3. Education & Skills

Attainment of five A*-C grade GCSEs increased...

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>67.9</td>
<td>72.3</td>
<td>78.0</td>
<td>2011</td>
</tr>
<tr>
<td>2010</td>
<td>72.3</td>
<td>67.9</td>
<td>79.4</td>
<td>2012</td>
</tr>
<tr>
<td>2011</td>
<td>78.0</td>
<td>72.3</td>
<td>79.4</td>
<td>2013</td>
</tr>
</tbody>
</table>

...by 11% in the last five years, despite a 0.4% fall in attainment from 2012 to 2013

A* to C grade GCSE pass rates vary by subject

- Biology: 91%
- Maths: 75%
- English Literature & Language: 39%

5,610 apprenticeships were started in 2012/13
23% were in Arun
...but across West Sussex, 1,280 16-18 year olds were Not in Education, Employment or Training (NEET)

Click here for a video summary

Girls outperform boys from early years through to GCSEs, but boys perform better at A Level and men are more likely to have a degree

The Education Gender Divide in West Sussex

- Early Years F5: % expected across all 17 ELGs
- KS1: reading, writing, maths, science avg points
- KS2: % level 4 or above reading, writing, maths
- KS3: avg % level 6 or above English, maths, science
- GCSEs: % achieving 5 or more A*-C grade passes
- A Levels: % achieving AAB or better
- Degree: % with NOF level 4 or above qualifications
Early Years Foundation Stage

Description

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to age 5. All schools and Ofsted registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes. Teaching is often done through play, where the child learns about subjects and other people through games.

Following an independent review of the EYFS in 2011, a revised EYFS was implemented in the 2012/13 school year. Early years learning now concentrates on 7 areas split between prime and specific areas of learning. The prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Within each area there are two or three early learning goals against which each child’s progress is measured, with 17 of these early learning goals in total. There are assessments when a child is aged between 2 and 3 years and at the end of the academic year when they turn 5. These are not tests - the assessments are based on teacher (or practitioner) observations.

All early years providers must complete an EYFS profile for each child in the final term of the year in which they turn 5, describing each child’s attainment against the 17 early learning goals, together with a short narrative about their learning characteristics. It should support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers. The profile is also designed to inform parents or carers about their child’s development against the early learning goals.

Performance

The revised EYFS describes the level of development that should be expected of children aged 5, with each child described as ‘emerging’ (not at the expected level), ‘expected’ or ‘exceeding’ against each goal. In 2013, 50% of children achieved at least the ‘expected’ level of development across all 17 early learning goals in West Sussex, slightly above the national average of 49% of children.

There is a significant gap in attainment between children living in the most deprived areas and those living elsewhere, with around 10% lower attainment in each area of learning for children living in the top 30% most deprived areas in West Sussex. This gap is biggest in the Communication and language and Mathematics areas of learning.

Figure 3.1: EYFS Profile, % of pupils achieving at least ‘expected’ level by deprivation status

- Communication and language: 66% (30% most deprived areas), 78% (All other areas)
- Physical development: 79% (30% most deprived areas), 88% (All other areas)
- Personal, social and emotional development: 71% (30% most deprived areas), 81% (All other areas)
- Literacy: 51% (30% most deprived areas), 62% (All other areas)
- Mathematics: 60% (30% most deprived areas), 72% (All other areas)
- Understanding the world: 73% (30% most deprived areas), 82% (All other areas)
- Expressive arts and design: 74% (30% most deprived areas), 83% (All other areas)

Source: Department for Education, EYFS Profile Statistics, 2013
Individual early learning goals have higher proportions of children achieving the ‘expected’ level, although there is significant variation between different goals. In West Sussex, the early learning goal with the highest attainment was Health and self-care, with 92% of children achieving at least the ‘expected’ level of development, followed by Technology with 91% of children achieving at least ‘expected’. Both of these were above the national averages, at 88% of children achieving at least the ‘expected’ level for both goals.

The early learning goal with the lowest level of attainment, both nationally and in West Sussex, was Writing, with 62% of children achieving at least the ‘expected’ level in West Sussex (also 62% nationally). Attainment in West Sussex was above the national level across all of the early learning goals except writing, with the largest attainment gap of 7% in the Shape, space and measures goal.
Girls outperform boys by a significant margin in the Early Years Foundation Stage, with 60% of girls achieving at least the ‘expected’ level across all early learning goals in West Sussex, compared to 41% of boys. However, boys in West Sussex remain in line with the national average, while girls in West Sussex exceed the national average by 2%.

With the exception of Technology, girls in West Sussex were more likely to achieve at least the ‘expected’ level across all of the individual early learning goals, and were also more likely to exceed the ‘expected’ level across most goals.

Boys performed particularly poorly in the Writing goal, with just under half (47%) not meeting the ‘expected’ level of development by age 5. In addition, a third (33%) of boys did not meet the ‘expected’ level of development in Reading. Again this pattern of performance for boys in West Sussex reflects a national trend for poor performance against these two early learning goals.

Source: Department for Education, EYFS Profile Statistics, 2013
Description

The General Certificate of Secondary Education (GCSE) is an academic qualification, which is usually taken in a number of subjects by students aged 14–16 in secondary education. West Sussex County Council monitors GCSE achievement levels amongst pupils aged 15 years at the beginning of the academic year. The three main indicators that are measured are:

- the proportion of pupils who have attained five or more GCSEs at grades A* to C;
- the proportion of pupils who have attained five or more GCSEs at grades A* to C, including English and mathematics;
- the proportion of pupils who have achieved the English Baccalaureate (A* to C passes in five core subject areas – English, mathematics, the sciences, history or geography and a language).

Performance

The proportion of pupils attaining five or more GCSEs at grades A* to C has increased from 55.9% in 2005 to 79.0% in 2013, despite a 0.4% decrease from 2012 to 2013. The proportion attaining five or more A* to C grades including English and maths also increased, from 44.8% of pupils in 2005 to 59.9% in 2013. The gap between these two measures has increased over the same period, with results in English and maths improving at a slower rate than other subjects.
Attainment of five A*-C grade GCSEs in West Sussex was 2.8% below the national average (81.8%) and 3.4% below the South East average (82.4%) in 2013. However, attainment of five A*-C grades including English and mathematics was 0.7% above the national average (59.2%) in 2013, though still 2.6% below the average for the South East (62.5%).

The gap between local and national attainment has widened in the last five years; attainment levels in West Sussex were very close to national levels between 2005 and 2008, before a gap of 2.1% was recorded in 2009 and subsequent years recorded a similar gap, increasing to 2.8% in 2013.

Adur, Chichester and Horsham all saw increases in attainment of five A*-C grade GCSEs from the previous year, with Horsham in particular seeing 90.1% of pupils achieving five A*-C grades. Arun, Mid Sussex and Worthing saw small decreases in attainment, while Crawley saw a larger decrease from 81.8% of pupils in 2012 to 75.6% of pupils in 2013. District figures are based on school location – i.e. they are derived from results at schools that fall within the district, as opposed to pupils who live within the district.

The English Baccalaureate (EBacc) was introduced as a new performance measure midway through 2011. It is not a qualification in itself; instead, the measure recognises where pupils have attained A*-C grades across a core of academic subjects: English, mathematics, history or geography, the sciences and a language. The EBacc is not compulsory, with just over a third of all pupils (35.6%) entering across England.

In West Sussex 67.3% of pupils entering the English Baccalaureate achieved it in 2013 (or 21.1% of all pupils). This is higher than the national rate at 64.3% of those entered achieving the EBacc. The highest achieving districts in 2013 were Horsham (75.7%) and Chichester (71.0%), while Crawley had the lowest proportion achieving the EBacc (58.2%). However, due to variation in the proportion of pupils entered for the English Baccalaureate by district, Horsham and Mid Sussex have the highest overall proportions of pupils achieving the EBacc.
Figure 3.8: Attainment of five A* to C grades including English and mathematics by secondary school

Source: Department for Education, School Performance Tables, 2013

insight.team@westsussex.gov.uk
Figure 3.9: Percentage of GCSE grades attained by subject, West Sussex vs. England

**English**
Language, Literature, Lang. & Literature

**Mathematics**

**Sciences**
Biology, Chemistry, Physics, Core, Additional

**Languages**
French, Spanish, German

**Top 10 subjects**
by % of A* to C grade passes

Key:  
West Sussex % of all GCSE entrants  
England % of all GCSE entrants

Source: Department for Education, School Performance Tables, 2013
**Free School Meals Attainment Gap**

The Department for Education routinely monitors differences in GCSE attainment between pupils who are eligible for Free School Meals (FSM) and those who are not eligible. Eligibility criteria for Free School Meals mainly include families on state benefits, hence it provides an indicator for children from economically deprived families.

The existence of a gap in attainment between children eligible for Free School Meals and those who are not eligible shows that economic deprivation acts as an educational disadvantage for children.

In West Sussex, there is a significant gap in attainment of five A*-C grade GCSEs between those pupils eligible for FSM and those who are not. In 2013, 56.7% of West Sussex pupils eligible for Free School Meals attained five A*-C grade GCSEs, compared to 80.8% of other (not eligible) pupils, a gap of 24.1%. Similar gaps in attainment were recorded in 2011 and 2012, but the gap has decreased since 2009. However, the attainment gap in West Sussex has been consistently larger than the national average since 2009. It has also fallen at a slower rate than the national attainment gap, which was down to 16.0% in 2013.

**Figure 3.10: Pupils attaining five A* to C grade GCSEs by FSM eligibility, 2009 to 2013**

![Graph showing GCSE attainment by FSM eligibility from 2009 to 2013]

**Figure 3.11: Free School Meals attainment gap, 2009 to 2013**

![Graph showing Free School Meals attainment gap from 2009 to 2013]

Source: Department for Education, GCSE results, 2013
**A Level Attainment**

**Description**

The General Certificate of Education Advanced Level, more commonly referred to as the A Level, is a non-compulsory qualification offered by schools and further education institutions in England to students following completion of their GCSEs.

A Levels are usually studied for two years, with the first year known as the Advanced Subsidiary (AS) level, and the second year known as the A2 Level. The AS Level is a qualification in its own right, while the AS and A2 combined form the complete A Level qualification.

Students typically study 3-4 A Levels in subjects that interest them or offer progression to higher education or a specific career, with A Levels being the primary entrance requirement to study at English universities. A Levels are graded on a scale from A* to E, with the highest A* grade being introduced in 2010.

A facilitating subject is one that is often required to secure a place at university, with these subjects typically giving students the widest range of options for further study or indeed work. Currently, the phrase ‘facilitating subjects’ includes mathematics, further mathematics, physics, chemistry, biology, history, geography, modern or classical languages and English literature.

The proportion achieving AAB or better including two facilitating subjects drops to 9.7% in West Sussex, compared to 12.1% across England and 13.5% in the South East.

**Performance**

There were 3,499 students entered for at least one A Level finishing in 2013 in West Sussex state-funded schools (data for independent schools is not available at local authority level). Of these, 14.5% achieved AAB or better – that is, two subjects at grade A and one subject at grade B or better. This is below both the national average, at 16.7% of students achieving AAB, and below the average for the South East at 18.4% of students.

The most common A Level subject for students in West Sussex completing their courses in 2013 was English, with 1,108 students studying English (no distinction between language and literature is available). This was followed by mathematics with 935 students, then art and design with 772 students. Biology (biological sciences) was the most popular of the three sciences, with physics the least popular, and there were no modern or classical languages in the top 20 subjects by number of entrants. On average, mathematics saw the highest grades achieved, with 41% of students achieving an A* or A grade, with high proportions of A* or A grades for the three sciences also.

---

**£5,162**

was the average spend per pupil, per year, in West Sussex secondary schools with sixth forms

| £2,960 Teaching Staff |
| £471 Back Office (including staff) |
| £248 Learning Resources |
| £87 Other Staff |
| £442 Education Support Staff |
| £343 Premises |
| £81 IT Resources |
| £68 Supply Teachers |
| £39 Energy |
| £68 Food |
| £370 Other |
| £2,960 Teaching Staff |
| £471 Back Office (including staff) |
| £248 Learning Resources |
| £87 Other Staff |
| £442 Education Support Staff |
| £343 Premises |
| £81 IT Resources |
| £68 Supply Teachers |
| £39 Energy |
| £68 Food |
| £370 Other |
**A Level Attainment**

**Figure 3.13: A Level entries and results, top 20 subjects in West Sussex**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Entries</th>
<th>A*/A</th>
<th>B/C/D/E</th>
<th>Unclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1,108</td>
<td>17%</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>935</td>
<td>41%</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Art and Design</td>
<td>772</td>
<td>23%</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>616</td>
<td>17%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>573</td>
<td>24%</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>549</td>
<td>20%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>489</td>
<td>30%</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Media, Film &amp; TV</td>
<td>430</td>
<td>12%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>369</td>
<td>28%</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>365</td>
<td>14%</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>339</td>
<td>15%</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>285</td>
<td>24%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>278</td>
<td>21%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>230</td>
<td>19%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>213</td>
<td>7%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>203</td>
<td>20%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>190</td>
<td>13%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Government &amp; Politics</td>
<td>186</td>
<td>21%</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>Other Science</td>
<td>185</td>
<td>23%</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>Communication Studies</td>
<td>171</td>
<td>10%</td>
<td>90%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Department for Education, A Level results 2012 to 2013

**English** was the most popular A Level subject in West Sussex in 2012/13, with 1,108 entries followed by Mathematics with 935 entries.

Some subjects that did not make the top 20 in terms of number of entries include:

- **157** Religious Studies
- **97** French
- **91** Music
- **88** Spanish
- **51** Computer Studies
- **38** German

### Source:

insight.team@westsussex.gov.uk

West Sussex County Council

West Sussex Life 2014

53
Higher Education

Description

Higher education is an optional final stage of formal learning that occurs after secondary and further education. In England, higher education students are generally aged 18 or over, and have usually already achieved further education qualifications such as A-levels. Higher education is split into two types:

- Undergraduate qualifications, which includes Bachelor degrees (e.g. Bachelor of Arts, BA or Bachelor of Science, BSc), as well as several qualifications that are equivalent to the first 1-2 years of a Bachelor degree.

- Postgraduate qualifications include Masters degrees, Master of Business Administration (MBA), PhDs, doctorates and more. Usually you need an undergraduate qualification to enter a postgraduate programme.

Most courses are taught in universities, although some are taught at colleges, art institutions or business schools. Completing a higher education course can lead to increased earning potential, greater employment opportunities and a more rewarding career. At a national level, higher education is very important to the economy, both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy.

Higher education statistics are typically measured against one of several frameworks, with the main frameworks in England being the National Qualifications Framework (NQF) for academic qualifications and the Qualifications and Credit Framework (QCF) for vocational qualifications. Both frameworks have 8 levels into which various qualifications are grouped, with levels 1-3 covering secondary or equivalent level education, and levels 4-8 covering higher education.

In West Sussex, 2011 Census data shows that 27.8% of people over the age of 16 have attained a higher education qualification (NQF/QCF level 4 and above), slightly above the national average of 27.4% across England. There is significant variation between districts in West Sussex, with Mid Sussex having the highest proportion with a higher education qualification at 33.6% of adults, followed closely by Horsham (32.6%) and Chichester (32.4%). Crawley has the lowest proportion of people with a higher education qualification at 21.5% of adults, well below the national average, with Adur and Arun also showing low proportions of people with such qualifications.

Performance

![Figure 3.14: NQF/QCF level descriptions](source)

![Figure 3.15: Proportion of adults (16+) with a level 4 or above qualification](source)
Although the total proportion of people in West Sussex with a higher education qualification is higher than the national average, the proportion with Bachelors or higher degrees (Masters, MBA, PhD/Doctorate) is lower than the national average, at 15.3% of adults in West Sussex compared to 17.4% across England. Conversely, the proportion with other higher education qualifications, which includes more vocational and professional qualifications, is higher than the national average, at 12.5% of adults in West Sussex compared to 10.0% across England.

Obtaining a higher education qualification has a positive impact on employment prospects, with 2.5% of working age (16-64) adults in West Sussex who have a higher education qualification being unemployed in 2011, compared to 5.0% of working age adults without such a qualification. This rises to 6.3% of working age adults without a higher education qualification unemployed in Crawley, although this is still below the national average of 6.9%.

Table 3.2: Proportion of adults (16+) with higher education qualifications

<table>
<thead>
<tr>
<th>Area</th>
<th>Bachelors or higher degree (Masters, MBA, PhD)</th>
<th>Other higher education qualification</th>
<th>All higher education qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adur</td>
<td>11.1%</td>
<td>10.8%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Arun</td>
<td>10.5%</td>
<td>12.3%</td>
<td>22.8%</td>
</tr>
<tr>
<td>Chichester</td>
<td>19.1%</td>
<td>13.3%</td>
<td>32.4%</td>
</tr>
<tr>
<td>Crawley</td>
<td>12.1%</td>
<td>9.4%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Horsham</td>
<td>19.1%</td>
<td>13.6%</td>
<td>32.6%</td>
</tr>
<tr>
<td>Mid Sussex</td>
<td>19.7%</td>
<td>13.9%</td>
<td>33.6%</td>
</tr>
<tr>
<td>Worthing</td>
<td>13.2%</td>
<td>12.7%</td>
<td>26.0%</td>
</tr>
<tr>
<td>West Sussex</td>
<td>15.3%</td>
<td>12.5%</td>
<td>27.8%</td>
</tr>
<tr>
<td>England</td>
<td>17.4%</td>
<td>10.0%</td>
<td>27.4%</td>
</tr>
</tbody>
</table>

Figure 3.16: Unemployment rate, working age adults by level of qualification

Source: 2011 Census, Qualifications gained (QS502)

With a higher education qual. Without a higher education qual.

| Area          | 2.7% | 5.1% | 2.7% | 5.3% | 2.4% | 5.0% | 3.2% | 6.3% | 2.3% | 4.2% | 2.0% | 3.7% | 2.6% | 5.4% | 2.5% | 5.0% | 3.2% | 6.9% |

Source: 2011 Census, Highest level of qualification by economic activity (LC5601)
Top 10 wards

Haywards Heath Lucastes 46.5%
Haywards Heath Heath 43.5%
Lindfield 43.4%
Funtington 42.6%
Bosham 42.3%
Cuckfield 41.6%
Forest 41.3%
Donnington 40.5%
Fernhurst 39.9%
Rogate 39.5%

All other wards 16.2 - 39.5%

Bottom 10 wards

Broadfield North 16.2%
Orchard 16.1%
Hillside 16.1%
Broadfield South 15.7%
Bersted 15.6%
Southlands 15.3%
Tilgate 14.9%
Peverel 14.4%
Bewbush 14.4%
Ham 12.8%

Figure 3.17: Proportion of adults with a level 4 qualification or above by ward

Source: 2011 Census, Highest level of qualification (QS501)
An apprenticeship is essentially a job with qualification-based training provided, allowing individuals to earn while they learn and achieve recognised qualifications. All adults over the age of 16 and not in full time education can apply for an apprenticeship. They take 1-4 years to complete and cover a wide range of industries, from engineering to financial advice, to veterinary nursing.

Each apprenticeship comprises a set of qualifications called a ‘framework’ developed by Sector Skills Councils. Most frameworks follow a standard format that includes a National Vocational Qualification (NVQ) as well as knowledge-based and transferable skills. The learning provider develops knowledge and skills while the employer provides the practical experience to put those skills to the test.

Performance

In West Sussex the number of people starting apprenticeships has more than doubled in the last 8 years, from 1,910 starts in 2005/06 to 5,610 starts in 2012/13. The number of apprenticeship achievements (successful completions) has also more than doubled, from 990 achievements in 2005/06 to 2,820 in 2012/13. Further increases in the next few years can be expected based on the number of starts in the last three years.
Not in Education, Employment or Training

**Description**

NEET refers to young people aged 16 to 18 years who are ‘Not in Education, Employment or Training’. Young people who remain NEET are generally regarded to be at a greater risk of social exclusion through the loss of economic and social opportunities. A person is considered to be in education or training if they:

- are doing an apprenticeship;
- are on a Government employment or training programme;
- are working or studying towards a qualification;
- have had job-related training or education in the last four weeks; or
- are enrolled on an education course and are still attending or waiting for term to (re)start.

Therefore, a person who is not in any of the above forms of education or training, and who is not in employment, is considered to be NEET. The definition of ‘in employment’ follows that used for the official labour market statistics.

**Performance**

An estimated 1,280 people between 16 and 18 years of age were Not in Education, Employment or Training (NEET) in 2013 in West Sussex, representing 4.9% of all 16-18 year olds in the county.

The number of NEETs in West Sussex increased by 470 from 2012 – however, the proportion of 16-18 year olds whose education or employment status was not known decreased significantly from 2012 to 2013, meaning that the reported increase could be the result of a more accurate estimation for the number of NEETs as opposed to an actual increase.

The majority of NEETs are aged 18, with 64% of NEETs in 2013 aged 18 years, 23% aged 17 years and 13% aged 16 years. One in 10 people aged 18 in West Sussex were estimated to be Not in Education, Employment or Training in 2013.

**Table 3.3: Number and proportion of NEETs by age in West Sussex, 2012-2013**

<table>
<thead>
<tr>
<th>Age</th>
<th>2012 Estimated NEETs</th>
<th>2012 % of all 16-18 year olds</th>
<th>2013 Estimated NEETs</th>
<th>2013 % of all 16-18 year olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 16</td>
<td>140</td>
<td>1.7%</td>
<td>170</td>
<td>2.0%</td>
</tr>
<tr>
<td>Age 17</td>
<td>180</td>
<td>2.2%</td>
<td>290</td>
<td>3.5%</td>
</tr>
<tr>
<td>Age 18</td>
<td>490</td>
<td>5.8%</td>
<td>820</td>
<td>10.0%</td>
</tr>
<tr>
<td>West Sussex Total</td>
<td>810</td>
<td>2.8%</td>
<td>1,280</td>
<td>4.9%</td>
</tr>
<tr>
<td>England Total</td>
<td>99,750</td>
<td>5.7%</td>
<td>91,780</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

Source: Department for Education, NEET data by local authority
Adults with no Qualifications

Having no qualifications as an adult has a negative impact on earnings and job prospects, and significantly increases the risk of poverty faced by individuals and families. In West Sussex, 20.0% of adults (16+) had no qualifications at the time of the 2011 Census, however this varies by district, from 14.8% of adults in Mid Sussex to 25.6% of adults in Adur, rising to 32.9% of adults in Southlands ward in particular. Although many adults with no qualifications are retired, 1 in 10 economically active adults with no qualifications are unemployed (10.3%), compared to 1 in 35 economically active adults with a degree level qualification.

Source: 2011 Census, Highest level of qualification (QS501)

Figure 3.21: Proportion of adults with no qualifications

This varies from 25.6% of adults in Adur to 14.8% in Mid Sussex

Top 10 wards

- Southlands 32.9
- Selsey North 32.9
- Pagham and Rose Green 31.7
- Widewater 31.5
- Ham 30.3
- Churchill 30.3
- Peverel 30.1
- Selsey South 30.0
- Pevensey 29.4
- Cokhem 29.1

Bottom 10 wards

- Burgess Hill Dunstall 12.0
- Forest 12.0
- Haywards Heath Heath 11.8
- Bolney 11.5
- Holbrook East 11.5
- East Grinstead Herontye 11.2
- Cuckfield 10.8
- Chichester North 10.2
- Haywards Heath Lucastes 9.2
- Maidenbower 9.2

Top 10 wards:

- Southlands
- Selsey North
- Pagham and Rose Green
- Widewater
- Ham
- Churchill
- Peverel
- Selsey South
- Pevensey
- Cokhem

Bottom 10 wards:

- Burgess Hill Dunstall
- Forest
- Haywards Heath Heath
- Bolney
- Holbrook East
- East Grinstead Herontye
- Cuckfield
- Chichester North
- Haywards Heath Lucastes
- Maidenbower

West Sussex Life 2014

West Sussex County Council
**Special Educational Needs**

**Description**

Pupils with Special Educational Needs (SEN) have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age. One in every five pupils has a special educational need; about 1.6 million across England. Children are currently classified into three distinct levels of provision for need:

- **School Action** – where extra help is given from that provided as part of the school’s usual curriculum.

- **School Action Plus** – where the class teacher and the school SEN coordinator receive support from outside specialists (e.g. a specialist teacher, educational psychologist, speech and language therapist or other health professional).

- **Statement** – a pupil has a statement of special educational needs when a formal assessment has been made. A document setting out the child’s needs and the extra help they should receive is in place.

There are various types of special educational need, from profound and multiple learning difficulties to behavioural, emotional and social difficulty and speech, language and communication needs.

**Performance**

There were 24,475 school pupils with Special Educational Needs in West Sussex in 2013. This represents 20.7% of all school pupils. 3,288 pupils have SEN statements, or 2.8% of all school pupils. Similar proportions of pupils with SEN statements are seen across the South East and England as a whole. There are a further 21,187 pupils who have special educational needs but do not have an SEN statement (17.9% of all pupils), a slightly higher proportion than that for the South East or England as a whole.

The number of pupils with SEN statements has remained relatively stable over the last five years (2009 to 2013), with a net increase of 34 pupils over this period. By contrast, the number of pupils with special educational needs who do not have an SEN statement has decreased by 1,575, or 6.9% over the same period.

Pupils with SEN were more likely to be absent from school than other pupils; 13.6% of pupils with an SEN statement in West Sussex were defined as persistently absent during 2011/12, and 6.3% were subject to at least one fixed-term exclusion. By comparison, 3.4% of pupils with no identified SEN in West Sussex were persistently absent during 2011/12 and 1.1% were subject to at least one fixed-term exclusion.
Pupils with Special Educational Needs may attend special schools which cater specifically to their needs, or they may attend state funded primary or secondary schools along with pupils who do not have special educational needs. At state primary schools, the most common type of special educational need is Speech, Language and Communications needs, accounting for 38.2% of pupils with SEN. At state secondary schools, the most common type of need is Behaviour, Emotional and Social Difficulties, accounting for 26.7% of SEN pupils.

One in five pupils at special schools has an Autistic Spectrum Disorder (21.4% of pupils), and a further one in five has a Severe Learning Difficulty (20.1% of pupils). Both of these types of need were less common in state funded primary and secondary schools.

Having a special educational need has a significant impact on a child's attainment throughout their education, culminating in a difference of over 60% in attainment of five A*-C grade GCSEs between pupils with an SEN statement and pupils with no identified SEN. This gap reduces to 40% between pupils at School Action Plus and those with no SEN, and 20% between pupils at School Action and those with no SEN.

Table 3.4: Proportions of SEN pupils by type of need and school type in West Sussex

<table>
<thead>
<tr>
<th>Type of Need</th>
<th>State funded Primary Schools</th>
<th>State funded Secondary Schools</th>
<th>Special Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autistic Spectrum Disorder</td>
<td>5.9%</td>
<td>6.2%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Behaviour, Emotional &amp; Social Difficulties</td>
<td>16.9%</td>
<td>26.7%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>1.9%</td>
<td>2.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Moderate Learning Difficulty</td>
<td>14.7%</td>
<td>20.9%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Multi-Sensory Impairment</td>
<td>0.2%</td>
<td>0.2%</td>
<td>-</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>4.0%</td>
<td>3.0%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Profound &amp; Multiple Learning Difficulty</td>
<td>0.2%</td>
<td>0.2%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Severe Learning Difficulty</td>
<td>0.6%</td>
<td>0.4%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Specific Learning Difficulty</td>
<td>10.6%</td>
<td>22.7%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Speech, Language and Communications</td>
<td>38.2%</td>
<td>14.0%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>1.1%</td>
<td>1.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Other</td>
<td>5.6%</td>
<td>2.5%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Department for Education, SEN statistics 2013

In West Sussex...

20.7% of pupils in West Sussex Have Special Educational Needs (SEN), compared to 18.8% of pupils across England. 2.8% of pupils have SEN with a statement, 17.9% have SEN without statements. 79.3% of pupils in West Sussex have no identified Special Educational Needs.
To access other chapters and data from West Sussex Life
www.westsussex.gov.uk/westsussexlife2014

West Sussex Grid for Learning (WSGFL)

Early Years Foundation Stage framework (from 1st September 2014)

Department for Education Statistics publications hub
https://www.gov.uk/government/statistics?departments%5B%5D=department-for-education

Department for Education School Performance Tables
http://www.education.gov.uk/schools/performance/download_data.html

Higher Education Statistics for the United Kingdom 2012/13
https://www.hesa.ac.uk/component/content/article?id=3226

Apprenticeships
http://www.apprenticeships.org.uk/
https://www.gov.uk/apprenticeships-guide/applications-and-qualifications

NEET: Young People Not in Education, Employment or Training

Increasing opportunities for young people and helping them to achieve their potential
https://www.gov.uk/government/policies/increasing-opportunities-for-young-people-and-helping-them-to-achieve-their-potential