About this release

This statistical publication provides data from the recent July 2019 school audit on students with additional learning needs across all Government Schools in the Cayman Islands. In addition, this publication includes a detailed breakdown by category of need, types and levels of support, age of students, and National Curriculum year groups. It also includes data about all government schools, including special school, Lighthouse School. The 2011 SEN Code of Practice is the current guidance document that schools utilize to support students with Special Educational Needs in government schools with in the Cayman Islands.

This statistical publication does not provide data for SEN students in private schools. However, the Ministry of Education is seeking to address this as a matter of urgency.

Table of Contents:

1. Students with Special Educational Needs in Government Schools (Table 1)
2. Types of Schools (Table 2 & 3)
3. Age and Gender (Table 4)
4. Special Schools (Table 5)
5. Primary Type of Need (Table 6, 7 & 8)
6. Interventions Provided
7. Support Services Provisions (Table 9 & 10)
I. Students with Special Educational Needs in Government Schools (Table 1)

Students with special educational needs are currently classified as follows:

Phase 3: SEN Eligibility and Individual Educational Plans (IEP)

Description Phase 3:
A student has a Phase 3 Individual Educational Plan when a formal assessment has been made. This document sets out the child’s need and the extra help they should receive.

Table 1: Percentage of government students with special educational needs

Table 1 shows that across all Government Schools, the number of students with Special Educational Needs is 542 in July 2019, representing 11% of the total student population.
2. **Types of Schools** (Table 2 & 3)

The Ministry of Education provides Primary and Secondary Schools as well as a Special School. Table 2 shows that the largest percentage of Phase 3 students across the system is 46% which attend secondary schools.

- In **Government Primary Schools**, the number of students with Phase 3 SEN is 183. Students with SEN in Government Primary Schools make up 34% of Phase 3 students.
- In **Government Secondary Schools**, the number of students with Phase 3 SEN is 249. Students with SEN in Government Secondary Schools make up 46% of Phase 3 students.
- In the **Government Special School**, the number of students with Phase 3 SEN is 110. Students with SEN in the Government Special School make up 20% of Phase 3 students.

**Table 2:** Placement of Students with SEN in the Cayman Islands Government Schools (July 2019)

<table>
<thead>
<tr>
<th>School Type</th>
<th>Total Percentage of Phase 3 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Schools</td>
<td>34%</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>46%</td>
</tr>
<tr>
<td>Special Schools</td>
<td>20%</td>
</tr>
</tbody>
</table>

*Source: School Audit 2019*
Table 3: Breakdown of students with SEN across year groups in the Cayman Islands Government Schools (July 2019)

Percentage of Pupils at Phase 3 across All Government Schools including Lighthouse School

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Percentage of Students on Phase 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>2%</td>
</tr>
<tr>
<td>Year 1</td>
<td>5%</td>
</tr>
<tr>
<td>Year 2</td>
<td>5%</td>
</tr>
<tr>
<td>Year 3</td>
<td>6%</td>
</tr>
<tr>
<td>Year 4</td>
<td>8%</td>
</tr>
<tr>
<td>Year 5</td>
<td>9%</td>
</tr>
<tr>
<td>Year 6</td>
<td>9%</td>
</tr>
<tr>
<td>Year 7</td>
<td>10%</td>
</tr>
<tr>
<td>Year 8</td>
<td>11%</td>
</tr>
<tr>
<td>Year 9</td>
<td>11%</td>
</tr>
<tr>
<td>Year 10</td>
<td>7%</td>
</tr>
<tr>
<td>Year 11</td>
<td>6%</td>
</tr>
<tr>
<td>Year 12</td>
<td>11%</td>
</tr>
</tbody>
</table>

Source: School Audit 2019

Table 3 shows that in the Government Schools, the secondary year groups make up 56% of the students with a phase 3 IEP and the remaining 44% can be found in the primary year groups. The largest spike in the primary schools is a 3% increase between Reception and Year 1. This spike can be attributed to students of Early Years needing more time in educational settings before formal assessment should be administered. In the secondary schools there is a 5% spike between Year 11 and Year 12, but there is a 4% drop between Year 9 and Year 10.
3. **Age and Gender** (Table 4)

Special Educational Needs remain more prevalent in boys than girls of the number of Phase 3 students, 74% are boys and 26% are girls with a Phase 3 Individual Education Plan.

**Table 4: Break down by gender across all Government schools of the number of Phase 3 students.**

![Pie chart showing gender distribution](image)

Source: School Audit 2019

4. **Special School** (Table 5)

There is one Government Special School in the Cayman Islands, the Lighthouse School. At Lighthouse School the most common approved provision type is **Intellectual Disability** with a population of 36 students which is 33% of the schools' total. **Autism Spectrum Disorder** is the second highest approved provision type at 35 students which is 32% of the schools' total population. The school caters for students with varying category of needs which includes Profound Multiple Learning Difficulty, Moderate Learning Difficulty, Severe Learning Difficulty and Autism Spectrum Disorder.

**Table 5: Break down of the main approved provision types for Phase 3 students at the Government Special School, Lighthouse School in the Cayman Islands (July 2019)**

![Pie chart showing approved provision types](image)

Source: School Audit 2019
5. Primary Type of Need (Table 6 & 7)

The 2011 SEN Code of Practice has a variety of categories which students with special educational needs are placed in according to specialist evaluations and observations. Table 6 shows the most common approved primary type of need in 2019 for students with Phase 3 support.

Table 6: Most common approved primary type of need in 2018-19

Across all students with SEN, Specific Learning Difficulties is the most common primary type of need with 33% of students. Specific Learning Difficulties needs is the most common type of need among SEN students at our Government Primary and Secondary Schools. However, Intellectual Disability is the most common type of need among SEN students at the Special School.

Table 7: Percentage of primary need type for Phase 3 students based on Government School Types. Specific Learning Difficulties is number one in the Government Primary and Secondary Schools. Intellectual Disability: Mild/Moderate/Severe is number one at the Government special school.

Source: School Audit 2019
Table 8: The Distribution of the top three primary type needs across all the year groups in the Government Primary, Secondary and Special School in the Cayman Islands (July 2019)

The distribution of each approved Primary Type need across the Government Schools

<table>
<thead>
<tr>
<th>Type of Need</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Learning Difficulties</td>
<td>33%</td>
</tr>
<tr>
<td>Other Difficulty/Disability</td>
<td>17%</td>
</tr>
<tr>
<td>Intellectual Disability: Specify: Mild/Moderate/Severe</td>
<td>12%</td>
</tr>
</tbody>
</table>

Source: School Audit 2019

Across all students with SEN, Specific Learning Difficulties is the most common primary type need at 33% followed by Other Difficulty/Disability at 17% and Intellectual Disability: Mild/Moderate/Severe at 12%.

6. Interventions Provided

Interventions provided at Primary Schools

1. LLI
2. Words Their Way
3. Reading & Math Recovery
4. OT & Speech mostly do pull out sessions. Going forward, they would like to do push-in sessions.
5. Education Psychologists mainly conduct Assessments. Education Psychologists are planning to give some intervention for emotional support.
6. VI & HI Specialist use a pull out model to support students
7. Social Communication
8. KeyMath
9. Some schools had ABA services being provided by Cayman ABA or Wellness
Interventions provided at Secondary Schools

1. Academic Coaching Club
2. LLI 18-week program
3. 1-1 intervention for the students who are not expected to progress at the end of the LLI program.
4. Nurture Group
5. Family Intervention
6. Healthy Choices Intervention
7. NDC Group
8. Girls Group
9. School Counselling
10. Emotional Regulation
11. General Counselling

7. Support Services Provisions

Table 9: Support Services Provision with Case Load based on Schools’ Records for Primary:
Table 10: Support Services Provision with Case Load Based on Schools’ Records for Secondary:

When reviewing the document/information, please note that:

We preserve confidentiality - The Ministry of Education takes reasonable steps to ensure that our published or disseminated statistics protect confidentiality.