

Special Educational Needs and Disabilities: Joint Strategic Needs Assessment; Education and Attainment

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1. Introduction

This chapter provides educational attainment data for children and young people (aged 0-25 years) with and without SEN. Where available, comparisons to England and Cumbria's statistical neighbours is provided. 2018 attainment data has been used, however, provisional 2019 data is included (where available) but this may be subject to change. The following information is included:

- Education attainment (Early Years Foundation Stage, Key Stage 2; Key Stage 4, Attainment 8; and Progress 8)
- Post-16 Level 2 qualifications
- Education, Employment & Training (EET); and Not in Education, Employment or Training (NEET)
- Absence and Exclusions
- Home education
- *[School placements information is provided in the Primary Needs Chapter]*

2. Key findings

- Children with SEN do less well on a range of educational outcomes compared to the rest of their peers (Cumbria and nationally)
- However, some of Cumbria's children with SEN are doing better than their national peers
- There is significant variation in attainment across Cumbria's districts
- Exclusion and absence rates are higher for children with SEN, both in Cumbria and nationally
- There are higher proportions of EYFS pupils in Cumbria with an EHCP compared to national (6.1% compared to 4.0%)
- 6.12% of EYFS pupils with an EHCP achieve GLD, this compares to 5.0% nationally (74.8% of pupils without SEN - Cumbria)
- 28.4% of EYFS pupils with SEN support achieve GLD, in line with the national average of 28.0%
- 23% of pupils with SEN support achieved KS2 (RWM), compared to 24% nationally (compared to 74% of pupils without SEN – Cumbria)
- 10% of pupils in Cumbria *with an EHCP* achieved KS2 (RWM), compared to 9% nationally

- 35.4% of pupils with SEN support achieved Grade 9-4 GCSE in English & Maths, compared to 31.4% nationally (71.3% of pupils without SEN - Cumbria)
- 15.7% of pupils with an EHCP achieved Grade 9-4 GCSE in English & Maths, compared to 10.5% nationally
- Pupils with an EHCP have significantly better Attainment 8 scores compared to England and statistical neighbours; furthermore, Cumbria is ranked 9th nationally (out of 154 local authorities).
- Attainment 8 score for pupils with SEN support was 34.1 compared to 32.2 nationally (49.5 for pupils in Cumbria without SEN)
- Pupils with an EHCP have significantly better Progress 8 scores compared to England and statistical neighbours; furthermore, Cumbria is ranked 10th nationally (out of 154 local authorities)
- Progress 8 scores for pupils with SEN support is slightly lower in Cumbria but similar to the national average; -0.46 compared to -0.43 respectively
- 17% of post-16 pupils with an EHCP achieve Level 2 qualifications (inc. English & Maths), compared to 14.8% nationally
- 37.6% of post-16 pupils with SEN support achieve Level 2 qualifications, compared to 35.6% nationally
- 91.49% of young people (16-17 years) with SEN are in Education, Employment & Training (EET), compared to 88.57% nationally
- 91.2% of young people (16-17 years) with an EHCP are in Education or Training (EET), compared to 88.1% nationally
- There are higher proportions of children and young people with SEND who are NEET compared to those without SEND, both in Cumbria (5.7% compared to 4.5%) and nationally
- 5.7% of young people (16-17 years) with an EHCP are Not in Education & Training (NEET including not known), compared to 9.4% nationally
- Rates of permanent exclusions for pupils with an EHCP and/or SEN support are above national averages

3. Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of a child from birth to 5 years old. The areas of learning (also known as Early Learning Goals (ELGs)) include communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding the world; and expressive

arts and design. All schools and Ofsted-registered Early Years providers must follow EYFS, including childminders, preschools, nurseries and school reception classes. The EYFS is an assessment of development at the end of the academic year in which the child turns 5 years (Source: Department for Education).

As reported nationally, in 2018, 70.0% of *all* children in Cumbria achieved a good level of development (GLD), just below the national average of 71.5%. More girls than boys achieve GLD in Cumbria, 75.9% compared to 64.4% respectively, reflecting the national picture. However, the gap between boys and girls is less than the national average, at 11.5% compared to 13.5%. Provisional - in 2019, 70.5% of *all* children in Cumbria achieved GLD, below the national average of 71.8%. (See Table 1).

Table 1: EYFSP attainment: Proportion achieving a good level of development (GLD) – *All* children; Cumbria and England; 2018 and 2019

		Number			% achieving a good level of development			
		All	Girls	Boys	All	Girls	Boys	Gap
2018	Cumbria	5,049	2,448	2,601	70.0%	75.9%	64.4%	11.5%
	England	652,400	318,293	334,107	71.5%	78.4%	65.0%	13.5%
2019*	Cumbria	4,875	2,391	2,484	70.5%	78.1%	63.2%	14.9%
	England				71.8%	78.4%	65.5%	12.9%

Source: Early Years Foundation Stage Profile (EYFSP); Department for Education; 2018.

**2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.*

In Cumbria (in 2018) 6.12% of pupils with an EHCP achieved a good level of development (GLD) in all prime areas (literacy and maths), above the national average of 5.0%. Provisional - in 2019, 0.0% of pupils with an EHCP in Cumbria achieved GLD. (See Table 2).

Table 2: Proportion of EYFS Pupils (with an EHCP) achieving GLD in prime areas - literacy and maths; 2015 - 2019

	2015	2016	2017	2018	2019*
Cumbria	3.4%	6.9%	3.1%	6.12%	0.0%
Statistical Neighbours	5.3%	6.8%	5.2%	-	-
National	4.0%	4.0%	4.0%	5%	-

Source: Cumbria County Council (CS9-43). **2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.*

In Cumbria, in 2018, 28.4% of pupils with SEN support achieved GLD, similar to the national average of 28.0%; this compares to 74.8% of pupils with no SEN. Provisional - in 2019, 22.8% of pupils with SEN support in Cumbria achieved GLD; this compares to 75.2% of pupils with no SEN (See Tables 3 and 4).

Table 3: Proportion of EYFS Pupils (SEN support) achieving GLD in literacy and maths

	2015	2016	2017	2018	2019*
Cumbria	20.0%	21.3%	24.4%	28.4%	22.8%
Statistical Neighbours	23.2%	26.4%	25.7%	-	-
National	23.2%	26.0%	27.0%	28.0%	-

Source: Cumbria County Council (CS9-43). **2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.*

Table 4: Proportion of EYFS Pupils (without SEN) achieving GLD in literacy and maths

	2015	2016	2017	2018	2019*
Cumbria	67.8%	69.3%	73.0%	74.8%	75.2%
National	71.0%	75.0%	76.0%	77.0%	-

Source: Cumbria County Council (CS9-43). **2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.*

In 2018, across the districts, Copeland has the lowest proportion of pupils with an EHCP achieving GLD at 4.2% compared to Eden at 16.7%. South Lakeland has the lowest proportion of pupils with SEN support achieving GLD at 23.8% compared to Allerdale at 33.0%. (See Table 5).

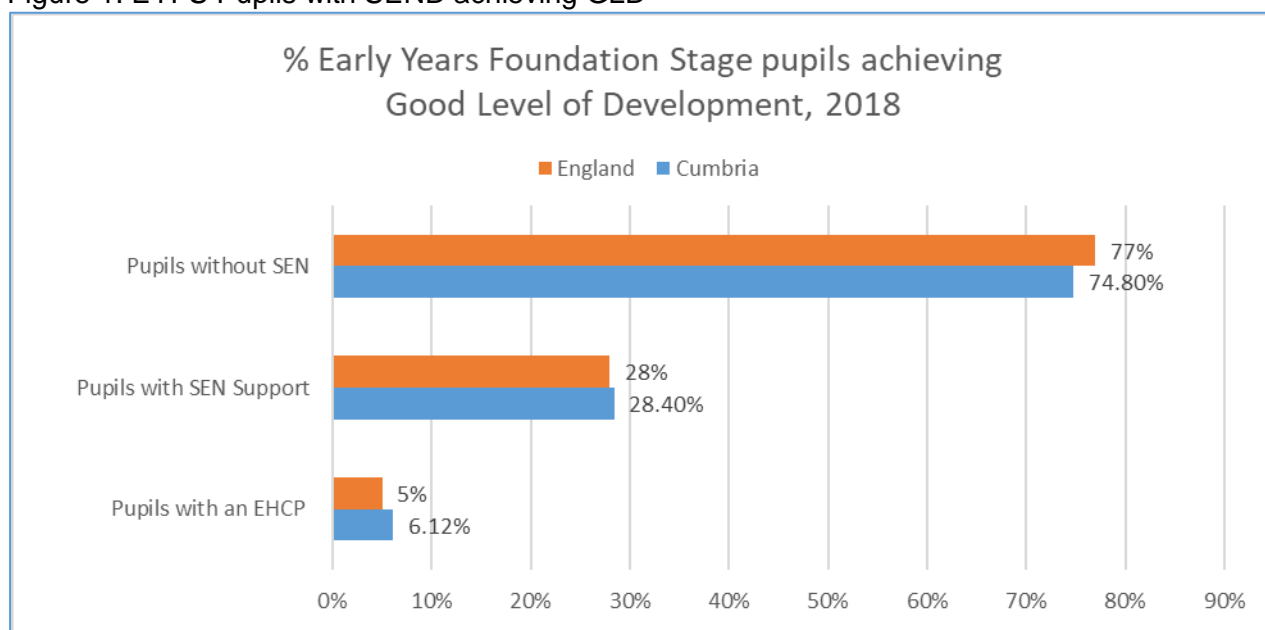
Provisional – in 2019, across all districts, 0% of pupils with an EHCP achieved GLD. Allerdale and South Lakeland have the lowest proportion of pupils with SEN support achieving GLD at 20.0% compared to 27.6% in Barrow-in-Furness. *[N.B numbers at district level are relatively low and not statistically significant therefore use caution when drawing conclusions].*

Table 5: Proportion of EYFS Pupils (with an EHCP; and SEN support) achieving GLD in prime areas - literacy and maths; by District, 2018 and 2019

	2018		2019*	
	Pupils with an EHCP	Pupils with SEN support	Pupils with an EHCP	Pupils with SEN support
Allerdale	5.0%	33.0%	0.0%	20.0%
Barrow-in-Furness	5.6%	23.9%	0.0%	27.6%
Carlisle	5.9%	30.1%	0.0%	20.7%
Copeland	4.2%	28.0%	0.0%	26.9%
Eden	16.7%	26.3%	0.0%	21.7%
South Lakeland	7.7%	23.8%	0.0%	20.0%

Source: Cumbria County Council. **2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.*

Figure 1: EYFS Pupils with SEND achieving GLD



Source: Cumbria County Council

4. Key Stage 2 - Reading, Writing, Maths (RWM)

At Key Stage 2 there are statutory tests in reading; grammar, punctuation and spelling; and mathematics. KS2 figures are based on either test results or teacher assessments. All children are required to take part in key stage 2 assessments before they move into secondary. In 2016 the curriculum changed and the expected standard was raised; these changes mean that results are not comparable with the expected standard used previously. The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. (Source: Department for Education).

In Cumbria (in 2018), 23% of pupils with SEN (without an EHCP) achieve KS2 (RWM) compared to 74% of pupils with no SEN. The level of pupils with SEN support achieving KS2 in Cumbria is just below the national level (24%) but above the level of Cumbria's statistical neighbours (20.9%). 10% of pupils with an EHCP in Cumbria achieve KS2 (RWM), above the national level (9%) and above Cumbria's statistical neighbours (6.8%). (See Table 6).

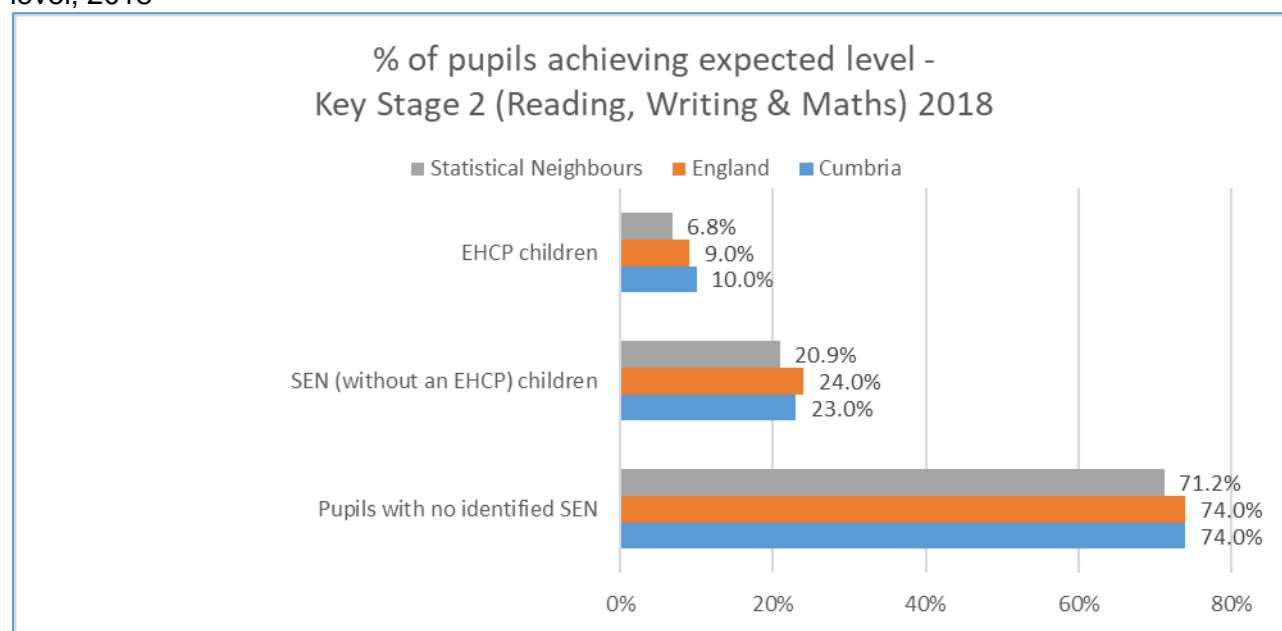
Provisional – in 2019, 26.6% of pupils with SEN (without an EHCP) in Cumbria achieved KS2 (RWM), compared to 74.5% of pupils with no SEN and 12.6% of pupils with an EHCP.

Table 6: Key Stage 2 (Reading, Writing & Maths) – proportion achieving expected level, 2016-2019

Indicator	Area	2016	2017	2018	2019*
Achievement of KS2 (RWM) for pupils with no identified SEN	Cumbria	60%	71%	74%	74.5%
	England	62%	71%	74%	
	Statistical Neighbours	58.8%	67.8%	71.2%	
KS2 (RWM) of SEN Non-statemented/ EHCP children	Cumbria	12%	18%	23%	26.6%
	England	16%	21%	24%	
	Statistical Neighbours	13.8%	17.5%	20.9%	
KS2 (RWM) of statemented/ EHCP children	Cumbria	5%	9%	10%	12.6%
	England	7%	8%	9%	
	Statistical Neighbours	7.13%	7.22%	6.8%	

Source: Local Authority Interactive Tool; Department for Education. **2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.*

Figure 2: Key Stage 2 (Reading, Writing & Maths) – proportion of pupils achieving expected level, 2018



Source: Local Authority Interactive Tool; Department for Education

In 2018, across the districts, Copeland has the lowest proportion of pupils with an EHCP achieving the expected level at KS2 (RWM) at 3.8% compared to Eden at 18.2%. Conversely, Eden has the lowest proportion of pupils with SEN support achieving the expected level at 13.4% compared to Allerdale at 28.2%. (See Table 7).

Provisional – in 2019, South Lakeland has the lowest proportion of pupils with an EHCP achieving the expected level at KS2 (RWM) at 7.7% compared to 18.5% in Barrow-in-Furness; conversely, South Lakeland has the greatest proportion of pupils with SEN support achieving

at 36.1%. *[N.B numbers at district level are relatively low and not statistically significant therefore use caution when drawing conclusions].*

Table 7: Key Stage 2 (Reading, Writing & Maths): Proportion of pupils with an EHCP; and SEN support achieving expected level, 2018 and 2019

	2018		2019*	
	Pupils with an EHCP	Pupils with SEN support	Pupils with an EHCP	Pupils with SEN support
Allerdale	10.7%	28.2%	12.5	27.3
Barrow-in-Furness	10.0%	23.4%	18.5	27.4
Carlisle	14.3%	20.3%	8.0	19.6
Copeland	3.8%	18.9%	17.4	26.2
Eden	18.2%	13.4%	10.0	23.1
South Lakeland	10.7%	27.8%	7.7	36.1

Source: Cumbria County Council, LASL Summary. **2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.*

5. Key Stage 4

During Key Stage 4, pupils work towards national qualifications (GCSEs). The core subjects are: English, Maths & Science. In 2017, the way GCSEs in English language, English Literature and mathematics were graded changed to a 9-10 scale; GCSEs in other subjects were phased in over 3 years (September 2016, 2017 and 2018). Only the new GCSEs will be included in secondary school performance measures as they are introduced for each subject.

In Cumbria (in 2018), 35.4% of pupils with SEN support achieved Grade 9-4 GCSE in English & Maths, above the national average of 31.4%; and compares to 71.3% of pupils in Cumbria without SEN (England 70.9%). 15.7% of pupils in Cumbria with an EHCP achieved the expected standard, above the national average of 10.5%. (See Table 8).

Provisional – in 2019, 37.0% of pupils with SEN support achieved the expected standard; compared to 17.1% of pupils with an EHCP; and 69.1% without SEN.

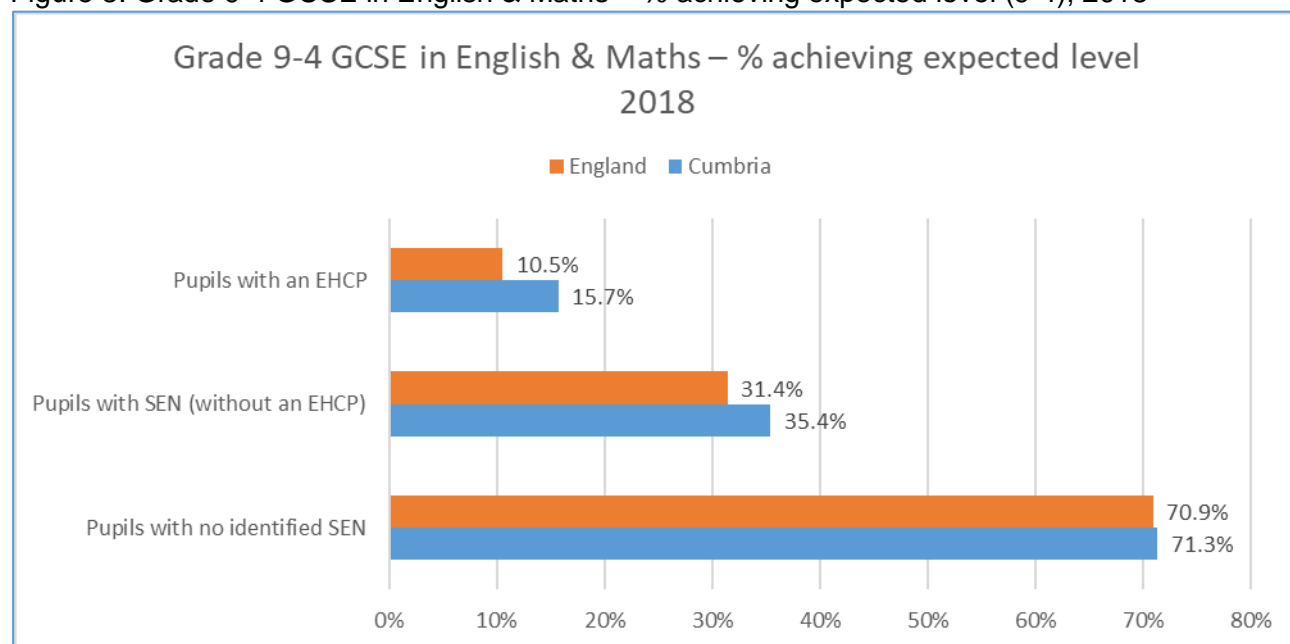
Table 8: Grade 9-4 GCSE in English & Maths – proportion achieving expected standard (9-4), 2016-2019

Indicator	Area	2016	2017	2018	2019*
Grade 9-4 GCSE without SEN Statements/EHCP	Cumbria	31.0%	38.2%	35.4%	37.0%
	England	29.0%	30.2%	31.4%	
	Statistical Neighbours	27.52%	-	-	
Grade 9-4 GCSE with SEN Statements/ EHCP	Cumbria	14.0%	11.2%	15.7%	17.1%
	England	10.5%	10.7%	10.5%	
	Statistical Neighbours	10.57%	-	-	

Grade 9-4 GCSE with no identified SEN	Cumbria	68.8%	72.0%	71.3%	69.1%
	England	70.1%	70.8%	70.9%	
	Statistical Neighbours	69.38%	-	-	

Source: Local Authority Interactive Tool; Department for Education; Cumbria County Council. **2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.*

Figure 3: Grade 9-4 GCSE in English & Maths – % achieving expected level (9-4), 2018



Source: Local Authority Interactive Tool; Department for Education; Cumbria County Council

In 2018, across the districts, Barrow-in-Furness has the lowest proportion of pupils with an EHCP achieving the expected level Grade 9-4 GCSEs in English & Maths at 3.6% compared to Eden at 29.4%. Copeland has the lowest proportion of pupils with SEN support achieving the expected level at 21.2% compared to South Lakeland at 43.5%.

Provisional – in 2019, Carlisle district has the lowest proportion of pupils with an EHCP achieving the expected level at 3.7% compared to 26.3% in Allerdale. Carlisle has the lowest proportion of pupils with SEN support achieving the expected level at 25.0% compared to 45.3% in South Lakeland (See Table 9). *[N.B numbers at district level are relatively low and not statistically significant therefore use caution when drawing conclusions].*

Table 9: Grade 9-4 GCSE in English & Maths – proportion achieving expected level, pupils with an EHCP; and SEN support; 2018 and 2019

	2018		2019*	
	Pupils with an EHCP	Pupils with SEN support	Pupils with an EHCP	Pupils with SEN support
Allerdale	19.4%	34.9%	26.3%	43.4%
Barrow-in-Furness	3.6%	30.6%	8.7%	25.0%
Carlisle	12.5%	27.7%	3.7%	24.0%
Copeland	17.6%	21.2%	13.8%	36.0%
Eden	29.4%	41.4%	10.0%	32.0%
South Lakeland	17.6%	43.5%	25.0%	45.3%

Source: Cumbria County Council, LASL Summary. **2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.*

6. Attainment 8 (Key Stage 4)

Attainment 8 is the average score achieved from 8 subjects. The subjects include: English (double weighted) maths (double weighted), three further qualifications that count in English Baccalaureate (EBacc), three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Headline accountability measures for secondary schools are: Attainment 8, Progress 8, attainment in English and mathematics at grades 5 or above, English Baccalaureate (EBacc) entry and the EBacc average point score. Because of changes to subjects and grading, users should be cautious when comparing data between years. (Source: Department for Education).

In Cumbria (in 2018), pupils with an EHCP have significantly better Attainment 8 scores compared to England and statistical neighbours; in Cumbria 20.1% of pupils achieved the expected level compared to 13.5% and 12.5% respectively; furthermore, Cumbria is ranked 9th nationally (out of 154 local authorities).

In Cumbria, the proportion of pupils achieving the expected level in Attainment 8 score for pupils with SEN support was 34.1%, above both the national average (32.2%) and statistical neighbours at 31.7%); this compares to 49.5% of pupils in Cumbria with no SEN.

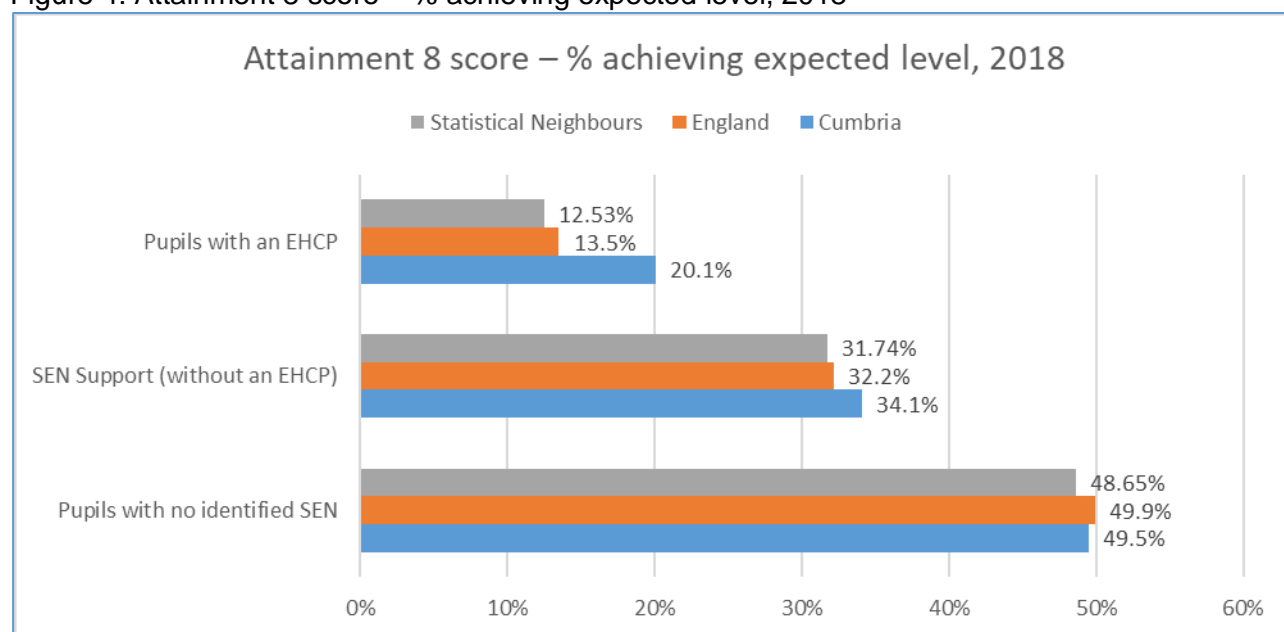
Provisional – in 2019, 18.9% of pupils in Cumbria with an EHCP achieved the expected level in Attainment 8. 34.1% of pupils with SEN support achieved the expected level, compared to 48.7% of pupils with no SEN. (See Table 10).

Table 10: Attainment 8 score – proportion achieving expected level, 2016-2019

Indicator	Area	2016	2017	2018	2019*
Attainment 8 score pupils with SEN support [Ranked 41/154 nationally] Good	Cumbria	35.9%	34.7%	34.1%	34.1%
	England	36.2%	31.9%	32.2%	
	Statistical Neighbours	35.61%	31.47%	31.74%	
Attainment 8 score pupils with SEN Statement/EHCP [Ranked 9th/154 nationally] Good	Cumbria	19.8%	15.9%	20.1%	18.9%
	England	17.0%	13.9%	13.5%	
	Statistical Neighbours	17.0%	13.45%	12.53%	
Attainment 8 score pupils with no identified SEN [Ranked 71/154 nationally]	Cumbria	51.6%	49.1%	49.5%	48.7%
	England	53.3%	49.7%	49.9%	
	Statistical Neighbours	52.65%	48.60%	48.65%	

Source: Local Authority Interactive Tool; Department for Education. *2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.

Figure 4: Attainment 8 score – % achieving expected level, 2018



Source: Local Authority Interactive Tool; Department for Education; Cumbria County Council

In 2018, across the districts, the greatest proportion of pupils achieving the expected level in Attainment 8 score for pupils with an EHCP was Copeland (23.8%) and Allerdale (23.4%). The districts with the lowest proportions were Barrow-in-Furness (17.0%) and Carlisle (17.8%). All districts were above the national average (England 13.5%). Proportions of pupils with SEN support achieving the expected level for Attainment 8 score are below the national average (32.2%) in Carlisle (31.4%) and Copeland (29.5%). (See Table 11).

Provisional – in 2019, Carlisle district has the lowest proportion of pupils with an EHCP achieving the expected level at 12.3% compared to 24.3% in Allerdale. Carlisle also has the lowest proportion of pupils with SEN support achieving at the expected level at 29.7% compared to 38.5% in South Lakeland.

[N.B numbers at district level are relatively low and not statistically significant therefore use caution when drawing conclusions].

Table 11: Attainment 8 score – proportion achieving expected level, pupils with an EHCP; and SEN support; 2018 and 2019

	2018		2019*	
	Pupils with an EHCP	Pupils with SEN support	Pupils with an EHCP	Pupils with SEN support
Allerdale	23.4%	32.7%	24.3%	34.2%
Barrow-in-Furness	17.0%	35.2%	16.4%	32.5%
Carlisle	17.8%	31.4%	12.3%	29.7%
Copeland	23.8%	29.5%	17.1%	31.2%
Eden	20.4%	33.8%	19.8%	32.9%
South Lakeland	19.9%	38.7%	20.5%	38.5%

Source: Cumbria County Council, LASL Summary **2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.*

7. Progress 8 (Key Stage 2 to Key Stage 4)

Progress 8 measures the progress a pupil makes between the end of primary school (Key Stage 2) to the end of secondary school (Key Stage 4) across eight qualifications. It compares pupils' achievement (Attainment 8 score) with the average Attainment 8 score of all pupils nationally. It is a relative measure therefore the national average score is close to zero. A negative score shows pupils have achieved a lower level of progress than their peers (i.e. if the score is -0.5, pupils are half a grade behind their peers). [Note: when including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools. Progress 8 was adjusted in 2018 in order to take account of cases where extremely negative scores disproportionately affected school's overall progress score].

In Cumbria, pupils with an EHCP have significantly better Progress 8 scores compared to England and statistical neighbours. In 2018, the score is -0.66 compared to -1.09 respectively; furthermore, Cumbria is ranked 10th nationally (out of 154 local authorities). Progress 8 scores

for pupils with SEN support is slightly lower but similar to the national average; -0.46 compared to -0.43 respectively. For pupils in Cumbria without SEN, the score is -0.04, below the England average of 0.08, and statistical neighbours at 0.04. (See Table 12).

Provisional – in 2019, the Progress 8 score for pupils with an EHCP was -0.91; for pupils with SEN support the score was -0.37; this compares to a score of -0.10 for pupils without SEN.

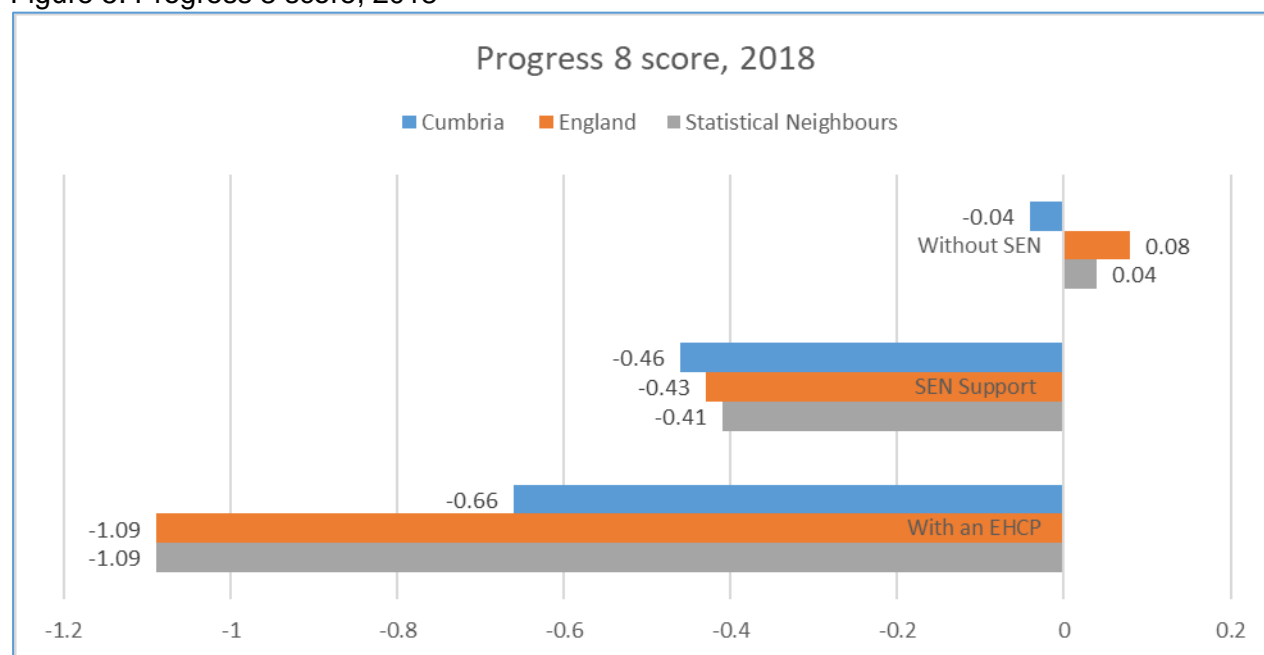
Table 12: Progress 8 score, 2016-2018

Indicator	Area	2016	2017	2018	2019*
Progress 8 score – pupils with SEN support [Ranked 83rd/154 nationally]	Cumbria	-0.48	-0.30	-0.46	-0.37
	England	-0.38	-0.43	-0.43	
	Statistical Neighbours	-0.38	-0.43	-0.41	
Progress 8 score – pupils with SEN Statement/EHCP [Ranked 10th/154 nationally] Good	Cumbria	-1.00	-0.81	-0.66	-0.91
	England	-1.03	-1.04	-1.09	
	Statistical Neighbours	-1.02	-1.03	-1.09	
Progress 8 score – pupils without SEN [Ranked 105th/154 nationally]	Cumbria	-0.17	-0.07	-0.04	-0.10
	England	0.06	0.07	0.08	
	Statistical Neighbours	0.04	0.02	0.04	

Source: Local Authority Interactive Tool; Department for Education

[Note: The overall Progress 8 scores for 2018 are not directly comparable with previous years, as scores have been capped for extremely negative scores] *2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.

Figure 5: Progress 8 score, 2018



Source: Local Authority Interactive Tool; Department for Education; Cumbria County Council

In 2018, across the districts, Copeland and South Lakeland have the worst Progress 8 scores for pupils with an EHCP (both -0.74) compared to the best of -0.55 in Allerdale. Conversely, for pupils with SEN support, Allerdale has the worst Progress 8 score at -0.87 compared to the best in South Lakeland at -0.10. (See Table 13).

Provisional – in 2019, Eden and Copeland have the worst Progress 8 scores for pupils with an EHCP at -1.17 and -1.16 compared to -0.76 in Allerdale. For pupils with SEN support, Copeland has the worst score at -0.53. *[N.B numbers at district level are relatively low and not statistically significant therefore use caution when drawing conclusions].*

Table 13: Progress 8 score - pupils with an EHCP; and SEN support; 2018 and 2019

	2018		2019*	
	Pupils with an EHCP	Pupils with SEN support	Pupils with an EHCP	Pupils with SEN support
Allerdale	-0.55	-0.87	-0.76	-0.49
Barrow-in-Furness	-0.69	-0.50	-0.93	-0.42
Carlisle	-0.58	-0.39	-0.78	-0.50
Copeland	-0.74	-0.33	-1.16	-0.53
Eden	-0.69	-0.32	-1.17	-0.39
South Lakeland	-0.74	-0.10	-0.87	-0.12

Source: Cumbria County Council, LASL Summary. **2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.*

8. Post-16 (by age 19) achieving Level 2 including English & Maths

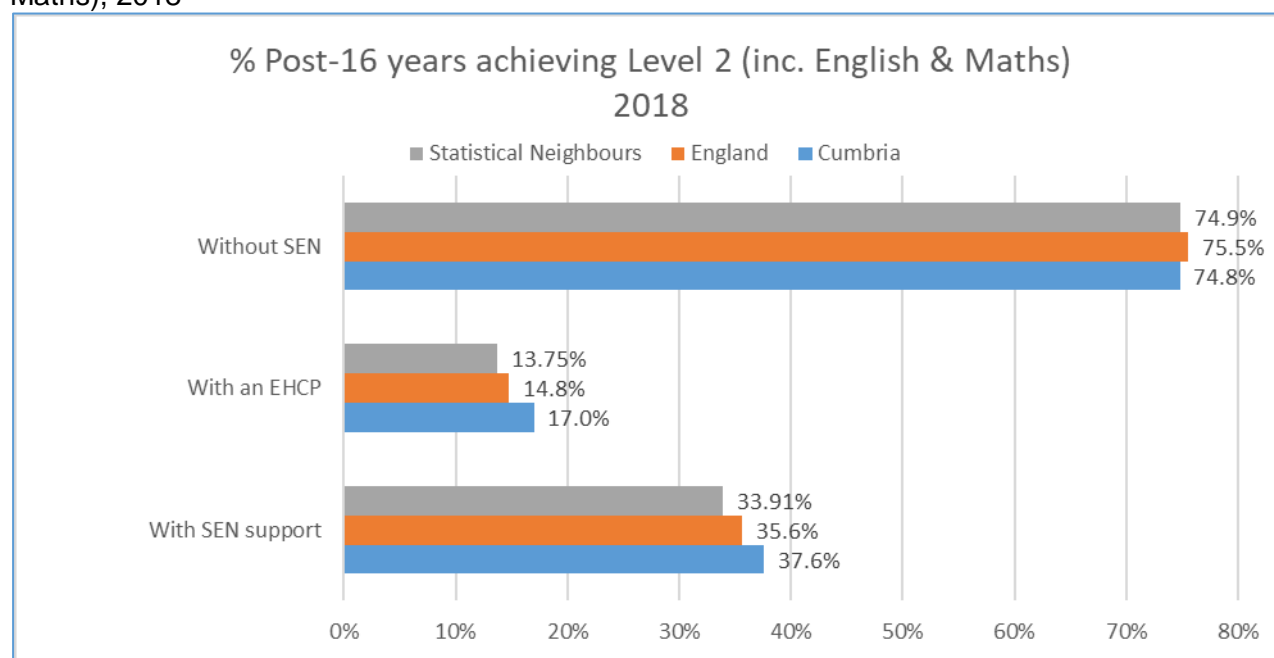
In Cumbria, 17% of post-16 pupils with an EHCP achieve Level 2 qualifications (Inc. English & Maths), above both the national average (14.8%) and statistical neighbours (13.75%). Despite this, levels decreased significantly from the previous year. 37.6% of post-16 pupils with SEN support in Cumbria achieve Level 2 qualifications, above both the national average (35.6%) and statistical neighbours (33.91%). (See Table 14).

Table 14: Proportion of Post-16 years (by age 19) achieving Level 2 (including English & Maths) 2016-2019

Indicator	Area	2016	2017	2018	2019*
Post-16 Level 2 with SEN support [Ranked 57/154 nationally]	Cumbria	31.2%	35.8%	37.6%	
	England	37.1%	37.1%	35.6%	
	Statistical Neighbours	35.2%	34.8%	33.91%	
Post-16 Level 2 SEN Statements/ EHCP [Ranked 45/154 nationally]	Cumbria	16.3%	24.1%	17.0%	
	England	15.3%	15.0%	14.8%	
	Statistical Neighbours	16.4%	14.2%	13.75%	
Post-16 with no identified SEN [Ranked 83/154 nationally]	Cumbria	75.6%	76.3%	74.8%	
	England	78.2%	77.6%	75.5%	
	Statistical Neighbours	77.8%	76.5%	74.9%	

Source: Local Authority Interactive Tool; Department for Education; Cumbria County Council. *2019 data are provisional and are therefore subject to change; figures confirmed in early 2020.

Figure 6: Proportion of Post-16 years (by age 19) achieving Level 2 (including English & Maths), 2018



Source: Local Authority Interactive Tool; Department for Education; Cumbria County Council

9. Young people in Education, Employment and Training (EET) and Not in Education, Employment or Training (NEET)

Local authorities have a responsibility to track young people's participation in education or training, recording and sharing information with schools and colleges, youth services and through direct contact with young people. In Cumbria, Inspira are currently contractually

obliged to track the academic age 16 and 17 years (Year 12 & 13) status of all young people after statutory school age, and at risk groups for longer.

In Cumbria, 91.49% of 16-17 year olds with SEN are in Education & Training, this is above both the national average at 88.57% and statistical neighbours at 88.66%. (See Table 15).

Table 15: Proportion of 16-17 year olds with SEN in Education & Training

Indicator	Area	2016	2017	2018	2019
16-17 yr. olds with SEN in Education or Training [Ranked 83/154 nationally]	Cumbria	94.33%	91.26%	91.49%	
	England	87.52%	88.53%	88.57%	
	Statistical Neighbours	88.67%	88.71%	88.66%	

Source: Local Authority Interactive Tool; Department for Education

In Cumbria, 91.2% of young people (16-17 years) with an EHCP are in Education or Training (EET); this is above both the national average (88.1%) and statistical neighbours (88.2%).

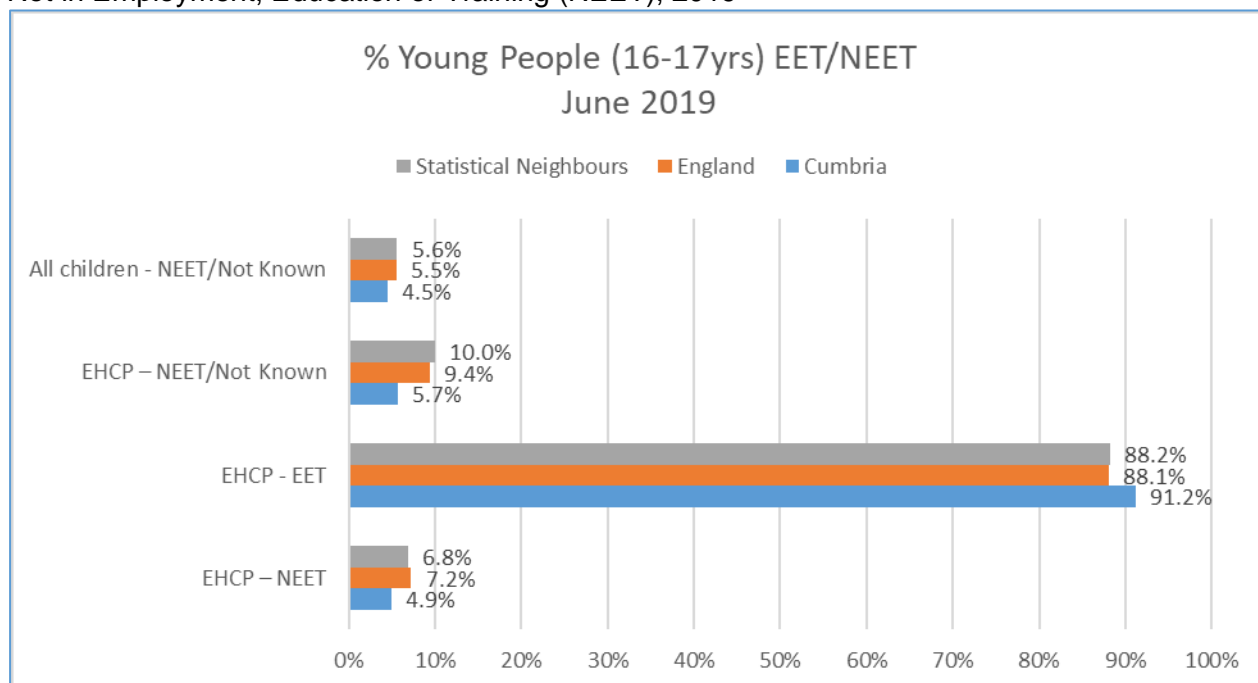
In Cumbria, 5.7% of young people (16-17 years) with an EHCP are Not in Education & Training (NEET including not known), this is below both the national average (9.4%) and statistical neighbours (10.0%). (See Table 16).

Table 16: Proportion of Young People (aged 16-17yrs) in Education or Employment (EET); and/or Not in Employment, Education or Training (NEET), 2017-2019

Indicator	Area	Jun-17	Jun-18	Jun-19
16-17yrs with an EHCP – NEET	Cumbria	3.1%	5.4%	4.9%
	England	7.2%	7.0%	7.2%
	Statistical Neighbours	7.2%	7.0%	6.8%
16-17yrs with an EHCP - EET	Cumbria	93.0%	89.8%	91.2%
	England	86.8%	87.3%	88.1%
	Statistical Neighbours	-	88.6%	88.2%
16-17yrs with an EHCP – NEET (including Not Known)	Cumbria	4.9%	6.4%	5.7%
	England	10.3%	9.8%	9.4%
	Statistical Neighbours	7.2%	9.9%	10.0%
16-17yrs – NEET/Not Known (ALL children)	Cumbria	5.0%	4.8%	4.5%
	England	6.3%	6.0%	5.5%
	Statistical Neighbours	6.6%	5.7%	5.6%

Source: Cumbria County Council/Inspira

Figure 7: Proportion of Young People (16-17yrs) in Education or Employment (EET); and/or Not in Employment, Education or Training (NEET), 2019



Source: Cumbria County Council/Inspira

In addition to data gathered on young people aged 16-17 years, there is a statutory obligation to record At Risk Groups including children and young people aged 16-24 years with Special Educational Needs and Disabilities.

In Cumbria (as at September 2019), 74.4% of young people (aged 16-24 years) with Special Educational Needs or Disabilities are in Education or Training (EET); this is above the national average of 34.9%.

In Cumbria (as at September 2019), 0.9% of young people (aged 16-24 years) with Special Educational Needs or Disabilities are Not in Education & Training (NEET including not known), this is below the national average of 7.9%. (See Table 17).

Table 17: Proportion of Young People (aged 16-24yrs) with SEND in Education or Employment (EET); and/or Not in Employment, Education or Training (NEET), Dec-18 to Sep-19

Indicator	Area	Dec-18	Mar-19	Jun-19	Sep-19
16-24yrs with SEND – NEET	Cumbria	4.5%	3.9%	3.2%	0.9%
	England	9.2%	9.3%	9.3%	7.9%
16-17yrs with SEND - EET	Cumbria	83.4%	87.6%	89.0%	74.4%
	England	51.2%	56.9%	57.8%	34.9%
16-17yrs with SEND – NEET (including Not Known)	Cumbria	13.8%	10.2%	7.6%	22.7%
	England	47.0%	41.3%	40.4%	63.6%

Source: Cumbria County Council

10. Absence and Exclusions

In Cumbria in 2018, the total school (all schools) absence rate (all pupils authorised and unauthorised) was 4.9%, just above the England average at 4.8%. The proportion of unauthorised sessions missed (state-funded primary, secondary and special schools) was 1.00%, below the national average at 1.40%.

A permanent exclusion refers to a pupil who is excluded and their name removed from a school register; this pupil would then be educated at another school or via some other provision. In Cumbria in 2017/18, the rate of permanent exclusions for pupils with an EHCP was 0.20%, above the England average (0.16%); and above the permanent exclusion rate for all pupils (0.14%). Although numbers are low they are steadily increasing and have been since 2015/16. For pupils with SEN support (but with no EHCP) the rate in 2017/18 was 0.37%, just above the national average of 0.34%; this has also been steadily increasing since 2015/16. (Source: Cumbria County Council; DfE)

A fixed period exclusion refers to a pupil who is excluded from a school but remains on the register as they are expected to return when the exclusion period is complete. In Cumbria in 2017/18, the rate of fixed term exclusions for pupils with an EHCP was 10.52%, below the England average at 15.95%. For pupils with SEN support (but with no EHCP) the rate was 14.09%, above the national average of 15.10%. The fixed term exclusion rate for all pupils in Cumbria (in 2018) was 5.0%. (Source: Cumbria County Council; DfE).

11. Home Educated

Using local performance information, as at September 2019, there were 487 children (known to the local authority) being educated at home; 28 of those pupils have an EHCP, accounting for 5.7%, while 71 pupils have SEN support, accounting for 14.6%. The number of children and young people being home educated in Cumbria is growing on a yearly basis, reflecting national trends. It may be that we are now more successful at encouraging registration, which is currently voluntary not statutory. However, the number of secondary youngsters is a direct result of families choosing Home Education over school. The reasons given for a change to home education are increasingly cited as anxiety or school not 'fitting the child' in the parent's view. The number of primary aged children has also risen since the beginning of 2019.

Unless children and young people are known to the local authority (they have a current EHCP) they will not be known/counted; it is possible that some children and young people with SEND are educated at home who are not known to the local authority.

12. Further information

Early Years Foundation Stage Profile results:

<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2017-to-2018>

Local Authority Interactive Tool: <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

13. Statistical Neighbours

Statistical Neighbours provide a method for benchmarking progress. For each local authority (LA) in England a number of other LAs have been deemed to have similar characteristics and these designated LAs are known as statistical neighbours. An LA may compare its performance (as measured by various indicators) against its statistical neighbours to provide a guide as to whether its performance is above or below the level that might be expected. The LAs assigned to Cumbria are detailed in Table 18.

Table 18: Cumbria's Statistical Neighbours for Education

Nottinghamshire
Lancashire
Lincolnshire
Staffordshire
Worcestershire
Derbyshire
Cornwall
Suffolk
Norfolk
North Lincolnshire

Source: LAIT User Guide, Department for Education

14. National Curriculum

The national curriculum is organised into blocks of years called 'key stages' (KS). At the end of each key stage a child's performance is assessed, as set out in Table 19 below.

Table 19: The national curriculum key stages, by age

Age	Year	Key Stage	Assessment
3 to 4		Early Years	
4 to 5	Reception	Early Years	Teacher assessments (there's also an optional assessment at the start of the year)
5 to 6	Year 1	KS1	Phonics screening check
6 to 7	Year 2	KS1	National tests and teacher assessments in English, maths and science
7 to 8	Year 3	KS2	
8 to 9	Year 4	KS2	
9 to 10	Year 5	KS2	
10 to 11	Year 6	KS2	National tests; grammar, spelling and punctuation tests; teacher assessments in English and maths; and teacher assessments in science
11 to 12	Year 7	KS3	
12 to 13	Year 8	KS3	
13 to 14	Year 9	KS3	
14 to 15	Year 10	KS4	Some children take GCSEs
15 to 16	Year 11	KS4	Most children take GCSEs or other national qualifications

Source: Department for Education