

Introduction:

The [SEND Briefing Book](#) dashboard provides an overview of people with special educational needs and disabilities (SEND) in Birmingham. In order to learn and have the same opportunities as all children, those with SEND require educational provision that is additional to, or different from, that made generally for others of the same age. The dashboard shows prevalence and characteristics, early years, education outcomes, destination post-16, preparation for adulthood and education governance.

Demographic of SEND populationⁱ:

SEND school population:

38,644 (18.0%) of the Birmingham pupil population have SEND	
84.2% (32,545 pupils) attend mainstream schools	15.8% (6,099 pupils) attend special schools

- 14.0% (30,432) of the Birmingham pupil population receive SEN Support with 29,646 attending mainstream school settings.
 - The wards with a higher concentration of pupils attending school settings are:
 - Small Heath (991)
 - Brandwood and King’s Heath (964)
 - Alum Rock (962)
- 4% (8,212) of the Birmingham pupil population have an Education Health Care (EHC) Plan in place. Of these, 2,899 attend mainstream schools and 5,313 attend special schools.
 - The wards with a higher concentration of pupils attending school settings are:
 - Glebe Farm & Tile Cross (621)
 - Stockland Green (500)
 - Bordesley Green & Highgate (469)

Comparison:

- The percentage of pupils with EHC Plans in Birmingham continues to increase from 3.2% in 2018/19 to 3.7% in 2022/23. This increase is less than the England average increase (from 3.1% in 2018/19 to 4.2% in 2022/23).

	Birmingham	West Midlands	England
% of pupils with SEN support	14.3%	13.7%	12.9%

Primary need of children:

- Moderate Learning Difficulty is the most common primary need amongst pupils with 25.9% in Birmingham, compared to the England average of 15.3%.
- The top 3 primary needs with the largest increases from 2018/19 to 2022/23 are:

Primary needs	From 2018/19 to 2022/23
Speech, Language and Communication Needs	Increase of 0.9 percentage points

Multi-sensory Impairment	Increase of 0.5 percentage points
Social, Emotional and Mental Health	Increase of 0.4 percentage points

- Autistic Spectrum Disorder is the most common primary need amongst pupils on an EHC plan in Birmingham (42.8%, 3,257 pupils).

Gender:

- There is a higher proportion of boys with SEND than girls.
- In relation to the breakdown of primary needs, the gender split is most stark with:
 - Autistic Spectrum Disorder – boy pupils (72.9%, 2,262) compared to girl pupils (27.1%, 839)
 - Multi-sensory Impairment – boy pupils (71.0, 22%) compared to girl pupils (29.0%, 9)
 - Speech, Language and Communication – boy pupils (67.7%, 5,384) compared to girl pupils (32.3%, 2,569)
 - Social, Emotional and Mental Health – boy pupils (66.6%, 3,373) compared to girl pupils (33.4%, 1,690)

Ethnicity:

- There is a higher proportion of pupils in school with SEND in the Traveller of Irish Heritage (40%, 12) compared to other ethnic groups. This is followed by the White and Black Caribbean ethnic group (24.6%, 1,590) and White British ethnic group (23.2%, 12,425).
- By pupil count, the ethnic group with the highest SEND population is White British ethnicity (12,425), followed by Pakistani (8,637) and Black African (2,583).
- The most common primary needs (which account for 82% of identified needs) across all of the ethnic groups are:
 - Social, Emotional and Mental Health
 - Moderate Learning Difficulty
 - Autistic Spectrum Disorder
 - Speech, Language and Communication.
- Across all state-funded education settings, 61.2% or more SEND pupils speak English as their first language.
- The most common primary needs for SEND pupils who speak English as their first language were:
 - Social, Emotional and Mental Health (87.5%, 175)
 - Specific Learning Difficulty (72.7%, 145)
 - Autistic Spectrum Disorder (73.8%, 148)
- State-funded primary education settings (38.1%, 76) have the highest number of SEND pupils speaking a language other than English for their first language
- The most common primary needs for SEND pupils who spoke another language other than English as their first language were:
 - Hearing Impairment (52.9%, 106)
 - Profound and Multiple Learning Difficulty (49.5%, 99)
 - Severe Learning Difficulty (46.7%, 93)
- For pupils with SEN Support, 63.5% spoke English as their first language and 68.1% of pupils with an EHC plan spoke English as their first language.

Key stages:

- The primary need that has steadily increased throughout the key stages is Autistic Spectrum Disorder, which peaked at 27.0% in Key Stage 5, compared to 22.0% in the West Midlands and 23.0% in England

- Moderate Learning Difficulty is recognised across all key stages, peaking at 33.0% in Key Stage 2, compared to 27.0% in the West Midlands and 18.0% in England. There is a decrease to 18% in Birmingham at Key Stage 5.
- Social, Emotional and Mental Health needs are also identified across all key stages, peaking at 24% in Key Stage 4, compared to 23% in the West Midlands and 26% in England. There is a decrease to 10.0% in Birmingham at Key Stage 5.
- Speech, Language and Communication is the primary need that decreases rapidly across the Key Stages, going from 62% in Early Years to 8% in Key Stage 5.

Early Yearsⁱⁱ:

Early years education entitlement:

- All children aged 3 or 4 years old in England are entitled to 15 hours free early years education a week, and many are entitled to 30 hours a week.
- Some children aged 2 years old are also entitled to free early years education, which includes children on an EHC Plan.
- The following data relates to the year 2023:
 - The percentage of all SEN 2, 3 and 4 year olds in Birmingham accessing 15 or 30 hours of early education has increased from 7.7% in 2019 to 9.2% in 2023.
 - Throughout this period, the percentage of children accessing hours of early education remained significantly above the England average (4.4% in 2019 and 5.9% in 2023).
 - 1.8% of 2, 3 and 4 year olds in Birmingham with EHC plans accessed 15 or 30 hours of early education in 2023, which was above the England average (0.9% in 2023).
 - 7.4% of SEN Support 2, 3 and 4 year olds accessed 15 or 30 hours of early education in 2023, which was above the England average (5.1% in 2023).

Early Years Foundation School Profile (EYFSP)ⁱⁱⁱ:

- The EYFSP assesses children reaching a Good Level of Development (GLD) in the EYFSP overall or children reaching the expected level for one of the 7 areas of learning (ELG).

GLD percentage	Birmingham	England
All SEN pupils	18.8%	19.8%
SEN Support	22.6%	24.3%
Pupils with an EHC Plan	0.9%	3.8%

ELG percentage	Birmingham	England
All SEN pupils	17.8%	18.7%
SEN Support	21.4%	23.0%
Pupils with an EHC Plan	0.6%	3.5%

Education outcomes (primary)^{iv}:

Year 1 phonic standard:

- All SEND pupils meeting the expected Year 1 phonic standard:
 - In 2022/23, 43.0% of all SEND pupils in Birmingham met the expected Year 1 phonic standard compared to the England average of 42.0%.

- Pupils with an EHC plan met the expected Year 1 phonic standard:
 - In 2022/23, 11.0% of all pupils with an EHC plan in Birmingham met the expected Year 1 phonic standard compared to the England average of 20.0%.
- Pupils receiving SEN support
 - In 2022/23, 49.0% of all pupils receiving SEN support in Birmingham met the expected Year 1 phonic standard compared to the England average of 48.0%.

Expected standard in Reading, Writing and Maths combined:

- All SEND pupils achieving the expected standard in Reading, Writing and Maths combined:
 - In 2022/23, 19.0% of all SEND pupils achieved the expected standard in Reading, Writing and Maths combined compared to the England average of 20.0%.
- Pupils with an EHC plan achieving the expected standard in Reading, Writing and Maths combined:
 - In 2022/23, 5.0% of pupils with an EHC plan achieved the expected standard in Reading, Writing and Maths combined compared to the England average of 8.0%.
- Pupils receiving SEN support achieving the expected standard in Reading, Writing and Maths combined:
 - In 2022/23, 22.0% of pupils receiving SEN support achieved the expected standard in Reading, Writing and Maths combined compared to the England average of 24.0%

Education outcomes (secondary)^v:

Attainment 8:

Attainment 8 is a way of measuring how well pupils do across a selection of 8 subjects, including Maths and English.

- All SEN pupils – Attainment 8:
 - In 2022/23, the Attainment 8 score for all SEN pupils in Birmingham was 27.8 compared to the England average of 28.0.
- Pupils with an EHC plan – Attainment 8:
 - In 2022/23, the Attainment 8 score for all pupils with an EHC plan in Birmingham was 11.1 compared to the England average of 14.0.
- Pupils receiving SEN support
 - In 2022/23, the Attainment 8 score for all pupils receiving SEN support was 32.7 compared to the England average of 33.2.

Progress 8:

Progress 8 assesses how much a secondary school has helped pupils improve/progress over a 5 year period, when compared to a government calculated expected level of improvement.

- All SEN pupils – Progress 8
 - In 2022/23, all SEN pupils in Birmingham made more progress (-0.50) in comparison to the England average (-0.62).
- Pupils with an EHC plan – Progress 8
 - In 2022/23, pupils with an EHC plan in Birmingham made more progress (-1.02), than the England average (-1.12).
- Pupils receiving SEN support
 - In 2022/23, pupils receiving SEN support in Birmingham made more progress (-0.35) than the England average (-0.45).

English Baccalaureate (EBacc):

- All SEN pupils – English Baccalaureate (EBacc)
 - In 2022/23, 6.9% of all SEN pupils achieved an EBacc with grades 9-4. This was higher than the England average (6.2%).
- Pupils with an EHC plan – English Baccalaureate (EBacc)
 - In 2022/23, 1.7% of pupils with an EHC plan achieved an EBacc with grades 9-4. This is lower than the England average of 1.8%.
- Pupils receiving SEN support – English Baccalaureate (EBacc)
 - In 2022/23, 8.5% of pupils receiving SEN support achieved an EBacc with grades 9-4. This was higher than the England average (7.9%).

Destinations (16 to 18 year olds)^{vi}:

- Out of all SEN pupils, most went into further education (4,671) and ‘training or apprenticeship’ (628).
- 1,193 pupils on EHC plans in Birmingham went into further education and 112 went into ‘training or apprenticeship’.
- 3,478 pupils receiving SEN support in Birmingham went into further education and 517 went into ‘training or apprenticeship’.

Level 2 and Level 3 qualifications^{vii}:

Level 2 qualifications achieved by the age of 19	Birmingham	England
All SEN pupils	43.7%	46.0%
SEN Support	62.5%	63.0%
Pupils with an EHC Plan	24.8%	28.9%

Level 3 qualifications achieved by the age of 19	Birmingham	England
All SEN pupils	24.2%	25.3%
SEN Support	38.0%	36.7%
Pupils with an EHC Plan	10.3%	14.0%

Absences and exclusions^{viii}:

Absences:

- The total absences across all educational settings^{ix} for each category are as follows:

All SEN pupils	Birmingham	England
Overall %	12.0%	11.4%
Unauthorised %	3.7%	3.2%

SEN Support	Birmingham	England
Overall %	10.1%	10.2%
Unauthorised %	3.4%	3.3%

Pupils with an EHC Plan	Birmingham	England
Overall %	13.9%	12.6%
Unauthorised %	3.9%	3.2%

Exclusions:

Permanent exclusions across all educational settings	Birmingham	England
All SEN pupils	0.27	0.25
SEN Support	0.28	0.25
Pupils with an EHC Plan	0.25	0.13

Exclusion reviews:

	Birmingham	England
Exclusion reviews where a SEN expert was requested across all education settings	32	62
Exclusion reviews in LA maintained primary, secondary and special schools	100	69
Exclusion reviews in academies	19	60

ⁱ Department for Education and the data refers to the time period of 2022/2023.

ⁱⁱ Department for Education and the data refers to the time period of 2022/2023.

ⁱⁱⁱ The following data relates to the time period 2022/23.

^{iv} Department for Education and the data refers to the time period of 2022/2023.

^v Department for Education and the data refers to the time period of 2022/2023.

^{vi} Data is provided by the Employment and Skills Team in Birmingham City Council and looks at 5,614 pupils.

^{vii} Department for Education and the data refers to the time period of 2021/2022.

^{viii} Department for Education. Data relating to absences refers to the time period of 2022/2023 whereas data relating to exclusions and exclusion reviews relate to 2021/22.

^{ix} All educational settings refer to state-funded secondary schools, state-funded primary schools and special schools.