



## Equality Impact Assessment

*Every School a Good School*

# The Way Forward for Special Educational Needs and Inclusion

August 2009



Department of  
**Education**

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**Oideachais**

MANNYSTRIE O  
**Lear**



INVESTOR IN PEOPLE



## SEEKING YOUR VIEWS

The Department of Education (hereafter referred to as the Department) has decided to carry out an Equality Impact Assessment on its consultation document, 'The Review of Special Educational Needs (SEN) and Inclusion Policy Proposals Consultation Document'. You are invited to give your views on this assessment. The purpose of the consultation is to obtain:

- Consultees' views on this assessment of the equality impacts of the proposals; and
- Any further information which could be useful in assessing those equality impacts.

When considering your response, the following questions may offer a useful guideline:

- Do you have any views on any of the aspects of equality covered in this draft assessment?
- Are there any other issues that have not been addressed? If so, what are these?
- Do you have any views on how the delivery of the proposals relating to the Review of SEN and Inclusion should be taken forward to effectively address inequalities and differentials?
- Are there any measures that should be implemented to mitigate against any adverse impact on people in the section 75 equality groups?

We would welcome any additional information and comments that you feel would help inform our equality considerations of the Review of SEN and Inclusion Policy proposals

We would like to receive your comments by 31 October 2009.

You can contact us by writing to us at the address below or by

Email: [seninclusion@deni.gov.uk](mailto:seninclusion@deni.gov.uk)

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This document is also available on the following Internet site:

[www.deni.gov.uk](http://www.deni.gov.uk)

Should you require this document in an alternative format please contact the above address.

# Table of Contents

	<b><u>Pages</u></b>
1. Introduction and Background .....	3
2. The Review of SEN & Inclusion Draft Policy Proposals .....	5
3. Consideration of Research and Available Data .....	8
4. Consideration of Impact and Mitigating Factors.....	27
5. Rural/Regional Proofing.....	32
6. Conclusion.....	33
7. Formal Consultation.....	35
8. Decision by the Public Authority (Department of Education).....	36
9. Publication of Results of Equality Impact Assessment .....	37
10. Monitoring for Adverse Impact in the Future and Publication of the Results of such Monitoring.....	38
 <b>ANNEXES</b>	
Annex 1 Meetings with parents and young people.....	39
Annex 2 Comments from school questionnaires.....	42
Annex 3 Finland .....	44
Annex 4 Glossary of Terms .....	46
Annex 5 Data .....	48



# EQUALITY IMPACT ASSESSMENT ON PROPOSALS FOR A REVISED SEN AND INCLUSION POLICY

The Human Rights Act 1998 brought the European Convention on Human Rights into local law. Under this Act all public organisations must respect the rights contained in the European Convention. The European Convention on Human Rights states that nobody will be denied the right to education (Article 2 of Protocol 1). So, as all children and young people have the right to education, their right must be protected in a practical and effective way. Article 2 of Protocol 1 has been taken into account during the development of this proposed policy.

Section 75 of the NI Act 1998 requires the Department, in carrying out its functions, to have due regard to the need to promote equality of opportunity between:

- people with different religious beliefs;
- people from different racial groups;
- people of different ages;
- people with different marital status;
- people with different sexual orientations;
- men and women generally;
- people with or without a disability;
- people with or without dependants; and
- people with different political opinions.

In addition, but without prejudice to the duty above, the Department should also have due regard to the desirability of promoting good relations between people with different religious beliefs, different political opinions or from different racial groups.

This legislation requires public authorities to conduct an equality impact assessment where a proposed policy is likely to have an impact on equality of opportunity. In response to this, the Department has decided that 'The Review of Special Educational Needs (SEN)

and Inclusion Policy Proposals Consultation Document' (hereafter referred to as the Consultation Document) requires an equality impact assessment.

This document is therefore the prepared Equality Impact Assessment (EQIA) for the Consultation Document. The purpose of this document is to record the findings of the Equality Impact Assessment and invite comments. This document can also be made available, on request, in alternate formats from the following address.

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### 1. INTRODUCTION AND BACKGROUND

1.1 The background and rationale to the Review can be found in Section 1 of the Consultation Document. This EQIA document should be read alongside the Consultation Document.

#### Review Process

1.2 The Review was guided by the Office of the First Minister and Deputy Minister (OFMDFM) guidance on policy making<sup>1</sup> and other supporting advice.

1.3 The commencement of the Review was formally announced via a press release and the Department's web-site. The Review team offered to meet with interested parties and comments were invited via an email address which still remains active: [seninclusion@deni.gov.uk](mailto:seninclusion@deni.gov.uk)

1.4 In order to progress the review, a Review of SEN and Inclusion Team was established and a Steering Group set in place to guide and direct the Review and make recommendations to the DE Board. Membership of the Steering Group is included in Annex E of the Consultation Document.

1.5 In addition, three advisory groups were established consisting of key stakeholders from all phases and sectors in education. A full list of participants in the Advisory Groups is included in Annex F of the Consultation Document. The advisory groups focused on the following key areas:-

- Identification, Assessment, Provision and Support Processes;
- Early Identification and Pre-school SEN Provision; and
- Inclusion and Capacity Building.

1.6 Throughout the policy development phase the Review team also engaged with a wide range of key stakeholders from the statutory and voluntary sector, parents, children and young people. A full list of the statutory and voluntary groups referred to can be found in Annex G of the Consultation Document.

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<sup>1</sup> *A Practical Guide to Policy Making in NI*

- 1.7 This pre-consultation activity contributed to the draft policy proposals through the provision of many positive suggestions and ideas about ways the current support framework for children with SEN can be improved.

### 2. THE REVIEW OF SEN & INCLUSION DRAFT POLICY PROPOSALS

#### What are the aims, objectives and purpose of the policy proposals?

- 2.1 The proposals acknowledge that at any time, and for a number of reasons, many children will face barriers to learning in their school career. These children may have special educational needs, may have a disability or may be experiencing other social or personal circumstances which present a barrier to learning. These barriers need to be removed if the children are to achieve their potential.
- 2.2 The aim of these proposals is to establish a robust, accountable and inclusive framework, which identifies the barriers to learning faced by many children whenever they occur, set in place appropriate interventions and strategies to minimise or remove these barriers, and promotes a culture that welcomes diversity. The objective of the policy proposals is to ensure that every learner is given a fair and equal chance and that children are provided with the necessary support to help them achieve their potential. These proposals are seen as an integral part in the Department's proposed school improvement programme, Every School a Good School (ESAGS).

#### What outcomes do we want to achieve with these proposals?

- 2.3 The intended outcomes are:-
- a) the continued promotion of an inclusive ethos as detailed in the Supplement to the existing Code of Practice (CoP) on the identification and assessment of SEN<sup>2</sup>;
  - b) a 'whole school' approach involving all staff at all levels;
  - c) an approach encompassing all children who face barriers to accessing and progressing in learning, whatever the reason;
  - d) provision of a continuum of support to meet a diversity of need;

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<sup>2</sup> *Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs (September 2005)*

- e) quality intervention and provision tailored to the needs of individuals and groups of children and focused on improved outcomes for those facing barriers to learning;
- f) schools and other educational establishments will provide appropriate and timely support for the vast majority of their children with additional educational needs;
- g) all learners, within all phases and Key Stages, are given the same degree of focus within the proposed policy, where appropriate;
- h) all professionals, including teachers, have the skills and knowledge to allow early identification and intervention to facilitate improved outcomes;
- i) promotion of greater collaborative working and sharing of information among schools;
- j) education and related health and social services professionals will work together to support children;
- k) local and regional services will be planned, commissioned and delivered jointly by health, social services and education;
- l) the majority of funding will be devolved to the lowest point of delivery possible; and
- m) the knowledge, views, experience and involvement of parents will play a vital part in the development and maintenance of any programme put in place to support their child.

2.4 The specific draft policy proposals can be viewed in paragraph 4.3 (entitled: 'What are the proposed changes?') of the Consultation Document.

### Implementation of the policy

2.5 There will be need to be considerable guidance (some of which may be statutory) and Regulations to support implementation of the proposed framework. The Department will develop and issue such guidance, which will set out quality indicators (agreed with the health and social care sectors, where appropriate) for all involved, including the schools and support services. This guidance will aim to achieve greater consistency in the quality and effectiveness of the support

provided for a wide range of additional needs and, most importantly, ensure appropriate progress by the children. These agreed indicators will cover issues such as:

- a) the need for early identification and assessment;
- b) the effectiveness of intervention strategies employed;
- c) the monitoring of progress made by the child or young person ; and
- d) the effective use of funding and resources.

We will ensure that these agreed quality indicators are made available to all educational establishments, ELBs/ESA and the proposed RHSCB.

### 3. CONSIDERATION OF RESEARCH AND AVAILABLE DATA

3.1 Consideration has been given to a large range of qualitative and quantitative data relating to children with SEN and other barriers to learning within our educational system. The information has been used to inform the development of the SEN and Inclusion policy proposals. This includes:

- local, national and international research;
- inspection findings;
- the good practice which already exists within our educational system;
- extensive engagement with relevant stakeholders;
- analysis of existing quantitative data (primarily Annual School Census and School Leavers Survey); and
- consideration of indicative data provided by a sample of schools, Trusts and the five ELBs at the benchmarking and audit phase of the Review process.

#### Local, national and international research

3.2 Account has been taken of the influencing factors in the local, national, European and international situation and on the experience in other regions. There has been an extensive literature review including referral to materials, policy, legislation and practical guidance from England, Scotland, Wales, the south of Ireland and a wider field including USA and New Zealand. Information seeking visits have also been made to England, the south of Ireland, Scotland and Finland (see Annex 3).

3.3 In England and Wales, the legislative position through the Special Education Needs and Disability Act (2001), is in keeping with our current Code of Practice. The south of Ireland, through the Education for People with Special Education Needs Act (EPSEN), 2004, has established a framework to ensure that children with SEN can access education. This Act is being implemented over a five year period and included the establishment of a National Council for Special Education (NCSE) in 2005 aimed at improving the delivery of education services to persons with SEN (with particular emphasis on children). With the introduction of the Education (Additional Support for Learning) (Scotland) Act

2004, Scotland's legislative framework is based around the wider framework of additional support needs rather than purely SEN.

- 3.4 Within the last ten years the Education and Training Inspectorate (ETI) has carried out a series of surveys relating to SEN at pre-school, primary and post primary levels, the effective use of classroom assistants in mainstream primary schools and the future role of the special school. You can view the ETI reports on the website at: [http://www.deni.gov.uk/inspection\\_services](http://www.deni.gov.uk/inspection_services)
- 3.5 The EQIA has also been informed by information and comments gathered during previous consultations and reviews such as the ELB's Fundamental Service Review (2003) and the preparation of EQIAs, for example, consultation responses prior to the introduction of Special Educational Needs and Disability (NI) Order 2005. The work already undertaken by the Department in relation to the policy for school improvement (Every School a Good School) and the Numeracy and Literacy Strategy are reflected in the outcome of this review. Consideration was also given to the work of other DE reviews taking place at this period of time in relation to English as an Additional Language (EAL), Irish Medium Education (IME) and Early Years Provision.

#### Views of Stakeholders

- 3.6 In keeping with the Guide to Statutory Duties<sup>3</sup>, throughout the policy research and development phase of the Review there has been early engagement with a wide range of groups and individuals. A list of engagement with stakeholders can be found at Annex G of the Consultation Document.
- 3.7 The team received and responded to requests for meetings from a large range of statutory and voluntary organisations which have an interest in supporting children with SEN. These meetings provided those individuals and groups with the opportunity to share their views with the Review on the current Code of Practice and their preferred changes to the current system.
- 3.8 In addition, a series of meetings for parents, children and young people was held in urban and rural locations across the north of Ireland. In order to accommodate working parents and carers, these meetings were all held in the evening. Invitations to these meetings were issued via a wide sample of schools across

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*3 Section 4 paragraph 2c*

phases and management types. These meetings provided attendees with an opportunity to articulate their particular areas of concern relating to the current SEN policy. Outputs from these meetings and comments made by the parents are recorded in Annex 1.

- 3.9 As noted in paragraph 1.5, three advisory groups were established to bring to the review advice, views and insight from their particular perspective and to support the review team in identifying and bringing forward ideas, proposals for policy / procedural options. Some representatives were asked to sit on more than one advisory group to ensure that the thinking, information and views gathered within each theme were not taken forward in isolation but were shared across the full breadth of the review.
- 3.10 This pre-consultation engagement with the wide range of stakeholders has brought forward many worthwhile suggestions and ideas. These have contributed to the emerging policy proposals and provided a positive means of enhancing the effectiveness of policy research, development and impact assessment.
- 3.11 The main suggestions put forward were the need to ensure that:
- (a) access to assessment and provision for children with SEN is consistent across the five Education and Library Boards (ELBs)/ESA;
  - (b) teachers receive appropriate training to help with general issues relating to SEN; and
  - (c) each school promotes the inclusion of all children and young people.

### SEN Audit and Benchmark Exercise

- 3.12 A SEN Audit and Benchmark exercise was carried out on a valid sample of schools, the 5 ELBs, and a number of the then Health and Social Services Trusts (HSST) in 2006 in order to obtain lower level detail on SEN which otherwise would not have been available.
- 3.13 The sample of schools selected were sent a questionnaire which focussed on SEN. They were also asked to record any alternatives to existing SEN support which they felt would be beneficial to their school and for suggestions on how to make more effective use of existing resources. (See extracts from these comments which are contained in Annex 2).



- 3.14 The ELBs completed a questionnaire to inform this exercise; however the data provided (relating to 2004/05) could only be used for indicative purposes owing to different methods of data collection between the Boards.
- 3.15 A number of Health and Social Care Trusts (formerly HSSTs) also completed an agreed questionnaire (Armagh and Dungannon, Causeway, Fermanagh and Sperrin Lakeland). This focussed on the health and social care responsibilities within the current SEN framework.

#### Quantitative Data

- 3.16 The quantitative data relates to current statistical information drawn primarily from the Annual School Census and the School Leavers Survey associated to each of the section 75 groups<sup>4</sup>. The focus of the quantitative data is inputs (in terms of numbers of children within the affected groups) and outcomes (in terms of attainment and destination).
- 3.17 The Annual School Census exercise provides a snapshot of pupil and school level data for each pre-school centre, nursery, special, primary, post-primary, hospital and independent school in the north of Ireland. Various data are collected about pupils, such as gender, ethnicity, disability and special educational needs, as well as levels achieved in Key Stages 2 and 3.
- 3.18 The School Leavers Survey collects data annually on the highest qualification and destination of grammar and secondary school leavers. Data are captured at pupil level including categorical variables such as gender, ethnicity etc. Data can also be recorded on numbers of pupils who attain 2 or more 'A' levels at grades A – E, numbers of pupils who attain at least 5 or more GCSE grades A\* – C or higher qualification (including equivalent qualifications), and numbers of pupils who do not attain any GCSEs. Five good GCSEs (grades A\* – C), including equivalent qualifications, are generally viewed as the level of qualification that represents the gateway to higher education and, often the route to employment.
- 3.19 Before considering each of the section 75 groups, it is important to highlight a number of general considerations associated to: demography of school population; social and economic deprivation; and vulnerable children and young people.

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<sup>4</sup> Other sources are also used e.g. responses to Assembly and Parliamentary Questions (AQs and PQs, NISRA surveys

## Demography of School Population

3.20 There has been an overall reduction in the general school population, with a fall of 4.3% between 2003/04 and 2007/08. However, within this same period there has been a significant increase in the number of children placed on the SEN register in schools, with a rise from 14.5% to 17.8% of the overall total. Similarly, the proportion of pupils with statements of special educational needs<sup>5</sup> in the north of Ireland, as a percentage of the total school population, also runs counter to the falling enrolment figure, with a steady increase within this period of time from 3.2% in 2003/04 to 3.9% in 2007. Comparative data from other countries, in particular, England, Scotland and Wales, clearly highlights that the north of Ireland has the highest percentage of children with a statement and that, while these numbers are decreasing in the other countries, they continue to increase here. This increase is also evident in other areas where children have barriers to learning, for example, English as an additional language. (Annex 5 Tables A, B and C refer).

## Social and Economic Deprivation

3.21 Statistics show a pattern of underachievement among children living in or at risk of poverty. Using entitlement to free school meals (FSM) as an indicator of social and economic deprivation, it was reported that in 2006/07, only 27% of pupils who were entitled to FSM gained at least 5 or more GCSEs at grades A\*-C (including equivalent qualifications) including English and mathematics by the time they left school, compared with 60% of those who were not entitled to FSM. Children facing barriers to learning across the section 75 groups referred to above may also be living in or at risk of poverty and as such 'poor educational attainment can reinforce the cycle of deprivation that many.....marginalised groups experience throughout their lives'.<sup>6</sup>

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<sup>5</sup> *Statement of special educational needs – Article 16  
The Education (NI) Order 1996*

<sup>6</sup> *Every Child an Equal Child – An Equality Commission  
Statement on Key Inequalities in Education and a Strategy  
for Intervention (November 2008)*

#### Vulnerable Children and Young People

- 3.22 The 'Survey Report on Vulnerable Children and Young People'<sup>7</sup> used the term 'vulnerable' to include children and young people who are identified as having a number of 'risk' factors which may jeopardise their emotional health and well-being, manifest themselves in unacceptable behaviour patterns and influence their motivation to learn and achieve. In addition, factors such as unemployment, poverty, crime, domestic violence, sexual violence and abuse, often feature heavily in the background of children who experience difficulties in school and beyond.
- 3.23 This is not to imply, however, that all children facing such barriers to learning will always do less well. The same factor or factors may have a different impact on different children and the responsive behaviour can vary greatly hence the importance of the role of the teacher and the school in identifying when and what support is necessary. Under the new proposals, schools will be tasked with giving careful consideration to these children to prevent disaffection and marginalisation occurring. Teachers will be required to make appropriate adjustments to the strategies they employ and ensure that barriers to learning, where possible, are minimised.

#### Section 75 Groups

- 3.24 The following paragraphs present quantitative data associated to each of the section 75 groups. In addition, for the purpose of this EQIA, a further section titled Other Groups is included. The tables included in Annex 5 provide a more detailed breakdown of data referred to in this section.

#### Gender

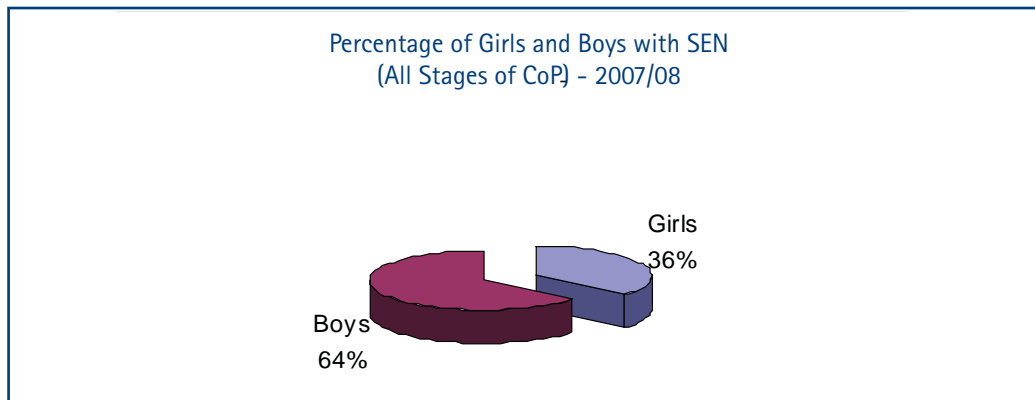
- 3.25 In 2007/08 50.5% of the total school population (including nursery classes) were boys and 49.5% were girls<sup>8</sup>. However, the balance between boys and girls shifts in respect of children with SEN, with the SEN register being made up of 64% boys and 36% girls. See Diagram 1 below.

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<sup>7</sup> ETI 2007

<sup>8</sup> Annual School Census 2007/08

Diagram 1



*Source: Annual School Census 2007/08*

3.26 On the SEN register across each of the 5 stages of the current SEN Code of Practice the gender difference is even more noticeable. At each of Stages 3, 4 and 5 respectively around three quarters (75%) are boys. See Diagrams 2 to 5 below.

Diagram 2

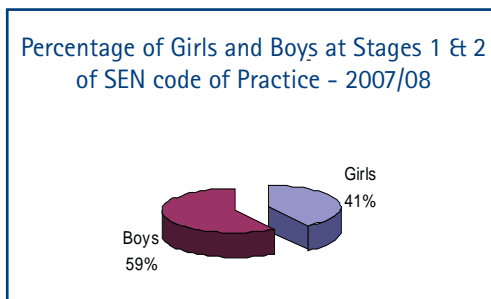


Diagram 3

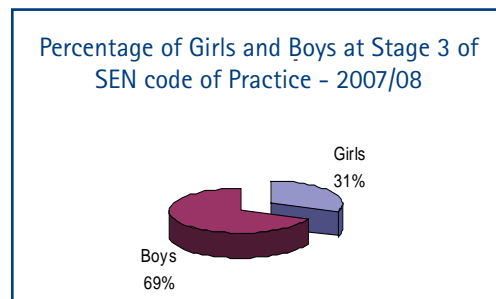


Diagram 4

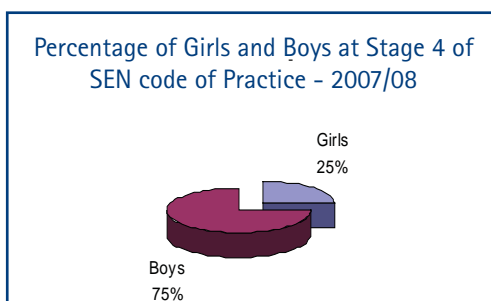
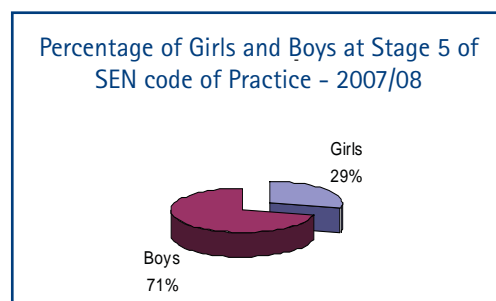


Diagram 5



3.27 This gender imbalance between boys and girls is also clearly reflected when considering the main areas of special educational need or difficulty used to record children with SEN<sup>9</sup>. This is particularly evident with children whose primary difficulty is Social, Emotional and Behavioural, where over 70% of children at Stage 3 are boys and 80% at Stage 5 are boys. This pattern is also reflected for those whose primary difficulty is Communication and Interaction and Cognitive and Learning. The diagrams below show the comparison between boys and girls at primary and post primary level, at stages 3 and 5 in these areas.

Diagram 6

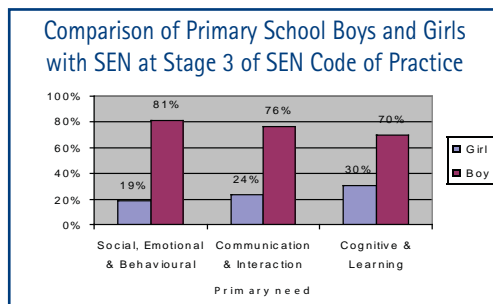


Diagram 7

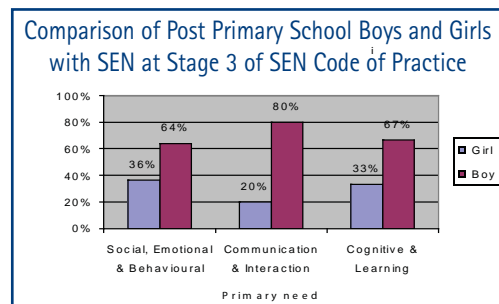


Diagram 8

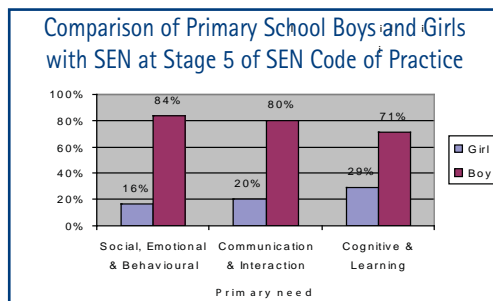
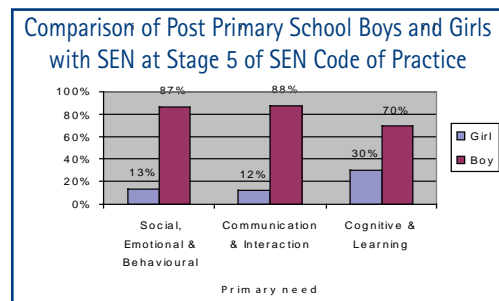


Diagram 9



3.28 The imbalance between boys and girls is further highlighted in terms of educational attainment. At GCSE, for pupils with no identified SEN, 76% of girls achieved at least 5 or more GCSEs A\*-C (including equivalent qualifications), as opposed to 66% of boys. That is not to say that underachievement is unique to boys. There are a wide range of barriers to learning for girls during their school years and onwards into their adult life. There may be gender limited

9 *Guidance for Schools – Recording Children with Special Educational Needs – SEN Categories – issued 2005. Seven main areas of SEN or difficulty: Cognitive and Learning; Social Emotional and Behavioural; ommunication and Interaction; Sensory; Physical; Medical Conditions/ Syndromes; and Other*

expectations and choices for girls, as well as such barriers as teenage pregnancy, additional social and caring responsibilities (for example, see paragraph 3.40 regarding dependents) and gender based violence (with twice as many girls as boys experiencing physical violence in the home<sup>10</sup>). All these factors can create barriers to learning which may ultimately influence occupational choices and subsequently determine training and employment patterns which can lead to economic disadvantage.

3.29 The attainment of pupils with SEN is lower than pupils with no identified SEN<sup>11</sup>. A disparity between boys and girls with SEN is also evident. For pupils identified with SEN:

- At all stages of the SEN Code of Practice, 19% of boys achieved at least 5 or more GCSEs A\*-C (including equivalent qualifications) as opposed to 28% of girls;
- At stages 1 to 3 of the SEN Code of Practice, 20% of boys achieved at least 5 or more GCSEs A\*-C (including equivalent qualifications) as opposed to 29 % of girls;
- For those children undergoing statutory assessment at Stage 4 and those with a statement, 12% of boys achieved at least 5 or more GCSEs A\*-C (including equivalent qualifications) as opposed to 20 % of girls;
- Boys with SEN (18%) are more likely than girls with SEN (10%) to leave school with no GCSEs.

3.30 In 2006, the NI Audit Office and House of Commons Public Accounts Committee identified boys' performance as a key issue in the north of Ireland. A PriceWaterhouseCoopers (PwC) report, commissioned by the Department<sup>12</sup>, also noted that the gender gap in educational attainment to the benefit of girls is a feature of many developed countries. Furthermore, while not all boys under perform, those from more deprived socio-economic backgrounds are more at risk. Among the most commonly cited factors for this occurrence are:

- the greater vulnerability of boys to poor teaching;

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<sup>10</sup> NSPCC website (*Physical Abuse – calls to Childline 2005/06*) [www.nspcc.org.uk](http://www.nspcc.org.uk)

<sup>11</sup> Source: *School Leavers Survey 2006/07*

<sup>12</sup> *Literacy and Numeracy of Pupils in NI, 2008*

- gender stereotyping on the part of teachers;
- the greater likelihood that boys are less ready to commence formal schooling;
- a greater proportion of learning activities which require a prolonged attention span;
- changing patterns of employment and higher expectations of girls;
- peer group cultures; and
- a greater incidence of behavioural problems such as Attention Deficit Disorder (ADD) / Attention Deficit and Hyperactivity Disorder (ADHD) amongst boys.

(Annex 5 Tables D to G refer).

#### Age

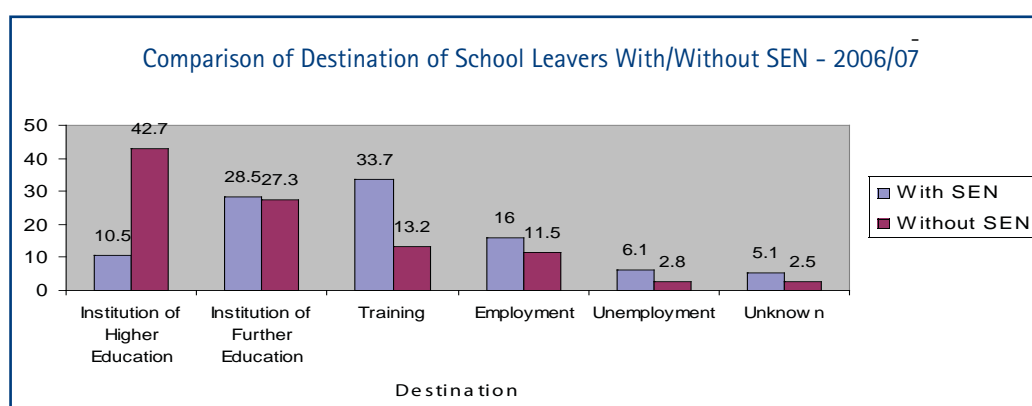
- 3.31 Pre-school education is a non-compulsory phase of education which is designed for the year immediately before children enter Primary 1. Funded pre-school education is available in statutory nursery settings and in those voluntary playgroups and private day nurseries participating in the Pre-school Education Expansion Programme.
- 3.32 In 2007/08<sup>13</sup>, of the 8509 children attending voluntary and private pre-school education centres there were 6,535 in places funded through the Pre-school Education Expansion Programme. Of these children just under 8% were on the SEN register. In nursery schools some 18% of children are on the SEN register which is in keeping with the 17.8% of children on the SEN register on the overall school enrolment. Only 18% of the children currently in receipt of a statement were issued before they commenced formal schooling.
- 3.33 With regards to children of compulsory school age who are on the SEN register, 43% of pupils who were formally assessed as requiring support over and above that which could be provided in school were not issued with a statement until after age 8 (post Key Stage 1).

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<sup>13</sup> 2007/08 Annual School Census

3.34 In terms of educational attainment, a child with SEN is more likely to leave school with a lower qualification or without any GCSEs than a child who has no SEN. The 2006/07 figures<sup>14</sup> provide clear evidence of differential attainment for school leavers with SEN. In addition, as shown in Diagram 6 below, school leavers with SEN are less likely to move on to higher education courses. These children are also more likely to attend training programmes or to move directly into the area of unemployment than those not on the SEN register. (Annex 5 Tables G to I refer).

**Diagram 10**



## Religion

3.35 In 2007/08<sup>15</sup> some 51% (161,811) of the school enrolment is recorded as being Catholic, 39% (123,787) Protestant and 10% (33,594) Other (Christian/non Christian/no religion/not recorded). Of children with SEN at primary, post primary and special schools, 53% (30,465) are recorded as Catholic, 36% (20,808) as Protestant and 11% (6,061) as Other.

3.36 As it relates to attainment<sup>16</sup>:

- taking the school sector as a whole (school leavers without SEN), 5 or more GCSE grades A\* - C (including equivalent qualifications) were achieved by 74% (7,893) of Catholic children, 68.4% (6,322) of Protestant children and 68.1% (1,122) of Other children. This pattern is reflected for children with SEN.

<sup>14</sup> 2006/07 School Leavers Survey

<sup>15</sup> 2007/08 School Census

<sup>16</sup> 2006/07 School Leavers Survey



- within the non-grammar school sector there is a wider attainment gap, with 49% (3,455) of school leavers in Catholic managed non-grammar schools attaining at least 5 or more GCSE grades A\* - C (including equivalent qualifications) as opposed to 40.5% (3,262) in the controlled non-grammar schools.
- across all three groups, a small percentage of children without SEN do not achieve any GCSEs. For those with SEN, a higher percentage from within the Other group leaves school with no GCSEs than Catholic and Protestant children.

3.37 With regard to destination of school leavers without SEN, a higher number of Catholic children (4,918) progress to Higher Education than Protestant (3,399) and Other children (682). For children with SEN, the main destination for both Protestant and Other is Further Education (395 and 56 respectively), followed by Training (350 and 52 respectively). The main destination for Catholic children is Training (695), followed by Further Education (476). (Annex 5 Table J refers).

#### Political Opinion

3.38 The data collected for the Annual Schools Census are collected from individual pupil records maintained by the schools. Political opinion does not form part of that record as most school children are below the age at which they may participate in the electoral process.

#### Marital Status

3.39 The Department does not collect data on marital status.

#### Dependent Status

3.40 Within the scope of 'dependent status' are School Aged Mothers (SAMs). The Department's School Aged Mothers (SAMs) programme is delivered through the Education and Library Boards with the help of Barnardo's. The SAMs provision aims to support young girls who are pregnant or who are parents of school age, to continue their education either in their own school, or where this is not feasible, in an alternative setting.

3.41 The numbers of girls referred to the SAMs projects across the five ELBs has risen from 141 in 2003/04 to 243 in 2004/05<sup>17</sup>. It is worth noting that this does not necessarily imply an increase in the numbers of pregnancies in this age-group but rather that the projects are supporting an increasing number of SAMs who may otherwise have discontinued their schooling. Whilst data relating to attainment of pupils referred to the SAM projects is presently not captured in the Schools Census Exercise, more recent statistics available for 07/08 school year a total of 295 referrals were made to the SAMS programme (of which some 113 were in their second, third or fourth year in the Programme).

## Disability

3.42 According to a 2007 NISRA survey, 6% of children are affected by a disability<sup>18</sup>. Prevalence of disability is higher amongst boys than girls. 8% of boys aged 15 and under were found to have a disability, compared with 4% of girls of the same age. The most common types of disabilities amongst children were linked to chronic illnesses, learning difficulties and social and emotional difficulties.

3.43 As the ECNI document 'Every Child an Equal Child' notes, 'In terms of attainment levels of disabled children and young people, there is an extremely limited amount of data available on educational outcomes and the terminology of existing datasets is ambivalent'.<sup>19</sup> The Annual Schools Census of 2007/08 was the first year in which the Department asked post primary schools to record those pupils who had been assessed as having a disability<sup>20</sup>. Drawing from this data:

- 1% of post primary children registered across the 5 stages of the current Code of Practice were recorded as having been assessed by a medical professional as having a disability;
- around 4% of post primary children with a statement were recorded as having a disability; and

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*17 Extracted from Education of School Age Mothers Report 2004/05*

*18 NI Statistics and Research Agency (2007) – First report on the NI Survey of People with Activity Limitations and Disability conducted throughout 2006/07*

*19 Every Child an Equal Child – An Equality Commission Statement on Key Inequalities in Education and a Strategy for Intervention November 2008*

*20 The definition for disability contained in the School Census is 'has a disability if he or she has a physical or mental impairment which has a substantial and long term (has or is it likely to last 12 months or more) adverse effect on his ability to carry out normal day to day activities.'*

- only 0.09% of post primary children without SEN were recorded as having been assessed as having a disability.

3.44 The attainment of those pupils who have been assessed as having a disability and who are included on the SEN register are included within the figures for children with SEN in the Annual School Census (Annex 5 Table K refers). Qualifications and destination information of those children who have been assessed as having a disability but are not included on the SEN register is not currently available. However, it is anticipated that this data will be captured in the 2007/08 School Leavers Survey.

#### Ethnicity

3.45 For the purposes of this EQIA, this group includes children from the Traveller community, Roma children and all newcomer children who have English as an additional language (EAL).

#### Traveller Children

- 3.46 There are 793 children from the Traveller community in full time education; 52.5% of those attending school are on the SEN register. This contrasts greatly with the 17.8% of the general school population who are on the SEN register. The number of children issued with statements within the general school population is 3.9%; within the Traveller community this figure rises to over 10%.
- 3.47 Owing to the small numbers the data on Travellers are combined over 4 years (2003/04 to 2006/07) in respect of both attainment and destination. The data shows that 11.5% of Travellers achieve at least 5 or more GCSE's A\*-C (including equivalent qualifications) as opposed to the overall school leavers of 64.7%. Traveller children are more likely to move to unemployment (34.5%), with 20.5% progressing to further and higher education as opposed to 65.9% of overall schools leavers. (Annex 5 Tables P and Q refer).

#### Roma Children

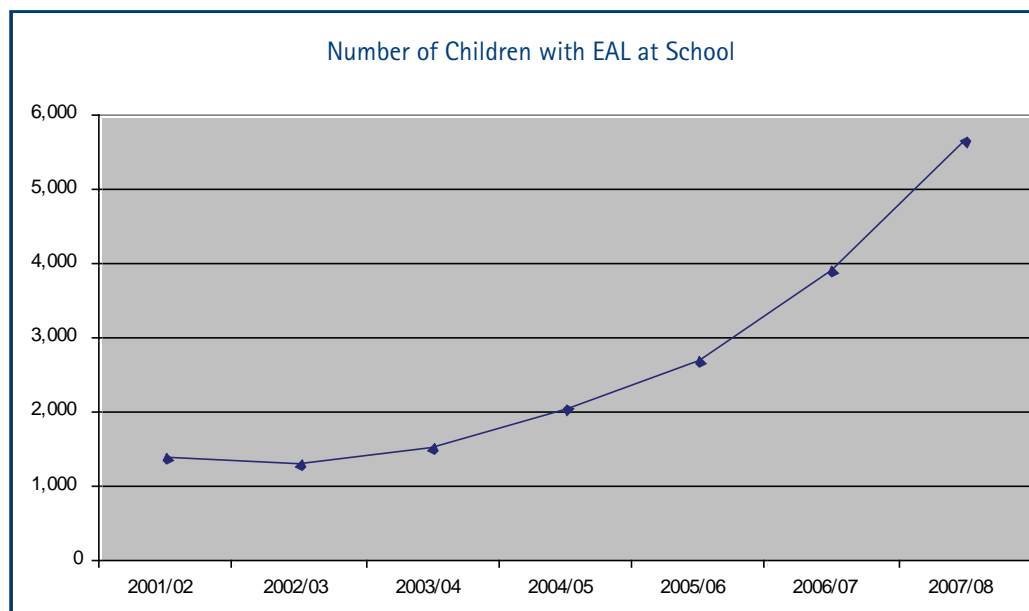
3.48 The Department is aware that there are now 40 Roma children enrolled in some schools although it is impossible to be definitive about exact numbers at present. The Romani people are a nomadic ethnic group with origins in South

Asia. Roma children face barriers to education similar to Irish Traveller children: some Roma children have never been to school and they have significant attendance and attainment problems. Roma children also have language needs like other newcomer children. In addition, many of the Roma children experience humanitarian issues because their parents have A2 status<sup>21</sup> and therefore do not have access the benefit system. From October 2009, the number of Roma children will be officially recorded in the school census.

### Newcomer Children

3.49 Against the background of a changing workforce in the north of Ireland, there has been a significant increase in the number of migrant workers, many of whom have chosen to bring their families to live here from a wide range of countries. In a number of schools, the diversity of the backgrounds and the needs of the pupils are now much wider than before. In 2007-08, for 3,809 children attending primary school, 1,714 attending post-primary schools and 30 at special schools, English is not their first language.

**Diagram 11:** Children with English as an additional language (EAL 2001 – 2008)



Source: Annual School Census

21 A2 status countries include Romania and Bulgaria

- 3.50 The Department wants all these children (newcomer pupils) to be taught the language skills they need to allow them to fully access the school curriculum, in as short a time as possible. A policy on newcomer pupils is nearing completion and will be launched by the Department in early 2009. This will provide the strategic steer to ensure newcomer children can access the curriculum and therefore achieve their full potential.
- 3.51 The percentage of children with EAL on the SEN register is 17.6%, which is in keeping with the 17.7% of the general school population. It is noticeable, however, that 91.2% of these are recorded at Stages 1 to 3 of the Code of Practice which is higher than the 75.7% of the general school population on the SEN register who are recorded at Stages 1 to 3. Schools need to ensure that, lack of competence in the language used in school must not be equated with (or conversely allowed to mask) possible learning difficulties.
- 3.52 Only 6% of the newcomer children on the SEN register have been issued with a statement which is significantly lower than the 22% of the general school population on the SEN register with a statement. This may be due in most part to the majority of these children being relatively new to our education system and the current SEN framework.
- 3.53 Information on the attainment and the destination of newcomer children (as a distinct grouping) is not captured presently within the annual School Leavers Survey. However, it is the intention to capture this in the near future.

(Annex 5 Tables L and M refer).

#### Sexual Orientation

- 3.54 The Department does not collect data on the sexual orientation of young people. In 2003, however, the Department commissioned YouthNet to carry out research into the needs of young people under 25 who identify as lesbian, gay, bisexual or transgender (LGBT). The research included a questionnaire, (completed by 362 young people through youth, community and gay organisations) and focus groups, involving 25 young people. Key findings included:
- 86% of respondents were aware of their sexual orientation while at school, with 44% bullied as a consequence.
  - The most common age for young people to first identify themselves as

LGBT was between 10 and 17. 53% of respondents first 'came out' when they were between 14 and 17 and 27% first came out between the ages of 18 and 21.

- The average age for men to realise they were LGBT was 12 years and the average age for coming out was 17.
- The average age for women to realise they were LGBT was 13 years and the average age for coming out was 18.
- Respondents related negative experiences in school and felt that the curriculum did not reflect their lives or feelings.

3.55 DE has begun discussion with YouthNet and other key stakeholders and is committed to working with the Equality Commission to develop guidelines on LGBT issues for education settings.

### Other Groups

3.56 For the purpose of this EQIA we have also considered the following groups:

- children attending Irish Medium Schools (IME);
- looked after children (LAC);
- children suspended from school; and
- children in education other than at school.

### Children attending Irish Medium Schools (IME)

3.57 The percentage of children accessing their education through the medium of Irish has increased at primary level from 0.46% in 1996/97 to 1.65% in 2007/08 and, during the same period, from 0.12% to 0.43% at post-primary level. Table N in Annex 5 shows the number of these children in free-standing schools and units attached to mainstream schools in 2007/08. An additional 466 pupils attended other funded Irish-medium pre-school provision.

3.58 Overall, the percentage of children attending IME with SEN is 16.3%, which is slightly lower than the 17.8% of the general school population.

- 90.9% of IME children with SEN are recorded at Stages 1 to 3 of the Code of Practice, as opposed to 75.7% of the general school population on the SEN register.
- There are 0.9% of IME children with Statements, compared to 3.9% of the general school population.

3.59 Information on the attainment and the destination of children attending IME in units attached to mainstream schools (as a distinct grouping) is not captured presently within the annual School Leavers Survey. However, it is the intention to capture this in the near future. Results are however available for the one free standing IME post primary school on request. (Annex 5 Tables N and O refer).

#### Looked After Children (LAC)

3.60 A 'looked after' child is one who is in the care of a HSC Trust or who is provided with accommodation by a Trust<sup>22</sup>. In March 2007, DHSSPS produced the Care Matters NI<sup>23</sup> report. This report highlighted that children in care are one of the most vulnerable and disadvantaged groups in society. It also noted that the number of these children has remained relatively stable over the last decade at around 2,500 children.

3.61 According to the Annual School Census 2007, there were 1002 LAC children at primary, post primary and special school in the north of Ireland. Of these:

- 58% were recorded as having SEN. This is significantly higher than the 17.8% of the general school population who are on the SEN register;
- 46% of LAC children with SEN have a statement. This is significantly higher than the 22% of the general school population on the SEN register issued with a statement; and
- LAC represents 2% of the total number of statemented children.

3.62 The Department does not presently capture figures on the attainment of LAC as a discrete group, although this information will be captured in the next School Leavers survey. However, in drawing from the data collected by DHSSPS

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<sup>22</sup> *Children (NI) Order 1995*

<sup>23</sup> *Care Matters in NI – A Bridge to a Better Future March 2007*

to inform Care Matters NI (whilst acknowledging that the comparison is for different years) it is noticeable that in 2002/3 only 11% of young people left care with 5 or more GCSE's at grade A\*-C. LAC generally have considerably poorer educational attainment and much higher rates of unemployment on leaving care than their peers as half of all LAC leavers (51%) left school without gaining any qualifications, compared with 5% of all school leavers. (Annex 5 Table R refers).

### Children Suspended From School

3.63 In the year 2006/07, there were some 4,981 Key Stage 1 to 4 children suspended from school. Of these, 28% were recorded as having SEN, with 9% having a statement. Of the total instances of suspension, 9% of them were boys and 1% girls. The top reasons for suspension were recorded as persistent infringement of school rules, verbal abuse of staff, physical attack on pupil and disruptive behaviour in class. (Annex 5 Table S refers).

### Education Other than at School (EOTAS)

3.64 A number of older children find themselves outside the school system in education other than at school (EOTAS). Table T in Annex 5 provides a breakdown of these figures by home tuition, voluntary and statutory alternative education provision (AEP), intensive support units, age and ELB. There are more than twice as many boys as girls in EOTAS.



### 4. CONSIDERATION OF IMPACT AND MITIGATING FACTORS

- 4.1 In this EQIA the Department has considered the duty not to discriminate (either directly or indirectly) in respect of the affected groups and also how the proposals promote equality of opportunity. An assessment of the impacts and the benefits of the policy proposals to each of the section 75 categories are set out in the following paragraphs. However, it should be noted that a reduction to any aspect of the policy proposals can only dilute the overall impact and effectiveness. Therefore, the proposals should be implemented in their fullest form as and when funding becomes available.

#### Gender

- 4.2 It is an evidenced fact that in attainment terms boys fare less well than girls, although as stated in paragraph 3.28 girls can have other additional barriers to learning which may influence their attainment. This difference in attainment between boys and girls is further accentuated when it comes to children identified with SEN. This EQIA recognises that the policy proposals may have a differential impact on boys given the gender imbalance identified across the 5 stages of the current Code of Practice. However, although the successful delivery of the overall policy proposals will have a positive impact on both boys and girls alike, it is anticipated that the positive impact may be greater on boys (it is important to note that this will not be to the detriment of girls).
- 4.3 It is predicted that the benefits attached to the proposed capacity building, including up-skilling of mainstream teachers, earlier identification and intervention through appropriate teaching strategies, and the subsequent removal or reduction of possible barriers to learning, will result in greater inclusion and outcomes for all children.

#### Age

- 4.4 These policy proposals relate to both the non-compulsory and compulsory phases of education. Education plays a key role in determining a child's opportunities in terms of social and economic mobility. If a child receives the appropriate help at an early stage, he or she has a better chance of overcoming problems and making progress. A child who does not benefit from early intervention and appropriate support, can face numerous problems later on life – of lower educational attainment, of behavioural problems, of emotional and psychological difficulties,

of poorer employment prospects, and in some cases, a move into the juvenile justice system.

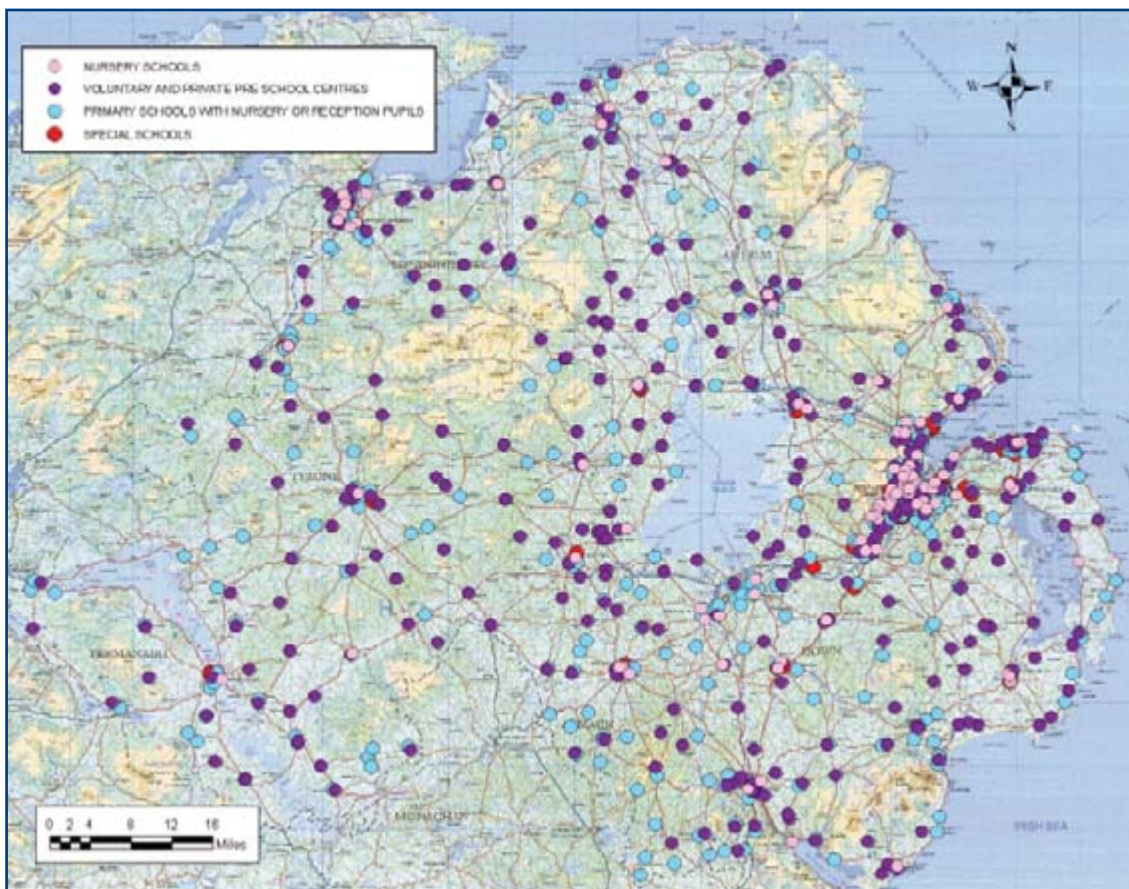
- 4.5 In line with the conclusion and key priorities for action from a survey by the ETI on SEN in the Preschool Sector<sup>24</sup>, the proposal is that non-statutory, voluntary and private early education settings in receipt of funding through the Preschool Education Expansion Programme will work within the proposed revised framework and supporting Code of Practice. These settings will also be able to avail of the full range of pupil support services provided by the ELBs/ESA, for example, educational welfare officers and behaviour support teams. These policy proposals will therefore have a positive impact not just on those children who are there on funded places but by default all children in the setting. At present, the number of pre-school children who will benefit from the extension of the Code of Practice to these settings is 6535<sup>25</sup> while, as a consequence, almost a further 2000 children (not yet pre-school age) attending these settings will also benefit.
- 4.6 As can be seen from the map below, by including funded non-statutory, voluntary and private early education settings in the revised Code of Practice, there will be a much wider extensive coverage across the north of Ireland.
- 4.7 With regard to children of compulsory school age, as referred to in paragraph 4.3, it is predicted that the benefits attached to the proposed capacity building, including up-skilling of mainstream teachers, earlier identification and intervention through appropriate teaching strategies, and the subsequent removal or reduction of possible barriers to learning, will result in greater inclusion and outcomes for all children.

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*24 Special Educational Needs in the Pre-School Sector – ET 2007*

*25 Annual School Census*

Pre school Provision 2007/08



## Religion

- 4.8 Article 9 of the Human Rights Act 1998 requires schools respect pupils' religious beliefs as far as possible. As the Department's policies are applicable to all children irrespective of religious belief, the review team has no reason to believe that there is any adverse or differential impact on those with differing religious beliefs in the delivery of the policy proposals.

## Political Opinion

- 4.9 The Department's policies are applicable to all children irrespective of background. There is no evidence to suggest that the policy proposals will have any adverse impact on children in terms of their or their parents' political opinion.

## Marital Status

- 4.10 As the policy proposals are primarily focused on pupils during their compulsory schooling which ends at 16, the Department does not believe that these proposals would have any adverse impact on pupils regardless of their marital status.

## Dependent Status

- 4.11 The Department believes that the proposals will have a positive affect on persons with dependents, such as school aged mothers (SAMs) and those children who are currently acting as carers for other members of their family.

## Disability

- 4.12 This policy deliberately attempts to positively encourage equality of opportunity for **all** children through ensuring that every learner is given a fair and equal chance and that children are provided with the necessary support to help them achieve their potential. In particular, our focus on developing the skills of teachers and others to respond along a continuum of provision to a diversity of need is based on the view that a well-trained workforce is vital in improving the outcomes for children with SEN and /or disability.

- 4.13 The policy proposals also recognise that mainstream education will not always be right for every child all of the time. For this reason, special schools and special units attached to mainstream schools remain part of the range of provision to meet the diverse variety of learning and/or disability barriers facing our children. Through the promotion of strong, local networks of local schools sharing responsibility for the progress of all children, there is enormous potential to improve the quality of teaching and learning for children with SEN and/or disabilities. As collaboration within and between education and health also increases and the various proposals are implemented in their entirety, we will expect to see significant improvements in services for children with SEN and/or disability in the coming years.

### Ethnicity

- 4.14 The Department believes that the policy proposals will promote greater equality of opportunity for young people from different racial groups. Every child and young person, whatever their nationality or background, will be given the support they need to overcome barriers to learning.

### Sexual Orientation

- 4.15 There is no evidence to suggest that the policy proposals will have any adverse impact on children within this section 75 group. Indeed, all of these proposals enhance equality.

### Other Groups

- 4.16 It is considered that the policy proposals will have a positive impact on those children included in these groups.

## 5. RURAL / REGIONAL PROOFING

- 5.1 The purpose of the rural/regional proofing in this EQIA is to determine whether or not the policy proposals have a different impact on rural areas than elsewhere. The current SEN framework already identifies and supports children in their learning across the north of Ireland but, as noted below, there remain variations in both assessment and the levels of support provided across the five Education and Library Boards (ELBs). Indeed, this was one of the fundamental reasons for the initiation of the SEN and Inclusion review.
- 5.2 The NI Audit Office (NIAO) report (1998) was concerned with the variation in levels of statementing across the five ELBs. The NIAO report concluded that this variation in statementing rates was due mainly to the differing interpretation of the existing SEN Code of Practice applied by the Boards and the insufficient use of consistent criteria for identifying pupils with SEN. As Tables U and V in Annex 5 indicates, this inconsistency in the levels of statements issued has continued across the intervening years with a variation of between 2.7% to 4.9% across the five ELBs in 2005-06. While acknowledging that, depending on size, the overall pupil numbers vary from ELB to ELB, there still remains a disparity between the numbers of statements issued per year across the five Boards.
- 5.3 The essence of the Department's vision is to 'ensure that every learner fulfil his or her potential'. All children should have access to the curriculum. This is at the heart of these policy proposals which are aimed at minimising or removing the barriers to learning faced by one fifth of our children – regardless of geographical location. For example, the key thrusts of the proposals relate to earlier identification and intervention within a consistently delivered inclusive framework, the extension of this framework to pre-school settings in receipt of funding through the Pre-school Education Expansion Programme, joined up planning and delivery of health and education services including locally based multi-disciplinary groups linked to learning communities and an integrated capacity building programme for the schools' workforce.
- 5.4 It is the Department's view, therefore, that these policy proposals will not have an adverse impact on rural communities. On the contrary, it is considered that they will have a significant positive impact on the lives of all children regardless of where they live.

## 6. CONCLUSION

- 6.1 *"Equity in education has two dimensions. The first is fairness, which implies ensuring that personal and social circumstances – for example, gender, socio-economic status or ethnic origin – should not be an obstacle to achieving educational potential. The second is inclusion, which implies ensuring a basic minimum standard of education for all – for example that everyone should be able to read, write and do simple arithmetic. The two dimensions are closely intertwined: tackling school failure helps to overcome the effects of social deprivation which often causes school failure". (Field, S., Kuczera, M and Pont, B, No More Failures OECD)*
- 6.2 We need to ensure that every child is a valued and valuable member of the community with equal access to the same opportunities and high quality education. We also need to ensure that every school is a good school, that every learner is given a fair and equal chance and that all children reach their potential. The proposed framework focuses on entitlement for all rather than on an individual needs-based approach for some. The concept of entitlement will encompass all children and advantage those with additional needs, not just the 3.9% who currently have statements. We also aim to establish a framework that, regardless of geographical location, ensures that the additional learning needs of children are identified and met.
- 6.3 The concept of a continuum of provision for a diversity of need is core to these policy proposals. The proposed inclusion policy is one which recognises and promotes diversity through a holistic approach, which identifies possible learning difficulties or barriers to learning of all children and young people whenever they occur. It also provides for the planning and implementation of appropriate strategies aimed at minimising possible barriers and the evaluation of the outcomes. This approach will assist the child or young person to realise their full potential and make the most of the learning opportunities their school years offer.
- 6.4 The Department's initial assessment has not resulted in the identification of an adverse impact on the section 75 categories with the exception of a differential impact on boys within the gender category. The EQIA has recognised that substantially more boys than girls (across all the stages of the SEN Code of Practice) are recorded as having SEN. This fact alone results in a differential impact on boys, however, the Department does not consider that the SEN and inclusion policy proposals and the supporting framework will have any adverse impacts on gender.



- 6.5 We believe that this draft policy will further improve and promote equal opportunities for all children who have additional educational needs (AEN), and in particular those children and young people with SEN. The Department's initial assessment is that the policy proposals will have positive impacts because they aim to bring substantial benefits to children including the early identification of possible difficulties followed by the implementation of timely, appropriate and effective interventions. The proposals aim to ensure that the school workforce (teachers, classroom assistants and other professionals) are equipped with the skills and confidence to take ownership for improved outcomes in delivering an effective programme of support for those pupils experiencing barriers to learning.
- 6.6 By bringing services together, and ensuring that schools make inclusion an integral part of self-evaluation, the proposals will enable most children experiencing barriers to learning to get effective, well-targeted support without the need to go through a time-consuming statementing process. This policy will also strengthen collaborative working between the education and health sectors, as well as between schools and communities, all of which will bring increased benefits for children and young people with SEN.
- 6.7 The Department does not consider that the strategy will have any adverse impacts, however, should consultees think that the strategy would be likely to have any adverse impacts, the Department would welcome suggestions on mitigations and alternatives that might better promote equality of opportunity.



## 7. FORMAL CONSULTATION

7.1 The Department wishes to consult as widely as possible on the potential equality impacts of the 'Review of SEN and Inclusion'. The Consultation will follow the Equality Commissions' guiding principles to consultation contained in their Practical Guidance on Equality Impact Assessment. During the 12 week consultation period the Department will:

- notify the opening of the consultation and the availability of the EQIA consultation document to schools, educational interest groups, religious groups, section 75 groups and to any members of the public on request;
- place a copy of the consultation documents on DE's website and a link to the consultation on the OFMDFM website through Policy Link, together with an on-line consultation response form;
- make the consultation documentation available in alternative formats for those who require it;
- arrange consultation meetings on request with individuals or representatives of particular interest groups, taking account of any special requirements they may have; and
- deal with any queries in a prompt manner.

7.2 The Department will also ensure that representative groups / all stakeholders already responded/involved in process will be notified of the consultation process.

The consultation is being co-ordinated by the Review of SEN and Inclusion Team and the closing date is 31 October 2009.

## 8. DECISION BY THE PUBLIC AUTHORITY (DEPARTMENT OF EDUCATION)

- 8.1 The Department will analyse the responses to the consultation and consider the findings of the EQIA before making any final decisions on the 'Review of SEN and Inclusion'.

### 9. PUBLICATION OF RESULTS OF EQUALITY IMPACT ASSESSMENT

- 9.1 The results of this EQIA will be published when decisions are announced. A copy of the results document will be sent to those who respond to the consultation and will be posted on the Department's website. It will also be made available in alternative formats when requested.

## 10. MONITORING FOR ADVERSE IMPACT IN THE FUTURE AND PUBLICATION OF THE RESULTS OF SUCH MONITORING

- 10.1 The Department will establish a process to monitor the future impact of the 'Review of SEN and Inclusion' through inspections by the ETI. This will be reviewed on an annual basis and the results will be published on the Department's website. If this monitoring reveals any adverse impacts or opportunities to promote greater equality of opportunity, the Department will ensure that the policy is revised.
- 10.2 Once this policy is finalised, we will monitor it regularly in light of changing needs. Roles and responsibilities under the policy, although clearly stated, will need to be flexible to adapt to future changing needs.

## Annex 1

## Meetings with parents and young people

### Details of meetings

Tuesday 20 <sup>th</sup> February 2007	-	Radisson Roe Hotel, Limavady
Thursday 22 <sup>nd</sup> February 2007	-	Tullyglass House Hotel, Ballymena
Tuesday 27 <sup>th</sup> February 2007	-	Armagh City Hotel, Armagh
Monday 5 <sup>th</sup> March 2007	-	Mellon Country Hotel, Omagh
Wednesday 14 <sup>th</sup> March 2007	-	Clandeboyne Lodge Hotel, Bangor

[It is acknowledged that this exercise was a snapshot only during the research phase and did not cover all areas. The formal consultation will be a comprehensive exercise.]

### Extracts from comments received by parents at the above meetings:

*\*Teachers need training. Children need support.*

*\*Money needs to be used in the right way.*

*\*It is about what each individual child needs.*

*\*I would like to see the peripatetic teachers advising the school staff instead of taking the child out of the classroom for an hour's teaching once in a while.*

*\*Will the colleges educate teachers to recognise these problems?*

*\*It is all diagnosis driven now – putting a label on it – people think in labels, that needs to change.*

*\*The statementing process can take too long.*

*\*The system is sluggish...the process is not flexible enough to deal with needs quickly enough.*

*\*The school was scared to move the child up a class in case it appeared that the child had improved and therefore lost a classroom assistant.*

*\*Flexibility needed – like the idea of dual placement.*

*\*Educational Psychologists are under too much pressure.....spread too thin.*

*\*The system runs on box ticking...need to get away from that concept. The child is an individual. Categorisation needs to be swept away.*

*\*Need to look at the whole class situation and ensure teachers can support the child.*

*\*Speech and Language Therapy needs to have input to the Individual Education Plan.*

*\*Schools get information but don't use it.*

*\*Weakness...turns parents and teachers against each other.*

*\*Systems need to be more accessible to everybody.*

*\*The system is far too complicated...the teacher needs an easy way of finding out which road to go down.*

*\*It should be compulsory for all student teachers to attend SEN training.*

*\*The parent is best placed to know what their child needs. They should be working together with the schools.*

*\*The Autistic Spectrum Disorder toolkit hadn't been opened ( by the school)..*

*\*I found that information about my child was shared in primary school but was more difficult in post primary because there were so many teachers and they changed every year. The information was not passed on.*

*\*Early diagnosis and identification is very important.*

*\*Once the condition is recognised the teachers don't have the capacity to cope with the different learning styles.*

*\*I found that I couldn't get help without a diagnosis but couldn't get the diagnosis because of waiting lists.*

*\*Would like to see more joint courses for parents and teachers.*

*\*Child was statemented at 18 months and had a lot of contact with education and health care experts but feel that this is not the norm.*

*\*Having a child with SEN is very stressful for the family.*

*\*When my child was in a special unit at a mainstream school she felt she was never properly integrated and didn't have friends. Now she is at a special school and feels part of the school.*

*\*Had a bad experience with a SENCO who said my child wasn't dyslexic. Child was given extra work, kept in over break time etc and was depressed as a result.*

*\*Pre-school – early identification needed.*

*\*Need speech and language therapy and occupational therapy in schools on a regular basis.*

*\*Health and education don't work together.*

*\*It is vital to have the information passed on from the primary school to the post primary school – this does not always happen.*

*\*Would like a pool of health and education professionals to cover a geographical area. There needs to be more cooperation between health and education.*

## Comments from School Questionnaires

**Question:** "Please record any alternatives to existing support which you feel would be beneficial to your school.....and suggestions you may have to ensure a more effective use of existing resources".

- \* *More training for all staff.*
- \* *Sharing specialist peripatetic service for e.g. dyslexia, autism etc.*
- \* *Consultation service more available.*
- \* *Rather than one assistant with one special needs child, why not have one well trained assistant in each class. Some classes have 2 to 3 special needs assistants.*
- \* *A teacher shared between schools who can give specific support to small groups and individuals.*
- \* *Ring fenced time i.e. class cover for teaching Principals and class teachers dealing with SEN cases and attending training.*
- \* *More input from speech and language therapists.*
- \* *Sensory support teacher for hearing impaired could visit more frequently.*
- \* *Schools require more flexibility in deciding how Special Needs provision should be deployed.*
- \* *Provision should come as a total package based on children's individual needs. The school would then decide how best to deploy that package.*
- \* *A 'nurturing unit' managed by a suitably trained teacher(s) which we would use as a short term facility to provide suitable support for our children with a view to reintegration as soon as possible.*



*\* Reducing bureaucratic overload. The system is overly paper driven, with too much overlap of professional assessors. Not enough credence given to school's own assessment which is rarely out of sync with the eventual diagnosis. It is unacceptable that we have children in P5 still waiting to be assessed.*

*\* The school would benefit from expanding its Learning support teaching staff. This would allow the SENCO more time for assessments, referrals, liaison, record keeping etc.*

*\* Increased availability of one to one support*

*\* Time to complete SENCO role.*

*\* More relevant courses could be provided*

*\* More outside training for classroom assistants*

*\* Training on specific special needs e.g. Aspergers, cognitive and learning etc.*

*\* Specialists available to come into school and offer useful, relevant, practical support and advice in situ, not just 'theory'.*

*\* A multi agency approach to enable children to make progress within their own school environment*

*\* The appropriate training of teachers to cope with the various behavioural problems would be highly significant.*

*\* More training for all classroom teachers about learning difficulties/syndromes – on ways to address children's individual needs without hindering the progression of other children in the class.*

*\* There seems to be a distinct lack of expertise within the various areas of need i.e. dyslexia, dyspraxia, language problems etc. Those who have expertise in this area would be of benefit in working closely with staff to share ideas and good practice within the schools and Board areas.*

*\* Specific INSET on particular aspects of SEN for teachers and classroom assistants*

*\* We have brought in 'experts' to talk to staff about specific needs and how best to meet these but a more regular formalised approach might be even more effective*

## Finland

Finland was top of the OECD's 2003 & 2006 PISA<sup>26</sup> studies of learning results among 15-year olds, with high performances in the latest study in science, mathematics, mother tongue and problem solving. More than 96% of pupils move on to upper secondary level and the drop-out during compulsory education less than 0.5%. Finnish research indicates that, over a period of 40 years (up to 2005), there has been a noticeable increase in the performance of the lower ability Finnish pupils compared to the more able pupils (which also increased) in reading comprehension.

DE officials attended an International Seminar for Educators in Helsinki, 31<sup>st</sup> March–2<sup>nd</sup> April 2008. The aim of the seminar was to provide the participants with an over-view of the Finnish education system, special needs education and teacher training. The various speakers /principals believed that this was due to their policy of early identification and intervention; the overall aim is to prevent the child's need for support from accumulating and becoming prolonged.

Many of the main speakers, principals and teachers referred to the challenges currently facing the Finnish system.

- Changing pupil profile
  - one-parent families
  - higher rates of unemployment and increased poverty
  - multicultural issues including growth in numbers of children where mother tongue is not Swedish or Finnish
- Increasing number of pupils with special educational needs
- Increasing numbers of pupils with behavioural problems

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*26 Organisation for Economic Co-operation and Development – Programme for International Student Assessment*

- High levels of paperwork and bureaucracy generated by their system
- Difficulties accessing health and social care services.

Citing similar reasons to those which generated DE's review of SEN and Inclusion, the Finnish Ministry of Education also launched a review of their provision of special educational needs in March 2006. They had identified an increase in numbers and that the local curricula and administrative procedures in regard to special need education varied greatly from one municipality to another. The numbers transferring to special education also varied considerably from 0% to 17.6%.

Reflecting similar conclusions to this review, the Finnish system is now placing greater emphasis on the holistic development of the child with an inclusive curriculum which allows for the education of all children. Teachers in Finland are expected to take into account the various needs of their students and to emphasise good basic competencies.

## Glossary of Terms

AEN	Additional Educational Need
AEP	Alternative Education Provider
BELB	Belfast Education and Library Board
CASS	Curriculum Advisory and Support Service
CCMS	Council for Catholic Maintained Schools
COP	Code of Practice for the Identification and Assessment of Special Educational Needs
CnaG	Comhairle Na Gaelscolaíochta
CSP	Co-ordinated Support Plan
DE	Department of Education
DEL	Department for Education and Learning
DHSSPS	Department of Health, Social Services and Personal Safety
EAL	English as an Additional Language
ECNI	Equality Commission NI
ELB	Education and Library Board
EPSEN	Education of People with Special Educational Needs
EQIA	Equality Impact Assessment
ESA	Education and Skills Authority
ESAGS	Every School a Good School
ETI	Education and Training Inspectorate
HSC	Health and Social Care
IME	Irish Medium Education
ISU	Intensive Support Units
GLBT	Gay, Lesbian, Bisexual and Transgender
LAC	Looked After Children

MG	Multi-disciplinary Group
NCSE	National Council for Special Education
NIAO	NI Audit Office
NICCY	NI Council for Children and Young People
NICIE	NI Council for Integrated Education
NEELB	North Eastern Education and Library Board
OFMDFM	Office of First Minister and Deputy First Minister
PEAGS	Pre-school Education Advisory Groups
RHSCB	Regional Health and Social Care Board
SAMs	School Aged Mothers
SEELB	South Eastern Education and Library Board
SELB	Southern Education and Library Board
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND0	Special Educational Needs and Disability (NI) Order 2005
WELB	Western Education and Library Board

## Data

**Table A: Declining school enrolment & increasing percentage of children on the SEN register**

Year	School Enrolment	Number of children on SEN register	Percentage of Enrolment
2003/04	346,546	50,266	14.5%
2004/05	342,176	53,036	15.5%
2005/06	338,193	53,828	15.9%
2006/07	334,886	57,626	17.2%
2007/08	331,582	58,838	17.7%

*Source: Annual School Census*

**Table B: Declining school enrolment & increasing percentage of children with statements of SEN**

Year	School Enrolment	Number of children at Stage 5 * of the SEN Code of Practice	Percentage of Enrolment
2003/04	346,546	10,999	3.2%
2004/05	342,176	11,541	3.4%
2005/06	338,193	11,962	3.5%
2006/07	334,886	12,491	3.7%
2007/08	331,582	12,974	3.9%

*Source: Annual School Census*

**Table C: Pupils in Britain and the north of Ireland with a statement as a % of the overall school population**

	2003	2004	2005	2006	2007
England <sup>27</sup>	3.0%	3.0%	2.9%	2.9%	2.8%
Scotland <sup>28</sup>	3.2%	3.5%	3.9%	-	-
Wales <sup>29</sup>	3.4%	3.3%	3.3%	3.3%	3.1%
North of Ireland <sup>30</sup>	3.2%	3.4%	3.5%	3.7%	3.9%

Comparative data is not available for the south of Ireland during this period as it is a different system. Likewise, comparative figures are only included for Scotland up to 2006 when a new SEN framework was introduced.

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*27 Pupils with Statements of SEN in England – SFR 15/2008  
Office of National Statistics*

*28 Pupils with a Record of Needs and/or Individualised Education Programme – Edn/B1/2008/1 – Scottish Executive*

*29 Pupils with Statements of SEN – SR88/2008 –  
Welsh Assembly Government*

*30 Pupils with Statements of SEN – Annual School Census*

Table D: Primary Pupils – SEN by stage, gender and type 1 need (2007/08)

TYPE 1 need	SEN stage										Totals:	
	1		2		3		4		5		Female	Male
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>SEBD</b>	18	81	21	101	26	166	*	31	29	171		
ADD/ADHD	18	81	21	101	26	166	*	31	29	171		
Social, Emotional and Behavioural	75	237	83	235	0	0	0	0	0	0	0	0
SEBD	101	389	72	345	129	516	18	88	63	298		
<b>SEBD Total:</b>	<b>194</b>	<b>707</b>	<b>176</b>	<b>681</b>	<b>155</b>	<b>682</b>	<b>18</b>	<b>119</b>	<b>92</b>	<b>469</b>	<b>635</b>	<b>2,658</b>
<b>Communication and Interaction</b>												
Communication and Interaction	77	146	51	90	0	0	0	0	0	0	0	0
Aspergers	7	22	5	23	17	103	5	27	36	194		
Autism	*	9	*	23	13	70	6	31	88	465		
Speech and Language Difficulties	238	439	206	446	208	581	21	74	191	575		
<b>Total:</b>	<b>322</b>	<b>616</b>	<b>262</b>	<b>582</b>	<b>238</b>	<b>754</b>	<b>32</b>	<b>132</b>	<b>315</b>	<b>1,234</b>	<b>1,169</b>	<b>3,318</b>
<b>Cognitive and Learning</b>												
Mild Learning Difficulties	1,003	1,268	2,147	3,006	392	739	36	77	52	140		
Moderate Learning Difficulties	143	206	433	678	296	641	51	135	334	764		
Cognitive and Learning	910	1,104	1,536	2,047	0	0	0	0	0	0		
Profound & Multiple Learning Difficulties	0	0	0	0	0	0	0	0	*	0		
Dyscalculia	*	*	9	*	*	*	*	0	*	0		
Dyspraxia/DCD	*	22	8	20	5	47	*	*	5	26		
Dyslexia/SpLD	60	107	156	347	318	847	19	65	24	80		
Severe Learning Difficulties	*	*	7	8	12	35	5	14	23	61		
Unspecified	69	88	70	129	32	102	*	7	*	5		
<b>Total:</b>	<b>2,185</b>	<b>2,795</b>	<b>4,366</b>	<b>6,235</b>	<b>1,055</b>	<b>2,411</b>	<b>111</b>	<b>298</b>	<b>438</b>	<b>1,076</b>	<b>8,155</b>	<b>12,815</b>



Source: Annual School Census 2007/08

Note: Primary includes nursery, reception and year 1 - 7 classes.

\* denotes fewer than 5 pupils

<b>Sensory</b>												
Blind	0	0	0	0	0	0	0	0	0	0	0	*
Mild/moderate hearing loss	25	24	10	15	35	27	*	6	11	28		
Multi-sensory impairment	0	0	0	*	0	*	0	0	*	*		
Partially sighted	7	15	*	*	11	18	*	*	34	40		
Severe/profound hearing loss	0	0	0	0	*	6	*	*	37	49		
Sensory	9	9	*	7	0	0	0	0	0	0		
<b>Total:</b>	<b>41</b>	<b>48</b>	<b>10</b>	<b>22</b>	<b>46</b>	<b>51</b>	<b>0</b>	<b>6</b>	<b>82</b>	<b>117</b>	<b>179</b>	<b>244</b>
<b>Physical</b>												
Cerebral Palsy	*	*	*	*	5	5	*	*	28	61		
Muscular dystrophy	0	0	0	0	0	0	0	*	*	6		
Other (Physical)	12	24	8	6	10	22	*	6	50	80		
Significant accidental injury	0	0	0	0	*	0	0	0	*	5		
Spina bifida and/or hydrocephalus	*	*	0	0	*	0	*	0	15	17		
Physical	5	12	*	5	0	0	0	0	0	0		
<b>Total:</b>	<b>36</b>	<b>36</b>	<b>8</b>	<b>11</b>	<b>15</b>	<b>27</b>	<b>0</b>	<b>6</b>	<b>93</b>	<b>169</b>	<b>116</b>	<b>243</b>
<b>Medical Conditions/Syndromes</b>												
Diabetes	18	16	6	9	7	7	*	0	9	8		
Down	0	0	0	0	*	0	*	*	49	32		
Epilepsy	18	15	10	5	8	10	*	*	22	23		
Interaction of complex medical needs	5	*	*	5	*	*	0	0	25	25		
Medical Conditions/Syndromes	84	56	23	24	0	0	0	0	0	0		
Mental Health Issues	*	0	0	*	*	0	0	0	*	0		
Anaphylaxis	23	53	10	17	8	8	0	0	*	5		
Asthma	158	144	12	18	*	*	*	0	6	13		
Other medical conditions/ syndromes	34	25	13	15	31	45	*	10	71	118		
<b>Total:</b>	<b>340</b>	<b>309</b>	<b>74</b>	<b>93</b>	<b>54</b>	<b>70</b>	<b>0</b>	<b>10</b>	<b>182</b>	<b>224</b>	<b>650</b>	<b>706</b>
<b>Other</b>	<b>97</b>	<b>126</b>	<b>119</b>	<b>162</b>	<b>25</b>	<b>47</b>	<b>*</b>	<b>*</b>	<b>16</b>	<b>22</b>	<b>257</b>	<b>357</b>
<b>Grand Total:</b>	<b>3,214</b>	<b>4,648</b>	<b>5,034</b>	<b>7,796</b>	<b>1,599</b>	<b>4,050</b>	<b>192</b>	<b>589</b>	<b>1,228</b>	<b>3,317</b>	<b>11,267</b>	<b>20,400</b>

Table E: Post Primary Pupils – SEN by stage, gender and type 1 need (2007/08)

TYPE 1 need	SEN stage										Totals:		
	1		2		3		4		5		Female	Male	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
<b>SEBD</b>													
ADD/ADHD	21	145	19	113	26	114	*	12	38	265			
Social, Emotional and Behavioural	155	189	87	212	0	0	0	0	0	0			
SEBD	189	263	142	250	320	500	5	31	38	235			
<b>SEBD Total:</b>	365	597	248	575	346	614	5	43	76	500	1040	2329	
<b>Communication and Interaction</b>													
Communication and Interaction	11	53	*	37	14	83	*	11	37	356			
Aspergers	*	6	*	12	*	12	0	*	16	128			
Autism	25	21	10	22	0	0	0	0	0	0			
Speech and Language Difficulties	38	71	35	55	19	42	*	6	31	128			
<b>Total:</b>	74	151	45	126	33	137	0	17	84	612	236	1043	
<b>Cognitive and Learning</b>													
Mild Learning Difficulties	653	748	425	933	102	180	7	16	75	144			
Moderate Learning Difficulties	345	283	618	550	157	252	10	39	468	967			
Cognitive and Learning	649	502	367	648	0	0	0	0	0	0			
Profound & Multiple Learning Difficulties	0	0	0	0	0	0	0	0	*	*			
Dyscalculia	7	36	8	29	9	24	0	5	12	29			
Dyspraxia/DCD	*	*	*	6	*	*	0	*	0	*			
Dyslexia/SpLD	311	618	287	757	170	454	6	25	49	285			
Severe Learning Difficulties	*	10	*	14	6	12	0	*	15	59			
Unspecified	29	59	8	29	15	29	0	*	*	*			
<b>Total:</b>	1994	2256	1713	2966	459	951	23	85	619	1484	4808	7742	

Source: Annual School Census 2007/08

\* denotes fewer than 5 pupils

<b>Sensory</b>												
Blind	0	0	*	0	*	0	0	0	0	0	0	*
Mild/moderate hearing loss	37	47	20	12	19	17	0	*	22	33		
Multi-sensory impairment	*	0	0	0	*	0	0	0	0	*		
Partially sighted	15	23	*	7	8	6	0	0	35	44		
Severe/profound hearing loss	6	*	*	*	*	5	0	0	23	28		
Sensory	18	8	*	*	0	0	0	0	0	0		
<b>Total:</b>	76	78	20	19	27	28	0	0	80	105	203	230
<b>Physical</b>												
Cerebral Palsy	7	7	*	*	0	0	0	0	30	37		
Muscular dystrophy	*	0	*	0	0	0	0	0	*	12		
Other (Physical)	16	20	7	14	6	11	*	0	56	50		
Significant accidental injury	11	10	5	*	0	0	0	0	0	0		
Spina bifida and/or hydrocephalus	*	*	0	0	0	*	0	0	0	*	6	
Physical	0	0	0	*	*	0	0	0	15	18		
<b>Total:</b>	34	37	12	14	6	11	0	0	101	123	153	185
<b>Medical Conditions/Syndromes</b>												
Anaphylaxis	31	43	22	26	*	8	0	*	*	*		
Asthma	232	248	23	52	36	23	*	0	7	14		
Diabetes	41	29	15	17	*	13	0	0	*	*		
Down	0	0	0	0	0	0	0	0	12	8		
Epilepsy	43	26	12	11	12	7	0	*	15	19		
Interaction of complex medical needs	*	*	*	*	0	6	*	0	14	28		
Medical Conditions/Syndromes	291	169	30	44	0	0	0	0	*	0		
Mental Health Issues	0	0	*	0	9	7	0	0	*	*		
Other medical conditions/syndromes	104	101	17	13	39	30	*	*	73	90		
<b>Total:</b>	742	616	119	163	96	94	0	0	121	159	1078	1032
<b>Other</b>	156	179	128	146	84	84	*	*	22	29	390	438
<b>Grand Total:</b>	3,455	3,923	2,308	4,020	1,063	1,921	40	163	1,125	3,038	7,991	13,065

Table F: Special School Pupils – SEN by stage, gender and type 1 need (2007/08)

TYPE 1 need	SEN stage										Totals:	
	1		2		3		4		5		Female	Male
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>SEBD</b>												
ADD/ADHD	0	0	0	0	0	0	0	0	*	5	47	
SEBD	0	0	*	0	*	16	*	5	15	80		
<b>SEBD Total:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>47</b>	<b>5</b>	<b>47</b>
<b>Communication and Interaction</b>												
Communication and Interaction	0	0	0	0	0	0	0	*	*	9	39	
Aspergers	*	0	0	0	*	*	20	39	201			
Autism	0	0	*	0	0	0	0	0	0			
Speech and Language Difficulties	0	0	0	0	6	35	10	40	49	189		
<b>Total:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>35</b>	<b>10</b>	<b>60</b>	<b>97</b>	<b>429</b>	<b>113</b>	<b>524</b>
<b>Cognitive and Learning</b>												
Mild Learning Difficulties	0	0	0	0	0	0	0	*	*	*	15	
Moderate Learning Difficulties	0	0	0	0	7	13	16	35	467	1,038		
Cognitive and Learning	0	0	0	*	0	0	0	0	0	0		
Profound & Multiple Learning Difficulties	*	0	0	0	0	*	*	*	43	40		
Dyspraxia/DCD	0	0	0	0	0	0	0	0	0	*		
Dyslexia/SpLD	0	0	0	0	5	26	14	36	10	35		
Severe Learning Difficulties	*	0	0	*	0	*	8	16	443	787		
Unspecified	0	0	0	0	0	*	0	*	9	9		
<b>Total:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>39</b>	<b>38</b>	<b>87</b>	<b>972</b>	<b>1924</b>	<b>1022</b>	<b>2050</b>

Source: Annual School Census 2007/08

\* denotes fewer than 5 pupils

Sensory											
Blind	0	0	0	0	0	0	0	0	0	9	*
Mild/moderate hearing loss	0	0	0	0	0	0	0	0	0	*	5
Multi-sensory impairment	0	0	0	0	0	0	0	0	0	*	7
Partially sighted	0	0	0	0	0	0	0	0	14	30	
Severe/profound hearing loss	0	0	0	0	0	0	0	0	7	17	
<b>Total:</b>	0	0	0	0	0	0	0	0	23	42	23
Physical											
Cerebral Palsy	0	*	0	0	0	0	0	0	6	48	71
Muscular dystrophy	0	0	0	0	0	0	0	0	*	*	14
Other (Physical)	0	0	0	0	0	0	0	5	32	37	
Significant accidental injury	0	0	0	0	0	0	0	0	0	*	*
Spina bifida and/or hydrocephalus	0	0	0	0	0	0	0	0	*	20	22
<b>Total:</b>	0	0	0	0	0	0	0	5	6	100	144
Medical Conditions/Syndromes											
Asthma	0	0	0	0	0	0	0	*	*	7	17
Diabetes	0	0	0	0	0	0	0	0	0	*	*
Down	0	*	0	0	0	0	0	*	*	25	48
Epilepsy	0	0	0	0	0	0	0	*	*	28	45
Interaction of complex medical needs	0	0	0	0	0	0	0	0	0	*	*
Medical Conditions/Syndromes	*	0	0	0	0	0	0	0	0	0	*
Mental Health Issues	0	0	0	0	0	0	0	0	*	0	0
Other medical conditions/syndromes	*	*	0	0	0	0	0	*	*	39	40
<b>Total:</b>	0	0	0	0	36	148	106	306	2481	5206	2623
<b>Other</b>	0	*	0	0	0	0	0	0	*	7	0
<b>Grand Total:</b>	6	12	5	*	23	100	77	190	1,340	2,855	1,428
											5660
											7
											3,057

**Table G: Qualification and Destination of School Leavers with/without SEN by gender**

**Highest Qualification of school leavers by SEN 2006/07**

	Leavers without SEN		Leavers with SEN stage 1 and 2		Leavers with SEN stage 3		Leavers with SEN stage 4 and 5		Total Leavers									
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Number	%								
	Number	%	Number	%	Number	%	Number	%	Number	%								
2 or more A Levels at grades A-E (inc equivalent qualifications)	4411	42.1	6250	56.5	148	11.1	152	18.9	33	9.9	22	12.1	20	12.4	11058	44.6		
5 or more GCSE grades A*-C or higher qualification (inc equivalent qualifications)	6928	66.1	8409	76.0	275	20.6	241	29.9	67	20.1	43	23.6	53	12.2	33	20.5	16049	64.7
No GCSE's	287	2.7	187	1.7	160	12.0	45	5.6	91	27.2	38	20.9	132	30.3	33	20.5	973	3.9
<b>Total</b>	<b>10488</b>		<b>11062</b>		<b>1335</b>		<b>806</b>		<b>334</b>		<b>182</b>		<b>435</b>		<b>161</b>		<b>24803</b>	

**Destination of School Leavers by SEN 2006/07**

	Leavers without SEN		Leavers with SEN stage 1 and 2		Leavers with SEN stage 3		Leavers with SEN stage 4 and 5		Total Leavers									
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Number	%								
	Number	%	Number	%	Number	%	Number	%	Number	%								
Institution of Higher Education	3833	36.5	5366	48.5	130	9.7	137	17.0	26	7.8	16	8.8	15	3.4	18	11.2	9541	39
Institution of Further Education	2646	25.2	3230	29.2	321	24.0	298	37.0	85	25	56	30.8	106	24.4	61	37.9	6803	27.4
Employment	1391	13.3	1083	9.8	237	17.8	110	13.6	51	15	29	15.9	78	17.9	15	9.3	2994	12.1
Training	2058	19.6	796	7.2	499	37.4	190	23.6	121	36	54	29.7	177	40.7	56	34.8	3951	15.9
Unemployment	289	2.8	324	2.9	76	5.7	48	6.0	29	8.7	16	8.8	26	6.0	5	3.1	813	3.3
Unknown	271	2.6	263	2.4	72	5.4	23	2.9	22	6.6	11	6.0	33	7.6	6	3.7	701	2.8
<b>Total</b>	<b>10488</b>		<b>11062</b>		<b>1335</b>		<b>806</b>		<b>334</b>		<b>182</b>		<b>435</b>		<b>161</b>		<b>24803</b>	

Table H: Breakdown of children at stages 1 to 5 of SEN register by type of school attended (2007)

	Total children at Stages 1-3	Total children at Stage 4	Total children at Stage 5	Total children on SEN register (Stages 1 - 5)	School Enrolment	% of Enrolment on SEN register (Stages 1 - 5)
Total	44,552 (13.4%)	1,302 (0.3%)	12,973 (3.9%)	58,827	331,582	17.7%
Pre school	456	27	21	504	6,535	7.7%
Nursery schools	927	23	50	1,000	5,855	17.1%
Primary	26,157	772	4,519	31,448	164,176	19.2%
Prep Dept	184	9	26	219	2,463	8.9%
Secondary	14,239	179	3,770	18,188	85,663	21.2%
Grammar	2,440	25	392	2,857	62,279	4.5%
Special	149	267	4,195	4,611	4,611	100%

Source: Annual School Census 2007

**Table I: Year statement issued for children currently in receipt of a statement (2008)**

Year	Number of Statements issued	Percentage of Total	Key Stage
Pre-school	1540	18%	
Year 1	1943	23%	Key Stage 1
Years 2 & 3	1596	19%	
Years 4 – 7	2806	34%	Key Stage 2
Years 8 – 10	634	8%	Key Stage 3
Years 11 & 12	74	1%	Key Stage 4

*Source: ELBs*



Table J: Qualification and Destination of School Leavers with/without SEN by religion

## Highest Qualification of school leavers by SEN 2006/07

	Leavers without SEN						Leavers with SEN stage 1 and 2						Leavers with SEN stage 3						Leavers with SEN stage 4 and 5						Total Leavers	
	Protestant		Catholic		Other		Protestant		Catholic		Other		Protestant		Catholic		Other		Protestant		Catholic		Other		No	%
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
2 or more A Levels at grades A-E (inc equivalent qualifications)	4184	45.3	5684	53.3	793	48.1	106	13.8	167	13.6	27	18.9	16	8.0	37	13.3	*	*	*	*	32	9.8	6	16.7	11058	44.6
5 or more GCSE grades A*-C or higher qualification (inc equivalent qualifications)	6322	68.4	7893	74.0	1122	68.1	176	22.9	301	24.5	39	27.3	41	20.6	62	22.2	7	18.4	19	8.1	60	18.5	7	19.4	16049	64.7
No GCSEs	206	2.2	224	2.1	44	2.7	88	11.5	104	8.5	13	9.1	47	23.6	66	23.7	16	42.1	60	25.5	89	27.4	16	44.4	973	3.9
<b>Total</b>	<b>9241</b>		<b>10661</b>		<b>1648</b>		<b>768</b>		<b>1230</b>		<b>143</b>		<b>199</b>		<b>279</b>		<b>38</b>		<b>235</b>		<b>325</b>		<b>36</b>		<b>24803</b>	

### Destination of School Leavers by SEN 2006/07

	Leavers without SEN						Leavers with SEN stage 1 and 2						Leavers with SEN stage 3						Leavers with SEN stage 4 and 5						Total Leavers	
	Protestant		Catholic		Other		Protestant		Catholic		Other		Protestant		Catholic		Other		Protestant		Catholic		Other		No	%
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Institution of Higher Education	3599	38.9	4918	46.1	682	41.4	96	12.5	148	12.0	23	16.1	13	6.5	27	9.7	*	*	*	*	24	7.4	5	13.9	9541	39
Institution of Further Education	2816	30.5	2568	24.1	492	29.9	249	32.4	330	26.8	40	28.0	59	29.6	71	25.4	11	28.9	87	37.0	75	23.1	5	13.9	6803	27.4
Employment	1109	12.0	1181	11.1	184	11.2	126	16.4	193	15.7	28	19.6	33	16.6	41	14.7	6	15.8	39	16.6	44	13.5	10	27.8	2994	12.1
Training	1230	13.3	1443	13.5	181	11.0	209	27.2	449	36.5	31	21.7	65	32.7	97	34.8	13	34.2	76	32.3	149	45.8	8	22.2	3951	15.9
Unemployment	254	2.7	303	2.8	56	3.4	56	7.3	59	4.8	9	6.3	16	8.0	25	9.0	*	*	11	4.7	17	5.2	*	*	813	3.3
Unknown	233	2.5	248	2.3	53	3.2	32	4.2	51	4.1	12	8.4	13	0.1	18	6.5	*	*	18	7.7	16	4.9	7	19.4	701	2.8
Total	9241		10661		1648		768		1230		143		199		279		38		235		325		#		24803	

Table K: Post Primary Pupils: SEN Stage &amp; Disability (2007/08)

Pupil recorded as having a disability	No SEN	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Total
No	126,775	7,353	6,306	2,960	202	3,984	147,580
Yes	111	25	22	24	1	179	362

Source: Annual School Census

Table L: Percentage of EAL children on SEN register by sector and by ELB (2007 – 2008)

Stage of SEN	Primary <sup>1</sup>	Post primary	Special	Total
BELB	242	70	7	319
WELB	53	29	3	85
NEELB	150	21	7	178
SEELB	98	53	5	156
SELB	156	100	8	264
Total	699 (18%)	273 (16%)	30	1002 (18%)

Source: Annual School Census

Note 1: Primary includes nursery, reception and year 1 – 7 classes

**Table M: Total EAL children on SEN register and by the 5 Stages of the Code of Practice across Primary, Post primary and Special schools sectors (2006 – 2008)**

	2006/07	2007/08
Total EAL children	3,799	5,553
Total EAL children on SEN register	737	1,002
<b>EAL children across the SEN Stages (numbers and % with SEN)</b>		
Stage 1	220 (29.9%)	352 (35.1%)
Stage 2	354 (48%)	441 (44%)
Stage 3	93 (12.6%)	122 (12.2%)
Stage 4	22 (6.2%)	27 (6.1%)
Stage 5	48 (6.5%)	60 (6%)

*Source: Annual School Census – Primary includes nursery, reception and year 1-7 classes*

**Table N: Number of children in grant aided Irish medium schools and units (2007 – 2008)**

	Irish medium schools	Irish medium units or streams	Total
Primary <sup>1</sup>	2,132	614	2,746
Post Primary	506	126	632
Total	2,638	740	3,378

*Source: Annual School Census – Primary includes nursery, reception and year 1-7 classes*

**Table O: Total IME children on SEN register and by the 5 Stages of the Code of Practice in grant aided Irish medium schools and units (2007 – 2008)**

	2007/08
Total IME children	3,378
Total IME children on SEN register	551
Stage 1	187 (33.9%)
Stage 2	200 (36.2%)
Stage 3	114 (20.6%)
Stage 4	18 (3.2%)
Stage 5	32 (5.8%)

*Source: Annual School Census – Primary includes nursery, reception and year 1-7 classes*

**Table P: Total Irish Traveller children on SEN register and by the 5 Stages of the Code of Practice (2006 – 2008)**

	2006/07	2007/08
Total Irish Traveller children	749	793
Total Irish Traveller children on SEN register	422 (56.3%)	413 (52.5%)
<b>Irish Traveller children across the SEN Stages (numbers and % with SEN)</b>		
Stage 1	80 (18.9%)	70 (16.9%)
Stage 2	138 (32.7%)	129 (31.2%)
Stage 3	124 (29.3%)	114 (27.6%)
Stage 4	20 (4.73%)	16 (3.8%)
Stage 5	60 (14.2%)	84 (20.3%)

*Source: Annual School Census – Primary includes nursery, reception and year 1-7 classes*

**Table Q: Destination of Irish Traveller School Children 2003 – 2007**

	2003/04 to 2006/07		2006/07
	Travellers		Overall school population
	Number	%	%
Institute of Higher Education	0	0	38.5
Institute of Further Education	16	20.5	27.4
Employment	10	12.8	12.1
Training	11	14.1	15.9
Unemployment	27	34.6	3.3
Unknown	14	17.9	2.8
Total Leavers	78	100	100

Source: School Leavers Survey

**Table R: Looked after children (LAC) on SEN Register by sector (2006 – 2008)**

Year:	2006/07			2007/08		
Stage	Primary	Post primary	Special	Primary	Post primary	Special
0	181	63	0	201	219	0
1	43	25	0	40	#	0
2	67	10	6	72	48	*
3	44	27	*	45	44	*
4	13	0	#	12	*	6
5	60	30	114	69	58	143
Total	408	155	128	439	409	154

Source: Source: Annual School Census

Note: Primary includes nursery, reception and year 1-7 classes

\* denotes fewer than 5 pupils

# denotes figure  $\geq 5$  suppressed due to possible identification of individual pupils

**Table S: Children suspended from school on SEN register (2004 – 2007)**

	2004/05	2005/06	2006/07
Number of suspensions	5414	5577	4981
Number not on SEN register	3,935	4,139	3,611
Percentage not on SEN register	73%	74%	72%
Number on SEN Register	1479	1438	1370
Percentage on SEN Register	27%	26%	28%

Source: Annual School Census

Note: Suspension figures relate to pupils undertaking key stages 1 – 4 in primary, post primary and special schools

**Table T: Post-primary pupils attending education other than at school (EOTAS) – Key Stages 3 & 4**

Board:	BELB	NEELB	SEELB	SELB	WELB
Home Tuition (Age 11-13)	**	44	15	12	32
Home Tuition (Age 14-16)	**	82	29	24	58
(AEP) Statutory <sup>1</sup> (Age 11-13)	21	16	N/A	14	20
AEP Statutory <sup>1</sup> (Age 14-16)	136	65	42	51	112
AEP Voluntary <sup>2</sup> (Age 11-13)	0	N/A	N/A	N/A	N/A
AEP Voluntary <sup>2</sup> (Age 14-16)	56	N/A	15 + 7 SAMs	N/A	N/A
ISU <sup>3</sup> (Age 11-13)	*	N/A	3	N/A	N/A
ISU <sup>3</sup> (Age 14-16)	*	N/A	8	N/A	N/A

Source: ELBS

<sup>1</sup> Pupils in statutory provision including centres such as Loughshore

<sup>2</sup> Pupils in voluntary provision (BELB) e.g. An Munia Tober, Newstart etc

<sup>3</sup> Pupils in ISUs (Intensive Support Units), e.g. Groomsport ISU and Glenmona

**Table U: Pupils with a statement as a percentage of overall school population by ELB (2003 – 2006)**

Year:	2003 – 04		2004 – 05		2005 – 06	
Board	Total Enrolment	No. with Statement	Total Enrolment	No. with Statement	Total Enrolment	No. with Statement
BELB	62,849	1,721 (2.74%)	61,400	1,673 (2.7%)	60,125	1,662 (2.8%)
WELB	63,558	1,800 (2.83%)	62,525	1,924 (3.1%)	61,420	2,016 (3.3%)
NEELB	76,112	2,114 (2.78%)	75,793	2,257 (3.0%)	75,166	2,357 (3.1%)
SEELB	67,781	3,035 (4.48%)	66,931	3,205 (4.8%)	66,361	3,276 (4.9%)
SELB	76,246	2,329 (3.05%)	75,527	2,482 (3.3%)	75,121	2,657 (3.5%)
Total:	346,546	10,999 (3.17%)	342,176	11,541 (3.4%)	338,193	11,968 (3.5%)

Source: ELBs

**Table V: Breakdown by ELB of new statements issued (2003 – 07)**

Year	BELB	NEELB	SEELB	SELB	WELB	Total
2003	224	330	698	476	248	1976
2004	254	308	548	418	292	1820
2005	287	378	442	353	304	1764
2006	320	316	571	568	288	2063
2007	389	311	384	532	330	1946
Totals	1474	1643	2643	2347	1462	9569
Average number of statements per year	295	329	529	470	292	1914

Source: ELBs



Table W: Qualification and Destination of School Leavers with/without SEN by ethnicity

## Highest Qualification of school leavers by SEN 2006/07

	Leavers without SEN				Leavers with SEN				Total Leavers	
	White		Minor Ethnic Groups		White		Minor Ethnic Groups		Number	%
	Number	%	Number	%	Number	%	Number	%		
2 or more A Levels at grades A-E (inc equivalent qualifications)	10523	49.4	138	52.3	394	12.3	*	*	11058	44.6
5 or more GCSE grades A*-C or higher qualification (inc equivalent qualifications)	15152	71.2	185	70.1	703	21.9	9	23.1	16049	64.7
No GCSE's	457	2.1	17	6.4	490	15.2	9	23.1	973	3.9
<b>Total</b>	21286		264		3214		39		24803	

## Destination of School Leavers by SEN 2006/07

	Leavers without SEN				Leavers with SEN				Total Leavers	
	White		Minor Ethnic Groups		White		Minor Ethnic Groups		Number	%
	Number	%	Number	%	Number	%	Number	%		
Institution of Higher Education	9080	42.7	119	45.1	340	10.6	*	*	9541	39
Institution of Further Education	5815	27.3	61	23.1	914	28.4	13	33.3	6803	27.4
Employment	2454	11.5	20	7.6	513	16.0	7	17.9	2994	12.1
Training	2822	13.3	32	12.1	1091	33.9	6	15.4	3951	15.9
Unemployment	593	2.8	20	7.6	195	6.1	5	12.8	813	3.3
Unknown	522	2.5	12	4.5	161	5.0	6	15.4	701	2.8
<b>Total</b>	21286		264		3214		#		24803	





## Equality Impact Assessment

**Table X: Qualification and Destination of School Leavers with/without SEN by rural/urban**

**Highest Qualification of school leavers by SEN 2006/07**

	Leavers without SEN			Leavers with SEN stage 1 and 2			Leavers with SEN stage 3			Leavers with SEN stage 4 and 5			Total Leavers					
	Rural		Urban	Rural		Urban	Rural		Urban	Rural		Urban	No	%				
	No	%	No	%	No	%	No	%	No	%	No	%						
2 or more A Levels at grades A-E (inc equivalent qualifications)	4257	51.7	6261	48.3	104	15.3	196	13.9	17	13.0	38	10.2	22	9.1	20	5.9	11058	44.6
5 or more GCSE grades A*-C or higher qualification (inc equivalent qualifications)	6233	75.7	8873	68.4	176	25.9	337	23.9	32	24.4	77	20.6	34	14.0	51	15.1	16049	64.7
No GCSEs	116	1.4	335	2.6	44	6.5	147	10.4	20	15.3	104	27.9	53	21.9	102	30.3	973	3.9
<b>Total</b>	<b>8239</b>		<b>12965</b>		<b>679</b>		<b>1411</b>		<b>131</b>		<b>373</b>		<b>242</b>		<b>337</b>		<b>24803</b>	

**Destination of School Leavers by SEN 2006/07**

	Leavers without SEN			Leavers with SEN stage 1 and 2			Leavers with SEN stage 3			Leavers with SEN stage 4 and 5			Total Leavers					
	Rural		Urban	Rural		Urban	Rural		Urban	Rural		Urban	No	%				
	No	%	No	%	No	%	No	%	No	%	No	%						
Institution of Higher Education	3766	45.7	5303	40.9	95	14.0	172	12.2	14	10.7	28	7.5	20	8.3	13	3.9	9541	39
Institution of Further Education	2289	27.8	3508	27.1	211	31.1	398	28.2	46	35.1	93	24.9	65	26.9	97	28.8	6803	27.4
Employment	825	10.0	1600	12.3	111	16.3	226	16.0	12	9.2	67	18.0	39	16.1	50	14.8	2994	12.1
Training	1073	13.0	1720	13.3	232	34.2	432	30.6	44	33.6	127	34.0	96	39.7	130	38.6	3951	15.9
Unemployment	161	2.0	444	3.4	18	2.7	102	7.2	9	6.9	31	8.3	10	4.1	21	6.2	813	3.3
Unknown	125	1.5	390	3.0	12	1.8	81	5.7	6	4.6	27	7.2	12	5.0	26	7.7	701	2.8
<b>Total</b>	<b>8239</b>		<b>12965</b>		<b>679</b>		<b>1411</b>		<b>131</b>		<b>373</b>		<b>242</b>		<b>337</b>		<b>24803</b>	