

**Educational Experiences and Outcomes of Children
with Special Educational Needs:**

A Secondary Analysis of Data from the Growing Up In Ireland Study

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Associated tables

Prevalence and Stability

Table 1. Comparison of percentages of children with special educational needs at Age 9 and Age 13: children who took part in both waves (N = 7,525)

Group	% Age 9	% Age 13
Children without special educational needs	79.9	82.1
Children with special educational needs	20.1	17.9
All children (N = 7525)	100.0	100.0
<i>Of those with any SEN...</i>		
Social, emotional or behavioural difficulties	4.1	4.1
General learning difficulties or disabilities	4.0	2.5
Specific learning difficulties or speech and language difficulties	5.8	8.0
Autistic Spectrum Disorders	0.8	1.4
Physical/sensory disabilities that impact on daily life	0.7	0.7
Multiple or Unclassified SEN	4.6	1.3

Table 2. SEN classification of children with SEN at Age 9 only, age 13 only, and at both Age 9 and 13 (N = 2,019)

Group: all children	% with SEN at Age 9 only	% with SEN at Age 13 only	% with SEN at Ages 9 and 13
Social, emotional or behavioural difficulties	31.0	39.0	13.1
General learning difficulties or disabilities	29.8	12.6	14.4
Specific learning difficulties or speech and language difficulties	16.4	30.9	52.8
Autistic Spectrum Disorders	0.0	3.3	10.2
Physical/sensory disabilities that impact on daily life	5.7	5.5	3.3
Multiple or Unclassified SEN	17.0	8.7	6.0
Total	100.0	100.0	100.0
N	667	509	843

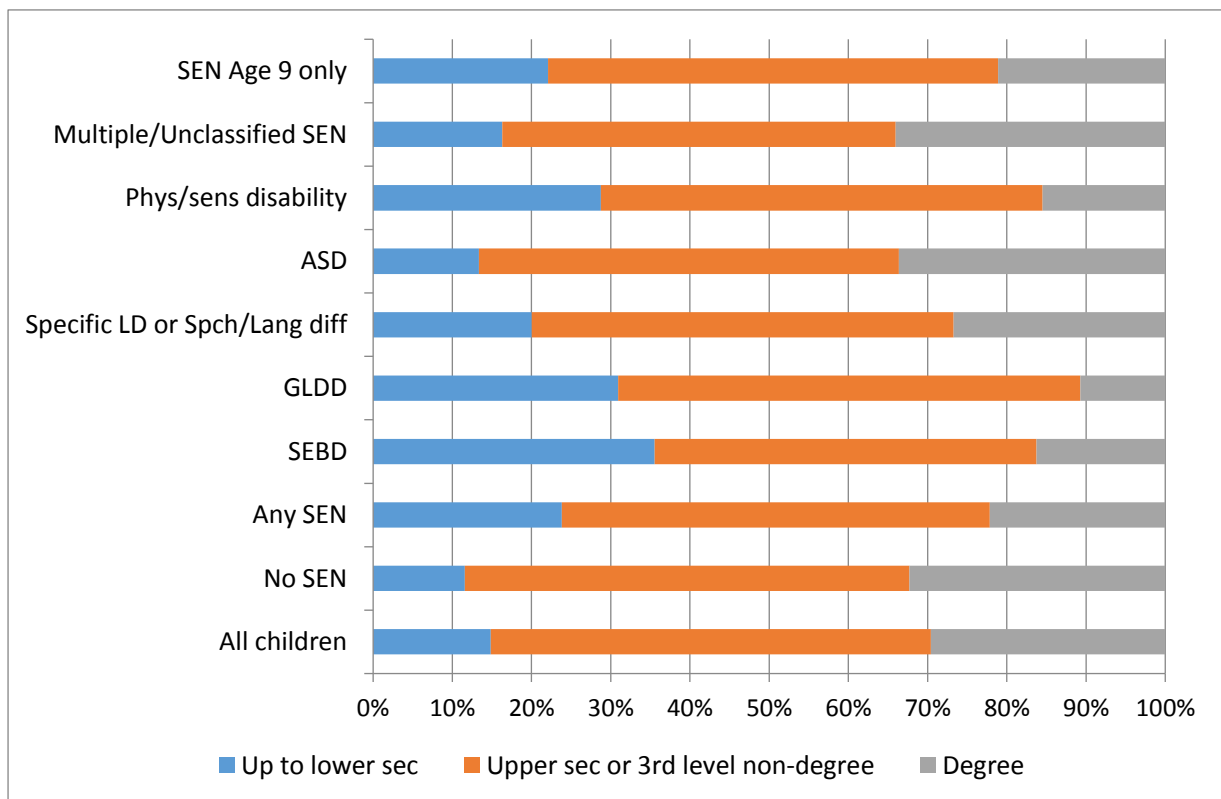
SES and SEN

Table 3. Parental educational attainment, by SEN status

Group	N	Up to lower sec	Upper sec or Tech/Voc	Third level non-degree	Primary degree	Postgrad degree	Total
Children without special educational needs	5504	11.6	33.6	22.5	16.2	16.1	100.0
Children with special educational needs	2019	23.8	33.0	21.0	13.5	8.7	100.0
All children	7523	14.8	33.5	22.1	15.5	14.1	100.0

Note. Data are weighted by the GUI Wave 2 sample weight.

Figure 1. Parental educational attainment, by SEN group



Children's liking of school at age 13

Table 4. Children's overall liking of school at age 13 by SEN group

Group	N	Like it very much	Like it quite a bit	Like it a bit	Don't like it very much	Hate it	Total
Children without special educational needs	5404	30.4	34.3	25.8	7.5	2.1	100.0
Children with special educational needs	1944	24.5	27.8	30.2	10.7	6.7	100.0
All children	7348	28.9	32.6	26.9	8.3	3.3	100.0
<i>Of those with any SEN...</i>							
Social, emotional or behavioural difficulties	294	25.1	24.2	28.8	8.6	13.3	100.0
General learning difficulties or disabilities	180	25.1	26.7	24.4	19.0	4.7	100.0
Specific learning difficulties or speech and language difficulties	590	24.7	27.8	33.9	10.1	3.6	100.0
Autistic Spectrum Disorders	94	30.3	27.7	32.7	8.3	1.0	100.0
Physical/sensory disabilities that impact on daily life	52	13.4	30.9	33.1	2.9	19.6	100.0
Multiple or Unclassified SEN	83	23.6	27.5	40.0	2.9	6.1	100.0
SEN Age 9 only	651	24.2	29.7	27.4	11.7	7.1	100.0

177 children (2.4%) of children have no data for this question.

Note. Data are weighted by the Wave 2 sample weight.

Wellbeing of children at age 13

Table 5. Children’s scores on the Piers-Harris total scale at Age 13, by SEN group

Group	P-H Total Score	
	Mean	SD
Children without special educational needs	51.12	9.45
Children with special educational needs	46.82	10.82
All children	50.00	10.00
<i>Of those with any SEN...</i>		
Social, emotional or behavioural difficulties	43.51	13.40
General learning difficulties or disabilities	45.52	11.79
Specific learning difficulties or speech and language difficulties	48.01	9.17
Autistic Spectrum Disorders	45.89	11.03
Physical/sensory disabilities that impact on daily life	46.31	9.72
Multiple or Unclassified SEN	45.74	9.62
SEN Age 9 only	47.90	10.49

Higher values on the Piers-Harris total scale and subscales indicate higher wellbeing; lower scores indicate lower wellbeing

The N (Min) and N (Max) columns show the range of the numbers of children responding to questions that make up each of the scales shown in the table.

Each SEN group is compared to the no SEN group. Mean scores in bold indicate that the score of that SEN group is statistically significantly different from the no SEN group ($p < .01$).

Note. Data are weighted by the Wave 2 sample weight.

Numeric ability and verbal reasoning

Table 6. Mean Verbal Reasoning and Numeric Ability test scores at Age 13, by SEN group

Group	Verbal Reasoning (VR)			Numeric Ability (NA)		
	N (% with test score)	Mean	SD	N (% with test score)	Mean	SD
Children without special educational needs	5300 (96.2)	102.44	14.24	5291 (96.1)	102.44	14.69
Children with special educational needs	1791 (88.8)	92.79	14.87	1750 (86.7)	92.62	13.44
All children	7091 (94.2)	100.00	15.00	7041 (93.6)	100.00	15.00
<i>Of those with any SEN...</i>						
Social, emotional or behavioural difficulties	273 (88.6)	94.42	15.79	263 (85.4)	93.74	14.07
General learning difficulties or disabilities	163 (87.6)	85.40	11.18	158 (84.9)	85.21	10.30
Specific learning difficulties or speech and language difficulties	553 (91.9)	90.70	13.64	530 (88.0)	91.44	12.38
Autistic Spectrum Disorders	70 (67.3)	98.80	14.48	70 (67.3)	95.54	13.97
Physical/sensory disabilities that impact on daily life	46 (82.1)	100.72	15.25	46 (82.1)	99.64	13.49
Multiple or Unclassified SEN	73 (76.8)	97.40	15.84	72 (75.8)	97.34	14.10
SEN Age 9 only	613 (91.9)	94.09	15.24	612 (91.8)	93.67	13.77

434 children (5.8%) are missing VR test scores (3.7% of children with no SEN and 11.3% of children with any SEN). 484 children (6.4%) are missing NA test scores (3.9% of children with no SEN and 13.3% of children with any SEN).

Note. Data are weighted by the Wave 2 sample weight.