Autonomy, Rights and Children with Special Needs: A New Paradigm?

Working Paper 1

An overview of statistics on SEN in England and ASN in Scotland

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Summary of key points

England

- Overall identification of SEN decreased from 21.1% of school population in 2010 to 14.4% in 2017. Since 2010, 2.8% of the pupil population has been provided with a statutory plan (statement of need or EHC plan).
- In 2017, 97% of pupils in special schools had a statement of needs/EHC Plan.
- England uses 13 categories of SEN.
- In 2017, the largest categories were Moderate Learning Difficulty, Speech, Language and Communication needs and Social, Emotional and Mental health difficulties. Between 2010 and 2016, fewer pupils were identified as having Moderate Learning Difficulties. There was also a shrinkage in the category of Behavioural, Emotional and Social difficulties (which was replaced by the category of Social, Emotional and Mental health difficulties).
- Overall, SEN was more likely to be identified in boys than girls, and in pupils who are eligible for free school meals.
- Gender and social deprivation disproportionalities were particularly evident in high-incidence non-normative categories (Learning difficulties, Social, Emotional and Mental health difficulties).
- Statutory plans (statements of need/EHC Plans) were more than twice as likely to be opened for those eligible for free school meals (6.3% of FSM pupils have a statutory plan, compared with 2.8% of the whole school population).
- Of all minority ethnic groups, pupils from Traveller and Black/Caribbean backgrounds had the highest rates of SEN identification. Rates of SEN identification for White British pupils were slightly above average. Rates for pupils of Bangladeshi heritage were lower than average and for those of Pakistani heritage were around the average. Pupils of Chinese and Indian heritage had the lowest rates of SEN identification.
- More than half of SEN tribunal appeals in 2015-16 (3,712 in total) concerned objection to the contents of a statement or EHC plan. Almost 40% of appeals concerned a pupil with Autistic Spectrum Disorder.
- There was a 35% increase in local authority refusals of requests to carry out EHC assessments between 2015 and 2016.

Scotland

- ASN identification rates increased from 10.4% of the school population in 2010 to 24.9% in 2016. Pupils with English as an Additional Language made up about 15% of the total ASN population in 2016 (equivalent to 40 pupils per 1000 school population). Use of statutory plans (Coordinated Support Plans) decreased from 0.5% of the school population in 2010 to 0.3% in 2016.
- In 2017, 13.6% of pupils in special schools had a CSP.
- Scotland uses 24 categories of ASN, described as reasons for support.

- In 2016, the largest categories were Social, Emotional and Behavioural Difficulties, followed by English as an Additional Language and other Moderate Learning Difficulty. Between 2010 and 2016, these categories grew most rapidly.
- Overall, twice as many boys as girls were identified as having ASN.
- ASN was more than twice as likely to be identified in pupils living in the most deprived neighbourhoods.
- Disproportionalities relating to gender and social deprivation were greater in high-incidence, non-normative categories (e.g. learning difficulties, social, emotional and behavioural difficulties), as opposed to low incidence, normative categories (e.g. visual and sensory impairments).
- Statutory plans (CSPs) were more than twice as likely to be opened for pupils with ASN living in the least deprived neighbourhoods compared with pupils living in the most deprived neighbourhoods.
- When EAL is excluded from the analysis, pupils from most minority ethnic backgrounds have below average rates of ASN identification. White Scottish pupils have slightly above average rates of identification and those from Gypsy/Traveller backgrounds have the highest rates of ASN identification.
- In 2015-16, there were only 62 references to the ASN tribunal. The majority concerned pupils with Autistic Spectrum Disorder and were in relation to placement requests.

Comparison of jurisdictions

Rates of identification

- In Scotland, almost twice as many children in the school population were identified as having ASN (25%) compared with the proportion of children identified in England as having SEN (14%).
- Children are about six times more likely to have a statutory support plan in England (2.8% of the total pupil population) compared with Scotland (0.3% of the total pupil population).

Use of plans and categorisation of types of difficulty

- Differences in ASN/SEN identification are largely explained by different planning and categorisation systems.
- In Scotland, a greater variety of plans are in use (CSP, IEP, Child Plan and other) compared with England (EHC plans and SEN support).
- Since adopting the umbrella term ASN to describe children with any type of additional support need, Scotland has expanded the number of ASN categories, currently using 24. Thirteen categories of SEN are used in England.

- English as an Additional Language (EAL) is counted as an ASN category in Scotland, representing about 15% of all ASNs, but is not counted as an SEN category in England. When pupils with ASN are removed from the analysis, the rate of ASN identification in Scotland drops from 24.9% to 20.9%.

Disproportionalities in rates of identification

- In both countries, boys and pupils from deprived backgrounds are more likely to be identified as having ASN/SEN compared with girls and those from less deprived backgrounds. These disproportionalities are most evident in high incidence non-normative categories such as social emotional and behavioural difficulties/social, emotional and mental health difficulties.

- Looked after children in both England and Scotland are more likely to have ASN/SEN compared with others. In Scotland, the overall identification rate is higher (81.7%) than in England (57.3%). This is because in Scotland there is a presumption that looked after children have ASN.

- It is difficult to make comparisons by ethnicity between Scotland and England because of differences in the ethnic composition of the two countries and the categories of SEN/ASN that are used. In England, pupils of Caribbean heritage have above average rates of SEN identification. Pupils of Pakistani heritage have average rates of identification, while pupils of Bangladeshi heritage have below average rates of identification. In England, pupils of Indian and Chinese heritage have the lowest rates of any ethnic group. In Scotland, Polish pupils are very likely to have EAL needs identified. When English as an Additional Language is excluded from the analysis, all pupils from a minority ethnic background, have below average rates of identification. In both countries, the indigenous population (White British and White Scottish) have slightly above average rates of identification. Pupils from Gypsy Traveller and Roma backgrounds have much higher rates than the average.

Appeals

- In 2015-16, 3,712 appeals were registered by the SEND tribunal in England (4.3 pupils/10,000 total pupil population) and over this period there were 62 references to the ASN Tribunal (0.9 pupils/10,000 total pupil population). This indicates that, per head of population, there were almost five times as many tribunal appeals in England as in Scotland.
- More than half of SEN tribunal appeals in 2015-16 concerned objection to the contents of a statement or EHC plan. Almost 40% of references to the Additional Support Needs Tribunals for Scotland concerned a pupil with Autistic Spectrum Disorder and were in relation to placing requests.

Methods

There are notable differences between England and Scotland in the prevalence and characteristics of ASN/SEN in the school population. The aim of this section is to highlight aspects of data collection, presentation of statistics and differences in definitions which could significantly influence the information presented in each jurisdiction. Specific terminology used in this document are the terms used by the respective governments.

Pupils' needs are recorded differently in each country. In England, only a pupil's primary need is recorded in the statistics - a pupil with multiple needs would only be recorded according to which of their needs was deemed the greatest. In Scotland, multiple needs are recorded, which means a single pupil with multiple needs would be recorded in multiple categories. A discrete category 'Any type of ASN' is also recorded, which avoids multiple counting.

Multiple plans per pupil are possible in Scotland, but not in England. Qualification criteria for plans are also different, contributing to (for example) differences in statutory plan rates across jurisdictions.

Categories of difficulty/reasons for support are different in each country. Scotland uses 24 reasons for support, including some that do not exist in England, such as 'more able child' and 'young carer'. English as an additional language is also considered to be an ASN in its own right in Scotland, but not in England. In England, only 13 categories are used.

Inclusion criteria for ASN/SEN are also different in each country. In Scotland, looked after children are considered to have ASN by default and the onus is on the local authority to demonstrate otherwise. This is not the case in England.

Social deprivation indicators are different in each jurisdiction. England uses free school meal eligibility (a measure based on the circumstances of the individual), whereas Scotland uses the Scottish Index of Multiple Deprivation (SIMD), a neighbourhood, rather than individual, measure of deprivation. HMRC data shows that over 50% of children from low income households live outside SIMD20 (the most deprived areas).

1 Introduction

This paper provides statistical information on children who have been identified as having special educational needs (SEN) (in England) or additional support needs (ASN) (in Scotland).

1.1 Definitions

1.1.1 Scotland

In Scotland, The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009), considers a child as having additional support needs when "the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person." (Scottish Government, 2010).

Under this legislation, local authorities are required to assess the requirements of any child requiring additional learning support. Pupils with multiple, complex, ongoing needs requiring input from more than one external agency may be eligible for a Coordinated Support Plan (CSP). A CSP is a statutory document prepared by the education authority when a child or young person requires significant additional support from the education authority and at least one other agency from outwith education in order to benefit from education. The Supporting Children's Learning Code of Practice (Scottish Government, 2010 updated 2017) explains the eligibility criteria for CSPs and their application in greater detail (https://consult.scotland.gov.uk/supporting-learners/code-ofpractice/user_uploads/95216_sct0517425858-1_learningcode.pdf)

Children who have additional needs but do not qualify for a CSP may be provided with a different type of plan by the local authority, such as an Individualised Education Programme (IEP). An IEP is a written plan setting short-term and long-term targets which the child is expected to achieve. These plans are solely advisory and carry no legal status. An IEP should contain details of the child's additional needs, learning objectives, and information regarding resources and support. A pupil with a CSP/IEP may also have a Child Plan, developed as part of the Scottish Government's G*etting it Right for Every Child* (GIRFEC) programme, which focuses on child wellbeing http://www.gov.scot/Topics/People/Young-People/gettingitright. Wellbeing outcomes are measured by the following eight indicators: safe, healthy, achieving, nurtured, active, respected, responsible and included. A CSP may form a discrete section of a Child Plan. Education authorities may also use a range of local plans, which are classified as 'other'. These include Multi-Agency Support Plans, Education Support Plans, Behaviour Support Plans and Looked After Children Support Plans.

1.1.2 England

In England, the most recent special educational needs and disability (SEND) provisions were defined in the Children and Families Act 2014, introduced on 1 September 2014. From this date, newly assessed children with special educational needs are allocated to one of the following categories: *SEN support* or *Education, Health and Care (EHC) plan.*

SEN support replaces the previous categories of *School Action* and *School Action Plus* and is defined as support provided to the child that is additional to the school's usual curriculum. SEN support is advisory and is not legally binding.

EHC plans replace the previous *Statement of Needs.* EHC plans are documents which describe the child's needs and additional help they require. By law, a formal assessment must be carried out by the local authority if the child has, or may have, special educational needs and if it may be necessary for provision to be made for that child in accordance with an EHC plan. However, the local authority may decide to refuse an assessment request. If a decision is made to assess, the local authority is required to seek advice and information from a range of appropriate sources (e.g., the child/parent themselves and educational, medical and psychological advice). Based on this advice, the local authority can decide to issue an EHC plan or not. EHC plans are legally binding and subject to ongoing monitoring and assessment. Children with Statements issued prior to 2014 are currently being moved on to EHC plans.
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

1.2 Data sources

Scottish statistics in this document are provided by the Scottish Government. Updates to this information are published annually in December. The figures presented in this paper were published in December 2016. English statistics are provided by the Department of Education and are updated annually in July. The figures presented here were published in July 2017. Links to data sources are provided in the section called 'Links to useful documents' at the end of this paper. In order to complete this report, researchers requested additional unpublished data from the Scottish Government and the DfE.

2 Overview of SEN/ASN in England and Scotland

2.1 Total SEN/ASN numbers and statutory plans

This section provides an overview of total SEN/ASN pupil numbers in England and Scotland. **Table 1** and **Figure 1** show the total ASN/SEN pupils as a percentage of total pupils from 2007 to 2016.

In England, the number of pupils identified as having SEN increased slowly from 2007, reaching its maximum in 2010. Since then, the number of children with SEN in England has decreased steadily year on year from its peak of 21.1% of all pupils in 2010 to 14.4% in 2017.

In Scotland, the opposite trend has emerged. ASN numbers in Scotland were 5.3% of the total school population in 2007 and increased slowly to 6.5% in 2009. At this point, ASN numbers increased sharply year on year, reaching 24.9% of all pupils in 2016. This increase is due predominately to changes in the way ASNs are classified and recorded, which took effect in 2010.

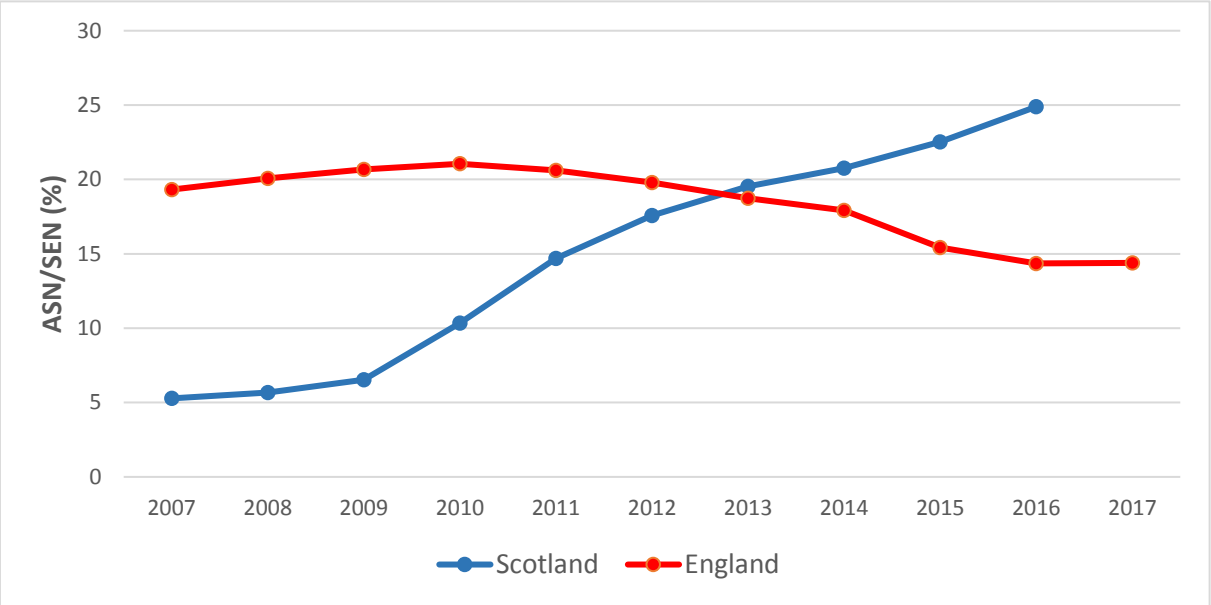
While there has been a decrease in the use of statutory plans since 2004, (see below for further discussion), a plethora of additional support plans have grown up, some of which are nationally recognised and some of which are peculiar to individual local authorities. These include Behaviour Support Plans, Looked After Child's Plans, Individualised Educational Plans, Multi-Agency Support Plans, Additional Support Plans, Young Carer's Plan, More Able Child's Plan and so on. Under the Children and Young People (Scotland) Act 2014, all of these plans are intended to be incorporated into an over-arching Child Plan.

Table 1: Children with SEN/ASN as a percentage of the total school population in England and Scotland

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
SCOTLAND											
Total pupils	692,215	681,573	676,740	673,133	670,511	671,218	673,530	676,955	680,007	684,415	
ASN pupils	36,542	38,716	44,177	69,587	98,523	118,034	131,621	140,542	153,192	170,329	
Incidence (%)	5.28	5.68	6.53	10.34	14.69	17.59	19.54	20.76	22.53	24.89	
ENGLAND											
Total pupils	8,167,715	8,121,955	8,092,280	8,098,360	8,123,865	8,178,200	8,249,810	8,331,385	8,438,145	8,559,540	8,669,080
SEN pupils	1,577,265	1,630,210	1,672,610	1,704,980	1,673,895	1,618,340	1,545,610	1,492,950	1,301,445	1,228,785	1,244,255
Incidence (%)	19.3	20.1	20.7	21.1	20.6	19.8	18.7	17.9	15.4	14.4	14.4

Source: DfE, 2017; Scottish Government, 2016

Figure 1: Children with SEN/ASN as a percentage of the total school population in England and Scotland



Source: DfE, 2017; Scottish Government, 2016

Even though the overall number of pupils with ASN has been increasing in Scotland while the number of pupils with SEN has been decreasing in England, the opposite trend has occurred with respect to statutory plans. The percentage of the total school population in Scotland with a CSP has decreased from 0.5% in 2010 to 0.3% in 2016, while in England, the percentage has remained stable at 2.8% (see **Figure 2** and **Table 2**).

The proportion of ASN pupils with CSPs in Scotland has decreased year-on-year from 5% in 2010 to 1.4% in 2016. In England meanwhile, the percentage of SEN pupils with statutory plans has risen from 13.1% in 2010 to 19.5% in 2017 (see **Figure 3**).

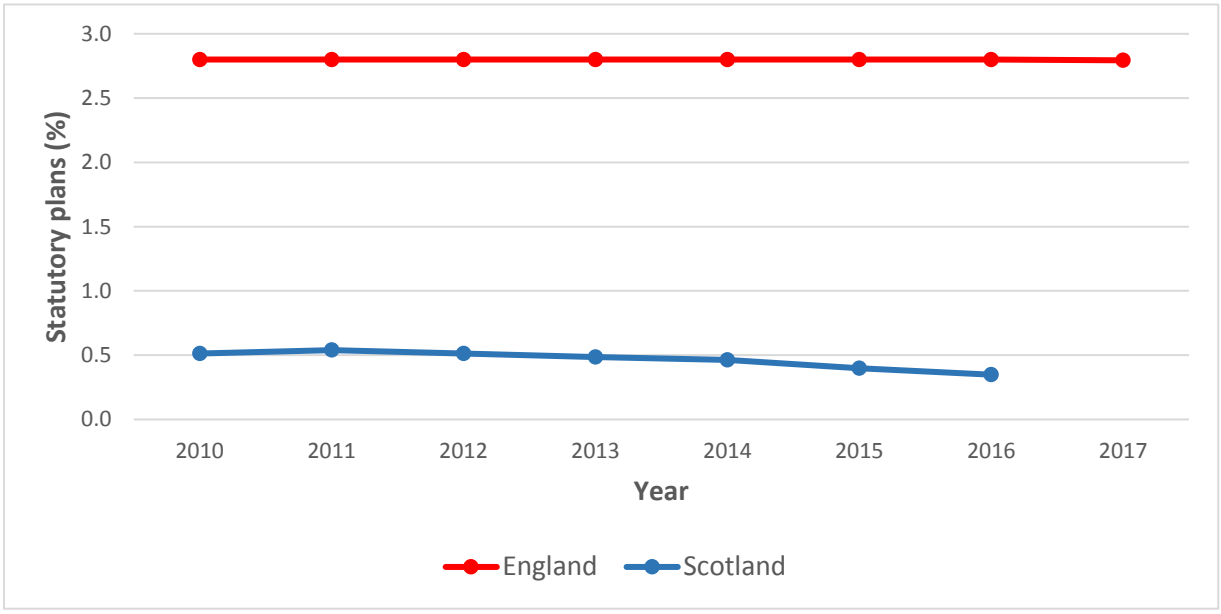
This is an important difference between the countries. While almost a fifth of SEN pupils in England have a statutory support plan, less than two percent of ASN pupils in Scotland have equivalent legislative protection.

Table 2: Percentage of whole school population with statutory plans in England and Scotland

	2010	2011	2012	2013	2014	2015	2016	2017
SCOTLAND								
Total pupils	673,133	670,511	671,218	673,530	676,955	680,007	684,415	
Statutory plans	3,458	3,617	3,448	3,279	3,128	2,716	2,385	
Incidence (%)	0.5	0.5	0.5	0.5	0.5	0.4	0.3	
ENGLAND								
Total pupils	8,098,360	8,123,865	8,178,200	8,249,810	8,331,385	8,438,145	8,559,540	8,669,080
Statutory plans	223,945	224,210	226,125	229,390	232,190	236,165	236,805	242,185
Incidence (%)	2.8	2.8	2.8	2.8	2.8	2.8	2.8	2.8

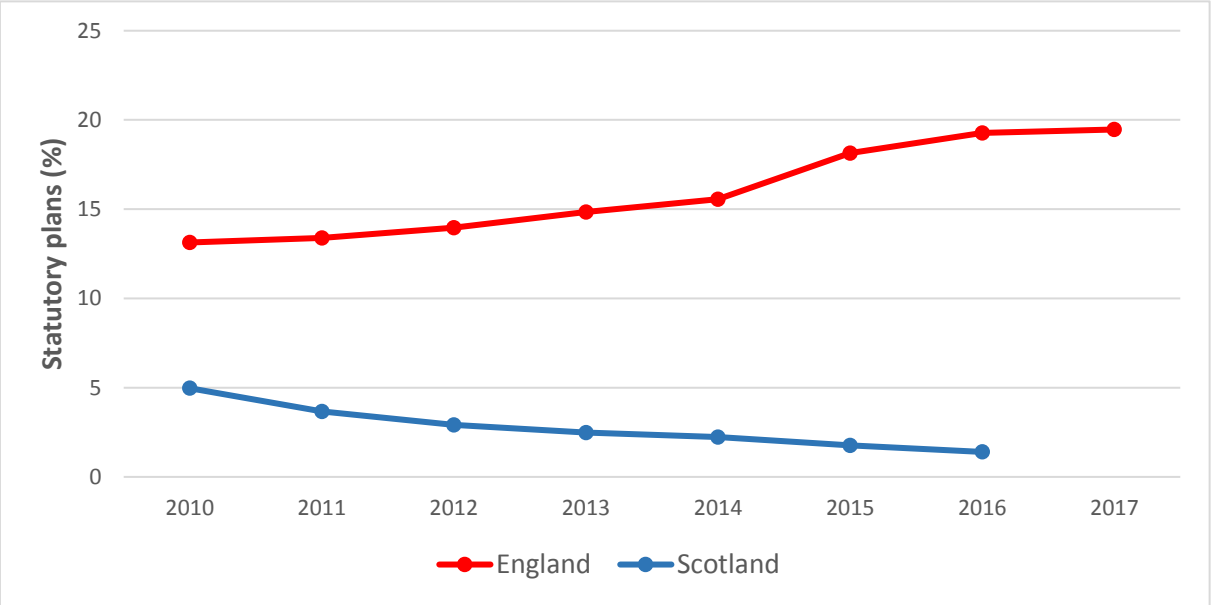
Source: DfE, 2017; Scottish Government, 2016.

Figure 2: Percentage of whole school population with statutory plans in England and Scotland



Source: DfE, 2017; Scottish Government, 2016.

Figure 3: SEN/ASN pupils with statutory plans as percentage of all SEN/ASN pupils in England and Scotland



Source: DfE, 2017; Scottish Government, 2016.

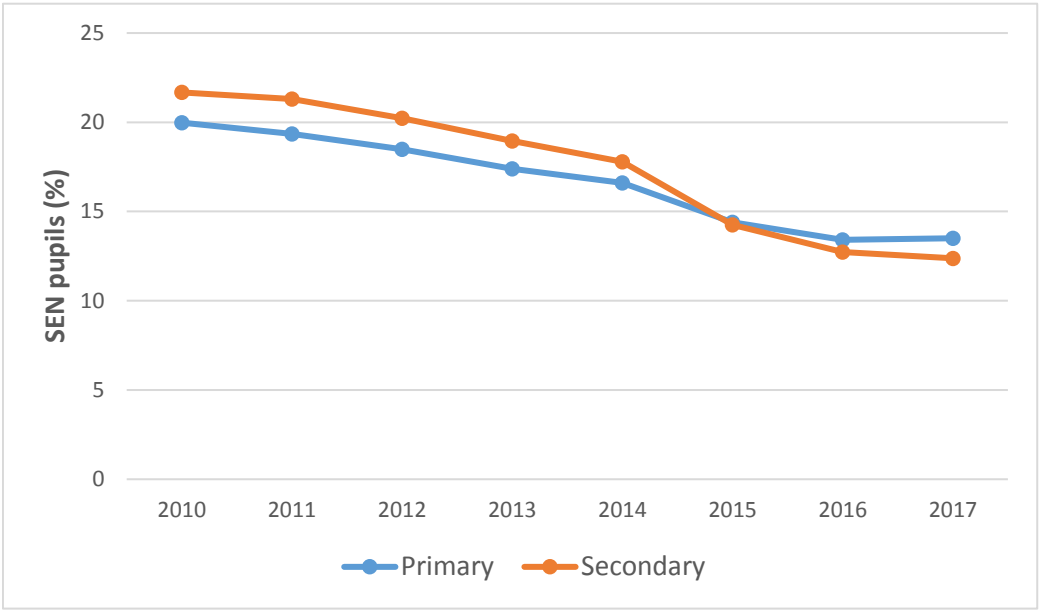
2.2 SEN/ASN in primary and secondary schools

The overall trend of increasing ASN identification in Scotland and decreasing SEN identification in England is evident at both primary and secondary stages (see **Figure 4** and **Figure 5**).

There are however, some differences between countries. In England, overall rates of SEN are higher in primary pupils (13.5% in 2017) than in secondary schools (12.4% in 2017). Identification of SEN in primary school overtook the level in secondary school in 2015.Whereas the rate in secondary school has dropped year-on-year, there has been a marginal increase in primary school, from 13.4% in 2016 to 13.5% in 2017 (see **Figure 4**). The decrease in identification at secondary level reflects advice in an Ofsted report of 2010, which suggested that the SEN net was being cast too widely, and many pupils would benefit from better teaching rather than SEN identification

http://dera.ioe.ac.uk/1145/1/Special%20education%20needs%20and%20disability%20review.pdf

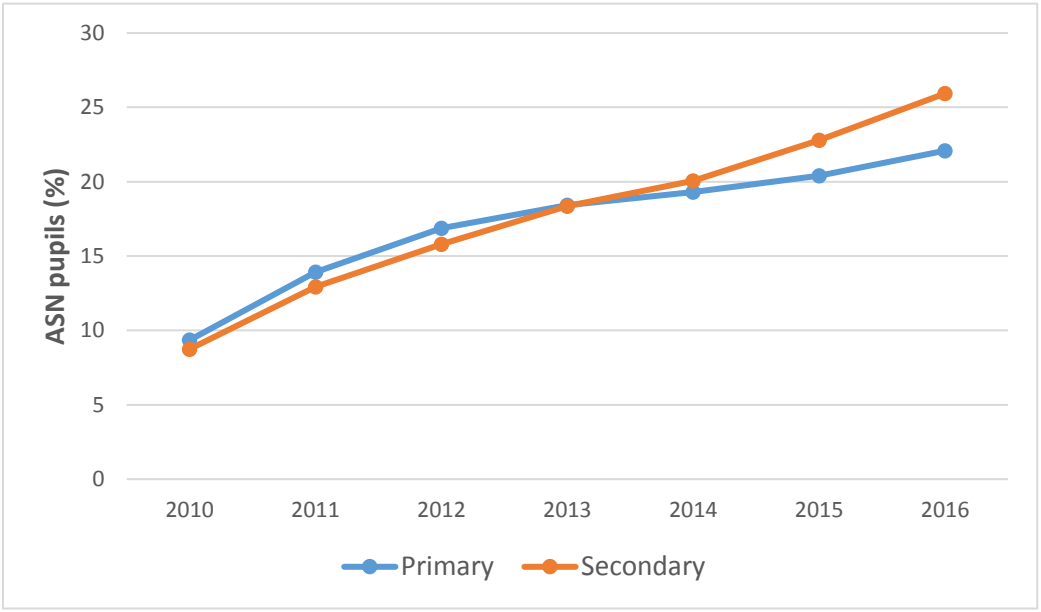
Figure 4: Percentage of all pupils with SEN in England by primary and secondary school



Source: DfE, 2017.

In Scotland, the opposite trend has occurred. Rates of ASN identification are greater at secondary school compared with primary school (25.9% versus 22.1% in 2016). From 2010 to 2013, ASN rates in primary and secondary schools closely mirrored each other. However, the rate of ASN in secondary schools equalled primary school rates in 2013 and has been higher since. The magnitude of the gap has also increased from 2014 to 2016, as shown in **Figure 5**.

Figure 5: Percentage of ASN pupils in Scotland by primary and secondary school



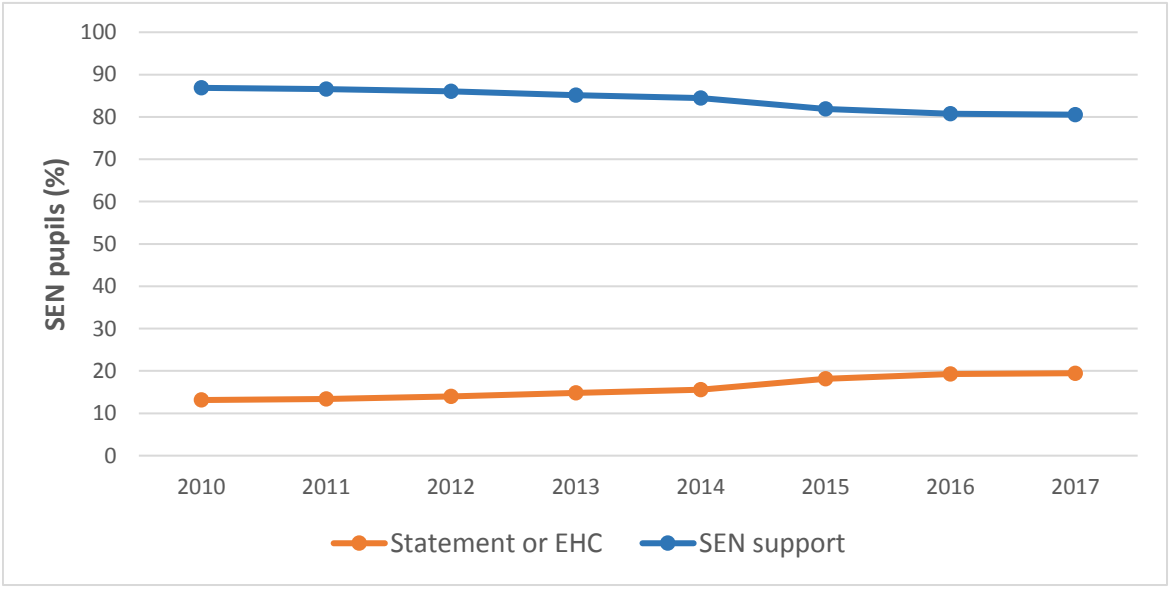
Source: Scottish Government, 2016.

3 Characteristics of SEN pupils in England

As noted above, the percentage of pupils with SEN in England peaked in 2010 and has been decreasing year on year since, reaching its current level of 14.4% of the total pupil population (see **Table 1**). This section profiles SEN pupils in greater depth, examining the data in relation to type of support, type of need and associated factors such as gender, ethnicity and social disadvantage (measured by free school meals entitlement).

The proportion of SEN pupils with a statutory support plan has increased. In 2010, 13.1% of SEN pupils had either a statement or EHC plan, a figure which rose to 19.5% by 2017 (see **Figure 6**).

Figure 6: SEN pupils by SEN designation in England, 2010-2017

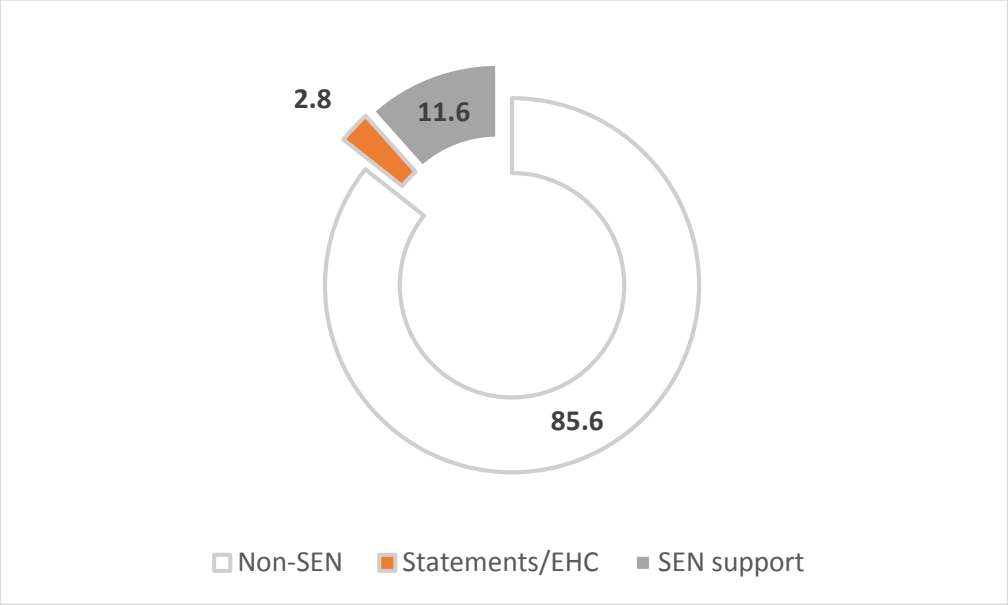


Source: DfE, 2017

Figure 7 shows the percentage of school pupils with different types of SEN status in 2017. 2.8% of pupils in England have a statement or EHC plan, a figure which has remained the same since 2010. Pupils on SEN support make up 11.6% of the school population in England, while 85.6% of pupils have no identified special need.

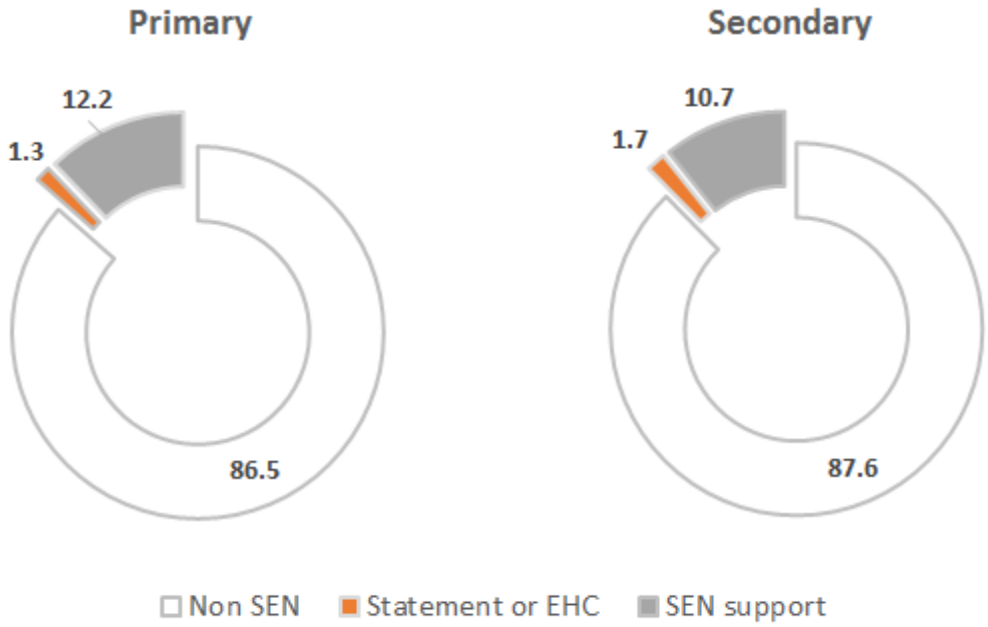
When mainstream primary and secondary school data are examined separately, the percentage of SEN pupils and those with a statement or EHC plan reduces slightly (see **Figure 8**). The reduction is due to pupils in special schools (all of whom have SEN) increasing the overall average figures.

Figure 7: Classification of all pupils by SEN designation in England, 2017



Source: DfE, 2017.

Figure 8: Classification of primary and secondary pupils by SEN designation in England, 2017



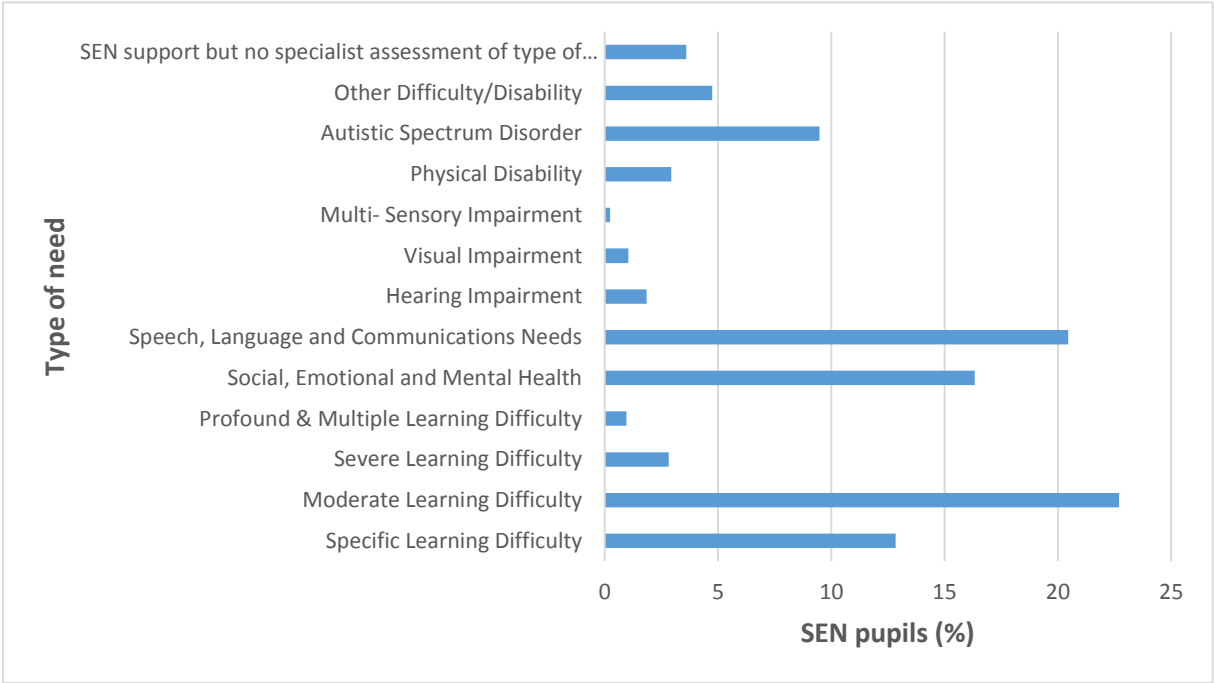
Source: DfE, 2017.

3.1 Type of need

In England, there are currently 13 categories of special educational need (see **Figure 9**). In 2015, two significant changes were made to SEN categorisation. The category 'Behaviour, Emotional and Social Difficulties (BESD)' was removed and 'Social, Emotional and Mental Health (SEMH)' was added. The new code of SEMH is not intended to be a direct replacement of BESD. An additional code called 'SEN support but no specialist assessment of need' was also added, to account for children with SEN support but who are yet to be assessed for type of need. These changes mean pre- and post-2015 data are not directly comparable.

Four of the thirteen categories of SEN account for approximately three quarters of SEN pupils. The most common primary need is Moderate Learning Difficulty, with 22.7% of SEN pupils falling into this category. This is followed by Speech, Language and Communications Needs (20.5%), Social, Emotional and Mental Health (16.3%) and Specific Learning Difficulty (12.8%).

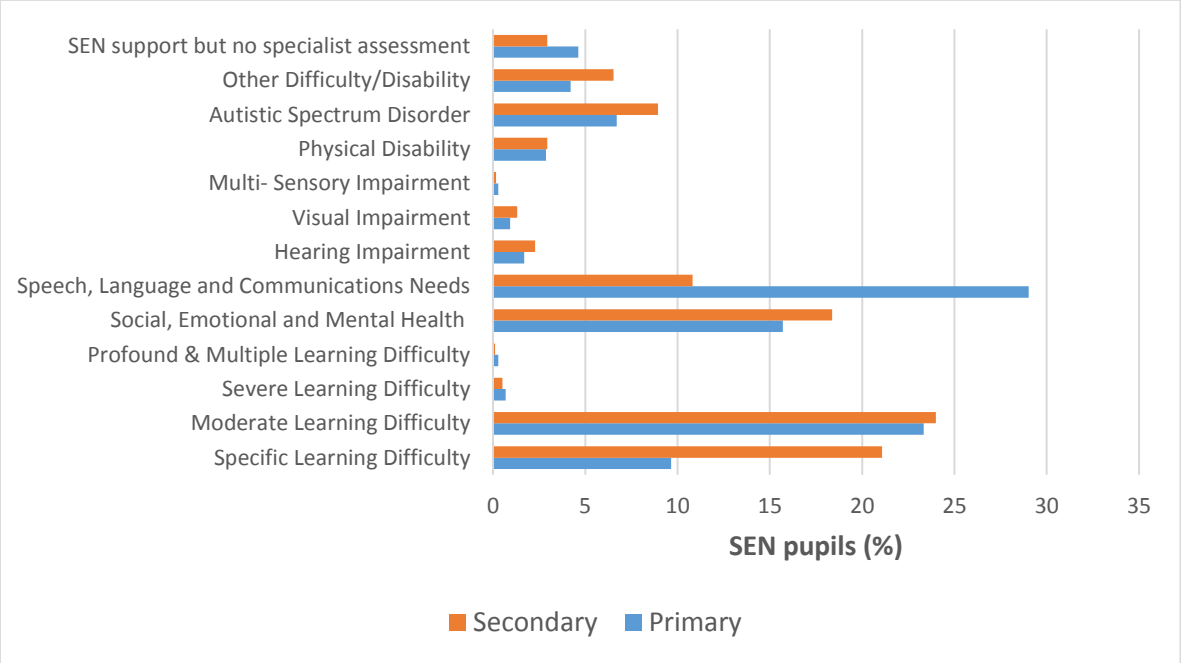
Figure 9: SEN pupils by each type of primary need in England, 2017



Source: DfE, 2017.

Figure 10 shows the same data as above, split into primary and secondary school pupils with SEN. Overall rates of SEN are broadly comparable between primary and secondary school pupils across all categories, with two notable exceptions. The identification of Speech, Language and Communication Needs in primary schools (29% of all SEN) is almost triple the proportion in secondary schools (10.8% of total SEN). Children with Specific Learning Difficulty make up 21.1% of the total SEN population in secondary school, more than double the proportion found in primary schools (9.7%).

Figure 10: Percentage of Primary and Secondary SEN pupils with different types of need in England, 2017

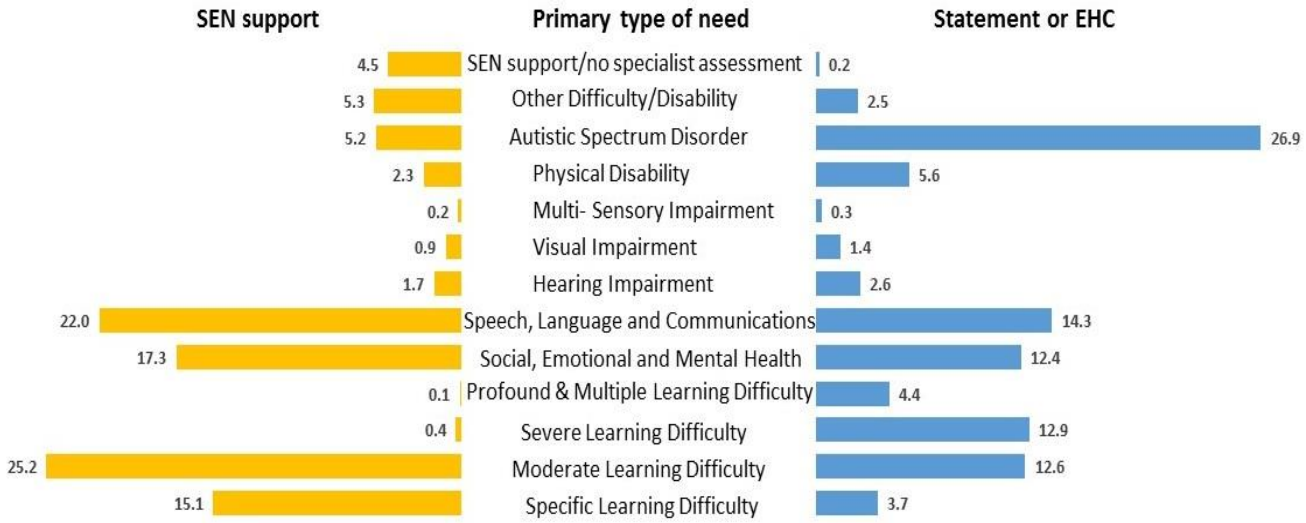


Source: DfE, 2017.

Figure 11 shows the proportion of SEN children by type of need separated into those receiving either SEN support or having a Statement or EHC Plan. The most prevalent type of need for pupils receiving SEN support is Moderate Learning Difficulty, with a quarter of pupils receiving SEN support being classified with this type of primary need. The next most prevalent categories among pupils receiving SEN support are Speech, Language and Communication Needs (22%), Social, Emotional and Mental Health Needs (17.3%) and Specific Learning Difficulty (15.1%).

The most prevalent category of primary need for pupils with an EHC plan is Autistic Spectrum Disorder (26.9%). The majority of the remaining EHC plan pupils are almost equally distributed between Speech, Language and Communication Needs (14.3%), Severe Learning Difficulty (12.9%), Moderate Learning Difficulty (12.6%) and Social, Emotional and Mental Health Needs (12.4%).

Figure 11: Percentage of SEN pupils shown by primary type of need and SEN designation

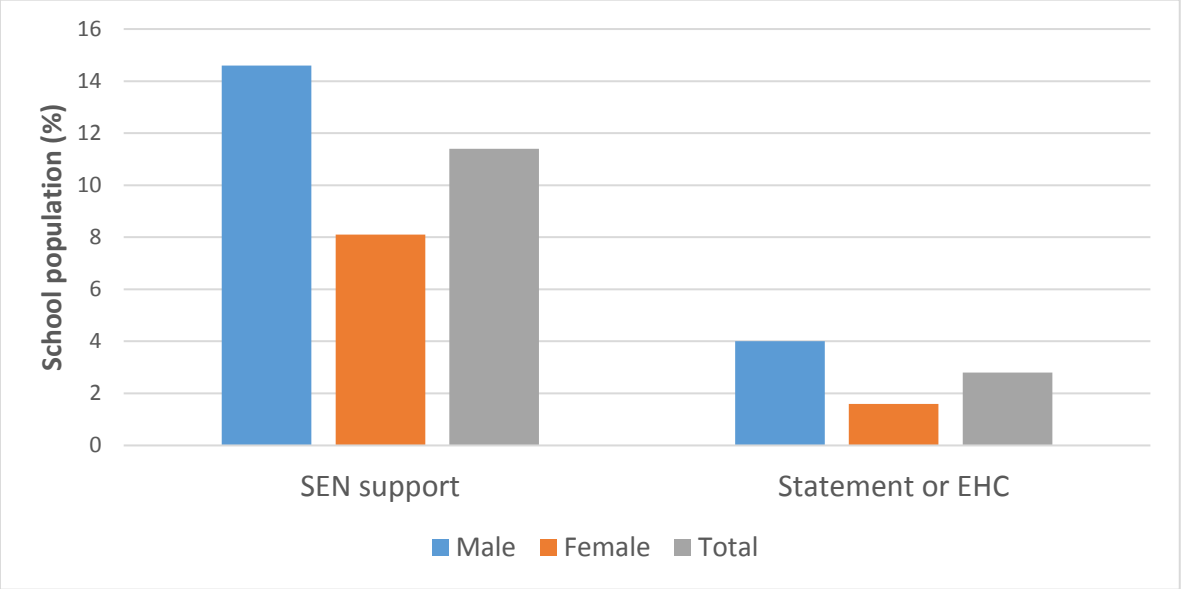


Source: DfE, 2017.
SEN support and statement/EHC plan are discrete groups; SEN pupils receive either SEN support or a statutory plan.

3.2 Gender

In England, the identification of special educational needs is higher in boys than girls, in both SEN support and Statement/EHC plan designations. In 2017, 14.6% of all boys and 8.1% of all girls at school were receiving SEN support, equating to 11.4% of the school population. Four per cent of all boys and 1.6% of all girls had either a statement or EHC plan, which equals 2.8% of the whole school population (**see Figure 12**).

Figure 12: SEN pupils in England by gender and SEN designation in England, 2017

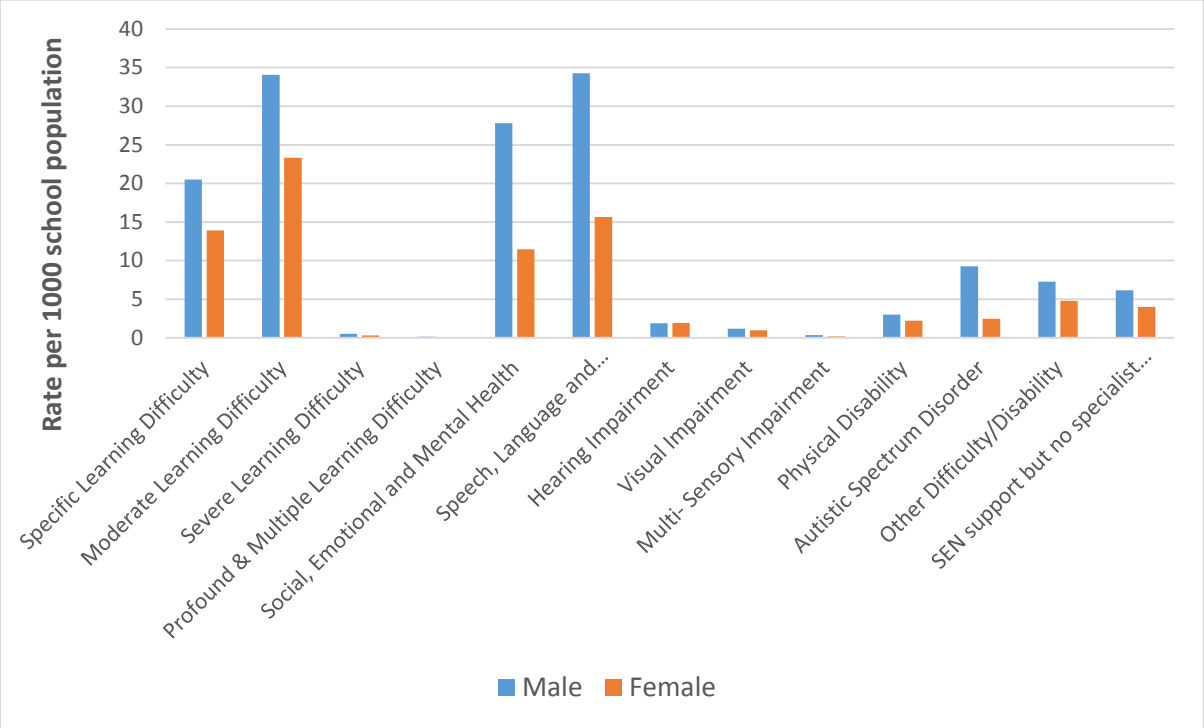


Source: DfE, 2017.

Figure 13 and **Figure 14** provide a more detailed look at gender differences by primary type of need, showing the distribution of SEN types for each gender. **Figure 13** shows this information for pupils in receipt of SEN support, while **Figure 14** shows this information for pupils with a statement or EHC plan.

For pupils receiving SEN support, more boys than girls are identified in every SEN category apart from hearing impairment, and in this category, the difference is negligible (1.92 girls per thousand, versus 1.87 boys per thousand school population). The main difference that emerges is the magnitude of difference between males and females. In some categories, the difference is small (e.g., Hearing and Visual Impairments and Physical Disability) and in other categories, the difference is larger. The largest discrepancy is found in the Autistic Spectrum Disorder category, which has 3.9x more males than females. This is followed by Social, Emotional and Mental Health difficulties (2.4 more males than females) and Speech, Language and Communication needs (2.1 more males than females).

Figure 13: SEN support pupils by type of need and gender, England 2017

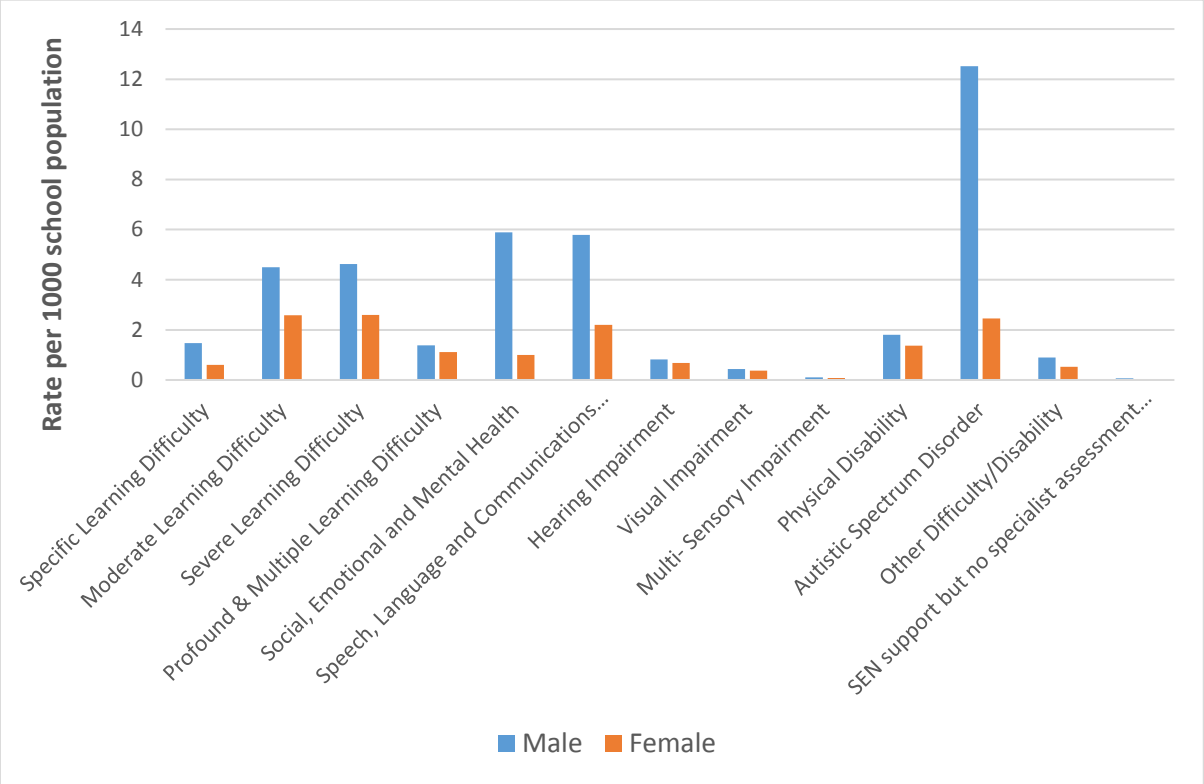


Source: DfE, 2017.

For pupils who have a statement or EHC plan (**Figure 14**), the picture mirrors the situation for SEN support. There are more boys than girls in every category of SEN. As above, the discrepancy between categories is the magnitude of the difference between the genders. In some categories, such as Hearing and Visual impairment or Severe Learning Difficulty, the difference is small. In other categories, the identification of males is much higher. The largest difference between genders is found in the Social, Emotional and Mental Health category, which has 5.9x more males than females. This is followed by Autistic Spectrum Disorder, with 5.1x more males and Speech, Language and Communication difficulties, with 2.6x more males than females recorded in this category.

To summarise, boys are almost twice as likely to be identified as having SEN, and in almost all types of difficulty boys outnumber girls. In the case of low incidence normative difficulties, there are only marginally more boys than girls, whereas in relation to high incidence non-normative difficulties, there are more than twice as many boys as girls. For pupils with statutory plans, their gender disparity is particularly marked, with boys outnumbering girls by a factor of five on some categories.

Figure 14: Pupils with statutory plans by type of need and gender, England 2017



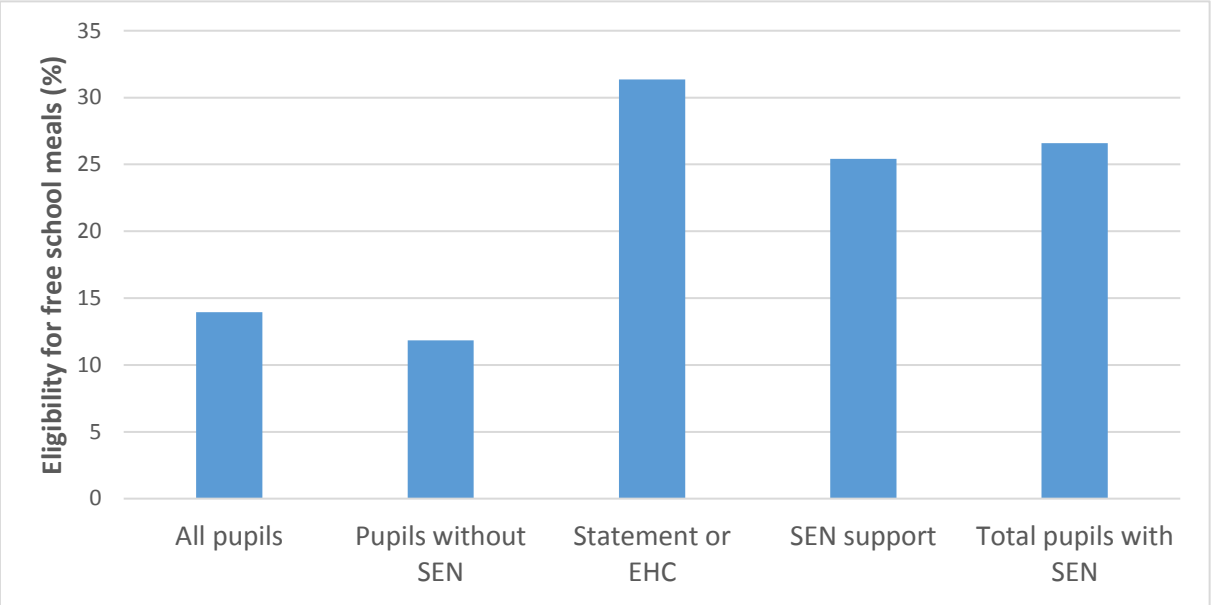
Source: DfE, 2017. Statutory plans = Statements and EHC plans

3.3 Social deprivation

The primary measure of social deprivation used in SEN statistics in England is eligibility for - and claiming of - free school meals (FSM). Children whose parents or guardian receive any of a specified range of benefits (e.g., Income Support or Universal Credit) may be entitled to FSM. Free School Meal entitlement is a measure of family material deprivation, and is used as a proxy measure of social class. Data are also gathered by the Dept of Communities and Local Government on neighbourhood deprivation (IMD), which is equivalent to the Scottish Index of Multiple Deprivation, but these data are not linked to SEN statistics.

In January 2016, 13.9% of all pupils were eligible for and claiming free schools meals, the lowest figure since this information was first collected (**Figure 15**). Overall, pupils with SEN are more likely to be in receipt of FSM (26.6% of all SEN pupils) when compared with pupils without SEN (11.8% of non-SEN pupils). Similarly, pupils with a statement or EHC plan are more likely to be claiming FSM (31.4% of pupil with a statutory plan) when compared with pupils on SEN support (25.4% of these pupils). This indicates that pupils who experience social deprivation have a greater likelihood of being identified as having a special educational need, particularly when the need is deemed to warrant a statutory plan.

Figure 15: Percentage of pupils who are eligible for and claiming free school meals by pupil group in England, 2017



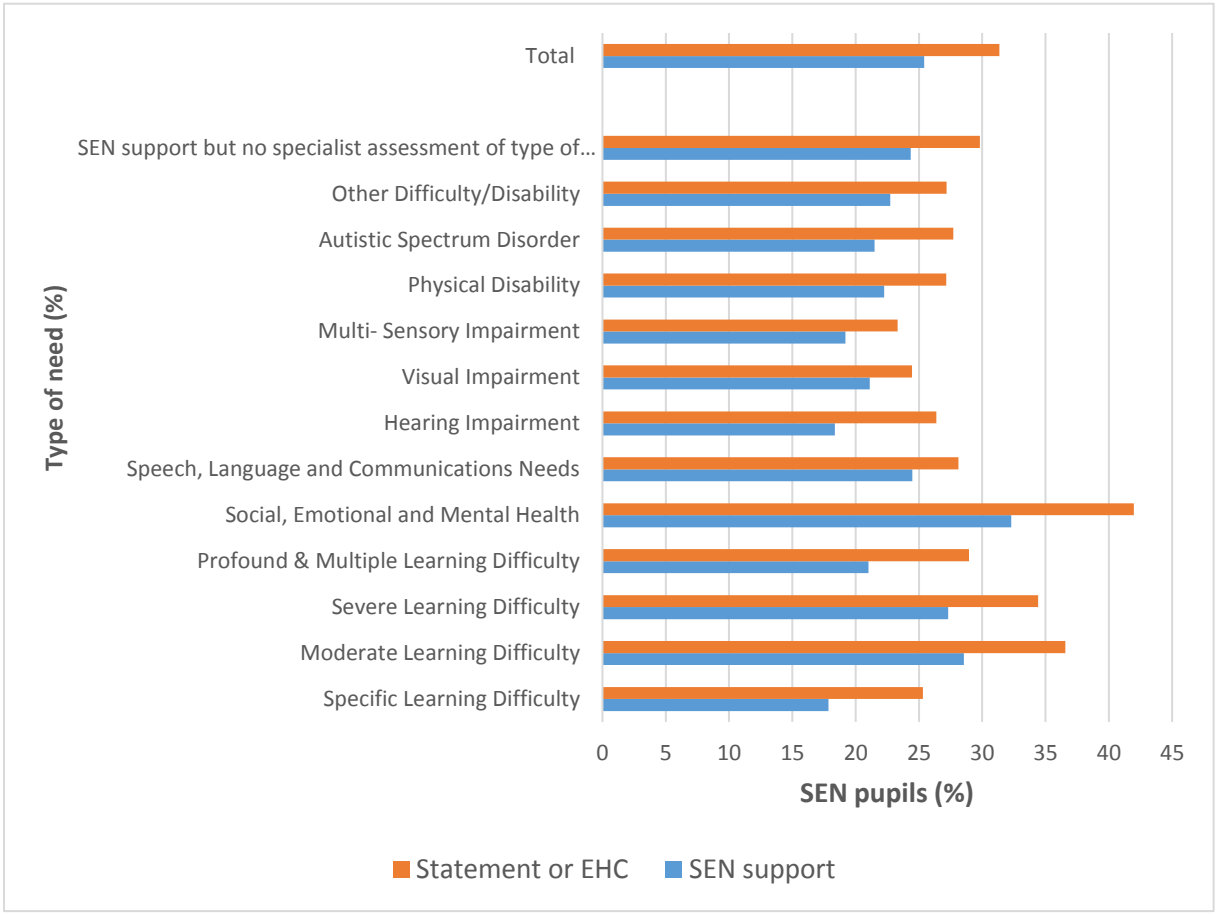
Source: DfE, 2017.

Figure 16 shows the percentage of pupils in each SEN category who are eligible for FSM, broken down into the two categories of SEN support and statement/EHC plan.

In every category of special educational need, the proportion of pupils with that particular need who are eligible for FSM is higher than the proportion eligible for FSM in the total school population. However, the size of the disparity differs between categories of SEN. For example, of pupils who have Hearing Impairment, 18.8% (on SEN support) and 26.6% (with a statement or EHC) meet FSM criteria, versus 13.9% of the overall school population. In contrast, of pupils with Social, Emotional and Mental Health Needs, 33% (on SEN support) and 42.5% (with a statement or EHC) meet FSM criteria. This indicates that some categories of SEN, particularly those which are high incidence and non-normative, are associated with social deprivation more than others.

Furthermore, the proportion of pupils with a statement or EHC who are eligible for FSM is higher than the proportion of SEN support pupils in every category of SEN. This indicates that pupils who experience social deprivation to the extent of meeting FSM criteria are more likely to be in receipt of a statutory plan than those receiving SEN support. We do not wish to imply causality here; it is not possible to elaborate on the nature of the association between social deprivation and SEN, or other factors that may be contributing to the FSM/SEN status of the child.

Figure 16: Percentage of SEN pupils by free school meal eligibility in England, 2017



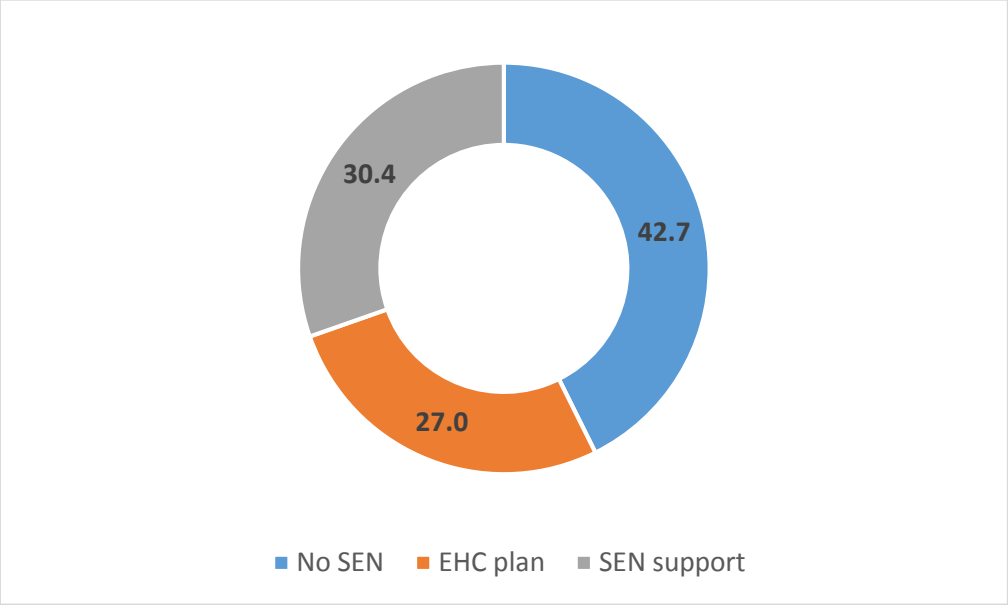
Source: DfE, 2017.

3.4 Looked after children

In England, under the Children Act 1989, a child is legally defined as 'looked after' if he or she is provided with accommodation for a continuous period of more than 24 hours, or is subject to a care or placement order. The Government collects statistics on looked after children who have had this status for a minimum of twelve months. In 2017, 35,260 pupils were defined as looked after, which equates 0.4% of the school population.

Looked after children are more likely to have SEN than the general school population. Overall, 57.3% of looked after pupils have SEN status, compared with 14.4% of the general school population. As shown in **Figure 17**, 27% of looked after children have a statement or EHC plan (versus 2.8% of the general school population), and 30.4% of looked after children receive SEN support (versus 11.6% of the general school population).

Figure 17: Classification of looked after pupils by SEN designation in England, 2017



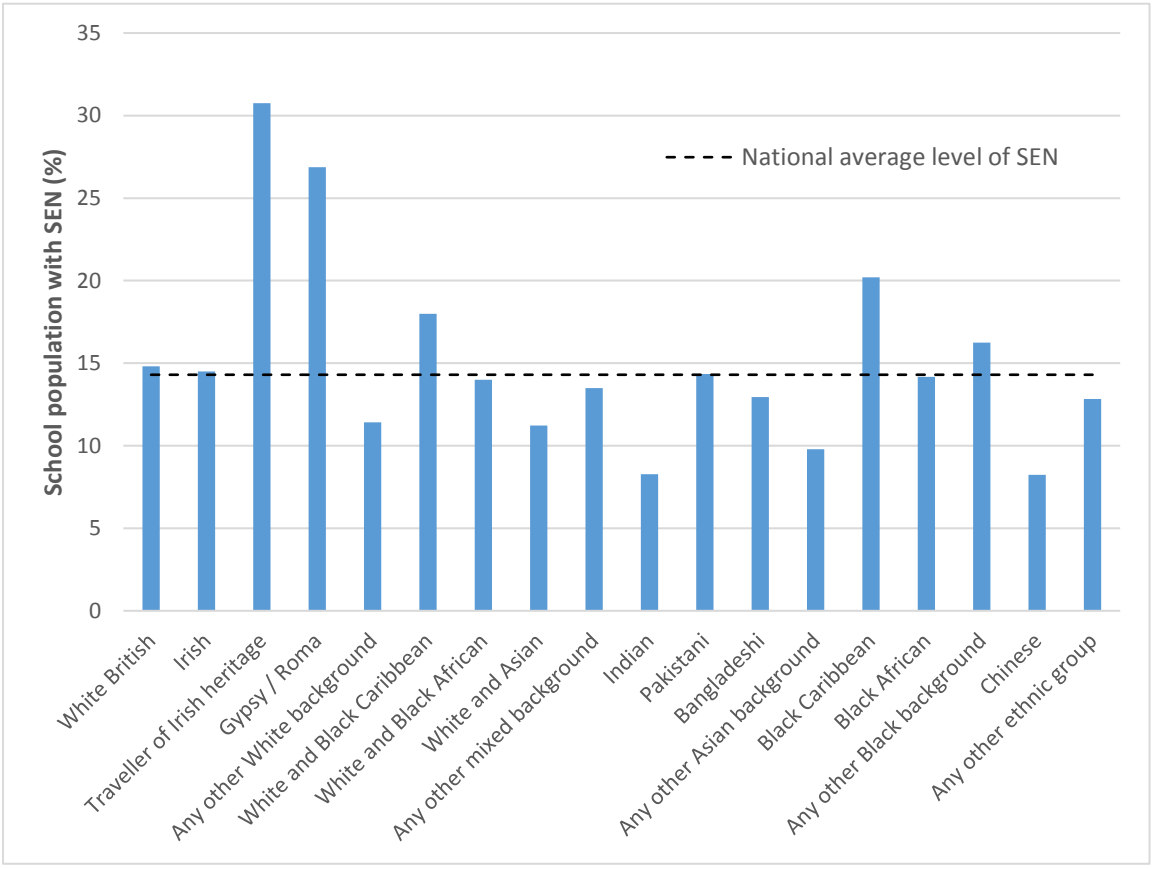
Source: DfE, 2017.

3.5 Ethnicity

The overall rate of SEN in English school children is currently 14.4%. This masks considerable variation between different ethnic groups (see **Figure 18**). Travellers of Irish heritage and Gypsy/Roma groups have the highest levels of SEN, at 30.8% and 26.9% respectively. Black Caribbean (20.2%), White/Black Caribbean (18%) and other black background (16.2%) pupils also have higher levels of SEN.

The lowest levels of SEN are found in Chinese (8.2%) and Indian (8.3%) and 'other Asian' (9.8%) pupils. Any 'other White' background, White and Black African, White and Asian, Any other mixed background, Pakistani, Bangladeshi, and Black African children all have SEN rates slightly below the national average of 14.4%.

Figure 18: Percentage of pupils within each ethnic group identified with SEN in England, 2017



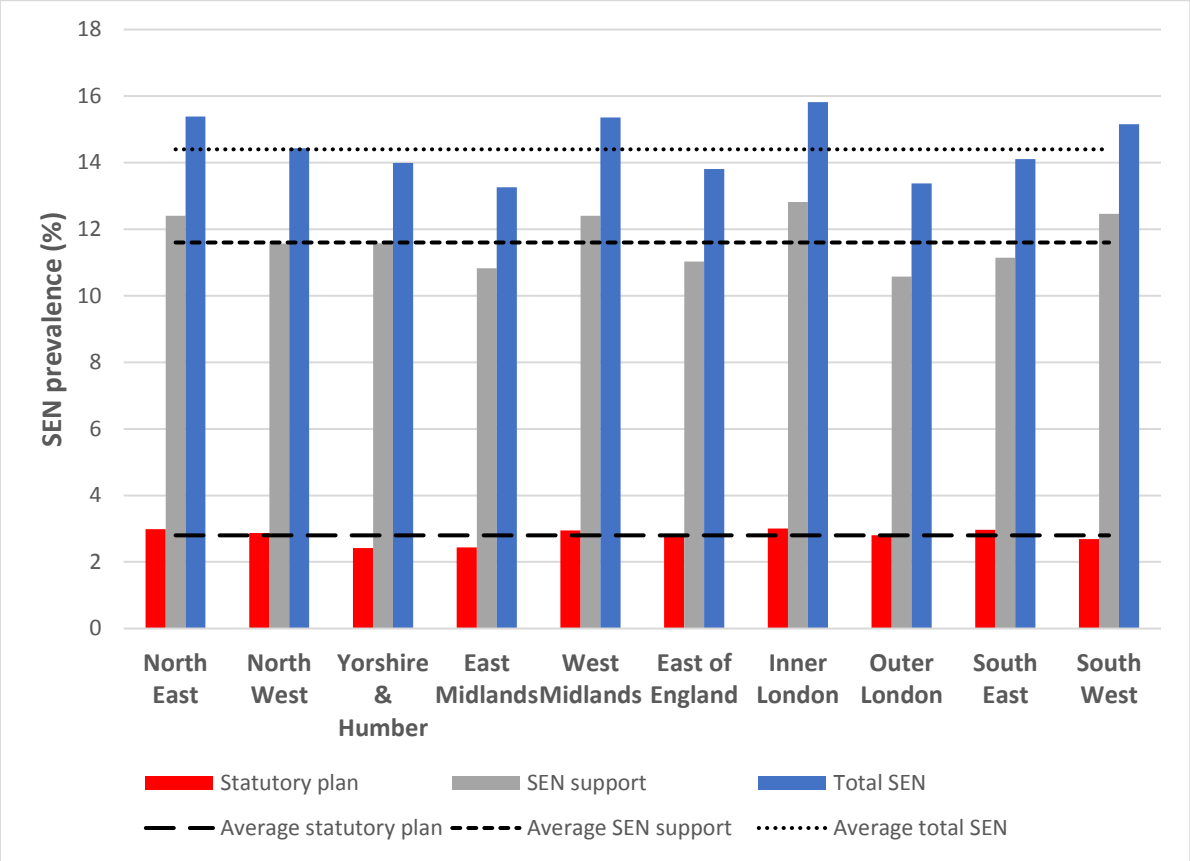
Source: DfE, 2017.

3.6 Regional variation in SEN in England

There are 151 local authorities in England. A table of SEN statistics for all authorities are presented at the end of this document, in Appendix A. A selection of summary statistics are presented below.

Figure 19 shows the variation in regional levels of SEN identification. Differences between regions are not overly pronounced. This is due, in part, to the fact that the regions themselves contain a number of local authorities that vary according to a number of other factors that will also influence rates of SEN identification. Combining different local authorities in this way will mask variation at local authority level to some degree. Despite this, a number of points are worth highlighting. Statutory plan provision varies less than levels of SEN support and overall SEN identification. Inner London has the highest rates of SEN support and overall SEN, while the North East, West Midlands and South West are also above average on both of these measures.

Figure 19: Regional variation in SEN identification in England, 2017

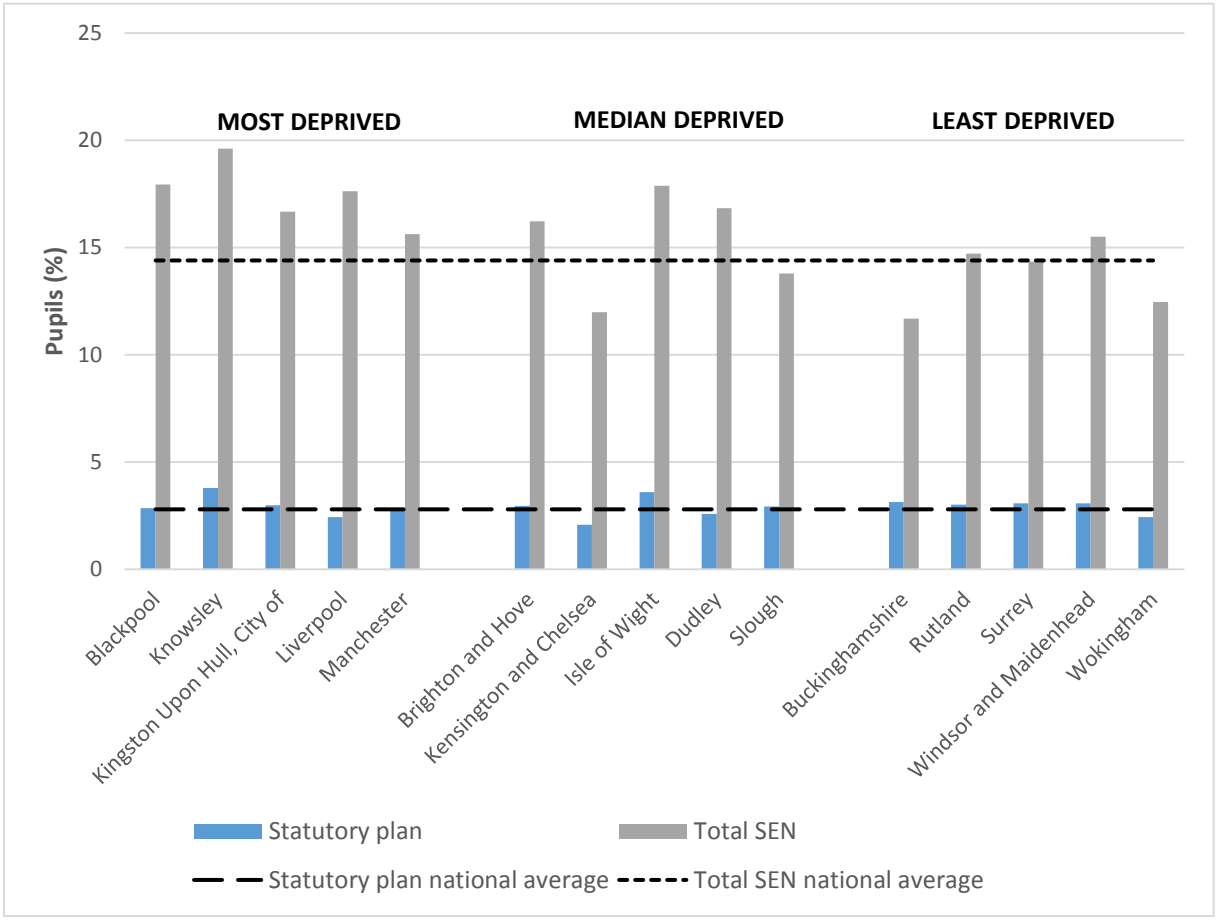


Source: DfE, 2017.

As noted above (in section **3.3**), levels of social deprivation can exert an influence on rates of SEN identification. **Figure 20** shows levels of SEN in the five most, the five least and the five median local authorities in England. These authorities were identified using their IMD score ranking (see **Appendix A**). As social deprivation increases, overall rates of SEN are also higher. All five of the most deprived authorities by IMD ranking have rates of SEN that exceed the national average, whereas rates in the least deprived authorities are notably lower. Levels of statutory plan provision vary less between high and low deprivation areas and are broadly close to the overall national average of 2.8%.

It is worth noting that the measure of social deprivation used to rank local authorities is different to the indicator used by the DfE in combination with SEN statistics. Local authorities are ranked according to IMD score, produced by the Department of Communities and Local Government, which is calculated using a basket of differently weighted indicators in combination (Income, Education, Health, Crime, Housing and Living Environment). The DfE on the other hand, present SEN statistics in combination with free school meal eligibility data. This is an indicator directly linked to individual pupil's domestic circumstances, namely eligibility for certain benefit payments such as income support.

Figure 20: SEN identification by IMD deprivation ranking in England, 2017



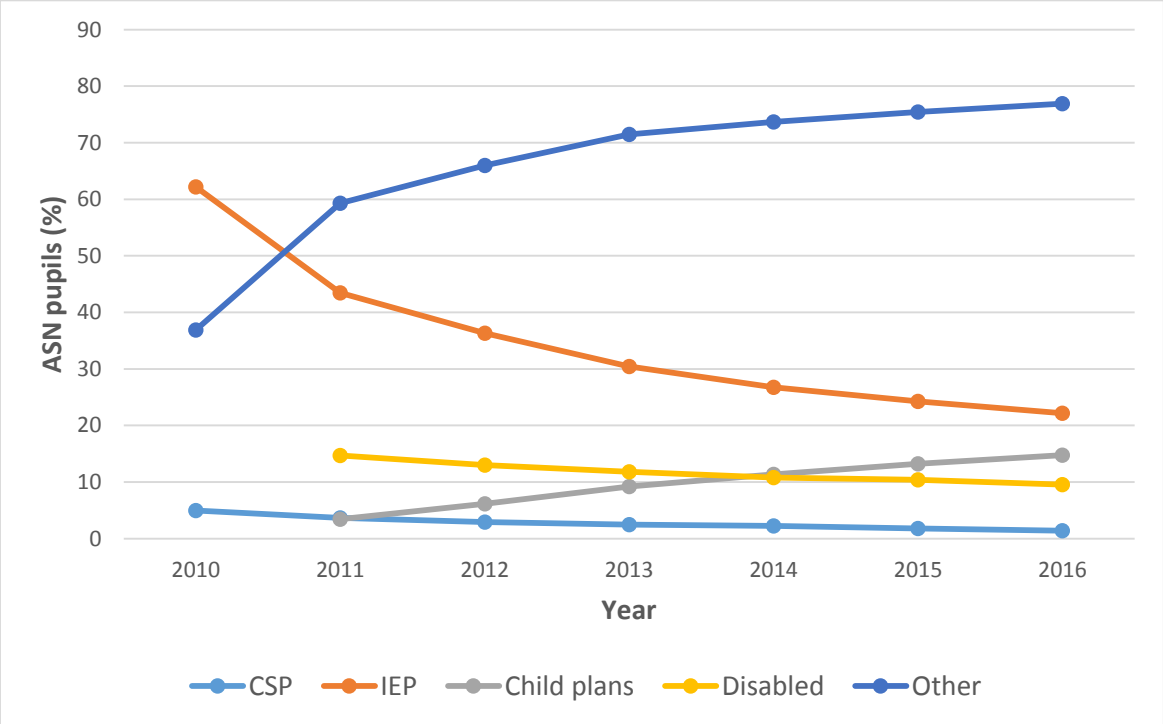
Source: DfE, 2017.

4 Characteristics of ASN pupils in Scotland

As noted in the introduction, numbers of pupils with ASN have been increasing year on year in Scotland for the previous decade. The percentage of children identified as having some type of ASN has more than doubled between 2010 and 2016, rising from 10.3% in 2010 to its current figure of 24.9% (see **Table 1**). This section profiles ASN pupils in greater depth, looking at the data on this group of children by type of support, type of need and factors such as gender.

As noted earlier, a significant factor in the sharp increase in the proportion of ASN pupil numbers since 2010 has been the inclusion in ASN statistics of pupils with many types of plan, rather than just CSPs and IEPs. **Figure 21** shows the proportion of the ASN population with different types of plan from 2010 to 2016. The proportion of ASN pupils with a CSP or an IEP has decreased year-on-year since 2010, while the proportion of pupils with Child Plans (used from 2011 onwards) or other plans has increased notably. It is important to note that a child can have more than one type of plan.

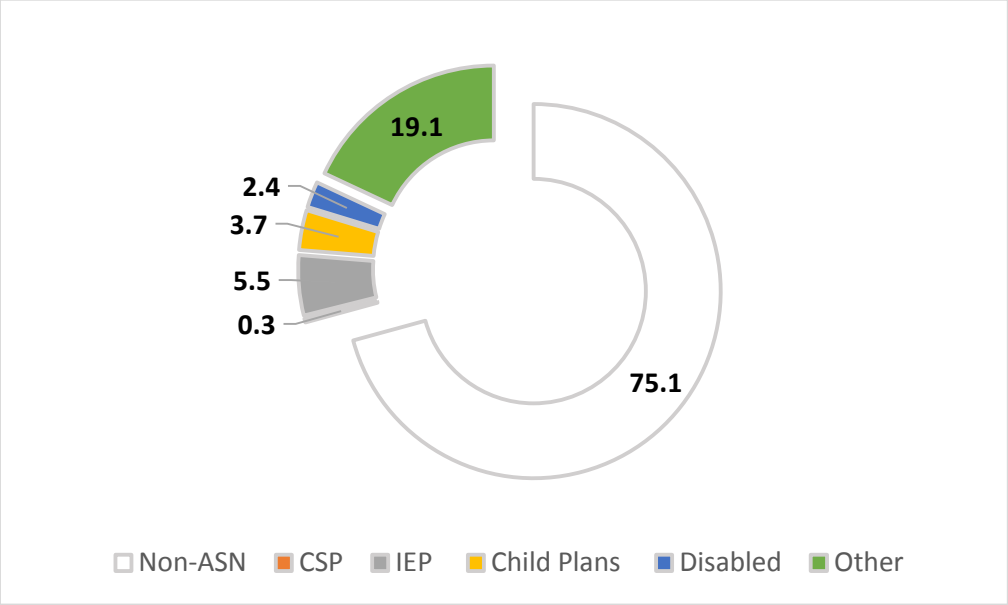
Figure 21: Percentage of ASN pupils by designation in Scotland, 2010-2016



Source: Scottish Government, 2016
Pupil numbers are not discrete; a child can have more than one ASN plan.

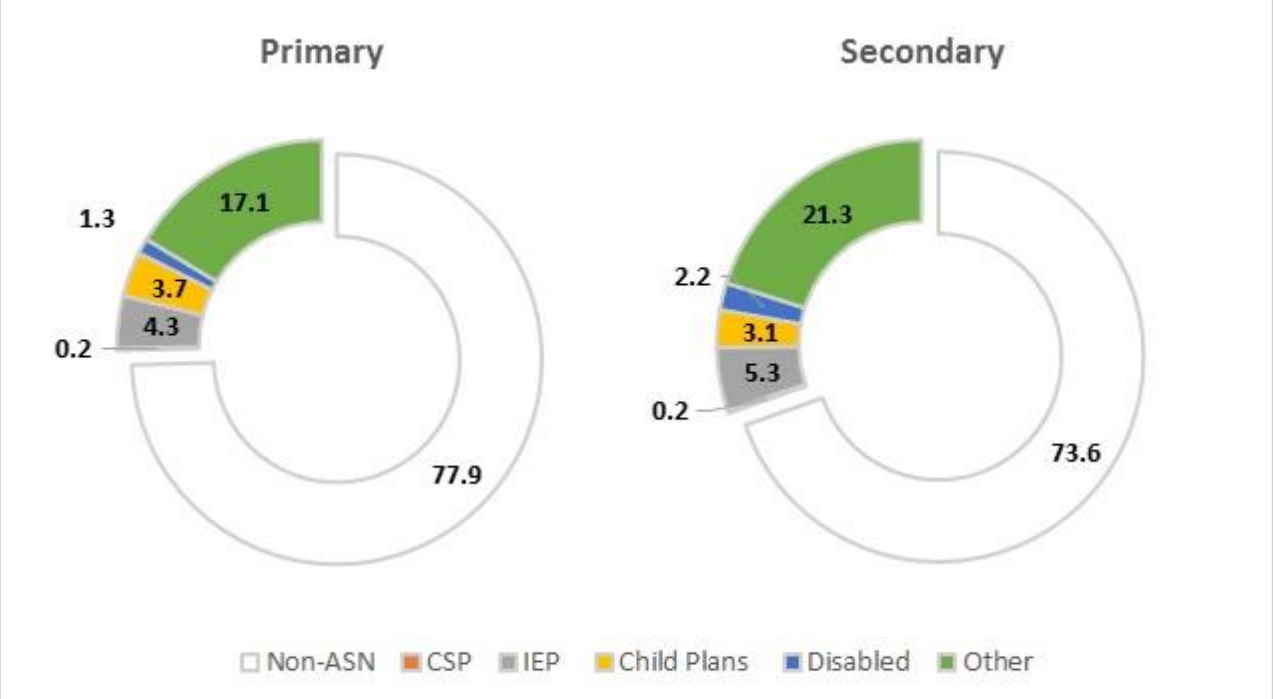
Figure 22 shows that only 0.3% of all pupils in Scotland have a CSP, the lowest figure for a decade. 5.5% of pupils have an IEP, while children with 'Child Plans' and 'other plans' make up 3.7% and 19.1% of the school population, respectively. Disabled children make up 2.4% of pupils in Scotland

Figure 22: Classification of all pupils by ASN designation in Scotland, 2016



Source: Scottish Government, 2016
Pupil numbers are not discrete; a child can have more than one ASN plan.

Figure 23: Classification of primary and secondary pupils by SEN designation in Scotland, 2017



Source: Scottish Government, 2016
Note: Pupil numbers are not discrete; a child can have more than one type of ASN plan.

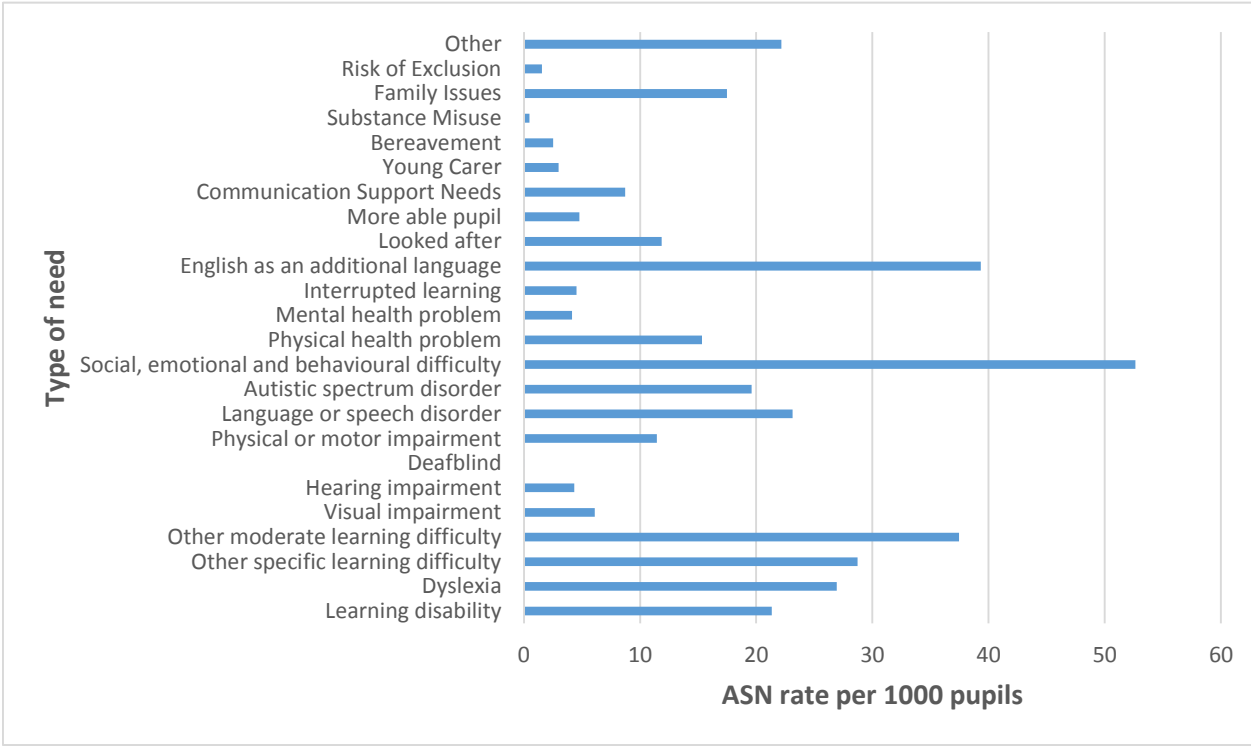
When mainstream primary and secondary school data are examined separately, we can see that while the overall rate of ASN is higher in secondary schools, the percentage of the school population with a CSP is the same in both primary and secondary schools, at 0.2% (see **Figure 23**). The percentage of 'other' plans and IEPs is higher in secondary schools (21.3% versus 17.1% and 5.3% versus 4.3% respectively) but the rate of child plans is slightly higher in primary schools (3.7% versus 3.1% in secondary schools).

4.1 Type of need

There has been an increase in the number of categories of need, described as 'reasons for support', with 24 separate categories now in use. In addition to recording pupils with any type of ASN (a discrete category), children may be counted in more than one category. This contrasts with practice in England, where only the child's primary need is recorded.

The largest category is Social, Emotional and Behavioural Difficulty, which is a category used in relation to 52.6 per 1000 of all pupils in the school population (**Figure 24**). The second largest category is English as an additional language (39.3 pupils per 1000 pupils), followed by other moderate leaning difficulty (37.5 pupils per 1000). 28.7/1000 of all pupils are categorised as having other specific learning difficulty and 26.9/1000 pupils are categorised as having Dyslexia, making up the top five additional support needs in Scotland in 2016.

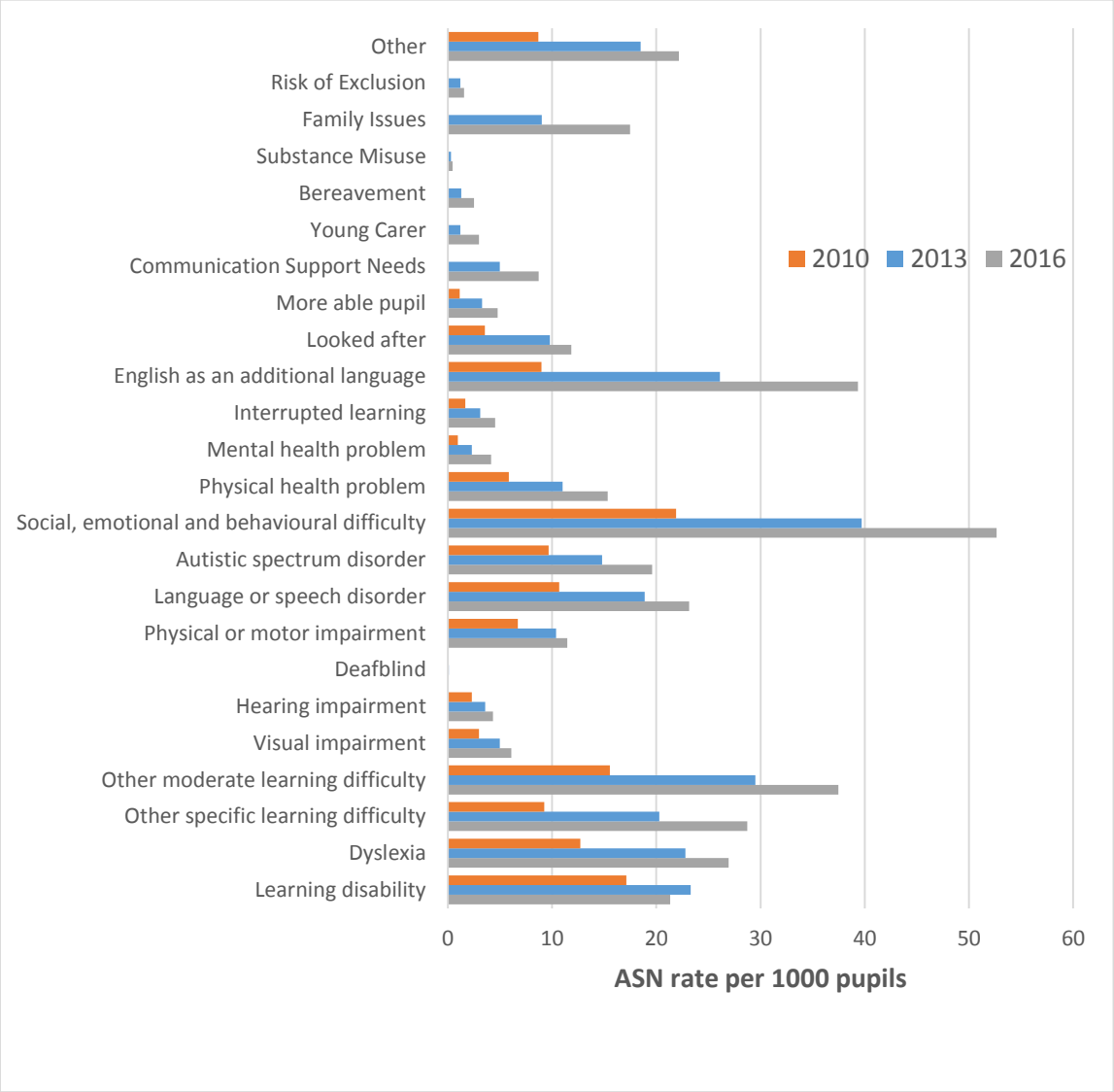
Figure 24: ASN pupils by each type of need in Scotland, 2016



Source: Scottish Government, 2016

Entries per category are not discrete; a child with multiple needs will be recorded in multiple categories.

Figure 25: ASN pupils by each type of need in Scotland, 2010, 2013 and 2016



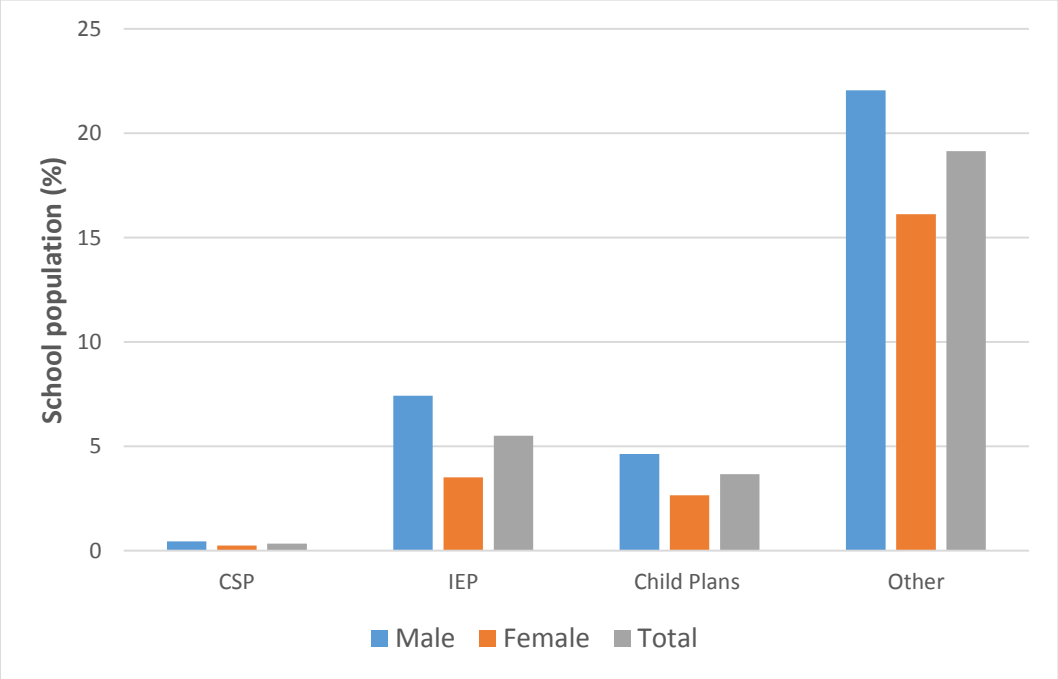
Source: Scottish Government, 2010,2013,2016.
Entries per category are not discrete; a child with multiple needs will be recorded in multiple categories.

4.2 Gender

In Scotland, the identification of additional support needs is higher in boys than in girls, across all ASN designations (**Figure 26**). In 2016, 0.4% of all boys and 0.3% of all girls were in receipt of a CSP, while 7.4% of all boys and 3.5% of all girls had an IEP. 4.6% of boys and 2.7% of all girls had a Child Plan and 22.1% of boys and 16.1% of girls had an 'other' form of plan.

With respect to gender differences and category of ASN, the trend that more boys have additional needs than girls holds across virtually all categories, to a greater or lesser extent (**Figure 27**). In fact, the proportion of boys exceeds girls in each of the 24 ASN categories in Scotland apart from the category of young carers (3.5 girls/1000 school population, versus 2.5 boys/1000 school population).

Figure 26: ASN pupils in Scotland by gender and ASN designation in Scotland, 2016



Source: Scottish Government, 2016
Pupil numbers are not discrete; a child can have more than one ASN plan.

Gender differences across ASN categories can be loosely divided into three broad groups; categories in which the male/female difference is minimal, categories in which the difference is moderate and categories in which the difference is large.

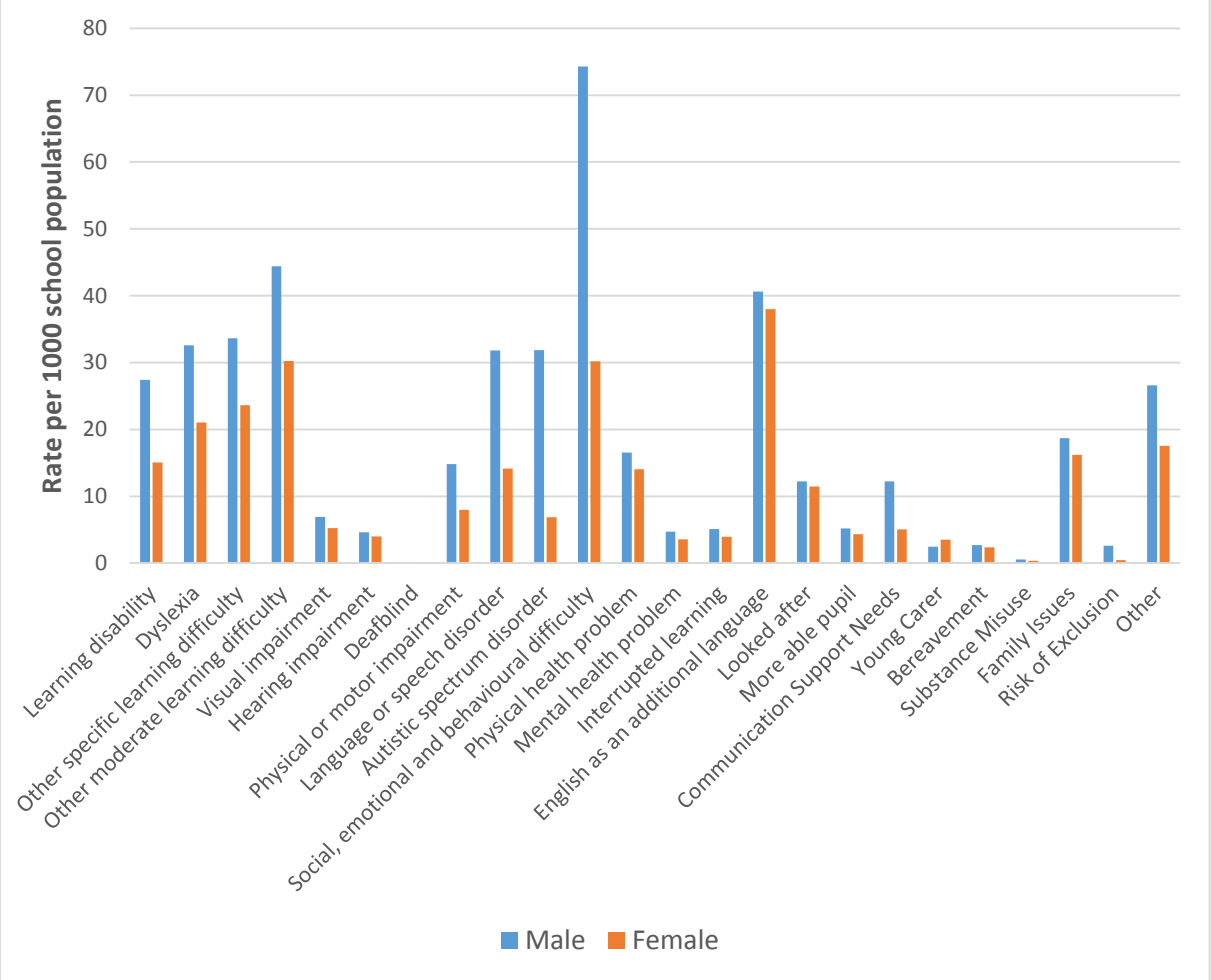
In the following categories, the difference in proportion of boys and girls is minimal: Visual impairment, Hearing Impairment, Deafblind, Physical Health Problem, Mental Health Problem, Interrupted Learning, English as an Additional Language, Looked After, More Able Pupil, Young Carer, Bereavement and Substance Misuse. There are twelve categories which

fit this grouping. In eleven of these categories boys marginally outnumber girls. As noted above, girls outnumber boys in the young carer category.

In seven categories, the difference in proportion between boys and girls is moderate (less than double the proportion of boys relative to girls). These categories are: Learning Disability, Dyslexia, Other Specific Learning Difficulty, Other Moderate Learning Difficulty, Physical or Motor Impairment, Family Issues, and Other.

In five categories, the difference in proportion between boys and girls is large (more than double the proportion of boys versus girls). These categories are: Language or Speech Disorder, Autistic Spectrum Disorder, Social, Emotional and Behavioural Difficulty, Risk of Exclusion and Communication Support Needs.

Figure 27: ASN by type of need and gender, Scotland 2016: Rate per 1,000 school population



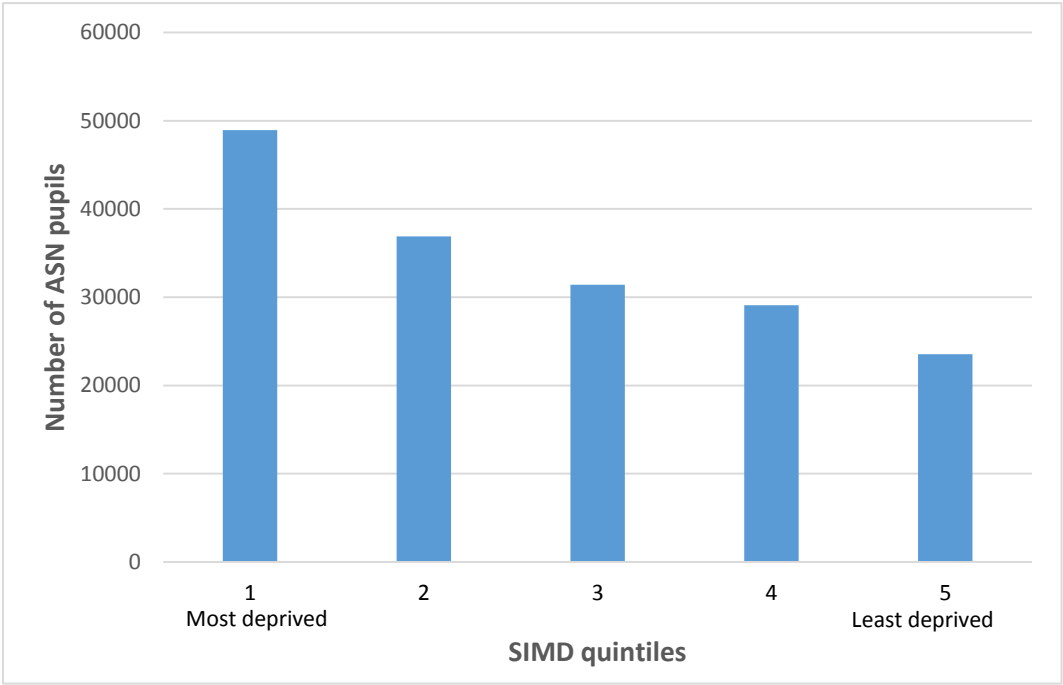
Source: Scottish Government, 2016.
Entries per category are not discrete; a child with multiple needs will be recorded in multiple categories.

4.3 Social deprivation

The Scottish Government uses the Scottish Index of Multiple Deprivation (SIMD) to measure deprivation. This is an area based measure which is based on a set of indicators that examine factors such as educational level, crime rates, housing and employment in an area. Each area is ranked and areas can be grouped into quintiles from the most (SIMD 1) to the least disadvantaged (SIMD 5).

Figure 28 shows the total number of ASN pupils split according to which SIMD quintile they are resident in. Quintile 1 is the most deprived and quintile 5 is the least deprived. Fewer ASN pupils live in the least deprived areas, indicating that as levels of social deprivation decrease, the identification of ASN also decreases.

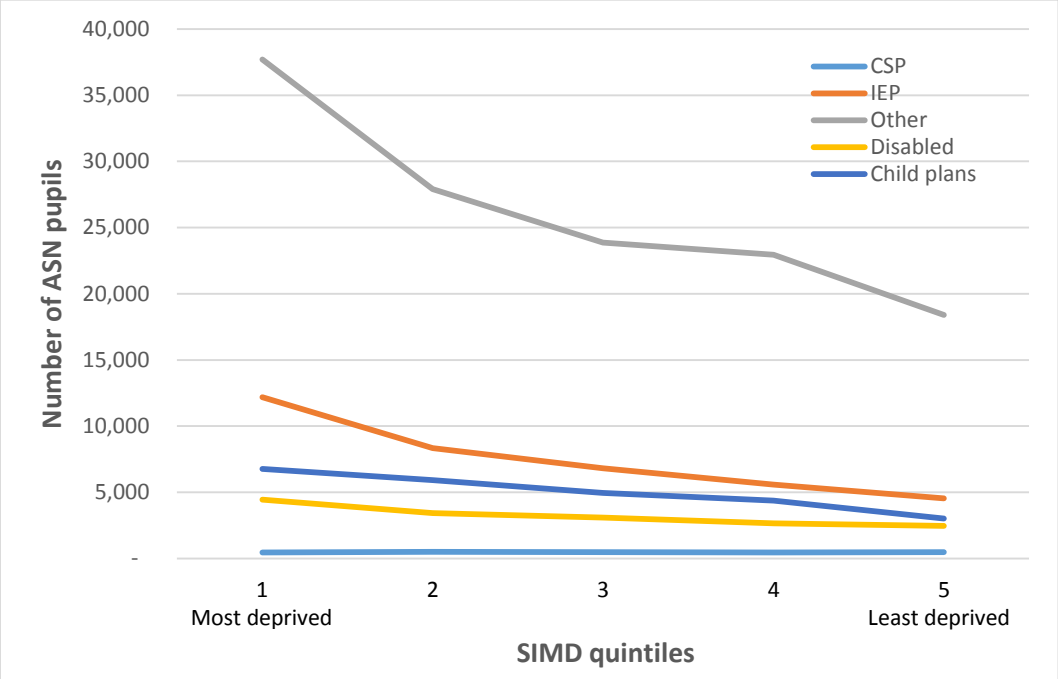
Figure 28: Total ASN pupils by SIMD quintile



Source: Scottish Government, 2016; special request.

Although the total number of ASN pupils falls as levels of social deprivation decrease, the distribution of ASN plans across each SIMD quintile is not uniform. As expected given the overall decrease in ASN pupils, numbers of each individual plan type also decrease as deprivation decreases (**Figure 29**). The steepest decline is in numbers of plan in the other category, while numbers of IEP, child plans and disabled children also decrease, albeit less sharply.

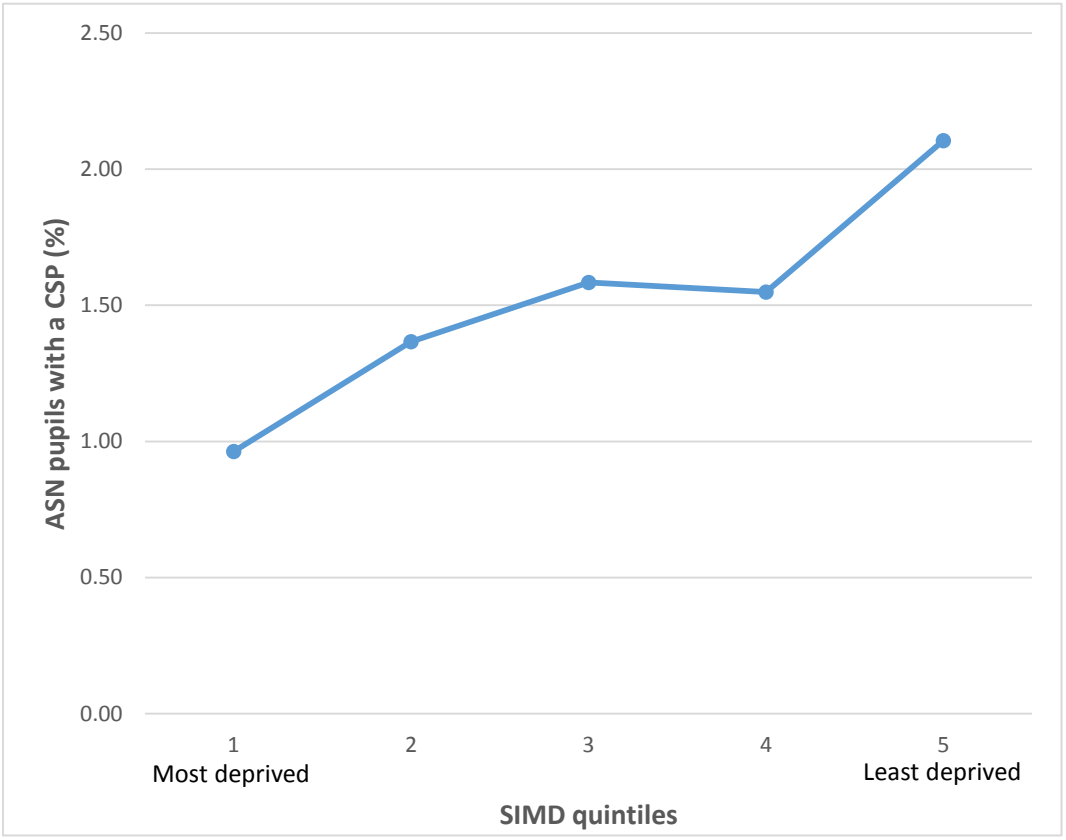
Figure 29: Number of pupils by type of plan and SIMD quintile



Source: Scottish Government, 2016; special request.
Pupil numbers are not discrete; a child can have more than one ASN plan.

The exception to this trend is the number of CSPs, which remains stable across the quintiles, even as overall ASN numbers decrease. A child with ASN living in the least deprived neighbourhoods in Scotland is more likely to have a CSP than a child with ASN living in the most deprived neighbourhoods. This trend is shown in **Figure 30**, which shows the proportion of CSPs in ASN pupils per SIMD quintile. The percentage of ASN pupils with a CSP in the most deprived areas (SIMD quintile 1) is 0.96%, which rises to 2.10% in the least deprived areas (SIMD quintile 5).

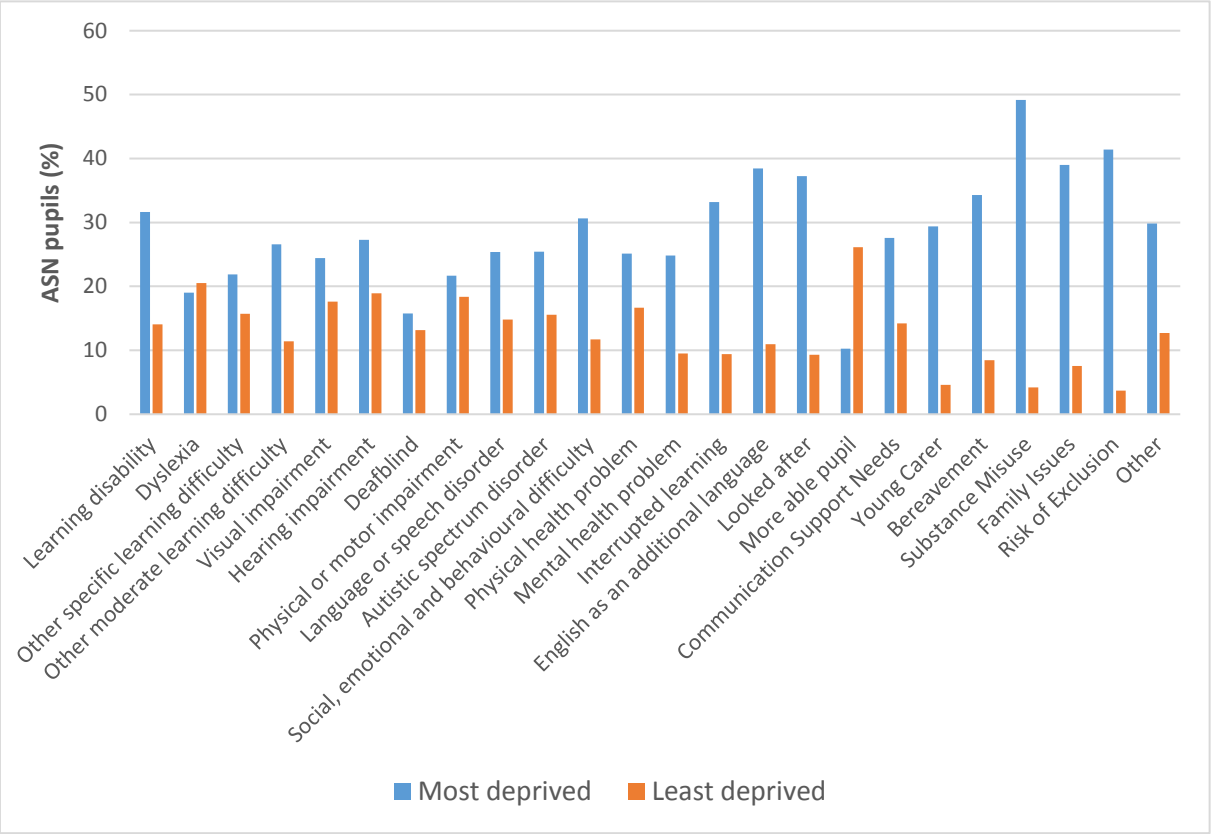
Figure 30: Percentage of ASN pupils with a CSP per SIMD quintile



Source: Scottish Government, 2016; special request.

The association between ASN and deprivation is evident across all categories (**Figure 31**), apart from Dyslexia, which is more likely to be identified among pupils living in the least deprived areas. The association is weakest in relation to low-incidence normative categories (e.g. physical and sensory impairments) and strongest in relation to high incidence, non-normative categories (e.g. social, emotional and behavioural difficulties).

Figure 31: Percentage of ASN pupils per category in the most (quintile 1) and least deprived areas (quintile 5)



Source: Scottish Government, 2016; special request.
Entries per category are not discrete; a child with multiple needs will be recorded in multiple categories.

4.4 Looked after children

As defined by the Children (Scotland) Act 1995, looked after children are those in the care of their local authority, either at home, or away from home. The amended Education (Additional Support for Learning) (Scotland) Act 2009, established the presumption that all looked after children should be regarded as having additional support needs, unless the local authority can demonstrate otherwise. Furthermore, the 2009 Act states that all looked after children are considered to require a CSP, unless the local authority can demonstrate otherwise.

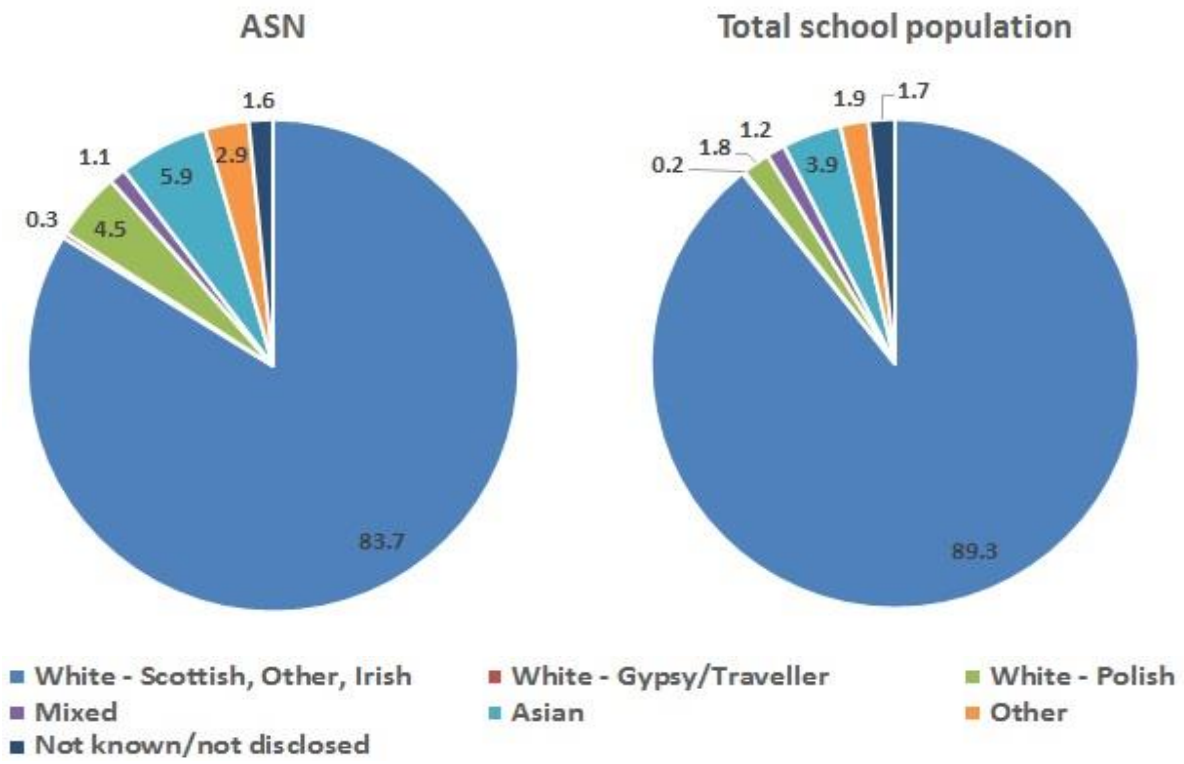
In 2016, 10,894 pupils were defined as looked after, which equates 1.6% of the school population. Of those looked after children, 8896 were deemed to have ASN, meaning that 81.7% of looked after children are considered to have ASN.

4.5 Ethnicity

The ethnic categories shown here are those used in the Scottish Census of 2011. Given the low numbers of ethnic minority pupils in Scotland, a number of categories have been combined in **Figure 32** for ease of presentation. In **Figure 32**, the category 'Asian' contains Indian, Pakistani, Bangladeshi, Chinese and other Asian ethnicities. 'Other' contains Caribbean, African, Arab and other ethnic groups.

When all ASN categories are included, including English as an additional language, it would appear that the proportion of pupils identified as having ASN is higher than the average for the school population as a whole. For example, while Polish children make up 1.8% of the school population, they make up 4.5% of pupils with ASN. Similarly, Asian pupils make up 5.9% of the ASN group but only 3.9% of the total school population. Conversely, the proportion of White (Scottish, Other and Irish) pupils in the school population is 89.3%, they make up a lower proportion of the pupils identified as having ASN (83.7%).

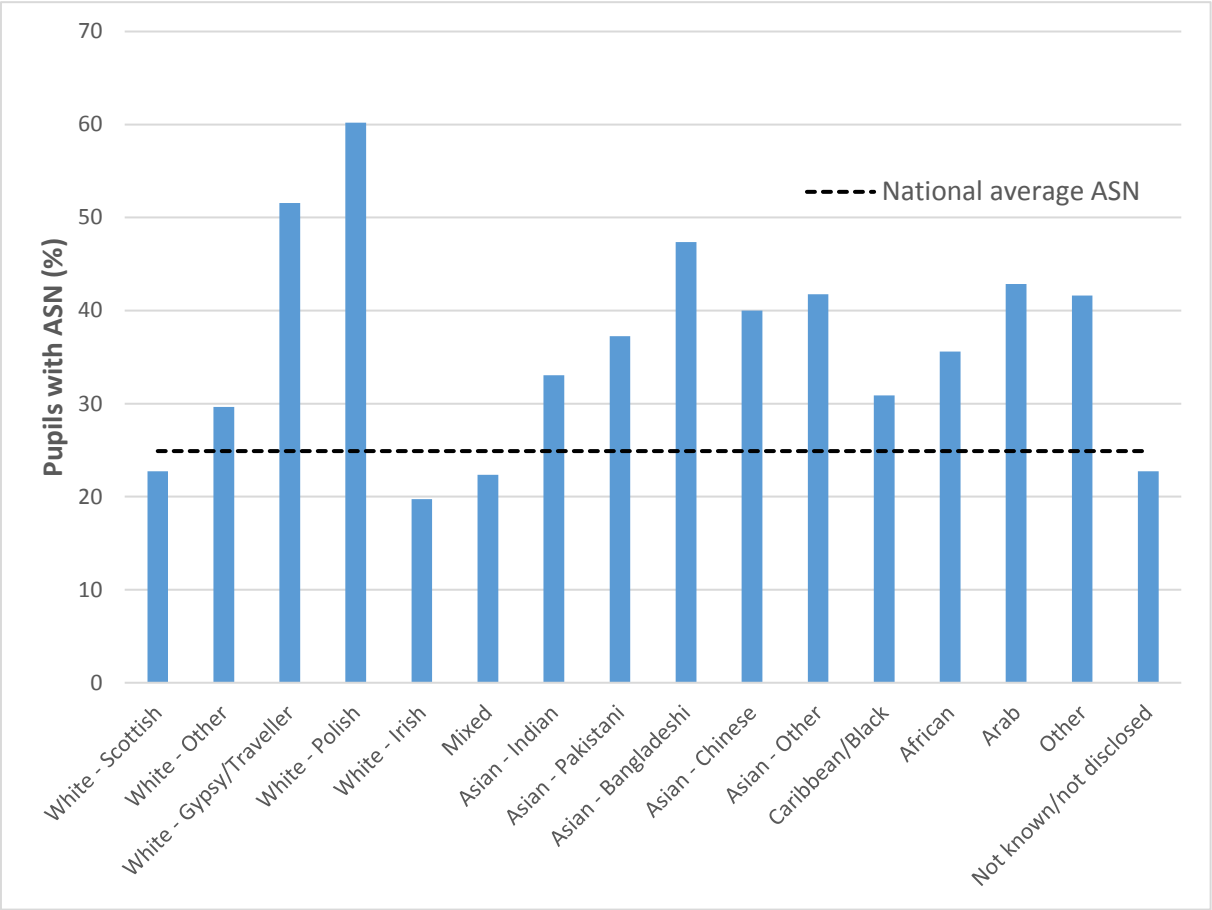
Figure 32: Ethnicity by proportion of ASN pupils and by total school population



Source: Scottish Government, special request.

Figure 33 shows the percentage of pupils in each ethnic group identified with some type of ASN. The inclusion of English as an additional language means that a high proportion of pupils from some backgrounds, for example, Polish pupils, are counted as having ASN, although only a minority of this group has a learning difficulty or disability. This caveat is important to bear in mind when drawing conclusions from these data. The percentage of ethnic minority pupils with ASN is typically higher than average (see **Figure 33**) More than 40% of pupils in Gypsy/Traveller, Polish, Bangladeshi, Asian- other, Arab and 'other' pupils are identified as having additional support needs.

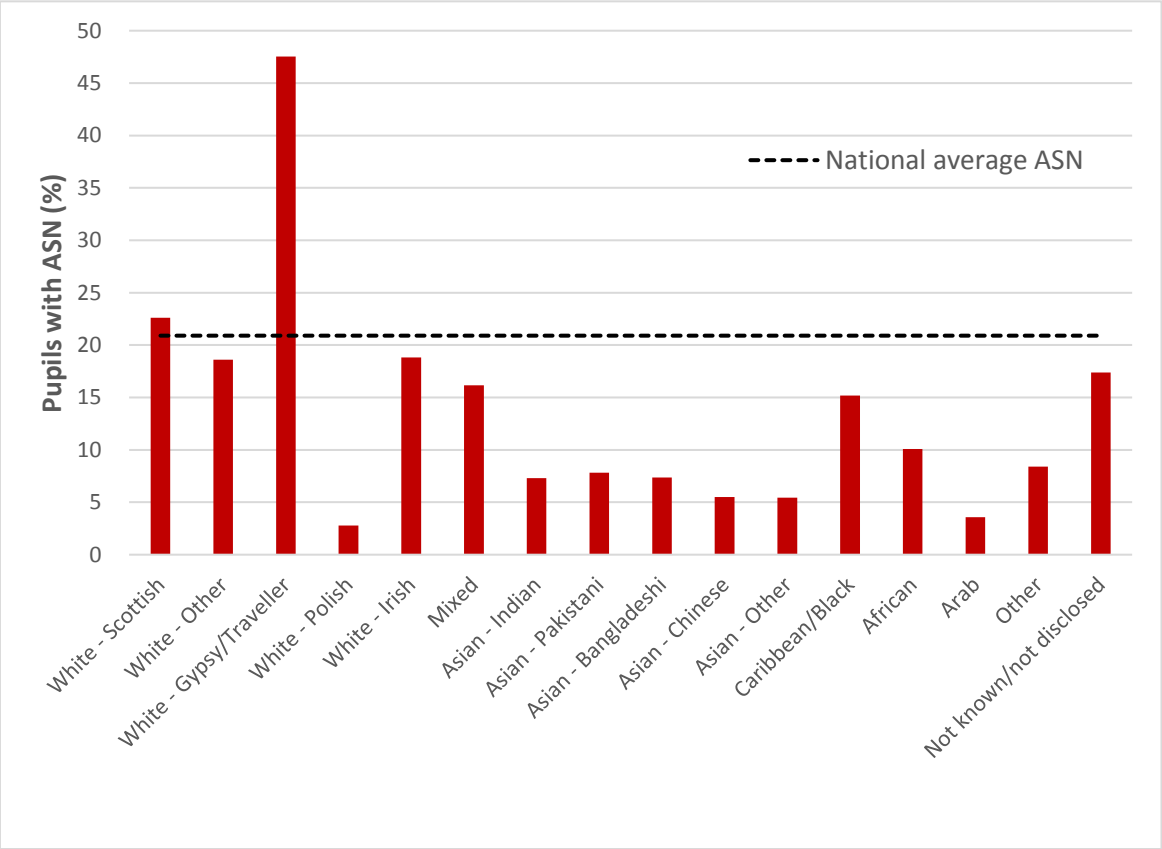
Figure 33: Percentage of pupils within each ethnic group identified with ASN including EAL in Scotland, 2016



Source: Scottish Government, special request Note: the total number of pupils in some categories is very low. In 2011, there were 1033 Caribbean/Black and 908 Bangladeshi pupils in Scotland).

When English as an additional language is removed from the analysis, a different picture emerges with regard to the association between ethnicity and ASN identification. **Figure 34**, which excludes EAL, shows that pupils from a minority ethnic background in Scotland have below average rates of identification, while the indigenous White Scottish population has slightly above average rates of identification. As in England, pupils from Gypsy Traveller backgrounds have much higher than average rates of identification.

Figure 34: Percentage of pupils within each ethnic group identified with ASN excluding EAL in Scotland, 2016

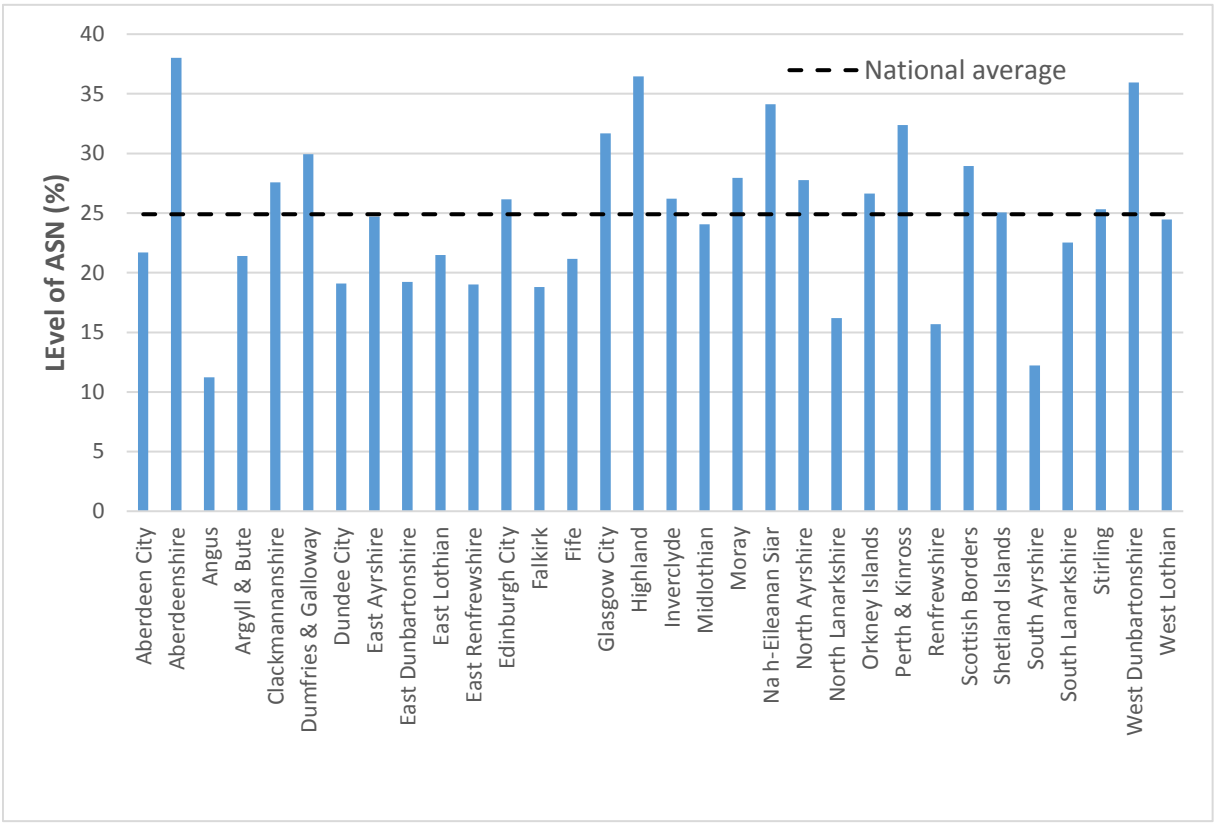


Source: Scottish Government, special request

4.6 Regional variation in ASN in Scotland

The national identification rate of ASN is Scotland is 24.9%, masking considerable regional variation. **Figure 35** shows the percentage of the pupil population identified with ASN in each of the thirty-two local authorities. Angus (11.2%) and South Ayrshire (12.2%) have the lowest rates of ASN identification, which is less than half the national average. Three local authorities have ASN identification rates of over 35%. The highest rate is found in Aberdeenshire (38%), followed by Highland (36.5%) and West Dunbartonshire (35.9%). Overall, there is no overall pattern with regard to levels of deprivation within each local authority.

Figure 35: Percentage of pupil population identified as having ASN by local authority

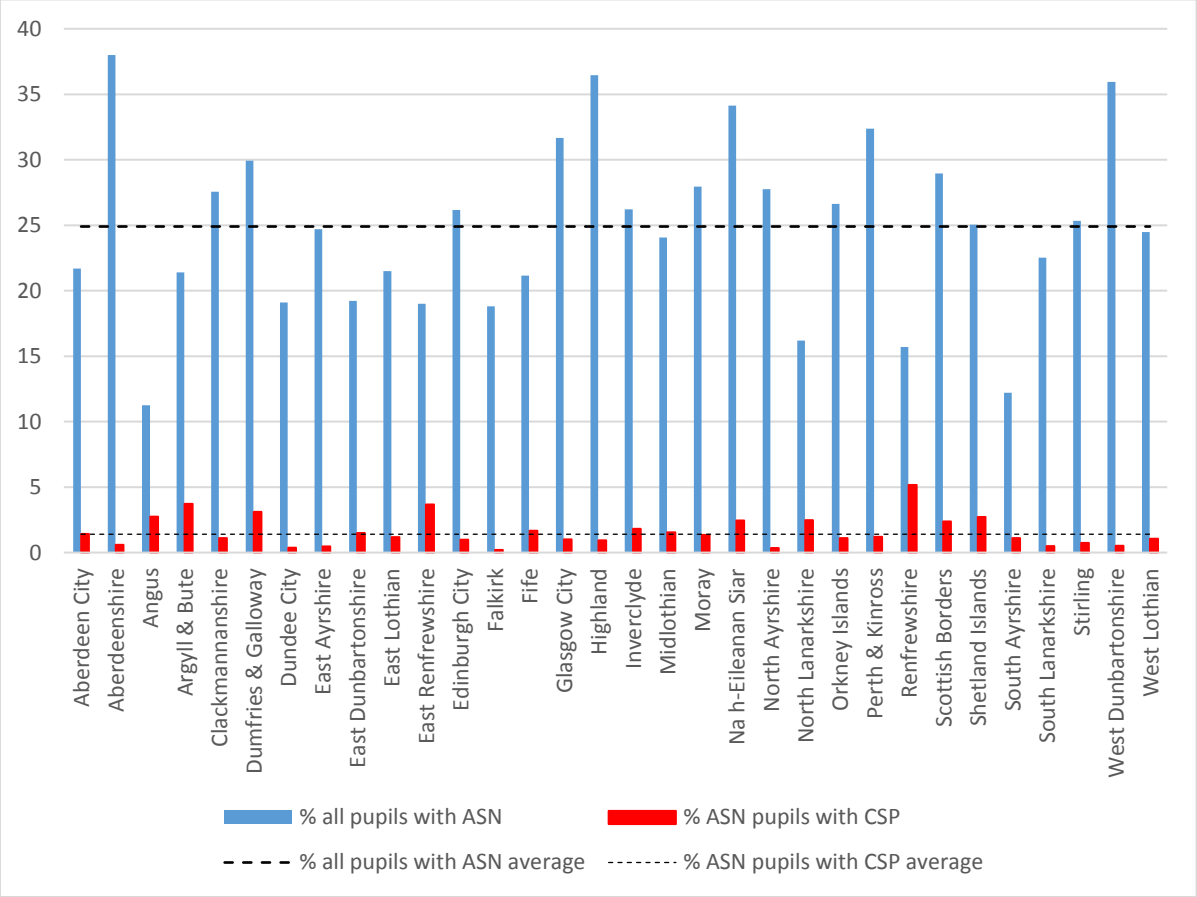


Source: Scottish Government, 2016.

Figure 36 shows the percentage of pupils with ASN and the proportion of those pupils who have been given a CSP. This figure permits direct comparison of total rates of ASN and rates of CSP provision for each local authority.

This figure further highlights regional variation in the identification of ASN and use of CSPs. For example, Aberdeenshire is the authority with the highest levels of ASN (38%), yet has a disproportionately low percentage of ASN pupils with CSPs (0.6%, versus a national average of 1.4%). Conversely, local authorities such as Renfrewshire have low overall levels of ASN (15.7%) but a high proportion of those pupils have CSPs (5.2%). Why such variation in overall rates of ASN and provision of CSPs should exist between local authorities isn't clear from the summary statistics presented here, but is an issue that requires significant further investigation.

Figure 36: Percentage of pupils with ASN and the percentage of ASN pupils with a CSP per local authority

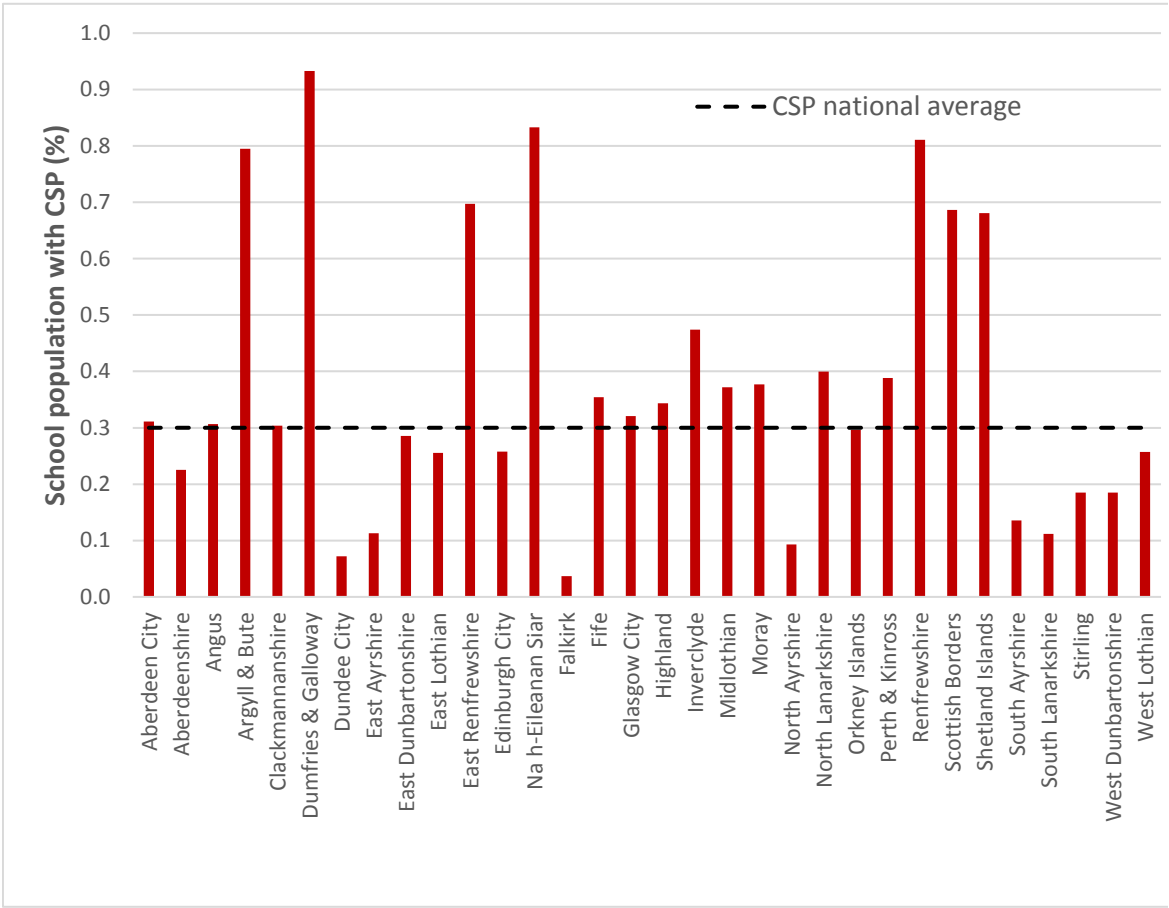


Source: Scottish Government, 2016.
ASN pupils = percentage of total school population.
CSP pupils = percentage of ASN pupils with CSP.

Figure 37 shows the percentage of all schools pupils with a CSP for each local authority in Scotland. The national average figure of 0.3% again masks considerable regional variation in the use of CSPs. In Dumfries and Galloway, almost 1% of the school population have a CSP, while CSP rates in Argyll and Bute, Na h-Eileanan Siar and Renfrewshire are close to 0.8% of the school population. Dundee City, Falkirk and North Ayrshire have the lowest rates, with less than 0.1% of the school population receiving a CSP.

It is important to note that some local authorities in Scotland are relatively sparsely populated with low number of pupils with CSPs (Orkney, for example, has 2700 pupils on roll, with 8 pupils being in receipt of a CSP). This means that changes in individual circumstances (such as a local authority opening a CSP for an additional individual) can change statistics quite noticeably.

Figure 37: Percentage of all pupils with a CSP per local authority



Source: Scottish Government, 2016.

5 Comparison between England and Scotland

This section provides a brief summary of some of the key differences between the jurisdictions noted above.

5.1 Rates of identification

In Scotland, almost twice as many children in the school population were identified as having ASN (25%) compared with the proportion of children identified in England as having SEN (14%). Children are about six times more likely to have a statutory support plan in England (2.8% of the total pupil population) compared with Scotland (0.3% of the total pupil population).

5.2 Use of plans and categorisation of types of difficulty

Differences in ASN/SEN identification are largely explained by different categorisation systems. In Scotland, a greater variety of plans are in use (CSP, IEP, Child Plan and other) compared with England (EHC plans and SEN support). Since adopting the umbrella term ASN to describe children with any type of additional support need, Scotland has expanded the number of ASN categories, currently using 24. Thirteen categories of SEN are used in England.

English as an Additional Language (EAL) is counted as an ASN category in Scotland, representing 15% of all ASNs, but is not counted as an SEN category in England. When pupils with ASN are removed from the analysis, the rate of ASN identification in Scotland drops from 24.9% to 20.9%.

5.3 Disproportionalities in rates of identification

In both countries, boys and pupils from deprived backgrounds are more likely to be identified as having ASN/SEN compared with girls and those from less deprived backgrounds. These disproportionalities are most evident in high incidence non-normative categories such as Social Emotional and Behavioural difficulties/Social, Emotional and Mental Health difficulties. Looked after children in both England and Scotland are more likely to have ASN/SEN compared with others. In Scotland, the overall identification rate is higher (81.7%) than in England (57.3%). This is because in Scotland there is a presumption that looked after children have ASN.

It is difficult to make comparisons by ethnicity between Scotland and England because of differences in the ethnic composition of the two countries and the categories of SEN/ASN that are used. In England, pupils of Caribbean heritage have above average rates of SEN identification. Pupils of Pakistani heritage have average rates of identification, while pupils of Bangladeshi heritage have below average rates of identification. In England, pupils of Indian and Chinese heritage have the lowest rates of any ethnic group. In Scotland, when English as an Additional language is excluded from the analysis, all pupils from a minority ethnic background have below average rates of identification. In both countries, the indigenous population (White British and White Scottish) have slightly above average rates of identification. Pupils from Gypsy Traveller and Roma backgrounds have much higher rates than the average.

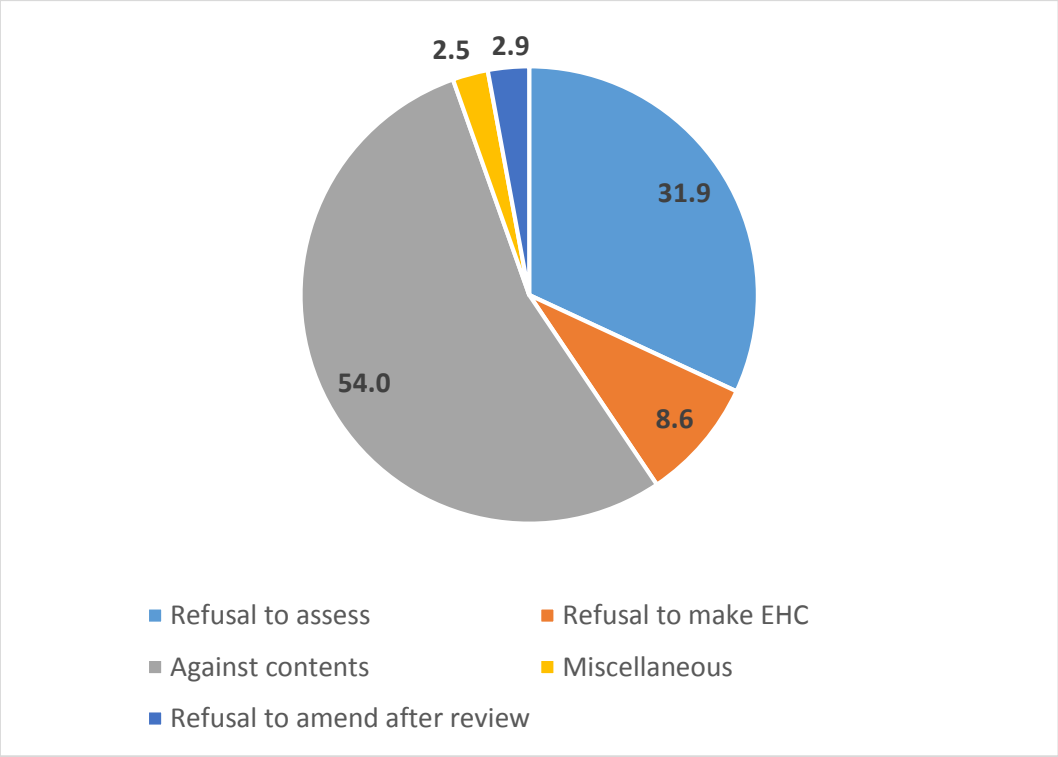
6 Appeals and tribunals

6.1 England

If, after formal EHC assessment, the local authority does not issue an EHC, the reasons for not doing so must be communicated to the young person/parent. Should they disagree with this decision, or disagree with the contents of the EHC plan, the young person/parent has the right to appeal to the Special Educational Needs and Disability Tribunal.

In England between 1st September 2015 and 31st August 2016, there were 3712 appeals registered by the SEND tribunal. The reasons for bringing the case to tribunal are shown below in **Figure 38** below. Over half (54%) of cases were raised in objection to the contents of a statement or EHC plan. Almost a third (31.9%) of cases were related to refusal of amend an existing statement or EHC plan after review and 8.6% of cases were raised in response to refusal to make an EHC plan.

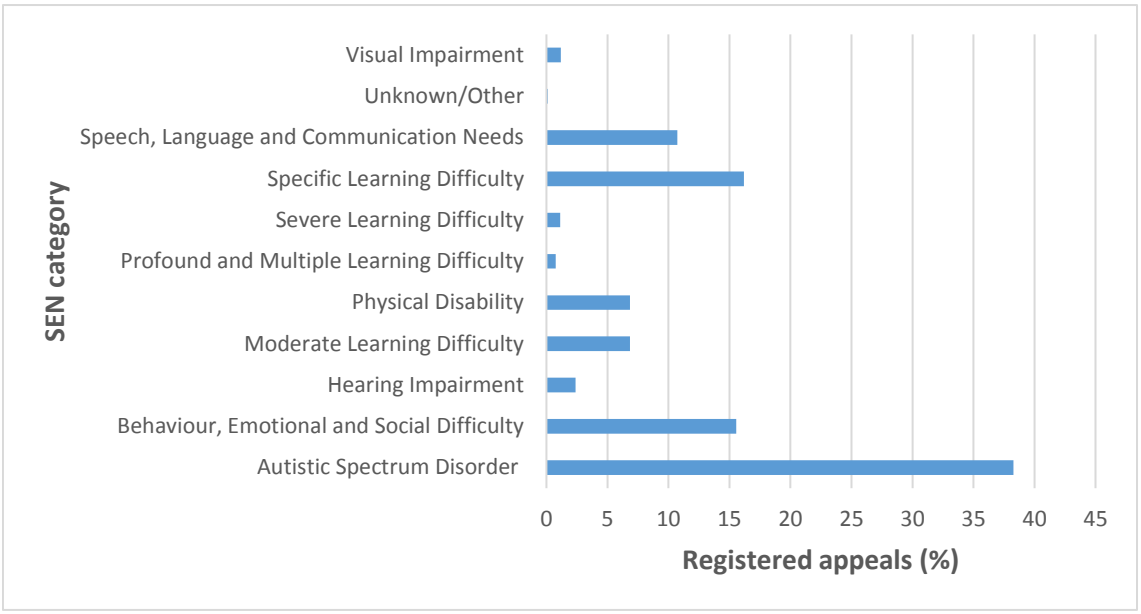
Figure 38: Registered appeals by type in England, 2015-2016



Source: MoJ, 2017

Figure 39 shows appeals broken down by type of special educational need. The majority (38.4%) of SEND appeals were raised with regard to children with autistic spectrum disorder as their primary type of need. The next most common categories of SEN were specific learning difficulty (16.2%), behaviour, emotional and social difficulty (15.5%) and speech, language and communication needs (10.7%).

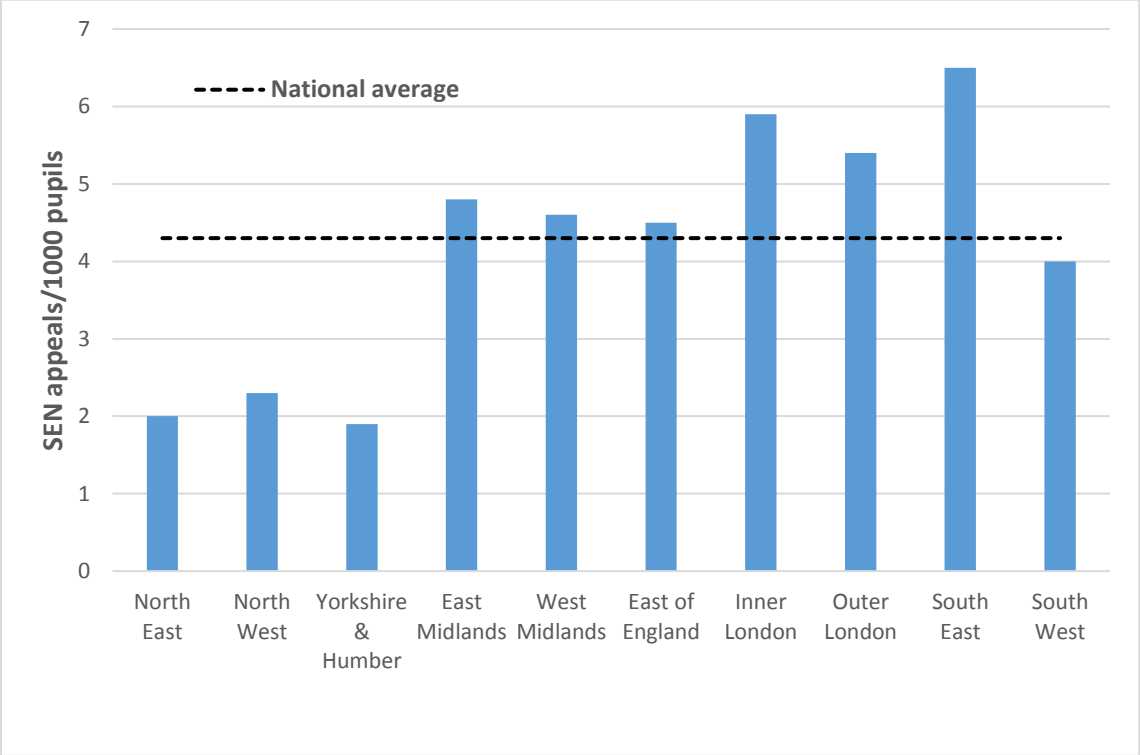
Figure 39: Registered appeals by type of SEN in England, 2015-2016



Source: MoJ, 2017.

Figure 40 shows the regional variation in SEN appeal rates. Rates across the North of England are significantly lower than the rest of the country, at approximately half the national average of 4.3 appeals per thousand pupils. London and the South East have the highest rates of appeal.

Figure 40: Regional variation in appeals in England, 2015-16



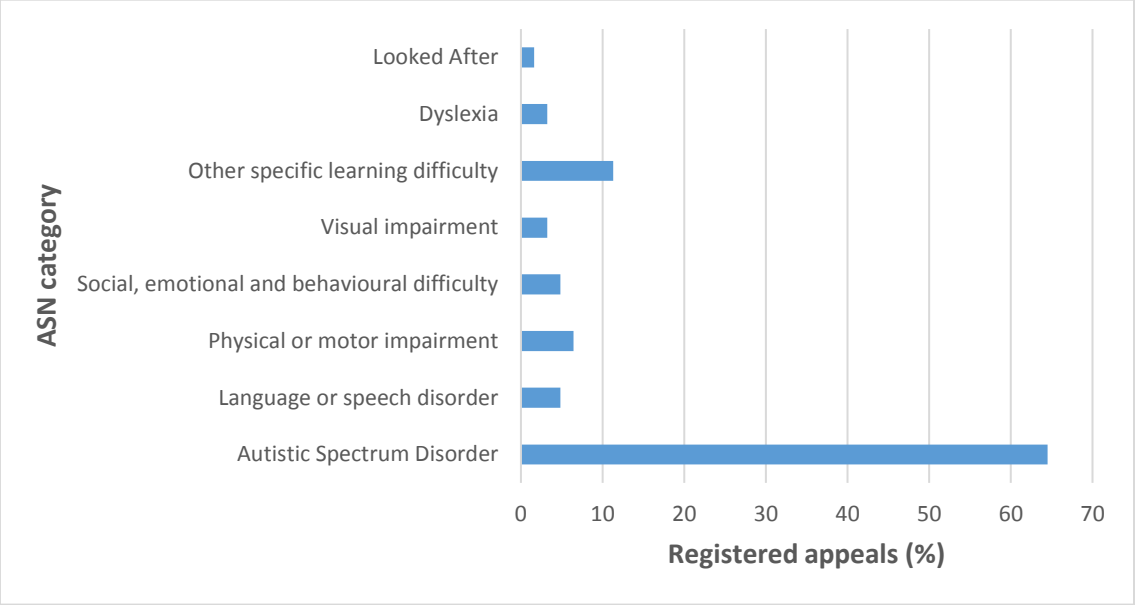
Source: MoJ, 2017.

6.2 Scotland

In Scotland between 1st April 2015 and 31st March 2016, 62 appeal requests were received by the additional support needs tribunal. Given the small numbers involved, any conclusions drawn from the data should be treated with appropriate caution.

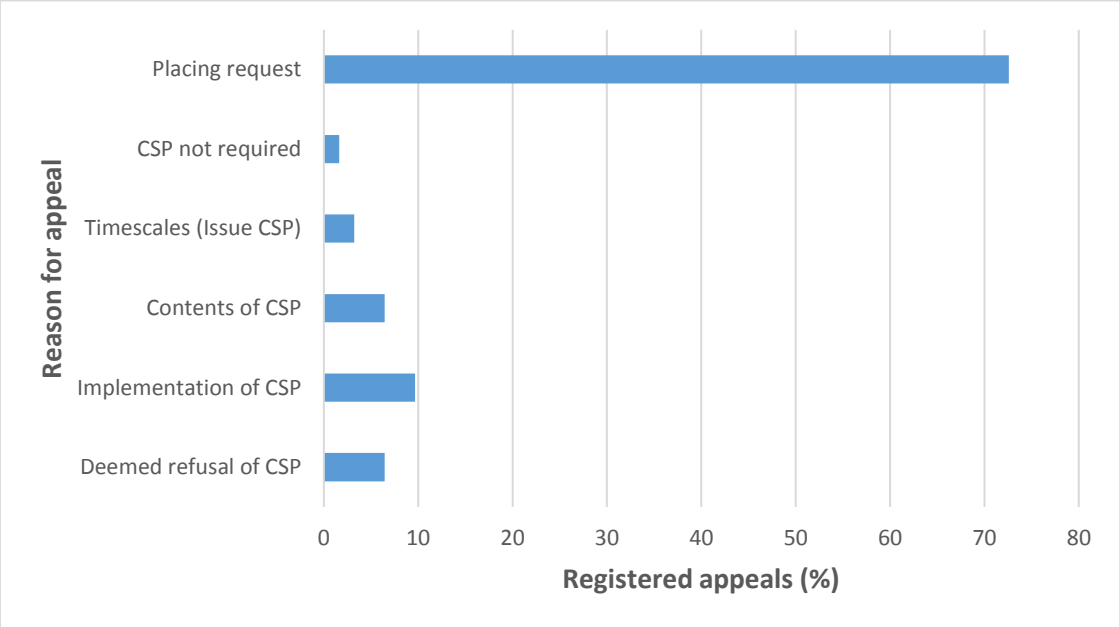
More than 60% of the registered appeals concerned pupils with Autistic Spectrum Disorder (see **Figure 41**) and more than 70% were in relation to placing requests (see **Figure 42**).

Figure 41: Registered appeals by category of ASN in Scotland, 2015-2016



Source: Tribunals for Scotland, 2016

Figure 42: Registered appeals by reason for appeal in Scotland, 2015-2016



Source: Tribunals for Scotland, 2016

7 Links to useful documents

7.1 England

English data:
https://www.gov.uk/government/collections/statistics-special-educational-needs-sen#national-statistics-on-special-educational-needs-in-england

Special educational needs and disability code of practice: 0 to 25 years:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

7.2 Scotland

Links to Scottish data:
http://www.gov.scot/Topics/Statistics/Browse/School-Education/

ASN code of practice:
https://consult.scotland.gov.uk/supporting-learners/code-of-practice/user_uploads/95216_sct0517425858-1_learningcode.pdf

Appendix A

This appendix presents a list of all local authorities in England, listing the number and percentage of pupils with SEN by total SEN, SEN support and statement/EHC plan. The table below also shows the index of deprivation (IMD) score ranking and the number of SEN appeals per 10,000 pupils for each local authority.

	All schools								
		Pupils with statements or EHC plans		Pupils on SEN support		Total pupils with SEN			
	Total Pupils	Number	%	Number	%	Number	%	IMD score ranking (1 = most deprived)	Appeals per 10,000 school population
LA name									
Barking and Dagenham	42,944	1,012	2.4	4,911	11.4	5,923	13.8	11	4.29
Barnet	64,752	1,763	2.7	6,679	10.3	8,442	13.0	109	6.76
Barnsley	33,747	1,239	3.7	3,776	11.2	5,015	14.9	32	3.61
Bath and North East Somerset	31,192	897	2.9	3,408	10.9	4,305	13.8	139	1.96
Bedford	32,484	835	2.6	3,913	12.0	4,748	14.6	95	1.87
Bexley	44,815	1,146	2.6	4,937	11.0	6,083	13.6	117	4.06
Birmingham	210,662	6,784	3.2	28,371	13.5	35,155	16.7	7	9.23
Blackburn with Darwen	28,944	642	2.2	4,481	15.5	5,123	17.7	14	0.00
Blackpool	18,977	543	2.9	2,861	15.1	3,404	17.9	1	0.00
Bolton	53,017	1,521	2.9	5,786	10.9	7,307	13.8	40	0.19
Bournemouth	27,208	689	2.5	2,865	10.5	3,554	13.1	82	2.01
Bracknell Forest	20,977	450	2.1	2,398	11.4	2,848	13.6	145	2.88
Bradford	103,745	2,359	2.3	14,127	13.6	16,486	15.9	18	0.48
Brent	51,262	1,558	3.0	4,871	9.5	6,429	12.5	55	5.09
Brighton and Hove	37,136	1,097	3.0	4,930	13.3	6,027	16.2	74	3.24
Bristol, City of	66,011	1,642	2.5	8,066	12.2	9,708	14.7	49	5.57
Bromley	55,035	1,604	2.9	6,019	10.9	7,623	13.9	122	6.80
Buckinghamshire	92,721	2,914	3.1	7,928	8.6	10,842	11.7	148	4.70
Bury	31,349	1,057	3.4	3,891	12.4	4,948	15.8	83	2.26
Calderdale	37,830	981	2.6	4,669	12.3	5,650	14.9	66	1.07
Cambridgeshire	95,586	2,825	3.0	10,584	11.1	13,409	14.0	134	6.57
Camden	32,771	1,029	3.1	3,632	11.1	4,661	14.2	62	4.32
Central Bedfordshire	44,403	1,243	2.8	4,966	11.2	6,209	14.0	137	1.38
Cheshire East	55,656	1,241	2.2	4,353	7.8	5,594	10.1	130	4.57
Cheshire West and Chester	52,752	1,662	3.2	6,220	11.8	7,882	14.9	105	1.15
City of London	2,376	105	4.4	293	12.3	398	16.8	132	4.25
Cornwall	74,193	1,776	2.4	8,195	11.0	9,971	13.4	70	2.72

Coventry	57,914	1,352	2.3	7,672	13.2	9,024	15.6	43	3.32
Croydon	65,230	1,956	3.0	7,174	11.0	9,130	14.0	71	7.37
Cumbria	71,493	2,291	3.2	8,303	11.6	10,594	14.8	86	1.26
Darlington	16,400	535	3.3	1,895	11.6	2,430	14.8	72	0.61
Derby	43,985	1,347	3.1	5,995	13.6	7,342	16.7	44	2.77
Derbyshire	111,812	3,145	2.8	13,360	11.9	16,505	14.8	101	6.37
Devon	104,594	3,035	2.9	14,742	14.1	17,777	17.0	114	3.00
Doncaster	48,441	1,220	2.5	5,010	10.3	6,230	12.9	35	1.44
Dorset	60,888	1,568	2.6	8,319	13.7	9,887	16.2	128	1.98
Dudley	47,600	1,232	2.6	6,783	14.3	8,015	16.8	77	6.08
Durham	74,758	2,287	3.1	8,568	11.5	10,855	14.5	59	1.62
Ealing	59,313	1,759	3.0	6,439	10.9	8,198	13.8	73	10.52
East Riding of Yorkshire	47,368	1,152	2.4	4,970	10.5	6,122	12.9	118	2.73
East Sussex	73,414	2,629	3.6	7,150	9.7	9,779	13.3	99	12.97
Enfield	59,648	1,444	2.4	6,538	11.0	7,982	13.4	51	1.70
Essex	218,222	7,164	3.3	21,796	10.0	28,960	13.3	113	5.30
Gateshead	30,015	927	3.1	3,471	11.6	4,398	14.7	58	6.70
Gloucestershire	94,361	2,437	2.6	11,398	12.1	13,835	14.7	123	4.29
Greenwich	46,437	1,236	2.7	5,874	12.6	7,110	15.3	61	7.72
Hackney	44,554	1,492	3.3	6,080	13.6	7,572	17.0	10	4.15
Halton	19,415	442	2.3	2,609	13.4	3,051	15.7	23	3.65
Hammersmith and Fulham	27,588	973	3.5	3,101	11.2	4,074	14.8	68	8.15
Hampshire	189,798	5,429	2.9	20,872	11.0	26,301	13.9	141	9.50
Haringey	41,550	1,294	3.1	5,271	12.7	6,565	15.8	24	5.35
Harrow	39,877	1,082	2.7	3,936	9.9	5,018	12.6	129	2.30
Hartlepool	15,247	363	2.4	1,951	12.8	2,314	15.2	17	0.00
Havering	39,598	931	2.4	2,583	6.5	3,514	8.9	107	1.28
Herefordshire	24,767	724	2.9	3,804	15.4	4,528	18.3	92	4.44
Hertfordshire	216,387	4,291	2.0	25,262	11.7	29,553	13.7	138	4.38
Hillingdon	56,105	1,912	3.4	5,774	10.3	7,686	13.7	104	3.98
Hounslow	45,163	1,317	2.9	6,152	13.6	7,469	16.5	80	5.45
Isle of Wight	17,677	638	3.6	2,524	14.3	3,162	17.9	76	7.89
Isles of Scilly	266	9	3.4	32	12.0	41	15.4	140	0.00
Islington	26,069	962	3.7	3,917	15.0	4,879	18.7	22	3.13
Kensington and Chelsea	26,124	544	2.1	2,589	9.9	3,133	12.0	75	6.88
Kent	247,704	7,335	3.0	23,049	9.3	30,384	12.3	100	7.26
Kingston Upon Hull, City of	40,956	1,226	3.0	5,605	13.7	6,831	16.7	3	3.26
Kingston upon Thames	29,023	721	2.5	2,326	8.0	3,047	10.5	144	8.38
Kirklees	69,068	1,794	2.6	6,713	9.7	8,507	12.3	69	3.07
Knowsley	20,189	766	3.8	3,193	15.8	3,959	19.6	2	0.49
Lambeth	40,304	1,522	3.8	5,860	14.5	7,382	18.3	36	8.59
Lancashire	179,099	5,167	2.9	16,816	9.4	21,983	12.3	79	2.26
Leeds	124,933	2,224	1.8	14,468	11.6	16,692	13.4	57	0.98
Leicester	57,486	1,493	2.6	7,043	12.3	8,536	14.8	19	5.01
Leicestershire	103,002	2,845	2.8	9,659	9.4	12,504	12.1	135	3.15
Lewisham	43,183	1,276	3.0	5,499	12.7	6,775	15.7	38	11.48
Lincolnshire	109,805	3,231	2.9	14,111	12.9	17,342	15.8	89	5.70
Liverpool	72,293	1,767	2.4	10,974	15.2	12,741	17.6	4	2.67
Luton	39,660	983	2.5	4,962	12.5	5,945	15.0	47	1.80
Manchester	89,394	2,520	2.8	11,445	12.8	13,965	15.6	5	3.47
Medway	46,982	1,422	3.0	6,317	13.4	7,739	16.5	81	5.61

Merton	33,214	1,181	3.6	3,908	11.8	5,089	15.3	125	4.22
Middlesbrough	23,954	822	3.4	3,356	14.0	4,178	17.4	6	0.42
Milton Keynes	47,696	1,389	2.9	5,308	11.1	6,697	14.0	106	2.15
Newcastle upon Tyne	44,542	1,103	2.5	5,777	13.0	6,880	15.4	42	0.00
Newham	62,135	488	0.8	7,604	12.2	8,092	13.0	21	3.44
Norfolk	119,959	3,705	3.1	14,884	12.4	18,589	15.5	88	3.97
North East Lincolnshire	23,992	494	2.1	2,578	10.7	3,072	12.8	25	2.08
North Lincolnshire	24,332	755	3.1	2,730	11.2	3,485	14.3	85	0.41
North Somerset	30,970	469	1.5	3,193	10.3	3,662	11.8	119	7.16
North Tyneside	30,913	1,105	3.6	3,116	10.1	4,221	13.7	87	3.25
North Yorkshire	89,361	1,894	2.1	8,288	9.3	10,182	11.4	126	3.14
Northamptonshire	121,153	3,013	2.5	11,900	9.8	14,913	12.3	97	6.96
Northumberland	46,292	1,325	2.9	5,287	11.4	6,612	14.3	90	2.36
Nottingham	47,836	758	1.6	6,148	12.9	6,906	14.4	8	3.40
Nottinghamshire	120,724	1,591	1.3	9,182	7.6	10,773	8.9	98	3.19
Oldham	44,666	1,285	2.9	4,972	11.1	6,257	14.0	28	1.82
Oxfordshire	111,049	2,446	2.2	13,081	11.8	15,527	14.0	142	2.46
Peterborough	36,921	1,231	3.3	4,551	12.3	5,782	15.7	46	3.06
Plymouth	39,982	1,446	3.6	4,936	12.3	6,382	16.0	56	0.00
Poole	20,328	515	2.5	2,899	14.3	3,414	16.8	121	3.43
Portsmouth	28,581	940	3.3	3,514	12.3	4,454	15.6	50	2.84
Reading	25,046	610	2.4	2,744	11.0	3,354	13.4	93	4.47
Redbridge	60,051	1,467	2.4	4,901	8.2	6,368	10.6	91	4.39
Redcar and Cleveland	22,007	781	3.5	3,125	14.2	3,906	17.7	39	0.92
Richmond upon Thames	36,837	898	2.4	3,549	9.6	4,447	12.1	147	8.60
Rochdale	35,629	1,187	3.3	3,633	10.2	4,820	13.5	15	1.15
Rotherham	44,831	1,154	2.6	5,916	13.2	7,070	15.8	41	0.67
Rutland	7,733	233	3.0	905	11.7	1,138	14.7	149	5.12
Salford	39,532	1,174	3.0	6,009	15.2	7,183	18.2	20	0.52
Sandwell	58,833	1,478	2.5	8,343	14.2	9,821	16.7	12	2.10
Sefton	42,713	1,025	2.4	3,623	8.5	4,648	10.9	60	5.38
Sheffield	82,783	2,045	2.5	11,197	13.5	13,242	16.0	48	4.16
Shropshire	43,956	1,577	3.6	4,535	10.3	6,112	13.9	115	0.46
Slough	31,183	912	2.9	3,390	10.9	4,302	13.8	78	1.98
Solihull	41,025	1,213	3.0	4,900	11.9	6,113	14.9	112	4.20
Somerset	77,618	1,368	1.8	10,599	13.7	11,967	15.4	110	5.19
South Gloucestershire	39,701	1,263	3.2	4,407	11.1	5,670	14.3	143	5.56
South Tyneside	22,015	771	3.5	3,705	16.8	4,476	20.3	26	0.92
Southampton	32,872	1,011	3.1	5,378	16.4	6,389	19.4	54	7.76
Southend-on-Sea	30,249	1,024	3.4	2,504	8.3	3,528	11.7	67	4.67
Southwark	48,050	1,343	2.8	6,802	14.2	8,145	17.0	33	5.48
St. Helens	26,629	582	2.2	4,190	15.7	4,772	17.9	30	3.80
Staffordshire	125,586	3,816	3.0	11,823	9.4	15,639	12.5	116	5.83
Stockport	45,483	1,773	3.9	4,304	9.5	6,077	13.4	96	3.55
Stockton-on-Tees	32,966	855	2.6	4,091	12.4	4,946	15.0	65	2.78
Stoke-on-Trent	39,182	1,332	3.4	4,964	12.7	6,296	16.1	13	1.83
Suffolk	109,515	2,710	2.5	10,822	9.9	13,532	12.4	102	6.33
Sunderland	41,586	1,089	2.6	5,351	12.9	6,440	15.5	31	2.39
Surrey	193,263	5,955	3.1	21,763	11.3	27,718	14.3	150	9.07
Sutton	38,943	1,218	3.1	3,582	9.2	4,800	12.3	127	8.13
Swindon	33,761	1,257	3.7	4,498	13.3	5,755	17.0	108	3.98
Tameside	36,330	594	1.6	4,230	11.6	4,824	13.3	34	1.12
Telford and Wrekin	29,523	1,076	3.6	4,384	14.8	5,460	18.5	64	4.15
Thurrock	27,784	983	3.5	2,899	10.4	3,882	14.0	84	2.22
Torbay	20,264	922	4.5	2,548	12.6	3,470	17.1	37	0.00
Tower Hamlets	46,679	1,968	4.2	5,640	12.1	7,608	16.3	9	1.29
Trafford	42,655	1,390	3.3	3,820	9.0	5,210	12.2	120	5.50
Wakefield	55,980	1,530	2.7	6,381	11.4	7,911	14.1	52	1.09

Walsall	52,239	1,241	2.4	5,185	9.9	6,426	12.3	27	3.29
Waltham Forest	45,287	1,388	3.1	6,431	14.2	7,819	17.3	29	1.11
Wandsworth	44,175	1,726	3.9	5,697	12.9	7,423	16.8	103	5.73
Warrington	32,359	1,141	3.5	2,806	8.7	3,947	12.2	94	1.87
Warwickshire	87,046	2,658	3.1	9,964	11.4	12,622	14.5	124	1.64
West Berkshire	29,420	1,131	3.8	3,271	11.1	4,402	15.0	146	2.72
West Sussex	123,422	3,838	3.1	16,665	13.5	20,503	16.6	131	5.25
Westminster	31,347	826	2.6	4,246	13.5	5,072	16.2	45	12.09
Wigan	46,658	1,277	2.7	5,686	12.2	6,963	14.9	63	0.43
Wiltshire	73,871	2,115	2.9	8,984	12.2	11,099	15.0	133	7.95
Windsor and Maidenhead	27,482	845	3.1	3,417	12.4	4,262	15.5	151	2.59
Wirral	51,673	1,571	3.0	7,287	14.1	8,858	17.1	53	2.35
Wokingham	29,272	713	2.4	2,935	10.0	3,648	12.5	152	3.15
Wolverhampton	45,249	1,175	2.6	6,297	13.9	7,472	16.5	16	1.14
Worcestershire	86,704	2,381	2.7	10,863	12.5	13,244	15.3	111	2.67
York	27,779	594	2.1	2,584	9.3	3,178	11.4	136	0.36