

England

Context, school system and
arrangements for special
educational needs

England

- Population estimate mid-2010:
52,234,000 (Scotland 5,222,000)
- GDP 2010 (Eurostat): 112 (EU 27 = 100);
(Sweden = 123; Netherlands = 133; US=
148)
- Land area: 130,279 sq.km.; 90% of
population live in urban areas
- Main industry: service industry – was
manufacturing

Current school system

- Education compulsory 5-16; primary 5-11; secondary 11-16; upper secondary 16-18
- Early years foundation ages 0-5; foundation stage ages 4-6
- Key stage 1: ages 6-8
- Key stage 2: ages 8-11
- Key stage 3: ages 11-14
- Key stage 4: ages 14-16

Current school structure

- Publicly maintained sector caters for about 93% of the school population but this is likely to vary according to locality
- The main type of maintained schools are:
 - Community schools – run by LA
 - Foundation schools – former grant maintained schools
 - Voluntary controlled (fully funded by state) and Voluntary aided (part funded) – these are mainly faith schools
- Academies (2000) initially in areas of disadvantage, provide broad curriculum, set up as limited company with charitable status – independent; but funding from Secretary of State (45% secondary schools are already or in process of becoming academies)
- City Technology and City Technologies of the Arts – have to be in urban areas and provide for all within locality
- Free schools – independent of LA control; non-selective
- Grammar schools - selective (137 out of 3310 in 2010/11)

Pupil population (FTE) (Jan 2011)

Nursery	0.3%
State-funded primary schools	50%
State-funded secondary schools	41%
Maintained special schools	1.1%
Non maintained special schools	0.1%
Pupil referral units (PRUs)	0.2%
Independent schools	7.1%
All schools: total numbers	7,957,130

Education Act 2011

- School discipline: teachers to be given powers to search pupils; provided with better protection from false allegations made by pupils. Exclusion appeal panels replaced by review panels which will not have powers to force school to reinstate excluded pupil;
- Academies programme extended
- Duty on LAs to provide School Improvement Partners (SIPs) removed – schools can buy it in
- Changes to inspection framework – refocus on 4 areas: achievement, teaching, leadership and management, and behaviour and safety; outstanding schools exempt – can request inspection but will need to buy it in
- Maintained schools may be required to take part in international surveys

Education Act 2011 cont.

- Secretary of State able to direct LA to issue warning notice to school on grounds of performance or safety concerns; Secretary of State's power to close schools extended to all schools eligible for intervention (rather than based on Ofsted report)
- Early years provision – offered to 2-year olds from disadvantaged areas
- Young People's Learning Agency abolished; powers transferred to Secretary of State
- General Teaching Council England abolished; powers re teacher discipline functions transferred to Secretary of State
- Training and Development Agency abolished
- The Qualifications and Curriculum Development Agency abolished; (some) powers transferred to Secretary of State

SEN Green Paper 2011 – aims to:

- support better life outcomes for young people through
 - a new approach to identifying SEN in **early years**
 - a new single assessment process and 'Education, Health and Care Plan
- give parents confidence by giving them more control
 - LAs and other services will set out a local offer of all services
 - the option of a personal budget by 2014
- transfer powers to professionals on the front line
 - give parents a real choice of school – remove bias towards inclusion
 - Introduce greater independence to the assessment of children's need, testing how the voluntary and community sector could coordinate assessment and input from across education, health and social care ...

SEN – definition of target group

- has significantly greater difficulty in learning than the majority of child of his/her age
- has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided in schools, within the area of the local authority concerned, for children his/her age
- is under the age of 5 years and is, or would be, if special educational provision were not made for him/her, likely to fall within either of the above paragraphs when over that age

Meeting SEN needs

- Graduated approach:
 - School Action (Early Years Action) – basic level of support within school
 - School Action Plus (Early Years Action Plus) identifies additional external support required, e.g. speech and language therapy
 - Statement – statutory document detailing school and non-school provision required
- Not clear how this will fit in with suggested change in Green Paper

Location of pupil with SEN

One of the fundamental principles of special educational needs (SEN) provision is that, wherever possible, pupils with SEN are educated alongside their peers in mainstream schools (Eurypedia, UK-England)

Appeals process: Tribunal (SENDIST)

- Regarding assessment of child – tribunal can order LA to act:
 - If LA refused to arrange assessment
 - If LA refused to make statement
 - If LA not maintained statement
- Regarding contents of statement:
 - Can order LA to amend/not amend statement if assessment suggests this is needed
- Disability discrimination: If the tribunal decides that there has been disability discrimination – can order action to take 'reasonable' action

SEN: Statistics (Jan 2011)

Pupils with SEN (of total school population)	20.6%
Pupils with statements	2.8%
Pupils with School Action Plus	6.2%
Pupils with School Action	11%

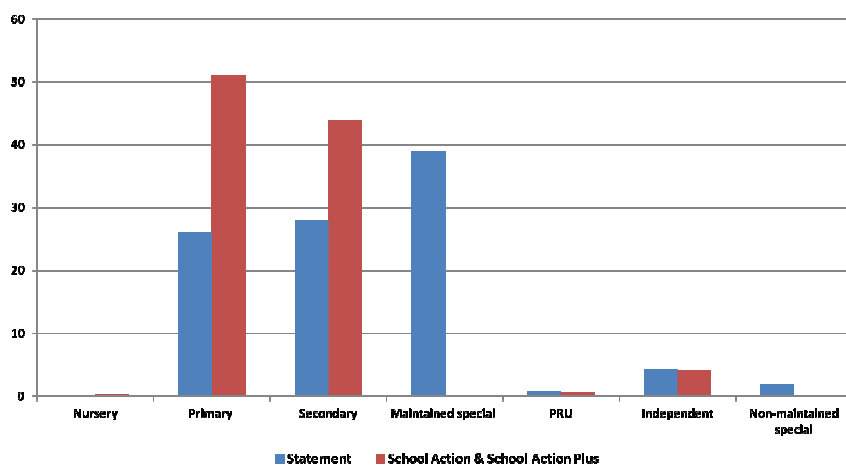
Pupils with statements 2007-2011

	2007	2008	2009	2010	2011
Pupils with statements	232,760	227,315	225,400	223,945	224,210
Pupils on roll	8,167,715	8,121,955	8,092,280	8,098,360	8,123,865
Incidence (%)	2.8	2.8	2.8	2.8	2.8

Pupils with School Action Plus and School Action 2207-2011

	2007	2008	2009	2010	2011
SEN provision - School Action	860,670	886,875	903,845	919,015	889,540
SEN provision - School Action Plus	418,160	447,465	472,810	503,050	500,155
Pupils with SEN without statements	1,344,505	1,402,895	1,447,205	1,481,035	1,449,685
Pupils on roll	8,167,715	8,121,955	8,092,280	8,098,360	8,123,865
Incidence (%)	16.5	17.3	17.9	18.3	17.8

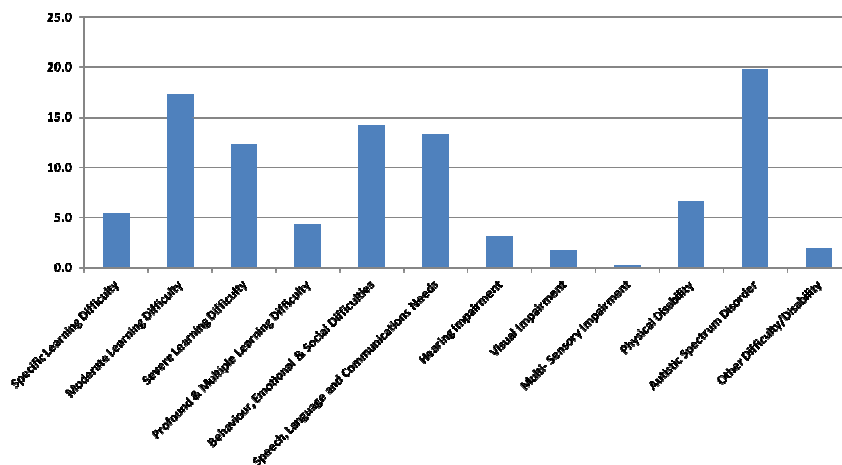
Location of pupils with SEN



SEN: Pupils with Statement or School Action Plus

Specific Learning Difficulty	5.4%
Moderate Learning Difficulty	17.3%
Severe Learning Difficulty	12.3%
Profound & Multiple Learning Difficulty	4.3%
Behaviour, Emotional & Social Difficulties	14.2%
Speech, Language and Communications Needs	13.3%
Hearing Impairment	3.1%
Visual Impairment	1.7%
Multi- Sensory Impairment	0.2%
Physical Disability	6.6%
Autistic Spectrum Disorder	19.8%
Other Difficulty/Disability	1.9%

SEN category: Statement/School Action Plus (%)



Pupil referral units

- This is an establishment maintained by a local authority which is specifically organised to provide education for children who are excluded, sick, or otherwise unable to attend a mainstream or special maintained school. There were 422 pupil referral units on 15 July 2011.
- All PRUs have a Teacher in Charge, similar to a mainstream school's headteacher, and a management committee, which acts like a school's governing body. Since 1 February 2008, all PRUs must have a management committee established according to regulations and guidance.
- Reserved provision is not subject to school organisation legislation. PRUs may also be referred to as [alternative provision](#).

PRUs as academies?

- On 27 February 2012 the Department opened the process for pupil referral units (PRUs) wishing to open as alternative provision (AP) academies from September 2012.
- We announced in the White Paper *The Importance of Teaching* that we would allow PRUs to become academies to help improve the quality of the AP sector.
- Initially, only those PRUs judged to be "performing well" are being invited to submit an interest to become an AP academy. This is the start of a programme that over time will offer the opportunity of academy freedoms to all PRUs. This information has been shared with all PRUs.
- You can find out more about the conversion process for PRUs, funding and eligibility in the [Academies work](#) section of the Department's website.

Major challenges

- Change of government – emphasis on extension of academies; greater powers for headteachers to exclude pupils with limited access to appeal process
- SEN
 - New single assessment process with a role for voluntary/community sector
 - A move away from inclusion in mainstream schools