



Profiling pupils with special educational needs and disability in Northern Ireland: a data analytic approach



Economic
and Social
Research Council

Overview

- ADRC in Northern Ireland
- Research context
- Research aims

- DE data
- NELS data
- Conclusions and implications

ADRC-NI

- Partnership: **UU, QUB** and **Northern Ireland Statistics and Research Agency (NISRA)**.
- Support acquisition, linking and analysis of administrative data for research.
- ADR-NI is part of **Administrative Data Research UK (ADR UK)**.
- The **Network** gives [accredited researchers](#) access to linked, de-identified cross-departmental administrative data in a secure environment.
- Support research that will improve knowledge, policymaking and public service delivery.
- Funded by ESRC with support from HSC R&D.

Research Context

- SEN in NI
- Relationship between SEN and wider factors

Research Aim

- To synthesise information from a range of data sources to generate an understanding of the educational and social profile of pupils with SEN in NI.
- Availability and accessibility of data
 - Publicly available and specifically requested education data
 - Census data

Revised Aims

- To access and analyse available administrative data in NI
- To explore and better understand SEN among pupils and within NI schools



- To interrogate the utility of existing education data sources as a means of gaining insights into pupils with SEN in NI
- To interrogate the utility of existing social data sources to gain insights into the relationship between SEN and disability relative to wider socio-economic influences

Education Data

- Analysis
 - Undertaken at regional level (5 regional areas)
 - School level (primary, secondary, grammar, special)
 - Gender
 - Year Group
 - Free School Meal Entitlement (FSME)
 - Multiple Deprivation Measure (MDM)
 - Local Government District (LGD)

Education Data

- Challenges

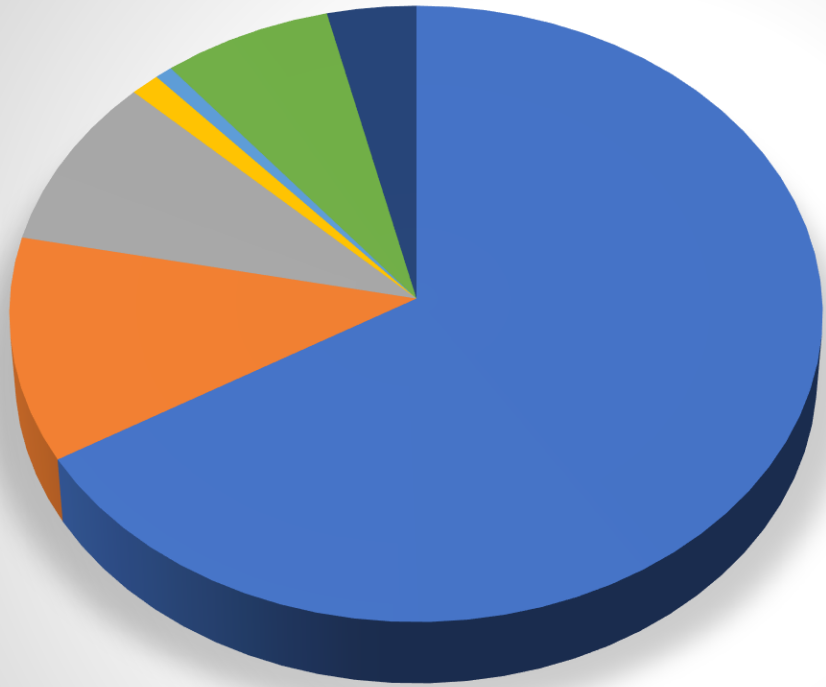
- Data suppression
- Changing goal posts

- Action

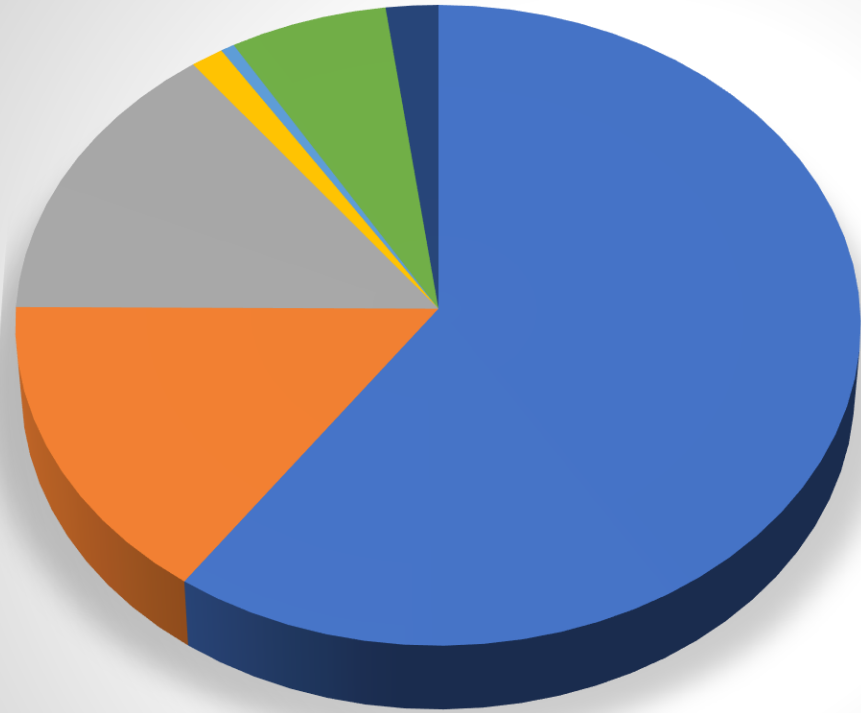
- Maximising sources
- Triangulation
- Creating benchmarks

Key Findings

- An overall decrease (5%) in the number of schools but an overall increase (5%) in the number of pupils
- A proportionately higher increase (21%) in the overall numbers of pupils with SEN compared to the wider pupil population.
- Clear distinctions across school types between rates of growth for pupils generally and for those with SEN.
- Increasing prevalence rates for Free School Meal Entitlement (FSME) among pupils with SEN across school types.



- Cognitive & Learning
- SEBD
- Communication & Interaction
- Sensory
- Physical
- Medical/Syndromes
- Other



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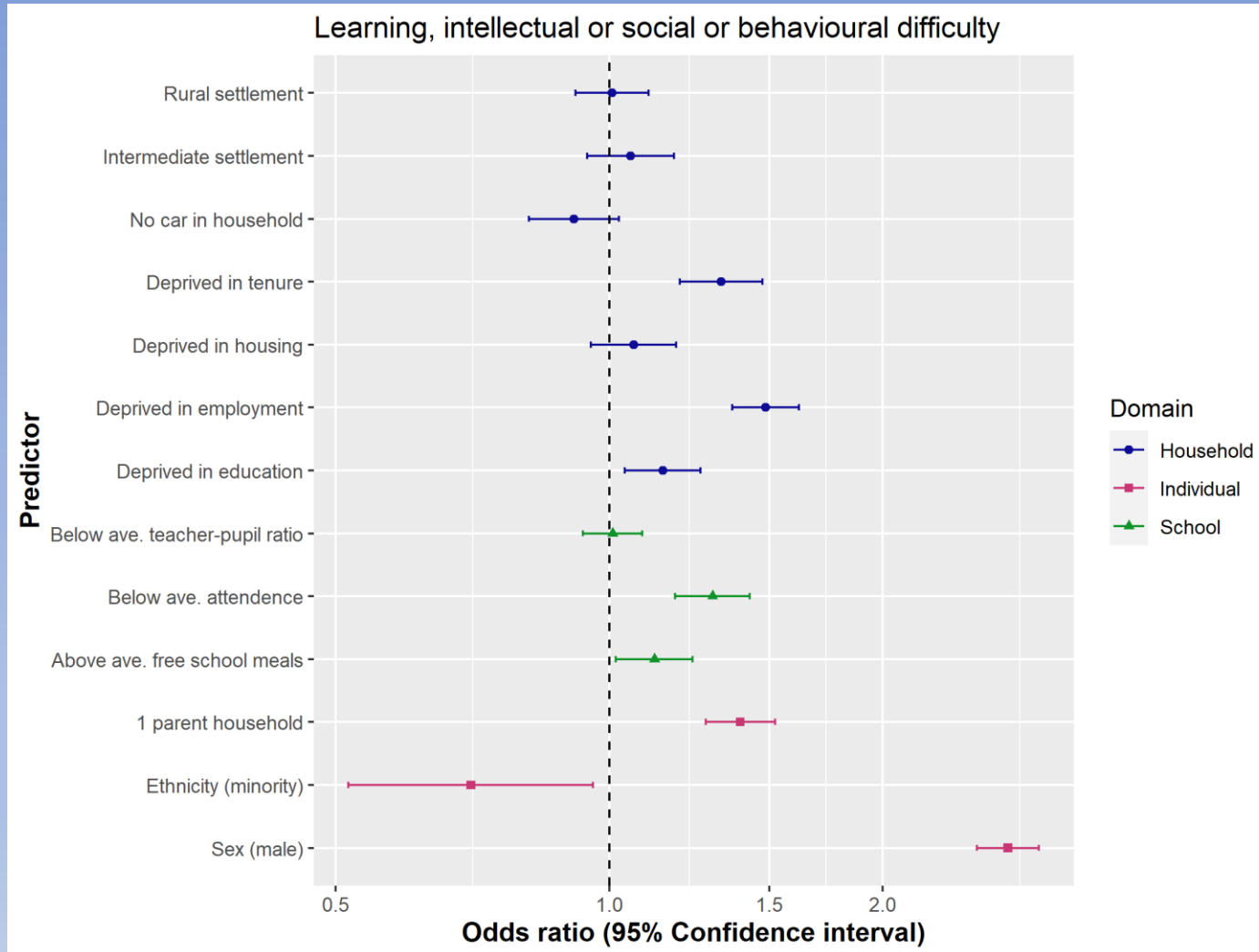
NILS Data

- Analysis

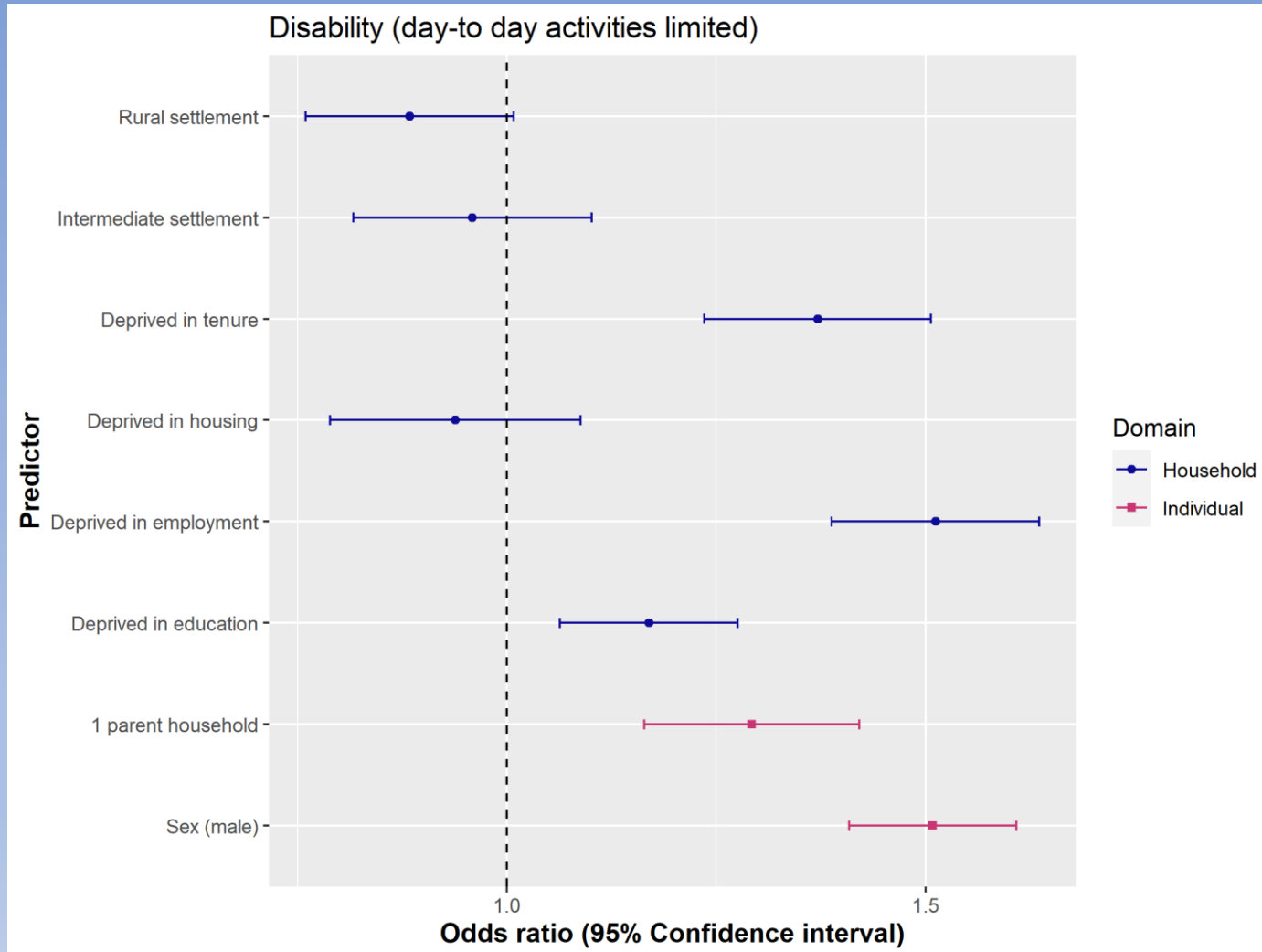
NILS Data

- Challenges
- Action

Key Findings: NLS data



Key Findings: NLS data



Conclusions and Implications

- Availability of administrative data
- Accessibility of administrative data
- Successful use of administrative data

Thank you!

Comments and Discussion