

INFORMATION  
ANALYSIS  
DIRECTORATE



# Prevalence of Autism (including Asperger Syndrome) in School Age Children in Northern Ireland

## Annual Report 2023

# Reader Information

Author	Heidi Rodgers and Jessica McCluney
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Issued by	Community Information Branch Information & Analysis Directorate Department of Health Stormont Estate Belfast, BT4 3SQ, Northern Ireland  Tel (028) 90522580 Email <a href="mailto:cib@health-ni.gov.uk">cib@health-ni.gov.uk</a> <a href="#">DoH Statistics and research link</a>
Target Audience	Social Services Directors, Directors of Children's Services, Chief Executives of HSC Board and Trusts in Northern Ireland, health care professionals, academics and social care stakeholders.
Purpose	Data from this publication is used to: <ul style="list-style-type: none"><li>• Monitor the delivery of related social care services to children;</li><li>• Inform and monitor related policy;</li><li>• Respond to parliamentary/assembly questions.</li></ul> <p>The bulletin is also used by academics/ researchers, the voluntary sector, and those with an interest in the Autism Strategy and Action Plan.</p>
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**We gratefully acknowledge the assistance of colleagues working within the Department of Education, Demographic Statistics Branch (NISRA) and Public Health Information and Research Branch (Department of Health) in producing this publication.**

The statisticians within IAD are out posted from the Northern Ireland Statistics & Research Agency (NISRA) and the statistics are produced in accordance with the principles and protocols set out in the [Code of Practice for Official Statistics](#).



IAD comprises four statistical sections: Hospital Information, Community Information, Public Health Information & Research and Project Support Analysis.

This report is produced by Community Information Branch.

## About the Community Information Branch

The purpose of Community Information Branch (CIB) is to promote effective decision making in children and adult social services and community health by providing quality information and analysis.

We collect, analyse and publish a wide range of community information that is used to help monitor the delivery of personal social services policy. Information collected by CIB is used to assess HSC Trust performance, for corporate monitoring, policy evaluation, and to respond to parliamentary/assembly questions.

Information is widely disseminated through a number of regular key statistical publications and ad hoc reports, details of which are available online.

[DoH Statistics and research link](#)

## Our Vision and Values

- *Provide up-to-date, quality information on children and adult social services and community health;*
- *To disseminate findings widely with a view to stimulating debate, promoting effective decision-making and improvement in service provision; and*
- *Be an expert voice on health and social care information.*

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# Background

## Autism Spectrum Conditions

Autism is a developmental disability that influences a person's ability to communicate and relate to other people, as well as affecting how they make sense of the world<sup>1</sup>. It is a spectrum condition, meaning that while all people with autism will have similar problems, overall their condition will impact them in different ways. Some people may be able to lead independent lives while others will require a lifetime of specialist support.

The need to develop and improve health and social care services for people of all ages who are affected by autism has been apparent for some time. In order to provide effective services, knowing the incidence and prevalence of this condition is clearly important.

## Incidence of Autism in Northern Ireland

The introduction of the Autism Act (Northern Ireland) 2011, and the accompanying increase in awareness via campaigns and events, may well have contributed to a rise in the number of assessments carried out and positive diagnoses received.

Since 2014, the Strategic Planning and Performance Group (SPPG, previously named the Health and Social Care Board) have in place a routine monitoring process which identifies those children who have undergone an assessment for autism and those who have received a positive diagnosis.

These figures show the incidence of autism and are reported quarterly by the Department and can be found at the following link: [Autism Statistics](#).

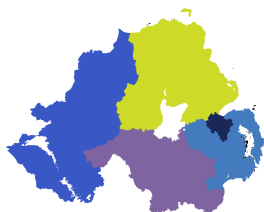
## Prevalence of Autism in Northern Ireland

This report aims to show the prevalence of autism amongst children of compulsory school age (4–15 year olds at the start of the school year). The information presented derives from the 'Northern Ireland School Census' collected by the Department for Education (NI). The figures used to identify pupils with a diagnosis of autism are taken from the electronic Medical register. Children with autism are identified using the ICD10 diagnosis coding which includes those diagnosed with Asperger Syndrome.

Historically, children with autism were recorded within the special educational needs (SEN) register. This means that figures from 2018/19 and earlier are not directly comparable with current years. To illustrate this, in graphs that include previous years data a red line has been added to distinguish between figures before and after this change.

<sup>1</sup> – A diagnosis of autism in this publication includes those who traditionally have been identified as having Asperger syndrome.

# Key Findings



2022/23

Prevalence rate of autism for school aged children in Northern Ireland<sup>2</sup>

**5.0%**



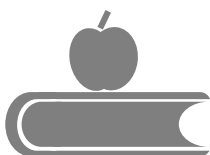
Prevalence rate of autism in **females**

**2.7%**



Prevalence rate of autism in **males**

**7.3%**



Proportion of children with autism who had **no special educational needs**

**18%**



Prevalence of autism was 40% higher in the **most deprived** decile compared to the Northern Ireland average

**40%**

<sup>2</sup> – Refers to all children of compulsory school age (4 – 15 years old).

# Overall Prevalence

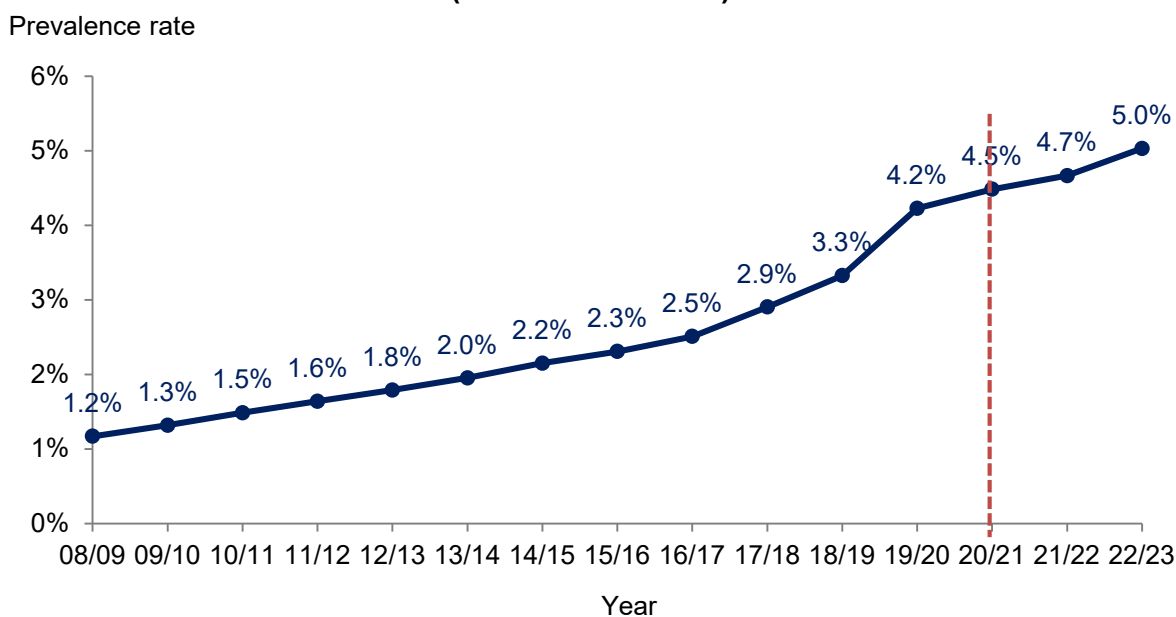


Figures extracted from the 2022/23 Northern Ireland School Census show that **15,212 school aged children had been diagnosed with autism**. This represents an estimated **autism prevalence rate 5.0% within the school aged population**. This was 0.3 percentage points higher than in 2021/22.

Due to a change in the way the school census collect autism data<sup>3</sup>, the figures from 2019/20 onwards are not directly comparable to previous years. However, the general increasing prevalence rate among school aged children over recent years is mirrored by the increasing number of children (all ages) diagnosed with autism, recorded by the Health and Social Care Trusts<sup>4</sup>.

The historic annual increase in prevalence of children with autism since 2008/09 has been observed against a background of a relatively static school population. Please see Appendix C for further details.

**Figure 1: Autism Prevalence in School Aged Children (2008/09 - 2022/23)**



Source: Northern Ireland School Census

--- Please note that due to a change in the data collection, the years up to and including 2018/19 are not directly comparable with 2019/20 figures onwards.

3 – Please see Appendix A.

4 – Quarterly Autism Statistics, <https://www.health-ni.gov.uk/articles/autism-statistics>.

# Gender

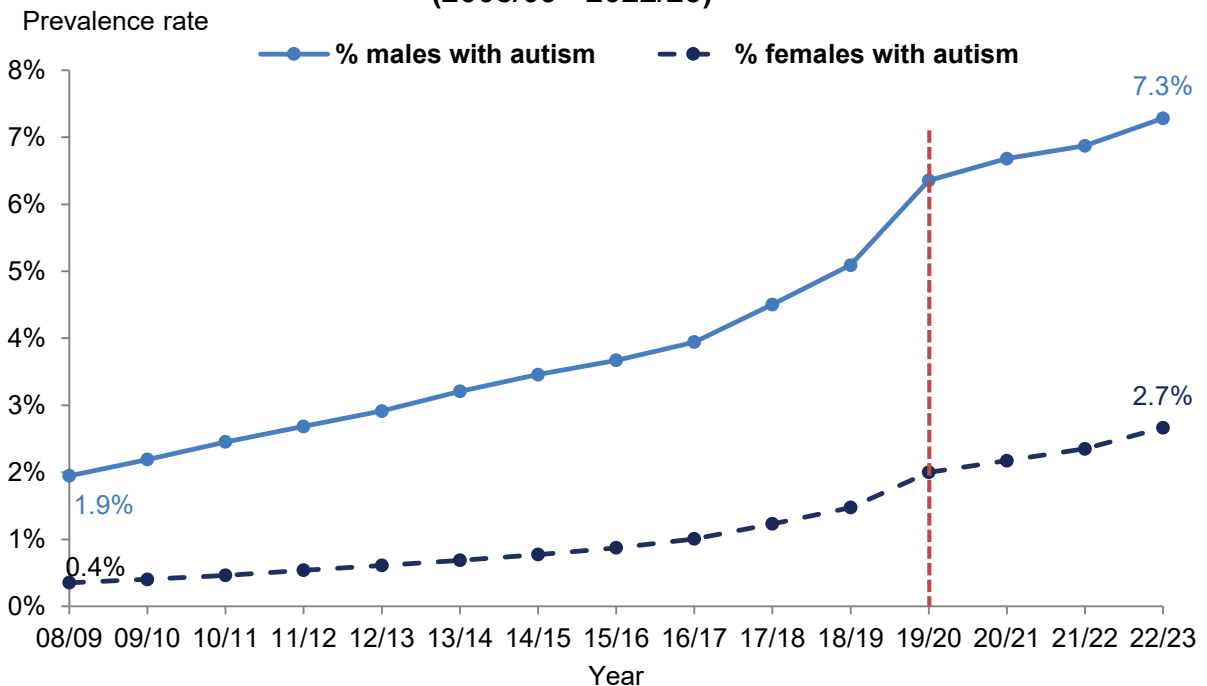


**Males were almost 3 times more likely to have a diagnosis of autism than females.**

In the information derived from the 2022/23 Northern Ireland School Census, **7.3% of males were identified with autism compared with 2.7% of females**. This ratio is similar to that reported by the National Autistic Society (NAS) who have stated the most recent estimate for male-to-female autism ratio is nearer to 3:1<sup>5</sup>.

The figures for 2019/20 and onwards are not directly comparable to previous years; however, the prevalence rate has been consistently higher for males than females both before and after 2019/20. Furthermore, it has increased for both males and females with the gender gap inflating over the years.

**Autism Prevalence by Sex  
(2008/09 - 2022/23)**

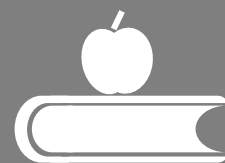


Source: Northern Ireland School Census

Note: Figures relate to children in Primary 1 to Year 12 in grant-aided primary, post-primary and special schools.

--- Please note that due to a change in the data collection, the years up to and including 2018/19 are not directly comparable with 2019/20 figures onwards.



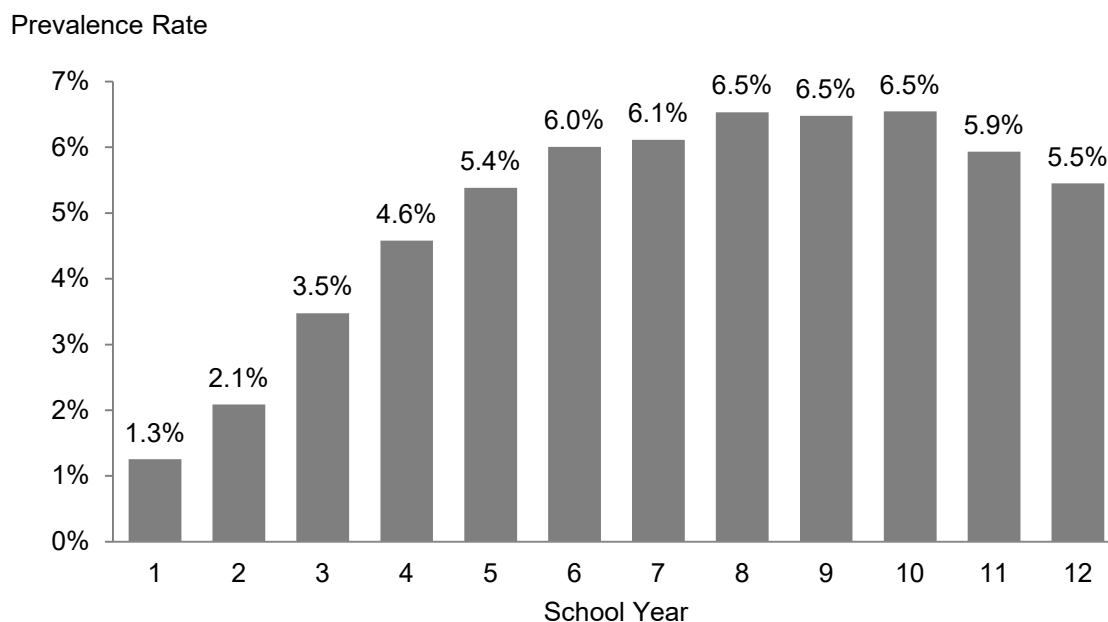


**6.5%** of children in **Year 8, Year 9, and Year 10** had a diagnosis of **autism**.

In 2022/23, the highest prevalence rate recorded was 6.5% for those in Year 8 – Year 10 (children aged 11-14), and the lowest was 1.3% for those in Primary 1 (children aged 4-5).

Generally, there is a steady rise in the prevalence rate of autism from Primary 1 up to Year 10 (4-14 year olds) in 2022/23. This trend has been observed in previous years and may link in with children being diagnosed with autism during their early school years.

**Figure 3: Autism Prevalence by School Year (2022/23)**



*Source: Northern Ireland School Census*

Note: Figures include all pupils in primary (including nursery, reception and Primary 1-7 classes), post primary and special schools.

# Special Educational Needs Stage

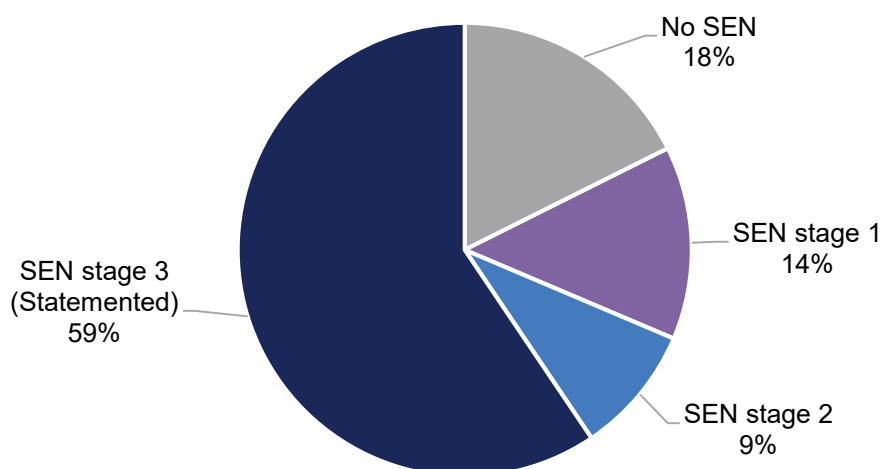


**18%** of children with autism did not have any Special Educational Needs

Special Educational Needs (SEN) is a stage approach to the identification of children with learning difficulties, the assessment of their educational need and the making of any special educational provision necessary to meet those needs. The previous five stage approach was replaced by a three stage approach<sup>6</sup> in 2021, where stage 1 is school delivered special provision, stage 2 is school and external provision and stage 3 represents a Statement of SEN<sup>7</sup>.

Of all children diagnosed with autism in 2022/23, 18% were identified as not having any special educational needs. This is one percentage point higher than the proportion in 2021/22. More than half (59%) had a Statement of Special Educational Needs (SEN stage 3), whilst almost a quarter (23%) of the children with autism were in either SEN stage 1 or 2. Please note that, as the SEN process is dynamic, with children moving between stages, the SEN stages must be treated as a 'snapshot' at the time of the NI School Census.

**Figure 4: Children diagnosed with autism by Special Educational Needs (SEN) (2022/23)**



Source: Northern Ireland School Census

Note: Figures include all pupils in primary (including nursery, reception and Primary 1-7 classes), post primary and special schools.

<sup>6</sup> [DE Circular 2021/06 - Three Stages of Special Educational Provision](#)

<sup>7</sup> - The stages of the SEN process are detailed in Appendix B.

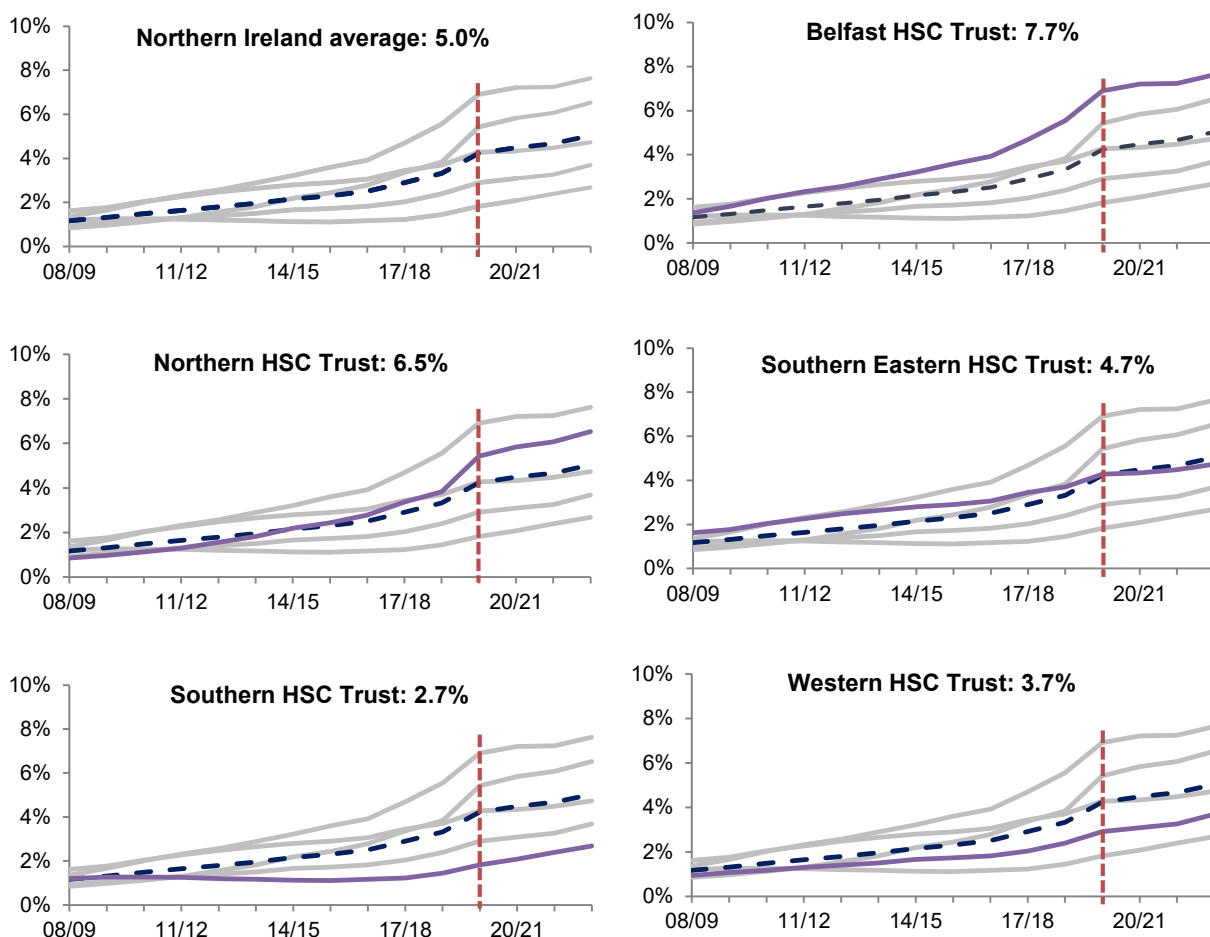
# Health and Social Care Trust

During 2022/23, the **highest autism prevalence rate was observed in the Belfast HSC Trust, at 7.6%**, and the **lowest in the Southern HSC Trust, at 2.7%**. The Belfast and Northern HSC Trusts had a prevalence rate higher than the Northern Ireland average of 5.0%. The South Eastern, Southern, and Western HSC Trusts were below this average.

The prevalence rate of autism has risen in all Trusts in recent years; however, the gap between the Trust rates has also increased.

Please see Appendix C for number of school aged children with autism in each Trust.

**Figure 5: Prevalence of autism in school age children by HSC Trust (2022/23)**



Source: Northern Ireland School Census

Note: Figures relate to children in Primary 1 to Year 12 in grant-aided primary, post-primary and special schools.

--- Please note that due to a change in the data collection, the years up to and including 2018/19 are not directly comparable with 2019/20 figures onwards.

# Urban/Rural Location



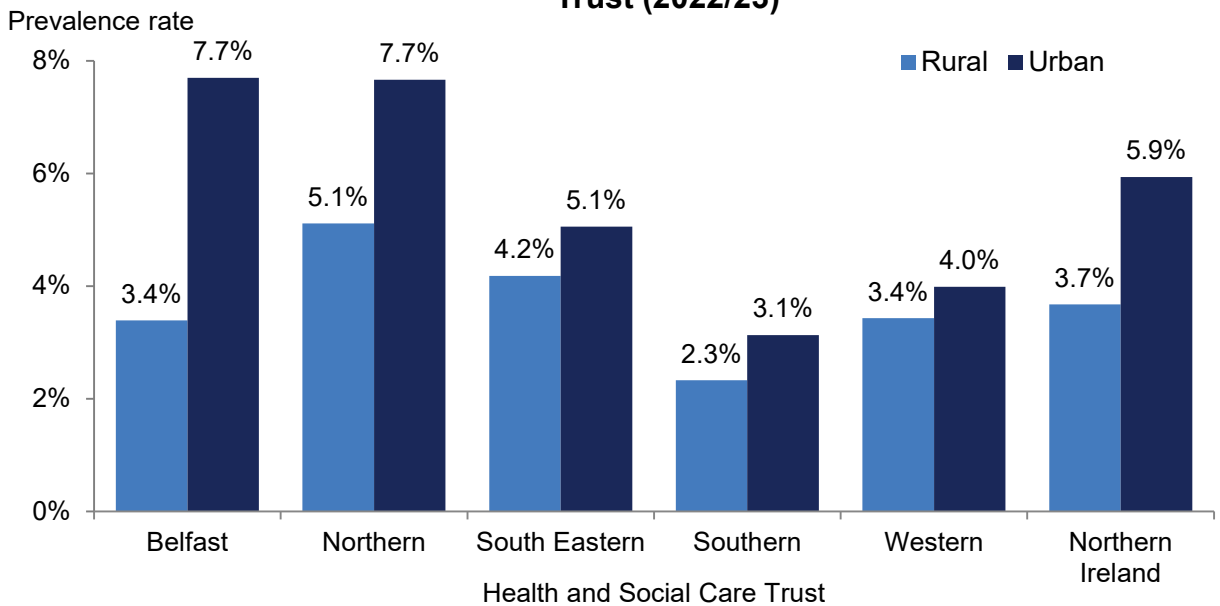
**5.9%** of children in urban areas have been diagnosed with autism.

The autism prevalence rate was higher in the urban population than in the rural population by a difference of 2.3 percentage points in 2022/23. The difference in **the proportion of children identified with autism in urban and rural areas at a regional level was statistically significant**. This means that it is unlikely that the difference has occurred by chance alone.

In 2022/23, the HSC Trust with the largest difference in autism prevalence rates between the urban and rural populations was the Belfast HSC Trust. It should be noted that this HSC Trust has the highest overall prevalence rate and is almost exclusively urban which has a large impact upon the Northern Ireland figure. Generally, in the other HSC Trusts, there was a more even split between the autism prevalence rate in the urban and rural population.

The difference in prevalence rate between urban and rural areas was statistically significant during 2022/23 for all HSC Trusts<sup>8</sup>.

**Figure 6: Autism Prevalence by Urban/Rural Location & HSC Trust (2022/23)**



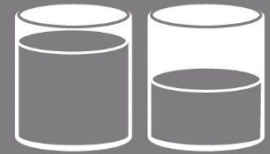
Source: Northern Ireland School Census

Note: Figures relate to children in Primary 1 to Year 12 in grant-aided primary, post-primary and special schools.

Note: The Belfast HSC Trust area covers a very small proportion of locations classified as rural; therefore, this figure should be treated with caution.

8 – Appendix D shows the statistical significance trends for each HSC Trust.

# Area Deprivation



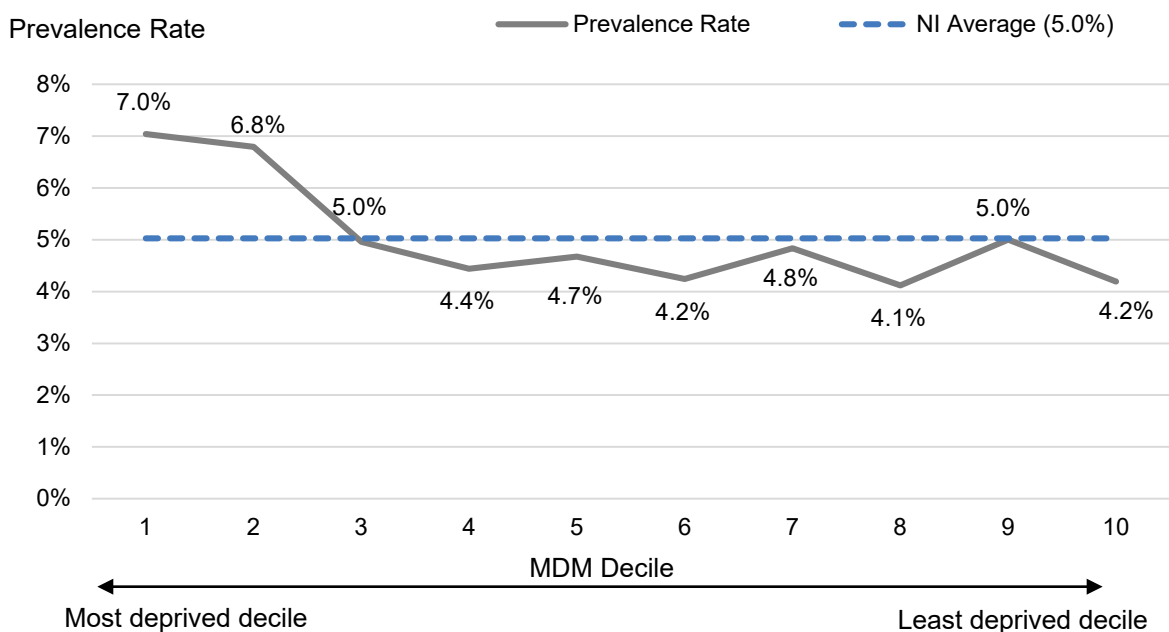
**14%** of children identified with autism were living in the most deprived decile of Northern Ireland.

During 2022/23, 14% of school aged children diagnosed with autism were from the most deprived Multiple Deprivation Measure (MDM) decile in Northern Ireland<sup>9</sup>, while 7% of children identified with autism were located in the least deprived decile of the country<sup>10</sup>.

A statistical significance relationship has been found between the proportion of children identified with autism and MDM Decile. This means that it is unlikely that the difference has occurred by chance alone.

The autism prevalence rate was higher than the Northern Ireland average for the two most deprived deciles (7.0% and 6.8% respectively). All other deciles were either similar to, or below, the regional average.

**Figure 7: Autism Prevalence by MDM Decile (2022/23)**



Source: Northern Ireland School Census

Note: Figures relate to children in Primary 1 to Year 12 in grant-aided primary, post-primary and special schools.

9 – Information on the Northern Ireland Multiple Deprivation Measure can be found [here](#).

10 – Maps showing the most and least deprived deciles of Northern Ireland can be found in Appendix E.



# Inequality Gap

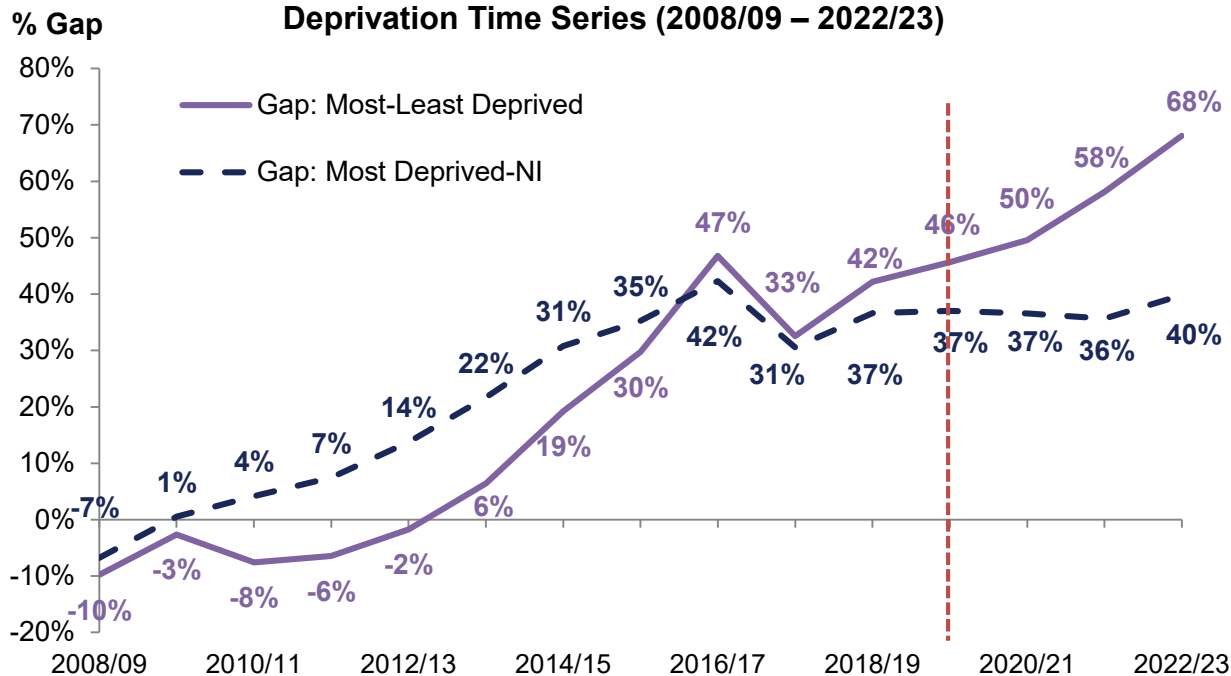
**40%** The rate of autism in school aged children in the **10% most deprived areas was 40% higher than the NI average.**

The following analysis of the autism inequality gap was carried out through the [NI Health & Social Care Inequalities Monitoring System](#) (HSCIMS) within the Department of Health which provides in-depth assessment of inequality gaps across a range of health and social care indicators.

The simple gap analysis shows that the rate of autism in school aged children in the 10% most deprived areas in Northern Ireland stood at 7,044 cases per 100,000 population in 2022/23. This was 40% higher than the regional average, 5,039 cases per 100,000 population, and over two-thirds higher than the rate in the least deprived areas (4,191 cases per 100,000 population).

In the years prior to 2013/14, rates were slightly higher in the least deprived areas than in the most deprived areas. However, since then the rate of autism amongst children in the most deprived areas has increased at a faster rate than in the least deprived. This has resulted in higher rates of autism being seen in the most deprived areas and a widening of the deprivation inequality gap<sup>11</sup>.

**Figure 8: Children with autism per 10,000 population - Deprivation Time Series (2008/09 – 2022/23)**



Source: Northern Ireland School Census

Note 1: Figures relate to children in Primary 1 to Year 12 in grant-aided primary, post-primary and special schools.

- - - Please note that due to a change in the data collection, the years up to and including 2018/19 are not directly comparable with figures for 2019/20 and onwards.

11 – Further analysis using the Slope Index of Inequality (Sii) and the Relative Slope of Index (Rii) can be found in Appendix F.

# Appendix A – Technical Notes

## Data Collection

The information presented in this bulletin derives from the 'Northern Ireland School Census' collected by the Department of Education (NI). All pupils on the rolls of grant-aided primary, post-primary and special schools were included in this return comprising each child who was a registered pupil in a school in October of each given year and who attended for at least one day.

The Census collects a large amount of information including demographic data, free school meal entitlement, looked after children numbers, newcomer children numbers and assessment data. This includes disability and a breakdown of those children identified with autism.

The data extracted from the 'Northern Ireland School Census' for use in this publication includes the number of children recorded with a diagnosis of autism (including Asperger's Syndrome) by gender, school year, Health and Social Care (HSC) Trust, area deprivation and urban/rural split.

## Changes to data collection

Historically, children with autism were identified within the special educational needs (SEN) register. However, from 2019/20, the SEN register only refers to those that require assistance with their learning.

Pupils with a diagnosis of autism are recorded on the new electronic [Medical register](#). All pupils with autism will have a medical diagnosis but not all will require assistance with their learning. Only those who require special educational provision should be recorded on the SEN register. Because of this change in recording, figures from 2019/20 are not directly comparable with previous years. To illustrate this, in graphs that include previous years data, a red line has been added to distinguish between figures before and after 2019/20.

From Spring 2021, the five stage approach to identification, assessment and provision of Special Education Needs (SEN) was replaced with [three stages of special educational provision](#). Please see Appendix B (Definitions) for further information.

## Data Quality

There are a number of limitations to the data in this study and its use in establishing prevalence figures for autism.

Data sourced from the school census is presently the most comprehensive data source available, however it only covers those children of school age attending school.

The data only captures those children identified with autism and at any time there may be additional children who may be progressing through the full assessment process. It is therefore possible that a number of children may be identified as having autism at a later date in the school year.

It should also be noted that there are many factors which can lead to variances in the apparent prevalence rates within the different breakdowns commented on in this bulletin. In this regard, care should be taken when considering the findings, i.e. it is likely that at least some of the observed variation in prevalence may be attributable to differences in organisational structure and arrangements in place between/within HSC Trust areas.

## **Rounding Conventions**

Percentages have been rounded and as a consequence some percentages may not sum to 100. A figure of 0% may reflect rounding down of values under 0.5%.

## **Revisions Policy**

This data is revised by exception. If this occurs the circumstances of the revision are reported on the Department of Health website and the dates figures are revised are noted both on the website and within the publication. The full revisions policy for statistics published by Information and Analysis Directorate is published on the Department's website.

## **Related Publications**

Data is published on the Department of Health website each quarter on the number of children and adults referred for an assessment for autism and the number of children and adults diagnosed with autism. Figures are provided for Northern Ireland and each HSC Trust area. This data can be found at the following link: [Autism Statistics link](#).

## **User Engagement**

We welcome your feedback. If you have any comments on this publication, please contact Community Information Branch [cib@health-ni.gov.uk](mailto:cib@health-ni.gov.uk)

## **Next Release**

The next release of these statistics is scheduled for May 2024. The publication release dates for statistical bulletins produced by Community Information Branch are available from the Department of Health's [Statistical Releases Calendar](#).



# Appendix B – Definitions

## Asperger Syndrome

Asperger Syndrome is similar to autism; however people with this condition do not generally experience the same language and learning disabilities associated with autism. They are more likely to have difficulties in the areas of social imagination, social communication and social interaction.

## Autism

Autism is a lifelong developmental disability that affects how a person communicates with and relates to other people and how they experience the world around them. Autism is often described as a 'spectrum disorder' because the condition affects people in many different ways and to varying degrees.

## Autism Act (Northern Ireland) 2011

The Autism Act (NI) 2011 and subsequent Autism (Amendment) Act (NI) 2022 place a responsibility on the Department of Health to lead on the development, implementation, monitoring and reporting of a cross-departmental Autism Strategy every seven years.

## Inequalities

Statistical techniques such as the slope index of inequality and the relative index of inequality have been used to analyse socioeconomic inequalities between children identified with autism. More information on these can be found in appendix F.

## Prevalence

In order to establish the prevalence of autism within the compulsory school age population, the number of children who were attending school and had been identified with autism was divided by the total number of compulsory school age children attending school. This gave the proportion of children within the cohort who were identified with autism.

## Statistical Significance

In order to test whether or not the relationship between two variables was statistically significant we used the chi-square test.

## School Age

Children aged 4 – 15 years at the start of the school year are of compulsory school age.

## Special Educational Needs (SEN) Assessment Stages

From spring 2021, the five stage approach to identification, assessment and provision of Special Education Needs (SEN) was replaced with [three stages of special educational provision](#):

Previous SEN Five Stage Approach	Current SEN Three Stage Approach
Stage 2*	Now stage 1 - school delivered special educational provision.
Stages 3 and 4	Now stage 2 - school delivered special educational provision plus external provision.
Stage 5	Now stage 3 - statement of Special Educational Needs.

\*Note: previous SEN stage 1 has now been removed.

# Appendix C – Number of children identified with autism

**Table 1: Number of children identified with autism in Primary 1 – Year 12 by HSC Trust**

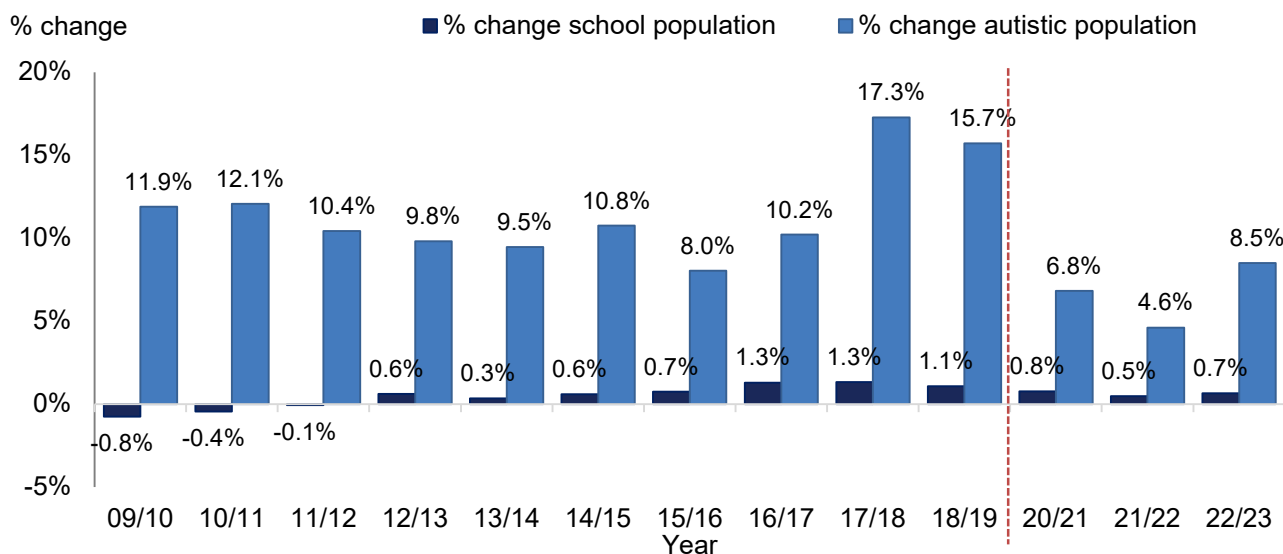
HSC Trust	Number of children with autism in 2022/23
Belfast	4,029
Northern	4,802
South Eastern	2,685
Southern	1,831
Western	1,849
Unknown	16
<i>Northern Ireland</i>	<i>15,212</i>

Source: Northern Ireland School Census

Note: Figures relate to children in Primary 1 to Year 12 in grant-aided primary, post-primary and special schools.

Note: HSC Trust figures for years prior to 2022/23 can be found in [previous publications](#).

**Figure 9: Annual percentage change in school and autistic populations (2009/10 - 2022/23)**



Source: Northern Ireland School Census

Note: Figures relate to children in Primary 1 to Year 12 in grant-aided primary, post-primary and special schools.

Note: The percentage change in the autism population between 2018/19 and 2019/20 is not shown as it may be influenced by new recording methodology.

# Appendix D – Statistical Significance Trends: Urban/Rural autism

**Table 2: Urban/Rural autism statistical significance trends by HSC Trust (2009/10 – 2022/23)**

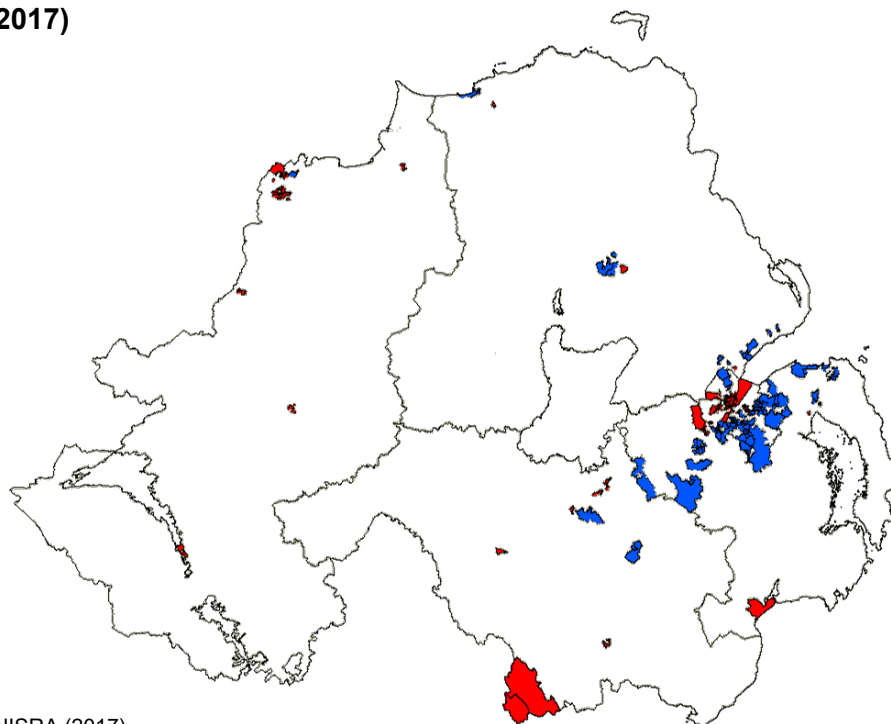
Year	HSC Trust					Northern Ireland
	Belfast	Northern	South Eastern	Southern	Western	
<b>2009/10</b>	No	No	No	Yes	Yes	Yes
<b>2010/11</b>	No	No	No	Yes	No	Yes
<b>2011/12</b>	No	No	No	Yes	No	Yes
<b>2012/13</b>	No	Yes	No	Yes	No	Yes
<b>2013/14</b>	No	Yes	No	Yes	No	Yes
<b>2014/15</b>	No	Yes	No	Yes	No	Yes
<b>2015/16</b>	No	Yes	Yes	Yes	No	Yes
<b>2016/17</b>	No	Yes	Yes	No	Yes	Yes
<b>2017/18</b>	Yes	Yes	Yes	Yes	No	Yes
<b>2018/19</b>	Yes	Yes	Yes	Yes	No	Yes
<b>2019/20</b>	Yes	Yes	Yes	Yes	No	Yes
<b>2020/21</b>	Yes	Yes	Yes	Yes	No	Yes
<b>2021/22</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>2022/23</b>	Yes	Yes	Yes	Yes	Yes	Yes

Source: Northern Ireland School Census

Note: Figures relate to children in Primary 1 to Year 12 in grant-aided primary, post-primary and special schools.

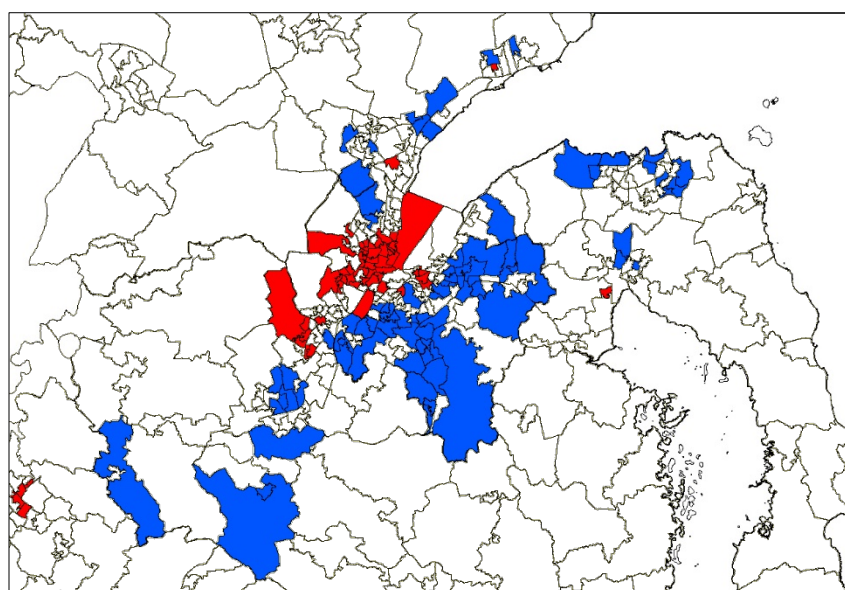
# Appendix E – Deprivation Maps

**Figure 10: The Most (Red) and Least (Blue) Deprived Areas in Northern Ireland (MDM 2017)**



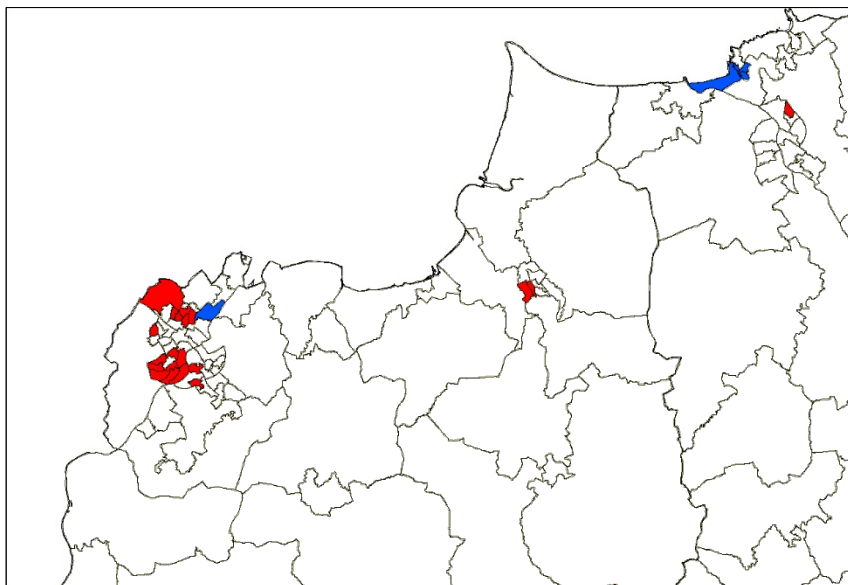
Source: NISRA (2017)

**Figure 11: The Most (Red) and Least (Blue) Deprived Areas in the Belfast Metropolitan Urban Area**



Source: NISRA (2017)

**Figure 12: The Most (Red) and Least (Blue) Deprived Areas in the Derry Urban Area**



Source: NISRA (2017)

# Appendix F – Further Information

## Social Gradient

In addition to the simple deprivation gap analysis presented in this publication, the following social gradient analysis has been undertaken to provide a fuller assessment of inequalities across all socio-economic groups in Northern Ireland. Health and social care inequalities are often considered in terms of the gap between the most and least deprived quintiles/deciles of the population. Despite this, it does not account for those areas of intermediate levels of deprivation that may also be relatively disadvantaged in terms of their health status. This is reflected in the Marmot Review<sup>12</sup> which demonstrated that there is a social gradient in health, and its wider determinants that run from top to bottom of the socioeconomic spectrum, meaning that health inequalities affect everyone.

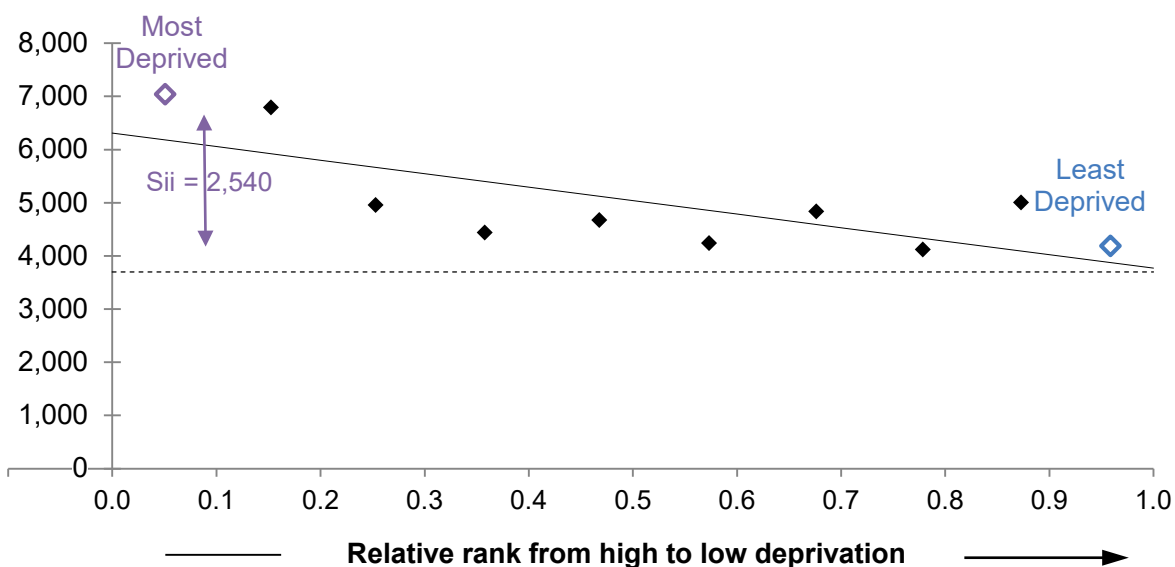
**Absolute gap (most-least deprived gap):** This measure describes the absolute difference between the extremes of deprivation. It has the advantage that it is intuitive and straightforward to explain; however, it only focuses on the extremes of deprivation, and does not take account of patterns of inequalities observed across the intermediate groups.

**Slope index of inequality (SII):** This measure describes the gradient of health observed across the deprivation scale. While the absolute gap shows the difference between two large groups, SII measures the difference in health outcomes between the theoretical most and least deprived individuals, according to linear regression across health outcomes for all deprivation deciles. SII therefore has the advantage of being sensitive to the experience of the entire population, rather just the extremes of deprivation. For example, an equal rate across all deprivation categories would give a horizontal line with a slope of zero (SII=0) indicating that there is no evidence of inequality. The level of inequality is shown by the magnitude of the gradient, regardless of direction.

The slope of index of inequality (Sii) shows that the absolute gap in the rate of autism amongst children between the most and least deprived was 2,540 cases per 100,000 population in 2022/23.

Children with Autism  
(per 100,000  
population)

**Figure 13: Slope Index of Inequality –  
Children with autism per 100,000 population (2022/23)**



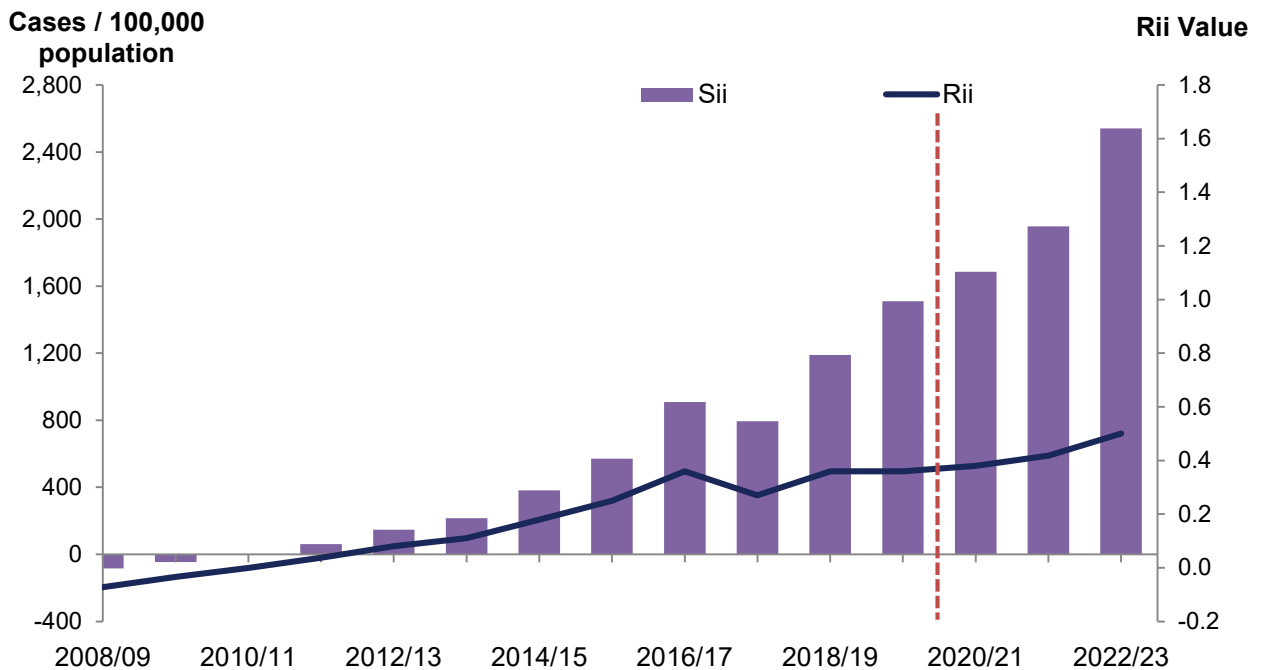
Source: Northern Ireland School Census

Note: Figures relate to children in Primary 1 to Year 12 in grant-aided primary, post-primary and special schools.

**Relative index of inequality (RII):** The RII describes the gradient of health observed across the deprivation scale, relative to the average for the observed population (by dividing the Slope of Index of Inequality (SII) by the mean). The value of RII tells you the magnitude of inequality in relation to the mean thus representing the proportionate change in the health outcome across the population. It allows inequalities to be compared and contrasted across a number of different health indicators, and also to be monitored over time. As with SII, a value of zero for RII indicates no evidence of inequality. The higher the RII value is, the higher the level of inequalities that exist in the population.

The relative index of inequality (Rii) gives a proportionate gap of 0.50 in 2022/23 i.e. the Sii gap (2,540 cases per 100,000 population) is equivalent to 50% of the average rate of autism amongst children in NI. As with the simple gap analysis, Rii indicates that the deprivation gap has changed from negative (higher rates in least deprived than most deprived) to positive (higher rates in most deprived than least deprived) over the analysed period. It should be noted that despite the simple gap indicating that this change in direction has only occurred more recently, Rii shows that this change occurred much earlier and that the deprivation gap across the entire social gradient had been gradually widening since 2010/11.

**Figure 14: Relative Index of Inequality – Children with autism per 100,000 population (2008/09 – 2022/23)**



Source: Northern Ireland School Census

Note: Figures relate to children in Primary 1 to Year 12 in grant-aided primary, post-primary and special schools.

Please note that due to a change in the data collection, the years up to and including 2018/19 are not directly comparable with figures from 2019/20.

**Table 3: Slope index of inequality and relative index of inequality (2008/09 – 2022/23)**

Year	Simple Gap (Most Deprived – Least Deprived)	Sii	Rii
2022/23	68%	2,539.6	0.50
2021/22	58%	1,956.9	0.42
2020/21	50%	1,685.2	0.38
2019/20	46%	1,510.7	0.36
2018/19	42%	1,189.6	0.36
2017/18	33%	793.6	0.27
2016/17	47%	909.1	0.36
2015/16	30%	569.8	0.25
2014/15	19%	380.8	0.18
2013/14	6%	216.2	0.11
2012/13	-2%	146.1	0.08
2011/12	-6%	61.3	0.04
2010/11	-8%	1.9	0.00
2009/10	-3%	-45.2	-0.03
2008/09	-10%	-84.4	-0.07

*For further information regarding the Social Gradient of Health and its methodology, please refer to the Health Inequalities Annual Report:*

[Health inequalities statistics | Department of Health](#)



For further information on “**The Prevalence of Autism (including Asperger’s Syndrome) in School Age Children in Northern Ireland**”, please contact:

Community Information Branch  
Department of Health  
Annexe 2, Castle Buildings  
Stormont  
BT4 3SQ, Belfast, Northern Ireland

or email [cib@health-ni.gov.uk](mailto:cib@health-ni.gov.uk).