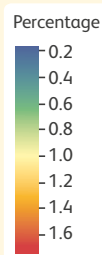


Such significant differences bear no simple relation to the size of a local authority or its social or geographical characteristics. Further research is needed in order to understand such diverse patterns.

The significance of this research is twofold: despite every authority being subject to the same national policies and legislation, CSIE Trends reports have brought to light disturbing local variations. Up-to-date information can empower parents to make better-informed choices for their children's education, and can help parents, professionals and others to lobby for change. Previous reports in the Trends series are available from CSIE.

Explore the interactive map at:  
[www.bit.ly/2Y001Je](http://www.bit.ly/2Y001Je)



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Centre for Studies on Inclusive Education  
The Park Centre, Daventry Road, Bristol BS4 1DQ, UK

tel 0117 353 3150

e-mail [admin@csie.org.uk](mailto:admin@csie.org.uk)

website [www.csie.org.uk](http://www.csie.org.uk)

[csie.uk](https://www.facebook.com/csie.uk) [csie\\_uk](https://twitter.com/csie_uk)

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## Contrasting responses to diversity:

School placement trends  
2014 - 2017 for all local  
authorities in England

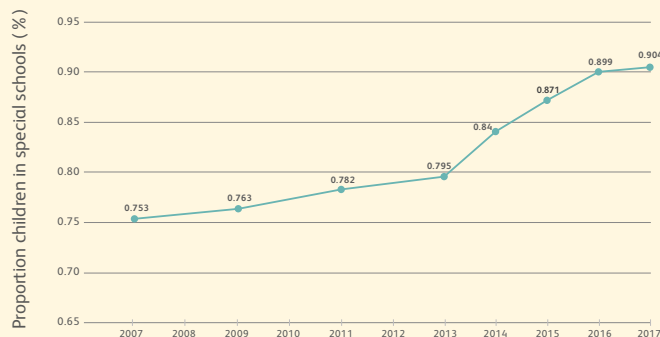


## CSIE has been reporting, since the 1980s, school placement trends of all local authorities in England (i.e. the proportion of children and young people sent to special schools by each local authority).

This detailed level of analysis at local authority level, taking account of “imports” and “exports” (i.e. reporting on school placements of children who live within each local authority’s boundaries, rather than on numbers of children attending each local authority’s schools) is unique to CSIE.

Up-to-date figures, offering detailed information for the years 2014 -17 are now available. The project report is available at [www.csie.org.uk/trends/report2019.pdf](http://www.csie.org.uk/trends/report2019.pdf). Detailed information on school placement trends of each local authority in England for each of the years examined, including an interactive map for clarity and ease of reference, are available at [www.bit.ly/2Y001Je](http://www.bit.ly/2Y001Je).

This research shows that there has been a rising national trend of special school placements over the last 10 years. This rise has been sharper in 2014 -17 than ever before.



Proportion of 0-19-year-olds in England who have a statement or EHC Plan and are sent to a special school

Like other *Trends* reports before it, it also suggests a postcode lottery for inclusive education: there continues to be huge variation in the rates of segregation into special schools of children with Education and Health Care Plans. Some local authorities consistently rely more on mainstream settings, while others regularly send high proportions of children to special schools.

In 2017 the proportion of children sent to special schools ranged from 0.18 % (the equivalent of 1 child in every 552) in the London Borough of Newham, to 1.75 % (the equivalent of 1 child in every 57) in Torbay. That is close to a tenfold difference! While there are small variations from one year to the next, rates of segregation by each local authority remain quite similar from year to year, in a way which makes these patterns persist.

In 2017 the 5 local authorities with the **lowest proportion** of pupils in special schools were:

1	Newham	London borough	0.181 %
2	Cornwall	Unitary authority	0.407 %
3	York	Unitary authority	0.434 %
4	Kensington & Chelsea	London borough	0.472 %
5	Hathering	London borough	0.548 %

In 2017 the 5 local authorities with the **highest proportion** of pupils in special schools were:

146	Stockton-on-Tees	Unitary authority	1.399 %
147	Wirral	Metropolitan district	1.428 %
148	Knowsley	Metropolitan district	1.502 %
149	Stoke-on-Trent	Unitary authority	1.548 %
150	Torbay	Unitary authority	1.748 %

The colour coding reflects the type of each local authority: pink for London boroughs, orange for metropolitan districts and green for county councils.