



Department
for Education

Local area Special Educational Needs and Disabilities report for Suffolk County Council



Written by SEND Research from Department for Education

[LG Inform](#)



Local area Special Educational Needs and Disabilities report for Suffolk County Council

This report presents the statistics on SEND available for Suffolk, compared to your selected comparison group of All English single tier and county councils. This should help to assess how well arrangements since the reforms are working and compare delivery across local areas.

The aim is to bring local area SEND data into one place, providing an evidence base that can be a starting point for conversations at a local and national level on progress and priorities.

However, this is not a checklist against which local areas should measure performance. These statistics tell only part of the story, and what makes a successful outcome will vary hugely for individual children and young people.

Much of the information below is education-focused - this is because most of the data available currently relates to education. The Department for Education is working with the Department of Health to link data from their Children and Young People's Health Services Data Set to the national pupil database, as this will increase health data for SEND pupils significantly. We hope to add this data to this report once available.

Report Contents:

- [Local area SEND information](#)
- [Implementation of the reforms](#)
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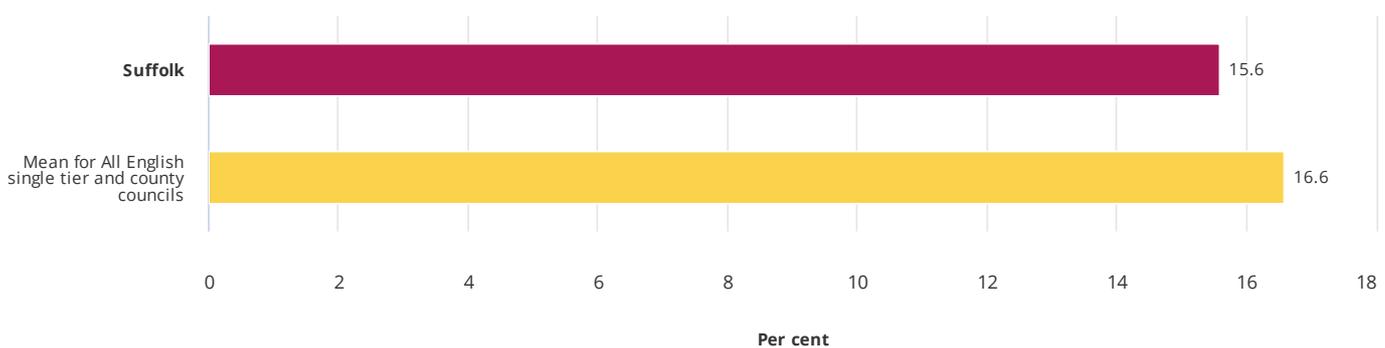
The metrics below are those available at a local authority level currently, which relate to SEND. If there are other metrics which meet this criteria that you think would improve the report, or you have any other feedback on how we could improve the report, please contact us by emailing send.research@education.gsi.gov.uk.

The data in the metrics below will update automatically each time the latest data is published. If any values are missing from the database a 'no value' will appear, this is because a figure was not available from published sources. Please use the feedback form: <http://lginform.local.gov.uk/feedback> if you have any technical queries regarding the report or the data collections used.

Local area SEND information

In Suffolk 15.6% of pupils have a statutory plan of SEN (statement or EHC plan) or are receiving SEN support (previously school action and school action plus). This compares to an average of 16.6% across All English single tier and county councils. NB these figures, and those in the first three charts below, are for pupils attending schools in Suffolk. They do not include children and young people for whom Suffolk is responsible but has placed out of borough.

% of pupils with SEN (2021/22 (academic))

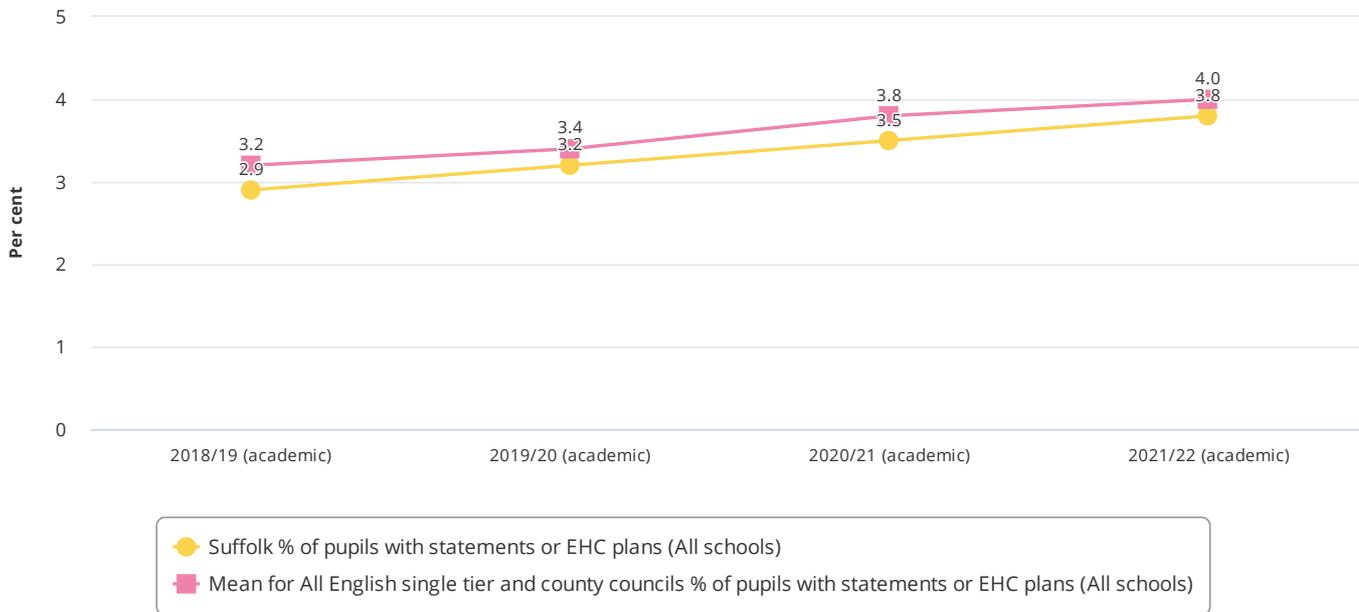


Source:

Metric ID: 2212, Department for Education, Special Educational Needs in England, Data updated: 17 Jun 2022

Across All English single tier and county councils, the proportion of pupils with statements or education, health and care (EHC) plans ranges from 1.6% to 6.3%. Suffolk has a value of 3.8%, compared to an average of 4.0% in All English single tier and county councils.

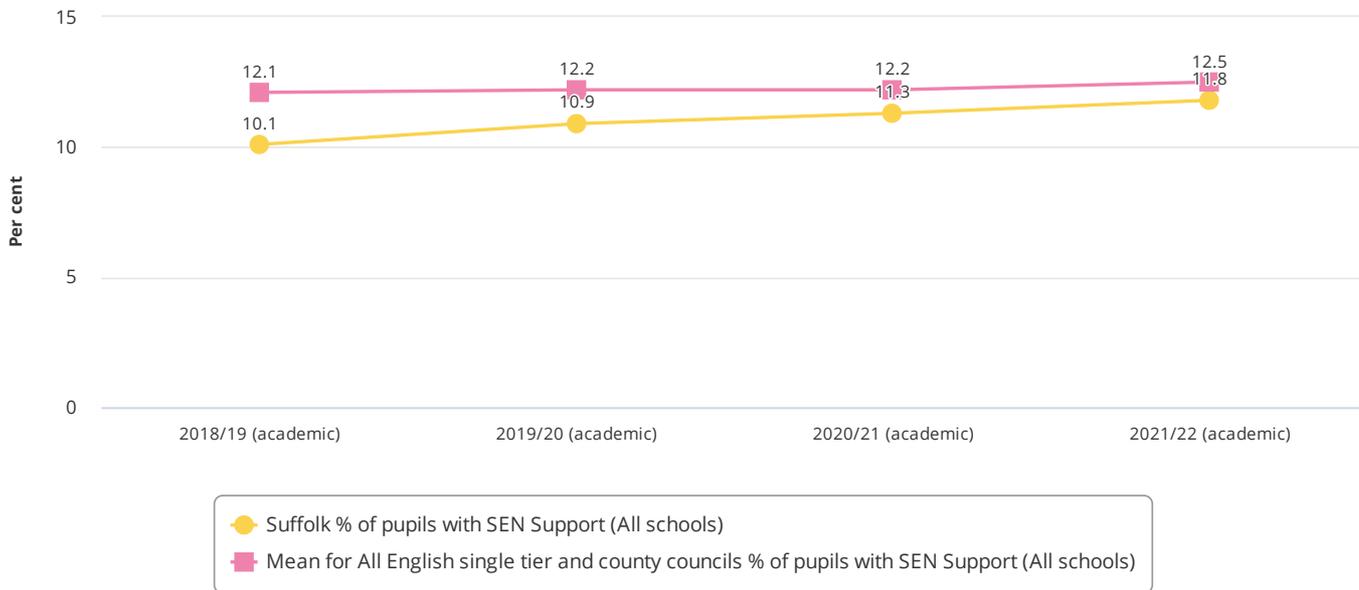
% of pupils with a statement or EHC Plan (from 2018/19 (academic) to 2021/22 (academic))



Source:
Metric ID: 2213, Department for Education, Special Educational Needs in England, **Data updated:** 17 Jun 2022

For SEN support the proportion for All English single tier and county councils ranges from 6.1% to 20.6%. Suffolk has a value of 11.8%, compared to an average of 12.5% in All English single tier and county councils.

% of pupils with SEN Support in all schools (from 2018/19 (academic) to 2021/22 (academic))

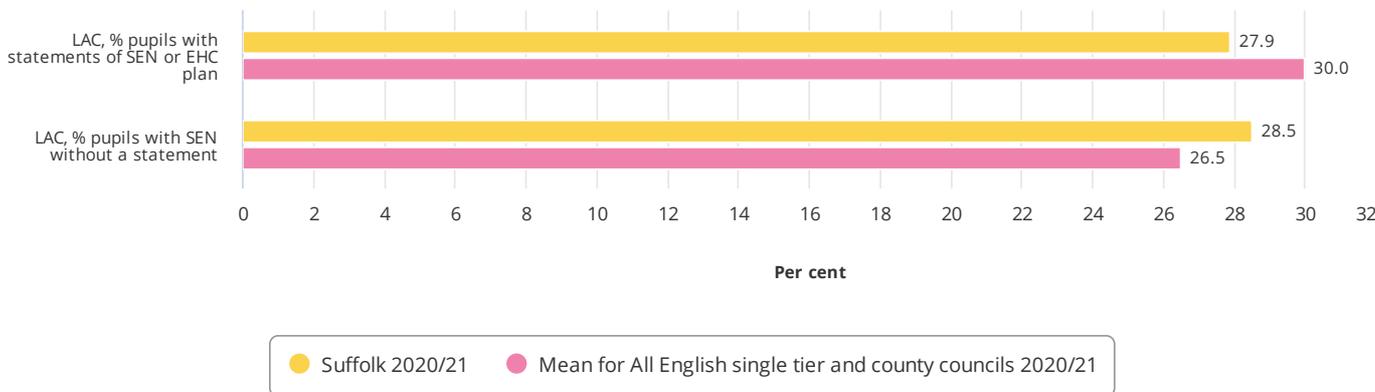


Source:
Metric ID: 2214, Department for Education, Special Educational Needs in England, **Data updated:** 17 Jun 2022

Looked after children and children in need

Looked after children are defined as those looked after by the local authority for one day or more. In Suffolk, 28.5% of looked after children are on SEN support, compared to 26.5% in All English single tier and county councils. 27.9% of looked after children in Suffolk have a statement of SEN or EHCP, compared to 30.0% in All English single tier and county councils.

% of looked after children with statements of SEN and % looked after children with SEN without a statement (2020/21)



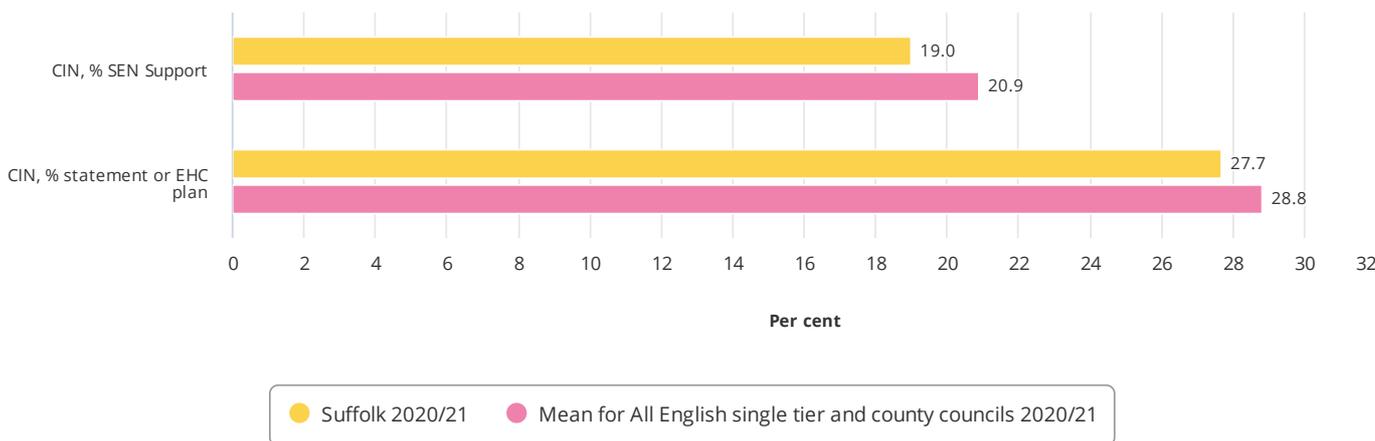
Source:
Metric ID: 2133, Department for Education, Outcomes for Children Looked After by Local Authorities in England, **Data updated:** 21 Apr 2022
Metric ID: 2134, Department for Education, Outcomes for Children Looked After by Local Authorities in England, **Data updated:** 21 Apr 2022

Children in need

Children in need are defined in law as children who need local authority services to achieve or maintain a reasonable standard of health or development, need local authority services to prevent significant or further harm to health or development, or are disabled.

In All English single tier and county councils, 20.9% of Children in Need are on SEN support and 28.8% have a statement of SEN or EHC plan. In Suffolk, 19.0% of children in need are on SEN support and 27.7% of children in need have a statement of SEN or EHC plan.

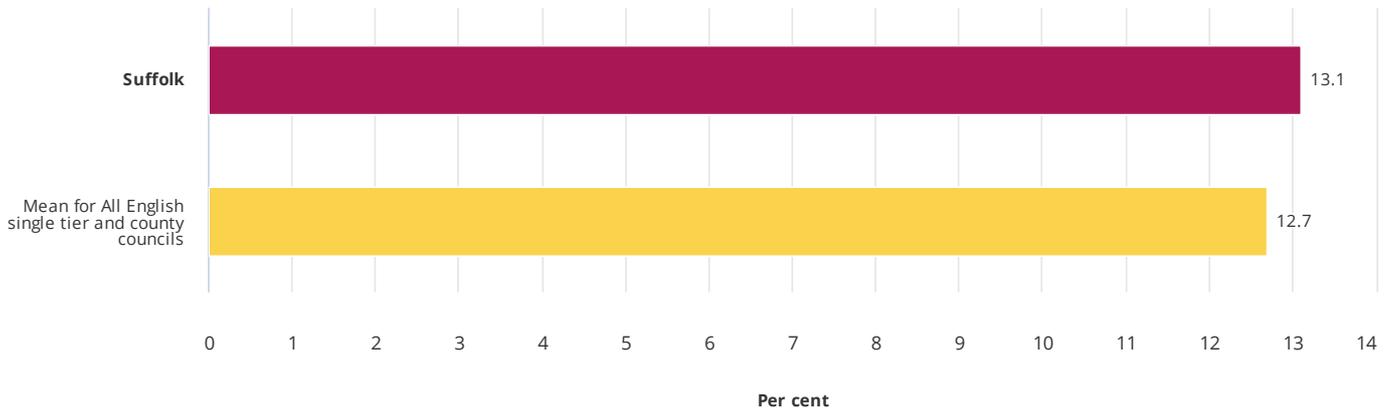
% of children in need with SEN support and % of children in need with statements or EHC plans (2020/21)



Source:
Metric ID: 4852, Department for Education, Outcomes for children in need, **Data updated:** 21 Apr 2022
Metric ID: 4855, Department for Education, Outcomes for children in need, **Data updated:** 21 Apr 2022

In Suffolk, 13.1% of school-age children in need have a disability, compared to 12.7% in All English single tier and county councils.

% of children in need with a disability (2020/21)



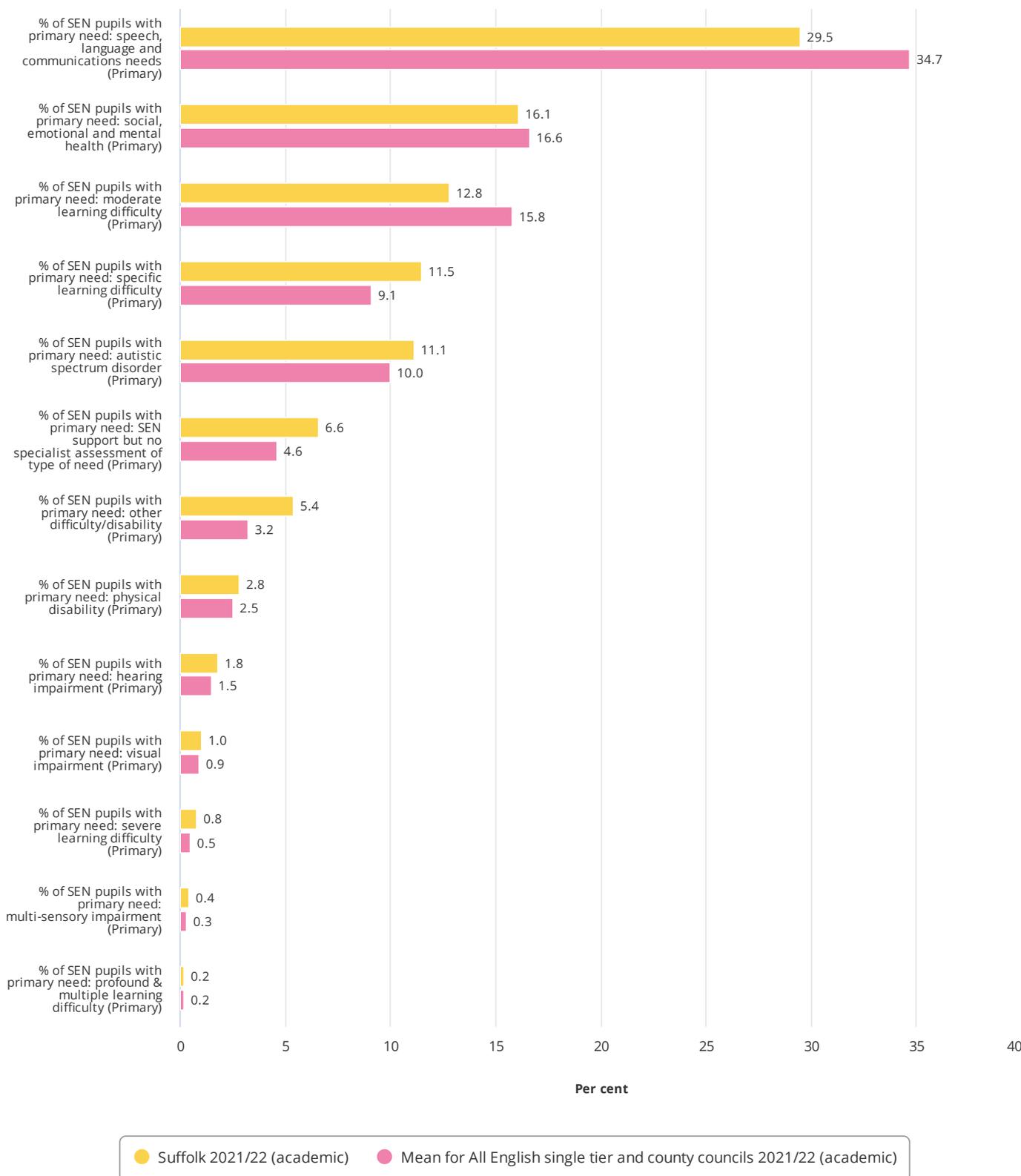
Source:

Metric ID: 2246, Department for Education, Characteristics of Children in Need in England, Data updated: 14 Sep 2022

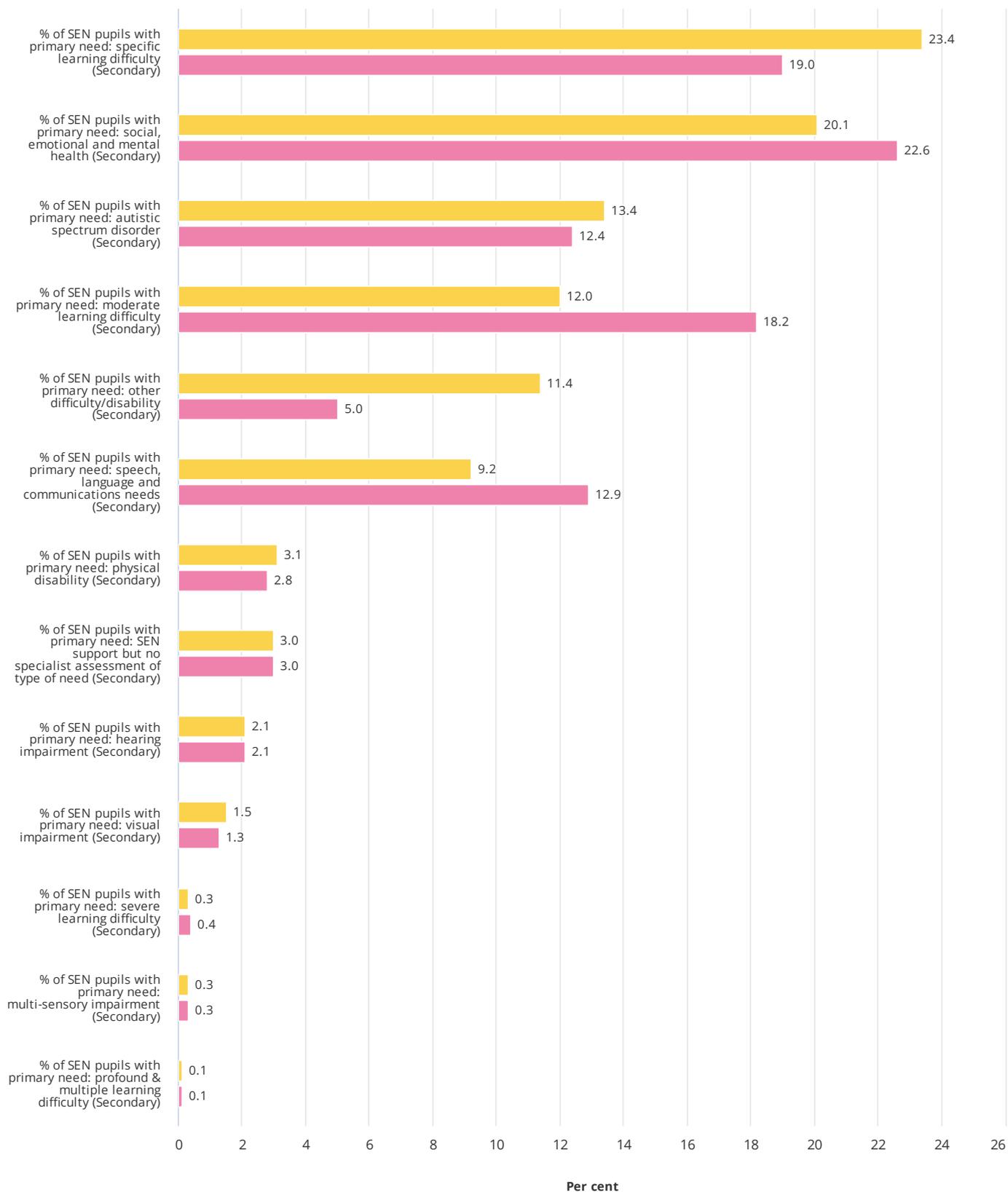
Primary Need

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. All pupils with SEN have an assessment of their primary need. The following charts show the breakdown of need in Suffolk by primary, secondary and special school, compared to the national averages and ranked by prevalence.

Primary need in primary schools (2021/22 (academic))

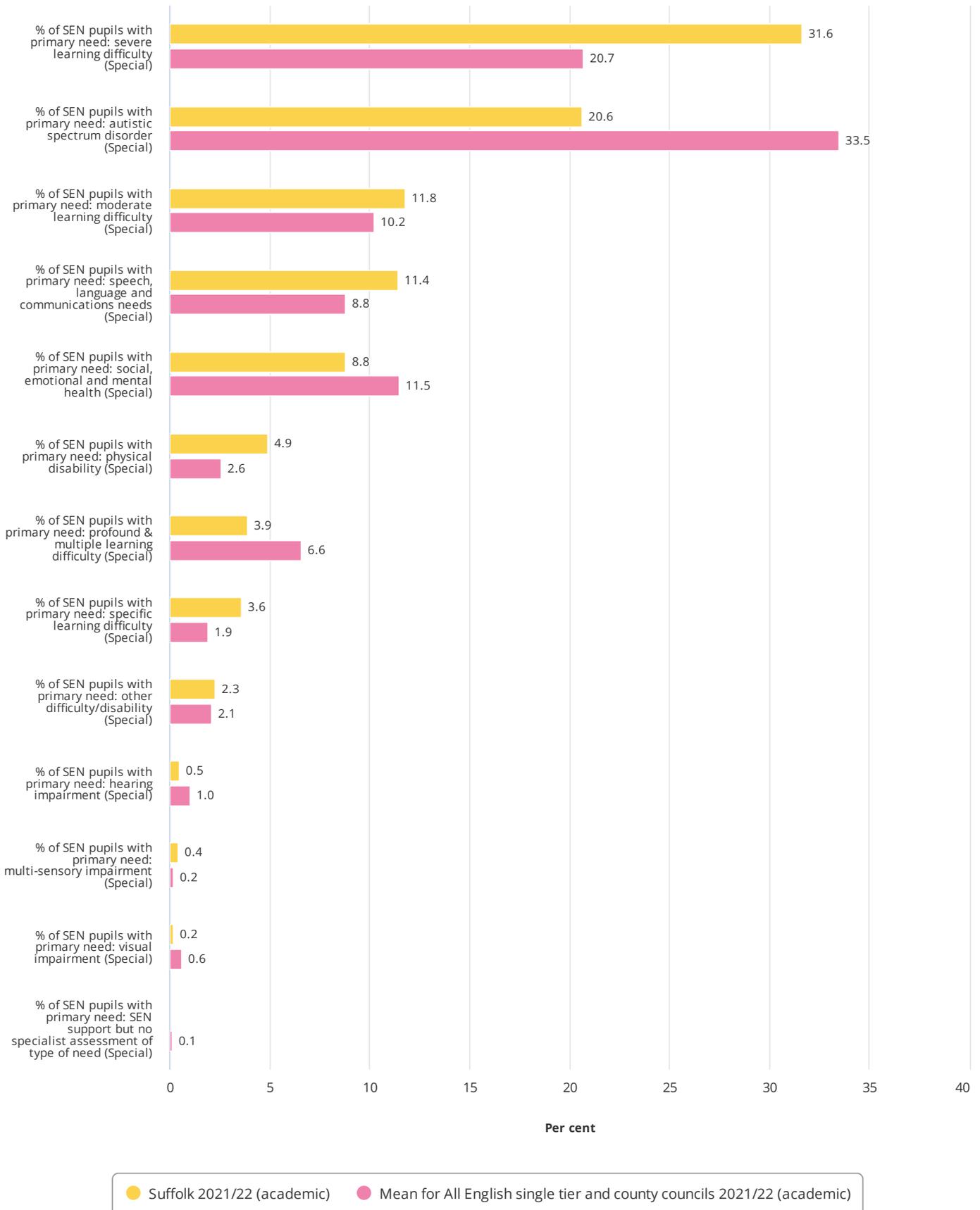


Primary need in secondary schools (2021/22 (academic))



● Suffolk 2021/22 (academic)
 ● Mean for All English single tier and county councils 2021/22 (academic)

Primary need in special schools (2021/22 (academic))

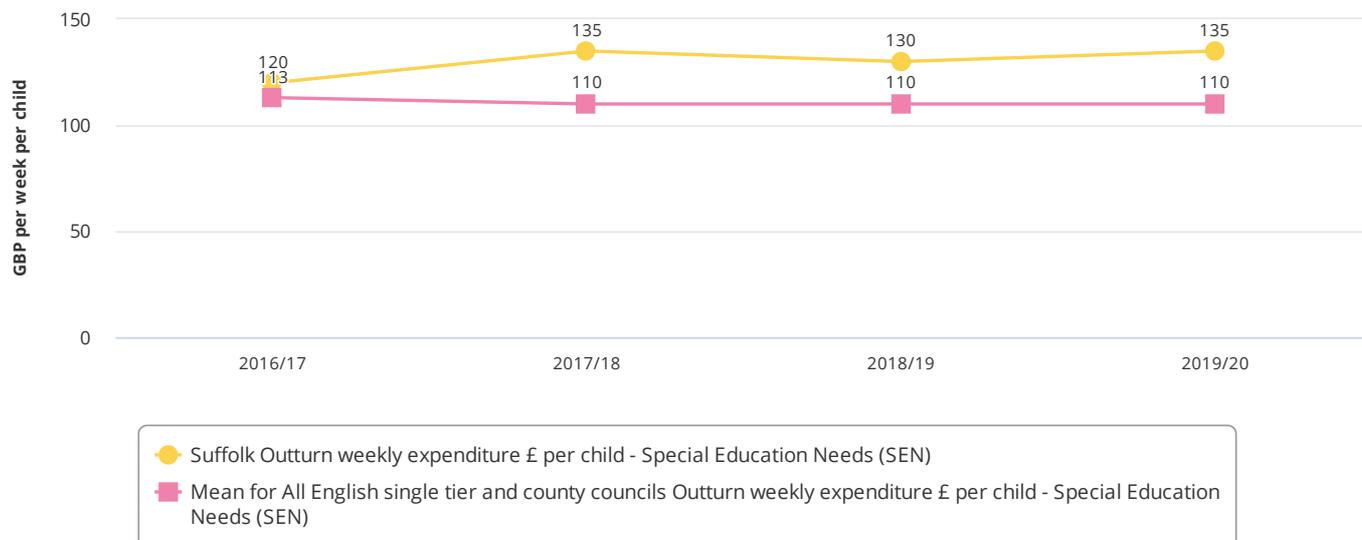


The child's parent or the young person has the right to request a particular school, college or other institution to be named in their statement or EHC plan. The chart below "Placement of children and young people for whom the LA maintain a statement or EHC plan" shows the type of schools pupils with statements or EHC plans have been placed in by Suffolk, compared to national averages and ranked by frequency.

Reported expenditure

The metrics below show the reported expenditure on SEN in Suffolk. This figure is based on the total reported weekly expenditure on SEN by the local authority, divided by the number of pupils with statements or EHC plans. In Suffolk, this figure is [£135](#) per week per child, in the previous period it was [£130](#); this compares to the average for All English single tier and county councils of [£110](#).

Weekly expenditure per child with statement/plan (from 2016/17 to 2019/20)

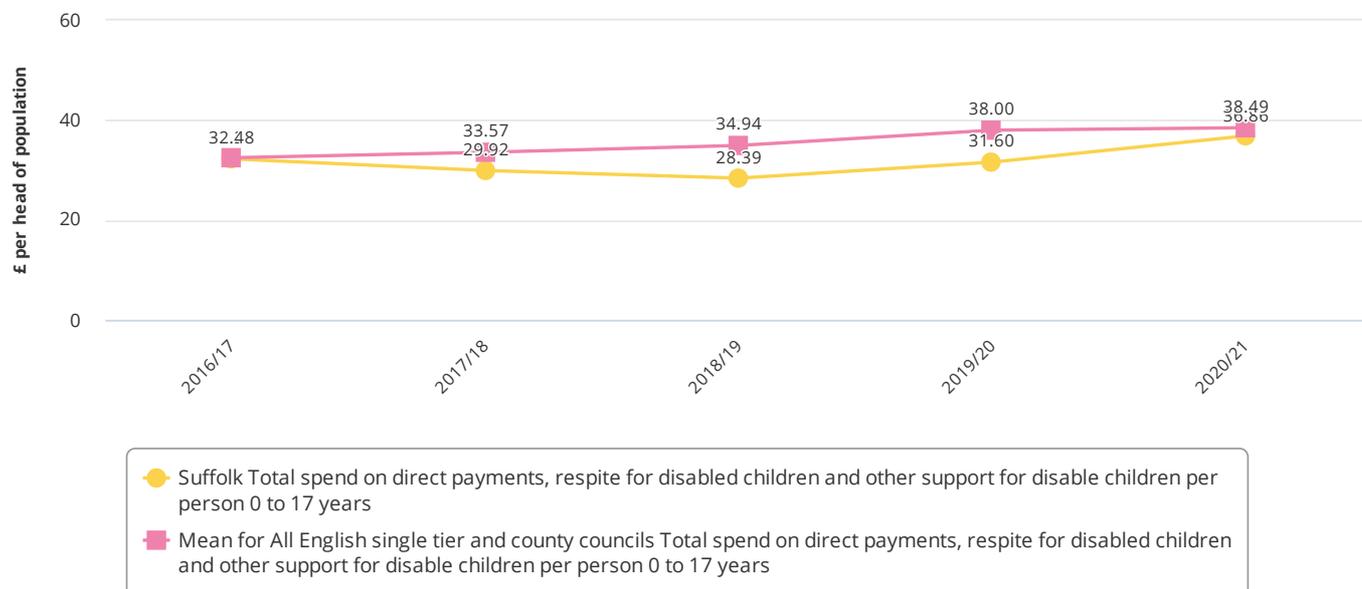


Source:

Metric ID: 3440, Department for Education, LAIT: Children's Service Finance, Data updated: 02 Jul 2021

Councils also provide respite for disabled children aged 0-17. In Suffolk, spend in the most recent period was [£36.86](#) per child, compared to [£38.49](#) in the previous period; in All English single tier and county councils, the average is [£38.49](#) per child, an increase since the previous period ([£38.00](#)). This figure is calculated by taking the local area's expenditure on direct payments, short breaks and other support for disabled children and dividing this by the number of 0-17 year olds in the LA.

Spend on respite for disabled children 0-17 (from 2016/17 to 2020/21)



Source:

Metric ID: 6121, Department for Education, LA and school expenditure, Data updated: 27 Jun 2022

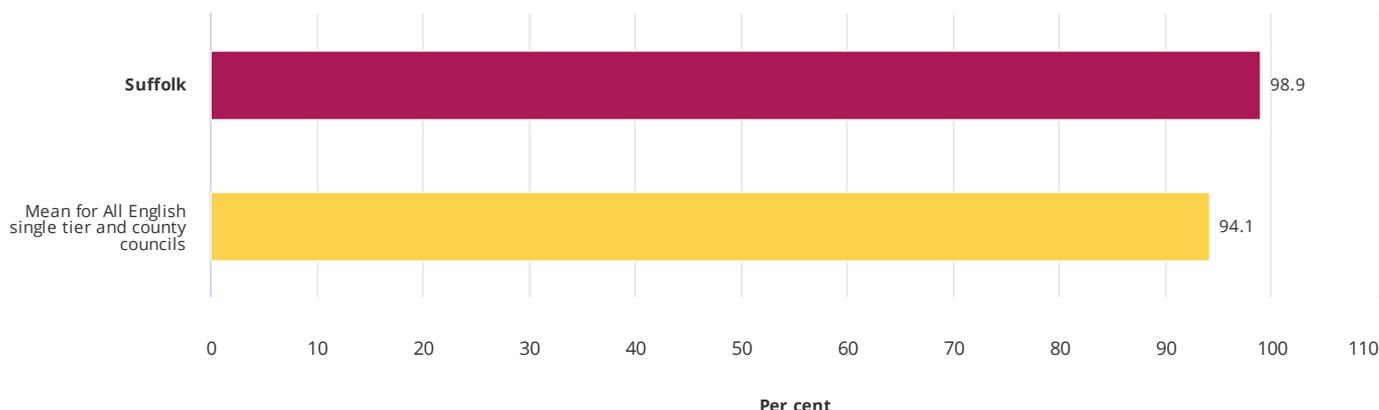
Implementation of the reforms

The 2014 Act introduced the biggest reforms to SEND in a generation, aimed at making the system less confrontational, promoting better involvement of parents and increasing focus on outcomes and transition to adult life.

An important part of these reforms was the move from statements of SEN to more holistic education, health and care (EHC) plans. EHC plans will ensure that a young person's needs are assessed in a coherent way across education, health and social care services. They can remain in place from birth to the age of 25 and have a clear focus on outcomes, including the support a young person will need to achieve them. EHC plans must be produced by the local area in partnership with parents, children and young people and based on a co-ordinated approach to the delivery of services across education, health and care, supported by a duty to plan and commission services jointly.

In the most recent period, 98.9% of children and young people in Suffolk assessed were issued with an EHC plan for the first time, compared with an average of 94.1% for All English single tier and county councils.

% of children and young people (0-25) with statements assessed and EHC plan issued (2021)



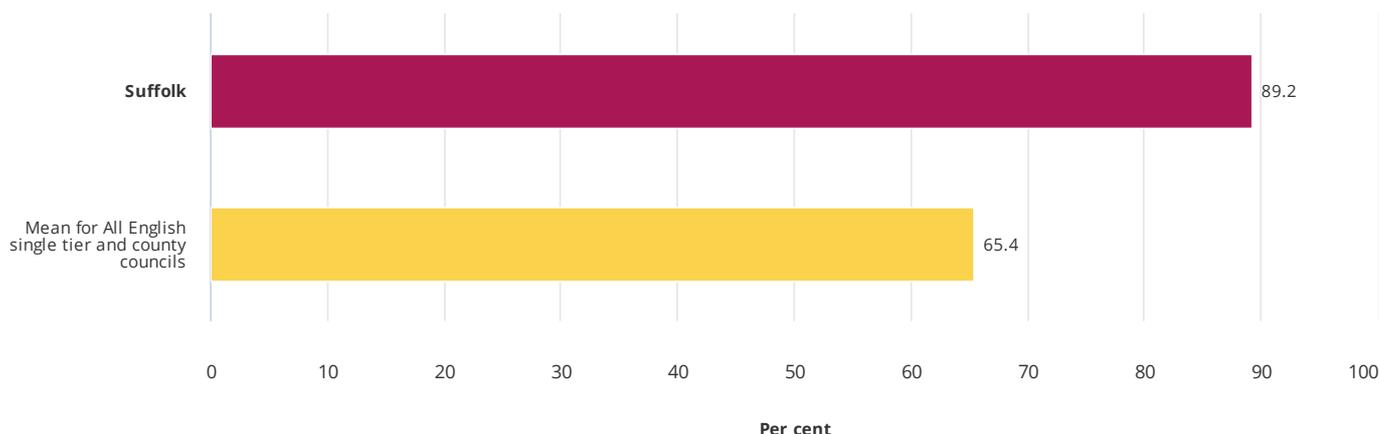
Source:

Metric ID: 5395, Department for Education, Statements of SEN and EHC plans England, **Data updated:** 27 Jun 2022

Meeting statutory timelines

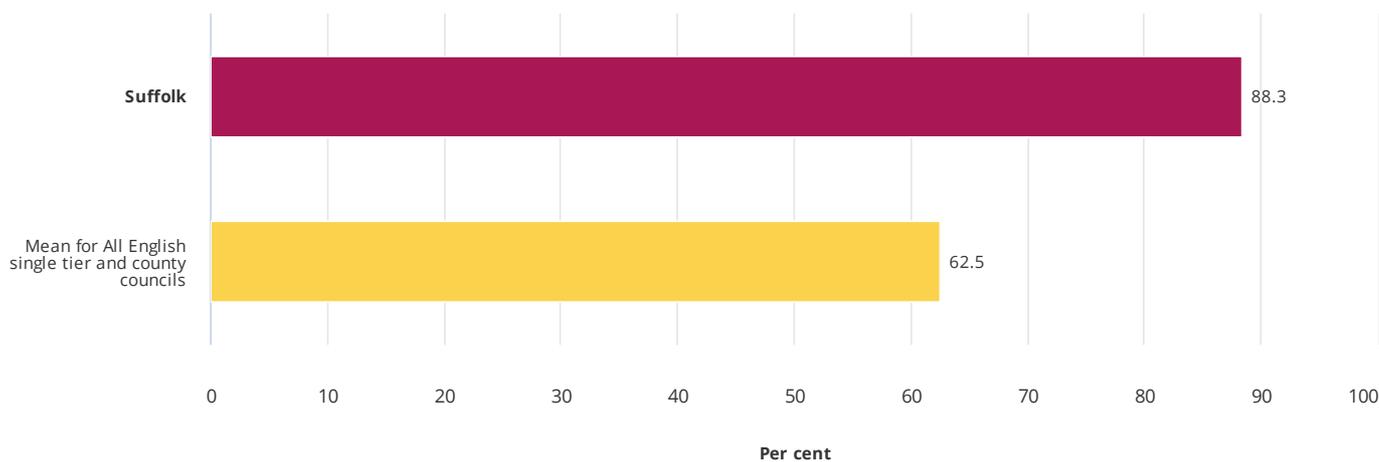
It is in the interests of all those concerned that EHC needs assessments are carried out in a timely manner. Regulations set out that the overall time it takes from the local authority receiving a request for an assessment and the final EHC plan being issued (if one is required) should be no longer than 20 weeks. In Suffolk, 89.2% were issued within 20 weeks, excluding exceptional cases where LAs are allowed to exceed the 20 week time limit, compared to the All English single tier and county councils average of 65.4%. Including exceptions, 88.3% were issued within 20 weeks, compared to the All English single tier and county councils average of 62.5%.

% of new EHC plans issued within 20 weeks, excluding exceptions (2021)



Source:

Proportion of new EHC Plans issued within 20 weeks, including exceptions (%) (2021)

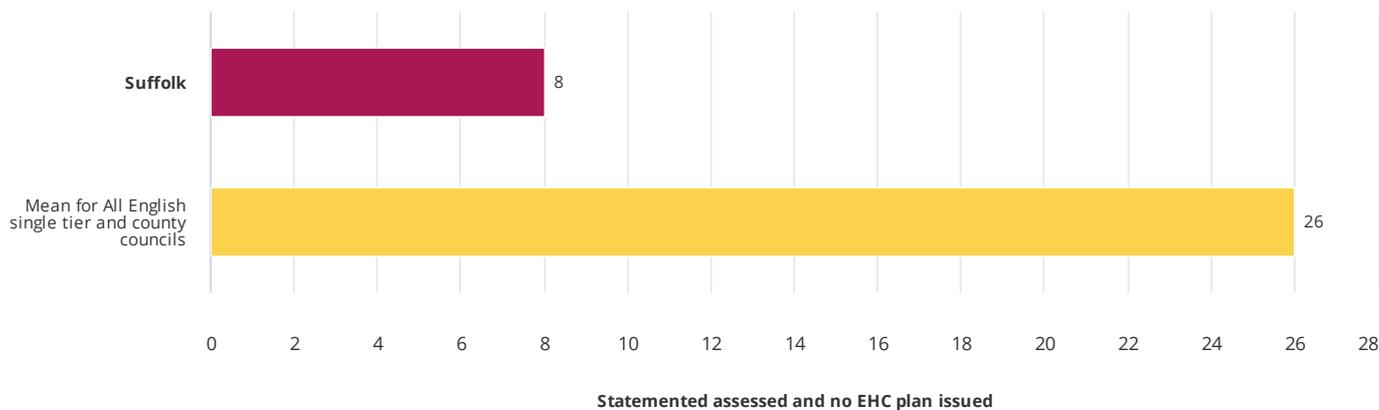


Source:
Metric ID: 4739, Department for Education, Statements of SEN and EHC plans England, **Data updated:** 18 May 2022

Discontinued statements

It is expected that all those who have a statement and who would have continued to have one under the current system, will be transferred to an EHC plan – no-one should lose their statement and not have it replaced with an EHC plan simply because the system is changing. The following chart shows the number of children with statements who the local authority has assessed as not requiring an EHC plan. In Suffolk, this decision was made for 8 statements, compared to the All English single tier and county councils average of 26.

No. of children and young people (0-25) with statements assessed and no EHC plan issued (assessments) (2021)

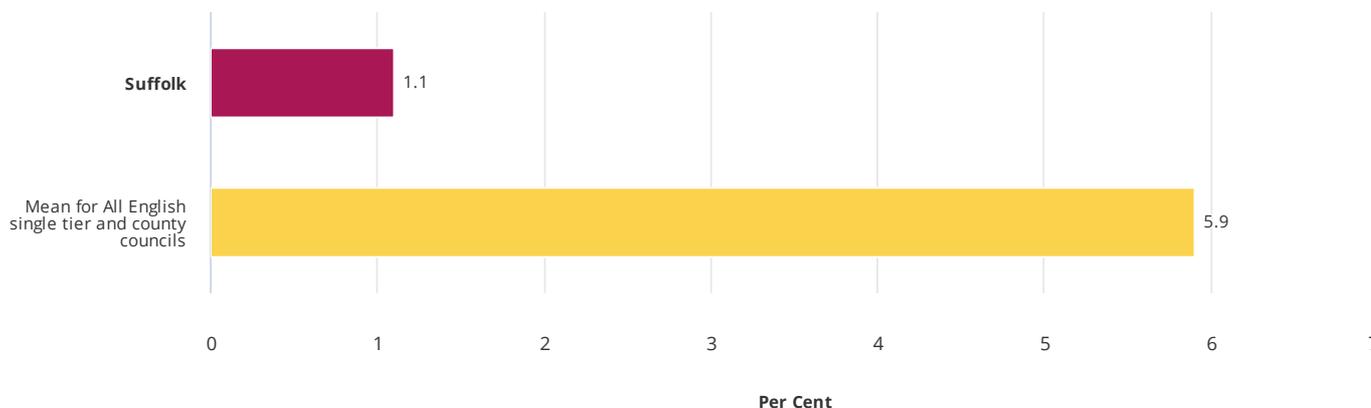


Source:
Metric ID: 5392, Department for Education, Statements of SEN and EHC plans England, **Data updated:** 23 Jun 2022

Assessments that did not result in an EHC plan

The following chart shows the proportion of children and young people who underwent an EHC needs assessment but the local authority assessed as not requiring an EHC plan. In Suffolk, 1.1% of children and young people assessed were not issued with an EHC plan, compared to the All English single tier and county councils average of 5.9%.

% of children and young people (0-25) with statements assessed and no EHC plan issued (assessments) (2021)



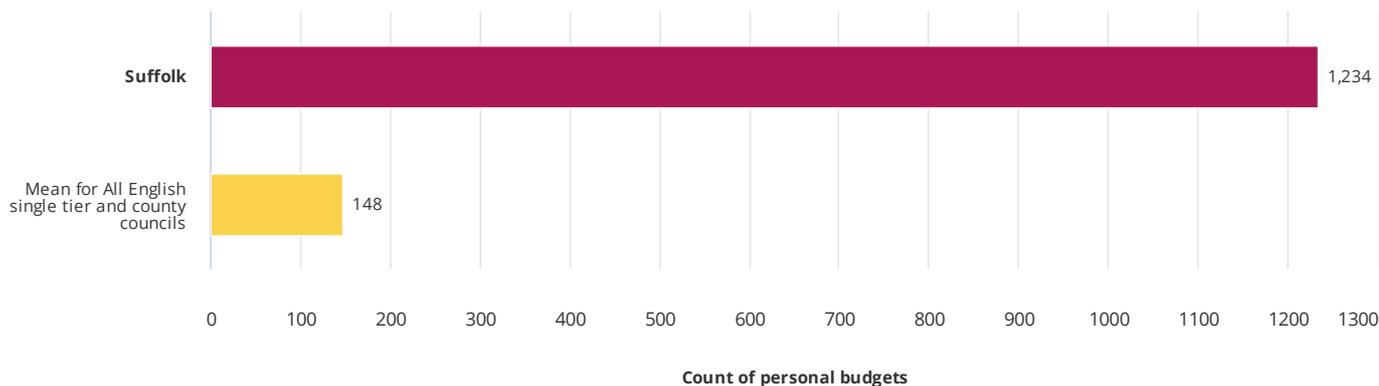
Source:

Metric ID: 5393, Department for Education, Statements of SEN and EHC plans England, Data updated: 27 Jun 2022

Personal budgets

The reforms enabled greater personalisation of support through the use of a personal budget to provide children and young people with real choice and control over the design of their care and education package. The personal SEN budget is a sum of money made available by the local authority, at the request of a parent or young person, if it is clear that without this additional (top-up) funding, it will not be possible to meet the child's learning needs. In Suffolk, 1,234 people have taken up personal budgets, compared to the All English single tier and county councils average of 148. Please note that where values have been suppressed, this means that the number of pupils is too low to be published.

No. of personal budgets taken up for EHC plans issued & transferred or reviewed (2020/21 (academic))



Source:

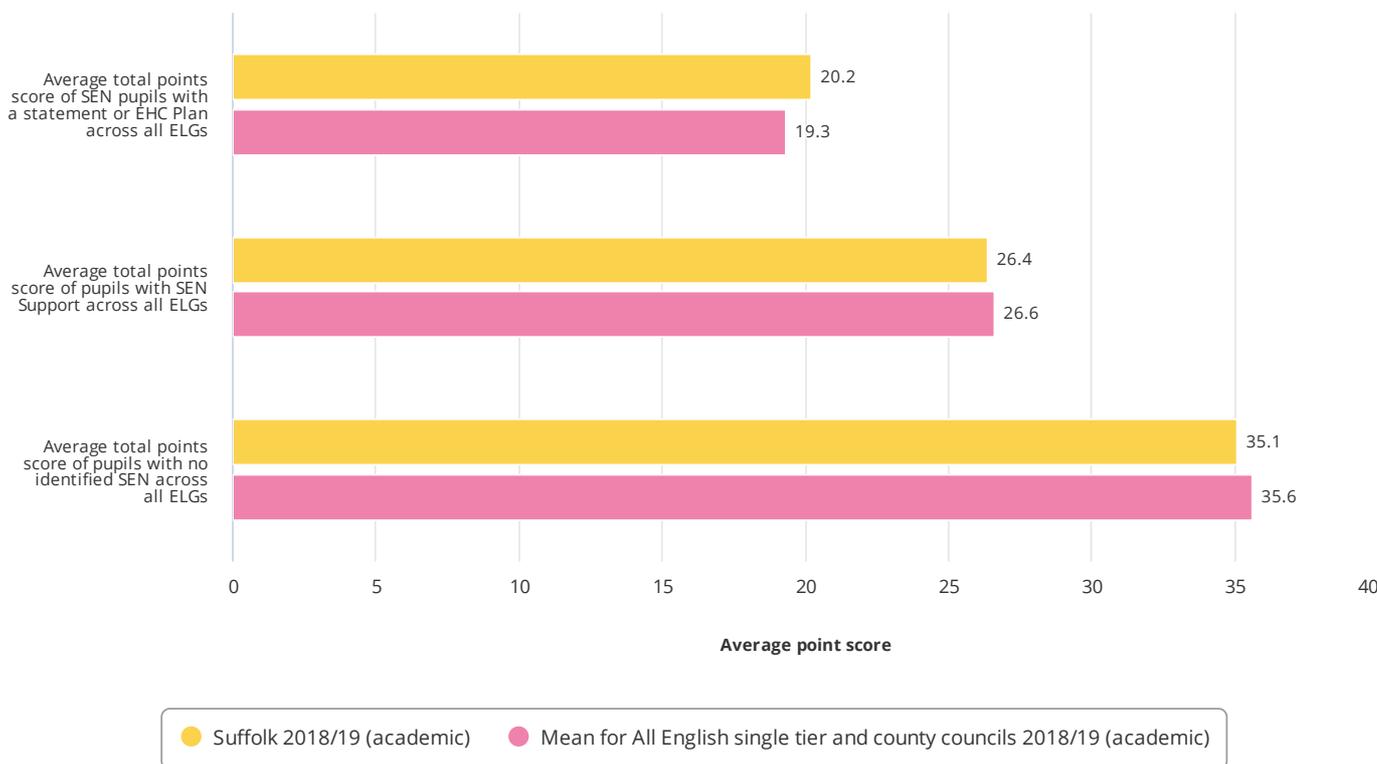
Metric ID: 4856, Department for Education, Statements of SEN and EHC plans England, Data updated: 23 Jun 2022

Attainment of pupils with SEN

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the end of the academic year in which the child turns five. The new profile introduced in 2012/13 assess children in 7 areas of learning covering 17 early learning goals (ELGs). A child is scored 1 for emerging, 2 for expected, and 3 for exceeded. Therefore the minimum score is 17 points and the maximum possible score is 51 points.

The chart below shows the average EYFSP score achieved by pupils with statements/plans, pupils on SEN support and pupils without SEN. The first set of bars show that pupils with statements/plans in Suffolk achieve an average score of [20.2](#), compared to 19.3 in All English single tier and county councils. The second set of bars show that pupils on SEN support in Suffolk achieve an average score of [26.4](#), compared to 26.6 in All English single tier and county councils. The final set of bars show that pupils without SEN in Suffolk achieve an average score of [35.1](#), compared to 35.6 in All English single tier and county councils.

% of SEN pupils with a statement or EHC plan achieving a 'good level of development' at foundation stage (2018/19 (academic))



Source:

Metric ID: 5387, Department for Education, Early years foundation stage profile attainment by pupil characteristics, **Data updated:** 21 Feb 2020

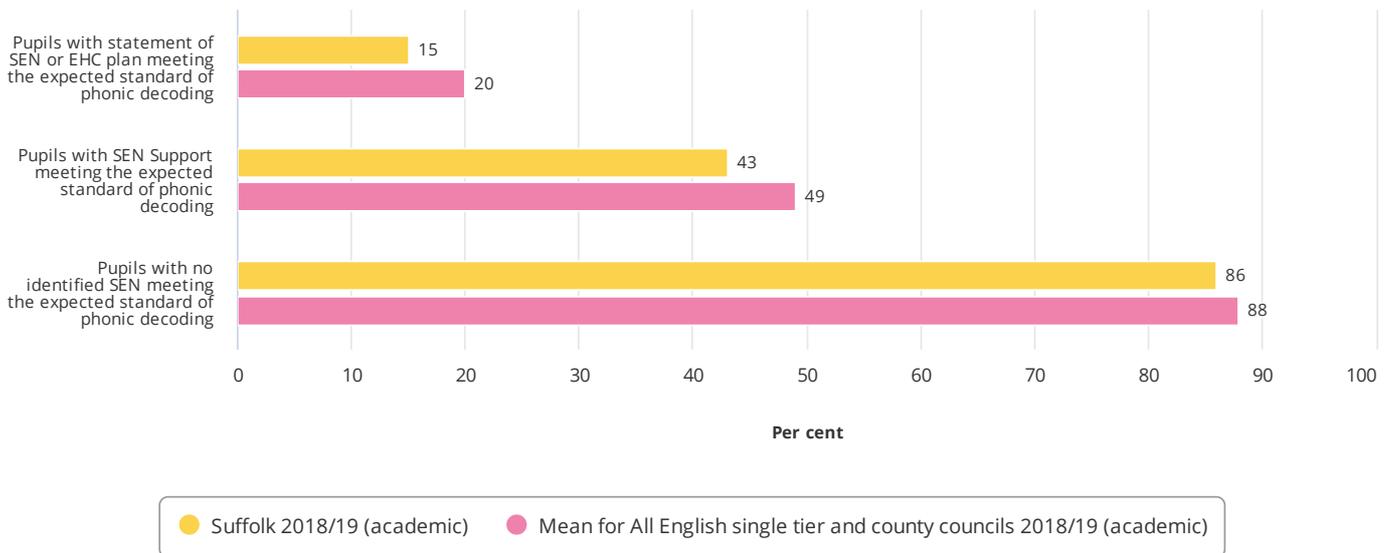
Metric ID: 5386, Department for Education, Early years foundation stage profile attainment by pupil characteristics, **Data updated:** 21 Feb 2020

Metric ID: 5383, Department for Education, Early years foundation stage profile attainment by pupil characteristics, **Data updated:** 21 Feb 2020

Phonics

The phonics approach teaches children to decode words by sound, rather than recognising whole words. The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. In Suffolk, 43% of pupils with SEN Support are meeting the expected standard of phonic decoding, compared to a All English single tier and county councils average of 49%. 15% of pupils with statements in Suffolk meet the standard, compared to 20% in All English single tier and county councils. Finally, [86%](#) of pupils without SEN in Suffolk meet the standard, compared to 88% in All English single tier and county councils.

% of pupils with SEN support and % of pupils with a statement or EHC plan meeting the expected standard of phonic decoding (2018/19 (academic))



Source:

Metric ID: 4668, Department for Education, Phonics screening check and key stage 1 assessments: England, **Data updated:** 13 Nov 2019

Metric ID: 4667, Department for Education, Phonics screening check and key stage 1 assessments: England, **Data updated:** 13 Nov 2019

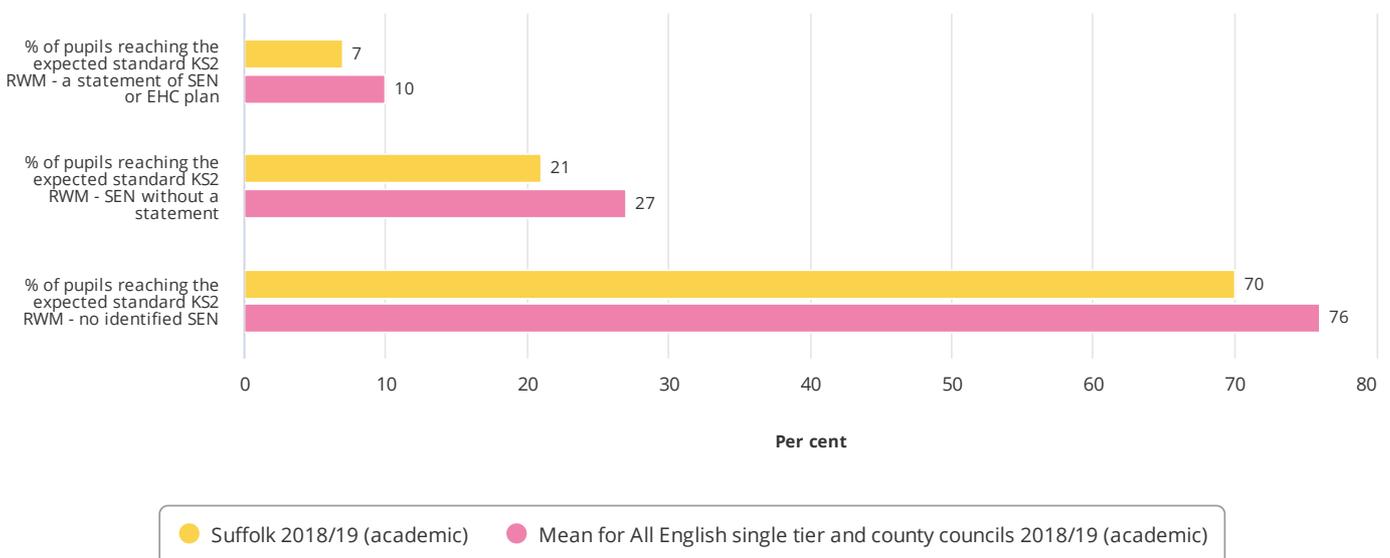
Metric ID: 4664, Department for Education, Phonics screening check and key stage 1 assessments: England, **Data updated:** 13 Nov 2019

Key Stage 2

All children in state funded primary schools are required to take part in key stage 2 national curriculum assessments before they move to secondary school. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each key stage.

7% of pupils with statements of SEN or EHC plans and 21% of pupils on SEN support in Suffolk achieve a at least the expected level in reading, writing and mathematics at KS2. For pupils with statements, this is an improvement on the previous period (2%) and for pupils with SEN support this is an improvement on the previous period (19%). This compares an All English single tier and county councils average of 10% for pupils with statements of SEN or EHC plans, and 27% for pupils on SEN support. The third chart in this series shows attainment for children with no SEN, which stands at 70% in Suffolk and 76% in All English single tier and county councils.

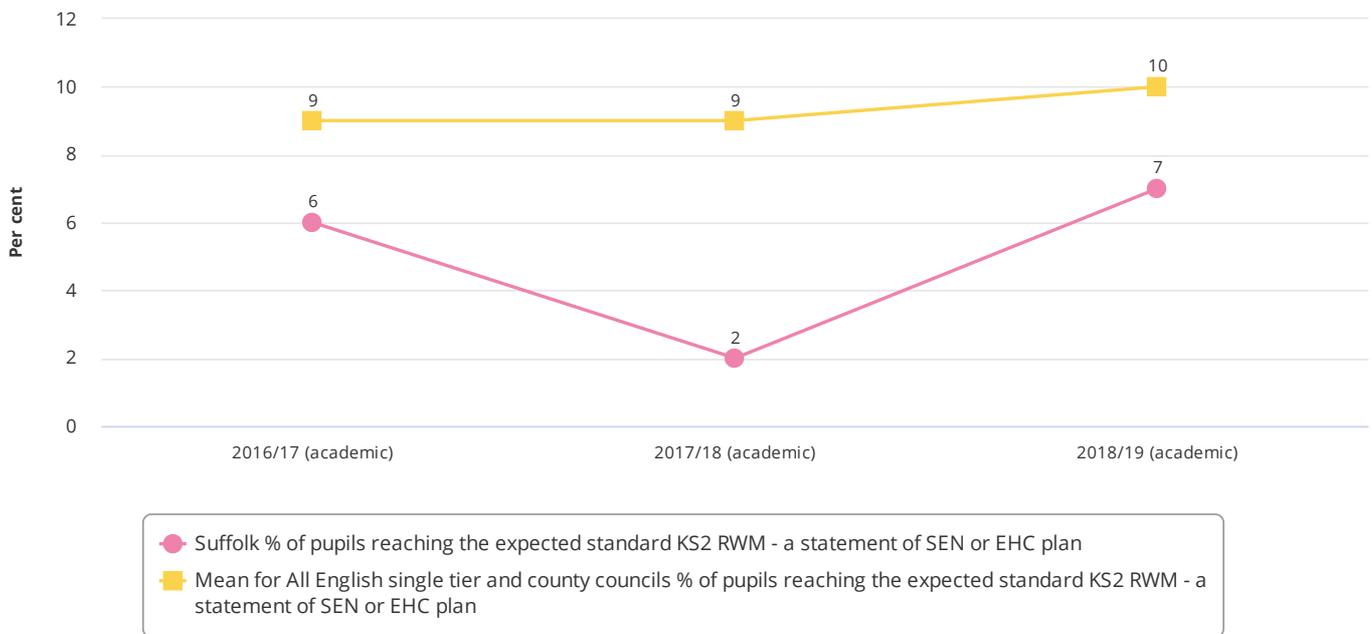
% reaching at least the expected level in RWM at KS2 (2018/19 (academic))



Source:

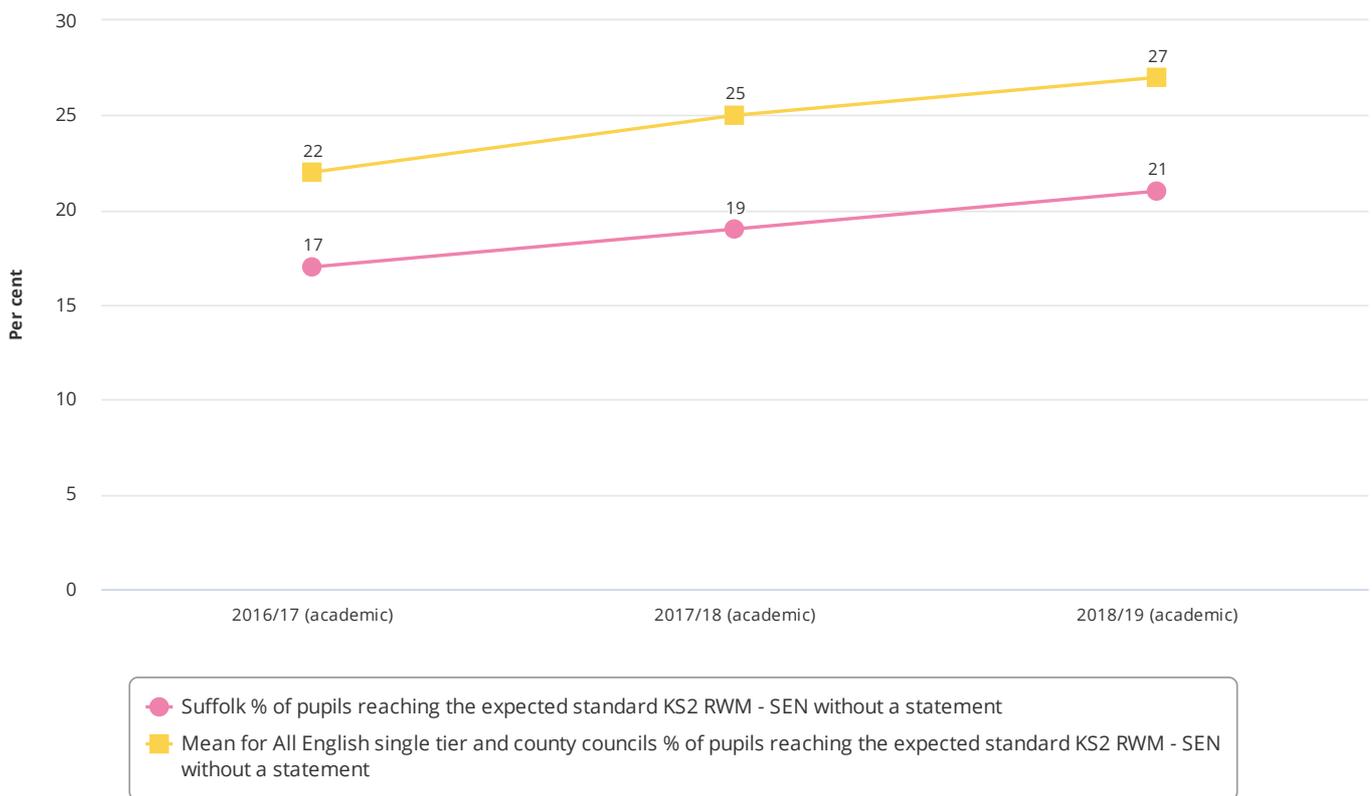
Data updated: 19 Feb 2020

% of pupils with SEN with a statement attaining at least the expected level at KS2 in reading & writing and maths (from 2016/17 (academic) to 2018/19 (academic))



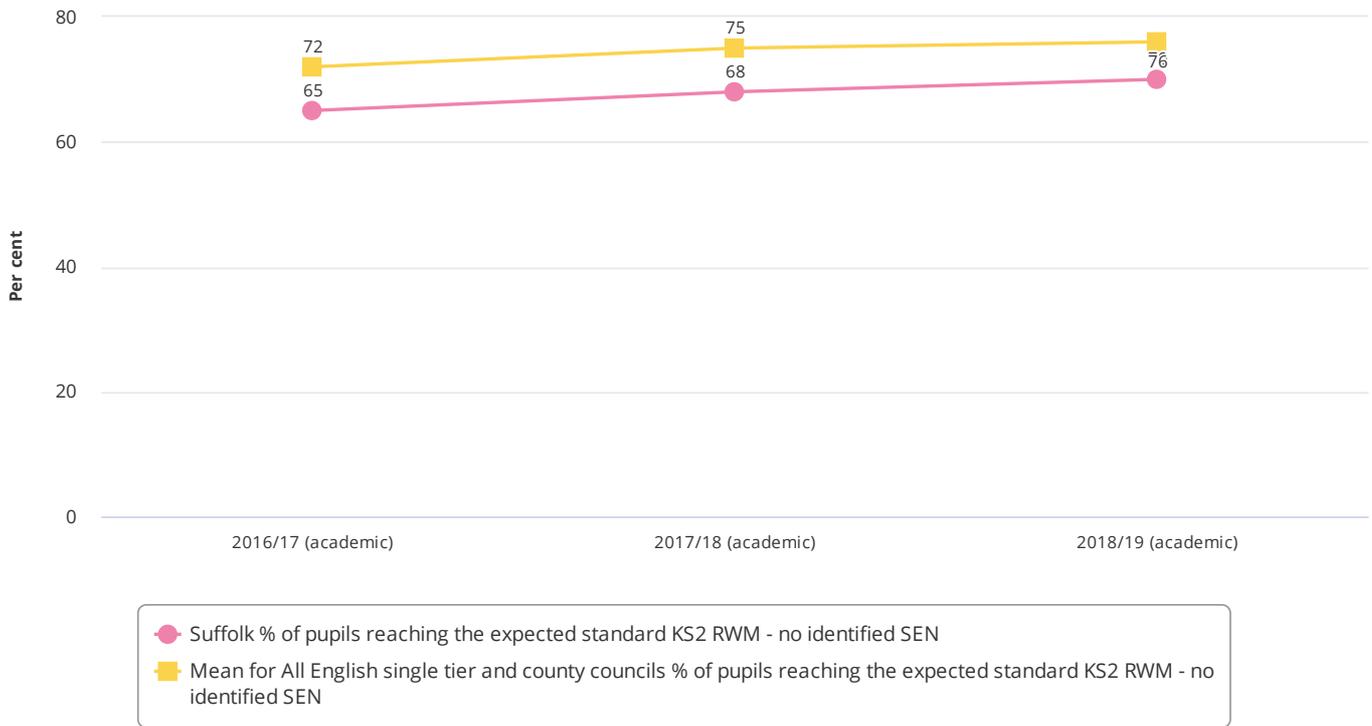
Source:
Metric ID: 6111, Department for Education, National curriculum assessments at Key Stage 2 (KS2), **Data updated:** 19 Feb 2020

% of pupils with SEN but without a statement attaining at least the expected level at KS2 in reading & writing and maths (from 2016/17 (academic) to 2018/19 (academic))



Source:
Metric ID: 6110, Department for Education, National curriculum assessments at Key Stage 2 (KS2), **Data updated:** 19 Feb 2020

% of pupils with no identified SEN attaining at least the expected level at KS2 in reading & writing and maths (from 2016/17 (academic) to 2018/19 (academic))



Source:

Metric ID: 6109, Department for Education, National curriculum assessments at Key Stage 2 (KS2), **Data updated:** 19 Feb 2020

Key Stage 4 (GCSE)

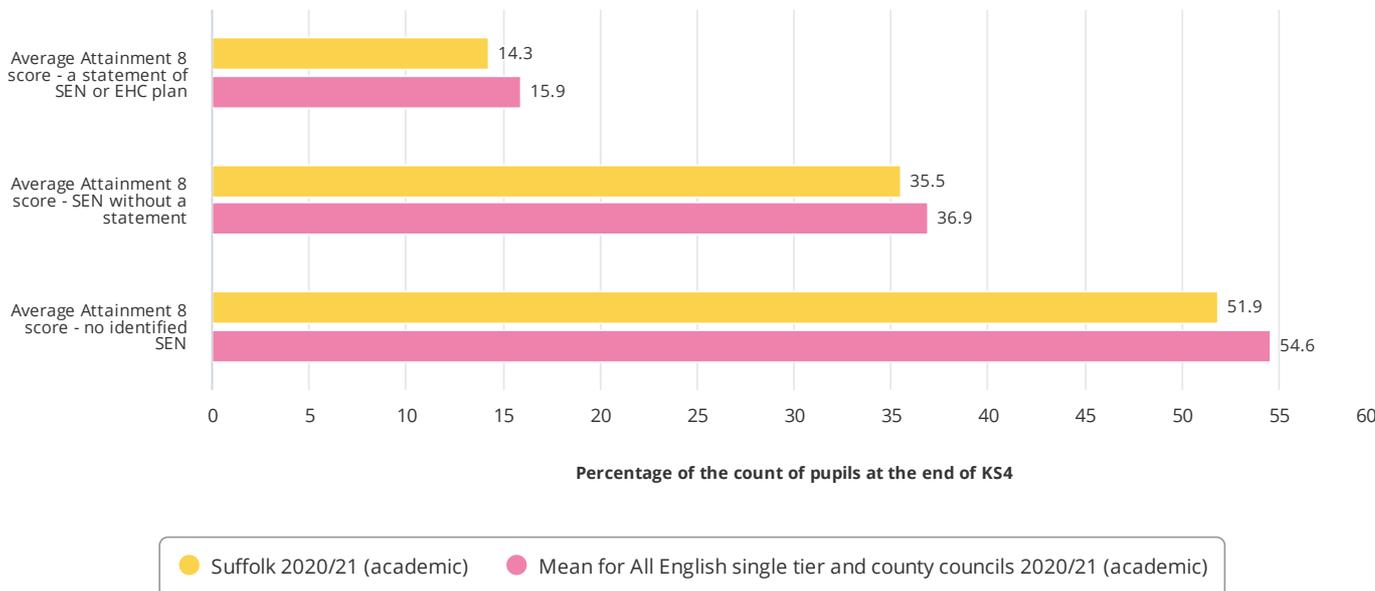
7.5% of pupils with statements of SEN or EHC plans and 17.6% of pupils on SEN support in Suffolk achieve grades 9-5 in English and maths at KS4. This compares to the All English single tier and county councils average of 7.9% for pupils with statements of SEN or EHC plans, and 22.3% for pupils on SEN support. For comparison, of pupils with no SEN, 52.9% in Suffolk and 58.1% in All English single tier and county councils achieve grades 9-5 in English and maths at KS4.

Please note that where values are not displayed, this is a result of them being suppressed, which means that the number of pupils is too low to be published.

The attainment 8 score for pupils with statements of SEN or EHC plans was 14.3 score and 35.5 score of pupils on SEN support in Suffolk. This compares to the All English single tier and county councils average of 15.9% for pupils with statements of SEN or EHC plans, and 36.9% for pupils on SEN support. For comparison, the attainment 8 score of pupils with no SEN was 51.9 score in Suffolk and 54.6% in All English single tier and county councils.

Please note that where values are not displayed, this is a result of them being suppressed, which means that the number of pupils is too low to be published.

Average Attainment 8 Score (2020/21 (academic))



The progress 8 score for pupils with statements of SEN or EHC plans was NotApplicable score and NotApplicable score of pupils on SEN support in Suffolk. This compares to the All English single tier and county councils average of no value% for pupils with statements of SEN or EHC plans, and no value% for pupils on SEN support. For comparison, the attainment 8 score of pupils with no SEN was NotApplicable score in Suffolk and no value% in All English single tier and county councils.

Please note that where values are not displayed, this is a result of them being suppressed, which means that the number of pupils is too low to be published.

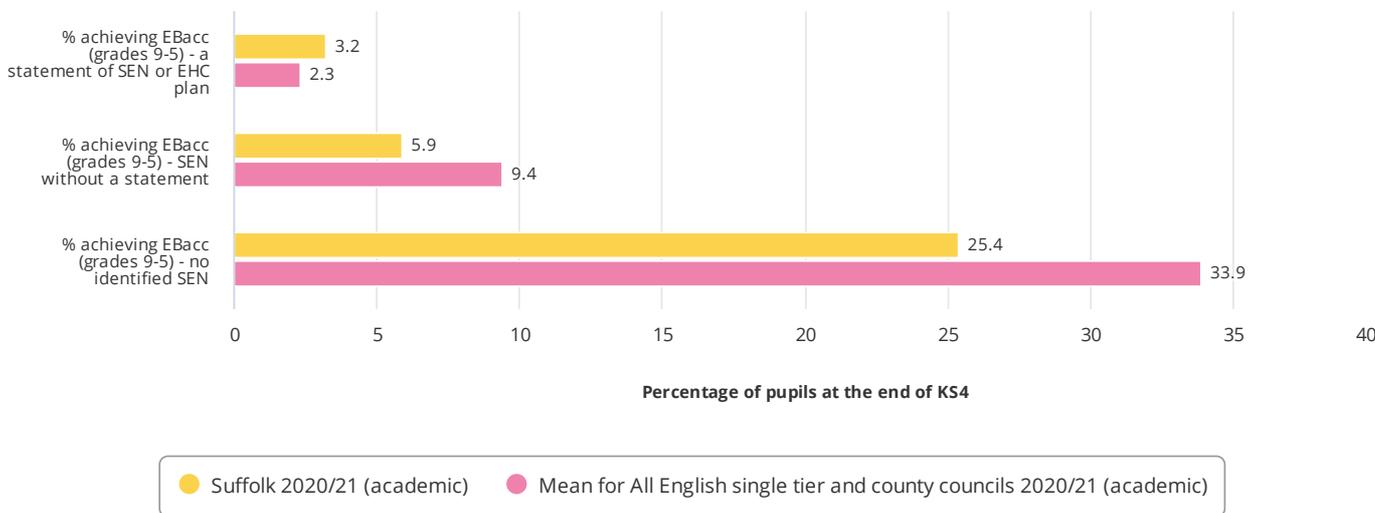
Average Progress 8 Score (2020/21 (academic))

Data not available

The English Baccalaureate (EBacc) is a school performance measure. It allows people to see how many pupils get a grade 5 or above in the [core academic subjects](#) at key stage 4 in any government-funded school. 3.2% of pupils with statements of SEN or EHC plans and 5.9% of pupils on SEN support in Suffolk achieve the Ebacc at KS4. This compares to the All English single tier and county councils average of 2.3% for pupils with statements of SEN or EHC plans, and 9.4% for pupils on SEN support.

Please note that where values are not displayed, this is a result of them being suppressed, which means that the number of pupils is too low to be published.

% of pupils achieving English Baccalaureate (2020/21 (academic))



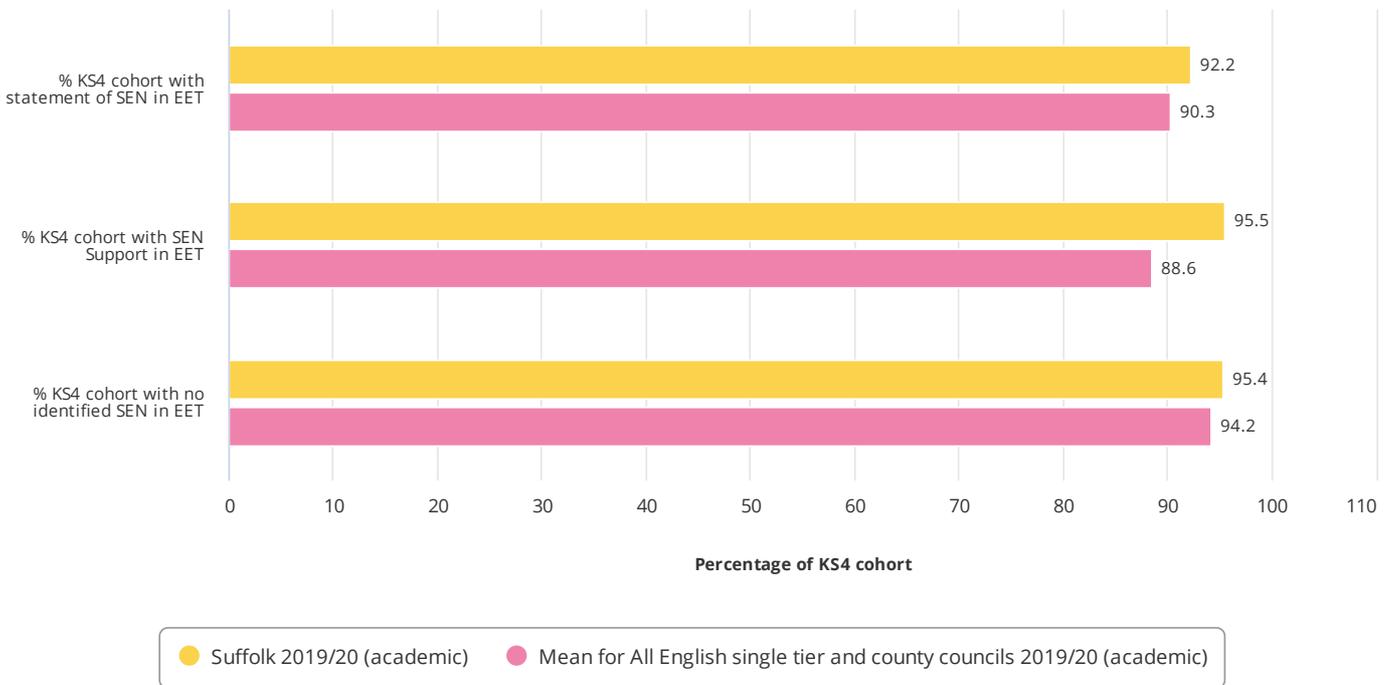
Source:
Metric ID: 9264, Department for Education, GCSEs (key stage 4), **Data updated:** 08 Nov 2021
Metric ID: 9263, Department for Education, GCSEs (key stage 4), **Data updated:** 08 Nov 2021
Metric ID: 9262, Department for Education, GCSEs (key stage 4), **Data updated:** 08 Nov 2021

Preparation for adulthood

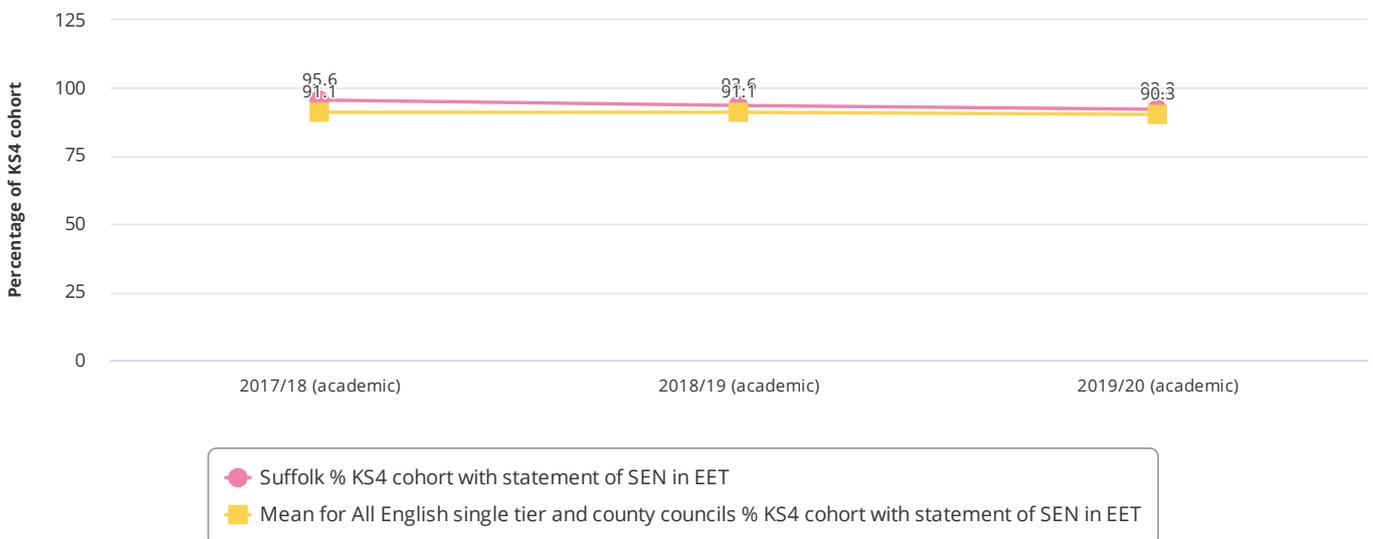
The reforms placed increased emphasis on supporting children and young people with SEND to make a positive transition to adulthood, including paths to employment, good adult health, independent living and participating in society. For more information visit <http://www.preparingforadulthood.org.uk/>.

This first chart below shows the percentage of the Key Stage 4 SEN cohort in a sustained education, employment or training destination at 17. To be included in the measure, young people have to show sustained participation in education, training or employment destinations in all of the first two terms of the year after they completed key stage 4. In Suffolk, 92.2% of the KS4 cohort with a statement were in education, employment or training at 17, this compares to the previous period of 93.6% and the All English single tier and county councils average of 90.3%. Of those without a statement 95.5% were in education, employment or training at 17, 88.6% were in education, employment or training at 17 in All English single tier and county councils.

Percentage of KS4 cohort in Education, Employment or Training at 17 (2019/20 (academic))

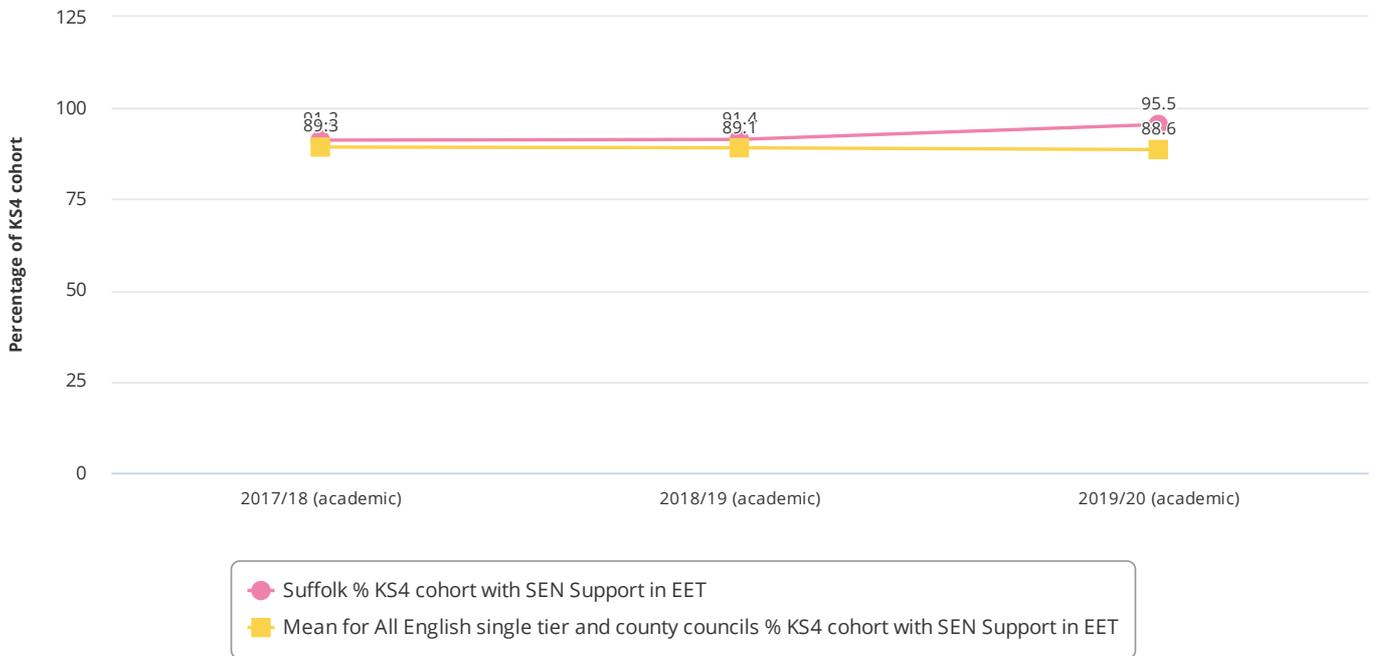


% of KS4 cohort with statement of SEN in Education & Employment or Training at 17 (from 2017/18 (academic) to 2019/20 (academic))



Source:
Metric ID: 4689, Department for Education, Destinations of key stage 4 and 16 to 18 (KS5) students, **Data updated:** 27 Oct 2021

% of KS4 cohort with SEN Support in Education & Employment or Training at 17 (from 2017/18 (academic) to 2019/20 (academic))



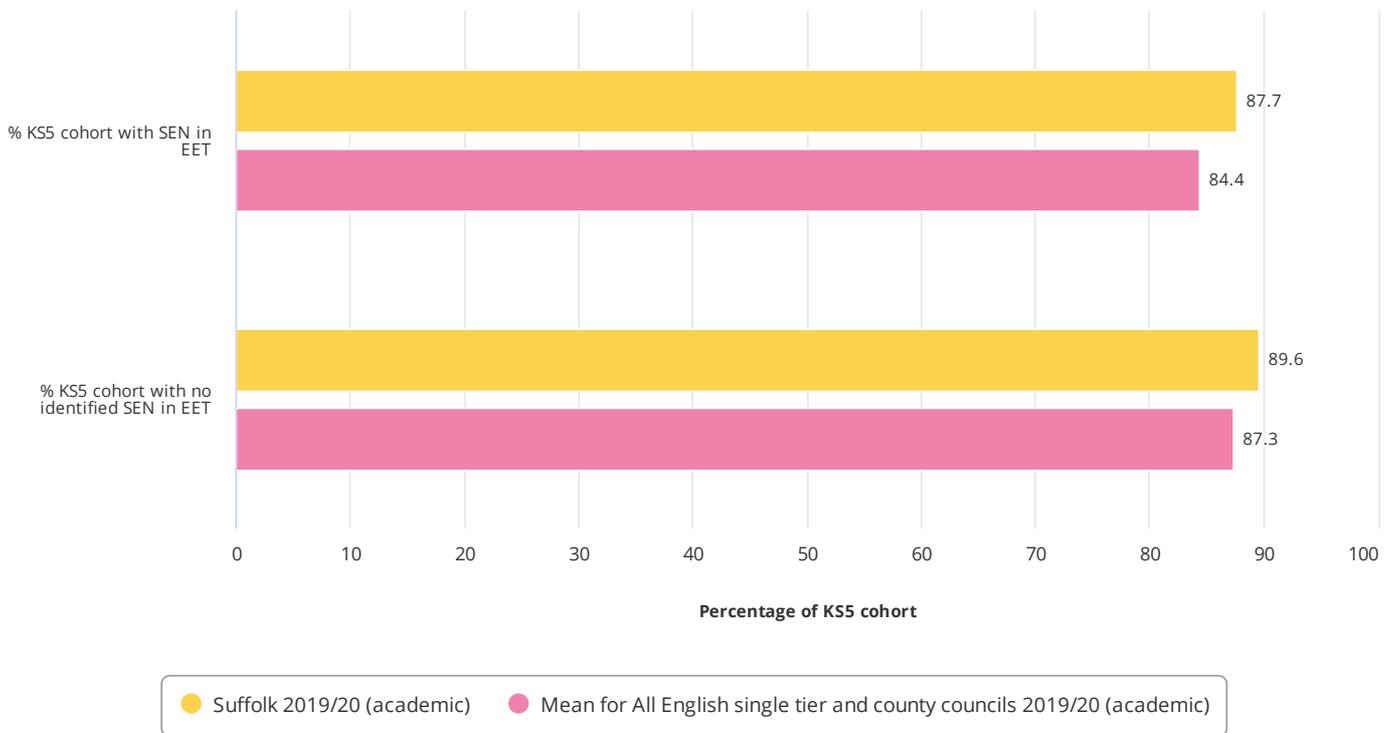
Source:

Metric ID: 4688, Department for Education, Destinations of key stage 4 and 16 to 18 (KS5) students, **Data updated:** 27 Oct 2021

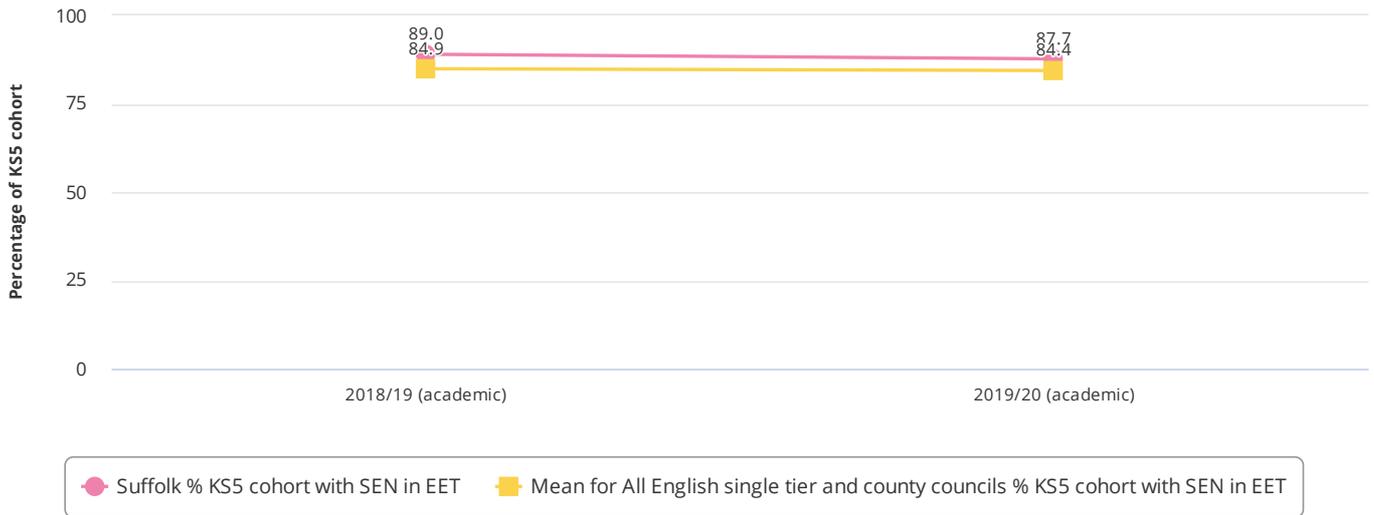
Key Stage 5

Key Stage 5 is the period of education covering pupils aged 16-18. The next chart shows the percentage of the Key Stage 5 SEND cohort in a sustained education, employment or training destination in the first two terms of the year after they completed A level or other level 3 qualifications. This is 87.7% in Suffolk, which compares to 89.0% in the previous period, and the All English single tier and county councils average of 84.4%.

Percentage of KS5 cohort in Education, Employment or Training at 17 (2019/20 (academic))



% of KS5 cohort with SEN in Education & Employment or Training at 17 (2018/19 (academic) and 2019/20 (academic))



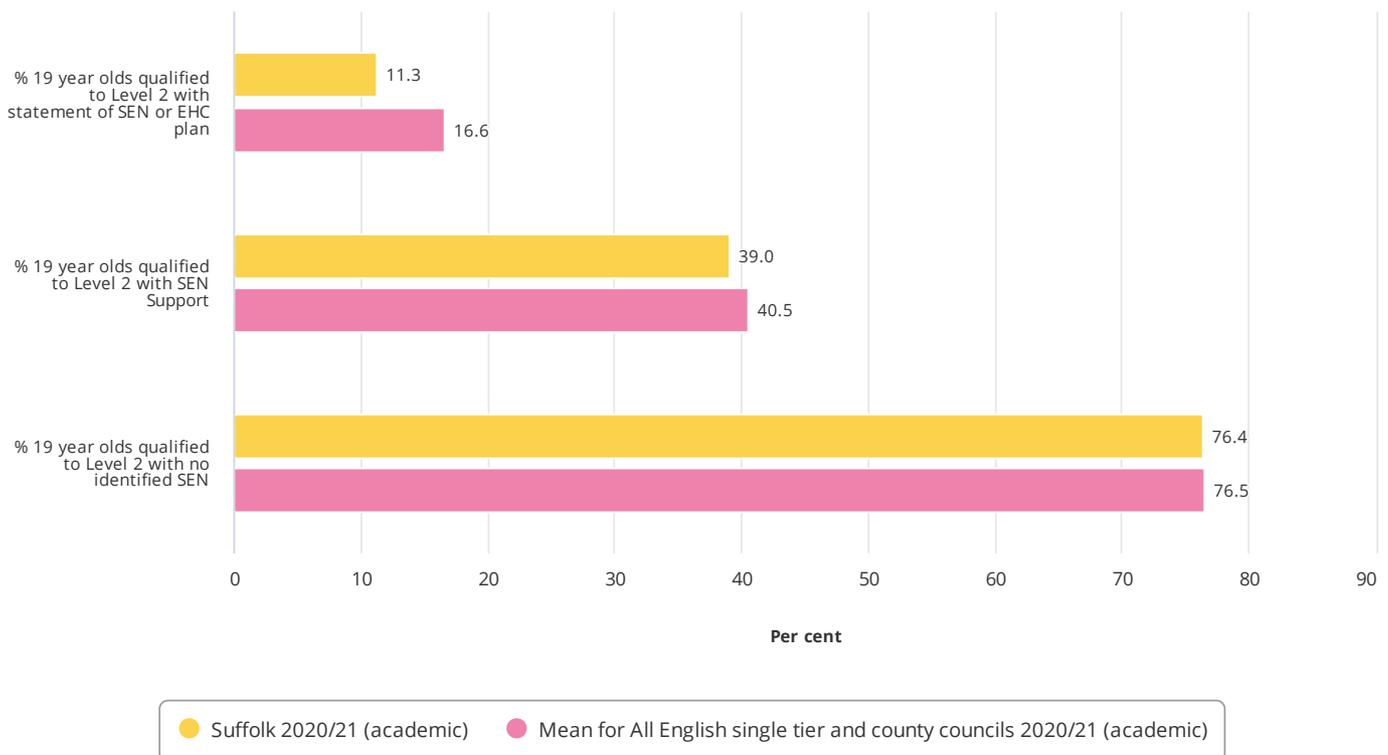
Source:

Metric ID: 4691, Department for Education, Destinations of key stage 4 and 16 to 18 (KS5) students, **Data updated:** 27 Oct 2021

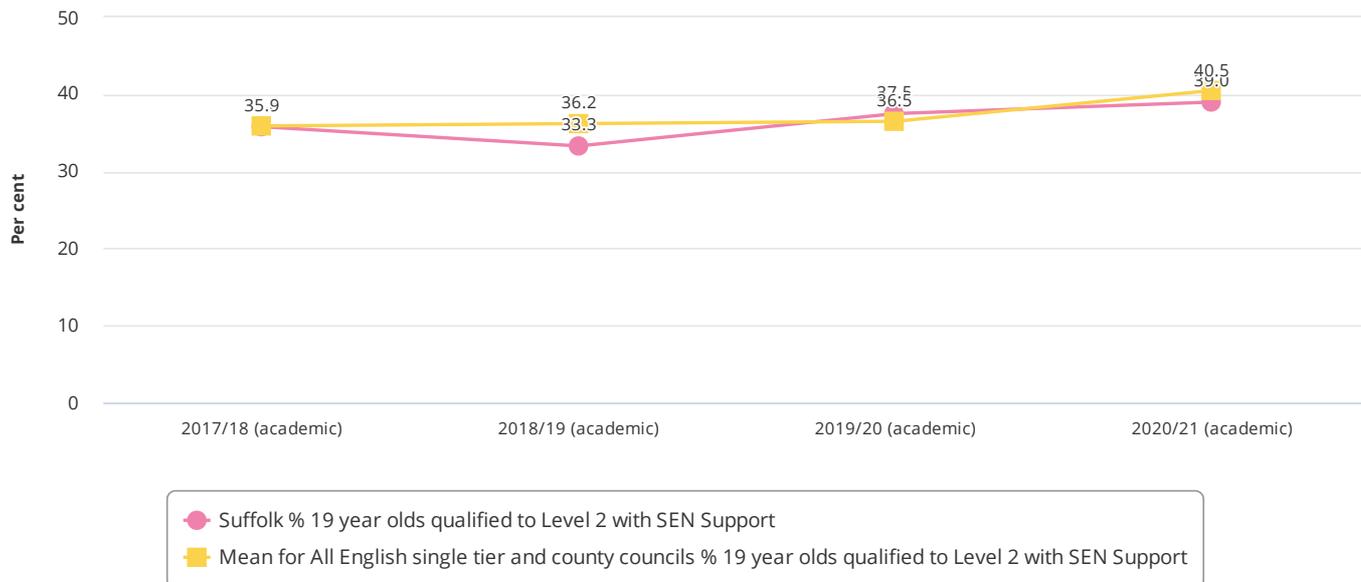
Level 2

Attainment of Level 2 equates to achievement of 5 or more GCSEs at grades A*-C or a Level 2 vocational qualification of equivalent size. The next chart shows that the percentage of the SEN cohort studying in Suffolk at the age of 16 (academic age 15) who attain a Level 2 qualification, including English and Maths, by the age of 19, is 39.0%, compared to an average of 40.5% across All English single tier and county councils for those with SEN support. This compares to those with statement of which 11.3% attained a Level 2 qualification, including English and Maths in Suffolk and 16.6% in All English single tier and county councils.

Percentage of 19 year olds qualified to level 2 including English and Maths (2020/21 (academic))

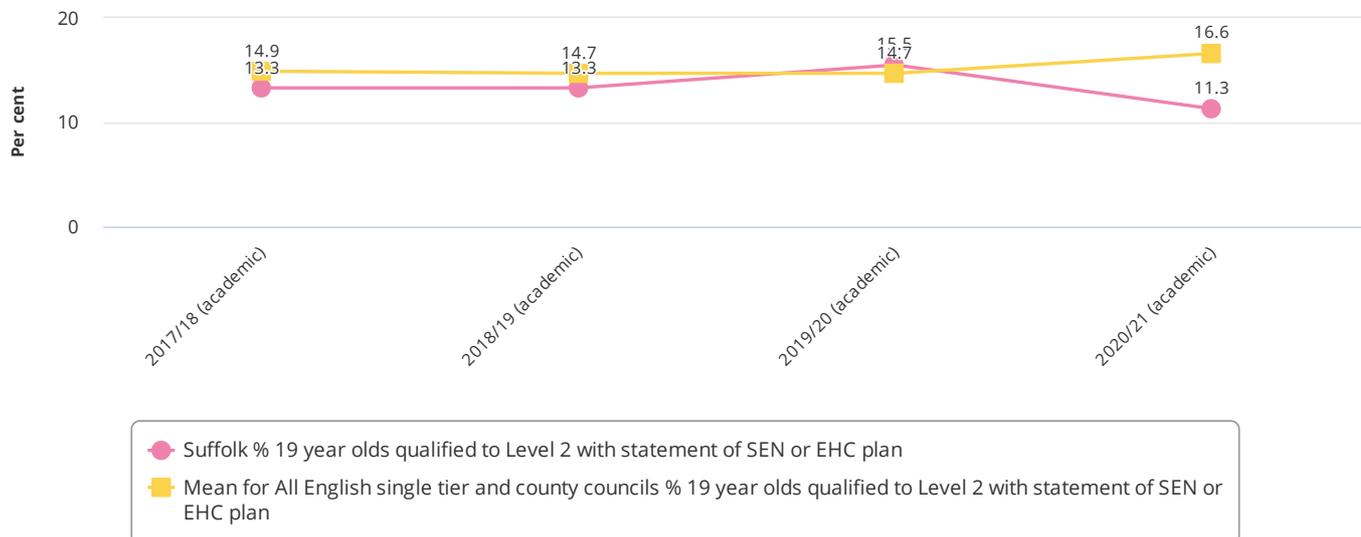


% of 19 year olds with SEN Support qualified to level 2 including English and Maths (from 2017/18 (academic) to 2020/21 (academic))



Source:
Metric ID: 4672, Department for Education, Level 2 and 3 attainment by young people aged 19, **Data updated:** 03 May 2022

% of 19 year olds with statement of SEN or EHC plan qualified to level 2 including English and Maths (from 2017/18 (academic) to 2020/21 (academic))

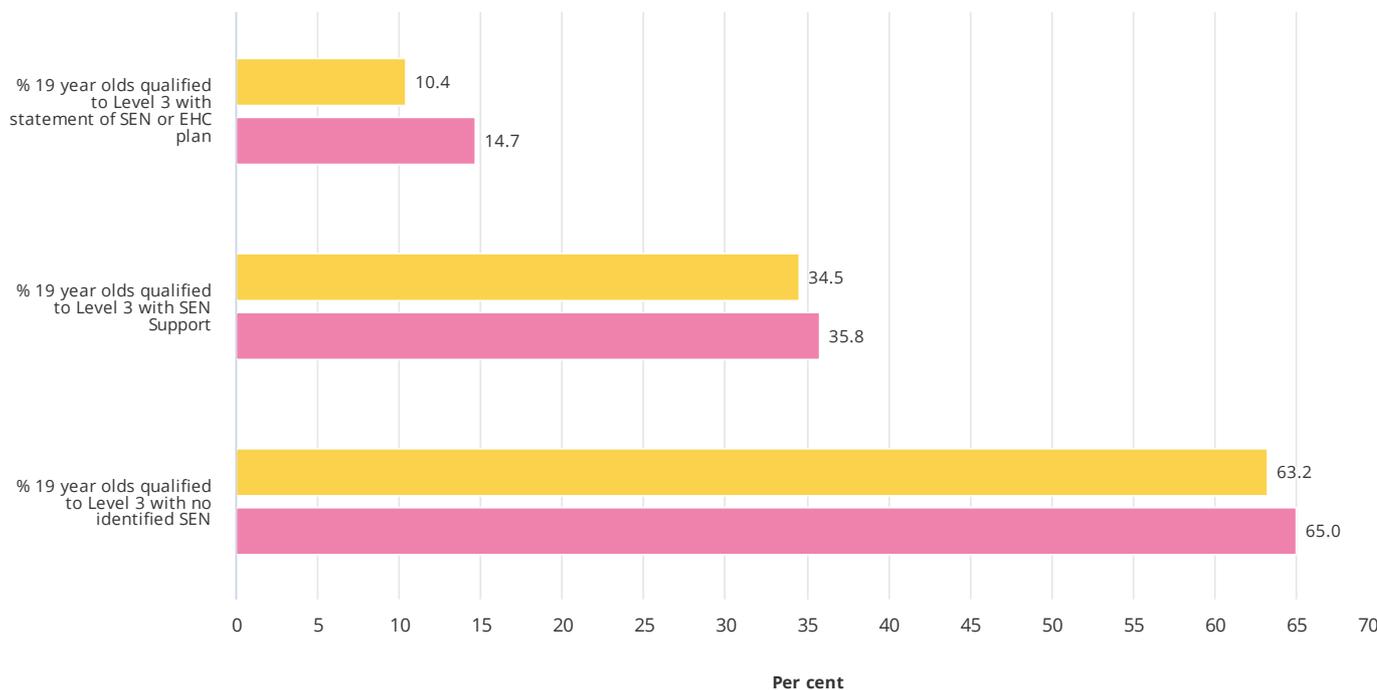


Source:
Metric ID: 4673, Department for Education, Level 2 and 3 attainment by young people aged 19, **Data updated:** 03 May 2022

Level 3

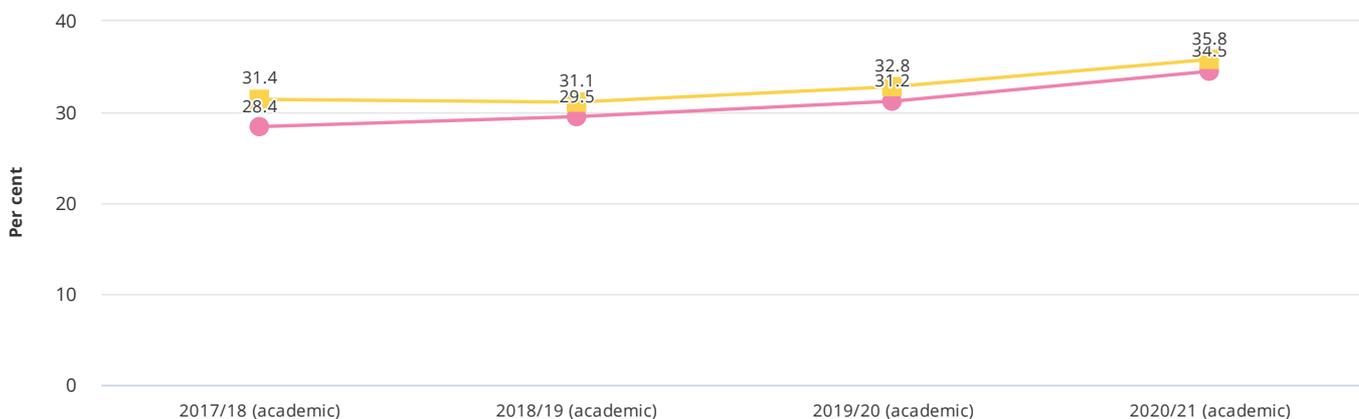
Attainment of Level 3 equates to achievement of 2 or more A-levels or equivalent qualifications. The following chart shows the percentage of the SEN cohort studying in Suffolk at the age of 16 (academic age 15) who attain a level 3 by the age of 19 is 34.5% for those with SEN support and 10.4% for those with a statement or EHCP.

Percentage of 19 year olds qualified to level 3 (2020/21 (academic))



● Suffolk 2020/21 (academic)
 ● Mean for All English single tier and county councils 2020/21 (academic)

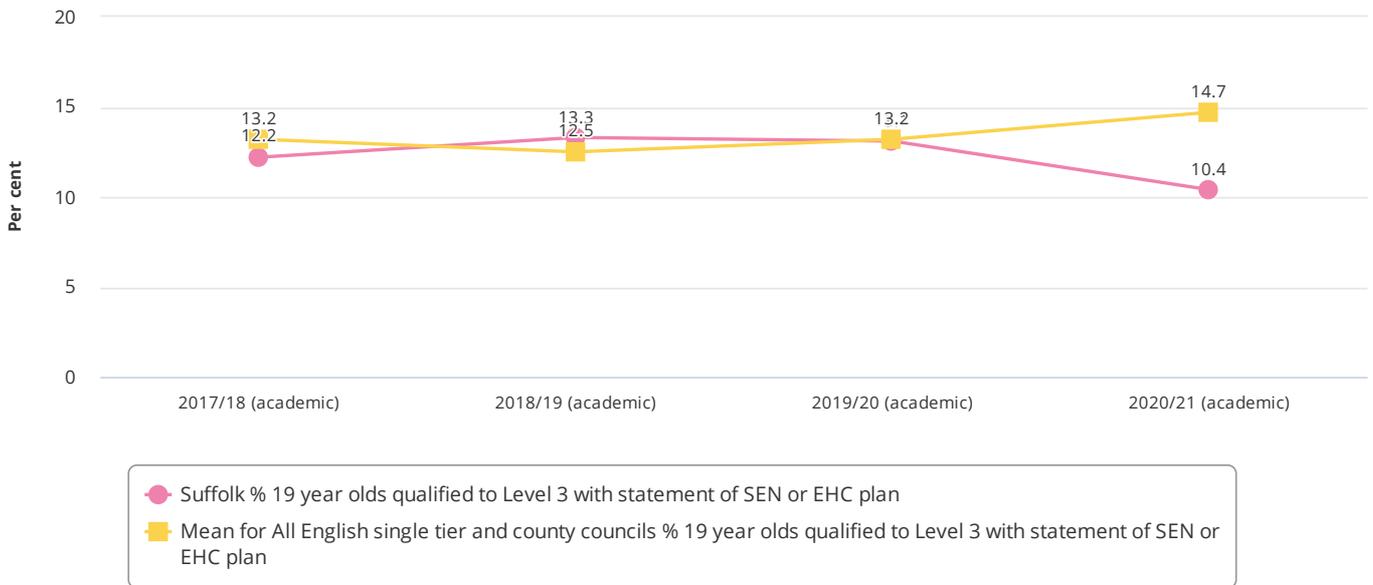
% of 19 year olds with SEN Support qualified to level 3 (from 2017/18 (academic) to 2020/21 (academic))



● Suffolk % 19 year olds qualified to Level 3 with SEN support
 ■ Mean for All English single tier and county councils % 19 year olds qualified to Level 3 with SEN Support

Source:
Metric ID: 4678, Department for Education, Level 2 and 3 attainment by young people aged 19, **Data updated:** 03 May 2022

% of 19 year olds with statement of SEN or EHC plan qualified to level 3 (from 2017/18 (academic) to 2020/21 (academic))

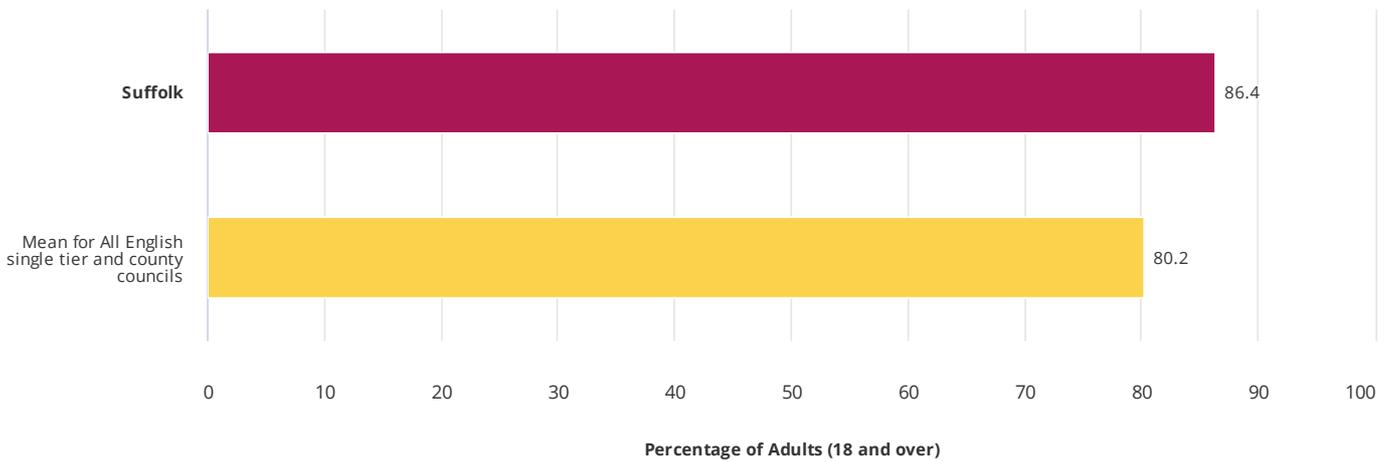


Source:
Metric ID: 4679, Department for Education, Level 2 and 3 attainment by young people aged 19, **Data updated:** 03 May 2022

Accommodation status for adults with learning disabilities

In Suffolk, 86.4% of adults (defined as 18-65 year olds) with learning disabilities who were receiving support from social services lived in their own home or with families, compared to 81.3% in the previous period and the All English single tier and county councils average of 80.2%.

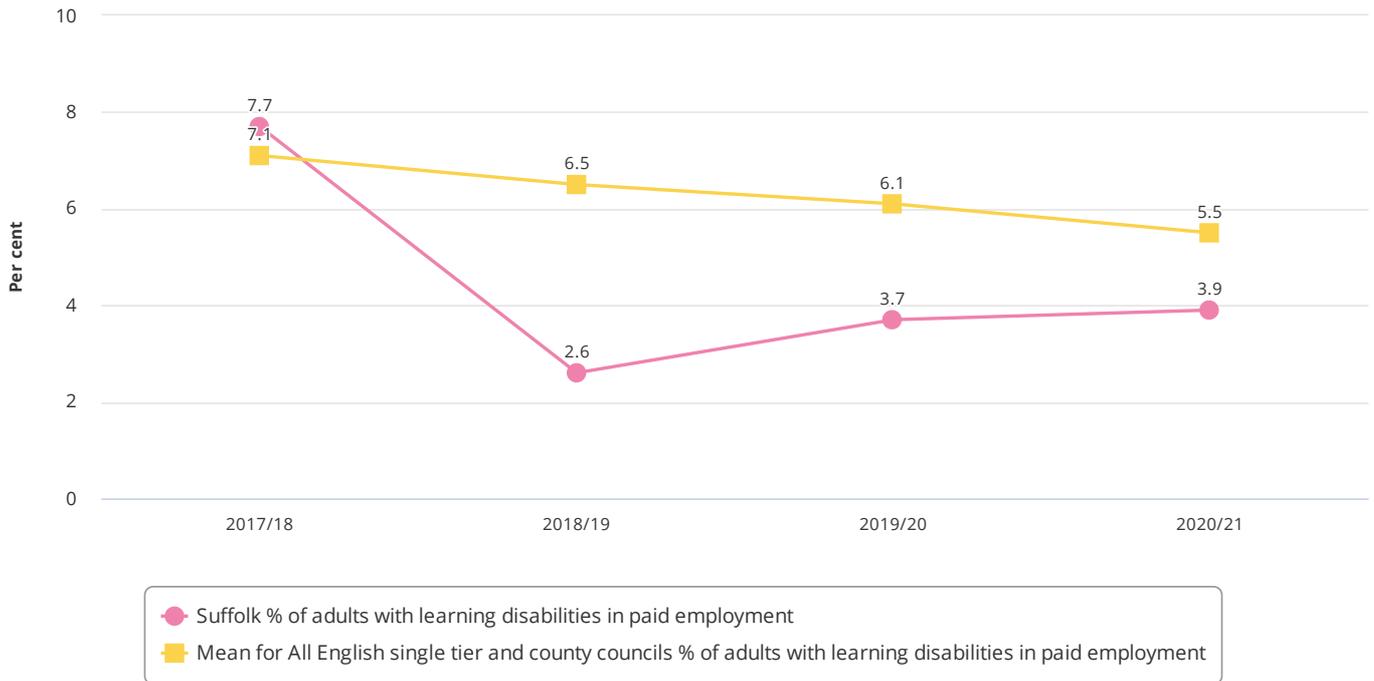
% of adults with learning disabilities who live in their own home or with their family (2020/21)



Source:
Metric ID: 10674, NHS Digital, Measures from the Adult Social Care Outcomes Framework, England, **Data updated:** 26 Oct 2021

In Suffolk, 3.9% of adults with learning disabilities are in employment, compared to 3.7% last year and a national average of 5.5%.

% of adults with learning disabilities in paid employment (from 2017/18 to 2020/21)



Source:

Metric ID: 10672, NHS Digital, Measures from the Adult Social Care Outcomes Framework, England, **Data updated:** 26 Oct 2021

Experience of the system

A central aim of the reforms was to ensure that the experience of gaining support was positive for children, young people and their families.

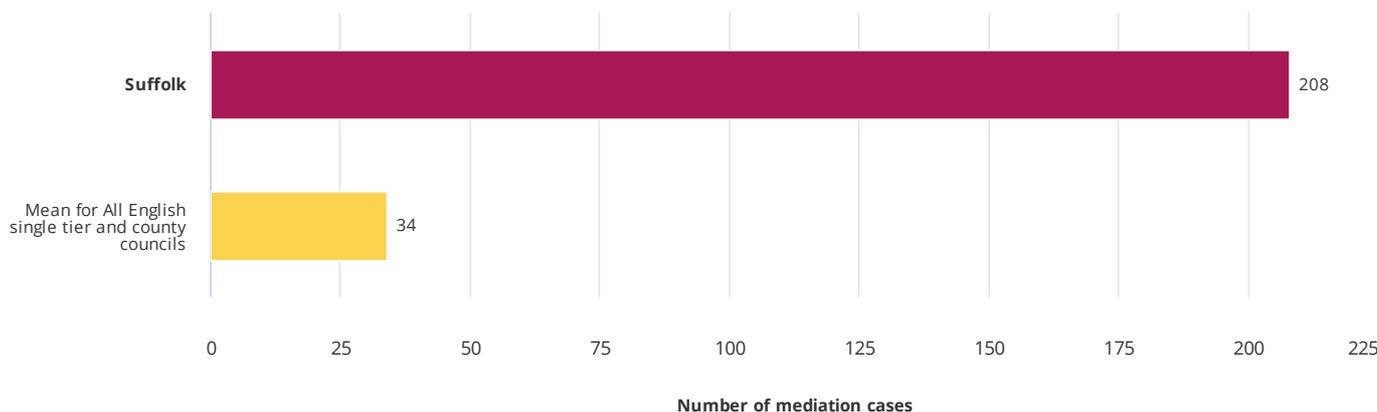
If a child's parent or the young person is dissatisfied with their EHC needs assessment or plan, they can appeal to the First-tier (SEN and Disability) Tribunal. The tribunal hears appeals against decisions made by the local authorities.

Mediation is when an impartial person, who is trained to deal with two opposing sides, acts as a referee in a dispute. Effective mediation provides a cost effective alternative in resolving disputes between parents, young people, health services and/or local authorities concerning the provision made for children with SEND.

The number of mediation cases held in Suffolk was [208](#), and the proportion that went on to appeal was [14.4%](#). The SEND tribunal appeal rate was 1.6% in Suffolk, this compares to the average for All English single tier and county councils of 1.6%.

Please note that where values are not displayed, this is a result of them being suppressed, which means that the number of pupils is too low to be published.

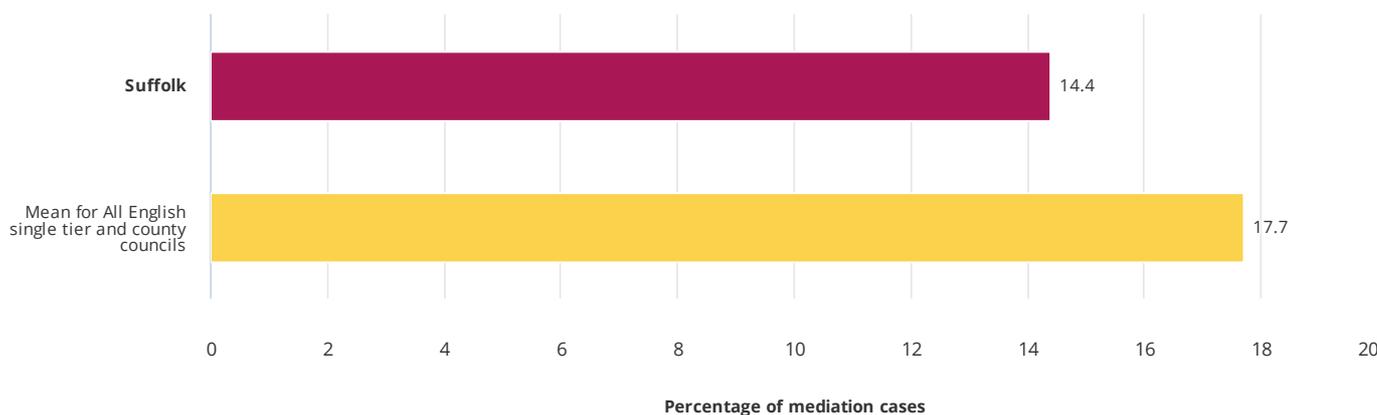
Number of SEND mediation cases that have been held (2021)



Source:

Metric ID: 4862, Department for Education, Statements of SEN and EHC plans England, Data updated: 23 Jun 2022

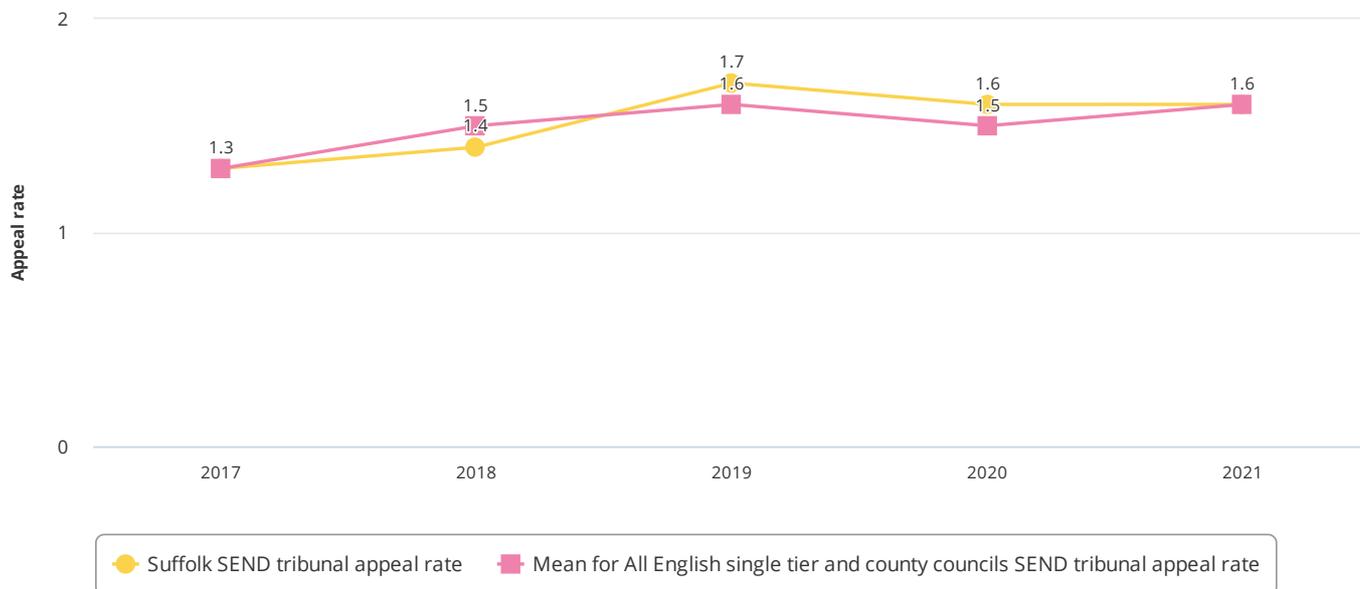
% of Special Educational Needs and Disability mediation cases that went on to appeal (2021)



Source:

Metric ID: 4864, Department for Education, Statements of SEN and EHC plans England, Data updated: 23 May 2022

SEND appeals rate (from 2017 to 2021)



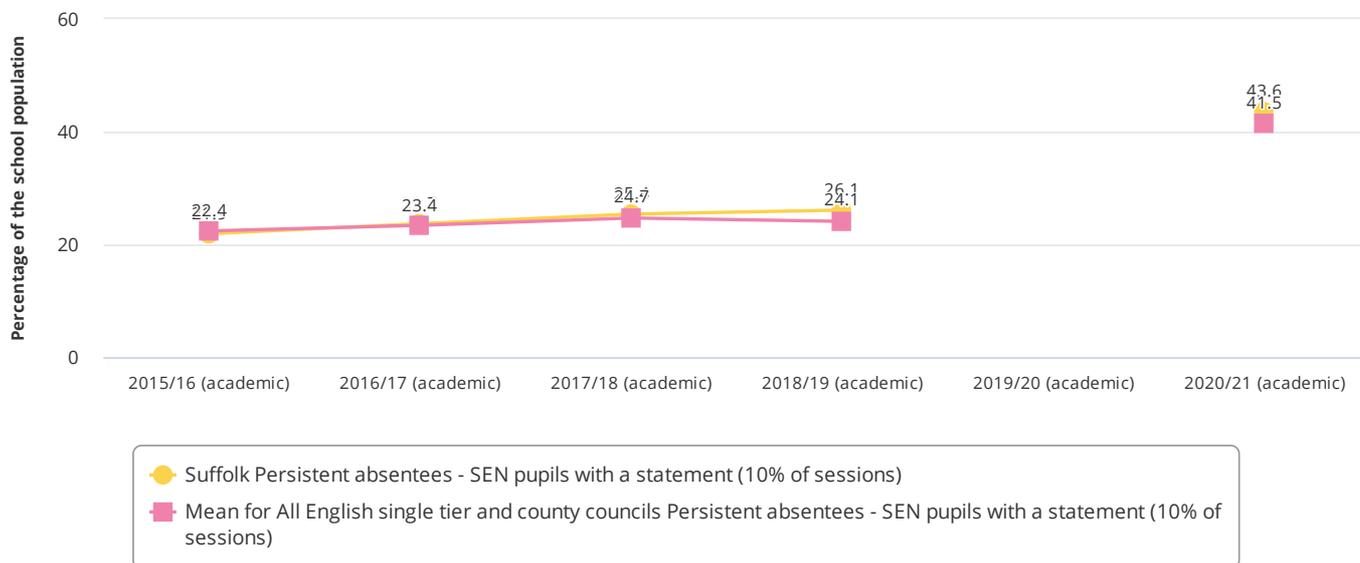
Source: Metric ID: 10600, Ministry of Justice, Tribunals statistics, Data updated: 15 Jun 2022

Absence

Persistent absentees are defined as pupils who have missed 10% or more of school sessions through authorised or unauthorised absence. In Suffolk 43.6% of pupils with statements or plans were persistent absentees.

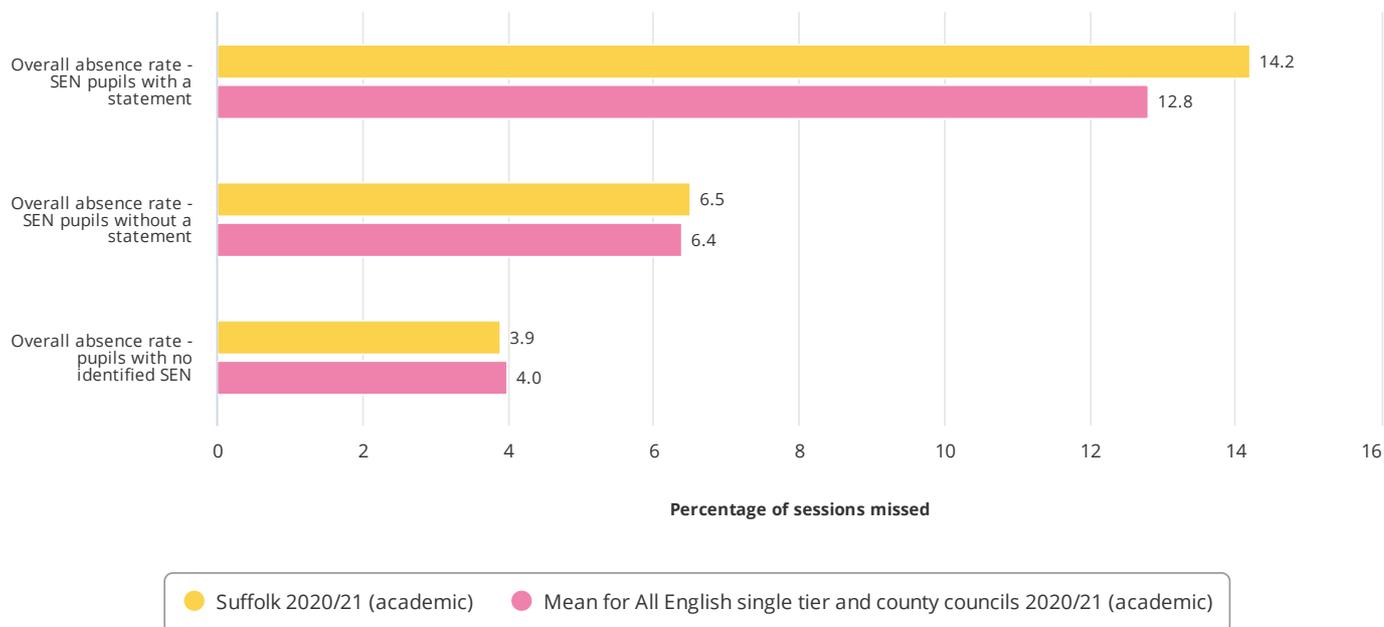
14.2% of sessions were missed due to overall absence from schools for SEN pupils with a statement or EHC plan, the All English single tier and county councils average was 12.8%. A session is defined as half a day – morning or afternoon. Overall absence is the total number of overall absence sessions as a percentage of the total number of possible sessions available to that enrolment.

SEN pupils with a statement defined as persistent absentees as a % of the school population (from 2015/16 (academic) to 2020/21 (academic))



Source: Metric ID: 10605, Department for Education, Pupil Absence in Schools in England, Data updated: 25 Mar 2022

% of sessions missed due to overall absence from schools for SEN pupils 2020/21 (academic)



Source:

Metric ID: 4722, Department for Education, Pupil Absence in Schools in England, **Data updated:** 25 Mar 2022

Metric ID: 4719, Department for Education, Pupil Absence in Schools in England, **Data updated:** 25 Mar 2022

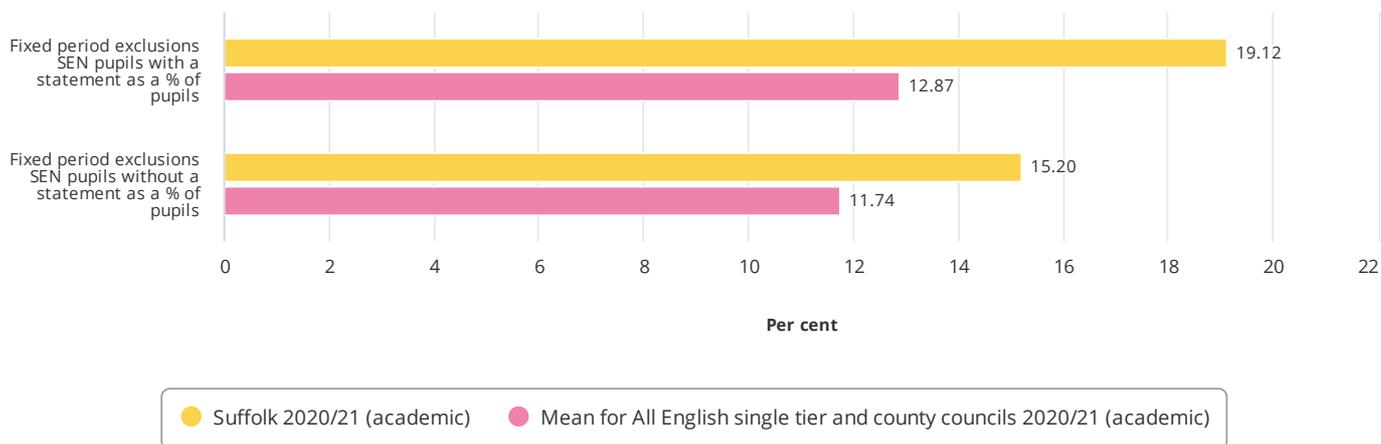
Metric ID: 4718, Department for Education, Pupil Absence in Schools in England, **Data updated:** 25 Mar 2022

Exclusion

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year.

In Suffolk, the rate of fixed term exclusions for SEN pupils - calculated by taking the number of fixed term exclusions for SEN pupils and dividing it by the total number of SEN pupils in the LA - was 19.12%. This compares to an average of 12.87% in All English single tier and county councils.

Fixed period exclusions for SEN pupils as a % of the school population (2020/21 (academic))



Source:

Metric ID: 4732, Department for Education, Permanent and Fixed Period Exclusions from Schools in England, **Data updated:** 29 Jul 2022

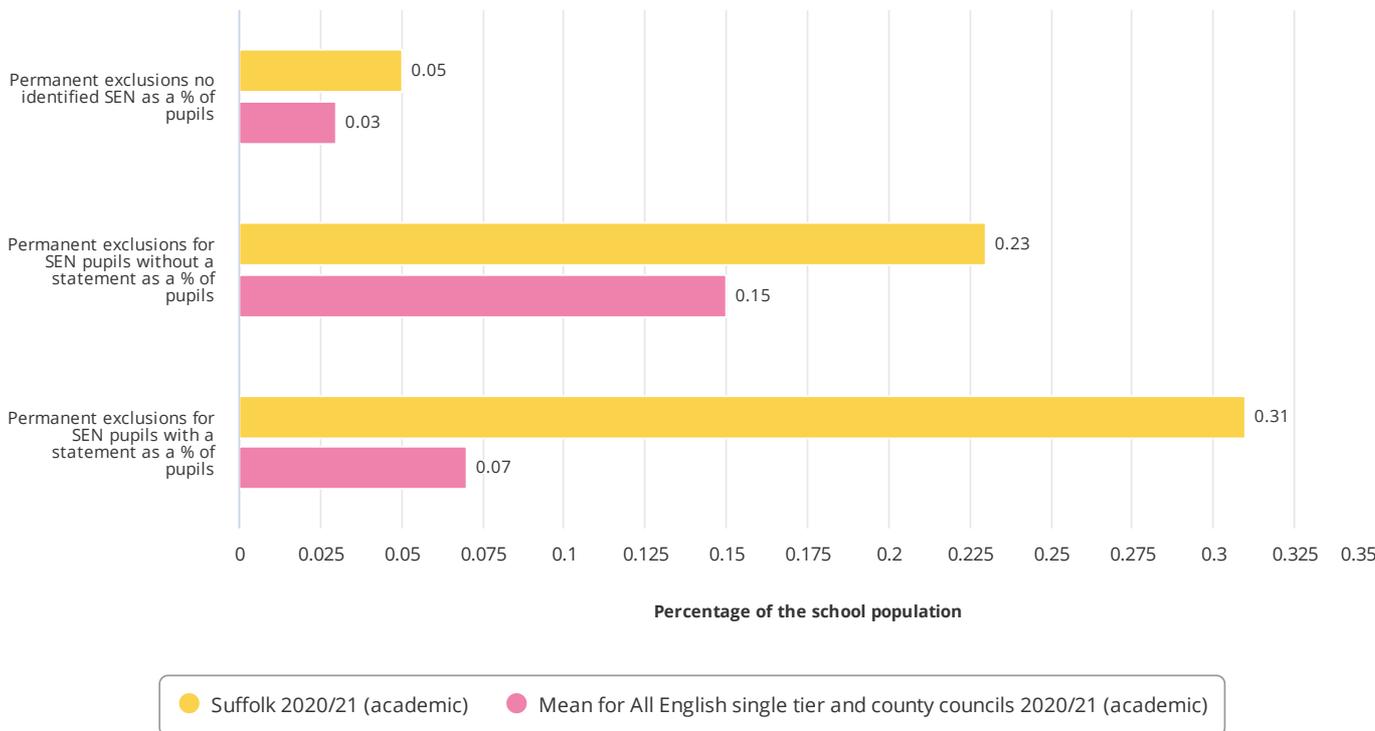
Metric ID: 4729, Department for Education, Permanent and Fixed Period Exclusions from Schools in England, **Data updated:** 29 Jul 2022

A permanent exclusion refers to a pupil who is excluded and has their name removed from the school register. Such a pupil would then be educated at another school or via some other form of provision.

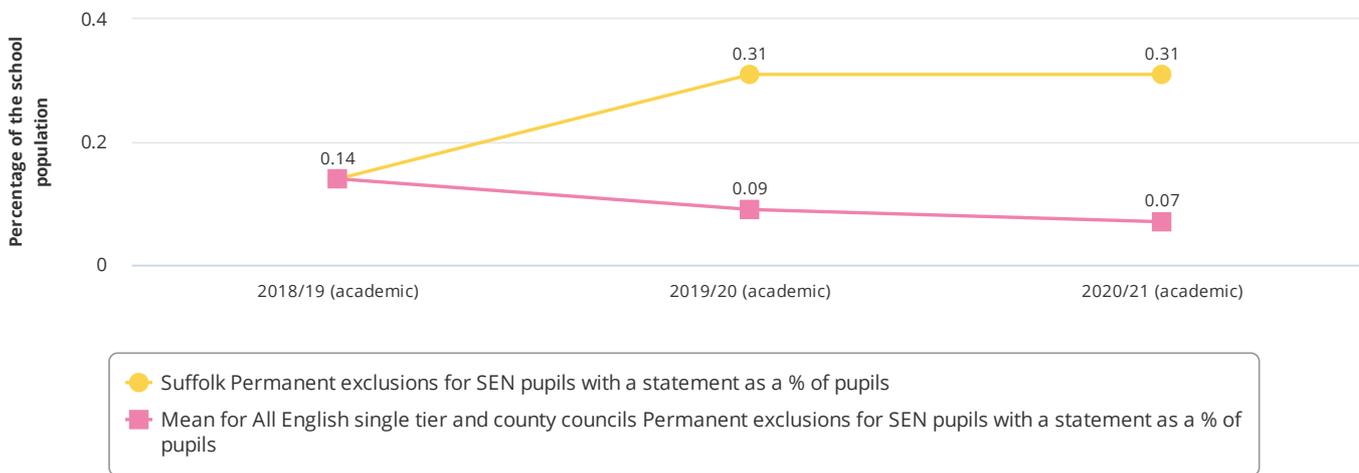
In Suffolk the permanent exclusion rates for SEN pupils with a statement was 0.31%, compared to the previous period when it was a rate of 0.31%. In All English single tier and county councils the rate is 0.07%, which has decreased since the previous period (0.09%).

Please note that where values are not displayed, this is a result of them being suppressed, which means that the number of pupils is too low to be published.

Permanent exclusions from school as a % of the school population (2020/21 (academic))



Permanent exclusions from school for SEN pupils with a statement as a % of the school population (from 2018/19 (academic) to 2020/21 (academic))

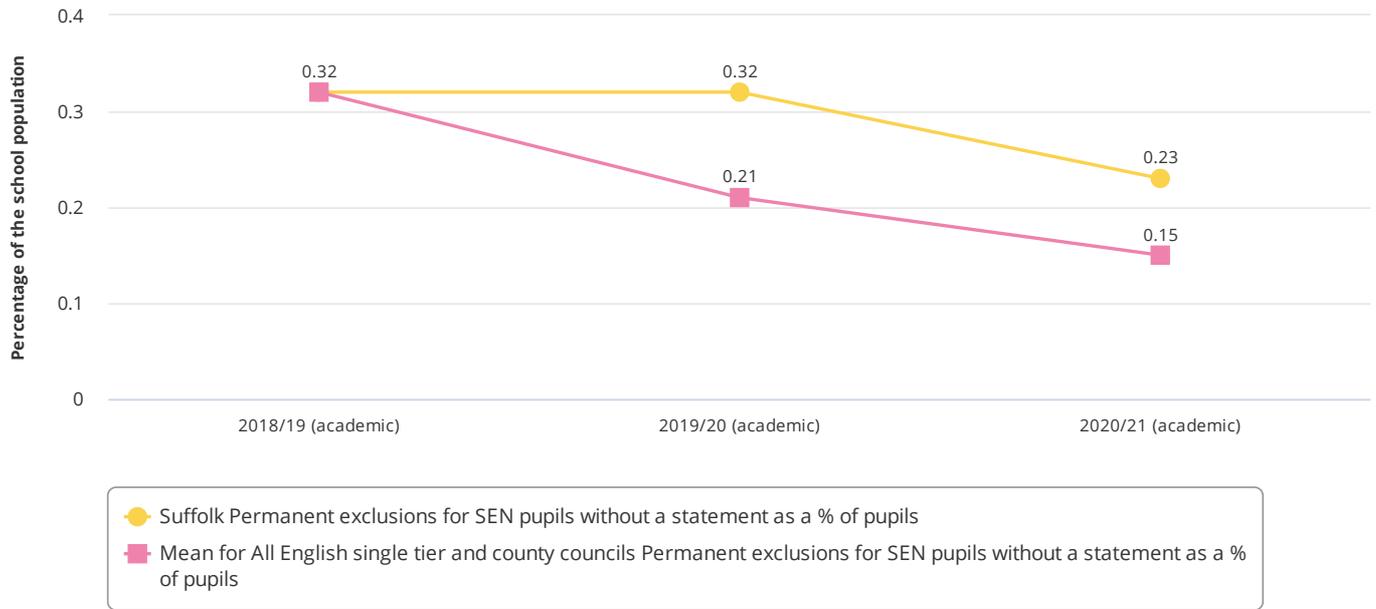


Source: Metric ID: 4709, Department for Education, Permanent and Fixed Period Exclusions from Schools in England, Data updated: 29 Jul 2022

In Suffolk the permanent exclusion rates for SEN pupils without a statement was 0.23%, compared to the previous period when it was a rate of 0.32%. In All English single tier and county councils the rate is 0.15%, which has decreased since the previous period (0.21%).

Please note the time series may be broken if values are suppressed.

Permanent exclusions from school for SEN pupils without a statement as a % of the school population (from 2018/19 (academic) to 2020/21 (academic))



Source:

Metric ID: 4706, Department for Education, Permanent and Fixed Period Exclusions from Schools in England, **Data updated:** 29 Jul 2022

References

This report was generated using data from:

- [Department for Education - Characteristics of Children in Need in England](#)
- [Department for Education - Destinations of key stage 4 and 16 to 18 \(KS5\) students](#)
- [Department for Education - Early years foundation stage profile attainment by pupil characteristics](#)
- [Department for Education - GCSEs \(key stage 4\)](#)
- [Department for Education - LA and school expenditure](#)
- [Department for Education - LAIT: Children's Service Finance](#)
- [Department for Education - Level 2 and 3 attainment by young people aged 19](#)
- [Department for Education - National curriculum assessments at Key Stage 2 \(KS2\)](#)
- [Department for Education - Outcomes for Children Looked After by Local Authorities in England](#)
- [Department for Education - Outcomes for children in need](#)
- [Department for Education - Permanent and Fixed Period Exclusions from Schools in England](#)
- [Department for Education - Phonics screening check and key stage 1 assessments: England](#)
- [Department for Education - Pupil Absence in Schools in England](#)
- [Department for Education - Special Educational Needs in England](#)
- [Department for Education - Statements of SEN and EHC plans England](#)
- [Ministry of Justice - Tribunals statistics](#)
- [NHS Digital - Measures from the Adult Social Care Outcomes Framework, England](#)