



Whole School SEND Index

**An analysis of SEND data nationally and
by Regional School Commissioner
region**

June 2019

UCL Centre for Inclusive Education

Firmament Education

Ministerial Foreword

In 2014, we introduced major reforms to support children with Special Educational Needs and Disability. But we know that there is more to do to embed consistency across the country and ensure that the quality of these reforms, as envisaged, is delivered for all children with SEND.

At the moment, the gap in outcomes between children with SEND and other children is still far too wide. All schools and colleges – alongside central and local government – have a level of responsibility here: it cannot just be left to a few. Every school is a school for pupils with SEND, and every teacher is a teacher of SEND pupils.

Children, young people and parents should – and do – have a strong say in all of this, and specialist provision can be the right choice for those with more complex needs.

But mainstream schools and colleges – with the right support and training – should also be able to offer strong support for many more children and young people with EHC Plans, as well as high quality SEN Support for those without Plans. This Government will equip and incentivise all schools to do better for children and young people with SEND.

This SEND Index Report, the first of a series to be published annually, is part of a two-year programme of work being delivered by the Whole School SEND consortium to help inform and equip the workforce to deliver high quality teaching across all types of SEND. The reports, developed by University College London on behalf of the Whole School SEND consortium, provide an overview of SEND data, by Regional School Commissioner region to enable SEND practitioners to identify the strengths and weaknesses in SEND provision in their area.

I hope that the information brought together in this report will enable teachers, SENCOs, school leaders, Governors and local SEND networks to review activity in their area in comparison to the national picture to inform future priorities and the development of their local offer.

I am determined that all children should have the opportunity to reach their potential. That means not tolerating low expectations. It means setting our ambitions high and all of us working together, celebrating success and spreading best practice.



Nadhim Zahawi MP

Parliamentary Under-Secretary of State for Children and Families

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Glossary

The Four Broad Areas of Need:

The SEND Code of Practice (2015) identifies four broad areas of need. These are intended to help schools to plan provision for pupils across these four areas:

Cognition and learning

Communication and interaction

Social, emotional and mental health

Physical and sensory

The Primary Categories of Need:

SPLD: Specific learning difficulty

VI: Vision impairment

MLD: Moderate learning difficulty

HI: Hearing impairment

SLD: Severe learning difficulty

MSI: Multi-sensory impairment

PMLD: Profound & multiple learning difficulty

PD: Physical disability

SLCN: Speech, language and communication needs

OTH: Other difficulty/disability

ASD: Autistic spectrum disorder

NSA: No specialist assessment

SEMH: Social, emotional and mental health

EHC Plan: Education, Health and Care Plan

LA: Local Authority

Ofsted: Office for Standards in Education

Primary Need: A specific difficulty with which a pupil has been identified and is considered to be the most significant of their identified needs. A primary need might include Autistic Spectrum Disorder, Specific Learning Difficulty or Speech, Language and Communication needs.

QCC: Quality Care Commission

RSC: Regional School Commissioner

SEN: Special Educational Needs

SEND: Special Educational Needs and/or disabilities

State-funded Schools: State-funded schools include Local Authority maintained schools (mainstream, special and Pupil Referral Units), Academies (mainstream, special and Alternative Provision) and Free Schools (mainstream, special and Alternative Provision).

1. Introduction

1.1 What is the SEND Index?

The SEND Index provides both a regional and a national analysis of SEND information in England. This project is part of the Whole School SEND programme, funded by the Department for Education (DfE), to embed SEND within school improvement in order to equip the workforce in schools, from foundation stage to sixth form, to deliver high quality teaching across all types of SEN.

The purpose of the SEND Index is to provide regional data by Regional School Commissioner (RSC) area, so that it can be used to compare with both the national picture and with other RSC regions. There are a number of data tools available to support analysis of SEND at a local authority and Government Office Regions level (there are nine in England). This includes [LG Inform](#), and the Local Authority Interactive Tool ([LAIT](#)).

The SEND Index is designed to complement these resources and displays data based on the eight RSC areas, which differ from the Government Office regions. Therefore, the information in this document will not exactly reflect figures that are generated through other data tools, such as LG Inform and LAIT. The purpose of the SEND Index is to enable Regional SEND leaders and others to identify gaps in provision and SEND related school improvement priorities within the area of their RSC.

This initial SEND Index draws solely on data that exists in the public domain and provides a baseline for understanding future trends.

The SEND Index may help us to identify where possible good practice exists already and, crucially, where further improvements might be made, to support the vision identified in the SEND Code of Practice 2014 (amended 2015).

What the SEND Index is designed to do

The SEND Index compares data from the eight Regional School Commissioner areas across England on a variety of indexes that tell us what is happening for pupils with special educational needs. The measures compared include identification of need, attainment, exclusions and attendance. It also includes an overview of the Local Area SEND Inspections carried out by Ofsted and the Quality Care Commission (QCC) up to October 2018.

The SEND Index is designed to ‘take the pulse’ of provision for pupils with special educational needs across England. Its purpose is to provide national and regional level data to enable users to benchmark current provision and help them assess and improve provision for pupils with special educational needs.

It is designed for use by a variety of stakeholders including policy makers, regional leads and school commissioners, leaders and staff across Multi-Academy Trusts, other school federations and in individual schools seeking to understand national and RSC regional patterns of provision for special educational needs.

1.2 How to use the SEND Index

The aim of the SEND Index is to offer schools, Teaching Schools, Research Schools, Multi-Academy Trusts, School Commissioners, SEND leads and school leaders such as headteachers and governors the ‘big data’ they need to strategically plan the best way forward for long term improvements in how pupils with SEN are supported. In some ways, the data is a celebration of good practice and good outcomes. England has achieved much in the 40 years since the Warnock report first encouraged educators to think specifically about good education for pupils with SEN.

Since the Children and Families Act (2014), there have been changes to SEN provision and practice, changes to curriculum and changes to assessments. Therefore the SEND Index data covers at most the last two academic years, with a maximum of three data points. It is therefore not possible yet to predict trends or get a sense of the longer term impact of the 2014 changes across a child’s school career. We look forward to building on this over time to chart a greater understanding of children’s educational journeys over longer periods of time.

The SEND Index will enable practitioners to scrutinise their practice and processes and explore the reasons for differences in outcomes.

Interpreting interlocking information: A graph might indicate that an RSC region has more pupils on its SEN Support register than the national average. This could mean either good or poor practice. It might mean good practice in that children are given support as soon as concerns are raised, or poor practice in that the universal provision

(high quality teaching) is less effective, meaning that children are marginally over-identified. Equally, the data might portray that a disproportionate amount of intake consists of children on free school meals, which is correlated with higher speech, language and communication needs, meaning that the region works with a higher number of children who are more likely to need SEN Support.

To answer the questions raised by the data, a SEND lead might scrutinise other graphs, such as the attainment graphs, to understand how children on SEN Support are progressing. The SEND lead could use the Local Area Inspection report to compare identified areas of weakness by Ofsted and the Care Quality Commission and compare this to the data on schools within their remit. A Teaching School or Research School might choose to research or increase training opportunities in a particular area, such as reading strategies for struggling readers. The information presented therefore helps practitioners in local areas to interrogate findings in order to make powerful decisions on how to prioritise SEND improvement strategies or interventions. Crucially, data should not dictate a course of action, but raise a series of exploratory questions.

How to interpret the data: A low number of Education, Health and Care (EHC) Plans, for example, could indicate excellent practice because the targeted support put into place for pupils is structured, evidence-based, well monitored and carried out by well trained staff so that pupils' needs are identified early and additional provision put into place without the need for an EHC Plan. Equally, a low number of EHC Plans could indicate poor practice if pupils are excluded for disruptive behaviour without scrutiny of the reasons for this or EHC Plan applications are poorly written or turned down too readily, leaving pupils without support to which they may be entitled. The SEND Index is therefore not designed for quick judgements about performance between RSC geographical regions, but as a data-driven starting point for scrutiny, reflection, dialogue and exploration.

How the SEND Index report is structured

The SEND Index is structured to provide a national picture with key findings, followed by prevalence data by primary need. Information on where pupils are placed and the distribution of types of school across the country is presented. This is followed by detailed information on pupil attainment, starting with Early Years and finishing with Key Stage 4, given in relation to mainstream and special schools. Information on exclusions is given, followed by a national picture on the Local Area SEND Inspections. In addition, the SEND Index will be accompanied by eight regional packs, to enable users to compare local authority data within RSC regions. The regional packs are being developed to support this regional analysis document and will be available in July 2019 on the nasen SEND Gateway¹.

¹ <https://www.sendgateway.org.uk/>

2. Executive Summary

This SEND Index focuses on publicly available data, from which comparisons can be drawn nationally and by RSC region (see Annex for a full list of sources).

The Eight RSC regions are:

- North of England
- Lancashire and West Yorkshire
- East Midlands and the Humber
- West Midlands
- South Central England & North-West London
- East of England & North East London
- South East England and South London
- South West England

Figure 1: Map of the Eight RSC Regions



2.1 Overall Key Facts

The following information is drawn from DfE documents and is presented as a summary to provide context to the subsequent findings.

2.1.1 Facts by Type of Pupil

- The percentage of all pupils with SEND has increased for the second consecutive year from 14.4% (1,244,255) January 2017 to 14.6% (1,276,215) in January 2018.
- The percentage of pupils on SEN Support (identified with SEN but no Statement of SEN / EHC Plan), shows a pattern of a slight rise (0.1%) from 11.6% in January 2016 and 2017, to 11.7% in January 2018. Previously it had fallen year on year from a high of 18.3% in January 2010.
- The percentage of pupils with a Statement of SEN / EHC Plan has also risen slightly to 2.9% in 2018, having been constant between 2007 and 2017 at 2.8%
- The number of pupils with a Statement of SEN / EHC Plan also increased from 242,185 in January 2017 to 253,680 in January 2018, an increase of 4.7%.
- There is an increase of 7 percentage points of pupils with a Statement of SEN / EHC Plan who have enrolled at special schools instead of mainstream secondary schools, after leaving primary school, between 2010 and 2018.

2.1.2 Facts by Key Stage

- Key Stage 2: The attainment gap in combined Reading, Writing and Maths is 50 percentage points for pupils on SEN Support and 65 percentage points for pupils with a Statement of SEN / EHC Plan (National Curriculum assessments at Key Stage 2, 2018 (revised))
- Key Stage 4²³: In 2016/17, there were 74,420 identified SEN pupils at Key Stage 4, with an average Attainment 8 score of 27.1. In 2017/18 the number of pupils with identified SEN fell slightly to 73,530 with a similar average Attainment 8 score of 27.2.

² <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4#gcse-and-equivalent-results,-including-pupil-characteristics>

³ [GCSE and equivalent attainment by pupil characteristics](#)

- Key Stage 4 GCSE English and Maths results attainment gap: in 2017/18 the attainment gap between pupils with no identified SEN and pupils on SEN Support is 40 percentage points and between pupils with no identified SEN and pupils with a Statement of SEN / EHC Plan the gap is 60 percentage points.

2.2 Key Findings across RSC Regions

2.2.1 Overall Key Findings

- Between academies and LA state-funded schools, across primary and secondary phases, percentages of pupils on SEN Support and with a Statement of SEN / EHC Plan are broadly the same.
- South East England and South London have the highest number of LA state-funded Special Schools (176), closely followed by Lancashire and West Yorkshire (165). The North of England has the smallest number of Special Schools overall (73).
- There was a significant drop in percentage of pupils on SEN Support (prior to 2014 known as School Action and School Action Plus) from 18% in 2010 to 12% in 2017. Regional variation remains within 3 percentage points.
- There continues to be significant gaps in attainment across all measures, across all phases, in all core subject areas between children with no identified SEN and children on SEN Support as well as between children on SEN Support and those with Statements of SEN / EHC Plans.

2.2.2 Key Findings by Key Stage

All data in this section relates to 2017/18 academic year:

- In the Early Foundation Years, the national averages of those achieving the expected standard in all ELGs are 74% (no SEN) 25% (SEN Support) and 4% (EHC Plan). The regional variation in the percentage of children achieving the expected standard in all Early Learning Goals is similar across RSC regions at 6% variance for pupils without SEN, 6% variance for pupils on SEN Support and 5% for pupils with an EHC Plan.
- At KS2, variation across RSC regions is larger for pupils on SEN Support than for pupils with either no SEN or EHC Plans when Reading, English Writing and Maths progress scores are measured separately.

- Average progress scores across RSC regions vary 0.6, 1.7 and 1.1 in Reading; 1.1, 3.3, and 0.8 in English Writing and 1.2, 2.3, and 2.3, in Maths, for pupils with No SEN, SEN Support and EHC Plans, respectively.
- The differences across samples of pupils becomes fairly similar across RSC regions, however, when a combined view of Reading, Writing and Maths is taken. The percentage of pupils achieving the expected standard in a combined view of Reading, Writing and Maths varies 6%, 6%, and 7% across RSC regions for pupils with No SEN, SEN Support and EHC Plans, respectively.
- At KS4, variation in the percentage of children achieving a grade 4 or above in English and Maths across RSC regions is larger for pupils either with No SEN or on SEN Support than for those with an EHC Plan.
- At KS4, for pupils with No SEN, on SEN Support and with an EHC Plan, the variation across RSC regions is 8%, 9%, and 4%, for pupils achieving a grade 4 or above. In Attainment 8 scores, the gaps between regions are narrower at 5, 5, and 3, points respectively. Average progress 8 scores across RSC regions vary by 0.08 (No SEN), -0.43 (on SEN Support), and -1.09 (EHC Plan).

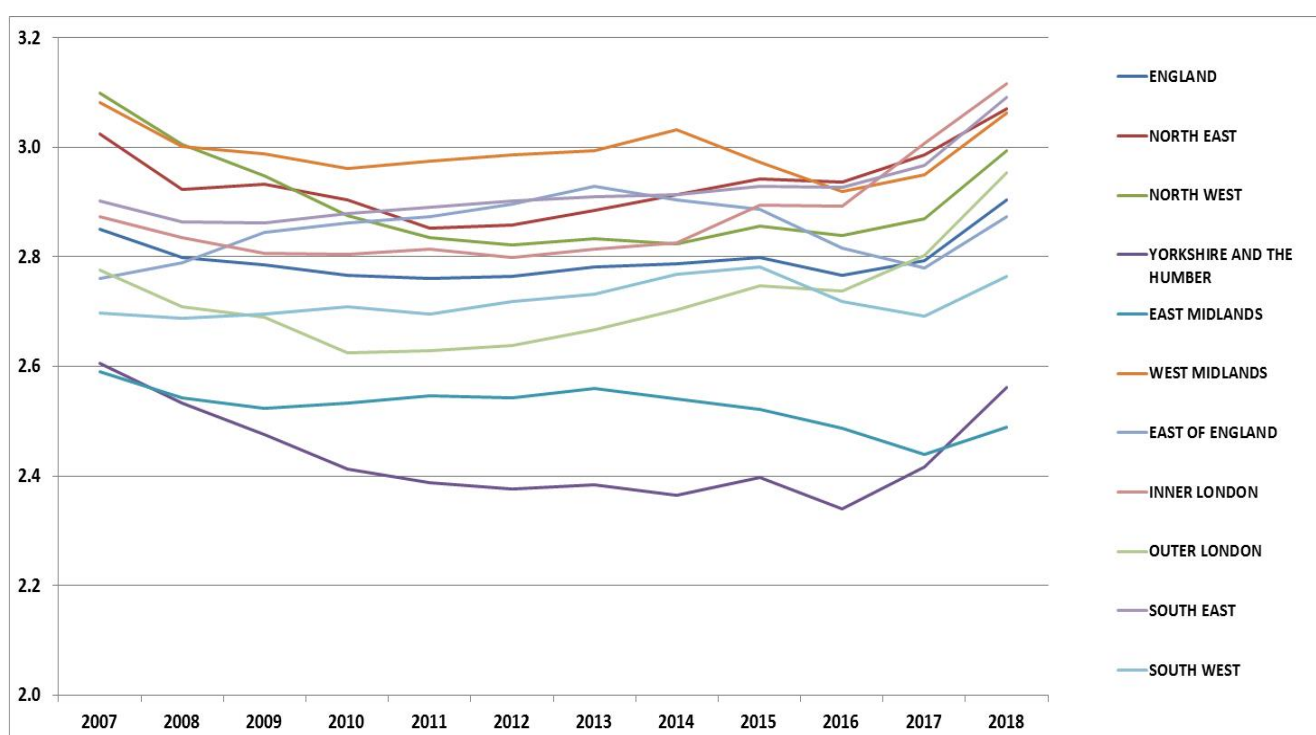
2.2.3 Key Findings on Exclusion (2016/17 data)

- In primary schools, fixed period exclusions are much more prevalent than permanent exclusions, with the national average being 1.37% of the pupil population compared to 0.03% respectively.
- The lowest fixed period and permanent exclusions in primary schools are in the North of England, with both being well below the national average (0.76% and 0.01% respectively).
- Reversing the finding above in primary schools, the North has the highest percentage of fixed period and more than one fixed period exclusions in secondary schools.
- Two RSC regions record permanent exclusions above the national average (0.2%), the North with 0.25% and Lancashire and West Yorkshire with 0.3%.
- In primary schools, 5% of pupils with a Statement of SEN / EHC Plan are recorded on fixed period exclusions compared to 1% of pupils with no identified SEN.
- In secondary schools, fixed period exclusions are recorded for 3% of pupils with no identified SEN, 11% of pupils on SEN Support and 11% of pupils with a Statement of SEN / EHC Plan.

2.2.4 Statement of SEN / EHC Plan: Longitudinal Overview

Figure 2 below shows a very narrow range of percentage points (from 2.3% to 3.1%) which shows that the percentage of pupils with a Statement of SEN / EHC Plan is constant across regions and years within one percentage point of variation. Until the last year of data collection (2018), the South-West showed the lowest percentage of pupils with a Statement of SEN / EHC Plan with the West Midlands marginally highest. Please note that geographical regions in this data set do not correspond exactly to the eight RSC regions⁴.

Figure 2: Percentage of Pupils with a Statement of SEN / EHC Plan

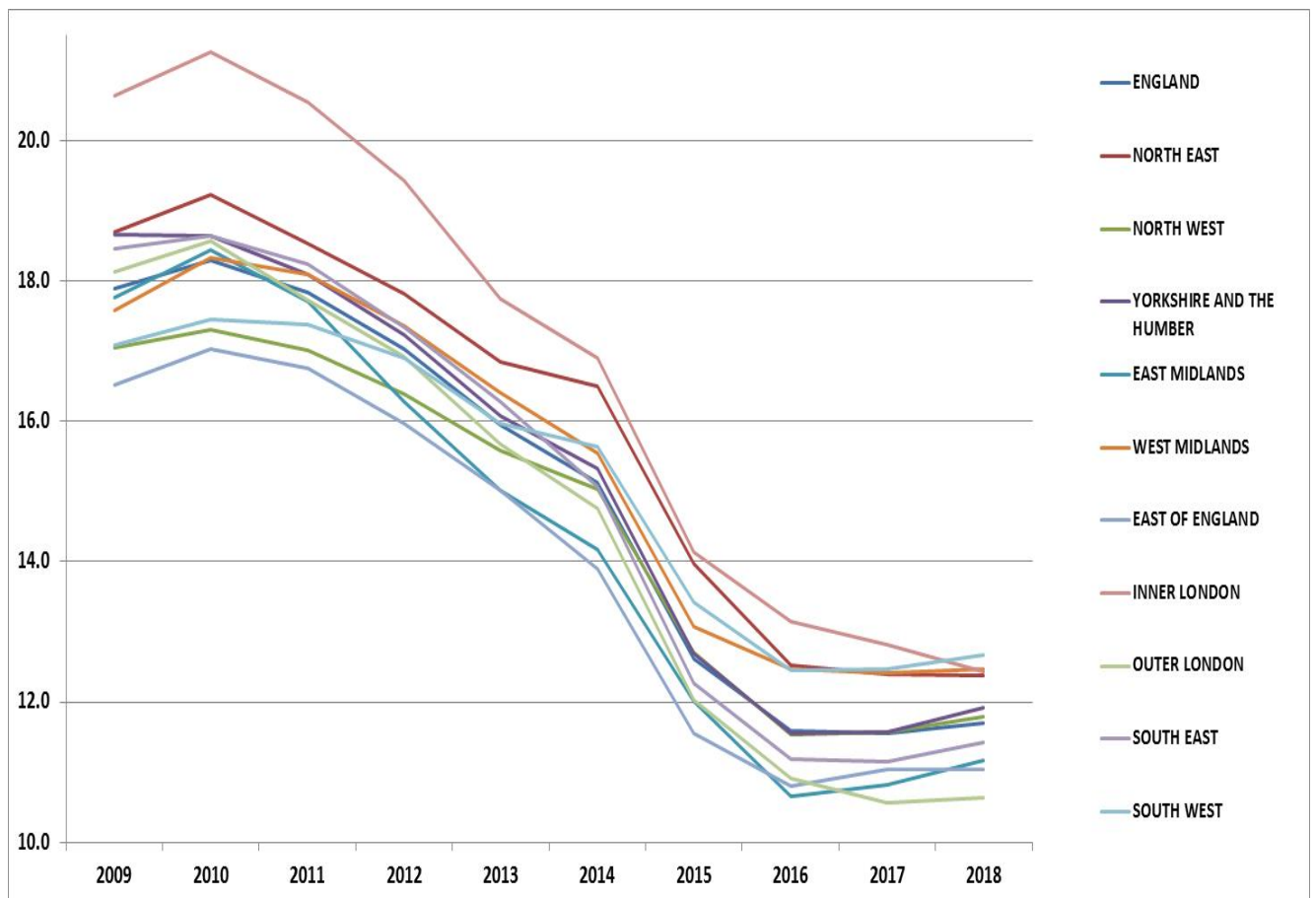


⁴ The geographical regions consist of the Government Office Regions, plus London as a whole district and divided into 'inner' and 'outer' London.

2.2.5 SEN Support

Figure 3 shows a significant drop in numbers of pupils on SEN Support (prior to 2014 known as School Action and School Action Plus). RSC regions remain within 3 percentage points of each other as average percentage overall for England drops from 18% in 2010 to just over 12% in 2017⁵.

Figure 3: Percentage of Pupils on SEN Support



⁵ Figure 3 does not report on the 8 RSC areas. See note 3 for more information.

3. The SEND Index

3.1 Types of Need

In the SEND Code of Practice (2014), areas of broad need are:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Physical and Sensory Need

These categories support educational settings to understand need and plan priorities for provision. The data on SEND, however, is collected according to primary need, for example Autistic Spectrum Disorder, Specific Learning Difficulty or Speech, Language and Communication Needs. Whilst secondary needs can be recorded, these are separate data items and are published separately. The data used on type of need throughout this section is based on the recorded primary need for each pupil recorded on the school census as having SEN, not including Alternative Provision. Therefore, a child whose primary need was evaluated as being on the autism spectrum but was also vision impaired would be counted as being on the autism spectrum for the purposes of this data: their vision needs would not appear in the visual impairment category. There is no data relating to co-occurrence of need.

'SEN Support' (Table 1) shows the percentage prevalence of recorded primary need in rank order, most prevalent first.

- The most common type of recorded primary need overall is for Moderate Learning Difficulties (MLD) at 24%.
- Speech, Language and Communication Needs (SLCN) and Social, Emotional and Mental Health (SEMH) needs are also at high prevalence (22.8% and 17.5% respectively).
- There is variation in identification patterns between primary and secondary phases; particularly for Speech, Language and Communication Needs (SLCN) and Specific Learning Difficulty (SpLD)

For children and young people with a Statement of SEN / EHC Plan (Table 2) the pattern is noticeably different.

- Autistic Spectrum Disorder is the most prevalent with an increase from 26.9% to 28.2% from January 2017 to January 2018, compared to a 5.7% prevalence on the 'SEN Support' table.

- Speech, Language and Communication Needs and Social, Emotional and Mental Health Needs are at the next highest levels of prevalence at 14.6% and 12.8% respectively.
- Moderate Learning Difficulty is fifth from top compared to being at the top of the 'SEN Support' table.

Table 1: Primary Type of Need by Prevalence at SEN Support

Primary type of need by prevalence for SEN Support	% on SEN Support
Moderate Learning Difficulty	24.0
Speech, Language and Communication Needs	22.8
Social, Emotional and Mental Health	17.5
Specific Learning Difficulty	15.0
Autistic Spectrum Disorder	5.7
Other Difficulty/Disability	5.1
Physical Disability	2.4
Hearing Impairment	1.7
Vision Impairment	1.0
Severe Learning Difficulty	0.3
Multi-Sensory Impairment	0.2
Profound and Multiple Learning Difficulty	0.1

Percentage of pupils with each primary type of need who are identified as SEN (either on SEN support or with a Statement of SEN / EHC Plan) in state-funded schools state-funded primary, secondary and special schools England, January 2018. Most recent DfE figures can be found [here](#).

Table 2: Primary Type of Need by Prevalence having a Statement of SEN / EHC Plan

Primary type of need by prevalence for Statements/EHCPs	% with Statements/EHCPs
Autistic Spectrum Disorder	28.2
Speech, Language and Communication Needs	14.6
Social, Emotional and Mental Health	12.8
Severe Learning Difficulty	12.5
Moderate Learning Difficulty	12.0
Physical Disability	5.4
Profound and Multiple Learning Difficulty	4.3
Specific Learning Difficulty	3.5
Other Difficulty/Disability	2.6
Hearing Impairment	2.5
Vision Impairment	1.4
Multi-Sensory Impairment	0.3

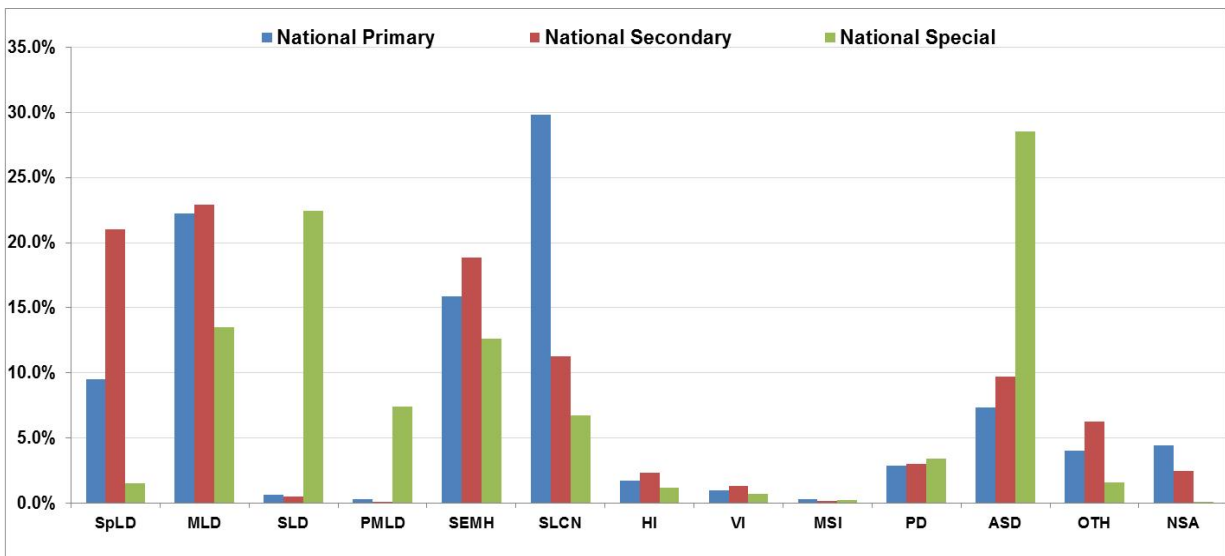
Percentage of pupils with each primary type of need who are identified as SEN (either on SEN support or with a Statement of SEN / EHC Plan) in state-funded schools, state-funded primary, secondary and special schools England, January 2018.

Construction of regional data for the SEND Index

The aggregation of data for RSC regions has been achieved by combining published Local Authority averages for that region. The totals therefore represent an average of Local Authority totals, and have not been weighted to account for variation in pupil numbers across different Local Authority areas. This applies to all regionalised data presented as averages contained within this document.

Prevalence of SEND across RSC regions:

Figure 4: The National Percentage (%) of Pupils with SEN by their Primary Needs in Mainstream Primary, Mainstream Secondary and Special Schools (2018).



The summary data for national and regional primary needs shown in figures 4-12 can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729208/SEN_2018_Text.pdf

Figure 5: SEND Prevalence by RSC Region – Lancashire and West Yorkshire (2018)

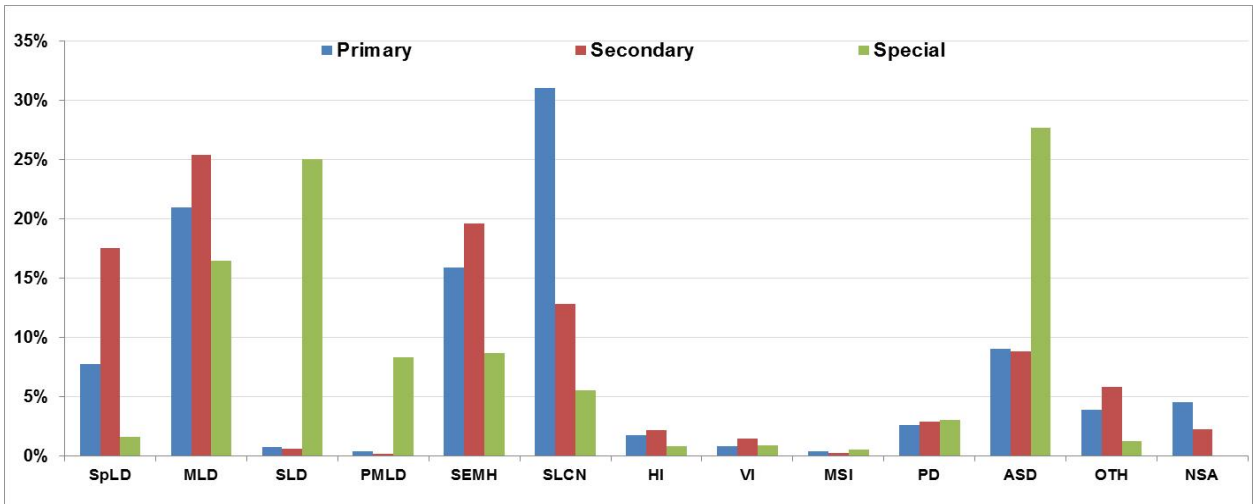


Figure 6: SEND Prevalence by RSC Region – North of England (2018)

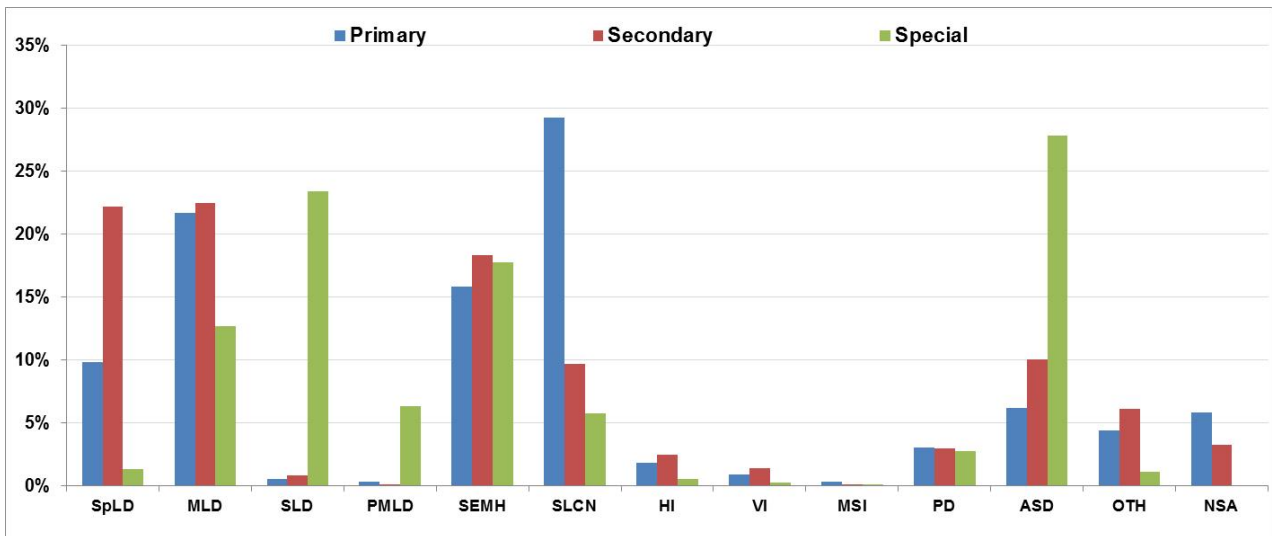


Figure 7: SEND Prevalence by RSC Region – East Midlands and the Humber (2018)

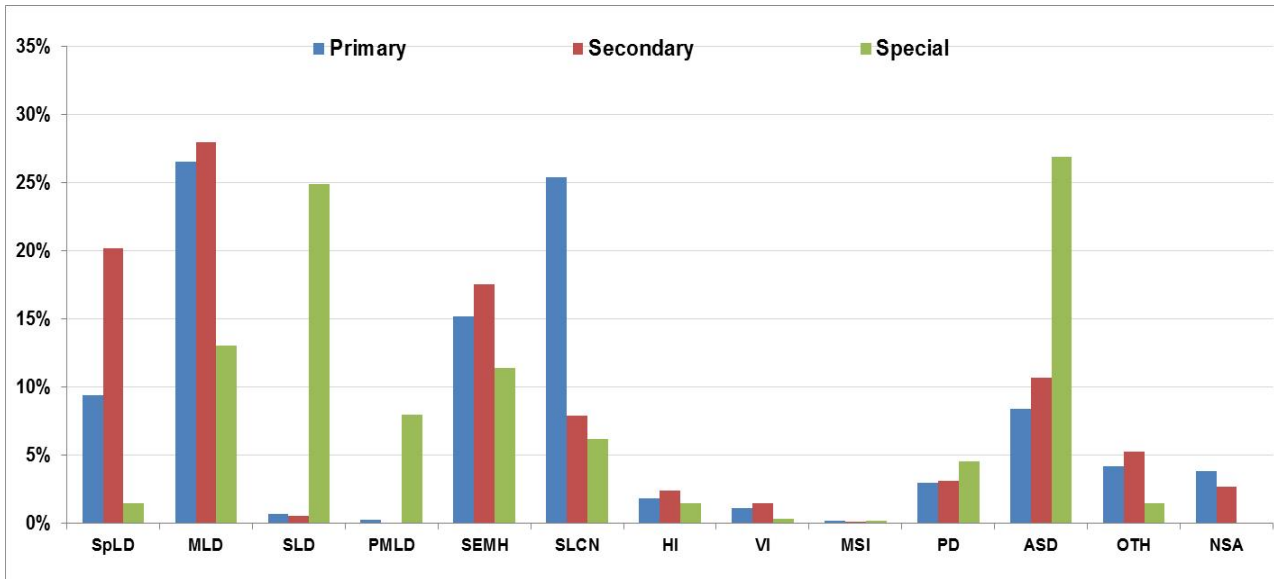


Figure 8: SEND Prevalence by RSC Region – West Midlands (2018)

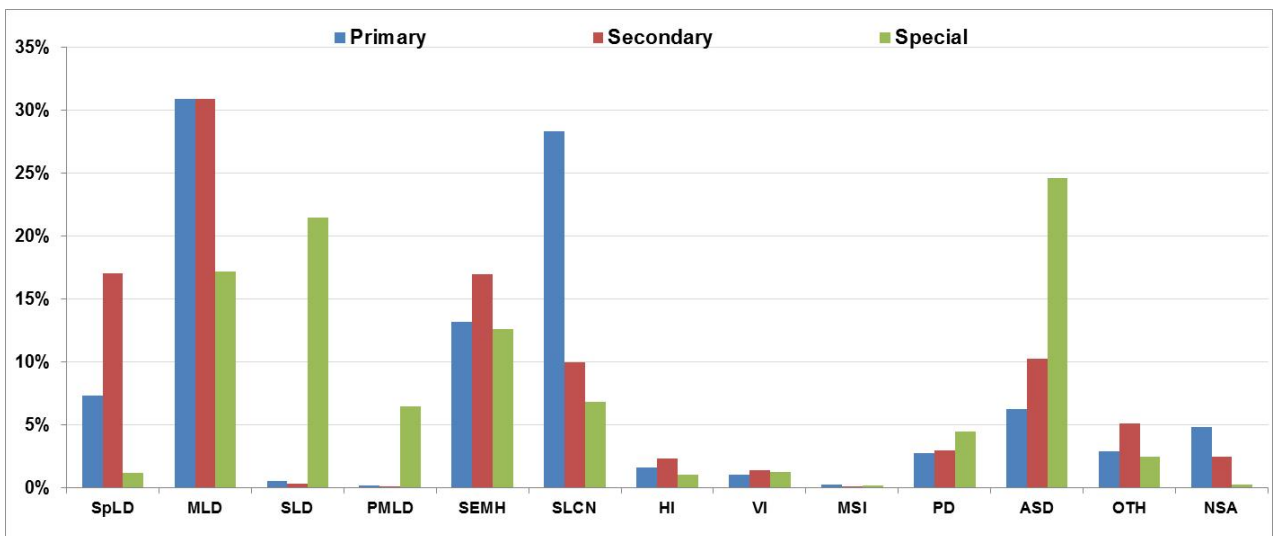


Figure 9: SEND Prevalence by RSC Region – North-West London and South-Central England (2018)

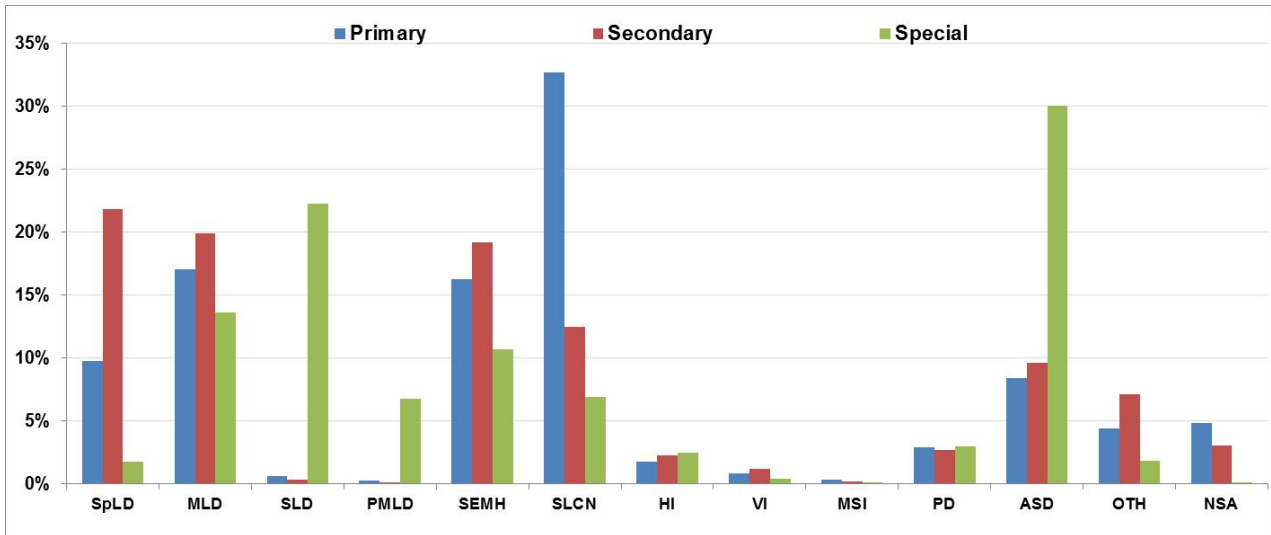


Figure 10: SEND Prevalence by RSC Region – East of England and North-East London (2018)

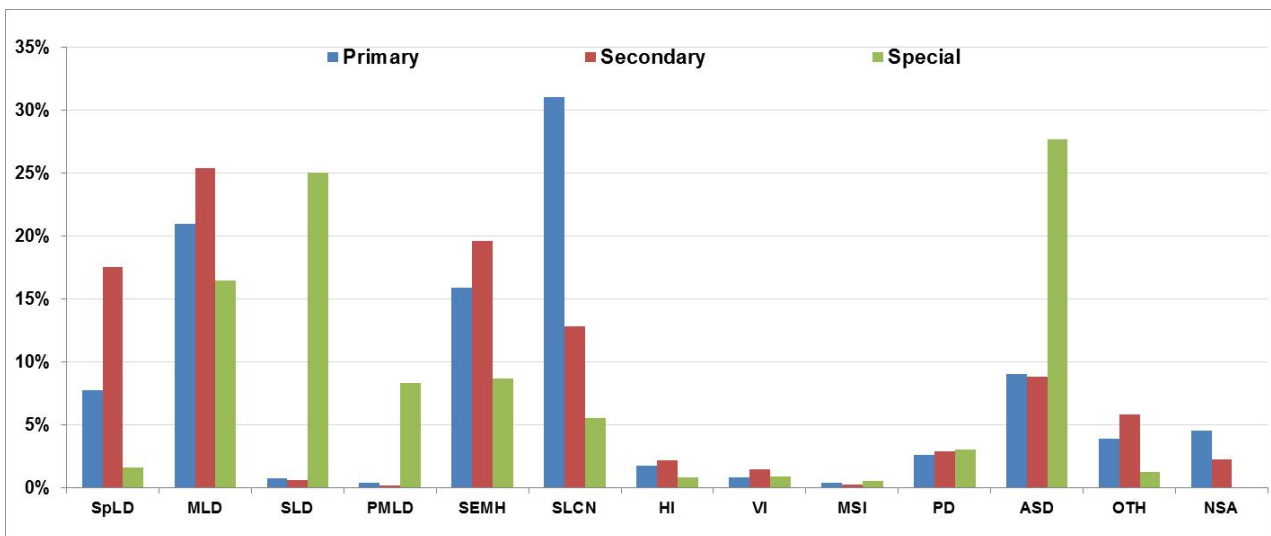


Figure 11: SEND Prevalence by Region – South-East England and South London (2018)

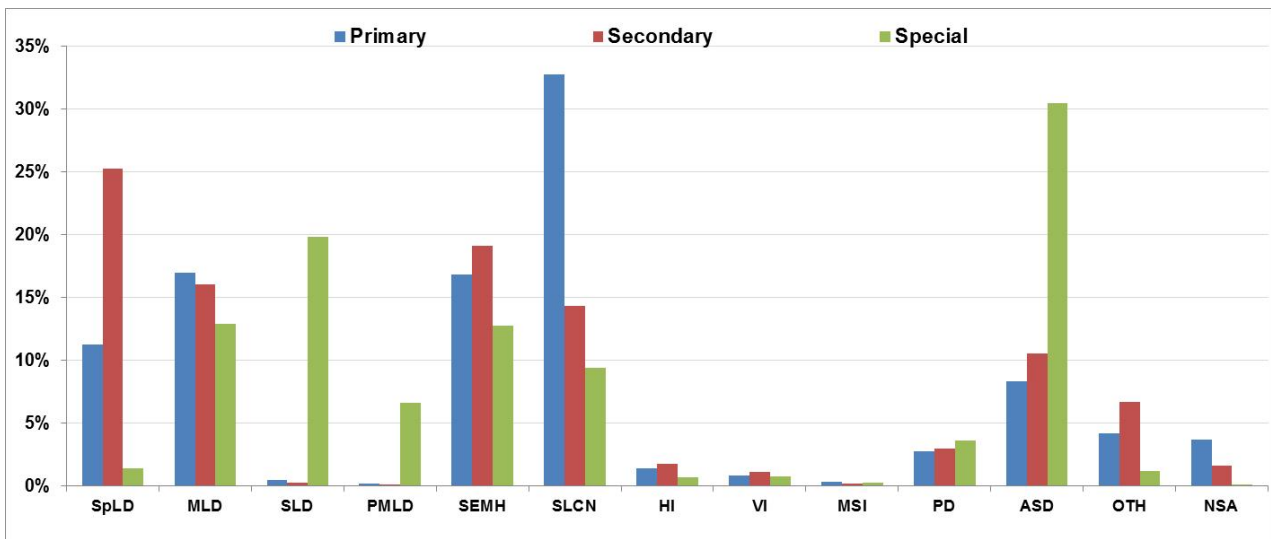
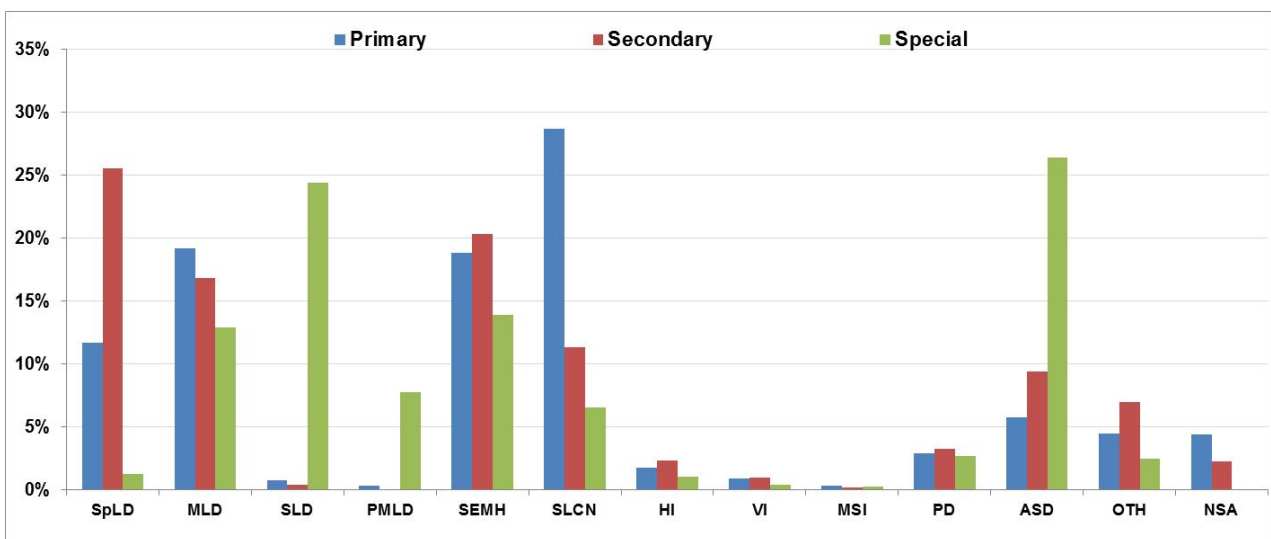


Figure 12: SEND Prevalence by RSC Region – South-West England (2018)



3.2 The Types of Schools Attended by Pupils with SEND

For the purpose of this report the ‘schools’ covered in relation to SEND include: state-funded schools (including LA maintained schools, academies and free schools) and non-maintained special schools, city technology colleges, university technology colleges, studio schools and general hospital schools drawing on the School Census and School Level Annual School Census 2010–2018 and for registered Independent Schools, the School Level Annual School Census 2018.

Table 3: Percentage of Pupils with a Statement of SEN / EHC Plan by Type of Setting

School type ¹	2010 (%)	2014 (%)	2018 (%)
State-funded nursery	0.1	0.1	0.1
State-funded primary	25.8	26.2	26.3
State-funded secondary	28.8	25.7	20.9
State-funded special	38.2	40.5	44.2
Pupil Referral Units (not including Alternative Provision)	0.9	0.7	0.7
Independent ²	4.2	5.1	6.3
Non-maintained special	2.0	1.7	1.4

Notes: 1 School Census and School Level Annual School Census 2010-2018 (January each year);
2 Registered independent schools. Source: School Level Annual School Census 2018

From Table 3, the percentage of pupils with a Statement of SEN / EHC Plan attending:

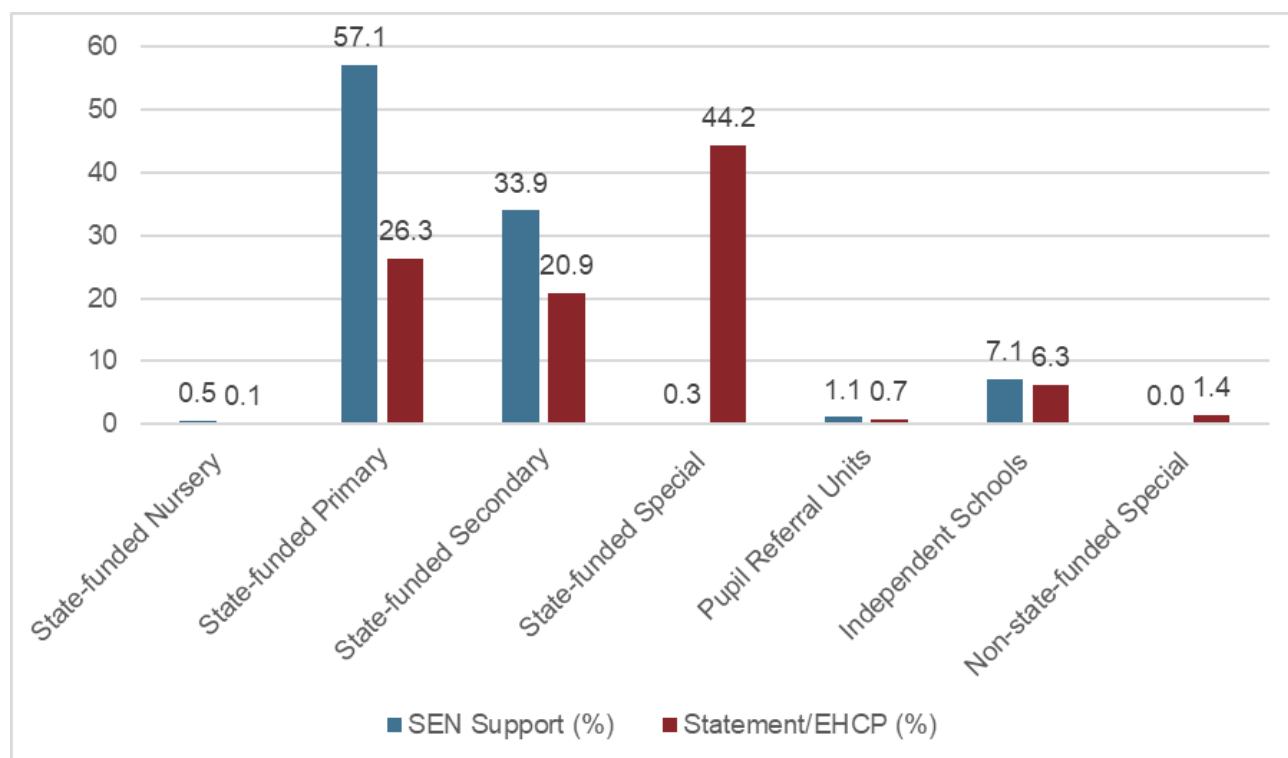
- State-funded nurseries show no percentage change between January 2010 and January 2018.
- State-funded primary schools show a small increase between 2010 and 2014 and then little change at January 2018 (26.3%).
- State-funded secondary schools have declined year on year between January 2010 (28.8%) and January 2018 (20.9%) – a decrease over this period of 7.9 percentage points.
- State-funded special schools between January 2010 (38.2%) and January 2018 (44.2%) have seen a year on year increase of 6 percentage points.
- Pupil referral units from January 2010 (0.9%) to January 2018 (0.7%) show a drop of 0.2 percentage points.

- Independent schools have seen an increase year on year between January 2010 (4.2%) and January 2018 (6.3%) – a increase of 2.1 percentage points.
- Non-maintained special schools have declined year on year between January 2010 (2.0%) and January 2018 (1.4%); a decrease of 0.6 percentage points.

Analysis

The percentage shift from a 7.9 percentage point drop in provision in secondary schools (see above) appears to correspond to the 6 percentage point increase in special school provision plus the 2.1 percentage point increase in independent school provision (1.4% of which are specialist SEND provision). There is evidence of increased pupil transfer between Year 6 and Year 7 from mainstream to special provision. There is no data available on elective home schooling which may have a bearing on the reduction in numbers of pupils with a Statement of SEN / EHC Plan entering state-funded secondary provision.

Figure 12: Percentage of Pupils on SEN Support or Statement of SEN / EHC Plan in Different Types of Schools across England (January 2018)



Notes: School Census and School Level Annual School Census 2010–2018 (as at January each year); Registered Independent schools. Source: School Level Annual School Census 2018.

Non-state-funded special schools refers to non-maintained special schools.

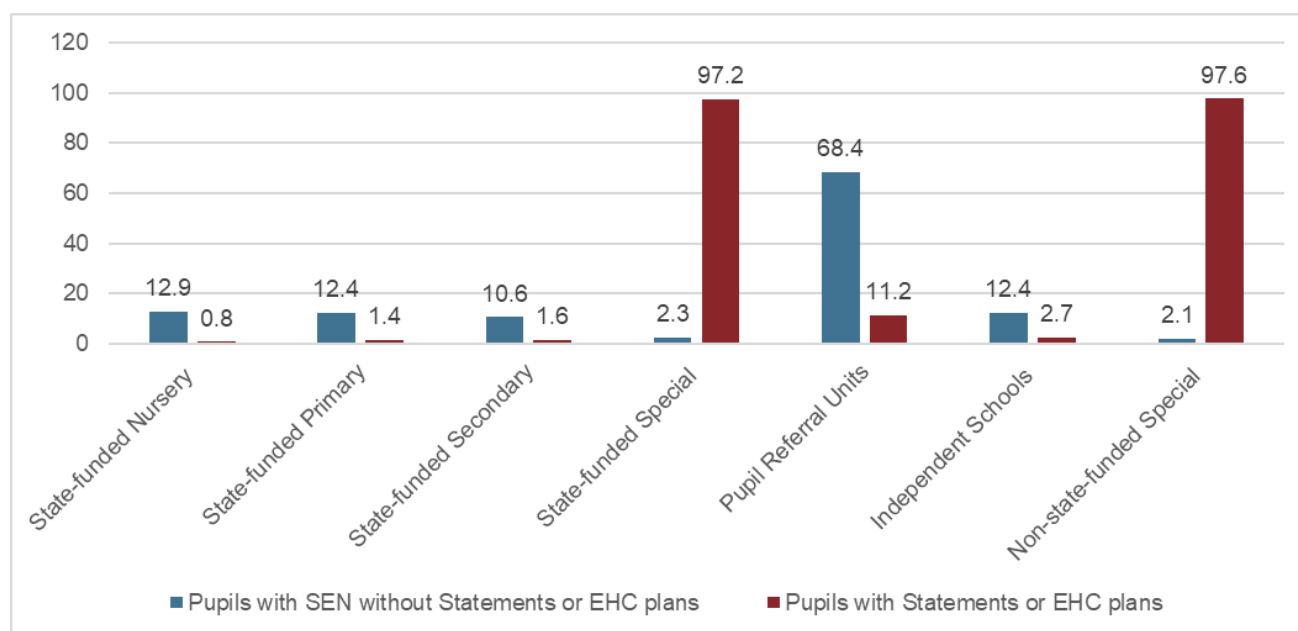
Table 4: Total Number of Pupils on Roll and the Percentage of Pupils with SEN in each Type of School

School type ¹	Pupils on roll	Pupils with SEN	Incidence (%)
State-funded nursery	42,845	5,895	13.8
State-funded primary	4,716, 245	650,455	13.8
State-funded secondary	3,258,450	399,800	12.3
State-funded special	115,315	114,755	99.5
Pupil Referral Units, not including Alternative Provision	16,730	13,315	79.6
Independent ²	581,875	88,370	15.2
Non-maintained special	3,640	3,625	99.7

Notes: 1 School Census and School Level Annual School Census 2010–2018 (January each year);
2 Registered independent schools. Source: School Level Annual School Census 2018

This can be represented as follows:

Figure 13: Percentage of Pupils on SEN Support or Statement of SEN / EHC Plan in Different Types of Schools across England (January 2018)



Non-state-funded special schools refers to non-maintained special schools.

Core findings

- Over 97% of pupils in Special Schools, both state-funded and non-state-funded, have a Statement of SEN / EHC Plan (the remainder will ordinarily be under assessment for an EHC Plan).

- There was a drop of 1.8 percentage points when comparing the percentage of pupils on SEN Support in Primary and Secondary Schools in 2018.
- 68% of pupils in Pupil Referral Units (PRUs) are on SEN Support and 11% have a Statement of SEN / EHC Plan

A summary of the data for pupils with SEN but without a Statement of SEN / EHC Plan is shown in Table 5

Table 5: Percentage of Pupils with SEN but without a Statement of SEN / EHC Plan by Type of Setting

School type¹	2010 (%)	2014 (%)	2018 (%)
State-funded nursery	0.3	0.4	0.5
State-funded primary	51.4	53.4	57.1
State-funded secondary	43.6	40.2	33.9
State-funded special	0.1	0.2	0.3
Pupil Referral Units	0.7	0.7	1.1
Independent ²	4.0	5.2	7.1
Non-maintained special	0.0	0.0	0.0

Notes: 1 School Census and School Level Annual School Census 2010-2018 (January each year);
2 Registered independent schools. Source: School Level Annual School Census 2018

From Table 5 the percentage of pupils with SEN but without a Statement of SEN / EHC Plan attending:

- State-funded nurseries show a small rise between January 2010 (0.3%) and January 2018 (0.5%) of 0.2 percentage points.
- State-funded primaries over the period January 2010 (51.4%) to January 2018 (57.1%), show an increase of 5.7 percentage points.
- State-funded secondary schools show year on year falls between January 2010 (43.6%) and January 2018 (33.9%) – a decrease over this period of 9.7 percentage points.
- State-funded special schools between January 2010 (0.1%) and January 2018 (0.3%), show an increase of 0.2 percentage points.
- Pupil referral units from January 2010 (0.7%) to January 2018 (1.1%) show a rise of 0.4 percentage points.
- Independent schools between January 2010 (4.0%) and January 2018 (7.1%) show an increase of 3.1 percentage points.

Academies

In relation to academies as a major type of school setting, the following should be noted:

12.5% of pupils in primary academies are on SEN support (for all LA state-funded primary schools this is 12.4%).

10.5% of pupils in secondary academies have an identified SEND (for all LA state-funded secondary schools this is 10.6%).

1.4% of pupils in primary academies have a Statement of SEN / EHC Plan (for all LA state-funded primaries, it is also 1.4%).

1.6% of pupils in secondary academies have a Statement of SEN / EHC Plan (for all LA state-funded secondary, it is also 1.6%)

Overall between academies and all LA state-funded schools, across primary and secondary phases, percentages of pupils with SEND are broadly the same.

Special Schools

For the January 2018 data set, 1,033 state-funded and non-maintained special schools in England were noted. Each school is designated to provide support for a specific type or types of need. That said, schools may have children and young people on roll with identified needs other than those that the school is designated for.

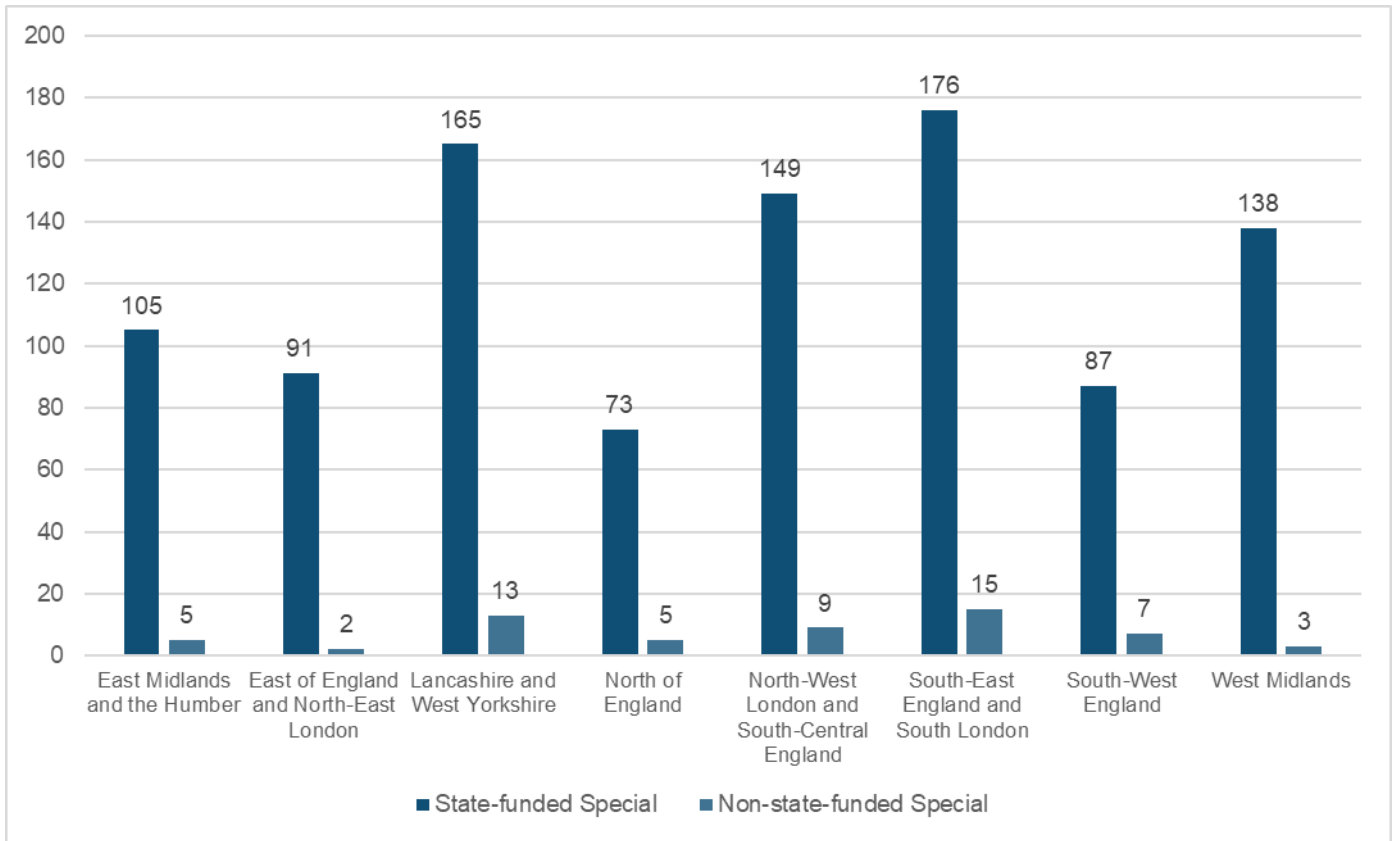
Provision for Autistic Spectrum Disorder is the most common designated provision (673 state-funded and non-state-funded special schools).

Those designated for Severe Learning Difficulty provision number 551 schools.

Those designated for Moderate Learning Difficulty provision number 533 schools.

3.3 Special Schools by RSC Region: State-funded and non-State-funded

Figure 14: Number of Special Schools in England by State-funded Special Schools and non-State Funded Special Schools



South East England and South London have the highest number of state-funded Special Schools (over 170), closely followed by Lancashire and West Yorkshire (over 160). The North of England has the smallest number of Special Schools overall (under 80).

3.4 Other Ways of Looking at the Data

Gender

Currently, more boys than girls have an identified SEN:

- For boys, in January 2017, 14.6% were on SEN support: in January 2018, this figure was 14.7%.
- For girls, in January 2017 8.1% were on SEN support: in January 2018 this figure was 8.2%.
- For boys, in January 2017, 4.0% had a Statement of SEN / EHC Plan: in January 2018 this figure was 4.2%.
- For girls with a Statement of SEN / EHC Plan the percentage remained unchanged between January 2017 and January 2018 at 1.6%.
- For boys (32.3%) and girls (17.2%) with a Statement of SEN / EHC Plan in January 2018, Autistic Spectrum Disorder was the most prevalent primary type of need.
- For boys on SEN Support, Speech, Language and Communication Needs was the most prevalent primary need (24.3%). For girls this was 20.0%.
- For girls on SEN Support, Moderate Learning Difficulty was the most prevalent primary need (27.5%). For boys this was 22.2%.

Age of pupils

- Consistent with previous years, SEN Support is most prevalent among 10 year olds (14.6%)
- This drops for 11 year olds (12.5%) and continues to decline as a child's age increases
- The percentage of pupils with a Statement of SEN / EHC Plan increases with age, up to age 15 (3.8%)
- For primary type of need, variation among age groups is apparent: 3 year-olds on SEN support have Speech, Language and Communication Needs as a primary type of need (62.8%) reducing to 14.5% (10 year-olds) and 8.4% (15 year-olds).

Free school meals

- Pupils on SEN Support continue to be more likely to be eligible for free school meals (FSM) (25.8%) compared to those without SEN (11.5%).
- Pupils with a Statement of SEN / EHC Plan (30.9%) are more likely to be eligible for FSM than those on SEN Support (24.5%).

Ethnicity

- SEN is more frequently identified in Travellers of Irish Heritage (30.9%) and Gypsy/Roma pupils (26.8%) than any other identified group.
- Pupils who were Travellers of Irish Heritage (4.5%) or Black Caribbean (4.2%) had the highest percentage for those with a Statement of SEN / EHC Plan.
- Compared with 2.9% of all pupils nationally, Indian pupils had the lowest percentage (1.8%) of pupils with a Statement of SEN / EHC Plan.

English as a first language

- More pupils whose first language is English have SEND (14.9%) compared to those for whom English is not their first language (12.4%).

4. Performance of Pupils with SEN in England in 2016–2017 and 2017–2018

Attainment

- Early Years Foundation Stage Profile (EYFSP)⁶: 23% of pupils with SEN achieved a good level of development in 2016/17; this is 53 percentage points lower than pupils without SEN (76%).
- Key Stage 2⁷: From 2016/17 to 2017/18 the percentage of pupils with SEN achieving the expected level in Reading, Writing and Maths rose from 18% to 24%. Similarly, 74% of pupils with no SEN achieved the expected level in this measure, 4% more than the previous year.
- Key Stage 4⁸: In 2016/17, there were 74,420 pupils identified with SEN at Key Stage 4, with an average Attainment 8 score of 27.1 In 2017/18 the number of pupils identified with SEN fell slightly to 73,530 with a similar average Attainment 8 score of 27.2.

Attainment post-16

- Attainment at GCSE or equivalent by age 19: 30.6% of pupils with SEN achieved 5+ A*–C/9–4 including English and Maths or equivalent in 2018, which is 44.9 percentage points lower than pupils without SEN (75.5%)⁹.
- Attainment at A level or equivalent by age 19: 26.6% of pupils with SEN achieved 2 or more A levels or equivalent in 2018 compared to 63.1% for pupils without SEN, a gap of 36.5 percentage points.

KS4 & KS5 destination measures

- After Key Stage 4 – Young people at the end of compulsory schooling: 90% of pupils with a statement of SEN / EHC Plan were in a sustained education or employment destination compared to 88% of pupils with SEN without a statement of SEN / EHC Plan and 95% of those without SEN (2016/17 destinations^{10,11}).
- After Key Stage 5 – Young people who took A levels/level 3 qualifications: 86% of pupils with SEN in schools progressed to a sustained education or employment/

⁶ [Early Years Foundation Stage Profile attainment by child characteristics](#)

⁷ [National curriculum assessments at key stage 2](#)

⁸ [GCSE and equivalent attainment by pupil characteristics](#)

⁹ [Level 2 and 3 attainment by young people aged 19](#)

¹⁰ [Destinations of key stage 4 and key stage 5 pupils](#)

¹¹ www.gov.uk/government/collections/statistics-destinations#destinations:-experimental-statistical-releases

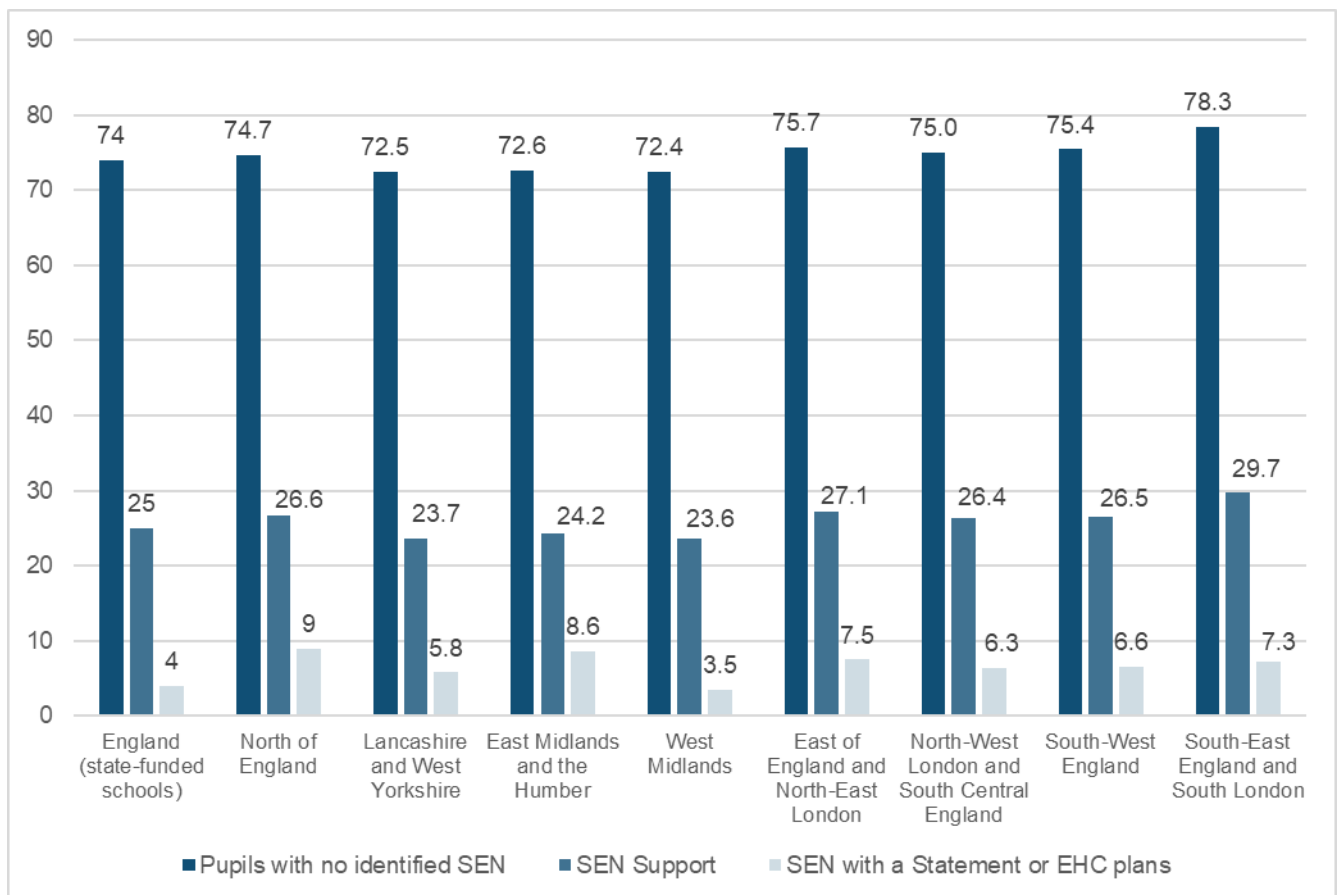
training destination compared to 91% of those without SEN. 85% of those with a self-declared Learning Difficulty or Disability (LDD) in colleges progressed to a sustained education or employment destination compared to 88% of those without LDD (2016/17 destinations).

5. Early Years Foundation Stage (EYFS)

Core findings: Early Years Foundation Stage (EYFS)

- The percentages of pupils on SEN support achieving expected standards in all Early Learning Goals (ELGs) varies between 23.6% (West Midlands) and 29.7% (South-East England and South London), compared to a national average of 25%.
- The percentage of pupils with a Statement of SEN / EHC Plan achieving expected standard varies between 3.5% (West Midlands) and 9% in North of England, compared to a national average of 4%.

Figure 15: Percentage (%) Achieving at Least the Expected Standard in all Early Learning Goals (ELGs) with No Identified SEN, SEN Support and Statement of SEN / EHC Plan in England (2017)



Source: <https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2016-to-2017>

6. Pupil Progress, KS2

Interpreting Progress Scores:

- A score of 0 means pupils in region on average do about as well at KS2 as those with similar prior attainment nationally.
- A positive score means pupils in this region on average do better at KS2 as those with similar prior attainment nationally.
- A negative score means pupils in this region on average do worse at KS2 as those with similar prior attainment nationally.

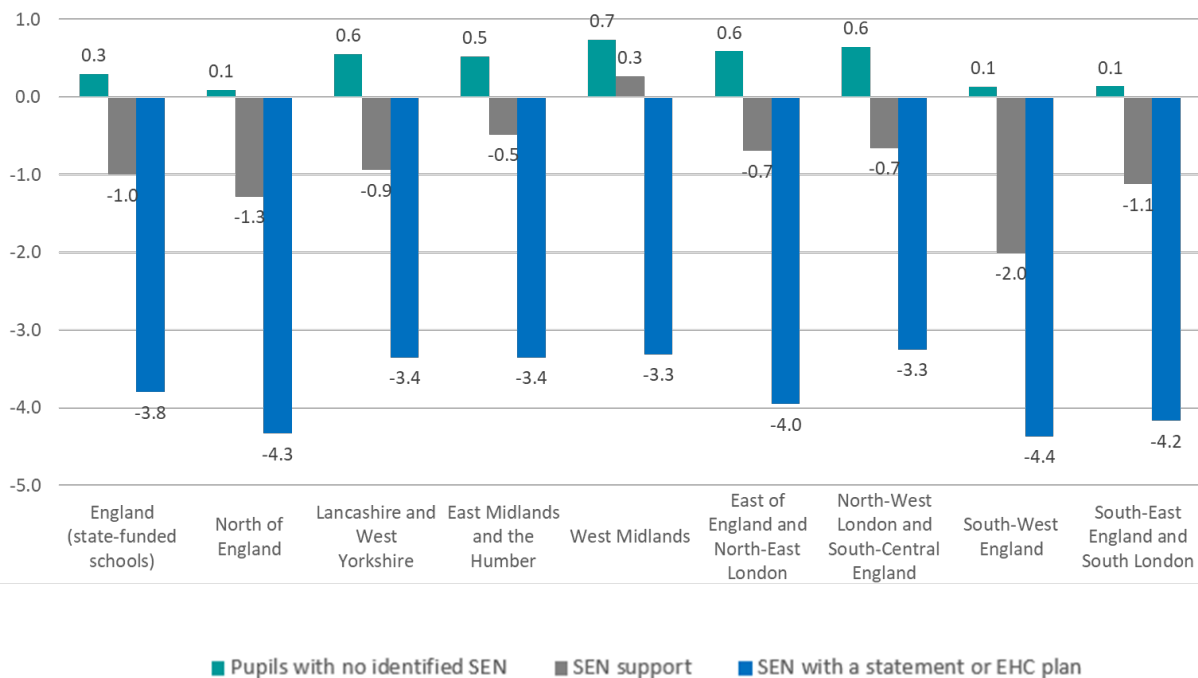
NB: A negative score does not mean that pupils did not make any progress; it means they made less progress than other pupils nationally with similar starting points.

6.1 English Reading KS2, Progress Scores

Core Findings

- Five RSC regions exceed the national average of -1.0 for progress in Reading at KS2 for pupils on SEN Support.
- Four RSC regions exceed the national average of -3.8 for progress in Reading at KS2 for pupils with a statement of SEN/EHC Plan.
- West Midlands shows most progress in Reading at KS2 for pupils on SEN Support with +0.3 compared to a national average of -1.0.

Figure 16: Progress Scores of Pupils at KS2 in English Reading for Pupils with No Identified SEN; SEN Support and Statement of SEN / EHC Plan



Source: National Pupil Database (2018)

Note: The data underlying this chart does not include pupils recently arrived from overseas. Therefore the England total will not be the same as in national tables as these tables include overseas pupils.

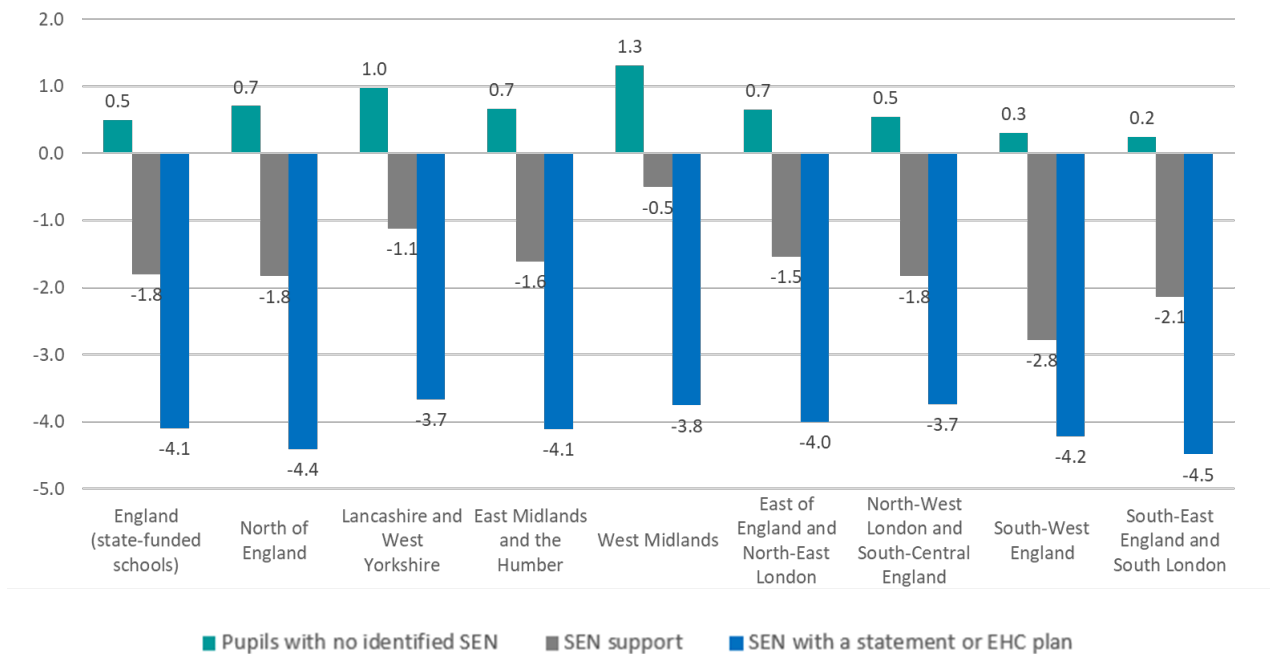
<https://www.gov.uk/government/collections/statistics-key-stage-2>

6.2 English Writing KS2, Progress Scores

Core findings

- Four RSC regions exceed the national average of -1.8 for progress in Writing at KS2 for pupils on SEN Support.
- Four RSC regions are exceeded the national average of -4.1 for progress in Writing at KS2 for pupils with a statement of SEN/EHC Plan.
- West Midlands shows most progress in Writing for pupils on SEN Support with -0.5 compared to a national average of -1.8.

Figure 17: Progress Scores of Pupils at KS2 in English Writing for Pupils with No Identified SEN; those on SEN Support and those with a Statement of SEN / EHC Plan



Source: National Pupil Database (2018)

The data underlying this chart does not include pupils recently arrived from overseas. Therefore the England total will not be the same as in national tables as these tables include overseas pupils.

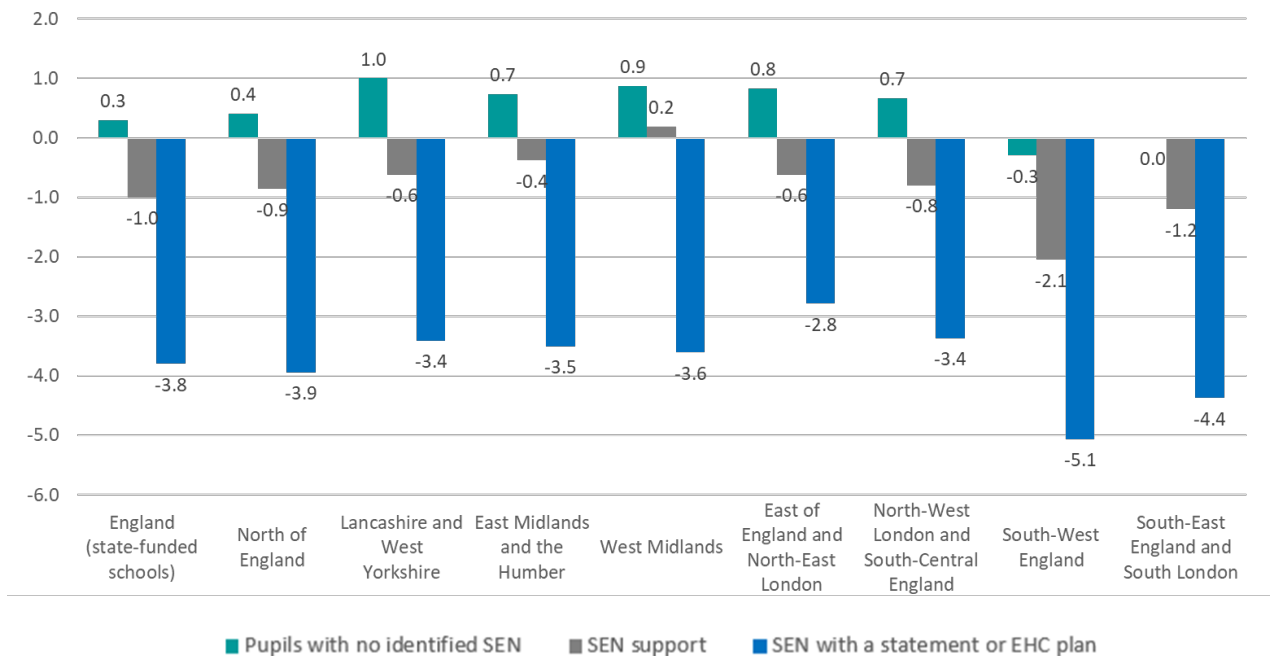
<https://www.gov.uk/government/collections/statistics-key-stage-2>

6.3 Maths KS2, Progress Scores

Core findings

- Six RSC regions exceed the national average of -1.0 for progress in Maths at KS2 for pupils on SEN Support.
- Five RSC regions exceed the national average of -3.8 for progress in Maths for pupils with a Statement of SEN/EHC Plan.
- West Midlands shows most progress in Maths for pupils on SEN support compared to the national average of -1.0.

Figure 18: Progress Scores of Pupils at KS2 in Maths for Pupils with No Identified SEN; those on SEN Support and those with a Statement of SEN / EHC Plan



Source: National Pupil Database (2018)

The data underlying this chart does not include pupils recently arrived from overseas. Therefore the England total will not be the same as in national tables as these tables include overseas pupils.

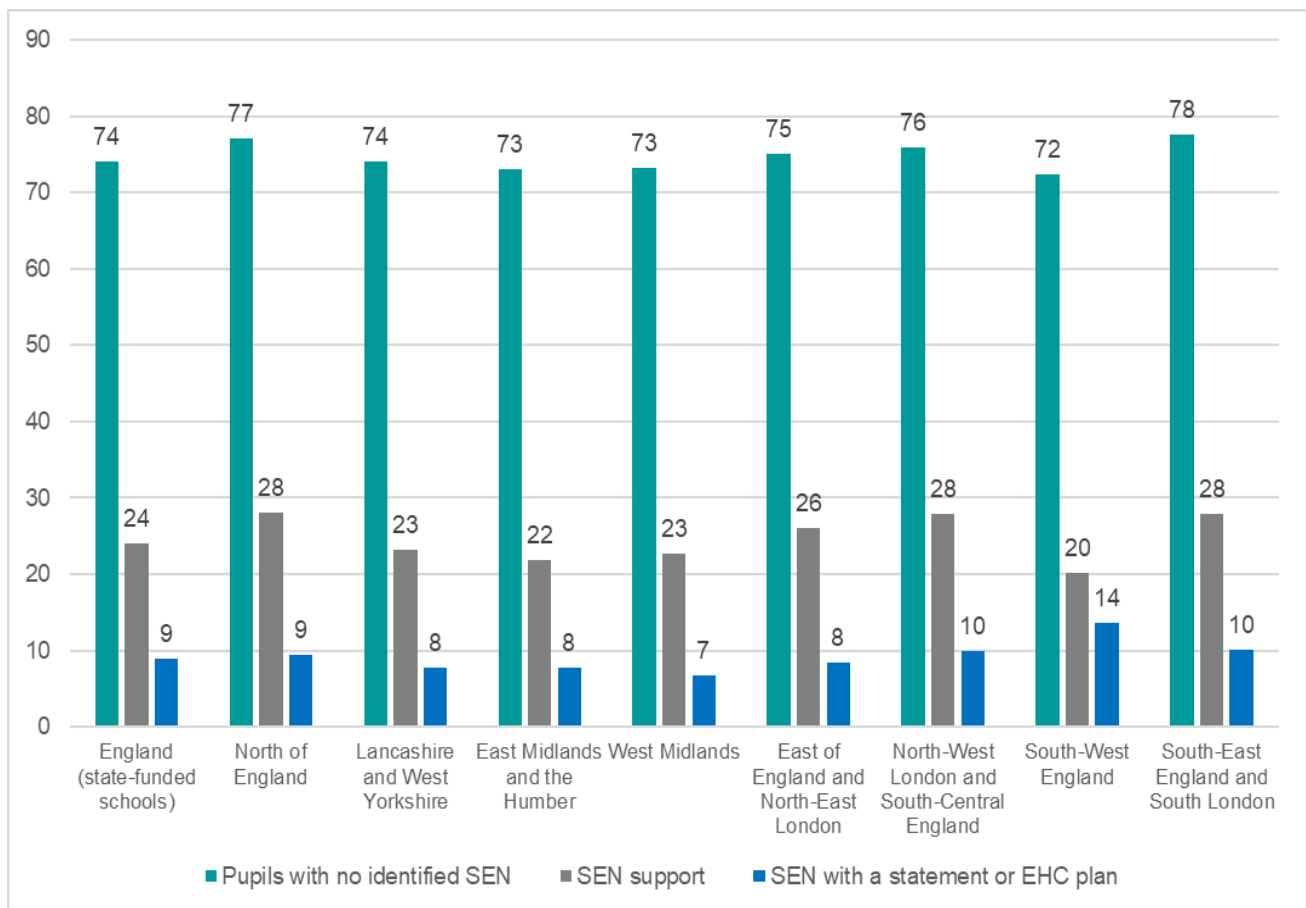
<https://www.gov.uk/government/collections/statistics-key-stage-2>

6.4 Reading/Writing/Maths Combined KS2, Achieving Expected Standard

Core findings

- Four RSC regions exceed the national average of 24% for pupils at KS2 on SEN Support.
- Three RSC regions exceed the national average of 9% for pupils at KS2 with a Statement of SEN/EHC Plan.

Figure 19: Percentage (%) of Pupils at KS2 Achieving Expected Standard in Combined Reading, Writing and Maths for Pupils with No Identified SEN; those on SEN Support and those with a Statement of SEN / EHC Plan



Source: National Pupil Database (2018)

Note that the scale for this chart is 0–90%. <https://www.gov.uk/government/collections/statistics-key-stage-2>

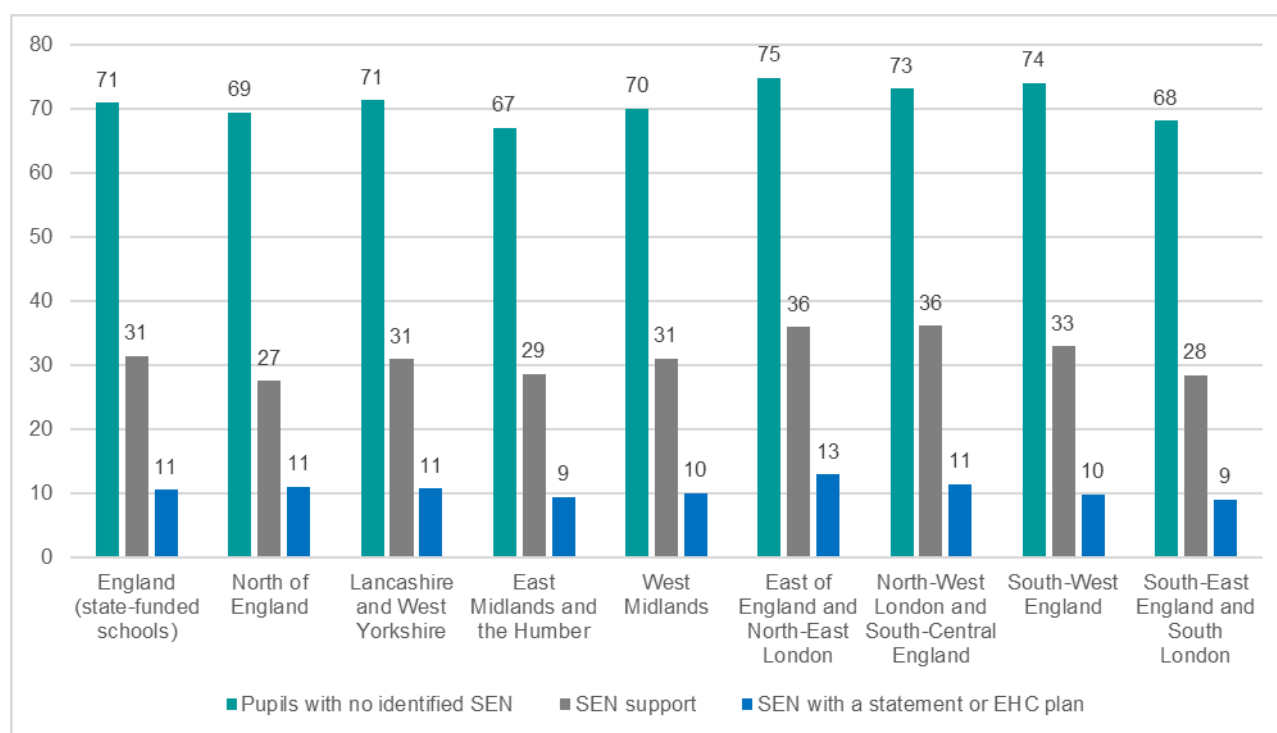
7. Pupil Progress and Attainment, KS4

7.1 English and Maths GCSEs KS4, Percentage of pupils achieving 9–4 grades

Core findings

- Three RSC regions exceed the national average of 31% for pupils at KS4 on SEN Support.
- East of England and North East London RSC region exceeds the national average of 11% for pupils at KS4 with a Statement of SEN/EHC Plan.

Figure 20: Percentage (%) of Pupils at KS4 Achieving 9–4 Grades in both English and Maths for Pupils with no Identified SEN; those on SEN Support and those with a Statement of SEN / EHC Plan for England (2017/18)



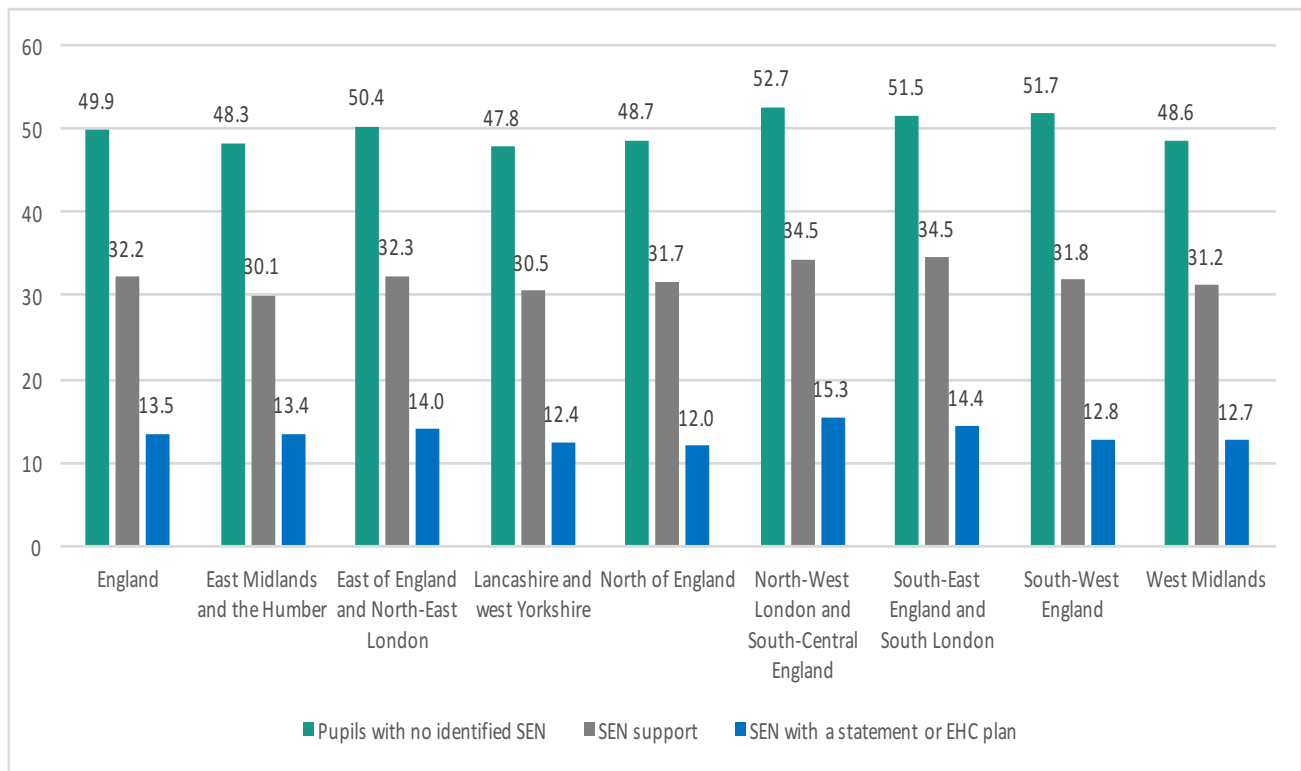
Notes: Source: National Pupil Database. In 2014/15 and earlier, where the English Language and English Literature option was chosen in English, exams in both had to be taken and a C grade or above achieved in English language. From 2015/16, to meet the English requirement of the A*–C in English and maths attainment measure, a C in either English Language or English Literature counts and there is no requirement to take both. In 2016/17, following the introduction of the reformed 9 to 1 GCSEs in English, a grade 5 or above in either English Language or English Literature counts and there remains no requirement to take both in order to achieve a pass. The 9–4 pass shows pupils who achieved a grade 4 or above in either English Language or English Literature and maths and is shown alongside the headline measure for transparency and comparability. Note that the scale for this chart is 0–80%.

7.2 Attainment 8 KS4

Core findings

- Two RSC regions exceed the national average score of 32.2 for pupils at KS4 on SEN Support.
- Three RSC regions exceed the national average score of 13.5 for pupils at KS4 with a Statement of SEN/EHC Plan.

Figure 21: Attainment 8 scores at KS4 for Pupils with no Identified SEN; those on SEN Support and those with a Statement of SEN / EHC Plan for England and the RSC regions (2017/18)



Note: Attainment 8 (and Progress 8) are part of the new secondary accountability system that was implemented for all schools from 2016. We must be cautious when comparing Attainment 8 scores between 2016/17 and 2017/18. In 2017/18, Attainment 8 scores were calculated using slightly different point score scales in comparison to 2016/17, in order to minimise change following the introduction of 9–1 reformed GCSEs. This means that Attainment 8 scores are likely to look different in 2017/18, as a result of changes to the methodology. More information on the calculation of these measures is available in the Progress 8 guidance: www.gov.uk/government/publications/progress-8-school-performance-measure Note that the scale for this chart is 0-60. <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

7.3 Progress 8 KS4

Interpreting Progress 8 scores

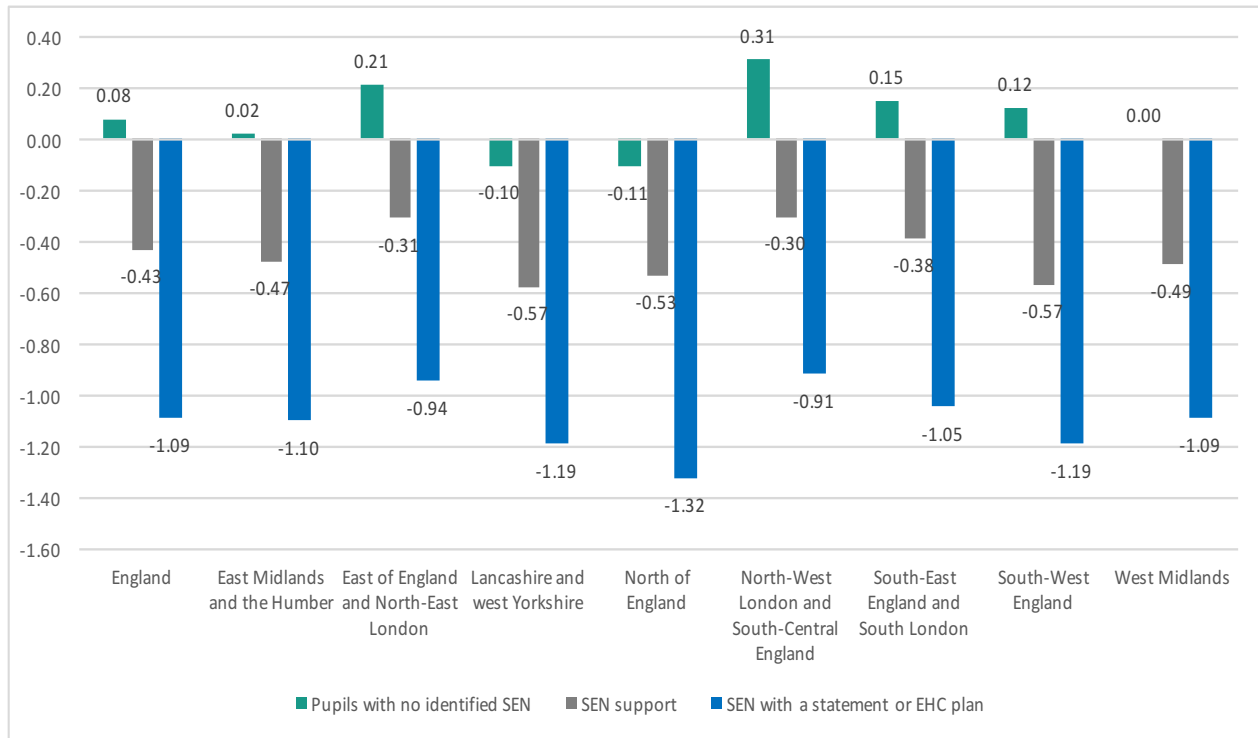
- A **score of 0** means pupils on average do about **as well** at KS4 as those with similar prior attainment nationally.
- A **positive score** means pupils on average do **better** at KS4 as those with similar prior attainment nationally.
- A **negative score** means pupils on average do **worse** at KS4 as those with similar prior attainment nationally.

NB: A negative score does not mean that pupils did not make any progress: rather it means they made less progress than other pupils nationally with similar starting points. E.g. if an RSC region has an average Progress 8 score of -0.25 this would mean that, on average, pupils in schools within the RSC region achieved a quarter of a grade less than other pupils nationally with similar starting points.

Core findings:

- Variation across RSC Regions is similar for all types of pupils.
- The variation across RSC Regions is 0.42, 0.27, and 0.41, in Progress 8 for pupils with No SEN, on SEN Support and with an EHC Plan, respectively.

Figure 22: Progress 8 scores at KS4 for pupils with no Identified SEN; those with SEN Support and those with a Statement of SEN / EHC Plan for England and within RSC regions (2017/18)



Note: Please refer to note on Figure 26. More information on the calculation of these measures is available in the Progress 8 guidance: www.gov.uk/government/publications/progress-8-school-performance-measure. <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

A Progress 8 score of 1.0 means pupils in the group make on average approximately a grade more progress than the national average; a score of -0.5 means they make on average approximately half a grade less progress than average.

8. Exclusions

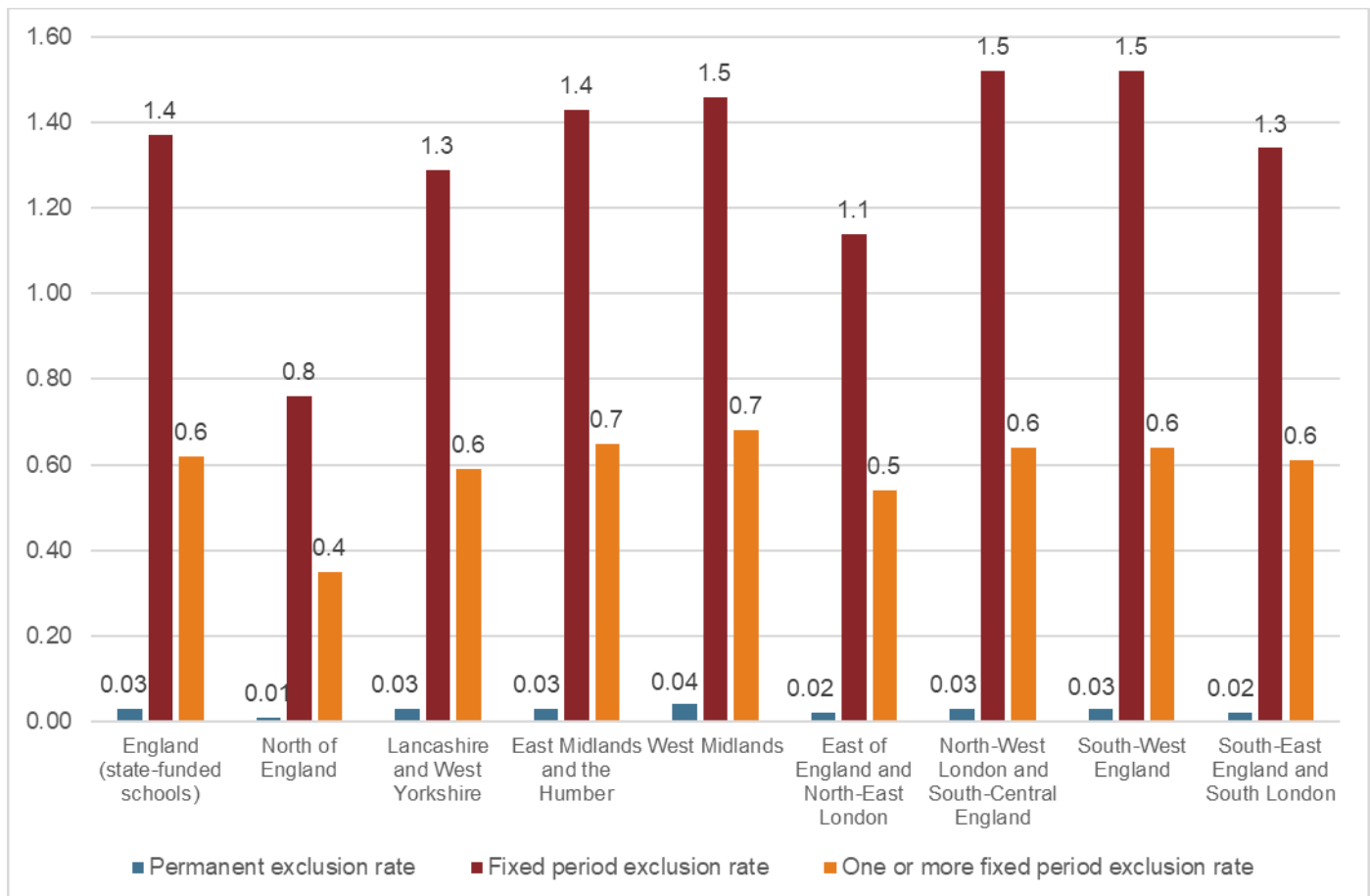
8.1 Exclusions by School Phase

8.1.1 Primary schools

Core findings:

- Fixed period exclusions are much more prevalent than permanent exclusions, with the national average for the former being 1.37% of the pupil population compared to 0.03% for the latter.
- The lowest fixed period and permanent exclusions are in the North of England, with both being well below the national average (0.76% and 0.01% respectively).

Figure 23: Percentage (%) Rate of Pupils Subject to Permanent or Fixed Period Exclusions in State-funded Primary Schools in England



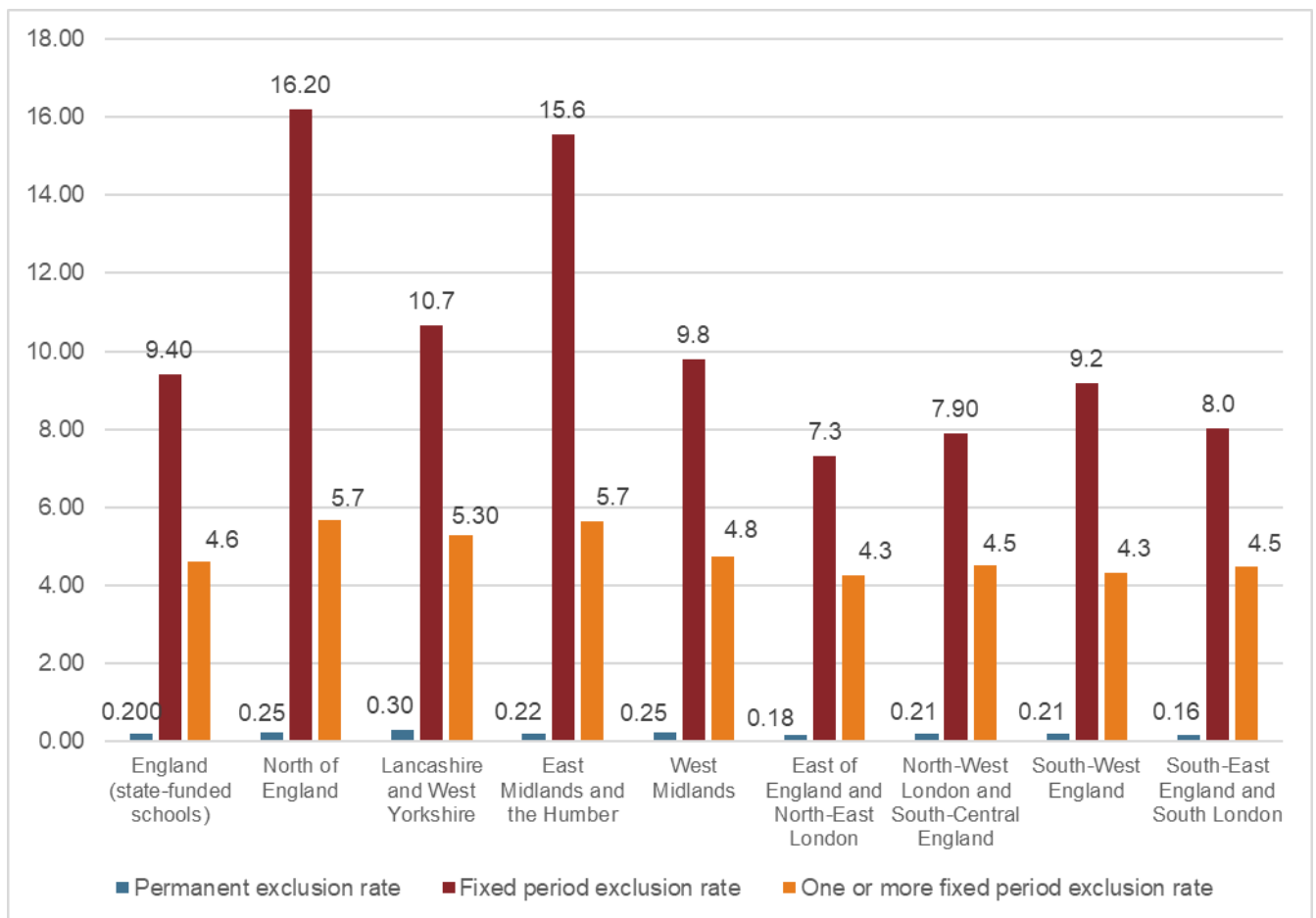
Source: School Census (2016/17)

8.1.2 Secondary schools

Core findings:

- Reversing the finding in primary schools, the North has the highest percentage of both fixed period and one or more fixed period exclusions in secondary schools. This raises a question about whether behaviour management is managed markedly differently in primary schools and secondary schools in this RSC region.
- Six RSC regions record permanent exclusions above the national average (0.2%), the highest being the North and West Midlands with 0.25% and Lancashire and West Yorkshire with 0.3%.

Figure 24: Percentage (%) Rate of Pupils Subject to Permanent or Fixed Period Exclusions in State-funded Secondary Schools in England



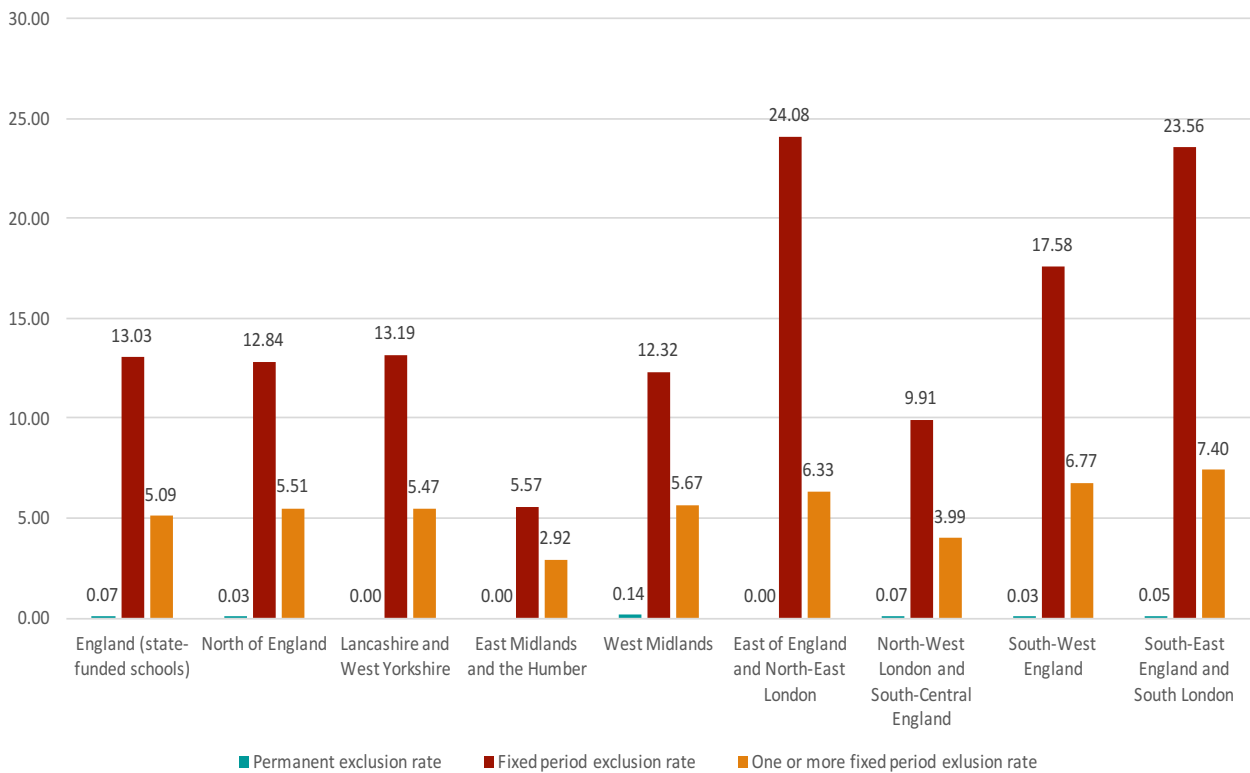
Source: National Pupil Database (2016/17)

8.1.3 Special Schools

Core Findings:

- Permanent exclusions are very low in special schools, with three RSC regions recording none.
- Three RSC regions record markedly higher fixed period exclusion rates in Special schools than the national average.

Figure 25: Percentage (%) Rate of Pupils Subject to Permanent or Fixed Period Exclusions in State-funded Special Schools in England

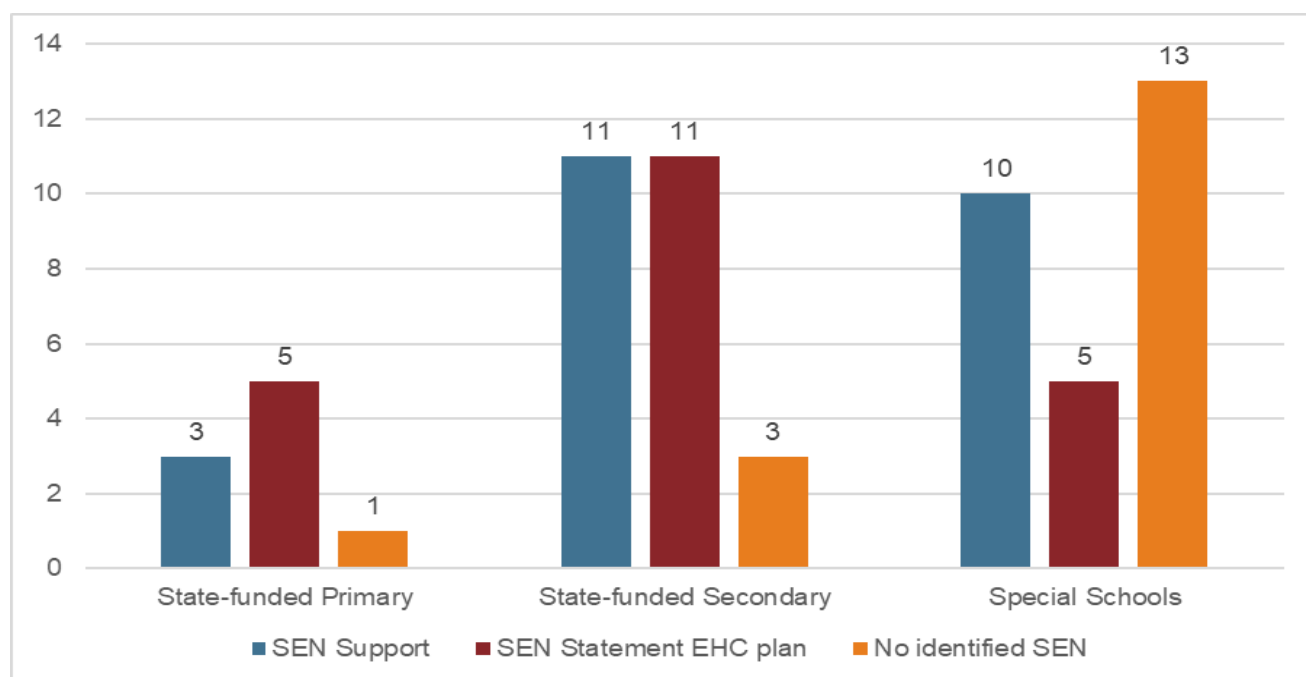


Source: National Pupil Database (2016/17)

Note that the scale for this chart is 0–30%. Bear in mind that many special schools are all age, whereas primary and secondary are specific phase groups and each covers a narrower age range than in the special school data. Comparing special schools where data is not broken down into phase is a problem with this data.

8.2 Exclusions by SEN provision and School Type

Figure 26: Rate of One or More Fixed Period Exclusions by Type of School in England



Source: National Pupil Database (2016/17)

Notes

- (1) SEN status is as recorded at the time of exclusion. For enrolments, the SEN status at the time of the most recent exclusion is used.
- (2) In September 2014 the Special Educational Needs and Disability (SEND) provisions were introduced in the Children and Families Act 2014. This reform introduced changes to SEN categories, thus limiting the data set for this graph.
- (3) State-funded primary and secondary schools include middle schools as deemed.
- (4) State-funded primary schools include all primary academies, including free schools.
- (5) State-funded secondary schools include city technology colleges and all secondary academies, including all-through academies and free schools.
- (6) Special schools include state-funded special schools, non-state-funded special schools and special academies. Excludes general hospital schools.

9. Local Area SEND Inspections

This section includes a summary of education-focused concerns from the Written Statements of Action issued following local area SEND inspections conducted jointly by Ofsted and QCC. Local Area SEND Inspection reports in the eight RSC regions of England carried out prior to October 2018 have been included.

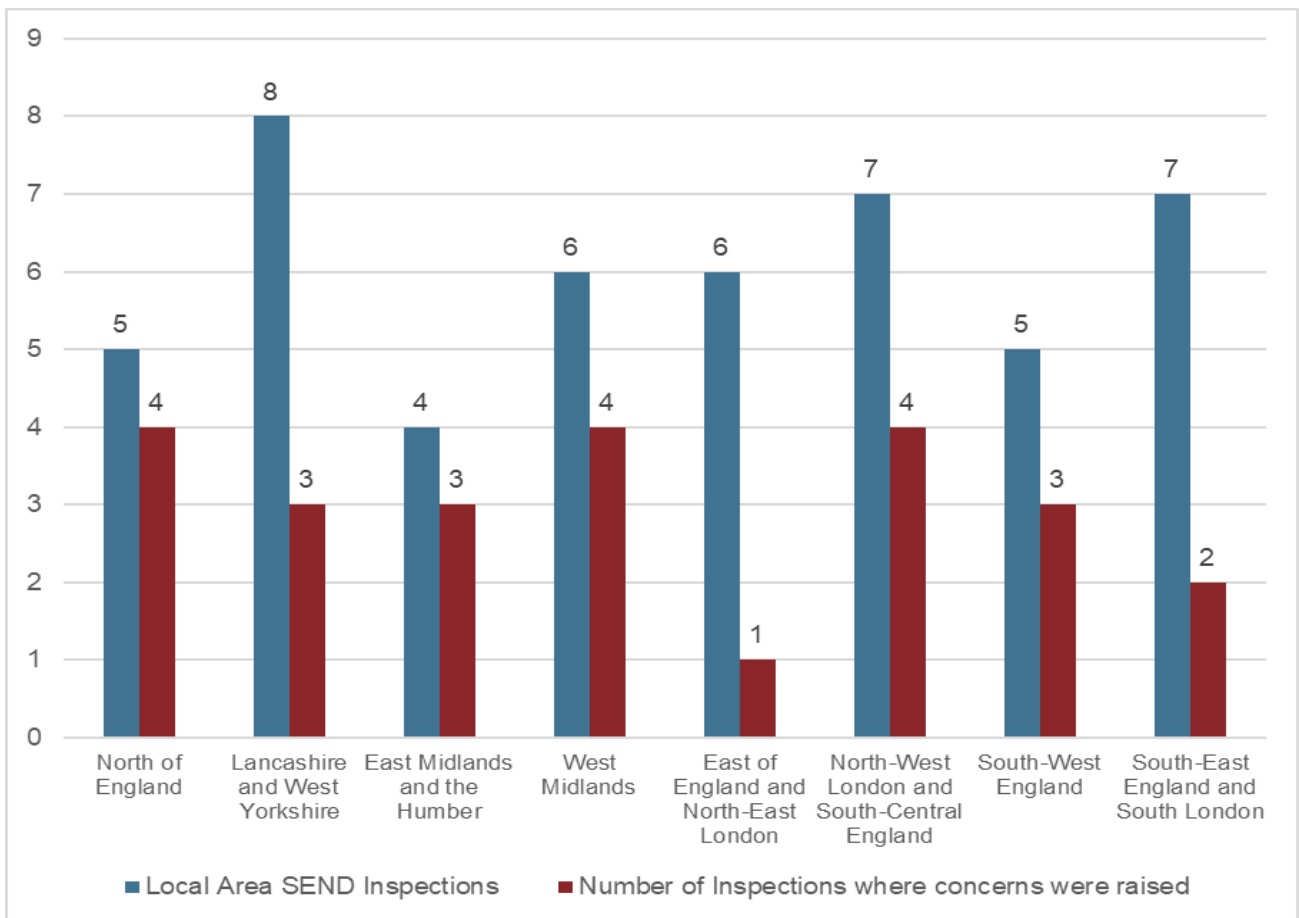
Of the 48 inspections undertaken prior to October 2018, 24 (50%) identified aspects of concern. These constitute the focus of the table below.

Table 6: Summary of Written Statements of Action by RSC region

Written Statements of Action
West Midlands: 4/6 received 'Written Statement of Action' (Birmingham, East Cheshire, Sandwell, Worcestershire)
East of England & North East London: 1/6 received 'Written Statement of Action' (Waltham Forest)
South-Central & North West London: 4/7 received 'Written Statement of Action' (Bedford, Brent, Oxfordshire, Windsor and Maidenhead)
South East England & South London: 2/7 received 'Written Statement of Action' (Medway, Sutton)
South West: 3/5 received 'Written Statement of Action' (Dorset, North Somerset, South Gloucestershire)
North: 4/5 received 'Written Statement of Action' (Durham, South Tees, Newcastle, Redcar)
Lancashire and West Yorkshire - 3/8 received 'Written Statement of Action' (Bury, Lancashire, Oldham)
East Midlands & Humber: 3/4 received 'Written Statement of Action' (Kingston upon Hull, Leicester City, North East Lincolnshire)

The Local Area SEND inspection reports identified a number of core 'Areas for Improvement' which were common across all RSC regions. All areas had identified strengths and weakness.

Figure 27: Count of Local Area SEND Inspections and 'Written Statements of Action' expressed by RSC Region



Note: Data drawn from an analysis of 48 Local Area SEND Inspection reports published nationally by Ofsted and the Care Quality Commission prior to October 2018. Twenty four of these reports raised concerns: these have been allocated to RSC regions.

General Points about Local Area SEND Inspections

Fifty percent of the [Local Area SEND Inspections](#) resulted in a 'Written Statement of Action' which suggests that there is more work to be done nationally to realise the vision for children with Special Educational Needs as detailed in the Children and Families Act (2014) and SEND Code of Practice (2014).

Only some areas in each of the RSC regions have so far been inspected - they do not 'represent' the RSC regions: they say nothing about the other local areas in the same RSC region. The coverage across RSC regions is currently uneven (the process is relatively new) and it is apparent from the charts that there is variation between RSC regions in how many inspections result in Written Statements of Action.

Annual School Census (reported in January 2019).

Ofsted Local Area SEND inspection reports.

The SEND Code of Practice

Other sources:

- www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities
- www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Statement of SEN www.legislation.gov.uk/ukxi/2001/3455/contents/made
- EHC plans: www.legislation.gov.uk/ukxi/2014/1530/contents/made
- Statistics relating to current SEND: www.gov.uk/government/collections/statistics-special-educational-needs-sen
- Statistics relating to previous years SEND: www.gov.uk/government/collections/statistics-special-educational-needs-sen

This summary draws on the DFE Statistical statement for January 2018 released in July 2018.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729208/SEN_2018_Text.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729208/SEN_2018_Text.pdf

Prior to the SEND provisions in the Children and Families Act 2014, pupils were registered as being on either 'School Action' or 'School Action Plus'. Pupils on 'School Action' were not required to have a primary need recorded, unlike those on 'School Action Plus'.

From 2015 onwards, pupils who had been on 'School Action' who were then transferred to the new 'SEN support' category had a primary need recorded. As a result the numbers of pupils appearing in the primary need data increased between 2015 and 2016. After 2015, no pupils were categorised as 'School Action', the category having been merged with that of 'School Action Plus' to form the new 'SEN Support' category. Further direct comparison in the data before and after the 2015 changes is not possible as a result of the changes in categories but is also made more difficult by changes in the definitions of particular types of specific primary needs. In particular the previous SEN type code of 'Behaviour, Emotional and Social difficulties (BESD)' is no longer used. The code of 'Social, Emotional and Mental health (SEMH)' has been introduced: although the two terms sound similar they encompass a different range of specific needs. A new code was also introduced: 'SEN support but no specialist assessment of type of need'. Detailed definitions of what is covered in each category can be found in the SEND Code of Practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

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