

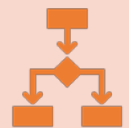
Strategies for including young people with additional needs in longitudinal surveys

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What we will cover today...



Study aims, design and response overview



What we learned about maximising response and 'doing inclusivity' in a large-scale survey with young people with SEND across multiple modes



Reflections...

What was the study
about, and how did it go?

Study aims

First longitudinal study specifically focusing on children and young people with SEND*

- we know that young people with SEN have worse outcomes e.g. attainment, employment
- we don't understand enough about why, or about other outcomes (e.g. wellbeing, independent living)
- existing cohort studies cannot capture the required detail

Discovery Phase

- test different ways to engage with young people and families
- understand challenges of engaging those who are typically underrepresented in survey work
- understand response rates that could be achieved and test strategies to maximise these – is it feasible to do a study like this?

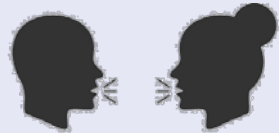
* SEND = Special Educational Needs and Disabilities – learning difficulties or disability that call for special educational provision

Strand 1

Underrepresented groups: 'looked after' (LAC), 'in need' (CiN), ethnic minority, eligible for free school meals (FSM)

Wave 1 (Year 8/age 12-13 - 2022)

Face-to-face



Wave 2 (Year 9/age 13-14 - 2023)

Web → telephone (CATI) → face-to-face



Strand 2

Stratified random sample of Year 8 pupils in England with SEN

Wave 1 (Year 8/age 12-13 - 2022)

Web



Wave 2 (Year 9/age 13-14 - 2023)

Web → telephone (CATI)



Response overview

Wave 1

In 13% of cases where a parent did a face-to-face interview the interviewer coded that the survey format was not accessible to the young person



Strand 1
Issued W1
2,121

Took part W1
Young people: 38%
Parents: 46%

Took part W2
Young people: 24%
Parents: 29%





Strand 2
Issued W1
12,692

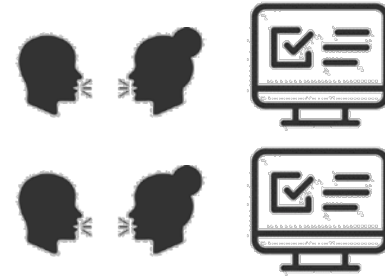
Took part W1
Young people: 17%
Parents: 20%

Took part W2
Young people: 11%
Parents: 13%

% show proportion of those issued at Wave 1.

 **Strand 1:** overall, achieved sample reasonably similar to issued sample
 **Strand 2:** underrepresentation of groups of interest

Social, emotional & mental health needs



Autistic young people



Communication & interaction needs



Strand 2 only

Physical & sensory needs



Strand 2 only

What did we learn about
maximising response and
'doing inclusivity'?

We experimentally tested several response maximisation strategies and found that...

...training face-to-face interviewers on additional needs did not impact on response but may improve interview experience and data quality



...unconditional incentives were more effective than conditional ones



...shorter questionnaires were more accessible (20 min survey resulted in higher response in online-only context, vs 30 mins)



Indications that different modes enable participation among young people with different needs

Communication & interaction needs



Preference for interviewer-led?

Autistic young people



Preference for online?

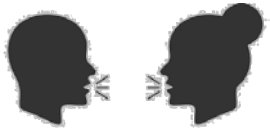
Physical & sensory needs



Preference for online?

Support was provided to enable some young people to take part

- highlighting contrast between inclusivity / comparability



Varied across waves
1 in 5 received help from parent at wave 1
Almost half received help from interviewer at wave 1



Around 1 in 3 received help from parent
Around half received help from interviewer



More than half received help from someone else

**support, tailored,
inclusivity**





**standardised,
comparability**






...also in questionnaires and protocols

- Variation in comprehension and perceived relevance of questions across young people with different needs
- Contrast (tension?) between catering for those with particular needs vs those who do not have those needs/have different needs

CARD B1

- 1 Very easy 
- 2 Quite easy
- 3 Neither easy nor difficult
- 4 Quite difficult 
- 5 Very difficult

CARD E1

- 1 Find a job 
- 2 Do some training or an apprenticeship for a particular job 
- 3 Go to college or university 
- 4 Something else (please explain) 
- 5 Don't know 

support, tailored, inclusivity



standardised, comparability

Learnings and reflections...

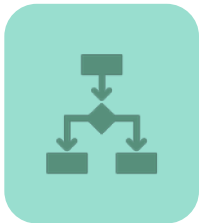
3 key things we'd like you to take away...



It is possible to undertake a representative large-scale survey with young people with SEND and their parents – with some limitations



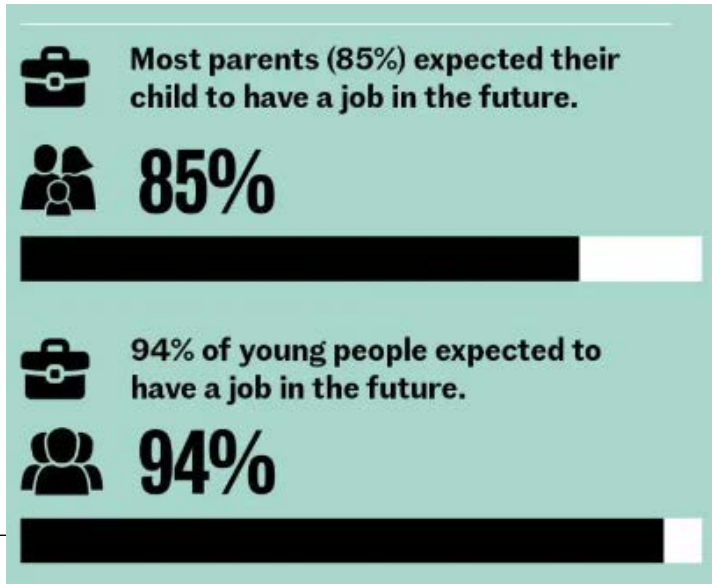
Pre-empting potential tensions between individualised / standardised approaches can help ensure objectives are met



Study design *can* improve inclusion of young people with additional needs – consider protocols, communications, incentives, survey length, mode

Final reflections

- The **discovery phase** has:
 - allowed us to trial approaches without being too concerned about longitudinal impact on data quality
 - demonstrated benefits of open conversations about what to explore and what the findings tell us
 - demonstrated the benefits of (further) expert input on including people with particular needs in relation to both survey design and approach
- **Inclusivity** doesn't stop at survey participation, but needs to be extended to dissemination



Department for Education

This video summarises the key findings from the report 'SEND Futures: Lives at age 12-13'

SEND futures: lives at age 12-13 - BSL Summary

DFE Sector Comms 494 subscribers

The video player shows a woman in a black top using sign language. The Department for Education logo is in the top left. A subtitle at the bottom reads 'This video summarises the key findings from the report 'SEND Futures: Lives at age 12-13''. Below the video, the title 'SEND futures: lives at age 12-13 - BSL Summary' and the channel name 'DFE Sector Comms 494 subscribers' are visible. Standard video player controls are at the bottom.

Department for Education

Easy Read

SEND futures

A report about the lives of young people with Special Educational Needs and Disabilities at 12 or 13 years old

The cover features the Department for Education logo and the 'Easy Read' icon in the top left. The title 'SEND futures' is in large blue letters. Below it, a subtitle reads 'A report about the lives of young people with Special Educational Needs and Disabilities at 12 or 13 years old'. At the bottom, there is an illustration of five diverse young people.

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[SEND futures longitudinal study - discovery phase - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- Wave 1 methodology report
- Wave 1 findings: wellbeing, bullying and independence among young people with SEN
- Wave 1 Easy Read
- Wave 1 BSL video

[How are young people with SEN getting on? | National Centre for Social Research \(natcen.ac.uk\)](https://natcen.ac.uk)

Thank you