

# **Bolton Data for Inclusion**

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## **Title :**

*Beyond Credit: The Funding of Segregated Education*

## **Abstract :**

*A summary of a family's struggle to find school places for their three children when returning to the North West of England.*

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## ***A SUMMARY***

A family from the future return by time travel to the North West of England in the year 1997. The parents are historical researchers and have two years to gather information about attitudes, customs and practices. Having found a place to live, their next task is to find school places for their three children. They encounter a problem which baffles them. One of their children who has always needed considerable educational support is refused a place in their local school. The Education people tell them the child needs to be educated in a special place; a school apart from their other children and miles away from where they have chosen to live. Nothing in their experience has prepared them for this. How can we begin to explain to them the practice of segregation? Is there any clear rationale to it or is the practice simply an unchallenged legacy from the days of large scale segregation in medical institutions?

This study looks at some of the available data on segregated education and the way it is funded in the North West of England. Every year, each L.E.A. is required to publish a Budget Statement, also known as a "Section 42" Statement. This details the Authority's spending on Primary, Secondary and Special Schools including the budget share and pupil numbers for each school.

All 17 Authorities were approached and 14 returned Budget Statements for the current school year. It is hoped that data from the remaining three LEA's can be included in the final report, to be published at the end of January.

What can time travellers learn about segregation from this information?

### **1. Authorities don't agree on how many children need segregated education**

How likely your child is to be segregated depends on where you live. For instance, in one area of Greater Manchester a child living in one Authority at one end of a street is three times more likely to be sent to a segregated school as a child living at the other end of the street.

**2. The size of the Authority has no bearing on the percentage of children it segregates.**

Manchester, despite having a much smaller population of 71,000, segregates at twice the rate of Lancashire with a population of 210,000. On the other hand Bury with 28,000 school children segregates 280 whereas Knowsley also with 28,000 segregates 630.

**3. There is no clear relationship across the Authorities between segregation and "special need".**

Comparing the percentage of children segregated to the percentage with "Statements of Special Need" across the Authorities does not reveal any clear relationship. For instance, Salford segregates about 1.5% of children and statements 2.2%. St Helen which also segregates 1.5 children statements 5% of children. Alternatively, Wigan segregates 2.2% and Lancashire segregates 1.4% although both Authorities statement about 4% of children.

*\*Information on Statements provided by Dept. Education S.E.N.2 Returns (1996)*

**4. Variations in the rate of segregation between Authorities could only be related to the number of special school provided.**

The only factor clearly related to rate of segregation across the Authorities is the number of special schools provided, relative to the total school population.

**5. Segregated education is a relatively expensive option.**

An Authority's total allocation of money to a pupil in segregated education is five to seven times the average costs for all pupils. Assuming this money could be transferred with a child into the mainstream how much support would this buy.

**6. Segregated school systems are significantly more expensive to administer and service than mainstream school systems.**

Mainstream schools across all the Authorities surveyed receive an average 75%\* of the total spending on mainstream education. Segregated schools across all the Authorities surveyed receive only 63%\* of the total allocation for segregated education.

*\*ASB as percent of GSB*

## **7. The costs of segregated education not only increase but accelerate with increasing segregation.**

There was a trend of accelerating costs across the Authorities related to increasing rates of segregation.

Perhaps the time travellers would decide that a child's "need" for segregated education is determined more by an Authority's need to justify the existence of its segregated schools than any other factor. They may well conclude that the segregated system needs their child more than she needs it.

They could of course decide to keep their child out of school for the two years of their stay or they could return immediately to their own, more enlightened times.

Sadly, time travel is not an option for the rest of us but political and social change can be.