



Department
for Education

Statistical Release

Children with Special Educational Needs 2014: An Analysis

Reference	SFR 31/2014
Date	04 September 2014
Coverage	England
Theme	Children, Education and Skills
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The number of pupils with Special Educational Needs continues to decline

17.9% of pupils in January 2014 had Special Educational Needs (SEN) (equating to 1,492,950 pupils). This is part of a continuing decline since 2010 when 21.1% of pupils had SEN.

82% of all statements were completed within 26 weeks in 2013

The 82% relates to the calendar year January to December 2013 and is lower than the 84% recorded in the financial year April 2012 to March 2013.

The attainment gap has generally been stable the past few years

The attainment of pupils with SEN relative to pupils without SEN has shown little change at each of the key stages, although changes to some measures used prevent meaningful comparisons over time.

Young people with SEN have lower rates of sustained education

76% of pupils with SEN without a statement had a sustained education destination post-Key Stage 4 in 2011/12 compared to 89% of pupils without SEN.

Pupils with SEN are much more likely to be absent or excluded

Pupils with statements missed 8.2% of sessions through absence (4.8% for pupils without SEN). 7.9% of pupils at School Action Plus received a fixed period exclusion (1.1% of pupils without SEN).

The number of SEN appeals has been stable for the past three years

Around 3,600 SEN appeals were registered in each of the last three years, equivalent to around 4.4 appeals per 10,000 of the school population.

1. Background and context

This annual statistical publication brings together the key information on pupils with SEN and young people with learning difficulties and/or disabilities (LDD) in England. It draws on a range of statistics, most of which have previously been published, some of them as National Statistics.

This publication relates to the SEN system which existed in England until 31st August 2014. From 1st September 2014, Part 3 of the Children and Families Act 2014 provides for a reformed SEND system.

A notable feature of that new system is that SEN statements and learning difficulty and disability assessments (LDA) for young people in post-16 institutions are being replaced with Education, Health and Care (EHC) plans, which will apply both in the school and the further education and training sectors.

Under a new [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#), School Action and School Action Plus are being replaced by an SEN support category.

Section 76 of the [Children and Families Act 2014](#) replicates and replaces The SEN (Information) Act 2008. Subsequent publications of this Statistical Release will be published under Section 76 and in the coming years will reflect the changeover to the new SEN system.

Pupils with SEN have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age.

For the period this publication covers, pupils with SEN were categorised as follows:

School Action	Extra or different help is given from that provided as part of the school's usual curriculum
School Action Plus	The class teacher and SEN Coordinator (SENCO) receive advice or support from outside specialists (a specialist teacher, an educational psychologist, a speech or language therapist or other health professionals)
Statement	A pupil has a statement of SEN when a formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place

Pupils with SEN may need extra help because of their type of need. These are listed in the [technical notes and definitions section](#) and include: profound and multiple learning difficulty; behaviour, emotional and social difficulty; and speech, language and communication needs.

Information on the SEN status of pupils is recorded in schools, however colleges do not currently collect SEN status but instead record young people with learning difficulties and/or disabilities (LDD). This information is self-declared by the learner.

The publication has been updated to follow the new departmental statistical release style which improves the clarity and presentation of the data and enhances accessibility through the use of alternative text for charts.

The publication also includes, for the first time, additional sections on participation and destinations of young people and incorporates data from the Ministry of Justice on appeals made to Special Educational Needs and Disability (SEND) tribunals.

Additional information is also provided in the national and local authority tables, many of which include interactive elements providing statistics for a broader range of measures.

The publication covers the following topics:

Prevalence and characteristics	Including breakdowns by gender, age, ethnicity, free school meal eligibility, school type and looked after children. Also includes local authority indicators on the timeliness of statements of SEN
Attainment	Early Years Foundation Stage Profile Phonic decoding Key Stage 1 Key Stage 2 Key Stage 4
Progression	Pupils making the expected progress between: <ul style="list-style-type: none"> • Key Stage 1 and Key Stage 2 • Key Stage 2 and Key Stage 4
Participation, attainment and destinations of young people	Participation in education and training at age 16 and 17 Attainment at GCSE and A Level at age 19 Destinations post-Key Stage 4 and post-Key Stage 5 Progression into Higher Education
Absence and Exclusions	Including persistent absence and fixed period and permanent exclusions by pupil characteristics
SEN Appeals	The number and rate of appeals made to the Special Educational Needs and Disability tribunals and by type of appeal and outcome

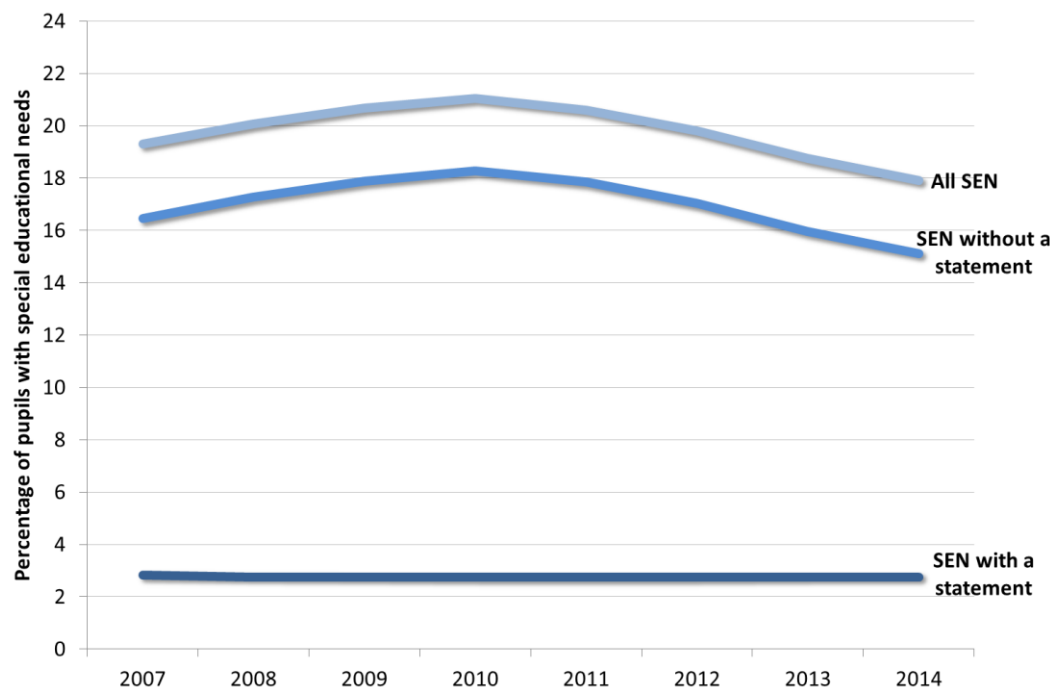
For more information on the measures presented in this publication and the key terms please see the [technical notes and definitions section](#).

2. Prevalence and characteristics of pupils with SEN (Tables 1.1-1.14)

Chart 1.1: Percentage of pupils with SEN

January 2009 to 2014

The decline for pupils with SEN without statements since 2010 continues whilst SEN with statements remains level



Prevalence and characteristics

January 2014

The number of pupils with SEN continues to decline

The number of pupils with SEN decreased from 1.55 million pupils (18.7%) in 2013 to 1.49 million pupils (17.9%) in 2014. This is part of a continuing decline since 2010 when 21.1% of pupils had SEN.

The decline in the number of pupils with SEN could be related to better identification of those pupils who have SEN and those who do not. This may have been as a consequence of the 2010 [Ofsted SEND review](#) which found that a quarter of those identified with SEN, and half of those at School Action, did not have SEN.

Boys are much more likely to have SEN than girls

Boys are two and a half times more likely to have statements of SEN at primary schools and nearly three times more likely to have statements at secondary schools compared to girls.

Older age groups are more likely to have statements

This is also true for SEN without statements up to the age of 10, after which the prevalence declines from a peak of 18.6% at ages 9 and 10 to 15.7% for 15 year olds

Pupils with SEN are much more likely to be eligible for free school meals

Pupils with SEN are more than twice as likely to be eligible for free school meals than those without SEN (29.1% compared to 13.4%)

The most common types of primary need for pupils with SEN are speech, language and communication needs and behaviour, emotional and social difficulties

For pupils with statements the most common primary type of need is autistic spectrum disorder (22.9%). The most common at School Action Plus are behaviour, emotional and social difficulties and speech, language and communication needs (both 23.8%) and moderate learning difficulty (21.3%). These have consistently been the most common types of need over the past few years.

Black pupils are more likely and Chinese pupils are least likely to have SEN

Black pupils are most likely to have SEN without statements (18.9%) and also most likely to have statements (3.5%). Chinese pupils are the least likely to have SEN without statements (8.9%) and least likely to have SEN with statements (2.1%)

Almost seven in ten of looked after children have SEN

67.8% of the children looked after for at least a year at 31 March 2013 in the school population had SEN, compared to 17.9% of all pupils in January 2014. Looked after children are almost four times more likely to have SEN and around ten times more likely to have statements than all pupils.

82% of all statements were completed within 26 weeks in 2013

This rises to 90% of statements when excluding exception cases (for example cases where the advice required for the assessment is not provided in time or the child is absent from the area).

Chart 1.2: Percentage of pupils with SEN with and without statements by age and gender – January 2014

Boys are much more likely to have SEN. Older ages are more likely to have statements

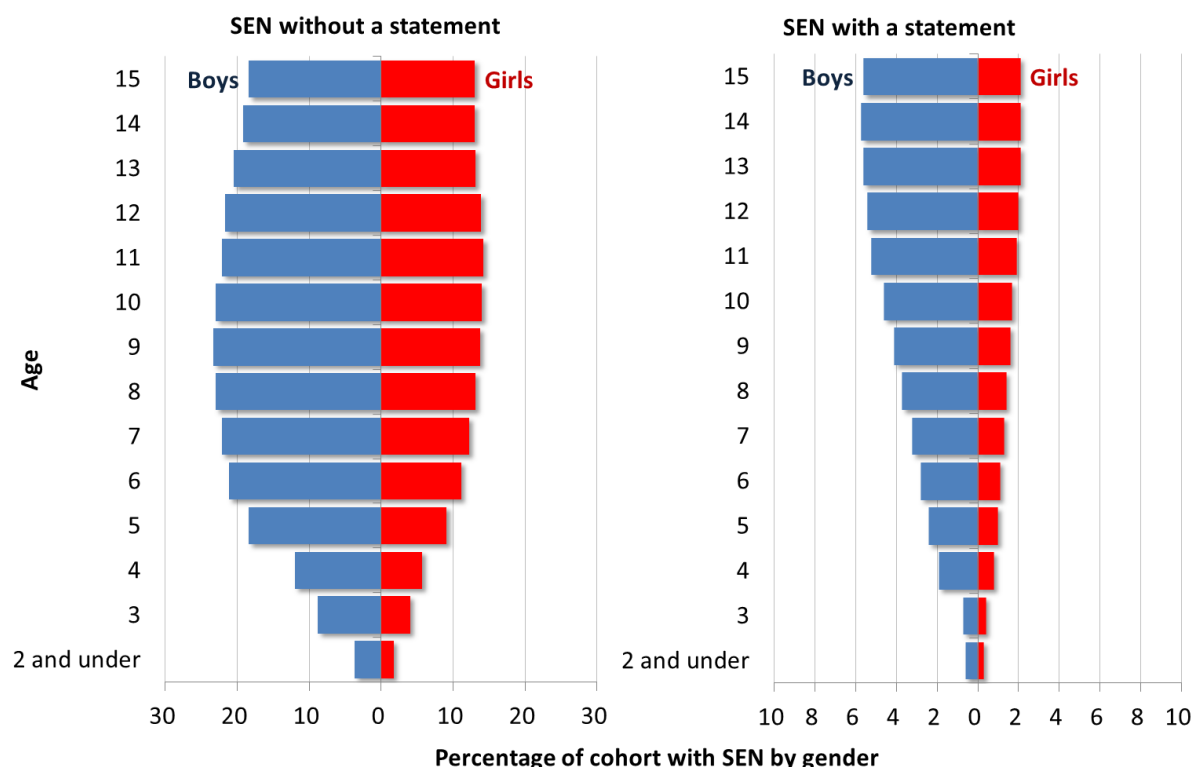


Table A: Type of provision attended**January 2014**

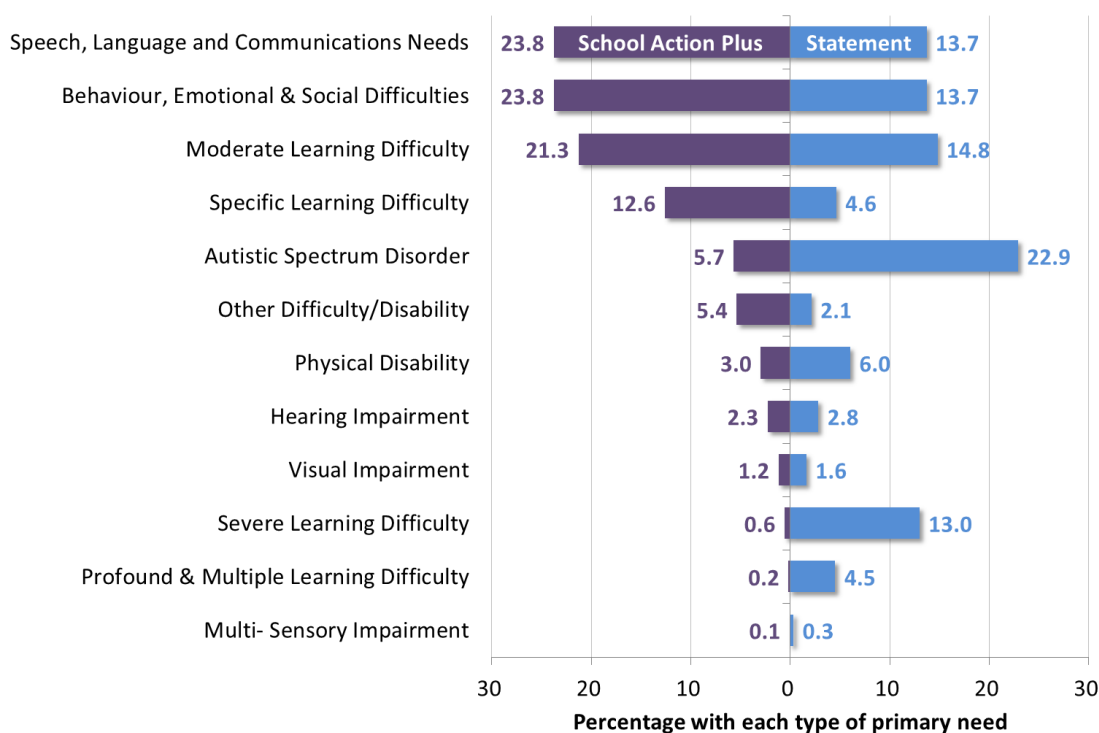
Almost all provision for pupils with SEN without statements is in mainstream primary, secondary and independent schools. In contrast, around 4 in 10 pupils with statements are in special schools

School Type	SEN without a statement	SEN with a statement
State-funded primary	53.4%	26.2%
State-funded secondary	40.2%	25.7%
Independent	5.2%	5.1%
Pupil Referral Units	0.7%	0.7%
Maintained nursery	0.4%	0.1%
Maintained special	0.2%	40.5%
Non-maintained special	0.0%	1.7%
Total	100.0%	100.0%

Primary need is collected for those pupils at School Action Plus or with a statement of SEN only. The figures presented in this publication are for School Action Plus and statemented pupils combined but it should be noted that the distributions vary between these two groups

Chart 1.3: Primary type of need**January 2014**

Pupils with statements are much more likely to have autistic spectrum disorder or severe learning difficulties than pupils at School Action Plus



3. Attainment of pupils with SEN (Tables 2.1-2.17)

Early Years Foundation Stage Profile

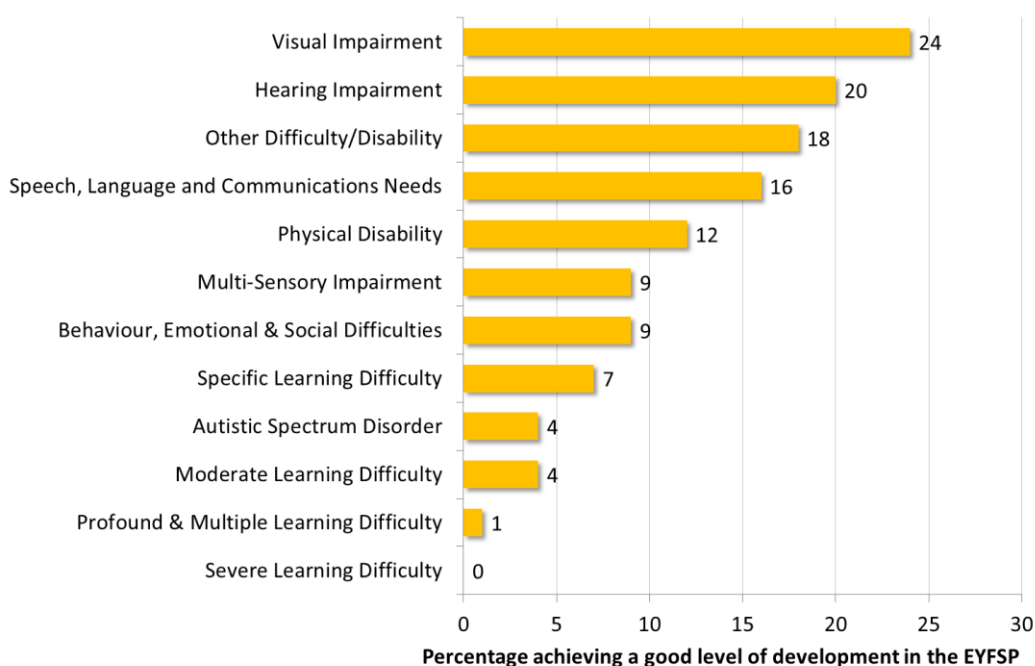
2012/13

Achieving a good level of development (GLD)

14% of pupils with SEN achieved a good level of development	This is 42 percentage points lower than pupils without SEN (56%). Just 2% of pupils with statements achieved a GLD compared to 17% at School Action and 15% at School Action Plus.
Pupils with visual impairments performed best	24% achieved a GLD, followed by those with hearing impairments (20%) and those with speech, language and communication needs (16%). No pupils with severe learning difficulties achieved a GLD.
Girls performed better than boys	18% of girls with SEN achieved a GLD compared to 12% of boys. For pupils with no SEN, 63% of girls achieved a GLD compared to 49% of boys.
Pupils eligible for free school meals performed worse than other pupils	10% of pupils with SEN who were eligible for free school meals achieved a GLD compared to 16% of other pupils with SEN. For pupils with no SEN, 41% of those eligible for free school meals achieved a GLD compared to 59% of other pupils.
Chinese pupils performed best	17% of Chinese pupils with SEN achieved a GLD compared to 15% of White pupils and pupils of mixed ethnicity, 12% of Asian pupils and 14% of Black pupils.

Chart 2.1: Percentage achieving a good level of development by primary type of need, 2012/13

No children with severe learning difficulties achieved a good level of development



Phonic Decoding**2012/13****Meeting the required standard of phonic decoding**

Pupils with SEN had improved performance but fell further behind pupils without SEN

The attainment gap was 44 percentage points with 32% of pupils with SEN meeting the required standard compared to 76% of pupils with no SEN. This is an increase in the attainment gap of 3 percentage points from last year when 24% of pupils with SEN met the required standard compared to 65% of pupils with no SEN.

Pupils with visual or hearing impairments performed best

41% of pupils with visual or hearing impairments met the standard followed by pupils with physical disabilities (37%). Pupils with severe learning difficulties and profound and multiple learning difficulties were least likely to meet the required standard (both 2%).

Boys with statements performed slightly better than girls

15% of boys with statements met the standard compared to 12% of girls. Overall the year 1 phonic attainment gap for girls without SEN and girls with SEN was 47 percentage points and for boys 42 percentage points. Both gaps have widened since 2011/12 by 2 and 3 percentage points respectively.

Pupils eligible for free school meals performed worse

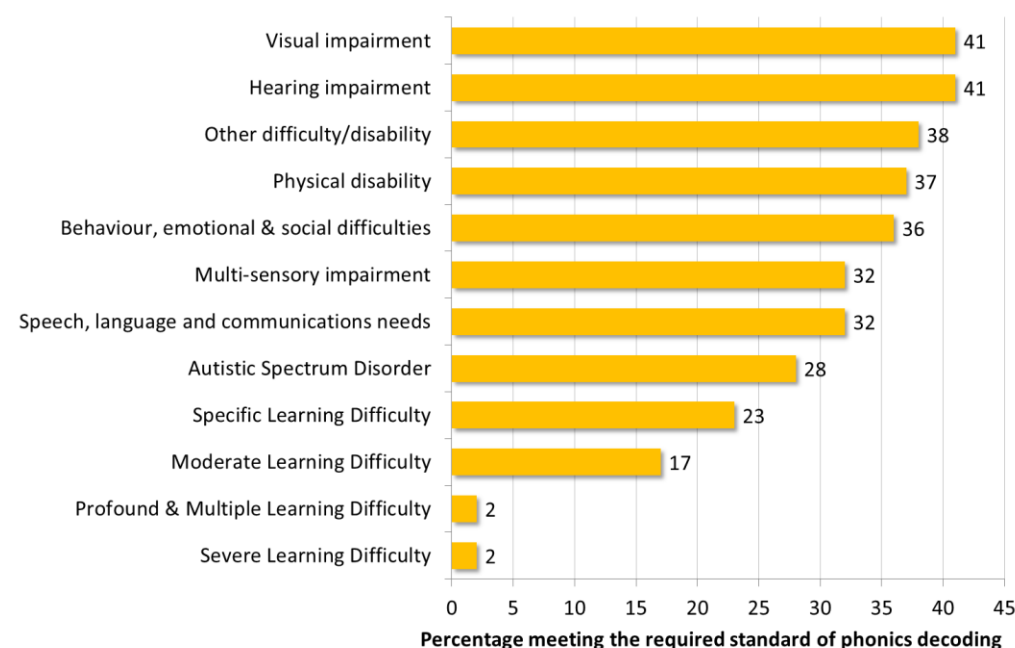
For those eligible for free school meals, 26% of pupils with SEN met the required standard compared to 67% for those with no SEN.

Chinese pupils performed best

45% of Chinese pupils with SEN met the standard compared to 30% of White pupils, 34% of pupils of mixed ethnicity, 36% of Asian pupils and 39% of Black pupils.

Chart 2.2: Percentage meeting the required standard of phonic decoding by primary need type, 2012/13

Pupils with visual or hearing impairments perform best

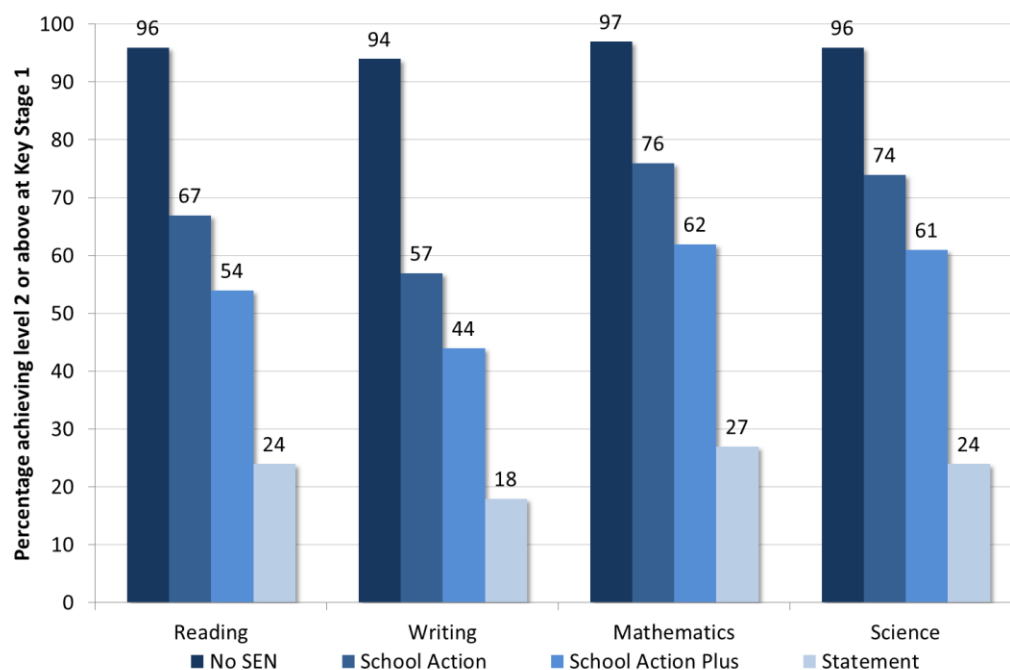


Key Stage 1**2012/13****Attaining level 2 or higher**

Pupils with SEN performed significantly worse than pupils without SEN but the attainment gap has narrowed	The gap is largest in writing (45 percentage points), and smallest in mathematics (31 percentage points). Compared to 2011/2012 the gap has narrowed in all subjects, most notably by 2 percentage points in both reading and writing.
Pupils with visual impairments performed best	67% achieved the expected level in reading, 61% in writing, 72% in mathematics (just behind those with hearing impairments at 73%) and 73% in science. Pupils with severe learning difficulties or profound and multiple learning difficulties were the least likely to achieve the expected level for all subjects, with only 5% or fewer achieving the expected level in each subject.
Girls performed best in reading and writing	60% of girls with SEN achieved the expected level in reading (57% of boys) and 53% achieved the expected level in writing (46% of boys). Boys with SEN performed better in mathematics and science with 68% achieving the expected level in mathematics (64% of girls) and 66% achieving the expected level in science (62% of girls).
Pupils eligible for free school meals performed worse than other pupils	For pupils with SEN who were eligible for free school meals, 50% achieved the expected level in reading, 41% in writing, 60% in mathematics and 57% in science. For pupils with SEN who were not eligible for free school meals, 62% achieved the expected level in reading, 53% in writing, 70% in mathematics and 69% in science.
Black pupils performed best in reading and writing, Chinese pupils in mathematics, and for those of mixed ethnicity in science	64% of Black pupils with SEN achieved the expected level in reading, and 55% in writing. Black pupils have consistently performed better than other pupils in these subjects. 74% of Chinese pupils achieved the expected level in mathematics and they have been the best performers in mathematics in the past few years. 67% of those of mixed ethnicity achieved the expected level in science, continuing a three year period of top performance in this subject.

Chart 2.3: Percentage achieving the expected level at Key Stage 1 in 2012/13 by subject and SEN status

Pupils with SEN performed best in mathematics and science but still well below their peers



Key Stage 2

2012/13

Attaining level 4 or higher

The attainment gap between pupils with SEN and those without in reading, writing and mathematics is 53 percentage points

34% of pupils with SEN achieved the expected level in reading, writing and mathematics compared to 88% of those with no SEN. The attainment gap has fallen slightly since 2011/12 from 55 percentage points to 53 percentage points. Just 14% of those with a statement of SEN achieved the expected level compared to 38% with SEN but without a statement.

Pupils with visual impairments were most likely to achieve the expected level in reading, writing and mathematics

56% achieved the level (20 percentage points below the national average) followed by pupils with hearing impairments at 49% (26 percentage points below the national average).

Girls perform better in writing, whilst boys do better in mathematics

52% of girls with SEN achieved the expected level in writing compared to 44% of boys. 60% of boys with SEN achieved the expected level in mathematics compared to 49% of girls.

Pupils who were eligible for free school meals performed worse in reading, writing and mathematics

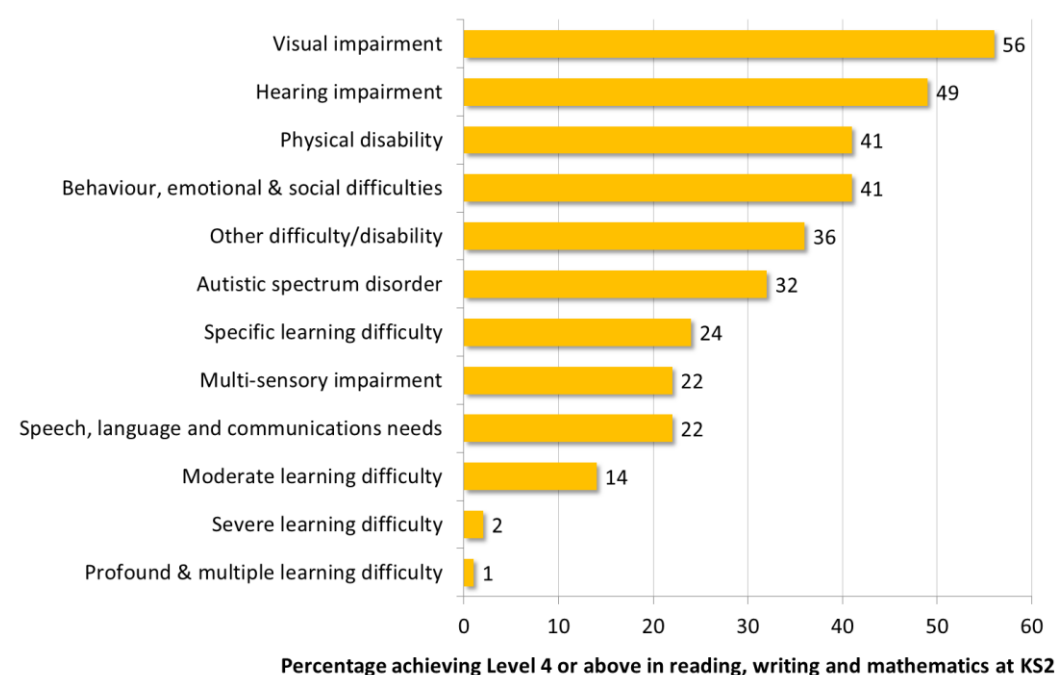
29% of pupils with SEN who were eligible for free school meals achieved the expected level compared to 37% of other pupils with SEN. 80% of those eligible for free school meals with no SEN achieved the level compared to 89% of other pupils.

Chinese pupils performed best 51% of Chinese pupils achieved the expected level in reading, writing and mathematics compared to 34% of White pupils, 38% of pupils with mixed ethnicity, 32% of Asian pupils and 40% of Black pupils.

The performance of looked after children with SEN improved for mathematics and writing but fell slightly for reading 45% of pupils achieved the expected level in mathematics (up from 42% in 2011/12), 38% achieved the expected level in writing (up from 35% in 2011/12) and 50% achieved the expected level in reading (down from 52% in 2011/12). This is worse than for all pupils with SEN where the equivalent figures are 56% in mathematics, 47% in writing and 58% in reading.

Chart 2.4: KS2 attainment by primary type of need, 2012/13

Pupils with visual impairments were most likely to achieve the expected level in reading, writing and mathematics



Key Stage 4

2012/13

Attaining 5+ GCSEs at A*-C or equivalent including English and mathematics

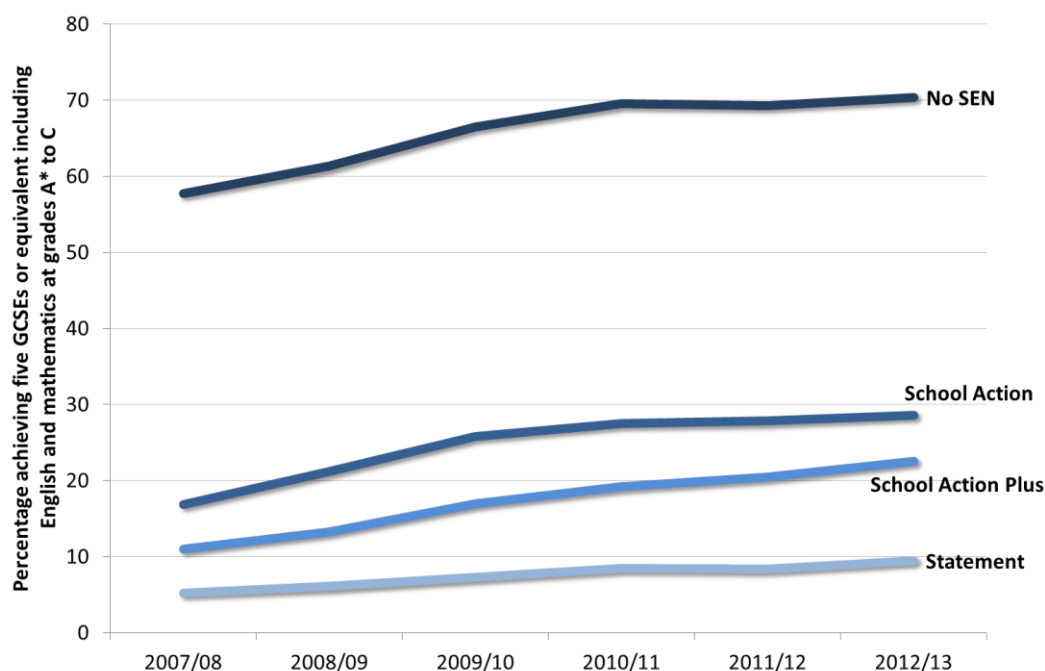
The attainment gap has been relatively stable the past three years In 2012/13, 23.4% of pupils with SEN achieved the standard, 47.0 percentage points lower than those with no SEN (70.4%). This compares to an attainment gap of 47.4 percentage points in 2010/11 and 46.8 percentage points in 2011/12.

Pupils with visual impairments performed best 45.0% of pupils with visual impairments achieved the standard followed by those with hearing impairments (42.7%) and with physical disabilities (33.2%). Fewer than 1% of pupils with severe learning difficulties achieve the standard.

Boys with statements performed better than girls	9.7% of boys with statements achieved the standard compared to 8.7% of girls with statements. However, at School Action and at School Action Plus, girls were more likely than boys to achieve the standard.
Pupils who were eligible for free school meals performed worse	14.5% of pupils with SEN who were eligible for free school meals achieved the standard compared to 26.6% of other pupils with SEN. For pupils with no identified SEN, 51.7% of pupils eligible for free school meals achieved the standard compared to 72.9% of other pupils.
Chinese pupils performed significantly better than other ethnic groups	42.6% of Chinese pupils with SEN achieved the standard compared to 22.3% of White pupils, 26.7% of Asian pupils, 27.9% of Black pupils and 27.7% of pupils of mixed ethnicity. For pupils with no SEN, 82.7% of Chinese pupils achieved the standard compared to 70.2% of White pupils, 72.5% of Asian pupils, 68.0% of Black pupils and 72.2% for pupils of mixed ethnicity.
Looked after children with SEN were less likely to achieve the standard than other pupils with SEN	11.7% of looked after children with SEN achieved the standard compared to 23.4% of all pupils with SEN. 40.1% of looked after children with no SEN achieved the standard compared to 70.4% of all pupils.

Chart 2.5: Percentage of pupils achieving 5+ GCSEs at A*-C or equivalent including English and mathematics by SEN status 2007/08 to 2012/13

The performance of pupils with SEN has improved over the time period but generally at a slower rate than for pupils without SEN



4. Progression of pupils with SEN (Tables 2.10 & 2.13)

Key Stage 1 to Key Stage 2 progression

2012/13

At least two levels of progress between KS1 and KS2

Pupils with SEN were most likely to make the expected progress in writing, then reading and then mathematics

79% of pupils with SEN made the expected progress in writing, 75% in reading and 73% in mathematics. Pupils without SEN were the most likely to make the expected progress in reading, writing and mathematics, followed by pupils at School Action, then School Action Plus and then those with statements.

The percentage of pupils with SEN making the expected progress in mathematics has increased from 71% in 2011/12. The reading and writing progress measures were newly introduced in 2012/13 and so comparisons with previous years cannot be made.

Pupils with visual or hearing impairments were most likely to make the expected progress

Pupils with visual impairments (87% in writing and 79% in both reading and mathematics) and those with hearing impairments (83% in writing and 79% in both reading and mathematics) were the most likely to make the expected progress. Pupils with profound and multiple learning difficulties were the least likely to make the expected progress (9% in both writing and mathematics and 10% in reading).

Chart 3.1: Percentage of pupils making the expected progress between KS1 and KS2 by subject and SEN status 2012/13

Pupils with SEN were most likely to make the expected progress in writing, the same as pupils without SEN

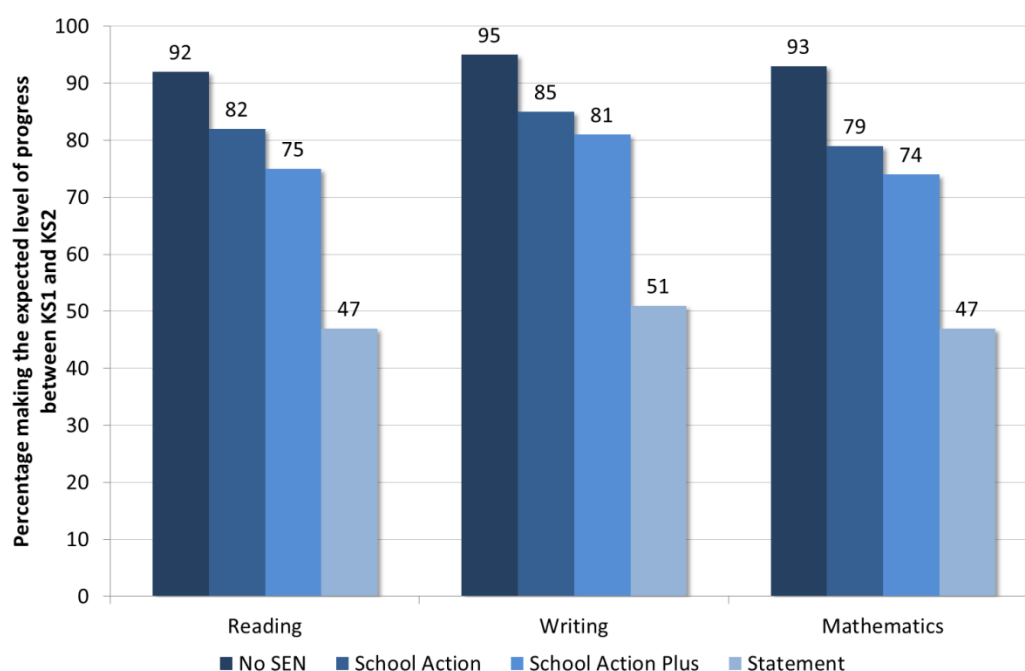
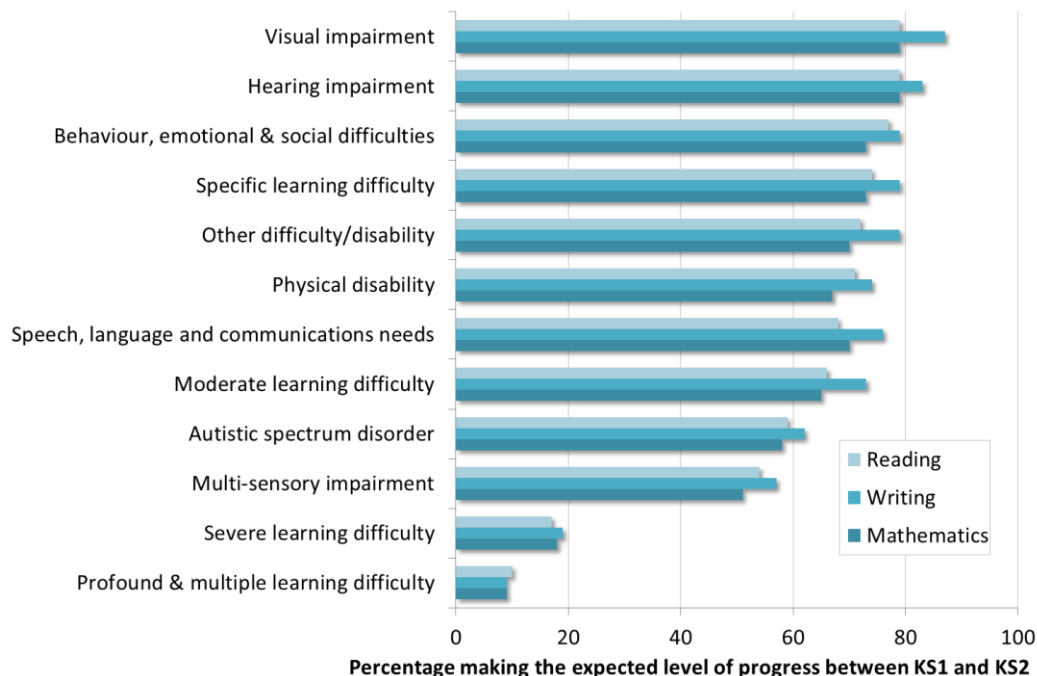


Chart 3.2: Percentage of pupils making the expected progress between KS1 and KS2 by subject and primary need type, 2012/13

Pupils with severe learning difficulties and profound and multiple learning difficulties were much less likely than other groups to make the expected progress



Key Stage 2 to Key Stage 4 progression

2012/13

Making the expected progress ([see technical notes for definition](#))

Pupils with SEN were more likely to make the expected progress in English than mathematics but for those with no SEN the opposite was true

45.8% of pupils with SEN made the expected progress in English compared to 41.3% in mathematics. 78.4% of pupils with no SEN made the expected progress in mathematics compared to 76.8% in English. Pupils with no SEN were the most likely to make the expected progress in English and mathematics, followed by pupils at School Action, then School Action Plus and then those with statements.

The percentage of pupils with SEN who made the expected progress in English and in mathematics has increased slightly since 2011/12 but the percentage making the expected progress in English remains below the 47.9% achieved in 2010/11.

Pupils with visual or hearing impairments were most likely to make the expected progress

Pupils with visual impairments (62.9% in both English and mathematics) and with hearing impairments (60.5% in English and 63.2% in mathematics) were the most likely to make the expected progress. Pupils with profound and multiple learning difficulties (2.5% in English and 1.9% in mathematics) and with severe learning difficulties (4.1% in English and 2.2% in mathematics) were the least likely to make the expected progress.

Chart 3.3: Percentage of pupils making the expected progress between KS2 and KS4 by subject and SEN status 2012/13

Pupils with SEN were more likely to make the expected progress in English than in mathematics

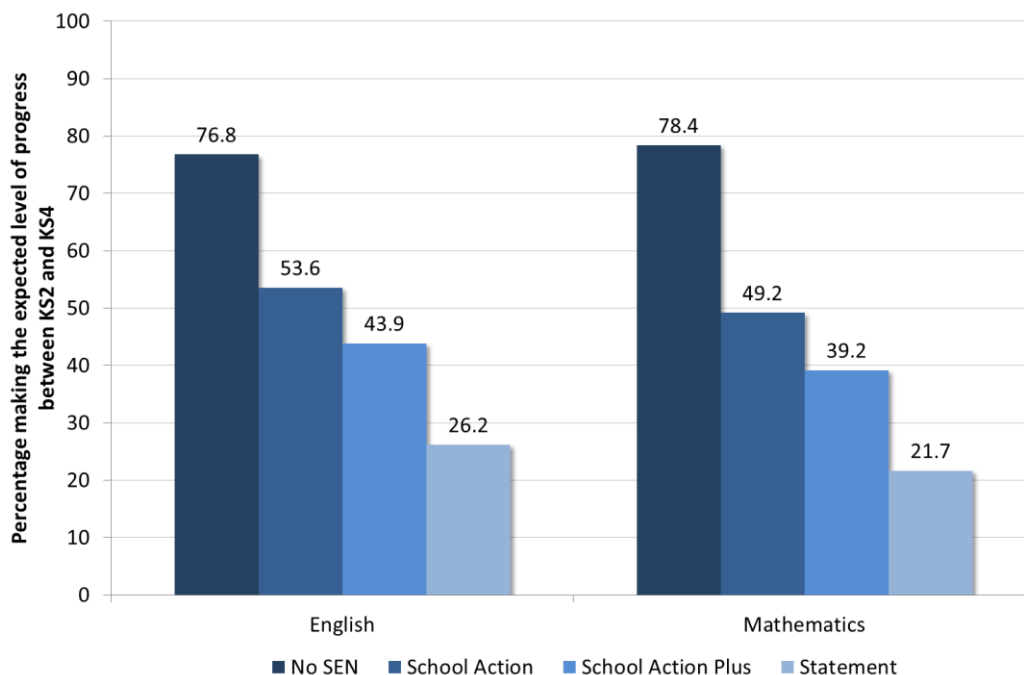
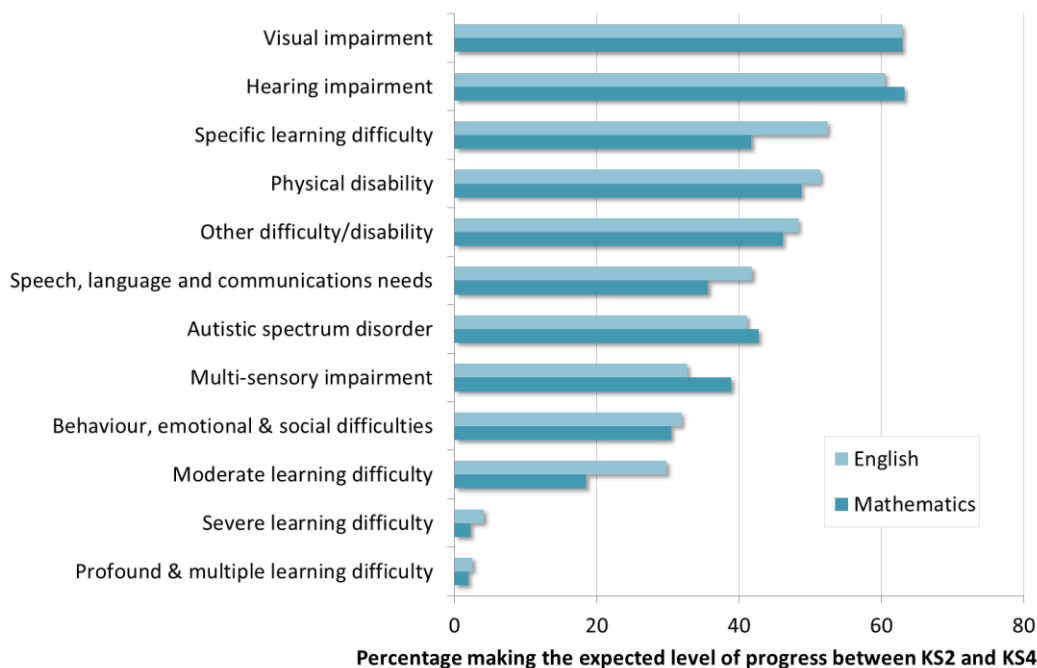


Chart 3.4: Percentage of pupils making the expected progress between KS2 and KS4 by subject and primary need type, 2012/13

Pupils with visual or hearing impairments were the most likely to make the expected progress in both English and mathematics



5. Participation, attainment and destinations of young people with SEN (Tables 3.1-3.6)

This section includes measures of participation of young people in education and training, attainment at age 19, and destinations from education of young people. Whilst these figures relate to similar cohorts, there are differences in the definitions used, measures recorded and time periods covered. More detail about the definitions used is provided in this section as well as in the [technical notes and definitions section](#).

Participation in education and training at age 16 and 17

March 2014

85.8% of 16/17 year olds with LDD were in education and training

This is 4.7 percentage points lower than those without Learning Difficulties and/or Disabilities (90.5%).

The participation gap between 16/17 year olds with LDD and those without was smallest in London and largest in the East Midlands

The gap was 2.8 percentage points in London, followed by 2.9 percentage points in Yorkshire and the Humber and 3.0 percentage points in the South West. The gap was largest in the East Midlands at 6.9 percentage points.

Table B: Percentage in education and training at age 16 and 17 March 2014

London has the highest level of participation for both those with and without LDD and also the smallest gap in participation between the two groups

	Without LDD (%)	With LDD (%)	Gap (% points)
London	92.4	89.6	2.8
Yorkshire & The Humber	91.0	88.2	2.9
South West	89.7	86.7	3.0
West Midlands	88.3	83.9	4.3
North West	91.1	86.6	4.5
South East	89.8	84.8	4.9
North East	90.3	84.4	5.9
East Of England	90.2	83.8	6.4
East Midlands	91.1	84.2	6.9
England	90.5	85.8	4.7

Attainment at GCSE level by age 19**2012/13****Attaining 5+ GCSEs at A*-C or equivalent including English and mathematics****SEN status at KS4**

Fewer than a third of pupils with SEN achieved the standard by age 19

29.9% of pupils with SEN achieved the level, which is 45.5 percentage points lower than pupils without SEN (75.4%). This attainment gap is fairly stable between the ages of 16 and 19, although it does widen for pupils with statements.

Pupils with statements were least likely to achieve the level by age 19

11.7% achieved the level compared to 37.3% of pupils at School Action and 25.4% of pupils at School Action Plus.

Females performed better than males

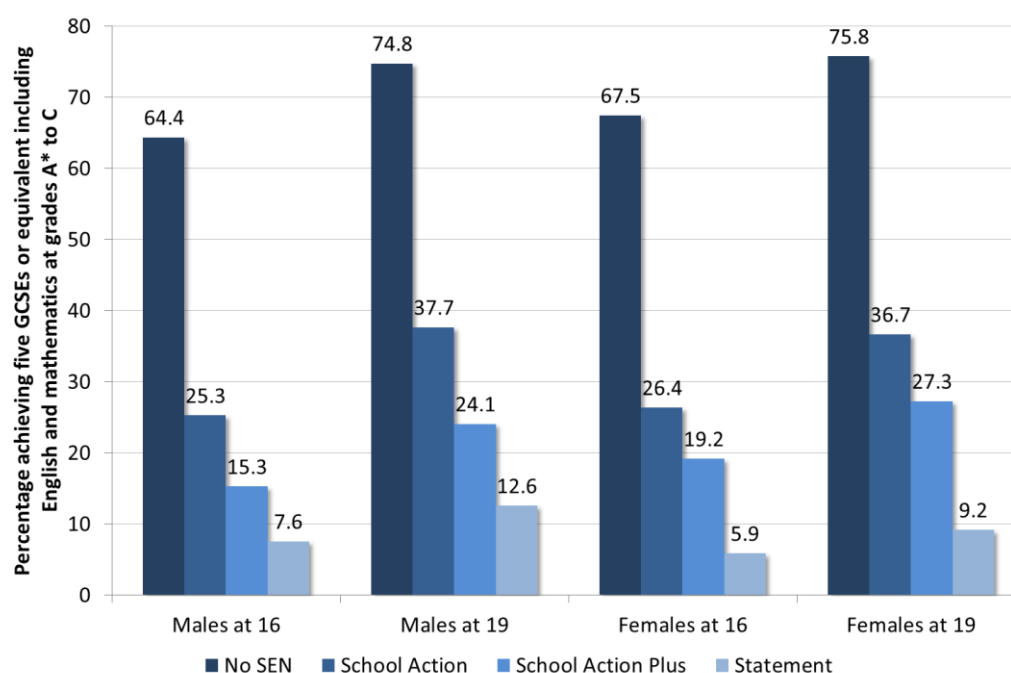
31.0% of females with SEN achieved the level compared to 29.1% of males. However, males with statements performed better than females with statements (12.6% achieving the level compared to 9.2%).

Those with visual or hearing impairments performed best

48.0% of pupils with visual impairments and 43.8% of pupils with hearing impairments achieved the level by age 19. Only 0.9% of pupils with severe learning difficulties achieved the level by age 19.

Chart 4.1: Percentage attaining 5+ GCSEs at A*-C or equivalent including English and mathematics by gender, age and SEN status, 2012/13

Males with SEN tend to make more progress between the ages of 16 and 19 than females with SEN



Attainment at A Level by age 19**2012/13****Attaining 2 or more A-levels or equivalent qualifications****SEN status at KS4**

Fewer than a third of pupils with SEN achieved the level by age 19

27.9% of pupils with SEN achieved the level compared to 65.6% of other pupils, a gap of 37.7 percentage points. The attainment gap was similar at age 18 but lower at age 17 (23.3 percentage points).

Pupils with statements were least likely to achieve the level by age 19

13.2% of pupils with statements achieved the level compared to 34.7% of pupils at School Action and 22.6% of pupils at School Action Plus.

Females performed better than males

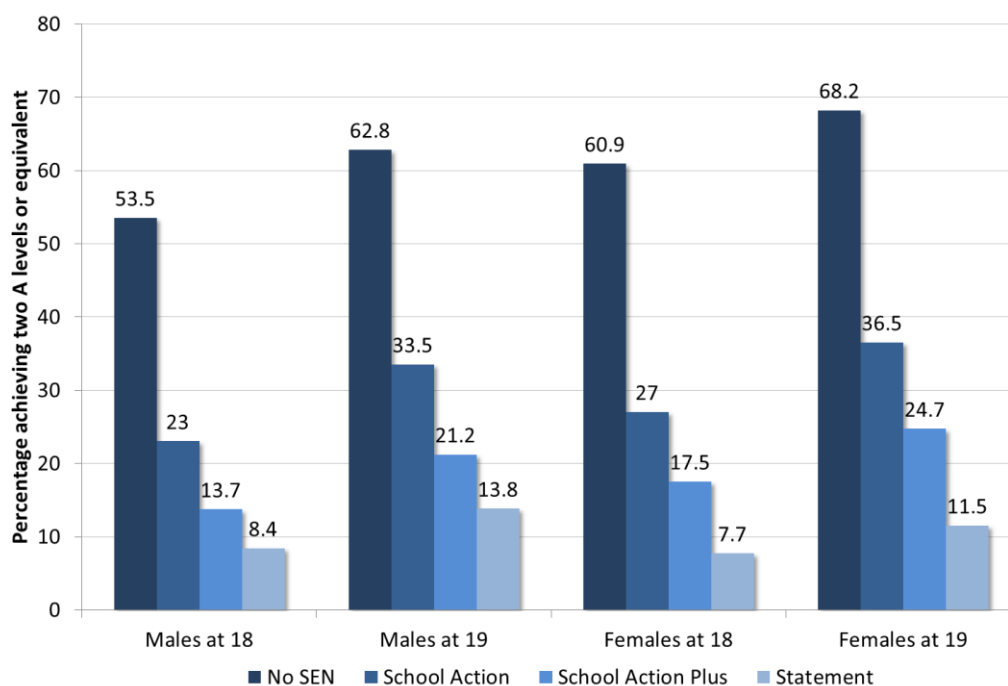
30.3% of females with SEN achieved the level by age 19 compared to 26.3 of males. Males with statements, however, performed better than females (13.8% compared to 11.5%).

Young people with visual or hearing impairments performed best

44.0% of those with visual impairments and 42.7% of those with hearing impairments achieved the level by age 19. Only 1.4% of pupils with severe learning difficulties or profound and multiple learning difficulties achieved the level.

Chart 4.2: Percentage attaining 2 or more A levels or equivalent qualifications by gender, age and SEN status, 2012/13

Males with SEN make slightly more progress between the ages of 18 and 19 than females with SEN



Destinations**2011/12****Sustained participation in education or employment in all of the first two terms of the year after Key Stage 4 or Key Stage 5****After Key Stage 4 - Young people at the end of compulsory schooling****SEN status at KS4**

The most common education destinations varied according to SEN status

82% of pupils with a statement were in a sustained education destination compared to 76% of pupils with SEN without statements and 89% of those without SEN. The most common destination for pupils with a statement and with SEN without a statement was Further Education college (54% and 45% respectively), while for pupils without SEN it was school sixth form (42%).

After Key Stage 5 - Young people who took A levels/level 3 qualifications**SEN/LDD status at KS5**

Pupils with SEN or LDD were less likely to progress to Higher Education than other pupils

52% of pupils with SEN in schools progressed to Higher Education compared to 63% of those without SEN.

40% of those with LDD in colleges progressed to Higher Education compared to 44% of those without LDD.

Table C: Sustained education destinations from KS4 – 2011/12

Pupils with SEN were much more likely to progress to FE colleges than pupils without SEN, who were more likely to attend school sixth form

	Without SEN	SEN with a Statement	SEN without a statement
Number of students	430,320	11,760	115,280
Sustained education destination	89%	82%	76%
Further education college	30%	54%	45%
School sixth form	42%	17%	19%
Sixth Form college	14%	4%	6%
Other	4%	7%	6%

Table D: Sustained education destinations from KS5 – 2011/12

Although pupils with SEN who took level 3 courses were only slightly less likely to have a sustained education destination, they were much less likely to progress to the top HE institutions

	Without SEN	With SEN	Without LDD	With LDD
Number of students	153,650	10,930	148,690	22,230
Sustained education destination	75%	70%	59%	58%
UK higher education institution (HEI)	63%	52%	44%	40%
Top third of HEIs	23%	14%	10%	7%
Russell Group	16%	8%	6%	4%
Other	12%	18%	15%	19%

The Department for Business, Innovation and Skills (BIS) produce an alternative measure of progression into Higher Education post-KS5. This measure differs from the KS5 destinations measure (above) as it relates to the SEN status at age 15 (ie. at KS4), rather than at KS5, and unlike the destinations measure it does not capture sustained education. The measure is presented here as it allows us to compare the progression into Higher Education for pupils with 2 A levels and those without 2 A levels – a group of pupils which those with SEN are more likely to fall within.

Progression into Higher Education (HE)

2011/12

SEN status at age 15

Pupils with SEN who have 2 A Levels were only slightly less likely than those without SEN to progress to HE

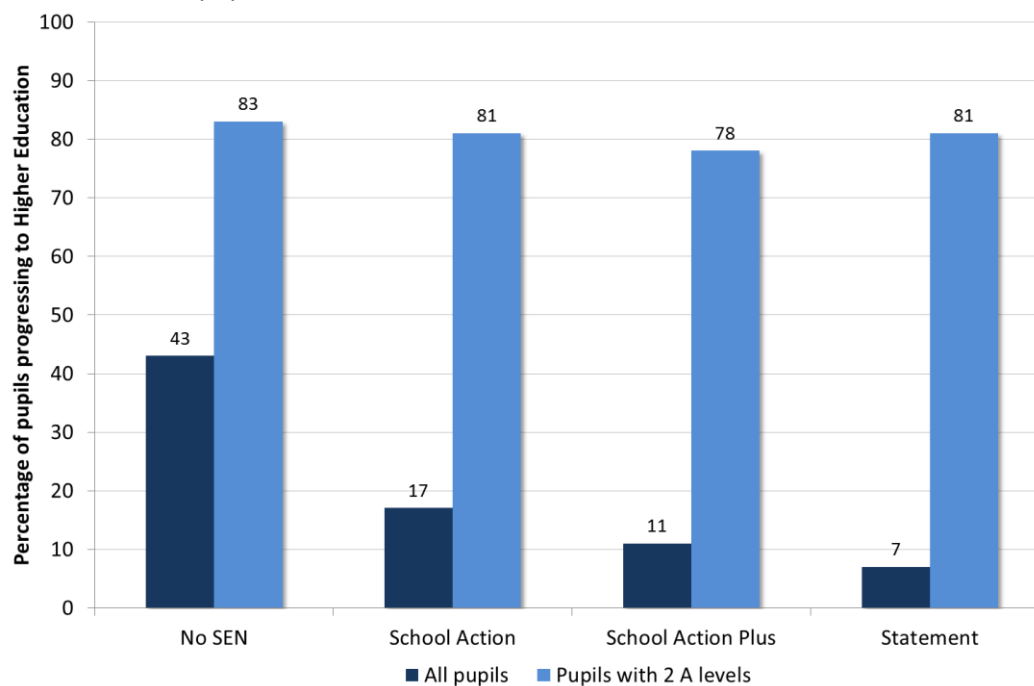
Of those with 2 A levels, 83% of pupils without SEN progressed to HE, compared to 81% of those at School Action or with statements and 78% at School Action Plus.

For those without 2 A levels the difference was much greater; 43% of pupils without SEN progressed to HE, compared to 17% at School Action, 11% at School Action Plus and 7% of those with statements.

Chart 4.3: Progression into Higher Education

2011/12

Pupils with SEN without 2 A levels were much less likely to progress to Higher Education than their peers, although this was not true for pupils with 2 A levels



6. Absence and exclusion from school of pupils with SEN (Tables 4.1-4.11)

Absence

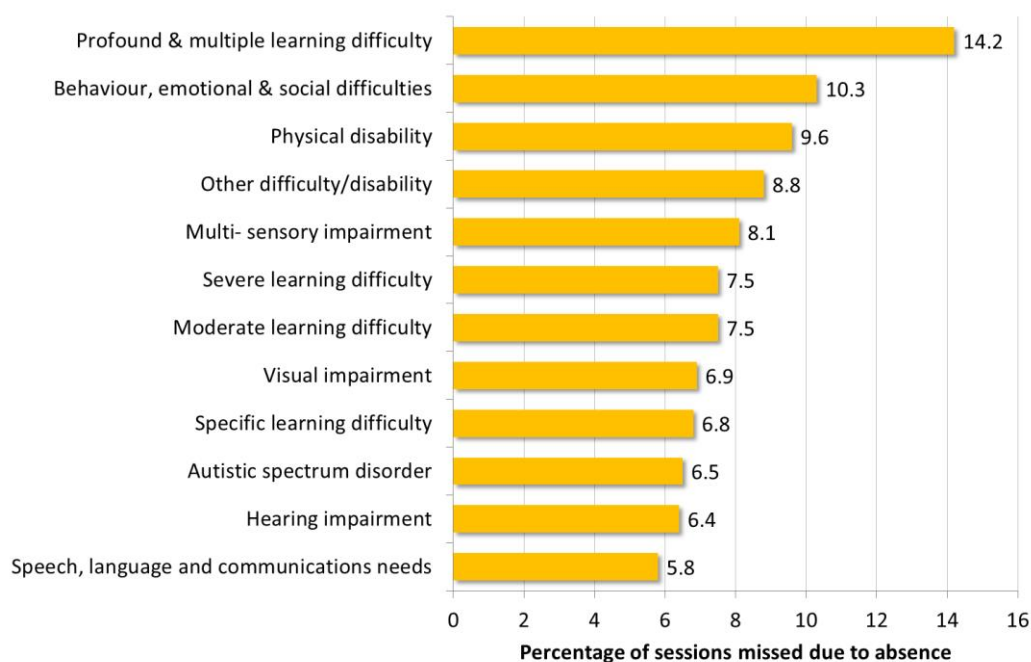
2012/13

Pupil enrolments - absence over six half terms

Pupils with statements have higher levels of absence	8.2% of sessions were missed for pupils with statements compared to 7.6% for pupils at School Action Plus, 6.5% for pupils at School Action and 4.8% for pupils without SEN.
Pupils with SEN were more likely to be absent due to exclusion from school	Exclusion was the reason for absence in 3.5% of cases for pupils at School Action Plus compared to 0.6% for pupils without SEN. Illness was the most common reason for absence with around half of the pupils with statements and at School Action Plus missing school through illness compared to 60.8% for pupils without SEN.
Pupils with SEN were more likely to be persistent absentees	12.4% of pupils with statements were persistent absentees compared to 3.4% of pupils without SEN. Girls were more likely to be persistent absentees than boys.
Pupils with profound and multiple learning difficulties were most likely to be absent from school	These pupils missed 14.2% of sessions. Pupils with speech, language and communication needs (5.8%), hearing impairments (6.4%) and autistic spectrum disorder (6.5%) missed the least sessions through absence.

Chart 5.1: Percentage of sessions missed due to absence by primary need type, 2012/13

Pupils with profound and multiple learning difficulties missed a higher proportion of sessions than other pupils with SEN



Exclusions**2012/13****Pupil enrolments receiving an exclusion**

Pupils at School Action Plus were most likely to receive a fixed period exclusion 7.9% of pupils at School Action Plus received a fixed period exclusion compared to 6.6% of pupils with statements, 3.9% of pupils at School Action and 1.1% of pupils with no SEN.

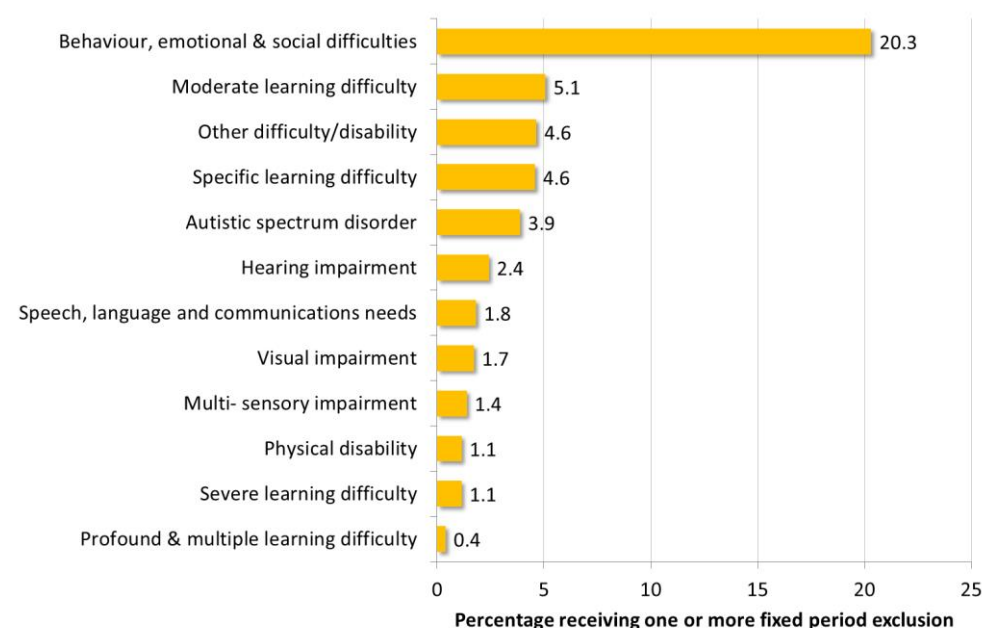
Pupils with SEN were more likely to receive a fixed period exclusion due to physical assaults against adults and persistent disruptive behaviour 18.7% of exclusions for pupils with statements were due to physical assault against an adult compared to 2.6% for pupils without SEN. However, pupils with SEN were less likely to receive a fixed period exclusion due to bullying, theft, drug and alcohol related reason, sexual misconduct or physical assaults on pupils.

Pupils at School Action Plus were most likely to receive a permanent exclusion from school 0.4% of pupils at School Action Plus received a permanent exclusion compared to 0.2% of pupils with statements, 0.1% of pupils at School Action and less than 0.1% of pupils with no SEN.

Pupils with behaviour, emotional and social difficulties were by far the most likely to receive a fixed period exclusion 20.3% of those enrolled with behaviour, emotional and social difficulties received one or more fixed period exclusion. Pupils with profound and multiple learning difficulties were the least likely to receive a fixed period exclusion (0.4%).

Chart 5.2: Percentage receiving one or more fixed period exclusion by primary need type, 2012/13

Pupils with behaviour, emotional and social difficulties were much more likely to receive fixed period exclusions than others



7. SEN Appeals (Tables 5.1-5.5)

The first-tier tribunal Special Educational Needs and Disability (SEND) jurisdiction hears appeals about decisions in relation to SEN assessments and statements.

All content in this section is provided by the Ministry of Justice (MOJ). Further information can be found by following the link to their quarterly tribunals statistics in [Section 10](#).

The number and rate of appeals has remained stable the past three years

There were around 3,600 appeals registered in each of the last three years. This is equivalent to around 4.4 appeals per 10,000 of the school population.

The most common reasons for appeal are against the statement contents and refusal to make an assessment

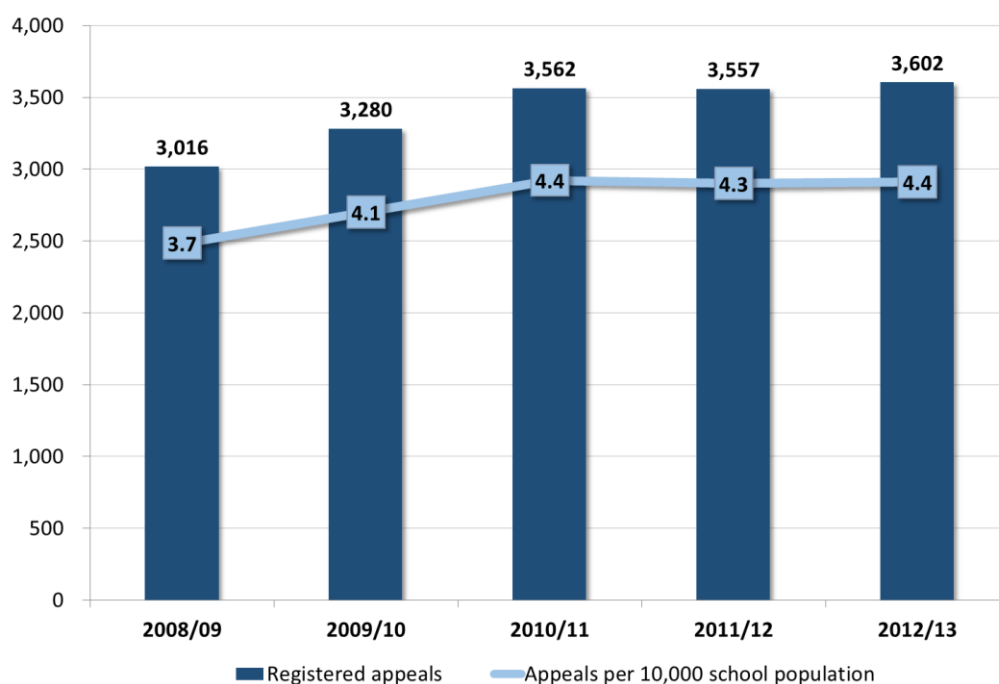
In 2012/13, 46% of appeals were against the contents of the statement and 36% were against a refusal to assess.

The vast majority of appeals are never heard but withdrawn or resolved before reaching appeal

In 2012/13, 76% of appeals were conceded or withdrawn. Of the remaining 24% that reached an outcome, 84% of appeals were successful to some extent.

Chart 6.1: Registered SEN appeals and rate per 10,000 2008/09 to 2012/13

The number of appeals and rate per 10,000 of the school population has remained stable for the past 3 years following an increase between 2008/09 and 2010/11



8. List of tables

The following tables are available in excel format on the department's statistics website: [Special Educational Needs Statistics](#).

Prevalence and characteristics

- 1.1 All schools: Pupils with statements of SEN, January 2007 to 2014
- 1.2 All schools: Pupils with SEN without statements, January 2007 to 2014
- 1.3 All schools: Pupils with SEN, January 2007 to 2014
- 1.4 State-funded primary, secondary and special schools: Number and percentage of pupils by type of need
- 1.5 State-funded primary schools: Number of pupils with SEN by age and gender
- 1.6 State-funded secondary schools: Number of pupils with SEN by age and gender
- 1.7 Special schools: Number of pupils with SEN by age and gender
- 1.8 State-funded primary, secondary and special schools: Number of pupils with SEN by age and gender
- 1.9 State-funded primary, secondary and special schools: Number and percentage of pupils known to be eligible for and claiming free school meals by SEN provision
- 1.10 State-funded primary schools: Number of pupils with SEN by ethnicity
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- 1.12 Special schools: Number of pupils with SEN by ethnicity
- 1.13 State-funded primary, secondary and special schools: Number of pupils with SEN by ethnic group
- 1.14 Children who have been looked after continuously for at least twelve months by type of SEN

Attainment and progression

- 2.1 Achievement in the EYFSP by SEN status and type of need
- 2.2 Achievement in the EYFSP by SEN status, free school meal eligibility and gender

- 2.3 Achievement in the EYFSP by SEN status, ethnicity and gender
- 2.4 Pupils meeting the required standard of phonic decoding by SEN status and type of need
- 2.5 Pupils meeting the required standard of phonic decoding by SEN status, free school meal eligibility and gender
- 2.6 Pupils meeting the required standard of phonic decoding by SEN status, ethnicity and gender
- 2.7 Pupils achieving each level in KS1 by subject, gender, SEN status and type of need
- 2.8 Pupils achieving level 2 or above in KS1 by subject, gender, SEN status and free school meal eligibility
- 2.9 Pupils achieving level 2 or above in KS1 by subject, gender, SEN status and ethnicity
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- 2.14 Attainment at KS4 by SEN status, free school meal eligibility and gender
- 2.15 Attainment at KS4 by SEN status, ethnicity and gender
- 2.16 Attainment at KS2 for looked after children
- 2.17 Attainment at KS4 for looked after children

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- 3.1 Proportion of 16-17 year olds recorded in education and training by LDD
- 3.2 Percentage of young people who achieved level 2, level 2 including English and mathematics, or level 3 by SEN and gender

- 3.3 Percentage of young people who achieved level 2, level 2 including English and mathematics, or level 3 by SEN primary type of need
- 3.4 Percentage of 2010/11 KS4 cohort going to, or remaining in, an education or employment destination in 2011/12 by SEN
- 3.5 Percentage of students in 2010/11 who entered an A level or other level 3 qualification going to, or remaining in, an education or employment destination in 2011/12 by SEN and LDD
- 3.6 Proportion of 19 year olds progressing to Higher Education by SEN

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- 4.1 State-funded primary, secondary and special schools: Pupil absence by SEN
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- 4.4 Percentage of absent sessions missed by reason for absence, by SEN primary type of need
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- LA1.2 All Schools: Pupils with SEN without statements
- LA1.3 State-funded primary schools: Number of pupils with SEN
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- LA1.6 State-funded primary schools: Number and percentage of pupils with statements of SEN or at School Action Plus by type of need
- LA1.7 State-funded secondary schools: Number and percentage of pupils with statements of SEN or at School Action Plus by type of need
- LA1.8 Special schools: Number and percentage of pupils with statements of SEN or at School Action Plus by type of need
- LA1.9 Children who have been looked after continuously for at least twelve months by SEN
- LA1.10 Number of final statements of SEN issued within 26 weeks excluding exception cases as a proportion of all such statements issued in 2013
- LA1.11 Number of final statements of SEN issued within 26 weeks as a proportion of all such statements issued in 2013

Attainment

- LA2.1 Achievement in EYFSP teacher assessments by level of SEN provision
- LA2.2 Number and percentage of pupils achieving the required standard of phonic decoding by level of SEN provision
- LA2.3 Number and percentage of pupils achieving level 2 or above at Key Stage 1 by subject and level of SEN provision
- LA2.4 Achievements at level 4 or above in Key Stage 2 by subject and level of SEN provision
- LA2.5 Achievements at GCSE and equivalent for pupils at the end of key stage 4 by SEN provision

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- LA3.2 Percentage of 2010/11 KS4 cohort going to, or remaining in, an education or employment destination in 2011/12 by SEN
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Absence and exclusions

- LA4.1 Absence rates and pupils defined as persistent absentees by level of SEN provision
- LA4.2 Fixed-term and permanent exclusions by level of SEN provision

9. Technical Notes and Definitions

The key definitions and measures are set out below. For more detail please follow the links to the source publications in [Section 10](#).

Special Educational Needs Provision	The three levels of provision are currently School Action and School Action Plus (together referred to as SEN without statements) and SEN with a statement.
Primary type of need	<p>Primary type of need is recorded for pupils at School Action Plus and with statements. The 12 types of need are:</p> <ul style="list-style-type: none"> • Specific learning difficulty • Moderate learning difficulty • Severe learning difficulty • Profound and multiple learning difficulty • Behaviour, emotional and social difficulty • Speech, language and communication needs • Hearing impairment • Visual impairment • Multi-sensory impairment • Physical difficulty • Autistic spectrum disorder • Other difficulty/disability
Learning Difficulties and/or Disabilities	Colleges do not collect information on SEN but instead record young people with learning difficulties and/or disabilities (LDD). This information is self-declared by the learner.
Looked after children	The term 'looked after' includes all children being looked after by a local authority; those subject to a care order under section 31 of the Children Act 1989; and those looked after on a voluntary basis through an agreement with their parents under section 20 of that Act.
Early Years Foundation Stage	<p>An assessment of children's achievement at the end of the academic year in which they become five years old. A new profile was introduced in September 2012 and so figures for 2012/13 are not comparable with earlier years.</p> <p>Children reach a Good Level of Development if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and; the early learning goals in the specific areas of mathematics and literacy.</p>

Phonic decoding	A statutory assessment for all children in year 1 (typically aged 6) delivered by all state-funded schools with a year 1 cohort. Pupils who did not meet the standard or who were not tested are re-checked at the end of year 2 (typically aged 7). Teachers administer the screening check one-on-one with each pupil and record their response to 40 words. The expected standard is 32 out of 40.
Key Stage 1	<p>The stage of the National Curriculum between ages 4 and 7 years (reception to year 2). Pupils generally sit their KS1 tests aged 7.</p> <p>There are six levels of attainment in reading, writing and mathematics and four in science. In all subjects pupils meet the expected level if they attain level 2 or higher.</p>
Key Stage 2	<p>The stage of the National Curriculum for pupils aged between 7 and 11 years (year groups 3 to 6). Pupils generally sit their KS2 tests aged 11.</p> <p>There are four levels of attainment at KS2, ranging from 2 to 5. Pupils meet the expected level if they attain level 4 or higher.</p>
Key Stage 4	<p>The stage of the National Curriculum for pupils aged between 14 and 16 years (year groups 10 to 11). Pupils generally sit their KS4 exams (GCSEs and equivalents) aged 16.</p> <p>Pupils meet the expected standard if they achieve five or more GCSEs or equivalents at grades A*-C including English and mathematics.</p>
Progression from Key Stage 1 to Key Stage 2	Pupils achieve the expected progression if they achieve two levels of progress between KS1 and KS2.
Progression from Key Stage 2 to Key Stage 4	This measure is built on the principle that pupils achieving a level 4 in English or mathematics by the end of KS2 should be expected to achieve at least a C grade at GCSE in that subject at KS4 (other examples would include progress from a level 2 at KS2 to an E grade at KS4 or from a level 5 at KS2 to B grade at KS4).
Participation at age 16 and 17	Local authorities track young people's progress, as they move between different education and training opportunities. The measure is based on young people known to the authority.
Attainment at age 19	<p>This covers pupils achieving five or more GCSEs or equivalents at grades A*-C (including English and mathematics) and pupils achieving 2 or more A levels or equivalent qualifications.</p> <p>Attainment figures will differ from other measures at the end of KS4 and KS5, mainly due to other measures including "thin" vocational qualifications which can be combined with each other and academic qualifications to reach the attainment threshold.</p>

Destinations post-Key Stage 4 and post-Key Stage 5	<p>The destination measures relate to sustained participation in education or employment in all of the first two terms of the year after KS4 or KS5.</p> <p>SEN status is not recorded in FE colleges – pupils instead declare themselves as having learning difficulties and/or disabilities (LDD).</p> <p>For KS4 the measure relates to the pupils SEN status at KS4, whilst the KS5 measure relates to the pupils SEN/LDD status at KS5.</p>
Progression into Higher Education	<p>This measure is based on SEN status at age 15 (ie. KS4) and identifies young people who progress to HE at age 19. This therefore differs from the KS5 destination measure which relates to SEN status at KS5.</p> <p>The measure is calculated using matched school census, FE college and HE data in order to track the progression of pupils after they leave compulsory schooling. Unlike the KS5 destination measure it does not identify sustained education and training.</p> <p>Pupils with 2 A levels have 300 or more QCA KS5 points, equivalent to 2 E grades or more at A level.</p>
Absence from schools	<p>Measures of absence include rates of overall, authorised and unauthorised absence and persistent absentees. Some unauthorised absences may change to authorised absence at a later stage (once an explanation has been reported to the school). However, if this is supplied after data is collected, the absence will be recorded as ‘no reason yet’. In this respect, overall absence rates and the persistent absentees rate gives more suitable data for performance reporting.</p> <p>A pupil is classified as a persistent absentee if they are missing around 15% or more of possible sessions.</p> <p>This is the first year the Department has collected absence data for the second half of the summer term (the 6th half term); previously absence data has been collected for autumn term, spring term and the first half of the summer term.</p>
Exclusions from schools	<p>A fixed period exclusion refers to a pupil who is excluded from a school but remains on the register of that school because they are expected to return when the exclusion period is completed. A permanent exclusion refers to a pupil who is excluded and their name removed from the school register. Such a pupil would then be educated at another school or via some other form of provision.</p>
Special Educational Needs and Disability appeals	<p>The first-tier Special Educational Needs and Disability jurisdiction hears appeals against local authorities in England against decisions relating to statements of SEN.</p> <p>The number of appeals is put in context using the rate of appeals per 10,000 of the school population, using School Census data.</p>

10. Want more?

This publication is based on the published statistics set out below which provide additional detailed analysis and also more information on the measures and methodology used. These publications are generally updated on an annual basis.

Prevalence, characteristics and statements within 26 weeks	Special Educational Needs in England
Attainment in the EYFSP	Early Years Foundation Stage Profile attainment by pupil characteristics
Attainment in phonics and at KS1	Phonics screening check and national curriculum assessments at key stage 1 in England
Attainment and progression at KS2	National curriculum assessments at key stage 2
Attainment and progression at KS4	GCSE and equivalent attainment by pupil characteristics
Looked after children	Outcomes for children looked after by local authorities
Participation in education and training at age 16 and 17	Participation in education and training by local authority
Attainment at age 19	Level 2 and 3 attainment by young people aged 19
Destinations post-KS4 and post-KS5	Destinations of key stage 4 and key stage 5 pupils
Progression into Higher Education	Widening participation in Higher Education
Absence from schools	Pupil absence in schools in England
Exclusions from schools	Permanent and fixed-period exclusions in England
SEN appeals	Tribunal statistics quarterly

11. Got a query? Like to give feedback?

If from the media Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. 020 7925 6789

If non-media John Simes
Department for Education, Level 5, 2 St Paul's Place, 125 Norfolk Street, Sheffield, S1 2FJ. 0114 274 2065.
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