



**Outcomes for children and young people
with sensory impairment workstream**

NatSIP Outcomes Benchmarking Report

SUMMARY VERSION

**Academic Year
2011 – 2012**

July 2013

SUMMARY REPORT

1. The main purpose of the NatSIP outcomes benchmarking project is to provide reliable data for use by local authority (LA) Sensory Support Services to evidence their impact and inform development needs. The project forms one of the NatSIP workstreams which has been supported through DfE grant funding.
2. A total of 59 Sensory Support Services covering 71 LAs (i.e. 47% of all LAs) participated in the third (2013) NatSIP outcomes benchmarking exercise. This represented an increase of 13 authorities (22%) from the 2012 exercise.
3. As in 2012, the exercise involved 14 performance indicators (PIs) (ref. Appendix) spanning all Key Stages. Data relating to the 2011/12 academic year was submitted between September 2012 and April 2013 by:
 - 55 Hearing Impairment (HI) Services (covering 67 LAs)
 - 48 Vision Impairment (VI) Services (covering 57 LAs)
 - 24 Multi-sensory Impairment (MSI) Services (covering 28 LAs).
4. PI scores were calculated for mild, moderate, severe and profound HI, VI and MSI as well as composite scores for HI, VI and MSI. Mild HI and mild VI data were collected for the first time in the 2013 exercise. The scores for children with and without cochlear implants were identified at the Early Years Foundation Stage (EYFS) in the case of HI and the VI data was differentiated between Braille users and non-Braille users throughout the Key Stages.
5. The PI scores for each of the participant authorities were extracted from the overall data set and forwarded so that individual Sensory Support Services could benchmark their data against the data sets presented in the full report. The results of each Sensory Support Service remained confidential to the authority.
6. Apart from an analysis of the data from the current exercise, a comparison between the 2009/10, 2010/11 and 2011/12 data was carried out. A comparison was also drawn between the

NatSIP data and the DfE data for all children on the majority of the PIs for the three academic years in question. This analysis was intended to provide evidence in relation to closing the gap between the outcomes for children and young people with sensory impairment and their peers – a central aim in the work of NatSIP.

7. Main findings

Although not tested for statistical significance, the main findings from the exercise were:

7.1 HI results

- For the 11 PIs relating to educational achievement/progression, the overall pattern was one in which the PI scores for the cohorts of pupils decreased as the severity of hearing loss increased i.e. the mild HI cohorts achieved the highest average ranking, followed by moderate HI, severe HI, and profound HI with the lowest average ranking. (Though this might be thought to be predictable, this overall pattern of rankings was not in fact in evidence in 2010/11 exercise when the average ranking for the profound HI cohorts was higher than that for the severe HI cohorts).
- Whilst the rankings for the severe and profound HI cohorts were consistently 3rd and 4th respectively across all 11 PIs, the 1st and 2nd rankings were split between the mild and moderate HI cohorts:
 - for the PIs at the end of the EYFS and KS 2, the mild HI cohorts had 5 out of 6 of the 1st rankings
 - for the PIs relating to progression from KS 2 – 4, and GCSEs at the end of KS 4, the rankings were more evenly shared with the moderate HI cohorts having 3 out of 5 of the 1st rankings.
- At the EYFS, pupils with profound HI with cochlear implants outscored, on average, pupils with profound HI without cochlear implants. This finding was consistent with the results in the 2010/11 exercise.

- With regard to the 'All HI' cohort scores, the percentage of pupils achieving the specified scoring criteria in the PIs relating to educational achievement/progression ranged from 46.6% - 80.4%. The 'All HI' cohort sizes for the relevant PIs ranged from 521 to 811.

7.2 VI results

- For the 11 PIs relating to educational achievement/progression, the overall pattern of average rankings was one in which the mild VI cohorts achieved the top ranking and the profound VI cohorts the bottom ranking with the moderate and severe cohorts sharing an equal ranking in between. There was, however, a high level of variability in the ranking of the cohorts across the PIs.
- The most noticeable pattern in the PI scores was the dominance of the highest rankings by the mild and moderate cohorts at the EYFS but the exact opposite with respect to the GCSE results at KS4 where the severe and profound cohorts shared the highest rankings.
- Comparing the PI scores for Braille users and non-Braille users within the profound VI cohorts, the Braille users were outscored on average by the non-Braille users on all of the PIs except those at the EYFS. Typically, however, the cohort sizes were relatively small.
- With regard to the 'All VI' cohort scores, the percentage of pupils achieving the specified scoring criteria in the PIs relating to educational achievement/progression ranged from 47.9% - 76.0%. The 'All VI' cohort sizes for the relevant PIs ranged from 254 to 335.

7.3 MSI results

- For the 'All MSI' cohorts, the percentage of pupils achieving the specified scoring criteria in the PIs relating to educational achievement/progression ranged from 10% - 55.6%. The 'All MSI' cohort sizes for the relevant PIs ranged from 7 to 12.

- The very low cohort sizes do not allow for any meaningful interpretation/comparison of the mild, moderate, severe and profound MSI PI scores.

7.4 Comparison of HI, VI and MSI results

- With regard to the 'All HI', 'All VI' and 'All MSI' scores on each of the 11 PIs related to educational achievement/progression, the 'All VI' cohorts achieved the top rank closely followed by the 'All HI' cohorts with the 'All MSI' cohorts occupying the bottom rank.
- 'All HI' tended to have the higher rankings up to the end of KS 2 whereas 'All VI' tended to outrank 'All HI' on the PI measures at the end of KS 4.
- The 'All MSI' cohorts had the lowest score on each of the 11 PIs.

7.5 Trend data

- With regard to the 'All HI' results for the 11 PIs related to educational achievement/progression, when the year on year scores were ranked for each of the PIs, 2011/12 achieved the overall top ranking followed by 2010/11 with 2009/10 ranked bottom. This would suggest an overall trend of improvement in the results although inspection of the individual PI rankings reflected a good deal of variability.
- The 'All VI' results for the 11 PIs related to educational achievement/progression showed the same pattern as for the 'All HI' results, indicating an overall trend of improvement in the results although the individual PI rankings again reflected a good deal of variability.
- No trend data as such was available for the MSI results for the 11 PIs related to educational achievement/progression as MSI data has only been collected over the last two of the three exercises. When the 'All MSI' scores were ranked for the two years for each of the PIs there was a minimal difference in the overall average ranking.

7.6 Closing the gap

With respect to the PIs relating to educational achievement/ progression for which data was available (i.e. PIs 3 - 11):

- The gap between the NatSIP 'All HI' data and the DfE data for all children reduced for four and increased for five of the PIs between 2010/11 and 2011/12.
 - In the case of all three of the PIs relating to GCSE results there was a reduction in the gap between the NatSIP 'All HI' and DfE results.
 - A similar pattern emerged with 'All VI' in that the gap between the NatSIP 'All VI' data and the DfE data for all children reduced for four and increased for five of the PIs between 2010/11 and 2011/12.
 - In the case of the three PIs relating to GCSE results there was a reduction in the gap between two of the NatSIP 'All VI' and DfE results (involving 5 A* – C passes including English and mathematics and in any subjects).
 - The gap between the NatSIP 'All MSI' data and the DfE data for all children reduced for three and increased for six of the PIs between 2010/11 and 2011/12. (NB the reliability of these findings is limited by the small cohorts of 'All MSI' pupils).
8. NatSIP will continue to build upon its outcomes benchmarking work and encourage further involvement from more Sensory Support Services in its aim to provide reliable data for Services to evidence their impact and inform development needs. From April 2013 to March 2015 the project will be supported through DfE contract funding.

APPENDIX: 2011/12 PERFORMANCE INDICATORS

Key Stage	PI no.	Performance Indicator
Early Years Foundation Stage (EYFS)	1	Average subtotal score achieved by children with (sensory) impairment for Communication, Language and Literacy at the end of the EYFS.
	2	Average total score for all 13 EYFS Profile scales achieved by children with (sensory) impairment at the end of the EYFS.
	3	% of children with (sensory) impairment achieving a score of 78 points or more across all 13 EYFS Profile scales.
KS2	4	% of children with (sensory) impairment progressing by two or more levels in English at KS2.
	5	% of children with (sensory) impairment progressing by two or more levels in mathematics at KS2.
	6	% of children with (sensory) impairment achieving Level 4 or above in both English and mathematics at the end of KS2.
KS2 – KS4	7	% of young people with (sensory) impairment progressing by three or more levels (i.e. making expected progress) in English from the end of KS2 to the end of KS4.
	8	% of young people with (sensory) impairment progressing by three or more levels (i.e. making expected progress) in mathematics from the end of KS2 to the end of KS4.
KS4	9	% of young people with (sensory) impairment achieving 5 or more A* - G GCSEs (or equivalent), including English and mathematics, by the end of KS4.
	10	% of young people with (sensory) impairment achieving 5 or more A* - C GCSEs (or equivalent), including English and mathematics, by the end of KS4.

KS4 cont.	11	% of young people with (sensory) impairment achieving 5 or more A* - C GCSEs (or equivalent), in any subjects, by the end of KS4.
	12	% of young people with (sensory) impairment with planned education or employment paths in place by the end of KS4.
All KS Exclusions	13	% of children and young people with (sensory) impairment who had at least one fixed term exclusion from school during the last academic year.
	14	% of children and young people with (sensory) impairment who were permanently excluded from school during the last academic year.

NB The generic term '(sensory) impairment' has been used for brevity throughout the table in the specifications of the PIs. Data is collected for the following categories:

- Mild HI (with and without cochlear implants at EYFS)
- Moderate HI (with and without cochlear implants at EYFS)
- Severe HI (with and without cochlear implants at EYFS)
- Profound HI (with and without cochlear implants at EYFS)

- Mild VI (Braille users and non-Braille users)
- Moderate VI (Braille users and non-Braille users)
- Severe VI (Braille users and non-Braille users)
- Profound VI (Braille users and non-Braille users)

- Mild MSI
- Moderate MSI
- Severe MSI
- Profound MSI