SEND Futures Discovery Phase

Wave 1 methodological report

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Executive summary

The SEND Futures Discovery Phase study is a two-wave longitudinal feasibility study which aims to inform methodological considerations for a mainstage longitudinal study of children and young people with SEND in England. The study was commissioned by the Department for Education and carried out by the National Centre for Social Research (NatCen) in collaboration with the National Children's Bureau (NCB).

This report outlines methodological findings and considerations from the first wave of the study, undertaken in spring/summer 2022. Below is an outline of some of the main points. A detailed summary of the findings and reflections on implications for a mainstage study are provided in the Summary and reflections chapter.

Study details

The study comprised two strands of fieldwork with young people with SEN, all in Year 8 (aged 12-13) in the 2021/22 academic year and attending English state school education.

1) A face-to-face survey with four subgroups. The subgroups comprised: young people with 'looked after' status[1], young people with 'in need' status[2], young people eligible for free school meals, and young people from ethnic minority backgrounds[3].

2) A web survey with a nationally representative sample.

In total, just under 15,000 young people were invited to take part, alongside their parent or guardian.

A range of response maximisation initiatives were tested experimentally in the form of Randomised Controlled Trials.

Main points

Sampling and weighting

- Using the National Pupil Database (NPD) and Alternative Provision Census for sampling purposes was generally successful. This approach enabled significant

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[1] A young person in the care of their local authority for more than 24 hours. Includes young people living with foster parents; living in a residential children's home; or living in residential settings like schools or secure units.

[2] A young person is considered to be 'in need' if they are unlikely to achieve or maintain or to have the opportunity to achieve or maintain a reasonable standard of health or development without provision of services from the Local Authority; their health or development is likely to be significantly impaired, or further impaired, without the provision of services from the Local Authority; or if they have a disability. See glossary for details.

[3] Note the definition of ethnic minorities used in this study did not include white minorities. See glossary for details.

oversampling of specific sub-populations in a manner which allowed for efficient face-to-face fieldwork.

- A weighting approach to combine the two separate strands of the study was successfully implemented, allowing for analysis of the two strands in combination.

Response and response maximisation

- Reasonable response rates were achieved for both face-to-face and web strands despite a challenging climate for survey fieldwork in the post-pandemic period.

- In total, across the two strands, 2,992 young people took part in the study, and 3,526 parents or guardians.

- Among the subgroups invited to take part face-to-face, 796 young people (38% of those invited) took part, and 967 parents (46% of those invited). Among the families invited to take part online, 2,196 young people (17% of those invited) completed a survey and 2,559 parents or guardians did so (20% of those invited).

- A number of response maximisation initiatives were found to be effective. In the face-to-face strand, the use of unconditional incentives sent with the advance letter (£5 for each participant) resulted in an increased response rate of 4ppts at the household level when compared with a £10 conditional incentive for each participant, given upon completion of the survey.

- In the web strand, a higher incentive value (£10, rather than £5) resulted in an increase in household level response of 7ppts, and a shorter survey length (20 minutes, rather than 30 minutes) in a 3ppt increase in household level response.

Accessibility

- The study indicated that the survey format was accessible to some young people with SEN, but that others needed support to be able to participate, or were unable to participate at all. Among those who took part, around half of young people completed the survey with no assistance from either an interviewer or family member across the face-to-face and web strands.

- In 13% of households in the face-to-face strand where a parent interview was conducted, the face-to-face survey mode was not accessible to the young person.

- Being unable to participate in a face-to-face interview due to their SEN was particularly common among young people with autism. Young people with autism were also the group most likely to report having received a lot of help from someone else to complete their web survey.

Mode considerations

- Some differences were seen in survey response patterns by mode, including by the nature of the young person's SEN. This has potential implications for the

planning of a mixed-mode mainstage study. Preliminary analysis also indicated the presence of mode effects on some individual questions.

- A higher than anticipated proportion of cases in the web strand completed only a parent/guardian or only a young person interview: of households where at least one interview was completed, in 28% of cases only a parent had taken part, and in 16% of cases only a young person had taken part. This demonstrates the need to develop strategies for preventing and dealing with instances of partial household completion in a mainstage study.

Data collection protocols

- Within the face-to-face strand, the presence and influence of other people during both the young person and parent/guardian interview was reported much more commonly than anticipated: someone else was present in 73% of young person interviews and in 41% of parent/guardian interviews. This indicates the need for strategies to ensure privacy and lack of interference, for example, the use of self-completion instruments for particularly sensitive questions.

Introduction

Aims of the SEND Futures Discovery Phase Study

The SEND Futures Discovery Phase was commissioned by the Department for Education (DfE) to inform the methodology for a mainstage longitudinal study of young people with special educational needs and disabilities (SEND) and their families. Should it be commissioned, the mainstage study is likely to be broad in scope, covering a wide range of age groups up to the end of compulsory schooling and into adulthood. This would be intended to provide an important piece of social science infrastructure for researchers in Government and beyond to provide high-quality evidence in support of policymaking aimed at improving a range of outcomes for children and young people with SEND.

The specific design and scope of the study is to be determined. For this Discovery Phase, the National Centre for Social Research (NatCen), in collaboration with the National Children's Bureau (NCB), were commissioned to conduct a large-scale test of various aspects of survey methodology that would inform the mainstage study design. DfE's specific requirement was to understand more about how to maximise survey response rates among the population of young people with special educational needs (SEN) and the feasibility of collecting information about and from children and young people with SEN using online surveys. A particular aim of the study was to understand how to maximise the representation of subgroups which are underrepresented in survey research – specifically, young people who are 'looked after' or otherwise deemed vulnerable, young people from ethnic minority backgrounds, and young people from low-income households. The research also collected valuable substantive information about the experiences and wellbeing of young people with SEND. This helps researchers and policy makers understand more about this diverse group and thus supports future development of education and other services affecting these young people and their families.

This Discovery Phase was limited in scope for reasons of budget and time. It comprised two waves of data collection with young people with SEN and their parent or guardian, thus providing information about the crucial initial recruitment wave and a follow-up around a year later. DfE are interested in understanding the experiences of children and young people with SEN throughout the primary and secondary education period. As such, a mainstage longitudinal study of children and young people with SEND would ideally cover a wide range of ages. For the Discovery Phase, a single year group was selected. This reduced the development work required – in particular, survey questions and engagement methods aimed at young people aged 8 are different to those aimed at young people aged 16; focussing on a single year group helped ensure the feasibility study was achievable within the available budget. Focussing on a single year group also

helped to reduce some of the variation in what is a relatively small sample, making analysis of the collected data more straightforward. The year group selected was Year 8, when young people were aged 12-13. This enabled us in many cases (though not all) to collect data from the young people themselves without the greater level of questionnaire development that would have been required for younger children. The selection of Year 8 pupils allowed the study to focus on response maximisation strategies and broader considerations around enabling participation, rather than questionnaire development, which was not the main focus of the Discovery Phase.

Wave 1 study design

An overview of the study design at the first wave of fieldwork (W1) is provided below. At W1, a total of 15,084 young people and their parent or guardian were invited to take part in a survey, either face-to-face (Strand 1), with an interviewer visiting their home, or online (Strand 2). Strand 1 comprised young people from four specific groups identified by DfE as being of special interest as they are often underrepresented in surveys (young people who were 'looked after'; young people with 'in need' status; young people from an ethnic minority background (excluding white minorities) and young people eligible for free school meals).

Initially planned to commence in early 2020, fieldwork for W1 was halted due to COVID-19 and restrictions on in-home fieldwork in the subsequent months. W1 fieldwork instead took place in spring/summer 2022 when the study young people were in Year 8, aged 12-13. Wave 2 (W2) took place in spring/summer 2023 when the study young people were in Year 9, aged 13-14.

W1 of the SEND Futures Discovery Phase study included two separate questionnaires: a questionnaire for the young person and a questionnaire for their parent or guardian. Each questionnaire was designed to have a length of approximately 30 minutes, except for those assigned to an experiment of survey length.

Strand 1 Wave 1 overview

Respondents: Parent/guardian and young person interviews

Interview length: 30 minutes each

Fieldwork mode: Face-to-face

Sample: Four subgroups of Year 8 pupils in England with SEN:

- Young people with 'looked after' status
- Young people with 'in need' status
- Young people from ethnic minority backgrounds
- Young people eligible for free school meals

Issued cases: 2,121 households

Achieved interviews (household level): 967 households (46%)

Fieldwork period: 2 May 2022 - 25 Aug 2022

Further details in the section 'Face-to-face strand (Strand 1)'

Strand 2 Wave 1 overview

Respondents: Parent/guardian and young person interviews

Interview length: 20 or 30 minutes each

Fieldwork mode: Web

Sample: Stratified random sample of Year 8 pupils in England with SEN

Issued cases: 12,692 households

Achieved interviews (household level): In 3,041 households (23%)

Fieldwork dates: 25 May 2022 - 4 Sept 2022

Further details in the section 'Web strand (Strand 2)'

Each 'strand' of the study was conducted as a set of Randomised Controlled Trials (RCTs), with several experiments undertaken to test out response maximisation strategies. Furthermore, particular consideration was given to how to engage with and

enable young people with SEND to take part in a quantitative study using standardised measures and processes.

Randomised Controlled Trials – Wave 1

Strand 1:

- Unconditional incentive (£5pp) vs conditional incentive (£10pp)
- Tailored participant materials
- Additional interviewer training on SEND vs standard training

Strand 2:

- Higher value (£10pp) vs lower value (£5pp) incentive (conditional)
- Tailored participant materials
- Long (30 mins) vs short (20mins) survey length
- Pre-notification letter vs additional reminder letter

Further details in chapters 'Strand 1 experiments (RCTs)' and 'Strand 2 experiments (RCTs)'

Aims and objectives of the report

The SEND Futures Discovery Phase study has several detailed objectives. This report covers many of these, related to W1. An overview of the objectives is given below; further details are provided in individual sections.

- Assess likely response to be achieved at the first wave of a future longitudinal study.
- Evaluate, specifically, approaches to maximising response among groups who are often underrepresented in survey research with the SEN population.
- Evaluate the format and amount of participant incentives (value and conditionality).
- Evaluate the use of tailored messaging in participant communications.
- Evaluate the use of additional, targeted interviewer training (face-to-face only).

- Evaluate alternative communications strategy (use of pre-notification versus reminder letter – web only).

Furthermore, the report seeks to:

- describe the processes implemented and the overall outcomes in terms of response rates;

- identify effective fieldwork and contact protocols that optimise response and/or retention among young people with SEN, including groups that are often underrepresented in survey research;

- identify questionnaire development principles to help improve data quality and/or retention;

- highlight emerging evidence relating to accessibility issues and enablers of participation among young people with SEND.

This report outlines and discusses the processes used in W1 of the Discovery Phase and sets out the findings from the experiments conducted. It also reflects on what these findings mean for the recruitment of young people and their parents/guardians in a mainstage survey of children and young people with SEND.

To improve readability, and because differences smaller than one percentage point will generally not be meaningful, percentages in this report are typically presented to zero decimal points. As a result, figures may not sum to 100%.

Terminology

The SEND Futures study aims to understand more about how to successfully conduct large-scale quantitative longitudinal data collection with children and young people with SEND in the broadest sense. The sample frame used in the study – the National Pupil Database (NPD) and the Alternative Provision database – contains details of pupils in English state education (including those in Alternative Provision) registered as having 'SEN', meaning that a group of pupils with disabilities but not registered as having SEN are not included in the study. Throughout this report we use the term 'SEND' when referencing the study population more broadly, and the term 'SEN' when referring specifically to the sample variable.

For consistency, the term 'interviews' is used to refer to the survey data obtained either via an interview with a parent or guardian or study young person in their home (Strand 1), or via an online survey (Strand 2).

The definition of 'ethnic minority' in this report includes ethnic groups other than those from white ethnic groups, that is, the ethnic minority group in this report includes those from black, Asian, mixed and multiple ethnicities and those classified as 'other' ethnic

groups. Note that in this report 'ethnic minority' does not include white minorities such as Gypsy, Roma and Irish Traveller groups.

A glossary is provided in Appendix A.

The sample

Sampling aims and population

As set out above, the population of interest for SEND Futures was pupils with SEN in England in Year 8 of the 2021/22 academic year. The sample consisted of two 'strands'. For Strand 2, the aim was to achieve a representative sample from this population, whilst Strand 1 was focused on four special interest groups (defined in the section 'Sampling approach and issued sample details').

Sampling frame

The samples for both strands were drawn from a combination of the National Pupil Database (NPD) and the Alternative Provision[4] database (AP). The NPD contains a census of pupils from state funded education settings across England and is updated regularly. A key benefit of using this sample frame is that it allows us to identify young people with special educational needs. It is, however, worth bearing in mind that:

1. definitions of and thresholds for when a young person is recorded as having SEN changes over time, meaning that the sample provides a snapshot in time – it does not capture all those who have ever had SEN, nor those who may be recorded as having SEN at later stages;

2. the identification of young people with SEN using this sample frame is effectively based on whether they are identified by their school as needing additional support, and the support put in place by their school. It is not based on an identification of their needs outside the school context;

3. the NPD does not specifically capture young people with disabilities who are not recorded as having SEN (such as if the disabilities are not identified by the school as requiring additional support for learning).

SEND Futures used data from the NPD Autumn Census 2022 and AP Census 2021 for its sample frame.

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[4] 'Alternative provision' settings provide education for young people who do not attend a mainstream school or special school full time. This often takes place at a Pupil Referral Unit (PRU), an AP academy or an AP free school, although placements can be arranged in mainstream or independent schools that provide AP. It can also take place in an educational setting that is not registered with DfE.

Sampling approach and issued sample details

Strand 1

The Strand 1 sample was taken from Year 8 pupils with SEN students in one or more of four specific groups of interest. These groups were identified by the Department for Education as groups of particular interest for engaging in the study, given existing evidence suggesting that they were often underrepresented in survey research with the population of young people with SEN. As such, there was a particular interest in exploring strategies for maximising engagement with these groups, and for assessing the feasibility of surveying young people and families in these groups. The four groups were:

- Young people with 'looked after' status (LAC)[5]
- Young people with 'in need' status (CiN)[6]
- Young people from an ethnic minority background
- Young people eligible for free school meals (FSM)

Young people in these groups are a specific subset of the population (albeit a relatively large subset at 57% of the total SEN population). Table 1 shows a breakdown of the issued sample for Strand 1 alongside population figures.

Prior to sample selection, Year 8 pupils from these groups were grouped together into geographical clusters based on groups of postcode sectors. The aim was to select a sample with equal numbers in each of the four groups, rather than aiming to select a representative sample of young people with SEN. To achieve this, pupils were classified into one of four categories, reflecting the incidence of each group in the population, and hence their order of priority (lowest incidence first):

1. Young people with 'looked after' status
2. Young people with 'in need' status who are not also LAC
3. Young people from an ethnic minority background who are not also LAC or CiN
4. Young people eligible for free school meals who are not also LAC or CiN or from an ethnic minority background

Each pupil was given a weight (proportional to 25/n% where n%=population incidence of the category) which was used in a two-stage sampling process. First, a set of 125 clusters was selected in proportion to the sum of the weights. Second, pupils in each cluster were selected, again in proportion to the weights, with the aim of selecting 2,125

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[5] 'LAC' refers to 'Looked After Children', a commonly used term for children and young people with 'looked after' status.
[6] 'CiN' stems from 'Child in Need'.

pupils overall (17 per cluster[7]). This weighed sampling approach ensured that each represented a quarter of the selected sample and that pupils within each category were selected with equal probability. A total sample of 2,121[8] cases were issued.

As shown in Table 1, just over a third of the issued sample had an EHC plan, reflecting higher levels of and/or more complex needs. The sample pupil's primary support needs, as recorded in the NPD, are also outlined in the table, with the most common being cognition and learning needs, followed by social, emotional and mental health needs. Finally, as the table shows, the majority of pupils (79%) attended mainstream school. Nevertheless, the proportion attending a special school or alternative provision was significantly higher than in a general SEN population of young people of this age, with 17% attending a special school compared with 12% in the SEN population overall, and a further 4% attending alternative provision compared with 2% in the general population.

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[7] Three clusters contained 16 pupils.
[8] 2122 cases were originally issued to the face-to-face strand. However, one of these cases eventually completed online (young person productive only). As such, this case is excluded from Strand 1 analysis, and from any Strand 2 analysis involving RCTs (as this case was not assigned to any of the RCTs for Strand 2).

Table 1 - Strand 1 issued sample

Strand 1 issued sample characteristics (selected)	Strand 1 issued, %	Population figures (SEN pupils in Yr8)[9], %
Looked After status (LAC)	22	2
In Need status (CiN)	47	14
Ethnic minority	36	20
Eligible for Free School Meals (FSM)	72	44
Has EHC plan	36	27
Primary SEN: Cognition and Learning	33	36
Primary SEN: Communication and Interaction	10	12
Primary SEN: Social, Emotional and Mental Health	28	20
Primary SEN: Physical and Sensory Need	5	5
Primary SEN: Autism	11	14
Primary SEN: Other or no information	12	7
School type: mainstream school	79	85
School type: special school	17	12
School type: alternative provision	4	2
Gender: male	66	65
Unweighted base	*2,121*	*11,7230*

A key feature of the Strand 1 sample to bear in mind is the significant overlap between the four key sample groups. This is a result of the sample design and the aim to specifically approach families in particular groups understood to be underrepresented in survey research with the population, and the corresponding aim to achieve relatively large numbers even within the smaller groups of young people with 'looked after' status and those with 'in need' status. A detailed breakdown is shown in Table 2. The table shows, for example, significant overlap between the LAC and CiN groups - among the group of young people with 'looked after' status, 99% also had 'in need' status. Looking

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[9] These figures are based on population figures obtained from the sample frame (NPD) at the time the sample was drawn.

at the CiN group, 45% also had LAC status. The ethnic minority group (excluding white minorities) is the group with the least overlap with the other key sample groups – for example 55% in the ethnic minority group were eligible for free school meals, compared with 72% of the strand 1 sample overall.

Table 2 - Strand 1 illustration of issued sample group overlap*

Sample group	'Looked after' (LAC), %	'In need' (CiN) ,%	Ethnic minority, %	FSM-eligible, %	Total sample, %
% within group were: LAC	100	45	11	21	22
%within group were: CiN	99	100	27	46	47
% within group were: ethnic minority	18	20	100	27	36
% within group were: FSM-eligible	69	70	55	100	72
Base (unweighted)	*455*	*1006*	*761*	*1519*	*2121*

*Note that percentages for each column do not add up to 100% – the purpose of the table is to illustrate overlap between the sample groups in a simplified manner, rather than provide a comprehensive breakdown of group membership at case level.

Strand 2

For Strand 2, a stratified random sample was drawn from all Year 8 pupils with SEN (of which the Strand 1 population is a subset). As such, the issued Strand 2 sample was drawn to be representative of the population of Year 8 pupils with SEN.

As data collection was carried out online, no clustering was required. It is worth noting that an unclustered approach is only advisable where no face-to-face fieldwork is envisaged – for example, an unclustered approach would not be suitable for a sequential mixed-mode approach involving face-to-face fieldwork due to extensive travel requirements for fieldworkers. The sample for this strand was drawn in two batches. The first was drawn before the Strand 1 sample, with a decision subsequently taken to draw a second batch to address lower than anticipated response rates during fieldwork in that strand. Batch 1 was 7,000 students and batch 2 was 6,000. The stratifying variables were:

- EHC plan
- Primary SEN
- School type

- Region

- Urban/rural

- EIMD 2019 IDACI rank (Income Deprivation Affecting Young People Index, ranked)

Even though more of the remaining cases in each of the four 'groups of interest' (which made up the entire Strand 1 sample) were selected for Strand 1, by excluding the *clusters* that were selected for Strand 1 prior to sampling of batch 2 (in addition to the cases selected for strand 2 batch 1), the batch 2 sample frame, and hence the sample itself, comprised a proportionate number of Strand 1 equivalent pupils. Hence there was no need to account for a 'batch effect'.

Face-to-face strand (Strand 1)

As set out in the chapter on 'The sample', the Strand 1 sample comprised Year 8 pupils with SEN in one or more of four specific groups of interest:

- Young people with 'looked after' status (LAC)
- Young people with 'in need' status (CiN)
- Young people from minority ethnic groups
- Young people eligible for free school meals (FSM)

Fieldwork was conducted using face-to-face in-home interviewing, between 2 May and 25 August 2022.

This chapter outlines and discusses the protocols used with Strand 1 at W1. It also sets out the achieved response rates and presents the results of the RCTs.

Strand 1 survey set-up

Conducting fieldwork face-to-face has a number of benefits with some of particular pertinence for a population of children and young people with SEND. Assumptions underpinning the choice of a face-to-face mode included:

- maximising response rates for a broad group
- enabling tracing
- enabling participation for a broader range of needs
- enabling a conversation about reasons for participation and non-participation between the parent/young person and the interviewer

A telephone-based approach was not possible given the absence of telephone numbers in the sample frame (NPD).

The face-to-face strand had several elements:

- an interviewer-led questionnaire for the parent, which included question areas focusing on the young person's experience of different aspects of the education system and support accessed, the young person's transition to secondary school, the young person's happiness and wellbeing and preparations for the future. It also collected information about the household, socio-demographics, contact details and consent to data linkage;
- an interviewer-led questionnaire for the young person focusing on similar topic areas to those covered in the parent questionnaire;

- a self-completion section (Computer Self Assisted Interviewing – CASI) for the young person with questions that were deemed to be of a more sensitive nature. Whilst also generally considered good practice for interviewer-led surveys, testing the extent to which a CASI was doable for the young people in the study was a key part of the rationale for including it.

The parent element and the combined young person elements were designed to last approximately 30 minutes each.

Strand 1 contact strategy

Advance communications

Prior to face-to-face interviewing starting, an advanced mailing was sent out addressed to the 'parent or guardian' of the selected young person. NPD records provided the study young person's name, address and SEN type but did not have parent/guardian name or telephone numbers. The mailing included two letters: one for the parent/guardian and one for the young person. This aimed to engage the young person while acknowledging the importance of their parent or guardian. The expectation was that by engaging with both the young person and their parent or guardian from the outset, this could help with engagement of both parties, and emphasise that we are interested in hearing from both of them.

Both letters explained the aim of the survey, why participation was important and that an interviewer would be calling at the household. To engage and reassure the young person and their parent/guardian the letter gave the name of their interviewer and said they would conduct the interview at a time that suited the family[10]. The letters also reassured them that they would not have to answer any questions they did not want to and gave information about the confidentiality of the data collected. The back of the letter contained some answers to frequently asked questions. The young person letter was a simplified version of the parent letter with the 'Frequently Asked Questions' section being set out in a way to be more visually appealing to a younger audience.

As part of the experimental design (more details in the chapter on Strand 1 experiments) half of the sample received a more 'tailored' version of the advanced letter. For these, information thought most salient to each of the four groups was displayed in a box on the right-hand side of the letter away from the main text, and the introduction and order of some of the content of the letter varied. Both the tailored and the non-tailored letter mentioned the incentive offered for taking part, but the wording varied depending on

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[10] In some cases the interviewer visiting the family was different to the one named in the letter. This happened in cases where a point of work was allocated to a different interviewer after fieldwork had started, or where a point had not been allocated when the advance letters were sent out. In these cases the interviewer explained on the doorstep that they had taken over the case from the interviewer named on the letter.

whether the respondent was in the £5 unconditional group or the £10 conditional voucher group. This will be discussed in more detail in the following sections.

Initial interviewer visit: establishing eligibility and needs

Interviewers initially made an in-person visit to the young person's household to check that the young person was living at that address, to explain more about the study and to establish eligibility. All contact was made through the parents or guardians and interviewers were asked to gain permission from the parent/guardian before approaching the young person.

The interviewer established whether the parent/guardian lived with the young person[11], though this was not a screening question. In some cases, the guardian who took part in the survey did not live with the child, for example if the young person lived in an institution.

All young people named in the sample were eligible for interview as they were identified in the NPD as having or had SEN. Even if young people no longer had SEN status or their parent/guardian stated they had never had SEN, they were still eligible to take part, and the questionnaire captured this information. Nevertheless, some parents/guardians and young people declined to take part for this reason, feeling that the study was not relevant to them.

Once the main parent/guardian was identified, interviewers were encouraged to set up an appointment to explain more about the survey and what it would involve. Interviewers also needed to learn more about the young person's SEN. The purpose of this was twofold: to establish if the young person was able to take part in the survey (or otherwise the survey was inaccessible to them) and if so, what support, if any, they would need. With parental permission, interviewers explained to the young person what taking part in the survey would involve, checked they understood and that they agreed to be interviewed. Interviewers were encouraged to help facilitate the young person's participation and to check with the parent or guardian how they might support the young person during the interview. This involved taking breaks, and/or having a parent present to provide reassurance and/or help facilitate the interview process.

Respondents who expressed concern on the doorstep about having an interviewer in their home due to COVID-19 were offered the option to complete the survey online. Interviewers were briefed to only offer a web interview where a face-to-face interview had been refused and there seemed a genuine interest in taking part. If a respondent requested to complete online, both the parent and young person interviews had to be

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[11] A parent/guardian was classed as living with a young person also where the parent was away from home temporarily (less than 6 months), where custody was shared between themselves and an ex-partner, and where the young person was at boarding school but returned home in the holidays.

completed this way. At W1 there were eight requests for an online interview, though only one of these resulted in a productive interview[12].

Non-contact and tracing

Interviewers were required to visit an address a minimum of six times, with at least two of these visits taking place at the weekend and at least two visits in the evening. If the interviewer could not make contact with anyone living at the address or if they discovered that the young person had moved, they were required to carry-out tracing to try to find the young person's new address. Tracing was deemed especially important for this study, as young people who are looked after (who made up a significant proportion of the issued sample) are more likely to move frequently and have out of date address information. Due to the limited sample information available, tracing activities were limited to contacting neighbours and the current occupiers of the sample address for new contact details.

Interviewers were provided with two letters to help with the tracing:

- **Occupier letter** – the interviewer could post this through the door at the issued address. This letter asked if the study young person was still living at the address. If they had moved, the letter asked the reader to provide a forwarding address. This letter included the young person's name but did not contain any details about the study, only that it was a research study funded by the Department for Education.

- **A tracing letter** – this could be passed to the current occupier or a neighbour if they had a new address for the study young person but did not wish to tell the interviewer. This letter could be forwarded to the study young person's parent or guardian to reply directly to NatCen. This letter contained details about the study, similar to the advance letter. It was in a sealed envelope addressed to 'The Parent/Guardian of [young person]'.

Both letters contained a reply slip with space for writing in new address details and a free post envelope pre-addressed to NatCen. The letter also contained details of a freephone helpline and a study e-mail address.

No office-based tracing using electronic databases or contacting local authorities to trace and obtain permission to interview young people with 'looked after' status was carried out for the Discovery Phase study. A small number of interviewers reported that a carer or guardian of a young person who was 'looked after' had requested a letter to take to their local authority, or for the office to obtain consent this way, as they were not the young person's legal guardian and therefore felt unsure as to whether they were allowed to take part.

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[12] This was a child-only web interview.

Strand 1 interviewer training

All interviewers working on the project attended a five-hour online project briefing run by the research team at NatCen. A total of nine briefing sessions were held over a two-month period. The project briefing included information and training on the following aspects:

- Background to the study.

- Information about the SEND population - including key characteristics of the four key groups (young people from low incomes, ethnic minority backgrounds, young people with 'looked after' status and young people with 'in need' status) and explaining other salient terms such as EHC Plan, special schools, SENCO etc.

- Study design - outlining the methodology, sample design, experiments undertaken and key interviewer tasks.

- Contact procedures - including information about the advanced letter; the procedure to follow on the doorstep (including the correct protocols for recruiting and interviewing children) and checking parent/guardian eligibility for interview.

- Demonstration of the SEND Futures Electronic Address Record Form (e-ARF) and recruitment script.

- Tracing procedures.

- Overview of the content of the parent and young person questionnaires.

- Best practise guide to helping young people to participate in the research (such as putting the young person at ease before the interview) and how to engage with parents and the young people themselves about how to accommodate their needs in the interview.

- Ethics and safeguarding information.

- Response rate targets and tips for increasing response.

Following the briefing interviewers were provided with written instructions. All interviewers had to run through a practice interview before starting work.

As part of one of the RCTs conducted, half of the interviewers attended an additional day of training run by the National Children's Bureau (NCB). A more detailed account of this training is provided in the section 'Strand 1 additional interviewer training experiment'.

Strand 1 response

Given the gatekeeper role of parents and guardians in the face-to-face fieldwork, the strand 1 response analysis focusses predominantly on parent/guardian response. Where young person response is looked at individually, this is outlined in the text.

For the purposes of this analysis, interviews were classified as 'productive' if they were fully completed or otherwise completed partially by the respondent up to a certain point where it was deemed they had provided sufficient data to be useful.

Overall response

As shown in Figure 1, at least one interview was obtained for 46% of the issued households in Strand 1. Looking at parent and young person interviews separately, a parent interview was achieved for 46% of issued households whilst a young person interview was achieved in 38% of issued households.

Figure 1 - Strand 1 household response
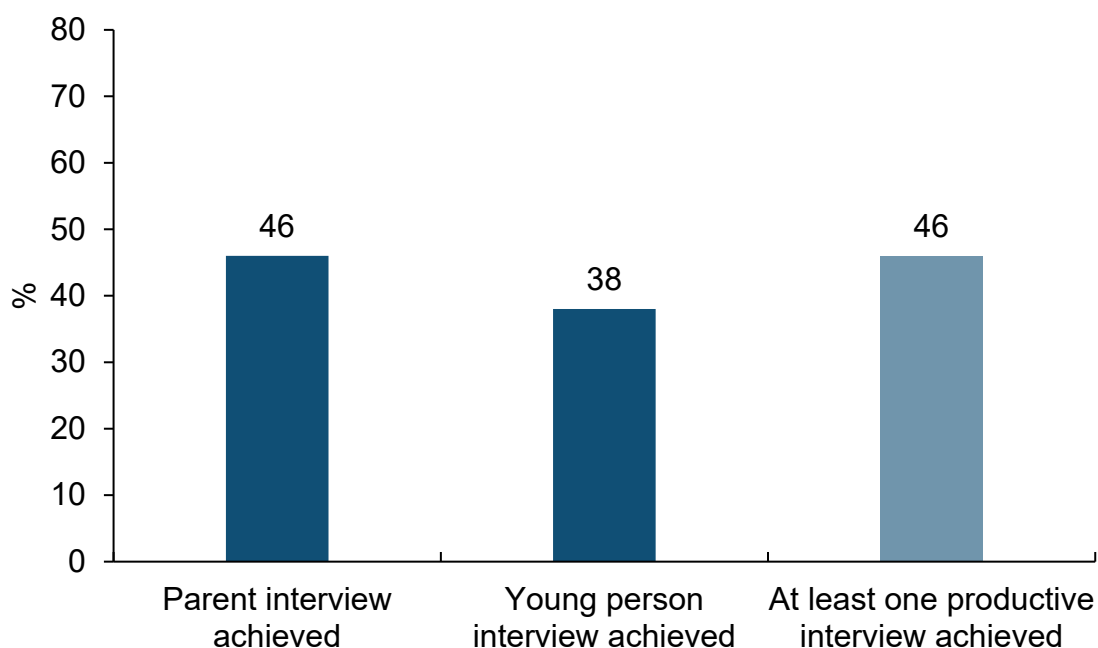
Base: All strand 1 households (unweighted = 2,121).

Table 3 shows a breakdown of outcomes for all issued cases in the face-to-face strand. It shows that the most common productive outcome was for both the parent and young person to complete an interview - this group made up 37% of issued households and over eight in ten of households (82%) that participated. The remaining productive households consist of cases where just one person took part. In most cases this was the parent, with only a very small number of young person-only interviews achieved for this strand – just four. In cases where only the parent completed an interview, for around two thirds of households (71%) the young person was not able to do an interview as the survey method was not accessible, representing 6% of issued households. In the remaining third of cases (29%) where only a parent took part, the young person did not do their interview for other reasons – what we would generally refer to as 'refusals'. These cases represented 2% of issued households.

Table 3 - Strand 1 household outcomes

	Percentage (%)
Parent and young person interviews	37
Parent only – young person not able	6
Parent only – young person unproductive other reason	2
Young person only	<1
Refusal	28
Non-contact	6
Unable to take part	2
Untraced mover	8
Unproductive - other reason	10

Base: All issued Strand 1 households (unweighted = 2,121).

Conversely, 54% of issued households were unproductive, with neither a young person nor a parent participating in the survey. As seen in Table 3, the most common unproductive outcome was refusal to take part. The refusal category includes both those who contacted the office in response to initial communications inviting households to the study, and those who did so once an interviewer had made contact. Refusals represented just over half (51%) of households where there was no productive outcome, or 28% of issued households. This included some households who did not wish to take part because their child did not have any special educational needs or disabilities.

Non-contact cases made up 6% of issued households. This included cases where the interviewer was unable to reach the parent or guardian of the cohort young person during fieldwork. A further 2% of invited households were unable to take part, for example due to being away during the fieldwork period. Untraced movers made up 8% of the issued sample. Finally, 10% of households were unproductive for another reason. These included cases which were not fully worked by the interviewer within the fieldwork period – meaning that the interviewer had not completed a minimum of six visits to the household in order to ascertain if the cohort member lived there and if so, whether an interview with the young person and a parent or guardian was possible. The relatively high number of cases which were not worked fully reflects the challenging environment in which fieldwork was conducted, with significant industry-wide capacity constraints in the interviewer field force.

Response by key characteristics

LAC, CiN, ethnic minority background and FSM eligibility

A key aim of the Strand 1 fieldwork was to assess response rates for each of the four sample groups – young people with 'looked after' status, young people in contact with social services ('in need' status), young people from ethnic minority backgrounds, and young people eligible for free school meals. The following outlines response rates for each of these four groups and compares response with the remainder of the issued sample. For this analysis subgroups were considered at face value – that is, we included all cases who met the criteria for a group, not only those that met the prioritisation criteria used for sampling (such as where the group of young people from an ethnic minority background excluded young people with LAC and CiN status). As outlined in the section 'Sampling approach and issued sample details', there is a considerable amount of overlap between the groups, and the sample was not generated to be representative. Rather, it was designed to ensure a large enough sample size to look at response for each individual group. This means, first, that each subgroup is not representative of all young people with SEN with these characteristics – for example, the CiN group overrepresented young people with 'looked after' status. Secondly, the comparison group for this response analysis – for example the group that is 'not CiN' – is not reflective of the general population of young people with SEN. Rather, the remainder of the sample is made up of young people who were not part of the specific group being considered, but who did nevertheless fall into at least one of the remaining three subgroups – all of whom were assumed to be less likely to take part than the general population.

Figure 2 - Strand 1 response at household level and for parent and young person individually, where young person had 'looked after' (LAC) status
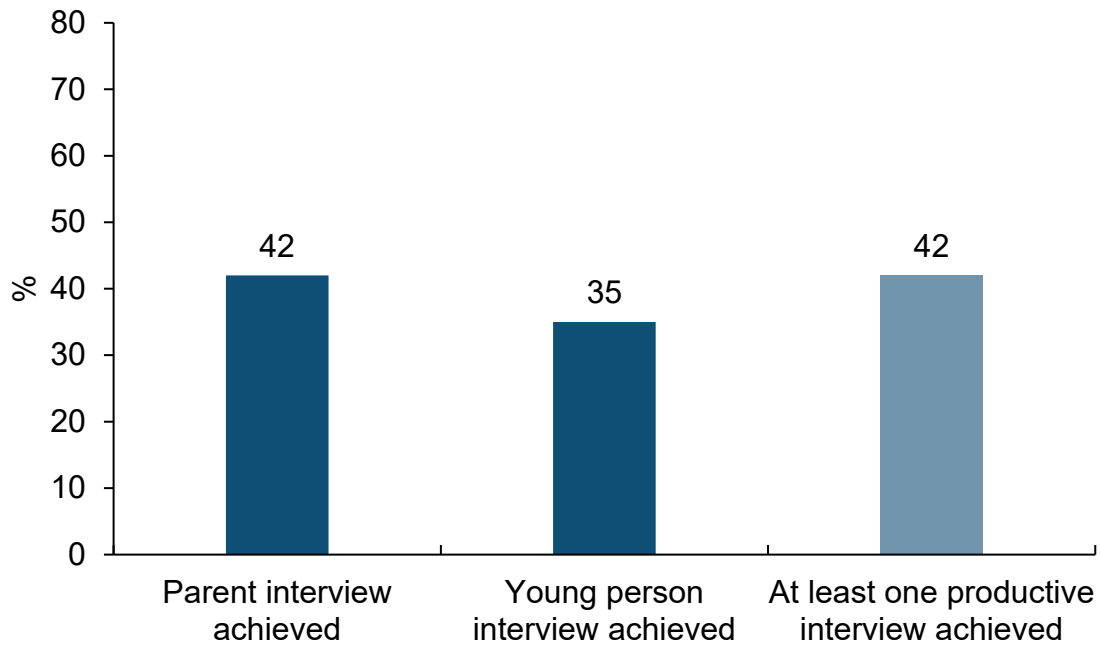
Base: All strand 1 households where young person had 'looked after' (LAC) status (unweighted = 455).

Table 4 shows a breakdown of household level outcomes by whether the cohort young person had 'looked after' status. In line with expectations, households where the young person was looked after were less likely to take part: an interview was achieved in 42% of these households, compared with 47% of households where the young person did not have looked after status. Households where the cohort young person was looked after were noticeably more likely to be untraced movers, with the proportion of untraced movers almost three times those for households where the cohort young person was not looked after. This is not unexpected and likely reflects the more frequent changes of address among this group of children, often due to repeated movement in and out of care, or between placements[13].

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[13] https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children#skip-to-content

Table 4 - Strand 1 household outcomes by whether young person had 'looked after' (LAC) status

	Household in LAC group, %	Household not in LAC group, %	All, %
Parent and young person interviews	35	38	37
Parent only – young person not able	6	6	8
Parent only – young person unproductive other reason	2	3	2
Young person only	0	0	0
Refusal	25	28	28
Non-contact	3	7	6
Unable to take part	2	2	2
Untraced mover	17	6	8
Unproductive - other reason	11	10	10
Unweighted	*455*	*1666*	*2121*

Base: All strand 1 households (unweighted = 2121).

At an overall level, households where the young person is in contact with social services (and the young person was categorised as a 'in need') were a little more likely to take part than households where the young person was not categorised as 'in need' (Figure 3). An interview was undertaken with at least one person in the household in 48% of households where the young person had 'in need' status. This compared with 44% among the remaining Strand 1 sample.

Figure 3 - Strand 1 response at household level and for parent and young person individually, where young person had 'in need' (CiN) status
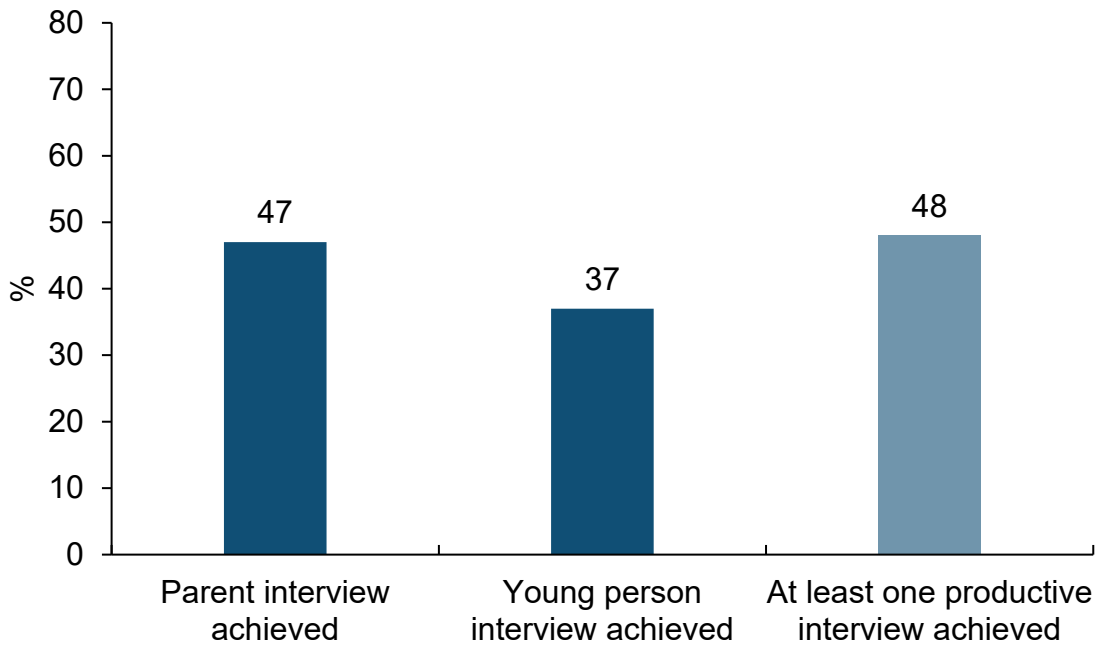
Base: All strand 1 households where young person had 'in need' (CiN) status (unweighted = 1006).

Notably, for this analysis looking at overall response, this group includes a large proportion of the group of young people with 'looked after' status discussed above – 45% of young people in the CiN group are also in the LAC group. As such, it is unsurprising that the level of untraced movers was higher for this group than for households where the young person did not have CiN status (Table 5). Households in the CiN group were less likely to refuse than households which were not in the CiN group – 25% among CiN households, versus 31% of households not in the CiN group. Looking at the cases where at least one interview was achieved, within the CiN group there was also a higher proportion of parent-only interviews where the young person was not able to take part due to the survey being inaccessible to them – possibly a reflection of more complex circumstances of young people in this group.

Table 5 - Strand 1 household outcomes by 'in need' (CiN) status

	Household in CiN group, %	Household not in CiN group, %	All, %
Parent and young person interviews	36	38	37
Parent only – young person not able	8	3	6
Parent only – young person unproductive other reason	3	2	2
Young person only	0	0	0
Refusal	25	31	28
Non-contact	4	7	6
Unable to take part	2	2	2
Untraced mover	12	5	8
Unproductive - other reason	10	11	10
Unweighted	*1006*	*1115*	*2121*

Base: All strand 1 households (unweighted = 2121).

Households where the young person was from a minority ethnic background were less likely to take part - 43% of these households, compared with 48% of other households (Figure 4).

Figure 4 - Strand 1 response at household level and for parent and young person individually, where young person was from ethnic minority background (excluding white minorities)
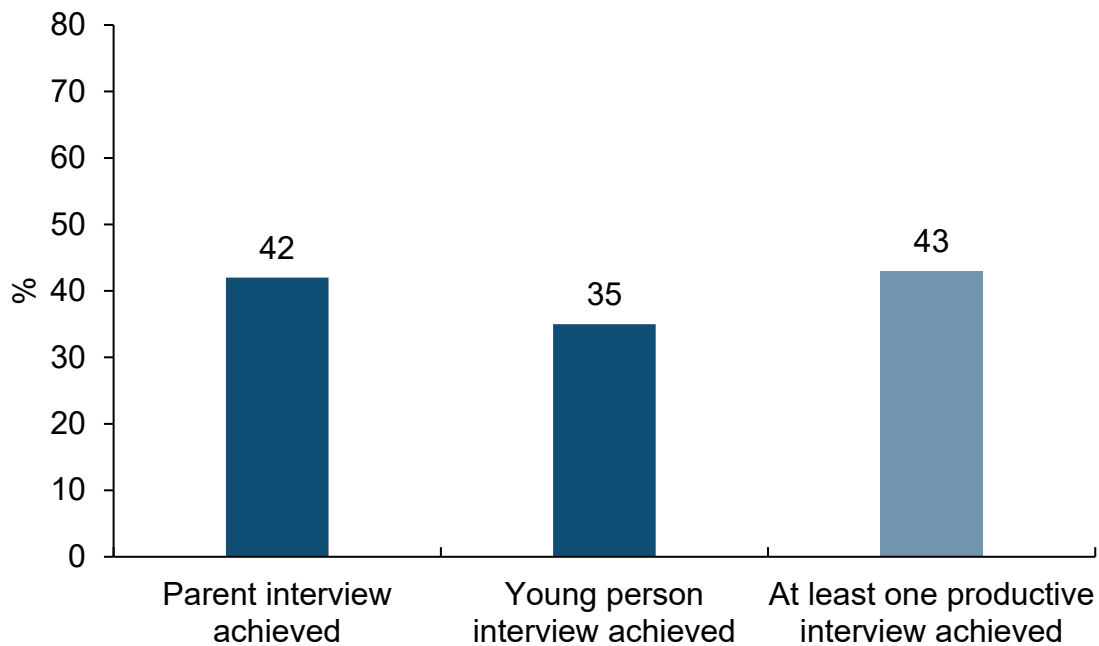
Base: All strand 1 households where young person was from ethnic minority background (excluding white minorities) (unweighted = 761).

Relative to other households, non-responding households in the group of young people from minority ethnic backgrounds were more likely to be non-contacts, where the interviewer was unable to make contact with the young person or their parent/guardian during the fieldwork period (Table 6).

Table 6 - Strand 1 household outcomes by whether young person was from ethnic minority background (excluding white minorities)

	Ethnic minority, %	Not ethnic minority, %	All, %
Parent and young person interviews	35	39	37
Parent only – young person not able	6	6	6
Parent only – young person unproductive other reason	2	3	2
Young person only	0	0	0
Refusal	27	28	28
Non-contact	9	4	6
Unable to take part	3	2	2
Untraced mover	6	10	8
Unproductive - other reason	13	9	10
Unweighted	*761*	*1360*	*2121*

Base: All strand 1 households (unweighted = 2121).

Households where the young person was eligible for free school meals were less likely to take part than households where the young person was not eligible for free school meals (Figure 5). Either the parent or the young person took part in 44% of households in the FSM group, compared with 50% of households not in the FSM group.

Figure 5 - Strand 1 response at household level and for parent and young person individually, where young person was eligible for free school meals (FSM)
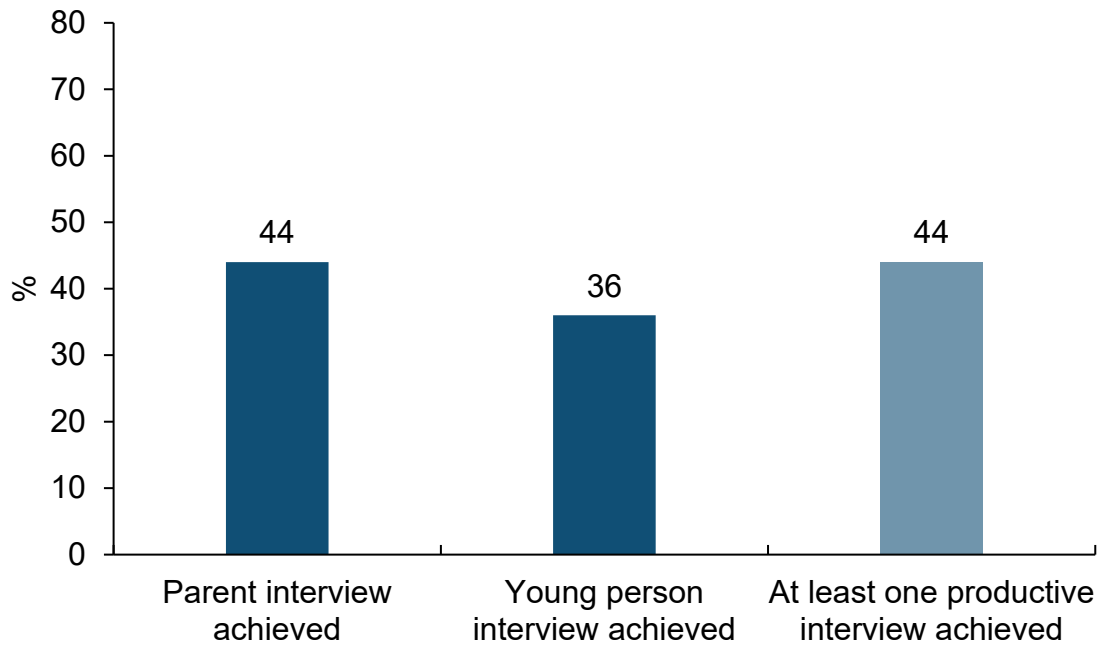
Base: All strand 1 households where young person was eligible for free school meals (FSM) (unweighted = 1519).

The level of refusals among households in the free school meals group was 5 percentage points higher than among households not in this group (Table 7).

Table 7 - Strand 1 household outcomes by whether young person was eligible for free school meals (FSM)

	Eligible for FSM, %	Not eligible for FSM, %	All, %
Parent and young person interviews	36	41	37
Parent only – young person not able	5	7	6
Parent only – young person unproductive other reason	3	2	2
Young person only	0	0	0
Refusal	29	24	28
Non-contact	6	5	6
Unable to take part	1	3	2
Untraced mover	9	6	8
Unproductive - other reason	10	12	10
Unweighted	*1519*	*602*	*2121*

Base: All strand 1 households (unweighted = 2121).

Young person's primary SEN

Looking across different types of primary support need, as seen in Figure 6, participation varied across groups. Households where the young person's primary need was 'autism' were the most likely to take part – 56% of these households took part. Conversely, households where the young person's primary need was in the 'physical and sensory' needs category (38%) were the least likely to take part.

Figure 6 - Proportion of issued households where at least one productive interview was achieved, by young person's primary SEN
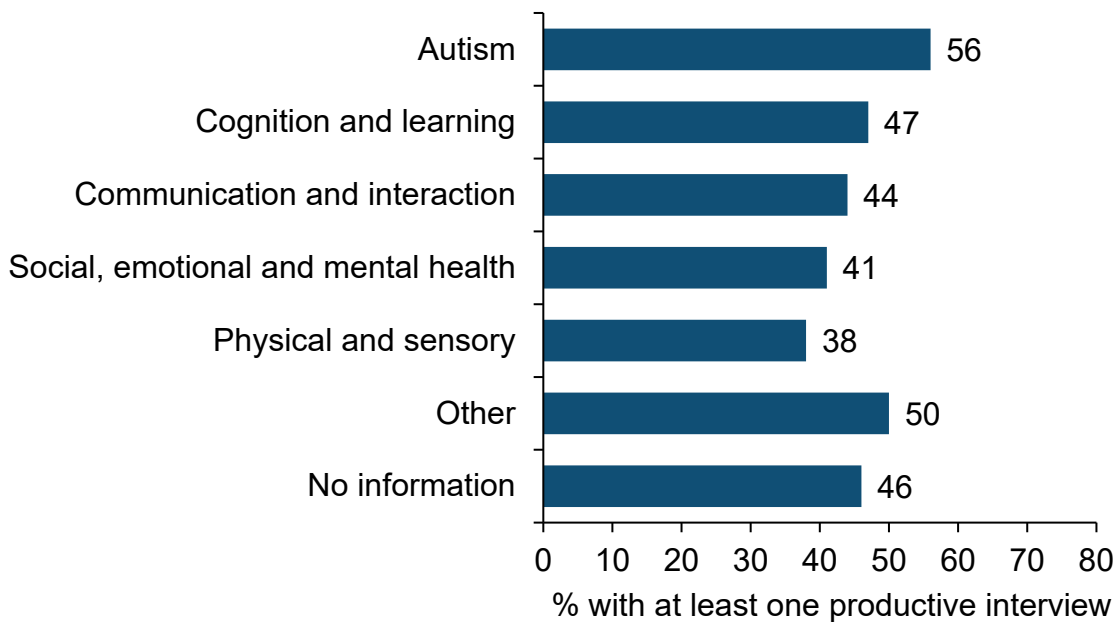
Base: All strand 1 households, unweighted base for each group:

Autism = 240; Cognition and learning = 694; Communication and interaction = 218; Physical and sensory = 110; Social, emotional and mental health = 601; Other = 134; No information on SEN type = 124; Overall = 2,121.

Looking at households where the parent completed an interview, young people with 'social, emotional and mental health' needs were more likely to refuse to take part in an interview – that is, in this group we saw a higher proportion of parent-only interviews where the young person decided not to take part despite being able to do so (10% of cases where the parent did an interview; 4% of issued households). Meanwhile, young people with autism as their primary SEN were the group most likely to be unable to take part in the young person interview because the format was not accessible for them – in cases where the young person had autism as their primary need and the parent did an interview, 26% of young people were not able to do an interview due to the survey not being accessible to them (Figure 7).

Figure 7 - Young person interview outcome in households where parent interview was achieved, by young person's primary need

Autism: 71 | 26 | 3
Cognition and learning: 82 | 14 | 5
Social, emotional and mental health: 83 | 7 | 10
Physical and sensory: 83 | 14 | 2
Communication and interaction: 83 | 14 | 4
Other: 94 | 3 | 3
No information: 88 | 11 | 2

- Young person interview achieved
- Young person not able to take part due to survey being inaccessible
- Young person refused or another reason for no interview
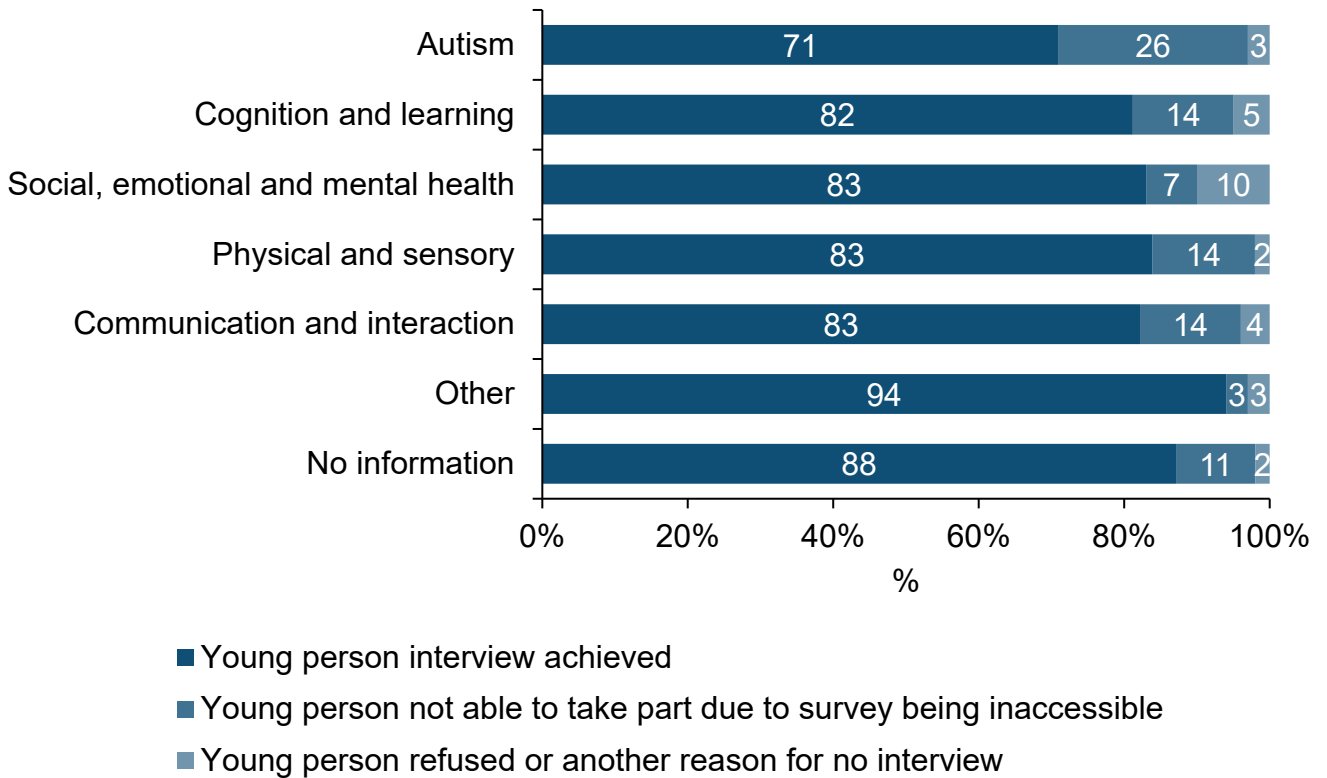
Base: All strand 1 households where parent interview achieved, unweighted base for each group:

Autism = 133; Cognition and learning = 325; Communication and interaction = 95; Physical and sensory = 42; Social, emotional and mental health = 248; Other = 67; No information on SEN type = 57; Overall = 967.

Looking at non-response by the young person's primary SEN, households where the young person had 'physical and sensory' needs were the group least likely to take part (38%). These households were also the group most likely to refuse (36% of issued), followed by those where the young person had 'communication and interaction' needs (30% of issued), 'social, emotional and mental health' needs (29% of issued) and an 'other' type of need (28% of issued). Households where the young person had autism or 'cognition and learning' needs were the least likely to refuse (23% and 26% respectively).

Other characteristics

Looking at other sample characteristics, households where the young person had an EHC plan were more likely to participate. In 50% of these households the parent and/or the young person did an interview, compared with 44% of households where the young person did not have an EHC plan. This is potentially due to respondents within this group, especially parents, having a particularly strong resonance with the subject of the

survey. Unsurprisingly, the number of parent-only interviews where the young person was unable to take part due to survey inaccessibility was much higher (13% of issued) than seen with other households (2% of issued). Whilst young people who had an EHC plan were more likely to be unable to take part, it is worth noting that even within this group, the majority of young people whose parent took part were also able to participate themselves. As a caveat to this, we do not know anything about the young person's ability to take part in the cases where no one in the household took part – it remains possible that parents whose children were unable to participate were themselves less likely to participate overall. Furthermore, with the emphasis on encouraging participation, the data obtained from the young people may not be of the highest quality in all cases.

Those in households where the young person attended a special school were also more likely to take part – in 53% of these households at least one person participated, compared with 44% of households where the young person went to mainstream school and 45% of households where the young person attended alternative provision. Given the close links between having an EHC plan and attending a special school, it is perhaps not surprising that we see a similar pattern in overall response for this group, with households where the young person had higher levels of needs possibly more likely to agree with the school's assessment that their child had SEN, and possibly perceiving the survey as particularly relevant.

Looking at levels of income deprivation affecting young people (IDACI), there were also signs that those living in more affluent areas were more likely to take part, in line with what has been seen in other surveys of young people conducted in England[14]. Specifically, those living in areas where a lower proportion of young people live in low income households were more likely to take part: in the second-lowest and lowest quintiles of this index, with the lowest proportions of young people living in income deprivation, 54% and 47% of households respectively completed at least one interview. This compared with 44-45% of households in the three highest quintiles, where a greater proportion of young people live in low income households. This, in essence, confirms the relationship with response seen for the FSM group, with those in less advantaged circumstances less likely to take part.

Households in a more rural location were also more likely to take part, with at least one interview completed among 55% of rural households, compared with 48% of households in a city or town and 42% of households in a wider urban area (conurbation). It is worth noting that sampled households in conurbations, and in a city or town to a lesser extent, were more likely to be from ethnic minority backgrounds, to be living in areas of high levels of income deprivation, and for the young person to be eligible for free school meals – all groups that were less likely to take part in the survey.

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[14]https://researchonline.lshtm.ac.uk/id/eprint/7778/1/sa2008Goodman_Who_are_we_missing_Area_deprivation_and_survey_participationIMD.pdf

Households where the young person was male were somewhat more likely to take part – in 47% of these households at least one person participated, relative to 44% of households where the young person was female. It is worth acknowledging that this may be associated with the fact that boys are proportionally overrepresented among those with an EHC plan - a group who, among those sampled for Strand 1, were more likely to take part in the survey[15].

Reasons for refusals

Where a parent/guardian or young person decided not to participate, the interviewer was encouraged to probe for and provide a reason for the refusal. These open-text answers revealed a wide range of reasons why families chose not to take part.

Common reasons why parents or guardians refused to take part included:

- too busy to take part;

- currently going through a stressful time;

- not interested in the survey;

- study not relevant;

- their child would not be participating, and therefore neither would they.

Looking at reasons for young person refusals, these were relatively similar to those seen for parents, though generally rather unspecific, such as a general feeling of simply not wanting to take part.

Strand 1 experiments (RCTs)

Strand 1 RCT overview and research questions

SEND Futures Discovery phase featured multiple experiments in the form of Randomised Controlled Trials (RCTs), each with one treatment and equal numbers of participants in the control and treatment groups. Three RCTs were carried out as part of Strand 1 fieldwork: the use of unconditional versus conditional incentives; the use of tailored advance materials; and the provision of additional interviewer training focussed on engaging with young people with SEND and their families.

The key objectives of these Strand 1 RCTs were to ascertain:

- whether the use of a higher-value conditional incentives improves response rates compared with lower-value unconditional incentives;

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[15] https://explore-education-statistics.service.gov.uk/find-statistics/education-health-and-care-plans

- whether using tailored advance letters for different groups (based on characteristics held in the NPD) can improve response rates;

- whether an 'advanced training package' delivered to survey interviewers to provide insights into the experiences of young people with SEN and their families can increase response rates to the study overall and/or participation among pupils with SEN;

Additional objectives included exploring:

- whether different interventions have different effects on responses for different groups;

- whether the effects of the different interventions are cumulative – for example if extra training of interviewers increases the response rate, and if targeted communications increase the response rate, what is the impact of doing both?

- whether the interviewer training intervention in particular has any effect on the answers provided within the survey or the quality of the data collected.

Further details of each intervention are set out below.

Strand 1 allocation to experiment groups

A balanced factorial design was used to facilitate analysis of all treatment combinations[16]. This ensured that the 'treatment' and 'control' groups for each experiment were evenly balanced in terms of a range of factors, including households' assignment to other experiment groups. The assignment also took into account a number of things that were likely to influence response, including SEN type and postcode, and interviewer experience.

Each possible combination of experiments was assigned a 'factorial' value; participants were then sorted by the stratification variables and assigned one of these values systematically (counting from a random start) to ensure a balance between the groups in terms of pupil characteristics.

For the interviewer training experiment, prior to assignment to the two groups (treatment and control) the clusters were stratified by interviewer grade, age and sex as well as the urbanity and deprivation level of the cluster. This was done to prevent interviewer experience[17] or similarity of assigned clusters from confounding the experiment. The four combinations of the other two experiments were then assigned to individuals

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[16] The stratification ensured that we had balanced groups in terms of pupil characteristics. The factorial design ensured analysis was able to look at all combinations.
[17] We were not able to stratify interviewers based on specific experience of working with children and young people and/or SEND population.

systematically after sorting by the stratification variables (with a random start) within each of the two training groups.

Strand 1 RCT analytical approach

A key aim of the SEND Futures Discovery Phase is to understand more about what response rates can be anticipated in a mainstage study with children and young people with SEN, and, as set out above, this was the primary focus of the methodological experiments carried out. The analysis conducted for the purposes of this report therefore focusses predominantly on survey response. Associations with data quality are explored predominantly in relation to interviewer training.

The analytical approach was similar across the three RCTs and is summarised below.

1. Bivariate analysis looking at response by experiment group.

2. Binary logistic regression models to assess relationship between experiment condition and response when taking other known differences into account[18].

    a. RCT variables were added to separate regression models predicting response, alongside sample variables.

    b. Where an intervention was found to be associated with response (i.e. significant in the model), interaction effects were fitted to the model to test if the relationship varied for the four sample groups. Broadly speaking, if an interaction is significant, this indicates that the relationship between the experiment condition and response was different for different groups.

    c. Where more than one intervention was found to be related to response, both were fitted into the same model and an interaction effect was fitted between the two, to test if having both interventions alongside each other changed the relationship with response.

The sample variables included in the models are set out below:

- IDACI score (quintiles)

- Region

- Urban/rural

- School type

- Gender

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[18] Because the RCT design had already taken sample differences into account, this step was predominantly an additional check to take into account, for example, changes to interviewer allocations during fieldwork which may impact the interviewer training element, in particular. It was also an additional step to take into account the overlap between the sample groups, by including each distinct characteristic as a control variable.

- Whether young person had EHC Plan

- Primary SEN

- Whether young person eligible for Free School Meals (FSM)

- Whether young person had 'looked after' status (LAC)

- Whether young person had 'in need' status (CiN)

- Whether young person from ethnic minority background

- Interviewer level of experience[19]

The variables included in the analysis were all available on the NPD sample frame, with the exception of interviewers' level of experience.

Strand 1 incentive experiment

Rationale and execution

Over time it has become more difficult to persuade the public to take part in surveys[20]. Consequently, it is now common practice to use incentives on many high-quality surveys. Incentives tend to encourage those who don't have strong objections to taking part but lack the intrinsic motivation to do so. For these groups, incentives can play a key role in tipping the balance in favour of participation. This is true across all population groups but particularly so among those groups who tend to be underrepresented in surveys, such as low income, low education, and ethnic minority groups[21]. This was clearly demonstrated in an incentives experiment carried out on the Pupils and Parents/Carers Omnibus on behalf of DfE, which showed that incentives can substantially improve response among those who are eligible for free school meals (FSM) compared with their counterparts in a

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[19] Time working at NatCen: used for analysis of additional interviewer training RCT only. Categories: less than 3 months; 3-6 months; 6months-3 years; 3 years or more. It was not possible to control for other aspects of interviewers' experience or background which may have affected their approach and effectiveness in the study, such as previous experience in working with young people with SEND, and/or any personal interest in working with this population.

[20] Bolling, K. & Smith, P. (2018). Declining response rates and their impact. Presentation given at the SRA Summer Event 2017 - Where now for the random probability survey? - 29 June 2017

[21] For example, see
- Singer, E. & Kulka, RA. (2002). Paying respondents for survey participation. In Studies of welfare populations: Data collection and research issues, eds. Michele Ver Ploeg, Robert A. Moffitt, and Constance F. Citro, 105–28. Washington, DC: National Academy Press.
- Stratford, N., Simmonds, N. & Nicolaas, G. (2003). National Travel Survey 2002: Report on Incentives Experiment. National Centre for Social Research: London.
- Singer, E. & Ye, C. (2013). 'The Use and Effects of Incentives in Surveys.' Annals of the American Academy of Political and Social Science, 645(1): 112-141.
- Knibbs, S., Lindley, L., Swordy, D., Stevens, J. & Clemens, S. (2018). Omnibus survey of pupils and their parents/carers: Research report wave 4. A report prepared on behalf of the Department for Education (DfE).

postal/web survey[22]. This suggests that incentives can be useful to compensate for the absence of other motives for taking part in surveys.

There is also ample evidence demonstrating that pre-paid, unconditional incentives have a greater positive effect on response rates than incentives of equal value that are conditional on participation[23]. However, a potential disadvantage of using pre-paid incentives in a study such as SEND Futures is that pre-paid incentives would be sent to the parents/guardians of young people younger than 16 years, thus potentially reducing the direct motivational impact of the pre-paid incentive on the young person.

A significant barrier to using pre-paid incentives is that, for a given issued sample size, the total cost is higher than for conditional incentives of the same value because the whole issued sample receives an unconditional incentive rather than just those completing the interview. This difference in costs is exacerbated by lower response rates. Whilst there is some cost saving from reissuing fewer unproductive cases with a pre-paid incentive compared with a conditional incentive, often this has been found not to be enough to offset the extra cost of pre-paid incentives.

However, there are two mechanisms for reducing or eliminating cost differences whilst achieving the same number of interviews at a higher response rate (and better sample quality). Firstly, reducing the value of the incentive payment to individual sample members. Secondly, issuing fewer cases for fieldwork in line with the anticipated uplift in response rates to achieve the same number of interviews.

Good evidence about response rate differences between approaches is required to be able to calculate relative costs. On this basis, W1 of SEND Futures Discovery Phase included an experiment to test the impact of using a conditional incentive with a higher value than the unconditional incentive. Both conditional and unconditional incentives were split into two separate incentives – one for the parent/guardian and one for the young person. More specifically, half the sample, assigned to the 'unconditional' incentive group, received 2 x £5 shopping vouchers with their advance mailing. The remaining half of the Strand 1 sample (the conditional incentive group) received up to two £10 vouchers per household: a £10 voucher upon completion of a parent/guardian interview, and another £10 voucher upon completion of a young person interview. In both cases, the incentive was mentioned in the advance mailing, and interviewers were encouraged to mention it on the doorstep.

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[22] Knibbs, S., Lindley, L., Swordy, D., Stevens, J. & Clemens, S. (2018). Omnibus survey of pupils and their parents/carers: Research report wave 4. A report prepared on behalf of the Department for Education (DfE). The online/postal response rate for the FSM group increased from 9% to 28% when parents and pupils were promised two £10 incentives if both completed their questionnaires. This difference in response rate is likely to be less for a face-to-face survey due to the positive influence of the interviewer and repeated follow-ups.

[23] For an overview of the evidence see: Singer, E. & Ye, C. (2013). The Use and Effects of Incentives in Surveys. Annals of the American Academy of Political and Social Science, 645(1): 112-141.

Analytical notes

The main objective of the incentives experiment was to test two broadly cost-neutral approaches among the underrepresented population, with particular interest in how this may affect response among those in low-income households (FSM group). As such, the key analysis question for the Strand 1 incentive experiment was:

- Does the use of a higher value conditional incentives improve response rates compared with lower value unconditional incentives?

- If 'yes', does the impact on response vary between the four different sample groups?

No analysis was undertaken to assess impacts on data quality for this intervention.

Findings – response

Using parent response as an indicator of household response, Figure 8 shows that households that received a £5 unconditional incentive were more likely to have taken part in the survey than those who received a £10 conditional incentive (p=0.042): a parent interview was achieved in 48% of cases in the unconditional incentive group, compared with 43% of cases in the conditional incentive group – a difference of 5 percentage points.

Figure 8 - Strand 1 parent response rate (%) by incentive type (£5 unconditional vs £10 conditional per respondent)
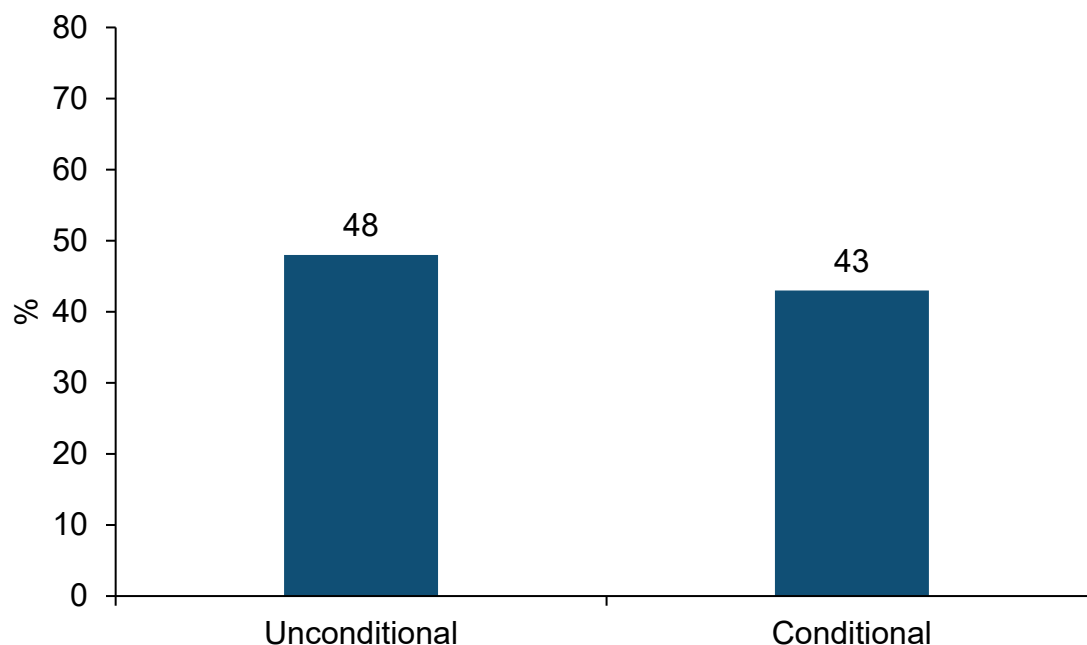
Base: All strand 1 households, unweighted base for each group:

Unconditional = 1,061; Conditional = 1,060; Overall = 2,121.

Table 8 provides a detailed breakdown of response outcomes across the two incentive groups. This shows that refusal rates were lower among households who received an unconditional incentive – 3 percentage points lower than among households in the conditional incentive group (29% of those in the conditional group refused, compared with 26% of those in the unconditional group).

Young person refusal rates are covered in the 'Parent interview only – other reason' row. Although numbers here are rather small, we do not see any indication of the incentive type having an impact on this. Interestingly, however, we see fewer cases of the young person being unable to complete an interview ('Parent interview only – young person unable') within the conditional incentive group – 5% of cases compared with 7% of cases in the unconditional group. This raises questions about how and if the incentive type may play into conversations between interviewers and parents about a young person's ability to take part in an interview.

Table 8 - Strand 1 household outcomes by incentive type

Survey outcome (detailed)	Unconditional, %	Conditional, %
Parent and young person interview	38	37
Parent interview only – young person unable	7	5
Parent interview only – other reason	3	2
Young person interview only	0	0
Unproductive - refusal	26	29
Unproductive – non-contact	7	5
Unproductive – unable	2	2
Unproductive – untraced mover	7	10
Unproductive – other reason	10	11
Unweighted base	*1061*	*1060*

Multivariable analysis confirmed what was seen in the bivariate analysis, with the unconditional £5 incentive associated with a higher parent response at the household level (p=0.026, OR=1.2 [95% CI: 1.0-1.5]), when compared with the conditional £10 incentive. In other words, the odds of a parent taking part in the survey within a household that received an unconditional incentive were 1.2 times that of a parent in a household which received a conditional incentive.

To assess whether this relationship varied for the four different sample groups, interaction effects were fitted to the regression models. This analysis showed that while there was evidence of unconditional incentives being associated with higher response among families from ethnic majority households, no such relationship was evident among households where the young person had an ethnic minority background.

Our analysis also looked at whether the incentive type was associated with young person participation at the overall level, i.e. whether there was a young person interview or not, in cases where there was a parent interview – this analysis did not show any relationship between young person response and incentive type. Additional analysis looking at young person response of all issued cases (i.e. irrespective of whether a parent interview was achieved or not) showed similar results – there was no relationship between young person response and type of incentive offered.

Strand 1 tailored advance letter experiment

Rationale and execution

The evidence of the effects of targeting respondent communications remains limited. However, there are three UK studies which suggested that this approach could potentially be beneficial for boosting response rates in the SEND Futures longitudinal survey: Fumagalli et al (2013), Cleary & Balmer (2015), Lynn et al (2016). All three studies found that targeted respondent communications (advance letters and inter-wave mailings) improved the response rate among specific groups[24].

As part of Strand 1 fieldwork, an RCT was designed to test the impact of tailored advance communications. Half of the Strand 1 sample received a 'standard', non-tailored letter, and the remaining half (the 'tailored' group) received a letter which was tailored to the four subgroups making up the Strand 1 sample.

The tailored letters comprised four different letters, each of which emphasised information which was thought most salient for each of the four sample groups, defined as young people with 'looked after' status, young people with 'young person in need' status, young people from ethnic minority groups, and young people eligible for free school meals. The tailoring was developed around three main areas:

- **The description of the study aims**. This was tailored to be relevant to each group. For example, the letter for households where the young person had 'looked

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[24] Fumagalli, L., Laurie, H., & Lynn, P. (2013). Experiments with methods to reduce attrition in longitudinal surveys. Journal of the Royal Statistical Society: Series A (Statistics in Society), 176(2), 499–519.

Cleary, A. & Balmer, N. (2015). Fit for purpose? The impact of between-wave engagement strategies on response to a longitudinal survey. International Journal of Market Research, 57(4), 533–554.

Lynn, P. (2016). Targeted appeals for participation in letters to panel survey members. Public Opinion Quarterly, 80(3), 771–782.

after' status mentioned specifically the desire of the study to include the views of young people 'who live in residential schools or homes and those who live with their biological, adoptive or foster parents,' while for the ethnic minority group it was emphasised that it was important to include the views of 'black and minority ethnic backgrounds who aren't always included in research'.

- **A prominent box to emphasise key information to reassure or persuade**. For example, the information in the box for LAC focussed on the flexibility of the interview time, while highlighting the survey incentive for the FSM group.

- **The order in which information was presented** in the main body of the letter varied depending on what information was thought to be seen as most relevant to each group.

The 'standard' group received a letter with no tailored introduction and no box highlighting a piece of key information. The main body of the letter included the same relevant information covered in the tailored letter but with no variation in order.

The tailoring messages had different emphases, summarised below:

- **Young people with 'looked after' status** (all young people who were in LAC group): Emphasis on including families in a range of living situations, and emphasis on flexibility of appointments to suit their needs and situation.

- **Young people with 'in need' status** (all young people who were CiN and not already in LAC group): Emphasis on importance of hearing from families about their experiences of services and support from school and local authority, and emphasis on voluntary nature of taking part, and that not all questions have to be answered.

- **Young people with ethnic minority background** (all young people from ethnic minority group[25] and not already in LAC or CiN groups): Emphasis on importance of hearing from families with an ethnic minority background who are not always represented in research, and emphasis on confidentiality. Lower levels of trust in public services and authority figures have been identified as barriers to engaging people from these backgrounds in consultation, advocacy or research[26]. This may suggest that standard approaches of using authority figures to promote participation among this group may not be effective (and, indeed, potentially off-putting).

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[25] In this report the 'ethnic minority' group includes young people from ethnic backgrounds other that white backgrounds, that is, this group includes young people from black, Asian, and 'other' ethnic groups, and those with mixed and multiple ethnicities. Note that in this report those from white minorities such as Roma, Gypsy and Traveller groups are not included in the 'ethnic minority' group.

[26] Krobath, D. & Taylor, S. (2021). Engaging black and minority ethnic groups in health research: 'hard to reach'? Demystifying the misconceptions. Journal of Public Health Pol 42, 647–650.

- **Young people eligible for free school meals** (all young people who were in FSM group and not already in LAC, CiN or ethnic minority group): Emphasis on importance of hearing from families across a range of income brackets, and emphasis on the incentive received.

The tailored text used for each of the underrepresented groups is shown in Appendix C.

Analytical notes

The tailoring was carried out to address specific hypothetical concerns or reservations within each underrepresented group, with an expectation of seeing increased response based on the tailoring. As such, the key analysis question for the Strand 1 RCT on tailored advanced materials was:

- Does using tailored advance letters for different underrepresented groups (based on characteristics held in the NPD) improve response rates?

- If 'yes', does this differ across different treatment groups (for example, did the tailoring work better or worse for the ethnic minority group versus the LAC group)?

No analysis was undertaken to assess impact on data quality for this intervention.

Findings – response

Using the parent response as an indicator of household response, as highlighted in Figure 9, households which received tailored advance materials were no more likely to participate in the survey than those who received generic untailored advance materials (p=0.584), with 45% and 46% in each group taking part.

Figure 9 - Strand 1 parent response rate (%) by tailoring group
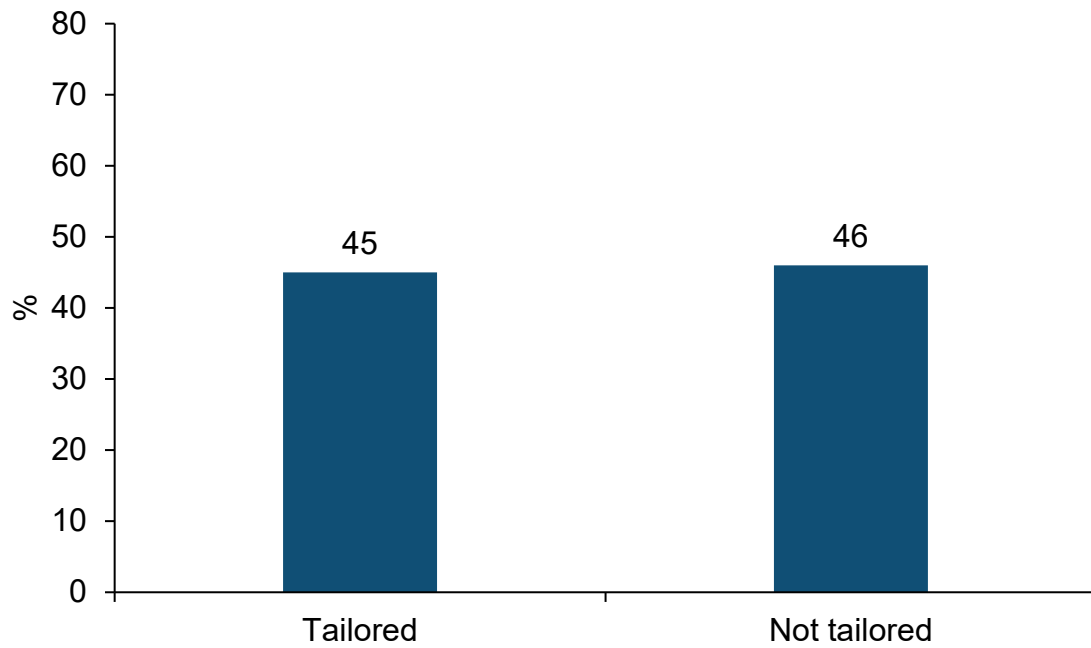
Base: All strand 1 households, unweighted base for each group:

Tailored = 1,060; Not tailored = 1,061; Overall = 2,121.

Looking in more detail at response rates by the different types of advance materials, we see little variation in response figures, including refusal rates, between those who received tailored advance materials and those who did not (Table 9). For example, 37% of households who received tailored advance letters had a parent and young person interview completed, compared with 38% of households who received untailored advance letters. The level of refusals – 28% - was identical for households in both groups.

Table 9 - Strand 1 household outcomes by advance material type

Survey outcome (detailed)	Tailored, %	Untailored, %
Parent and young person interview	37	38
Parent interview only – young person unable	6	6
Parent interview only – other reason	2	3
Young person interview only	0	0
Unproductive – refusal	28	28
Unproductive – non-contact	5	7
Unproductive – unable	2	2
Unproductive – untraced mover	9	8
Unproductive – other reason	11	10
Unweighted base	*1060*	*1061*

Multivariable analysis confirmed what was seen in the bivariate analysis, with no relationship found between receiving tailored advance materials and response rates (parent, p=0.428).

While it was hoped that tailored messaging could reduce resistance and encourage participation, it was expected that any impact may be limited given the relatively subtle advance letter wording variations. There is a question about how carefully any letter is read by recipients, and only a proportion of these are likely to be influenced by specific wording. In addition, in the context of an interviewer-led approach, that interviewer's approach is more likely to have an impact on decisions to participate.

Strand 1 additional interviewer training experiment

Rationale and execution

The field interviewer's approach to making contact with prospective survey participants is often the decisive factor in whether or not an interview is achieved. Furthermore, their skill and preparation in handling the interaction once in the home determines the quality of the data collected, and participants' level of engagement with the study – including, for example, how likely they are to agree to data linkage requests, and to take part in future research.

W1 of SEND Futures therefore implemented an RCT which tested the impact of providing an additional day of interviewer training focussed on understanding and engaging with

young people with SEND and their families. Half of the interviewers attended an additional day of training delivered by specialist providers at the NCB. The additional training provided interviewers with a fuller insight into the range of situations and needs among young people with SEN – with the aim of equipping them to be better placed to respond positively, confidently and with a practical approach that may facilitate participation more easily.

The main components of the additional training consisted of:

- Introduction to SEN including definition and examples of SEN and disability.

- Theories, rights and laws which underpin participation.

- Introduction to inclusion – understanding some of experiences of young people with SEN, thinking through how to support these difficulties in the interview in order for all young people to have the opportunity to have their voice heard.

- Improving the research experience for young people with SEN and their families. Looking at effective forms of communication and how to accommodate learners with different SEN in the interview.

The additional training session was interactive in nature, with several break-out sessions. Interviewers were not informed that the additional training was part of an experiment, though some may have discovered, though contact with other field interviewers, that not all interviewers attended this training.

Analytical notes

We would expect the additional interviewer training to work on two levels: 1) on the doorstep, in interactions with the parent/guardian, encouraging household response; 2) within the household, encouraging engagement throughout the interview and in relation to encouraging response from the young person.

Therefore, this analysis looks at both household response and response to the young person interview, in cases where the parent or guardian takes part in an interview. It also looks at an aspect of the data quality, namely consent to data linkage and consent to re-contact.

The key analysis questions are set out below.

- Does an advanced training package delivered to interviewers to provide insights into the SEND population increase response rates to the study overall (household level)?

- Does an advanced training package increase young person response rates among those whose parent/guardian is taking part?

- If 'yes' to one or both of the above, does this vary for different groups?

In addition:

- Does the advanced interviewer training package have an effect on rates of consent to re-contact and to consent to data linkage?

Findings – response

Using parent response as an indicator of household response, as Figure 10 illustrates, households where interviewers had completed additional training on the SEND population did not have a higher likelihood of participating in the survey, relative to households where interviewers had not received any additional training (p=0.889).

Figure 10 - Strand 1 parent response rate (%) by interviewer training group
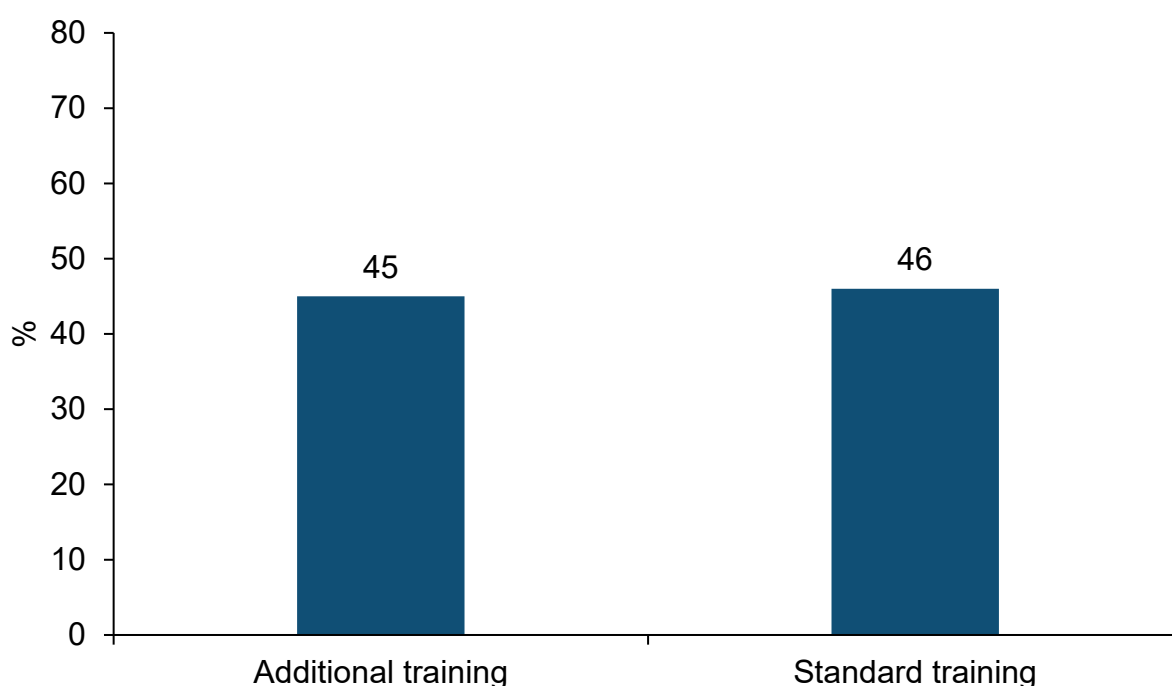
Base: All strand 1 households, unweighted base for each group:

Additional training = 1,098; Standard training = 1,023; Overall = 2,121.

When we look more closely at survey outcomes by the two interviewer groups (Table 10), minimal variation can be seen in response figures, including refusal rates, between cases where the interviewer had received additional training and cases where the interviewer had received standard project training. For example, among households who had an interviewer that received additional training, 37% had a parent and young person interview completed – the same number as households where the interviewer received only the standard training. Refusal rates were similar between both groups – 27% for the additional training group and 28% for the standard training group. The additional interviewer training also did not have an impact on the proportion of young people who

completed a young person interview – 37% of households had a young person interview completed for both groups.

Table 10 - Strand 1 household outcomes by interviewer training group

Survey outcome (detailed)	Additional training, %	Standard training, %
Parent and young person interview	37	37
Parent interview only – young person unable	6	6
Parent interview only – other reason	2	2
Young person interview only	0	0
Unproductive – refusal	27	28
Unproductive – non-contact	6	6
Unproductive – unable	2	1
Unproductive – untraced mover	9	8
Unproductive – other reason	11	10
Unweighted base	*1098*	*1023*

Multivariable analysis confirmed what was seen in the bivariate analysis, with no relationship found between the interviewer's training and response (p=0.867).

Findings – consents to data linkage and re-contact

While bivariate and multivariable analysis did not reveal any relationship between additional interviewer training and response rates, some further analysis relating to data quality was run to determine whether the additional interviewer training may have had some other tangible effects. For example, we may expect that interviewers who have received extra training on the circumstances and experiences of young people with SEND will be able to engage better with families and more effectively build rapport, and therefore also more successfully establish goodwill towards the study longer term.

Looking at rates of consent to follow-up, we do see higher levels of agreement to follow-up in households where interviewers had received the additional training. This is particularly the case among young people, where consent rates were 5 percentage points higher in cases where the interviewer received additional training than where no additional training had been provided.

Figure 11 - Consent to re-contact by interviewer training
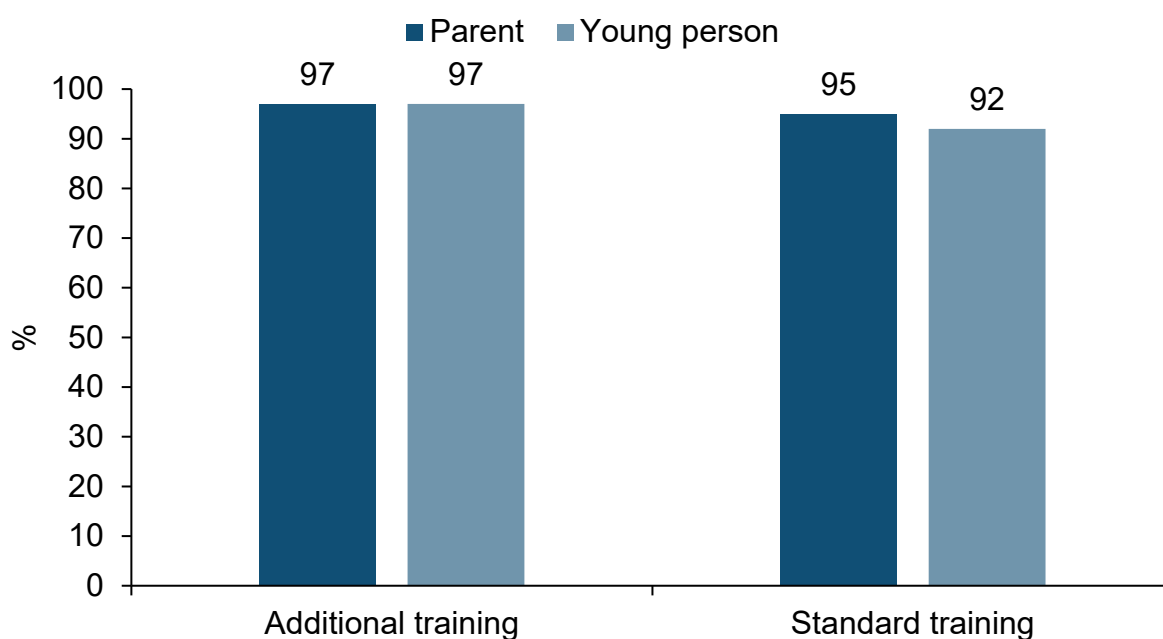
Base: All strand 1 parent/guardians or young people who participated, unweighted base for each group:

Parent - Additional training = 498; Standard training = 465;

Young person – Additional training = 405; Standard training = 385.

Agreement rates for data linkage (asked of the parent) also showed some small differences according to whether the interviewer had received the additional training, with agreement rates of 93% among households where the interviewer had received the extra training, and 90% in households where the interviewer had not.

Strand 1 combined experiments analysis

Only the incentives intervention was associated with response, and therefore no analysis was undertaken to review cumulative effects of using multiple interventions.

Strand 1 review of protocols and materials

At the end of Strand 1 fieldwork, a debrief was held with a selection of interviewers who had worked on the study. In addition, specific questions pertaining to the processes and protocols of the study were included as part of the survey, for interviewers to answer after each interview. This section summarises key feedback on the Strand 1 protocols.

Initial contact, including gaining cooperation

- **Identifying parent/guardian respondent.** Feedback from interviewers was that the reaction from parents and guardians was generally positive, and interviewers reported that it was usually straightforward to identify a parent or guardian to interview. Interviewers who attended the debrief also had no issues with identifying a suitable parent or guardian to interview in cases where the study young person was looked after. For a large proportion of cases the parent interview was conducted with a birth parent (75%), whilst 15% of parent interviews were done with a step, foster or adoptive parent.

- **Key points to highlight on the doorstep.** Feedback from interviewers suggested that being empathetic to families' experiences and highlighting the importance of the study and potential to help improve the system for children and young people with SEND were key for helping gain cooperation.

- **Length of introduction.** Several interviewers commented that introducing the survey could often take a long time because parents were keen to speak to someone about their child and their experience of the local authority and the education system. Interviewers reported this could take up to 30 minutes, thus significantly adding to the time spent in the household. This was not counted in our estimates of interview length but should be considered in training for interviewers (with the aim of reducing this time where appropriate) and costing sufficient time for fieldwork.

- **Refusals with reference to SEND classification.** When approached by the interviewer, some parents/guardians said the study was not relevant to them because their child did not have SEND. In these cases interviewers encouraged them to take part, explaining that their opinions were still relevant to the survey. They also gave details of how we had obtained their details. Feedback from interviewers on this was mixed, with some managing to convince parents/guardians to take part and others not. In 25 cases where the parent refused to take part, the young person not having or no longer having SEN was noted by the interviewer as a reason for refusal, although it is possible that more cases who refused did so for the same reason without mentioning this to their interviewer.

- **Incentives.** Conditional incentives were generally well received, and some interviewers commented on having a separate incentive for the young person being particularly helpful.

- **Young people with 'looked after' status.** A key point to test in the Discovery Phase study was the extent to which parents/guardians were happy to give permission to interview young people in their care who were 'looked after', or whether they felt the interviewer needed to gain permission from the local authority or a social worker before speaking to them. Encouragingly, in most cases,

interviewers reported that foster parents and guardians were happy to give this permission themselves. In a few cases parents/guardians did ask the interviewer to obtain approval from a social worker or local authority, however, showing that some uncertainty around this remained. This would require a separate in-office process to implement rather than something the interviewer could take forward.

- **Participant materials.** Interviewer feedback on participant materials (advance letters for parent and young person) was generally positive, and many reported that respondents remembered receiving these ahead of being contacted by the interviewer.

- **Offering choice of mode.** Participants in Strand 1 were offered, as a last resort, to complete the survey online rather than in person (this was intended to accommodate those who were concerned about having an interviewer in their home following COVID-19). Only a very few cases (8 in total) requested this, and only a single young person interview was subsequently completed via web[27].

Assessing young person's capability to take part

- **Making a decision:** Most interviewers based their decision on speaking to the parent initially and, where appropriate, also speaking to and observing the young person. Contexts were varied and interviewers took different approaches. Often it was clear that participation of the young person would be possible. In other cases the parent was clear the young person could not participate, sometimes due to the risk to their wellbeing, in which case interviewers would not press further. Where it was less clear, going ahead with the parent interview before asking for a decision to give the parent more insight into the process and confidence in the interviewer was a useful approach.

- **Making the 'right' decision?** In most cases the interviewers felt comfortable reaching this decision. In a small number of cases, however, interviewers reported that a young person who had originally been assessed by their parent/guardian as being able to complete an interview was struggling to do this, with some concerns about their level of comprehension. Conversely, in some instances interviewers found that they were able to encourage and enable the young person to take part, even though the parent had initially said they did not think their child would be able to take part. This highlights the importance of preparing interviewers on a range of different scenarios, and ensure they feel equipped to deal with these.

- **Reasons for not being able to take part:** The reasons given for the young person not being able to participate included, for the most part, the nature of the young person's SEN. Other common reasons given were that the young person was too shy and would not speak to strangers (in a few cases this was attributed

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[27] The case which subsequently completed via web is included in the Strand 2 sample for response analysis purposes. This case has been excluded from analysis of the experiments.

to autism or mental health issues), or that the young person would simply not come out of their room, or that they would be too disruptive to take part.

Comprehension and assistance

- **Level of comprehension:** After the young person interview, interviewers were asked to code the young person's level of comprehension – 62% of the young people taking part were assessed by the interviewer to have a high or very high level of comprehension, 30% were assessed to have a moderate level of comprehension, and the final 8% were assessed as having low or very low levels of comprehension.

- **Assistance provided (family support):** Interviewers were asked if anyone assisted the young person in answering questions or translating the interview. A fifth of the young people (21%) received assistance to be able to answer the questions. Of those who received assistance, for 23% this was deemed by the interviewer to be a 'high level' of assistance, with a 'moderate level' of assistance provided for 68%, and a 'low level' of assistance provided for the remaining 32%. In most cases this assistance was provided by the young person's parent or guardian.

- **Assistance provided by the interviewer:** Interviewers were asked to what extent they provided assistance during the interview. In just over half of cases where a young person interview was achieved (53%), interviewers said they provided no assistance. In 45% of cases interviewers said they provided a little or some help, and in 2% of cases they provided a lot of help. Assistance by interviewers included things like helping the young person understand the meaning of certain terms or slightly rephrasing questions so that they were understood better.

- **Young person self-completion section:** Feedback from interviewers suggested that having a self-completion (CASI) section for the young person worked well for most children. Most are used to working on laptops and found the CASI set-up easy to comprehend and navigate. For those who found conversation and face-to-face communication difficult this was perceived to work better than the questions asked by an interviewer. For some children, however, the requirement to read and answer the questions themselves was a barrier and they required support to complete this section, typically with the interviewer reading out the questions. Nineteen percent of young people who reached the section had the self-completion questions read out by the interviewer, while 6% of young people refused to complete the section.

Interview materials

- **Showcards:** The children's showcards used images to support the text and to make them easier for young people to understand. Feedback from interviewers was mixed: some felt these were good, particularly for young people who were non-verbal. Others, however, suggested that the images were potentially off-putting for some young people at this age (12-13). Others again felt that, for some young people, the showcards were not simple enough, and that they needed to be less wordy, for example, using only single-word answer options: *'…many lacked concentration or had reading difficulties so didn't read whole sentences.'* On this basis, interviewers suggested having two sets of showcards, enabling the young people to choose which version would be more appropriate. However, this would in effect mean administering two different questions, with issues then for analysts to consider.

- **Taking part cards:** Young people were given cards at the start of the interview that they could use if they wanted to stop the interview, take a break or they did not understand a question. The cards were used in a small number of interviews, however, the majority of interviewers who attended the debrief reported that young people did not use the cards – they were either confident to ask questions themselves or the parent or guardian was present during the interview and able to convey to the interviewer if they thought the young person needed a break. Nevertheless, interviewers felt the cards may be useful in certain situations and there were no adverse reactions to these.

- **Activity packs:** Interviewers suggested that having small activity packs to entertain (younger) siblings during the interview was helpful to ensure parents/guardians and the study young person were able to take part without being disturbed. These activity packs were not supplied specifically as part of the SEND Futures study but were used by interviewers on their own initiative.

Young person presence during parent/guardian interview

- Interviewers were briefed to conduct the parent/guardian interview without the young person being present, as some topics and questions were deemed sensitive for the parent to answer in front of the young person. Nevertheless, at W1 the study young person was present during 41% of all fully completed face-to-face parent interviews (n=958), which was higher than expected. Interviewers reported that this was often brought about by parents finding it convenient to schedule the two interviews to take place at the same time, often straight after the young person returned from school. Some families also lived in accommodation with one main communal living space which made it harder to arrange for the young person to go elsewhere during the parent interview.

- In cases where the young person was present, interviewers were asked if their presence had seemed to influence any of the answers given by the parent. In the majority of cases (67%) the interviewer did not think they had affected their responses 'at all'. However, in around a third of parent interviews, interviewers reported that they felt the study young person's presence had influenced the parent's answers (24% said 'a little', 5% 'a fair amount' and 2% 'a great deal').

Parent/guardian presence during young person interview

- As for the parent interview, interviewers were briefed to, where possible, conduct the young person interview with them on their own (in a communal space), without anyone being within earshot. However, parents were able to stay during the interview if the parent or young person felt more comfortable with this arrangement or if the young person needed assistance from the parent during the interview. As for the parent interview, the proportion of young person interviews conducted with a parent or guardian present was notably higher than expected, at 73% (out of 792 young person interviews).

- Interviewer feedback at the debrief suggested that parental presence was generally brought about by the needs and/or wishes of the young person, to provide support with communication needs, and/or to provide reassurance. In some cases the parent/guardian insisted on staying to observe the interview, and in some cases living arrangements made conducting the interview without a parent/guardian present difficult (for example, if only one communal living space). Some interviewers also reported feeling more comfortable having the parent present during the interview: *'Most of the time they stayed and this was a help as it kept the young people on task and the young people felt more at ease.'*

- According to interviewers, in almost half of cases (46%) where a parent or guardian was present (n=574), this did influence the young person's answers to some degree (34% 'a little', 9% 'a fair amount' and 4% 'a great deal').

- These are, of course, subjective statements, and more in-depth research would be required to tease out what, exactly, these influences were, and to what extent parental presence affects the survey results. Interviewer feedback at the debrief suggested that there may have been variation in how they coded these potential influences, and the extent to which they felt it was problematic or not. An example of the considerations interviewers made when answering these questions is given below:

'I did not feel as if it made any difference to the results, I still felt as if the young person gave honest answers. The impression I got from doing this study was that the parents were heavily involved in helping the young person with their special educational needs. This meant there was very little new information the young person was expressing aiding in an honest discussion.' (Interviewer at debrief)

- Looking at parental presence according to the young person's characteristics, young people with an EHC plan in place were more likely than those with no EHC plan to have their parent or guardian present during their interview (78% versus 70% respectively).

- Base sizes are too low to detect many differences by the young person's primary SEN. Nevertheless, in 12% of interviews with young people whose primary need was autism, interviewers reported that parents influenced the young person's answers 'a great deal', compared with 4% on average.

Web strand (Strand 2)

The second strand of fieldwork at Wave 1 entailed an online self-completion survey of pupils in Year 8 with SEN and their parents or guardians. As set out in the section on sampling, the sample was drawn from the NPD to be representative of pupils with SEND in Year 8. A total of 13,000 cases were issued, with fieldwork issued in two batches: batch 1 fieldwork commenced on 25 May 2022, batch 2 fieldwork commenced on 15 August 2022; fieldwork for both batches ended on 4 September 2022.

This section outlines and discusses the protocols used with Strand 2 of the sample at W1. It also sets out the achieved response rates and presents the results of the RCTs.

Strand 2 survey set-up

The parent and young person web surveys were set up as two independent surveys – they had separate URLs, and a parent survey could be completed independently of the young person survey, and vice versa. Each survey was designed to take approximately 30 minutes to complete.

The two surveys for each household were matched against each other based on serial numbers devised for the household.

Strand 2 contact strategy

Drawing on established best practice the contact strategy for the web survey strand involved an invitation letter being followed by two subsequent reminders. As no email addresses or telephone numbers were available on the sample frame, sample respondents were contacted by post only. A second batch of cases were issued to ensure a sufficient base size for analysis after lower than anticipated response rates were achieved after the initial fieldwork period. Table 11 shows a timetable with key dates.

Table 11 - Strand 2 communications

Mailing	Batch 1	Batch 2
Pre-notification letter (only sent to half the sample)	19th May	-
Invitation letter	25th May	15th August
Reminder 1: letter	15th June	24th August
Reminder 2: postcard	29th June	26th August (with bank holiday scheduled to arrive with respondents on 30th of August)
Reminder 3 (for those who received no pre-notification letter only)	18th July (possibly 19th)	-
Survey close	4th September	4th September

As for Strand 1, study communications were addressed to the parent or guardian of the study young person with a separate letter for the young person to encourage engagement and to emphasise the importance of both parties taking part.

Brief descriptions of each mailing are provided below.

Pre-notification mailing (RCT batch 1 only)

As part of one of the RCTs conducted as part of Strand 2 fieldwork, half of the sample issued in batch 1 received a pre-notification mailing informing them about the upcoming study. The mailing provided background information about the study, explained how the young person had been chosen to take part and what the next steps would be. The pre-notification also mentioned that there would be an incentive for taking part. No cases issued in batch 2 were sent a pre-notification mailing as only a short time was available to collect the data before the survey closed. The sections on Strand 2 sampling and on the Strand 2 pre-notification experiment have further details.

Survey invitation mailing

The design of the survey invitation letters for Strand 2 was very similar to the advance letters for Strand 1 but were updated with information relevant to completing the online survey. The mailing included a letter for the parent/guardian and a letter to be passed on to the young person.

Following good practice guidance for survey materials, the letters explained the aims of the study, emphasised why participation was important and provided instructions on how to access the online survey. The letters also provided reassurances regarding data protection, contact details for the research team, and had a section with Frequently Asked Questions (FAQs). The young person letter was a simplified version of the parent letter with FAQs being set out in a way to be more visually appealing to children. Both letters gave an estimate of the survey length and mentioned the incentive offered. There were separate survey links for the parent/guardian and for the young person, and both the parent/guardian and the young person were given unique access codes to enter the survey.

Further details of the content can be found in the sections on tailoring experiments for Strand 1 which outline the approach to tailoring the messaging of advance and invitation letters at Wave 1.

Reminder 1: letter

An initial reminder mailing was sent to households where neither the parent/guardian nor the young person had taken part. The envelope was addressed to the parent or guardian of the young person and contained a letter for the parent and one for the young person. The letters reminded participants about the survey and gave a deadline for completion. Each letter contained a link to the survey and a unique access code, as well as reassurances and answers to frequently asked questions.

Reminder 2: postcard

The second reminder mailing was a postcard. The mailing was sent to households where neither a parent/guardian nor young person survey had been completed. A postcard was used to differentiate it from other correspondence and give respondents a 'nudge' to take part[28]. An envelope addressed to the parent or guardian of the sampled young person was sent out, containing two postcards. The front of each postcard contained the SEND Futures logo, and the text 'Understanding the Experiences of Young People with SEND.' The back of the postcard contained a reminder of the purpose of the survey, the importance of taking part and provided the survey link and their access code. It mentioned the survey incentive and length and provided contact details. The back of the young person postcard contained similar information but was slightly shorter.

The first and second reminder mailings were not part of the experimental designs and there were no tailored versions of either the first or second reminder mailing.

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[28] Nicolaas, G., Smith, P., Pickering, K., and Branson, C. (2015). Increasing response rates in postal surveys while controlling costs: an experimental investigation. Social Research Practice, 3.

Reminder 3: additional reminder (RCT batch 1 only)

Again, as part of an RCT, the half of the batch 1 sample that did *not* receive a pre-notification mailing were sent an additional 3rd reminder towards the end of the fieldwork period. This was to ensure that cases in both the control and experimental group received the same number of communications about the study, to assess the potential impact of the pre-notification mailing on response. The parent/guardian and young person letters were designed in a similar way to the first reminder letters. The batch 2 sample were not part of this RCT and did not receive either a pre-notification or a third reminder mailing.

Strand 2 response

For Strand 2, cases were classified as 'productive' if they were fully or partially completed by the respondent. 'Partial' completion was defined as the respondent having provided data up to a certain point in the survey where it was deemed they had provided sufficient data to be useful for analytical purposes. For the parent survey, this was defined as up to and including the question 'SchSett'. While for the young person survey, this was up to and including the question 'SEND'.

Overall response

As shown in Figure 12, at least one interview was obtained for 23% of the issued households in Strand 2. A parent interview was achieved for 20% of issued households whilst a young person interview was achieved in 17% of issued households.

Figure 12 - Strand 2 response, at household level and for parent and young person individually
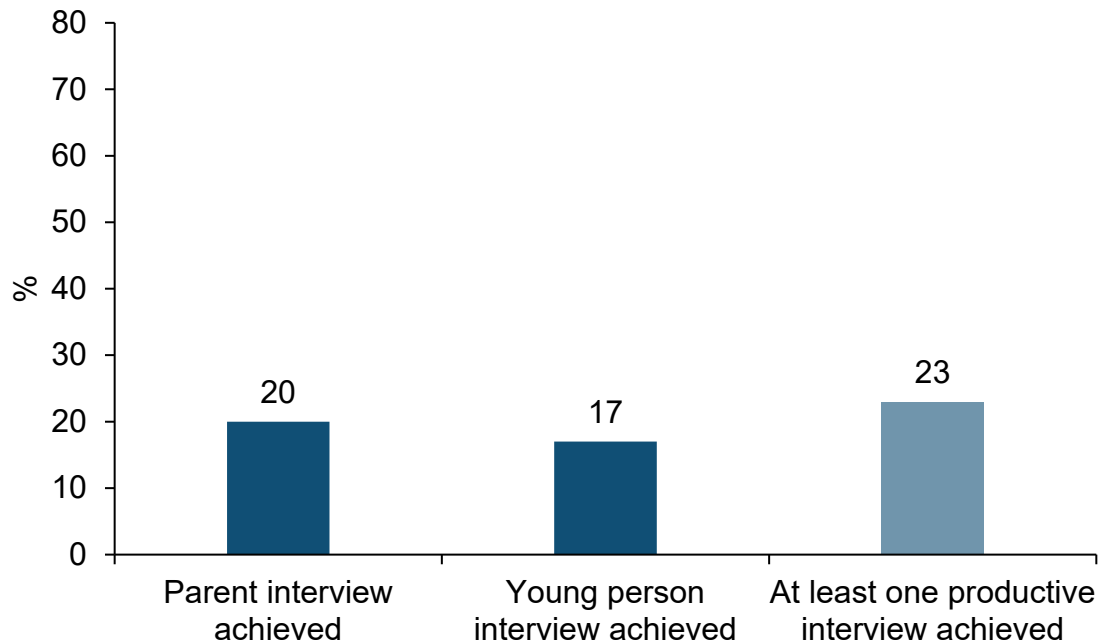
Base: All strand 2 households (unweighted = 12,692).

Looking more closely at productive households, the most common combination of participation was where both the parent and young person took part (Table 12). This group made up 13% of issued households and nearly six in ten of households that participated. This is compared with 37% for the Strand 1 sample (a subset of the population approached for Strand 2) using a CAPI approach.

Partially completed interviews also made up a greater proportion of productive interviews in the web strand than what was seen in the face-to-face strand. In 7% of Strand 2 households where at least one productive interview was achieved, one or both interviews were only partially completed.

The higher proportion of partially completed interviews and the lower proportion of households where both the parent and the young person did a survey is likely a reflection of the mode. For online-only surveys as used with the Strand 2 sample, there is no interviewer present to aid and encourage the full completion of the surveys, nor to encourage both parents and young people to complete their surveys.

Table 12 - Strand 2 outcomes

	% of Strand 2 issued households
Both parent and young person productive interview	13
Parent only productive interview	7
Young person only productive interview	4
No productive interviews	77

Base: All strand 2 households (unweighted = 12,962).

As for Strand 1, where only the parent/guardian or the young person took part, in most cases this was the parent. Nevertheless, cases where only the young person completed an interview was much more common in Strand 2, with this outcome noted for 4% of issued households.

Response by key characteristics

LAC, CiN, ethnic minority background and FSM eligibility

Looking at household-level response within the four Strand 1 sample groups – young people with 'looked after' status, young people classified as 'in need', young people from ethnic minority backgrounds, and young people eligible for free school meals – rates of participation were lower for each of these groups than for households not in these groups.

In particular, response was lower among households where the young person was eligible for free school meals (FSM group) and where the young person was classified as 'in need' (CiN group) – for both these groups, response among these households were eight percentage points lower than for other households:

- At least one productive interview was achieved in 17% of households in the CiN group, compared with 25% of households not in this group.

- Among households where the young person was eligible for free school meals, 19% of households took part, compared with 27% of households where the young person was not eligible for free school meals.

- Figures for households where the young person was classified as 'looked after' and where the young person was from an ethnic minority background were similar, with 20-21% of households taking part, compared with 24%, respectively, of households who were not in these groups.

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Looking at young person response, young people with an ethnic minority background were more likely than young people in the other three groups to complete an interview – 15%, compared with 12% in the LAC group, 11% in the CiN group and 13% in the FSM group. Among households in the ethnic minority group there were also a higher proportion of child-only interviews – 6% compared with 3% of ethnic majority households. Even so, young people from ethnic minority households were less likely than young people from majority ethnic backgrounds to take part – 15% compared with 17%.

Young person's primary SEN

Looking at response rates by the young person's primary need according to administrative records, households where the young person had 'social, emotional and mental health' needs, 'communication and interaction' needs or had 'other' needs were the least likely to participate – between 21% and 22% of these households took part. Conversely, with 30% participating, households where the young person had 'physical and sensory' needs were more likely to take part than households where the young person had 'other' types of primary need. This could be a result of those among this group being more used to online interactions than average. Young people with 'physical and sensory' needs were the second most likely of the different SEND types to have an email address (68% vs 65% overall) and the most likely to have completed their survey all by themselves (49% compared with 42% overall).

Figure 13 - Strand 2 response at household level by young person's primary SEN
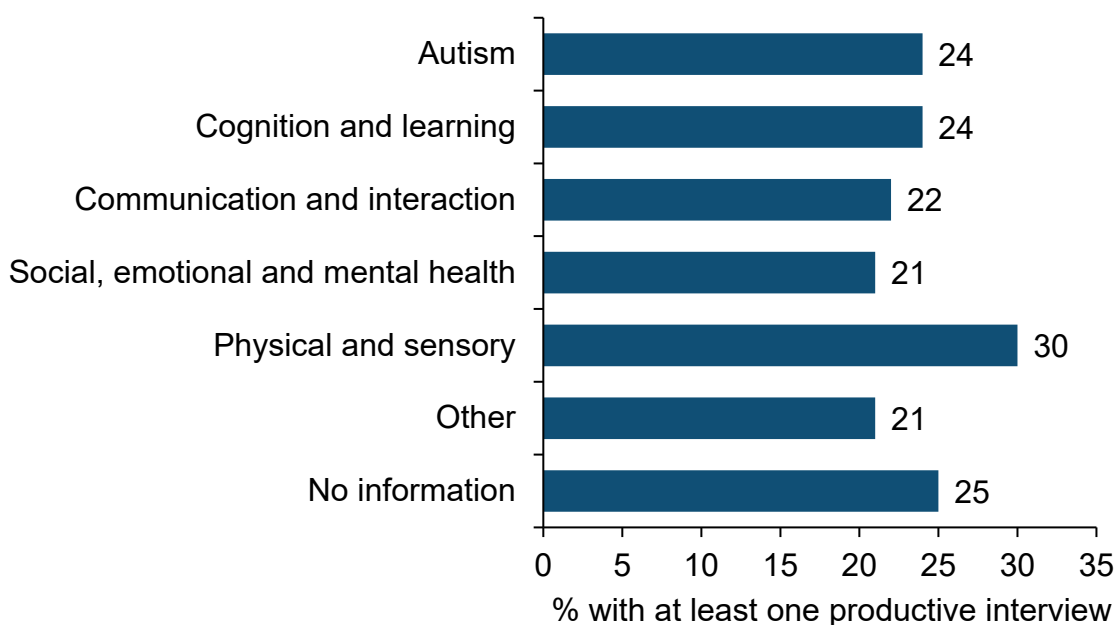
Base: All strand 2 households, unweighted groups: Cognition and learning = 4,604; Communication and interaction = 1,504; Social, emotional and mental health = 2,515; Physical and sensory need = 688; Autism = 1752; Other = 917; No information = 983; Overall = 12,962.

Table 13 - Strand 2 parent and young person survey completion (%) by young person's primary SEN (row percentages)

	Productive parent interview	Productive young person interview	*Unweighted base*
Autism	21%	17%	*1752*
Cognition and learning	21%	18%	*4604*
Communication and interaction	18%	16%	*1504*
Social, emotional and mental health	18%	15%	*2515*
Physical and sensory need	25%	22%	*688*
Other	17%	15%	*917*
No information on primary SEN	21%	18%	*983*

Base: All strand 2 households (unweighted = 12,962).

As seen in Figure 13, in Strand 2, young people whose primary SEN was 'physical and sensory' needs were the most likely to complete a young person interview (22%). A more detailed table showing Strand 2 outcomes by productive and non-productive outcomes can be found in Appendix D.

Other characteristics

Response also varied by whether the young person had an EHC plan, with households where the young person had an EHC plan somewhat less likely to take part – 21% of households where the young person had an EHC plan took part compared with 24% of other households. It is worth nothing that this is the reverse of the pattern seen in Strand 1, where households where the young person had an EHC plan were more likely to participate.

Households where the young person attended a mainstream school were more likely to take part (24%) than households where the young person attended a special school (20%) or alternative provision (16%).

Households in wider urban areas (conurbations) were less likely to take part relative to those in a more rural location – at least one productive interview was achieved in 22% of households in a wider urban area (conurbation), compared with 25% of households in a rural location and 24% of households in a city or town.

Household response also varied by level of income deprivation affecting young people (IDACI), with households in areas with a lower proportion of young people in low income families more likely to take part than those in areas with higher proportions of young people living in low income families – ranging from 27% response among households in the least deprived areas to 21% among those in the most deprived.

Households where the study young person was female also had higher participation rates – 26% compared with 22% of households where the study young person was male. Young person-only interviews were also a little more likely in households where the study young person was female - 5% of issued households, compared with 3% of households where the young person was male. This is opposite to the pattern found among Strand 1 cases, where households with a male young person were more likely to have taken part and ties in also with the finding that households where the young person had an EHC plan (of which more were boys) were more likely to take part in Strand 1, but less likely to take part in Strand 2.

Issued versus achieved sample

Examining the profile of the achieved sample can be helpful for understanding more about response and, specifically, the effects of this on the achieved sample. Because the Strand 2 sample was a random sample of the population of young people with SEND, comparing the profile of the achieved sample of Strand 2 respondents with the profile of the issued Strand 2 sample enables us to compare response rates for individual sample groups.

Selected results from such a comparison are shown in Table 14. It shows the proportion of each group in the issued sample, and the corresponding proportion of achieved parent and young person interviews for each group. In addition, there is a column expressing the level of parent interviews achieved as a percentage of the proportion we would expect to achieve (i.e., where 100% indicates the level of parent interviews achieved matches the proportion in the population).

In line with the lower response figures seen among certain groups (set out in the section on response by key characteristics), looking at parent response, Table 14 shows that a number of groups were underrepresented in the achieved Strand 2 sample. Specifically this applies to households where the young person had 'in need' status (achieved 70% of our 'target' sample, i.e. whereby the achieved sample had the same proportion of cases with this characteristic as seen in the population); households where the young person attended alternative provision (70% of 'target' sample achieved); households where the young person was eligible for free school meals and ethnic minority households (78% and 79% of 'target' sample achieved for these groups respectively), and households with a young person with 'looked after' status (82% of 'target' parent interviews achieved).

These patterns were also evident in the achieved young person sample, though the proportion of achieved interviews among those with ethnic minority backgrounds was more in line with the issued sample (just 2.2 percentage points lower than in the issued sample).

Figure 14 – Proportion of 'target' interviews achieved (for a balanced sample); selected characteristics, household level (at least one interview achieved)
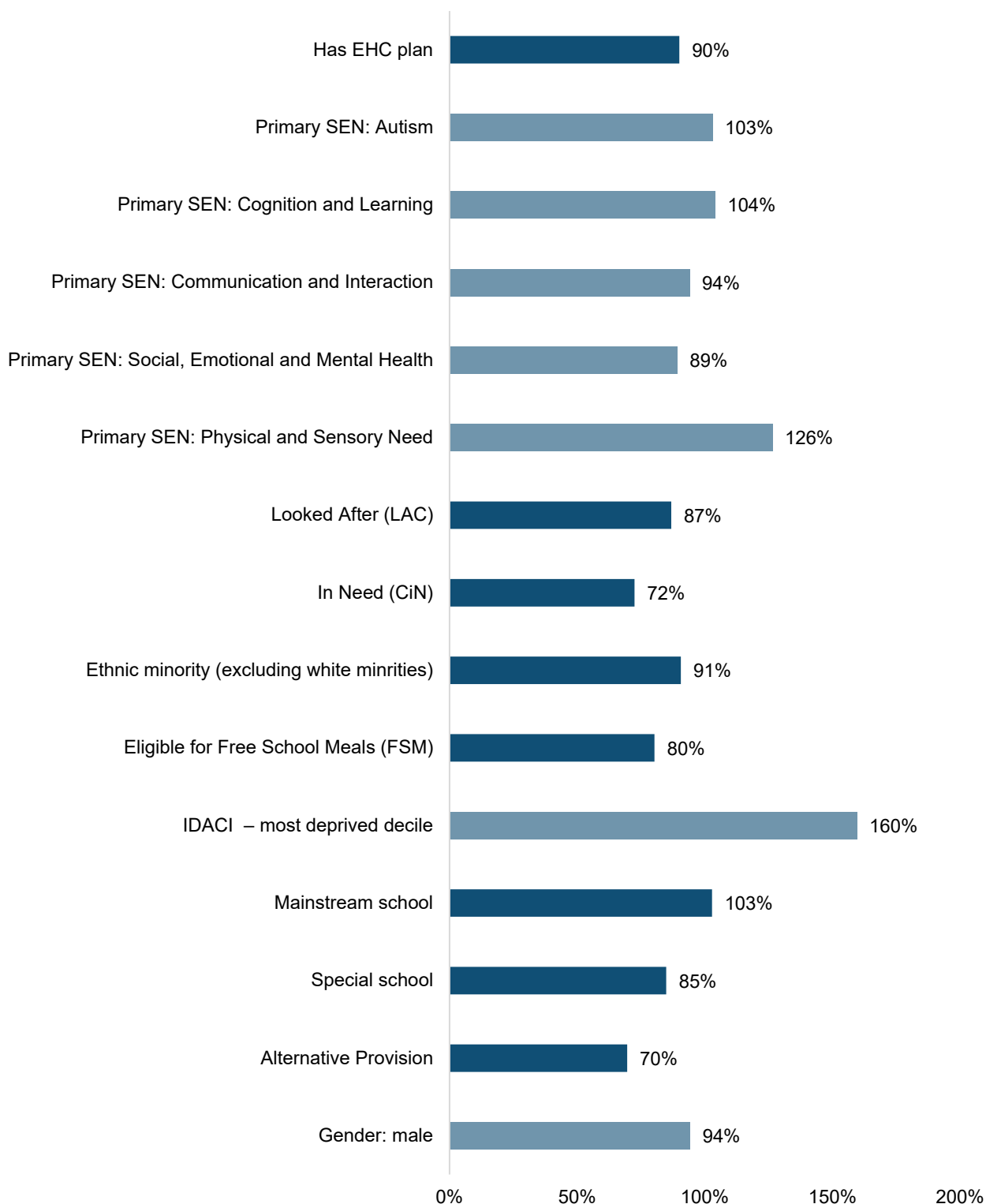
Table 14 - Strand 2 issued and achieved sample characteristics summary

Sample characteristic (selected)	Issued, %	Achieved – parent, %	Achieved – young person, %	Achieved of 'target' (parent), %	Achieved of 'target' (young person), %
Has EHC plan	27	25	23	93	84
Autism	14	14	14	107	100
Cognition and Learning	36	37	37	105	105
Communication and Interaction	12	11	11	91	95
Social, Emotional and Mental Health	19	17	17	89	85
Physical and Sensory Need	5	7	7	125	132
Eligible for Free School Meals	44	34	34	78	79
'Looked After'	2	2	2	82	73
'In Need'	14	10	9	70	67
Ethnic minority (excluding white minorities)	20	16	189	79	89
IDACI – most deprived decile	17	15	15	87	91
Mainstream school	86	88	90	102	105
Special school	12	11	9	89	73
Alternative Provision	2	2	2	70	65
Gender: male	65	63	59	97	91
Unweighted base	*12962*	*2559*	*2196*		

Base: All issued strand 2 households; all achieved strand 2 parent/guardian cases; all achieved strand 2 young person cases. Note: rounded figures.

Response by reminder communications

Figure 15 shows a timeline of completions of the parent and young person web surveys for the first batch of invitations. As seen, there are clear spikes in completions. These spikes largely correspond with study communications being sent out to families (red lines).

Figure 15 - Parent and young person web survey completes (date when survey was started)
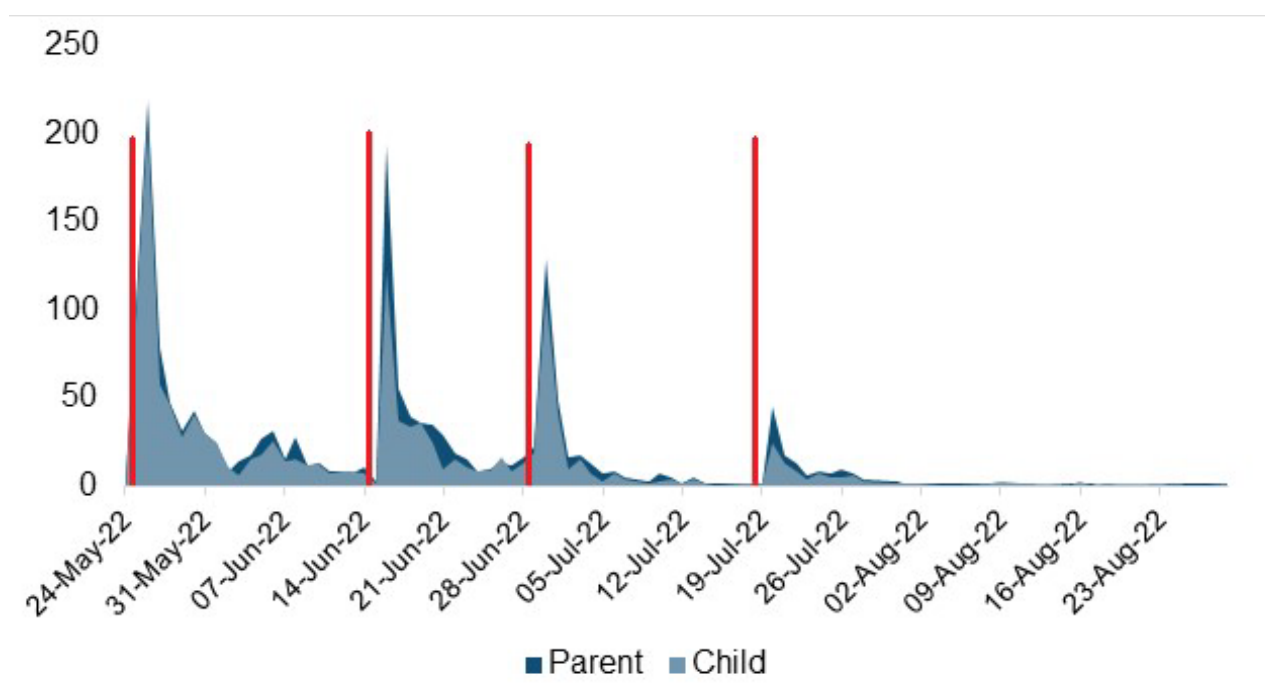
Base: All achieved Strand 2 parent/guardian cases in batch 1; all achieved Strand 2 young person cases in batch 1.

Strand 2 experiments (RCTs)

Overview and research questions

Four RCTs were carried out as part of Strand 2 fieldwork: higher vs lower value incentives (both conditional); the use of tailored advance materials; shorter vs longer questionnaire length; and using a pre-notification letter vs an additional (3rd) reminder mailing.

The key objectives of these Strand 2 RCTs were to ascertain:

- whether the use of a higher value incentives (£10 versus £5 for each of the parent/guardian and the YP) improves response rates

- whether using tailored advance letters for different underrepresented groups (based on characteristics held in the NPD) can improve response rates

- whether a reduced-length survey (20 mins) improves response compared with a longer survey (30 mins)

- whether sending a pre-notification letter a few weeks in advance of the survey invitation letter improves response compared with having no pre-notification letter

Additional objectives included exploring:

- whether different interventions have different effects on responses for different groups and thus affect the sample composition;

- whether the effects of the different interventions are cumulative, for example if higher incentives increases the response rate, and targeted communications increases the response rate what the impact is of doing both;

- whether selected interventions have any effect on the substantive survey statistics generated or the quality of the data collected.

Further details are set out below.

Allocation to experiment groups

Assignment of individuals to experiments for this strand was simpler than for Strand 1: the experiment combinations were assigned a value (1-16), participants were sorted by the stratification variables and assigned one of these values systematically (counting from a random start) with no exceptions. However, it should be noted that Strand 2 batch 2 did not feature the pre-notification letter experiment, though the remaining experiments were allocated with the same factorial design.

Analytical approach

As for the Strand 1 RCT analysis, the Strand 2 analysis focuses on response. The analytical approach was similar across the four RCTs and mirrored that taken for the Strand 1 analysis. That is:

1. Bivariate analysis looking at response by experiment group.

2. Binary logistic regression models to assess relationship between experiment condition and response when taking other known differences into account[29].

   a. RCT variables were added to separate regression models predicting response, alongside sample variables.

   b. Where an intervention was found to be associated with response (i.e. significant in the model), interaction effects were fitted to the model to test if the relationship varied for different underrepresented groups.

   c. Where more than one intervention was found to be related to response, both were fitted into the same model and an interaction effect was fitted between the two, to test if having both interventions alongside each other changed the relationship with response.

Where the analytical approach taken deviated from this overall approach, this is set out in the 'Analytical notes' section for the individual RCT.

The sample variables included in the models are set out below:

- IDACI score (quintiles)

- Region

- Urban/rural

- School type

- Gender

- Whether young person has EHC Plan

- Primary SEN type

- Whether young person eligible for Free School Meals (FSM)

- Whether young person has 'looked after' status (LAC)

- Whether young person has 'in need' status (CiN)

- Whether young person from ethnic minority background

Strand 2 incentives experiment

Rationale and execution

The decision behind conducting an RCT on incentive value as part of Strand 2 fieldwork was based on several observations. Firstly, web-only surveys rely almost entirely on the

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[29] Because the RCT design had already taken sample differences into account, this initial multivariable analysis was predominantly an additional check to take into account any changes to the sample occurring after the RCT allocation. - for example, changes to interviewer allocations during fieldwork which may impact the interviewer training element.

communications sent out, and the incentive therefore plays a crucial role. Gauging the impact of participant incentives on response rates in a SEND Futures web survey was therefore felt to be essential to inform a mainstage study. Secondly, facilitating inclusion of groups which are thought to be underrepresented in survey research is a key aim of the SEND Futures Discovery Phase project, and there is evidence that incentives can be used to increase the participation of population sub-groups that are often underrepresented in surveys, such as those on low incomes and minority ethnic groups (Kulka, 1995; Singer et al, 1999; Knibbs et al, 2018). Finally, it has been widely demonstrated that response rates increase with the value of the incentive (Church, 1993, Singer et al, 1999), albeit with diminishing returns as the value of the incentive increases. It was therefore felt that some experiment around the value of the incentive offered would be helpful to future decision making.

The incentives experiment adopted for Strand 2 involved offering half of the sample a £5 voucher upon completion, and the other half a £10 voucher upon completion - one for the parent/guardian and one for the young person, i.e. £10 versus £20 at a household level. Incentive amounts were highlighted in invitation and reminder mailings.

The incentive offered was a Love to Shop gift voucher. The vouchers were sent out electronically after the survey had been completed. Those unable or unwilling to provide an email address were sent a voucher in the post. All incentive mailings were sent to the parent or guardian for them to pass on to the young person.

Analytical notes

The main objective of this intervention was to ascertain if a higher incentive of £10 for both the parent/guardian and the young person was associated with higher response. A hypothesis was that this may particularly affect the FSM group. Furthermore, we may expect a higher proportion of cases where both the parent/guardian and young person completes an interview.

As such, the key analysis questions for this analysis were:

- Does the use of a higher value incentives (£10 versus £5) improve parent/guardian response?

- Does the use of a higher value incentive (£10 versus £5) improve young person response?

- If 'yes', is this more effective among the FSM group than among those not in the FSM group?

No analysis was undertaken to assess impacts on data quality for this intervention.

Findings – response

As can be seen in Figure 16, both parents and young people in households that received a £10 incentive were more likely to take part in the survey, versus those who received a £5 incentive (parent, p=<0.001; child, p=<0.001). For parents, the response rate for those in the £10 group was 22%, compared with 17% among those in the £5 group – a difference of 5 percentage points. Among young people, the response rate was 6 percentage points greater for those in the higher incentive group – 20%, compared with 14% among those in the £5 group.

Figure 16 - Strand 2 parent and young person response rates (%) by incentive type
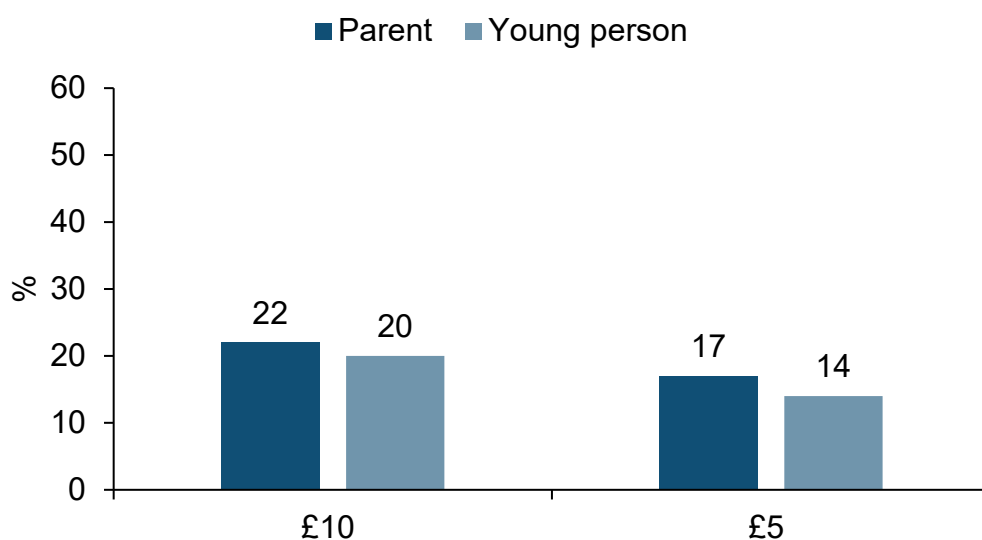
Base: All strand 2 households, unweighted base for each group:

£10 = 6,481; £5 = 6,481; Overall = 12,962.

Overall, 27% of households who received a £10 incentive took part, compared with 20% of those who received a £5 incentive. Household outcomes by incentive type are shown in Table 15.

Table 15 - Strand 2 household outcome by incentive type

	£5 per respondent, %	£10 per respondent, %
Both parent and young person productive interview	11	16
Parent only productive interview	7	7
Young person only productive interview	3	4
No productive interviews	80	73
Unweighted base	*6481*	*6481*

Base: All strand 2 households (unweighted = 12,962).

Multivariable analysis confirmed what was seen in the bivariate analysis, with the larger £10 incentive associated with a higher parent response (p=<0.001, OR=1.4 [95% CI: 1.3-1.6]). Similarly, the £10 incentive was associated with a higher young person response (p=<0.001, OR=1.6 [95% CI: 1.4-1.7]). In other words, the odds of a parent who received a £10 incentive taking part, was 1.4 times that of a parent who received a £5 incentive, whilst the odds of a young person who was offered the higher incentive taking part was 1.6 times that of a young person who was offered the £5 incentive.

To assess whether this relationship varied between families on higher and lower incomes, an interaction effect between the experiment variable and the FSM flag was added to the regression models for parent and young person survey response, respectively. This interaction effect was what we may call 'borderline' significant, at p=0.08 for parent response. Further analysis was undertaken in the form of separate regression models for the FSM and non-FSM groups. This suggested that the relationship between a higher incentive and response in the FSM group was a little stronger than in the non-FSM group: in the FSM group the odds of a parent taking part in the study were 1.6 times higher in the £10 incentive group than in the £5 incentive group; in the non-FSM group, the odds were 1.4 times higher in the £10 incentive group[30].

Strand 2 tailored invitation letter experiment

Rationale and execution

It was decided to mirror the targeted communication experiment being trialled in the Strand 1 face-to-face survey with underrepresented groups. Maximising response among

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[30] A similar pattern was seen for response among young people - the corresponding odds ratios were 1.7 for the FSM group compared with 1.5 for the non-FSM group.

these groups was also an important objective for the web survey, particularly because future waves of a mainstage study may be designed to be push-to-web sequential mixed mode surveys. For a push-to-web survey the invitation mailing is crucial for encouraging web survey response - with no interviewer to engage with potential respondents, advance or invitation mailings are the sole means of communicating with a participant and motivating response.

For this experiment, half of sample members in one of the underrepresented groups received a generic invitation letter whilst the other half received a tailored letter. The remaining sample, not identified as belonging to an underrepresented group, was shown the same information as the FSM group.

The tailored advance letters for the face-to-face experiment were updated to be appropriate for a web-only survey, but the approach to tailoring remained the same. There were four versions of mail-merged information to go onto the tailored letters which emphasised the information which was thought most relevant for each of the underrepresented groups of Looked after Children, Young people in Need, young people eligible for free school meals (FSM), and young people from an ethnic minority background. As for Strand 1, the control group received a standardised letter with no tailored introduction and no box highlighting a piece of key information. The main body of the letter included the same relevant information covered in the tailored letter but with no variation in order.

The tailored messages had different emphases depending on the underrepresented group as outlined in the section Strand 1 tailored advance letter experiment. The tailored text used for the Strand 2 invitation mailings is shown in Appendix C.

Analytical notes

As for Strand 1, the tailoring was carried out to address specific hypothetical concerns or reservations within each underrepresented group, with an expectation of seeing increased response based on the tailoring. As such, the key analysis question for the Strand 2 RCT on tailored invitation materials was:

- Does using tailored invitation mailings for different groups believed to be underrepresented in survey research with the population (based on characteristics held in the NPD) improve response rates?

- If 'yes', does this effect differ for the different treatment groups (for example, did this work better or worse for the FSM group versus the LAC group)?

No analysis was undertaken to assess impact on data quality for this intervention.

Findings – response

Response rates for the parent/guardian and young person web surveys are shown in Figure 17. As the figure shows, we saw no notable variation in response between those who received tailored survey materials and those who received generic, non-tailored survey materials, neither among parents/guardians nor among young people (parent, $p=0.435$; child, $p=0.341$).

Figure 17 - Strand 2 parent and young person response rates (%) by tailoring group
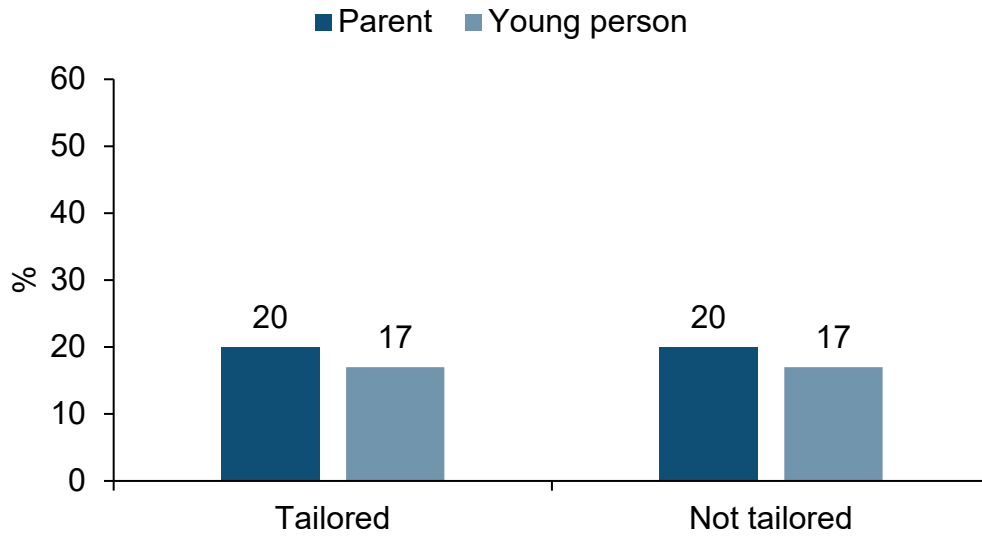
Base: All strand 2 households, unweighted base for each group:

Tailored = 6,482; Not tailored = 6,480; Overall = 12,962.

Overall, 23% of households who received tailored advance materials took part in the survey, versus 24% of those who received generic advance materials (Table 16).

Table 16 - Strand 2 household outcome by tailoring group

	Tailored, %	Not tailored, %
Both parent and young person productive interview	13	13
Parent only productive interview	6	7
Young person only productive interview	4	4
No productive interviews	77	76
Unweighted base	*6482*	*6480*

Base: All strand 2 households (unweighted = 12,692).

Multivariable analysis confirmed what was seen in the bivariate analysis, with no relationship found between receiving tailored survey materials and response rates (parent, p=0.470; child, p=0.498).

Strand 2 questionnaire length experiment

Rationale and execution

Evidence suggests that longer questionnaires have a negative impact on all components of survey engagement (Krosnick & Presser, 2010). This includes both response rates and response quality. Respondents can react to a questionnaire that is too long either by quitting (breakoff) or by bad performance (satisficing). A common view is that response quality starts to deteriorate after around 20 minutes (Cape, 2010; Couper, 2008). However, a shorter questionnaire requires significant limitation in the content of the questionnaire. Longitudinal surveys require that a substantial amount of questionnaire time is dedicated to the collection of contact details and so keeping the questionnaire below 20 minutes would inevitably limit the substantive analysis possible at Strand 2, and in web surveys potentially conducted as part of a future study.

It was therefore deemed important as part of the RCT to test the impact of different questionnaire lengths. One half of the sample were invited to participate in the full 30-minute questionnaire which contained largely the same content as the CAPI questionnaire used in Strand 1 (with some small adaptions to make it suitable for a web survey). The other half of the sample were invited to participate in a shorter 20-minute survey. The 30-minute and 20-minute length surveys were based around average survey completion times. Both parent/guardian and young person invitation letters and reminders mentioned the length of the online survey – 30 mins for those in the long survey experiment group, and 20 mins for those in the short survey experiment group.

A single questionnaire was programmed but certain questions were not presented to the sample members in the short questionnaire group.

Analytical notes

A shorter survey – and making people aware of this in advance materials – may encourage more people to take part. Furthermore, we may expect higher levels of break-offs (i.e. partially completed interviews) among those completing the long web survey. Finally, we may expect higher levels of consent to additional elements among those participating in the shorter survey. As such, the key purpose of this experiment was to answer the following questions:

- Does describing a web survey as shorter (20 minutes vs. 30 minutes) improve response rates among parents/guardians?

- Does describing a web survey as shorter (20 minutes vs. 30 minutes) improve response rates among children?

- Does reducing the length of the survey from 30 to 20 minutes affect the level of breakoffs?

- Does reducing the length of the web survey affect engagement with the survey, as measured by the proportion agreeing to data linkage and re-contact?

Findings – response

As set out in Figure 18, parents and young people in households that were asked to complete a shorter survey were more likely to take part, compared with those who were asked to complete the full-length survey (parent, p=<0.001; child, p=<0.001). Among parents/guardians, the response rate was among those in the short survey group was 21%, compared with 18% among those in the long survey group – a difference of 3 percentage points. Among young people the response rate was 2 percentage points higher among those in the short survey group – 18%, compared with 16% among those in the long survey group.

Figure 18 - Strand 2 parent and young person response rates by survey length
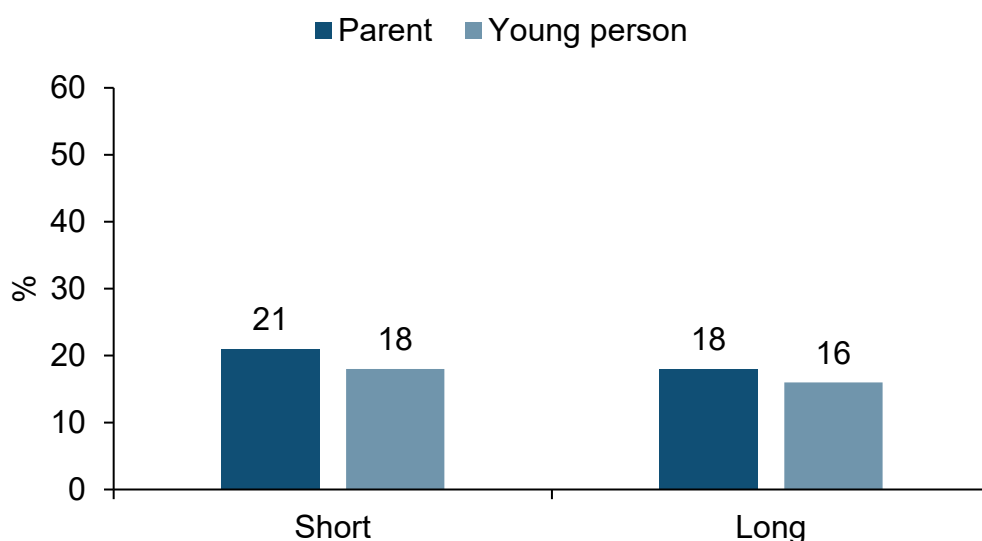
Base: All strand 2 households, unweighted base for each group:

Short = 6,478; Long = 6,484; Overall = 12,962.

Overall, 25% of households who received a shorter survey took part, compared with 22% of those who received a longer survey.

Table 17 - Strand 2 household outcome by survey length

	Short, %	Long, %
Both parent and young person productive interview	15	12
Parent only productive interview	7	6
Young person only productive interview	4	4
No productive interviews	75	78
Unweighted base	*6478*	*6484*

Base: All strand 2 households (unweighted = 12,692). Note: totals do not add up to 100% due to rounding.

Multivariable analysis confirmed what was seen in the bivariate analysis, with the shorter survey length associated with a higher parent response (p=<0.001, OR=1.2 [95% CI: 1.1-1.3]). Similarly, the shorter survey length was associated with a higher young person response (p=<0.001, OR=1.2 [95% CI: 1.1-1.3]). In other words, the odds of a parent or young person in the shorter survey group taking part were 1.2 times that of a parent or young person in the long survey group.

To assess whether this relationship varied across the different underrepresented groups, interaction effects between the experiment variable and each of the underrepresented groups were added to each of the regression models predicting parent and young person response, respectively. This analysis did not produce any evidence to suggest the relationship varies for parent response. In relation to young person response, however, there were indications of variations in the relationship between survey length and response based on whether the young person belonged to an ethnic minority group or not. More specifically, among young people from an ethnic minority background we found no evidence of a relationship between a shorter interview length and higher response. There was no evidence to suggest that the relationship between survey length and response to the young person survey varied by SEN type. This may be due to small sample sizes and the relatively small overall effect – there were no significant differences in response when looking at each SEN type group separately.

Findings – engagement and data quality

A concern for longer online surveys, perhaps in particular for a SEND population, is the risk that engagement wanes during the interview and data quality / agreement to follow-up tasks or linkage is reduced. Three measures of level of engagement were considered:

- Agreement to be recontacted (asked of both the young person and the parent at the end of the interview),

- Parental consent to linkage of survey responses to administrative data (asked at the end of the substantive questions),
- Break-offs before the end of the survey.

As Table 18 shows, there was no association between the length of the interview and agreement to be re-contacted – levels of agreement were high for both the longer and shorter versions.

Table 18 - Consent to recontact by survey length

	Short, %	Long, %
Parent/guardian	96	96
Young person	91	91
Unweighted base – parent/guardian	*1339*	*1148*
Unweighted base – young person	*974*	*779*

There was also little difference by the length of the interview in the willingness of parents to agree to data linkage of their survey answers – levels of agreement were again relatively high for both the longer and shorter versions (Table 19).

Table 19 - Parent consent to data linkage by survey length

	Short, %	Long, %
Consent given	88	87
Unweighted base	*1339*	*1146*

As Table 20 shows, there was also little difference in levels of break-offs[31] between the different interview lengths[32]. Young people were very likely to complete the survey in full in both versions. A longer interview will naturally present more opportunities for circumstantial break-offs (such as being interrupted), so there is no suggestion here of a loss of engagement.

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[31] Survey 'break-off' was defined as respondent who started the survey but did not fully complete it (i.e. they did not answer the question asking if they were happy to be re-contacted near the end of survey).
[32] The small difference in levels of break-offs apparent among young people was not statistically significant.

Table 20 - Strand 2 parent and young person survey break-off by interview length experiment and for Strand 2 overall

	Short, %	Long, %	Strand 2 overall, %
Parent/guardian	11	12	12
Young person	2	4	3

Base: Parents/guardians who started web survey and were assigned to experiment group (unweighted bases: short = 1,469; long = 1,280); all parents/guardians who started web survey ('All' - unweighted base = 2,749); young people who started web survey and were assigned to length experiment group (unweighted bases: short = 989; long = 802); all young people who started web survey ('All' - unweighted base = 2,231)

Strand 2 pre-notification letter vs additional reminder letter experiment

Rationale and execution

Many surveys use 'pre-notification' mailings to prime respondents prior to sending out survey invitation letters, making them more likely to open and act upon the call to action in the invitation letter. In addition, reminders have a positive impact on response, in the case of web surveys, but with diminishing returns. As such, it was decided to incorporate an RCT which tested the effect of a pre-notification letter for one random half of the sample against an additional reminder (and no pre-notification letter) sent towards the end of the fieldwork period for the other half (the comparative cost being fairly similar, with somewhat more letters sent as part of a pre-notification exercise).

Only cases issued as part of batch 1 of Strand 2 were part of this RCT. The content of the pre-notification and additional reminder letters are set out in the section on the Strand 2 contact strategy, and examples of letters are provided in the appendix.

Analytical notes

A pre-notification letter was sent in advance of the survey invitation letter to ascertain whether this improved response. Analysis was limited to Strand 2 batch 1 cases. The key analysis question was:

- Does sending a pre-notification letter improve response rates, compared with sending an additional (3rd) reminder letter?

And if 'yes', whether this affected different underrepresented groups differently.

No analysis was undertaken to assess impacts on data quality for this intervention.

Findings – response

As Figure 19 shows, response rates did not vary between those who received a pre-notification letter and those who did not (but received an additional reminder instead), both for parents and young people (parent, p=0.499; child, p=0.217).

Figure 19 - Strand 2 parent and young person response rates (%) by pre-notification/additional reminder group
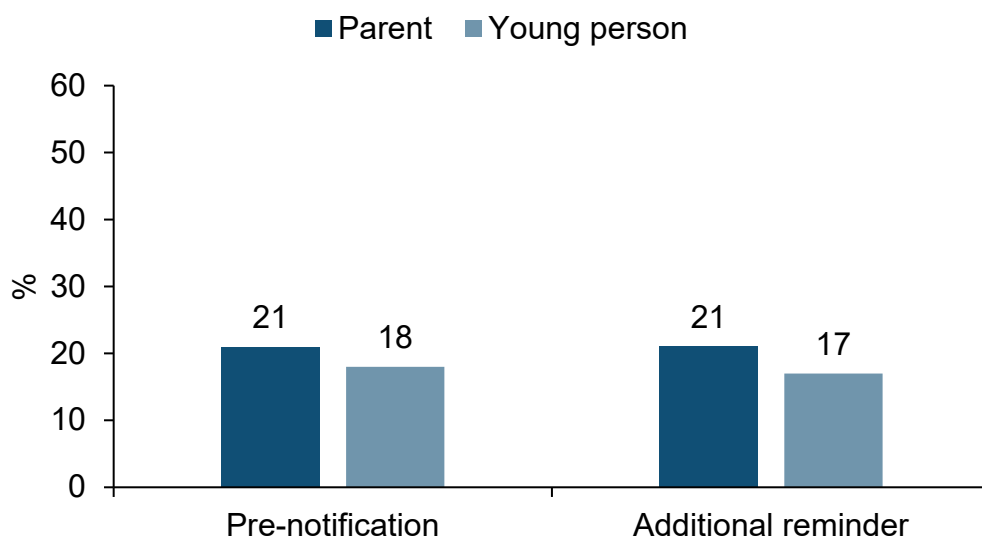
Base: All strand 2 households in batch 1, unweighted base for each group:

Pre-notification = 3,500; Additional reminder = 3,500; Overall = 7,000.

Overall, 25% of households who received a pre-notification letter took part in the survey, versus 24% of those who received an additional reminder instead of a pre-notification letter.

Table 21 - Strand 2 household outcome by pre-notification/additional reminder group

	Pre-notification, %	Additional reminder, %
Both parent and young person productive interview	14	13
Parent only productive interview	7	8
Young person only productive interview	3	4
No productive interviews	75	76
Unweighted base	*3500*	*3500*

Base: All strand 2 households in batch 1 (unweighted = 7,000). Note: totals do not add up to 100% due to rounding.

Multivariable analysis confirmed what was seen in the bivariate analysis, with no relationship found between receiving a pre-notification letter and response rates.

Strand 2 combined experiments analysis

To assess whether having both the incentive and length experiments together would change the association already seen with response when considering each intervention separately, both experiments were added to a single regression model, and interaction effects between the two experiment variables were fitted. No evidence was found to suggest any impact on the relationship with response from having the two interventions alongside each other.

Strand 2 review of protocols

Paradata were available to review web survey protocols. In addition, an open question at the end of the parent/guardian and the young person web survey, respectively, offered participants the chance to provide feedback on their experience of taking part. This section sets out and discusses a key issue identified during the web survey fieldwork, namely households completing only a young person survey, but no parent survey.

Young person-only web interviews

The main issue raised as part of the W1 web survey protocols was the issue of young people completing the web survey without an accompanying interview being obtained

from their parent or guardian. As noted in the section on Strand 2 survey set-up, the parent/guardian and young person web surveys were entirely independent of each other. This provided flexibility to parents/guardians and young people, allowing them to complete at different time points. On the other hand, this also meant that it was possible for a young person to complete their survey without their parent or guardian completing their own survey. At W1, the number of cases with a 'young person only' outcome was much higher than anticipated – figures are shown in Table 22 below.

Table 22 - Breakdown of Strand 2 young person interviews

Strand 2 young person interview combinations achieved	n
Parent and young person interview both achieved	1714
Young person only interview achieved	482
Total number of young person interviews achieved	2196

One issue with young person only interviews such as this is, of course, that we lack the information provided in the parent interview – including key details around socio-demographics and contact details. Given that the young people were aged under 16, and parental consent was a key criteria for taking part in the study, a further issue pertains to the extent to which we are content that parental consent to the young person's participation was evident or could be assumed based on the protocols in place. Relatedly, it was important to consider safeguarding issues, specifically the extent to which it was likely that the young person had completed the survey without an adult being aware and available, if needed. The study team consulted NatCen's Research Ethics Committee as well as DfE Research ethics advisors, and it was concluded that parental consent was most likely provided for the cases where a young person took part, and no safeguarding concerns were raised. The key points of consideration are set out below:

- The survey invitation was addressed to the 'parent/guardian' meaning the young person's invitation letter would in all likelihood have been passed on by the parent/guardian.

- The young person thank you letter or email with their voucher was also addressed to the parent/guardian. Following receipt of these thank you mailings no complaints were received about the young person's participation in the survey, nor were requests for the data to be removed.

- In 216 of the 'young person only' survey responses, the young person said they completed it with the help of someone else. Whilst this may not necessarily be the parent or guardian, it does suggest that someone is aware of their participation.

This issue is not unique to SEND Futures, with similar issues reported for the COSMO study, for example. Reflections on measures to help prevent or at least minimise such issues in a mainstage study are provided in the summary chapter.

Questionnaire (strands 1 and 2)

The questionnaires used at W1 were largely identical across the two strands, and questions were designed to work across face-to-face and web completion modes. This chapter provides an overview of issues pertaining to the questionnaires used at W1, including the topics covered and considerations around some key issues including response to key variables such as consents to follow-up and data linkage, potentially problematic question types for a survey with this population, and considerations around mode effects.

Content overview

The W1 questionnaire topics are listed below.

Parent/guardian questionnaire topics

- Parent background info (employment status, education, marital status, relationship with study child)
- SEND
- Education (type of setting, remote learning, support provided, unmet needs, parent satisfaction with support)
- EHC plan
- Parent's views on mainstream vs. special setting
- Experiences of young person's school
- Transition to secondary school
- Travel to school
- Peer relationships and bullying
- Preparation for adulthood (independence, expectations)
- Parent ethnicity and long-term health conditions
- Consent to data linkage and follow-up
- Contact details

Young person questionnaire topics

- Education (type of setting, remote learning, experiences of school, support provided by school, any unmet needs)
- Transition to secondary school
- Life satisfaction/happiness
- Bullying
- Preparation for adulthood (future plans, expectations)
- Consent to follow-up, data linkage information
- Contact details

Questionnaire development and length

The SEND Futures questionnaires were developed by NatCen in collaboration with the National Children's Bureau (NCB) in line with priorities provided by DfE, and guided by members of the study's expert Advisory Group. The questionnaires were designed to capture some of the key information of interest in relation to the experiences of young people with SEND and their parents or guardians, including their experiences of the support received at the young person's educational setting, where appropriate. Questions were developed to be workable across face-to-face and web modes, and the young person questionnaire in particular was developed to be as straightforward as possible.

The development phase drew heavily on a range of key existing studies, including The Longitudinal Study of Young People in England, the Millennium Cohort Study and Understanding Society. Where possible, questions were taken without adaptation. However, adaptations were made in many specific areas to simplify wording and to make them more pertinent to the research questions relating to this study. Consideration was given to maintaining comparability with existing questions in other studies and this will be an important aspect of questionnaire design in the mainstage study, particularly given the level of comprehension problems and assistance identified by interviewers, noted above. New questions were also developed and were tested and refined using cognitive interviews with young people with SEND and their parents.

Another part of the development phase involved NCB consulting their family reference groups to provide insights into language sensitivities as well as views on interview protocols and approach.

The questionnaires were designed to be approximately 30 minutes in length, on average (with the exception of the short versions of the web surveys which were designed to take 20 minutes). The actual average length of the questionnaires took to complete (excluding extreme values) are given below:

- Face-to-face strand

    - Parent interview: mean - 45 minutes, median – 41 minutes, 50% of cases ranged between 31 and 55 minutes.

    - Entire household visit: mean - 65 minutes, median 60 minutes, 50% ranged between 49 and 76 minutes.

    - Young person interview: mean - 20 minutes (difference between parent mean and entire household visit mean).

- Web strand[33]

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[33] Note the survey length reported includes surveys that were only partially completed.

- Parent survey (long): mean - 32 minutes, median 23 minutes, 50% ranged between 17 and 23 minutes.

- Parent survey (short): mean - 22 minutes, median – 18 minutes, 50% ranged between 14 and 24 minutes.

- Young person survey (long): mean - 22 minutes, median – 19 minutes, 50% ranged between 13 and 26 minutes.

- Young person survey (short): mean - 15 minutes, median – 12 minutes, 50% ranged between 8 and 17 minutes.

Questionnaire considerations

This section provides details on some of the key questionnaire variables and sets out some considerations for questionnaire development based on W1 of the SEND Futures Discovery Phase.

Consent to data linkage and re-contact

Agreement rates to data linkage were high, with an overall proportion of 88% of parents agreeing to education data linkage for the study young person across the two strands. As we might expect, agreement rates were higher in Strand 1, where the interviewer was available to establish rapport, explain the value of the linkage and answer questions – 91% of parents in Strand 1 consented to data linkage compared with 88% in Strand 2.

Rates of consent to re-contact (asked at the end of the survey) were also generally high – consent rates for parents and young people are set out in Table 23. It shows that levels of consent here were higher among parents than among children. Noticeably, this shows no difference in agreement rates for parents between the two strands – both at 96%. A difference between the two strands is evident among young people, though – 95% of young people in Strand 1 consented, compared with 92% in Strand 2.

Looking at levels of consent to follow-up by key subgroups, parents and young people from ethnic minority backgrounds were less likely than those in the other Strand 1 sample groups to consent to follow-up – in both strands we see lower levels of consent among parents only (91% compared with 96% overall); in Strand 2 we also see lower rates among young people - 85% of young people with an ethnic minority background consented to follow-up compared with 92% overall. While still high, it is noticeable that these groups, after the interview with an interviewer, as well as after conducting an online survey, are less likely than those from majority ethnic backgrounds to say they are willing to be contacted again in the future. We would suggest that in the context of a longitudinal study where this is communicated in the initial communication and during the interviewer visit, this consent to recontact question could be omitted in the mainstage study, thereby avoiding this potential source of additional bias (sample members would be able to opt

out of any given wave when invited and could also explicitly ask to be removed from the study altogether).

Table 23 - Parent and young person consent to re-contact by strand and by subgroup

	Parent, %	Young person, %
Strand 1		
Strand 1 overall	96	95
Strand 1: LAC group	98	95
Strand 1: CiN group	98	95
Strand 1: ethnic minority group	91	94
Strand 1: FSM group	96	95
Strand 2		
Strand 2 overall	96	92
Strand 2: LAC group	96	85
Strand 2: CiN group	96	91
Strand 2: ethnic minority group	91	85
Strand 2: FSM group	95	92

Base: All Strand 1 and Strand 2 households where at least one interview was completed (unweighted, Strand 1 overall = 967; unweighted, Strand 2 overall = 3,284).

Additional analysis further suggested that, particularly within Strand 2, parents whose young person's primary SEN was in the 'communication and interaction' category were less likely to consent to re-contact – 94% in Strand 1 compared with 96% overall, and 91% in Strand 2 compared with 96% overall. Among young people in Strand 2, there were also indications that those with 'communication and interaction' needs as their primary SEN were a little less likely than young people with other needs to agree to follow-up – 88% compared with 92% overall, and between 90% and 93% for young people with other types of primary need.

In Strand 1, parents whose young person's primary SEN was categorised as 'other' in the NPD, or where there was no information about the type of primary SEN in NPD, also had lower consent rates to follow-up – 91%.

Problematic question types

- **Break-offs:** looking at the data, no individual questions in either the parent or young person web survey prompted an exceptional level of respondents to break off, beyond what is typically seen. Unlike what might have been assumed, given their sensitive nature, there was no evidence of higher rates of break-offs for the questions relating to the young person's future. As noted in the section on questionnaire length, parents were more likely than young people to break off from completing their web survey. The majority of break-offs in the parent survey took place during the household grid section. This section was the most cumbersome to complete, asking for details of every member of the household (45% of all break-offs during the parent survey took place in this section (124 out of 273 cases)).

- **Abstract questions:** as expected given the range of abilities among the young people in the study, interviewer feedback suggested some young people struggled with questions that were somewhat abstract in nature. In particular, a question asking them to rate the extent to which they believed they were 'a person of value' was reported as being difficult to comprehend. Other questions which were difficult for a small number of learners to understand were ones which asked about the future, for example thinking about what they would do when leaving school and if they would have a job. Some were also reported to have struggled to recall about what had happened in the past (for example, a question about moving from primary to secondary school).

- **Open questions:** while some young people were able to provide answers to open questions, this was another type of question which was reported by interviewers as being difficult for some young people to answer, as they found it difficult to put things in their own words. This was also apparent from reviews of answers provided. As above, this is not surprising given the range of abilities.

- **Young person feedback:** feedback provided by young people who had completed an online survey was mixed, with as many suggesting that the questions were easy as suggesting they were difficult.

Potential mode effects

The chapter about weighting describes the process used to combine the weights from Strands 1 and 2. Some analysis was carried out prior to combining the weights to compare the weighted profiles of Strand 1 vs. the '*Strand 1 equivalent*' cases from Strand 2 (i.e. those that met the definition of the four groups of interest – LAC, CiN, ethnic minority, and FSM eligible). The weighted profiles were very similar; hence it was concluded that the two sets of weights could be merged without any further adjustments.

Whilst these checks were necessary to ensure that the weights could be merged, they were not sufficient to guarantee the appropriateness of combining and analysing the two sets of data together. The two surveys were carried out in different modes, one face-to-face with an interviewer and the other online. When this happens, i.e. where two surveys are carried out in parallel in two different modes, there is always a risk of 'mode effects', i.e. potential for the survey mode to influence the way in which individuals respond to certain questions. In this case, when considering the nature of the respondents, the survey topic, and the sensitivity of some of the questions, plus the risk that adults and young person responses online may not be given independently (as they would be in the presence of an interviewer), the risk was thought to be relatively high. For this reason, additional checks were carried out to gauge whether mode effects might have affected the survey outcomes.

A selection of questions was chosen from the adult and young person questionnaires. They covered a range of topics, including some questions considered sensitive. Weighted frequency counts were compared for adults and young people separately between Strand 1 and 'Strand 1 equivalent cases' from Strand 2. If no mode effects were present, i.e. survey mode had no influence on the answers respondents gave across the two settings, we'd expect the data from the two surveys to show very similar results (other things remaining equal). Overall, this analysis showed a mixed picture: some questions showed very similar results across the two surveys, whilst results diverged considerably for others. A small number of questions – including some questions deemed sensitive (for example about bullying), where the risk of mode effects is arguably much greater - showed very large differences that would be very unlikely to have occurred by chance.

A more comprehensive analysis would use statistical modelling to control for potential confounders, i.e. characteristics that might be correlated with survey responses and could explain the differences that would otherwise be attributed to mode. Instead, the weights were relied upon to minimise the risk of confounding. (As above, the two sets of 'underrepresented' respondents shared very similar profiles when weighted, hence the weights were able to reduce the risk of confounding if not eliminate it altogether.) For this reason, the conclusions reached are far from definitive; more robust analysis would be required to reach a firmer conclusion. Nevertheless, there was a strong indication that mode effects were present for certain questions and given the size of some of the differences uncovered by this limited analysis, it is clear that **caution is required when interpreting results from the combined samples.** More specifically, it is recommended that all survey results be split out by strand (filtering by 'underrepresented' groups) to check for differences that might be attributable to mode.

Weighting (strands 1 and 2)

Overview of weighting approach

Separate construction of weights

The two strands were weighted separately to make the results from each as representative as possible of their respective populations. Following this, the weights were combined into one set for analysis purposes. The combined weights enable analysis to provide estimates for the overall SEN population, while allowing for more robust analysis focused on the four sample groups from Strand 1. The survey length experiment from Strand 2 also required a separate set of weights. Adult and young person responses were weighted separately, hence there are two separate sets of weights in each case.

Weighting stages

Weighting was done in the following stages:

- Strand 1 selection weights (feeding into Strand 1 non-response).

- Strand 1 non-response weights: Parent interview; Young Person interview.

- Strand 2 non-response weights: Parent interview long experiment; Young Person interview long experiment; Parent interview - short experiment group; Young Person interview - short experiment group.

- Combining Strand 1 and Strand 2 by rescaling weights: Parent interview long experiment group; Young Person interview long experiment group; Parent interview; Young Person interview.

Description of weighting stages

Selection weights

The selection for Strand 1 was carried out in proportion to weights calculated so that each of the four categories represented 25% of the issued sample. By taking the inverse of these weights, the Strand 1 issued sample was made representative of the sample frame, which itself represents the population (because the strand 2 sample was selected with equal probability).

Non-response weights

To mitigate potential non-response bias, non-response weights were produced via logistic regression models, with a binary indicator of response as the dependent variable and pupil characteristics (from the sample frame) as predictors. Non-response weights were calculated as the inverse of the predicted probabilities from the model; for Strand 1, these were multiplied by the selection weights to produce a composite non-response weight. The same set of pupil characteristics was used in the models for each strand: the stratification variables used in Strand 2 sampling, and binary indicators for the four sample groups from Strand 1.

For each set of weights, two different models were created: one using all the available predictors and another using the stepwise procedure to remove variables that were not statistically significant. Region and Gender were 'forced' into these alternative models to ensure a representative profile. In Strand 2 the model with all variables included was used but in Strand 1 the stepwise model was used as its profile was found to be closer to the population profile. Variables that were kept in the Strand 1 model for young people: Region, Gender, SEN type, School type. Variables that were kept in the Strand 1 model for adults: Region, Gender, SEN type plus the indicator flags for Young people in Need and eligibility for Free School Meals.

Combining the non-response weights

If the respondents from Strand 1 and Strand 2 were simply combined into the same file with their respective weights, the resulting data, when weighted, would over-represent the groups sampled for Strand 1. The solution was to re-scale the weights for the Strand 1 respondents plus their Strand 2 counterparts, so that together they represent the correct proportion of the population.

Before combining the two strands, the weighted profile from Strand 1 was compared with the weighted profile of the Strand 1 counterparts in Strand 2. (i.e. only Strand 2 respondents from the four groups sampled for Strand 1). This exercise was done for adults and young people separately. A further comparison was made for the Strand 2 long survey weights (again for adults and young people separately). The profiles were represented by frequencies of the variables used in the non-response weighting and the conclusions were that Strand 1 and their Strand 2 counterparts were similar enough to each other that the weights could be combined without the need for further adjustments. It should be noted that these checks were focused on pupil characteristics only; they did not cover other survey outcomes, nor the potential for mode effects to undermine the appropriateness of combining the two strands. A separate set of checks was done to investigate the influence of mode; these are discussed in the section 'Potential mode effects'.

Using the weights

There are eight sets of weights in total, four Strand 2 weights and four combined (Strand 1 and 2) weights. Their use depends on which set of respondents and questions is being analysed. As above, when using the combined weights it is recommended that all survey results be split out by strand (filtering by 'hard to reach') to check for differences that might be attributable to mode.

In more detail, the following weights are available:

Strand 2 weights

- Strand 2 weights for parents/guardians: These weights make the profile of all parent/guardian responses to the Strand 2 survey representative of the SEN population. They are to be used when analysing questions from the short version of the survey. All Strand 2 respondents received this weight.

- Strand 2 weights for young people: These weights make the profile of all young person responses to the Strand 2 survey representative of the SEN population. They are to be used when analysing questions from the short version of the survey. All Strand 2 respondents received this weight.

- Strand 2 weights for parents/guardians (long survey only): These weights make the profile of parent/guardian responses to the long version of the Strand 2 survey representative of the SEN population. They are to be used when analysing questions that appeared only on the long version of the survey. Only respondents from the Strand 2 long survey experiment group received this weight.

- Strand 2 weights for young people (long survey only): These weights make the profile of young person responses to the long version of the Strand 2 survey representative of the of the SEN population. They are to be used when analysing questions that appeared only on the long version of the Strand 2 survey. Only respondents from the Strand 2 long survey experiment group received this weight.

Strand 1 and 2 combined weights

- Combined weights for parents/guardians: These weights make the profile of all parent/guardian responses to the Strand 1 and Strand 2 surveys representative of the SEN population. They are to be used when analysing questions from the short version of the Strand 2 survey.

- Combined weights for young people: These weights make the profile of all young person responses to the Strand 1 and Strand 2 surveys representative of the SEN population. They are to be used when analysing questions from the short version of the Strand 2 survey.

- Combined weights for parents/guardians (long survey only): These weights make the profile of parent/guardian responses to the long version of the Strand 2 survey representative of the SEN population. They are to be used when analysing questions that appeared only on the long version of the Strand 2 survey. Only Strand 1 respondents and those from the Strand 2 long survey experiment group received this weight.

- Combined weights for young people (long survey only): These weights make the profile of young person responses to the long version of the Strand 2 survey representative of the SEN population. They are to be used when analysing questions from the long version of the Strand 2 survey. Only Strand 1 respondents and those from the Strand 2 long survey experiment group received this weight.

Summary and reflections

This chapter summarises and reflects on the key findings from the preceding chapters, considering their implications for future surveys to be undertaken with children and young people with SEND, with an emphasis on study recruitment at the first wave.

The Discovery Phase study had specific aims and its design was not intended to be entirely aligned with a design that might be employed for a mainstage survey at Wave 1. In particular, the focus on specific subgroups in Strand 1 and the single mode of data collection in separate strands (rather than a multimode approach which may be more appropriate for the mainstage study) mean there are some limitations to using the Discovery Phase as a blueprint for a mainstage study.

A further limitation is the focus on young people of a particular age (Year 8). This was selected to enable a Discovery Phase where it was possible to test speaking directly to young people themselves. Protocols for interviews and questionnaire coverage for a mainstage study would need to be very different for younger age groups if included.

Nevertheless, the design of the two strands implemented in this Discovery Phase provided a wealth of information useful for the design of a mainstage study and provides guidance on how a high-quality study of young people with SEN can be achieved.

Sampling

The Discovery Phase used data from the NPD Schools Census and Alternative Provision Census for its sample frame in line with guidance from DfE. Other methods for constructing a sample could be considered for a mainstage study, particularly if there is a desire to broaden the scope beyond the administrative SEN classification. Most parents of the young people in our sample agreed that their child had special educational needs of some kind, but 14% of those interviewed stated that their child did not have such needs and had not had them in the past. Explanations for this may include a rejection of the concepts or language around special educational needs, or a lack of understanding of their child's needs. But it is also possible that some young people are effectively mis-recorded as having SEN – and conversely that some young people who are not recorded as receiving support for SEN may in fact have such needs (including pupils for whom needs are not yet identified). There may also be an issue with administrative definitions changing over time (although this would be likely to apply to any definition). A consideration for a mainstage study will be the extent to which it is able to adequately cover disabled young people when using the SEN administrative flag as the basis of its sampling. It is possible that other data could be appended to the sampling frame that may identify a wider group ahead of sampling.

The great advantage of using administrative data held on individuals about SEN and disabilities is the efficiency it lends to the survey operation. Other approaches would need to screen for this relatively low-incidence population (pupils with SEN support and those with an EHC plan representing around 17% of the school age population[34]) which would greatly increase the costs of the first wave of fieldwork, particularly if conducted face-to-face. These inefficiencies would apply irrespective of whether the sampling approach was school based or based on pupils' home address – if not using administrative data, costly screening procedures would be required.

In addition to the ability to efficiently target the SEN population, another significant benefit of using administrative data for the sampling approach is the ability to stratify by relevant characteristics and oversample subgroups of analytical interest. The Strand 1 approach demonstrated that a sample design can be implemented that substantially oversamples relatively small groups (CiN, LAC) within a clustered design aimed at enabling efficient face-to-face data collection, even within a single year group. The specific aims of Strand 1 meant that the oversampling was relatively extreme in the CiN and LAC groups, particularly, and would be unlikely to be the aim in the mainstage study. However, the Discovery Phase has demonstrated that a range of analytical aims could be achieved in the sample design whilst balancing the requirements of fieldwork efficiency (in the Discovery Phase, interviewer assignments were within a postcode sector).

If face-to-face data collection would never be required in the mainstage study, the sampling would be considerably more straightforward, as the Strand 2 sampling demonstrates. An unclustered, fully representative design was successfully implemented. The question then becomes one of representativeness in the achieved sample following fieldwork due to variations in participation rates among respondents with different characteristics.

Weighting

A broad point to note regarding weighting is the significant benefit that the well-populated administrative data provides on characteristics at the individual level that are highly relevant to the analysis aims and for evaluating non-response. These details provided the opportunity to develop relatively sophisticated weights (variables included in the eventual non-response model for parents included region, gender, primary SEN type, CiN and eligibility for FSM).

The weighting approach implemented in the Discovery Phase reflected the specific aims of the study at this point. The Discovery Phase demonstrated that combining separate samples employing different modes is feasible, and a similar approach could, in theory,

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[34] Based on Department for Education (2023) 'Special educational needs in England'. Accessed online at Special educational needs in England, Academic year 2022/23 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk) on 05.07/23

be implemented for specific analytical aims within a broader multimode approach. However, the specific requirement of the discovery phase – combining two entirely separate samples employing entirely different modes – is unlikely to apply in the mainstage SEND Futures study.

The mainstage study will need to consider some of the same issues considered in the Discovery Phase, particularly regarding the separate weighting of parent and young person interviews, and the implications of this for analytical approaches. This applies especially to web-only surveys where the Discovery Phase demonstrated that cases where only the parent or the young person completes an interview are much more likely than in a face-to-face approach.

Response rate and representativeness

The Discovery Phase W1 was conducted in a challenging period following COVID-19. Across face-to-face surveys we have seen impacts on survey participants' willingness to allow interviewers into their homes. There have also been significant impacts on the sector's field interviewer panels which saw a substantial loss of experience during the period when in-home interviewing was not possible. Given this context, and the historical decline in response rates in the prior period, the 46% response rate achieved in the CAPI strand among a group thought to be underrepresented in survey work is encouraging. Similarly, a 20% response rate (as seen among parents in Strand 2) would be considered a reasonable response rate among push-to-web surveys more broadly. As noted above, the presence of good administrative records for weighting provides further reassurance about the representativeness of the sample. There is a greater concern with a web-only approach in relation to household/young person internet access being a requirement. With this approach we also have little information available about whether subgroups were able to participate via a self-completion approach. Among parents who took part in Strand 1, 97% stated they have internet access at home, whilst 88% of young people who participated stated the same. Of key interest for Strand 1 was whether adequate response rates could be achieved in the four subgroups groups understood to be underrepresented in survey research – young people with 'looked after' or 'in need' status, eligible for FSM, and/or from an ethnic minority background (excluding white minorities). The Discovery Phase showed variation in response rates and the nature of non-response. For instance, young people with 'looked after' status were more likely to be untraced by the end of fieldwork, which is a specific issue to be considered for that group. However, the overall household response rate varied within a relatively limited range – between 42% and 47%. This suggests the approach is viable across these groups.

There was more variation evident by the young person's primary type of SEN (as registered on the NPD), varying from 38% among households where the young person had a 'physical or sensory' need to 56% among households where the young person had

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autism. While the levels of response were not low in any group, the concern remains that the non-response differences relate to unobserved characteristics connected to the capability of the young person or household to participate – that is, a characteristic relevant to the outcomes of interest to the study. For the face-to-face strand where interviewers were able to ascertain reasons for refusal, these were rarely related to the nature of the young person's SEN. Where the topic of the young person's needs was raised by parents or guardians on the doorstep, the reason given was more often that they did not think their child had special educational needs, and that the study was therefore not relevant. This provides further reassurance that we are not observing significant bias in the achieved sample at the household level.

There is more concern with the young person response. In around a fifth of households where a parent interview was conducted in the face-to-face strand, the young person was unable to participate due to their SEN. Also, this was particularly common among young people with autism. Among young people who participated in Strand 2, just over half recorded that they received some level of assistance – with 43% reporting that they received a little help from someone else and 15% a lot of help. 42% of participants stated they completed the survey all by themselves. Looking at this by primary SEN type, young people with autism were the group most likely to report having received a lot of help from someone else to complete their survey – 22%.

Mode considerations

A key decision for the mainstage study will be the mode or mix of modes of data collection. Clearly, budget for the study will be a factor given the relatively high costs of face-to-face fieldwork, and the trade-off with the sample size that could be achieved where all or most interviews are achieved online.

The results from the Discovery Phase indicates that it is feasible to achieve samples of good quality in relation to observable characteristics with both online-only and face-to-face-only approaches. Comparing overall response rates, a face-to-face mode would be preferable, given the substantially higher response rates seen there for both parents and young people. A higher response rate, while not in itself an indicator of a lack of bias in a sample, does provide more reassurance regarding potential bias in unobserved characteristics. However, comparisons of weighted estimates on key measures between the two surveys for the comparable subgroup indicated that there were relatively few instances of notable differences – and where they were apparent, this was likely to be the result of the mode of interview. For example, in relation to more sensitive questions where the presence of an interviewer would be likely to have an impact on participants' responses.

The SEND Futures study has a particular focus on subgroups within the SEND population who may face particular challenges and poorer outcomes in a range of areas

– and who may be underrepresented in surveys in general. There are indications that the two strands included in the Discovery Phase engaged somewhat different profiles of participants. For instance, families where the young person had an EHC plan were more likely to respond in the face-to-face strand than families where the young person did not have an EHC plan, whereas the converse was true in the online-only strand – namely, in Strand 2, families where the young person had an EHC plan (and may have a greater level of need) were less likely to take part than families where the young person did not have an EHC plan. We also observed that response propensities relating to primary SEN type were different between the two approaches – families where the young person had autism were the most likely to respond in the face-to-face strand while families where the young person had physical and sensory needs were less likely to take part. In relation to young people with physical and sensory needs, the reverse was true for the online approach: families where the young person had physical or sensory needs were more likely to take part than families where the young person had other types of primary need. This may indicate that the two modes are optimal for different subgroups and the mainstage study may benefit, in terms of data quality and inclusiveness, if both are employed in a multimode approach. A cost-effective approach would be to use the cheaper online mode as the first mode in the sequence. However, there may be a case for using face-to-face as the main mode, in particular where the survey instrument requires this (for instance for specific cognitive assessments). There may also be a case for using an online mode alongside a face-to-face mode, with interviewers helping participants with the online survey administration. In addition to coverage issues (internet access in the household, inability to participate online due to specific SEN), a particular concern with using an online mode on its own, raised by the Discovery Phase study, is the significant number of households where only the parent or the young person completed an interview. Depending on the variables of interest, some research questions could be answered drawing on the full sample achieved for either the parents or the young people, but there would be limitations for analysis seeking to use measures from both participants. A face-to-face follow-up to improve this situation would be valuable.

Looking ahead, the choice of mode at Wave 1 in the mainstage study may also be significant for response at subsequent waves, as respondents may be more likely to take part in a mode that is familiar to them. This will be looked at in Wave 2 of the Discovery Phase. The mainstage study will also need to take account of the age of the young person – for example, the mix of modes may need to be different to accommodate data collection from younger children, or to maximise response from older age groups, in particular those over 16 who could be contacted directly.

Response maximisation

Among the core aims of the Discovery Phase, one was to test some specific approaches to boosting response rates among young people with SEN, with a particular focus on

subgroups which tend to be underrepresented in survey research. Across the two different modes, the Discovery Phase experimentally tested a range of approaches to maximising response.

In the face-to-face strand we found that **unconditional incentives** of a lower value (to bring relative costs into line), were more effective than conditional incentives of a higher value in achieving higher response rates among parents (we offered participants £10 each for the parent and young person in the conditional incentive group compared with £5 each for the unconditional incentive group). It was less clear that this worked in the same way for the young person, whose participation and the passing on of their letter was negotiated via the parent. Rather, there was some suggestion that a conditional incentive may be more effective for enticing the young person to take part, although the unconditional incentive for the young person may have further boosted parents' goodwill and response to the study.

Within the online strand, for both the parent and the young person **a higher value** incentive (£10) was more effective than a lower value incentive (£5) in increasing response rates. This was seen across the board – we did not see clear evidence that this was more effective in the low-income group. The incentives used in the online strand were conditional upon taking part but were mentioned in the survey communications (letters).

Online response rates were increased by around three percentage points **when communicating that the survey was 20 mins rather than 30 minutes**. This increased response was seen pretty much across the board for both parents and young people, with the exception of young people from ethnic minority groups where there was no evidence of a link between the communicated survey length and response. Among those who did take part, there was little evidence to suggest that breakoffs were substantially different in the long and short surveys. Clearly there is a significant trade-off here between a higher response rate and a substantial reduction in the amount of data collected.

In the face-to-face strand, we did not see any impact on response rates as a result of the **additional training for interviewers**. The training aimed to improve interviewers' understanding of the nature of SEND and insight into the experiences of young people with SEND and their parents. A key aim of the training was to ensure interviewers felt confident about visiting and engaging with families – the theory being that this would also result in higher levels of participation. Anecdotally, interviewers confirmed that they did feel more confident and motivated about their task following this additional training and noted the importance of being empathetic on the doorstep in encouraging participation – suggesting that the training was to some extent successful, at least from the point of view of the interviewers. The theory that response would be improved with training aimed at increasing insight and confidence, however, may not hold – it is possible that training

would need to be more closely aligned with tackling doorstep refusal to be impactful in this respect. The analysis conducted did not control for all possible differences between interviewers – including whether they had any personal or professional experience of engaging with young people with SEND. It is also possible that some of the interviewers who did not receive the additional training did research on the topic themselves. Notably, although the additional training did not impact response rates, there was a suggestion that engagement (and perhaps data quality) was improved, with higher levels of recontact agreement observed among the group of interviewers who received the additional training. There was also a suggestion that data linkage agreement rates were higher among this group. It is possible, therefore, that the additional training, and the increased level of engagement, may subsequently lead to higher response rates at Wave 2.

The presence of data about the characteristics of individuals and households on the sample frame enabled an experiment around the **tailoring of messaging** in communications. The tailoring messages were developed based on existing research and evidence on survey participation among different population groups. In the Discovery Phase study the tailored messages were not found to have an impact on response rates for either the face-to-face or online strand. Tailoring is challenging to implement and may require more detailed knowledge of individuals and families to be effective, derived from multiple points of contact. As such, tailoring may have more potential to be effective if implemented at later waves. Alternatively, targeted qualitative research with specific population groups of interest, focussing on the specific study, may be useful – though we know from other research studies that recruitment to such studies can be challenging. In the face-to-face strand we were largely relying on a single letter (which may not have been read), and the interviewer's impact is likely to have been more significant in families' decision about whether or not to participate. Any decision to tailor messages, particularly for an online survey, should continue to be considered where there are strong theoretical bases for the message to be communicated and a clear sense of how this can be converted into a distinctive message. Co-production with communities and additional cognitive testing may be beneficial.

More broadly, tailoring and targeting approaches could be considered in other areas for the mainstage study. For instance, differential incentives would be possible to implement with the details available on the sample frame, and there were some indications from the non-response analysis that could be useful for planning additional targeted efforts. In the context of a multimode approach, targeted efforts in relation to the more expensive face-to-face mode may lead to an overall improved sample profile for a given budget.

The non-response outcomes and feedback from interviewers suggested further areas where additional effort of the mainstage study could focus. One group of interest was untraced movers, who made up 8% of the issued sample in Strand 1. This was particularly high for young people who were 'looked after' (17%), so this type of non-

response is demonstrably leading to bias (albeit observable). This relatively high level of untraced movers may relate to a lag in the school NPD data - or incorrect information from the school. We would recommend further focus on how untraced mover rates could be brought down with additional office-based tracing efforts. This should include updating information from NPD data during and/or just ahead of fieldwork and, after the initial waves, engagement with respondents between waves. However, additional tracing may also be possible through direct contact with schools by DfE, and/or by providing schools with tracing letters for specific individuals.

Protocols for engaging families and young people

An important aspect of the Discovery Phase was to develop appropriate protocols to engage families and young people with SEND. This included accommodating a range of types of SEN, and to do this in two modes of initial contact. Interviewer feedback was particularly useful in the face-to-face strand and indicated a relatively high level of resonance of the study on the doorstep and subsequent engagement with the interview process.

Face-to-face strand protocols (Strand 1)

At the point of making an appointment to interview, interviewers were asked to establish what needs the young person had and how to accommodate these in the interview. Whilst feedback on this element was generally positive, with interviewer feedback suggesting high levels of engagement from parents at this point, this also took a significant amount of time. As such, in the mainstage study it will be necessary to assess and decide upon the amount of time interviewers ought to spend (and thus be paid for) as part of this exercise.

A particular area of concern for interviewers ahead of fieldwork related to whether the young person would be able to participate, and whose judgement this should be based on. Discussion with parents was always useful for flagging concerns about potential impacts on the young person, but interviewers were briefed not to make a decision about the young person's ability to participate too early – it was highlighted in the briefing, and confirmed subsequently by interviewers, that it was often useful to progress through the parent interview first, for the young person to see how the interview worked and feel more comfortable with the interviewer and the interview process. In some instances, interviews with the young person progressed despite there being uncertainty about whether the young person would be able to complete the interview, to maximise inclusion and enable young people to take part if they could. In some of these cases the young person needed significant assistance during the interview from parents and/or the interviewer. In the mainstage study it will be important that quality questions are used to enable data quality decisions to be made at the data processing and/or analysis stage – for example, about whether data for certain cases ought to be included. Paradata could

be collected at the question level where there were specific issues and about the interview more broadly (although it is likely that interviewers would vary in how systematically they record issues).

Of particular interest in relation to enabling participation as well as to data quality is the issue of the parent being present during the young person interview. If necessary, this was encouraged to help put the young person at ease, or to provide other support where needed. Interviewers were briefed to try to minimise this, however, with the default being to provide privacy for the young person during their interview. In the Discovery Phase a parent or guardian was present during the young person face-to-face interview much more commonly than anticipated – 73% of cases. Interviewer feedback suggested that the parent's presence was in some cases to reassure young people who were shy or anxious, or to provide encouragement to complete the interview. Nevertheless, with 62% of young people assessed by interviewers as demonstrating high or very high levels of comprehension of the survey questions, the level of parental presence seems higher than what ought to be necessary. Interviewer feedback also suggested that in nearly half of these cases the parent's presence had an impact on the responses young people gave (46%). In the mainstage study this will be important to acknowledge and survey protocols could take this into account through, for example, the provision of a CASI section for the young person. In addition, it seems beneficial to train interviewers specifically on how to actively encourage parents/guardians to not be within earshot unless explicitly needed. For example, interviewers could be trained to establish 'rules' for the parent/guardian up front (after rapport has been established). These could include explaining that they need the parent to be an observer to the interview rather than a participant and encouraging them to sit slightly away from the young person. Throughout the young person interview the interviewer may also sometimes need to gently discourage the parent/guardian if they rephrase questions or answer on behalf of the young person. However, protocols will need to enable participation among those most in need of support to ensure their inclusion in the study and optimise data quality.

Picture showcards were also developed to aid young people's understanding. Due to the variation in ability of the young people taking part in a general survey of young people with SEN, the use of dedicated 'picture' showcards may not work for all young people, and interviewer feedback suggested that these may, in fact, risk putting some young people off. Conversely, having showcards with pictures and with minimal levels of text are important to enable participation by other groups of young people. This raises the consideration for a mainstage study of having two different versions of showcards. Importantly, however, this would reduce the comparability of the question between groups and potentially reduce confidence in analysis, particularly where type of SEND is important. This trade-off is a feature of the questionnaire development more broadly – this is discussed below.

The young person being present during the parent/guardian interview was also much more commonly reported than had been anticipated (41% of parent/guardian interviews). Again, this is something which could be considered in the survey development phase, including through the provision of a CASI section for questions that may be sensitive for them to answer in the presence of the cohort young person and/or other children. Specific training on this aspect of conducting the survey could also be provided to interviewers.

Web survey protocols (Strand 2)

A particular challenge with the web survey approach was understanding the nature of participation and non-participation and the implications for potential sources of bias. In particular, there was a relatively large proportion of cases where only a parent interview was achieved. In these instances, it is not clear whether the young person was unable to complete the survey due to their SEN or whether they were not completing it for another reason (such as simply not being interested). Protocols and reminder strategies must be carefully reviewed and designed to encourage participation from both parties – and to establish and record the context where this is not possible. For instance, highlighting clearly in the visual design and in the letter content that there are two separate surveys (one for the young person and one for the parent or guardian), and making clear why it is important that both complete their survey (wherever possible). The instrument could also include questions about the ability and/or intention of the other party to complete their interview.

We would not recommend preventing young person completion until the parent has completed their survey, as this is likely to reduce participation overall among young people. This raises the issue of under what circumstances young people can and should be approached directly. Our current view is that, in general, young people should only be contacted directly at 16 and over, but the ethical considerations of young people being contacted by their own letter at later waves once parental consent has been established at an earlier wave could be reviewed.

Questionnaire development

As noted in the preceding discussion, the questionnaire development for a study with children and young people with SEND, particularly for younger children, will need to carefully consider the trade-offs between enabling the broadest possible participation and comparability of responses within the survey and with other surveys. Cognitive testing formed part of the approach in the Discovery Phase study, and in the development phase of a mainstage study it will be important to include a substantial cognitive testing element, ideally more than one round. Interviewers noted problems with well-established questions and scales during fieldwork, and the degree to which this is to be tolerated will need to be considered.

Although not the main focus of the Discovery Phase, the questionnaire developed for Wave 1 is the product of considerable focus for policy and research colleagues at DfE, working in collaboration with NatCen and NCB. This was, however, a relatively short and light-touch approach and support from a (limited) literature review may be beneficial for a mainstage study.

The process of fieldwork raised some issues relevant for the questionnaire development process, which could be addressed in the mainstage study. In particular, the presence of young people in the room during the interview suggests a greater role for a CASI section for parents. This would also have the effect of reducing any mode effects between face-to-face interviews and online self-completion modes when used as part of a mixed mode approach. Comparative analysis of estimates from the online and face-to-face strands for a comparable subset suggested that there were specific instances where mode effects were likely to have been operating, most obviously where sensitive questions were administered by an interviewer.

A CASI approach for young people would similarly reduce the impact of the presence of parents and was shown to be widely feasible in Year 8. Inevitably this will not be possible in all cases, and again there is a trade-off here between obtaining more comparable data for a wider group against better data quality for a subgroup that may be dealing with specific needs. Considerations about the viable length of a CASI section are also necessary, particularly with younger age groups.

If the study design of the mainstage study includes web, it will also be useful to carefully consider the order and necessity of obtaining detailed information which may be particularly cumbersome for participants to answer – for example, alternatives to or simplifications of a 'household grid' section (which is often standard in face-to-face surveys) could be considered.

Looking ahead

The Wave 1 Discovery Phase provides strong evidence that a longitudinal study of young people with SEND is feasible and could deliver a high-quality study. Whilst more detailed response analysis could be undertaken to look at response patterns for the different subgroups, the findings in this report provide a useful basis for making decisions about sample frames, sampling decisions, modes and response rate expectations. There are also pointers towards the approach needed to develop an instrument that is appropriate for the analytical aims.

This wave also provided useful guidance for the second wave of the Discovery Phase which will revisit survey participants a year later. Some of the design decisions made in Wave 1 (for example, mode used at Wave 1, experiments conducted) will continue to play out in that second encounter in terms of retention and engagement.

Appendix A. Glossary

Term	Definition
Alternative Provision (AP) settings	Alternative Provision (AP) settings provide education for pupils who do not attend a mainstream school or special school full time. Education in alternative provision often takes place at a Pupil Referral Unit (PRU), AP academy or AP free school, but placements can also be arranged in another mainstream or independent school that provides AP, or in an educational setting that is not registered with DfE
Children in Need (CiN) / young people with 'in need' status	Children in Need are a legally defined group of children (under the Children Act 1989), assessed as needing help and protection as a result of risks to their development or health. This group includes children on child in need plans, children on child protection plans, children looked after by local authorities, care leavers and disabled children. Children in need include young people aged 18 or over who continue to receive care, accommodation or support from children's services, and unborn children. Whilst disabled children come under the definition of CiN, it is the case that not all children with a disability receive support from Children's Social Care services. Around 12% of CiN have a disability recorded.
CAPI	Computer Assisted Personal Interviewing. Face-to-face interview undertaken by trained survey field interviewer.
CASI	Computer Self-Assisted Interviewing. Survey questions answered by the respondent using the interviewer's laptop.
Disability	A disability is physical or mental impairment that has a substantial and long-term effect on an individual's ability to carry out day-to-day activities.
Education, Health and Care Plan (EHCP)	For children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

Term	Definition
Free School Meals (FSM)	Children eligible for free school meals
Looked after Children (LAC) / young people with 'looked after' status	A child in the care of their local authority for more than 24 hours. Includes children: living with foster parents; living in a residential children's home; or living in residential settings like schools or secure units.
Ethnic minority (excluding white minorities)	This includes people from ethnic groups other than those from white ethnic groups, including those from black, Asian, mixed and multiple ethnicities and those classified as 'other' ethnic groups. In this report 'ethnic minority' does not include white minorities such as Gypsy, Roma and Irish Traveller groups, or those where there was no information available about ethnicity on the sample frame.
National Pupil Database (NPD)	The National Pupil Database contains all pupils attending English state education.
Pupil referral units (PRUs)	A type of Alternative Educational Provision.
RCT	Randomised Controlled Trial
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
Special Educational Needs Co-ordinator (SENCO)	A teacher who is responsible for making sure special educational needs are catered to within schools.
Special schools	Special schools provide education for children with a special educational need or disability. Pupils can only attend special schools if they have an Education, Health and Care Plan (EHCP).

Appendix B. SEN Type definitions (from NPD)

The SEN types used in this report have been determined by grouping together SEN Type categories provided in the NPD (PrimarySENtype_SPR21). The idea behind this categorisation was to combine the least common NPD SEN types with others such that cell sizes would be sufficient to allow analysis and similar SEN types/experiences would be grouped together as far as possible.

Table B.1 SEN type definitions

Report classification	SEN Type classification in NPD
Autism	Autism Spectrum Disorder (ASD).
Cognition and Learning	Moderate Learning Difficulties (MLD); Profound Multiple Learning Difficulties (PMLD); Severe Learning Difficulties (SLD); and Specific Learning Difficulties (SPLD).
Physical and Sensory	Visual impairment (VI); Hearing Impairment (HI); Multi-sensory Impairment (MSI); and Physical Disability (PD).
Social Emotional Mental Health	Social Emotional Mental Health (SEMH)
Communication and Interaction	Speech Language and Communication Need (SLCN)
Other	Remaining categories who did not fit into any of the other categories
No information	No information about primary SEN type held on the NPD

Appendix C. Text used in tailored letters

Table C.1 Strand 1 tailored letter text – parent/guardian

	Looked After Children	Children in Need	Free school meals - unconditional voucher	Free school meals - conditional voucher	Ethnic minority (excluding white minorities)
Introductory Text:	'We hope to hear about the experiences of a wide range of young people with SEND, including those who live in residential schools or homes and those who live with their biological, adoptive or foster parents.'	'We hope to hear about the experiences of a wide range of young people with SEND, and how they feel about the help they receive from school and from local authority or council services.'	'We hope to hear about the experiences of a wide range of young people with SEND, including those who are growing up in households with different incomes.'	'We hope to hear about the experiences of a wide range of young people with SEND, including those who are growing up in households with different incomes.'	'We hope to hear about the experiences of a wide range of young people with SEND, including those from black and minority ethnic backgrounds who aren't always represented in research.'

	Looked After Children	Children in Need	Free school meals - unconditional voucher	Free school meals - conditional voucher	Ethnic minority (excluding white minorities)
Salient information box	'The interviewers are flexible and will fit around you. You can be interviewed whenever is easiest for you, including in the evening or at the weekend'	'You and your child won't have to answer any questions you don't want to'	'As a thank you for taking part, we've included a £5 Love2Shop gift card for you and one for (CHILD NAME)'	'As a thank you for taking part, your interviewer will give you and (CHILD NAME) a £10 Love2Shop gift card each'	'All your information will be confidential, and you will not be able to be identified in the data. You can ask your interviewer more about the study before deciding whether to take part.'
Bullet 1 (unconditional voucher group)	'As a thank you for taking part, we've included a £5 Love2Shop gift card for you and one for (CHILD NAME).'	'As a thank you for taking part, we've included a £5 Love2Shop gift card for you and one for (CHILD NAME).'	'The interviewers are flexible and will fit around you. You can be interviewed whenever is easiest for you, including in the evening or at the weekend'	'The interviewers are flexible and will fit around you. You can be interviewed whenever is easiest for you, including in the evening or at the weekend'	'As a thank you for taking part, we've included a £5 Love2Shop gift card for you and one for (CHILD NAME).'

	Looked After Children	Children in Need	Free school meals - unconditional voucher	Free school meals - conditional voucher	Ethnic minority (excluding white minorities)
Bullet 1 (conditional voucher group)	'As a thank you for taking part, your interviewer will give you and (CHILD NAME) a £10 Love2Shop gift card each'	'As a thank you for taking part, your interviewer will give you and (CHILD NAME) a £10 Love2Shop gift card each'	n/a	n/a	'As a thank you for taking part, your interviewer will give you and (CHILD NAME) a £10 Love2Shop gift card each'
Bullet 2	'You and your child won't have to answer any questions you don't want to'	'The interviewers are flexible and will fit around you. You can be interviewed whenever is easiest for you, including in the evening or at the weekend'	'You and your child won't have to answer any questions you don't want to'	'You and your child won't have to answer any questions you don't want to'	'The interviewers are flexible and will fit around you. You can be interviewed whenever is easiest for you, including in the evening or at the weekend'

	Looked After Children	Children in Need	Free school meals - unconditional voucher	Free school meals - conditional voucher	Ethnic minority (excluding white minorities)
Bullet 3	'All your information will be confidential, and you will not be able to be identified in the data. You can ask your interviewer more about the study before deciding whether to take part.'	'All your information will be confidential, and you will not be able to be identified in the data. You can ask your interviewer more about the study before deciding whether to take part.'	'All your information will be confidential, and you will not be able to be identified in the data. You can ask your interviewer more about the study before deciding whether to take part.'	'All your information will be confidential, and you will not be able to be identified in the data. You can ask your interviewer more about the study before deciding whether to take part.'	'You and your child won't have to answer any questions you don't want to'

Table C.2 Strand 1 tailored letter text – young person

	Looked After Children	Children in Need	Free school meals - unconditional voucher	Free school meals - conditional voucher	Ethnic minority (excluding white minorities)
Salient information box	'You can be interviewed whenever is easiest for you, including in the evening or at the weekend.'	'You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.'	'As a thank you for taking part, we've included a £5 Love2Shop gift card for you.'	'As a thank you for taking part, your interviewer will give you a £10 Love2Shop gift card.'	'We will not share your answers with anyone you know, like your parents or school.'
Bullet 1 (unconditional voucher group)	'As a thank you for taking part, we've included a £5 Love2Shop gift card for you.'	'As a thank you for taking part, we've included a £5 Love2Shop gift card for you.'	'You can be interviewed whenever is easiest for you, including in the evening or at the weekend.'	'You can be interviewed whenever is easiest for you, including in the evening or at the weekend.'	'As a thank you for taking part, we've included a £5' Love2Shop gift card for you.'
Bullet 1 (conditional voucher group)	'As a thank you for taking part, your interviewer will give you a £10 Love2Shop gift card.'	'As a thank you for taking part, your interviewer will give you a £10 Love2Shop gift card.'	n/a	n/a	'As a thank you for taking part, your interviewer will give you a £10 Love2Shop gift card.'

	Looked After Children	Children in Need	Free school meals - unconditional voucher	Free school meals - conditional voucher	Ethnic minority (excluding white minorities)
Bullet 2	'You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.'	'You can be interviewed whenever is easiest for you, including in the evening or at the weekend.'	'You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.'	'You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.'	'You can be interviewed whenever is easiest for you, including in the evening or at the weekend.'
Bullet 3	'We will not share your answers with anyone you know, like your parents or school.'	'We will not share your answers with anyone you know, like your parents or school.'	'We will not share your answers with anyone you know, like your parents or school.'	'We will not share your answers with anyone you know, like your parents or school.'	'You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.'

Table C.3 Strand 2 tailored letter text – parent/guardian

	Looked after children	Children in Need	Free School Meals / Remaining population - conditional £5 voucher	Free school meals / Remaining population - conditional £10 voucher	Ethnic minority (excluding white minorities)
Introductory Text:	'We hope to hear about the experiences of a wide range of young people with SEND, including those who live in residential schools or homes and those who live with their biological, adoptive or foster parents.'	'We hope to hear about the experiences of a wide range of young people with SEND, and how they feel about the help they receive from school and from local authority or council services.'	'We hope to hear about the experiences of a wide range of young people with SEND, including those who are growing up in households with different incomes.'	'We hope to hear about the experiences of a wide range of young people with SEND, including those who are growing up in households with different incomes.'	'We hope to hear about the experiences of a wide range of young people with SEND, including those from black and minority ethnic backgrounds who aren't always represented in research.'

	Looked after children	Children in Need	Free School Meals / Remaining population - conditional £5 voucher	Free school meals / Remaining population - conditional £10 voucher	Ethnic minority (excluding white minorities)
Salient information box	'You can complete the survey whenever is easiest for you, and you do not have to complete it all in one go.'	'You and your child won't have to answer any questions you don't want to.'	'As a thank you for taking part, we will send you a £5 Love2Shop gift card for you and one for (CHILD NAME).'	'As a thank you for taking part, we will send you a £10 Love2Shop gift card for you and one for (CHILD NAME).'	All your information will be confidential, and you will not be able to be identified in the data.'
Bullet 1 conditional £5 voucher group)	'As a thank you for taking part, we will send you a £5 Love2Shop gift card for you and one for (CHILD NAME).'	'As a thank you for taking part, we will send you a £5 Love2Shop gift card for you and one for (CHILD NAME).'	'You can complete the survey whenever is easiest for you, and you do not have to complete it all in one go.'	'You can complete the survey whenever is easiest for you, and you do not have to complete it all in one go.'	'As a thank you for taking part, we will send you a £5 Love2Shop gift card for you and one for (CHILD NAME).'
Bullet 1 (conditional £10 voucher group)	'As a thank you for taking part, we will send you a £10 Love2Shop gift card for you and one for (CHILD NAME).'	'As a thank you for taking part, we will send you a £10 Love2Shop gift card for you and one for (CHILD NAME).'	n/a	n/a	'As a thank you for taking part, we will send you a £10 Love2Shop gift card for you and one for (CHILD NAME).'

	Looked after children	Children in Need	Free School Meals / Remaining population - conditional £5 voucher	Free school meals / Remaining population - conditional £10 voucher	Ethnic minority (excluding white minorities)
Bullet 2	'You and your child won't have to answer any questions you don't want to.'	'You can complete the survey whenever is easiest for you, and you do not have to complete it all in one go.'	'You and your child won't have to answer any questions you don't want to.'	'You and your child won't have to answer any questions you don't want to.'	'You can complete the survey whenever is easiest for you, and you do not have to complete it all in one go.'
Bullet 3	'All your information will be confidential, and you will not be able to be identified in the data.'	'All your information will be confidential, and you will not be able to be identified in the data.'	All your information will be confidential, and you will not be able to be identified in the data.'	'All your information will be confidential, and you will not be able to be identified in the data.'	'You and your child won't have to answer any questions you don't want to.'

Table C.4 Strand 2 tailored letter text – young person

	Looked after children	Children in Need	Free School Meals / Remaining population - conditional £5 voucher	Free school meals / Remaining population - conditional £10 voucher	Ethnic minority (excluding white minorities)
Salient information box	'You can answer the questions whenever you like and you do not have to finish it all in one go.'	'You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.'	'As a thank you for taking part, we will send you a £5 Love2Shop gift card.'	'As a thank you for taking part, we will send you a £10 Love2Shop gift card.'	'We will not share your answers with anyone you know, like your parents or school.'
Bullet 1 conditional £5 voucher group)	'As a thank you for taking part, we will send you a £5 Love2Shop gift card.'	'As a thank you for taking part, we will send you a £5 Love2Shop gift card.'	'You can answer the questions whenever you like and you do not have to finish it all in one go.'	'You can answer the questions whenever you like and you do not have to finish it all in one go.'	'As a thank you for taking part, we will send you a £5 Love2Shop gift card.'
Bullet 1 (conditional £10 voucher group)	'As a thank you for taking part, we will send you a £10 Love2Shop gift card.'	'As a thank you for taking part, we will send you a £10 Love2Shop gift card.'	n/a	n/a	'As a thank you for taking part, we will send you a £10 Love2Shop gift card.'

	Looked after children	Children in Need	Free School Meals / Remaining population - conditional £5 voucher	Free school meals / Remaining population - conditional £10 voucher	Ethnic minority (excluding white minorities)
Bullet 2	'You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.'	'You can answer the questions whenever you like and you do not have to finish it all in one go.'	'You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.'	'You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.'	'You can answer the questions whenever you like and you do not have to finish it all in one go.'
Bullet 3	'We will not share your answers with anyone you know, like your parents or school.'	'We will not share your answers with anyone you know, like your parents or school.'	'We will not share your answers with anyone you know, like your parents or school.'	'We will not share your answers with anyone you know, like your parents or school.'	'You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.'

Appendix D. Detailed Strand 2 outcomes by young person's primary SEN type

Table D.1 Detailed Strand 2 outcomes by primary SEN type

	Cognition and learning, %	Communication and interaction, %	Social, emotional and mental health, %	Physical and sensory need, %	Autism, %	Other, %	No info, %
Both parent and young person productive interview	14	12	11	17	14	11	14
Parent only productive interview	7	6	6	7	7	6	6
Young person only productive interview	4	4	3	5	3	4	4
No productive interviews	76	78	79	70	76	79	75
Unweighted	4604	1504	2515	688	1752	917	983

Base: All strand 2 households (unweighted = 12,962).

Appendix E. Participant materials

Strand 1 advance letters (tailored)

Main body text of Strand 1 parent/guardian advance letter (tailored):

Invitation to take part in the SEND Futures survey

To the parent or guardian of <CFirstName>,

We would like to invite you and <CFirstname>, to take part in SEND Futures. This is a new national research project with young people with all kinds of special educational needs and disabilities (SEND), commissioned by the Department for Education.

This research will help us to improve the help given to young people who need additional support with their learning – this includes young people with <SENDType> as well as other kinds of SEND.
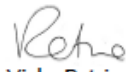
<Adintrotext>

We want young people with SEND and their parents or carers to have a say in how we could improve the support they get across the education system.

 <Adboxtext>

What happens next?

Your interviewer, <Intfirstname>, is from NatCen Social Research. They will call at your address in the next few weeks, explain more about the study and arrange a convenient time for you and your child to take part. They will show you a photo ID card, so you know who they are.

<AdBullet1>

<AdBullet2>

<AdBullet3>

For more information please see the back of this letter or visit **natcen.ac.uk/send-futures**. If you would like to talk to someone about the study or don't want to take part, please call Natcen on Freephone **0800 652 4570** or email **SENDFutures@natcen.ac.uk**.

SEND
Futures

The parent/guardian of <CFirstname> <CSurname>
<AddressLine1>
<AddressLine2>
<AddressLine3>
<Town>
<County>
<Postcode>

Your interviewer will be:
<Interviewername>

Ref: P13940 <Serial><ckl>

Invitation to take part in the SEND Futures survey

To the parent or guardian of <CFirstName>,

We would like to invite you and <CFirstName>, to take part in SEND Futures. This is a new national research project with young people with all kinds of special educational needs and disabilities (SEND), commissioned by the Department for Education.

This research will help us to improve the help given to young people who need additional support with their learning – this includes young people with <SENDType> as well as other kinds of SEND.

<Adintrotext>

We want young people with SEND and their parents or carers to have a say in how we could improve the support they get across the education system.

<Adboxtext>

What happens next?

- Your interviewer, <Intfirstname>, is from NatCen Social Research. They will call at your address in the next few weeks, explain more about the study and arrange a convenient time for you and your child to take part. They will show you a photo ID card, so you know who they are.

- <AdBullet1>

- <AdBullet2>

- <AdBullet3>

For more information please see the back of this letter or visit natcen.ac.uk/send-futures. If you would like to talk to someone about the study or don't want to take part, please call Natcen on Freephone 0800 652 4570 or email SENDFutures@natcen.ac.uk.

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of SEND Futures, NatCen Social Research

PV1_PC_AdvL_T

UNDERSTANDING THE EXPERIENCES OF YOUNG PEOPLE WITH SEND

Main body text of Strand 1 young person advance letter (tailored):

Invitation for <CFirstName>

Hi <CFirstName>,

We're launching an exciting new research project called SEND Futures, and we'd love you to help us get it started.

We'll be speaking to young people who need extra support to help them learn. The information you can give us will help us improve the support we give young people with their education.

<CHBoxtext>

What happens next?

An interviewer called <Intfirstname> will visit your home in the next few weeks. They will explain more about the research and plan a time for you and your parent or carer to take part. You can ask them questions about the study before deciding whether you want to take part.

<ChBullet1>

<ChBullet2>

<ChBullet3>

SEND
Futures

Invitation for <CFirstName>

Hi <CFirstName>,

We're launching an exciting new research project called SEND Futures, and we'd love you to help us get it started.

We'll be speaking to young people who need extra support to help them learn. The information you can give us will help us improve the support we give young people with their education.

<CHBoxtext>

What happens next?

- An interviewer called <Intfirstname> will visit your home in the next few weeks. They will explain more about the research and plan a time for you and your parent or carer to take part. You can ask them questions about the study before deciding whether you want to take part.

- <ChBullet1>

- <ChBullet2>

- <ChBullet3>

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of SEND Futures, NatCen Social Research

PV1_YP_AdvL_T

UNDERSTANDING THE EXPERIENCES OF
YOUNG PEOPLE WITH SEND

Strand 1 advance letters (non-tailored)

Main body text of Strand 1 parent/guardian advance letter (non-tailored)

Invitation to take part in the SEND Futures survey

To the parent or guardian of <CFirstName>,

We would like to invite you and <CFirstName> to take part in the SEND Futures survey. This is a new national study of young people with all kinds of special educational needs and disabilities (SEND), commissioned by the Department for Education.

The results will help us to improve the support given to young people with SEND and their parents or carers. We want young people with SEND and their parents or carers to have a say in how we could improve the support they get across the education system.

What happens next?

Your interviewer, <Intfirstname>, is from NatCen Social Research. They will call at your address in the next few weeks, explain more about the study and arrange a convenient time for you and your child to take part. They will show you a photo ID card, so you know who they are.

As a thank you for taking part, **<AdIncent>**, one for you and one for your child.

All your information will be confidential, and you will not be able to be identified in the data. You can ask your interviewer more about the study before deciding whether to take part.

The interviewers are flexible and will fit around you. You can be interviewed whenever is easiest for you, including in the evening or at the weekend.

You and <Cfirstname> won't have to answer any questions you don't want to.

For more information please see the back of this letter or visit **natcen.ac.uk/send-futures**. If you would like to talk to someone about the study or don't want to take part, please call Natcen on Freephone **0800 652 4570** or email **SENDFutures@natcen.ac.uk**.

SEND Futures

The parent/guardian of <CFirstname> <CSurname>
<AddressLine1>
<AddressLine2>
<AddressLine3>
<Town>
<County>
<Postcode>

Your interviewer will be:
<Interviewername>

Ref: P13940 <Serial><ckl>

Invitation to take part in the SEND Futures survey

To the parent or guardian of <CFirstName>,

We would like to invite you and <CFirstName> to take part in the SEND Futures survey. This is a new national study of young people with all kinds of special educational needs and disabilities (SEND), commissioned by the Department for Education.

The results will help us to improve the support given to young people with SEND and their parents or carers. We want young people with SEND and their parents or carers to have a say in how we could improve the support they get across the education system.

What happens next?

- Your interviewer, <Intfirstname>, is from NatCen Social Research. They will call at your address in the next few weeks, explain more about the study and arrange a convenient time for you and your child to take part. They will show you a photo ID card, so you know who they are.

- As a thank you for taking part, <AdIncent>, one for you and one for your child.

- All your information will be confidential, and you will not be able to be identified in the data. You can ask your interviewer more about the study before deciding whether to take part.

- The interviewers are flexible and will fit around you. You can be interviewed whenever is easiest for you, including in the evening or at the weekend.

- You and <Cfirstname> won't have to answer any questions you don't want to.

For more information please see the back of this letter or visit natcen.ac.uk/send-futures. If you would like to talk to someone about the study or don't want to take part, please call Natcen on Freephone 0800 652 4570 or email SENDFutures@natcen.ac.uk.

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of SEND Futures, NatCen Social Research

PV1_PC_AdvL_G

UNDERSTANDING THE EXPERIENCES OF
YOUNG PEOPLE WITH SEND

Main body text of Strand 1 young person advance letter (non-tailored)

Invitation for <CFirstName>

Hi <CFirstName>,

We're launching an exciting new research project called SEND Futures, and we'd love you to help us get it started.

We'll be speaking to young people who need extra support to help them learn. The information you can give us will help us improve the support we give young people with their education.

What happens next?

An interviewer called <Intfirstname> will visit your home in the next few weeks. They will explain more about the research and plan a time for you and your parent or carer to take part. You can ask them questions about the study before deciding whether you want to take part.

As a thank you for taking part, <ChGIncent>

We will not share your answers with anyone you know, like your parents, or school.

You can be interviewed whenever is easiest for you, including in the evening or at the weekend.

You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.

SEND
Futures

Invitation for <CFirstName>

Hi <CFirstName>,

We're launching an exciting new research project called SEND Futures, and we'd love you to help us get it started.

We'll be speaking to young people who need extra support to help them learn. The information you can give us will help us improve the support we give young people with their education.

What happens next?

- An interviewer called <Intfirstname> will visit your home in the next few weeks. They will explain more about the research and plan a time for you and your parent or carer to take part. You can ask them questions about the study before deciding whether you want to take part.

- As a thank you for taking part, <ChGIncent>

- We will not share your answers with anyone you know, like your parents, or school.

- You can be interviewed whenever is easiest for you, including in the evening or at the weekend.

- You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of SEND Futures, NatCen Social Research

PV1_YP_AdvL_T

UNDERSTANDING THE EXPERIENCES OF YOUNG PEOPLE WITH SEND

Strand 2 pre-notification letters

Main body text of Strand 2 parent/guardian prenotification letter

Help us understand the experiences of young people with SEND

To the parent or guardian of <CFirstName>,

The Department for Education has commissioned a new national study of young people with all kinds of special educational needs and disabilities (SEND).

The results will help us improve the support given to young people with SEND, as well as their parents and carers.

<CFirstname> was chosen to take part from the National Pupil Database, which is a register of all pupils in England, held by the Department for Education (DfE).

What happens next?

You will receive a letter in the next week or so explaining more about the study and inviting you and <CFirstname> to take part. You don't need to do anything yet.

You will be able to take part online, at a time that suits you.

As a thank you for taking part, we will send you a <AdIncent> Love2Shop gift card.

NatCen Social Research are conducting this research on behalf of the Department of Education (DfE).

In the meantime, for more information please visit **www.natcen.ac.uk/send-futures**. If you would like to talk to someone about the study, please call NatCen on Freephone **0800 652 4570** or email **SENDFutures@natcen.ac.uk**.

SEND Futures

The parent/guardian of <CFirstname> <CSurname>
<AddressLine1>
<AddressLine2>
<AddressLine3>
<Town>
<County>
<Postcode>

Ref P13940/S2 <Serial><ckl>

Help us understand the experiences of young people with SEND

To the parent or guardian of <CFirstName>,

The Department for Education has commissioned a new national study of young people with all kinds of special educational needs and disabilities (SEND).

The results will help us improve the support given to young people with SEND, as well as their parents and carers.

<CFirstname> was chosen to take part from the National Pupil Database, which is a register of all pupils in England, held by the Department for Education (DfE).

What happens next?

- You will receive a letter in the next week or so explaining more about the study and inviting you and <CFirstname> to take part. You don't need to do anything yet.

- You will be able to take part online, at a time that suits you.

- As a thank you for taking part, we will send you a <AdIncent> Love2Shop gift card.

- NatCen Social Research are conducting this research on behalf of the Department of Education (DfE).

In the meantime, for more information please visit **www.natcen.ac.uk/send-futures**. If you would like to talk to someone about the study, please call NatCen on Freephone **0800 652 4570** or email **SENDFutures@natcen.ac.uk**.

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of SEND Futures, NatCen Social Research

PV1_PC_PreN

UNDERSTANDING THE EXPERIENCES OF YOUNG PEOPLE WITH SEND

Help us understand more about your experience of learning

Hi <CFirstName>,

The Department for Education is launching an exciting new research project called **SEND Futures**.

We want to hear from young people who need extra support to help them learn. The information you give us will help us improve the support we give young people with their education.

What happens next?

You will receive a letter in the next week or so explaining more about the study and inviting you to take part. You don't need to do anything yet.

You will be able to take part online, at a time that suits you.

As a thank you for taking part, we will send you a <ChgIncent> Love2Shop gift card.

NatCen Social Research are conducting this research on behalf of the Department of Education.

In the meantime for more information please visit **www.natcen.ac.uk/send-futures**. If you would like to talk to someone about the study please call NatCen on Freephone **0800 652 4570** or email **SENDFutures@natcen.ac.uk**.

SEND
Futures

Help us understand more about your experience of learning

Hi <CFirstName>,

The Department for Education is launching an exciting new research project called SEND Futures.

We want to hear from young people who need extra support to help them learn. The information you give us will help us improve the support we give young people with their education.

What happens next?

- You will receive a letter in the next week or so explaining more about the study and inviting you to take part. You don't need to do anything yet.

- You will be able to take part online, at a time that suits you.

- As a thank you for taking part, we will send you a <ChgIncent> Love2Shop gift card.

- NatCen Social Research are conducting this research on behalf of the Department of Education.

In the meantime for more information please visit www.natcen.ac.uk/send-futures. If you would like to talk to someone about the study please call NatCen on Freephone 0800 652 4570 or email SENDFutures@natcen.ac.uk.

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of SEND Futures, NatCen Social Research

PV1_PC_PreN

UNDERSTANDING THE EXPERIENCES OF YOUNG PEOPLE WITH SEND

Strand 2 advance letters (tailored)

Main body text of Strand 2 parent/guardian advance letter (tailored)

Invitation to take part in the SEND Futures survey

To the parent or guardian of <CFirstName>,

We would like to invite you and <CFirstname> to take part in SEND Futures. This is a new national research project with young people with all kinds of special educational needs and disabilities (SEND), commissioned by the Department for Education.

This research will help us to improve the help given to young people who need additional support with their learning – this includes young people with <SENDType> as well as other kinds of SEND.

<Adintrotext>

<Adboxtext>

We want young people with SEND and their parents or carers to have a say in how we could improve the support they get across the education system.

How to take part

Here is what you need to do to complete **your** survey. The enclosed letter to <CFirstname> explains how they can access their survey.

> **Go to the Parent / Guardian Survey website: <CAWIShortP>**
>
> **Enter your access code: <AccessCodeP>**
>
> **Complete the survey**

Both surveys should take around <LengthType> minutes.

<AdBullet1>

<AdBullet2>

<AdBullet3>

For more information please see the back of this letter or visit **natcen.ac.uk/send-futures**.

SEND
F u t u r e s

The parent/guardian of <CFirstname> <CSumame>
<AddressLine1>
<AddressLine2>
<AddressLine3>
<Town>
<County>
<Postcode>

Ref P13940/S2 <Serial><ckl>

Invitation to take part in the SEND Futures survey

To the parent or guardian of <CFirstName>,

We would like to invite you and <CFirstname> to take part in SEND Futures. This is a new national research project with young people with all kinds of special educational needs and disabilities (SEND), commissioned by the Department for Education.

This research will help us to improve the help given to young people who need additional support with their learning – this includes young people with <SENDType> as well as other kinds of SEND.

<Adintrotext>

<Adboxtext>

We want young people with SEND and their parents or carers to have a say in how we could improve the support they get across the education system.

How to take part

Here is what you need to do to complete **your** survey. The enclosed letter to <CFirstname> explains how they can access their survey.

➤ **Go to the Parent / Guardian Survey website: <CAWIShortP>**

☑ **Enter your access code: <AccessCodeP>**

☺ **Complete the survey**

- Both surveys should take around <LengthType> minutes.

- <AdBullet1>

- <AdBullet2>

- <AdBullet3>

For more information please see the back of this letter or visit **natcen.ac.uk/send-futures**.

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of SEND Futures, NatCen Social Research

PV1_PG_AdvL_T

UNDERSTANDING THE EXPERIENCES OF YOUNG PEOPLE WITH SEND

Main body text of Strand 2 young person advance letter (tailored)

Invitation for <CFirstName>

Hi <CFirstName>,

We're launching an exciting new research project called **SEND Futures**, and we'd love you to help us get it started.

We want to hear from young people who need extra support to help them learn. The information you can give us will help us improve the support we give young people with their education.

<CHBoxtext>

How to take part

Here is what you need to do to complete **your** survey.

Go to the survey website: <CAWIShortC>

Enter your access code: <AccessCodeC>

Complete the survey

It's easy to take part

Both surveys should take around <LengthType> minutes.

<ChBullet1>

<ChBullet2>

<ChBullet3>

Ref P13940/S2 <Serial><ckl>

Invitation for <CFirstName>

Hi <CFirstName>,

We're launching an exciting new research project called **SEND Futures**, and we'd love you to help us get it started.

We want to hear from young people who need extra support to help them learn. The information you can give us will help us improve the support we give young people with their education.

How to take part

Here is what you need to do to complete **your** survey.

- Go to the survey website: <CAWIShortC>
- Enter your access code: <AccessCodeC>
- Complete the survey

It's easy to take part

- Both surveys should take around <LengthType> minutes.
- <ChBullet1>
- <ChBullet2>
- <ChBullet3>

<CHBoxtext>

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of SEND Futures, NatCen Social Research

PV1_YP_AdvL_T

UNDERSTANDING THE EXPERIENCES OF
YOUNG PEOPLE WITH SEND

Strand 2 advance letters (non-tailored)

Main body text of Strand 2 parent/guardian advance letter (non-tailored)

Invitation to take part in the SEND Futures survey

To the parent or guardian of <CFirstName>,

We would like to invite you and <CFirstname> to take part in SEND Futures survey. This is a new national study of young people with all kinds of special educational needs and disabilities (SEND), commissioned by the Department for Education.

The results will help us to improve the support given to young people with SEND and their parents or carers. We want young people with SEND and their parents or carers to have a say in how we could improve the support they get across the education system.

How to take part

Here is what you need to do to complete **your** survey. The enclosed letter to <CFirstname> explains how they can access their survey.

> **Go to the Parent / Guardian Survey website: <CAWIShortP>**
>
> **Enter your access code: <AccessCodeP>**
>
> **Complete the survey**

It's easy to take part

Both surveys should take around <LengthType> minutes.

As a thank you for taking part, we will send you a <AdIncent> Love2Shop gift card and one for <CFirstName>.

All your information will be confidential, and you will not be able to be identified in the data.

You can complete the survey whenever is easiest for you, and you do not have to complete it all in one go.

You and <CFirstname> won't have to answer any questions you don't want to.

For more information please see the back of this letter or visit **natcen.ac.uk/send-futures**.

Invitation to take part in the SEND Futures survey

To the parent or guardian of <CFirstName>,

We would like to invite you and <CFirstname> to take part in SEND Futures survey. This is a new national study of young people with all kinds of special educational needs and disabilities (SEND), commissioned by the Department for Education.

The results will help us to improve the support given to young people with SEND and their parents or carers. We want young people with SEND and their parents or carers to have a say in how we could improve the support they get across the education system.

How to take part

Here is what you need to do to complete **your** survey. The enclosed letter to <CFirstname> explains how they can access their survey.

☞ **Go to the Parent / Guardian Survey website: <CAWIShortP>**

☑ **Enter your access code: <AccessCodeP>**

☺ **Complete the survey**

It's easy to take part

- Both surveys should take around <LengthType> minutes.
- As a thank you for taking part, we will send you a <AdIncent> Love2Shop gift card and one for <CFirstName>.
- All your information will be confidential, and you will not be able to be identified in the data.
- You can complete the survey whenever is easiest for you, and you do not have to complete it all in one go.
- You and <CFirstname> won't have to answer any questions you don't want to.

For more information please see the back of this letter or visit **natcen.ac.uk/send-futures**.

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of SEND Futures, NatCen Social Research

PV1_PC_InvL_G

UNDERSTANDING THE EXPERIENCES OF
YOUNG PEOPLE WITH SEND

Main body text of Strand 2 young person advance letter (non-tailored)

Invitation for <CFirstName>

Hi <CFirstName>,

We're launching an exciting new research project called **SEND Futures**, and we'd love you to help us get it started.

We want to hear from young people who need extra support to help them learn. The information you give us will help us improve the support we give young people with their education.

How to take part

Here is what you need to do to complete **your** survey.

> **Go to the survey website: <CAWIShortC>**
>
> **Enter your access code: <AccessCodeC>**
>
> **Complete the survey**

It's easy to take part

The survey should take about <LengthType> minutes.

As a thank you for taking part, we will send you a <ChgIncent> Love2Shop gift card.

We will not share your answers with anyone you know, like your parents, or school.

You can answer the questions whenever you like and you do not have to finish it all in one go.

You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.

Invitation for <CFirstName>

Hi <CFirstName>,

We're launching an exciting new research project called **SEND Futures**, and we'd love you to help us get it started.

We want to hear from young people who need extra support to help them learn. The information you give us will help us improve the support we give young people with their education.

How to take part

Here is what you need to do to complete your survey.

- Go to the survey website: <CAWIShortC>
- Enter your access code: <AccessCodeC>
- Complete the survey

It's easy to take part

- The survey should take about <LengthType> minutes.
- As a thank you for taking part, we will send you a <ChgIncent> Love2Shop gift card.
- We will not share your answers with anyone you know, like your parents, or school.
- You can answer the questions whenever you like and you do not have to finish it all in one go.
- You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of SEND Futures, NatCen Social Research

PV1_YP_InvL_G

UNDERSTANDING THE EXPERIENCES OF YOUNG PEOPLE WITH SEND

Strand 2 reminder letters

Main body text of Strand 2 parent/guardian reminder letter

The Send Futures Survey is closing soon. Take this opportunity to be part of something important

To the parent or guardian of <CFirstName>,

We recently wrote to you to take part in a new research project called SEND Futures. We would like to hear your and <CFirstname>'s views to help us to improve the support given to young people with SEND and their parents and carers. The survey is due to close on <deadline>, so please log on today!

NatCen Social Research are carrying out the research on behalf of DfE.

How to take part

Here is what you need to do to complete **your** survey. The enclosed letter to <CFirstname> explains how they can access their survey.

> **Go to the Parent / Guardian survey website: <CAWIShortP>**

> **Enter your access code: <AccessCodeP>**

> **Complete the survey**

It's easy to take part

Both surveys should take around <LengthType> minutes.

As a thank you for taking part, we will send two Love2Shop gift cards, of <AdIncent>, one to you and one to your child.

All your information will be confidential, and you will not be able to be identified in the data.

You can complete the survey whenever is easiest for you, and you do not have to complete it all in one go.

You and <CFirstname> won't have to answer any questions you don't want to.

For more information please see the back of this letter or visit **natcen.ac.uk/send-futures**.

SEND
Futures

The Send Futures Survey is closing soon.
Take this opportunity to be part of something important

To the parent or guardian of <CFirstName>,

We recently wrote to you to take part in a new research project called SEND Futures. We would like to hear your and <CFirstname>'s views to help us to improve the support given to young people with SEND and their parents and carers. The survey is due to close on <deadline>, so please log on today!

NatCen Social Research are carrying out the research on behalf of DfE.

How to take part
Here is what you need to do to complete **your** survey. The enclosed letter to <CFirstname> explains how they can access their survey.

- Go to the Parent / Guardian survey website: <CAWIShortP>

- Enter your access code: <AccessCodeP>

- Complete the survey

It's easy to take part
- Both surveys should take around <LengthType> minutes.

- As a thank you for taking part, we will send two Love2Shop gift cards, of <AdIncent>, one to you and one to your child.

- All your information will be confidential, and you will not be able to be identified in the data.

- You can complete the survey whenever is easiest for you, and you do not have to complete it all in one go.

- You and <CFirstname> won't have to answer any questions you don't want to.

For more information please see the back of this letter or visit natcen.ac.uk/send-futures.

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of SEND Futures, NatCen Social Research

PV1_PC_RemL

UNDERSTANDING THE EXPERIENCES OF
YOUNG PEOPLE WITH SEND

Main body text of Strand 2 young person reminder letter

The Send Futures Survey is closing soon. Take this opportunity to be part of something important

Hi <CFirstName>,

We recently wrote to you to take part in an exciting new research project called **SEND Futures**. Many young people have completed the survey, but we need to hear from you too, because each person selected to take part is unique and unreplaceable. Without your views, we are only getting a partial picture. The online survey closes on <deadline>, so please log on today!

How to take part

Here is what you need to do to complete **your** survey.

Go to the survey website: <CAWIShortC>

Enter your access code: <AccessCodeC>

Complete the survey

As a thank you for taking part, we will send you a <ChgIncent> Love2Shop gift card.

It's easy to take part

The survey should take about <LengthType> minutes.

We will not share your answers with anyone you know, like your parents, or school.

You can answer the questions whenever you like and you do not have to finish it all in one go.

You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.

The Send Futures Survey is closing soon.
Take this opportunity to be part of something important

Hi <CFirstName>,

We recently wrote to you to take part in an exciting new research project called **SEND Futures**. Many young people have completed the survey, but we need to hear from you too, because each person selected to take part is unique and unreplaceable. Without your views, we are only getting a partial picture. The online survey closes on <deadline>, so please log on today!

How to take part

Here is what you need to do to complete your survey.

- Go to the survey website: <CAWIShortC>
- Enter your access code: <AccessCodeC>
- Complete the survey

As a thank you for taking part, we will send you a <ChgIncent> Love2Shop gift card.

It's easy to take part

- The survey should take about <LengthType> minutes.
- We will not share your answers with anyone you know, like your parents, or school.
- You can answer the questions whenever you like and you do not have to finish it all in one go.
- You won't have to answer any questions you don't want to. You can answer questions with your parent or carer with you, if you want.

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of SEND Futures, NatCen Social Research

PV1_PC_RemL

UNDERSTANDING THE EXPERIENCES OF YOUNG PEOPLE WITH SEND

Appendix F. Taking part cards used in face-to-face interview (Strand 1)

I want to

take a break

I don't understand

I prefer not
to answer

Appendix G. Questionnaire specification

Young person questionnaire

Administration

ASK IF MODE = CAPI
CkYPOut
INTERVIEWER: Are you conducting an interview with the young person?
1. Yes – ready to interview young person
2. No – young person has refused
3. No – young person incapable of carrying out interview
4. No - other reason why young person cannot participate in the study (specify)

DO NOT ALLOW DK OR REFUSED.
{IF CkYPOut=2,3,4}
Soft check: INTERVIEWER: Are you sure you cannot interview the young person in this study?
{Programmer: Set IntStatus and return to start of CAPI}

ASK IF CkYPOut=4
CkYPOutO
Provide reason for young person not being able to participate in study
OPEN

Introduction

CAWI INTRO SCREEN:
Welcome to the SEND Futures Study!
The questionnaire should take around 20 to 30 minutes to complete.
We will handle your data in accordance with the UK GDPR and the Data Protection Act 2018.
The survey findings are anonymised and nothing we publish will identify you.
To take part, please enter your unique access code (it is the eight-digit code from your letter) in the box below and click 'NEXT'
If you are experiencing any problems logging in or other technical problems, then please get in touch using our contact details below:
Email: SENDFutures@natcen.ac.uk
Freephone: 0800 652 4570
More information, including a link to the privacy notice, is also available on the project website: natcen.ac.uk/SENDFutures
Click 'NEXT' to continue

ASK IF CkYPOut<>2,3,4
TakePartC
{IF MODE = CAWI, 'First, we just want to check you understand what the study is about.}
{IF MODE = CAPI, 'Before we start, I just want to make sure we have been clear about the purpose of the interview and the SEND Futures study'.}

The Department for Education (DfE) wants to find out about the experiences of young people who need additional support to help them learn. The DfE are part of the government. This research helps them improve the support available for young people who need this extra help. DfE have asked NatCen Social Research to carry out the research, {IF MODE = CAPI, 'and I work for them.', If MODE = CAWI 'and they created this questionnaire.'}

If you do take part, we will not share your answers with anyone you know, like your parents, carer or school. We would only have to tell someone else what you say if you tell us about something that puts you at serious risk of harm. We would like to add your answers to other information we have about you and your education from something called the National Pupil Database. We are going to ask your parent or carer about this separately and you can decide together.

{IF MODE = CAPI 'If you want to stop the interview at any point, just let me know and we will pause or end the interview. It's completely up to you.'}

{IF MODE = CAWI 'You don't have to complete the whole survey in one go – any answers you've given will be saved and you can start where you left off when you next log in. If you wish to stop and return to the survey later, simply press stop or close the page in your browser and when you come back the survey will start from the same place you left off.'}'}

{IF MODE = CAPI 'If there are any questions you don't want to answer, that is fine, you don't have to answer anything you don't want to.'

{IF MODE = CAWI 'If there are any questions you don't want to answer, that is fine, you don't have to answer anything you don't want to. You can move to the next question by clicking the 'Next' button.'

Please do not use the Refresh, Forward or Back buttons on your browser as these may cause problems.

Please read the Frequently Asked Questions or contact us if you want to know more (see links above).'}

Natcen.ac.uk/send-futures/FAQs
Natcen.ac.uk/send-futures
Natcen.ac.uk/send-futures/privacy

Are you happy to take part in this study and go ahead with the {IF MODE = CAPI, 'interview', IF MODE = CAWI, 'survey'}?
1. Yes
2. No {IF MODE = CAPI, '[End of child interview]'}
{IF MODE=CAWI / CAPI 'Don't know' and 'Prefer not to answer' options not displayed/allowed}

ASK IF participant does not agree {TakePartC=2}
EndInt
{IF MODE = CAPI 'INTERVIEWER: Thank them and end interview.' }
{IF MODE = CAWI, 'Thanks for thinking about taking part. If you change your mind you can log back in and take part another time.'}

ASK IF participant agrees {TakePartC=1}
ThankC
Thank you very much for agreeing to take part in SEND Futures.

CAPI ONLY ASK IF participant agrees {TakePartC=1}
YP_Int
INTERVIEWER: The next set of questions are for the CHILD (YOUNG PERSON) QUESTIONNAIRE.
Press 1 and <Enter> to continue.

REMAINDER OF QUESTIONNAIRE ONLY ASKED IF TakePartC=1

Experiences of Education

ASK ALL
YPGender
Source: Ipsos Panel
Gender
Which of the following describes how you think of yourself?
CAPI: INTERVIEWER: Read OUT
Male
Female
In another way
Prefer not to say

ASK IF parent not answered this question already {Schsett<>RESPONSE}
SchType
Source: New
First we would like to know about how you are being taught at the moment. Do you belong to a school or are you taught in another way?
{IF MODE = CAPI, 'INTERVIEWER: If the child is taught by more than one school/ or educational setting, please ask them to think about the school/educational setting which teaches them for most of the time.'}
{IF MODE = CAPI, 'INTERVIEWER: If the child belongs to a school/another educational setting but they do not attend in person due to the pandemic please code that they attend school/another educational setting.'}
{IF MODE = CAWI, [Helpscreen: 'What if I am taught by more than one school or educational setting If you are taught by more than one school, or educational setting then answer about the one that teaches you for most of the time']
IF MODE = CAWI, [Helpscreen: 'What if I belong to a school or another educational setting but they set me work to do at home because of Covid 19? If you belong to a school then please answer that you are taught by a 'school.' If you belong to another educational setting then please answer that you are taught by an 'another educational setting.']

1. School
2. Another educational setting like a Pupil Referral Unit, Centre or Alternative Provision
3. Home educated
4. Somewhere else {IF MODE= CAPI '(please specify)'} {IF MODE = CAWI (please write in)'}

CAPI ONLY
DERIVE If SchSett=Response:
If SchSett=1-5 SchType=1
If SchSett=6 SchType=2
If SchSett=7 SchType=3
If SchSett=8 or 9 SchType=4

CAPI ONLY ASK IF taught somewhere else {SchType=4}
Schoth
Please say where you are taught
OPEN

ASK IF participant attends school/other teaching setting {SchType=1,2,4 and not
DRVPREMOTE = Yes
At the moment do you go into your school for your lessons or are they all online at home?
{IF CAPI =
    1. They go into school for all their lessons
    2. They have some lessons in school and some online
    3. All their lessons are online
    4. Something else.

{IF CAWI =
1. I go into school for all of my lessons
2. I have some lessons in school and some online
3. All my lessons are online
4. Something else

ASK IF participant learns from online / neither of these (*YPSchAttend CODE 3 or 4*)
    YPschRemote
    And when did you last go into your school or educational setting for a lesson?
    CAPI READ OUT:
    CAWI: Please select from the following
    1. In the last 3 months
    2. More than 3 months ago
    3. I have not been into my school for a lesson

PROGRAMMER SET DERIVED VARIABLE If DRVPREMOTE = Yes or if YPschRemote = 2 or
3. =DRVCHRemote

ASK ALL
Sch
Source: MCS5 Self-comp (ECQ29X)
How much do you like {TEXT FILL: IF SchType=1, 'school'. IF SchType=2 or 4 dk or refused, 'your educational setting', IF SchType=3, 'being taught at home '}
{IF MODE = CAPI 'Would you say … READ OUT'}
    1. A lot

2. A bit
3. Not at all

ASK IF participant attends school/other teaching setting and answers how much likes it {SchType=1,2, 4 dk and refand Sch=1,2,3}
SchLike
Source: New
Can you explain why you {If Sch=1 or 2 'like {text fill from SchType as above}'} {If Sch=1 'a lot'
OR If Sch=2 'a bit'} {If Sch=3 'do not like {text fill from SchType as above} at all'}?
{IF MODE = CAWI, 'Type your answer in this box'}
OPEN

ASK ALL
SchDiff
Source: New
{IF MODE = CAPI 'SHOWCARD B1'}
Overall, how easy or difficult do you find your lessons?
1. Very easy
2. Quite easy
3. Neither easy nor difficult
4. Quite difficult
5. Very difficult

ASK ALL
SEND
Source: New
This next question is going to be about special educational needs and disabilities. These are things which mean that some young people need extra help or support to help them learn.
In {IF MODE = CAPI 'your own words, could you tell me', IF MODE = CAWI 'the box below, could you tell us'} about any extra help or support you need with your learning?
{IF MODE = CAPI 'INTERVIEWER PROMPT:'; IF MODE = CAWI 'For example:}
- Anything that makes things more difficult for you to learn compared to other people your age?
- Or anything that makes it more difficult for you to get on with people?
- Anything that stops you doing some activities?
OPEN

ASK IF participant attends school/other teaching setting {SchType=1,2,4} and not learning remotely =DRVCHRemote <>1
SchHelpP
Source: New
{IF MODE = CAPI 'SHOWCARD C1'}
Here are some things that some people get extra help or support for at {TEXT FILL: IF SchType=1 'school'; If SchType=2,4 'their educational setting'}. Do you get extra help or support for any of these things?

{IF MODE = CAPI 'CODE ALL THAT APPLY'. IF MODE = CAWI 'Please choose all the ones you get help with'}

1. Getting to school
2. Getting around school
3. Using the toilet or washing yourself
4. Things to do with a health condition or disability (this could be taking medicine, injecting yourself or using special equipment)
5. Joining in with school clubs
6. Joining in with school trips
7. Making friends or getting on with other pupils
8. None of these

***ASK IF participant attends school/other teaching setting {SchType=1,2,4}and not learning remotely* DRVCHRemote <> 1**

SchHelpNeedP

Source: New

{IF MODE = CAPI 'SHOWCARD C1'}

That question was about what help and support you may be getting at the moment. Looking at the same list, do you feel like you need more help or support than you are getting for any of these things?

{IF MODE = CAPI 'CODE ALL THAT APPLY'. IF MODE = CAWI 'Please choose all the things you want more help with.'}

1. Getting to school
2. Getting around school
3. Using the toilet or washing yourself
4. Things to do with a health condition or disability (this could be taking medicine, injecting yourself or using special equipment)
5. Joining in with school clubs
6. Joining in with school trips
7. Making friends or getting on with other pupils
8. None of these

***ASK IF participant attends school/other teaching setting {SchType=1,2,4} and not learning remotely* DRCHPRemote <> 1**

SchHelpB

Source: New

{IF MODE = CAPI 'SHOWCARD C2'}

And do you get extra help or support with any of these things at {TEXT FILL: IF SchType=1, 'school'. IF SchType=2,4, 'your educational setting'}?

{IF MODE = CAPI 'CODE ALL THAT APPLY'. IF MODE = CAWI 'Please choose all the ones you get help with'}

1. Seeing the board or books clearly
2. Hearing what the teacher is saying
3. Communicating with people so you are understood
4. Concentrating
5. Understanding the work you are set

6. Getting work done in time
7. Being quiet when the teacher needs you to
8. Working with other children
9. None of these

***ASK IF participant attends school/other teaching setting {SchType=1,2,4} and not learning remotely* DRVCHRemote <> 1**
SchHelpNeedB
Source: New
{IF MODE = CAPI 'SHOWCARD C2'}
That question was about what help and support you may be getting at the moment. Looking at the same list, do you feel like you need more help or support than you are getting for any of these things?
{IF MODE = CAPI 'CODE ALL THAT APPLY'. IF MODE = CAWI 'Please choose all the things you want more help with.'}
1. Seeing the board or books clearly
2. Hearing what the teacher is saying
3. Communicating with people so you are understood
4. Concentrating
5. Understanding the work you are set
6. Getting work done in time
7. Being quiet when the teacher needs you to
8. Working with other children
9. None of these

ASK IF participant attends school/other teaching setting {SchType=1,2,4}
SchHelpL
Source: New
{IF MODE = CAPI 'SHOWCARD C3'}
And do you get extra help or support with any of these things from {TEXT FILL: IF SchType=1, 'school'. IF SchType=2,4, 'your educational setting'}?
{IF MODE = CAPI, 'CODE ALL THAT APPLY'. IF MODE = CAWI, 'Please choose all the ones you get help with'}
1. Reading
2. Writing
3. Maths
4. PE
5. ICT and using computers
6. Other school subjects or school work {If MODE = CAPI '(please tell us what subjects or work. ' IF MODE = CAWI '(please write in box)'}
7. None of these

CAPI ONLY ASK IF gets help with other topic (SchhelpL=6)
SchHlpLO
What other subject or work do you get help with at {TEXT FILL: IF SchType=1, 'school'. IF SchType=2,4, 'your educational setting'}?

OPEN

SchHelpNeedL
Source: New
{IF MODE = CAPI 'SHOWCARD C3'}
That question was about what help and support you may be getting at the moment. Looking at the same list, do you feel like you need more help or support than you are getting for any of these things?
{IF MODE = CAPI 'CODE ALL THAT APPLY'. IF MODE = CAWI 'Please choose all the things you want more help with.'}

1. Reading
2. Writing
3. Maths
4. PE
5. ICT and using computers
6. Other school subjects or school work {If MODE =CAPI '(please tell us what subjects)'; IF MODE = CAWI '(please write in box)'}
7. None of these

SchHlpLNeedO
What other school subjects or school work do you need more help with at {TEXT FILL: IF SchType=1, 'school'. IF SchType=2,4, 'your educational setting'}?
OPEN

SuppSati
Source: New
Thinking about all the areas where you need extra help or support, how well do you think your {TEXT FILL: IF SchType=1, 'school'. IF SchType=2,4, 'educational setting'} supports you? Would you say it supports you…
{IF MODE = CAPI 'READ OUT'}

1 Very well
2 Quite well
3 Not very well
4 Not at all well

SuppSatiWell
Source: New
What, if anything, is good about the support you get from {TEXT FILL: IF SchType=1, 'school'. IF SchType=2,4, 'your educational setting'}?
{IF MODE = CAWI, 'Type your answer in this box'}

OPEN

SuppSatiImp
Source: New
What could your {TEXT FILL: IF SchType=1 'school'; IF SchType=2,4, 'educational setting'} do to support you better?
IF MODE = CAPI 'INTERVIEWER PROMPT '; IF MODE = CAWI, 'For example:}
- Someone to help you one-to-one in lessons?
- Equipment or a computer to help you in the classroom or with getting around?
- Something to help at breaktimes?
- Extra time to complete work or in exams?

OPEN

TeachTalk
Source: New
How often, if at all, do your teachers talk to you about how you are doing at {TEXT FILL: IF SchType=1 'school'; IF SchType=2 or 4; 'your educational setting';
{IF MODE = CAPI 'Would you say…READ OUT…}
1. Very often
2. Quite often
3. Not very often
4. Not at all

TeachNeed
Source: New
In general, how well do your teachers at your {TEXT FILL: IF SchType=1, 'school'. IF SchType=2,,4, 'educational setting'} understand your needs?
{IF MODE = CAPI 'Would you say…READ OUT…}
1 Very well
2 Quite well
3 Not very well
4 Not at all

NOT DRVMIDDLESCH = Yes
Anymove
Now we are going to ask you some questions about moving schools. Many children move from primary school to secondary school when they are around 11 years old. This can be a big change and we would like to hear about people's different experiences of it.

Did you move from primary school to secondary school?
1 Yes
2 No

MoveSch
Source: New
{IF MODE = CAPI 'SHOWCARD C4'}
How easy or difficult did you find moving from primary school to secondary school?
1. Very easy
2. Quite easy
3. Neither easy nor difficult
4. Quite difficult
5. Very difficult

WhatDiff
Source: New
{IF MODE = CAPI 'SHOWCARD C5'} What did you find difficult about starting secondary school?
{IF MODE = CAPI 'CODE ALL THAT APPLY'. IF MODE = CAWI, 'Please choose all the things you found difficult'}
1. Getting used to a new journey to school
2. Finding your way around the school
3. Being around children you didn't know
4. Being around older children
5. Not knowing the teachers
6. Other children being unkind to you
7. How hard the work was
8. Getting used to having a timetable for lessons
9. Having to do homework
10. The PE lessons
11. Other {IF MODE= CAPI '(please specify)'; IF MODE=CAWI '(please write in box)'}
12. None of these

WhatDiffO
What other thing(s) did you find difficult about starting secondary school?
OPEN

Source: New
EASTDAY:

Did you have a taster day before you started at your secondary school where you had a chance to go along to see what it was like?
1. Yes
2. No

EASTDAYDIFF (IF EASTDAY YES = Code 1)
And did this taster day make it easier when you started secondary school or did it make no difference?

1   Made it easier
2   Made no difference

EASTDAYWLD (IF EASTDAY NO = Code 2):
Do you think having a taster day at the school would have made it easier for you to move from primary to secondary school?
1. Yes
2. No

ASK IF Not short CAWI interview AND moved to secondary school {CAWIShort<>1 AND Anymove=Yes}
EASKNOW:
Did you know other people going to your secondary school, like a brother or sister?
1. Yes
2. No

EASKNOWDIFF (IF EASKNOW YES = Code 1)
And did knowing other people going to your secondary school make it easier when you started secondary school or did it make no difference?

1   Made it easier
2   Made no difference

EASKNOWWLD (IF EASKNOW NO = Code 2):
Do you think knowing other people going to your secondary school would have made it easier for you to move from primary to secondary school?
1. Yes
2. No

ASK IF Not short CAWI interview AND moved to secondary school {CAWIShort<>1 AND Anymove=Yes}
EASCLAS: Were you put in a class with your friends?
1. Yes
2. No

EASCLASDIFF (IF EASCLAS YES = Code 1)

And did being put in a class with your friends make it easier when you started secondary school or did it make no difference?

    1   Made it easier
    2   Made no difference

EASCLASWLD (IF EASCLAS NO = Code 2):
And do you think being put in a class with your friends would have made it easier for you to move from primary to secondary school?
    1. Yes
    2. No

ASK IF Not short CAWI interview AND moved to secondary school {CAWIShort<>1 AND Anymove=Yes}
EASMAP: Were you given a map of the school?
    1. Yes
    2. No

EASMAPDIFF (IF EASMAP YES = Code 1)
And did being given a map of the school make it easier when you started secondary school or did it make no difference?

    1   Made it easier
    2   Made no difference

EASMAPWLD (IF EASMAP NO = Code 2)
And do you think being given a map of the school would have made it easier for you to move from primary to secondary school?
    1. Yes
    2. No

ASK IF Not short CAWI interview AND moved to secondary school {CAWIShort<>1 AND Anymove=Yes}
EASTIM: Were you given a timetable before you joined the school?
    1. Yes
    2. No

EASTIMDIFF (IF EASTIM YES = Code 1)
And did being given a timetable before you joined the school make it easier when you started secondary school or did it make no difference?
    1   Made it easier
    2   Made no difference

EASTIMWLD (IF EASTIM NO = Code 2)
And do you think being given a timetable of the school would have made it easier for you to move from primary to secondary school?

1. Yes
2. No

YPED_End
INTERVIEWER: End of Child/YP Experience of education questions

Happiness and wellbeing module

The next questions are about things that are more personal.

SELF-COMPLETION STARTS AT THIS POINT

YPHWInt
The next questions are about things that are more personal. Remember no-one in your family or the interviewer will see your answers.
INTERVIEWER: ONLY WHERE NECESSARY, ASK YOUNG PERSON IF THEY WOULD LIKE YOU TO READ THE QUESTIONS
Please touch the screen to choose **one** option. When you are happy with your answer, press the **NEXT** button at the bottom of the screen
If you need to change your answer, just ask me and I can show you how to do this. Please tell me when you get to the end.
INTERVIEWER: PLEASE CODE WHETHER SELF-COMPLETION ACCEPTED OR NOT.
1. Self-completion by respondent (young person)
2. Self-completion by interviewer
3. Self- completion refused

[DK and REF not allowed]

CASIPracA
First we have a **practice question** so you can get used to answering these questions.
Please touch the screen to choose one option. When you are happy with your answer press the NEXT button at the bottom of the screen.
On a scale of 1 to 7 where '1' means completely happy and '7' means not at all happy, how does ice-cream make you feel?
1. Completely happy
2.
3.
4.
5.
6.
7. Not at all happy
8. Don't know
9. Prefer not to answer

Source: MCS6

DISPLAYED THROUGHOUT SCHL to LIFE: 'On a scale of 1 to 7 where '1' means completely happy and '7' means not at all happy, how do you feel about the following parts of your life?'

SCHL

Where you learn {IF Schtype<>3 '(the school or setting you go to)'}

SCWK

School work

If you do not belong to a school, please think about the work you do when learning at home or in the setting that you do attend.

FMLY

Your family

FRNS

Your friends

WYLK

The way you look

LIFE

Your life as a whole

1. Completely happy
2.
3.
4.
5.
6.
7. Not at all happy
8. Don't know
9. Prefer not to answer

Source: MCS6 Rosenberg Scale

How much do you agree or disagree with the following statements about you?

SATI

On the whole, I am satisfied with myself.

GDQL

I feel I have a number of good qualities.

DOWL

I am able to do things as well as most other people.

VALU

I am a person of value.

GDSF

I feel good about myself.

1. Strongly agree

2. Agree
3. Disagree
4. Strongly disagree
5. Don't know
6. Prefer not to answer

CAPI ROUTE: ASK IF Self completion by respondent or interviewer {YPHWint=1 or 2
CAWI ROUTE: ASK ALL BUT Not short CAWI interview { CAWIShort<>1}
PLWE
Source: MCS6 YP - adapted
{IF Schtype=1 'Apart from at school, how'; If Schtype=2,4 'Apart from at your educational setting, how'; If Schtype=3 / or remote learners (**DRVCHRemote = YES**) 'How'} often do you spend time with friends, without adults being there?
This could be doing things like going to the park, going to the shops, going round to each other's houses or just meeting up.
   1   Most weeks
   2   At least once a month
   3   Less often than once a month
   4   Never
   5   Don't know
   6   Prefer not to answer

ASK IF Self completion by respondent or interviewer {YPHWint=1 or 2}
CAWI ROUTE ASK ALL.
Bull
Source: LSYPE (Names)
In the last 12 months, have you ever been upset by being called hurtful names by other {*SchType=1,2, or 4* = 'students' / If home schooled *SchType=3*: 'young people'}? This could be in person or through social media?
   1   Yes
   2   No
   3   Don't know
   4   Prefer not to answer

ASK IF YP called hurtful names by other students {Bull = 1}
BullSEND
Source: NEW
Were these names related to support you get or your special educational needs or disability?
   1   Yes
   2   No
   3   Don't know
   4   Prefer not to answer

CAPI ROUTE: ASK IF Self completion by respondent or interviewer {YPHWint=1 or 2}
CAVI ROUTE: ASK ALL.
BullExc

Source: LSYPE (ExcPal) adapted

In the last 12 months, have you ever been excluded from a group of friends or from joining in activities?

1 Yes
2 No
3 Don't know
4 Prefer not to answer

CAPI ROUTE: ASK IF Self completion by respondent or interviewer {YPHWint=1 or 2}
CAWI ROUTE: ASK ALL
BullMon
Source: LSYPE (Money)

{IF *SchType=1,2, or 4*} In the last 12 months, have other students from school ever made you give them money or personal possessions?

{IF home schooled *SchType=3*} In the last 12 months, have other young people ever made you give them money or personal possessions?

1 Yes
2 No
3 Don't know
4 Prefer not to answer

CAPI ROUTE: ASK IF Self completion by respondent or interviewer {YPHWint=1 or 2}
CAWI ROUTE: ASK ALL
ThHit
Source: LSYPE

In the last 12 months, have other {IF *SchType=1,2, or 4* = 'students' / If home schooled *SchType=3*: 'young people'} ever THREATENED to hit you, kick you or use any other form of violence against you?

1 Yes
2 No
3 Don't know
4 Prefer not to answer

CAPI ROUTE: ASK IF Self completion by respondent or interviewer {YPHWint=1 or 2}
CAWI ROUTE: ASK ALL
AcHit
Source: LSYPE

In the last 12 months, have other {IF *SchType=1,2, or 4* = 'students' / If home schooled *SchType=3*: 'young people'} ever ACTUALLY hit you, kicked you or used any other form of violence against you?

1 Yes
2 No
3 Don't know
4 Prefer not to answer

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EndCASIA

That's the end of this section! Well done and thank you very much for answering those questions. Press NEXT to lock your answers so the interviewer can't see them.

EndCASIb

To lock up your answers, now press '1' and then the <enter> key again.

Then hand the laptop back to the interviewer

[SELF-COMPLETION IN CAPI INTERVIEW ENDS AT THIS POINT]

ASK IF MODE = CAPI AND Self completion by respondent or interviewer {YPHWint=1 or 2}

XINTNum

Please now give the laptop back to the interviewer, who will ask you a few more questions.

INTERVIEWER: PLEASE TYPE IN YOUR INTERVIEWER NUMBER TO CONTINUE

ASK IF MODE = CAWI

That's the end of this section! Thank you very much for answering those questions.

Preparation for Adulthood

ASK IF Not short CAWI interview {CAWIShort<>1}

TalkFut

Source: NEW

We would now like to ask you about the future.

How much have you thought about what you want to do when you are older and have finished your schooling?

IF MODE = CAPI 'Would you say…READ OUT…'

  1   A lot
  2   A little
  3   Not very much
  4   Not at all

ASK ALL

Post18

Source: New

{IF MODE = CAPI 'SHOWCARD E1'}

Thinking about when you have finished school, which of these do you think you might like to do next?

  1   Find a job
  2   Do some training or an apprenticeship for a particular job
  3   Go to college or university
  4   Something else (CAWI: please write in the box)

CAPI ONLY: ASK IF think will do something else after school {Post18=4}

<u>**SchFutO**</u>

What do you think you will do after school?

OPEN

ASK IF Not short CAWI interview CAWIShort<>1 and participant not home schooled {SchType<>3 }

SchFut

Source: New

Has an adult at school spoken to you about what you might like to do in the future?

1　Yes
2　No

ASK ALL

Job

Source: NEW

Do you think you will have a job in the future?

1　Yes
2　No

ASK ALL

JobImp

Source: New

How important is having a job in the future to you?

1　Very important
2　Fairly important
3　Not very important
4　Not important at all

ASK IF Not short CAWI interview AND YP thinks will not have a job in the future {CAWIShort<>1 AND Job = 2}

NoJob

Source: New

Why do you not think that you will have a job in the future?

OPEN

ASK IF MODE=CAPI

YPPA_End

INTERVIEWER: End of Child/YP Preparation for adulthood questions

Contact block

ASK ALL

YPContact

Thank you very much for your time! You have been a great help. One of the things we are most interested in is how things might change.

Are you happy to be contacted again in the future as part of this study?

1. Yes
2. No

CAPI SURVEY ONLY.
ASK IF happy to be contacted again {YPContact = YES}
YPInternet

Do you have access to the internet at home?

1. Yes
2. No

ASK IF happy to be contacted again {YPContact = YES}
ChLandQ

Do you have a home landline number?

1. Yes
2. No

CAPI ONLY
ASK IF has a home landline number {ChlandQ = YES} and
ChLand

IF MODE = CAPI 'Could I please have your home landline number?

IF MODE = CAWI 'Please enter home landline number in the box'

OPEN

[Standard checks on telephone numbers]

ASK IF happy to be contacted again {YPContact = YES}
ChmobQ

Do you have a mobile phone number?

1. Yes
2. No

ASK IF has a mobile number {ChmobQ = YES}
Chmob

IF MODE = CAPI 'Could I please have your mobile number?'

IF MODE = CAWI 'Please enter your mobile number in the box'

OPEN

[Standard checks on telephone numbers]

ASK IF happy to be contacted again {IF YPContact = YES}
HasemailQ

We would also like to use your email address to keep in touch. Do you have an email address?

1 Yes
2 No

ASK IF has an email address {HasemailQ = YES}
YPHasemail

What is your email address?

OPEN
[Standard checks on email addresses]

***IF YPContact = YES* and DRVYPADD: = NO or BLANK**
CHQYPADD1
We would also like your address to keep in touch about the survey.
Please can you confirm if this is your current address?
CAPI ONLY: READ OUT.
PROGRAMMERS INSERT ADDRESS FROM SAMPLE@
<ADDRESS1>
<ADDRESS2>
<ADDRESS3>
<ADDRESS4>
<POSTCODE>
1. Yes
2. No

(If CHQYPADD1 = 2)
CHQYPADDCHG
CAPI: Please can you give me your address?
CAWI: Please enter your address?

IF CAWI ALL:
SURHELP
We would like to know how you completed this questionnaire.
1. Did you complete it…
2. All by yourself
3. With a little help from someone else
4. With a lot of help from someone else

ASK ALL
ChIntFeedba
We would like to know how you found this {IF MODE=CAPI 'interview'; IF MODE=CAWI 'questionnaire'} in general. Do you have any feedback for us about it?
OPEN
{IF MODE = CAWI: CTL 1 I don't have any feedback}

THANK
Thanks again for your help with this survey!
INTERVIEWER READ OUT AS NECESSARY:
If you have experienced bullying and would like further advice or support, please visit the Anti-Bullying Alliance website: https://anti-bullyingalliance.org.uk/tools-information/advice-and-support
If you want to contact NatCen about the research, e-mail SENDFutures@natcen.ac.uk, or call NatCen on Freephone **0800 652 4570**.
If you would like to contact the DfE directly about this work, please email
send.futures@education.gov.uk.

To find out more about the research visit **natcen.ac.uk/send-futures**

Interview quality measures

YPQualNow
INTERVIEWER: Can you complete the interview quality questions now?
1. Yes
2. No {bring these questions on route in eARF sign off process}

FinobsqYP
INTERVIEWER: The next questions are for you to make your observations about the interview
1. Continue

ChIVprsnt
Was a parent or guardian of {CMName} present during the interview?
1. Yes
2. No

CHivinfnce
Did their presence seem to influence any of the answers given by the respondent?
1. A great deal
2. A fair amount
3. A little
4. Not at all

ChAssist
Did anyone assist {CName} in answering questions, or translate the interview?
1. Yes, assistance provided
2. Yes, translation provided
3. Yes, both assistance and translation provided
4. No

WhoAssist
Programmer set up Multi coded.
Who assisted or translated the interview for {CName}?
1. Parent or guardian
2. Other family member
3. Social worker
4. Carer or support worker
5. Other (please specify)

WhoAssistO

Please specify who else assisted or translated the interview for {CName}?

OPEN

LevelAssist

What level of assistance or translation was given to {CName}?

    1   A high level (constant help given throughout)
    2   A moderate level
    3   A low level (infrequent help given)

PerComp

From your observations, what level of comprehension did {CName} display during this interview?

    1   Very high level of comprehension
    2   High level of comprehension
    3   Moderate level of comprehension
    4   Low level of comprehension
    5   Very low level of comprehension

IntAssist

To what extent did you assist {CName} during this interview?

    1   I gave them a lot of assistance
    2   I gave them some assistance
    3   I gave them a little assistance
    4   I did not assist them at all

IntProbs

Did {CName} have any specific problems with the questionnaire? Please record which questions or sections, if any, were problematic.

OPEN

IntQM_End

INTERVIEWER: End of interview quality measures questions

Press 1 and ENTER to continue

Parent/guardian questionnaire

Permission to interview

CkParOut
INTERVIEWER: Are you conducting an interview with the parent/carer?
1. Yes – ready to interview parent/carer
2. No – parent/carer has refused
3. No – parent/carer incapable of carrying out interview
4. No - other reason why parent cannot participate in the study (specify)

DO NOT ALLOW DK OR REFUSED,
{IF CkParOut=2,3,4}
Soft check: INTERVIEWER: Are you sure you cannot interview a parent/carer in this study?

IF Other reason why cannot participate {CkParOut=4}
CkParOutO
Provide reason for parent not being able to participate in study
OPEN

CAWI INTRO SCREEN
Welcome to the SEND Futures Study!
The questionnaire should take around 20 to 30 minutes to complete.
We will handle your data in accordance with the UK GDPR and the Data Protection Act 2018.
The survey findings are anonymised and nothing we publish will identify you.
To take part, please enter your unique access code (it is the eight-digit code from your letter) in the box below and click 'NEXT'
If you are experiencing any problems logging in or other technical problems, then please get in touch using our contact details below:
Email: SENDFutures@natcen.ac.uk
Freephone: 0800 652 4570
More information, including a link to the privacy notice, is also available on the project website:
natcen.ac.uk/SENDFutures
Click 'NEXT' to continue

IF parent/carer to be interviewed {CkParout=1 or MODE=CAWI}
TakePartP
{IF MODE = CAWI 'Firstly, we just want to check you understand what the study is about.'}
{IF MODE = CAPI, 'Before we start, I just want to make sure we have been clear about the purpose of the interview and the SEND Futures study'.}
The Department for Education (DfE) has commissioned the National Centre for Social Research to find out about the experiences of young people with special educational needs and disabilities, or SEND. They also want to know about the experiences of their parents and carers. This research will help the government to shape and improve the support available for young people with SEND.

If you agree to participate in the interview today, everything you tell me will be treated in the strictest confidence and only researchers at the National Centre for Social Research and the Department for Education will see your answers. This information will only ever be used for research and statistical purposes.

{IF MODE = CAPI 'If you want to stop the interview at any point, just let me know and we will pause or end the interview. It's completely up to you.'}

{IF MODE = CAWI 'You don't have to complete the whole survey in one go – any answers you've given will be saved and you can start where you left off when you next log in.'}

{IF MODE = CAPI 'If there are any questions you don't want to answer, that is fine, you don't have to answer anything you don't want to.'}

{IF MODE = CAWI 'If there are any questions you don't want to answer, that is fine, you don't have to answer anything you don't want to. You can click the 'Next' button without giving an answer.'}

Please do not use the Refresh, Forward or Back buttons on your browser as these may cause problems.

Please visit the send-futures web pages if you would or contact us if you want to know more (see links above).

Natcen.ac.uk/send-futures
Natcen.ac.uk/send-futures/privacy

Are you happy to take part in this study and go ahead with the {IF MODE = CAPI 'interview'; IF MODE = CAWI 'survey'}?
1. Yes
2. No {IF MODE = CAPI '[End of parent interview]'}

IF participant does not agree to be interviewed {TakePartP=2}
EndInt
IF MODE = CAPI 'INTERVIEWER: Thank the participant and end interview.'
IF MODE = CAWI, 'Thanks for thinking about taking part. If you change your mind you can log back in and take part another time.'

IF participant agrees {TakePartP=1 AND MODE=CAPI}
PCINT
INTERVIEWER: The next set of questions are the PARENT/CARER SCREENING QUESTIONS. Press 1 and <Enter> to continue.

CAPI/CAWI
REMAINDER OF QUESTIONNAIRE ONLY ASKED IF TakePartP=1

Respondent relationship

ASK ALL
PCRel
What is {Child's first name from sample}'s relationship to you?

{IF MODE = CAPI, 'INTERVIEWER: READ OUT AND CODE FIRST TO APPLY…'}
{IF MODE = CAWI, 'Please select the first that applies'}. Are they your…

1. Child by birth
2. Adopted child
3. Step child from current or previous spouse/partner
4. Foster child
5. Grandchild
6. Something else? {IF MODE = CAPI: '(Specify)'; IF MODE = CAWI '(please write in box)'}

CAPI ONLY: ASK IF has other relationship to child {PCRel=6}
PCRelO
Please describe your relationship to {CFirstname} (Child's first name from sample)}?
OPEN

ASK IF has other relationship to child {PCRel=6} and dk and refused.
PCPri
Are you {CFirstname (Child's first name from sample)}'s main carer?
By main carer, {If MODE = CAPI 'I'; IF MODE = CAWI 'we'} mean the person who they live with most of the time and who is mostly responsible for their day-to-day care outside school, if they attend.

1. Yes
2. No

IF MODE = CAPI AND PCPRI=2:
SOFT CHECK 'Is there someone else more appropriate to interview?'
INTERVIEWER: If ({CFirstname}*name from sample)} **does not** have a main carer or they are not able to complete the questionnaire then please go ahead and complete it with current respondent.'*
If speaking to a new respondent, please scroll back to start of questionnaire.

IF MODE = CAWI AND PCPRI=2:
MAINCARERCHK
*'If {CFirstname} **has a main carer** we would like them to complete this questionnaire, if possible.*
*If {CFirstname} **does not** have a main carer or they are not able to complete the questionnaire then please go ahead and complete it yourself.'*

1. I will complete the questionnaire (Programmer route to next question)
*2. I have asked (CFirstname's) main carer to complete (route to **TakePartP***
DO NOT ALLOW DK AND PREFER NOT TO SAY.

ASK ALL
KnownAs
For the purposes of this {IF MODE = CAPI 'interview, can I check', IF MODE = CAWI 'questionnaire, can we check'}, that {Child's first name from sample} is the name they prefer to be called?

1. Yes
2. No

KnownAsName
By what name are they usually known?
OPEN

DERIVE FOR ALL
CName
Textfill from KnownAsName if present or from {CFirstname} (Child's first name from sample)} if blank.

ASK ALL
PCLive
Does {CName} live with you? (HELP <FnF9>)
 1. Yes
 2. No
DO NOT ALLOW DK OR REFUSED AT THIS QUESTION.

IF MODE = CAPI, INTERVIEWER HELP SCREEN:
Code yes if child **normally** lives with the parent/carer AND shares a living room with them AND/OR shares a meal a day with the cohort member.

Include:
- Children who are away from home temporarily (for less than 6 months continuously) e.g. on holiday, in hospital, for work, in prison/Juvenile Justice Centre/Young Offenders Institution (YOI).
- Children where custody is shared between them and an ex-partner
- Children under 16 attending boarding school but returning home during school holidays

Exclude:
- Children who are away from home for 6 months or more continuously
- Children in care of local authority, in residential home or with foster parents
- Children in long-stay institutions for disabled children
- Children aged 16 or more attending boarding school
- Students living away from home during term-time

IF MODE = CAWI, HELP SCREEN:
What does this mean?
Answer yes if your child **normally** lives with you. You should also answer yes if:
- you share custody of the child with an ex-partner
- your child is away from home temporarily (for less than 6 months) e.g. on holiday, in hospital.
- your child attends boarding school but returns home during school holidays

Answer no if your child is**:**
- away from home for 6 months or more
- in the care of the local authority, in a residential home or with foster parents
- in a long-stay institution for disabled children

PCLiveO
Please explain why {CName} doesn't live with you?
OPEN

Household module

ASK ALL
ChkCName
Just to check, the full name we have for {CName} is {CFirstname} {CMiddlename} {CSurname}. Is this correct?
> 1. Yes
> 2. No

IF MODE=CAWI PAGE START
ASK IF YP's full name not correct {ChkCName=2}
CFName_Cor
{IF MODE = CAPI 'Please tell me the Young Person's FIRST name'; IF MODE = CAWI 'Please confirm their first name.'
First name:'}
OPEN

ASK IF YP's full name not correct {ChkCName=2}
CMName_Cor
{IF MODE = CAPI 'Please tell me the Young Person's MIDDLE name'}
{IF MODE = CAWI 'Middle name (leave blank if they don't have one):'}
OPEN

ASK IF YP's full name not correct {ChkCName=2}
CSName_Cor
{IF MODE = CAPI 'Please tell me the Young Person's SURNAME'; {IF MODE = CAWI 'Surname:'}
OPEN

IF MODE=CAWI END PAGE

ASK ALL
CDoB_Cor
{IF MODE = CAPI 'Please tell me the Young Person's DATE OF BIRTH
INTERVIEWER: ENTER Day/Month/Year DD/MM/YYYY
IF MODE = CAWI 'What is their date of birth?'}
DD/MM/YYYY

ASK ALL
CGender

Which of the following describes how {CName} thinks of themselves?
1. Male
2. Female
3. In another way
4. Prefer not to say

IF MODE=CAWI START PAGE

ASK ALL
PCTitle
Now there are some questions about {IF PCLIVE=No 'you and the people who live'; IF PCLIVE=Yes 'who lives' with {CName}. This is to help researchers understand the different household settings in which young people live. Information will be completely anonymised and will only ever be used for research purposes.
{IF MODE=CAPI 'Please could I have your title?'; IF MODE = CAWI 'Please fill in your details below.
'Title:'}
OPEN

ASK ALL
PCFName
{IF MODE=CAPI 'Please could I have your first name?'; IF MODE = CAWI 'First name:
OPEN

ASK ALL
PCSName
{IF MODE=CAPI 'Please could I have your surname?'; IF MODE = CAWI 'Surname:'}
OPEN

ASK ALL
PCDob
{IF MODE=CAPI 'And your date of birth?'
INTERVIEWER: ENTER Day/Month/Year DD/MM/YYYY; IF MODE = CAWI 'Date of birth:'}
DD/MM/YYYY

IF MODE=CAWI END PAGE

ASK ALL
PCGender
Which of the following describes how you think of yourself?
1. Male
2. Female
3. In another way
4. Prefer not to say

ASK ALL

WhoLive

{IF PCLIVE=Yes 'Thinking now of everyone living in this household, including children: Including yourself and {CName}, how many people live here regularly as members of this household?'

{IF PCLIVE=No 'Thinking now of everyone living in {CNames's} household, including children: Including {CName}, how many people live with them regularly as members of their household?}'

{IF MODE = CAPI 'INTERVIEWER: 'By living in the household, we mean sharing living accommodation or sharing at least one meal a day (including breakfast) with {CName}, and expecting to be resident at their address for a period of at least six (6) months. We would normally include someone away at boarding school or working away from home as part of this household if it is their main residence.'}

{IF MODE = CAWI, helpscreen 'What do we mean by living in the household?'

Only include people:

(a) who share living accommodation with {CName} or share at least one meal a day (including breakfast) with {CName} AND

(b) who you expect to live at their address for at least 6 months.

Include people who are away at boarding school or who work away from home if this is their main residence.}

[2-16]

{SOFT CHECK IF WhoLive=2 AND PCLIVE=Yes}

So just to check it is just you and {CName} living in this household?

{SOFT CHECK IF WhoLive>2 AND PCLIVE= Yes}

So just to check there are {number from WhoLive} people living in this household, including you and {CName} and all other children?

{SOFT CHECK IF PCLIVE= No}

So just to check there are {number from WhoLive} people living in {CName}'s household, including {CName} and all other children?

IF MODE=CAWI START PAGE

ASK IF YP lives with people other than respondent {(WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer AND PCLIVE=No)}

[Start Household Members Loop. No. of loops set by response at WhoLive and PCLIVE]
HGRIDInt

'The next questions are about who lives with {IF PCLIVE=YES 'you and '}{CName}.

{IF MODE = CAPI: Please start by thinking about the {WhoLive=2 and PCLIVE=No /or WhoLive=3 and PCLIVE = YES 'other' / WhoLive=>2 and PCLIVE=No /or WhoLive=>3 and PCLIVE=YES 'oldest') person that lives with {IF PCLIVE=YES 'you and '}{CName}.

Press 1 and <ENTER> to continue'}

{IF MODE = CAWI 'Please enter the details of the {If Loop=>1 'next '} {{WhoLive=2 and PCLIVE=No /or WhoLive=3 and PCLIVE=YES 'other' / WhoLive=>2 and PCLIVE=No /or WhoLive=>3 and PCLIVE=YES 'oldest' person living with {IF PCLIVE=YES 'you and '}{CName}. If you don't want to give their name you can enter a nickname so you know who we mean when we refer to them.'}

***ASK IF YP lives with people other than respondent {(WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer AND PCLIVE=No)}*HMTitle**
{IF MODE = CAPI 'INTERVIEWER: RECORD TITLE OF HOUSEHOLD MEMBER'; IF MODE = CAWI 'Title:'}
OPEN

ASK IF YP lives with people other than respondent {(WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer AND PCLIVE=No)}
HMName
{IF MODE = CAPI 'INTERVIEWER: RECORD FIRST NAME OF HOUSEHOLD MEMBER
IF NECESSARY, SAY THAT WE JUST COLLECT A NAME HERE SO WE CAN REFER TO
THAT PERSON IN THE INTERVIEW. THE RESPONDENT CAN GIVE A NICKNAME IF THEY
PREFER.'}
{IF MODE = CAWI 'First name:'}
OPEN

***ASK IF YP lives with people other than respondent {(WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer AND PCLIVE=No)}*HMSurname**
{IF MODE = CAPI 'INTERVIEWER: RECORD SURNAME OF HOUSEHOLD MEMBER'; {IF
MODE = CAWI 'Surname name:'}
OPEN

***ASK IF YP lives with people other than respondent {(WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer AND PCLIVE=No)}*HMGender**
'Still thinking about {HMNAME}, which of the following describes how they think of themselves?';
1. Male
2. Female
3. In another way?
4. Prefer not to say

***ASK IF YP lives with people other than respondent {(WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer AND PCLIVE=No)}*DoB**
{IF MODE = CAPI 'What is {HMName}'s date of birth?';
INTERVIEWER: ENTER Day/Month/Year   DD/MM/YYYY
IF MODE = CAWI 'Date of birth:'}
DD/MM/YYYY

ASK IF DOB not given {DOB = DK or REF}
AgeIf
{IF MODE = CAPI 'Still thinking about {HMName}, what was {HMName}'s age last birthday?
INTERVIEWER: ENTER 0 FOR A CHILD UNDER 12 MONTHS
98 or more = CODE 97}
{IF MODE = CAWI 'Please enter (HMName)'s age at last birthday (Enter 0 for a child under 12 months):
98 or more = CODE 97}

Numeric 0-97

ASK IF YP lives with people other than respondent {(WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer and PCLIVE=No)}
RelYP
What is {HM Name}'s relationship to {CName}? Is {HM Name} {CName}'s….
1. Biological parent / Birth parent
2. Adoptive parent
3. Foster parent / carer
4. Step-parent / Parent's partner
5. Biological brother / sister / sibling
6. Half-brother / Half-sister / Half-sibling (i.e. one biological/birth parent the same)
7. Step-brother / Step-sister / Step-sibling (i.e. no biological/birth parent the same)
8. Adopted brother / sister / sibling
9. Foster brother / sister / sibling
10. Grandparent
11. Other relative
12. Other non-relative

ASK IF YP lives with people other than respondent {(WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer and PCLIVE=No)}
RelPC
What is {HM Name}'s relationship to you? Is {HM Name} your….
1. Spouse / legally recognised civil partner
2. Partner / cohabitee
3. Biological child
4. Adopted child
5. Foster child
6. Step child / child of partner
7. Parent (biological, adoptive, foster or step)
8. Parent-in-law
9. Brother / sister / sibling (biological, adoptive, foster or step)
10. Grandchild
11. Grandparent
12. Other relative
13. Other non-relative

ASK IF YP lives with people other than respondent {(WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer and PCLIVE=No)}
CAWI CHECK IF >3 and not given details of all household members:
'You have entered details of X out of X other people living in this household.
Are you sure you don't want to enter more household member details?
More
Can I just check, does anyone else live in the household with you and {CName}?

End loop

MarStat
Source: BSA
{IF MODE = CAPI 'SHOWCARD A1'}
{IF MODE = CAPI 'Can I just check, which'; IF MODE = CAWI 'Which'} of these applies to you at present? Please choose the first on the list that applies.
1. Married
2. In a registered Civil Partnership
3. Separated (after being married or in a Civil Partnership)
4. Divorced/dissolved Civil Partnership
5. Widowed/surviving partner from a Civil Partnership
6. Single (never married/never in a Civil Partnership)

JBstat
Source: UKHLS
{IF MODE = CAPI 'SHOWCARD A2'}
Which of these best describes your current employment situation?
1. Self-employed
2. In paid employment (full or part-time)
3. Unemployed
4. Retired
5. On maternity leave
6. Looking after family or home
7. Full-time student
8. Long-term sick or disabled
9. On a government training scheme
10. Unpaid worker in family business
11. Working in an apprenticeship
12. Doing something else {IF MODE = CAPI '(specify)'; IF MODE = CAWI '(please write in box)'}

JBstatOth
Please describe what you are doing
OPEN

JBstatPt
Source: UKHLS
{IF MODE = CAPI 'SHOWCARD A2'}
Which of these best describes your partner's current employment situation?
1. Self-employed

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2. In paid employment (full or part-time)
3. Unemployed
4. Retired
5. On maternity leave
6. Looking after family or home
7. Full-time student
8. Long-term sick or disabled
9. On a government training scheme
10. Unpaid worker in family business
11. Working in an apprenticeship
12. Doing something else

ASK ALL
QFhigh
Source: UKHLS
{IF MODE=CAPI 'Can you tell me'; IF MODE = CAWI 'What is'} the highest educational or school qualification you have obtained?
{IF MODE=CAPI 'INTERVIEWER: READ OUT AND CODE FIRST TO APPLY'}
1. University Postgraduate Degree (e.g. MSc, PhD)
2. PGCE or equivalent
3. First degree level qualification (e.g. BA, BSc)
4. Foundation degree
5. Diploma in higher education
6. Teaching qualification for secondary/further education (excluding PGCE)
7. Teaching qualification for primary education (excluding PGCE)
8. Nursing or other medical qualification not yet mentioned
9. Access to Higher Education (HE) Diploma
10. A Level
11. Certificate of Sixth Year Studies
12. Advanced Higher
13. Scottish Baccalaureate
14. Welsh Baccalaureate
15. International Baccalaureate
16. Higher Grade
17. AS Level
18. GCSE/O Level/CSE
19. Credit Standard Grade / Ordinary (O) Grade (National 5 / Intermediate 2)
20. General Standard Grade (National 4 / Intermediate 1)
21. Foundation Standard Grade (National 3 / Access 3)
22. Other school qualification (inc. school leaving exam certificate or matriculation)
23. None of the above {'[EXCLUSIVE CODE]'}

ASK IF Parent or Carer lives with YP {PClive=1}
Hsownd
Source: UKHLS
{IF MODE = CAPI 'SHOWCARD A3'}

Does your household own this accommodation outright, is it being bought with a mortgage, is it rented or does it come rent-free?

1. Owned outright
2. Owned / being bought on mortgage
3. Shared ownership (part-owned part-rented)
4. Rented
5. Rent free
6. Other

ASK IF accommodation rented {Hsownd=3,4,5}
RentII
Source: UKHLS
{IF MODE = CAPI 'SHOWCARD A4'}
Who is the accommodation rented from or provided by?

1. Local Authority/Council
2. New Town Commission or Corporation
3. Property company
4. Other Housing association, cooperative or charitable trust
5. Employer (ORGANISATION)
6. Other organisation
7. Relative
8. Employer (INDIVIDUAL)
9. Other individual

ASK IF MODE = CAPI
EndHH
End of Household questions
Press 1 and <Enter> to continue

SEND type

ASK ALL
SENDIntro
{IF MODE=CAWI 'In the next section we'; ELSE 'We'} would like to ask some questions about {CName}'s special educational needs, if they have them, or disability, if they have one.
A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

ASK ALL
Dis
Source: FRS (Health1)
A disability is a physical or mental impairment that has a substantial and long-term effect on an individual's ability to carry out day-to-day activities.
Does {CName} have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more?
1. Yes

2. No

DisType
Source: FRS (Dis1)
{IF MODE = CAPI 'SHOWCARD B1'}
Do any of these conditions or illnesses affect {CName} in any of the following areas?
{IF MODE = CAWI 'Please choose all the answers that apply'}
1. Vision (for example blindness or partial sight)
2. Hearing (for example deafness or partial hearing)
3. Mobility (for example walking short distances or climbing stairs)
4. Dexterity (for example lifting and carrying objects, using a keyboard)
5. Learning or understanding or concentrating
6. Memory
7. Mental Health
8. Stamina or breathing or fatigue
9. Socially or behaviourally (for example associated with autism, ADHD or Asperger's syndrome)
10. Other
11. None of the above {EXCLUSIVE CODE}

DisLim
Source: FRS (Condition)
'Do any of {CName}'s conditions or illnesses' reduce their ability to carry-out day-to-day activities?
1. Yes, a lot
2. Yes, a little
3. Not at all

ChSEN
{IF MODE = CAPI 'SHOWCARD B2'}

> Would you say that {CName} currently has or has ever had special educational needs of any kind? A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

{IF MODE = CAPI 'A definition is shown on this card'}
{IF MODE = CAWI Helpscreen 'What do we mean by special educational needs?'

> A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.
> A child of compulsory school age or a young person has a learning difficulty or disability if they:
> • have a significantly greater difficulty in learning than the majority of others of the same age, or
> • have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

1. {CName} currently has special educational needs
2. {CName} previously had special educational needs, but does not any more
3. {CName} has never had special educational needs

ASK IF YP does not currently have SEN {ChSEN=2,3}
NoCurSEN
Even though {CName} does not have or no longer has special educational needs, we would still like to hear about your experiences. If you feel a question does not apply to you, you are always free to move on to the next one.

ASK IF YP has or had SEN {ChSEN=1 or 2}
SENAge
How old was {CName} when you first became aware of their special educational needs?
   [0…15]

ASK IF YP has or had SEN {ChSEN=1 or 2}
SENAware
Thinking back, how would you say that you *first* became aware of {CName}'s special educational needs
{IF MODE=CAPI'…INTERVIEWER: READ OUT…'; IF MODE= CAWI '?'}
1. {IF MODE=CAPI '…From your own observations or interactions'; IF MODE= CAWI '…From my own observations or interactions'}
2. A health visitor or medical practitioner suggested that {CName} may have special educational needs
3. {CName}'s {IF SenAge<5, 'Early Years / nursery / reception class '} {IF SenAge=>5, 'school / educational setting'} suggested that {CName} may have special educational needs
4. Someone else told {IF MODE=CAPI 'you'; IF MODE=CAWI 'me'} that {CName} may have special educational needs {IF MODE=CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}
5. Another way {IF MODE=CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}
6. Don't know.

CAPI ONLY: ASK IF was told by someone else {SENAware=4}
SENAware_SomeoneElse
INTERVIEWER: PROMPT FOR WHO ELSE
OPEN

CAPI ONLY ASK IF found out in another way {SENAware=5}
SENAware_Oth
INTERVIEWER: PROMPT FOR HOW ELSE
OPEN

ASK IF Not short CAWI interview AND YP has or had SEN and their school was not the first to suggest that they had SEN {CAWIShort<>1 AND ChSEN=1 or 2 AND SENAware <> 3}

SENSchl

How old was {CName} when you first discussed their special educational needs with someone at an educational setting that they were attending {IF MODE = CAWI '?'}

Please think about when you first discussed this with any school or setting, rather than their current school or setting {IF MODE = CAPI '?'; IF MODE=CAWI '.'}

{IF MODE=CAPI 'INTERVIEWER: Code as '99' if never discussed it with their school or educational setting'}

[0…15 – Year 8]

{IF MODE=CAWI 'Enter 99 if you have never discussed it with their school or educational setting.'}

ASK IF parent has discussed their child's SEN with school {SenSchl<>/not 99}

SENDiscu

Thinking back, was this conversation about {CName}'s special educational needs first raised by staff at the educational setting or by you?

1. Raised by me or their other parent/carer
2. Raised by staff at educational setting
3. Don't know

ASK if YP has or had SEN {ChSEN=1,2}

SENBest

Source: New

{IF MODE = CAPI 'SHOWCARD B3'}

Which of the following categories do you think best describe the special educational needs that {CName}'s {IF ChSEN=1 'has' ELSE 'had'}?

{IF MODE = CAPI, 'CODE ALL THAT APPLY'; IF MODE = CAWI, 'Select all that apply'}

1. Autistic spectrum disorder (e.g. autism, Asperger's syndrome)
2. Speech, language and communication needs
3. Social, emotional and mental health issues, including attention deficit hyperactive disorder (ADHD)
4. Physical disability (e.g. issues with movement or other functions that impact on day-to-day life, cerebral palsy)
5. Hearing impairment or deafness
6. Visual impairment or blindness
7. Multi-sensory impairment (i.e. hearing and visual impairment)
8. Specific learning difficulty (e.g. dyslexia, dyspraxia)
9. Moderate learning difficulties (incl. basic literacy and numeracy skills, speech and language delay, problems concentrating, under-developed social, emotional and personal skills)
10. Severe learning difficulties (incl. having little or no speech, needing support with daily activities, needing life-long support)
11. Profound and multiple learning difficulties (PMLD)
12. Something else {IF MODE = CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}

CAPI ONLU ASK if YP has other SEN { SENBest 12)

SENBestO
How would you describe {CName}'s special educational needs?
OPEN

ASK if YP has more than one SEN {SENBest=multicoded}
SENBestMai
Source: New
{IF MODE = CAPI 'SHOWCARD B3'}
And which would you say is the main area in which {CName} {IF ChSEN=1 'has' ELSE 'had'} special educational needs?
IF MODE = CAPI, 'CODE ONE ONLY'
IF MODE = CAWI, 'Choose one answer only'
[Only display answers selected at SENBest]
1. Autistic spectrum disorder (e.g. autism, Asperger's syndrome)
2. Speech, language and communication needs,
3. Social, emotional and mental health issues, including attention deficit hyperactive disorder (ADHD)
4. Physical disability (e.g. issues with movement or other functions that impact on day-to-day life, cerebral palsy)
5. Hearing impairment or deafness
6. Visual impairment or blindness
7. Multi-sensory impairment (i.e. hearing and visual impairment)
8. Specific learning difficulty (e.g. dyslexia, dyspraxia)
9. Moderate learning difficulties (incl. basic literacy and numeracy skills, speech and language delay, problems concentrating, under-developed social, emotional and personal skills)
10. Severe learning difficulties (incl. having little or no speech, needing support with daily activities, needing life-long support)
11. Profound and multiple learning difficulties (PMLD)
12. {SENBestO}

ASK IF Not short CAWI interview AND YP has or had SEN { CAWIShort<>1 AND ChSEN=1,2}
SENDesc
Source: New
Is there anything you'd like to tell {IF MODE = CAPI 'me'; IF MODE = CAWI 'us'} about {CName}'s special educational needs in your own words?
OPEN [allow empty]

Experiences of Education

Current type of setting

ASK ALL
The next questions are about CName's experiences of education
SchSett

Source: Q40 EHCP survey

{IF MODE = CAPI 'SHOWCARD C1'}

From which type of school or educational setting does {CName} currently receive their education?

{IF MODE = CAPI, 'INTERVIEWER: If the child is taught by more than one school/ or educational setting, please ask them to think about the school/educational setting which teaches them for most of the time.'}

{IF MODE = CAPI, 'INTERVIEWER: If the child belongs to a school/another educational setting but they do not attend in person due to the pandemic please code that they belong to a school/another educational setting. Do not choose that they are Home Educated.'}

IF MODE = CAWI, [Helpscreen: 'What if my child is taught by more than one school or educational setting. If your child is taught by more than one school, or educational setting, then answer about the one that teaches them for most of the time']

IF MODE = CAWI, [Helpscreen: 'What if my child belongs to a school or another educational setting but they set them work to do at home because of Covid-19? If your child belongs to a school or another educational setting then please select the most appropriate educational setting from the list below. Do not chose that they are 'home educated.']

1. Mainstream state school
2. Mainstream independent school
3. SEN Unit or Resourced Provision within a mainstream school
4. Special school – state school
5. Special school – independent school
6. Pupil Referral Unit or Alternative Provision
7. Home Educated
8. Hospital school
9. Somewhere else {IF MODE = CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}

DERIVED FOR CHILD QUESTIONNAIRE
If SchSett=Response:
    If SchSett=1-5 SchType=1
    If SchSett=6 SchType=2
    If SchSett=7 SchType=3
    If SchSett=8 or 9 SchType=4

CAPI ONLY: ASK IF YP attends other setting {SchSett=9}
SchSettO

What is the other kind of school or educational setting that {CName} currently receives their education from?

OPEN

ASK IF child is NOT Home Educated {IF SchSett <> 7 }
SchAttend

At the moment does {CName} go into their school for their lessons or are they all online at home?

1. They go into school for all of their lessons
2. They have some lessons in school and some online
3. All their lessons are online
4. Something else.

ASK IF participant learns online / something else (*YPSchAttend CODE 3 or 4)*
SchRemote
And when did {CName} last go into your school or educational setting for a lesson?
IF MODE = CAPI: READ OUT:
IF MODE = CAWI: Please select from the following:
4. In the last 3 months
5. More than 3 months ago
6. They have not been into their school for a lesson

DERIVED VARABLE:
PROGRAMMER DERIVE LEARNING REMOTELY AS
DRVPREMOTE = SchRemote = 2 or 3

ASK ALL
SchStart
Source: New
When did {CName} start receiving their education from this school / setting?
1. Before Year 7
2. At the start of Year 7
3. During Year 7
4. At the start of Year 8
5. During Year 8

Support received

ASK IF school setting is mainstream {SchSett = 1,2,3}
SENCo
Source: New
Does {CName} receive direct support from a SENCo from their current school?
{IF MODE = CAPI 'INTERVIEWER: A SENCo is a special educational needs co-ordinator.'; IF MODE = CAWI [Helpscreen 'What do we mean by SENCo?' 'A SENCo is a special educational needs co-ordinator.]}

{BOTH MODES: If your child does not attend school in person this provision may be delivered remotely.'}

{IF MODE = CAPI 'INTERVIEWER: '} By direct support, we mean that the SENCo provides support specifically for your child – this could be working with them one-on-one, delivering targeted group interventions or providing them with a personalised support plan. If your child does not attend school in person this provision may be delivered remotely.
{IF MODE = CAWI: [HELPSCREEN: 'What do we mean by direct support?'}

1. Yes
2. No

ASK IF school setting is mainstream {SchSett = 1,2,3}
SendTea
Source: New
Does {CName} receive direct support from a visiting specialist teacher, such as a local authority special needs teacher, from their current school?
{IF MODE = CAPI 'INTERVIEWER: '} By direct support, we mean that the visiting teacher provides support specifically for your child – this could be working with them one-on-one, delivering targeted group interventions or providing them with a personalised support plan. If your child does not attend school in person this provision may be delivered remotely.
{IF MODE = CAWI HELP SCREEN: 'What do we mean by direct support?'}
1. Yes
2. No

ASK IF child is NOT Home Educated {IF SchSett <> 7 }
SchSuppTyp
Source: New
{IF MODE = CAPI 'SHOWCARD C2'}
Which, if any, of these types of support does {CName} receive from their school due to their special educational need or disability?
{IF MODE = CAPI, 'CODE ALL THAT APPLY'. IF MODE = CAWI, 'Select all that apply'}
1. Support from a Teaching Assistant or learning support assistant
2. Speech and language therapy
3. Physiotherapy
4. Occupational therapy
5. Pastoral or wellbeing support
6. Mental health support, for example from a counsellor
7. Medical support, for instance help with medication or equipment
8. Structured peer-to-peer support programmes
9. Use of assistive technology, such as text-to-speech software or listening systems
10. Other type of support {IF MODE = CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}
11. No support of this type

CAPI ONLY ASK IF YP attends other setting {SchSuppTyp=10}
SchSuppTyO
What other type of support does {CName} get?
OPEN

ASK IF NOT Home Educated {IF SchSett <> 7}
SchNeeds
Source: New
{IF MODE = CAPI 'SHOWCARD C2'}

Are there any types of support which you feel that {CName} needs beyond what they currently receive?
{IF MODE = CAPI, 'CODE ALL THAT APPLY'. IF MODE = CAWI, 'Select all that apply'}

1. Support from a Teaching Assistant or learning support assistant
2. Speech and language therapy
3. Physiotherapy
4. Occupational therapy
5. Pastoral or wellbeing support
6. Mental health support, for example from a counsellor
7. Medical support, for instance help with medication or equipment
8. Structured peer-to-peer support programmes
9. Use of assistive technology, such as text-to-speech software or listening systems
10. Other type of support {IF MODE = CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}
11. No further support needed

CAPI ONLY ASK IF YP attends other setting {SchSuppTyp=10}
SchSuppTyO
What other type of support does {CName} need?
OPEN

ASK IF Not short CAWI interview and NOT Home Educated {CAWIShort<>1 AND SchSett <> 7}
SchUndersta
Source: NEW
SHOWCARD C3
Overall, how well would you say that {CName}'s school understands their special educational needs or disability?

1. Very well
2. Quite well
3. Not very well
4. Not well at all

ASK IF NOT Home Educated {SchSett <> 7 }
SchSupp
Source: NEW
{IF MODE = CAPI 'SHOWCARD C3'}
Overall, thinking about all the areas where your child needs extra help or support, how well do you think their school supports them? Would you say it supports them….

1. Very well
2. Quite well
3. Not very well
4. Not well at all

EHC Plan
ASK ALL

EHCP

Source: MCS6 (SENS) adapted

{IF MODE = CAPI 'SHOWCARD C4'}

Does {CName} currently have an Education, Health and Care plan?

{IF MODE = CAPI: 'A definition is shown on this this card

INTERVIEWER: IF 'NO', PROMPT FOR WHETHER CURRENTLY BEING ASSESSED OR AP-PEALING'}

{IF MODE = CAWI: HELPSCREEN 'What is an Education, Health and Care (EHC) plan

---

- An education, health and care (EHC) plan is a **legal document** for children and young people aged up to 25 who need more support than is available through special educational needs support.
- In order to get an EHC plan an application must be made via the Local Authority. The Local Authority would carry out an assessment of the young person. The EHC is reviewed annually.
- EHC plans were formerly called **statements of SEN**

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1. Yes
2. No
3. {CName} is currently being assessed for an EHC plan
4. Currently appealing against a refusal to issue an EHC plan

ASK IF YP has an EHCP in place {EHCP = 1}

EHCPfirst

Source: New

How old was {CName} when they were first issued with an EHC plan or statement of SEN?

[0….15]

ASK IF YP has an EHCP in place {EHCP = 1}

EHCPrecent

Source: New

And how old was {CName} when they received their most recent EHC plan?

[0….15]

ASK IF YP has an EHCP in place {EHCP = 1}

EHCPSAti

Source: EHCP Q27

{IF MODE = CAPI 'SHOWCARD C5'}

{IF MODE = CAPI 'I'm now going to ask you'; IF MODE = CAWI 'Next are'} some questions about the EHC plan assessment process. Please think about when {CName} was first assessed for and issued with an EHC plan when answering these questions. This includes transferring from a statement of SEN.

Overall, how satisfied or dissatisfied were you with the whole experience of getting the EHC plan. If there has been more than one, please think about the first one for {CName}?

IF MODE = CAPI 'INTERVIEWER: THIS INCLUDES TRANSFERS FROM SEN STATEMENTS'}

IF MODE = CAWI 'THIS INCLUDES TRANSFERS FROM SEN STATEMENTS'}

1. Very satisfied
2. Satisfied

3. Neither satisfied nor dissatisfied
4. Dissatisfied
5. Very dissatisfied

ASK IF Not short CAWI interview AND YP has an EHCP in place {CAWIShort<>1 AND EHCP = 1}
EHCPposch
Source: EHCP Q29 adapted
{IF MODE = CAPI 'SHOWCARD C6'}
Overall, how much do you agree or disagree that getting an EHC plan was a positive process for {CNAME}?
1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

{IF MODE = CAWI, DISPLAY EHCPDif1-3 ON SEPARATE PAGES NOT IN A GRID

ASK IF YP has an EHCP in place {EHCP = 1}
EHCPDif1
Source: EHCP Q20
{IF MODE = CAPI 'SHOWCARD C6'}
Thinking about {CName}'s current plan, how much do you agree or disagree with the following statements about what difference the EHC plan has made.
The EHC plan has led to {CName} getting the help and support they need?
1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK IF YP has an EHCP in place {EHCP = 1}
EHCPDif2
{IF MODE = CAPI 'SHOWCARD C6'}
The help and support described in the EHC plan has improved {CName's} experience of education?
1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK IF YP has an EHCP in place {EHCP = 1}
EHCPDif3
{IF MODE = CAPI 'SHOWCARD C6'}

The help and support described in the EHC plan has improved {CName's} health or wellbeing?
1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

Mainstream vs special settings
ASK IF **SchSett 1-5**
Dummy1
For the next few questions, please think about {CName} and whether or not you think they personally would do better in a mainstream setting or in a special setting that caters specifically for young people with special educational needs and disabilities. How much do you agree or disagree with the following statements?
Press 1 and <ENTER> to continue

[Randomise order of Mainstr1 to Mainstr6 – order shown in variables QOrd1-5]
ASK IF **SchSett 1-5**
Mainstr1 to Mainstr6
{IF MODE = CAPI 'SHOWCARD C6'}
Mainstr1
I feel that {CName} {IF SchSett=1,2 3 'makes'; ELSE 'would make'} better academic progress within a mainstream setting {IF SchSett=1,2,3 'than they would in a special setting'; ELSE ''}
Mainstr2
I feel {CName} {IF SchSett=1,2,3 'does'; ELSE 'could do'} a wider curriculum within a mainstream setting {IF SchSett=1,2,3 'than they would in a special setting'; ELSE ''}
Mainstr3
I feel {CName}'s social life {if SchSett=1,2,3 'is' ELSE 'would be', better in a mainstream setting {If SchSett=1,2,3 'than it would be in a special setting' , ELSE ' '.
Mainstr4
I feel that a mainstream setting {IF SchSett=1,2,3'is'; ELSE 'would be'} more effective in preparing {Cname} for adulthood {IF SchSett=1,2,3'than a special setting would be'; ELSE ''}

Mainstr5
I feel that {CName} would prefer {IF SchSett = 1,2,3 'their' ELSE 'a'} mainstream setting to a special setting if they experienced both.
1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK IF school setting child attends is not Mainstream school {SchSett<>1,2,3,6,7,8,9, or dk or ref}
RetMain
Source: New

Do you plan for {CName} to receive their education from a mainstream school or other mainstream educational setting in the future?

1. Yes
2. No

Perceptions of performance

ASK IF NOT Home Educated {SchSett <> 7 }
ChSchEnj
Source: MCS5 (ADEN) adapted
{IF MODE = CAPI 'SHOWCARD C7'}

Now {IF MODE=CAPI 'I'd like to ask'; IF MODE=CAWI 'here's'} a few questions about how {CName} feels about their educational setting.
How often would you say that {CName} enjoys their current school or educational setting?

1. Always
2. Usually
3. Sometimes
4. Never

ASK IF NOT Home Educated {SchSett <> 7 }
RepAcad
Source: New
{IF MODE = CAPI 'SHOWCARD C8'}

Overall, how positive or negative would you say teachers at {CName}'s current school or educational setting are about their progress in lessons?

1. Very positive
2. Quite positive
3. Quite negative
4. Very negative

ASK IF NOT Home Educated {SchSett <> 7 }
RepBehav
Source: New
{IF MODE = CAPI 'SHOWCARD C8'}

Overall, how positive or negative would you say teachers at {CName}'s current school or educational setting are about {CName}'s behaviour?

1. Very positive
2. Quite positive
3. Quite negative
4. Very negative

ASK IF NOT Home Educated {SchSett <> 7 }
Progress
Source: New
{IF MODE = CAPI 'SHOWCARD C6'}

Thinking about {CName}'s current school or educational setting, to what extent do you agree with the following statement:

'I feel closely involved with the school's decisions about {CName}'

Please think about attending meetings, being informed about how {CName} will be supported, and receiving clear information about the impact of the support they provided.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

Transition to secondary school

ASK IF NOT Home Educated {SchSett <> 7, } and IF Not short CAWI interview {CAW-IShort<>1}

The next questions are about {CName}'s secondary education.

PriSecChang

Source: NEW

Did {CName} change school/setting between primary and secondary education?

1. Yes
2. No
3. Stayed or moved to a middle school

PROGRAMMING: SET UP A DERIVED VARIABLE Attends middle school: DRVMIDDLESCH = PriSecChang = 3.

ASK IF NOT Home Educated and transitioned to secondary school {SchSett <> 7or dk or refused and PriSecChang = 1}

SchChoiceAn

Source: New

Thinking back to when {CName} was moving from primary to secondary education, did you have a preference about which secondary school or setting they went to?

1. Yes
2. No

ASK IF PC had a preference about secondary school {SchChoiceAn = 1}

SchChoice

Source: LYSPE (State1) adapted

Was the secondary school/setting {CName} moved to from their primary school/setting your preferred place for them?

1. Yes
2. No

ASK IF PC did have a preference about secondary school {SchChoiceAn = 1}

SchChoiceY

Source: LSYPE (Statsc) adapted

{IF MODE = CAPI 'SHOWCARD C9'}

What factors were important to you when thinking about which school or setting you most wanted {CName} to go to after their primary school or setting?

{IF MODE = CAPI, 'CODE ALL THAT APPLY'. IF MODE = CAWI, 'Select all that apply'}

1. The quality of SEN support in the school
2. The SENCO has a good reputation
3. Their friends were going there
4. School has good exam results
5. There is relatively little bullying at the school
6. It's easy to get to
7. Brother /Sister / Sibling(s) go or went there
8. It's a small school
9. A range of interesting extra-curricular activities
10. Reputation for good behaviour
11. Other {IF MODE = CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}

CAPI ONLY: ASK IF other reason for preferring secondary school {SchchoiceY = 11}
SchChoiceYO

What else was important to you when thinking about which school or setting you most wanted {CName} to go to?

OPEN

ASK IF Not short CAWI interview AND participant not home schooled {CAWIShort<>1 AND SchSett<>7}and {SchChoiceAn = 1}
SchChoiceIn
Source: LSYPE (Whati)
{IF MODE = CAPI 'SHOWCARD C10'}

What information did you use to help inform your preference about secondary school/setting choice for {CName}?

{IF MODE = CAPI, 'CODE ALL THAT APPLY'. IF MODE = CAWI, 'Select all that apply'}

1. Views of other parents or friends
2. Advice of primary school teaching staff
3. Newspaper articles
4. Websites on the Internet
5. Local Authority booklet
6. School prospectuses or brochures
7. The School's SEN information report
8. Information from Parent/Teacher Associations
9. School performance tables comparing school exam results
10. OFSTED Inspectors' Reports
11. Open day
12. Other {IF MODE = CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}
13. None of these

CAPI ONLY: ASK IF other reason for preferring secondary school {SchchoiceY = 12}
SchChoiceInO

What other source of information helped inform your preference about secondary school/setting choice?
OPEN

ASK IF YP changed school from primary to secondary {PriSecChang = 1}
PriSecChEas
Source: New
{IF MODE = CAPI 'SHOWCARD C11'}
How easy or difficult do you think {CName} found it to move from their primary school or setting to their secondary school or setting?
1. Very easy
2. Quite easy
3. Neither easy nor difficult
4. Quite difficult
5. Very difficult

ASK IF changing school from primary to secondary was difficult {PriSecChEas = 4, 5}
WhPriSecDiff
Source: New
Is there anything you think could have made it easier for {CName} to move from primary to secondary school?
{IF MODE = CAPI, 'Code all that apply'
{IF MODE = CAWI, 'Select all that apply'}

1. Having taster days at the school before they started
2. Knowing other people going to the school, such as a brother or sister
3. Being put in classes with their friends
4. Being given a map of the school
5. Being given a timetable before they joined the school
6. The SENCO visiting them in their primary school in Year 6.
7. Other {IF MODE = CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}
8. None of these

CAPI ONLY: ASK IF something else would have made it easier to change schools {WhPriSecDif = 7}
WhPriSecDifO
What else would have made it easier for {CName} to move from primary to secondary school?
OPEN

ASK IF YP changed school from primary to secondary {PriSecChang = 1}
ChangSuppP
Source: New
{IF MODE = CAPI 'SHOWCARD C12'}
How well do you think {CName} was supported by their *primary* school/setting when moving from primary to secondary?
1. Very well supported

2. Quite well supported
3. Not well supported
4. Not at all supported

ASK IF YP changed school from primary to secondary {PriSecChang = 1}
ChangSuppS
Source: New
{IF MODE = CAPI 'SHOWCARD C12'}
How well do you think {CName} was supported by their *secondary* school/setting when moving from primary to secondary?
1. Very well supported
2. Quite well supported
3. Not well supported
4. Not at all supported

Travelling to school

ASK IF child is NOT Home Educated {IF SchSett <> 7} and not learning remotely. {DRVPREMOTE <> 1}
ASK IF Not short CAWI interview {CAWIShort<>1}
SchTrans
Source: MCS5 (TRSC) adapted
{IF MODE = CAPI 'SHOWCARD C13'}
How does {CName} usually travel to and from their current school or setting?
{IF MODE = CAPI, 'CODE ALL THAT APPLY'. IF MODE = CAWI, 'Select all that apply'}
1. Public transport, such as bus, train, tram or underground
2. School or local authority bus, minibus or coach
3. Car or other vehicle (including taxi) arranged by the Local Authority
4. Car or other vehicle (including taxi) arranged privately
5. Bicycle
6. Walking
7. Other {IF MODE = CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}

CAPI ONLY: ASK IF uses other form of transport {SchTrans = 7}
SchTransO
In what other way does (CName) usually travel to and from their current school or setting?
OPEN

ASK IF transport arranged by School/LA {SchTrans = 2, 3}
SchTransLA
Source: New
{IF MODE = CAPI 'SHOWCARD C14'}
How well does the transport arranged for {CName} by the school or local authority work?
1. Very well
2. Quite well
3. Not very well

4. Not well at all

SchTransLAN
Source: New
{IF MODE = CAPI 'SHOWCARD C15'}
Why does the transport arranged for {CName} by the school or local authority not work well?
{IF MODE = CAPI, 'CODE ALL THAT APPLY'. IF MODE = CAWI, 'Select all that apply'}
1. The transport is not reliable
2. The transport does not come at a convenient time
3. The transport is not appropriate for my child's special educational needs or disability
4. The transport is not flexible enough to allow my child to stay late at school or attend extra-curricular activities.
5. Other {IF MODE = CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}

SchTrLaO
In what other way does the transport arranged for {CName} by the school or local authority not work well?
OPEN

TravTrain
Source: New
{IF MODE = CAPI 'SHOWCARD C16'}
Has {CName} received, or are they currently receiving, travel training?

{IF MODE = CAPI 'INTERVIEWER: '}
{IF MODE = CAWI, HELP SCREEN: 'What is travel training?'}
Travel training is formal training that children and young people with special educational needs can receive to teach them to travel independently on public transport.
{IF MODE = CAPI, 'CODE ALL THAT APPLY'. IF MODE = CAWI, 'Select all that apply'}
1. Yes, from their current school
2. Yes, from a previous school
3. Yes, from somewhere else {IF MODE = CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}
4. No

TravtrO
Where else has {CName} received, or is currently receiving travel training from?
OPEN

ASK IF YP received/receives travel training {TravTrain = 1, 2, 3}
TravTrainSat
Source: New
{IF MODE = CAPI 'SHOWCARD C17'}
How helpful was the travel training {CName} received?
1. Very helpful
2. Quite helpful
3. Neither helpful nor unhelpful
4. Quite unhelpful
5. Very unhelpful

ASK IF YP did not receive/does not receive travel training {TravTrain = 4}
TravTrainNot
Source: New
{IF MODE = CAPI 'SHOWCARD C18'}
Why has {CName} not received travel training?
{IF MODE = CAPI, 'CODE ALL THAT APPLY'. IF MODE = CAWI, 'Select all that apply'}
1. They travel confidently without the need for training
2. I do not think they are ready for travel training
3. Before today I had not heard of travel training
4. The travel training available is not appropriate for their needs
5. I do not know how to access travel training
6. They are not eligible for travel training
7. Other {IF MODE = CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}

CAPI ONLY: ASK IF other reasons YP hasn't received travel training {TravtrainNot = 7}
TravtrainNtO
For what other reason has {CName} not received travel training?
OPEN

Happiness and Wellbeing

The next questions are about {CName's} happiness and wellbeing.
ASK IF NOT Home Educated {SchSett <> 7 }
ChOthYP
Source: LYSPE (Qualrel) adapted
{IF MODE = CAPI 'SHOWCARD D1'}
Thinking about the last academic year, how well would you say {CName} gets on with the other young people from) their school?
1. Very well
2. Quite well
3. Not very well
4. Not at all well
5. Can't say

ASK ALL

ParBull
Source: LSYPE (Names) adapted
To your knowledge, has {CName} been upset by being called hurtful names by other *SchSett <> 7 = students* / (*SchSett = 7,* Home schooled = young people), including getting messages online or on a mobile, within the last 12 months?
  1. Yes
  2. No

ASK IF PC thinks YP has experienced bullying {ParBull = 1}
BullSEND
Source: New
Were these names related to special educational needs or disability?
  1. Yes
  2. No

ASK ALL
BullExc
Source: LYSPE (ExcPal) adapted
To your knowledge in the last 12 months has {CName} been excluded from a group of friends or from joining in activities?
  1. Yes
  2. No

ASK ALL
BullMon
Source: LSYPE (Money) adapted
Ask SchSett <> 7 To your knowledge, have other students from {CName}'s school made {CName} give them money or personal possessions in the last 12 months?
ASK (*SchSett = 7* Home schooled = young people),
To your knowledge, have other young people made {CName} give them money or personal possessions in the last 12 months?
  1. Yes
  2. No

ASK ALL
ThHit
Source: LSYPE adapted
To your knowledge, have other (***SchSett <> 7 =*** students / ***SchSett = 7*** Home schooled = young people) THREATENED to hit, kick, or use any other form of violence against {CName} in the last 12 months?
  1. Yes
  2. No

ASK ALL
AcHit
Source: LSYPE adapted

To your knowledge, have other *SchSett <> 7 =* students / (*SchSett = 7* Home schooled = young people), ACTUALLY hit, kicked, or used any other form of violence against {CName} in the last 12 months?

    1. Yes
    2. No

ASK IF MODE=CAPI
PCHW_End
INTERVIEWER: End of Parent/Carer Happiness & Wellbeing questions
Press 1 and <ENTER> to continue

Preparation for Adulthood

ASK IF Not short CAWI interview {CAWIShort<>1}
The next questions are about {CName's} preparation for adulthood.
DiffAct
Source: ELSA (HEADLB) adapted
{IF MODE = CAPI 'SHOWCARD E1'}
Does {CName} currently have any difficulties doing the following activities independently?
{IF MODE = CAPI 'CODE ALL THAT APPLY'. IF MODE = CAWI 'Select all that apply'}

    1. Dressing, including putting on shoes and socks
    2. Walking across a room
    3. Eating, such as cutting up their food
    4. Getting in or out of bed
    5. Using the toilet, including getting up or down
    6. Washing themselves, such as bathing or showering
    7. Recognising when they are in physical danger
    8. Using technology (e.g. phones, computers)
    9. Communicating with people they know
    10. Communicating with people they don't know
    11. Making short journeys independently, e.g. by public transport
    12. None of these

ASK IF Not short CAWI interview {CAWIShort<>1}
ASK ALL
DiffExpect
Source: New
{IF MODE = CAPI 'SHOWCARD E1'}
Do you expect {CName} will have difficulties doing any of these activities independently when they are 16?
{IF MODE = CAPI, 'CODE ALL THAT APPLY'. IF MODE = CAWI, 'Select all that apply'}

    1. Dressing, including putting on shoes and socks
    2. Walking across a room
    3. Eating, such as cutting up their food
    4. Getting in or out of bed
    5. Using the toilet, including getting up or down

6. Washing themselves, such as bathing or showering
7. Recognising when they are in physical danger
8. Using technology (e.g. phones, computers)
9. Communicating with people they know
10. Communicating with people they don't know
11. Making short journeys independently, e.g. by public transport
12. None of these

ASK IF NOT Home Educated {SchSett <> 7 }
DiffSch
Source: New
Overall, how helpful is the support offered by {CName's} school or educational setting in helping them to prepare for adult life?

This could include supporting them to achieve good outcomes related to employment, independent living, health and community participation.
{IF MODE = CAPI 'INTERVIEWER: READ OUT'}
1. Very helpful
2. Fairly helpful
3. A bit helpful
4. Not helpful

ASK IF Not short CAWI interview {CAWIShort<>1}
LiveIndep
Source: New
SHOWCARD E2
For the next questions we would like you to think about the future for you and {CName}. Please answer these questions as honestly as you can.
Where do you expect that {CName} will be living by the time they are 30?
IF MODE = CAPI 'INTERVIEWER: By 'own home' I mean any home that they own or rent, either living by themselves or shared with others.'
IF MODE = CAWI, HELPSCREEN: What do we mean by 'own home'? This means any home that they own or rent, either living by themselves or shared with others.
1. In their own home, **without regular support** from a carer or personal assistant
2. In their own home, **with occasional support** from a carer or personal assistant
3. In their own home, **with regular support** from a carer or personal assistant who lives out-side the home
4. In their own home, **with regular support from a live-in carer or personal assistant**
5. **In supported housing** - supported housing can be described as any housing scheme where housing, support and sometimes care services are provided to help people to live as independently as possible in the community
6. With you in the family home, or with another relative in their **family home**
7. Other {IF MODE = CAPI '(please specify)'; IF MODE = CAWI '(please write in box)'}

CAPI ONLY: ASK IF YP expected to live in other situation {Liveindep = 7}
LiveindepO

Where do you expect {CName} will be living by the time they are 30?
OPEN

ASK ALL
JobLikely
Source: New
{IF MODE = CAPI 'SHOWCARD E3'}
Thinking about {CName}'s needs, how likely do you think it is that they will have a paid job at some time in the future?
1. Very likely
2. Quite likely
3. Not very likely
4. Not likely at all

Background characteristics

{IF MODE = CAPI 'Now, I would like to ask you some details about yourself.'}
{IF MODE CAWI Now, we would like to ask you some detail about yourself.'}

ASK ALL
ETHNICCAT
What is your ethnic group?
 {IF MODE = CAPI 'INTERVIEWER: READ OUT'
1. White
2. Mixed or multiple ethnic groups
3. Asian or Asian British
4. Black or Black British
5. Arab
6. Other (Please describe)

{IF ETHNICCAT = 1}
ETHNWH
What is your ethnic group?
 {IF MODE = CAPI 'INTERVIEWER: READ OUT'
1. White British (English/Welsh/Scottish/Northern Irish)
2. White Irish
3. Gypsy or Irish Traveller
4. Any other White background (please describe)

{IF ETHNICCAT = 2}
ETHNMX
What is your ethnic group?
{IF MODE = CAPI 'INTERVIEWER: READ OUT'
1. Mixed White and Black Caribbean
2. Mixed White and Black African
3. Mixed White and Asian

4. Any other mixed or multiple ethnic background (please describe)

{IF ETHNICCAT = 3}
ETHNAS
What is your ethnic group?
{IF MODE = CAPI 'INTERVIEWER: READ OUT'
1. Indian
2. Pakistani
3. Bangladeshi
4. Chinese
5. Any other Asian background (please describe)

{IF ETHNICCAT = 4}
ETHNBL
What is your ethnic group?
{IF MODE = CAPI 'INTERVIEWER: READ OUT'
1. Black African
2. Black Caribbean
3. Any other Black background (please describe)

ASK ALL
Health
Source: UKHLS
Do you have any long-standing physical or mental impairment, illness or disability? By 'long-standing' I mean anything that has troubled you over a period of at least 12 months or that is likely to trouble you over a period of at least 12 months.
1. Yes
2. No
3. Prefer not to say

ASK IF C/P has long standing illness {Health=yes}
DisDif
Does this/do these health problem(s) or disability(ies) mean you have substantial difficulties with any of the following areas of your life?

{IF MODE=CAPI 'PROBE: WHICH OTHER?
INTERVIEWER: CODE ALL THAT APPLY'}
{IF MODE = CAWI, 'Select all that apply'}
1. Mobility (moving around at home and walking)
2. Lifting, carrying or moving objects
3. Manual dexterity (using your hands to carry out everyday tasks)
4. Continence (bladder and bowel control)
5. Hearing (apart from using a standard hearing aid)
6. Sight (apart from wearing standard glasses)
7. Communication or speech problems
8. Memory or ability to concentrate, learn or understand

9. Recognising when you are in physical danger
10. Your physical co-ordination (e.g. balance)
11. Difficulties with own personal care (e.g. getting dressed, taking a bath or shower).
12. Other health problem or disability
13. None of these

ASK ALL
DataLinkChD
{IF MODE = CAPI, INTERVIEWER: PROVIDE DATA LINKAGE SHEET}
We would like your permission to add information that the Department for Education holds about {CName}, now and in the future, to the survey answers that you and {CName} provide.
This information includes things like participation in school or further or higher education, exam results and vocational and training qualifications. It also includes {CName}'s current address which we may use to stay in touch if they were to move home.
{IF MODE = CAPI, 'Please have a look through this information sheet which explains the purpose and process.'}
{IF MODE = CAWI, 'For more information about the data linkage process, please look at this webpage: Natcen.ac.uk/send-futures/datalinkage.}
Do you give your permission for {CName}'s records from the Department for Education to be added to {CName}'s and your study information?
1. Yes
2. No

Contact block

ASK ALL
IntContact
Thank you very much for your time and patience. You have been a great help. One of the things we are most interested in is how things might change. We would like to contact you and {CName} again {IF MODE=CAPI ' and we may also contact you to make sure you were satisfied with the way the interview was conducted'}.
Are you happy to be contacted again in the future as part of this study?
1. Yes
2. No

[CAWI – START PAGE]

IF IntContact = YES
CAPI SURVEY ONLY.
YPInternet
Do you have access to the internet at home?
1. Yes
2. No

RhLand
{IF MODE = CAPI 'Could I please have your home landline number?'}

{IF MODE = CAWI 'Please enter your details below:
Home landline number:'}
OPEN

DERIVED VARIABLE: DRVLANDLNE = YES: RhLand = VALID PHONE NUMBER.

IF IntContact = YES
Rphmob
Could I please have your mobile number?
{IF MODE = CAPI 'Could I please have your mobile number?'}
{IF MODE = CAWI 'mobile number:'}
OPEN

Ask If Rphmob = VALID PHONE NUMBER
ChWhatsApp
Could we contact you via WhatsApp if that was possible in future?
>   1 Yes
>   2 No

IF IntContact = YES
Rphwrk
Can I have a work phone number?
{IF MODE = CAPI 'Can I have a work phone number?'}
{IF MODE = CAWI 'Work phone number:'}
OPEN

[CAWI – END PAGE]

IF IntContact = YES
Hasemail
We would like to use your email address to keep in touch. What is your email address?
OPEN

IF IntContact = YES
YPADD1
We would also like {IF PClive = 1 'your and'} {CName's} address to keep in touch about the survey.
Please can you confirm if this is {F PClive = 1 'your and')} {CName}'s current address?
PROGRAMMERS INSERT ADDRESS FROM SAMPLE@
<ADDRESS1>
<ADDRESS2>
<ADDRESS3>
<ADDRESS4>
<POSTCODE>
>   1. Yes
>   2. No

YPADDCHG
(If YPADD1 = 2)
{IF MODE = CAPI: Please can you give me {IF PClive = 1 'your and'} and {CName}'s address?
{IF MODE = CAWI: Please enter {CName}'s address?}

DERIVED VARIABLE:
CHILD ADDRESS RECORDED DRVYPADD: = Yes If YPADD1 = 1 or *YPADDCHG = complete address recorded (add 1, and town).*
DRVYPADD: = No = YPADD1 = 2 and *YPADDCHG = incomplete address (add1 and town not populated), blank or dk, prefer not to say.*

DRV
IF IntContact = YES
CtAgree
Sometimes people move homes. It's really helpful to have the contact details of someone such as a relative or friend who would be able to let us know how to contact you. So it would be great if you could give us the details of someone who could simply put us back in touch with you.
These are only for the survey team and will not be passed on to anyone else. The information will be stored securely. We only use their contact details if we can no longer contact you, and the person you nominate will only ever be asked how to contact you.
Are you happy to provide a stable contact?
    1. Yes
    2. No

[CAWI – START PAGE]

IF CtAgree=Yes
CtTitle
Thank you. Please let this person know that you have given us their details.
{IF MODE = CAPI 'What is your contact's name and title?

ENTER TITLE'}
{IF MODE = CAWI 'Please enter your contact's name and address details below:
TITLE'}
OPEN

IF CtAgree=Yes
CtFName
First name
OPEN

IF CtAgree=Yes
CtSName
Surname
OPEN

IF CtAgree=Yes
Ctadd1
{IF MODE = CAPI 'And what is their address?

INTERVIEWER: ENTER STABLE CONTACT'S ADDRESS LINE 1}
{IF MODE = CAWI 'THEIR ADDRESS:
Address line 1'}
OPEN

IF CtAgree=Yes
Ctadd2
{IF MODE = CAPI 'INTERVIEWER: ENTER STABLE CONTACT'S ADDRESS LINE 2 (ADDITIONAL NUMBER AND STREET IF ANY).'}
{IF MODE = CAWI 'Address line 2'}
OPEN [Allow blank]

IF CtAgree=Yes
Cttown
{IF MODE = CAPI 'INTERVIEWER: ENTER STABLE CONTACT'S TOWN.}
{IF MODE = CAWI 'Town'}
OPEN [Allow blank]

IF CtAgree=Yes
Ctcnty
{IF MODE = CAPI 'INTERVIEWER: ENTER STABLE CONTACT'S COUNTY.}
{IF MODE = CAWI 'County'}
OPEN [Allow blank]

IF CtAgree=Yes
Ctpcode
{IF MODE = CAPI 'What is their postcode?'}
{IF MODE = CAWI 'Postcode'}
OPEN

IF CtAgree=Yes
Cttel1
{IF MODE = CAPI 'Please enter a contact telephone number for {CtName}'}
{IF MODE = CAWI 'Contact telephone number'}
OPEN

IF CtAgree=Yes
Cttel2
{IF MODE = CAPI 'And can we have an alternative contact telephone number for {CtName}?'}
{IF MODE = CAWI 'Alternative contact telephone number'}
OPEN [Allow blank]

Ctemail
{IF MODE = CAPI 'Can we please have a contact e-mail address for {CtName}?'}
{IF MODE = CAWI 'Email address'}
OPEN [Allow blank]

[CAWI – END PAGE]

Ctrel
What is {CtName}'s relationship to you?
1. Mother / Father / parent
2. Son / Daughter / child
3. Brother / Sister / Sibling
4. Aunt / Uncle
5. Grandparent
6. Other relative
7. Friend / Work colleague
8. Someone else

ASK ALL
PCFeedback
Thank you. Is there anything you would like to feed back about the questions that we have asked or about the survey's approach to you and {CName} more generally?
{IF MODE = CAPI 'INTERVIEWER: IF NOTHING FURTHER TO FEED BACK PLEASE CODE AS '99'}
OPEN
{IF MODE = CAWI - Allow blank}

IF MODE: CAPI AND CAWI
ASK ALL
PARTHANK
Thanks again for your help with this survey!

CAPI ONLY: INTERVIEWER: DO NOT NEED TO READ THE FOLLOWING OUT WORD FOR WORD. ASCERTAIN IF RESPONDENT WOULD LIKE TO TAKE DOWN THE DETAILS OF ANY OF THE ORGANISATIONS BELOW.

If your child has experienced bullying and you would like further advice or support, please visit the Anti-Bullying Alliance website: https://anti-bullyingalliance.org.uk/tools-information/advice-and-support

If you want further advice about appealing your child's Education, Health and Care (EHC) plan you can visit: **The Independent Provider of Special Education Advice (known as IPSEA)** website:

https://www.ipsea.org.uk/where-can-i-get-help-with-making-an-appeal

If you want to contact NatCen about the research, e-mail SENDFutures@natcen.ac.uk, or call NatCen on Freephone **0800 652 4570**.

If you would like to contact the DfE directly about this work, please email send.futures@education.gov.uk.

To find out more about the research visit **natcen.ac.uk/send-futures**

Interview quality measures

ASK ALL
ASK IF MODE=CAPI
PQualNow
INTERVIEWER: Can you complete the interview quality questions now?
    1 Yes
    2 No {these questions come on route in eARF sign off process instead}

IF PQualNow=Yes
Finobsq
INTERVIEWER: The next questions are for you to make your observations about the interview.
Press 1 and <ENTER> to continue

IF PQualNow=Yes
Undqus
In general, how would you describe the respondent's understanding of the questions?
    1. Excellent
    2. Good
    3. Fair
    4. Poor
    5. Very poor

IF PQualNow=Yes
UndAss
To what extent did you need to assist the respondent with the questions?
    1. No assistance needed
    2. A little
    3. To some extent
    4. To a great extent

IF PQualNow=Yes
Ivprsnt
Was {CName} present during the interview?
    1. Yes

2. No

ASK IF child present during the interview {Ivprsnt = 1}
Ivinfnce
Did their presence seem to influence any of the answers given by the respondent?
1. A great deal
2. A fair amount
3. A little
4. Not at all

IF PQualNow=Yes
IntQualOp
Is there anything else you'd like to record about the quality of the interview?
INTERVIEWER: Code 99 for 'nothing else'
OPEN

IF PQualNow=Yes
IntQ_MEnd
End of Interviewer quality measures questions
Press 1 and <ENTER> to continue

Department for Education