

# Local Picture: Children with special educational needs & disabilities (SEND), 2024

## Key facts

### Prevalence

- 20.5% of Lambeth pupils have SEN (higher than London & England).

### Disabilities

- Estimated **10,990** children with disabilities
- Most common impairments:
  - Social/Behavioural: 50%
  - Learning: 32%
  - Mental Health: 30%

### Primary Needs

- Speech, Language & Communication: 29.7%
- Autism Spectrum Disorder: 19.5%
- Social, emotional and mental health: 17.8%

### Demographics

- Prevalence higher in primary schools (22%) than secondary (20%)
- Ethnic groups** with highest SEN:
  - Black Caribbean: 27.9%
  - Black Other: 23.8%
  - White British: 21.3%
  - Mixed ethnic groups: 21.2%
- Free School Meals** - 52.4% of pupils with SEN are eligible (compared to 34.3% with no SEN)
- Language** - 36.5% of pupils with SEN speak a language other than English

### Children Looked After

- 404** children looked after in Lambeth
- 60%** have SEN
- Lambeth has **3rd highest** rate in London

Educational stages	No SEN	SEN Support *	Education, Health and Care Plan *
Early Years Foundation Stage - Good level of development	75.6%	24.1%	4.5%
Phonics (Year 1)	86%	59%	20%
KS2 (Year 6)	77%	37%	13%
EBacc (Grade 4+)	32.4%	9%	3.6%
EBacc (Grade 5+)	22.5%	5.8%	1.2%
Level 2 by Age 19	80.3%	47.3%	20.2%

\* See factsheet content for explanation

## Purpose of factsheet

- To support the Health and Wellbeing Board and others interested in producing a local Joint Strategic Needs Assessment by providing access to key metrics relating to special educational needs and disabilities of children attending schools in Lambeth. These metrics have been used to benchmark against meaningful comparison groups. The factsheet provides an overview of the SEND population in Lambeth.
- Based on data that is known, the factsheet provides access to information and intelligence to support commissioners, Public Health directors and others involved in the local planning and provision of services and interventions.

The factsheet presents the data and doesn't seek to give reasons for any association or causation.

## Why we use data

We use data to understand and tackle health inequalities because it helps us see who is affected the most and why. By gathering and analysing data, looking at characteristics like age, sex, gender, sexual orientation, disability and socioeconomic status, we can uncover patterns and trends that show where people are facing health challenges.

In some cases, data is not available for every characteristic or data cannot be published due to small numbers and confidentiality. Taking this into consideration when looking at the data, forward planning and work programmes are created to address these gaps and inequalities to ensure everyone has a fair chance at good health.

Data is crucial for shining a light on inequalities and guiding efforts to make healthcare more equitable for everyone, regardless of their background or circumstances.

# Overview of factsheet

## Special educational needs and disabilities (SEND)

### ▪ Definitions

- SEND
- SEN support
- Education, Health and Care Plan (EHC plan)

### ▪ Breakdown of Lambeth SEN data

### ▪ Prevalence of:

- Overall SEN
- SEN support
- EHC plan

### ▪ Prevalence of SEN by:

- Primary / secondary school setting
- Special school
- School year
- Ethnic group
- Free school meals eligibility
- Language spoken (English, other than English)
- By primary need
- PRU/AP

### ▪ Prevalence of SEN for **children looked after**

### ▪ Prevalence of **disabilities** by age and sex

### ▪ Prevalence of **disabilities** by **impairment type**

### ▪ Educational outcomes across national curriculum key stages

- Early years foundation stage (EYFS) - good level of development
- Key stage 1 - phonics screening check
- Key stage 2 - meeting the expected standard in reading, writing and maths
- Key stage 4 - achieving grades 4 or above in English Baccalaureate (EBacc)
- Level 2 attainment in English and maths by age 19

# Definitions

**Special educational needs and disabilities (SEND)** can affect a child or young person's ability to learn. SEND can affect their:

- behaviour or ability to socialise, e.g. they struggle to make friends
- reading and writing, e.g. because they have dyslexia
- ability to understand things
- concentration levels, e.g. because they have attention deficit hyperactivity disorder (ADHD)
- physical ability

## What are special educational needs? (SEN)

- A child or young person has special educational needs (SEN) if both of the following apply to the child:
  - They have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age.
  - They require special educational provision to be made for them.

There is a wide spectrum of special educational need and many pupils have interrelated needs. The SEND Code of Practice<sup>1</sup> describes four broad areas of need as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

According to Department of Education's (DfE) SEND analysis and summary of data sources report<sup>2</sup>, **pupils with SEN can be classified according to the support provided to them, as follows:**

- **SEN support:** the system by which schools should assess the needs of children, and then provide appropriate support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil on SEN support will not have an Education, Health and Care plan.
- **Education, Health and Care Plan (EHC plan) :** A local authority may issue an Education, Health and Care plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

## What are Disabilities?

A disability is described in the Equality Act 2010 as: "A physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities." Not all children and young people with a disability have SEN, but often, there is an overlap.

<sup>1</sup>Department for Education, 2015. Special educational needs and disability code of practice: 0 to 25 years.

<sup>2</sup>Department for Education: Special educational needs and disability analysis and summary of data sources report, August 2024

# Children with special educational needs (SEN)

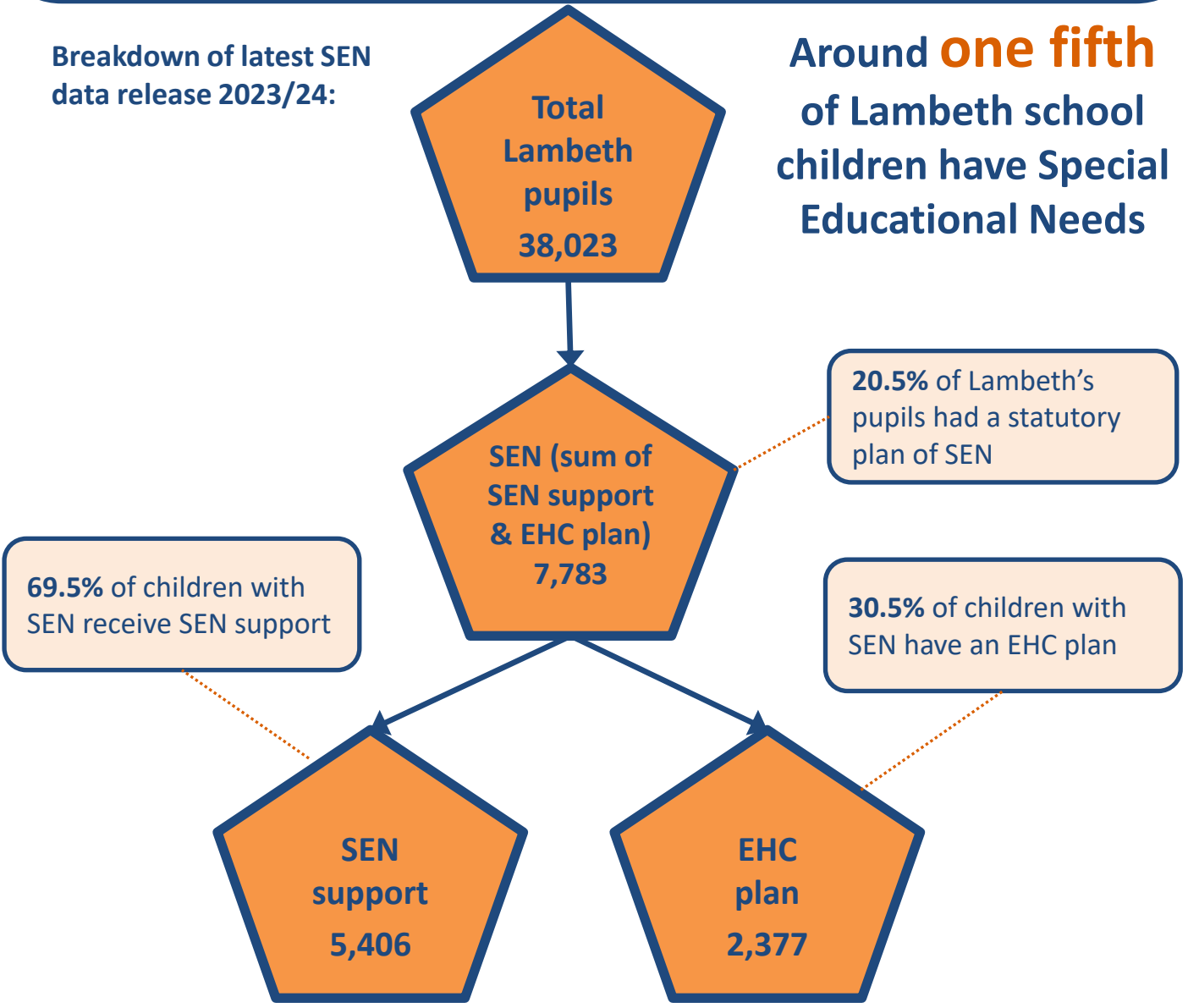
The latest data release, Department for Education, Special Educational Needs in England, 2023/24 includes pupils attending Lambeth:

- state-funded nursery, primary, secondary schools and special schools
- non-maintained special schools (Special schools not maintained by the state, which charge the state fees on a non-profit-making basis, mainly run by charities or charitable trusts)
- state-funded alternative provision schools (includes pupil referral units, alternative provision academies and free schools)
- independent schools

Pupils attending Lambeth schools may not be Lambeth residents.

Breakdown of latest SEN data release 2023/24:

Around **one fifth** of Lambeth school children have Special Educational Needs

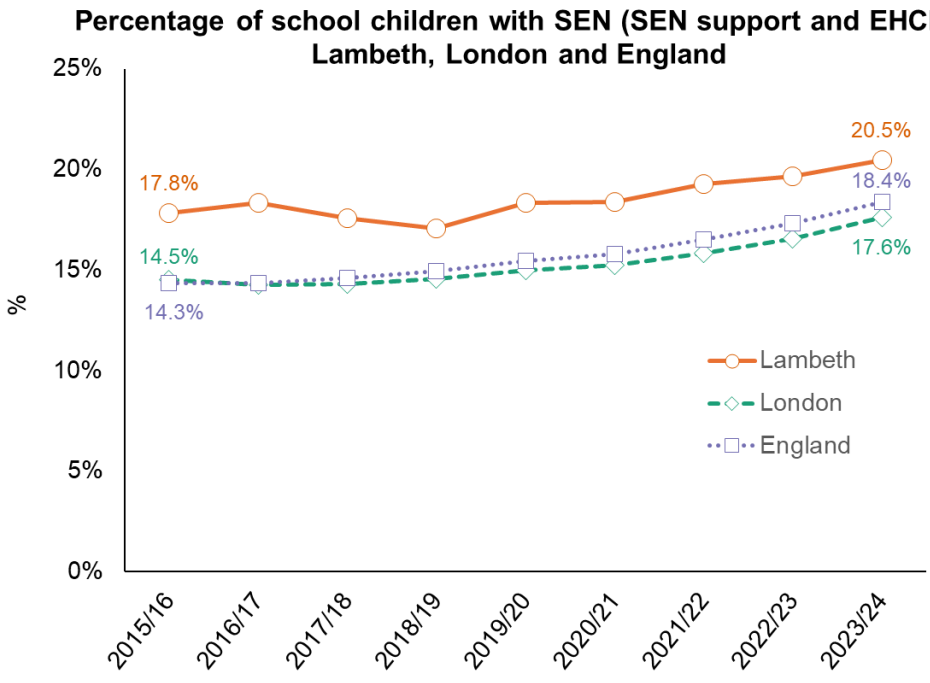


# Children with special educational needs (SEN)

## Prevalence of SEN

The prevalence is based on the number of school pupils identified as having special educational needs, calculated as the sum of:

- pupils with SEN support or special educational needs without an educational health care plan and
- pupils with an educational health care plan (EHC)



Source: Department for Education, Special Educational Needs in England, 2023/24

In the academic year 2023/2024, **20.5%** of Lambeth’s pupils had a statutory plan of SEN. This equates to **7,783** children with SEN.

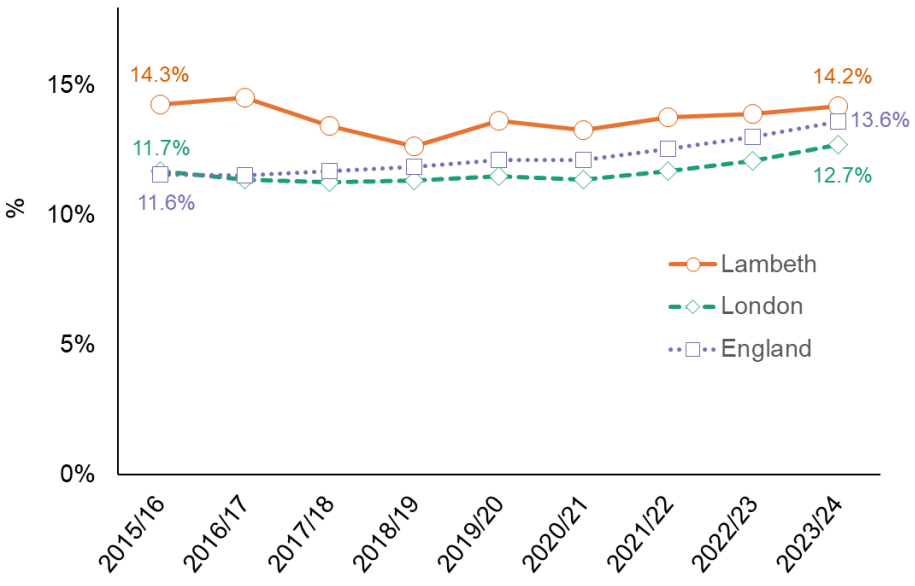
The proportion of Lambeth children with SEN is **higher than London and England** where 17.6% and 18.4% (respectively) of children identified as having SEN.

The trend in Lambeth is **increasing**, since 2015/16, the percentage of children with SEN has increased by 14.9% (percentage points).

# Children with special educational needs (SEN)

## Prevalence of SEN support and EHC plan

Percentage of total Lambeth pupils receiving SEN support, Lambeth, London and England



Source: Department for Education, Special Educational Needs in England, 2023/24

### SEN support

Of the **7,783** pupils identified with SEN, **5,406** children (**69.5%**) received SEN support (**14.2%** of total Lambeth pupils).

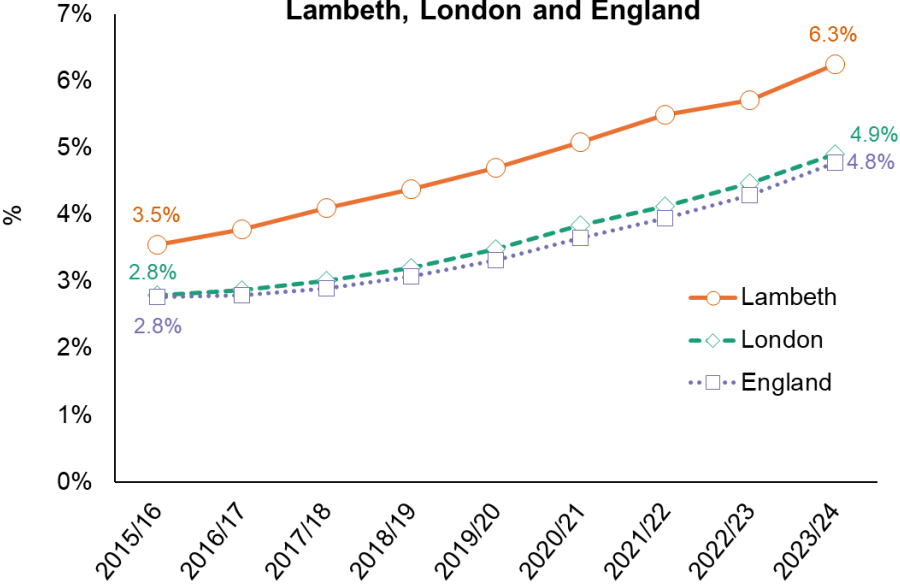
The proportion of children attending Lambeth schools who receive SEN support is higher than London and England. Lambeth's proportion is slightly lower than the statistical neighbour average of 14.4%.

### Education, Health, and Care plans

Of the **7,783** pupils identified with SEN, **2,377** children (**30.5%**) had an Education, Health, and Care plan. (**6.3%** of total Lambeth pupils).

The proportion of children attending Lambeth schools who had an EHC plan is higher than London and England and higher than the statistical neighbour average of 5.5%.

Percentage of total Lambeth pupils with an Education, Health, and Care plan, Lambeth, London and England

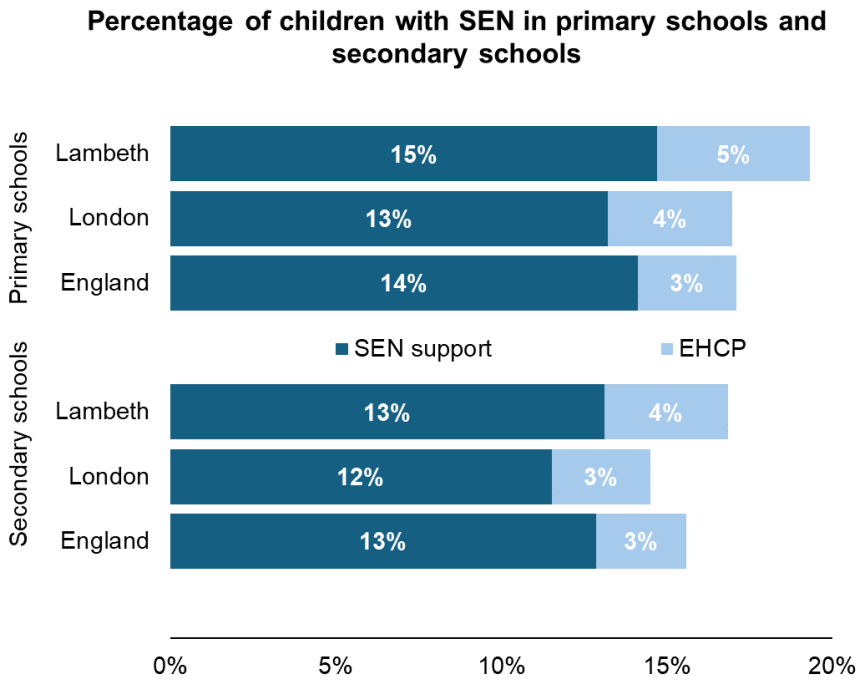


Source: Department for Education, Special Educational Needs in England, 2023/24

# Children with special educational needs (SEN)

Data for the following school settings are not included on this page: Independent, state-funded alternative provision, state-funded nurse and state funded special schools.

## Prevalence of SEN in state-funded primary and secondary schools



Source: Department for Education, Special Educational Needs in England, 2023/24

The prevalence of SEN is higher in Lambeth, London and England primary schools compared to secondary schools.

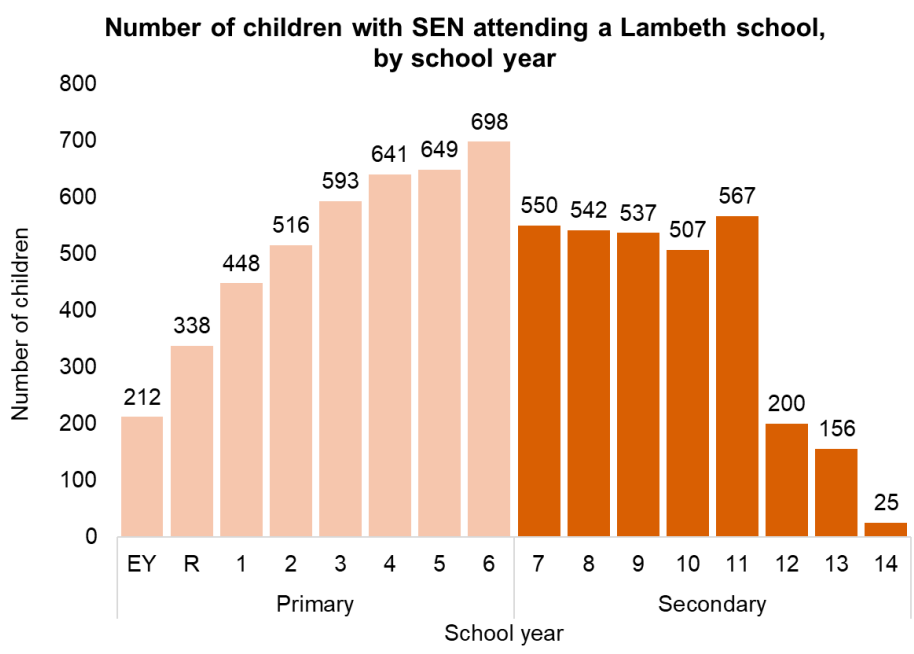
A **higher proportion** of Lambeth **primary school** children **receive SEN support** compared to London and England. The proportion of secondary school children receiving SEN support is similar to England but higher than London.

The proportion of children with an EHC plan attending Lambeth primary and Lambeth secondary schools is higher than both London and England.

# Children with special educational needs (SEN)

Data for the following school settings are not included on this page: Independent, state-funded alternative provision, state-funded nurse and state funded special schools.

## Prevalence of SEN by school year in state-funded primary and secondary schools



Source: Department for Education, Special Educational Needs in England, 2023/24

Phase	Primary	Secondary
Total pupils	18,954	15,623
No. with SEN	4,095	3,084
% with SEN	22%	20%

There are more pupils on the school roll in primary schools compared to secondary schools. The number of children with SEN is higher in children attending Lambeth primary schools compared to secondary schools.

# Children with special educational needs (SEN)

## Prevalence of SEN in special schools

Most children and young people with SEN will attend a mainstream school. However, some children may benefit from a more specialist setting, either in a specialist resource base in a mainstream school, or a special school. A child or young person needs to have an EHC plan to attend a special setting.

There are six special schools in Lambeth - one primary school, three secondary schools, one all-through and one catering for the 9 to 18 age range.

Lambeth's special schools work in partnership with other professionals including educational psychologists, speech and language therapists, school nurses and other outside agencies. The special schools provide opportunities for children and young people to enjoy a happy and healthy childhood, to be socially included and to achieve their full potential as adults.

There are just over 700 children attending special schools in Lambeth.

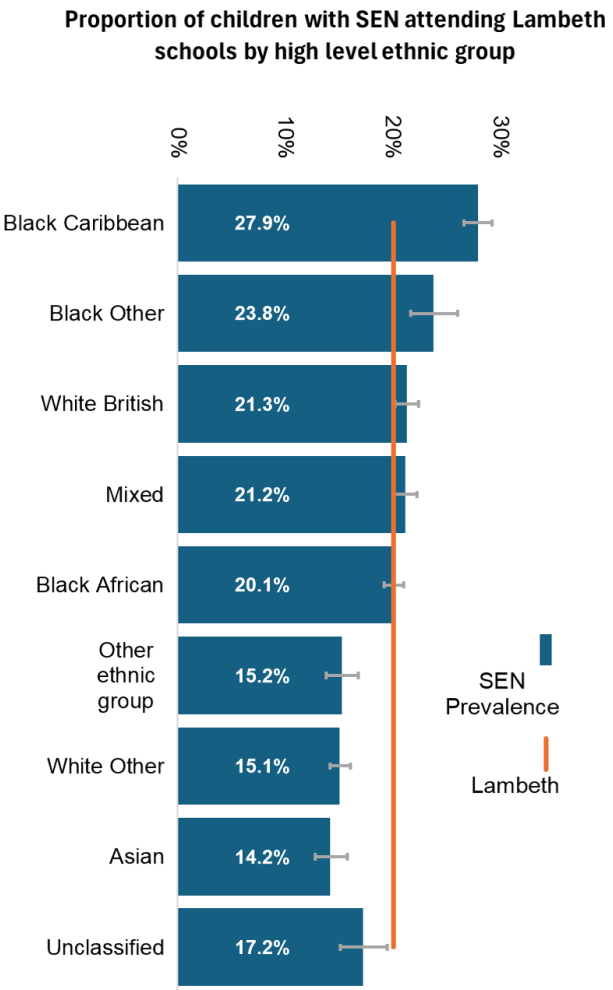
## Alternative provision

Alternative provision (AP) is defined as education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a suspension; and pupils being directed by schools to off-site provision to improve their behaviour. These placements are typically for children unable to attend a mainstream or special school.

There is one alternative provision setting in Lambeth, Evolve Academy. As of October 2024, there were just over **105 pupils** on the school roll, 64% of which were in receipt of SEN support or had an EHC plan. The proportion of AP pupils in Lambeth with an EHC plan increased from 46% in 2023 to 54% in 2024. This is higher than that of the 22% of children in England attending AP schools with an EHC plan. In the same time period, the proportion of children receiving SEN support dropped by a third from 12% in 2023 to 9% in 2024.

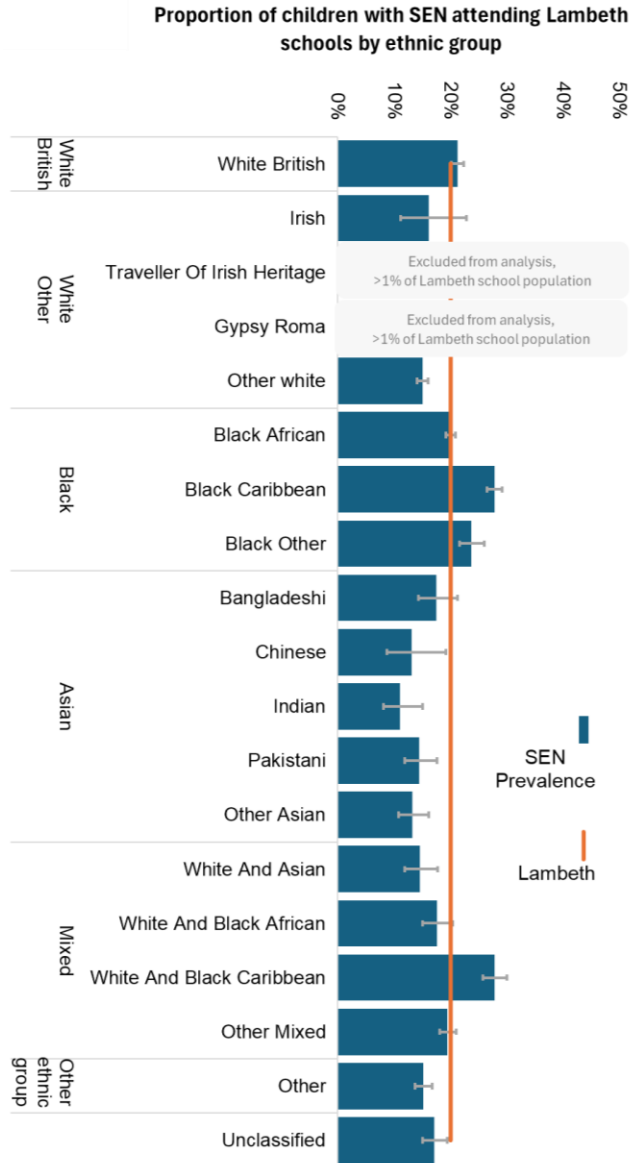
# Children with special educational needs (SEN)

## Prevalence of SEN by high-level ethnic group



SEN is most prevalent in the Black Caribbean ethnic group where 27.9% of pupils are recorded as having SEN. 23.8% of Black Other, 21.3% of White British and 21.2% Mixed ethnic groups have the next highest prevalence. The Black Caribbean and Black Other ethnic groups have significantly higher proportions than the Lambeth average. The lowest rate for SEN is among the Asian, White Other and Other ethnic groups.

## Prevalence of SEN by detailed ethnic group



Analysing the prevalence of SEN in the detailed ethnic groups, 27.9% of the White and Black Caribbean mixed ethnic group have SEN, the highest proportion amongst the detailed ethnic groups.

The White and Black Caribbean Mixed, Black Caribbean and Black Other ethnic groups have a significantly higher proportion compared to the Lambeth average.

The Irish, Traveler of Irish heritage and Gypsy Roma ethnic groups have been excluded from this graph as they make up less than 1% of the population.

Source: Department for Education, Special Educational Needs in England, 2023/24

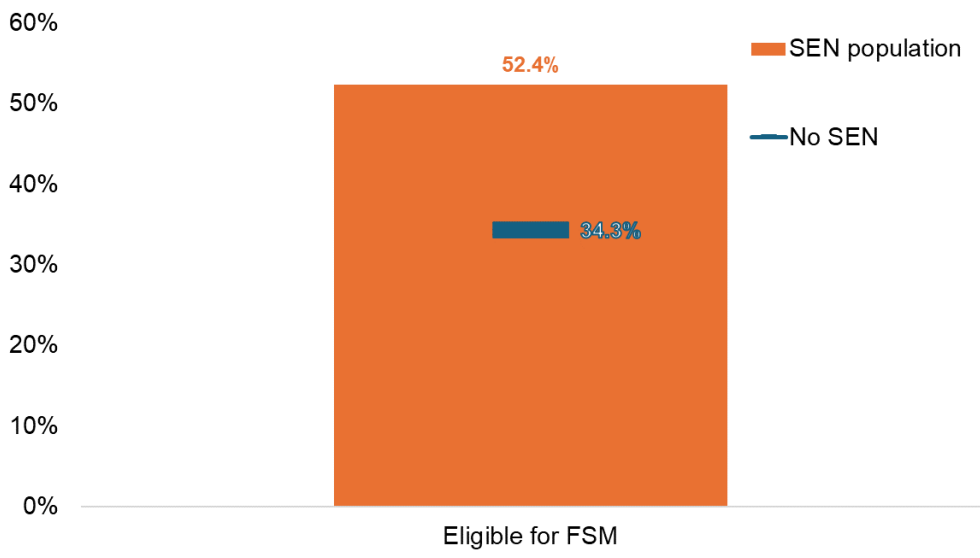
# Children with special educational needs (SEN)

## Free school meals

Section 512 of the Education Act 1996 places a duty on maintained schools, academies and free schools to provide free school meals (FSM) to pupils of all ages that meet the criteria. Free school meals are available to pupils in receipt of, or whose parents are in receipt of, one or more of certain types of benefits<sup>1</sup>.

Although FSM status alone does not represent socio-economic disadvantage, FSM eligibility is used as a proxy measure for socio-economic disadvantage during childhood. This is a common approach to identifying whether pupils grew up in a household with a low income.

Free school meal eligibility for pupils attending Lambeth schools.



Source: Department for Education, Special Educational Needs in England, 2023/24

Pupils with SEN are more likely to be eligible for free school meals. **52.4%** of children with **SEN** are eligible for free school meals, this compares to **34.3%** of all pupils in Lambeth schools without SEN.

<sup>1</sup>Department for Education, Free school meals, Guidance for local authorities, maintained schools, academies and free schools, March 2024

# Children with special educational needs (SEN)

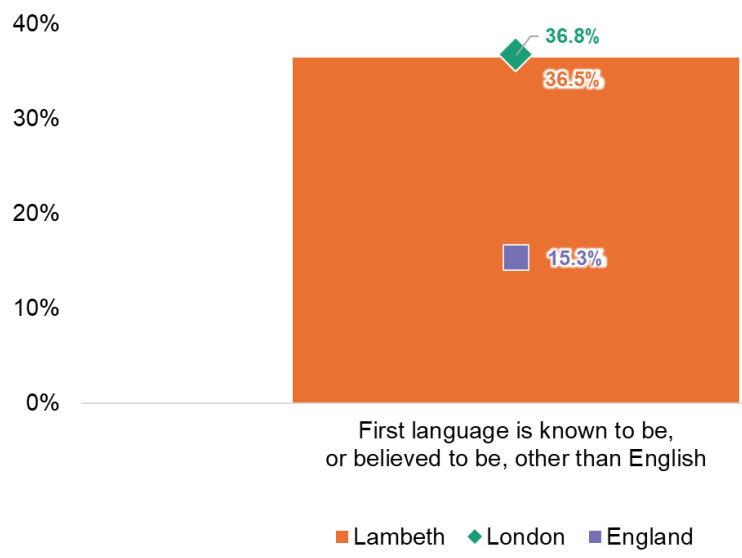
## Language

SEN data for Lambeth pupils and language spoken is classified into 2 cohorts:

- First language is known to be, or believed to be English
- First language is known to be, or believed to be other than English

A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English.

Proportion of children attending schools with SEN and first language other than English

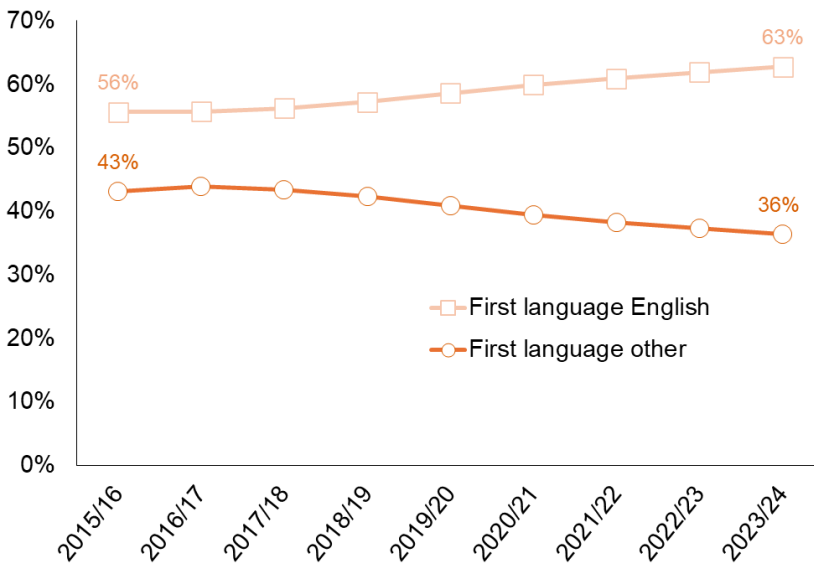


**36.5%** of Lambeth pupils with SEN have a first language known to be or believed to be other than English. This accounts for just over 2,600 pupils. This figure is higher than England where a rate of **15.3%** of pupils in schools with SEN have a first language other than English.

There is a greater proportion of children with SEN whose first language is English compared to pupils with SEN whose first language is other than English, this has been the case since 2015/16.

Since 2015/16, the proportion of children with SEN whose first language is English has increased by **13%**. The proportion of children with SEN whose first language is other than English decreased by **15%**.

Proportion of children attending Lambeth schools with SEN by first language spoken



Source: Department for Education, Special Educational Needs in England, 2023/24

# Children with special educational needs (SEN)

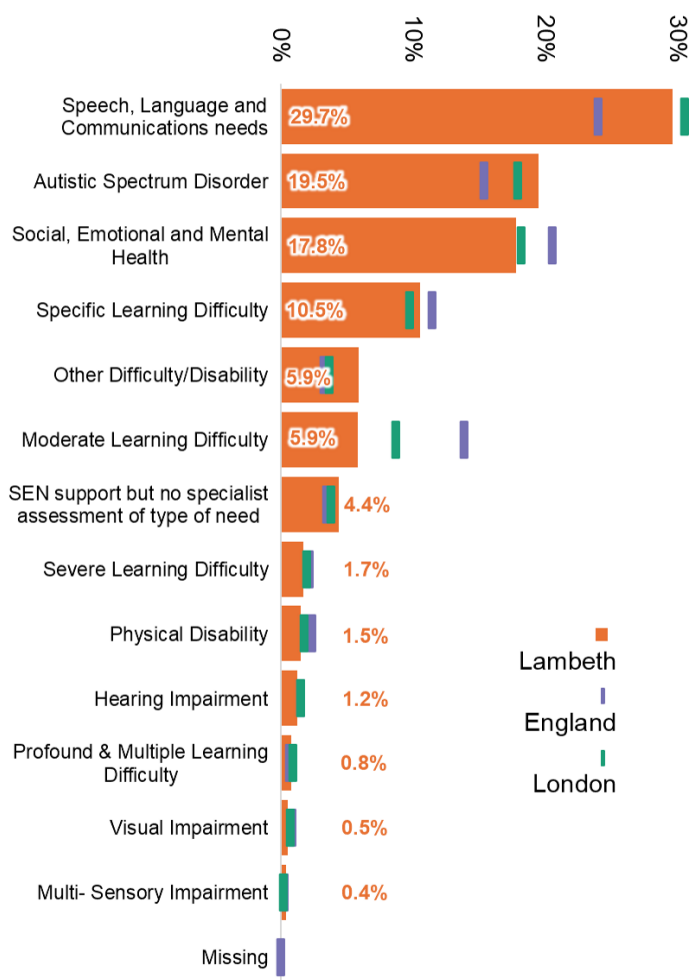
## Primary type of need

The needs of children with SEN vary greatly and are classified under four broad areas of need and support as described by the SEND Code of Practice<sup>1</sup>:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Upon assessment for SEN support or an EHC plan, the needs of the child are assessed and a primary need from the categories above is identified. Primary type of need is collected for those pupils on SEN support or with an EHC plan

**Percentage distribution of pupils with SEN attending schools in Lambeth, London and England by primary need, as at January 2024**



In January 2024, ‘Speech, Language and Communications’ was the most common primary type of need for pupils with SEN, with just over 2,100 (29.7%) pupils with SEN having this recorded as their primary type of need. Synonymous with London and England, this was also the highest need in both areas.

In Lambeth, 1 in 5 children (19.5%, equating to 1,400 children) were recorded as having ‘autistic spectrum disorder’ as their primary need, the second largest primary need after ‘Speech, Language and Communications’.

<sup>1</sup> The Department for Education, 2015. Special educational needs and disability code of practice: 0 to 25 years. SEND Code of Practice: 0 to 25 years provides statutory guidance on duties, policies and procedures relating to children and young people with special educational needs (SEN) and disabled children and young people.

Source: Department for Education, Special Educational Needs in England, 2023/24

# Children with special educational needs (SEN)

## Children looked after

Under the Children Act 1989, a child is looked-after by a local authority if they:

- are provided with accommodation, for a continuous period of more than 24 hours [Children Act 1989, Section 20 and 21]
- are subject to a care order [Children Act 1989, Part IV]
- are subject to a placement order

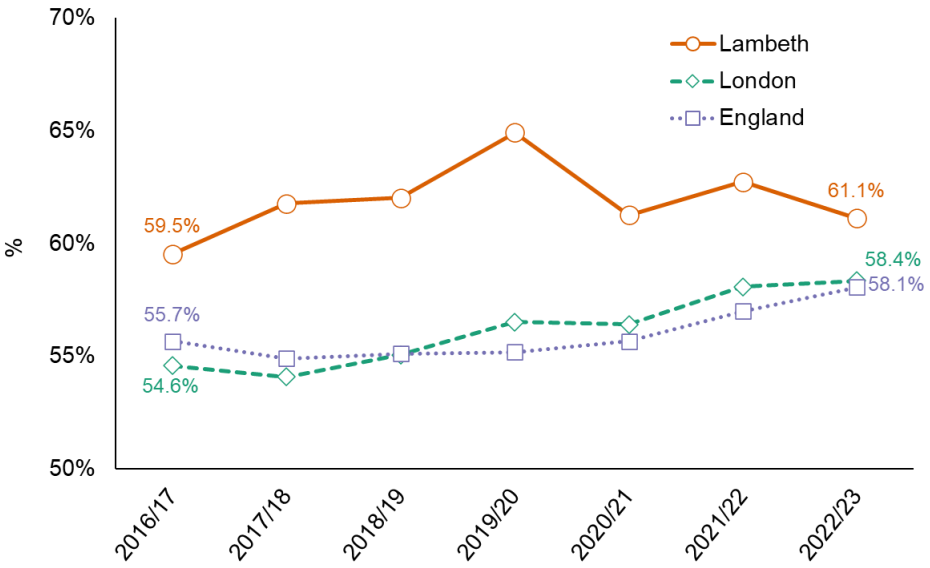
As of 31st March 2023, there were **404 looked after children** in Lambeth, with nearly three quarters placed out of borough (287). The number of children looked after has increased since 2019.

This is a rate of **76 children looked after per 10,000** children - up from 74 per 10,000 in 2022. Lambeth has the third highest rate of looked after children in London, after London boroughs City of London and Islington that have the highest rates.

## Prevalence of SEN amongst children looked after

In 2022/23, **20%** of Lambeth school children were identified as having SEN. This compares to just over **60%** of children looked after identified as having SEN (made up of **30%** receiving **SEN support** and **31%** with an **EHC plan**). This equates to just over **160 children looked after with SEN** of statutory school age in Lambeth.

Percentage of looked after children with SEN



Since the **previous year 2021/22**, the prevalence of special educational needs in looked after children **decreased by 2.6%**.

However, the prevalence has **increased by 2.6% since 2016/17**.

Source: Department for Education, Special Educational Needs in England, 2023/24

# Children with disabilities - age and sex

## What is a disability?

A disability is described in the Equality Act 2010<sup>3</sup> as:

A physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

This definition includes sensory impairments such as those affecting sight or hearing amongst other types of impairments. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

There is currently no national register of people with disabilities in the UK. Official statistics on disability are primarily collected through surveys, which means that disability tends to be self-reported. The Family Resources Survey (FRS) is the most commonly used measure of disability prevalence in the UK.

<sup>3</sup> Equality Act 2010, section 6, Disability <https://www.legislation.gov.uk/ukpga/2010/15/section/6>

# Children with disabilities - age and sex

## Applying UK prevalences of disability by age and sex to Lambeth children's population

Estimated prevalence of disability in Lambeth by age and sex,  
extrapolated from UK data, 2023 (numbers rounded to nearest 10)

		National UK disability, prevalence (%)			Lambeth disability, estimated number	
Age	Total	Male	Female	Total	Male	Female
0 to 4	5%	7%	2%	730	520	140
5 to 9	10%	12%	7%	1,420	870	490
10 to 14	14%	15%	12%	2,110	1,140	900
15 to 19	14%	13%	16%	2,230	1,040	1,270
20 to 24	17%	15%	19%	4,490	1,760	2,790
Lambeth, age bands		Lambeth prevalence (%)			Lambeth disability, estimated number	
<b>Total 0 to 14</b>	10%	11%	7%	<b>4,260</b>	<b>2,530</b>	<b>1,530</b>
<b>Total 0 to 24</b>	13%	13%	13%	<b>10,990</b>	<b>5,330</b>	<b>5,590</b>

Applying the most recent FRS national UK level disability prevalence data to Lambeth's projected population data estimates there are **10,990 children and young people** with a **disability** in Lambeth.

The table above illustrates the estimated prevalence of disability rises with age. The table also shows there are a greater number of disabled males than females in the younger age groups.

Source: Family Resources Survey, Disability data tables, 2022 to 2023,  
<https://www.gov.uk/government/statistics/family-resources-survey-financial-year-2022-to-2023>

# Children with disabilities - Impairment types

## Prevalence of disability by impairment type, UK

An **impairment** is different to a medical condition. It relates to functions that a person either cannot perform or has difficulty performing because of their health condition. For example, glaucoma is a medical condition but being unable to see or being partially sighted is an impairment.

The table below shows the percentages of children aged 0 to 15 in the UK with a disability by impairment type.

### Prevalence of disability by impairment type, UK

Impairment type	Children aged 0 to 15 UK prevalence
Social/ behavioural	50%
Learning	32%
Mental health	30%
Mobility	17%
Stamina/breathing/fatigue	15%
Other	14%
Memory	11%
Dexterity	9%
Vision	6%
Hearing*	5%

\*Data for the 'Hearing' category should be treated with caution due to the possible sampling limitations of interviewing by telephone this survey year.

Note: Totals will sum to over 100 per cent as respondents can report more than one impairment type.

The most common impairment type reported in the UK was 'Social/ behavioural'. Half (50%) of disabled children reported a social or behavioural impairment, followed by 'Learning' (32%) and 'Mental health' (30%).

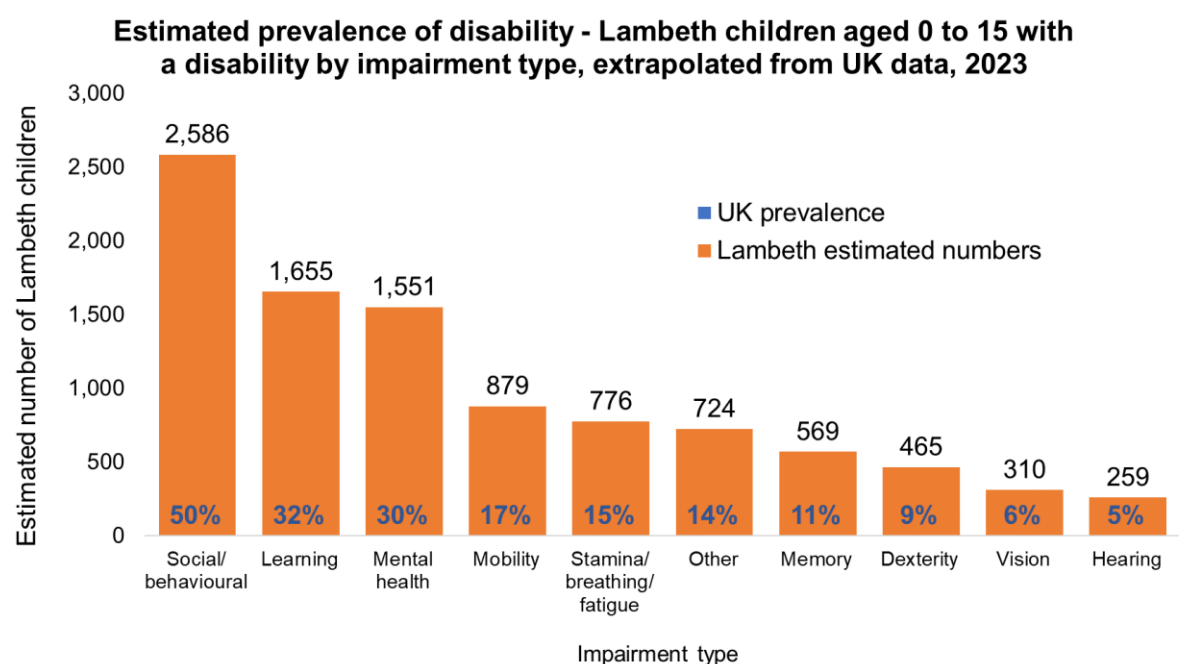
Source: Family Resources Survey, Disability data tables, 2022 to 2023, <https://www.gov.uk/government/statistics/family-resources-survey-financial-year-2022-to-2023>

# Children with disabilities - Impairment types

## Applying UK prevalences of disability by impairment type to Lambeth children's population

The most common impairment in children with a disability is a social or behavioural impairment. Applying UK calculated prevalences to the Lambeth population, there are an estimated 2580 children (aged 0-15) with a social or behavioural impairment.

Note that some children may have more than one impairment type.



Source: Family Resources Survey, Disability data tables, 2022 to 2023

Examples of conditions within the social and behavioural impairment include autism spectrum, or attention deficit hyperactivity disorder.

The second most common impairment was **Learning** (includes understanding or concentrating) with an estimated **1,655** children with a Learning impairment.

Source: Family Resources Survey, Disability data tables, 2022 to 2023, <https://www.gov.uk/government/statistics/family-resources-survey-financial-year-2022-to-2023>

# Educational outcomes

## Key stages

The national curriculum sets out the programmes of study and attainment targets for all subjects at key stages 1 to 4. All mainstream local-authority-maintained schools in England must teach these programmes of study. In some education settings, such as special schools and alternative provision, the curriculum may need significant adaptation to meet needs. At the end of each key stage, children's performance will be formally assessed.

Child's age	Year	Stage	Assessment
3 to 4		Early years	
4 to 5	Reception	Early years foundation stage	Assessment of pupils' starting points in language, communication, literacy and maths and teacher assessments
5 to 6	Year 1	KS1	Phonics screening check
7 to 8	Year 3	KS2	
8 to 9	Year 4	KS2	Multiplication tables check
9 to 10	Year 5	KS2	
10 to 11	Year 6	KS2	National tests in English reading, maths, and grammar, punctuation and spelling. Teacher assessments in English writing and 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 assessments
16 to 18	Year 12 and 13	Further education	Any study after secondary education that's not part of higher education
18+		Higher education	Higher education qualifications include diplomas, bachelor, foundation and post-graduate degrees

# Educational outcomes - Early years foundation stage

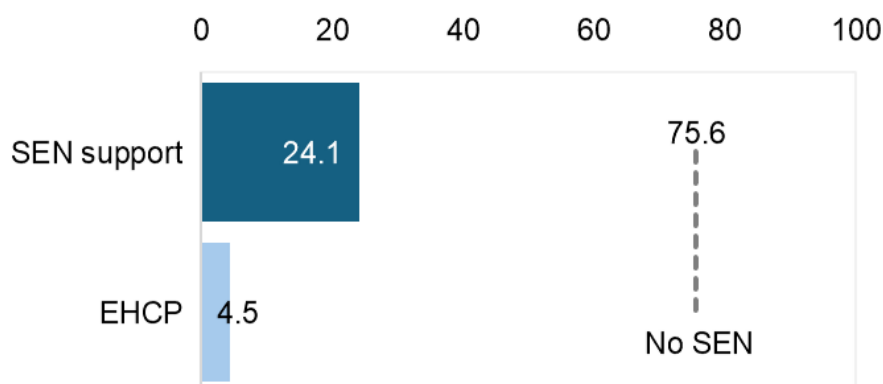
## Early years foundation stage

The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. The statistics presented on this page report on teacher assessments of children's development at the end of the EYFS, specifically the end of the academic year in which a child turns 5, typically the summer term of reception year.

## Good level of development

Children are defined as having a good level of development (GLD) if they are at the expected level for the 12 early learning goals within the 5 areas of learning relating to: communication and language; personal, social and emotional development; physical development; literacy; and mathematics.

Percentage of children with a good level of development, Lambeth



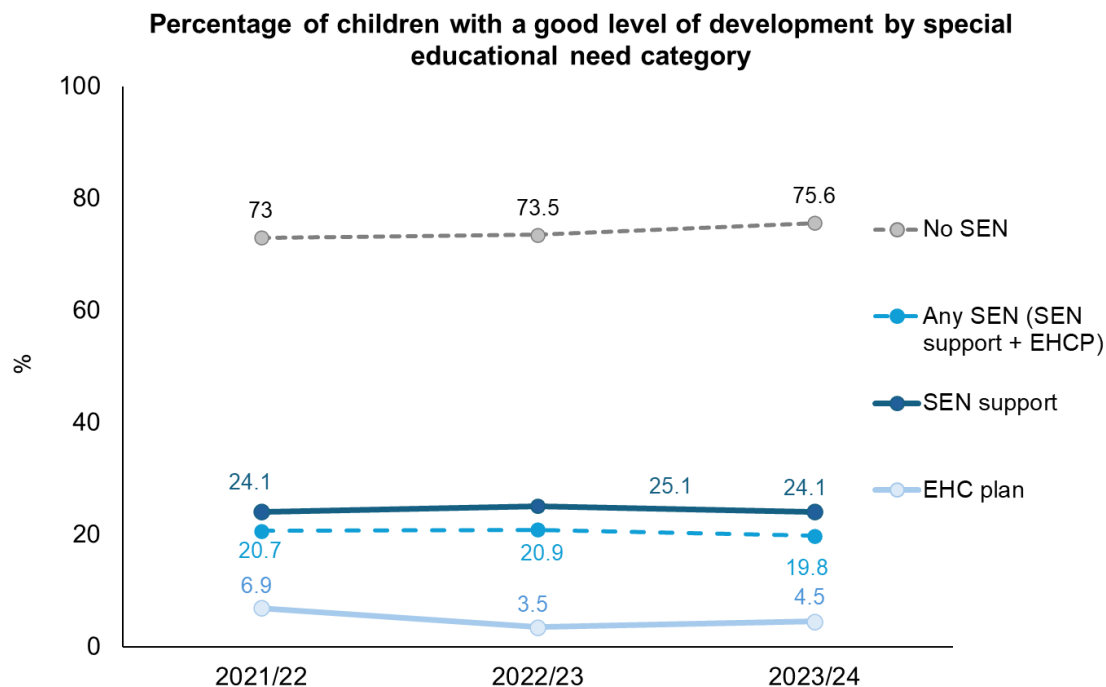
Source: Department for Education, Early years foundation stage profile results, 2023/24

The type of SEN provision a child receives is collected on both the school and early years censuses. If a child was recorded by a school as not on roll at the time of the spring school census and was not in the early years census, or was not in either census at all, that child is categorised as having 'unknown' SEN provision. 46% of the 14 children categorised as having 'unknown' SEN provision, achieved a GLD.

In 2023/24, 4.5% of children receiving EHCP and 24.1% of children receiving SEN support achieved a GLD compared to 75.6% of children achieving a GLD in the no SEN category.

# Educational outcomes - Good level of development trends

## Good level of development, 2021/22 to 2023/24



The early years foundation stage profile was significantly revised in September 2021. It is therefore not possible to directly compare assessment outcomes since 2021/22 with earlier years.

The percentage of children with SEN achieving a GLD has remained relatively stable, accounting for 20.7% of children assessed in 2021/22, 20.9% in 2022/23, and 19.8% in 2023/24. In comparison, 73% of children with no SEN achieved a GLD in 2021/22, 73.5% in 2022/23, and 75.6% in 2023/24. This indicates that the gap between those with SEN achieving a GLD and those with no SEN appears to be widening.

## % of children achieving a GLD in Lambeth compared to London and England, 2023/24

% of pupils achieving GLD	Lambeth	London	England
No SEN	75.6%	78.7%	75.6%
Any SEN	19.8%	22.2%	19.7%
SEN support	24.1%	28.7%	24.9%
EHCP	4.5%	4.6%	3.8%

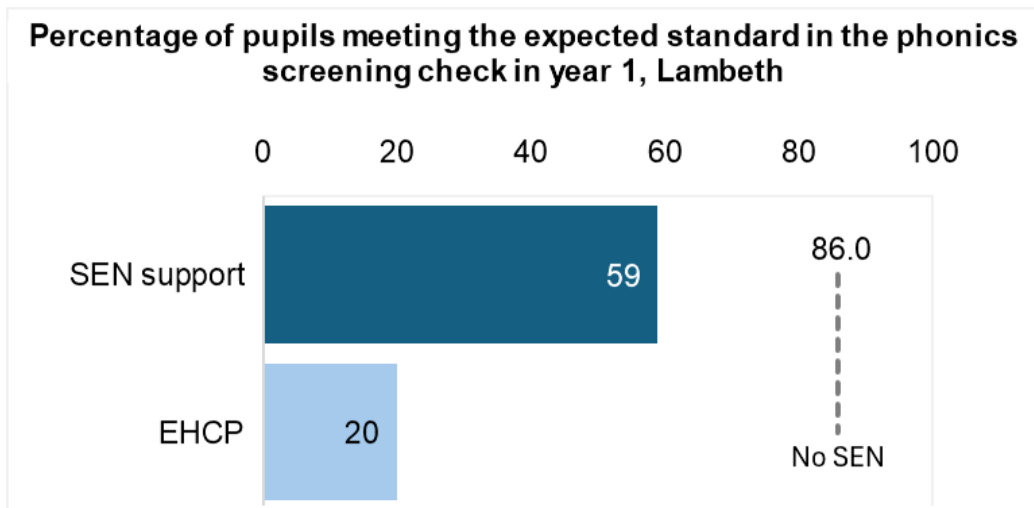
The table on the left shows that the proportions of Lambeth pupils receiving SEN support and those with an EHC plan (Any SEN) achieving a GLD are similar to the achievement levels seen in England and lower than GLD achievement amongst London pupils.

# Educational outcomes - Phonics screening check

## Phonics screening check attainment in year 1

The phonics screening check is a statutory assessment for year 1 pupils (typically aged 6) that confirms whether they have met the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check. Pupils who do not meet the standard in year 1 or were not checked, must take part in the check at the end of year 2 (typically aged 7). Teachers administer the check one-on-one with each pupil and record whether their response to each of the 40 words is correct. Each pupil is awarded a mark between 0 and 40.

The screening check was not administered in 2020 and 2021 due to the coronavirus (COVID-19) pandemic.



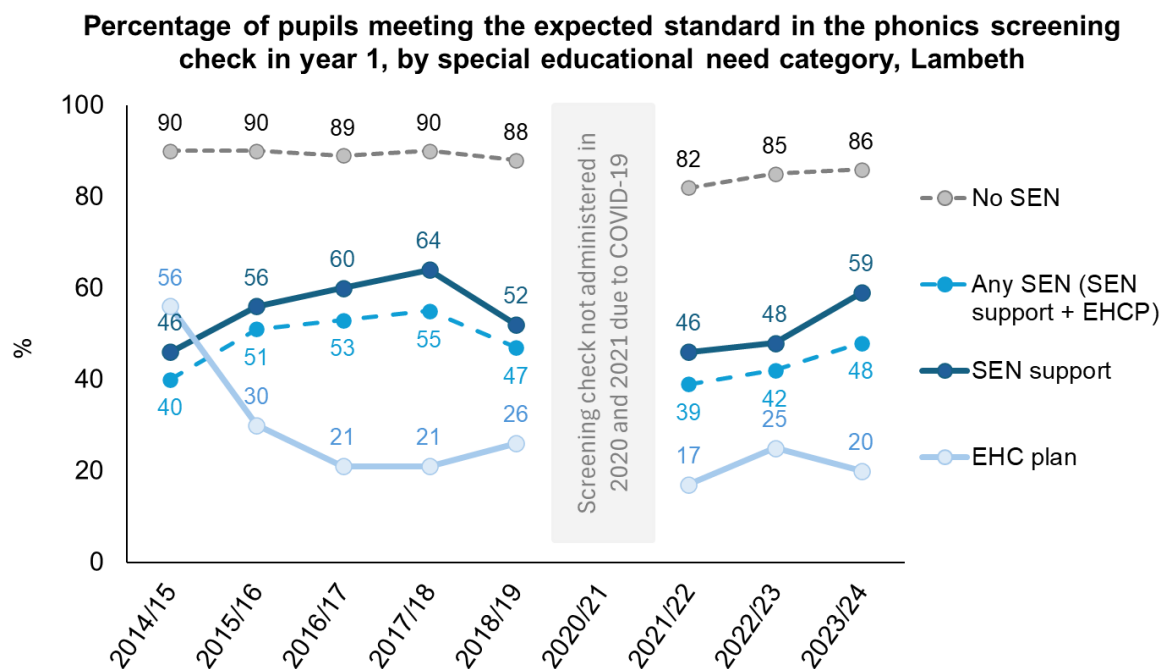
Source: Department for Education, Phonics screening check attainment, 2023/24

In 2023/24, 20% of children receiving EHCP and 59% of children receiving SEN support met the expected standard in the phonics screening check in year 1 compared to 86% of children in the no SEN category.

Department for Education Phonics screening check attainment dataset has been rounded to 0 decimal places.

# Educational outcomes - Phonics screening check, trends

## Phonics screening check attainment in year 1, 2014/15 to 2023/24



Source: Department for Education, Phonics screening check attainment, 2023/24

The percentage of **children with SEN** meeting the expected standard in the phonics screening check in Year 1 has **increased by 8 percentage points** from 2014/15 to 2023/24, with 40% of children assessed in 2014/15 meeting the expected standard and 48% in 2023/24.

For children with no SEN, attainment in the phonics screening check has decreased by 4 percentage points where the attainment was 90% in 2014/15 decreasing to 86% in 2023/24.

### % of children meeting the expected standard in the phonics screening check in year 1 in Lambeth compared to London and England, 2023/24

% of pupils meeting the expected standard	Lambeth	London	England
No SEN	86%	89%	88%
Any SEN	48%	50%	44%
SEN support	59%	60%	52%
EHCP	20%	24%	20%

The table shows that the proportion of Lambeth pupils receiving SEN support meeting the expected standard in the phonics check is similar to the achievement levels seen in London and higher than achievement compared to pupils in England.

Department for Education Phonics screening check attainment dataset has been rounded to 0 decimal places.

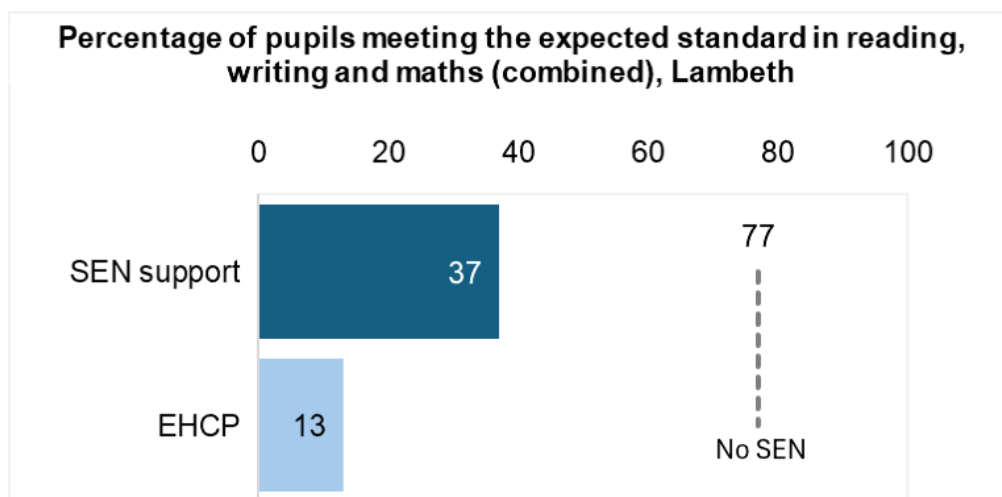
# Educational outcomes - Key stage 2 attainment

## Key stage 2 attainment in reading, writing and maths (combined), year 6

The attainment of Year 6 pupils is evaluated through the following assessments conducted during the summer term:

- Reading test
- Maths test
- Grammar, punctuation and spelling test
- Writing teacher assessment
- Science teacher assessment

The graph below presents the data for attainment in reading, writing and maths combined.

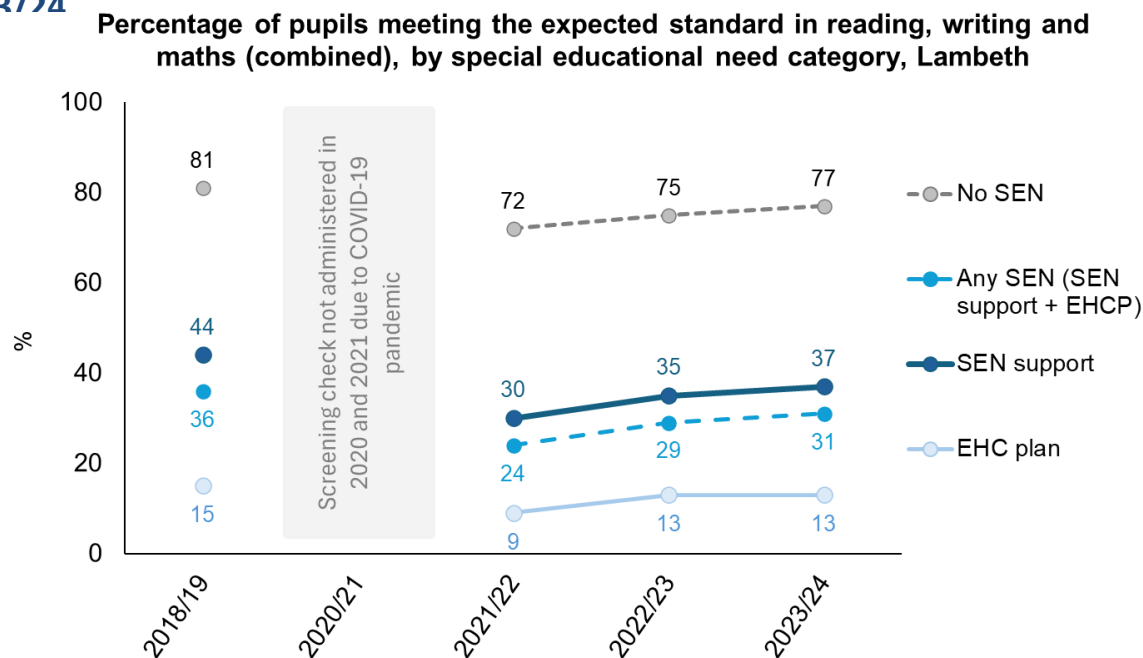


Source: Department for Education, Key stage 2 attainment, 2023/24

In 2023/24, 13% of children receiving EHCP and 37% of children receiving SEN support reached the expected standard in reading, writing and maths (combined) in year 6 compared to 77% of children reaching the expected standard in the no SEN category.

# Educational outcomes - Key stage 2 attainment trends

Percentage of pupils meeting the expected standard in reading, writing and maths (combined) in year 6, by special educational need category, Lambeth, 2018/19 to 2023/24



These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 2 and in year 3. The percentage of **children with SEN** meeting the expected standard in reading, writing, and maths (combined) in Year 6 has **decreased by 5 percentage points** from 2018/19 to 2023/24, with 36% of children assessed in 2018/19 meeting the expected standard and 31% in 2023/24.

For children with no SEN, the percentage meeting the expected standard has decreased by 4 percentage points, with the proportion dropping from 81% in 2018/19 to 77% in 2023/24.

**% pupils meeting the expected standard in reading, writing and maths (combined) in year 6, by special educational need category, Lambeth compared to London and England, 2023/24**

% of pupils meeting the expected standard	Lambeth	London	England
No SEN	77%	79%	72%
Any SEN	31%	30%	22%
SEN support	37%	37%	26%
EHCP	13%	13%	9%

The table shows that the proportion of Lambeth pupils receiving SEN support meeting the expected standard in the phonics check is similar to the achievement levels seen in London and higher than achievement compared to pupils in England.

Department for Education Key stage 2 attainment dataset has been rounded to 0 decimal places.

# Educational outcomes - Key stage 4, grade 4

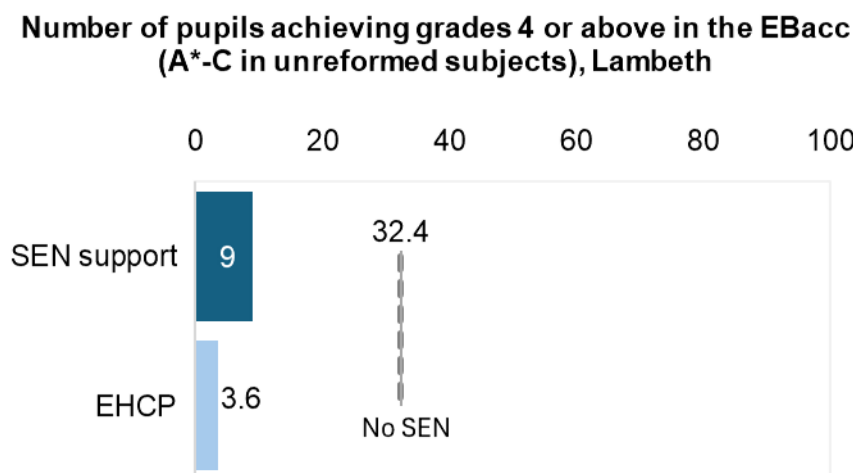
## Key stage 4 - achieving grades 4 or above in English Baccalaureate (EBacc)

The EBacc is a performance measure for schools in England, it is not a qualification itself but a set of subjects at the General Certificate of Secondary Education (GCSE) level that are considered essential for keeping students' options open for further study and future careers.

To achieve the EBacc, students must take GCSEs in the following subjects:

- English Language and Literature
- Mathematics
- Sciences (two GCSEs that cover the three main sciences, biology, chemistry and physics, or three separate sciences: biology, chemistry, and physics)
- Geography or History
- A Language (either a modern foreign language or an ancient language)

The graph below presents the data for achievement of grades 4 or above in the EBacc.



Source: Department for Education, key stage 4 performance, 2023/24

In 2023/24, 3.6% of children receiving EHCP and 9% of children receiving SEN support achieved a grade of 4 or above in the EBacc compared to 32.4% of children achieving grade 4 or above in the no SEN category.

# Educational outcomes - Key stage 4, grade 5

## Key stage 4 - achieving grades 5 or above in English Baccalaureate (EBacc)

The graph below presents the data for achievement of grades 5 or above in the EBacc.

**Number of pupils achieving grades 5 or above in the EBacc (A\*-C in unreformed subjects), Lambeth**

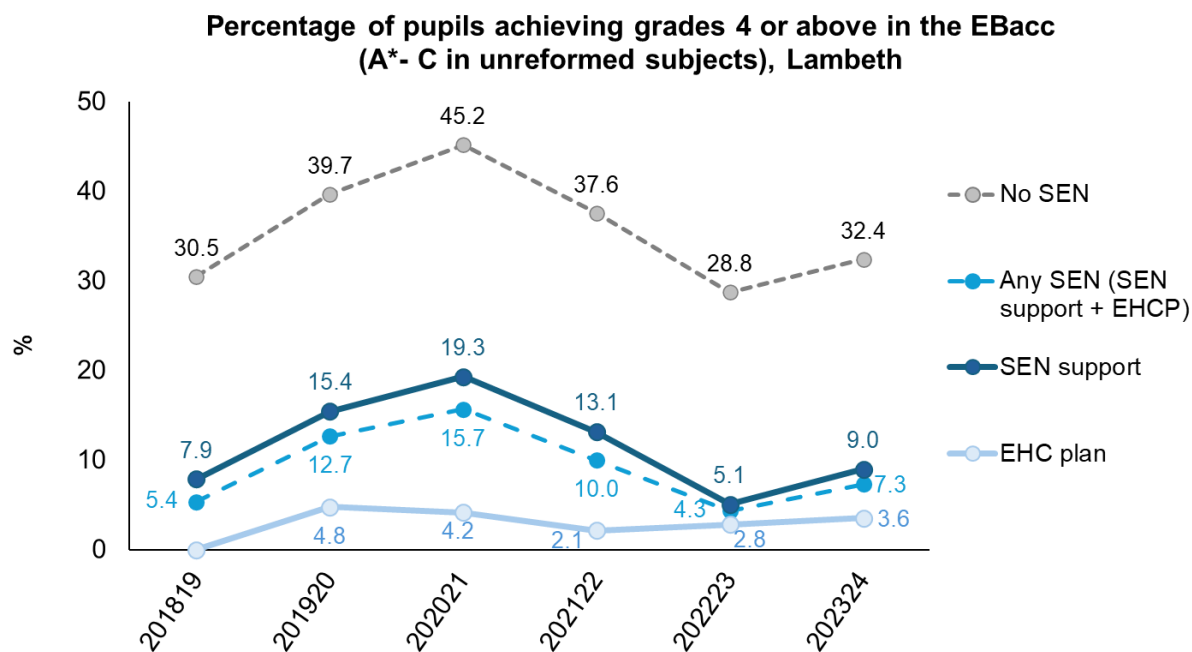


Source: Department for Education, key stage 4 performance, 2023/24

In 2023/24, 1.2% of children receiving EHCP and 5.8% of children receiving SEN support achieved a grade of 5 or above in the EBacc compared to 22.5% of children achieving grade 5 or above in the no SEN category.

# Educational outcomes - EBacc

Percentage of pupils achieving grades 4 or above in the EBacc (A\*- C in unreformed subjects), by special educational need category, Lambeth, 2018/19 to 2023/24



Source: Department for Education, key stage 4 performance, 2023/24

The percentage of **children with SEN** achieving grades 4 or above in the EBacc has **increased by 2 percentage points** from 2018/19 to 2023/24, with 5.4% of children assessed in 2018/19 achieving grades 4 or above and 7.3% in 2023/24.

For children with no SEN, the percentage achieving grades 4 or above has increased by 2 percentage points, with the proportion increasing from 30.5% in 2018/19 to 32.4% in 2023/24.

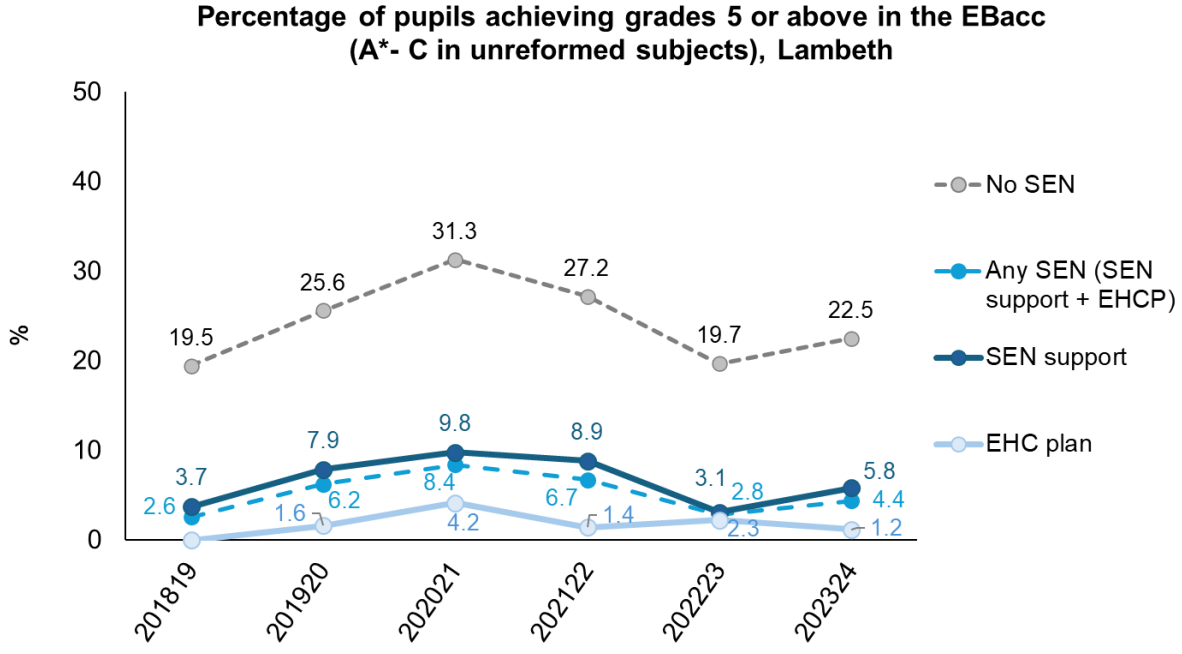
Percentage of pupils achieving grades 4 or above in the EBacc (A\*- C in unreformed subjects), by special educational need category, Lambeth compared to London and England, 2023/24

% of pupils achieving grades 4 or above in the EBacc	Lambeth	London	England
No SEN	32.4%	40.8%	29.4%
Any SEN	7.3%	11.5%	6.6%
SEN support	9.0%	14.5%	8.4%
EHCP	3.6%	4.3%	2.1%

The table shows the proportion of Lambeth pupils receiving SEN support and achieving grades 4 or above is similar to the achievement levels seen in England pupils but lower than the achievement seen compared to pupils in London.

# Educational outcomes - Ebacc, trends

Percentage of pupils achieving grades 5 or above in the EBacc (A\*-C in unreformed subjects), by special educational need category, Lambeth, 2018/19 to 2023/24



Source: Department for Education, key stage 4 performance, 2023/24

The percentage of **children with SEN** achieving grades 5 or above in the EBacc has **increased by 1.8 percentage points** from 2018/19 to 2023/24, with 2.6% of children assessed in 2018/19 achieving grades 5 or above and 4.4% in 2023/24.

For children with no SEN, the percentage achieving grades 5 or above has increased by 3 percentage points, with the proportion increasing from 19.5% in 2018/19 to 22.5% in 2023/24.

## Percentage of pupils achieving grades 5 or above in the EBacc (A\*-C in unreformed subjects), by special educational need category, Lambeth compared to London and England, 2023/24

% of pupils achieving grades 5 or above in the EBacc	Lambeth	London	England
No SEN	22.5%	30.4%	21.1%
Any SEN	4.4%	7.6%	4.2%
SEN support	5.8%	9.6%	5.2%
EHCP	1.2%	2.8%	1.4%

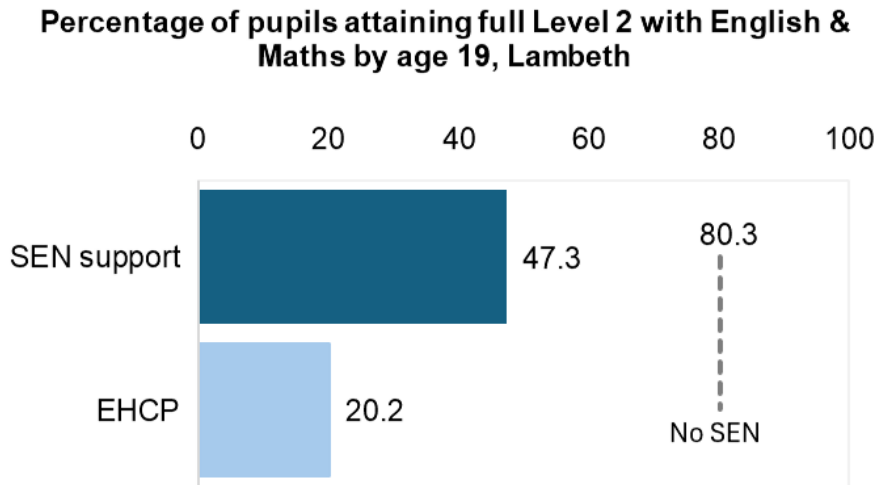
The table shows the proportion of Lambeth pupils with SEN achieving grades 5 or above is similar to the achievement levels seen in England pupils but lower than the achievement seen compared to pupils with SEN in London.

# Educational outcomes - Pupils attaining full Level 2

## Pupils attaining full Level 2 with English & Maths by age 19, Lambeth

Full level 2 is 5 GCSEs grades 9-4 or an equivalent qualification.

This page presents the data for pupils who were recorded in the mainstream state-funded schools in year 11 (i.e. the final year of secondary school), reporting on their level 2 English language and maths attainment by age 19.

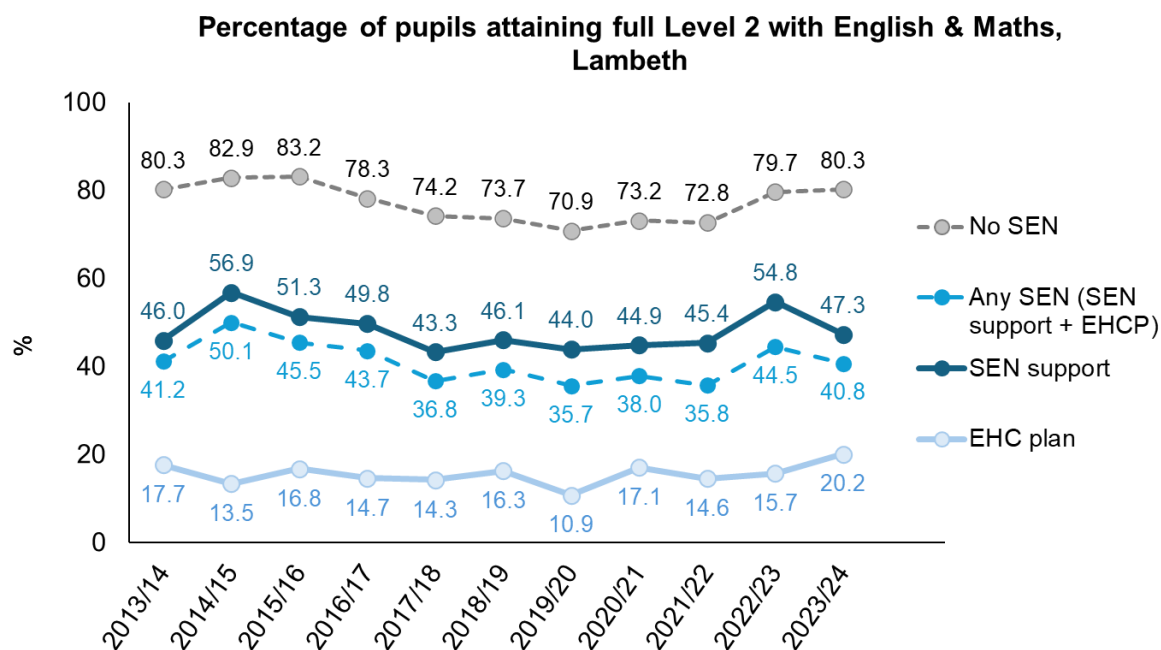


Source: Department for Education, Level 2 and 3 attainment age 16 to 25, 2023/24

In Lambeth in 2023/24, 20.2% of pupils with an EHCP and 47.3% of pupils receiving SEN support attained full Level 2 with English & Maths by age 19 compared with 80.3% of pupils achieving in the no SEN category.

# Educational outcomes - Pupils attaining full Level 2, trends

## Percentage of pupils attaining full Level 2 with English & Maths by age 19, by special educational need category, Lambeth, 2018/19 to 2023/24



Source: Department for Education, Level 2 and 3 attainment age 16 to 25, 2023/24

The percentage of **children with SEN** attaining full Level 2 with English & Maths by age 19 has **decreased by 0.4 percentage points** from 2013/14 to 2023/24, with 41.2 % of children assessed in 2013/14 attaining full Level 2 with English & Maths by age 19 and 40.8% in 2023/24.

Among children without SEN, the proportion achieving the full Level 2 standard in English and Maths remained steady at 80.3% in both 2013/14 and 2023/24. Although this percentage declined by 9.4 percentage points by 2019/20, it subsequently rose again, returning to the same level of attainment seen a decade earlier.

## Percentage of pupils attaining full Level 2 with English & Maths by age 19, by special educational need category, Lambeth compared to London and England, 2023/24

% of pupils attaining full Level 2 with English & Maths by age 19	Lambeth	London	England
No SEN	80.3%	83.8%	80.4%
Any SEN	40.8%	44.3%	37.4%
SEN support	47.3%	52.1%	44.5%
EHCP	20.2%	22.6%	18.1%

The table shows the proportion of Lambeth pupils with SEN attaining full Level 2 with English & Maths by age 19 is higher than attainment levels amongst England pupils but lower than the attainment seen in London pupils with SEN.

## Report Title

**Local Picture: Children with special educational needs & disabilities (SEND), 2024**

Type: Local picture profile

Status: Public

Prepared by: Health Intelligence team

Approved by: Public Health Senior Management Team

Date approved: 2025

Last produced: First publication

Refresh cycle: Annual

Next update: 2026

Contact: [PublicHealth@lambeth.gov.uk](mailto:PublicHealth@lambeth.gov.uk)

# References

- <sup>1</sup> Department for Education, 2015. Special educational needs and disability code of practice: 0 to 25 years  
Provides statutory guidance on duties, policies and procedures relating to children and young people with special educational needs (SEN) and disabled children and young people.  
[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)
- <sup>2</sup> Department for Education: Special educational needs and disability analysis and summary of data sources report, August 2024  
[https://assets.publishing.service.gov.uk/media/66bdc2de3effd5b79ba490fd/Special\\_educational\\_needs\\_and\\_disability\\_analysis\\_and\\_summary\\_of\\_data\\_sources\\_Aug24.pdf](https://assets.publishing.service.gov.uk/media/66bdc2de3effd5b79ba490fd/Special_educational_needs_and_disability_analysis_and_summary_of_data_sources_Aug24.pdf)
- <sup>3</sup> Equality Act 2010, section 6, Disability  
<https://www.legislation.gov.uk/ukpga/2010/15/section/6>

## Data sources

### SEN prevalence data

Department for Education: Special educational needs in England, 2023/24

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2023-24>

### Disabilities

Family Resources Survey, Disability data tables, 2022 to 2023

<https://www.gov.uk/government/statistics/family-resources-survey-financial-year-2022-to-2023>

### Educational outcomes

Early years foundation stage profile results, 2023/24

<https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results/2023-24>

Phonics screening check attainment, 2023/24

<https://explore-education-statistics.service.gov.uk/find-statistics/phonics-screening-check-attainment/2023-24>

Key stage 2 attainment, 2023/24

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2023-24>

Key stage 4 performance, 2023/24

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance/2023-24>

Level 2 attainment age 19, 2023/24

<https://explore-education-statistics.service.gov.uk/find-statistics/level-2-and-3-attainment-by-young-people-aged-19/2023-24>

## FURTHER INFORMATION & FEEDBACK

This profile has been created by Lambeth Public Health Intelligence Team.

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**Webpage:** <https://www.lambeth.gov.uk/adult-social-care-and-health/health-and-wellbeing/lambeth-health-profile>

We welcome comments on these profiles and how they could better suit your requirements, please contact us with your ideas.