyspraxia	14	43.8	18	56.3	32
Other specific learning difficulty	19	79.2	5	20.8	24
Emotional/behavioural difficulties	236	39.3	364	60.7	600
Physical difficulties	123	94.6	7	5.4	130
Hearing difficulties	69	80.2	17	19.8	86
Visual difficulties	40	93.0	3	7.0	43
Speech/language difficulties	49	87.5	7	12.5	56
Attention deficit hyperactivity disorder (ADHD)/ADD	13	52.0	12	48.0	25
Autistic spectrum disorders	72	92.3	6	7.7	78
Medical problems	36	72.0	14	28.0	50
Other	20	33.9	39	66.1	59
TOTAL	1927	68.3	894	31.7	2821

Table 4.13: Grouping of MAIN difficulty across type of school

GROUPS OF MAIN SEN	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n[1]	%
Mild LD	248	96.9	8	3.1	256	9.0
Moderate LD	281	40.0	422	60.0	703	24.7
SLD/PMLD	11	3.5	302	96.5	313	11.0
Specific LD	416	96.3	16	3.7	432	15.2
EBD/ADHD	424	66.7	212	33.3	636	22.3
Physical & medical	85	47.0	96	53.0	181	6.4
Sensory difficulties	61	47.3	68	52.7	129	4.5
Speech & language	36	64.3	20	36.7	56	2.0
Autistic spectrum	31	39.7	47	60.3	78	2.7
Other	60	96.8	2	3.2	62	2.2
Total	1653	58.1	1193	41.9	2846	

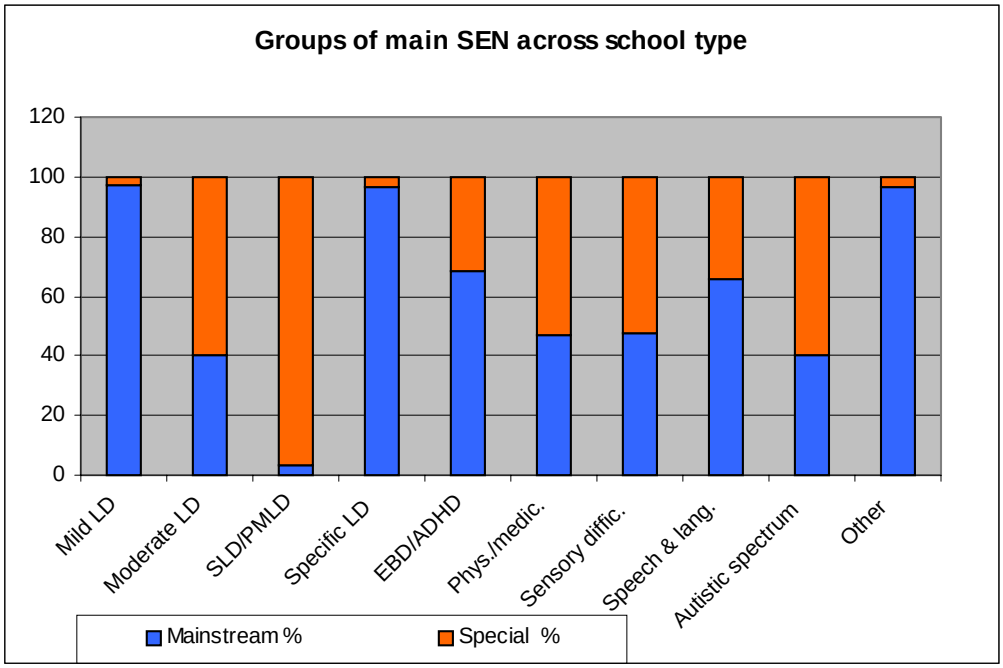

Figure 1: Groups of main SEN across school type

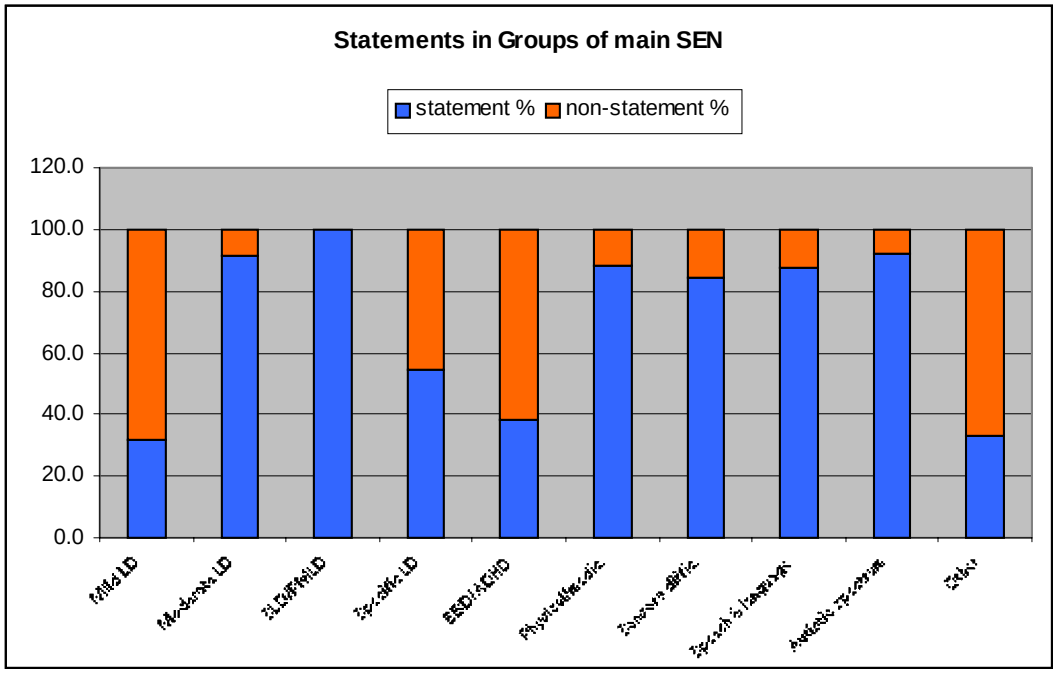

Figure 2: Groups of main SEN across statements

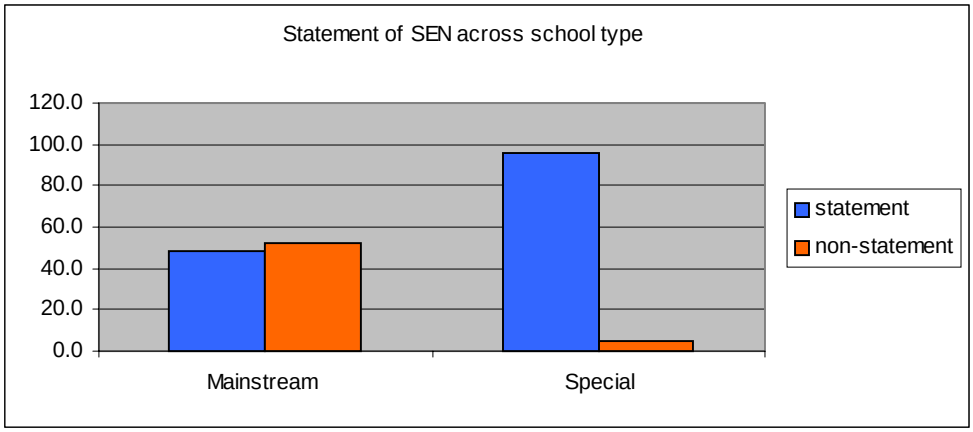

Figure 3: Statements across type of school

Table 4.14: Specialised units in schools (according to school type)

SPECIALISED UNITS	**Mainstream**		**Special**		**Total**	
	n	***%***	n	%	n	***%***
Special unit for Hearing Difficulties	16	4.5	20	7.8	36	5.9
Special unit for Learning Difficulties	59	16.4	63	24.7	122	19.9
Special unit for Visually Impaired	9	2.5	20	7.8	29	4.7
Special unit for pupils with EBD	58	16.2	44	17.3	102	16.6
TOTAL	359		255		614	

Table 4.15: Types and frequency of support/therapy that pupils receive: across pupils with and without statements

TYPE OF SUPPORT OR THERAPY RECEIVED IN SUMMER 2000	**Pupils with statements**				**Pupils with NO statements**			
	daily	**at least once a week**	**once a month or less**	***Total***	**daily**	**at least once a week**	**once a month or less**	***Total***
	%	***%***	***%***	*n*	***%***	***%***	***%***	*n*
Learning support assistant	76.4	18.9	4.8	*1777*	34.9	58.8	6.4	*519*
Learning support teacher	25.8	68.2	6.0	*616*	13.1	75.5	11.4	*428*
Education welfare officer	6.3	11.8	81.9	*127*	1.4	15.0	83.7	*147*
Sigh language interpreter/lip-speaker	85.7	7.1	7.1	*28*	-	-	-	*0*
English as an additional language (EAL) support	-	54.5	45.5	*22*	-	83.3	16.7	*6*
Personal care assistant	92.7	6.0	1.3	*150*	66.7	-	33.3	*3*
Specialist provision at a specialist school/unit	71.3	26.3	2.5	*80*	48.4	45.2	6.5	*31*
Speech & language therapy	22.6	32.9	44.5	*155*	16.7	-	83.3	*6*
Physiotherapy	14.0	44.1	41.9	*315*	20.0	20.0	60.0	*5*
Occupational therapy	18.6	49.2	32.2	*183*	20.0	20.0	60.0	*5*
Hydrotherapy	10.6	51.3	38.1	*113*	-	66.7	33.3	*3*
Counseling	6.2	61.2	32.5	*209*	3.7	53.0	43.3	*134*

Table 4.16: Levels of Teacher Assessments by type of school: ENGLISH

LEVEL	**Mainstream**		**Special**		**Total**		**National Results[1]**
	n	**%**	n	**%**	n	**%**	**%**
Working towards Level 1	25	1.5	330	26.9	355	12.3	0
Level 1	29	1.8	187	15.2	216	7.5	0
Level 2	268	16.2	320	26.1	588	20.4	2
Level 3	627	37.8	164	13.4	791	27.4	8
Level 4	442	26.7	65	5.3	507	17.6	24
Level 5	142	8.6	29	2.4	171	5.9	34
Level 6	32	1.9	4	.3	36	1.2	22
Level 7	16	1.0	4	.3	20	.7	8
Level 8	4	.2	0	-	4	.1	1
Exceptional performance	0	-	0	-	0	-	0
Disapplied	34	2.1	96	7.8	130	4.5	0
Absent	38	2.3	28	2.3	66	2.3	1
Total	1657		1227		2884		

[1] Key Stage 3 2000 National Summary Results: Teacher Assessments

Table 4.17: Levels of Teacher Assessments by type of school: MATHEMATICS

LEVEL	**Mainstream**		**Special**		**Total**		**National Results[1]**
	n	**%**	n	**%**	n	**%**	**%**
Working towards Level 1	22	1.3	306	24.8	328	11.4	0
Level 1	25	1.5	155	12.6	180	6.3	0
Level 2	157	9.6	289	23.4	446	15.5	1
Level 3	616	37.5	230	18.6	846	29.4	9
Level 4	503	30.6	90	7.3	593	20.6	22
Level 5	182	11.1	30	2.4	212	7.4	27
Level 6	56	3.4	9	.7	65	2.3	24
Level 7	23	1.4	6	.5	29	1.0	13
Level 8	3	.2	0	-	3	.1	2
Exceptional performance	0	-	0	-	0	-	0
Disapplied	23	1.4	93	7.5	116	4.0	0
Absent	32	1.9	27	2.2	59	2.1	1
Total	1642		1235		2877		

[1] Key Stage 3 2000 National Summary Results: Teacher Assessments

Table 4.18: Levels of Teacher Assessments by type of school: SCIENCE

LEVEL	**Mainstream**		**Special**		**Total**		**National Results[1]**
	n	**%**	n	**%**	n	**%**	**%**
Working towards Level 1	22	1.3	294	23.9	316	11.0	0
Level 1	22	1.3	134	10.9	156	5.4	0
Level 2	123	7.5	274	22.3	397	13.8	2
Level 3	595	36.2	266	21.6	861	30.0	10
Level 4	553	33.6	103	8.4	656	22.8	25
Level 5	196	11.9	27	2.2	223	7.8	31
Level 6	62	3.8	7	.6	69	2.4	22
Level 7	20	1.2	2	.2	22	.8	7
Level 8	0	-	0	-	0	-	0
Exceptional performance	0	-	0	-	0	-	0
Disapplied	20	1.2	93	7.6	113	3.9	0
Absent	31	1.9	29	2.4	60	2.1	1
Total	1644		1229		2873		

[1] Key Stage 3 2000 National Summary Results: Teacher Assessments

Table 4.19: Levels of Key Stage 3 National Tests by type of school: ENGLISH

LEVEL	**Mainstream**		**Special**		**Total**		**National Results[1]**
	n	**%**	n	**%**	n	**%**	**%**
Below Level 3	263	15.7	197	18.2	460	16.7	4
Level 3	247	14.8	50	4.6	297	10.8	4
Level 4	392	23.4	47	4.3	439	15.9	21
Level 5	177	10.6	25	2.3	202	7.3	35
Level 6	39	2.3	5	.5	44	1.6	21
Level 7	8	.5	5	.5	13	.5	6
Level 8	5	.3	0	-	5	.2	1
Exceptional performance	0	-	0	-	0	-	0
Disapplied	106	6.3	601	55.6	707	25.7	1
Absent	182	10.9	66	6.1	248	9.0	4
Failed to gain enough marks for a level	254	15.2	85	7.9	339	12.3	
Total	1673		1081		2754		

[1] Key Stage 3 2000 National Summary Results: National Tests

Table 4.20: Levels of Key Stage 3 National Tests by type of school: MATHEMATICS

LEVEL	**Mainstream**		**Special**		**Total**		**National Results[1]**
	n	**%**	n	**%**	n	**%**	**%**
Below Level 2	35	2.1	105	9.3	140	5.0	1
Level 2	82	4.8	64	5.7	146	5.2	1
Level 3	505	29.7	182	16.2	687	24.3	9
Level 4	470	27.6	84	7.5	554	19.6	20
Level 5	221	13.0	30	2.7	251	8.9	24
Level 6	64	3.8	9	.8	73	2.6	23
Level 7	23	1.4	6	.5	29	1.0	16
Level 8	2	.1	0	-	2	.1	3
Exceptional performance	0	-	0	-	0	-	0
Disapplied	35	2.1	485	43.1	520	18.4	0
Absent	186	10.9	67	6.0	253	9.0	4
Failed to gain enough marks for a level	77	4.5	93	8.3	170	6.0	
Total	1700		1125		2825		

[1] Key Stage 3 2000 National Summary Results: National Tests

Table 4.21: Levels of Key Stage 3 National Tests by type of school: SCIENCE

LEVEL	**Mainstream**		**Special**		**Total**		**National Results[1]**
	n	**%**	n	**%**	n	**%**	**%**
Below Level 2	20	1.2	97	8.6	117	4.1	1
Level 2	91	5.4	66	5.9	157	5.6	1
Level 3	515	30.3	217	19.3	732	25.9	10
Level 4	509	30.0	94	8.4	603	21.4	23
Level 5	227	13.4	24	2.1	251	8.9	30
Level 6	70	4.1	6	.5	76	2.7	23
Level 7	12	.7	5	.4	17	.6	6
Level 8	1	.1	0	-	1	.0	1
Exceptional performance	0	-	0	-	0	-	0
Disapplied	26	1.5	474	42.2	500	17.7	0
Absent	171	10.1	72	6.4	243	8.6	4
Failed to gain enough marks for a level	55	3.2	69	6.1	124	4.4	
Total	1697		1124		2821		

[1] Key Stage 3 2000 National Summary Results: National Tests

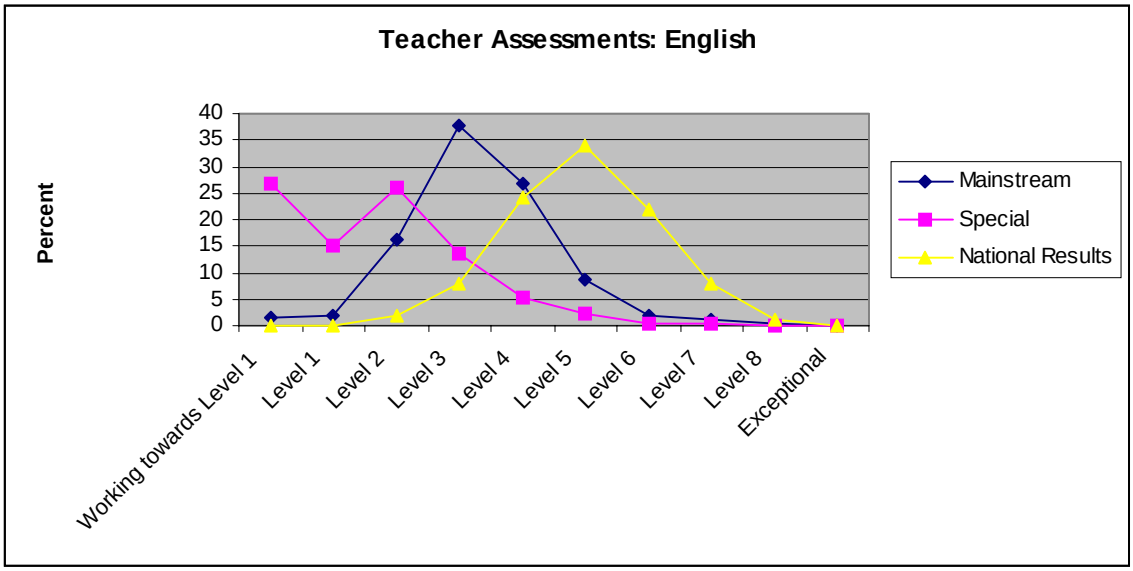

Figure 4: Teachers assessments in English: Comparison between our sample and data from National results in England

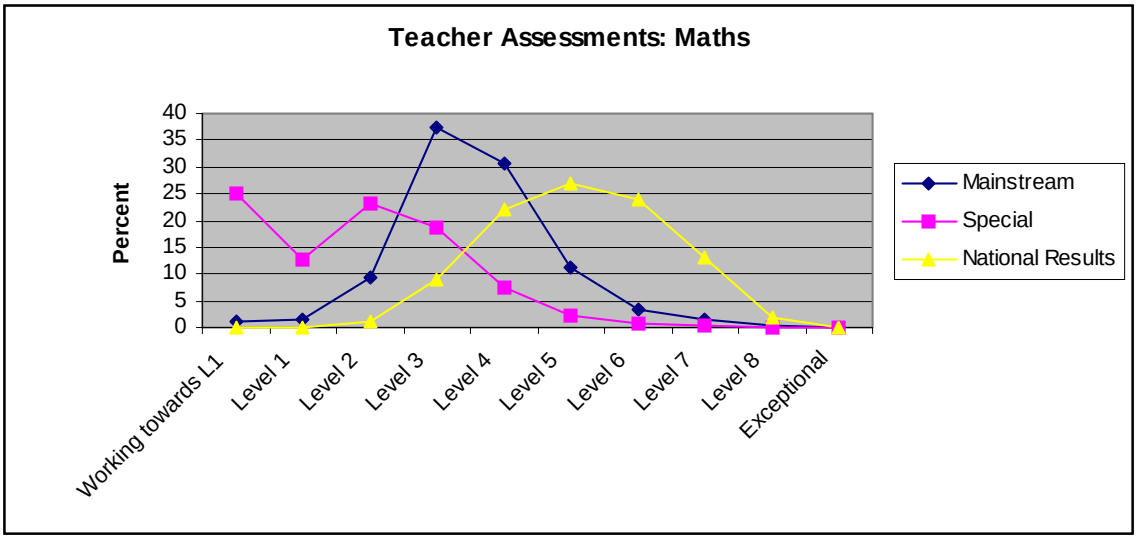

Figure 5: Teachers assessments in Maths: Comparison between our sample and data from National results in England

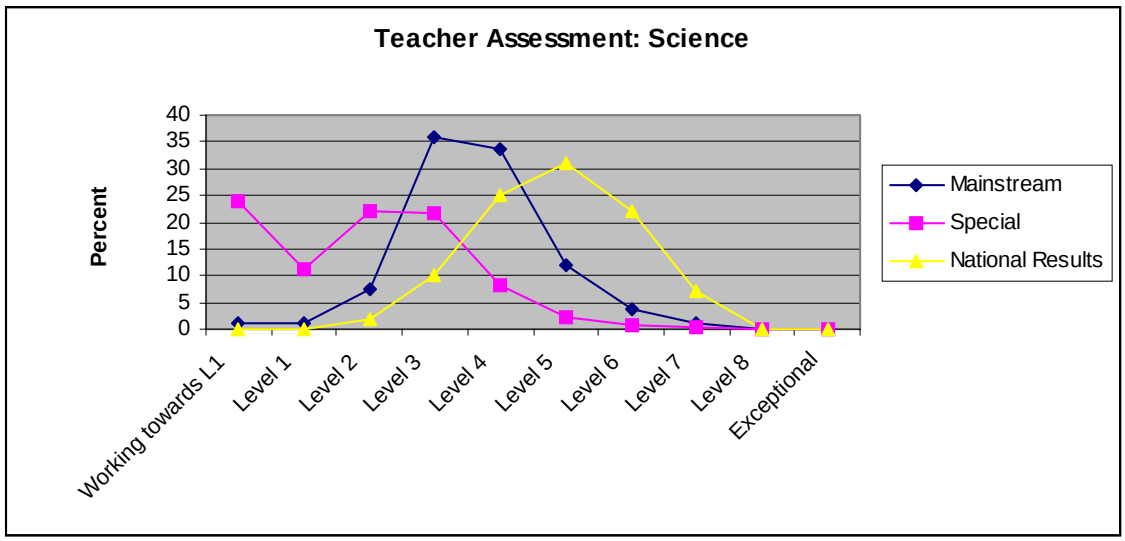

Figure 6: Teachers assessments in Science: Comparison between our sample and data from National results in England

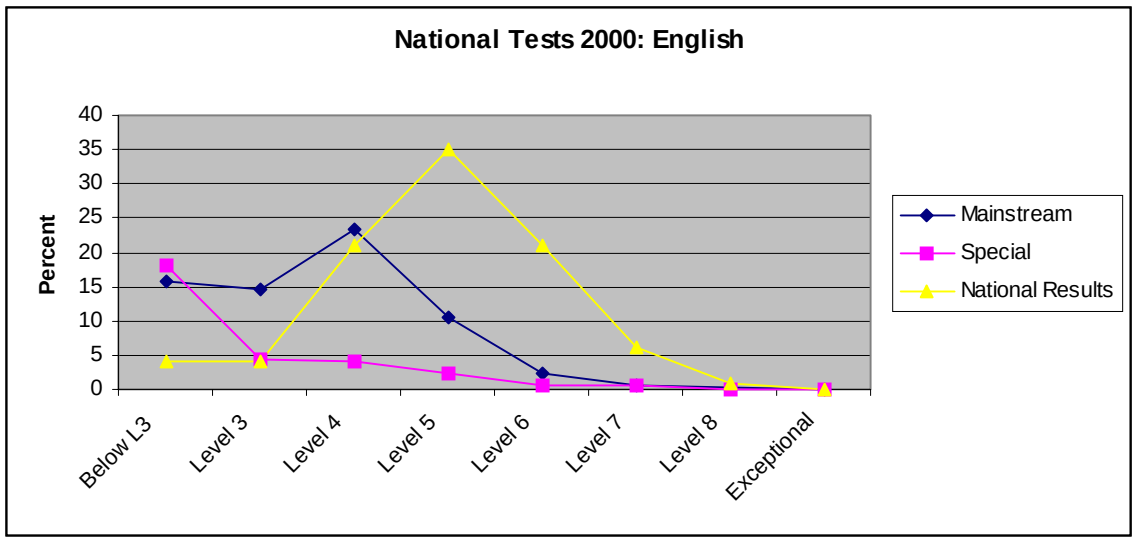

Figure 7: National Tests in English: Comparison between our sample and data from National results in England

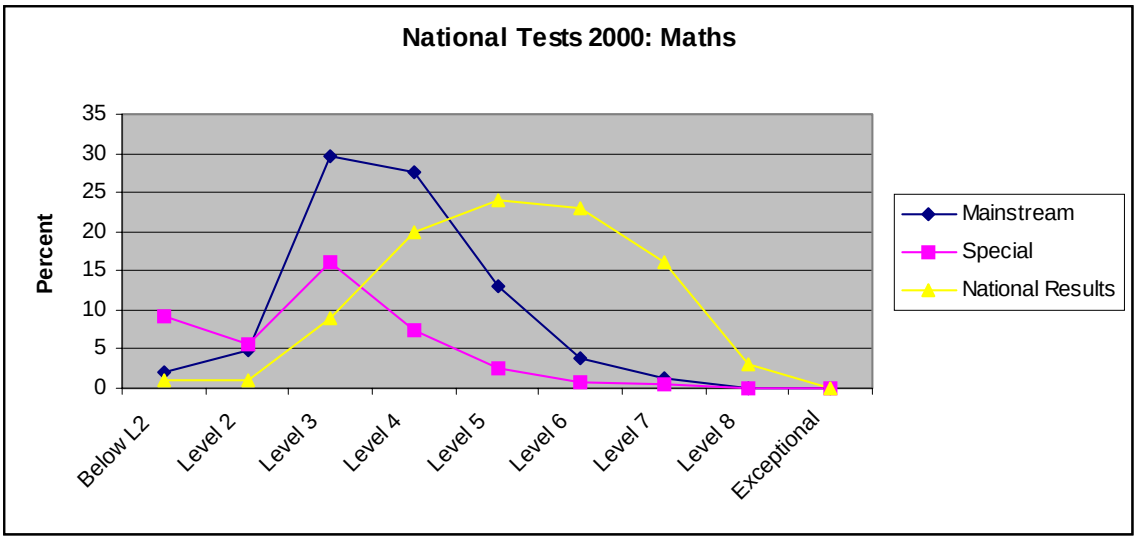

Figure 8: National Tests in Maths: Comparison between our sample and data from National results in England

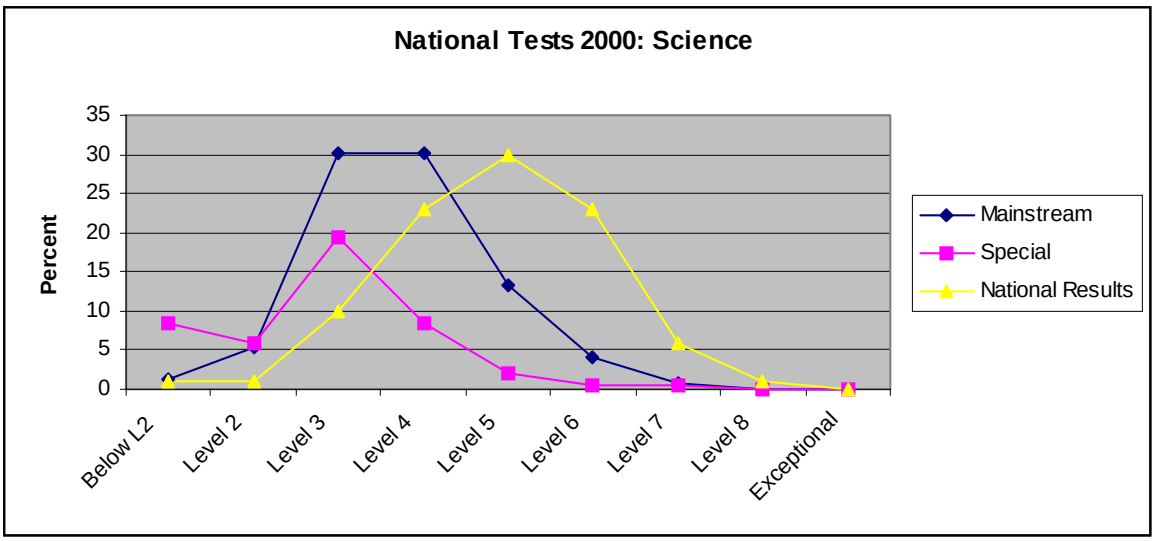

Figure 9: National Tests in Science: Comparison between our sample and data from National results in England

Table 4.22: Mean Attainments Levels Reported in Teacher Assessment (TA) and National KS3 tests (NT)

		English		Mathematics		Science	
		TA	**NT**	**TA**	**NT**	**TA**	**NT**
Mainstream	(MEAN)	3.32	3.58	3.55	3.75	3.61	3.76
	n	1585	1131	1587	1402	1593	1445
Special	(MEAN)	1.61	2.80	1.82	2.84	1.88	2.84
	n	1103	329	1115	480	1107	509
TOTAL	(MEAN)	2.62	3.41	2.83	3.52	2.90	3.52
	n	2688	1460	2702	1882	2700	1954
National[1] Statistics	(MEAN)	4.90	4.47	5.03	5.03	4.70	4.62

[1] Means were calculated from National Summary Results of all Key Stage 3 pupils in 2000

Table 4.23: Mean Attainment Levels by Stage in the Code of Practice

	English		Mathematics		Science	
SEN Stage	**TA**	**NT**	**TA**	**NT**	**TA**	**NT**
Stage 2	3.64	3.81	3.80	3.89	3.83	3.95
Stage 3	3.54	3.72	3.73	3.85	3.75	3.81
Stage 5 (has a statement)	2.19	3.14	2.42	3.28	2.51	3.31

Table 4.24: Special arrangements made for pupils with respect to KS3 National tests

SPECIAL ARRANGEMENTS	English		Mathematics		Science	
	n	%	n	%	n	%
Yes	957	41.5	1218	50.6	1253	51.8
No	1349	58.53	1191	49.4	1164	48.2
TOTAL	2306		2409		2417	

Table 4.25: Exclusion during Year 10

NUMBER OF EXCLUSIONS	Mainstream		Special		Total	
	n	**%**	n	**%**	n	**%**
No exclusion	1403	81.0	1211	91.6	2614	85.6
Excluded once	155	8.9	48	3.6	203	6.6
Excluded more than once	174	10.0	63	4.8	237	7.8
Total	1732		1322		3054	

Chi-square statistic: $x^2 = 68.684$, d*f* = 2, $p < .000$

Table 4.26: Correlation between absences & exclusions of pupils and attainment levels achieved in Teacher Assessments and National Tests

Correlation	Teacher Assessment			National Tests		
	English	**Maths**	**Science**	**English**	**Maths**	**Science**
Authorised absence	.128**	.142**	.109**	.002	.015	.006
Unauthorised absence	.135**	.140**	.121**	-.021	-.026	-.056*

Exclusion (total days)	.200**	.266**	.175**	.037	.117*	.063

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Table 4.27: Exclusions from previous schools

EXCLUSION IN PREVIOUS YEARS	Mainstream		Special		Total	
	n	%	n	%	n	%
Had been excluded	43	2.6	137	10.7	180	6.1
Had not been excluded	1509	90.0	1059	83.1	2568	87.0
Respondent did not know	124	7.4	79	6.2	203	6.9
TOTAL	1676		1275		2951	

Table 4.28(a): Mean Attainments Levels Reported in Teacher Assessments by type of SEN

SUBJECT		**Teacher assessments**				
	TYPE OF SEN	**Mean[1] level**	**Number of eligible pupils**	***D Disapplied Pupils number & (%)***	***A Absent Pupils number & (%)***	***W Pupils working towards Level 1 number & n(%)***
English						
	Mild LD	3.00	234	*10 (4.3)*	*5 (2.1)*	*3 (1.3)*
	Moderate LD	2.02	660	*7 (1.1)*	*11 (1.7)*	*40 (6.1)*
	SLD/PMLD	.20	296	*56 (18.9)*	*3 (1.0)*	*193 (65.2)*
	Specific LD	3.41	389	*4 (1.0)*	*3 (.8)*	*3 (.8)*
	EBD/ADHD	3.00	537	*21 (3.9)*	*33 (6.1)*	*9 (1.7)*
	Physical & medical	2.89	163	*8 (4.9)*	*3 (1.8)*	*23 (14.1)*
	Sensory diff.	3.41	121	*0 (-)*	*1 (.8)*	*15 (12.4)*
	Speech & lang.	1.92	52	*5 (9.6)*	*2 (3.8)*	*9 (17.3)*
	Autism	2.41	76	*3 (3.9)*	*0 (-)*	*17 (7.0)*
	Other difficulties	2.88	57	*2 (3.5)*	*1 (1.8)*	*4 (7.0)*
TOTAL		**2.46**	**2585**	***316 (4.5)***	***62 (2.4)***	***316 (12.2)***
Mathematics						
	Mild LD	3.17	231	*4 (1.7)*	*5 (2.2)*	*1 (.4)*
	Moderate LD	2.28	660	*6 (.9)*	*8 (1.2)*	*29 (12.9)*
	SLD/PMLD	.25	296	*56 (18.9)*	*3 (1.0)*	*183 (61.8)*
	Specific LD	3.92	383	*1 (.3)*	*1 (.3)*	*3 (.8)*
	EBD/ADHD	3.24	544	*20 (3.7)*	*33 (6.1)*	*7 (1.3)*
	Physical & medical	2.81	161	*8 (5.0)*	*3 (1.9)*	*22 (13.7)*
	Sensory diff.	3.59	120	*0 (-)*	*0 (-)*	*12 (10.0)*
	Speech & lang.	2.02	51	*4 (7.8)*	*3 (5.9)*	*10 (19.6)*
	Autism	2.47	75	*3 (4.0)*	*0 (-)*	*16 (21.3)*
	Other difficulties	3.27	56	*2 (3.6)*	*0 (-)*	*4 (7.1)*
TOTAL		**2.69**	**2577**	***104 (4.0)***	***56 (2.2)***	***287 (11.1)***
Science						
	Mild LD	3.26	231	*3 (1.3)*	*5 (2.2)*	*1 (.4)*
	Moderate LD	2.45	661	*4 (.6)*	*9 (1.4)*	*20 (3.0)*
	SLD/PMLD	.27	296	*55 (18.6)*	*3 (1.0)*	*184 (62.2)*
	Specific LD	4.08	383	*1 (.3)*	*1 (.3)*	*1 (.3)*
	EBD/ADHD	3.17	543	*21 (3.9)*	*32 (5.9)*	*8 (1.5)*
	Physical & medical	2.94	157	*9 (5.7)*	*3 (1.9)*	*21 (13.4)*
	Sensory diff.	3.51	121	*0 (-)*	*0 (-)*	*12 (9.9)*
	Speech & lang.	2.12	52	*4 (7.7)*	*3 (5.8)*	*10 (19.2)*

	Autism	2.61	75	*2 (2.7)*	*0 (-)*	*16 (21.3)*
	Other difficulties	3.14	56	*2 (3.6)*	*0 (-)*	*0 (-)*
TOTAL		**2.76**	**2575**	***101 (3.9)***	***56 (2.2)***	***279 (10.8)***

[1] mean attainment level of eligible pupils. Key: A: represents pupils who were not assessed due to absence; D: represents pupils who have been disapplied under section 364/465 of the 1996 Education Act; W: represents pupils who were working below level 1 for each subject

Table 4.28(b): Mean Attainments Levels Reported in KS3 National Tests by type of SEN

SUBJECT		**National tests**					
	TYPE OF SEN	**Mean[1] level**	**Number of eligible pupils**	***D Disapplied Pupils number & (%)***	***A Absent Pupils number & (%)***	***N Failed to register a level number & (%)***	***B Pupils assessed by TA only number & (%)***
English							
	Mild LD	2.20	232	*15 (6.5)*	*21 (9.1)*	*44 (19.0)*	*39 (16.8)*
	Moderate LD	1.16	586	*205 (35.0)*	*32 (5.5)*	*75 (12.8)*	*184 (31.4)*
	SLD/PMLD	.21	278	*235 (84.5)*	*2 (.7)*	*13 (4.7)*	*26 (9.4)*
	Specific LD	2.65	394	*30 (7.6)*	*29 (7.4)*	*58 (14.7)*	*46 (11.7)*
	EBD/ADHD	2.20	534	*42 (7.9)*	*103 (19.3)*	*61 (11.4)*	*69 (12.9)*
	Physical & medical	2.52	157	*38 (24.2)*	*12 (7.6)*	*12 (7.6)*	*14 (8.9)*
	Sensory diff.	3.11	110	*22 (20.0)*	*2 (1.8)*	*11 (10.0)*	*11 (10.0)*
	Speech & lang	1.44	48	*15 (31.3)*	*3 (6.3)*	*6 (12.5)*	*12 (25.0)*
	Autism	2.22	60	*15 (25.0)*	*0 (-)*	*9 (15.0)*	*9 (15.0)*
	Other difficulties	2.00	58	*5 (8.6)*	*11 (19.0)*	*9 (15.5)*	*7 (12.5)*
TOTAL		**1.84**	**2457**	**622 (25.3)**	**215 (8.8)**	***298 (12.1)***	***417 (17.0)***
Mathematics							
	Mild LD	2.78	232	*3 (1.3)*	*25 (10.8)*	*14 (6.0)*	*4 (1.7)*
	Moderate LD	1.76	606	*110 (18.2)*	*35 (5.8)*	*66 (10.9)*	*61 (10.1)*
	SLD/PMLD	.14	280	*233 (83.2)*	*2 (.7)*	*14 (5.0)*	*28 (10.0)*
	Specific LD	3.80	403	*5 (1.2)*	*22 (5.5)*	*6 (1.5)*	*1 (.2)*
	EBD/ADHD	2.83	551	*31 (5.6)*	*99 (18.0)*	*11 (2.0)*	*12 (2.2)*
	Physical & medical	2.63	159	*36 (22.6)*	*11 (6.9)*	*8 (5.0)*	*2 (1.3)*
	Sensory diff.	3.31	120	*16 (13.3)*	*2 (1.7)*	*11 (9.2)*	*2 (1.7)*
	Speech & lang	1.76	49	*11 (22.4)*	*5 (10.2)*	*3 (6.1)*	*7 (14.3)*
	Autism	2.67	63	*11 (17.5)*	*0 (-)*	*5 (7.9)*	*6 (9.5)*
	Other difficulties	2.09	58	*3 (5.2)*	*15 (25.9)*	*7 (12.1)*	*2 (3.4)*
TOTAL		**2.39**	**2521**	***459 (18.2)***	***216 (8.6)***	***145 (5.8)***	***125 (5.0)***
Science							
	Mild LD	3.01	230	*2 (.9)*	*22 (9.6)*	*6 (2.6)*	*0 (-)*
	Moderate LD	2.00	606	*92 (15.2)*	*45 (7.4)*	*41 (6.8)*	*47 (7.8)*
	SLD/PMLD	.14	280	*232 (82.9)*	*2 (.7)*	*15 (5.4)*	*26 (9.3)*
	Specific LD	4.00	400	*4 (1.0)*	*14 (3.5)*	*5 (1.3)*	*3 (.8)*
	EBD/ADHD	2.77	549	*31 (5.6)*	*94 (17.1)*	*13 (2.4)*	*8 (1.5)*
	Physical & medical	2.64	160	*36 (22.5)*	*13 (8.1)*	*6 (3.8)*	*2 (1.3)*
	Sensory diff.	3.07	120	*22 (18.3)*	*3 (2.5)*	*8 (6.7)*	*3 (2.5)*
	Speech & lang	1.98	49	*11 (22.4)*	*4 (8.2)*	*4 (8.2)*	*1 (2.0)*
	Autism	2.71	63	*10 (15.9)*	*0 (-)*	*4 (6.3)*	*6 (9.5)*
	Other difficulties	2.40	58	*3 (5.2)*	*10 (17.2)*	*3 (5.2)*	*3 (5.2)*

TOTAL	**2.49**	**2515**	***443 (17.6)***	***207 (8.2)***	***105 (4.2)***	***99 (3.9)***

[1] mean attainment level. Key: A: represents pupils who were not assessed due to absence; D: represents pupils who have been disapplied; N: represents pupils who took the statutory tests but failed to register a level; B: represents pupils who were assessed by teacher assessment only

Table 4.29: Mean scores for learning behaviours across SEN type (1='very poor' to 5= 'very good')

TYPE OF DIFFICULTY	**Descriptors for Learning Behaviour[1]**				
	Motivation	Completion tasks	Independ. Learn	Attention	Organisat. skills
Mild Learning Difficulty	3.03	2.88	2.61	2.88	2.87
Moderate Learning Difficulty	3.21	2.93	2.47	2.91	2.76
SLD/PMLD	2.62	2.27	1.78	2.28	1.87
Specific LD	3.53	3.28	3.15	3.33	2.97
EBD/ADHD	2.29	2.23	2.23	2.20	2.34
Physical & medical	3.73	3.46	3.09	3.64	3.25
Sensory impairments	3.60	3.51	3.36	3.50	3.36
Speech/Language Difficulties	3.52	3.07	2.46	3.13	2.73
Autism	3.00	2.77	2.35	2.69	2.45
Other Difficulties	2.55	2.36	2.30	2.54	2.46
TOTAL	3.02	2.80	2.53	2.81	2.66

Table 4.30: Mean scores for social behaviours across SEN type (1='very poor' to 5= 'very good')

TYPE OF DIFFICULTY	**Descriptors for Social Behaviour[1]**								
	Resp other	Resp prop	Rule	Cons	Group	Enjoy	Good ego	Stabl	Pers care
Mild LD	4.00	4.23	3.95	3.85	3.47	3.69	3.16	3.67	4.36
Moderate LD	4.06	4.29	4.10	3.89	3.57	3.78	3.16	3.53	3.99
SLD/PMLD	3.52	3.69	3.63	3.30	3.40	3.85	3.15	3.34	3.04
Specific LD	4.26	4.47	4.25	4.11	3.79	3.99	3.37	3.91	4.48
EBD/ADHD	2.87	3.19	2.80	2.78	2.87	2.98	2.63	2.46	3.66
Physical & medical	4.53	4.68	4.60	4.31	4.15	4.22	3.74	4.02	4.28
Sensory impairm.	4.12	4.35	4.11	4.11	3.86	4.17	3.75	3.86	4.43
Speech/Language	4.35	4.44	4.36	4.05	3.66	4.13	3.38	3.93	4.31
Autism	3.44	3.74	3.69	2.65	2.51	3.13	2.52	2.64	3.21
Other Difficulties	3.44	4.11	3.50	3.46	3.02	3.15	2.67	2.96	4.09
TOTAL	3.78	4.02	3.79	3.62	3.44	3.66	3.12	3.37	3.95

[1]Code to social behaviours: resp other=behaves respectively towards others; resp prop= respects property; rule=observes school and teacher rules; cons=shows consideration for others; group=willingly participates in group activities; enjoy=enjoys life; good ego=has good self-esteem, stabl=is emotionally stable; pers care=shows good personal care

Table 4.31: Relationship between behavioural scores and attainment levels

	Teacher Assessment			**National Tests**		
Correlation	**EN**	**MA**	**SC**	**EN**	**MA**	**SC**
Learning Behaviour	.309**	.279**	.287**	.286**	.223**	.227**
Social Behaviour	.106**	.089**	.125**	.149**	.099**	.138**

Table 4.32: Staff who are actively responsible for 16+ transition issues for all KS4 pupils (mainstream schools only)

STAFF RESPONSIBLE FOR 16+ TRANSITION FOR ALL KS4	**Mainstream**	
	n	**%**
Year Head	277	77.2%
Careers co-ordinator	294	81.9%
Headteacher	56	15.6%
Deputy / Assistant Headteacher	108	30.1%

[1] missing cases are not included

Table 4.33: Staff who are actively responsible for 16+ transition issues for KS4 pupils with SEN (for both mainstream and special schools)

STAFF RESPONSIBLE FOR 16+ TRANSITION FOR KS4 WITH SEN	**With Statements**				**Without statements**			
	Mainstream		**Special**		**Mainstream**		**Special**	
	n	%	n	**%**	n	%	n	%
SENCO	324	89.8	-		293	81.2		
Year Head	217	60.1	96	37.6	241	66.8	18	7.1
Careers co-ordinator	271	75.1	153	60.0	285	78.9	38	14.9
Headteacher	43	11.9	142	55.7	39	10.8	26	10.2
Deputy Head/Assistant Head	74	20.5	95	37.3	75	20.8	18	7.1

[1] missing cases are not included

Table 4.34: Annual reviews held with a transition plan

ANNUAL REVIEWS WITH A TRANSITION PLAN FOR PUPILS WITH STATEMENTS	**Mainstream**		**Special school**		**Total**	
	n	%	n	%	n	%
Yes	773	91.8	1165	91.9	1938	91.8
No	69	8.2	103	8.1	172	8.2
Total	842		1268		2110	

Table 4.35: When the 1st annual review with a transition plan was held

YEAR THAT THE 1ST ANNUAL REVIEW WAS HELD FOR PUPILS WITH STATEMENTS	**Mainstream**		**Special school**		**Total**	
	n	%	n	%	n	%
Year 8	6	.8	12	1.1	18	1.0
Year 9	503	65.6	618	55.0	1121	59.3
Year 10	258	33.6	493	43.9	751	39.7
Total	767		1123		1890	

Chi-square statistic: $x^2 = 21.023$, d*f* = 2, $p < .000$

Table 4.36: Pupils with statements who had and who did not have their 1st annual review with a transition plan across GROUP OF DIFFICULTY

GROUP OF MAIN SEN	**Had 1st AR with TP**		**Did not have 1st AR with TP**		**Total[1]**
	n	%	n	%	n
Mild LD	66	85.7	11	14.3	77
Moderate LD	583	92.2	49	7.8	632
SLD/PMLD	266	87.5	38	12.5	304
Specific LD	213	93.8	14	6.2	227
EBD/ADHD	212	89.8	24	10.2	236
Physical & medical	151	95.6	7	4.4	158
Sensory difficulties	105	98.1	2	1.9	107
Speech & language	45	93.8	3	6.3	48
Autistic spectrum	67	93.1	5	6.9	72
Other	15	83.3	3	16.7	18
Total[1]	1723	91.7	156	8.3	1879

Chi-square statistic: $x^2 = 24.370$, d*f* = 9, $p < .01$

[1] Of the 172 pupils without annual review with a TP, main SEN type data was only available for 156 of them due to missing cases on main SEN type

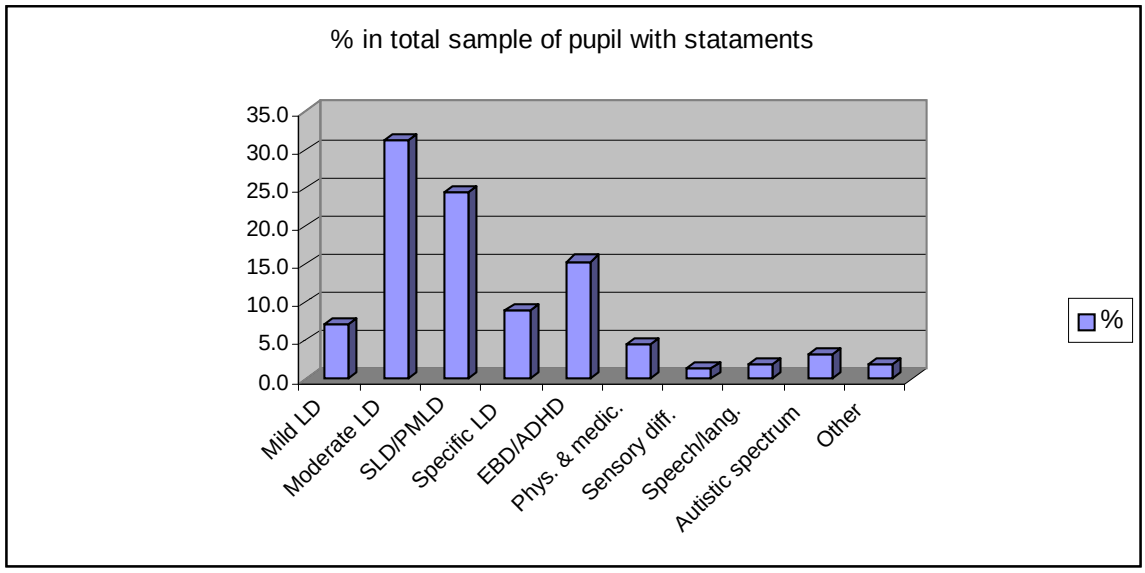

Figure 10: Pupils with statements who did not have an AR with a TP: Percentage within SEN type

Table 4.37: Pupils with statements who had and who did not have their 1st annual review with a transition plan across ETHNIC BACKGROUND

GROUP OF MAIN SEN	Had 1st AR with TP		Did not have 1st AR with TP		Total
	n	%	n	%	n[1]
White British / Irish	1735	92.5	141	7.5	1876
Any other (Black, Asian, others)	191	87.2	28	12.8	219
Total	1926	91.9	169	8.1	2095

Chi-square statistic: $x^2 = 7.342$, d*f* = 1, $p < .01$

Table 4.38: When the 1st annual review WILL be held for pupils with statements

WHEN THE 1ST ANNUAL REVIEW WILL BE HELD FOR PUPILS WITH STATEMENTS	**Mainstream**		**Special school**		**Total**	
	n	%	n	%	n	%
Later in Year 10	10	15.9	6	6.3	16	10.1
During Year 11	43	68.3	63	66.3	106	67.1
After Year 11	4	6.3	8	8.4	12	7.6
Still to be decided	6	9.5	18	18.9	24	15.2
Total	63		95		158	

Table 4.39: PUPILS who attended the 1st annual review with a TP across SEN type

GROUP OF MAIN SEN	**Attended the 1st AR with TP**		**Did not attend the 1st AR with TP**		**Total**
	n	%	n	%	n
Mild LD	62	91.2	6	8.8	68
Moderate LD	456	81.0	107	19.0	563
SLD/PMLD	119	46.1	139	53.9	258
Specific LD	182	86.7	28	13.3	210
EBD/ADHD	170	80.2	42	19.8	212
Physical & medical	117	80.1	29	19.9	146
Sensory difficulties	92	91.1	9	8.9	101
Speech & language	36	76.6	11	23.4	47
Autistic spectrum	41	63.1	24	36.9	65
Other	12	85.7	2	14.3	14
Total	1287	76.4	397	23.6	1684

Chi-square statistic: $x^2 = 180.377$, d*f* = 9, $p < .000$

Table 4.40: PARENTS who attended the 1st annual review with a TP across SEN type

GROUP OF MAIN SEN	**Attended the 1st AR with TP**		**did not attend the 1st AR with TP**		**Total**
	n	%	n	%	n
Mild LD	53	80.3	13	19.7	66
Moderate LD	390	70.7	162	29.3	552
SLD/PMLD	234	91.8	21	8.2	255
Specific LD	173	82.4	37	17.6	210
EBD/ADHD	162	77.5	47	22.5	209
Physical & medical	137	93.8	9	6.2	146
Sensory difficulties	90	89.1	11	10.9	101
Speech & language	44	93.6	3	6.4	47
Autistic spectrum	62	93.9	4	6.1	66
Other	12	85.7	2	14.3	14
Total	1357	81.5	309	18.5	1666

Chi-square statistic: $x^2 = 93.218$, d*f* = 9, p < .000

Table 4.41: Pupils and their parents attending the 1st annual review across type of school

WHO ATTENDED THE 1ST REVIEW	Mainstream		Special school		Total	
	n	%	n	%	n	%
Pupils	662	84.9	781	70.0	1443	76.1
Parents	644	82.9	883	80.6	1527	81.5

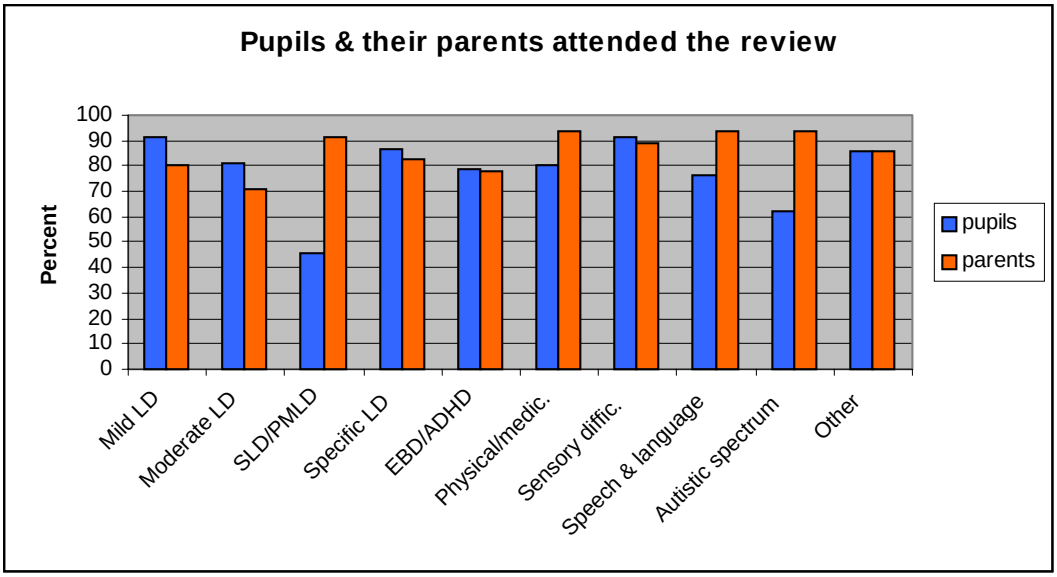

Figure 11: Percentages of pupils and parents who attended the review across type of SEN

Table 4.42: Provisional placement for pupils as written in their Transition Plans across type of school

PLACEMENT	Mainstream schools		Special schools		Total	
	n	%	n	%	n	%
Stay on at this school	137	24.2	515	59.4	652	45.5
Transfer to another school/6th form college	111	20.2	111	17.0	222	18.5
Further Education College	315	48.5	470	55.6	785	52.5
Independent specialist college	17	3.3	72	11.6	89	7.9
Supported employment placement	86	16.0	77	12.6	163	14.2
Unsupported employment placement	65	12.1	46	7.6	111	9.7
Work based training	163	28.2	150	22.7	313	25.3
Day placement	6	1.2	23	3.8	29	2.6
Residential accommodation	3	.6	50	8.0	53	4.7
Other	22	4.3	22	3.7	44	4.0

Nothing is said in the transition plan	126	16.3	66	5.7	192	9.9

Table 4.43: Provisional placement plans for pupils as written in their Transition Plans according to SEN type

PROVISIONAL PLACEMENT PLANS	Type of SEN (percentages of total number in each SEN as their main difficulty)											
	Mild LD	Moderat LD	SLD/PM LD	Specific LD	EBD/AD HD	Physical & medical	Sensory difficult.	Speech & lang.	Autistic spectr.	Other	Total N	%
Stay on at this school	29.1	30.2	77.2	26.8	27.5	66.4	49.4	58.6	62.2	23.1	583	45.6
Transfer to another school/6th form college	20.4	22.9	5.6	21.1	18.8	25.0	32.2	18.2	2.8	-	206	19.1
Further Education College	51.6	67.0	18.8	47.9	58.4	49.5	57.6	57.1	50.0	50.0	702	52.5
Independent specialist college	-	2.3	4.5	.8	3.3	25.3	38.6	-	22.5	9.1	79	7.8
Supported employment placement	9.6	19.8	5.6	12.2	28.0	1.3	8.8	-	18.9	18.2	146	14.3
Unsupported employment placement	11.1	16.9	.6	15.1	11.8	1.4	4.4	4.5	-	-	102	10.0
Work based training	25.5	35.5	2.8	30.0	48.7	1.3	7.5	13.0	20.0	18.2	283	25.7
Day placement	-	.7	7.6	1.6	-	1.4	8.2	-	-	-	25	2.5
Residential accommodation	-	1.6	6.1	3.2	4.9	5.2	6.9	-	25.0	-	45	4.5
Other	3.9	4.2	4.0	3.2	7.6	5.3	-	-	-	9.1	40	4.0

[1] missing cases are not included

Table 4.44: Forms of services or support listed in the Transition Plan as required for pupils with statements: across SEN type

SERVICES OR SUPPORT REQUIRED	Type of SEN (percentages of total number in each SEN as their main difficulty)											
	Mild LD	Moderat LD	SLD/PM LD	Specific LD	EBD/AD HD	Physical & medical	Sensory difficult.	Speech & lang.	Autistic spectr.	Other	Total N	%
Educational Psychologist	12.0	14.4	31.7	18.7	33.6	27.0	40.2	29.5	46.9	26.3	*405*	*24.5*
Speech & Language Therapy	-	4.0	34.3	1.6	3.4	12.8	23.0	59.6	32.2	5.3	*216*	*13.3*
Occupational Therapy	1.3	.8	16.3	1.1	1.9	35.6	4.4	4.8	8.6	-	*115*	*7.2*
Physiotherapy	-	2.3	21.1	.5	1.9	50.4	4.3	11.1	1.7	-	*154*	*9.5*
Counselling	-	2.3	2.5	1.6	17.3	11.7	9.9	4.5	8.6	10.5	*90*	*5.6*
School Doctor / School Nurse	4.0	6.5	34.6	4.9	5.3	29.5	12.9	19.6	13.3	21.1	*228*	*14.0*
Community Nurse	-	.6	10.3	-	.5	1.7	-	2.4	3.4	-	*38*	*2.4*
GP	1.3	1.9	7.5	2.7	3.4	10.6	3.2	4.7	1.7	5.3	*64*	*4.0*
Clinical psychologist	-	.6	1.4	-	1.4	-	1.1	-	3.4	5.3	*14*	*.9*
Psychiatrist	-	.2	.7	-	4.3	.8	2.2	2.3	3.4	10.5	*18*	*1.3*
Paediatrician	-	1.6	13.9	-	1.9	10.8	1.1	9.5	8.5	-	*74*	*4.6*
Social Worker(s)	1.3	6.5	48.4	1.6	15.2	15.6	22.8	11.6	40.0	15.8	*281*	*17.4*
Careers Adviser	57.9	71.6	69.5	67.5	67.5	70.5	67.6	61.7	80.0	60.0	*1245*	*68.2*
Employment Service	5.3	3.1	1.4	1.6	2.9	1.6	-	2.3	1.7	5.3	*38*	*2.4*
Housing Authority	-	-	.4	-	-	.8	-	-	-	-	*2*	*.1*
Respite Care	-	.8	24.6	-	-	5.6	2.2	11.6	16.7	-	*98*	*6.1*
Transport arrangements	2.7	15.7	34.0	.5	11.8	39.5	30.2	15.9	23.7	5.3	*314*	*19.1*
Leisure arrangement	-	1.5	7.7	1.1	3.3	4.2	4.3	4.8	1.7	-	*51*	*3.2*
Other	-	2.7	2.1	6.5	5.8	11.1	22.3	2.4	3.4	15.8	*85*	*5.3*
No form of service or support	18.4	15.0	3.2	20.1	10.5	5.0	13.2	7.1	6.9	10.5	*188*	*11.7*

[1] missing cases are not included

Table 4.45: How pupils have contributed to their transition plan

Contribution made by pupils to transition plan	**Mainstream**		**Special school**		**Total**	
	n	%	n	%	n	%
Has been developing the plan	88	10.9	116	9.9	204	10.3
Made a contribution in written/taped, video	188	23.3	296	25.3	484	24.5
Contributed in person in annual review meeting	654	80.0	740	63.2	1385	70.1
Contributed through an advocate or advisor	24	3.0	75	6.4	99	5.0
Has been consulted outside of the annual review	325	40.3	485	41.4	810	41.0
Has made no contribution to date	22	2.7	57	4.9	79	4.0
His/her difficulties prevented him from making a contribution	6	.7	149	12.7	155	7.8
Other difficulties prevented him from making a contribution	6	.7	14	1.2	20	1.0
Don't know	4	.5	11	.9	15	.8

Table 4.46: How parents/carers of pupils have contributed to transition plan

Contribution made by parents to transition plan	**Mainstream**		**Special school**		**Total**	
	n	%	n	%	n	%
Have been developing the plan	90	11.2	115	9.8	205	10.4
Made a contribution in written/taped, video	193	23.9	310	26.5	503	25.4
Contributed in person in annual review meeting	628	77.9	885	75.6	1513	76.5
Contributed through an advocate or advisor	10	1.2	29	2.5	39	2.0
Have been consulted outside of the annual review	233	28.9	380	32.5	613	31.0
Have made no contribution to date	68	8.4	67	5.7	135	6.8
Difficulties prevented the parents/carer from making a contribution	14	1.7	11	.9	25	1.3
Don't know	17	2.1	15	1.3	32	1.6

Table 4.47: Information provided to parents of pupils at KS4, with and without SEN (according to school type)

TYPES OF INFORMATION PROVIDED TO PARENTS	**Always provided**			**Provided upon request**			**Not provided**		
	Mainstream		Spec	Mainstream		Spec	Mainstream		Spec
	All KS4	SEN		All KS4	SEN		All KS4	SEN	
Information about 16+ transition planning & the transition process	86.5	93.7	94.1	11.5	5.7	3.6	2.1	.6	2.4
Information on how P/Cs can contribute to the post-16 transition planning process for their child	73.2	83.7	91.3	20.7	12.9	5.2	6.1	3.4	3.6
Contact details of a person at the school who is responsible for post-16 transition issues	84.6	88.6	92.9	13.0	8.5	5.2	1.8	2.8	2.0
Information about possible post school destination options available to their child	81.8	87.3	89.5	17.9	12.4	7.3	.3	.3	3.2
Information about the possible support services available for their child after they leave school	41.9	64.9	84.5	51.6	30.9	12.0	6.5	4.2	3.6
A list of relevant support services with contact details	24.3	38.6	46.9	62.2	52.4	37.1	13.5	8.9	15.9
Information about parents partnership/support schemes	14.7	31.9	35.4	50.5	41.7	32.1	34.9	26.4	32.5

Table 4.48: Services that are offered to parents of pupils at KS4 (according to school type)

Services offered to parents of KS4 pupils	**Mainstream schools**		**Special schools**
	Of all KS4	**Of pupils with SEN**	**Of pupils with SEN**
Facilitating contact with other parents of KS4 pupils	13.8	25.3	58.8
Accompanying parents/carers on their first visit to an external agency	N/A	51.1	65.5
Facilitating contact with parents of ex-pupils who have experiences the transition process	8.7	18.4	37.7
Holding talks or workshops for parents/carers about 16+ transition issues	48.7	43.1	70.2
Holding talks or workshops for parents/carers involving speakers from external agencies, such as FE colleges or social services	44.3	39.8	61.6

Table 4.49: Responsibility for careers co-ordination in schools

WHO IS RESPONSIBLE FOR CAREERS CO-ORDINATION?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Careers teacher	299	82.8	128	50.2	427	69.3
Year head	39	10.8	29	11.4	68	11.0
Form tutor	22	6.1	28	11.0	50	8.1
Deputy Headteacher	12	3.3	52	20.4	64	10.4

Table 4.50: Facilities that schools provide for careers work (according to school type)

FACILITIES OFFERED FOR CAREERS WORK	**Mainstream**		**Special school**		**Total**	
	n	%	n	%	n	%
Separate careers library	228	63.2	142	55.7	370	60.1
Careers library linked to the main school library	185	51.2	74	29.0	259	42.0
Careers teaching room	160	44.3	80	31.4	240	39.0
Interviewing space/room	315	87.3	162	63.5	477	77.4
Office space for the careers co-ordinator	279	77.3	103	40.4	382	62.0
TOTAL	361		255		616	

Table 4.51: ICT facilities that schools provide for careers work (according to school type)

ICT FACILITIES THAT SCHOOLS OFFERS FOR CAREERS WORK	**Mainstream**		**Special school**		**Total**	
	n	%	n	%	n	%
Careers software on hard disk	291	80.6	166	65.1	457	74.2
Careers software on CD-ROM	275	76.2	216	84.7	491	79.7
Internet	314	87.0	208	81.6	522	84.7
E-mail	255	70.6	165	64.7	420	68.2
TOTAL	361		255		616	

Table 4.52: Interview conducted by careers advisor about pupils future: Differences between pupils with and without statements

Interview conducted with careers advisor	**Has statement**		**No statement**		**Total**	
	n	%	n	%	n	%
Yes	1532	73.7	645	68.8	2177	72.2
No, but one will be held later	93	4.5	44	4.7	137	4.5
No	397	19.1	170	18.1	567	18.8
Don't know	56	2.7	78	8.3	134	4.4
Total	2078		937		3015	

Chi-Square Statistical differences: $x2 = 48.573$, $df = 3$, $p < .000$

Table 4.53: Interviews conducted by a careers adviser about the pupil's future across GROUP OF DIFFICULTY: ALL SCHOOLS

	All schools				
GROUP OF MAIN SEN	An interview had been held		An interview had NOT been held		Total
	n	%	n	%	n[1]
Mild LD	192	80.0	48	20.0	240
Moderate LD	556	82.6	117	17.4	673
SLD/PMLD	106	38.7	168	61.3	274
Specific LD	329	81.2	76	18.8	405
EBD/ADHD	439	80.1	109	19.9	548
Physical & medical	135	78.0	38	22.0	173
Sensory difficulties	90	76.9	27	23.1	117
Speech & language	42	79.2	11	20.8	53
Autistic spectrum	54	71.1	22	28.9	76
Other	32	68.1	15	31.9	47
Total	1975	75.8	631	24.2	2606

Chi-Square Statistical differences: $x^2 = 240.429$, d*f* = 9, $p < .000$

Table 4.54: Interview conducted by careers advisor about pupils future: Differences between mainstream and special schools

An interview has been conducted with careers advisor	Mainstream		Special school		Total	
	n	%	n	%	n	%
Yes	1331	75.6	870	67.3	2201	72.1
No, but one will be held later	51	2.9	87	6.7	138	4.5
No	270	15.3	308	23.8	578	18.9
Don't know	108	6.1	28	2.2	136	4.5
Total	1760		1293		3053	

Chi-Square Statistical differences: $x^2 = 86.2$, d*f* = 3, $p < .000$

Table 4.55: Activities that schools offer to their pupils as part of their careers education (according to school type)

ACTIVITIES OFFERED TO KS4 PUPILS	Mainstream				Special	
	To all KS4 pupils		To pupils with SEN		To pupils with SEN	
	n	%	n	%	n	%
Work experience	353	98.1	356	98.9	216	84.7
Link course with FE/specialist college	140	39.1	239	66.4	191	74.9
Overnight stays at a residential college	N/A	-	68	18.9	62	24.3
Visits to FE/6th form/specialist college	264	73.5	281	78.1	194	76.1
Visits to places of employment or work based training	210	58.5	253	70.3	195	76.5
Visits to other forms of 16+ placement (e.g. schools)	125	34.8	146	40.6	134	52.5
Attendance at workshops/seminars given by representatives from colleges or business	236	65.7	222	61.7	127	49.8
Voluntary work	126	35.0	125	34.7	97	38.2
A mini enterprise scheme	134	37.2	117	32.5	148	58.0

Time with role models	194	53.9	228	63.3	98	38.4
Attendance at careers fairs/conventions or other careers events	297	82.5	288	80.0	185	72.5

Table 4.56: Activities in which pupils in YEAR 10 PARTICIPATED as part of their careers education by type of school (according to what schools said)

TYPE OF ACTIVITY	**Mainstream**		**Special**		**Total**	
	n	%	n	%	N	%
Work experience	1190	64.8	478	35.1	1668	52.1
Link course with FE/specialist college	297	16.2	332	24.4	629	19.7
Overnight stays at a residential college	12	.7	37	2.7	49	1.5
Visits to FE/6th form/specialist college	458	24.9	386	28.3	844	26.4
Visits to places of employment or work based training	269	14.6	316	23.2	585	18.3
Visits to other forms of 16+ placement (e.g. schools)	32	1.7	94	6.9	126	3.9
Attendance at workshops/seminars given by representatives from colleges or business	402	21.9	214	15.7	616	19.3
Voluntary work	74	4.0	114	8.4	188	5.9
A mini enterprise scheme	72	3.9	301	22.1	373	11.7
Time with role models	233	12.7	171	12.5	404	12.6
Attendance at careers fairs/conventions or other careers events	536	29.2	520	38.2	1056	33.0

Table 4.57: Activities in which pupils in YEAR 11 WILL PARTICIPATE as part of their careers education by type of school

TYPE OF ACTIVITY	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Work experience	853	46.4	921	67.6	1774	55.4
Link course with FE/specialist college	368	20.0	692	50.8	1060	33.1
Overnight stays at a residential college	10	.5	66	4.8	76	2.4
Visits to FE/6th form/specialist college	770	41.9	633	46.4	1403	43.8
Visits to places of employment or work based training	415	22.6	548	40.2	963	30.1
Visits to other forms of 16+ placement (e.g. schools)	127	6.9	159	11.7	286	8.9
Attendance at workshops/seminars given by representatives from colleges or business	491	26.7	235	17.2	726	22.7
Voluntary work	67	3.6	129	9.5	196	6.1
A mini enterprise scheme	45	2.4	379	27.8	424	13.3
Time with role models	338	18.4	240	17.6	578	18.1
Attendance at careers fairs/conventions or other careers events	883	48.1	792	58.1	1675	52.3
TOTAL	1837		1363		3200	

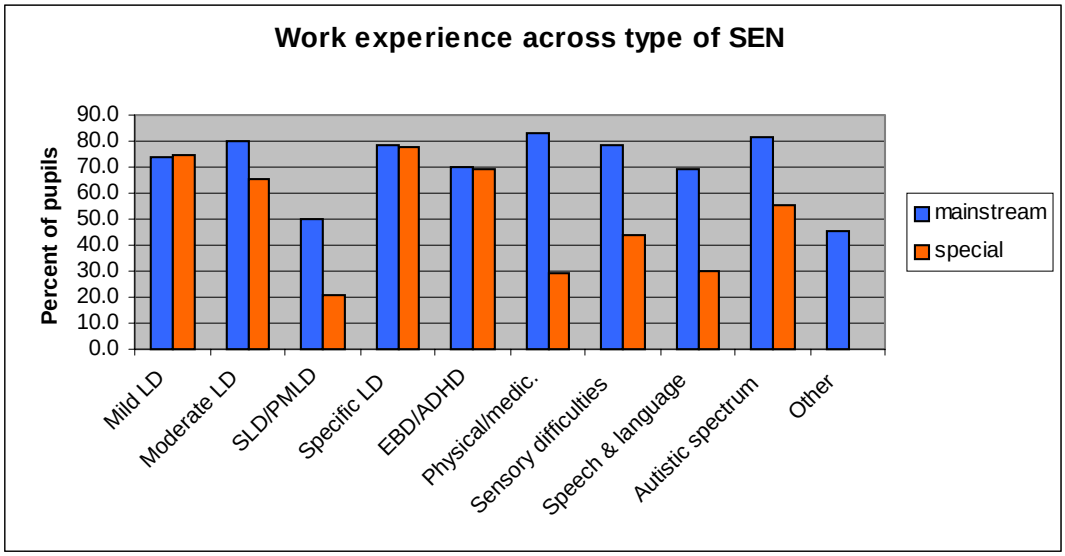

Figure 12: Work experience across type of SEN: Percent of pupils in each SEN type

Table 4.58: Activities in which pupils in *YEAR 10 participated* as part of their careers education according to SEN type

Year 10 activities in which Pupils participated	Type of SEN (percentages of total number in each SEN as their main difficulty)											
	Mild LD	Moderate LD	SLD/PMLD	Specific LD	EBD/ADHD	Physical & medical	Sensory difficult.	Speech & lang.	Autistic spectr.	Other	*Total N*	*Total %*
Work experience	63.3	56.8	13.7	68.3	61.3	40.3	55.0	41.1	55.1	38.7	*1523*	*53.5*
Link course with FE/specialist college	21.5	28.6	13.1	16.0	22.8	4.4	6.2	14.3	14.1	3.2	*548*	*19.3*
Overnight stays at a residential college	.4	2.7	1.3	.5	1.9	2.8	2.3	-	1.3	-	*47*	*1.7*
Visits to FE/6th form/specialist college	26.2	32.1	11.2	28.7	24.2	38.7	33.3	33.9	17.9	27.4	*769*	*27.0*
Visits to places of employment or work based training	12.9	25.3	12.5	13.9	20.4	11.6	6.2	17.9	23.1	12.	*505*	*17.7*
Visits to other forms of 16+ placement (e.g. schools)	1.6	4.4	7.7	3.0	1.3	11.6	6.2		2.6	3.2	*113*	*4.0*
Attendance at workshops/seminars given by representatives from colleges or business	22.3	15.4	7.0	22.9	21.1	27.6	28.7	17.9	21.8	19.4	*546*	*19.2*
Voluntary work	2.0	10.2	1.9	5.8	5.8	3.3	2.3	7.1	9.0	1.6	*166*	*5.8*
A mini enterprise scheme	2.3	18.8	19.5	4.6	7.1	8.8	6.2	21.4	21.8	3.2	*319*	*11.2*
Time with role models	5.1	9.2	16.3	12.5	19.2	11.0	5.4	12.5	15.4	4.8	*354*	*12.4*
Attendance at careers fairs/conventions or other careers events	28.5	44.0	19.8	32.2	30.3	47.5	17.8	30.4	34.6	29.0	*947*	*33.3*
TOTAL	256	703	313	432	636	181	129	56	78	62	*2846*	

[1] missing cases are not included

Table 4.59: Activities in which pupils *in YEAR 11 are expected* to participate as part of their careers education according to SEN type

Year 11 activities in which Pupils that expected to participate	Type of SEN (percentages of total number in each SEN as their main difficulty)											
	Mild LD	Moderate LD	SLD/PMLD	Specific LD	EBD/ADHD	Physical & medical	Sensory difficult.	Speech & lang.	Autistic spectr.	Other	*Total N*	*Total %*
Work experience	50.0	77.1	32.6	49.1	54.9	41.4	63.6	50.0	55.1	51.6	*1593*	*55.0*
Link course with FE/specialist college	27.3	56.9	33.2	18.8	30.7	11.0	21.7	19.6	38.5	11.3	*946*	*33.2*
Overnight stays at a residential college	.4	3.1	2.2	.9	1.4	3.9	6.2	-	2.6	-	*60*	*2.1*
Visits to FE/6th form/specialist college	48.8	51.4	27.8	47.5	36.0	51.9	63.6	46.4	51.3	33.9	*1270*	*44.6*
Visits to places of employment or work based training	23.8	42.2	31.6	21.8	30.5	21.0	11.6	28.6	30.8	21.0	*851*	*29.9*
Visits to other forms of 16+ placement (e.g. schools)	6.6	6.8	17.6	9.7	5.7	14.9	11.6	1.8	15.4	-	*253*	*8.9*
Attendance at workshops/seminars given by representatives from colleges or business	30.1	20.5	8.0	28.0	26.9	24.3	15.5	17.9	34.6	25.8	*655*	*23.0*
Voluntary work	4.3	10.5	2.2	6.7	4.7	4.4	7.0	10.7	9.0	1.6	*182*	*6.4*
A mini enterprise scheme	.4	19.5	34.8	3.0	5.8	10.5	7.0	17.9	23.1	11.3	*360*	*12.6*
Time with role models	12.2	12.1	25.9	15.7	25.0	20.4	13.2	16.1	23.1	16.1	*515*	*18.1*
Attendance at careers fairs/conventions or other careers events40	40.2	61.6	36.1	52.8	51.4	57.5	60.5	50.5	56.4	54.8	*1492*	*52.4*
TOTAL	256	703	313	432	636	181	129	56	78	62	*2846*	

[1] missing cases are not included

Table 4.60: Mean percentage of destinations of Year 11 pupils in mainstream (all pupils with and without SEN) and special schools at the previous academic year

	Mainstream		**Special**	
TYPE OF DIFFICULTY	n	Mean percentage	n	Mean percentage
Staying on	270	24.9	249	36.7
FE College	276	24.7	251	26.2
Special College	0	-	247	2.8
Training	278	7.5	249	3.5
Employment	280	7.0	251	5.1
Unemployment	263	3.5	248	3.9
Other 6th form	245	4.4	248	1.6

APPENDIX II

INTERVIEWS WITH PUPILS AND PARENTS / CARERS

RESPONDENTS' PROFILES

Table 5.1: Breakdown of school type in national sample, out total school sample and the interviewed families sample

TYPE OF SCHOOL	National school sample[1]		Our total school sample		Interviewed family sample	
	n	%	n	%	n	%
Hospital Schools	21	0.4	0	-	3	.1
Community School	2054	39.0	216	35.0	861	35.4
Community Special School	866	16.5	210	34.0	893	36.7
CTC	15	0.3	0	-	0	-
Foundation School	483	9.2	55	8.9	208	8.6
Foundation Special School	17	0.3	3	.5	24	1.0
Independent	891	16.9	4	.6	4	.2
Independent special	71	1.3	7	1.1	20	.8
Non Maintained Special School	55	1.0	16	2.6	81	3.3
PRU	184	3.5	12	1.9	48	2.0
Voluntary Aided School	507	9.6	69	11.2	236	9.7
Voluntary Controlled School	97	1.8	6	1.0	34	1.4
Grand Total	5261	100.0	617	100.0	2432	100.0

[1] based on all secondary schools in England

Table 5.2: Initial sample of P/Cs and YPs issued and reasons for not participating in the study

INTERVIEW OUTCOME	Parents / carers		Young people	
	n	%	n	%
At residential school not near parents	0	-	5	.2
Ineligible - Address Not found	8	.3	2	.1
Ineligible - Not at address, No new address found	45	1.7	48	1.8
Ineligible - Moved, new address given	3	.1	2	.1
Total Non Contact – Refused	206	7.6	183	6.9
Total Non Contact - Language problems	1	.0	6	.2
Total Non Contact - Not available after 4+ calls	47	1.7	40	1.5
Total Non Contact - Away during survey (unlikely given length of interview)	9	.3	11	.4
Total Non Contact - Other non contact	42	1.5	33	1.2
Full interview	2349	86.2	2012	76.0
Proxy interview	7	.3	215	8.1
Proxy & person interview	8	.3	92	3.5
Total	2725	100.0	2649	100.0

Table 5.3: Respondents' relationship to pupils: across pupil's type of school

WHAT IS YOUR RELATIONSHIP TO PUPIL?	Mainstream		Special		Total	
	n	%	n	%	n	%
Mother	1075	81.3	754	72.3	1829	77.3
Father	170	12.9	174	16.7	344	14.5
Sibling	8	.6	5	.5	13	.5
Other relative	19	1.4	23	2.2	42	1.8
Foster-parent	19	1.4	38	3.6	57	2.4
Step-parent	18	1.4	15	1.4	33	1.4
Paid Carer	2	.2	17	1.6	19	.8
Other (please specify)	11	.8	17	1.6	28	1.2
TOTAL	1322		1043		2365	

Table 5.4: Respondents' status: across pupil's type of school

RESPONDETS' STATUS	Mainstream		Special		Total	
	n	%	n	%	n	%
Married	913	69.2	672	65.5	1585	67.6
Living with partner	110	8.3	85	8.3	195	8.3
Separated or divorced	211	16.0	187	18.2	398	17.0
Widowed	23	1.7	27	2.6	50	2.1
Single	63	4.8	55	5.4	118	5.0
TOTAL	1320		1026		2346	

Table 5.5: Respondents' ethnic origin: across pupil's type of school

ETHNIC ORIGIN	Mainstream		Special		Total	
	n	%	n	%	n	%
White – British	1211	91.7	905	88.2	2116	90.2
White – Irish	13	1.0	8	.8	21	.9
White – Other	10	.8	11	1.1	21	.9
Asian or Asian British – Indian	17	1.3	21	2.0	38	1.6
Asian or Asian British – Pakistani	27	2.0	31	3.0	58	2.5
Asian or Asian British – Bangladeshi	4	.3	5	.5	9	.4
Chinese or Chinese British	2	.2	1	.1	3	.1
Other Asian background	3	.2	3	.3	6	.3
Black or Black British – Caribbean	16	1.2	16	1.6	32	1.4
Black or Black British – African	4	.3	5	.5	9	.4
Other Black background	0	-	1	.1	1	.0
White and Asian	1	.1	1	.1	2	.1
White and black Caribbean	1	.1	0	-	1	.0
White and black African	1	.1	1	.1	2	.1
Other mixed background	1	.1	6	.6	7	.3
Other (please specify)	9	.7	11	1.1	20	.9
TOTAL	1320		1026		2346	

Table 5.6: Respondents' and their partners' main qualification

HIGHEST QUALIFICATION	**Respondent's main Qualification**		**Respondent's *partner* main Qualification**	
	n	%	n	%
Degree, PGCE or higher	149	6.4	151	6.4
Diploma in higher education	41	1.7	17	.7
HNC/HND	28	1.2	57	2.4
ONC/OND	12	.5	18	.8
BTEC, BEC or TEC	24	1.0	23	1.0
SCOTVEQ, SCOTEC or SCOTBEC	1	.0	0	-
Teaching Qualification (excluding PGCE)	38	1.6	6	.3
Nursing or other medical qualifications	58	2.5	16	.7
Other higher education qualification	13	.6	14	.6
A-level or equivalent	92	3.9	66	2.8
SCE Highers	1	.0	1	.0
NVQ/SVQ	114	4.9	52	2.2
GNVQ/GSVQ	11	.5	6	.3
AS-level	3	.1	3	.1
Certificate of 6th year studies (CSYS) or Equivalent	0	-	1	.0
O- level or equivalent	212	9.0	133	5.7
SCE Standard/Ordinary (O) Grade	11	.5	3	.1
GCSE	170	7.2	127	5.4
CSE	207	8.8	103	4.4
RSA	45	1.9	14	.6
City and Guilds	123	5.2	212	9.0
YT Certificate	4	.2	1	.0
Other professional/vocational qualification or foreign qualification	103	4.4	116	4.9
No qualification	853	36.4	612	26.1
Don't know	10	.4	114	4.9
Other	23	1.0	28	1.2
Not applicable	0	-	452	19.3
TOTAL	2346	100.0	2346	100.0

Table 5.7: Respondents' and their partners' approximate level of highest qualification

HIGHEST QUALIFICATION GROUP	**Respondent's main Qualification**		**Respondent's *partner* main Qualification**	
	n	%	n	%
No qualification / don't know	863	36.8	726	38.3
Other qualification	298	12.7	371	19.6
O' levels & equivalent	600	25.6	366	19.3
A' levels & equivalent	221	9.4	129	6.8
Higher & further education	364	15.5	302	15.9
TOTAL	2346	100.0	1894	100.0

Table 5.8: Main income earner

WHO IS THE MAIN INCOME EARNER	n	%
Self	1059	45.1
Spouse/Partner	1248	53.2
Other adult	39	1.7
TOTAL	2346	100.0

Table 5.9: What is the main income earner currently doing

IS THE MAIN INCOME EARNER ….?	n	%
Working (either full time or part time)	1715	73.1
Retired/not working with private pension/means	37	1.6
Unemployed less than 6 months	11	.5
Unemployed more than 6 months	109	4.6
Retired with state benefit/pension only	25	1.1
Not working with state benefit only	430	18.3
Student	13	.6
Don't know	6	.3
TOTAL	2346	100.0

Table 5.10: What is the employment status of the main income earner

IS THE MAIN INCOME EARNER ….?	n	%
Employee	1393	81.2
Self employed	312	18.2
Don't know	10	.6
TOTAL	1715	100.0

Table 5.11: Main income earner's occupation

OCCUPATION GROUP[1] OF MAIN INCOME EARNER IN HOUSEHOLD		**n**	**%**	**% in TOTAL[1] POPULATION**
Non-manual	A	46	2.0	3.0
	B	180	7.9	14.0
	C1	504	22.0	26.0
	C2	561	24.5	25.0

[1] Based on the Occupation Groupings of the Market Research Society Job Dictionary (Source: MRS, 1991). NON-MANUAL: **A**: professional people, very senior managers in business or commerce or top-level civil servants, retired from these category and their widows. **B**: middle management executives in large organisations with appropriate qualifications, principal officers in local governments & civil service, top management/owners of small business, education & service establishments, retired from this categories and their widows. **C1**: junior management, owners of small establishments & all other in non-manual positions (varied responsibilities and educational requirements), retire3d of this category & their widows. MANUAL: **C2**: all skilled manual workers & manual workers with responsibility for other people, retired from this grade and their widows if receiving pensions from their late husbands' job. **D**: All semi-skilled and unskilled manual workers, apprentices & trainees to skilled workers, widows if receiving pensions from their late husbands' jobs. **E**: those entirely dependant on the state long-term, through sickness, unemployment, old age, other reason. Those unemployed for a period exceeding 6 months, casual workers, & those without regular income.

Manual	D	431	18.8	19.0
	E	565	24.7	13.0
	TOTAL	2287	100.0	

SEN HISTORY OF YOUNG PERSON

Table 5.12: Pupils' place of permanent residence

YOUNG PERSON' PLACE OF RESIDENCE	Mainstream		Special school		Total	
	n	%	n	%	n	%
With family/friend	1234	97.7	916	93.3	2150	95.8
In foster family	17	1.3	36	3.7	53	2.4
In local authority care	3	.2	12	1.2	15	.7
Other	9	.7	18	1.8	27	1.2
TOTAL	1263		982		2245	

Chi-square statistic: $x^2 = 27.505$, d*f* = 3, p < .000

Table 5.13: Pupils having a statement of special education needs

DOES YOUR CHILD HAVE A STATEMENT OF SEN?	Mainstream		Special school		Total	
	n	%	n	%	n	%
Yes	699	55.3	851	86.7	1550	69.0
No	453	35.9	66	6.7	519	23.1
Don't know	111	8.8	65	6.6	176	7.8
TOTAL	1263		982		2245	

Chi-square statistic: $x^2 = 284.791$, d*f* = 2, p < .000

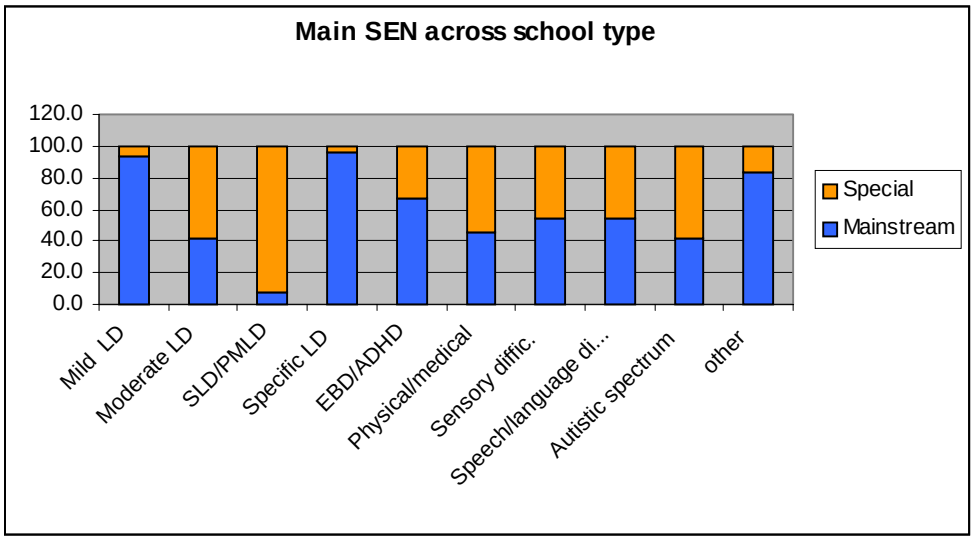

Figure 13: Main SEN of interviewed pupil sample across school type

Table 5.14: Pupils having any health problems or disabilities that parents expect they would last more than a year

DOES PUPIL HAVE ANY HEALTH PROBLEM/DISABILITIE THAT YOU EXPECT WOULD LAST MORE THAN A YEAR?	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	521	41.3	679	69.1	1200	53.5

No	742	58.7	303	30.9	1045	46.5
TOTAL	1263		982		2245	

Chi-square statistic: $x^2 = 172.760$, d*f* = 1, p < .000

Table 5.15: Whether the health problems or disabilities of pupils would affect the KIND of paid work they might do

DOES THIS HEALTH PROBLEM/DISABILITY AFFECT THE KIND OF JOB YOUR CHILD MIGHT DO?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	314	60.3	553	81.4	867	72.3
No	165	31.7	96	14.1	261	21.8
I don't know	42	8.1	30	4.4	72	6.0
TOTAL	521		679		1200	

Chi-square statistic: $x^2 = 66.474$, d*f* = 2, p < .000

Table 5.16: Parents expecting the health problems or disabilities of pupils to affect the AMOUNT of paid work that pupils might do

DOES THIS HEALTH PROBLEM/ DISABILITY AFFECT THE AMOUNT OF JOB YOUR CHILD MIGHT DO?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	189	36.3	478	70.4	667	55.6
No	274	52.6	146	21.5	420	35.0
I don't know	58	11.1	55	8.1	113	9.4
Total	521		679		1200	

Chi-square statistic: $x^2 = 146.036$, d*f* = 2, p < .000

Table 5.17: Health problems or disabilities of young people (across school type)

WHAT PROBLEMS DOES YOUR CHILD HAVE?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Problems connected with his/her arms/hands	82	15.7	194	28.6	276	23.0
Problems connected with his/her legs/feet	100	19.2	262	38.6	362	30.2
Problems connected with his/her back/neck	51	9.8	129	19.0	180	15.0
Difficulty with seeing (while wearing spectacles or contact lenses)	58	11.1	134	19.7	192	16.0
Difficulty in hearing	70	13.4	140	20.6	210	17.5
A speech impediment	66	12.7	323	47.6	389	32.4
Severe disfigurement, skin conditions, allergies	57	10.9	120	17.7	177	14.8
Chest or breathing problems, asthma, bronchitis	151	29.0	180	26.5	331	27.6
Heart, blood pressure or blood circulation problems	24	4.6	69	10.2	93	7.8
Stomach, liver, kidney or digestive problems	28	5.4	64	9.4	92	7.7
Diabetes	4	.8	8	1.2	12	1.0
Depression, nerves, anxiety	90	17.3	128	18.9	218	18.2
Epilepsy	33	6.3	152	22.4	185	15.4
Severe or specific learning difficulties (mental handicap)	79	15.2	396	58.3	475	39.6
Mental illness or suffer phobias, panics or other nervous disorders	44	8.4	94	13.8	138	11.5

Progressive illness (e.g. cancer, MS, etc.)	9	1.7	20	2.9	29	2.4
Other health problems or disabilities	197	37.8	255	37.6	452	37.7
Don't know	14	2.7%	6	.9%	20	1.7%

Table 5.18: Pupils' MAIN health problem or disability

PUPILS' MAIN HEALTH PROBLEM / DISABILITY	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Problems connected with their arms or hands	10	3.5	16	2.9	26	3.1
Problems connected with their legs or feet	15	5.2	24	4.4	39	4.7
Problems connected with their back or neck	7	2.4	7	1.3	14	1.7
Difficulty with seeing (while wearing spectacles or contact	17	5.9	5	.9	22	2.6
Difficulty in hearing	18	6.3	29	5.3	47	5.6
A speech impediment	10	3.5	31	5.7	41	4.9
Severe disfigurement, skin conditions, allergies	12	4.2	2	.4	14	1.7
Chest or breathing problems, asthma, bronchitis	14	4.9	19	3.5	33	4.0
Heart, blood pressure or blood circulation problems	5	1.7	7	1.3	12	1.4
Stomach, liver, kidney or digestive problems	6	2.1	5	.9	11	1.3
Diabetes			3	.5	3	.4
Depression, bad nerves or anxiety	19	6.6	15	2.7	34	4.1
Epilepsy	13	4.5	32	5.9	45	5.4
Severe or specific learning difficulties	38	13.2	209	38.3	247	29.6
Mental illness or suffer phobias, panics or other nervous disorders	9	3.1	11	2.0	20	2.4
Progressive illness (e.g. cancer, MS, HIV)	2	.7	8	1.5	10	1.2
Other	83	28.8	98	17.9	181	21.7
Don't know	10	3.5	25	4.6	35	4.2
TOTAL	288		546		834	

Table 5.19: Whether health problems or disabilities limit pupils' ability to carry out normal day to day activity?

DOES THIS HEALTH PROBLEM/DISABILITY LIMIT HIS/HER ABILITY TO CARRY OUT NORMAL DAY TO DAY ACTIVITY?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	211	40.5	522	76.9	733	61.1
No	310	59.5	157	23.1	467	38.9
TOTAL	521		679		1200	

Chi-square statistic: $x^2 = 164.120$, d*f* = 1, $p < .000$

Table 5.20: Pupils' receiving medication or treatments related to their health problems or disabilities

DOES YOUR CHILD RECEIVE MEDICATION /TREATMENT RELATED TO HIS/HER HEALTH PROBLEM/DISABILITY?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	285	54.7	363	53.5	648	54.0
No	236	45.3	316	46.5	552	46.0

TOTAL	521		679		1200	

Table 5.21: Whether health problems or disabilities WOULD limit pupils' ability to carry out normal day to day activity if pupils stayed away from their medication/treatment?

WOULD THIS HEALTH PROBLEM/ DISABILITY LIMIT HIS/HER ABILITY TO CARRY OUT NORMAL DAY TO DAY ACTIVITY IF AWAY FROM MEDICATION?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	192	67.4	316	87.1	508	78.4
No	93	32.6	47	12.9	140	21.6
TOTAL	285		363		648	

Table 5.22: Whether health problems or disabilities limit pupils' ability to carry out normal day to day activity?

DOES THIS HEALTH PROBLEM/DISABILITY LIMIT HIS/HER ABILITY TO CARRY OUT NORMAL DAY TO DAY ACTIVITY?	**Boys**		**Girls**		**Total**	
	n	%	n	%	n	%
Yes	438	58.0	343	66.0	781	61.3
No	317	42.0	177	34.0	494	38.7
TOTAL	755		520		1275	

Chi-square statistic: $x^2 = 8.197$, d*f* = 1, $p < .01$

Table 5.23: Pupils' receiving medication or treatments related to their health problems or disabilities (across gender)

DOES YOUR CHILD RECEIVE MEDICATION /TREATMENT RELATED TO HIS/HER HEALTH PROBLEM/DISABILITY?	**Boys**		**Girls**		**Total**	
	n		n		n	
Yes	395	52.3	293	56.3	688	54.0
No	360	47.7	227	43.7	587	46.0
TOTAL	755		520		1275	100.0

Table 5.24: Whether health problems or disabilities WOULD limit pupils' ability to carry out normal day to day activity if they stayed away from medication/treatment? (across gender)

WOULD THIS HEALTH PROBLEM/DISABILITY LIMIT HIS/HER ABILITY TO CARRY OUT NORMAL DAY TO DAY ACTIVITY IF AWAY FROM MEDICATION?	**Boys**		**Girls**		**Total**	
	n	%	n	%	n	%
Yes	304	77.0	233	79.5	537	78.1
No	91	23.0	60	20.5	151	21.9
TOTAL	395		293		688	

Table 5.25: Pupils using aids or adaptations because of their special educational needs

DOES YOUR CHILD USE ANY AIDS OR	**Mainstream**	**Special**	**Total**

ADAPTATIONS BECAUSE OF HIS/HER SEN?	n	%	n	%	n	%
Yes	144	11.4	236	24.0	380	16.9
No	1116	88.4	742	75.6	1858	82.8
Don't know	3	.2	4	.4	7	.3
TOTAL	1263		982		2245	

Chi-square statistic: $x^2 = 63.523$, d$f = 2$, $p < .01$

Table 5.26: Aids and adaptations used by pupils because of their special educational needs (across type of school)

WHAT AID OR ADAPTATION DOES YOUR CHILD USE?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Braille typewriter	0	-	0	-	0	-
Communication book/card/wallet	3	2.1	32	13.6	35	9.2
Frame (walking or sitting)	3	2.1	33	14.	36	9.5
Hearing aids	29	20.1	46	19.5	75	19.7
Helmet	2	1.4	13	5.5	15	3.9
Hoist or other lifting equipment	5	3.5	73	30.9	78	20.5
Implant(s)	0	-	5	2.1	5	1.3
Laptop	45	31.3	14	5.9	59	15.5
Magnifier	13	9.0	1	.4	14	3.7
Adapted computer hardware (screens, etc)	14	9.7	49	20.8	83	16.6
Orthosis	1	.7	18	7.6	19	5.0
Piedro boots	4	2.8	76	32.2	80	21.1
Prosthesis	0	-	0	-	0	-
Pushchair or buggy	0	-	18	7.6	18	4.7
Spectacles	23	16.0	49	20.8	72	18.9
Special furniture (adapted chair, posture support, etc)	4	2.8	67	28.4	71	18.7
Speech recognition software	0	-	13	5.5	13	3.4
Splints (foot, leg, arm)	6	4.2	67	28.4	73	19.2
Wheelchair	21	14.6	145	61.4	166	43.7
White stick	3	2.1	1	.4	4	1.1
Other	68	47.2	91	38.6	159	41.8
Total	144		236		380	

Table 5.27: Services that have been used by pupils in the last 12 months

Services that have been used	FREQUENCY THAT EACH SERVICE HAS BEEN USED (IN % IN EACH TYPE OF SCHOOL)							
	Never		***1-5 times***		***More than 5 times***		***Don't know***	
	Mainstream	Special	Mainstream	Special	Mainstream	Special	Mainstream	Special
Hospital based services	85.3	66.9	11.0	25.2	3.3	7.3	.4	.6
Psychiatric inpatient	98.7	98.3	.8	1.2	.2	.2	.3	.3
Accident and emergency	92.5	85.4	6.8	13.8	.5	.6	.2	.2
GP	77.8	59.5	17.8	30.3	4.2	9.6	.2	.6
Dentist	85.5	65.5	12.5	32.3	1.8	1.8	.2	.4
Optician	81.2	72.1	17.9	26.7	.5	.7	.3	.6
Chiropodist	99.0	93.5	.8	5.5	.1	.5	.1	.6
Audiologist	94.3	84.5	5.1	12.6	.4	2.0	.3	.9
Community psychiatric nurse	98.2	95.7	.7	2.6	1.0	.9	.2	.9
School nurse	87.1	52.6	9.0	30.0	1.3	12.9	2.6	4.5
Other community nurse	98.0	91.6	1.2	4.8	.5	3.4	.3	.3
Speech therapist	96.4	62.1	2.5	13.9	1.0	20.7	.2	3.3
Physiotherapist	96.1	77.7	2.3	6.5	1.4	15.4	.3	.4
Occupational therapist	97.6	82.3	1.8	8.4	.4	7.2	.2	2.0
Art/drama therapist	98.3	83.2	.7	3.6	.2	9.1	.8	4.1
Alternative therapist	98.7	94.1	.5	2.4	.6	1.5	.2	1.9
Social worker	91.0	66.6	5.9	20.2	2.6	12.3	.5	.8
Educational psychologist	77.6	69.3	18.2	20.7	1.0	2.6	3.3	7.4
Clinical psychologist	94.6	91.3	3.3	5.1	1.2	1.0	.9	2.7
Careers service advisor	31.0	30.9	61.9	60.1	1.9	4.1	5.2	4.9
Charity worker/volunteer	94.9	85.9	3.1	7.3	1.1	4.1	.9	2.7
Other	.	-	41.3	36.5	57.1	62.9	1.6	.6

Table 5.28: Information about services

SOURCES THAT PARENTS GET INFORMATION ABOUT SERVICES	Mainstream		Special school		Total	
	n	%	n	%	n	%
School	1041	78.7	823	79.0	1864	78.8
Local education authority	269	20.3	195	18.7	464	19.6
Social services	101	7.6	293	28.1	394	16.7
Career services	175	13.2	121	11.6	296	12.5
GP	123	9.3	130	12.5	253	10.7
Other health services	67	5.1	72	6.9	139	5.9
Parent/partnership services scheme	34	2.6	57	5.5	91	3.8
Friends/family	184	13.9	162	15.5	346	14.6
Magazine/other written material	107	8.1	87	8.3	194	8.2
Other	173	13.1	145	13.9	318	13.5

Table 5.29: Do parents have difficulty in obtaining information about services?

IS THERE ANYTHING THAT PREVENTS YOU FROM OBTAINING INFORMATION ABOUT SERVICES?	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	321	24.3	296	28.4	617	26.1
No	968	73.2	724	69.5	1692	71.6
I don't know	33	2.5	22	2.1	55	2.3
TOTAL	1322		1042		2364	

Table 5.30: Problems that parents had in obtaining information about

WHAT PROBLEMS DID YOU HAVE IN GETTING INFORMATION?	Mainstream		Special school		Total	
	n	%	n	%	n	%
Staff from different services not working together	65	20.2	60	20.3	125	20.3
Getting conflicting advice from staff in different services	53	16.5	56	18.9	109	17.7
Lack of general information or guidance	159	49.5	134	45.3	293	47.5
Lack of financial support	66	20.6	100	33.8	166	26.9
Waiting for a long time for support to be provided	106	33.0	95	32.1	201	32.6
Getting special transport	13	4.0	29	9.8	42	6.8
Finding the right school for their child	38	11.8	40	13.5	78	12.6
Other	151	47.0	138	46.6	289	46.8

Table 5.31: Do parents afraid of their child losing the support s/he gets at or through school?

IS THERE ANY TYPE OF SUPPORT THAT YOUR CHILD MAY LOOSE WHEN LEAVE SCHOOL?	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	445	33.7	445	42.7	890	37.6
No	803	60.7	512	49.1	1315	55.6
I don't know	74	5.6	85	8.2	159	6.7
TOTAL	1322		1042		2364	

YOUNG PERSON'S SCHOOL EXPERIENCES

Table 5.32: How much do young people like school

HOW MUCH DO YOUNG PEOPLE LIKE SCHOOL	Mainstream		Special		Total	
	n	%	n	%	n	%
I like it a lot	326	25.2	559	55.0	885	38.3
I like it a little	530	40.9	279	27.4	809	35.0
I don't like it very much	238	18.4	98	9.6	336	14.5
I don't like it at all	202	15.6	81	8.0	283	12.2
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 218.817$, d*f* = 3, p< .000

Table 5.33: How many of the teachers do young people feel that are helpful

HOW MANY TEACHERS ARE HELPFUL	Mainstream		Special		Total	
	n	%	n	%	n	%
All are helpful	222	17.1	501	49.3	723	31.3
Most are helpful	568	43.8	331	32.5	899	38.9
A few are helpful	474	36.6	167	16.4	641	27.7
None of them are helpful	32	2.5	18	1.8	50	2.2
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 291.688$, d*f* = 3, p< .000

Table 5.34: How much time teachers spend on students

HOW MUCH TIME DO TEACHERS SPEND IN RELATION TO OTHER STUDENTS	Mainstream		Special		Total	
	n	%	n	%	n	%
More	163	12.6	106	10.4	269	11.6
Less	175	13.5	123	12.1	298	12.9
Same	930	71.8	743	73.1	1673	72.3
Don't know	28	2.2	45	4.4	73	3.2
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 12.542$, d*f* = 3, p< .01

Table 5.35: Why young people think that teachers spend more time with them compared to their peers

WHY TEACHERS SPEND MORE TIME WITH YOU THAN WITH OTHER STUDENTS?	Mainstream		Special		Total	
	n	%	n	%	n	%
I have greater needs	117	71.8	60	56.6	177	65.8
They like me	16	9.8	21	19.8	37	13.8
I don't know	13	8.0	12	11.3	25	9.3
Other reason	32	19.6	18	17.0	50	18.6

Table 5.36: Do SEN of young people prevent them from doing as well at school as their peers?

DO THE DIFFICULTIES PREVENT YOU FROM DOING WELL AT SCHOOL?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes, usually	354	27.3	373	36.7	727	31.4
Yes, on occasion	481	37.1	239	23.5	720	31.1
No	409	31.6	307	30.2	716	31.0
Don't know	52	4.0	98	9.6	150	6.5
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 77.953$, d*f* = 3, p< .000

Table 5.37: Whether young people stayed off school at any time during the last 12 months:

HAVE YOU BEEN OFF SCHOOL?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	837	64.6	529	52.0	1366	59.1
No	437	33.7	446	43.9	883	38.2
Don't know	22	1.7	42	4.1	64	2.8
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 42.757$, d*f* = 2, p< .000

Table 5.38: Pupils being off school at any time during the last 12 months

HAVE YOUR CHILD BEEN OFF SCHOOL?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	899	68.0	641	61.5	1540	65.1
No	419	31.7	400	38.4	819	34.6
Don't know	4	.3	1	.1	5	.2
TOTAL	1322		1042		2364	

Table 5.39: Reason for young people staying off school

WHAT WAS THE REASON FOR YOU BEEN OFF SCHOOL?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Health problems	558	66.7	397	75.0	955	69.9
Problems at school (eg. bullying, truancy, etc)	215	25.7	58	11.0	273	20.0
I was needed at home (e.g. caring for family)	29	3.5	10	1.9	39	2.9
Other	172	20.5	111	21.0	283	20.7

Table 5.40: Reason for pupils staying off school

WHAT WAS THE REASON FOR YOUR CHILD BEEN OFF SCHOOL?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Health problems	612	68.1	463	72.2	1075	69.8
Problems at school (eg. bullying, truancy, etc)	262	29.1	76	11.9	338	21.9
Needed at home (e.g. caring for family)	22	2.4	5	.8	27	1.8

Other	198	22.0	169	26.4	367	23.8

Table 5.41: Do pupils seem to be lonely at school?

DOES YOUR CHILD SEEM TO BE LONELY AT SCHOOL?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes, frequently	151	11.4	73	7.0	224	9.5
Yes, sometimes	254	19.2	176	16.9	430	18.2
Rarely	132	10.0	109	10.5	241	10.2
No, never	757	57.3	647	62.1	1404	59.4
Don't know	28	2.1	37	3.6	65	2.7
TOTAL	1322		1042		2364	

Chi-square statistic: $x^2 = 20.492$, d*f* = 4, p < .000

Table 5.42: Time that young people spend outside class

OUT OF CLASS, YOU MOSTLY SPEND THEIR TIME WITH:	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
With a group of friends	815	62.9	443	43.6	1258	54.4
With one or two friends	390	30.1	358	35.2	748	32.3
On your own	85	6.6	197	19.4	282	12.2
Don't know	6	.5	19	1.9	25	1.1
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 130.856$, d*f* = 3, p< .000

Table 5.43: Age of young peoples' friends

YOUNG PEOPLE'S OUT OF CLASS FRIENDS' AGE	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
They are usually my age	1074	89.1	608	75.9	1682	83.8
They are usually younger than I am	55	4.6	84	10.5	139	6.9
They are usually older than I am	71	5.9	90	11.2	161	8.0
Don't know	5	.4	19	2.4	24	1.2
TOTAL	1205		801		2006	

Chi-Square Statistic: $x^2 = 66.915$, d*f* = 3, p< .000

Table 5.44: Difficulties of young peoples' friends

YOUNG PEOPLE'S OUT OF CLASS FRIENDS' DIFFICULTIES	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
They have the same difficulties as I do	277	23.0	304	38.0	581	29.0
They have different difficulties	211	17.5	338	42.2	549	27.4
They have no difficulties	636	52.8	117	14.6	753	37.5
Don't know	81	6.7	42	5.2	123	6.1
TOTAL	1205		801		2006	

Chi-Square Statistic: $x^2 = 332.853$, d*f* = 3, p< .000

Table 5.45: How well young people get on with other peers

HOW YOUNG PEOPLE GET ON WITH THEIR PEERS	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Very well	290	22.4	331	32.5	621	26.8
Well	677	52.2	415	40.8	1092	47.2
Not very well	116	9.0	106	10.4	222	9.6
Don't have much to do with them	203	15.7	137	13.5	340	14.7
Don't know	10	.8	28	2.8	38	
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 54.495$, d*f* = 4, p< .000

Table 5.46: How easy to make new friends for young people

IS IT EASY FOR YOU TO MAKE NEW FRIENDS?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Generally yes	766	59.1	533	52.4	1299	56.2
Sometimes	345	26.6	266	26.2	611	26.4
No	179	13.8	194	19.1	373	16.1
Don't know	6	.5	24	2.4	30	1.3
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 30.196$, d*f* = 3, p< .000

Table 5.47: Young people who have been bullied at school

HAVE YOU BEEN BULLIED AT SCHOOL?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	293	22.6	256	25.2	549	23.7
No	992	76.5	743	73.1	1735	75.0
Don't know	11	.8	18	1.8	29	1.3
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 6.358$, d*f* = 2, p< .05

Table 5.48: Pupils who have been bullied at school

DO YOU THINK THAT YOUR CHILD HAS BEEN BULLIED AT SCHOOL?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
No, never	365	27.6	361	34.6	726	30.7
Not as far as I am aware	183	13.8	197	18.9	380	16.1
Yes, possibly	153	11.6	115	11.0	268	11.3
Yes, definitely	613	46.4	348	33.4	961	40.7
Don't know	8	.6	21	2.0	29	1.2
TOTAL	1322		1042		2364	

Chi-square statistic: $x^2 = 52.399$, d*f* = 4, p < .000

Table 5.49: Number of schools did the pupils attended after their 11th birthday

NUMBER OF SCHOOLS	Frequency	
	n	%
One school	1904	78.2
Two schools	297	12.2
Three schools	75	3.1
Four schools	18	1.0
Five schools	1	.0
Six schools	3	.0
Double register	51	2.1

Table 5.50: Schooling History: What type of schools did the young person attended after his/her 11 birthday and order of attendance

TYPE OF SCHOOL THAT WAS ATTENDED IN A CHRONOLOGICAL ORDER	n	%
Mainstream school	1124	46.2
Special school	679	27.9
Two Mainstream schools	105	4.3
Special Residential	57	2.3
Mainstream day - then Special day	54	2.2
Special Unit attached to mainstream	30	1.2
Double registered on a Mainstream and Special school	20	.8
Two Special schools	49	2.0
Three Mainstream schools	15	.6
Mainstream - then PRU	9	.4
Mainstream - then Other school	7	.3
Two Mainstream schools – then Special school	14	.6
Double registered in Mainstream and Special Unit attached to it	6	.2
Double registered in Mainstream and Special Residential	6	.2
Other	10	.4
Special Unit attached to Mainstream – then Mainstream	4	.2
Three Special schools	10	.4
Mainstream – then Special Residential	12	.5
PRU	5	.2
Two Mainstream –then PRU	10	.4
Special day – then Special Residential	6	.2
Special Unit attached to Mainstream – then Special school	8	.3
Other – then Mainstream	2	.1
Two Mainstream – then two PRUs	3	.1
Double registered in Mainstream, Special Unit attached to it and Special school	2	.1
Mainstream Residential	1	.0
Two Special schools – then Mainstream	4	.2
Double registered in Special Unit attached to Mainstream and Special school	1	.0
Three Mainstream schools, then Other school	2	.1
Two Mainstream schools – then Other	1	.0
Missing	68	2.8

Table 5.51: Reasons that pupils changed schools in the past years

REASONS THAT YOUNG PEOPLE CHANGED SCHOOL	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Natural progression to different level of school	163	38.4	116	25.3	279	31.6
Moved house	43	10.1	46	10.8	89	10.1
Was excluded	39	9.2	90	19.7	129	14.6
Was being bullied	40	9.4	19	4.1	59	6.7
Because of health problems	11	2.6	13	2.8	24	2.7
Insufficient services for pupil's needs	25	5.9	87	18.9	112	12.7
Parents disliked school/teachers	8	1.9	17	3.7	25	2.8
Other	148	34.9	120	26.2	268	30.4
TOTAL	*424*		*458*		*882*	

Table 5.52: Young peoples' attitudes towards education/schooling

	Mainstream		**Special**		**Total**	
SCHOOL GIVES ME CONFIDENCE TO MAKE DECISIONS	n	%	n	%	n	%
Agree	723	55.8	648	63.7	1371	59.3
Not sure	201	15.5	226	22.2	427	18.5
Disagree	372	28.7	143	14.1	515	22.3
	1296		1017		2313	
SCHOOL HELPES ME TO PLAN MY FUTURE	n	%	n	%	n	%
Agree	912	70.4	716	70.4	1628	70.4
Not sure	128	9.9	188	18.5	316	13.7
Disagree	256	19.8	113	11.1	369	16.0
	1296		1017		2313	
SCHOOL TEACHES ME THINGS THAT WUOLD BE USEFUL IN A JOB	n	%	n	%	n	%
Agree	917	70.8	704	69.2	1621	70.1
Not sure	155	12.0	174	17.1	329	14.2
Disagree	224	17.3	139	13.7	363	15.7
	1296		1017		2313	
SCHOOL DOES LITTLE TO PREPARE ME FOR LIFE	n	%	n	%	n	%
Agree	377	29.1	272	26.7	649	28.1
Not sure	215	16.6	262	25.8	477	20.6
Disagree	704	54.3	483	47.5	1187	51.3
	1296		1017		2313	
SCHOOL IS A WASTE OF TIME	n	%	n	%	n	%
Agree	209	16.1	137	13.5	346	15.0

Not sure	130	10.0	103	10.1	233	10.1
Disagree	957	73.8	777	76.4	1734	75.0
	1296		1017		2313	

Table 5.53: Parents' opinion of education

EDUCATION GIVES A YOUNG PERSON CONFIDENCE TO MAKE DECISIONS	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Strongly Agree	320	24.2	290	27.8	610	25.8
Agree	691	52.3	569	54.6	1260	53.3
Neither agree nor disagree	142	10.7	86	8.3	228	9.6
Disagree	126	9.5	61	5.9	187	7.9
Strongly Disagree	35	2.6	19	1.8	54	2.3
DK	8	.6	17	1.6	25	1.1
SCHOOL HELPES A YOUNG PERSON TO PLAN HIS/HER FUTURE	n	%	n	%	n	%
Strongly Agree	315	23.8	265	25.4	580	24.5
Agree	721	54.5	562	53.9	1283	54.3
Neither agree nor disagree	123	9.3	104	10.0	227	9.6
Disagree	126	9.5	77	7.4	203	8.6
Strongly Disagree	30	2.3	18	1.7	48	2.0
DK	7	.5	16	1.5	23	1.0
EDUCATION TEACHES SUBJECTS THAT COULD BE USEFUL IN A JOB	n	%	n	%	n	%
Strongly Agree	257	19.4	227	21.8	484	20.5
Agree	753	57.0	611	58.6	1364	57.7
Neither agree nor disagree	144	10.9	82	7.9	226	9.6
Disagree	128	9.7	81	7.8	209	8.8
Strongly Disagree	33	2.5	25	2.4	58	2.5
DK	7	.5	16	1.5	23	1.0
EDUCAITON DOES LITTLE TO PREPARE YOUNG PEOPLE FOR LIFE	n	%	n	%	n	%
Strongly Agree	102	7.7	62	6.0	164	6.9
Agree	338	25.6	235	22.6	573	24.2
Neither agree nor disagree	224	16.9	145	13.9	369	15.6
Disagree	506	38.3	425	40.8	931	39.4
Strongly Disagree	130	9.8	156	15.0	286	12.1
DK	22	1.7	19	1.8	41	1.7
EDUCATION IS A WASTE OF TIME	n	%	n	%	n	%
Strongly Agree	12	.9	13	1.2	25	1.1
Agree	32	2.4	20	1.9	52	2.2
Neither agree nor disagree	38	2.9	21	2.0	59	2.5
Disagree	429	32.5	335	32.1	764	32.3
Strongly Disagree	800	60.5	643	61.7	1443	61.0
DK	11	.8	10	1.0	21	.9
TOTAL	1322		1042		2364	

Table 5.54: 'Kappa' agreement on views between pupils and their parents/carers: school experiences

ISSUES ON WHICH AGREEMENT WAS MEASURED	Kappa[2]	N
SCHOOL EXPERIENCES		
Has the pupil been off school in the last 12 months for any reason?	.566	2178
The reason for being off school was health problems	.728	1150
The reason for being off school was problems at school	.675	1150
The reason for being off school was s/he was needed at home	.535	1150
The reason for being off school was some other reason	.598	1150
Has the pupil been bullied?	.329	2192
ATTITUDES ON EDUCATION		
education gives a young person confidence to make decisions	.133	2222
School helps a young person to plan his/her future	.147	2224
education teaches subjects that could be useful in a job	.136	2225
education does little to prepare young people for life	.108	2206
education is a waste of time	.086	2226

Table 5.55: How important do pupils think that is for their parents that they get on well at school (across school type)

HOW IMPORTANT IS FOR PARENTS THAT PUPILS GET ON WELL AT SCHOOL	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Very important	811	62.6	609	59.9	1420	61.4
Fairly important	416	32.1	218	21.4	634	27.4
Not very important	27	2.1	30	2.9	57	2.5
Not at all important	3	.2	31	3.0	34	1.5
I don't know	39	3.0	129	12.7	168	7.3
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 130.243$, d*f* = 4, p< .000

Table 5.56: How important do pupils think that is for their parents that they get on well at school (across gender)

HOW IMPORTANT IS FOR PARENTS THAT PUPILS GET ON WELL AT SCHOOL	**Boys**		**Girls**		**Total**	
	n		n		n	
Very important	876	62.6	518	59.3	1394	61.3
Fairly important	394	28.1	232	26.5	626	27.5
Not very important	27	1.9	30	3.4	57	2.5
Not at all important	20	1.4	13	1.5	33	1.5

[2] The higher the kappa score, the higher the measured agreement between the variables under investigation and vice versa.

I don't know	83	5.9	81	9.3	164	7.2
TOTAL	1400		874		2274	

Chi-Square Statistic: $x^2 = 14.644$, d*f* = 4, p< .01

SUPPORT AND PROVISION IN SCHOOL

Table 5.57: Do young people receive any support at school?

DO YOU HAVE ANY ASSISTANTS OR HELPERS?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	833	64.3	711	69.9	1544	66.8
No	457	35.3	286	28.1	743	32.1
Don't know	6	.5	20	2.0	26	1.1
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 23.213$, d*f* = 2, p< .000

Table 5.58: Do young people receive any support at school?

DO YOU HAVE ANY ASSISTANTS OR HELPERS?	**Pupil has a Statement**		**Pupil does not have a Statement**		**Total**	
	n	%	n	%	n	%
Yes	1147	74.0	249	48.0	1396	67.5
No	386	24.9	267	51.4	653	31.6
Don't know	17	1.1	3	.6	20	1.0
TOTAL	1550		519		2069	

Chi-Square Statistic: $x^2 = 126.892$, d*f* = 2, p< .000

Table 5.59: Frequency of support that young people receive (across school type)

HOW OFTEN DO YOU WORK WITH YOUR ASSISTANTS?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
All of the time	97	11.6	255	35.9	352	22.8
For some of the time each day	276	33.1	288	40.5	564	36.5
A few times each week	316	37.9	106	14.9	422	27.3
Once a week	99	11.9	37	5.2	136	8.8
Less than once a week	43	5.2	13	1.8	56	3.6
Don't know	2	.2	12	1.7	14	.9
TOTAL	833		711		1544	

Chi-Square Statistic: $x^2 = 218.884$, d*f* = 5, p< .000

Table 5.60: Frequency of support that young people receive (across statements)

HOW OFTEN DO YOU WORK WITH YOUR ASSISTANTS?	**Pupil has a Statement**		**Pupil does not have a Statement**		**Total**	
	n	%	n	%	N	%
All of the time	296	25.8	19	7.6	315	22.6

For some of the time each day	455	39.7	62	24.9	517	37.0
A few times each week	279	24.3	100	40.2	379	27.1
Once a week	80	7.0	41	16.5	121	8.7
Less than once a week	24	2.1	27	10.8	51	3.7
Don't know	13	1.1	0	-	13	.9
TOTAL	1147		249		1396	

Chi-Square Statistic: $x^2 = 127.871$, d*f* = 5, p< .000

Table 5.61: The form of support that young people receive

HOW DO YOU RECEIVE THIS HELP?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
On my own	273	32.8	160	22.5	433	28.0
As part of a group	325	39.0	292	41.1	617	40.0
Both	231	27.7	249	35.0	480	31.1
Don't know	4	.5	10	1.4	14	.9
TOTAL	833		711		1544	

Chi-Square Statistic: $x^2 = 25.017$, d*f* = 3, p< .000

Table 5.62: Problems that young people experience in the class: (across school type)

WHAT ARE THE PROBLEMS YOU EXPERIENCE IN CLASS?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Lack of equipment	21	3.8	18	6.0	39	4.6
Some teachers not being helpful	200	36.3	51	17.1	251	29.5
Difficulty getting around the classroom	4	.7	23	7.7	27	3.2
Other things (please specify)	395	71.7	237	79.3	632	74.4
TOTAL	551		299		850	

Table 5.63: What causes difficulty to young people in getting around school on their own

WHAT CAUSES YOU PROBLEMS IN GETTING AROUND?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Distance between classes	8	32.0	10	8.9	18	13.1
Furniture (eg. chairs, heights of surfaces)	4	16.0	5	4.5	9	6.6
Lack of lifts	5	20.0	5	4.5	10	7.3
Layout of building	6	24.0	11	9.8	17	12.4
Lack of ramps	3	12.0	2	1.8	5	3.6
Crowded areas	8	32.0	4	3.6	12	8.8
Other (please specify)	11	44.0	98	87.5	109	79.6
TOTAL	25		112		137	

Table 5.64: How difficult would be for pupils to lose their support

HOW DIFFICULT LOOSING THE SUPPORT	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%

WILL MAKE THINGS FOR YOU?						
Very difficult	42	11.8	100	35.7	142	22.3
Difficult	79	22.2	66	23.6	145	22.8
Somewhat difficult	156	43.8	70	25.0	226	35.5
Not at all difficult	67	18.8	29	10.4	96	15.1
Don't know	12	3.4	15	5.4	27	4.2
TOTAL	356		280		636	

Chi-Square Statistic: $x^2 = 64.800$, d*f* = 4, p< .000

TRANSITION PLANNING AND CAREERS' EDUCATION

Table 5.65: Whether young people invited to an annual review meeting: Interviews with pupils

HAVE YOU BEEN INVITED TO AN ANNUAL REVIEW MEETING WITH A TP?	PUPILS WITH STATEMENTS					
	Mainstream		**Special**		**Total**	
	n	%	n	%	n	%
Yes	414	59.2	526	61.8	940	60.6
No	244	34.9	262	30.8	506	32.6
Don't know	41	5.9	63	7.4	104	6.7
TOTAL	699		851		1550	

Table 5.66: Whether anybody talked to young people before the annual review meeting

HAS SOMEONE TALKED TO YOU BEFORE THE ANNUAL REVIEW MEETING?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	258	62.3	314	59.7	572	60.9
No	135	32.6	140	26.6	275	29.3
Don't know	21	5.1	72	13.7	93	9.9
TOTAL	414		526		940	

Chi-Square Statistic: $x^2 = 20.487$, d*f* = 2, p< .000

Table 5.67: Pupils being invited to an annual review meeting: Interviews with parents

HAS THE 1ST ANNUAL REVIEW WITH A TP BEEN HELD YET?	**Mainstream**		**Special**		**Total**[3]	
	n	%	n	%	n	%
Yes	612	46.3	721	69.2	1333	56.4
No	407	30.8	206	19.8	613	25.9
Don't know	303	22.9	115	11.0	418	17.7
TOTAL	1322		1042		2364	

Chi-square statistic: $x^2 = 128.007$, d*f* = 2, p < .01

[3] When the number of pupils is larger than the actual number of pupils is because both parents' and carers' opinions have been taken.

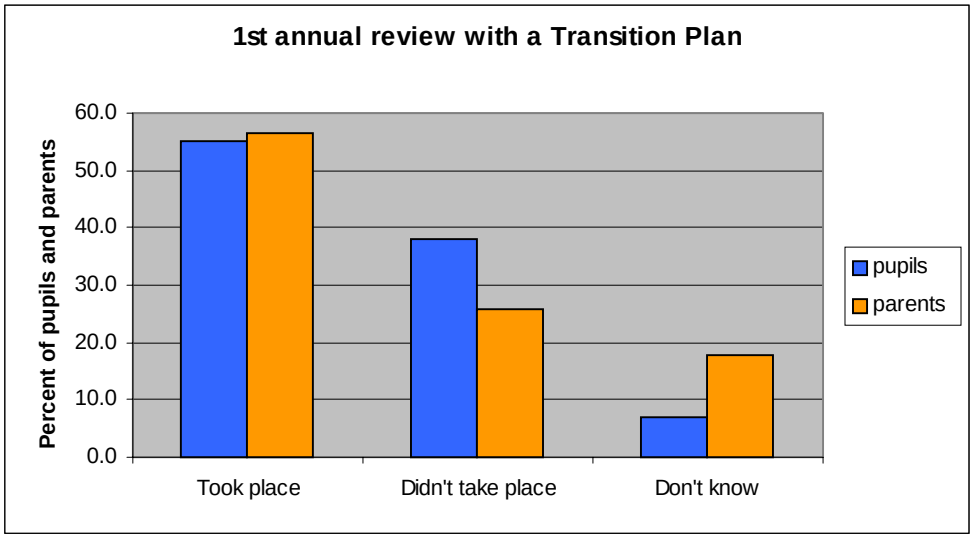

Figure 14: First annual review with a transition plan according to parents and pupils

Table 5.68: Pupils WITH STATEMENTS being invited to an annual review meeting: Interviews with parents

HAS THE 1ST ANNUAL REVIEW WITH A TP BEEN HELD YET?	PUPILS WITH STATEMENTS					
	Mainstream		**Special**		**Total**	
	n	%	n	%	n	%
Yes	433	59.5	653	72.2	1086	66.5
No	174	23.9	167	18.5	341	20.9
Don't know	121	16.6	84	9.3	205	12.6
TOTAL	728		904		1632	

Chi-square statistic: $x^2 = 32.790$, d*f* = 2, $p < .01$

Table 5.69: Pupils WITHOUT STATEMENTS being invited to an annual review meeting: Interviews with parents

HAS THE 1ST ANNUAL REVIEW WITH A TP BEEN HELD YET?	PUPILS WITHOUT STATEMENTS					
	Mainstream		**Special**		**Total**	
	N	%	n	%	n	%
Yes	145	30.5	33	47.8	178	32.7
No	199	41.9	24	34.8	223	41.0
Don't know	131	27.6	12	17.4	143	26.3
TOTAL	475		69		544	

Table 5.70: Pupils being invited to an annual review meeting: according to parents' reports

HAS THE 1ST ANNUAL REVIEW WITH A TP BEEN HELD YET?	ALL PUPILS						
	Had 1st AR with TP		**Did not have 1st AR with TP**		**Don't know**		**Total**
	n	%	n	%	n	%	n
Mild LD	82	45.6	47	26.1	51	28.3	180
Moderate LD	342	62.9	118	21.7	84	15.4	544
SLD/PMLD	141	61.6	73	31.9	15	6.6	229
Specific LD	166	48.8	108	31.8	66	19.4	340
EBD & ADHD	173	47.3	106	29.0	87	23.8	366
Ph.Hand. & medical problems	79	66.4	31	26.1	9	7.6	119
Sensory difficulties	62	61.4	24	23.8	15	14.9	101
Speech/language difficulties	21	56.8	11	29.7	5	13.5	37
Autistic spectrum	46	74.2	9	14.5	7	11.3	62
Other	11	35.5	13	41.9	7	22.6	31
TOTAL	1123		540		346		2009

Chi-square statistic: $x^2 = 92.162$, d*f* = 18, p < .000

Table 5.71: Pupils WITH STATEMENTS being invited to an annual review: according to parents' reports

HAS THE 1ST ANNUAL REVIEW WITH A TP BEEN HELD YET?	PUPILS WITH STATEMENTS						
	Had 1st AR with TP		**Did not have 1st AR with TP**		**Don't know**		**Total**
	n	%	n	%	n	%	n
Mild LD	51	55.4	17	18.5	24	26.1	92
Moderate LD	285	69.0	73	17.7	55	13.3	413
SLD/PMLD	132	62.3	69	32.5	11	5.2	212
Specific LD	118	61.1	48	24.9	27	14.0	193
EBD & ADHD	125	65.4	36	18.8	30	15.7	191
Ph.Hand. & medical problems	72	72.7	24	24.2	3	3.0	99
Sensory difficulties	50	70.4	14	19.7	7	9.9	71
Speech/language difficulties	18	58.1	10	32.3	3	9.7	31
Autistic spectrum	42	76.4	8	14.5	5	9.1	55
Other	7	53.8	3	23.1	3	23.1	13
TOTAL	900	65.7	302	22.0	168	12.3	1370

Chi-square statistic: $x^2 = 59.971$, d*f* = 18, p < .000

Table 5.72: When the 1st annual review meeting with a transition plan DID take place

WHEN THE 1ST ANNUAL REVIEW WITH A TP DID TAKE PLACE?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Year 8	55	12.7	73	11.2	128	11.8
Year 9	62	14.3	121	18.5	183	16.9
Year 10	271	62.6	385	59.0	656	60.4
Don't know	45	10.4	74	11.3	119	11.0
TOTAL	433		653		1086	

Table 5.73: When WILL the 1st annual review meeting with a transition plan be held

WHEN THE 1ST ANNUAL REVIEW WITH A TP WILL TAKE PLACE?	Mainstream		Special		Total	
	n	%	n	%	n	%
During year 11	36	20.7	47	28.1	83	24.3
After year 11	5	2.9	14	8.4	19	5.6
Still to be decided	31	17.8	32	19.2	63	18.5
Don't know	102	58.6	74	44.3	176	51.6
TOTAL	174		167		341	

Chi-square statistic: $x^2 = 10.352$, d*f* = 3, p < .05

Table 5.74: Whether young people actually attended the annual review meeting: interviews with pupils

DID YOU ACTUALLY GO TO THE ANNUAL REVIEW MEETING	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	362	87.4	439	83.5	801	85.2
No	49	11.8	70	13.3	119	12.7
Don't know	3	.7	17	3.2	20	2.1
TOTAL	414		526		940	

Chi-Square Statistic: $x^2 = 7.672$, d*f* = 2, p< .05

Table 5.75: Whether pupils actually attended the annual review meeting: interviews with parents

HAS YOUR CHILD ACTUALLY ATTENDED THE ANNUAL REVIEW MEETING?	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	370	85.5	478	73.2	848	78.1
No	47	10.9	157	24.0	204	18.8
Don't know	16	3.7	18	2.8	34	3.1
TOTAL	433		653		1086	

Chi-square statistic: $x^2 = 29.844$, d*f* = 2, p < .01

Table 5.76: Whether pupils actually attended the annual review meeting across SEN type: interviews with parents

TYPE OF SEN	Attend the AR with TP		Did not attend the AR		Don't know		Total
	n	%	n	%	n	%	n
Mild LD	72	87.8	6	7.3	4	4.9	82
Moderate LD	289	84.5	40	11.7	13	3.8	342
SLD/PMLD	84	59.6	51	36.2	6	4.3	141
Specific LD	136	81.9	24	14.5	6	3.6	166
EBD & ADHD	140	80.9	24	13.9	9	5.2	173
Ph.Hand. & medical problems	72	91.1	6	7.6	1	1.3	79
Sensory difficulties	56	90.3	5	8.1	1	1.6	62
Speech/language difficulties	16	76.2	5	23.8			21
Autistic spectrum	33	71.7	12	26.1	1	2.2	46
Other	7	63.6	2	18.2	2	18.2	11

TOTAL	905	80.6	175	15.6	43	3.8	1123

Table 5.77: Whether PARENTS actually attended the annual review meeting

DID YOU OR SOMEONE ON YOUR BEHALF ATTEND THE ANNUAL REVIEW MEETING WITH A TP?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes, I did	328	75.8	552	84.5	880	81.0
Yes, someone else did	28	6.5	29	4.4	57	5.2
No	72	16.6	68	10.4	140	12.9
Don't know	5	1.2	4	.6	9	.8
TOTAL	433		653		1086	

Chi-square statistic: $x^2 = 13.237$, d*f* = 3, $p < .01$

Table 5.78: Whether PARENTS actually attended the annual review meeting

	PARENTS ATTENDED THE PUPIL'S 1ST AR WITH A TP						
TYPE OF SEN	**Myself or somebody on my behalf**		**Did not attend**		**Don't know**		**Total**
	n	%	n	%	n	%	n
Mild LD	51	62.2	28	34.1	3	3.7	82
Moderate LD	275	80.4	64	18.7	3	.9	342
SLD/PMLD	130	92.2	11	7.8	0	-	141
Specific LD	121	72.9	43	25.9	2	1.2	166
EBD & ADHD	132	76.3	40	23.1	1	.6	173
Ph.Hand. & medical problems	66	83.5	12	15.2	1	1.3	79
Sensory difficulties	54	87.1	8	12.9	0	-	62
Speech/language difficulties	21	100.0	0	-	0	-	21
Autistic spectrum	43	93.5	2	4.3	1	2.2	46
Other	7	63.6	3	27.3	1	9.1	11
TOTAL	900	80.1	211	18.8	12	1.1	1123

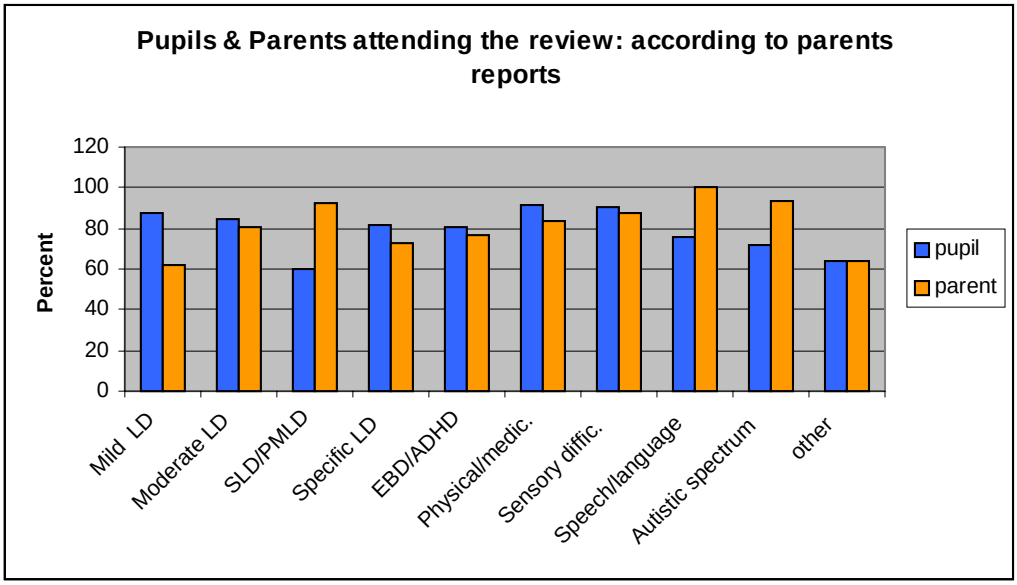

Figure 15: Pupils and parents attending the review across SEN type: according to what parents reported

Table 5.79: Whether PARENTS actually attended the annual review meeting

LEVEL OF EDUCATIONAL QUALIFICATION	**Myself or somebody on my behalf attended**		**Did not attend**		**Total**
	N	%	n	%	n
No qualifications	327	77.5	95	22.5	422
Other qualification	147	85.5	25	14.5	172
O' levels & equiv.	284	79.3	74	20.7	358
A' levels & equivalent	118	86.1	19	13.9	137
Higher & further education	197	90.0	22	10.0	219
TOTAL	1073	82.0	235	18.0	1308

Chi-square statistic: $x^2 = 19.949$, d*f* = 4, $p < .001$

Table 5.80: 'Kappa' agreement on views between pupils and their parents/carers: careers education and transition plan

ISSUES ON WHICH AGREEMENT WAS MEASURED	Kappa	N
ANNUAL REVIEWS		
Has the pupil's 1st annual review with a Transition Plan been held yet?	.413	1737
Has the pupil attended the 1st annual review with a Transition Plan?	.502	859
Has a Transition Plan been produced and circulated?	.262	663
CAREERS EDUCATION & GUIDANCE		
Has the pupil had any work experience?	.734	2235

Table 5.81: Whether young people felt that they could express their views at the meeting

DID YOU FEEL YOU COULD EXPRESS YOUR VIEWS AT THE MEETING?	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	312	86.2	339	77.2	651	81.3
No	36	9.9	46	10.5	82	10.2
Not sure	14	3.9	54	12.3	68	8.5
TOTAL	362		439		801	

Chi-Square Statistic: $x^2 = 18.639$, d*f* = 2, p< .000

Table 5.82: Provision of essential support during the meeting

DID THEY PROVIDE ANY ESSENTIAL SUPPORT DURING THE MEETING?	Mainstream		Special		Total	
	n	%	n	%	N	%
Yes	61	16.9	63	14.4	124	15.5
No	136	37.6	168	38.3	304	38.0
Didn't need any	165	45.6	208	47.4	373	46.6
TOTAL	362		439		801	

Table 5.83: Written transition plan produced & circulated after the meeting

HAS A TRANSITION PLAN BEEN PRODUCED & CIRCULATED?	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	288	66.5	396	60.6	684	63.0
No	92	21.2	175	26.8	267	24.6
Don't know	53	12.2	82	12.6	135	12.4
TOTAL	433		653		1086	

Table 5.84: Written transition plan produced and circulated

DID THEY SEND YOU ANYTHING IN WRITTEN AFTER THE MEETING?	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	164	39.6	220	41.8	384	40.9
No	198	47.8	203	38.6	401	42.7
Don't know	52	12.6	103	19.6	155	16.5
TOTAL	414		526		940	

Chi-Square Statistic: $x^2 = 11.833$, d*f* = 2, p< .01

Table 5.85: Whether young people read the transition plan

HAVE YOU READ THE TP OR HAVE YOU HAD SOMEBODY RED IT FOR YOU?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	145	88.4	172	78.2	317	82.6
No	16	9.8	34	15.5	50	13.0
Don't know	3	1.8	14	6.4	17	4.4
TOTAL	164		220		384	

Chi-Square Statistic: $x^2 = 7.899$, d*f* = 2, p< .05

Table 5.86: Language that the transition plan was written in

WAS THE TP WRITTEN IN YOUR PREFERRED LANGUAGE?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	153	93.3	201	91.4	354	92.2
No	5	3.0	10	4.5	15	3.9
Don't know	6	3.7	9	4.1	15	3.9
TOTAL	164		220		384	

Table 5.87: Whether the transition plan was easy to understand

WAS THE TP EASY TO UNDERSTAND?	**Mainstream**		**Special**		**Total**	
	n	%	N	%	n	%
Yes	126	86.9	131	76.2	257	81.1
No	12	8.3	29	16.9	41	12.9
Don't know	7	4.8	12	7.0	19	6.0
TOTAL	145		172		317	

Chi-Square Statistic: $x^2 = 6.207$, d*f* = 2, p< .05

Table 5.88: Whether anyone helped young people to understand the transition plan

DID ANYONE HELP YOU TO UNDERSTAND THE TP?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	11	91.7	25	86.2	36	87.8
No	1	8.3	4	13.8	5	12.2
TOTAL	12		29		41	

Table 5.89: Ways that parents have contributed to the transition planing

HOW HAVE YOU CONTRIBUTED TO THE TRANSITION PLAN TO DATE?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
By developing the plan for transition	49	12.5	82	13.8	131	13.3
Making a contribution in written, taped, etc	122	31.2	153	25.8	275	27.9
By attending in person the AR	333	85.2	532	89.7	865	87.9
Making a contribution through an advocate/adviser	23	5.9	54	9.1	77	7.8
Other	52	13.3	57	9.6	109	11.1

Table 5.90: How well school prepares pupils for the transition to adult life

HOW WELL DO YOU BELIEVE SCHOOL PERPARES YOUR CHILD FOR THE TRANSITION TO ADULTHOOD?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Very well	230	17.4	389	37.3	619	26.2
Quite well	355	26.9	281	26.9	636	26.9
Adequately	279	21.1	152	14.6	431	18.2
Poorly	380	28.7	160	15.3	540	22.8
Don't know	78	5.9	61	5.8	139	5.9
TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 147.725$, d*f* = 4, $p < .000$

Table 5.91: How well school prepares pupils for the transition to adult life

TYPE OF SEN	How well school prepares pupils for transition to adult life?								
	Very well		**Quite well**		**Adequately**		**Poorly**		***Total***
	n	%	n	%	n	%	n	%	*n*
Mild LD	33	19.6	50	29.8	37	22.0	48	28.6	*168*
Moderate LD	163	31.3	146	28.0	96	18.4	116	22.3	*521*
SLD/PMLD	88	41.3	65	30.5	33	15.5	27	12.7	*213*
Specific LD	74	23.1	90	28.0	85	26.5	72	22.4	*321*
EBD & ADHD	65	18.9	91	26.5	70	20.3	118	34.3	*344*
Physical difficulties & medical problems	29	26.6	39	35.8	21	19.3	20	18.3	*109*
Sensory difficulties	29	30.2	30	31.3	17	17.7	20	20.8	*96*
Speech/language difficulties	12	33.3	10	27.8	6	16.7	8	22.2	*36*
Autistic spectrum	22	37.9	18	31.0	10	17.2	8	13.8	*58*
Other	1	3.3	11	36.7	3	10.0	15	50.0	*30*
TOTAL	516	27.2	550	29.0	378	19.9	452	23.8	*1896*

Chi-square statistic: $x^2 = 100.790$, d*f* = 27, $p < .000$

Table 5.92: Information provided to parents of students with SEN

INFO THAT PARENTS RECEIVED	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Information explaining what is involved in 16+ transition	377	28.5	511	49.0	888	37.5
Information about ways in which P/Cs can contribute to the post-16 transition planning process	186	14.1	326	31.3	512	21.6
Name & contact number of a person at school responsible for post-16 transition issues	282	21.3	366	35.1	648	27.4
Information about post school placement options	315	23.8	377	36.1	692	29.3
Information about the types of support services available after school	217	16.4	314	30.1	531	22.5
A list of relevant support services & contact names	120	9.1	200	19.2	320	13.5
Information about parents partnership/support schemes or other parents schemes	55	4.2	122	11.7	177	7.5
None of these	537	40.6	256	24.5	793	33.5
Other & DK responses	114	8.6	73	7.0	187	7.9

Table 5.93: Information provided to parents of students with SEN

INFO THAT PARENTS RECEIVED	**With Statements**		**Without statements**		**Total**	
	n	%	n	%	n	%
Information explaining what is involved in 16+ transition	735	45.0	117	21.5	852	39.2
Information about ways in which P/Cs can contribute to the post-16 transition planning process	448	27.5	49	9.0	497	22.8
Name and contact number of a person at the school who is responsible for post-16 transition issues	521	31.9	95	17.5	616	28.3
Information about post school placement options	552	33.8	108	19.9	660	30.3
Information about types of support services available after school	431	26.4	73	13.4	504	23.2
A list of relevant support services & contact names	268	16.4	39	7.2	307	14.1
Information about a parent partnership/support schemes or other parent schemes	151	9.3	20	3.7	171	7.9
None of these	446	27.3	261	48.0	707	32.5

Other & DK responses	106	6.5	49	9.0	155	7.1

Table 5.94: Information provided to parents

TYPE OF INFORMATION OFFERED	Mild LD	Moderate LD	SLD/PMLD	Specific LD	EBD & ADHD	Ph.Hand. & medical problems	Sensory difficulties	Speech/language difficulties	Autistic spectrum	other	TOTAL	
	%	%	%	%	%	%	%	%	%	%	n	%
Information explaining what is involved in post-16 transition	20.6	42.1	49.3	35.3	27.3	48.7	45.5	47.8	45.2	32.3	*755*	*37.6*
Information about ways in which parents can contribute to the TP	15.0	25.6	33.6	15.3	12.0	31.1	23.8	24.3	29.0	12.9	*431*	*21.5*
Name and contact number of a person at the school responsible for TP	19.4	29.4	29.3	26.2	19.1	37.0	33.7	35.1	37.1	32.3	*545*	*27.1*
Information about the post school placement options available	25.0	33.8	31.9	26.5	22.7	39.5	30.7	27.0	33.9	29.0	*593*	*29.5*
Information about the types of support service available after leaving school	18.7	23.9	31.4	18.8	17.5	27.7	18.8	27.0	30.6	16.1	*448*	*22.3*
A list of relevant support services with contact names and addresses	10.0	13.6	21.0	10.0	11.2	20.2	8.9	16.2	19.4	3.2	*267*	*13.3*
Information about a parent partnership scheme or other parents schemes	3.9	8.5	14.8	3.8	4.4	10.1	6.9	5.4	6.5	3.2	*142*	*7.1*
None of these	41.7	29.6	25.8	37.6	39.9	26.1	33.7	35.1	27.4	45.2	*678*	*33.7*
Other (please specify)	7.2	7.5	8.3	7.9	10.7	5.0	4.0	5.4	3.2	3.2	*154*	*7.7*
TOTAL N	*180*	*544*	*229*	*340*	*366*	*119*	*101*	*37*	*62*	*31*	*2009*	

Table 5.95: How well informed do parents feel about the options available after their child leaves school

DO YOU FEEL WELL INFORMED ABOUT THE OPTIONS AVAILABLE AFTER YOUR CHILD LEAVES SCHOOL?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	489	37.0	500	47.9	989	41.8
No	780	59.0	492	47.2	1272	53.8
Don't know	53	4.0	51	4.9	104	4.4
TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 32.913$, d*f* = 2, p < .000

Table 5.96: How well informed do parents feel about the options available after their child leaves school

DO YOU FEEL WELL INFORMED ABOUT THE OPTIONS AVAILABLE AFTER YOUR CHILD LEAVES SCHOOL?	**With Statements**		**No-statements**		**Total**	
	n	%	n	%	n	%
Yes	742	45.5	179	32.9	921	42.3
No	822	50.4	344	63.2	1166	53.6
Don't know	68	4.2	21	3.9	89	4.1
TOTAL	1632		544		2176	

Chi-square statistic: $x^2 = 27.911$, d*f* = 2, p < .000

Table 5.97: How well informed do parents feel about the options available after their child leaves school

TYPE OF SEN	Do you feel well informed?				
	Yes		**No**		***Total*[1]**
	n	%	n	%	
Mild LD	74	43.0	98	57.0	172
Moderate LD	269	51.3	255	48.7	524
SLD/PMLD	90	41.5	127	58.5	217
Specific LD	137	42.2	188	57.8	325
EBD & ADHD	123	34.8	230	65.2	353
Physical difficulties & medical problems	48	44.0	61	56.0	109
Sensory difficulties	37	39.8	56	60.2	93
Speech/language difficulties	19	51.4	18	48.6	37
Autistic spectrum	31	51.7	29	48.3	60
Other	11	36.7	19	63.3	30
TOTAL	839	43.7	1081	56.3	1920

[1] Don't know responses we excluded for this analysis

Chi-square statistic: $x^2 = 28.071$, d*f* = 9, p < .001

Table 5.98: Careers advisor talking to pupils either in groups or personally

WHO HAS TALKED TO THE PUPILS ABOUT THEIR FUTURE PLANS	Mainstream		Special		Total	
	Yes	DK	Yes	DK	Yes	DK
	%	%	%	%	%	%
Has the careers advisor at your school talked to you personally?	74.5	1.1	57.5	7.3	67.1	3.8
Has someone outside the school come to talk to your class or a small group?	40.4	5.1	31.8	14.9	36.8	9.2
Has someone from outside the school come to talk to you PERSONALLY about your future plans?	18.4	2.5	21.5	12.3	19.7	6.6

Table 5.99: How useful did pupils find the talk with some careers' person about their future

USEFULNESS OF TALK WITH SOME CAREERS PERSON	Mainstream			Special			Total		
	A[1]	B[2]	C[3]	A[1]	B[2]	C[3]	A[1]	B[2]	C[3]
	%	%	%	%	%	%	%	%	%
Very useful	38.8	31.4	47.4	44.6	38.3	41.2	41.0	33.9	44.6
Fairly useful	40.4	48.9	40.0	37.6	41.6	41.2	39.3	46.3	40.6
Not very useful	12.8	14.0	7.0	6.0	7.8	7.1	10.3	11.7	7.1
Not at all useful	6.7	4.9	4.2	7.0	5.9	5.5	6.8	5.3	4.8
Don't know	1.2	.8	1.4	4.8	6.3	4.9	2.6	2.8	3.0
TOTAL (n)	966	472	215	585	269	182	1551	741	397

[1] A: Personal talk with a careers advisor at your school
[2] B: Talk that someone from outside the school come to give to your class or a small group
[3] C: Personal talk with someone from outside the school

Table 5.100: Facilities that pupils use for careers work IN and OUTSIDE SCHOOL (according to school type)

FACILITIES THAT PUPILS USE FOR CAREERS WORK	Mainstream		Special school		Total	
	In school	**Outside school**	**In school**	**Outside school**	**In school**	**Outside school**
	%	*%*	*%*	*%*	*%*	*%*
Careers software	30.3	4.4	26.4	4.4	28.7	4.4
Internet	30.7	17.1	28.9	7.5	30.0	13.1
E-mail	7.7	4.8	8.9	2.2	8.2	3.7
Library	33.6	10.1	24.9	8.8	30.0	9.5
None	42.7	73.5	52.7	82.0	46.9	77.1
Other	2.1	2.8	3.3	3.3	2.6	3.0
TOTAL (n)	1168	1168	845	845	2013	2013

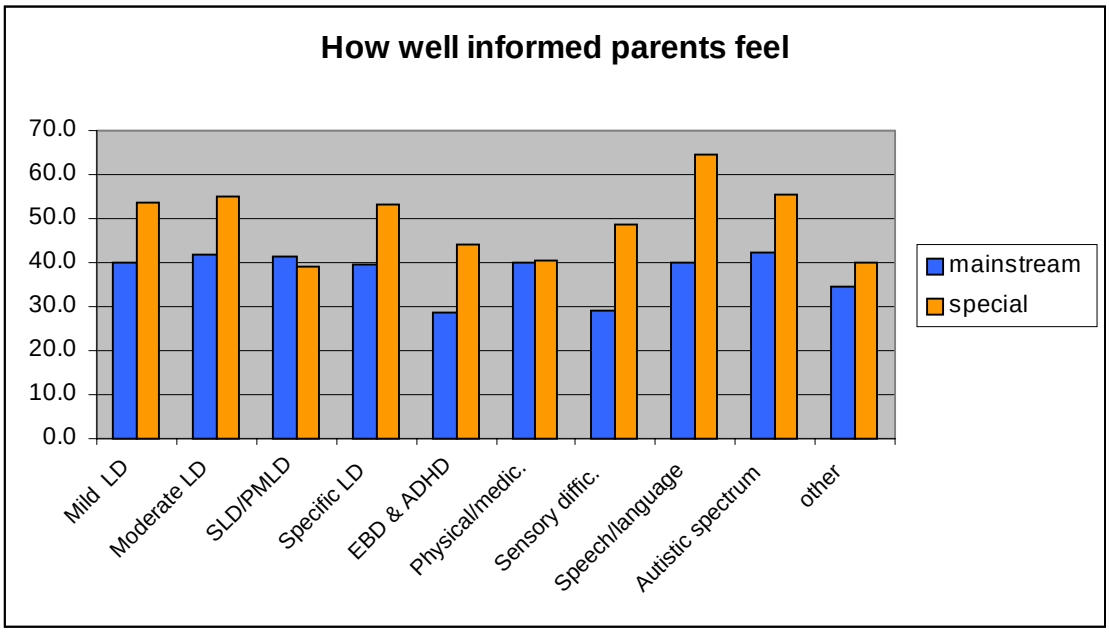

Figure 16: How well informed parents of pupils with different needs feel across school type

Table 5.101: Young people expected to do work experience during Y10 or Y11

DOES YOUR SCHOOL EXPECT YOU TO DO ANY WORK EXPERIENCE?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	672	96.1	560	65.8	1232	79.5
No	20	2.9	253	29.7	273	17.6
Don't know	7	1.0	38	4.5	45	2.9
TOTAL	699		851		1550	

Chi-Square Statistic: $x^2 = 217.585$, d*f* = 2, p< .000

Table 5.102: Whether young people have actually done work experience during Y10 or Y11: according to pupils' reports

HAVE YOU DONE ANY WORK EXPERIENCE?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	633	90.6	452	53.1	1085	70.0
No	65	9.3	389	45.7	454	29.3
Don't know/can't remember	1	.1	10	1.2	11	.7
TOTAL	699		851		1550	

Chi-Square Statistic: $x^2 = 256.342$, d*f* = 2, p< .000

Table 5.103: Activities that pupils have participated during Year 10: according to parents' reports

WHICH OF THE FOLLOWING ACTIVITIES HAS YOUR CHILD PARTICIPATED DURING YEAR 10?	Mainstream		Special		Total	
	n	%	n	%	n	%
Work experience	1045	79.0	442	42.4	1487	62.9
A link course with a further education/specialist college	133	10.1	193	18.5	326	13.8
Overnight stays at a residential college	8	.6	56	5.4	64	2.7
Visits to further education/sixth form/specialist colleges	312	23.6	279	26.7	591	25.0
Visits to places of employment or work-based training	213	16.1	170	16.3	383	16.2
Visits to other forms of post-16 placement (e.g. schools/residential	31	2.3	65	6.2	96	4.1
Attended workshops/seminars given by representatives from co	121	9.2	106	10.2	227	9.6
Voluntary work	99	7.5	63	6.0	162	6.8
A mini-enterprise scheme	20	1.5	28	2.7	48	2.0
Spent time with role models or mentors	80	6.1	85	8.1	165	7.0
Attended a careers fair/convention or other careers event	265	20.0	160	15.3	425	18.0
Don't know	12	.9	23	2.2	35	1.5
Other (please specify)	73	5.5	48	4.6	121	5.1
None of these	148	11.2	323	31.0	471	19.9

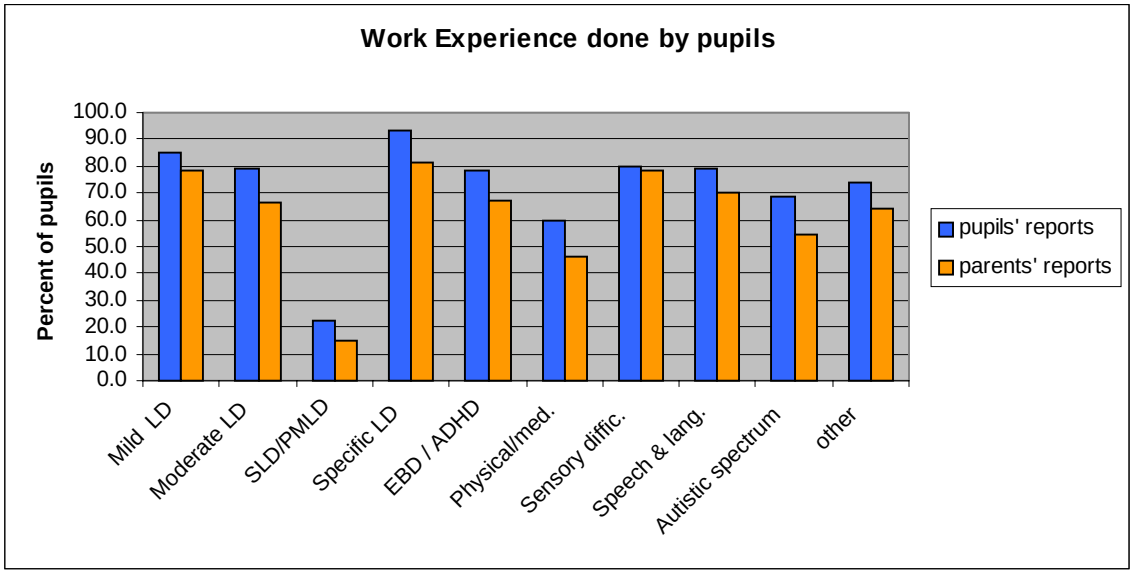

Figure 17: Work experience undertaken by pupils according to what themselves and their parents reported

Table 5.104: Activities that pupils have participated during Year 10: according to what PARENTS said: ACROSS SEN TYPE

ACTIVITY	Mild LD	Moderate LD	SLD/PMLD	Specific LD	EBD & ADHD	Ph.Hand. & medical problems	sensory difficulties	Speech/language difficulties	Autistic spectrum	other	TOTAL	
	%	%	%	%	%	%	%	%	%	%	n	%
Work experience	78.3	66.4	14.8	81.2	67.2	46.2	78.2	70.3	54.8	65.4	*1272*	63.3
A link course with a further education/specialist college	13.3	18.4	13.1	11.8	10.9	7.6	12.9	10.8	9.7	9.7	*269*	13.4
Overnight stays at a residential college	-	4.0	3.5	.6	.8	5.0	8.9	2.7	6.5	3.2	*56*	2.8
Visits to further education/sixth form/specialist colleges	24.4	29.8	15.7	23.2	18.6	26.1	39.6	27.0	30.6	25.8	*497*	24.7
Visits to places of employment or work-based training	15.0	18.6	6.1	21.5	15.8	10.1	17.8	21.6	17.7	9.7	*325*	16.2
Visits to other forms of post-16 placement (e.g. schools/residential	1.7	4.4	6.6	3.8	1.6	11.8	5.9	2.7	6.5	-	*86*	4.3
Attended workshops/seminars given by representatives from co	8.9	9.9	5.7	12.6	9.3	10.1	12.9	2.7	8.1	3.2	*192*	9.6
Voluntary work	7.2	9.7	.4	8.2	7.9	4.2	4.0	13.5	8.1	6.5	*145*	7.2
A mini-enterprise scheme	1.1	1.7	2.6	1.8	1.6	2.5	5.9	5.4	1.6	-	*41*	2.0
Spent time with role models or mentors	3.3	5.1	5.7	6.8	8.5	9.2	11.9	13.5	11.3	6.5	*138*	6.9
Attended a careers fair/convention or other careers event	12.8	22.4	3.1	25.3	18.9	19.3	18.8	21.6	24.2	12.9	*376*	18.7
Don't know	6.7	4.4	7.9	4.4	5.7	7.6	5.0	5.4	3.2	-	*108*	5.4
Other (please specify)	11.1	15.3	51.1	9.4	18.9	24.4	9.9	16.2	19.4	22.6	*385*	19.2
TOTAL N	*100*	*544*	*229*	*340*	*366*	*119*	*101*	*37*	*62*	*31*	*2009*	

PUPILS' SOCIAL LIFE AND LEISURE ACTIVITIES

Table 5.105: 'Kappa' agreement on views between pupils and their parents/carers: expectations and aspirations

ISSUES ON WHICH AGREEMENT WAS MEASURED	Kappa	N
ASPIRATIONS AND EXPECTATIONS		
What parents and pupils would like pupil to do next year?	.498	2246
Wish to get married	.056	768
Wish to have children	.394	1656
HOME LIFE		
Is there a room at pupil's place of residence where s/he can do home work?	.562	1935

Table 5.106: Frequency that parents help their children with their homework: across school type

HOW OFTEN DO YOU HELP YOUR CHILD WITH HOMEWORK?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Very often	207	16.2	199	26.1	406	19.9
Often	235	18.4	98	12.9	333	16.3
Sometimes	507	39.6	221	29.0	728	35.7
Never	236	18.4	98	12.9	334	16.4
N/A	95	7.4	145	19.1	240	11.8
	1280		761		2041	

Chi-square statistic: $x^2 = 111.551$, d*f* = 4, p < .000

Table 5.107: Frequency that parents help their children with their homework: across SEN

HOW OFTEN DO YOU HELP YOUR CHILD WITH	**Very often**	**Often**	**Some times**	**Never**	**Total**
HOMEWORK?	%	%	%	%	n
Mild LD	18.5	16.7	41.1	23.8	168
Moderate LD	25.0	21.2	41.0	12.7	424
SLD/PMLD	50.4	19.5	22.1	8.0	113
Specific LD	19.6	21.2	41.2	18.0	311
EBD & ADHD	13.2	12.5	43.4	30.8	295
Ph.Hand. & medical problems	29.5	16.8	42.1	11.6	95
Sensory difficulties	19.4	15.1	44.1	21.5	93
Speech/language difficulties	21.9	31.3	37.5	9.4	32
Autistic spectrum	32.4	8.1	37.8	21.6	37
Other	20.0	28.0	36.0	16.0	25
TOTAL	364	293	640	296	1593

Chi-square statistic: $x^2 = 129.723$, d*f* = 27, p < .000

Table 5.108: Pupils taking part in leisure activities (across school type)

DOES YOUR CHILD TAKE PART IN LEISURE ACTIVITIES ON A WEEKLY BASIS?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	800	60.5	599	57.4	1399	59.2
No	522	39.5	444	42.6	966	40.8

TOTAL	1322		1043		2365	

Table 5.109: Pupils taking part in leisure activities (across gender)

DOES YOUR CHILD TAKE PART IN LEISURE ACTIVITIES ON A WEEKLY BASIS?	**Boys**		**Girls**		**Total**	
	n	%	n	%	n	%
Yes	917	62.7	482	53.4	1399	59.2
No	546	37.3	420	46.6	966	40.8
TOTAL	1463		902		2365	

Chi-square statistic: $x^2 = 19.728$, d*f* = 1, $p < .000$

Table 5.110: Reasons that pupils did not take part in leisure activities

WHY YOUR CHILD DOES TAKE PART IN LEISURE ACTIVITIES?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Exclusion from some activities due to pupil's special needs	38	7.3	102	23.0	140	14.5
Lacks transport	24	4.6	23	5.2	47	4.9
Lacks friends to take part in activities	76	14.6	77	17.3	153	15.8
The area lacks facilities for young people	85	16.3	56	12.6	141	14.6
There is a lack of activities for young people with special needs	36	6.9	103	23.2	139	14.4
The area is not safe after dark	35	6.7	21	4.7	56	5.8
Cannot afford activities	28	5.4	19	4.3	47	4.9
Pupil does not want to do anything with his/her spare time	89	17.0	63	14.2	152	15.7
There are few activities that meet pupil's interests	122	23.4	103	23.2	225	23.3
Other (please specify)	231	44.3	159	35.8	390	40.4
Don't know	28	5.4	23	5.2	51	5.3
TOTAL	522		444		966	

Table 5.111: Activities that young people do in their spare time

ACTIVITIES THAT PUPILS DO IN THEIR SPARE TIME	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Watch TV	1105	85.3	891	87.6	1996	86.3
Go shopping (food/clothes)	557	43.0	495	48.7	1052	45.5
Do homework	434	33.5	263	25.9	697	30.1
Listen to music	1085	83.7	836	82.2	1921	83.1
Have meals out	292	22.5	395	38.8	687	29.7
Go to cinema/theatre	560	43.2	396	38.9	956	41.3
Go clubbing/disco/dancing	342	26.4	185	18.2	527	22.8
Watch sports	451	34.8	333	32.7	784	33.9
Do outdoor/Indoor sports	577	44.5	441	43.4	1018	44.0
Youth groups eg. Scouts/Guides	196	15.1	191	18.8	387	16.7
Go to places of worship	96	7.4	112	11.0	208	9.0
Use computer	649	50.1	491	48.3	1140	49.3
Play video games	758	58.5	532	52.3	1290	55.8
Read magazine or books	645	49.8	469	46.1	1114	48.2
None of the above	2	.2	7	.7	9	.4

Table 5.112: Reasons that pupils did not take part in leisure activities

WHY YOUR CHILD DOES NOT TAKE PART IN LEISURE ACTIVITIES?	Mild LD	Moderat LD	SLD/PM LD	Specific LD	EBD & ADHD	Ph.Hand & medical problem	sensory difficulty	Speech/language difficulty	Autistic spectrum	other	TOTAL	
	%	%	%	%	%	%	%	%	%	%	n	%
Exclusion from some activities due to pupil's special needs	6.6	9.3	30.7	5.1	7.4	45.0	17.5	11.8	7.1	30.0	*106*	*13.2*
Lacks transport	3.9	4.4	5.9	5.1	4.7	5.0	5.0	5.9	3.6	-	*38*	*4.7*
Lacks friends to take part in activities	14.5	17.7	7.9	14.5	20.9	17.5	17.5	-	10.7	-	*124*	*15.4*
The area lacks facilities for young people	13.2	15.0	10.9	18.8	17.6	12.5	22.5	11.8	7.1	10.0	*122*	*15.2*
There is a lack of activities for young people with special needs	5.3	10.2	36.6	6.8	8.8	17.5	20.0	17.6	21.4	-	*109*	*13.6*
The area is not safe after dark	5.3	7.1	4.0	2.6	8.8	12.5	7.5	11.8	-	10.0	*51*	*6.4*
Cannot afford activities	2.6	4.9	3.0	3.4	7.4	7.5	2.5	5.9	-	10.0	*37*	*4.6*
Pupil does not want to do anything with his/her spare time	17.1	21.7	5.9	14.5	20.3	12.5	10.0	-	17.9	20.0	*131*	*16.3*
There are few activities that meet pupil's interests	14.5	26.1	17.8	28.2	27.0	30.0	17.5	23.5	28.6	10.0	*193*	*24.0*
Other (please specify)	52.6	34.1	37.6	47.0	35.8	40.0	40.0	41.2	57.1	50.0	*323*	*40.2*
Don't know	5.3	7.1	2.0	6.8	5.4	-	7.5	11.8	-	-	*43*	*5.4*
TOTAL	*78*	*226*	*101*	*117*	*148*	*40*	*40*	*17*	*28*	*10*	*803*	

Table 5.113: Average number of evening during week days that young people spend time with their friends: across type of school

NUMBER OF EVENINGS THAT PUPILS SPEND TIME WITH FRIENDS	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
1 - 2	303	23.4	246	24.2	549	23.7
3 - 5	755	58.3	349	34.3	1104	47.7
None	227	17.5	413	40.6	640	27.7
Don't know	11	.8	9	.9	20	.9
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 178.425$, d*f* = 3, p< .000

Table 5.114: Average time during weekends that young people spend time with their friends

TIME DURING WEEKENDS THAT PUPILS SPEND WITH THEIR FRIENDS	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
All weekend	567	43.8	259	25.5	826	35.7
One day	340	26.2	166	16.3	506	21.9
Half a day	181	14.0	138	13.6	319	13.8
None	192	14.8	436	42.9	628	27.2
Don't know	16	1.2	18	1.8	34	1.5
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 245.313$, d*f* = 4, p< .000

Table 5.115: Ease that pupils make friendships: across school type

HOW EASY DO YOU THINK IS FOR YOUR CHILD TO MAKE FRIENDSHIPS?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Easy	876	66.3	502	48.1	1378	58.3
Difficult	394	29.8	490	47.0	884	37.4
Don’t know	52	3.9	51	4.9	103	4.4
TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 80.143$, d*f* = 2, p < .000

Table 5.116: Ease that pupils make friendships: across gender

HOW EASY DO YOU THINK IS FOR YOUR CHILD TO MAKE FRIENDSHIPS?	**Boys**		**Girls**		**Total**	
	n	%	n	%	n	%
Easy	884	60.4	494	54.8	1378	58.3
Difficult	515	35.2	369	40.9	884	37.4
Don’t know	64	4.4	39	4.3	103	4.4
TOTAL	1463		902		2365	

Chi-square statistic: $x^2 = 7.930$, d*f* = 2, p < .05

Table 5.117: Ease that pupils make friendships: across SEN type

HOW EASY DO YOU THINK IS FOR YOUR CHILD TO MAKE FRIENDSHIPS?	Easy		Difficult		Total
	n	%	n	%	n
Mild LD	122	70.5	51	29.5	173
Moderate LD	311	59.9	208	40.1	519
SLD/PMLD	111	51.6	104	48.4	215
Specific LD	241	74.4	83	25.6	324
EBD & ADHD	230	64.2	128	35.8	358
Physical handicap & medical problems	68	58.1	49	41.9	117
Sensory difficulties	56	57.7	41	42.3	97
Speech/language difficulties	24	66.7	12	33.3	36
Autistic spectrum	17	29.8	40	70.2	57
Other	18	62.1	11	37.9	29
TOTAL	1198	62.2	727	37.8	1925

Chi-square statistic: $x^2 = 64.940$, d*f* = 9, p < .000

Table 5.118: Work that young people may do

DO YOU DO ANY WORK YOU ARE PAID FOR?	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	518	40.0	151	14.8	669	28.9
No	778	60.0	866	85.2	1644	71.1
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 174.931$, d*f* = 1, p< .000

Table 5.119: Type of work that young people do

WHAT TYPE OF WORK DO YOU DO?	Mainstream		Special		Total	
	n	%	n	%	n	%
Working in a shop	69	13.3	12	7.9	81	12.1
Manual work	127	24.5	43	28.5	170	25.4
Paper round	61	11.8	20	13.2	81	12.1
In a hotel, bar or café	59	11.4	19	12.6	78	11.7
Cleaning	18	3.5	7	4.6	25	3.7
Babysitting	67	12.9	15	9.9	82	12.3
Hairdressing	10	1.9	2	1.3	12	1.8
Office work	11	2.1	0	-	11	1.6
Other (specify)	154	29.7	47	31.1	201	30.0

Table 5.120: How many DAYS per week young people work DURING TERM TIME

HOW MANY DAYS DO YOU WORK?	Mainstream		Special		Total	
	n	%	n	%	n	%
One or two days during the week	126	32.1	33	32.0	159	32.1
Three or four days during the week	60	15.3	11	10.7	71	14.3
Every week day	62	15.8	19	18.4	81	16.4
On Saturdays	206	52.6	55	53.4	261	52.7
On Sundays	91	23.2	21	20.4	112	22.6

Table 5.121: How many HOURS per week young people work DURING TERM TIME

HOW MANY HOURS DO YOU WORK?	Mainstream		Special		Total	
	n	%	n	%	n	%
1 - 4 hours	132	33.7	36	35.0	168	33.9
5 - 8 hours	118	30.1	30	29.1	148	29.9
9 - 16 hours	105	26.8	23	22.3	128	25.9
17 or more	37	9.4	14	13.6	51	10.3
TOTAL	392		103		495	

Table 5.122: How many days per week young people work DURING HOLIDAY TIME

HOW MANY DAYS DO YOU WORK?	Mainstream		Special		Total	
	n	%	n	%	n	%
One or two days during the week	128	29.0	41	32.5	169	29.8
Three or four days during the week	134	30.4	28	22.2	162	28.6
Every week day	124	28.1	37	29.4	161	28.4
On Saturdays	171	38.8	51	40.5	222	39.2
On Sundays	87	19.7	19	15.1	106	18.7
TOTAL	441		126		567	

Table 5.123: How many hours per week pupils work DURING HOLIDAY TIME

HOW MANY HOURS DO YOU WORK?	Mainstream		Special		Total	
	n	%	n	%	n	%
1 - 4 hours	106	24.0	32	25.4	138	24.3
5 - 8 hours	93	21.1	32	25.4	125	22.0
9 - 16 hours	85	19.3	27	21.4	112	19.8
17 or more	157	35.6	35	27.8	192	33.9
TOTAL	441		126		567	

Table 5.124: People that pupils turn to when they have problems: According to what PARENTS said

PEOPLE THAT PUPILS TURN TO WHEN THEY HAVE PROBLEMS	Type of problem						
	School	**Money**	**Health**	**Job**	**Friends**	**Family**	**Way they look**
	%	%	%	%	%	%	%
Parent / Carer	56.7	71.4	88.0	53.8	49.0	48.5	53.8
Brother / Sister	4.8	2.8	1.5	3.0	14.6	10.9	11.3
Other relative	1.8	.9	.9	1.0	1.9	8.7	.8
Social Worker	.3	.2	.1	.5	.2	1.1	.1
Teacher	20.6	.3	.8	3.3	4.7	2.2	.3
Friend	5.8	1.8	.5	2.8	12.2	11.5	9.4
Other	1.4	.3	1.1	.8	1.1	1.1	.7
No one	3.0	2.2	1.9	1.5	6.2	4.4	8.1
DK	1.3	1.1	.6	2.7	2.5	3.9	2.5
NA	4.2	19.1	4.6	30.5	7.6	7.7	12.9
Total (N)	*2365*	*2365*	*2365*	*2365*	*2365*	*2365*	*2365*

Table 5.125: People that pupils turn to when they have problems: According to what PUPILS said

PEOPLE THAT PUPILS TURN TO WHEN THEY HAVE PROBLEMS	Type of problem						
	School	**Money**	**Health**	**Job**	**Friends**	**Family**	**Way they look**
	%	%	%	%	%	%	%
Parent / Carer	47.1	67.7	74.3	51.4	33.5	38.4	33.7
Brother / Sister	3.5	3.6	2.3	2.9	10.0	10.0	8.0
Other relative	1.3	1.2	1.0	1.3	1.3	6.9	.7
Social Worker	25.0	1.4	1.8	5.1	6.5	3.0	.5
Teacher	.5	.3	.4	1.7	.2	1.7	.1
Friend	12.4	5.1	4.1	5.9	27.0	19.2	19.1
Other	1.2	.6	5.4	3.5	.9	.9	1.2
No one	2.7	3.3	3.1	2.9	9.3	6.7	17.3
DK	1.9	2.2	2.2	4.5	3.8	5.8	4.4
NA	4.4	14.6	5.4	21.0	7.5	7.5	14.8
Total (N)	*2313*	*2313*	*2313*	*2313*	*2313*	*2313*	*2313*

Table 5.126: How often young people worry about common youth problems

	HOW OFTEN DO YOU WORRY?	Mainstream		Special		Total	
		n	%	n	%	n	%
School problems	Always	114	8.8	50	4.9	164	7.1
	Often	190	14.7	82	8.1	272	11.8
	Sometimes	451	34.8	268	26.4	719	31.1
	Rarely	257	19.8	162	15.9	419	18.1
	Never	279	21.5	407	40.0	686	29.7
	Don't know	5	.4	48	4.7	53	2.3
Money problems	Always	145	11.2	61	6.0	206	8.9
	Often	155	12.0	53	5.2	208	9.0
	Sometimes	268	20.7	148	14.6	416	18.0
	Rarely	282	21.8	110	10.8	392	16.9
	Never	442	34.1	589	57.9	1031	44.6
	Don't know	4	.3	56	5.5	60	2.6
Health problems	Always	63	4.9	53	5.2	116	5.0
	Often	123	9.5	75	7.4	198	8.6
	Sometimes	276	21.3	197	19.4	473	20.4
	Rarely	321	24.8	141	13.9	462	20.0
	Never	508	39.2	501	49.3	1009	43.6
	Don't know	5	.4	50	4.9	55	2.4
Getting a job	Always	150	11.6	77	7.6	227	9.8
	Often	241	18.6	101	9.9	342	14.8
	Sometimes	386	29.8	185	18.2	571	24.7
	Rarely	197	15.2	105	10.3	302	13.1
	Never	306	23.6	472	46.4	778	33.6
	Don't know	16	1.2	77	7.6	93	4.0
Problems with friends	Always	49	3.8	44	4.3	93	4.0
	Often	91	7.0	57	5.6	148	6.4
	Sometimes	271	20.9	202	19.9	473	20.4
	Rarely	338	26.1	150	14.7	488	21.1
	Never	534	41.2	509	50.0	1043	45.1
	Don't know	13	1.0	55	5.4	68	2.9
Family problems	Always	49	3.8	44	4.3	93	4.0
	Often	91	7.0	57	5.6	148	6.4
	Sometimes	271	20.9	202	19.9	473	20.4
	Rarely	338	26.1	150	14.7	488	21.1
	Never	534	41.2	509	50.0	1043	
	Don't know	13	1.0	55	5.4	68	2.9
	TOTAL	1296		1017		2313	
The way you look	Always	130	10.0	74	7.3	204	8.8
	Often	124	9.6	72	7.1	196	8.5
	Sometimes	251	19.4	153	15.0	404	17.5
	Rarely	198	15.3	99	9.7	297	12.8
	Never	584	45.1	574	56.4	1158	50.1

	Don't know	9	.7	45	4.4	54	2.3

Table 5.127: How often young people feel confident, happy, etc.

	HOW OFTEN DO YOU WORRY ?	**Mainstream**		**Special**		**Total**	
		n	%	n	%	n	%
Confident	Always	235	18.1	219	21.5	454	19.6
	Often	504	38.9	246	24.2	750	32.4
	Sometimes	398	30.7	294	28.9	692	29.9
	Rarely	105	8.1	88	8.7	193	8.3
	Never	36	2.8	54	5.3	90	3.9
	Don't know	18	1.4	116	11.4	134	5.8
Unable to do things you	Always	57	4.4	110	10.8	167	7.2
	Often	179	13.8	185	18.2	364	15.7
	Sometimes	507	39.1	365	35.9	872	37.7
	Rarely	350	27.0	166	16.3	516	22.3
	Never	186	14.4	102	10.0	288	12.5
	Don't know	17	1.3	89	8.8	106	4.6
Happy	Always	393	30.3	400	39.3	793	34.3
	Often	616	47.5	359	35.3	975	42.2
	Sometimes	233	18.0	199	19.6	432	18.7
	Rarely	40	3.1	24	2.4	64	2.8
	Never	5	.4	9	.9	14	.6
	Don't know	9	.7	26	2.6	35	1.5
Included	Always	387	29.9	327	32.2	714	30.9
	Often	492	38.0	276	27.1	768	33.2
	Sometimes	279	21.5	228	22.4	507	21.9
	Rarely	78	6.0	47	4.6	125	5.4
	Never	33	2.5	27	2.7	60	2.6
	Don't know	27	2.1	112	11.0	139	6.0

Table 5.128: How often parents and pupils agree on each of the areas that mostly parents and teenagers disagree

AREA THAT PARENTS & PUPILS COULD DISAGREE	Degree of agreement					
	Always agree	**Mostly agree**	**Sometimes agree**	**Never agree**	**N/A**	**Don't know**
	%	%	%	%	%	%
Pupil's choice of friends of same sex	28.3	38.9	17.2	4.0	10.4	1.3
Pupil's choice of friends of opposite sex	17.7	32.0	14.3	3.9	26.5	5.6
Pupil's dress/hair style	35.7	38.9	15.6	3.5	5.9	.5
Time that pupil comes in at night/goes to bed	28.8	31.7	18.6	11.8	8.8	.3
The places pupil goes to	29.0	33.3	16.7	3.3	16.1	1.5

Pupil's attitude towards homework	15.0	19.2	21.7	20.1	22.3	1.8
Money matters	20.1	30.1	20.7	9.4	18.1	1.5

EXPECTATIONSAND ASPIRATIONS

Table 5.129: Age that pupils thought they would leave school

HOW OLD DO YOU THINK YOU'LL BE WHEN YOU LEAVE SCHOOL ?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
16	387	29.9	152	14.9	539	23.3
17	107	8.3	76	7.5	183	7.9
18	391	30.2	205	20.2	596	25.8
19	174	13.4	348	34.2	522	22.6
20	48	3.7	26	2.6	74	3.2
21 or more	63	4.9	58	5.7	121	5.2
Don't know	126	9.7	152	14.9	278	12.0
Total	1296		1017		2313	

Chi-square statistic: $x^2 = 202.224$, d*f* = 6, $p < .000$

Table 5.130: Reasons that pupils would leave school in the stated age

WHY WOULD YOU LEAVE SCHOOL AT THIS AGE?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
I don't like school or college	108	9.2	35	4.0	143	7.0
I find school or college work too hard	33	2.8	11	1.3	44	2.2
I want to earn money	186	15.9	75	8.7	261	12.8
I want a job	376	32.1	202	23.4	578	28.4
To go to a particular course	128	10.9	52	6.0	180	8.8
To go to a particular job	164	14.0	67	7.7	231	11.4
My parents/carers want me to	4	.3	10	1.2	14	.7
School or college doesn't give me any choice	96	8.2	226	26.1	322	15.8
I have always taken this for granted	64	5.5	52	6.0	116	5.7
Others (please specify)	352	30.1	179	20.7	531	26.1
Don't know	55	4.7	101	11.7	156	7.7
Total	1170		865		2035	

Table 5.131: What young people WOULD LIKE to do in one year's time

WHAT WOULD YOU LIKE TO DO THE FOLLOWING YEAR	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Carry on studying at my school	204	15.7	377	37.1	581	25.1
Study at another school or college	594	45.8	381	37.5	975	42.2

Look for a job	366	28.2	164	16.1	530	22.9
Attend a day center	7	.5	10	1.0	17	.7
Don't know	29	2.2	54	5.3	83	3.6
Other (please specify)	96	7.4	31	3.0	127	5.5
TOTAL	1296		1017		2313	

Chi-Square Statistic: x^2 = 185.405, d*f* = 5, p< .000

Table 5.132: What PARENTS WOULD LIKE pupils to do when they would reach the end of Y11 (across school type)

WHAT WOULD YOU LIKE PUPIL TO DO THE FOLLOWING YEAR?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Carry on studying at current school	273	20.7	465	44.6	738	31.2
Study at another school or college	726	54.9	428	41.0	1154	48.8
Look for a job	208	15.7	74	7.1	282	11.9
Attend a day center	5	.4	25	2.4	30	1.3
Don't know	14	1.1	16	1.5	30	1.3
Other (please specify)	96	7.3	35	3.4	131	5.5
TOTAL	1322		1043		2365	

Chi-square statistic: x^2 = 202.352, d*f* = 5, p < .000

Table 5.133: What young people THOUGHT they would ACTUALLY do in one year's time

WHAT PUPILS THINK THAT THEY WILL ACTUALLY BE DOING THE FOLLOWING YEAR	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Carry on studying at my school	206	15.9	374	36.8	580	25.1
Study at another school or college	590	45.5	345	33.9	935	40.4
Look for a job	347	26.8	136	13.4	483	20.9
Attend a day center	7	.5	12	1.2	19	.8
Don't know	49	3.8	99	9.7	148	6.4
Other (please specify)	97	7.5	51	5.0	148	6.4
TOTAL	1296		1017		2313	

Chi-Square Statistic: x^2 =206.898, d*f* = 5, p< .000

Table 5.134: What young people WOULD LIKE to do in one year's time (across gender)

WHAT PUPILS WOULD LIKE TO DO THE FOLLOWING YEAR	**Boys**		**Girls**		**Total**	
	n	%	n	%	n	%
Carry on studying at my school	325	23.2	250	28.6	575	25.3
Study at another school or college	557	39.8	399	45.7	956	42.0
Look for a job	367	26.2	153	17.5	520	22.9
Attend a day center	10	.7	7	.8	17	.7
Don't know	53	3.8	30	3.4	83	3.6
Other (please specify)	88	6.3	35	4.0	123	5.4

TOTAL	1400		874		2274	

Chi-Square Statistic: $x^2 = 33.847$, d*f* = 5, p< .000

Table 5.135: What PARENTS THOUGHT that pupils would ACTUALLY do when they reach the end of Y11 (across school type)

WHAT DO YOU THINK THE PUPIL WILL TO DO THE FOLLOWING YEAR?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Carry on studying at current school	183	13.8	429	41.1	612	25.9
Study at another school or college	595	45.0	393	37.7	988	41.8
Look for a job	381	28.8	122	11.7	503	21.3
Attend a day center	6	.5	25	2.4	31	1.3
Don't know	55	4.2	43	4.1	98	4.1
Other (please specify)	102	7.7	31	3.0	133	5.6
TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 295.763$, d*f* = 5, p < .000

Table 5.136: Why PARENTS THOUGHT that pupils would NOT continue at school or college? (across school type)

WHY DO YOU THINK YOUR CHILD WILL NOT CONINUE AT SCHOOL / COLLEG?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Because s/he doesn't want to	226	41.5	83	37.6	309	40.4
Cannot because of his/her lack of academic skills	109	20.0	47	21.3	156	20.4
Because of lack of access to local colleges	3	.6	5	2.3	8	1.0
S/he want to be employed	176	32.4	60	27.1	236	30.8
Don't know	24	4.4	18	8.1	42	5.5
Other	137	25.2	55	24.9	192	25.1

Table 5.137: Why PARENTS THOUGHT that pupils would NOT continue at school or college (across gender)

WHY DO YOU THINK YOUR CHILD WILL NOT CONINUE AT SCHOOL / COLLEG?	**Boys**		**Girls**		**Total**	
	n	%	n	%	n	%
Because s/he doesn't want to	232	43.5	77	33.2	309	40.4
Cannot because of his/her lack of academic skills	111	20.8	45	19.4	156	20.4
Because of lack of access to local colleges	4	.8	4	1.7	8	1.0
S/he want to be employed	162	30.4	74	31.9	236	30.8
Don't know	26	4.9	16	6.9	42	5.5
Other	136	25.5	56	24.1	192	25.1

Table 5.138: What young people THOUGHT they would ACTUALLY do in one year's time

WHAT PUPILS THINK THAT THEY WILL ACTUALLY BE DOING THE FOLLOWING YEAR	Boys		Girls		Total	
	n	%	n	%	n	%
Carry on studying at my school	316	22.6	255	29.2	571	25.1
Study at another school or college	559	39.9	359	41.1	918	40.4
Look for a job	330	23.6	144	16.5	474	20.8
Attend a day center	9	.6	10	1.1	19	.8
Don't know	90	6.4	57	6.5	147	6.5
Other (please specify)	96	6.9	49	5.6	145	6.4
TOTAL	1400		874		2274	

Chi-Square Statistic: x^2 =25.465, d*f* = 5, p< .000

Table 5.139: What PARENTS WOULD LIKE pupils to do when they would reach the end of Y11 (across gender)

WHAT WOULD YOU LIKE PUPIL TO DO THE FOLLOWING YEAR?	Boys		Girls		Total	
	n	%	n	%	n	%
Carry on studying at current school	429	29.3	309	34.3	738	31.2
Study at another school or college	720	49.2	434	48.1	1154	48.8
Look for a job	194	13.3	88	9.8	282	11.9
Attend a day center	14	1.0	16	1.8	30	1.3
Don't know	17	1.2	13	1.4	30	1.3
Other (please specify)	89	6.1	42	4.7	131	5.5
TOTAL	1463		902		2365	

Chi-square statistic: x^2 = 15.567, d*f* = 5, p < .01

Table 5.140: What PARENTS THOUGHT that pupils would ACTUALLY do when they reach the end of Y11 (across gender)

WHAT DO YOU THINK THE PUPIL WILL DO THE FOLLOWING YEAR?	Boys		Girls		Total	
	n	%	n	%	n	%
Carry on studying at current school	339	23.2	273	30.3	612	25.9
Study at another school or college	591	40.4	397	44.0	988	41.8
Look for a job	363	24.8	140	15.5	503	21.3
Attend a day center	18	1.2	13	1.4	31	1.3
Don't know	58	4.0	40	4.4	98	4.1
Other (please specify)	94	6.4	39	4.3	133	5.6

TOTAL	1463		902		2365	

Chi-square statistic: $x^2 = 15.567$, d*f* = 5, p < .01

Table 5.141: Young peoples' aspirations for courses they WOULD LIKE to take

WHICH COURSES WOULD YOU LIKE TO DO THE FOLLOWING YEAR?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
GCSE courses	72	9.0	92	12.1	164	10.5
GNVQ courses	275	34.5	84	11.1	359	23.1
A-level courses	157	19.7	43	5.7	200	12.9
Training course (eg. NVQ, National Diploma)	240	30.1	151	19.9	391	25.1
Other (please specify)	100	12.5	234	30.9	334	21.5
Don't know	50	6.3	211	27.8	261	16.6

Table 5.142: Young peoples' expectations of courses they think they WOULD ACTUALLY DO

WHICH COURSES YOU THINK YOU WOULD ACTUALLY BE DOING THE FOLLOWING YEAR?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
GCSE courses	86	10.8	90	12.5	176	11.6
GNVQ courses	271	34.0	88	12.2	359	23.7
A-level courses	151	19.0	35	4.9	186	12.3
Training course (eg. NVQ, National Diploma)	242	30.4	181	25.2	423	27.9
Other (please specify)	115	14.4	374	52.0	489	32.3

Table 5.143: PARENTS' DESIRE for their child to go to University: across type of school

WOULD YOU LIKE YOUR CHILD TO GO TO UNIVERSITY?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	654	49.5	408	39.1	1062	44.9
No	563	42.6	547	52.4	1110	46.9
Don't know	105	7.9	88	8.4	193	8.2
TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 26.161$, d*f* = 2, p < .000

Table 5.144: PARENTS' OPINION of likelihood that pupil would go to University: across school type

DO YOU THINK THAT YOUR CHILD IS LIKELY TO GO TO UNIVERSITY?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	146	11.0	60	5.8	206	8.7
No	1044	79.0	808	77.5	1852	78.3
Don't know	125	9.5	107	10.3	232	9.8

Not applicable	7	.5	68	6.5	75	3.2
TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 85.259$, d*f* = 3, p < .000

Table 5.145: PARENTS' DESIRE for their child to go to University: across statement

WOULD YOU LIKE YOUR CHILD TO GO TO UNIVERSITY?	**Statement**		**No statement**		**Total**	
	n	%	n	%	n	%
Yes	715	43.8	258	47.4	973	44.7
No	791	48.5	235	43.2	1026	47.2
Don't know	126	7.7	51	9.4	177	8.1
TOTAL	1632		544		2176	

Table 5.146: PARENTS' OPINION of likelihood that pupil would go to University: across statement

DO YOU THINK THAT YOUR CHILD IS LIKELY TO GO TO UNIVERSITY?	**Statement**		**No statement**		**Total**	
	n	%	N	%	n	%
Yes	131	8.0	58	10.7	189	8.7
No	1279	78.4	433	79.6	1712	78.7
Don't know	153	9.4	51	9.4	204	9.4
Not applicable	69	4.2	2	.4	71	3.3
TOTAL	1632		544		2176	

Table 5.147: PARENTS' DESIRE for their child to go to University: across SEN type

	Do you want your daughter/son to go to University?						
TYPE OF SEN	**Yes**		**No**		**Don't know**		**Total**
	n	%	n	%	n	%	n
Mild LD	84	46.7	77	42.8	19	10.6	180
Moderate LD	231	42.5	261	48.0	52	9.6	544
SLD/PMLD	63	27.5	152	66.4	14	6.1	229
Specific LD	157	46.2	157	46.2	26	7.6	340
EBD & ADHD	178	48.6	159	43.4	29	7.9	366
Ph.Hand. & medical problems	56	47.1	53	44.5	10	8.4	119
Sensory difficulties	61	60.4	28	27.7	12	11.9	101
Speech/language difficulties	24	64.9	11	29.7	2	5.4	37
Autistic spectrum	28	45.2	29	46.8	5	8.1	62
Other	15	48.4	13	41.9	3	9.7	31
TOTAL	897	44.6	940	46.8	172	8.6	2009

Chi-square statistic: $x^2 = 62.811$, d*f* = 18, p < .000

Table 5.148: PARENTS' OPINION of likelihood that pupil would go to University: across SEN type

	Is that likely that your daughter/son would go to University?						
TYPE OF SEN	**Yes**		**No**		**Don't know**		**Total**
	n	%	n	%	n	%	n
Mild LD	8	4.5	150	83.8	21	11.7	179
Moderate LD	32	6.0	445	83.3	57	10.7	534
SLD/PMLD	5	2.5	191	93.6	8	3.9	204
Specific LD	43	12.7	265	78.4	30	8.9	338
EBD & ADHD	26	7.2	299	82.4	38	10.5	363
Ph.Hand. & medical problems	22	20.2	74	67.9	13	11.9	109
Sensory difficulties	22	22.4	58	59.2	18	18.4	98
Speech/language difficulties	7	19.4	25	69.4	4	11.1	36
Autistic spectrum	7	11.7	43	71.7	10	16.7	60
Other	3	9.7	26	83.9	2	6.5	31
TOTAL	175	9.0	1576	80.7	201	10.3	1952

Chi-square statistic: $x^2 = 98.437$, d*f* = 18, $p < .000$

Table 5.149: PARENTS' DESIRE for their child to go to University: across parents' level of educational qualification

LEVEL OF EDUCATIONAL QUALIFICATION	Do you want your daughter/son to go to University?						
	Yes		**No**		**Don't know**		**Total**
	n	%	n	%	n	%	n
No qualifications	340	45.3	343	45.7	67	8.9	750
Other qualification	109	39.1	139	49.8	31	11.1	279
O' levels & equiv.	238	42.2	278	49.3	48	8.5	564
A' levels & equivalent	102	47.7	100	46.7	12	5.6	214
Higher & further education	178	50.7	155	44.2	18	5.1	351
TOTAL	967		1015		176		2158

Chi-square statistic: $x^2 = 17.316$, d*f* = 8, $p < .05$

Table 5.150: PARENTS' OPINION of the likelihood their child going to University: across parents' level of educational qualification

LEVEL OF EDUCATIONAL QUALIFICATION	Is that likely that your daughter/son would go to University?						
	Yes		**No**		**Don't know**		**Total**
	n	%	n	%	n	%	n
No qualifications	48	5.6	701	82.3	103	12.1	852
Other qualification	29	10.3	229	81.5	23	8.2	281
O' levels & equiv.	45	7.8	486	84.1	47	8.1	578
A' levels & equivalent	21	9.7	181	83.4	15	6.9	217
Higher & further education	63	18.2	240	69.4	43	12.4	346
TOTAL	206	9.1	1837	80.8	231	10.2	2274

Chi-square statistic: $x^2 = 61.974$, d*f* = 8, p < .000

Table 5.151: People that pupils would like to be living in future (across gender)

WHO WOULD YOU LIKE TO BE LIVING WITH IN 5 YEARS' TIME?	**Boys**		**Girls**		**Total**	
	n	%	n	%	n	%
Parents/carers	544	38.9	377	43.1	921	40.5
Partner	169	12.1	77	8.8	246	10.8
Friends	254	18.1	185	21.2	439	19.3
Brother or sister	10	.7	7	.8	17	.7
Other relative	13	.9	12	1.4	25	1.1
Alone	272	19.4	127	14.5	399	17.5
Other (please specify)	138	9.9	89	10.2	227	10.0
TOTAL	1400		874		2274	

Chi-Square Statistic: $x^2 = 18.705$, d*f* = 6, p< .01

Table 5.152: Where PARENTS think that their children would like to be living in 5 years' time

WHERE DO YOU THINK YOUR CHILD WOULD LIKE TO BE LIVING IN 5 YEARS' TIME?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Live in family home	528	39.9	546	52.3	1074	45.4
Live independently	619	46.8	241	23.1	860	36.4
Live independently with some additional support from service	19	1.4	59	5.7	78	3.3
Live in supported accommodation in the Community e.g. hostel	4	.3	38	3.6	42	1.8
Live in supported accommodation away from the local community	6	.5	19	1.8	25	1.1
Live with other relatives	22	1.7	11	1.1	33	1.4
Don't know	97	7.3	103	9.9	200	8.5
Other (please specify)	27	2.0	14	1.3	41	1.7
Not applicable			12	1.2	12	.5
TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 211.237$, d*f* = 8, p < .000

Table 5.153: Where PARENTS would like their children to be living in 5 years' time

WHERE DO YOU LIKE YOUR CHILD WOULD BE LIVING IN 5 YEARS' TIME?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Live in family home	687	52.0	551	52.8	1238	52.3
Live independently	493	37.3	206	19.8	699	29.6
Live independently with some additional support from service	37	2.8	101	9.7	138	5.8
Live in supported accommodation in the Community e.g. hostel	11	.8	88	8.4	99	4.2
Live in supported accommodation away from the local community	4	.3	35	3.4	39	1.6
Live with other relatives	5	.4	1	.1	6	.3
Don't know	53	4.0	38	3.6	91	3.8
Other (please specify)	31	2.3	22	2.1	53	2.2
Not applicable	1	.1	1	.1	2	.1
TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 223.859$, d*f* = 8, $p < .000$

Table 5.154: Where PARENTS do think that their children ARE LIKELY to be living in 5 years' time

WHERE DO YOU THINK YOUR CHILD WOULD BE LIVING IN 5 YEARS' TIME?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Live in family home	766	57.9	673	64.5	1439	60.8
Live independently	359	27.2	105	10.1	464	19.6
Live independently with some additional support from service	17	1.3	51	4.9	68	2.9
Live in supported accommodation in the Community e.g. hostel	6	.5	59	5.7	65	2.7
Live in supported accommodation away from the local community	6	.5	29	2.8	35	1.5
Live with other relatives	13	1.0	2	.2	15	.6
Don't know	131	9.9	96	9.2	227	9.6
Other (please specify)	24	1.8	25	2.4	49	2.1
Non-applicable	0	-	3	.3	3	.1

TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 206.831$, d*f* = 8, p < .000

Table 5.155: People that pupils would like to be living in future (across school type)

WHO WOULD YOU LIKE TO BE LIVING WITH IN 5 YEARS' TIME?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Parents/carers	418	32.3	519	51.0	937	40.5
Partner	179	13.8	71	7.0	250	10.8
Friends	315	24.3	132	13.0	447	19.3
Brother or sister	7	.5	11	1.1	18	.8
Other relative	14	1.1	12	1.2	26	1.1
Alone	236	18.2	167	16.4	403	17.4
Other (please specify)	127	9.8	105	10.3	232	10.0
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 15.431$, d*f* = 6, p< .000

Table 5.156: Where PARENTS would like their children to be living in 5 years' time

WHERE WOULD YOU LIKE YOUR CHILD TO BE LIVING IN 5 YEARS' TIME?	**Boys**		**Girls**		**Total**	
	n	%	n	%	n	%
Live in family home	760	51.9	478	53.0	1238	52.3
Live independently	457	31.2	242	26.8	699	29.6
Live independently with some additional support from service	86	5.9	52	5.8	138	5.8
Live in supported accommodation in the Community e.g. hostel	50	3.4	49	5.4	99	4.2
Live in supported accommodation away from the local community	22	1.5	17	1.9	39	1.6
Live with other relatives	2	.1	4	.4	6	.3
Don't know	50	3.4	41	4.5	91	3.8
Other (please specify)	35	2.4	18	2.0	53	2.2
Not applicable	1	.1	1	.1	2	.1
TOTAL	1463		902		2365	

Table 5.157: Where PARENTS think that their children would like to be living in 5 years' time

WHERE DO YOU THINK YOUR CHILD WOULD LIKE TO BE LIVING IN 5 YEARS' TIME?	Boys		Girls		Total	
	n	%	n	%	n	%
Live in family home	674	46.1	400	44.3	1074	45.4
Live independently	538	36.8	322	35.7	860	36.4
Live independently with some additional support from service	46	3.1	32	3.5	78	3.3
Live in supported accommodation in the Community e.g. hostel	16	1.1	26	2.9	42	1.8
Live in supported accommodation away from the local community	13	.9	12	1.3	25	1.1
Live with other relatives	18	1.2	15	1.7	33	1.4
Don't know	124	8.5	76	8.4	200	8.5
Other (please specify)	28	1.9	13	1.4	41	1.7
Not applicable	6	.4	6	.7	12	.5
TOTAL	1463		902		2365	

Table 5.158: Where PARENTS do think that their children ARE LIKELY to be living in 5 years' time

WHERE DO YOU THINK YOUR CHILD WILL ACTUALLY BE LIVING IN 5 YEARS' TIME?	Boys		Girls		Total	
	n	%	n	%	n	%
Live in family home	910	62.2	529	58.6	1439	60.8
Live independently	291	19.9	173	19.2	464	19.6
Live independently with some additional support from service	39	2.7	29	3.2	68	2.9
Live in supported accommodation in the Community e.g. hostel	32	2.2	33	3.7	65	2.7
Live in supported accommodation away from the local community	20	1.4	15	1.7	35	1.5
Live with other relatives	5	.3	10	1.1	15	.6
Don't know	133	9.1	94	10.4	227	9.6
Other (please specify)	31	2.1	18	2.0	49	2.1

TOTAL	1463		902		2365	

Table 5.159: Young peoples' aspirations about getting married / living with a partner (across school type)

HAVE YOU THOUGHT ABOUT GETTING MARRIED/LIVING WITH A PARTNETR?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	493	38.0	316	31.1	809	35.0
No	751	57.9	604	59.4	1355	58.6
Don't know	52	4.0	97	9.5	149	6.4
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 35.121$, d*f* = 2, p< .000

Table 5.160: When young people do think that they will get married (across school type)

WHEN DO YOU THINK YOU MIGHT GET MARRIED?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Quite soon	14	2.8	16	5.1	30	3.7
Not for a while yet	248	50.3	133	42.1	381	47.1
When I have a job	70	14.2	33	10.4	103	12.7
Never	3	.6	3	.9	6	.7
Not sure	135	27.4	120	38.0	255	31.5
Other (please specify)	23	4.7	11	3.5	34	4.2
TOTAL	493		316		809	

Chi-Square Statistic: $x^2 = 15.258$, d*f* = 5, p< .01

Table 5.161: Would parents like their children one day to get married or have long-term relationships? (across school type)

WOULD YOU LIKE YOUR CHILD ONE DAY TO GET MARRIED?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	1274	96.4	821	78.7	2095	88.6
No	10	.8	142	13.6	152	6.4
Don't know	38	2.9	80	7.7	118	5.0
TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 197.366$, d*f* = 2, p < .000

Table 5.162: Do parents think likely that their children one day will get married or have long-term relationships? (across school type)

DO YOU THINK IT IS LIKELY YOUR CHILD ONE DAY TO GET MARRIED?	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	1140	86.2	535	51.3	1675	70.8
No	40	3.0	272	26.1	312	13.2
Don't know	142	10.7	236	22.6	378	16.0
TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 386.881$, d*f* = 2, p < .000

Table 5.163: Young people's aspirations about getting married / living with a partner (across gender)

HAVE YOU THOUGHT ABOUT GETTING MARRIED/LIVING WITH A PARTNETR?	Boys		Girls		Total	
	n	%	n	%	n	%
Yes	505	36.1	293	33.5	798	35.1
No	817	58.4	515	58.9	1332	58.6
Don't know	78	5.6	66	7.6	144	6.3
TOTAL	1400		874		2274	

Table 5.164: When young people think that they will get married (across gender)

WHEN DO YOU THINK YOU MIGHT GET MARRIED?	Boys		Girls		Total	
	n	%	n	%	n	%
Quite soon	12	2.4	18	6.1	30	3.8
Not for a while yet	236	46.7	138	47.1	374	46.9
When I have a job	65	12.9	36	12.3	101	12.7
Never	4	.8	2	.7	6	.8
Not sure	160	31.7	93	31.7	253	31.7
Other (please specify)	28	5.5	6	2.0	34	4.3
TOTAL	505		293		798	

Table 5.165: Would parents like their children one day to get married or have long-term relationships? (across gender)

WOULD YOU LIKE YOUR CHILD ONE DAY TO GET MARRIED?	Boys		Girls		Total	
	n	%	n	%	n	%
Yes	1329	90.8	766	84.9	2095	88.6
No	79	5.4	73	8.1	152	6.4
Don't know	55	3.8	63	7.0	118	5.0
TOTAL	1463		902		2365	

Chi-square statistic: $x^2 = 20.136$, d*f* = 2, p < .000

Table 5.166: Do parents think likely that their children one day will get married or have long-term relationships? (across gender)

DO YOU THINK IT IS LIKELY YOUR CHILD ONE DAY TO GET MARRIED?	**Boys**		**Girls**		**Total**	
	n	%	n	%	n	%
Yes	1077	73.6	598	66.3	1675	70.8
No	165	11.3	147	16.3	312	13.2
Don't know	221	15.1	157	17.4	378	16.0
TOTAL	1463		902		2365	

Chi-square statistic: $x^2 = 16.721$, d*f* = 2, p < .000

Table 5.167: Whether young people would like to have any children in the future (across school type)

WOULD YOU LIKE TO HAVE CHILDREN?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	913	70.4	444	43.7	1357	58.7
No	163	12.6	318	31.3	481	20.8
Don't know	220	17.0	255	25.1	475	20.5
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 183.639$, d*f* = 2, p< .000

Table 5.168: Would parents like their children one day to have children? (across school type)

WOULD YOU LIKE YOUR CHILD ONE DAY TO HAVE HIS/HER OWN CHILDREN?	**Mainstream**		**Special**		**Total**	
	n	%	n	%	n	%
Yes	1203	91.0	638	61.2	1841	77.8
No	39	3.0	264	25.3	303	12.8
Don't know	80	6.1	141	13.5	221	9.3
TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 328.979$, d*f* = 2, p < .000

Table 5.169: Do parents think it likely that their children one day would have children? (across school type)

DO YOU THINK IT IS LIKELY YOUR CHILD ONE DAY TO HAVE HIS/HER OWN CHILDREN?	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	1088	82.3	482	46.2	1570	66.4
No	53	4.0	327	31.4	380	16.1
Don't know	181	13.7	234	22.4	415	17.5
TOTAL	1322		1043		2365	

Chi-square statistic: $x^2 = 411.052$, d*f* = 2, p < .000

Table 5.170: Whether young people would like to have any children in the future (across gender)

WOULD YOU LIKE TO HAVE CHILDREN?	Boys		Girls		Total	
	n	%	n	%	n	%
Yes	835	59.6	501	57.3	1336	58.8
No	265	18.9	210	24.0	475	20.9
Don't know	300	21.4	163	18.6	463	20.4
TOTAL	1400		874		2274	

Chi-Square Statistic: $x^2 = 9.231$, d*f* = 2, p< .01

Table 5.171: Do parents think it likely that their children one day would have children? (across gender)

DO YOU THINK IT IS LIKELY YOUR CHILD ONE DAY TO HAVE HIS/HER OWN CHILDREN?	Boys		Girls		Total	
	n	%	n	%	n	%
Yes	1196	81.7	645	71.5	1841	77.8
No	147	10.0	156	17.3	303	12.8
Don't know	120	8.2	101	11.2	221	9.3
TOTAL	1463		902		2365	

Chi-square statistic: $x^2 = 35.749$, d*f* = 2, p < .000

Table 5.172: Would parents like their children one day to have any children (across gender)

WOULD YOU LIKE YOUR CHILD ONE DAY TO HAVE HIS/HER OWN CHILDREN?	Boys		Girls		Total	
	n	%	n	%	n	%
Yes	1031	70.5	539	59.8	1570	66.4
No	194	13.3	186	20.6	380	16.1
Don't know	238	16.3	177	19.6	415	17.5
TOTAL	1463		902		2365	

Chi-square statistic: $x^2 = 32.044$, d*f* = 2, p < .000

Table 5.173: Is there anything that parents particularly worry about regarding their children (across school type)

IS THERE ANYTHING YOU PARTICULARLY WORRY ABOUT REGARDING YOUR CHILD?	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	914	69.1	849	81.4	1763	74.5
No	408	30.9	194	18.6	602	25.5
Total	1322		1043		2365	

Chi-square statistic: $x^2 = 46.199$, d*f* = 1, p < .000

Table 5.174: Is there anything that parents particularly worry about regarding their children (across gender)

IS THERE ANYTHING YOU PARTICULARLY WORRY ABOUT REGARDING YOUR CHILD?	Boys		Girls		Total	
	n	%	n	%	n	%
Yes	1094	74.8	669	74.2	1763	74.5
No	369	25.2	233	25.8	602	25.5
TOTAL	1463		902		2365	

Table 5.175: Whether young people have discussed their future plans with someone

HAVE YOU DISCUSSED YOUR FUTURE PLANS WITH SOMEONE?	Mainstream		Special		Total	
	n	%	n	%	n	%
Yes	1047	80.8	595	58.5	1642	71.0
No	242	18.7	376	37.0	618	26.7
Don't know	7	.5	46	4.5	53	2.3
TOTAL	1296		1017		2313	

Chi-Square Statistic: $x^2 = 150.716$, d*f* = 2, p< .000

Table 5.176: With whom young people discuss their future plans

WHICH OF THESE PEOPLE YOU HAVE DISCUSSED YOUR FUTURE PLANS WITH?	Mainstream		Special		Total	
	n	%	n	%	n	%
Someone in your family	937	89.5	504	84.7	1441	87.8
Any other relatives	155	14.8	86	14.5	241	14.7
Friends	518	49.5	173	29.1	691	42.1
Teachers or assistants in your school	510	48.7	358	60.2	868	52.9
Doctors or health worker	14	1.3	8	1.3	22	1.3
Social workers or probation officers	31	3.0	31	5.2	62	3.8
Someone working in a career you are considering	148	14.1	57	9.6	205	12.5
Learning support assistant/helper	113	10.8	50	8.4	163	9.9
Some other person (eg. youth worker, counselor, social worker	96	9.2	66	11.1	162	9.9

Table 5.177: People that PARENTS may talk to about their child's future plans

WHICH OF THESE PEOPLE YOU MIGHT TALK TO ABOUT YOUR CHILD'S FUTURE	Mainstream		Special		Total	
	n	%	n	%	n	%

PLANS?						
Family members	990	74.9	691	66.3	1681	71.1
Other relatives	373	28.2	236	22.6	609	25.8
Friends	493	37.3	343	32.9	836	35.3
Teachers	742	56.1	782	75.0	1524	64.4
Careers service staff	587	44.4	496	47.6	1083	45.8
Social worker	96	7.3	317	30.4	413	17.5
Health worker / doctor	100	7.6	191	18.3	291	12.3
People working in the career being considered by my child	278	21.0	126	12.1	404	17.1
Other	111	8.4	94	9.0	205	8.7