



Sanctuary Buildings, 20 Great Smith Street, Westminster, London, SW1P 3BT  
tel: 0370 000 2288 [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)

Rt Hon Robert Halfon MP  
Chair of the Education Select Committee  
House of Commons  
London  
SW1A 0AA

10 June 2019

At our Education Select Committee appearance on 21 May 2019, we promised to write to you on two issues:

- In response to a question from James Frith MP, we would supply you with a figure for resources we provided to support funding for education, health and care plans for young people in post-16 provision.
- The Committee also asked us about attainment figures for pupils with special educational needs (SEN).

### **Post-16 funding**

£272 million was added to the high needs funding block of the dedicated schools grant (DSG) in the financial year 2013-14, and £390 million in 2014-15, to take account of the extended age range to 25 covered by the DSG. The difference between the two years was mainly because some of the changes post-16 started in August 2013 rather than at the start of the financial year.

These increases in the 2013-14 and 2014-15 financial years were consolidated into the funding baseline that informed the spending review settlement reached between the department and HM Treasury in 2015, and the subsequent allocations of high needs funding from the 2015-16 financial year onwards. Furthermore, local authorities' increased spending, including on 16 to 25 year olds, has been taken into account in the allocation of high needs funding for the last two financial years (2017-18 and 2018-19) as well as the current financial year (2019-20).

## **Attainment**

Expectations for pupils and students with SEN and disabilities are no different from all other pupils and students, namely to:

- prepare them well for adulthood, including through achieving qualifications during the secondary phase of education (where appropriate) that will open doors to the world of further study or employment;
- support them to make well informed and appropriate choices at 16 so they follow routes to employment or are well prepared for independent living; and
- provide for a well-rounded and enjoyable educational experience, that broadens their horizons and helps equip them with the 'soft skills' needed in adult life.

As the SEND Code of Practice makes clear: "With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life."

We place particular importance on mathematics and English, since these are the subjects that are most important for enhancing children and young people's life chances, including finding work. Employers want their staff to have the mathematics and English skills that are needed in all walks of life.

## **Key Stage 2**

In 2017/18, 21% of pupils identified with SEN achieved the expected standard in reading, writing and mathematics. Due to changes in the writing teacher assessment in 2017/18, this figure is not directly comparable with previous years. In 2016/17, 18% of pupils identified with SEN achieved the expected standard in reading, writing and mathematics, compared to 14% in 2015/16 (2015/16 was the first year of the new assessments based on the new primary curriculum introduced in 2014).

*Figure 1: Percentage of pupils achieving the expected standard in reading, writing and mathematics at Key Stage 2 in state-funded schools in England, by SEN provision*

	2015/16	2016/17	2017/18
No identified SEN	62	70	74
All SEN pupils	14	18	21
SEN support	16	20	24
SEN with a statement or EHC plan	7	8	9
Unclassified	18	22	22
All pupils	53	61	64

Source: [Key stage 2 and multi-academy trust performance, 2018 \(revised\)](#)

## Key Stage 4

The table below gives a time series of attainment at KS4, using the indicator A\*-C/ grade 4+ in English and mathematics GCSEs. This is the indicator which has been most stable over time. Other attainment indicators that include more qualifications have been more affected by the changes implemented in 2013/14 following the Wolf review (e.g. reducing the number of vocational qualifications included in attainment measures). It should be noted, however, that this indicator will have been affected by the change in early entries policies in 2013/14 and that exams in reformed GCSEs in English and mathematics were sat for the first time in 2016/17.

The data shows that 25.8% of pupils identified with SEN achieved grade 4 or above in English and mathematics GCSEs in 2017/18 and this percentage has increased each year since 2014/15.

*Figure 2: Percentage of pupils achieving grade 4/ C or above in English and mathematics GCSE, by SEN provision, state-funded schools in England.*

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
No identified SEN	70.0	69.7	71.2	67.7	66.4	69.7	70.4	70.6
All SEN pupils	22.7	22.9	23.9	22.6	22.1	24.2	25.0	25.8
SEN support	.	.	.	.	25.8	29.0	30.1	31.3
SEN without a statement	25.3	25.7	27.1	25.9	.	.	.	0.0
SEN with a statement or EHC plan	8.7	8.7	9.7	8.9	9.9	10.4	10.7	10.5
All pupils	58.7	59.3	61.3	58.9	59.2	63.0	63.9	64.2

Source: [Key stage 4 and multi-academy trust performance 2018 \(revised\)](#)

## Key Stage 5

In 2018 26.6% of young people identified with SEN in year 11 were qualified to level 3 by age 19, compared to 28.2% in 2017.

*Figure 3: Percentage of young people qualified to level 3 by age 19, by SEN status in year 11 in state-funded schools in England*

<i>SEN status in Year 11</i>	Cohort (age 19 in...)						
	2012	2013	2014	2015	2016	2017	2018
No Identified SEN	64.3	65.7	66.2	65.8	64.9	64.8	63.1
All SEN Pupils	26.0	27.9	28.2	28.7	28.0	28.2	26.6
SEN with statements or EHC plans	12.5	13.2	13.6	13.4	13.7	13.0	13.2

SEN without statements or EHC plans	28.7	30.6	31.0	31.8	31.2	31.9	30.8
All pupils	55.2	56.3	57.0	57.5	57.2	57.6	57.2

Source: [Level 2 and 3 attainment by young people aged 19 in 2018](#)

With best wishes.



**Rt Hon Nick Gibb MP**

**Minister of State for School Standards**



**Nadhim Zahawi MP**

**Parliamentary under-Secretary of State for Children and Families**