



Thought Leadership Series

The Identification of SEND

(a discussion starter)

3rd February 2021

Malcolm Reeve
malcolm@wholeschoolsend.com

Where to begin?

- **The DfE January Census**
- **The SEND Code of Practice**

SEN in England 2020

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2020>

www.gov.uk/government/statistics/special-educational-needs-in-england-january-2020

National Statistics

Special educational needs in England: January 2020

Information from the school census on pupils with special educational needs (SEN) and SEN provision in schools.

Published 2 July 2020

From: [Department for Education](#)



Applies to: **England**

Brexit

[Check how the new Brexit rules affect you](#)

Documents

[Special educational needs in England: January 2020](#)

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Details

explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

Academic Year 2019/20

Special educational needs in England

THIS IS THE LATEST DATA

Published: **2 July 2020**

[Sign up for email alerts](#)



Print this page

This statistics publication provides data from the January 2020 school censuses on pupils with special educational needs (SEN). It also provides information about special schools in England. The publication includes breakdowns by type of SEN provision, type of SEN, age, national curriculum year group, gender, ethnicity, English as a first language and free school meal eligibility.

[Download associated files](#)

Search this page

About these statistics

For Academic Year: **2019/20**

Related guidance

[Special educational needs in England: methodology](#)

Headline facts and figures - 2019/20

Summary **Table**

EHC plans/Statements of SEN (percent)
3.3

[What is this?](#)

SEN support (percent)
12.1

[What is this?](#)

- 3.3% of all pupils in schools in England have an Education, health and care (EHC) plan, a rise from 3.1% in 2019
- A further 12.1% of all pupils have SEN support, without an EHC plan, up from 11.9% in 2019.
- The most common type of need for pupils with an EHC plan is autistic spectrum disorders and for pupils with SEN support is speech, communication and language needs
- SEN is more prevalent in boys than girls, with boys representing 73.1% of all pupils with an EHC plan and 64.6% of pupils with SEN support

Open all

Pupils with special educational needs in schools +

Primary type of need +

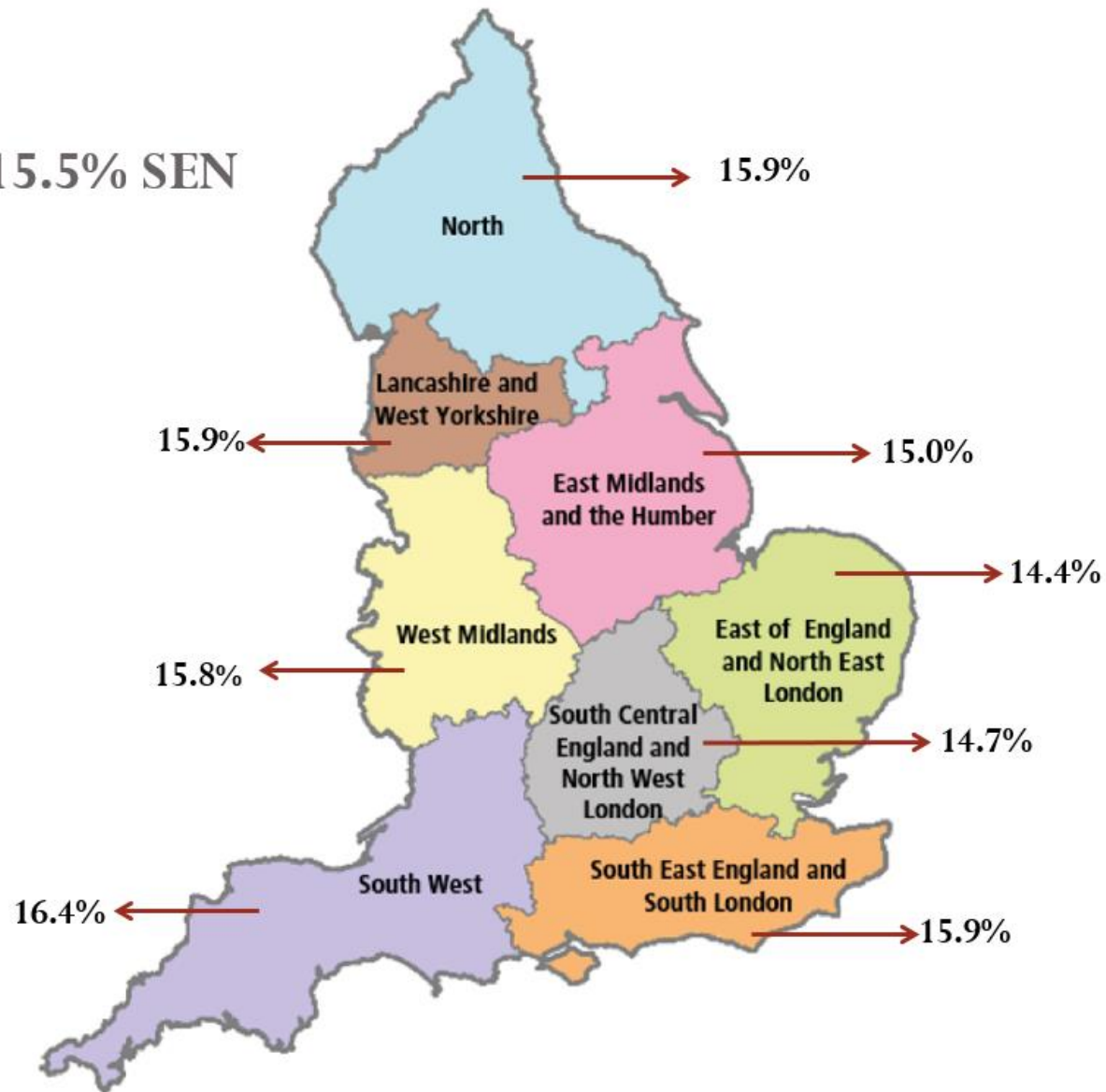
Pupil characteristics +

SEN units and resourced provisions +

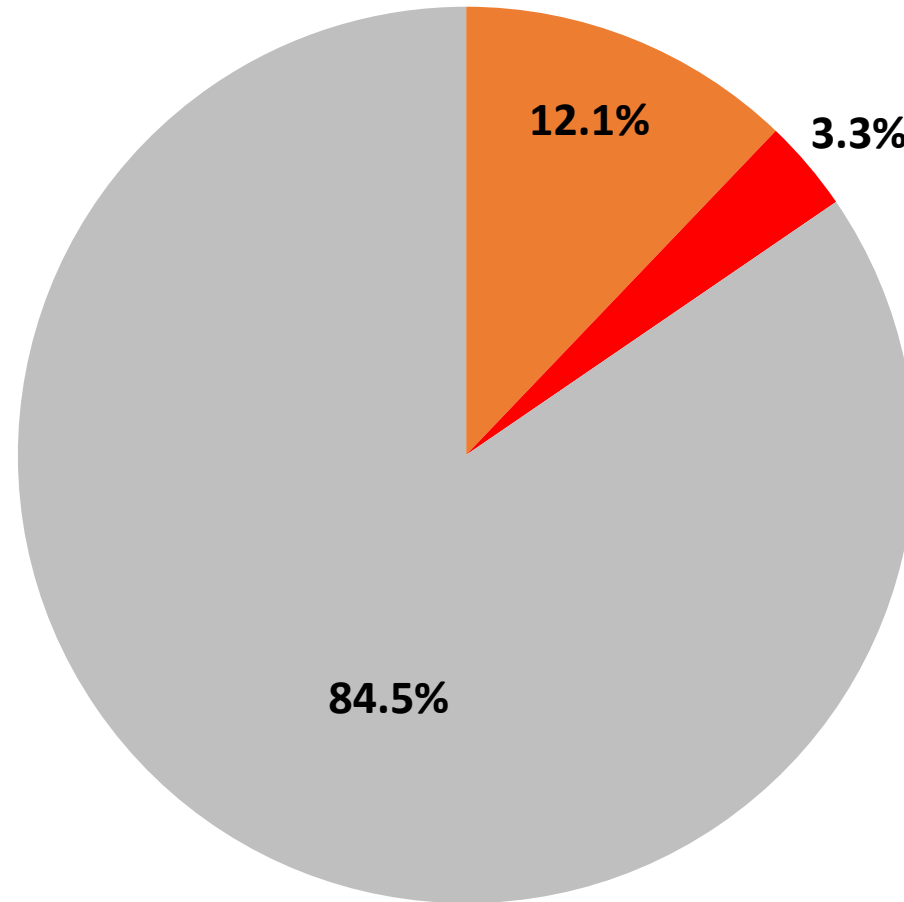
Approved provisions in special schools +

Regional Map of Pupils with SEN (all phases)

England-15.5% SEN



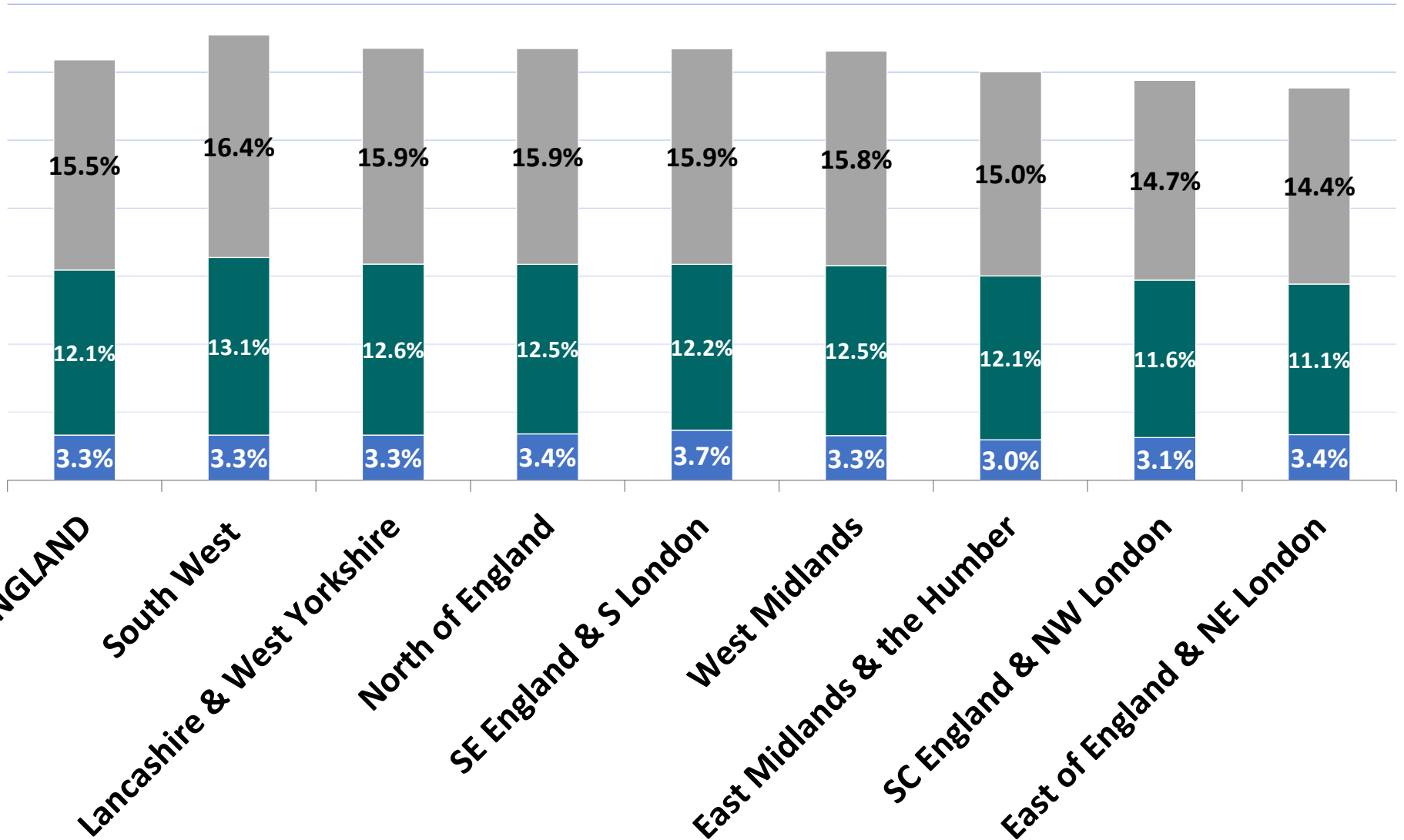
There are 1373758 pupils on roll nationally that have a special educational need, which equates to 15.5% (all phases).



■ SEN Support ■ EHC Plan or Statement ■ No SEN

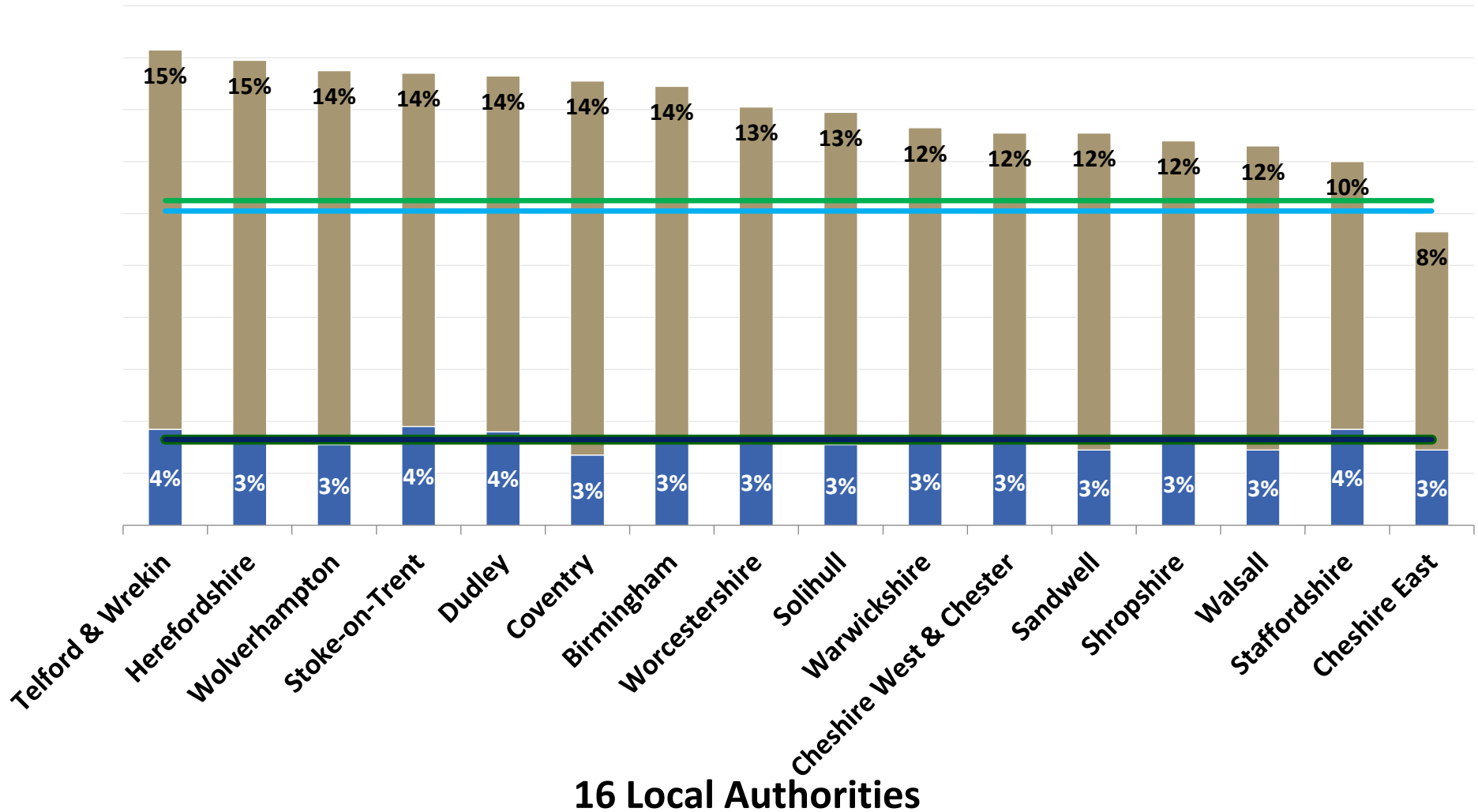
Regional Chart of Pupils with SEN (all phases)

■ Statement or EHC Plans ■ SEN Support ■ Total pupils with SEN

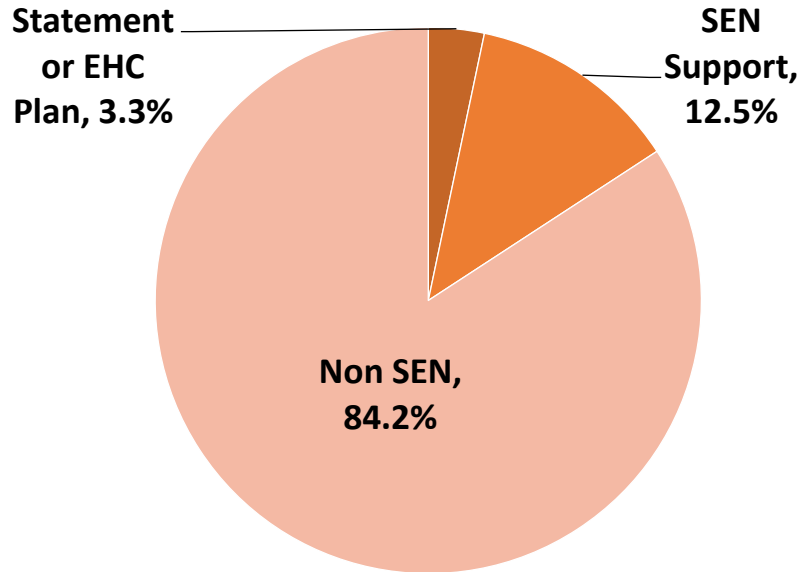


WEST MIDLANDS-Local Authority Breakdown

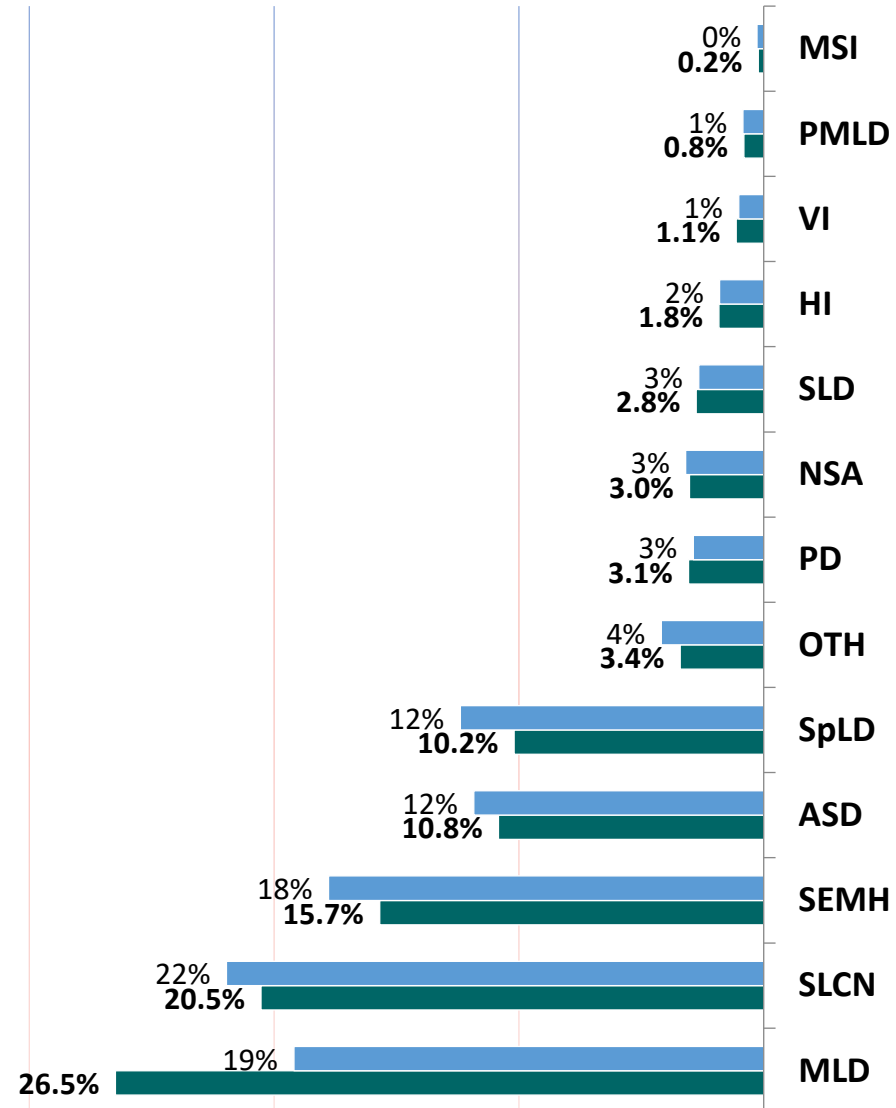
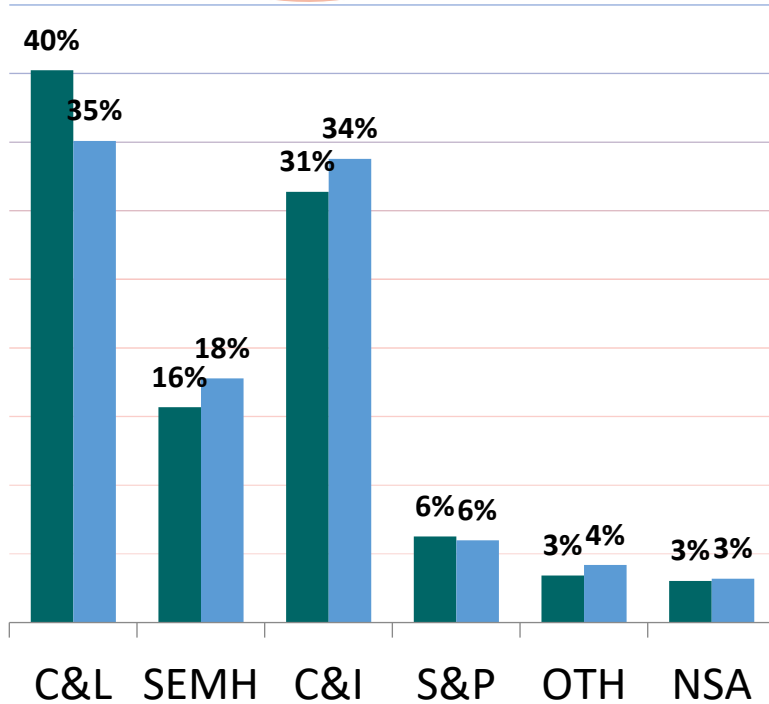
- Statement or EHC Plans
- SEN Support
- West Midlands EHCPs or S (3.3%)
- West Midlands SEN Support (12.5)
- National EHCPs or S (3.3%)
- National SEN Support (12.1%)



WEST MIDLANDS SUMMARY



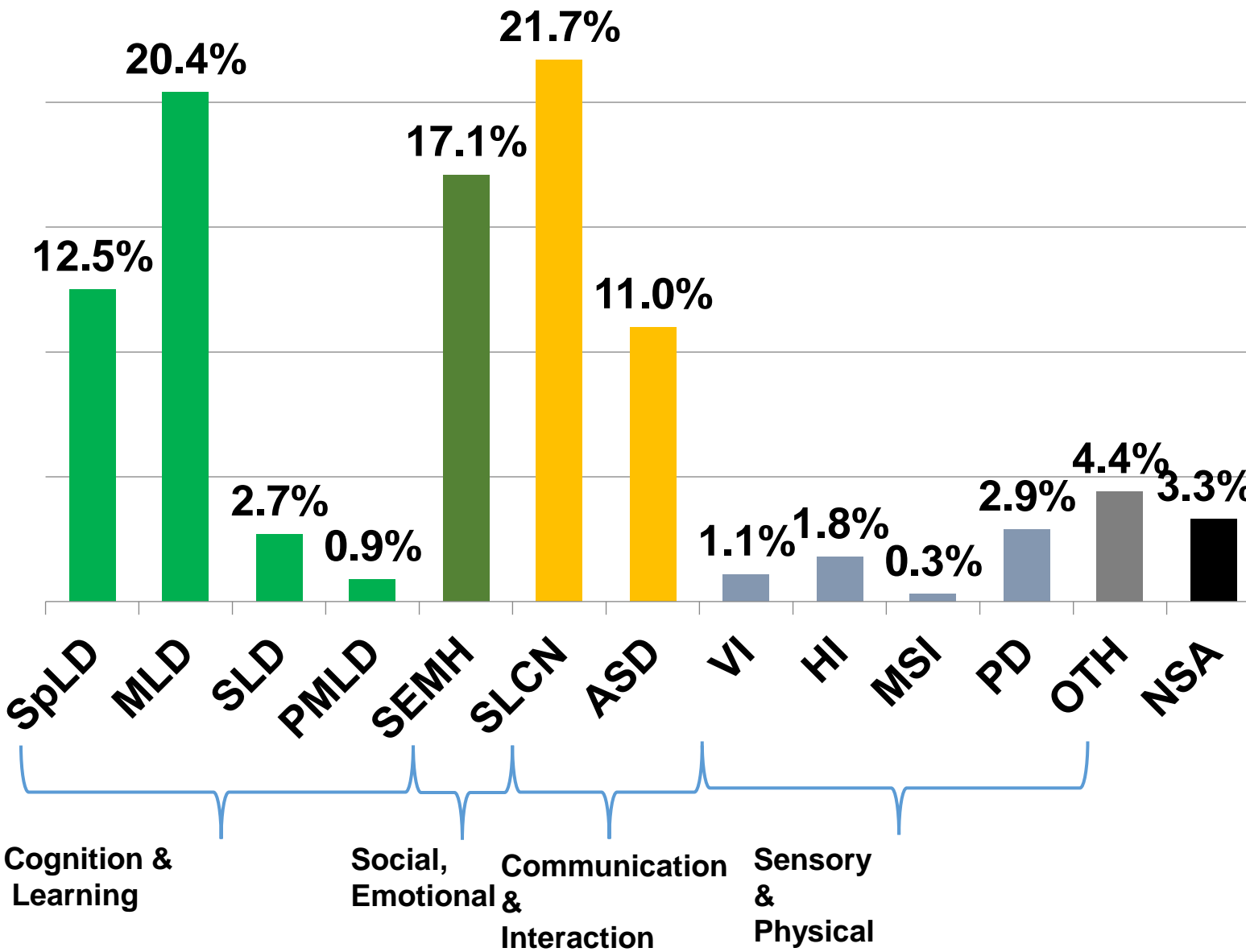
■ National ■ West Midlands



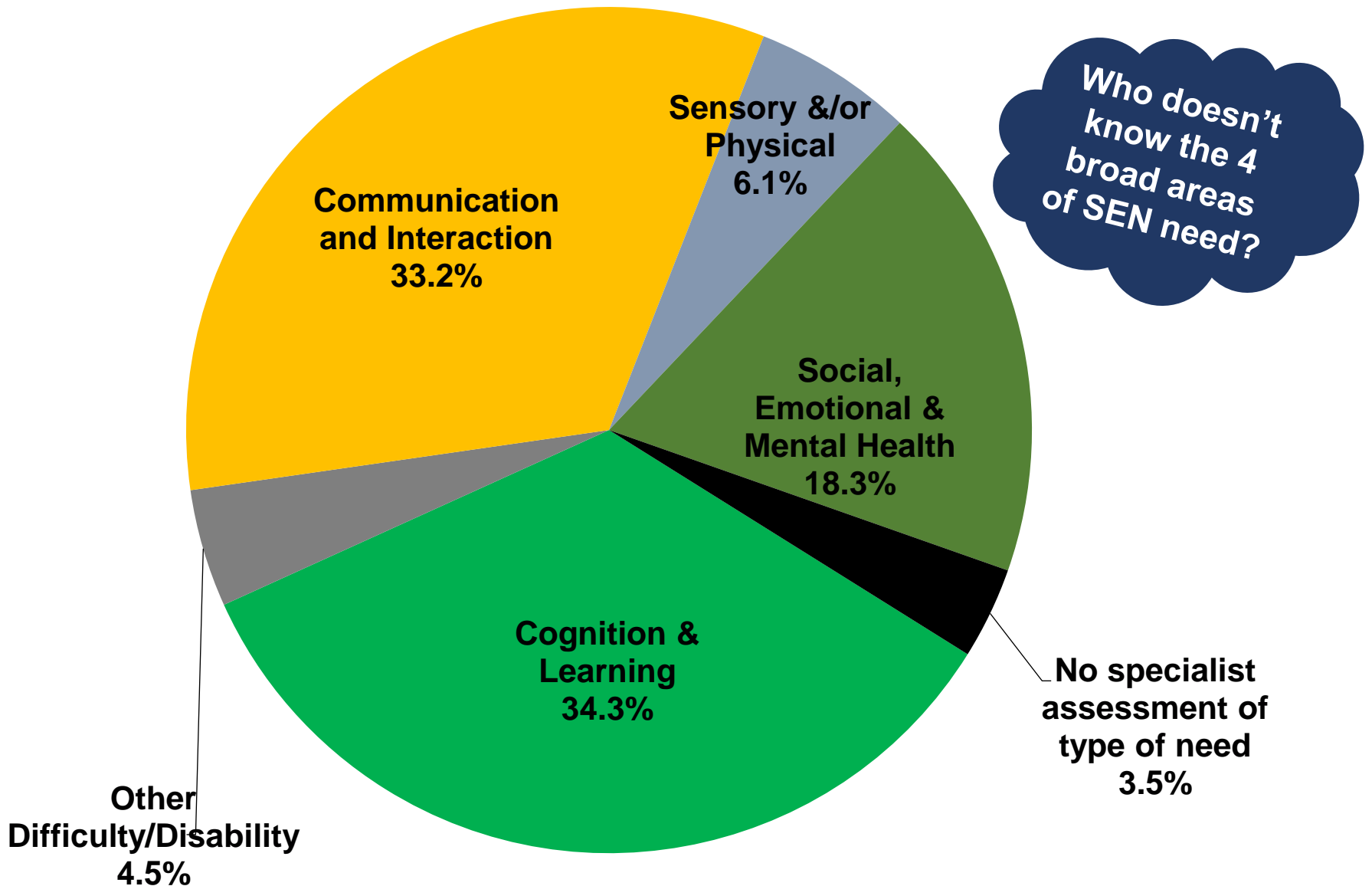
Broad Areas and Primary Categories of SEN need

Primary Categories of Need

- SpLD – Specific Learning Difficulty
- MLD – Moderate Learning Difficulty
- SLD – Severe Learning Difficulty
- PMLD - Profound and Multiple Learning Difficulty
- SEMH
- SLCN – Speech and Language or Communication Needs
- ASD – Autistic Spectrum Disorder
- VI – Visual Impairment
- HI – Hearing Impairment
- MSI – Multi-sensory Impairment
- PD – Physical Difficulty
- OTH – Other
- NSA – No Specialist Assessment

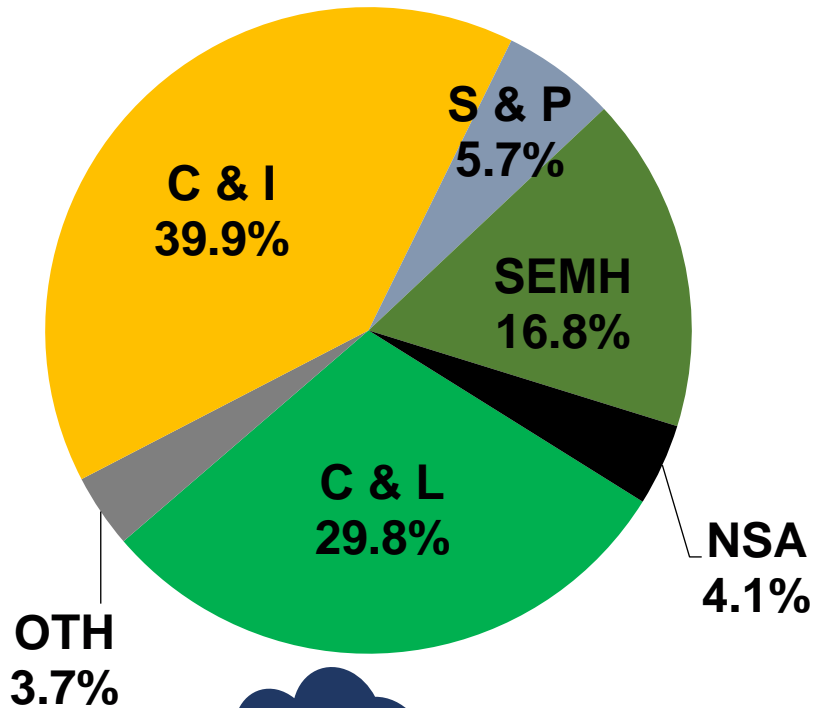


National Broad Area of Need (Primary & Secondary Schools in England in 2020)



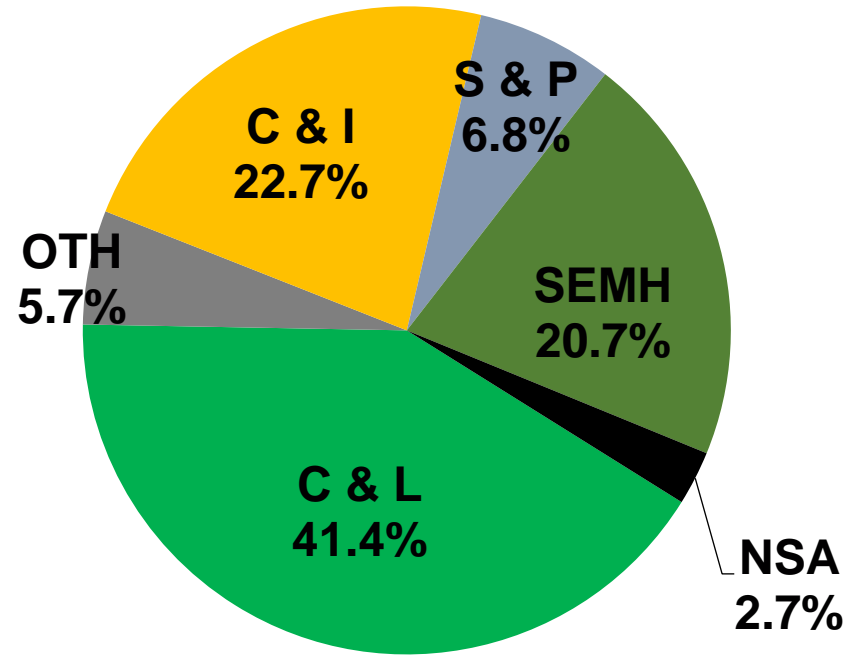
BROAD AREA OF NEED (By Phase)

PRIMARY PHASE



What's the pattern in your school?

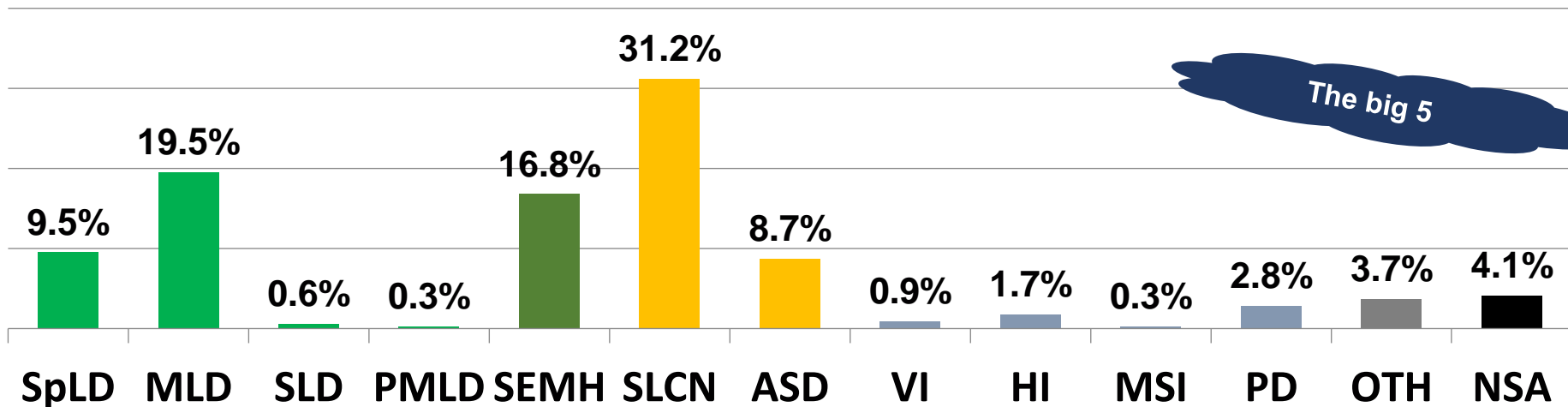
SECONDARY PHASE



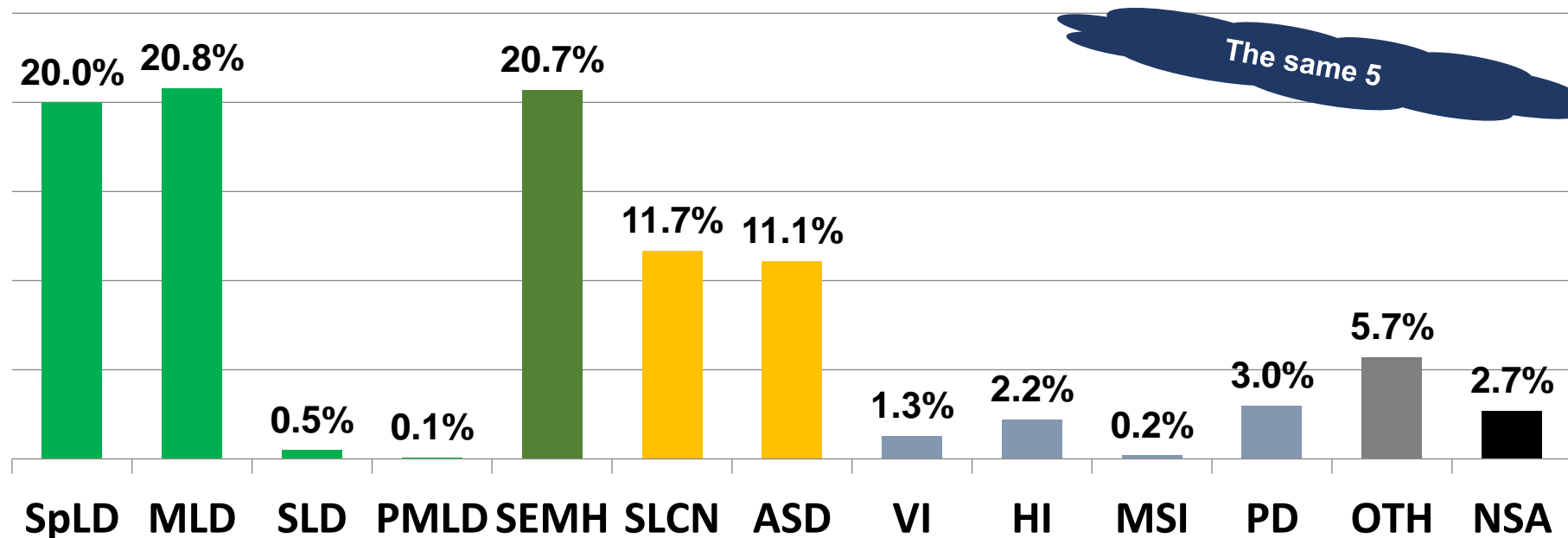
What is your service?

Where is your expertise?

Primary Type of Need (PRIMARY PHASE)



Primary Type of Need (SECONDARY PHASE)



Identification – The SEND Code of Practice



6.4 *School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN,*

both within the school and in comparison with national data,

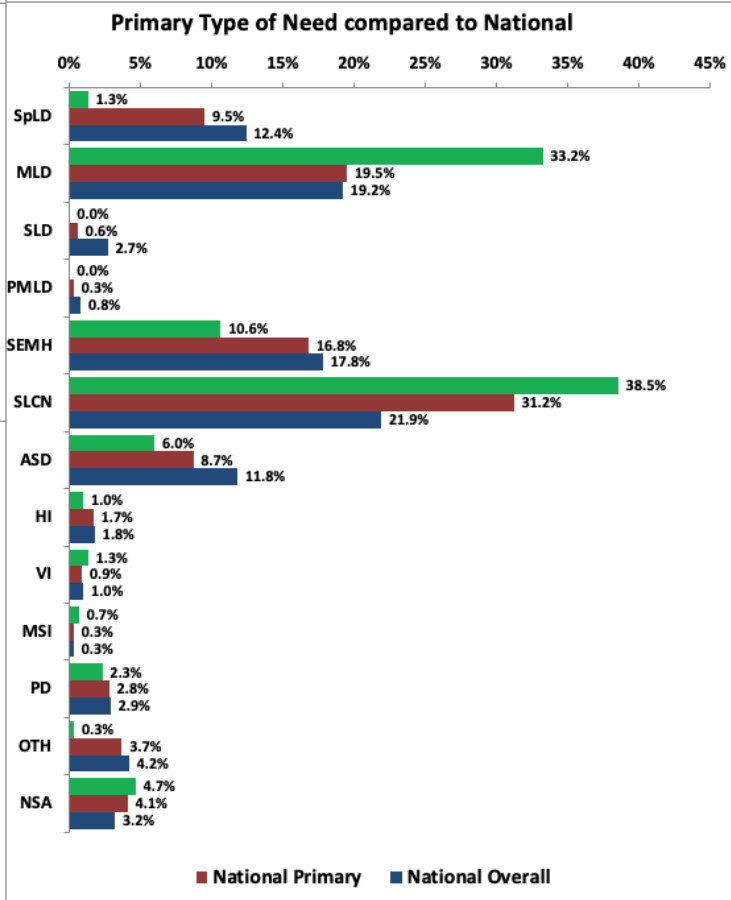
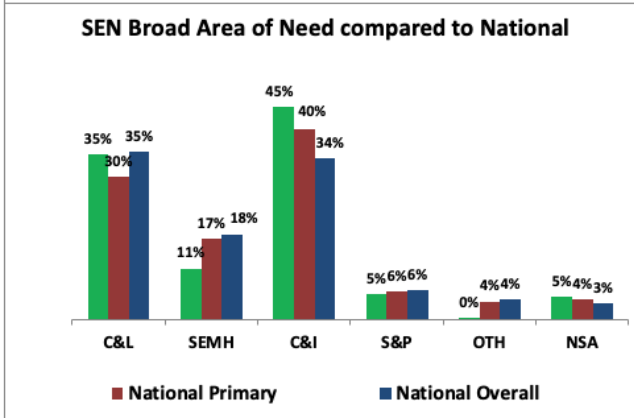
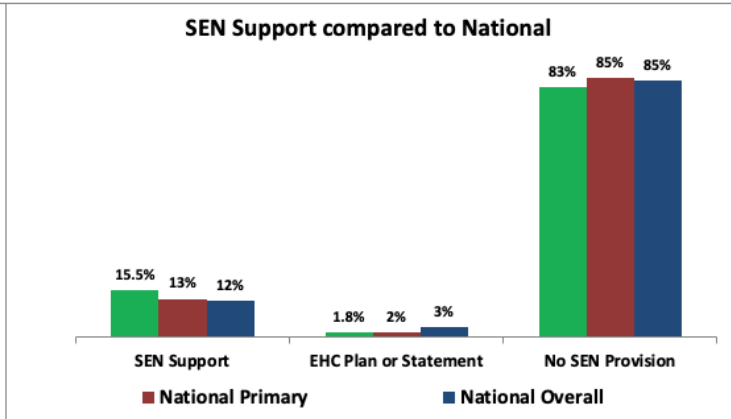
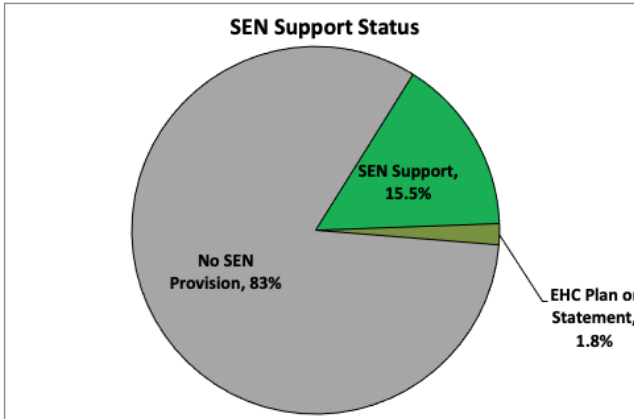
and use these to reflect on and reinforce the quality of teaching.

6.5 *The identification of SEN should be built into the overall approach to*

monitoring the progress and development of all pupils.

National Overall percentages combine primary, secondary and special schools.

Comparative data from a primary school in England based on the 2020 census



For the forum's consideration.....

- 1. What are the positives and negatives of this approach?**
- 2. What are the questions to be asked?**

DfE Census

(based on 2 levels of SEND and 13 primary categories of need)

+

- **Allows a national database to be collected**
- **Every school uses the same system**
- **Trends over time can be identified**
- **Very useful for comparative purposes**

-

- **Insufficient guidance on the actual categories of need**
- **Insufficient guidance on the process of ascription**
- **The actual SEN 'register' and the census often do not tally**
- **The census does not report on the 4 broad areas of need**

Q

- **Is this the right approach?**
- **Are the categories of need the 'right' ones?**
- **Is it helpful to ascribe a single category of need to a child who has multiple needs?**
- **Who decides and how is this decision informed?**
- **Who needs to be involved in the process of ascription?**

SEN Code of Practice

+

- **Makes SEND identification a leadership role**
- **Requires that patterns be considered**
- **Requires national comparison**
- **Links identification to pedagogy and practice**
- **Identifies 4 broad areas of need**

-

- **In practice The SEND CoP is a SENCO, not a wider leadership issue**
- **Data at school level for useful comparative purposes is not readily available**
- **It is not clear how national data and school data can directly support pedagogy and practice**
- **Data on the 4 broad areas of need is not readily available**

Q

- **Does identification of SEN need support school leaders to give a better service to children with SEND?**
- **Can regional and national comparisons help?**
- **How can national data be used at school level to inform practice?**
- **Can identification data give a clearer methodology for special schools/specialist provisions/specialists in supporting mainstream provisions?**