

Chapter 2 – How do the achievements compare between pupils with and without special educational needs?

Introduction

This chapter looks at the differences in educational attainment between pupils with and without special educational needs at Early Years Foundation Stage Profile (mainly 5 year olds), Key Stage 1 (mainly 7 year olds), Key Stage 2 (mainly 11 year olds) and Key Stage 4 (mainly 16 year olds) in 2009. The Key Stage 2 and 4 figures show additional information by pupil characteristics, such as gender, ethnic origin, free school meals eligibility and first language, for each of the provisions and primary types of special educational need. There are also new sections on the attainment of looked after children with special educational needs at Key Stages 2 and 4.

See Data Annex 2 for further detail on the material covered in this chapter.

All referenced tables can be found in the accompanying downloadable spreadsheets at: <http://www.education.gov.uk/rsgateway/DB/STA/t000965/index.shtml>.

All numbers which appear in this chapter were taken from the National Pupil Database (see Data Annex 2 for further details). Data were based on the academic year and special educational need provision was recorded in the January of the same year.

Key findings at Early Years Foundation Stage Profile (EYFSP) and Key Stage 1 (KS1)

Early Years Foundation Stage Profile (EYFSP)

In 2008/09, 55.5 per cent of pupils with no special educational needs achieved a good level of development at EYFSP compared to 17.9 per cent of those at School Action, 15.4 per cent of those at School Action Plus and just 4.2 per cent of those with statements of special educational needs. Overall, 15.4 per cent of pupils with special educational needs achieved a good level of development, which shows a gap of 40.1 percentage points between pupils with and without special educational needs.

Key Stage 1 (KS1)

In 2008/09, the attainment gap between pupils with and without special educational needs at KS1 was lowest in science where 64.8 per cent of pupils with special educational needs achieved the expected level compared to 96.0 per cent of pupils with no identified special educational needs, which shows a gap of 31.2 percentage points. The widest attainment gap occurred in writing with a gap of 48.6 percentage points.

Early Years Foundation Stage Profile Achievement

Early Years Foundation Stage (EYFS) covers pupils aged between 3 and 5 years (covering nursery and reception years). The findings in this section refer to teachers' assessments of pupils at the end of the EYFS (mainly those who were 5 years old) in academic years 2006/07, 2007/08 and 2008/09, at all types of schools who had special educational needs (School Action, School Action Plus or with statements) in January of each assessment year.

The Early Years Foundation Stage Profile (EYFSP) covers six areas of learning covering children's physical, intellectual, emotional and social development measured by 13 assessment scales, each of which has nine points. Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child achieves this overall score, and also achieves a score of 6 or more in each of the 7 scales in the Personal, Social and Emotional development (PSE) and Communication, Language and Literacy areas of learning (CLL), they are deemed to be reaching a **good level of development**.

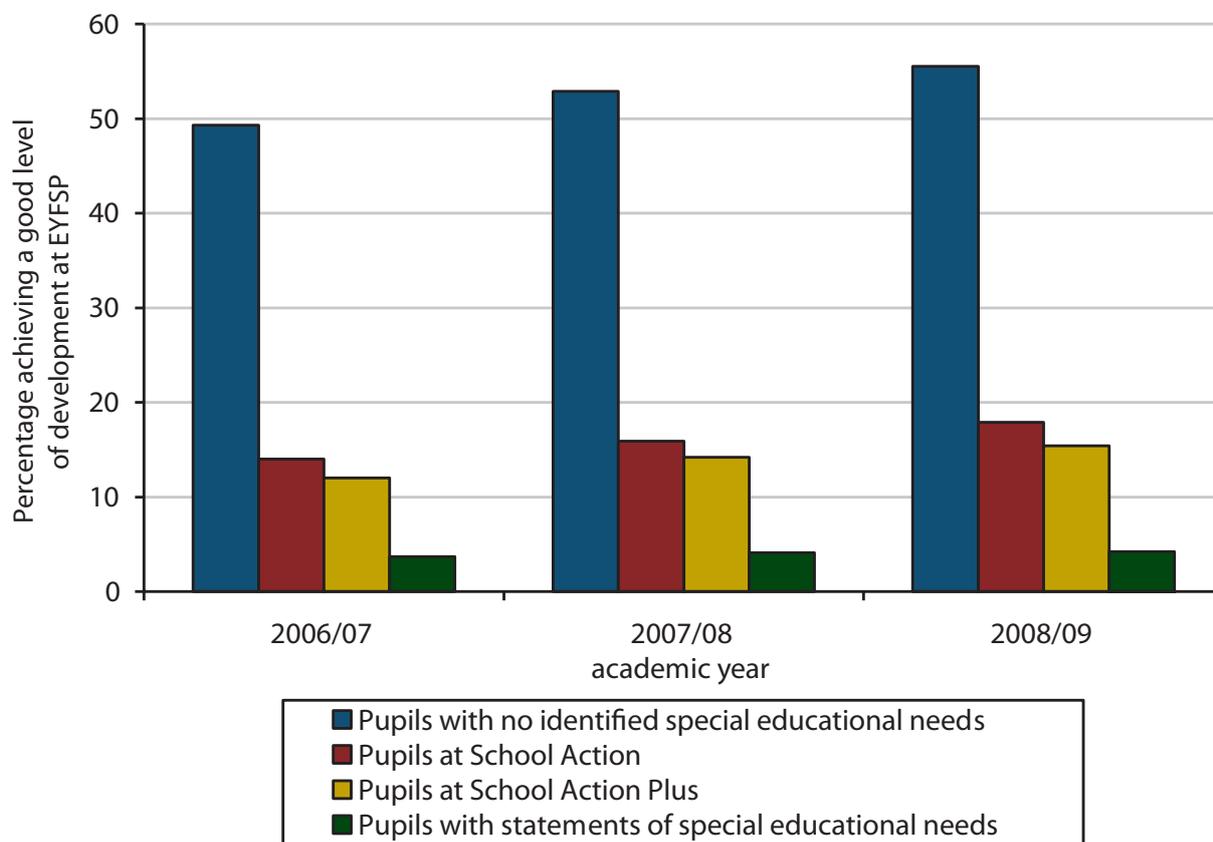
More detailed information on EYFS can be found in Data Annex 2.

Achievement at the end of the Early Years Foundation Stage by provision of need

Figure 2.1 shows the percentage of pupils at School Action, School Action Plus and with statements that achieved a good level of development in 2006/07, 2007/08 and 2008/09. Figure 2.1 shows that, in each of the academic years, pupils without special educational needs were more likely to achieve a good level of development compared to pupils at School Action. In turn, pupils at School Action performed slightly better than those at School Action Plus and pupils at School Action Plus performed notably better than those with statements of special educational needs.

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Figure 2.1: Percentage of pupils that achieved a good level of development at the end of EYFS in 2006/07 to 2008/09 by provision of special educational need



In 2008/09, 55.5 per cent of pupils with no special educational needs achieved a good level of development compared to 17.9 per cent for those at School Action, 15.4 per cent for those at School Action Plus and just 4.2 per cent for those with statements of special educational needs. Overall, 15.4 per cent of pupils with special educational needs achieved a good level of development. This shows an attainment gap of 40.1 percentage points between pupils with and without special educational needs, which was wider than in 2007/08, when the difference was 39.0 percentage points.

The data used to create Figure 2.1 can be found in Statistical First Release entitled Early Years Foundation Stage Profile Attainment by Pupil Characteristics, in England 2008/09, which is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000911/index.shtml>.

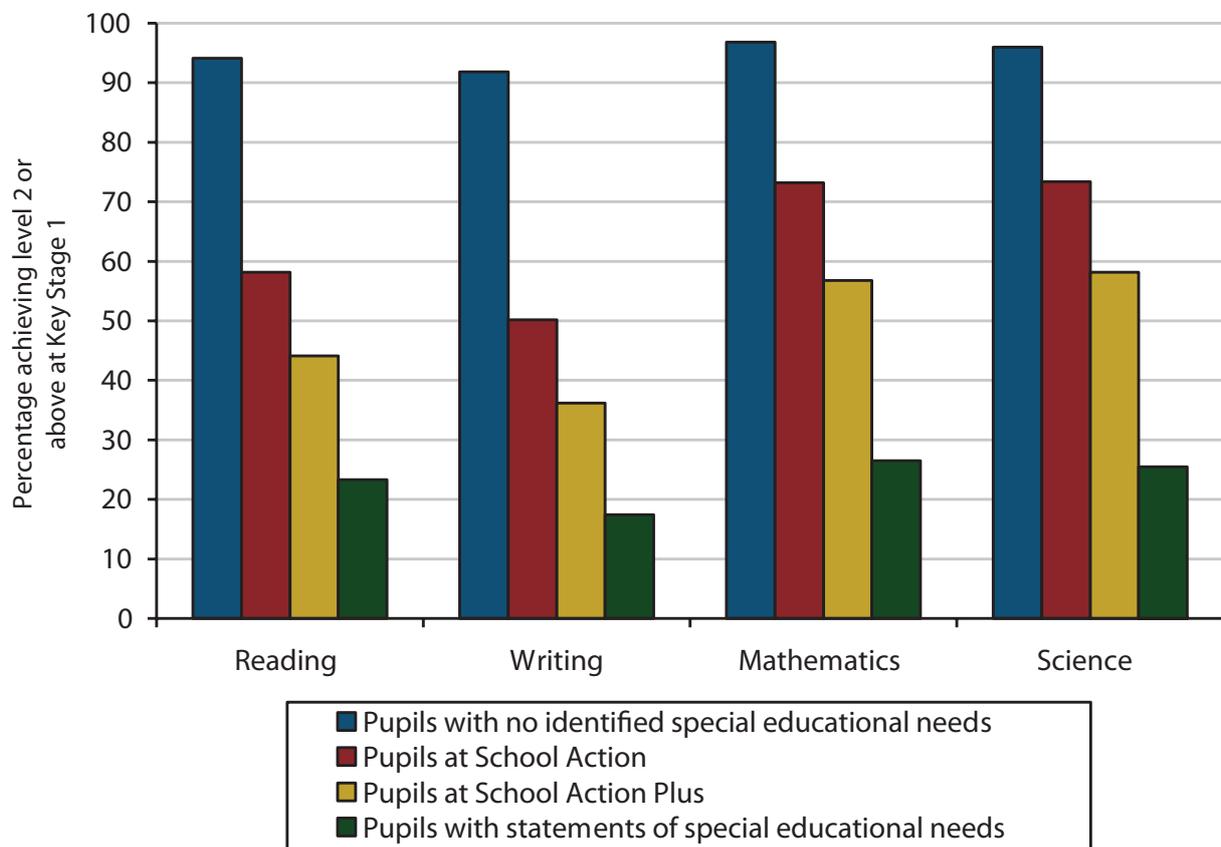
Attainment at Key Stage 1

Key Stage 1 (KS1) refers to the stage of the National Curriculum for pupils aged between 5 and 7 years (school year groups 1 and 2). The findings in this section refer to teachers' assessments of pupils in maintained schools at the end of KS1 (mainly those who were 7 years old) in academic year 2008/09, who had special educational needs in January 2009. Pupils were assessed by teacher assessments in reading, writing, maths and science at KS1 in 2008/09. The level of attainment in each subject expected for pupils at the end of KS1 is Level 2. More detailed information on KS1 can be found in Data Annex 2.

Attainment at Key Stage 1 by subject and provision of need

Figure 2.2 shows the percentage of pupils at School Action, School Action Plus and with statements that achieved level 2 or above in reading, writing, maths and science in 2008/09. Figure 2.2 shows that, for each of the four subjects, pupils without special educational needs were more likely to achieve the expected level compared to pupils at School Action. In turn, pupils at School Action performed better than those at School Action Plus and pupils at School Action Plus performed better than those with statements of special educational needs. Pupils were more likely to achieve the expected level in maths and science, compared to reading and writing, regardless of their provision of special educational needs.

Figure 2.2: Percentage of pupils that achieved the expected level at Key Stage 1 in 2008/09 by subject and provision of special educational need



The attainment gap between pupils with and without special educational needs was lowest in science where 64.8 per cent of pupils with special educational needs achieved the expected level compared to 96.0 per cent of pupils with no identified special educational needs. This shows an attainment gap of 31.2 percentage points. The widest attainment gap occurred in writing with a gap of 48.6 percentage points.

The data used to create Figure 2.2 can be found in Statistical First Release entitled Key Stage 1 Attainment by Pupil Characteristics, in England 2008/09, which is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000899/index.shtml>.

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Attainment at Key Stage 2

Key findings at Key Stage 2

Overall, 31.3 per cent of pupils with special educational needs achieved the expected level in both English and maths at KS2 in 2009, compared to 85.7 per cent for those with no special educational needs. Pupils with visual impairments were most likely, of all the primary types of special educational need, to achieve the expected level in both English and maths at KS2 in 2009.

Gender

Boys were more likely than girls to achieve the expected level in both English and maths at KS2 in 2009, regardless of special educational needs provision. The attainment gap between the genders was most evident for pupils at School Action Plus, where 28.4 per cent of boys achieved the expected level compared to 20.5 per cent of girls.

First language

Pupils whose first language was English were more likely to achieve the expected level at Key Stage 2, compared to pupils whose first language was other than English, regardless of their provision for special educational need.

Looked after children with special educational needs

Children looked after for at least 12 months at 31 March 2009 were generally less likely to achieve the expected level at KS2 maths compared to all pupils, regardless of special educational need provision, except those at School Action, where looked after children were slightly more likely to achieve expected standards.

Key Stage 2 (KS2) refers to the stage of the National Curriculum for pupils aged between 7 and 11 years (school year groups 3 to 6). The findings in this section refer to pupils with special educational needs who were at the end of KS2 (mainly those who were 11 years old) in the academic year 2008/09 by their provision for need in the January of that year. Pupils were assessed in English, maths and science at KS2 in 2009. 'Both English and maths' refers to pupils' attainment at both KS2 English and KS2 maths. The level of attainment in each subject expected for pupils at the end of KS2 is Level 4. All findings in this section refer to pupils at maintained schools.

Attainment at Key Stage 2 by subject and provision for need

Figure 2.3 shows the percentage of pupils at School Action, School Action Plus and with statements that achieved level 4 or above in English, maths and science in 2009. Figure 2.3 also shows the percentage of pupils achieving level 4 or above in both English and maths. Web based Tables 2.1, 2.4, 2.7 and 2.10 contain the percentages used in Figure 2.3.

Figure 2.3: Percentage of pupils that achieved the expected level at Key Stage 2 in 2009 by subject and provision for special educational need

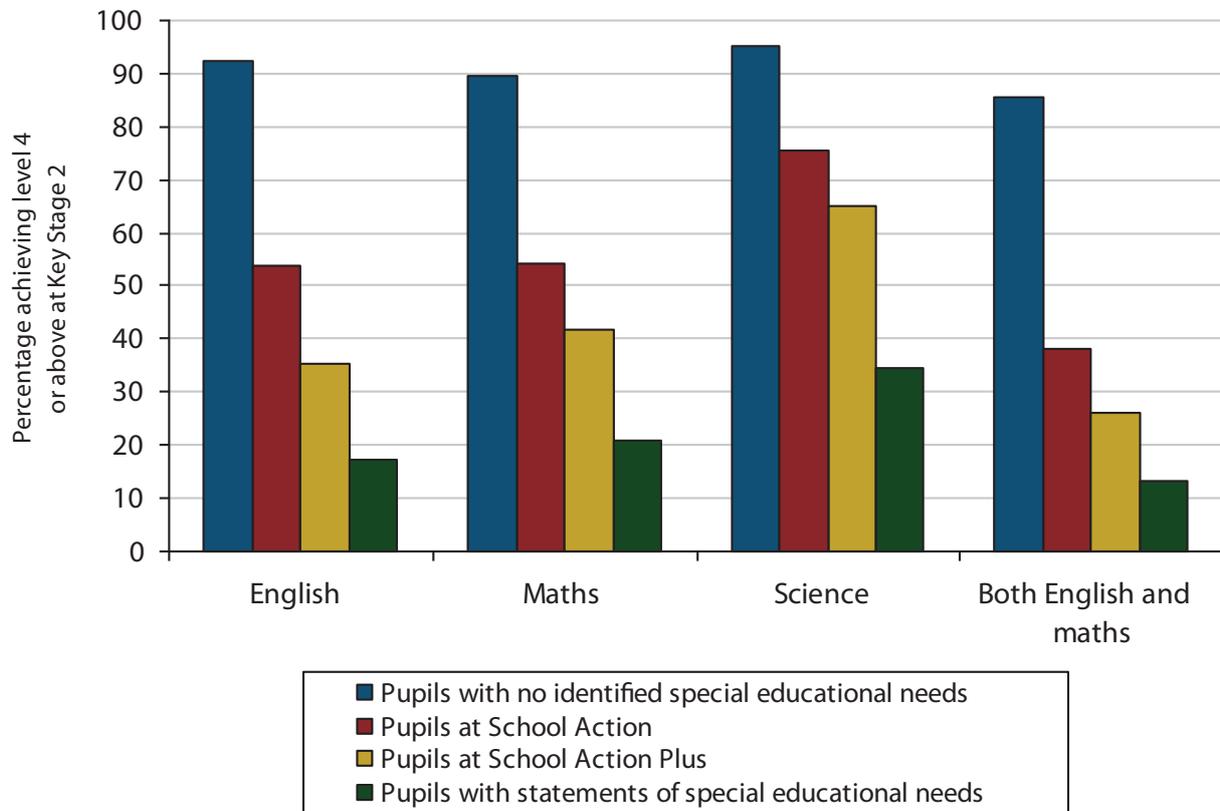


Figure 2.3 shows that, for each of the three subjects, pupils without special educational needs were more likely to achieve the expected level compared to pupils at School Action. In turn, pupils at School Action performed better than those at School Action Plus and pupils at School Action Plus performed better than those with statements of special educational needs. Overall, 31.3 per cent of pupils with special educational needs achieved the expected level in both English and maths at KS2 in 2009, compared to 85.7 per cent for those with no special educational needs.

Pupils were more likely to achieve the expected level in science than English or maths, regardless of their provision for special educational needs. 34.4 per cent of pupils with statements achieved the expected level in science, compared to 13.3 per cent in both English and maths. The equivalent percentages for those with no special educational needs were 95.2 per cent for science and 85.7 per cent in both English and maths.

Attainment at Key Stage 2 by individual levels of achievement in each subject by provision for need

Figure 2.4 shows the percentage of pupils that achieved each individual level at Key Stage 2 English in 2009 by special educational need provision. Pupils with special educational needs were less likely to achieve levels 4 and 5 than their peers. Therefore, pupils with special educational needs were more likely to achieve lower levels (those working below the level of the test and therefore not entered for it, as well as those achieving below Level 4 on the test) compared to those with no special educational needs. Similar findings were also shown in Key Stage 2 maths. Web based tables 2.1 and 2.4 show the figures used to produce Figure 2.4 and the corresponding findings for maths.

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Figure 2.4: Percentage of pupils that achieved each level at Key Stage 2 English in 2009 by provision for special educational need

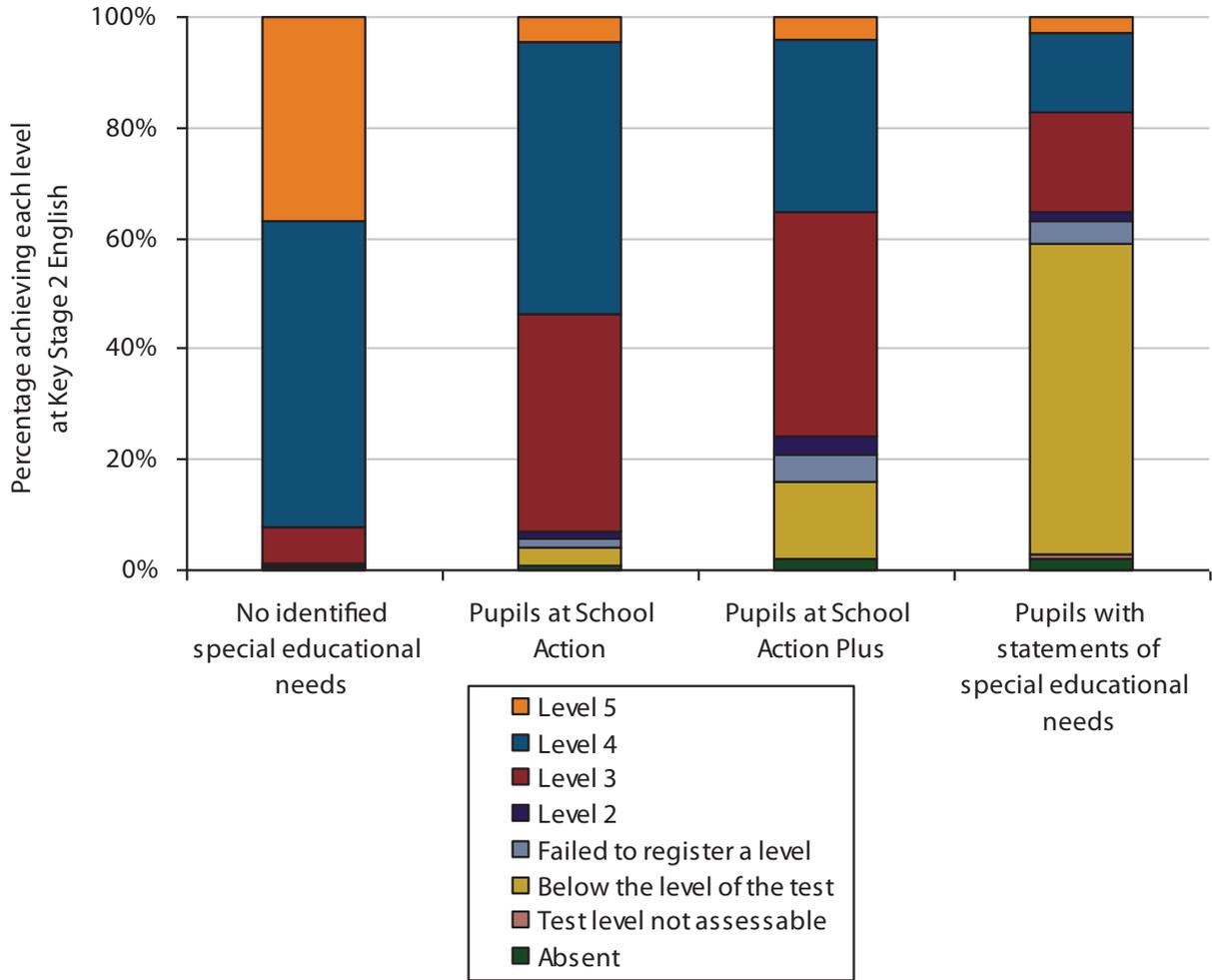
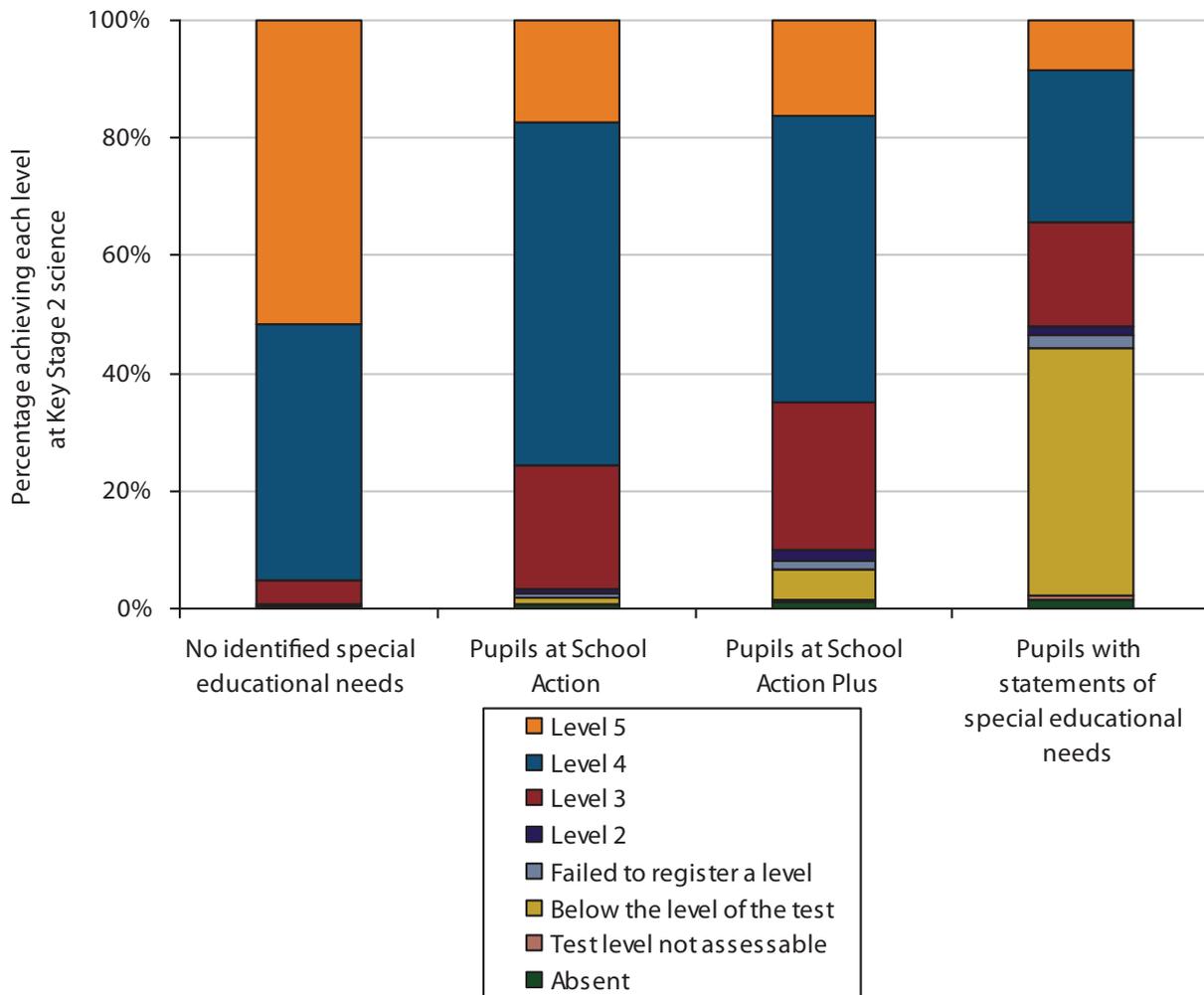


Figure 2.5 shows the percentage of pupils that achieved each individual level at Key Stage 2 science in 2009 by special educational needs provision. As previously shown, pupils were more likely to achieve the expected level (levels 4 or 5) in science than English or maths, therefore there were smaller proportions of pupils with special educational needs achieving lower levels in science compared to the other two subjects. Web based table 2.10 shows the figures used to produce Figure 2.5.

Figure 2.5: Percentage of pupils that achieved each level at Key Stage 2 science in 2009 by provision for special educational need



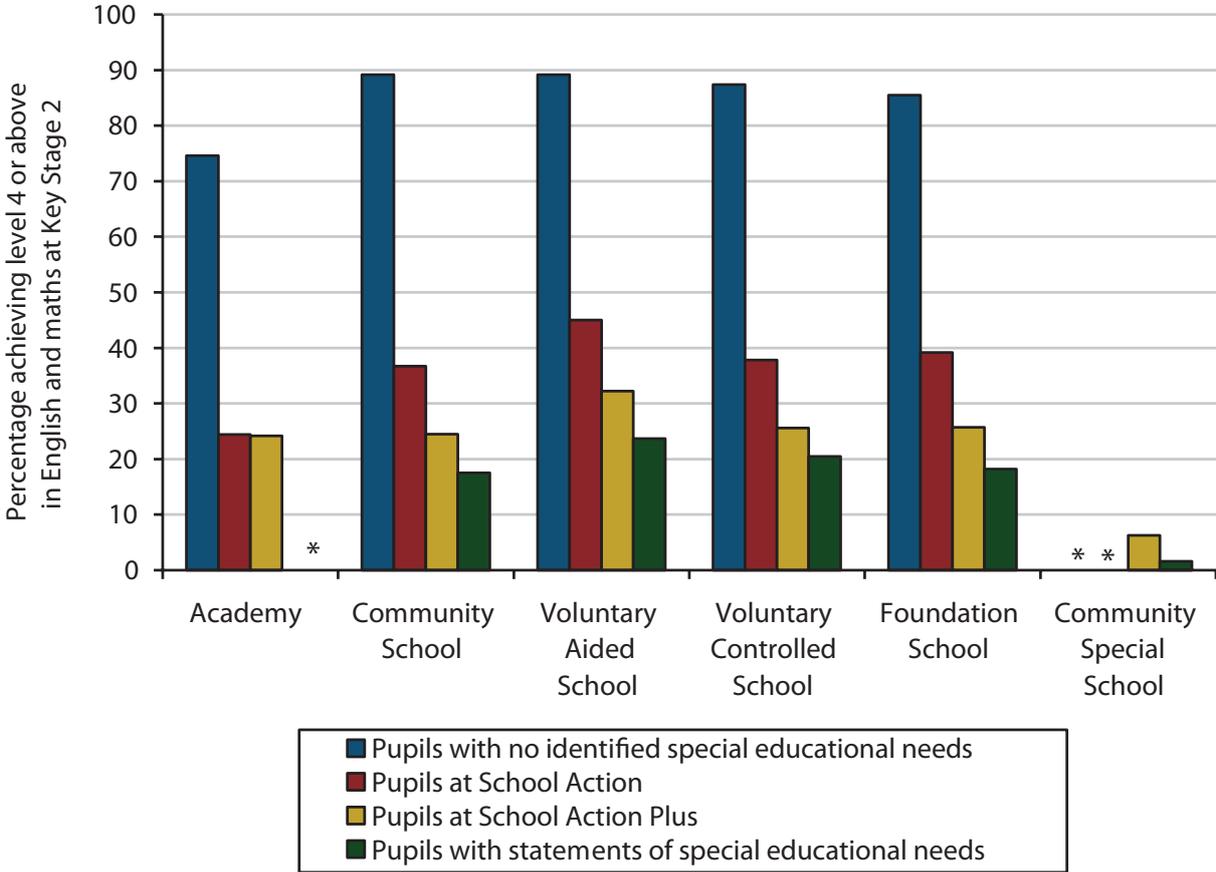
Attainment at Key Stage 2 by school type and provision for need

Figure 2.6 shows the percentage of pupils at each of the provisions of special educational needs that achieved the expected level at both English and maths at KS2 in 2009 by school type attended. Pupils at maintained schools consist of those attending one of the following: academies, community school, voluntary aided school, voluntary controlled school, foundation school, city technology college, community special school or foundation special schools. Figure 2.6 shows the attainment of pupils at each of these school types except for city technology colleges and foundation special schools which had very small numbers of pupils in attendance. The percentage for School Action Plus at community special schools should be treated with caution due to small numbers of eligible pupils. Web based Table 2.7 shows the data used to produce Figure 2.6.

Pupils with special educational needs were most likely to achieve the expected level in both English and maths at KS2 in 2009 at voluntary aided schools. Pupils with no special educational needs were most likely to achieve the expected level at community schools and voluntary aided schools.

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Figure 2.6: Percentage of pupils that achieved the expected level in both English and maths at Key Stage 2 in 2009 by school type and provision for special educational need



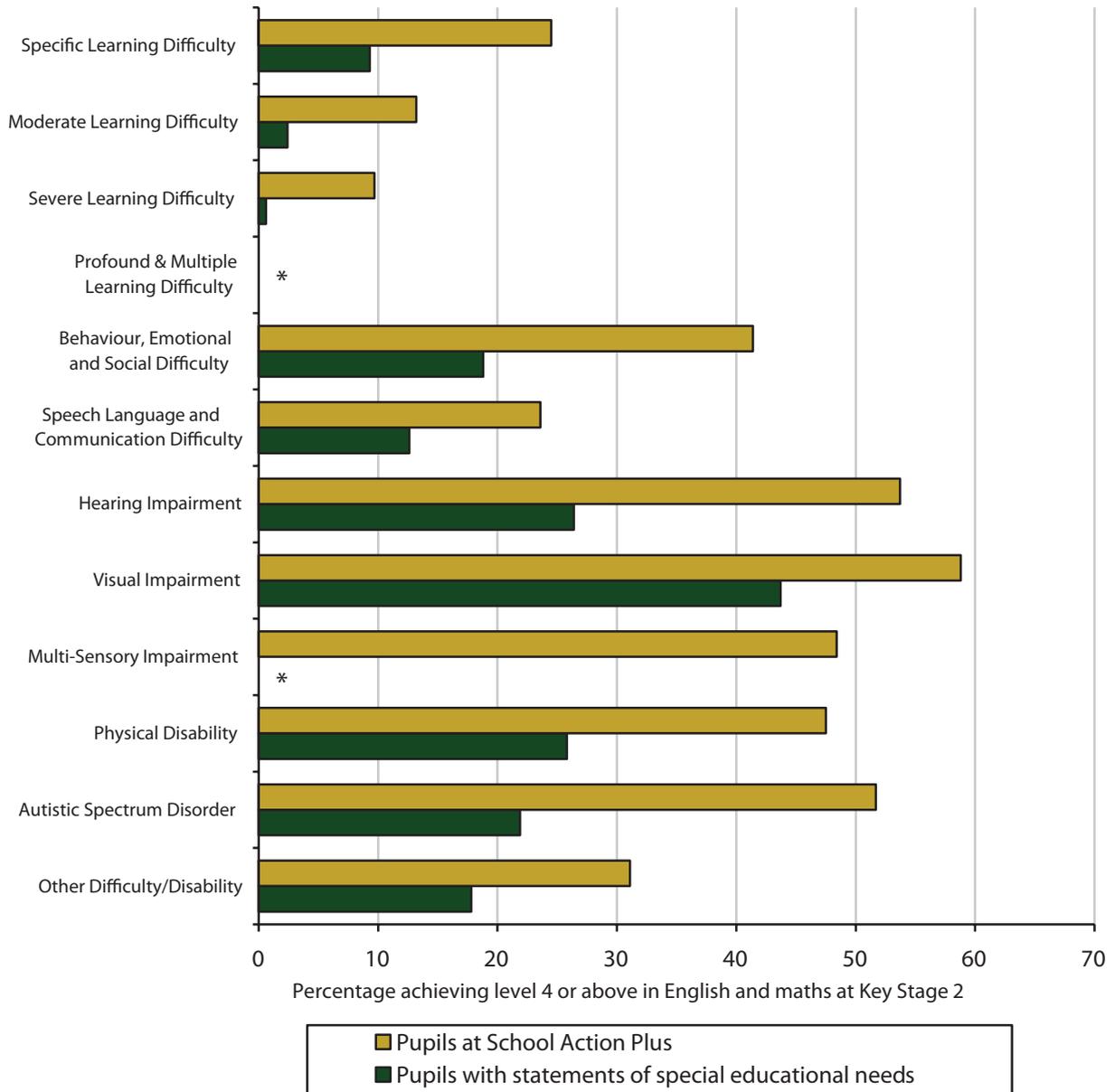
* Percentages not shown due to very small numbers of pupils.

Attainment at both English and maths at KS2 by primary type of special educational need

Figure 2.7 shows the percentage of pupils that achieved the expected level at both English and maths at KS2 in 2009 by primary type of need. See web based Table 2.8 for data.

Figure 2.7 shows that pupils with visual impairments were most likely to achieve the expected level in both English and maths at KS2 (58.8 per cent for those at School Action Plus and 43.7 per cent for those with statements). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the groups. Web based Table 2.8 shows the actual numbers.

Figure 2.7: Percentage of pupils who achieved the expected level in both English and maths at Key Stage 2 in 2009 by primary type of need



Attainment at Key Stage 2 science by primary type of special educational need

Figure 2.8 shows the percentage of pupils that achieved the expected level at KS2 science in 2009 by primary type of need. See web based Table 2.10 for data.

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Figure 2.8: Percentage of pupils who achieved the expected level at Key Stage 2 science in 2009 by primary type of need

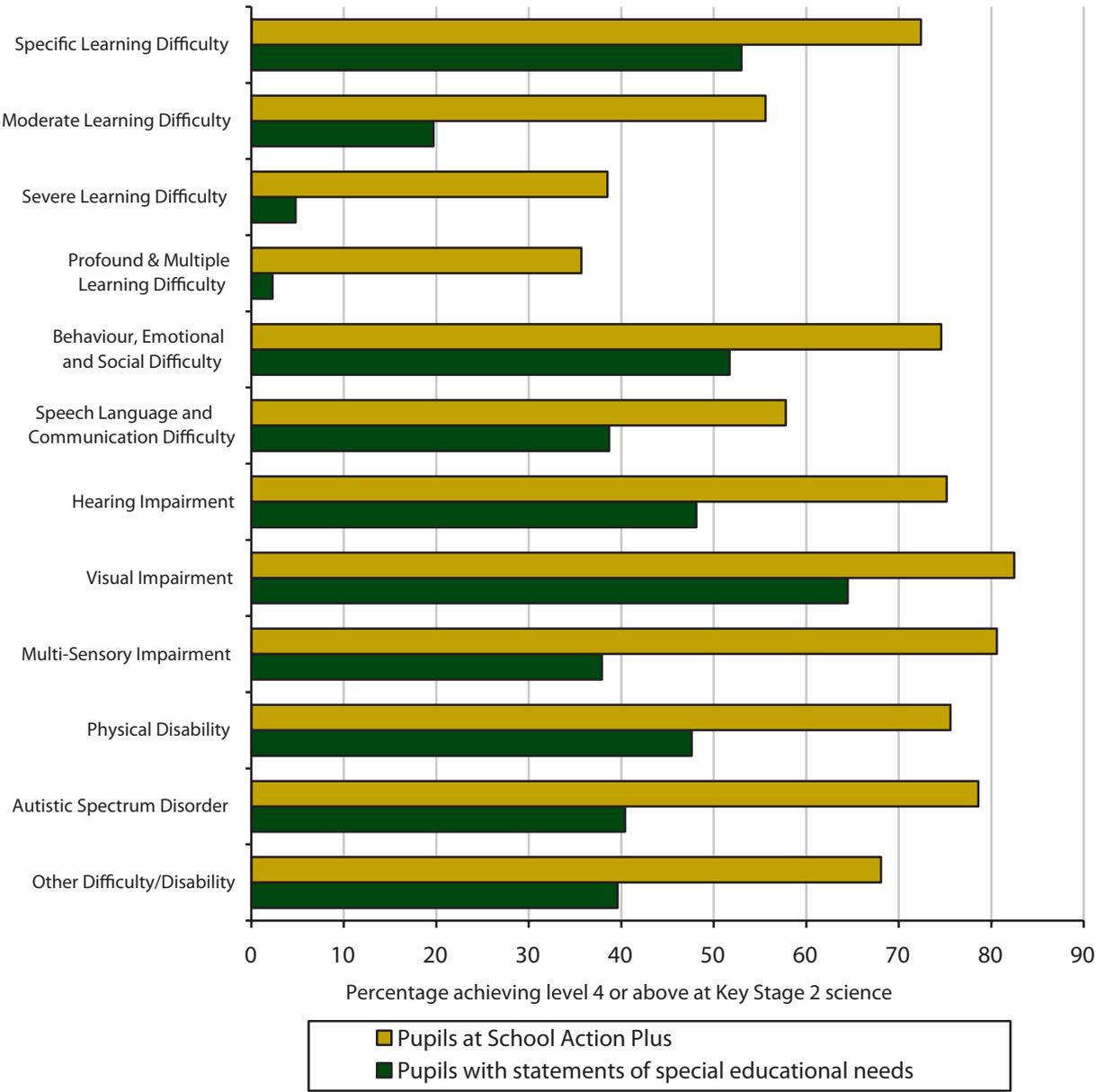
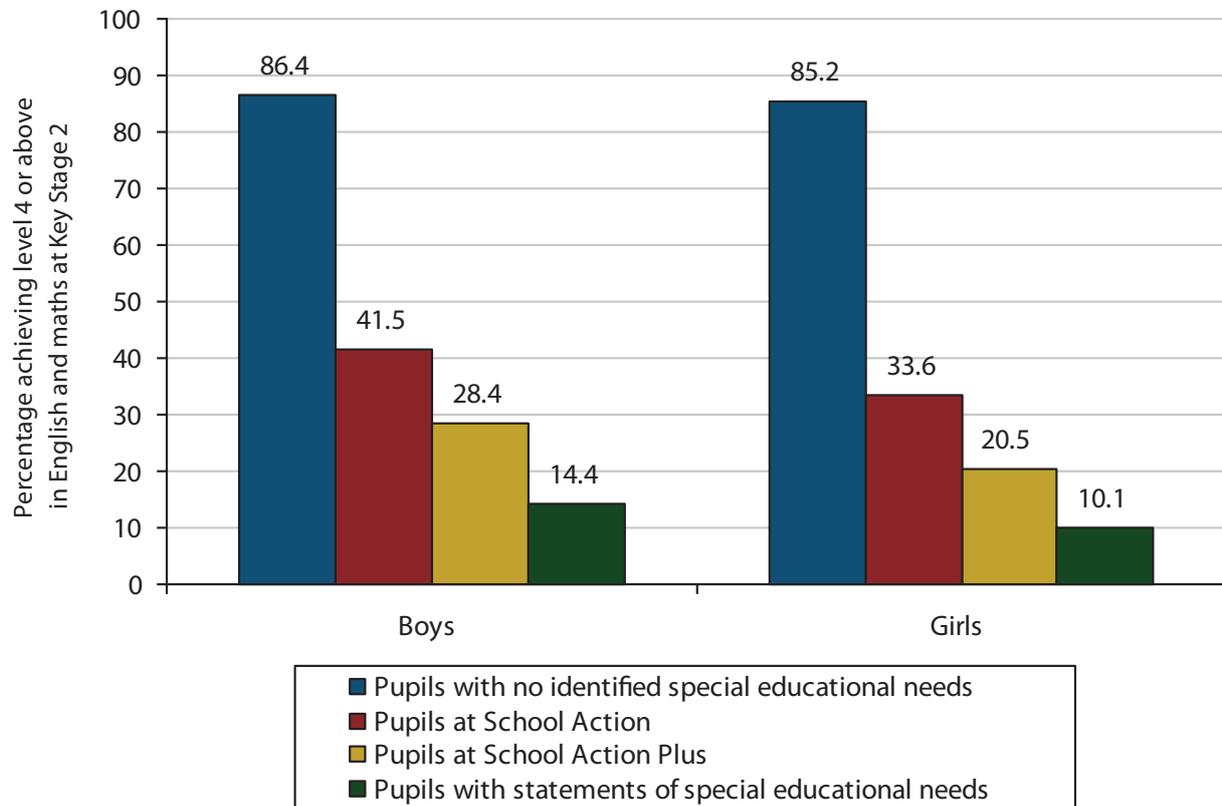


Figure 2.8 shows that pupils with visual impairments were most likely to achieve the expected level in KS2 science (82.5 per cent for those at School Action Plus and 64.5 per cent for those with statements). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the groups. Web based Table 2.10 shows the actual numbers.

Figure 2.9: Percentage of pupils who achieved the expected level in both English and maths at Key Stage 2 in 2009 by provision for need and gender



Differences in Key Stage 2 attainment by gender and provision for need

Chapter 1 looked at the number of boys and girls with special educational needs and this section of **Chapter 2** looks at their attainment.

Figure 2.9 shows the percentage of boys and girls at School Action, School Action Plus and with statements that achieved the expected level in both English and maths at KS2 in 2009. Web based Table 2.8 contains the percentages used in Figure 2.9.

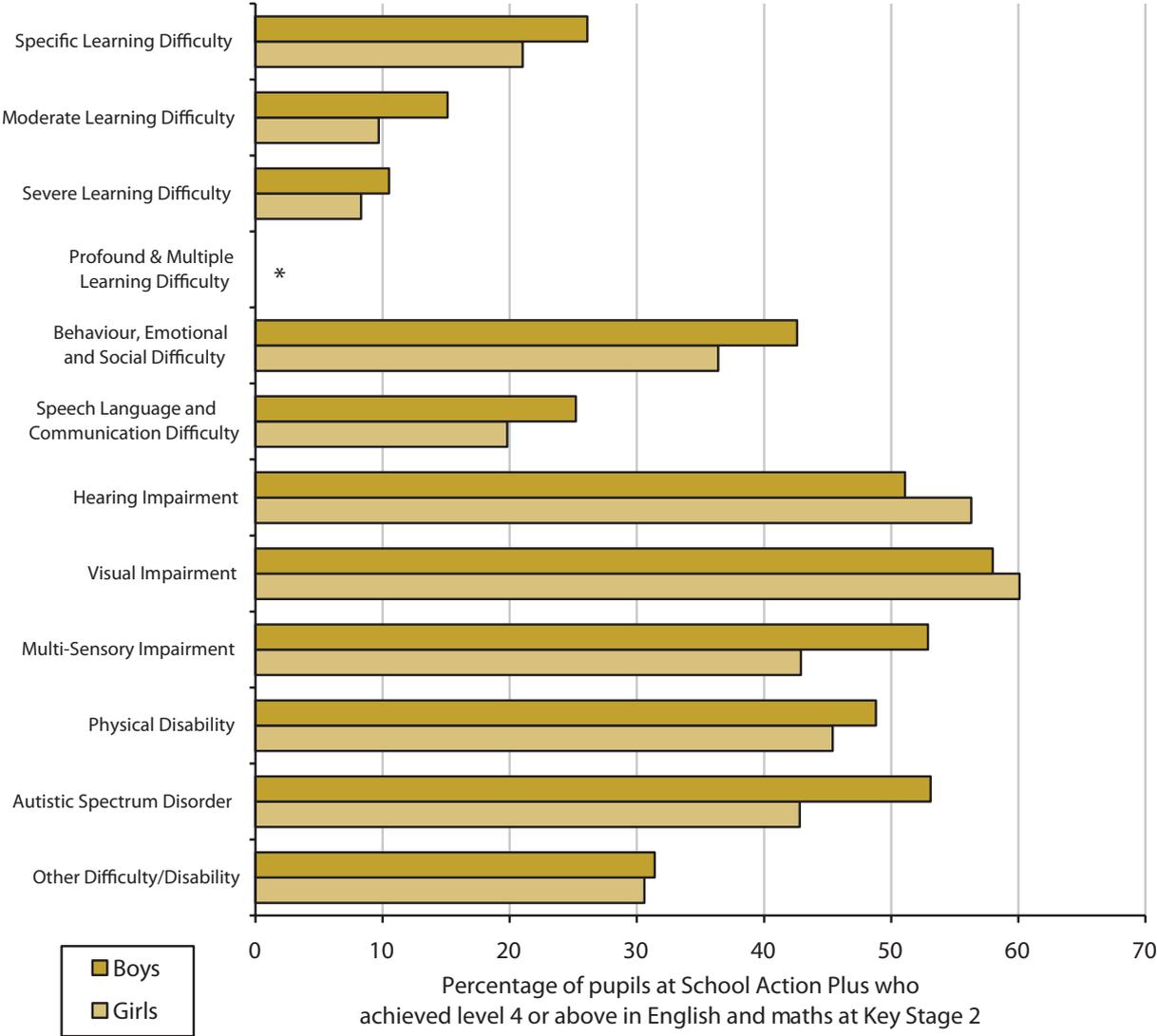
Figure 2.9 shows that boys were more likely than girls to achieve the expected level in both English and maths at KS2, regardless of special educational needs provision. The attainment gap between the genders was most evident for pupils at School Action Plus, where 28.4 per cent of boys achieved the expected level compared to 20.5 per cent of girls.

Differences in Key Stage 2 attainment by gender and primary type of need

Figure 2.10 shows the percentage of boys and girls at School Action Plus that achieved the expected level in both English and maths at KS2 in 2009 by primary type of need. Web based Table 2.8 contains the percentages used in Figure 2.10.

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Figure 2.10: Percentage of pupils at School Action Plus who achieved the expected level in both English and maths at Key Stage 2 in 2009 by primary type of need and gender

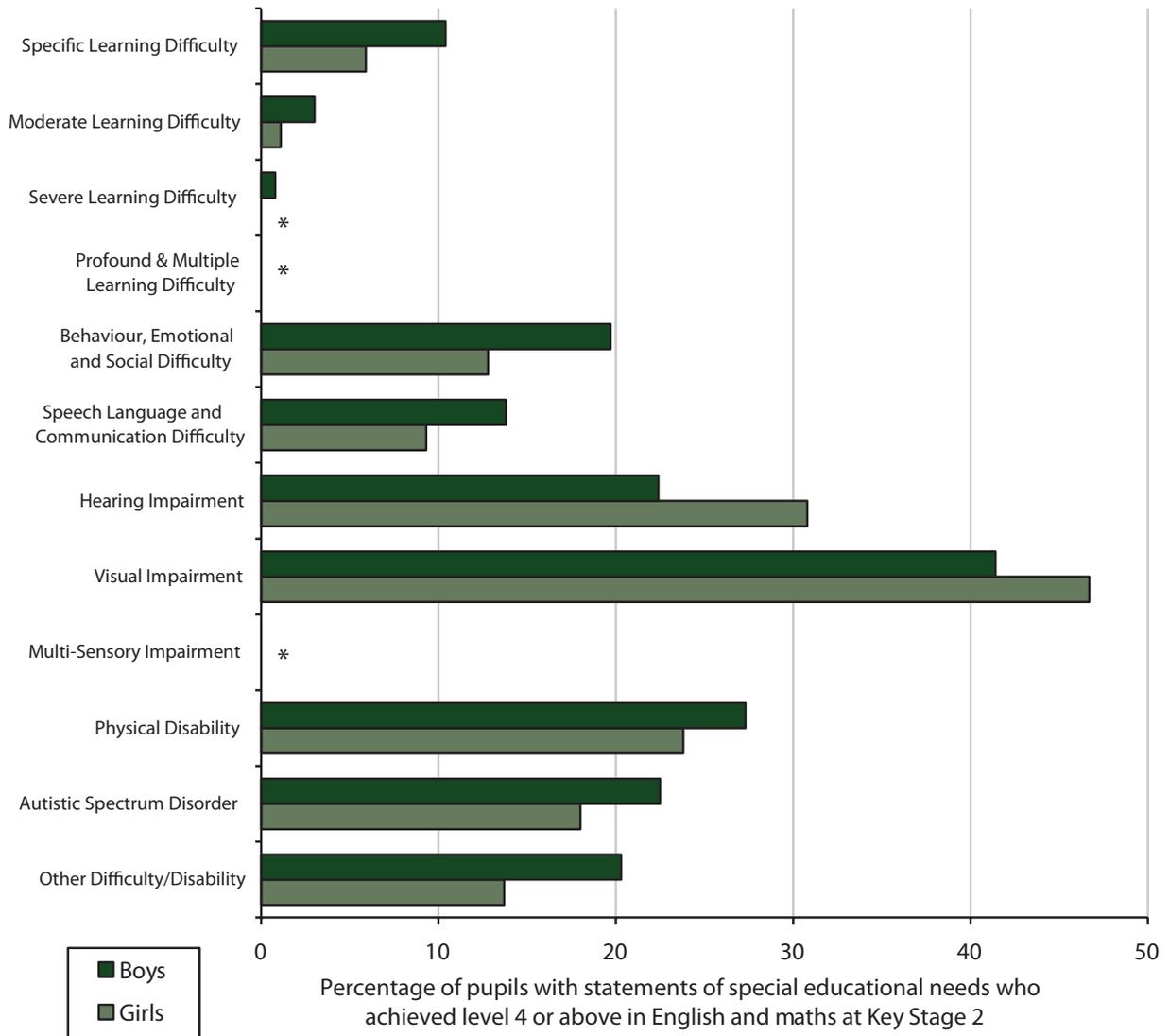


* The boys percentage for profound and multiple learning difficulties was not displayed as fewer than six pupils achieved the qualification in the group. The girls percentage for profound and multiple learning difficulties was zero.

Figure 2.10 shows that for pupils at School Action Plus, boys were most likely to have achieved the expected level in both English and maths at KS2 if they had a visual impairment (58.0 per cent). Girls were also most likely to achieve the level if they had a visual impairment (60.1 per cent). A number of the primary need groups had low numbers in the groups so caution should be used with these findings. Web based Table 2.8 shows the actual numbers.

Figure 2.11 shows the percentage of boys and girls with statements that achieved the expected level in both English and maths at KS2 in 2009, by primary type of need. Web based Table 2.8 contains the percentages used in Figure 2.11.

Figure 2.11: Percentage of pupils with statements who achieved the expected level in both English and maths at Key Stage in 2009 by primary type of need and gender



* The boys percentage for multi-sensory impairments and the girls percentages for severe learning difficulties, profound and multiple learning difficulties and multi-sensory impairments were not displayed as fewer than six pupils achieved the qualification in the groups. The boys percentage for profound and multiple learning difficulties was zero.

Figure 2.11 shows that both boys and girls with statements were most likely to achieve the expected level in both English and maths at KS2 if they had visual impairments (41.4 per cent and 46.7 per cent respectively). A number of the primary need groups had low numbers achieving the expected level so caution should be used with these findings. Web based Table 2.8 shows the actual numbers.

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Differences in Key Stage 2 attainment by ethnic group and provision for need

Chapter 1 looked at the number of pupils with special educational needs by their ethnic group and this section of **Chapter 2** looks at their attainment.

Figure 2.12 shows the percentage of pupils that achieved the expected level in both English and maths at KS2 in 2009 by provision for need and ethnic origin. Web based Table 2.8 contains the percentages used in Figure 2.12.

Figure 2.12: Percentage of pupils who achieved the expected level in both English and maths at Key Stage 2 in 2009 by provision for need and ethnic origin

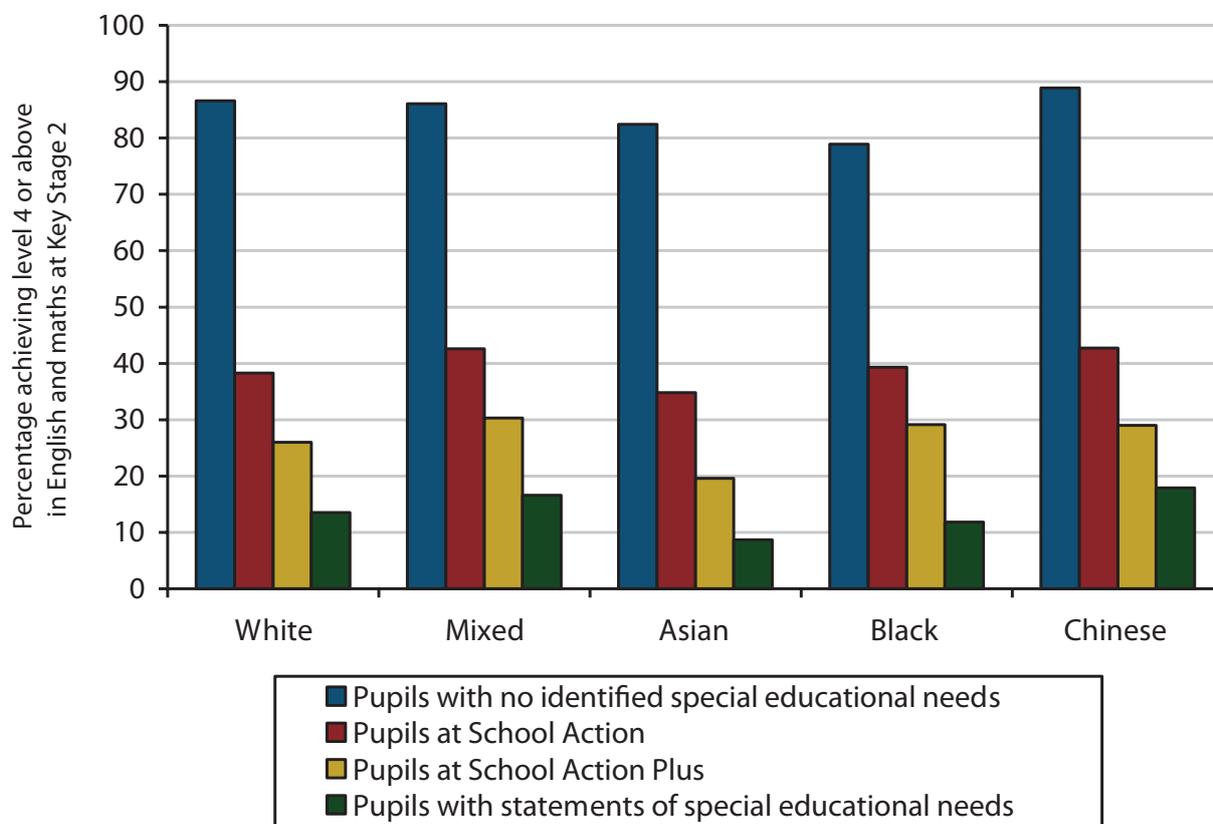


Figure 2.12 shows that, of the pupils with no special educational needs, Chinese pupils were most likely to achieve the expected level in both English and maths at KS2, while black pupils with no special educational needs were least likely to achieve the expected level. At School Action, mixed race and Chinese pupils were most likely to achieve the expected level in both English and maths, while at School Action Plus, mixed race pupils were most likely to achieve the expected level. Of the pupils with statements, Chinese pupils were most likely to achieve this level. Asian pupils at School Action, School Action Plus and with statements were least likely to achieve the expected level.

Differences in Key Stage 2 attainment by ethnic origin and primary type of need

Web based Table 2.8 shows the percentages of pupils that achieved the expected level in both English and maths at KS2, by ethnic origin and primary type of special educational need for pupils at School Action Plus or with statements.

Differences in Key Stage 2 attainment by free school meals eligibility and provision for need

Chapter 1 looked at the number of pupils with special educational needs by whether they were eligible for free school meals and this section of **Chapter 2** looks at their attainment.

Figure 2.13 shows the percentage of pupils that achieved the expected level in both English and maths at KS2 in 2009 by provision for need and free school meals eligibility. Web based Table 2.8 contains the percentages used in Figure 2.13.

Figure 2.13: Percentage of pupils who achieved the expected level in both English and maths at Key Stage 2 in 2009 by provision for need and free school meal eligibility

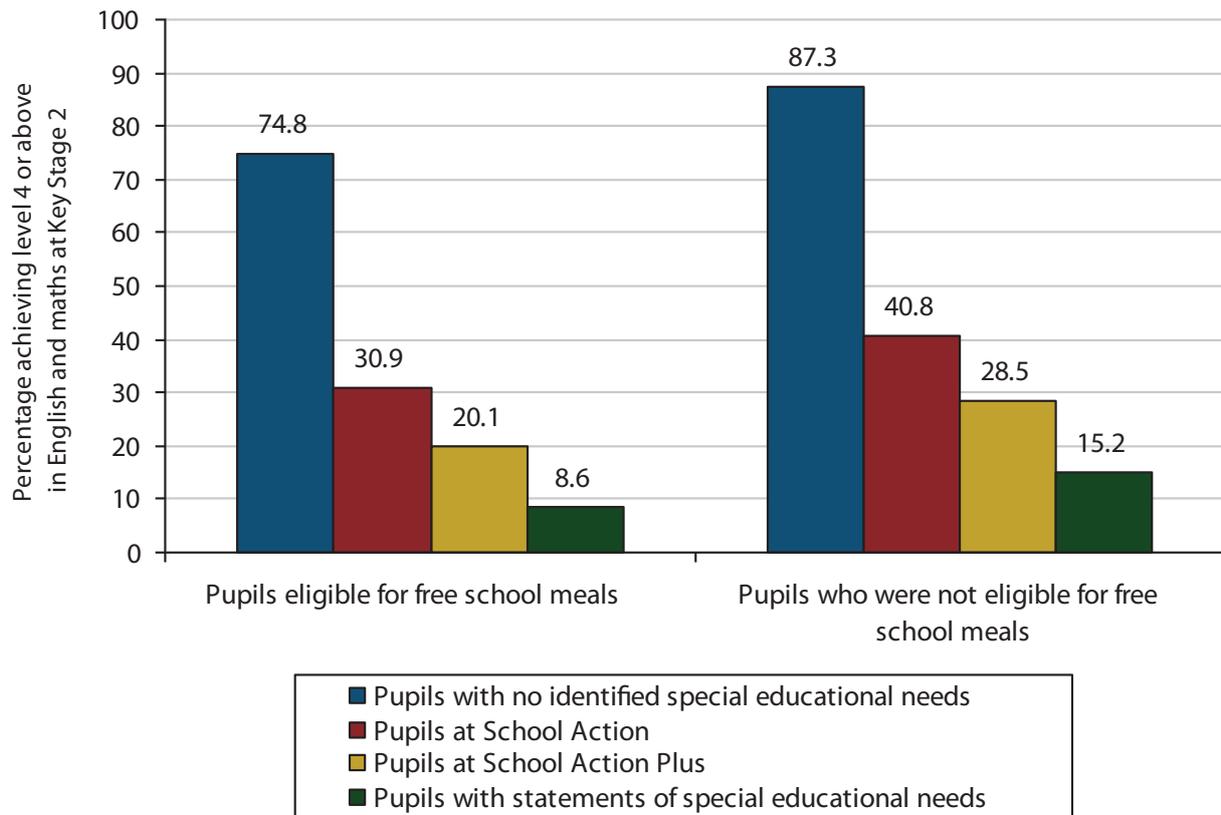


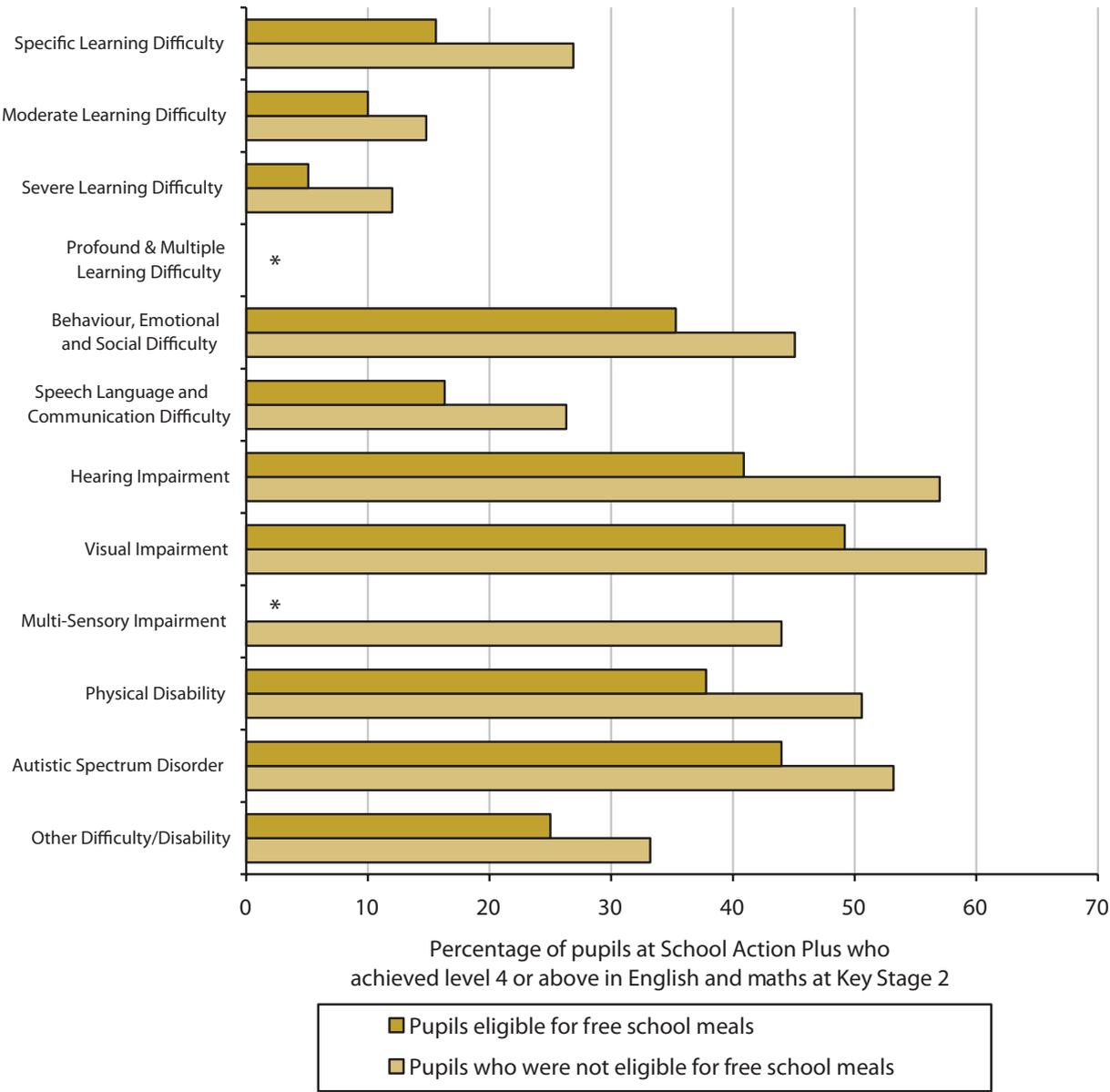
Figure 2.13 shows that pupils who were eligible for free school meals were less likely to achieve the expected level in both English and maths at KS2, compared to pupils who were not eligible for free school meals. This was shown for each provision for special educational need with the widest gap occurring amongst pupils with no special educational needs and the narrowest gap occurring for pupils with statements.

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Differences in Key Stage 2 attainment by free school meals eligibility and primary type of special educational need

Figure 2.14 shows the percentage of pupils at School Action Plus that achieved the expected level in both English and maths at KS2 in 2009 by primary type of need and whether they were eligible for free school meals. Web based Table 2.8 contains the percentages used in Figure 2.14.

Figure 2.14: Percentage of pupils at School Action Plus who achieved the expected level in both English and maths at Key Stage 2 in 2009 by primary type of need and free school meals eligibility



* The percentage for profound and multiple learning difficulties who were eligible for free school meals was zero and the percentage for those not eligible for free school meals in this group was not displayed along with the percentage for multi-sensory impairments who were eligible for free school meals as fewer than six pupils achieved the qualification in these groups.

Figure 2.14 shows that pupils at School Action Plus who had visual impairments were most likely to achieve the expected level in both English and maths, regardless of free schools eligibility. 60.8 per cent of pupils at School Action Plus that had visual impairments who were not eligible for free school meals achieved the expected level compared to 49.2 per cent of those eligible for free school meals. A number of the primary need groups had low numbers in the groups so caution should be used with these findings. Web based Table 2.8 shows the actual numbers as well as figures for those with statements.

Differences in Key Stage 2 attainment by first language and provision for need

Chapter 1 looked at the number of pupils with special educational needs by whether their first language was English and this section of **Chapter 2** looks at their attainment.

Figure 2.15 shows the percentage of pupils that achieved the expected level in both English and maths at KS2 in 2009 by provision for need and first language. Web based Table 2.8 contains the percentages used in Figure 2.15.

Figure 2.15: Percentage of pupils who achieved the expected level in both English and maths at Key Stage 2 in 2009 by provision for need and first language

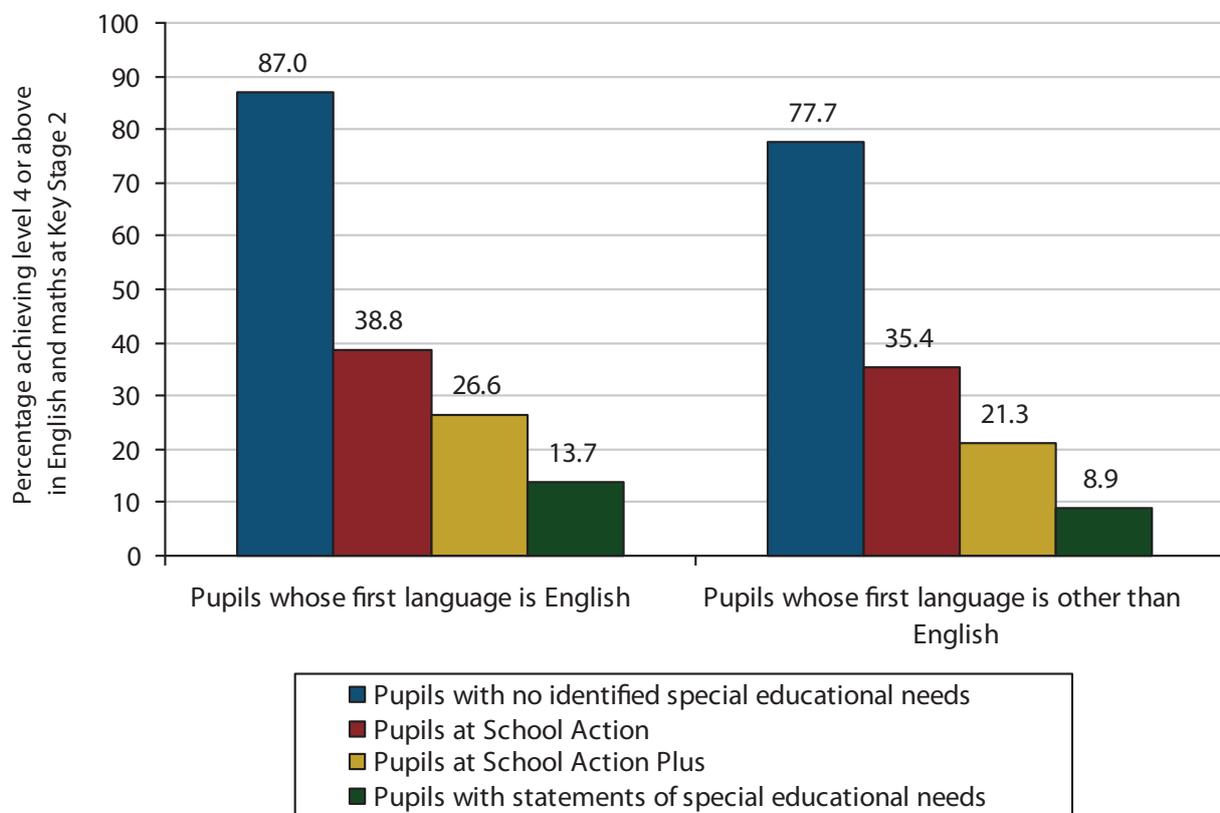


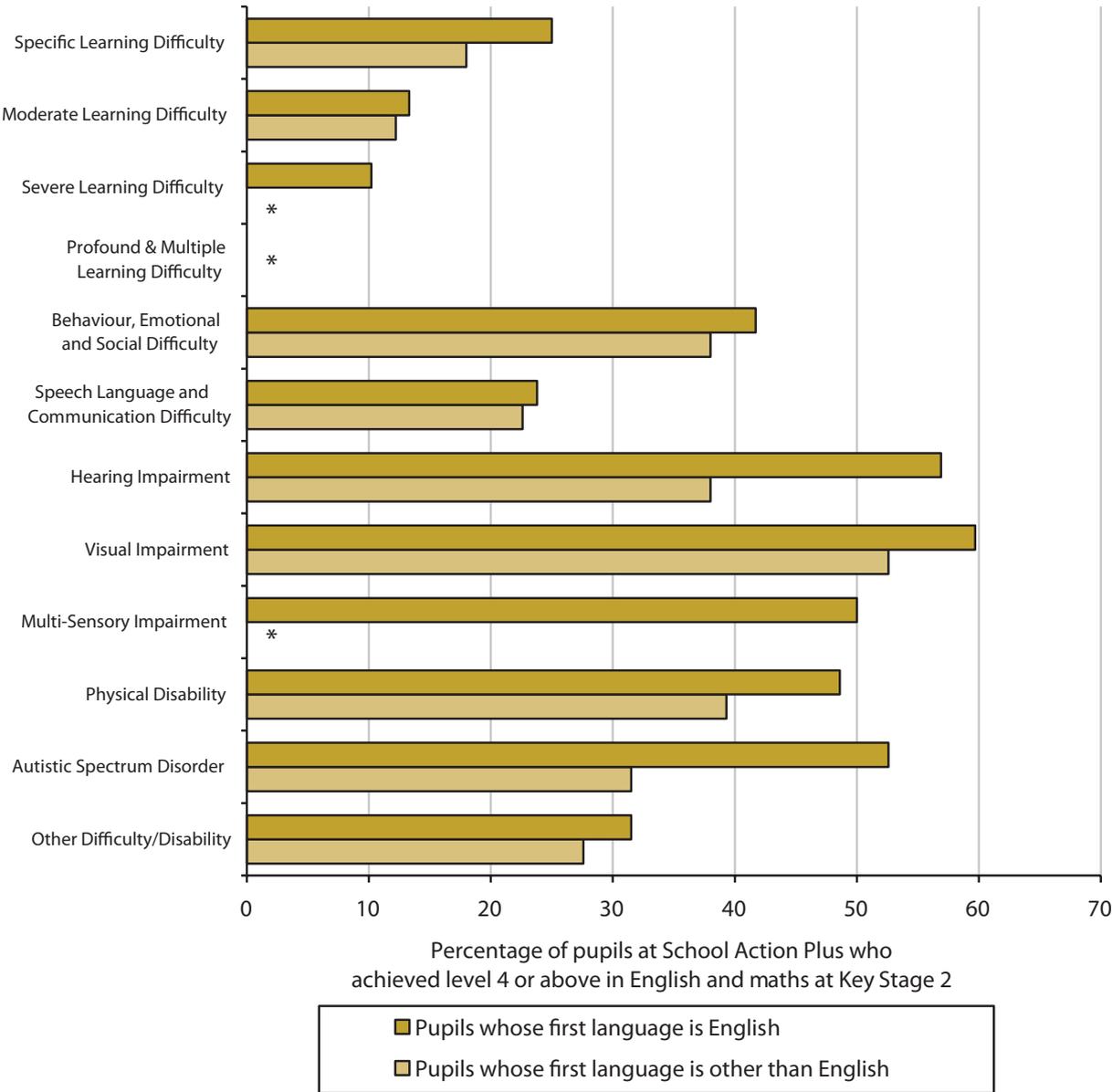
Figure 2.15 shows that pupils whose first language was English were more likely to achieve the expected level in both English and maths at KS2, compared to pupils whose first language was other than English. This was shown for each provision for special educational need with the widest gap occurring amongst pupils with no special educational needs and the narrowest gap occurring for pupils at School Action.

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Differences in Key Stage 2 attainment by first language and primary type of special educational need

Figure 2.16 shows the percentage of pupils at School Action Plus that achieved the expected level in both English and maths at KS2 in 2009 by primary type of need and their first language. Web based Table 2.8 contains the percentages used in Figure 2.16.

Figure 2.16: Percentage of pupils at School Action Plus who achieved the expected level in both English and maths at Key Stage 2 in 2009 by primary type of need and first language



* The percentages for severe learning difficulties and multi-sensory impairments whose first language was other than English and the percentage for profound and multiple learning difficulties whose first language was English were not displayed as fewer than six pupils achieved the qualification in these groups. The percentage for profound and multiple learning difficulties whose first language was other than English was zero.

Figure 2.16 shows that of the pupils at School Action Plus, those who had visual impairments were most likely to achieve the expected level in English and maths at KS2, regardless of first language. 59.7 per cent of pupils at School Action Plus that had visual impairments whose first language was English achieved the expected level compared to 52.6 per cent of those whose first language was other than English. A number of the primary need groups had low numbers in the groups so caution should be used with these findings. Web based Table 2.8 shows the actual numbers as well as figures for those with statements.

Web based Tables 2.2, 2.5 and 2.11 show similar attainment by characteristic findings in each of the three separate subjects of English, maths and science.

Regional and local authority level KS2 attainment analysis

Regional and local authority level figures for the proportion of pupils with special educational needs achieving the expected level at KS2 can be found in web based Tables 2.3, 2.6, 2.9 and 2.12.

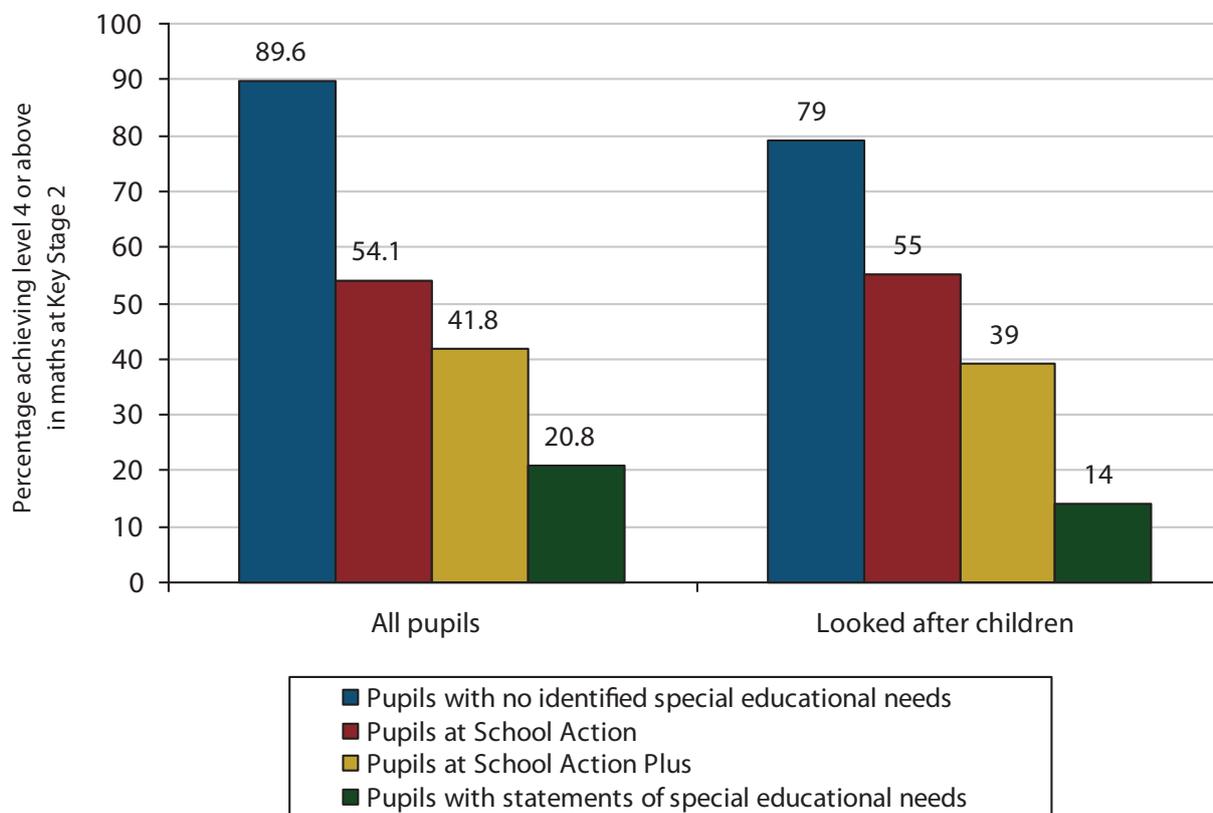
KS2 attainment of looked after children with special educational needs

Chapter 1 looked at the number of looked after children with special educational needs and this section of **Chapter 2** looks at their attainment.

Figure 2.17 shows experimental statistics for the percentages of children looked after for at least 12 months at 31 March 2009 that achieved the expected level in maths at KS2 in 2009. Web based Table 2.13 contains the looked after children data which was used to produce Figure 2.17, while the figures for all pupils were taken from web based Table 2.4. These figures are experimental in nature so caution should be used when interpreting them.

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Figure 2.17: Percentage of all pupils and children looked after for at least 12 months at 31 March 2009 that achieved the expected level in maths at Key Stage 2 in 2009 by provision for special educational need



Children looked after for at least 12 months at 31 March 2009 were generally slightly less likely to achieve the expected level at KS2 maths compared to all pupils, for each provision of special educational need, except those at School Action, where looked after children were slightly more likely to achieve expected standards. It should be noted that the findings from chapter 1 showed that around 80 per cent of all pupils had no special educational needs compared to 24 per cent of children looked after for at least one year. This should be taken into consideration when comparing the attainment data of all pupils and looked after children with special educational needs.

P scales

P scales are a set of descriptions for recording the achievement of pupils with learning difficulties. They outline attainment for pupils with Special Educational Needs working below Level 1 of the National Curriculum. P Scales data are returned at the end of Key Stages 1, 2 and 3 and schools use them to report the achievements of these children in the core subjects of English, mathematics and science.

The P scales are split into eight different levels with P1 being the lowest and P8 the highest. Level P8 leads into National Curriculum level 1. Levels P1 to P3 are not subject-specific, as they describe early learning and conceptual development, and these levels are further split into two half-levels. More detailed information on P scales can be found in **Data Annex 2**.

How do the achievements compare between pupils with and without special 56 educational needs?

Table 1: Number of pupils with SEN assessed as working towards Level 1 at Key Stage 2 in 2009^{1, 2, 5, 6, 7}

Teacher assessments for SEN pupils operating below the level of the tests									
P scale³	P1i / P1ii	P2i / P2ii	P3i / P3ii	P4	P5	P6	P7	P8	Number of pupils
English									
English (lower)	6	9	138	.	.	.	.	.	153
Speaking	.	.	.	379	327	357	368	436	1,867
Listening	.	.	.	276	295	356	446	510	1,883
Reading	.	.	.	324	318	359	416	574	1,991
Writing	.	.	.	440	356	417	365	469	2,047
Total number of pupils on P scales (English)									2,192
Mathematics									
Mathematics (lower)	5	11	103	.	.	.	.	.	119
Using and applying	.	.	.	284	300	358	465	484	1,891
Number	.	.	.	264	239	312	465	582	1,862
Shape, space & measures	.	.	.	254	331	396	371	525	1,877
Total number of pupils on P scales (Mathematics)									1,963
Science	15	62	94	323	385	428	446	447	2,200
All subjects⁴									2,968

1. Table 1 includes pupils awarded 'W' in their teacher assessment and A, B, N or T for the test.
2. Figures are based on final data from the National Pupil Database (NPD).
3. Figures for the two levels within P1, P2 and P3 (e.g. P1i and P1ii) have been aggregated due to low numbers.
4. Pupils may have been assessed as working towards Level 1 for one, two or all three subjects at Key Stage 2.
5. Table 1 covers maintained schools only, including academies and CTCs and excluding independent schools, independent special schools, and non-maintained special schools.
6. P Scales, whilst not mandatory for anyone, are only expected to be used for pupils with SEN. Hence, pupils with no recorded SEN in the NPD have been excluded from these figures.
7. P Scales guidance states that they should not be used for pupils with English as an Additional Language (EAL) unless they have SEN recorded. Hence, pupils with "EAL" included as a P Scales value in the NPD have been excluded from these figures.

When it is not possible to report a certain P scale level for a specific subject a dot (.) has been included in Table 1.

Table 1 shows that about 3,000 pupils with SEN were identified by maintained schools as working towards Level 1 of Key Stage 2 in at least one subject in 2009. Pupils were least likely to be identified as working below Level 1 in Key Stage 2 mathematics.

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Attainment at Key Stage 4

Key findings at Key Stage 4

Overall, 16.5 per cent of pupils with special educational needs achieved the expected level at KS4 in 2009, compared to 61.3 per cent for those with no special educational needs. Pupils with visual impairments were most likely, of all the primary types of special educational need, to achieve the Level 2 threshold including English and maths at KS4 in 2009.

Gender

Girls (62.7 per cent) were more likely than boys (59.8 per cent) to achieve Level 2 including English and maths at KS4 if they had no special educational needs. Girls were also more likely than boys to achieve the Level 2 threshold including English and maths if they were at School Action or School Action Plus. However, boys were more likely than girls to achieve this level if they had statements.

First language

Pupils with no special educational needs and those with statements whose first language was English were more likely to achieve the Level 2 threshold including English and maths at KS4 in 2009, compared to pupils whose first language was other than English. However, pupils at School Action and School Action Plus were more likely to achieve this level if their first language was other than English.

Looked after children with special educational needs

Children looked after for at least 12 months at 31 March 2009 were less likely to achieving the Level 2 threshold including English and maths at KS4 compared to all pupils, regardless of special educational need provision.

Key Stage 4 (KS4) refers to the stage of the National Curriculum for pupils aged between 14 and 16 years (school year groups 10 and 11). The findings in this section refer to pupils who were at the end of KS4 (mainly those who were 16 years old) in the academic year 2008/09, who had a provision for special educational needs (School Action, School Action Plus or statements) in the January of that year. There are also occasional references to the corresponding figures for 2008. Pupils were assessed in a range of GCSE subjects or equivalent qualifications. The level of attainment expected for pupils at the end of KS4 is Level 2 (i.e. at least five A* to C GCSE grades or equivalent). Many of the headline statistics in this section refer to Level 2 including English and maths (i.e. at least five A* to C GCSE grades or equivalent including English and maths).

Attainment at Key Stage 4 by provision for need

Figure 2.18 shows the percentage of pupils that achieved the Level 2 threshold including English and maths in academic years 2007/08 and 2008/09 by provision for need. Web based Table 2.14 contains the percentages used in Figure 2.18. This table also shows a breakdown by other KS4 attainment levels in 2008 and 2009, as well as the percentage achieving the Level 2 threshold including English and maths.

Figure 2.18: Percentage of pupils that achieved the Level 2 threshold including English and maths at Key Stage 4 in 2008 and 2009 by provision for special educational need

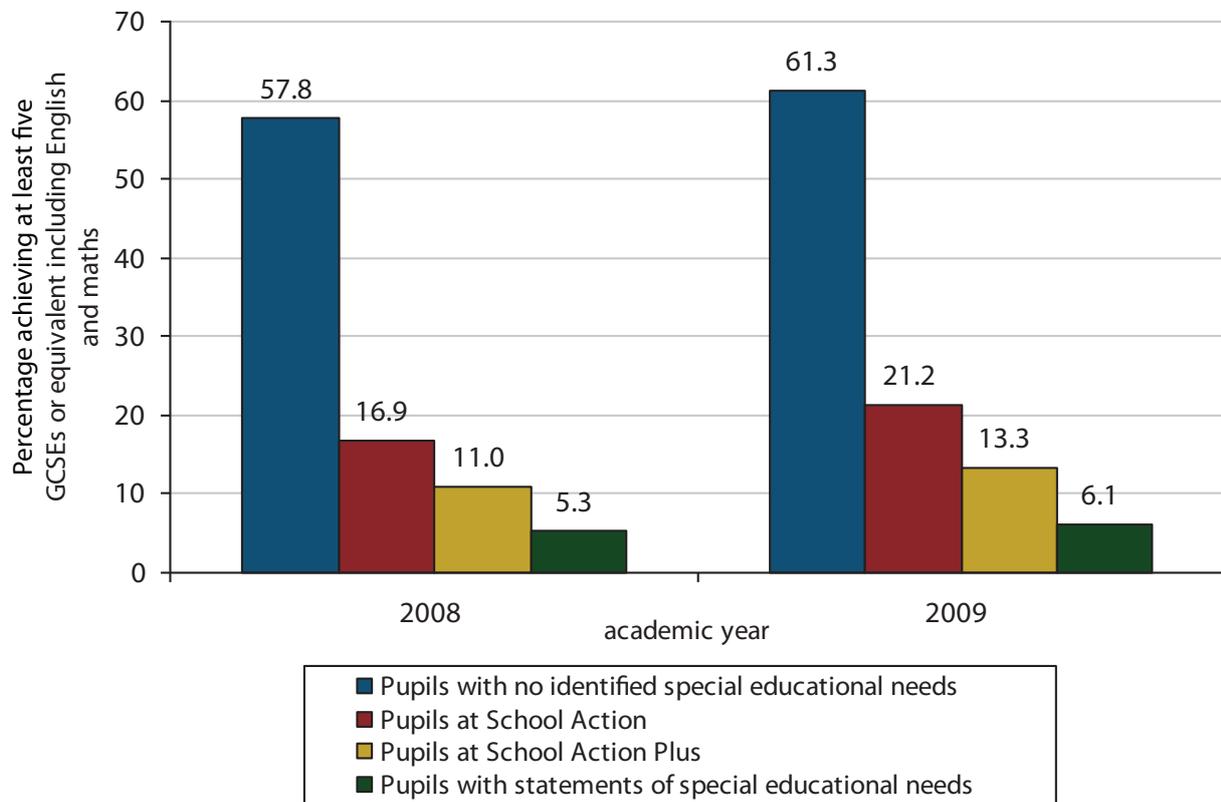


Figure 2.18 shows that pupils without special educational needs were more likely to achieve the Level 2 threshold including English and maths at KS4 compared to pupils at School Action. In turn, pupils at School Action performed better than those at School Action Plus and pupils at School Action Plus performed better than those with statements of special educational needs. Overall, 16.5 per cent of pupils with special educational needs achieved the Level 2 threshold including English and maths at KS4, compared to 61.3 per cent for those with no special educational needs. All groups improved between 2008 and 2009.

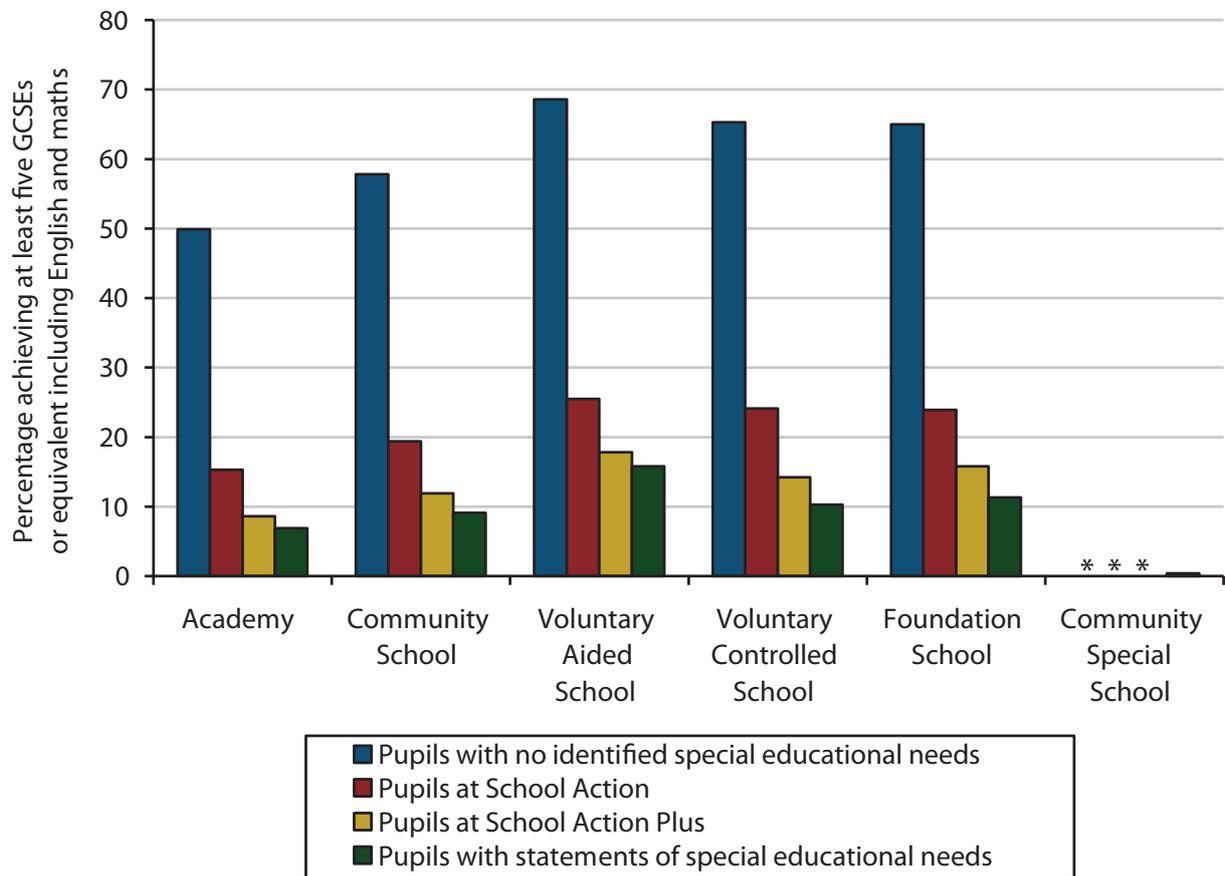
Attainment at Key Stage 4 by school type and provision for need

Figure 2.19 shows the percentage of pupils at each of the provisions of special educational needs that achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by school type for pupils in maintained schools. As with the section in Key Stage 2, this consists of those pupils attending one of the following: academies, community school, voluntary aided school, voluntary controlled school, foundation school, city technology college, community special school or foundation special schools. Web based Table 2.16 shows the data used to produce Figure 2.19.

Pupils were most likely to achieve the Level 2 threshold including English and maths at KS4 in 2009 at voluntary aided schools, regardless of their special educational need provision.

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Figure 2.19: Percentage of pupils that achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by school type and provision for special educational need

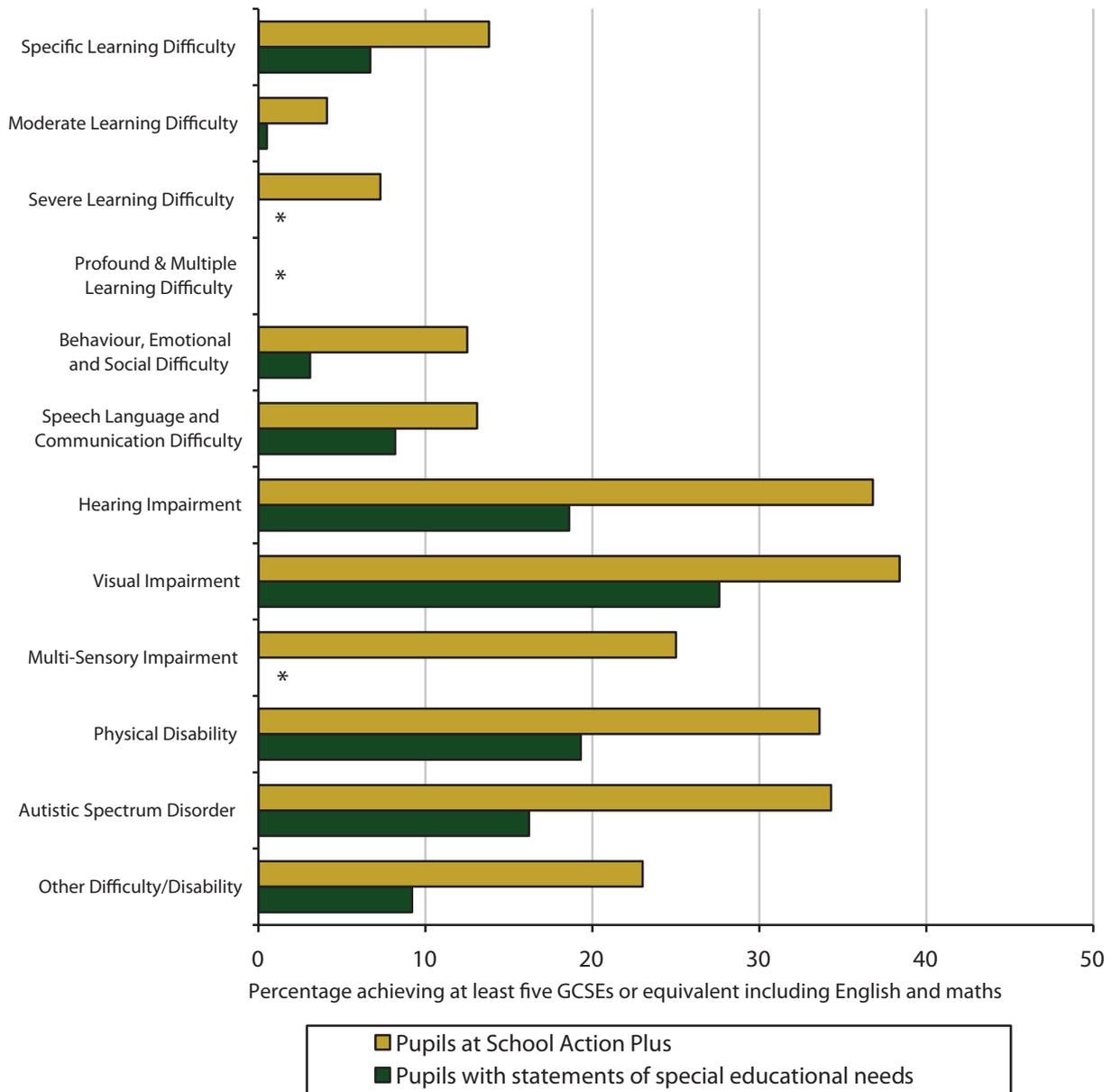


* Percentages not shown due to very small numbers of pupils.

Attainment at Key Stage 4 by primary type of special educational need

Figure 2.20 shows the percentage of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2009 by primary type of need. See web based Table 2.15 for data.

Figure 2.20: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by primary type of need



* The percentages for severe learning difficulties and multi-sensory impairments in the statements group were not displayed as fewer than six pupils achieved the qualification in the group. Both percentages for profound and multiple learning difficulties were also not displayed for the same reason.

Figure 2.20 shows that pupils with visual impairments were most likely to achieve the Level 2 threshold including English and maths at KS4 (38.4 per cent for those at School Action Plus and 27.6 per cent for those with statements). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the group. Web based Table 2.15 shows the actual numbers.

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Differences in Key Stage 4 attainment by gender and provision for need

Chapter 1 looked at the number of boys and girls with special educational needs and this section of **Chapter 2** looks at their attainment.

Figure 2.21 shows the percentage of boys and girls that achieved the Level 2 threshold including English and maths at KS4 in 2009 by provision for need. Web based Table 2.15 contains the percentages used in Figure 2.21.

Figure 2.21: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by provision for need and gender

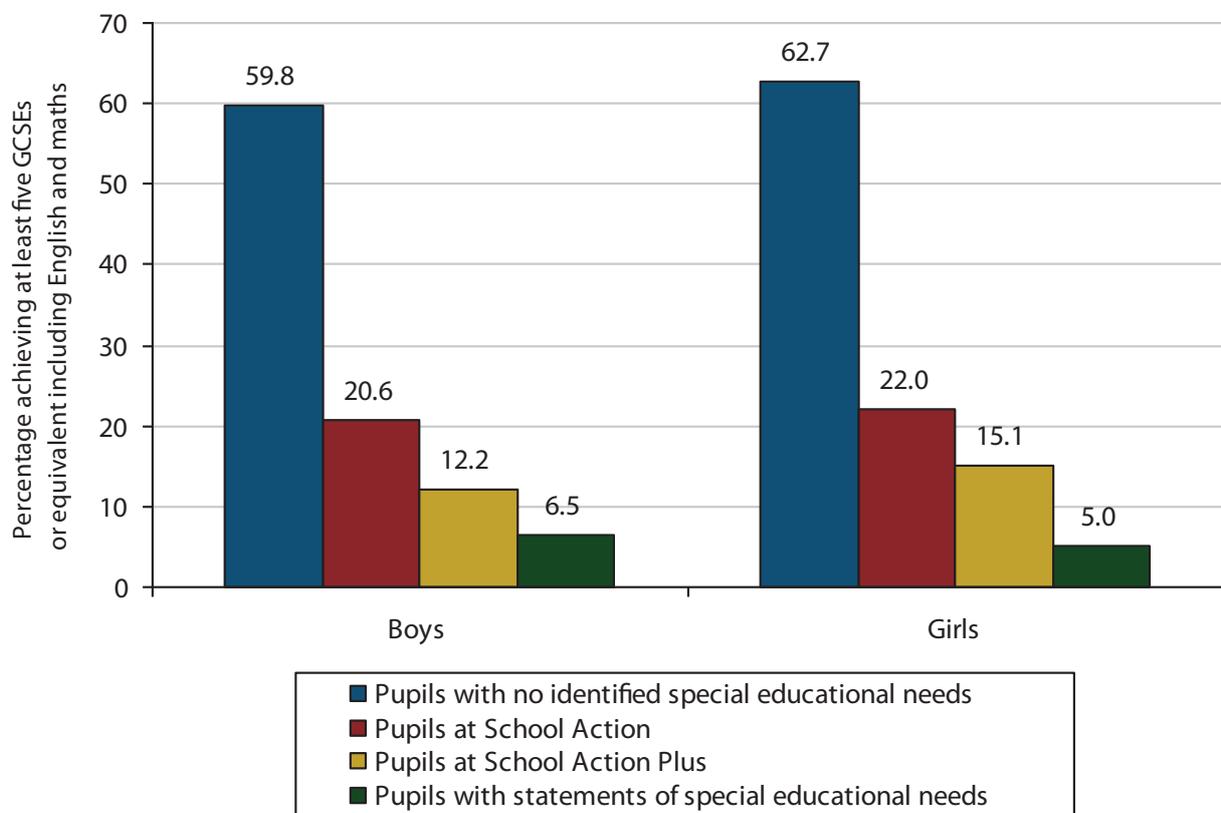
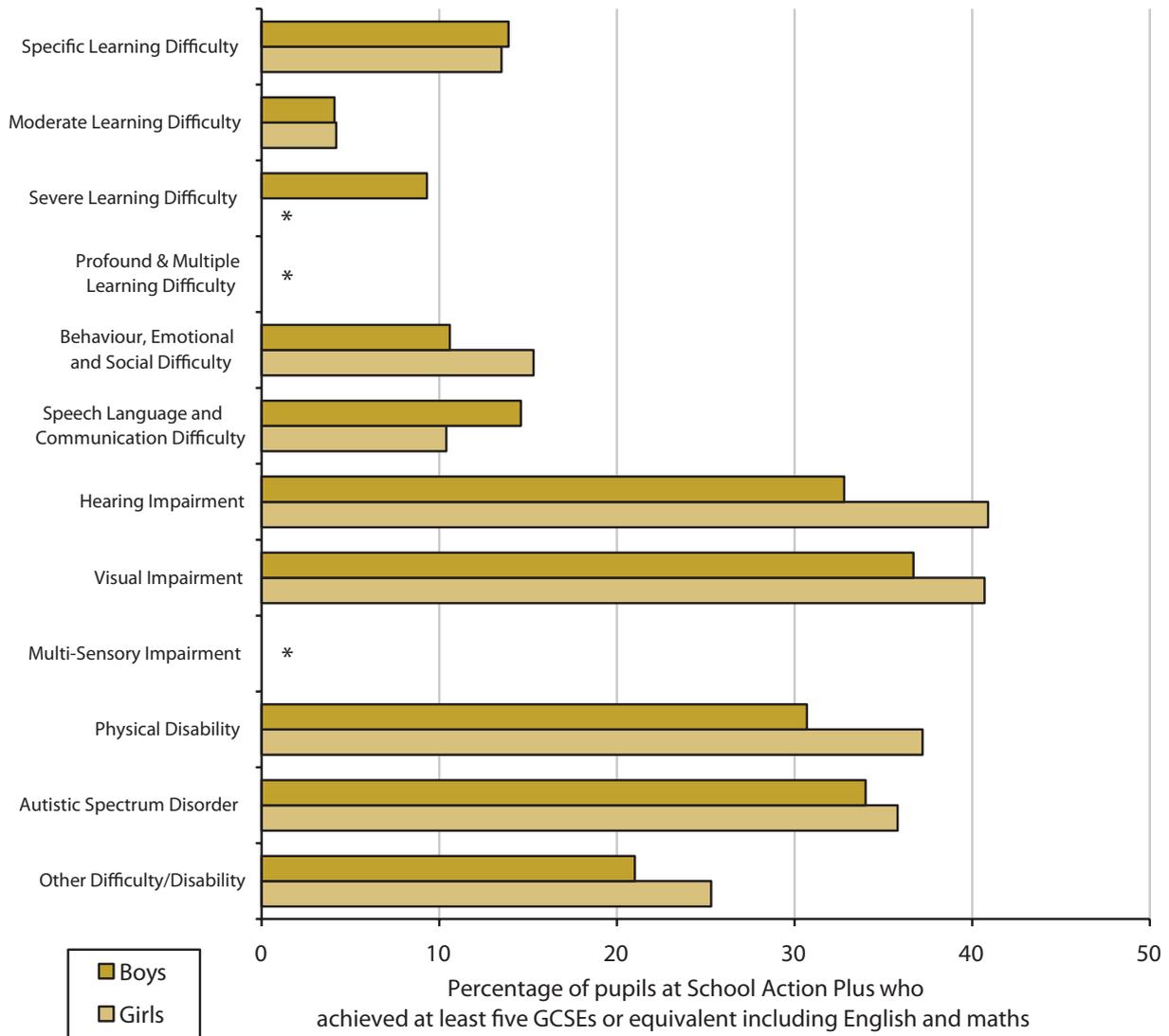


Figure 2.21 shows that girls (62.7 per cent) were more likely than boys (59.8 per cent) to achieve the Level 2 threshold including English and maths at KS4 if they had no special educational needs. Girls were also more likely than boys to achieve this level if they were at School Action or School Action Plus. However, boys were more likely than girls to achieve the Level 2 threshold including English and maths if they had statements, where 6.5 per cent of boys achieved this level at KS4 compared to 5.0 per cent of girls.

Differences in Key Stage 4 attainment by gender and primary type of need

Figure 2.22 shows the percentage of boys and girls at School Action Plus that achieved the Level 2 threshold including English and maths at KS4 in 2009 by primary type of need. Web based Table 2.15 contains the percentages used in Figure 2.22.

Figure 2.22: Percentage of pupils at School Action Plus who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by primary type of need and gender



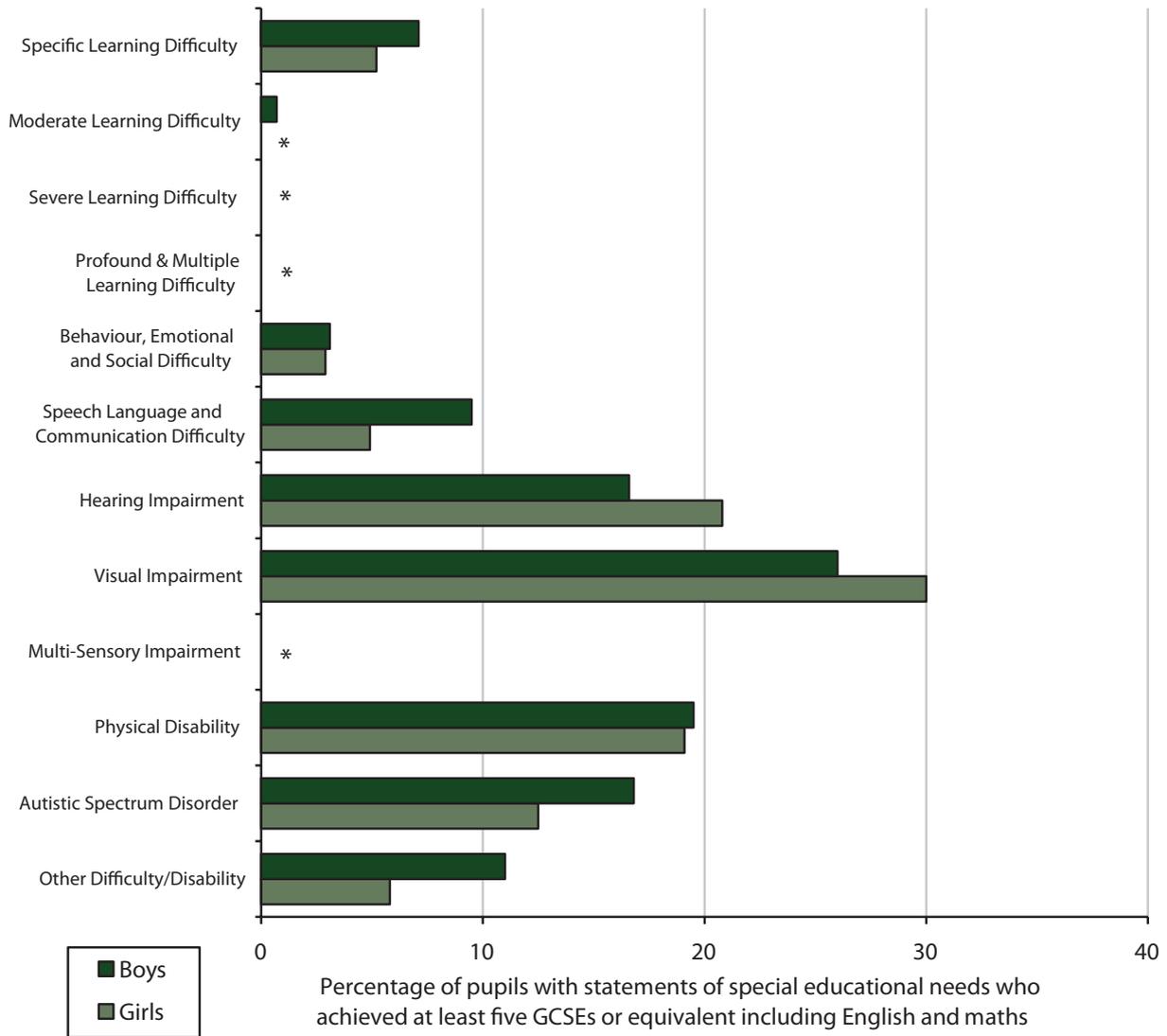
* Both percentages for multi-sensory impairment as well as the girls percentages for severe learning difficulties and profound and multiple learning difficulties were not displayed as fewer than six pupils achieved the qualification in the groups. The boys percentage for profound and multiple learning difficulties was zero.

Figure 2.22 shows that boys at School Action Plus were most likely to achieve the Level 2 threshold including English and maths at KS4 if they had visual impairments (36.7 per cent). Girls were most likely to achieve the level if they had hearing impairments (40.9 per cent). A number of the primary need groups had low numbers in the group so caution should be used with these findings. Web based Table 2.15 shows the actual numbers.

Figure 2.23 shows the percentage of boys and girls with statements that achieved the Level 2 threshold including English and maths at KS4 in 2009, by primary type of need. Web based Table 2.15 contains the percentages used in Figure 2.23.

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Figure 2.23: Percentage of pupils with statements who achieved the Level 2 threshold including English and maths expected level at Key Stage 4 in 2009 by primary type of need and gender



* Both percentages for severe learning difficulties and multi-sensory impairments and the girls percentages for moderate learning difficulties and profound and multiple learning difficulties were not displayed as fewer than six pupils achieved the qualification in the groups. The boys percentage for profound and multiple learning difficulties was zero.

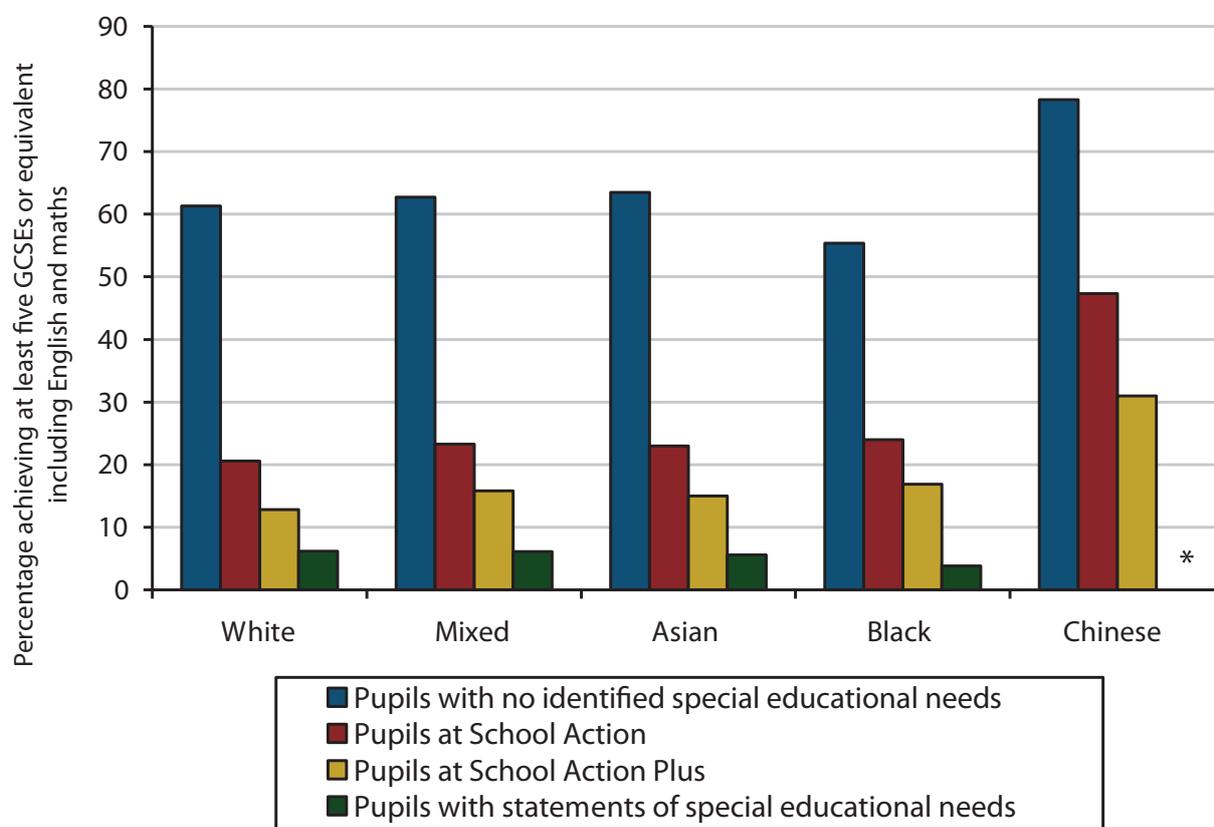
Figure 2.23 shows that boys and girls with statements were most likely to achieve the Level 2 threshold including English and maths at KS4 if they had visual impairments (26.0 per cent and 30.0 per cent respectively). A number of the primary need groups had low numbers in the group so caution should be used with these findings. Web based Table 2.15 shows the actual numbers.

Differences in Key Stage 4 attainment by ethnic origin and provision for need

Chapter 1 looked at the number of pupils with special educational needs by their ethnic group and this section of **Chapter 2** looks at their attainment.

Figure 2.24 shows the percentage of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2009 by provision for need and ethnic group. Web based Table 2.15 contains the percentages used in Figure 2.24.

Figure 2.24: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by provision for need and ethnic group



* The percentage for Chinese pupils with statements was not displayed as fewer than six pupils achieved the qualification in the group.

Figure 2.24 shows that Chinese pupils were most likely to achieve the Level 2 threshold including English and maths at KS4, regardless of their provision for special educational needs (apart from those with statements which has not been shown due to low numbers achieving this level). Of those with figures displayed for statements, white pupils were most likely to achieve the Level 2 threshold including English and maths (6.2 per cent).

Of the pupils with no special educational needs, black pupils were least likely to achieve the Level 2 threshold including English and maths at KS4 (55.4 per cent). White pupils were least likely to achieve the level at School Action (20.6 per cent) and School Action Plus (12.8 per cent).

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Differences in Key Stage 4 attainment by ethnic group and primary type of need

Web based Table 2.15 shows the percentages of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2009 by ethnic group and primary type of special educational need for pupils at School Action Plus or with statements.

Differences in Key Stage 4 attainment by free school meals eligibility and provision for need

Chapter 1 looked at the number of pupils with special educational needs by whether they were eligible for free school meals and this section of Chapter 2 looks at their attainment.

Figure 2.25 shows the percentage of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2009 by provision for need and free school meals eligibility. Web based Table 2.15 contains the percentages used in Figure 2.25.

Figure 2.25: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by provision for need and free school meal eligibility

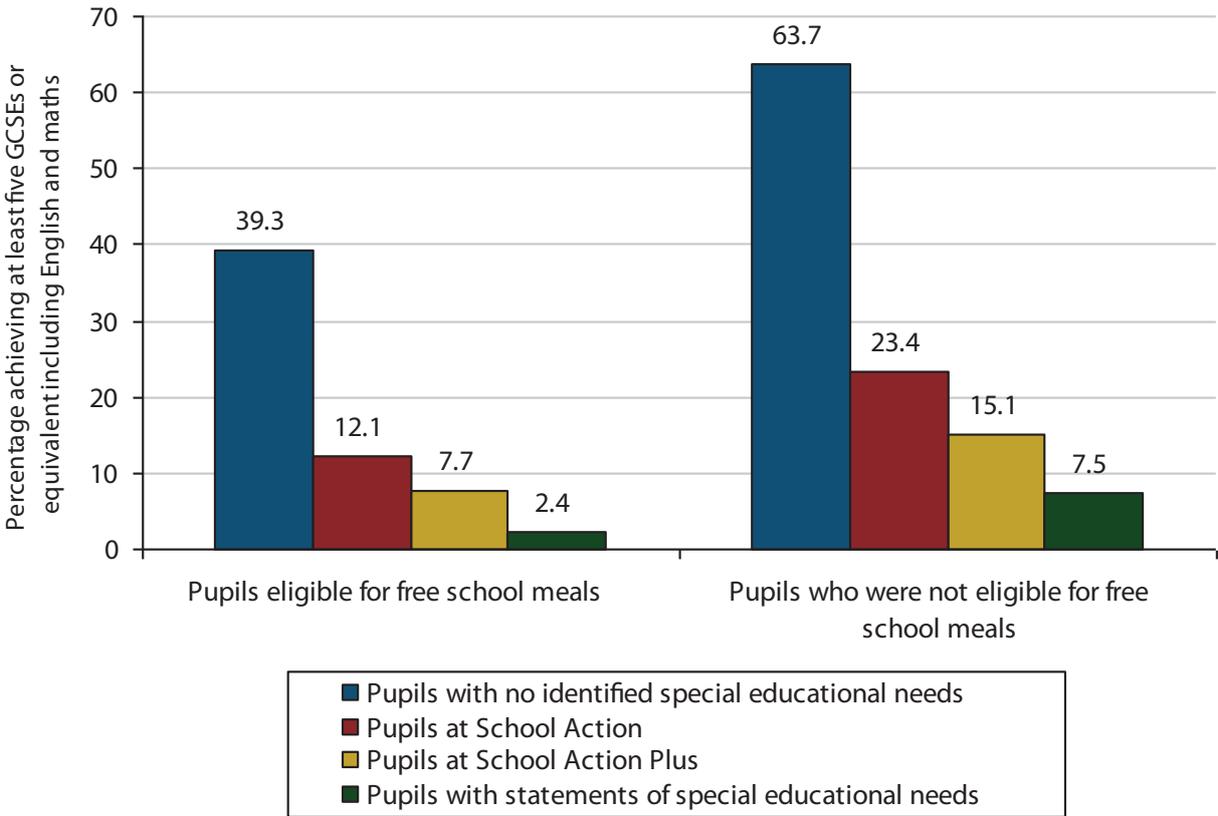
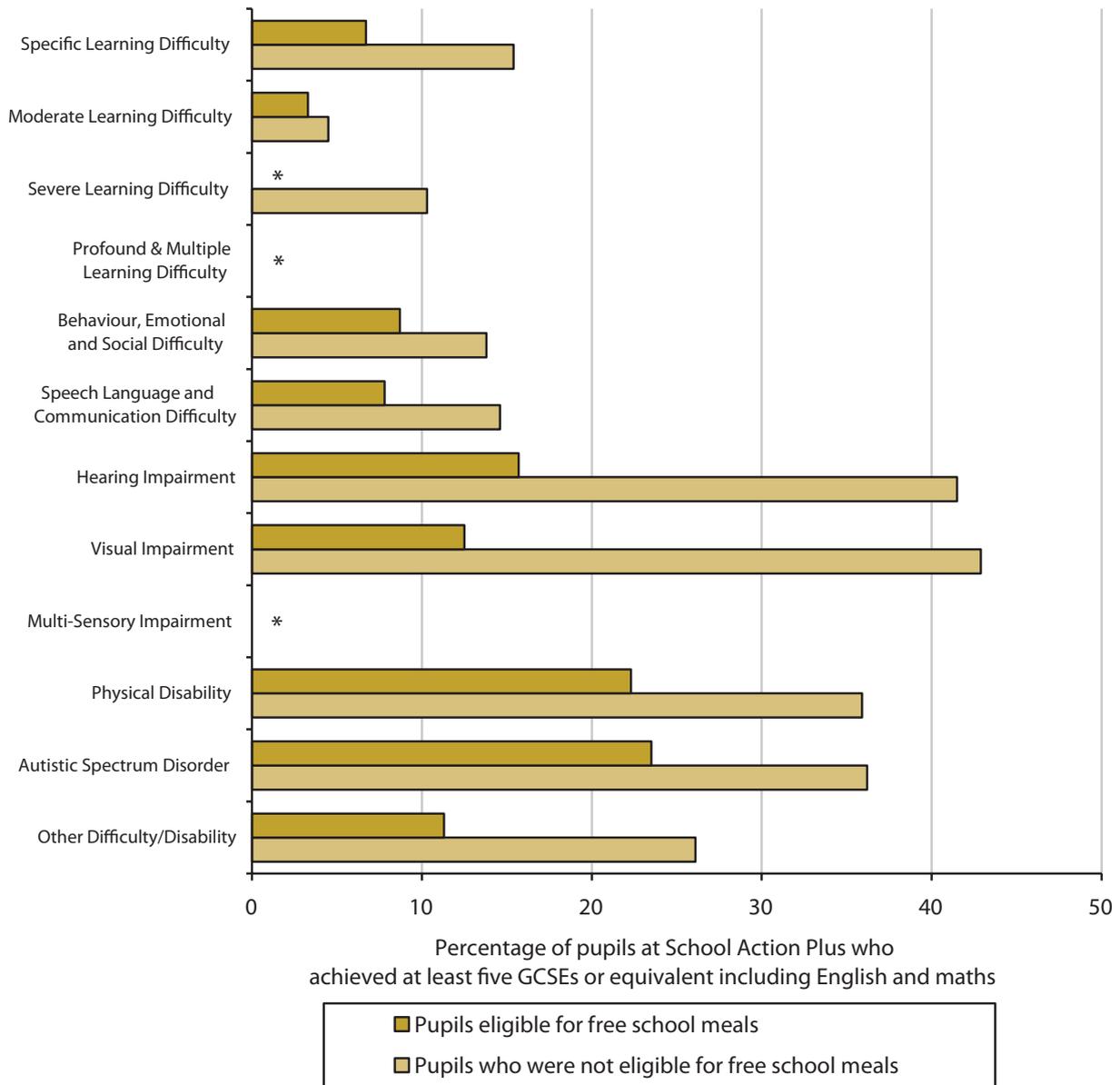


Figure 2.25 shows that pupils who were eligible for free school meals were less likely to achieve the Level 2 threshold including English and maths at KS4, compared to pupils who were not eligible for free school meals regardless of provision of need.

Differences in Key Stage 4 attainment by free school meals eligibility and primary type of special educational need

Figure 2.26 shows the percentage of pupils at School Action Plus that achieved the Level 2 threshold including English and maths at KS4 in 2009 by primary type of need and whether they were eligible for free school meals. Web based Table 2.15 contains the percentages used in Figure 2.26.

Figure 2.26: Percentage of pupils at School Action Plus who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by primary type of need and free school meals eligibility



* Both percentages for multi-sensory impairments as well as the percentage who were not eligible for free school meals with profound and multiple learning difficulties were not displayed as fewer than six pupils achieved the qualification in the groups. The percentages for those with severe learning difficulties and profound and multiple learning difficulties who were eligible for free school meals were zero.

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Figure 2.26 shows that pupils at School Action Plus who were eligible for free school meals that had autistic spectrum disorder were most likely to achieve the Level 2 threshold including English and maths at KS4 (23.5 per cent). Of those at School Action Plus who were not eligible for free school meals, pupils who had visual impairments were most likely to achieve this level (42.9 per cent). A number of the primary need groups had low numbers in the group so caution should be used with these findings. Web based Table 2.15 shows the actual numbers.

The percentages of pupils with statements that achieved the Level 2 threshold including English and maths at KS4 in 2009 by primary type of need, and whether they were eligible for free school meals can be found in web based Table 2.15. These have not been displayed graphically as there were a number of primary need types which would not have been displayed due to small numbers.

Differences in Key Stage 4 attainment by first language and provision for need

Chapter 1 looked at the number of pupils with special educational needs by whether their first language was English and this section of **Chapter 2** looks at their attainment.

Figure 2.27 shows the percentage of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2009 by provision for need and first language. Web based Table 2.15 contains the percentages used in Figure 2.27.

Figure 2.27: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by provision for need and first language

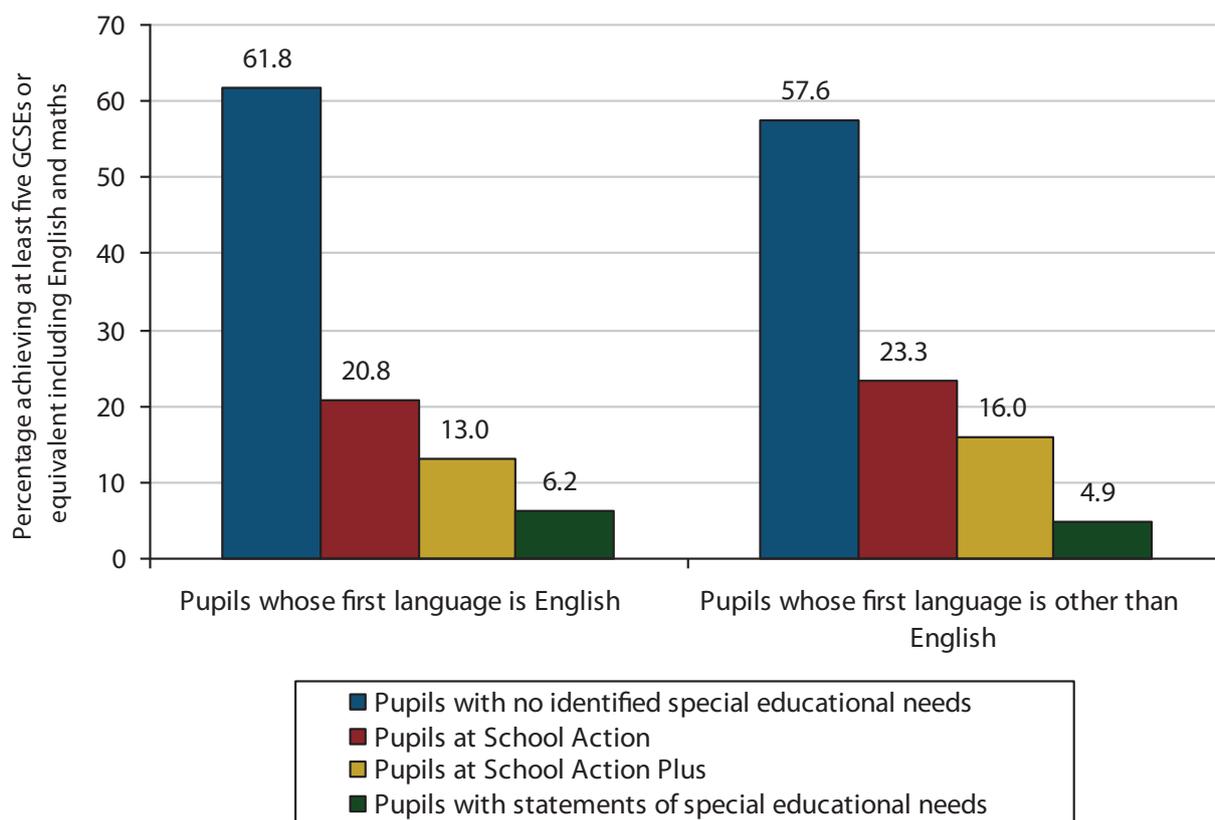
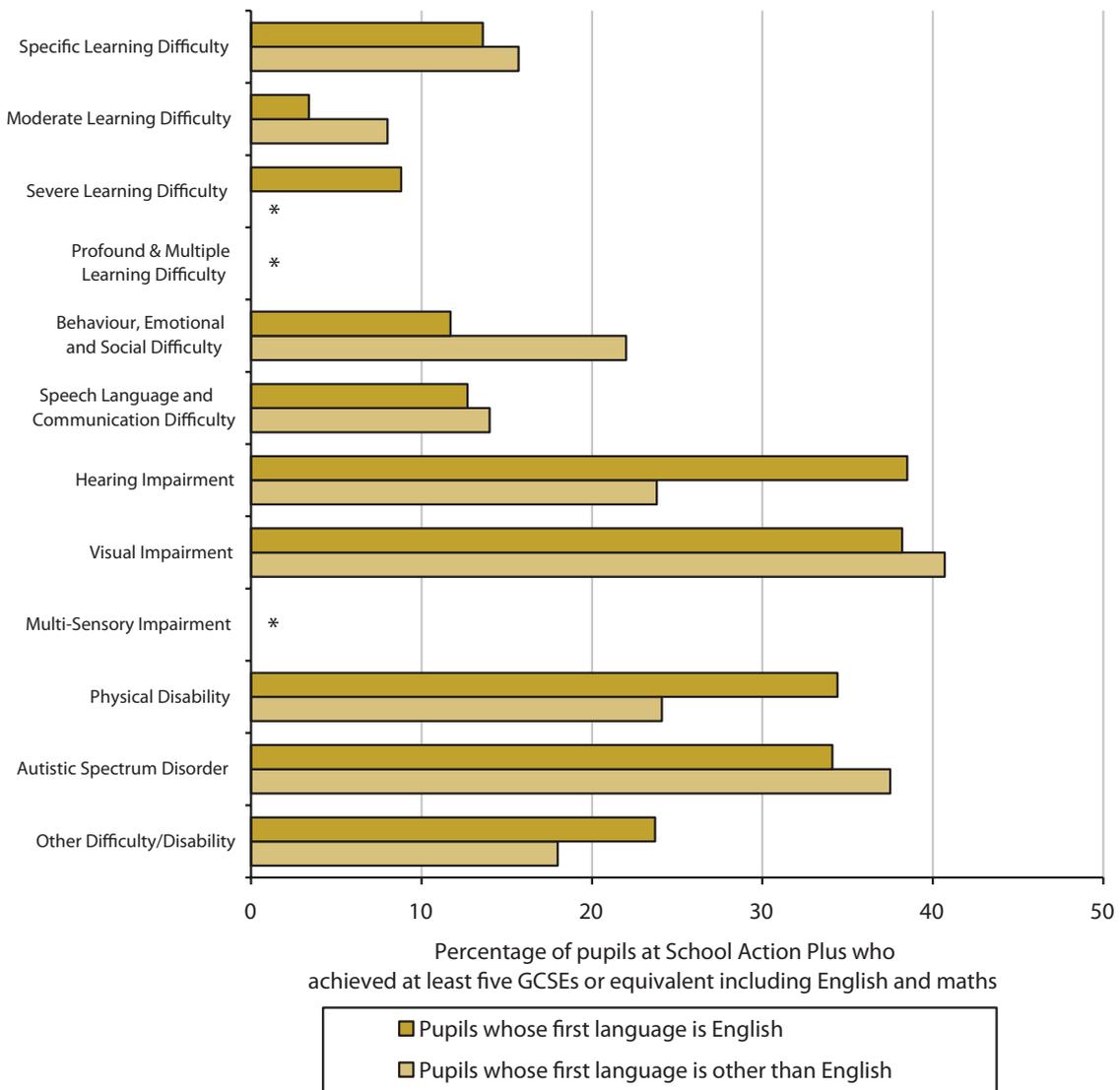


Figure 2.27 shows that pupils with no special educational needs and those with statements whose first language was English were more likely to achieve the Level 2 threshold including English and maths at KS4, compared to pupils whose first language was other than English. However, pupils at School Action and School Action Plus were more likely to achieve the expected level if their first language was other than English.

Differences in Key Stage 4 attainment by first language and primary type of special educational need

Figure 2.28 shows the percentage of pupils at School Action Plus that achieved the Level 2 threshold including English and maths at KS4 in 2009 by primary type of need and their first language. Web based Table 2.15 contains the percentages used in Figure 2.28.

Figure 2.28: Percentage of pupils at School Action Plus who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by primary type of need and first language



* The percentages for multi-sensory impairments and the percentages for those with profound and multiple learning difficulties whose first language was English were not displayed as fewer than six pupils achieved the qualification in these groups. The percentages for severe learning difficulties and profound and multiple learning difficulties whose first language was other than English were zero.

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Figure 2.28 shows that pupils at School Action Plus whose first language was English were most likely to achieve the Level 2 threshold including English and maths at KS4 if they had a hearing impairment. Of the pupils whose first language was other than English at School Action Plus, those with visual impairments were most likely to achieve this level. A number of the primary need groups had low numbers in the groups so caution should be used with these findings. Web based Table 2.15 shows the actual numbers as well as figures for those with statements.

Regional and local authority level KS4 attainment analysis

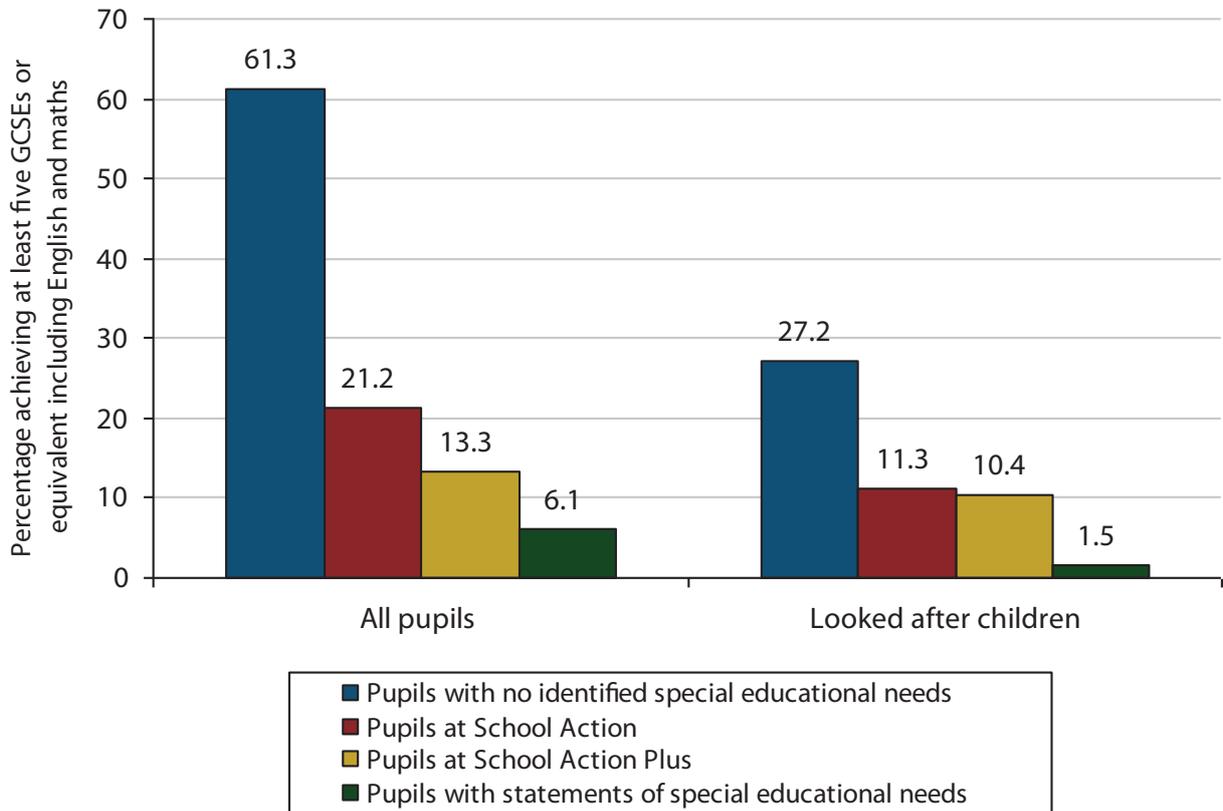
Regional and local authority level figures for the proportion of pupils with special educational needs achieving the level at KS4 can be found in web based Tables 2.17, 2.18 and 2.19.

KS4 attainment of looked after children with special educational needs

Chapter 1 looked at the number of looked after children with special educational needs and this section of **Chapter 2** looks at their attainment.

Figure 2.29 shows experimental statistics for the percentages of children looked after for at least 12 months at 31 March 2009 that achieved the Level 2 threshold including English and maths at KS4 in 2009. Web based Table 2.20 contains the looked after children data which was used to produce Figure 2.29, while the figures for all pupils were taken from web based Table 2.14. These figures are experimental in nature so caution should be used when interpreting them.

Figure 2.29: Percentage of all pupils and children looked after for at least 12 months at 31 March 2009 that achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by provision for special educational need



Children looked after for at least 12 months at 31 March 2009 were less likely to achieve the Level 2 threshold including English and maths at KS4 compared to all pupils, regardless of special educational need provision. When comparing Figure 2.29 to Figure 2.17, it can be seen that there is a larger attainment gap between Looked After Children and all pupils at KS4 than at KS2.

Data Annex 2: Attainment of pupils with special educational needs

The attainment data for all pupils included in chapter 2 refers to pupils at the end of the Key Stage who were at maintained schools. Special educational need provision was recorded in January of the final year of the Key Stage. The data source used in this chapter was the National Pupil Database (NPD) and figures are final for all years. The NPD holds the tests and exam results at each Key Stage for all pupils at maintained schools in England. It also holds individual pupil level attainment data for pupils in non-maintained and independent schools who take the tests/exams. Pupil characteristic information for maintained schools only are also included in the NPD (such as age, gender, ethnicity etc), which is obtained by matching records to the School Census.

Early Years Foundation Stage Profile (EYFSP)

The Early Years Foundation Stage Profile focuses on the following six areas of learning covering children's physical, intellectual, emotional and social development measured by 13 assessment scales, each of which has nine points:

<p>Personal, Social and Emotional Development (PSE):</p> <ol style="list-style-type: none"> 1. Dispositions and Attitudes 2. Social Development 3. Emotional Development
<p>Communication, Language and Literacy (CLL):</p> <ol style="list-style-type: none"> 4. Language for Communication and Thinking 5. Linking Sounds and Letters 6. Reading 7. Writing
<p>Problem Solving, Reasoning and Numeracy (PSRN):</p> <ol style="list-style-type: none"> 8. Numbers as Labels and for Counting 9. Calculating 10. Shape, Space and Measures
<p>11. Knowledge and Understanding of the World (KUW)</p>
<p>12. Physical Development (PD)</p>
<p>13. Creative Development (CD)</p>

Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child achieves this overall score, and also achieves a score of 6 or more in each of the 7 scales in the Personal, Social and Emotional development (PSE) and Communication, Language and Literacy areas of learning (CLL), they are deemed to be reaching a **good level of development**.

Key Stage 1

There are six different levels of attainment for pupils at KS1 in reading, writing and maths and four levels in KS1 science. The six numbered levels in reading, writing and maths are 1, 2C, 2B, 2A, 3 and 4, with 4 being the highest and 1 being the lowest. KS1 science levels are not disaggregated into 2C, 2B, 2A and are given as just 2, meaning that there are 4 possible numbered levels (1, 2, 3 and 4). Therefore the expected threshold of 2 or above means levels 2C, 2B, 2A (or 2 for science), 3 and 4. Three other outcomes are possible at KS1 in reading, writing and maths and include:

- A – pupils who were absent from the assessment.
- B – pupils working towards Level 1.
- D – disapplied
(e.g. pupil has recently arrived from overseas and does not speak English).

For KS1 science, levels A (absent) and D (disapplied) are not available separately, but instead are reported under level U (unable to access).

Key Stage 2

There were four different levels of attainment for pupils at KS2 in 2009. This included four numbered levels ranging from 2 to 5, with 5 being the highest and 2 being the lowest. Therefore the expected threshold of 4 or above means levels 4 and 5. Four other outcomes are possible at KS2 and include:

- A – pupils who were absent from the test.
- B – pupils working below the level of the test and not entered for it.
- N – pupils who failed to register a level in the test.
- T – pupils whose test level was not assessable.

Attainment of looked after children with special educational needs

The experimental attainment data for children who had been looked after for at least 12 months at 31 March 2009 was obtained by matching looked after children data from the SSDA 903 return to the 2009 National Pupil Database. The dataset is experimental in nature, so caution should be used when interpreting the findings. The attainment data within this publication for children looked after was provided as additional information to that published in the experimental statistical release entitled Bridging Series for Outcomes for Looked After Children: Comparison of Data from Matched Administrative Source with Current Aggregate Source, which is available at <http://www.education.gov.uk/rsgateway/DB/STR/d000894/index.shtml>.

All national (England) numbers which appear in the data tables referenced in Chapter 2 were rounded to the nearest 100 if they were more than 1,000 and to the nearest 10 if they were not. Regional numbers were rounded to the nearest 10 and Local Authority figures were rounded to the nearest 5. Numbers from 1 to 5 inclusive were replaced in the tables by a hyphen (-). Percentages were rounded to whole numbers unless the numerator was five or less or the denominator was 10 or less, in which case they had been replaced by a hyphen. Note that percentages may not sum to 100 due to rounding.

The 20 tables referenced within Chapter 2 are listed below. The tables can be found in the accompanying downloadable spreadsheets on the publication webpage.

P-scales

The use of P scales is statutory for children with Special Educational Needs, aged 5-16 who are working below level 1 of the National Curriculum. P scales are not used to assess children with English as an Additional Language (EAL) at any age unless they also have Special Educational Needs.

The Qualifications and Curriculum Development Agency (QCDA) provides pupil-level P scales data to the Department for Key Stages 2 and 3. (The Department collects P scales data for Key Stage 1 directly without QCDA involvement). "Performance – P-level attainment targets" includes a complete set of the latest P-level descriptions for all National Curriculum subjects. See http://www.qcda.gov.uk/resources/assets/Performance-pscales-attainment_targets.pdf for more information.

In addition to pupil summary data which contain Teacher Assessment (TA) levels for all pupils, additional data with P scales information is provided as part of the data feeds for each Key Stage. For every pupil assigned a TA level of 'W' in the pupil summary dataset there is a corresponding record in the P Scale dataset.

P scales are also known as "P levels" in some guidance and are split into eight different levels with P1i being the lowest and P8 the highest;

P Scale Subject	Reportable levels
English	P1i, P1ii, P2i, P2ii, P3i, P3ii
Reading Writing Speaking Listening	P4, P5, P6, P7, P8
Mathematics	P1i, P1ii, P2i, P2ii, P3i, P3ii
Number Using and applying mathematics Shape, space and measures	P4, P5, P6, P7, P8
Science	P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8

The performance descriptions for P1 to P3 are common across all subjects. They outline the types and range of general performance that pupils with learning difficulties who are not working at levels P4–P8 might characteristically demonstrate. If a pupil is at P1i to P3ii level in English, then reading, writing, speaking or listening levels would not normally be appropriate. If a pupil is at an English level higher than P3ii, then the relevant separate levels P4–P8 in reading, writing, speaking or listening are appropriate and an English level is not expected.

The position is similar in respect for mathematics (where levels P1 to P3 are not reported for number, using and applying mathematics, and shape, space and measures). For science, a single level from P1i to P8 is appropriate. However, there may be exceptional circumstances where a pupil is judged to be at P1i to P3ii in English and/or mathematics but at P4 to P8 in a particular element of the subject. Schools' Management Information Systems will allow these levels to be recorded and will transfer all levels as entered for pupils.

More information on P Scales can be found on the QCDA website at:
<http://www.qcda.gov.uk/resources/3605.aspx>

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Table 2.10: Key Stage 2 science attainment by Special Educational Need (SEN) provision and primary SEN type, 2008 and 2009

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