Implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)

Report to Parliament 2013

The Scottish Government
Riaghaltas na h-Alba

April 2014

Contents

<div style="background-color:#a83232; color:white; padding:8px;">Contents   1</div>

Ministerial Foreword

The Additional Support for Learning Act (ASL Act) is key to ensuring children and young people make the most of the educational opportunities available to them. The Act is the framework for the provision of support for learning in Scotland and is key to the delivering our ambition that all children and young people access the learning opportunities which are available to them, so that they can realise their full potential, in learning, in work, and in life.

On 27 March 2014, the Children and Young People Bill was passed by Scottish Parliament and is now an Act. This Act will continue to help deliver on our ambitions to continue to provide greater support for children and families. The Bill contains a number of provisions which focus specifically on early intervention and prevention, which I fully support, especially where it might prevent an additional support need developing in the first place or an existing additional support need worsening.

Following the inaugural report to Parliament in 2011, last year's report continued to build on the feeling that, broadly, children and young people's learning needs, including their additional support needs, were well provided for in Scotland's learning establishments. However, those with 'hidden' additional support needs, for example those children and young people who are looked after, who have mental health difficulties, those in transition and those who are young carers, continue to require more support. There also continues to be a need to share practice to support more consistency in the identification of, and provision for, additional support needs. The long term plan of support will continue to be implemented over the course of the next two years and I am confident that those working in this field will continue to deliver, together to support our ambitions that every child has access to the additional support they need to reach their full potential.

In addition to fulfilling Scottish Minister's duty to report information required by the ASL Act, this report contains a wide range of other information gathered from inspection, and from schools and education authorities by Education Scotland. Year on year, we continue to collect and publish information on more additional support needs than ever before and this is reflective in the information contained in this year's report. Indeed, it is expected that this trend will continue over the coming years as we continue to work to improve the statistical collection relating to children and young people with additional support needs.

The Advisory Group for Additional Support for Learning continues to play a key role in maintaining the focus on the needs of children and young people by advising and supporting the development of national policy. Building on their valued contribution last year, the Advisory Group will consider how we ensure a continued improvement in the way we collect additional support needs statistics and will also continue to work on reviewing the Code of Practice for Additional Support for Learning, taking account of the provisions contained within the Children and Young People Bill. I once again thank them for their valuable contribution.

Dr Alasdair Allan

Minister for Learning, Science and Scotland's Languages

Introduction

This purpose of this report is to set out the progress in implementing the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended). The report fulfils the duties placed on Scottish Ministers at sections 26A and section 27A of the amended Act.

Scottish Ministers must report to the Scottish Parliament in each of the 5 years after the commencement of the Act on what progress has been made in each of those years to ensure that sufficient information relating to children and young people with additional support needs is available to effectively monitor the implementation of this Act. (Section 26A).

Scottish Ministers must each year collect from each education authority information on:

✓ the number of children and young persons for whose school education the authority are responsible having additional support needs
✓ the principal factors giving rise to the additional support needs of those children and young persons
✓ the types of support provided to those children and young persons
✓ the cost of providing that support

Scottish Ministers must publish the information collected each year. (Section 27A)

In addition to the information required by the Act, Scottish Ministers will provide further information and evidence from a number of sources.

This will enable the data required by the duties to be set in context and offer a fuller picture of implementation of the legislation. Sources include: Enquire, ASL Resolve and Common Ground Mediation, Independent Adjudication, Additional Support Needs Tribunals for Scotland, the Scottish Government, Take Note, Education Scotland and the Advisory Group for Additional Support for Learning (AGASL).

This information presents as full a picture as possible of the implementation of Additional Support for Learning. This includes information from the national statistics collection of data on pupils. This collection has been slightly revised to provide more detailed information on the plans used to

support children and young people's learning. This fulfils the duty provided by Section 26 of the Act.

This is the third of five such reports, and is the middle point in this process. Consequently, this report will look back at implementation since the first report, set out the picture of implementation in the last year, and, focus on transitional arrangements in line with the themed approach taken to these reports. This information will be set in the context of wider developments in both additional support for learning and inclusion both in the UK and Europe.

What does the additional support for learning legislation do?

The Act places duties on education authorities and other agencies to provide additional support to children and young people who have an additional support need which is causing a barrier to their learning.

There are a wide range of factors that may lead to children and young people having a need for additional support. These fall broadly into four overlapping themes: learning environment, family circumstances, disability or health need and social and emotional factors.

Education authorities must broadly- identify, plan and make provision for the support to be provided and review that support to ensure it is appropriate. For some pupils, whose needs are complex or multiple and who need significant support from more than one agency, a co-ordinated support plan may be required. This is a statutory plan which co-ordinates and records the support to be provided. This plan has specific rights attached to it.

Who has additional support needs?

The Summary Statistics for Schools in Scotland, No.3, 2013 Edition indicates that in 2013 there were 673,530 pupils in Scotland's local authority primary, secondary and special schools and grant-aided schools. Of those, 131,621 were identified as having an additional support need, around 19.5% of all pupils. This is a 1.5% percentage point increase on last year.

Of those pupils identified as having an additional support need 40,089 (30%) have an Individualised Educational Programme (IEP) a percentage point decrease of 6 on last year. 12,102 (9.1%) have a child's plan, provided through the Getting It Right for Every Child approach, a percentage point increase of 67% on last year. 3,279 (2.4%) were identified as having a co-ordinated support plan (CSP).a percentage point decrease of 0.5 on last year Those pupils with CSPs represent 0.48% of all pupils in local authority and grant-aided schools.

This is represented by the diagram below which represents the whole pupil population, those with additional support needs and those with a co-ordinated support plan. For accuracy those with CSPs would be just under 0.5 of a person.

More boys (62%) than girls (38%) are identified as having additional support needs. These figures do not include those attending independent schools either under private arrangements or as a result of being placed by an education authority.

In 2013, there were 795 pupils in independent special schools in Scotland. The places of 771 of these pupils (96.98%) were funded by Scottish Local Authorities.

How are Additional Support Needs identified?

Education authorities and schools identify most children and young people with additional support needs through their arrangements for assessing learning and for monitoring the educational progress of children and young people. Assessment identifies the actions required to maximise development and learning and is a dynamic process with the child or young person at the centre.

Identification will usually include discussion with parents and professionals involved with the child or young person, for example, class teacher, support for learning staff, speech and language therapist, social worker, foster carer or residential worker. It should build on other assessment information already available. It may involve observation in one or more day-to-day situations and/or individual work with the child or young person as required.

Those with Additional Support Needs and those with CSPs
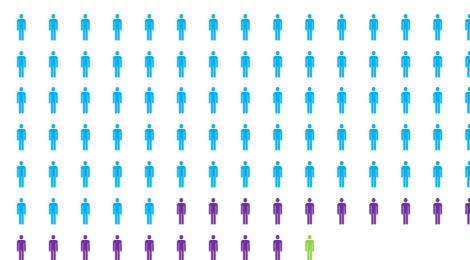
● Pupils without Additional Support Needs (78%)
● Pupils with Additional Support Needs (19.5%)
● Pupils with Additional Support Needs and a CSP (0.48%)

Planning for Additional Support Needs

As indicated above, there are a range of planning mechanisms available to support children's and young people's additional support needs. These are extracted from national statistics and set out in the diagram below.

Transitional Arrangements

The inaugural report to Parliament on implementation of additional support for learning indicated that in most schools in Scotland the needs of most children and young people were being met well, with some major strengths. Whilst this is very positive the report also acknowledged that additional support for some groups of children and young people could be improved upon.

Evidence provided in the inaugural report suggested that there remained scope for improvement on transition planning for young people with additional support needs. This report provides comment and case studies gathered by Education Scotland of a range of practice across provisions on this area.

European learning context

The European Agency for Development in Special Needs and Inclusive Education was established in 1996 by agreement between the ministers of education in its member countries. The Agency is a permanent network of ministerial representatives acting as the member countries' platform for collaboration regarding the promotion of quality and equity in education as a means to achieving social cohesion.

The Agency has 28 members from across Europe. Its focus is upon national, European and international stated priorities for education and training and ensuring coherence between specific country initiatives to promote special needs and inclusive education and the relevant EU and international level objectives. This is achieved by providing ministries of education as well as other stakeholders in member countries and at European level with evidence-based information, guidelines and tools that are reliable, valid and applicable to educational policy planning, implementation, monitoring and review.

During the 2014-2020 period the Agency will continue to work with member countries to review changes and developments in their educational policies, so as to critically examine implementation of special needs and inclusive education initiatives. The main focus of work with countries during this period will be upon exploring critical success factors within systems of inclusive education; this will include identifying progress, barriers to progress and actively monitoring and reviewing policy developments in countries in order to support the development of sustainable and effective, inclusive education systems.

Since 2007 Scotland has been fully involved in all Agency activities. In April 2009, Scotland hosted the Agency bi-annual meeting, which was attended by the Minister of Education and other key decision makers in the Scottish Government in addition to the 28 Agency member countries' ministerial representatives. Scotland has been involved recently in work to provide additional, more focused data for special needs education in the wider context of inclusive education and social cohesion issues. This also informs the ET 2020 strategic objectives and the implementation of Article 24 of the UNCRPD (2006).

The Agency conducts a range of projects – long-term thematic work running for up to 3 years, as well as shorter term, more focused projects usually running for 1 year. Agency member country representatives collectively identify all of the topics for project activities.

In addition to the projects included in the Agency's main work programme, a number of additional projects are conducted by means of additional funding from the EU or other sources. These projects complement the main projects and the additional funding enables the Agency to undertake activities that it could otherwise not afford and which reinforce the activities within the main work programme.

Representative Board member for Scotland

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Scottish learning context

Since the first report to Parliament in 2011 there have been significant developments which affect learning in Scotland. These include

Education Scotland

Education Scotland was established on 1 July 2011 by the Scottish Government Cabinet Secretary for Education and Lifelong Learning as a new public body, charged with supporting quality and improvement in Scottish education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners of all ages.

Education Scotland's vision is that Scottish learners will progress in one of the most effective education systems in the world, renowned for the ability of national and local partners to work flexibly together to achieve high-quality and equitable outcomes for all. In order to realise this vision Education Scotland aim to provide the best blend of national support and challenge to inspire and secure continuous improvement in the opportunities that all Scottish learners can access.

Getting it Right for Every Child

As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues.

Sometimes they – and their families – are going to need help and support. No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.

The Getting it right for every child approach ensures that anyone providing that support puts the child or young person – and their family – at the centre.

Getting it right for every child is important for everyone who works with children and young people – as well as many people who work with adults who look after children. Practitioners need to work together to support families, and where appropriate, take early action at the first signs of any difficulty – rather than only getting involved when a situation has already reached crisis point.

This means working across organisational boundaries and putting children and their families at the heart of decision making – and giving all our children and young people the best possible start in life.

"A Guide to Getting it Right for Every Child" was published in June 2012 and remains essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers.

Curriculum for Excellence

Curriculum for Excellence (CfE) is the 3-18 curriculum in Scotland which offers a broad and deep general education from early years (aged 3) through to the end of S3 (typically age 15). It includes a senior phase of education (typically 15-18) which provides opportunities to develop skills for learning, life and work and obtain qualifications. It promotes the ability to learn and to reflect on their own learning, skills for life that will help young people go onto further study, to secure work and to navigate successfully through life. Ultimately, the aim is to make our education system fit for the modern world and improve young people's achievements, attainment and life chances; through enabling all young people to become successful learners, confident individuals, responsible citizens and effective contributors.

Behaviour in Scottish Schools Research 2012

The Behaviour in Scottish Schools Research 2012 indicated that the majority of staff find pupils generally well behaved and this has been consistent over the last three surveys (2006, 2009, 2012). Low-level disruptive behaviours are still common and have a bigger day-to-day impact on the learning environment than serious disruptive behaviour/violence. Schools use a wide range of strategies to encourage positive behaviour, with a continued move away from punitive methods (e.g. punishment exercises, detention) to more positive approaches (e.g. restorative practices). Schools continue to be supported in promotion of positive behaviour and relationships by Education Scotland's Rights, Support and Wellbeing Team.

Teaching Scotland's Future

Education Scotland is working with partners to lead and support aspects of the implementation of 'Teaching Scotland's Future'. This report has been highlighted by the Scottish Government Cabinet Secretary for Education and Lifelong Learning as one of the main pillars supporting the future of Scottish education. It was published in January 2011, following a national review of teacher education, led by Graham Donaldson.

Action is required by schools, local authorities and national bodies to implement the recommendations and improve teacher education in Scotland. A National Partnership Group and sub-groups, were established to take forward aspects of this ambitious, challenging agenda. The recommendations include the observation that "teachers should be confident in their ability to address underachievement, including the potential effects of social disadvantage; to teach the essential skills of literacy and numeracy; to address additional support needs (particularly dyslexia and autistic spectrum disorders); to assess effectively in the context of the deep learning required by Curriculum for Excellence; and to know how to manage challenging behaviour." Advice will be given by a sub-group regarding how these areas are to be addressed through initial teacher education and career long professional learning.

More recently

As would be expected, there have been further changes in the year since the last report.

The Scottish Government took steps following the 2011 Scottish Parliament General Election to set out fundamental reforms to children's services, highlighting the importance of early years, prevention and person-centred services which focus on improving outcomes for children.

The Government's aim is to see public services which:

- ✓ recognise the rights of the child as being of paramount importance to achieving the vision of improving life chances for all children and young people.

- ✓ focus on children and young people's needs and wellbeing, making sure that the child is placed at the centre of service design, planning and delivery and is involved in decisions.

- ✓ shift away from the approach of intervening only once a crisis has happened, to prevention and early intervention where appropriate.

- ✓ provide the right support to parents to enable them to effectively fulfil what is the most challenging role in society and involving them in decisions that affect them and their families.

- ✓ empower practitioners to take decisions and act to improve outcomes.

To build on that progress and to ensure that children's rights are fully embedded in the planning and delivery of public services, the Children and Young People Bill was introduced to Parliament on 17 April 2013 and received Royal Assent on 27 March 2014.

The Act will further the Scottish Government's ambition for Scotland to be the best place to grow up in by putting children and young people at the heart of planning and services and ensuring their rights are respected across the public sector. The Act has multiple purposes; to ensure that children's rights properly influence the design and delivery of policies and services, to improve the way services work to support children, young people and families, to strengthen the role of early years support in children's and families' lives, to ensure better permanence planning for looked after children, and strengthen existing legislation that affects children and young people by creating a new right to appeal a local authority decision to place a child in secure accommodation, and by making procedural changes in the areas of children's hearings support arrangements and school closures.

In February 2012 the [Bill on self-directed support](#) was introduced into the Scottish Parliament. The Bill was passed by Parliament in November 2012 and received Royal Assent soon after, making official the Social Care (Self-directed Support) (Scotland) Act. The Act requires council's to offer people four choices on how they can get their social care. The choices are: direct payment, the person directs the available support, the local authority arranges the support, a mix of the above. For children and young people with additional support needs self-directed support may have an important influence on the way their social care is delivered, this is particularly the case as a young person is considering leaving school and they are taking decisions about their future, and the services they may need.

In April 2013 the Scottish Government published its Equality Outcomes in line with its responsibilities under the Equality Act 2010. This includes [Equality Outcomes for Education](#) which Within the longer term outcome that all children and young people will be able to make the most of the education opportunities available to them to reach their full potential, there will be progress by 2017 in the experience of those with protected characteristics who are currently disadvantaged or underperforming. The main focus areas are; Race - Gypsy/Traveller pupils have low rates of attainment and positive destination, Gender: boys educational outcomes are generally lower than that of girls, Disability: pupils with disabilities have 3 times lower qualifications higher levels of exclusion; there is a poorer rate of positive destination for pupils with additional support needs overall.

Additional Support for Learning Context

Doran Review Implementation

Following on from the publication in November 2012 of the Doran Review and the Scottish Government's response to the review there has been significant progress in implementation of review recommendations, particularly those which focus on strategic commissioning of services for children and young people with complex additional support needs (this particularly relates to recommendations 7,17,19,20 and 21). The project board which will oversee the delivery of strategic commissioning and therefore the delivery of these recommendations has been established, and is considering the work of 5 interrelated workstreams. Further information is available from
http://www.scotland.gov.uk/Topics/Education/DoranReview

ASL Long Term Plan Implementation

The long term plan of support for implementation strongly ties with the broader developments in additional support for learning, and a significant amount of work is underway. In addition to the work completed by the Advisory Group for Additional Support for Learning and the work on the implementation of the Doran Review, there has been a focus on both young carers and transition in the implementation of the legislation. Guidance on children unable to attend school due to ill health has been revised and will be published in early 2014. Further, the review of the code of practice for additional support for learning has begun, and although it is at an early stage currently, a clear plan is in place for the review to take place. Further a consultation on extending children's rights under Additional Support for Learning was launched in December 2013 (see over).

Consultation on ASL rights and section 70

On 20 October 2008 The United Nations Convention on the Rights of the Child (UNCRC) issued recommendations in a report for the United Kingdom that the state party:

"Ensure that children who are able to express their views have the right to appeal against their exclusion as well as the right, in particular for those in alternative care, to appeal to special educational need tribunals"

As a result, in December 2013, the Scottish Government launched a consultation on children's rights under Additional Support for Learning and changes to the consideration of section 70 complaints. The consultation seeks views on whether children should enjoy rights under the ASL Act in their own regard, and if so, whether those should be full rights or rights to appeal only. The consultation also seeks views on proposed changes to the way in which section 70 complaints to Scottish Ministers are considered. Depending on the outcome of the consultation, there may be significant changes to the ASL Act, however this will not be known until after the consultation closes at the end of March 2014.

Consultation on Accessibility Strategies

The Scottish Government has also launched a consultation on Accessibility Strategies guidance. The draft guidance is for education authorities, independent and grant-aided schools on their duties to develop and publish strategies to improve access to the curriculum, school information and physical access. The draft is a revision of previous guidance, it is intended that finalised guidance will be published in June 2014 following the conclusion of the consultation in March 2014.

Autism Toolbox

The Scottish Government launched the Autism Toolbox for schools in April 2009 to help those involved in delivering education to meet the needs of children and young people with autism. A full refresh of the Toolbox is currently ongoing. The refresh will deliver an updated and revised online national tool in Scotland. This will encourage excellent practice for all education staff in schools to support children and young people with autism.

Review of Dyslexia Services

Education Scotland are currently carrying out a follow up review on dyslexia services provided in schools and education authorities. This is follow up to the HMIe report "Education for learners with dyslexia which was published in October 2008". A follow up report, which is due to be published in Spring 2014, will draw on information collected from a range of sources by Education Scotland staff including primary, secondary and special school inspections between Easter and October in 2013.

Additional Support for Learning in Scotland

Introduction

This section of the report provides statistical information on the number of children and young people in Scotland with additional support needs; the principal factors giving rise to the additional support needs and the types of support provided to these pupils, and the broad cost of providing that support. This fulfils the duty on Scottish Ministers at section 27A of the legislation.

Sources of information

The information on additional support needs, types of support and principle factors are gathered through the pupil census, a national statistics collection on Scottish school pupils. The census is a 'snapshot' of Scottish school pupils collected from schools management information systems in a single day in September 2012. Therefore the information must be treated as indicative of the position at that particular time. Financial information is collected as part of the local government finance statistics. This covers the period April 2010 to March 2011. In addition, supplementary information including attendance, exclusion, positive destinations and qualifications data has been included at Annex A.

Comparability and Reliability

Local authorities are autonomous bodies and are influenced by their values and principles, school estate, resources and staffing structures in their delivery of educational services and their duties under additional support for learning. Therefore the way in which provision is made for children and young people is unlikely to be fairly compared across authority areas without taking account of these variables. Prior to 2010, only pupils with CSPs, IEPs or who were attending a special school were recorded as having additional support needs. However, in 2010 this was extended to include anyone receiving additional support, regardless of whether it was under a formal plan. This has led to a large increase in the number of pupils recorded with Additional Support Needs since 2010.

It is important to note that the figures provided below relate to information recorded on the school's management information system and may not reflect the 'non quantifiable' support provided to pupils in schools by classroom and support staff, or support provided which is not recorded within the management information system. Therefore the tables presented here do not represent the whole picture of the provision made for additional support needs in Scotland. For example, in the table on page 26 the Health Services are those recorded in the school system and do not

reflect the broad range of services provided to support children and young people with additional support needs. It is likely that some improvement in recording practices will take place in coming years.

Therefore, case studies have been provided throughout this report to support a full representation of the support available in schools for children and young people with additional support needs.

The Scottish Government has committed to considering the data collected on children and young people with additional support needs to ensure that it is what is required to ensure adequate information is available to support implementation of the Act.

Overall picture

In 2013 national statistics indicated that there were 673,530 pupils in Scotland's local authority primary, secondary and special schools and grant-aided schools. Of those, 131,621 were identified as having an additional support need, around 19.5% of all pupils. This is a 1.5% percentage point increase on last year.

Of those pupils identified as having an additional support need 40,089 (30%) have an Individualised Educational Programme (IEP) a percentage point decrease of 6 on last year. 12,102 (9.1%) have a child's plan, provided through the Getting It Right for Every Child approach, a percentage point increase of 67% on last year. 3,279 (2.4%) were identified as having a co-ordinated support plan (CSP).a percentage point decrease of 0.5 on last year Those pupils with CSPs represent 0.48% of all pupils in local authority and grant-aided schools.

The statistics also indicate that 95% of pupils with additional support needs (124,637 pupils) learn within mainstream schools. 62% of pupils with additional support needs are boys

and 15,510 pupils were recorded as Assessed or Declared Disabled. This is an increase of 142 pupils on last year, and equates to 11% of pupils recorded as having an additional support need and 2.3% of all pupils.

The number of children and young people for whose education the authority are responsible, having additional support needs.

	with Additional Support Needs	with CSP	with IEP	with Other Support Needs	Child Plans	Assessed or Declared Disabled
Aberdeen City	2,712	79	1,501	1,205	170	416
Aberdeenshire	10,575	120	2,047	9,148	62	944
Angus	1,488	58	1,051	469	30	194
Argyll & Bute	1,817	101	950	709	182	561
Clackmannanshire	1,601	34	508	890	371	123
Dumfries & Galloway	4,410	211	1,051	3,530	70	644
Dundee City	2,398	54	687	1,745	*	585
East Ayrshire	3,128	39	886	2,302	222	280
East Dunbartonshire	2,942	82	553	2,421	0	408
East Lothian	2,953	54	268	2,766	2,066	185
East Renfrewshire	2,562	116	747	1,858	159	161
Edinburgh City	9,383	172	1,490	7,825	451	1,224
Eilean Siar	966	37	320	666	114	30
Falkirk	2,923	34	1,007	722	1,634	415
Fife	6,892	176	3,171	3,255	500	756
Glasgow City	21,320	275	8,337	16,966	1,507	2,518
Highland	7,258	147	1,469	4,420	2,208	818
Inverclyde	2,173	56	602	1,683	*	265
Midlothian	1,839	54	628	1,283	87	283
Moray	2,384	62	651	1,911	113	177
North Ayrshire	3,972	26	946	3,063	149	345
North Lanarkshire	3,595	440	2,704	793	158	648
Orkney Islands	577	19	145	440	*	42
Perth & Kinross	5,097	136	1,375	4,092	0	295
Renfrewshire	3,240	223	1,214	2,135	201	254
Scottish Borders	2,521	103	522	2,093	114	137
Shetland Islands	678	39	250	487	79	73
South Ayrshire	2,961	32	1,059	2,021	223	946
South Lanarkshire	6,284	84	1,158	5,173	198	697
Stirling	2,817	30	575	1,898	788	172
West Dunbartonshire	4,571	14	628	3,959	50	342
West Lothian	3,225	78	1,334	2,083	172	366
All local authorities	131,262	3,185	39,834	94,011	12,097	15,304
Grant aided	342	94	255	79	5	206
Scotland	131,604	3,279	40,089	94,090	12,102	15,510

(1) Includes only pupils with an additional support need recorded, so excludes 17 pupils in special schools with no additional support need recorded

The principal factors giving rise to the additional support needs

	Pupils for whom reason for support is reported	Learning disability	Dyslexia	...specific learning difficulty (e.g. numeric)	Other moderate learning difficulty	Visual impairment	Hearing impairment	Deafblind	Physical or motor impairment
Aberdeen City	2,710	437	159	302	401	118	70	5	182
Aberdeenshire	10,567	1,467	1,363	1,490	2,906	268	141	*	698
Angus	1,488	215	87	142	240	42	41	*	124
Argyll & Bute	1,814	182	324	279	260	64	39	0	134
Clackmannanshire	1,601	235	174	212	21	29	27	0	102
Dumfries & Galloway	4,409	387	169	588	2,001	150	83	*	184
Dundee City	2,398	235	141	139	518	63	71	0	165
East Ayrshire	3,126	330	382	152	729	80	53	0	137
East Dunbartonshire	2,939	208	414	830	60	109	48	0	151
East Lothian	2,953	438	372	248	673	53	43	*	183
East Renfrewshire	2,558	266	832	321	133	108	58	0	144
Edinburgh City	9,381	1,058	1,051	714	304	173	156	*	588
Eilean Siar	966	28	113	232	174	20	21	0	36
Falkirk	2,923	592	278	402	499	105	80	*	170
Fife	6,892	579	1,344	754	798	152	189	*	431
Glasgow City	21,315	2,441	1,170	963	1,862	429	333	9	685
Highland	7,246	564	986	1,044	770	118	110	*	280
Inverclyde	2,173	457	502	175	222	68	55	0	98
Midlothian	1,839	231	248	161	246	53	37	*	132
Moray	2,384	164	319	424	503	54	28	*	126
North Ayrshire	3,972	470	622	504	975	87	57	*	139
North Lanarkshire	3,594	1,016	194	223	563	148	112	*	250
Orkney Islands	577	45	117	120	48	13	8	0	21
Perth & Kinross	5,095	406	763	611	662	104	90	0	456
Renfrewshire	3,233	476	361	287	313	118	78	0	214
Scottish Borders	2,520	304	216	370	557	38	36	*	117
Shetland Islands	678	24	102	84	132	15	6	0	66
South Ayrshire	2,961	513	539	329	885	127	52	*	164
South Lanarkshire	6,272	990	867	468	1,227	181	128	*	300
Stirling	2,817	318	372	396	23	71	59	*	129
West Dunbartonshire	4,562	160	283	331	689	45	34	0	99
West Lothian	3,222	438	480	375	443	90	46	*	214
Grant aided(1)	342	185	24	19	27	80	52	0	110
Scotland	131,527	15,859	15,368	13,689	19,864	3,373	2,441	45	7,029

	Language or speech disorder	Autistic spectrum disorder	Social, emotional and behavioural difficulty	Physical health problem	Mental health problem	Interrupted learning	English as an additional language	Looked after	More able pupil
Aberdeen City	298	333	549	162	36	63	573	126	8
Aberdeenshire	1,130	630	2,783	673	210	276	1,220	337	235
Angus	189	139	383	74	13	24	121	166	30
Argyll & Bute	230	148	353	110	17	14	48	93	*
Clackmannanshire	255	79	521	57	18	25	97	181	9
Dumfries & Galloway	340	306	617	153	25	16	218	333	18
Dundee City	227	298	688	95	24	39	112	112	12
East Ayrshire	474	125	612	168	26	62	104	367	67
East Dunbartonshire	121	314	294	163	25	36	256	88	85
East Lothian	311	138	721	145	50	29	139	104	44
East Renfrewshire	247	245	321	103	13	6	253	59	21
Edinburgh City	924	609	1,362	478	96	199	3,113	302	210
Eilean Siar	141	43	197	53	5	15	48	32	125
Falkirk	396	240	687	257	36	18	91	233	14
Fife	496	504	1,441	394	29	73	542	544	79
Glasgow City	1,344	1,493	3,501	1,430	193	259	6,862	1,394	410
Highland	651	654	1,704	380	56	109	855	117	81
Inverclyde	119	206	374	104	19	20	36	74	71
Midlothian	254	165	496	134	30	41	143	117	12
Moray	261	145	516	119	74	50	260	53	25
North Ayrshire	302	201	608	196	23	59	75	293	68
North Lanarkshire	522	541	724	228	31	28	161	158	12
Orkney Islands	118	63	92	24	*	7	*	7	14
Perth & Kinross	699	267	1,493	246	234	146	597	111	74
Renfrewshire	277	233	568	219	34	46	223	184	66
Scottish Borders	215	84	443	80	20	16	269	73	19
Shetland Islands	108	52	159	53	26	15	23	14	22
South Ayrshire	308	223	1,066	228	76	93	111	205	23
South Lanarkshire	556	726	1,081	320	58	150	232	219	44
Stirling	342	147	634	121	11	33	200	183	41
West Dunbartonshire	180	191	1,053	221	14	20	165	80	286
West Lothian	507	347	594	139	23	39	388	151	12
Grant aided(1)	166	57	80	71	*	42	*	68	*
Scotland	12,708	9,946	26,715	7,398	1,553	2,068	17,547	6,578	2,243

	Communication Support Needs	Young Carer	Bereavement	Substance Misuse	Family Issues	Risk of Exclusion	Other	Not disclosed/declared
Aberdeen City	111	9	18	7	75	11	191	*
Aberdeenshire	155	63	66	*	474	60	484	15
Angus	26	19	*	0	5	*	75	*
Argyll & Bute	25	*	*	0	35	*	218	*
Clackmannanshire	29	28	11	5	101	6	116	*
Dumfries & Galloway	103	9	*	0	39	0	224	*
Dundee City	41	*	6	*	48	11	347	0
East Ayrshire	22	5	6	0	39	14	273	*
East Dunbartonshire	61	13	21	*	142	10	303	*
East Lothian	37	14	10	*	131	12	232	*
East Renfrewshire	39	*	7	0	24	0	195	5
Edinburgh City	146	75	20	0	232	15	1,163	*
Eilean Siar	*	*	*	0	17	*	81	0
Falkirk	216	67	12	*	174	18	233	0
Fife	85	32	19	0	91	7	411	*
Glasgow City	1,176	194	426	121	2,429	491	2,235	15
Highland	136	26	42	*	304	21	809	20
Inverclyde	30	*	*	0	17	0	241	0
Midlothian	26	11	5	0	43	*	215	0
Moray	86	17	15	9	217	18	159	0
North Ayrshire	67	52	12	0	107	5	434	*
North Lanarkshire	50	6	10	0	31	5	129	*
Orkney Islands	*	*	14	0	24	0	22	0
Perth & Kinross	41	80	35	17	215	30	529	7
Renfrewshire	45	12	25	7	195	20	247	10
Scottish Borders	29	11	14	0	48	9	289	*
Shetland Islands	16	*	7	*	35	*	131	0
South Ayrshire	42	*	5	*	61	*	229	0
South Lanarkshire	273	20	38	10	374	31	579	13
Stirling	80	47	12	*	83	7	402	0
West Dunbartonshire	30	6	23	*	72	10	906	9
West Lothian	33	7	6	0	156	*	269	5
Grant aided(1)	99	*	*	0	0	0	71	0
Scotland	3,380	842	898	194	6,038	833	12,442	127

The types of support provided to those children and young people with additional support needs

	Pupils for whom nature of support is reported	Education: Additional Specialist teaching support	Education: Additional Specialist non-teaching support	Social Work services	Health services	Voluntary	Other
Aberdeen City	2,703	1,770	945	284	559	40	389
Aberdeenshire	10,572	7,371	7,542	1,039	2,295	77	1,349
Angus	1,425	928	563	251	336	53	151
Argyll & Bute	1,715	897	1,184	203	386	17	103
Clackmannanshire	1,574	911	829	286	399	23	149
Dumfries & Galloway	4,267	3,087	1,827	470	733	39	506
Dundee City	2,239	1,866	710	139	435	28	167
East Ayrshire	3,127	2,133	1,229	499	508	9	113
East Dunbartonshire	2,938	1,035	1,007	279	498	11	1,802
East Lothian	2,945	1,858	1,065	339	701	74	283
East Renfrewshire	2,294	1,299	1,229	194	272	5	235
Edinburgh City	8,679	6,631	3,776	762	1,675	210	521
Eilean Siar	921	418	359	49	109	0	353
Falkirk	2,923	2,136	1,984	434	686	66	255
Fife	6,892	3,653	2,515	572	950	29	1,357
Glasgow City	21,133	9,757	4,402	2,874	2,864	341	6,964
Highland	7,068	3,987	4,199	805	1,377	75	796
Inverclyde	2,169	1,030	1,328	224	256	11	355
Midlothian	1,630	1,042	858	270	431	28	148
Moray	2,319	1,545	1,121	290	534	39	548
North Ayrshire	3,962	2,619	1,770	454	583	29	760
North Lanarkshire	3,328	2,316	1,487	383	698	19	323
Orkney Islands	571	289	335	53	140	8	90
Perth & Kinross	4,926	3,047	3,097	443	1,281	233	617
Renfrewshire	3,240	1,477	1,191	522	721	34	1,253
Scottish Borders	2,516	1,455	1,595	202	506	95	190
Shetland Islands	671	534	414	78	223	26	70
South Ayrshire	2,872	2,231	1,566	421	642	47	344
South Lanarkshire	6,189	3,913	3,401	719	1,352	84	838
Stirling	2,704	1,667	1,412	339	563	23	505
West Dunbartonshire	4,113	1,722	1,540	483	603	159	1,648
West Lothian	3,225	2,143	1,137	254	608	17	466
All local authorities	127,949	76,767	57,617	14,614	23,924	1,949	23,648
Grant aided	342	277	247	127	185	51	63
Scotland	128,291	77,044	57,864	14,741	24,109	2,000	23,711

The cost of providing support

Funding for Additional Support for Learning is included in the block grant which the Scottish Government provides to all local authorities as part of the annual local government finance settlement. It is the responsibility of each local authority to allocate the total financial resources available to it on the basis of local needs and priorities having first fulfilled its statutory obligations and the jointly agreed set of national and local priorities including the Scottish Government's key strategic objectives.

The Scottish Government has committed to a preventative spend approach focusing on spend in the early years and on early intervention aligned with the Early Years Framework. The work to make provision to meet the learning needs of children and young people through the additional support for learning framework contributes to this agenda.

The Local Government Finance Statistics 2014 indicate that education authorities spend just over £4.5bn on education in Scotland. Of that £0.5bn is spent on additional support for learning. This equates to just over 11% of the overall spend on education in Scotland.

Attendance, exclusion, qualifications and positive destinations for pupils with additional support needs

National statistics on the attendance, exclusion, attainment and leaver destinations of pupils provide an indicative picture across key indicators for children and young people with additional support needs.

Attendance

The table below indicates that pupils with additional support needs in 2012/13 have very slightly poorer attendance than pupils without additional support needs, a percentage difference of 1.3%. National statistics on attendance are collected every two years, since the last collection in 2010/11 there has been an increase across the board in attendance for pupils with additional support needs (1%) which is greater than that for pupils who do not have additional support needs (0.6%).

Percentage attendance of pupils with Additional Support Needs [1] by sector, 2012/13

			Percentage Attendance	
	Primary	**Secondary**	**Special**	**Total**
Children with ASN	93.6	89.2	90.5	92.7
Children with no ASN	95.2	92.5	#	94.0

Exclusion

The table below indicates that children and young people with additional support needs are significantly more likely to be excluded from school than pupils who do not have additional support needs, this is likely to be linked to the significant proportion of pupils with additional support needs who have social and emotional behavioural difficulties. Those children and young people with social and emotional behavioural difficulties, specific learning difficulty (including dyslexia), learning disability and moderate learning difficulty are most often excluded from school.

Cases of exclusion and rate per 1,000 additional support needs 2012/13

	Number of exclusions	Number of temporary exclusions	Number of removals from register	Number of pupils at census[1]	Rate per 1,000 pupils
Primary					
With ASN	2,271	2,270	1	62,546	36
all time in mainstream class	2,061	2,060	1	60,346	34
some time in special class	179	179	-	1,554	115
all time in special class	31	31	-	646	48
Without ASN	1,557	1,556	1	307,672	5
Data not available	19	19	-	##	##
Secondary					
With ASN	7,332	7,329	3	48,434	151
all time in mainstream class	7,123	7,120	3	46,884	152
some time in special class	149	149	-	1,059	141
all time in special class	60	60	-	491	122
Without ASN	9,695	9,684	11	244,538	40
Data not available	67	67	-	##	##
Special	931	929	2	6,720	139
Data not available	64	64	-	##	##

(1) Pupil numbers as at September 2012

Attainment and Destinations

Much of the previous information published on the attainment or destinations of pupils with additional support needs has only looked at one year of data and has tended to focus on secondary schools only. This short piece of analysis looks at the attainment and destinations of leavers from secondary and special schools with additional support needs and how this has changed over the past three years. As we are looking at information on leavers from special schools as well as those from secondary schools, we are only able to use information on the initial destinations of school leavers (destination in the September after leaving school) as follow-up destination are not collected for leavers from special schools.

Attainment

As the types of qualifications pupils may take at school varies considerably, we will be looking at the average tariff score of school leavers rather than the individual qualifications. The average tariff score is simply a number representing the overall qualifications a leaver has achieved while at school, qualifications at a higher level or with better grades receive more points. So, the larger the average tariff score the more the leaver has achieved. The table below provides information on the number of school leavers with additional support needs and their average tariff score over the last 3 years.

Average tariff score attained by leavers from secondary and special schools with additional support needs, ASN, 2009/10 - 2011/12

	Average tariff score			Number of school leavers		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Any ASN	121	168	206	3,813	5,831	7,366
No ASN	385	405	433	50,968	48,895	44,055
Learning disability	55	66	78	835	880	940
Dyslexia	189	222	252	670	1,039	1,413
Visual impairment	161	234	249	103	136	166
Hearing impairment	225	218	274	78	100	146
Autistic spectrum disorder	168	195	215	312	450	481
Physical health problem	201	248	263	238	380	478
Mental health problem	126	114	147	41	87	122

The number of school leavers recorded as having an additional support need has increased by over 90 per cent (almost doubled). This is mainly due to the increased recording of additional support needs and the recording of other types of support from September 2010 (2010/11 leavers onwards) rather than just Co-ordinated Support Plans (CSP), Individualised Educational Programmes (IEP) and all pupils in special schools. This means that although the average tariff score of leavers with additional support needs has increased by 70 per cent, from 121 in 2009/10 to 206 in 2011/12, this could be simply due to the inclusion of a wider range of

leavers with different levels of additional support needs. However, by looking at leavers with specific reasons for support it appears that this is not the case for leavers with a learning disability. The number of leavers recorded with a learning disability has only increased slightly, by 13 per cent from 2009/10 to 2011/12, however their average tariff score has increased by 42 per cent from 55 in 2009/10 to 78 in 2011/12. In the other reason for support categories shown above the number of leavers has increased by more than 50 per cent from 2009/10 to 2011/12, so any increase in their average tariff score may be the result of the inclusion of a wider range of leavers with different levels of additional support needs.

Destinations

As with the information on attainment, the destinations data will also be affected by the large increase in the number of school leavers recorded as having an additional support need due to the changes in recording practices and the inclusion of the 'Other' support type. Therefore any changes in the percentages in each destination category could simply be the result of the inclusion of a wider range of leavers rather than a real change. The table below provides information on the destinations of leavers with any additional support need over the last 3 years.

Percentage of secondary and special school leavers with any additional support need by initial destination category, 2009/10 - 2011/12

	2009/10	2010/11	2011/12
Higher Education	7.7	11.1	15.0
Further Education	45.0	40.9	39.5
Employment	10.1	13.9	14.7
Training	11.3	10.8	9.2
Voluntary Work	0.3	0.6	0.7
Activity Agreement	N/A	1.9	3.2
Unemployed Seeking	20.4	15.9	13.6
Unemployed Not Seeking	4.7	4.3	3.5
Unknown	0.6	0.4	0.6
Number of leavers	3,813	5,831	7,366

The table above shows that 82.3 per cent of 2011/12 school leavers with an additional support need were in a positive destination (Higher Education, Further Education, Employment, Training, Voluntary Work or Activity Agreements) in September 2012, an increase from 74.4 per cent in

2009/10. The percentage of leavers with ASN entering Higher Education has also increased substantially, and while the percentage entering Further Education has decreased there is still a substantial number of leavers with ASN in Further Education (2,906 leavers (39.5 per cent) in 2011/12 compared to 1,717 leavers (45.0 per cent) in 2009/10). Overall the percentage in Higher or Further Education has increased over this period.

The table below provides information on the destinations of leavers recorded as having a hearing impairment. It shows that in 2011/12, 84.9 per cent of school leavers with a hearing impairment were in a positive destination in September 2012, up from 83.3 per cent in 2009/10. This is a small increase, and is likely to be related to the increase in the number of leavers recorded with a hearing impairment, and the effect of a larger group on the average, rather than a real increase. However the increase in the percentage in Higher Education is more substantial, increasing from 12.8 per cent in 2009/10 to 24.0 per cent in 2011/12. This could indicate that universities and colleges are doing more to support young people with a hearing impairment into a Higher Education course. However, The percentage of leavers with a hearing impairment entering further education has fallen from 55.1 per cent in 2009/10 to 45.2 per cent in 2011/12.

Percentage of secondary and special school leavers with hearing impairment by initial destination category, 2009/10 - 2011/12[1]

	2009/10	2010/11	2011/12
Higher Education	12.8	16.0	24.0
Further Education	55.1	42.0	45.2
Employment	9.0	18.0	10.3
Training	6.4	9.0	*
Voluntary Work	0.0	0.0	*
Activity Agreement	N/A	0.0	*
Unemployed Seeking	*	10.0	8.9
Unemployed Not Seeking	*	5.0	6.2
Unknown	0.0	0.0	0.0
Number of leavers	78	100	146

(1) Percentages based on less than 5 leavers have been starred out to prevent disclosure of information about individuals.

The table below provides information on the destinations of leavers recorded as having a visual impairment. It shows that in 2011/12, 83.1 per cent of school leavers with a visual impairment were in a positive destination in September 2012, down slightly from 83.5 per cent in

2009/10. This is a small decrease, and hides a wide variety of large changes within the individual destination categories. There have been large increases in the percentage of leavers with a visual impairment in Higher Education (22.3 per cent in 2011/12, up from 8.7 per cent in 2009/10) and a large decrease in the percentage in Further Education (43.4 per cent in 2011/12 down from 63.1 per cent in 2009/10).

Percentage of secondary and special school leavers with a visual impairment by initial destination category, 2009/10 - 2011/12[1]

	2009/10	2010/11	2011/12
Higher Education	8.7	22.1	22.3
Further Education	63.1	41.2	43.4
Employment	*	6.6	7.2
Training	*	*	*
Voluntary Work	0.0	0.0	*
Activity Agreement	N/A	*	*
Unemployed Seeking	11.7	4.4	3.6
Unemployed Not Seeking	4.9	20.6	12.7
Unknown	0.0	0.0	0.6
Number of leavers	103	136	166

(1) Percentages based on less than 5 leavers have been starred out to prevent disclosure of information about individuals.

The table below provides information on the destinations of leavers recorded as having a mental health problem. It shows that in 2011/12, 79.5 per cent of school leavers with a mental health problem were in a positive destination in September 2012, up from 58.5 per cent in 2009/10. However, this increase, whilst large, is likely to be related to the increase in the number of leavers recorded with a mental health problem over the last 3 years. In addition, the small number of leavers recorded with a mental health problem in 2009/10 makes it extremely difficult to comment on the changes in specific categories over time. However, the percentage in Further Education increased to 45.1 per cent in 2011/12 up from 36.6 per cent in 2009/10, and the percentage unemployed almost halved over this period.

Percentage of secondary and special school leavers with a mental health problem by initial destination category, 2009/10 - 2011/12[1]

	2009/10	2010/11	2011/12
Higher Education	*	*	10.7
Further Education	36.6	42.5	45.1
Employment	*	9.2	10.7
Training	*	8.0	9.0
Voluntary Work	0.0	0.0	0.0
Activity Agreement	N/A	*	4.1
Unemployed Seeking	26.8	17.2	11.5
Unemployed Not Seeking	12.2	12.6	9.0
Unknown	*	*	0.0
Number of leavers	41	87	122

(1) Percentages based on less than 5 leavers have been starred out to prevent disclosure of information about individuals.

Education Scotland picture of support and impact on outcomes

In previous reports to Parliament it has been confirmed that consistently, overall learners needs are well met with strengths in key areas. This continues to be the picture in Scotland's schools throughout 2012. There has been a marked improvement in the performance of special and independent residential schools over the last 5 years, as evidenced below.

Overall, inspection reports over the past five years show that special schools in Scotland are continuing to improve. HM inspectors, Education Scotland, inspected 112 special schools between May 2008 and November 2013. During this period, the table below shows that 84% of schools met the National Performance Framework (NPF) criteria by achieving a positive inspection report (satisfactory or better evaluations). Of these schools, over a quarter were evaluated as very good or excellent and 16% did not meet the NPF criteria.

NPF results for special schools between May 2008 and November 2013

Satisfactory or above	Good or above	Very good or above	Did not meet NPF criteria
94	59	29	18
84%	53%	26%	16%

Evaluating progress over time in day special and residential special schools

Due to the smaller number of inspections in both special and residential special schools it is more helpful to look at trends by comparing quality indicator evaluations for inspections since the beginning of 2012 with the 2008-2012 baseline. Although there is still half a year's inspection data to be added to the 2012-2013 data, it is possible to look at what inspection information is saying about how well special schools are performing.

The five quality indicators relate to; 1.1 Improvements in performance, 2.1 Learners experiences, 5.3 Meeting learning needs, 5.1 the curriculum, and 5.9 Improvement through self-evaluation

Overall, comparison data shows clearly that special schools are performing well with proportionately more good and very good evaluations for all five Quality Indicators Is in the 2012-2013 period than in the 2008-2012,

although there are fewer excellent evaluations. One factor which may account for a slight drop in excellent evaluations is that all special schools inspections during 2012 and 2013 had taken into account Education Scotland Advice Notes during this period. These advice notes to schools reflect developing practice and increasing national expectations of progress in the implementation of Curriculum for Excellence.

For example, the information and graph below describes the improvement in the Quality Indicator 5.3 Meeting learning needs

Between 2012-13 to date and the 2008-2012 base line 'Weak' scores have decreased by 1 percentage point. 'Satisfactory' scores have decreased notably.

This decrease is combined with an increase in 'Good', 'Very Good' and 'Excellent' scores for meeting learning needs. In residential special schools in particular, this is an improving area.
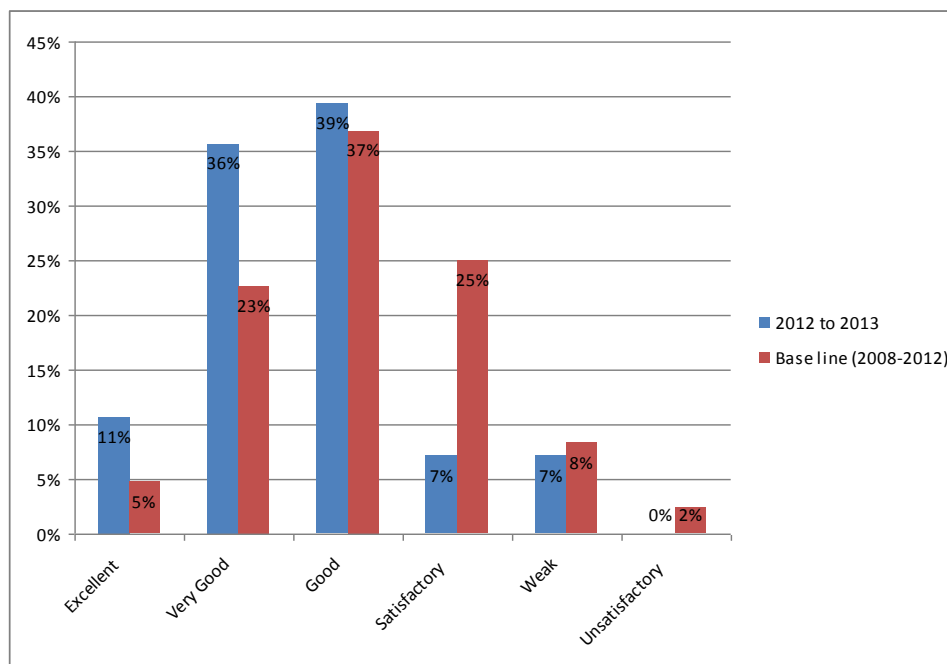
Relationships and resolving concerns

Rights under the Act

The Act makes provisions for the resolution of disputes between education authorities and the parents of children and young people concerning the exercise by education authorities of any of their functions under the Act.

Young People (aged 16 and over and still in school), the parents/carers of children and the parents/carer's of young people who do not have capacity to act on their own behalf have rights to access dispute resolution mechanisms under the legislation to resolve disputes.

Information for parents

Education authorities are required to publish and provide information on their policy and arrangements for additional support for learning and for the involvement of young people and parents.

Authorities must also publish information on the officers of the authority from whom information is required. Authorities must also provide a summary of this information from learning establishments, school handbooks and on school or authority websites.

The Scottish Government provides funding to Children in Scotland to provide the Enquire service. Enquire is the national advice and information service for additional support for learning.

The service is provided directly to parents through a telephone helpline and through online services and published advice and information. The service

✓ *Right to access Independent Mediation*
✓ *Right to make a referral to Independent Adjudication*
✓ *Right to access Advocacy services*

Right to make a reference to the Tribunal in relation to:

✓ *A decision to prepare a co-ordinated support plan*
✓ *A decision not to prepare a co-ordinated support plan*
✓ *A decision to continue a co-ordinated support plan following a review*
✓ *A decision to discontinue a co-ordinated support plans following a review*
✓ *The length of time it is taking to decide whether a co-ordinated support plan is needed, to prepare the plan or review the plan. An appeal can be made if the education authority fails to review the co-ordinated support plan after 12 months*
✓ *A decision to refuse a parent's request to find out if a child needs a co-ordinated support plans, or a request to have an early review of the plan*
✓ *Some of the information in the co-ordinated support plan*
✓ *The failure to provide the additional support included in the plan*
✓ *A decision to refuse a placing request where a plan exists, or is required but not yet prepared, or if an appeal against a refusal of a placing request has not yet been considered*
✓ *Failures over post-school transition*

Where there is no co-ordinated support plan the Tribunal will hear appeals on:

✓ *The refusal of a placing request to a special school*
✓ *Failures over post-school transition duties.*

provides valuable information to parents on services, provision and their rights.

Enquire

In 2012-13 Enquire received 1,060 enquiries relating to Additional Support for Learning from 851 people of which 79% identified themselves as parents or carers.

Enquiry topics included:

- ✓ Provision support for learning
- ✓ ASL Act
- ✓ Mediation
- ✓ Identification / Assessment of ASN
- ✓ Placing Request
- ✓ Choosing a school
- ✓ Co-ordinated support plan
- ✓ Individualised educational programme
- ✓ Transition
- ✓ School attendance

A user-friendly guide to navigating the dispute resolution mechanisms, which can be accessed under the Act and beyond, is available from Enquire:

http://enquire.org.uk/20100622/wp-content/uploads/2011/06/steps-to-resolving-disagreements.pdf

Mediation

Mediation services are provided by a small range of independent services across Scotland through contracts with Local Authorities.

Resolve: ASL Mediation service provided by Children in Scotland and Common Ground Mediation provide mediation services to 23 local authorities in Scotland. The function of Independent Mediation in the Act is to support the resolution of concerns or disagreements at as early a point as possible and to re-establish relationships and communication which may be threatened or broken between services and families to be restored if possible. In the 2012-13 period there were a total of 86 mediation related enquiries made by parents to these two services relating to a range of issues.

Independent Adjudication

Independent Adjudication supports the resolution of disagreements and concerns through a formal review of the case by someone who is independent of the education authority and the family and has expertise in dealing with children and young people with additional support needs. The adjudicator will consider the circumstances of the case and reach a decision, making recommendations to everyone involved. Although the decision is not legally binding there is an expectation that they will be accepted and followed. From November 2012 until November 2013 there have been 3 referrals to independent adjudication, all of these related to the provision of services.

Section 70 Complaints

In addition, interested parties including parents, carers and young people can make a complaint to Scottish Ministers under Section 70 of the Education (Scotland) Act 1980 where it is believed that there has been a failure to fulfil a statutory duty.

From November 2012 until November 2013 there has been 1 Section 70 complaint received by Scottish Ministers about additional support for learning.

The Additional Support Needs Tribunals for Scotland (ASNTS)

The Additional Support Needs Tribunals for Scotland consider a range of references related to additional support for learning legislation. From 1 November 2012 – 30 November 2013 the Tribunal received 46 referrals. Due to early resolution work carried out by the Tribunal conveners and members, only 3 of the references were eventually considered at a hearing.

Following an extension to their remit in 2010, cases of alleged disability discrimination in schools. From April 2012 – March 2013 the Tribunal received 17 disability discrimination cases, a significant increase on the 6 received last year.

> ## Provider of the National Advocacy Service 2014 - 2017
>
> Following an independent application process carried out in November 2013, The Minister for Learning, Science and Scotland's Languages appointed Govan Law Centre and Kindred Advocacy to provide the independent advocacy and representation service to children and young people with additional support needs from 1 April 2014.

The President of the Tribunals, Dr Joe Morrow, produces an annual report which provides further details on the Tribunal system.

http://www.asntscotland.gov.uk/asnts/files/483488_v5_20130719%20-%20final.pdf

Independent Advocacy Service

Amendments made by the Education (Additional Support for Learning) (Scotland) Act 2009 placed a legal duty on the Scottish Government to provide free lay and legal advice to families and young people who appeal to the Additional Support Needs Tribunal against an education authority's decisions regarding the provision of educational support.

The contract to provide this service was awarded to a partnership comprising Barnardo's and the Scottish Child Law Centre. The partnership, called Take Note, commenced providing the service on 14 November 2010.

An "Advocacy Service" as defined in the Education (Additional Support for Learning) (Scotland) Act 2009 "means a service whereby another person conducts discussions with or makes representations to the Tribunal".

From November 2012 – November 2013 Take Note received 43 referrals of which 4 were referred to the Tribunal and 29 which were resolved prior to Tribunal proceedings due to Take Note's input. 1 case progressed to Tribunal without any support from Take Note with 9 of the referrals

currently ongoing. These cases related to issues in transition, dispute of information in co-ordinated support plans and placing requests.

Strategic Partnership Funding for Community Organisations

On 21 May 2013 Minister for Children and Young People, Aileen Campbell, announced a £10 million funding boost to third sector organisations across Scotland to ensure better support services for families.

As part of this, the Scottish Government fund Partners in Advocacy to provide independent advocacy support in Dundee, Glasgow and Edinburgh to children with additional support needs.

Since May 2013 Partners in Advocacy have received 20 referrals, 13 of which were referred onto a more appropriate organisation. The remaining 7 were referred due to various issues involving school education. Partners in Advocacy will work closely with the families and schools to try to resolve these issues at as local a level as possible.

Overall Picture

There are noticeable differences apparent in the information relating to dispute resolution since the inaugural report to Parliament on additional support for learning in 2011. An increase in local level resolution is notable with enquiries to mediation services having increased. Complementing this trend, applications to both independent adjudication and section 70 have decreased. This attitude to attempting to resolve disputes at as local a level as possible is encouraging and is further embodied in the information relating to the national advocacy service for additional support for learning and the Additional Support Needs Tribunals for Scotland. Cases resolved prior to Tribunal proceedings have increased, implying a desire from both complainants and education authorities to resolve disputes prior to Tribunal proceedings. This approach results in the most appropriate cases only being heard by the Additional Support Needs Tribunals for Scotland, preventing unnecessary emotional distress and delay to the child or young person's learning.
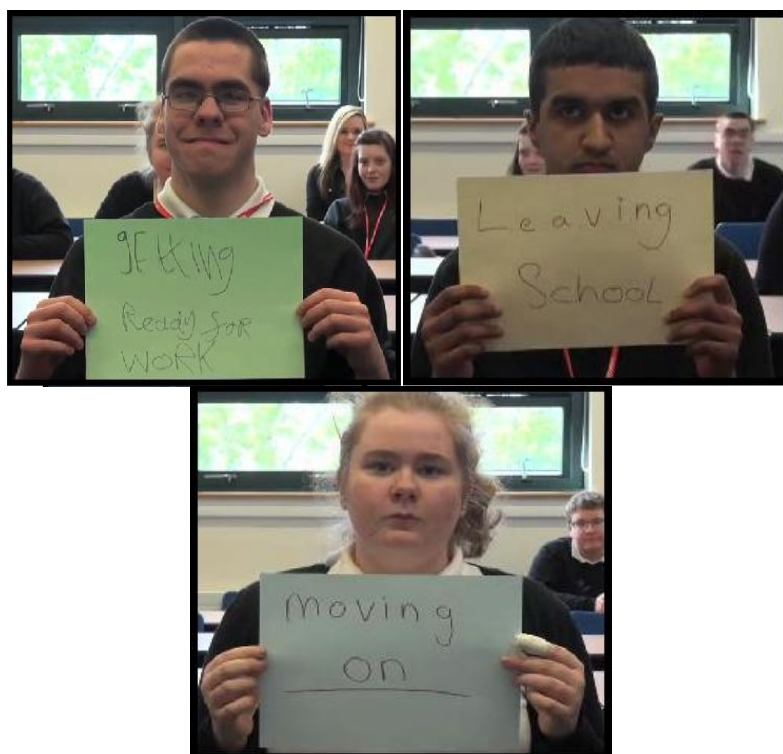
Transitions - young people from Woodlands School

Children and young people go through many transitions when changing schools, with changes that happen in school and when moving on from school. In all cases it is a critical stage, and the way it is guided and supported can have a major bearing on the rest of a young person's life chances. Building directly on prior learning, transitions are effective when they are planned well and implemented in good time. The Getting It Right For Every Child (GIRFEC) integrated-service approach, the Additional Support for Learning (Scotland) Act 2004 (amended 2009) and the forthcoming Children and Young People's Bill (2013) are central to effective transition planning.

Partners who plan in a joined-up way are more likely to ensure that young people can access the support they need to make effective transitions. This means having an effective multi-agency approach and the involvement of universal services, with clearly defined responsibilities. Equally important is how well they involve parents and young people themselves directly in the planning process to ensure that individual needs, interests and people's aspirations drive all decisions. It is important that the planning process is

joined up and tailored to individual needs in order to deliver positive progression pathways. This will include planning any extra support that needs to be in place before a young person moves through a transition.

The Supporting Implementation of Additional Support for Learning in Scotland 4-year plan produced in November 2012 identified a long-standing concern expressed by stakeholders about the effectiveness of transitions in relation to post-school and within this a concern about the transition from children's to adult's services in relation to health and social care. A sub-group was established to consider issues impacting on young people's progress from school to post school and ongoing participation within the post-16 system; and to make recommendations for action - both strategic and operational - required to improve local service delivery.

Evidence gathered found the existing legislation and policy landscape offers a positive framework to improve young people's transition experiences leading to improved outcomes. In particular the *Post-16 Transitions Policy and*

Transitional Duties

Starting Nursery School

No later than 6 months before the child is due to start nursery school the education authority must seek and take account of information and advice from appropriate agencies
No later than 3 months before the child is due to start nursery school the education authority must provide information to appropriate agencies

Primary to Secondary School Transition

No later than 12 months before the child is due to start secondary school the education authority must seek and take account of information and advice from appropriate agencies.

No later than 6 months before the child is due to start secondary school the education authority must provide information to appropriate agencies or others.

Getting Ready for Adulthood

No later than 12 months before the pupil is due to leave school the education authority must seek and take account of information and advice from appropriate agencies or others

Practice Framework, supported by the *Post-16 Transitions Data Practice Framework* clarifies the Government's expectations for delivery, and the roles and responsibilities for the partners involved in supporting young people into further learning and training which in turn will help them to progress towards the world of work. They provide multi-agency partnerships with a useful framework to guide their strategic and operational planning and to establish formal agreements across and between services to ensure improved and sustainable local delivery which supports young people.

The sub-group concluded that whilst there have been improvements in post-16 learning transition planning particularly as young people move on from school more needs to be done to support young people with additional support needs, In particular there should be clearer coherence between legislative and policy landscapes; young people and parents need clarity on the services and support they should receive at the post 16 transition and beyond; assessment and planning should ensure effective and timely coordination of transitions support between services at a local level; improving data and the monitoring and tracking of young people with additional support needs; and improved access to post school opportunities and provision.

Smithycroft Secondary School Young Parents Support Base, Glasgow City Council

The Young Parent Support Base (YPSB) project at Smithycroft Secondary School is four years old. It is part of Glasgow City Council's strategic approach to supporting vulnerable young people to remain in education across the city, under its young people's sexual health strategy. Education, Social Work services, NHS Greater Glasgow and Clyde and Community Planning Partnership work together to provide an individualised programme of care for girls of school age who become pregnant. Research has shown that the longer expectant girls remain in education, the better their start to motherhood and adult life. Expectant parents may also access support at the base even if they choose to remain at their own school. The school provides help with developing parenting skills and personal development including keep fit, smoking cessation, healthy eating. The YPSB also works with young people, including fathers, who have left school, up to the age of 19. It also offers 'Drop in' support for parent and toddler groups. The team of key workers, working alongside Smithycroft School staff has very successfully supported young mothers from across the city to

remain engaged with education and move on to positive destinations. Key workers support young mothers from entry to the school and base and continue supporting young people until they are 21 years old. All young people who moved on from the support base in 2013 achieved a positive destination including apprenticeships, college and university places. All young people felt that the support base and its staff was raising their aspirations significantly both as learners and as parents.

Scottish Government is working with National Agencies and key stakeholders to deliver on these findings. There are good examples of effective practice in transitional planning for young people with additional support needs and it is important to build on these.

Transitions - young people from Woodlands School

Woodlands School, Edinburgh City Council

This school makes provision for young people of secondary age who have a range of additional support needs. A key aim is to ensure that each young person leaves school equipped with the skills they will need for life, learning and work.   In order to achieve this, staff have developed a robust whole school approach to transitions. Planning for each transition, including primary to secondary and moving on from school, is highly personalised and designed to ensure that young people's learning needs are clearly

identified and met. A strong feature of their approach is partnership working, especially with parents. This is highly developed with responsibilities and timeframes clearly defined. Young people benefit from access to a wide range of innovative programmes of learning and support, that help them to develop their confidence, communication and employability skills. Many of these programmes are delivered by a wide range of community based partners. The school regularly asks for the views of young people, their parents and other partners in order to improve its approaches to transitions and ensure success. All young people leaving this school over the past few years have achieved positive post school destinations.

Examples of Good Practice

Two projects based in North Lanarkshire aim to ensure that all young people have appropriate transition plans as well as a curriculum which will meet their needs.

The Flexible Learning Initiative, which is co-ordinated and delivered from the Inclusion Support Base in North Lanarkshire, has been set up to enable mainstream schools to support young people with additional support needs, including those arising from social or emotional difficulties. Every year the project supports 50 young people from S4 and S5 by identifying their needs and *providing each with an individual package of support.*

The young people who are involved in the project are those for whom mainstream education has not been successful. The young people are usually referred to the project at the end of S3. The approach typifies the promotion of a staged intervention model designed to ensure that all appropriate supports have been utilised before referral to the project.

In line with current legislation and policy the aims of the project are to:

- ✓ support the young people in obtaining a range of qualifications and experiences throughout S4 and S5
- ✓ develop resilience and coping skills in the young people
- ✓ ensure that early transition planning is in place for the young people
- ✓ ensure a seamless transition six months prior to moving onto post-school destinations
- ✓ support the young people beyond their leaving date to ensure that the transition has been successful.

Expanded Learning Opportunities (ELO) is a transition programme based in three North Lanarkshire special schools: Fallside and the New Park Centre, Willowbank and Portland. The pupils attending these schools have additional support needs arising particularly from social and emotional factors.

ELO is a partnership programme with Skills Development Scotland which involves building and developing unique programmes for individual pupils. The programmes bring personalisation, relevance, choice and flexibility into the learning. As well as programmes which allow vocational and academic progress, specialist interventions, such as counselling, are also available for the pupils when required.

Full details on both these good practice examples can be accessed on the Education Scotland website at:

http://www.educationscotland.gov.uk/supportinglearners/additionalsupportneeds/supportingtransitions.asp

Doran Review

The Doran Review Report set out the strategic vision for provision for children and young people with complex additional support needs in Scotland. The report made 21 recommendations for the future provision for children and young people with complex additional support needs. Recommendation 11, was accepted by the Scottish Government.

Stakeholders consistently express concern in relation to practice in transitions across children and young people's learning experiences, but particularly in relation to post-school transition.

Transitional arrangements were also highlighted by the Advisory Group for Additional Support for Learning as an area where practice could be improved. A subgroup of the Advisory Group considered this issue in 2013, recommendations were made which will form part of work to be carried out in 2014.

> ## Recommendation 11
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> The Scottish Government should provide leadership and where appropriate direction to local authorities and health boards and consider the adequacy of existing legislation to ensure that the transition from children's to adult services for young people with complex additional support needs is properly coordinated, managed and delivered.

Supporting Implementation of Additional Support for Learning in Scotland

On 13 November 2012, the Scottish Government published "Supporting Implementation of Additional Support for Learning in Scotland". This long term plan of support for implementation set out the areas for action across 2012-2016 to further support implementation of additional support for learning legislation.

The plan aimed to address four broad areas;

- the support available for particular groups of children or young people and areas for
- further support in implementation,
- building capacity in staff to provide support, information, and
- law and guidance.

As part of the plan, the following suggested actions on transition were identified:

47

- In 2011-12 a range of sharing practice events were held to promote good practice in post school transitions for children and young people.
- Highlight the wide range of examples of transition planning case studies and resources available from Education Scotland.
- Create a brief of roles and responsibilities in transition planning within additional support for learning, across the stages of learning, linked to information by Enquire on transition planning for parents and information on transitions in curriculum for excellence.
- Signpost examples of good practice in transition planning centrally alongside other advice, information and resources on additional support for learning.
- The Scottish Government will create a practice framework for practitioners working across the range of additional support needs to help them to better support young people to progress from school to further learning, training or employment – in 2012-13.
- Through the Scottish Consortium for Learning Disability, the Scottish Government will continue to support development and delivery of Project Search, an employability programme for young people with complex learning disabilities – in 2012-13.
- The Scottish Government will consider the evaluation of The Coalyard in South Lanarkshire, to assess the feasibility of this employability model, including the social return on investment, and possible extension of the model to other areas – in 2012-13.
- In 2012-13, through the £3M Third Sector and Social Enterprise Challenge Fund, the Scottish Government will support 24 different initiatives aiming to improve the employability of more than 2000 young people across Scotland.
- Skills Development Scotland is further developing the content of My World of Work, its web service. This will provide more opportunities for young people with additional support needs to develop their career management skills as well as supporting parents and partner organisations to help develop the career management skills of young people at transitions points.
- Skills Development Scotland thorough the modernising of its Careers Information, Advice and Guidance Services will offer targeted face to face support to those young people at risk of not making a successful transition from school.

Key features of successful transitions at all stages

Education Scotland have considered as part of the preparation of this report the practice that is evident across local authorities in Scotland. This

has identified the following key features of successful transitions at all stages:

A whole school/service approach to transitions at all stages.
Schools usually have a policy statement on transitions which make clear what they were trying to achieve at each transition. Practice is usually a reflection of the policy.

Mossvale Nursery School, Renfrewshire Council.

Children with language and communication difficulties, who attend the Snowdrop Unit within Mossvale Nursery School, are very well prepared for moving into and on from the nursery. The majority of children go on to attend local special schools, with which staff have built close working relationships. Some children will attend a mainstream school. During their pre-school year nursery staff have regular discussions and meetings with parents and other professionals about the most suitable primary placement. Working in partnerships, the team around the child share the responsibility for identifying and addressing learning needs. Parents are very well supported by nursery staff, including a clear transition calendar of events, early visits to possible placements and opportunities to meet with other parents. Once the placement is agreed arrangements are made for reciprocal visits between school and nursery. The transfer of information is rich with important information of ways to support the child. Parents and staff use individual photograph albums, containing a social story about the new people and school building which helps prepare children for their new environment.

Policy and practice are coherent.
It is clear that stakeholders understand the process and purpose of planning for transitions and that they have confidence in the process.

Positive relationships with parents and carers

Positive relationships between parents and carers and schools is one of the strongest factors in achieving successful transitions. Parents have trust and confidence in staff and consequently in other stakeholders that they know less well.

Effective partnership working

There is a sense of the school or service having built up a network of partners who work together effectively to deliver successful transitions for learners. Staff take time to build strong relationships with their partners and value their contributions equally.

Quality communication

Effective schools/services have well-established, clear and transparent communication systems, which they tailor to the needs of families. Parents often report that they know well in advance what each step in the transition process will entail.

Effective planning and organisation

Successful transitions at any stage require effective planning and organisation at individual, class and school/service level to ensure continuity. Schools demonstrate this as appropriate to their context. In schools which support effective transitions, the roles and responsibilities of staff and timeframes for transition activities are clearly defined. The process ensures that staff, parents and carers and partner agencies and, where appropriate, children and young people are very clear about their contribution to the process

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St. Peter the Apostle Secondary School, West Dunbartonshire Council

St. Peter the Apostle is a large denominational secondary school which places great emphasis on children with additional support needs and their parents experiencing a successful P7 to S1 transition. A whole school commitment to inclusion, quality information gathering and sharing, personalisation of the curriculum, ongoing flexibility in meeting learners' needs and a highly effective pupil support department are the key elements of their approach. Transition planning begins at P6/7 with information sharing across both schools and with involved agencies, parents and the

child. A number of enhanced transition visits, including school/department tours, sample timetables, treasure hunts, canteen and break experiences, visits to the pupil support area and introductions to key staff including pupil support assistants help share expectations, allay anxieties and address emerging issues.   These run in parallel to joint Assessment team meetings, and focused discussions within the Pupil Support Department. For a few children this will result in a referral to the Intensive Support Team which supports the most vulnerable learners. A pupil profile and passport are shared with subject teachers both at the start of S1 and following the post- placement review. The school has developed an exceptionally flexible approach to meeting the learning needs of all young people. This includes flexibility in timetabling that allows for a few vulnerable young people to have some of their lessons delivered in groups of four. One to one sessions are provided as are opportunities for quiet time. All staff and pupils benefit from high-quality awareness raising presentations on aspects of additional support needs and equality and diversity.

Effective identification of learning needs

The focus throughout transitions at all stages is on the individual learner. Planning is based around ensuring that learning needs are effectively identified and shared across of all the stakeholders so that each is well informed and able to contribute effectively to meeting those learning needs.

Involvement of the parents and child/young person

Parents, carers and children, including those who have left school are clear about what makes a transition successful for them. Children and their parents wish to be consulted, listened to and actively involved in the decision-making process. Some were able to contrast previous experiences of transitions which had not been so successful with their current placement experiences. Often the lack of some or many of the key themes identified had been the reason for poorer experiences of transition.

Effective systems for the transfer of information

In the best examples, placing and receiving schools/services/providers work together on an agreed timeline for transition. There is scope for improvement particularly at the Primary 7/S1 transition where attainment

information about Curriculum for Excellence levels was not sufficiently detailed.

> ### *Leuchars Primary School, Fife Council.*
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> This small primary school serves the RAF base at Leuchars. As a result, the school roll fluctuates throughout the session as children join and leave. Many of the children whose parents are stationed at RAF Leuchars experience many more school transitions compared to their stage peers. For most Forces' children and their families, especially those with additional support needs, transitions can be a stressful experience. Staff at this school recognise this and work very effectively with a range of partners including the National Transitions Officer for children of Armed Forces' families in Scotland and the Children's Education Advisory Service (CEAS) for children of Forces' families to ensure continuity and progression. As soon as the family make contact, they receive a "Welcome Pack" containing very helpful information, including a comparison of the different school stages across the UK. These differences can be very challenging for the school to manage as parents can view the later entry to Primary 1 and Secondary 1 in Scotland as "stepping back". A clear set of procedures, combined with good communication between the receiving and sending schools help allay anxiety and ensure that families do not feel that they are "starting again" in the identification of their child's additional support needs. The children's transition committee welcome new children and provide "buddy support" to help them settle in to their new school.

Robust systems and processes

Systems for transition need to be rigorous and transparent. When systems are applied and adhered to rigorously, all stakeholders work hard to achieve a successful outcome for children and young people.

> ### *St. Sylvester's Primary School and Elgin High School, The Moray Council*
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> St. Sylvester's Primary School works with its feeder nurseries, Elgin High School and the Moray English as an Additional Language (EAL) Service to ensure effective support at transition for bilingual learners and their parents who may be unfamiliar with the Scottish education system and require support to access information and to be involved in their children's learning and the life of the school.

Transition visits for the nursery children during the summer term are supported by a Bilingual Assistant. Baseline assessment is carried out with bilingual support so that the child can show their skills in their first language, allowing the teacher to gather a more accurate picture of the child's development, have appropriate expectations for their learning and plan accordingly. Early in the first term of Primary 1, there is a meeting for the parents of all bilingual learners led by the Head Teacher and EAL Teacher, with interpreting support. Parents have the opportunity to learn and ask questions about the school, the school day, policies (including Equality) and expectations, the curriculum and pedagogy in P1 and support for their children's learning and language development. Information packs in English and in translation are also available. During the first term, there is a further workshop for parents to introduce the reading scheme and suggest how they can help their child's language development, including an emphasis on the importance of a strong foundation in the first language for learning English. There are also designated parent-teacher liaison times, supported by interpreters where needed, to facilitate good home-school communication and parental involvement.

For learners making the transition from Primary 7 to S1, in addition to a comprehensive programme of transition activities, particular attention is given to inviting the parents of bilingual learners to the P7 information evening and interpretation is provided if needed. During the summer term, bilingual learners from all feeder primaries meet each other and EAL staff, facilitating supportive friendships and addressing any particular questions or anxieties the learners may have. This is followed by a joint visit to the high school to explore the school and ask questions with bilingual support. EAL Teachers work with high school colleagues to ensure that bilingual learners are appropriately placed in classes and groups with appropriate cognitive challenge and support.

Sustained monitoring and support, post transition

Where systems are in place to continue to support young people moving to post school destinations such as college, university or work, young people are significantly more likely to maintain their positive destination. While there is clearly scope to further develop systems for tracking and monitoring post school destinations more closely, many schools/services had developed their own systems for supporting young people to move on

from school by continuing to keep in touch through regular invitations, contacts and links with post-school providers and employers.

Ongoing evaluation of systems including tracking the outcome for the young person.

Schools/services regularly adapt their policies and approaches to transitions on an ongoing basis as a result of feedback from a range of stakeholders including parents and young people. They are clear that the systems change and adapt over time as a result of improvements made through self-evaluation.

Kersland School, Renfrewshire Council.

Kersland School is an all-through special school for children and young people with complex additional support needs, Parents have confidence that they will be provided with comprehensive information on all the services they can expect and are entitled to as their child prepares to move on from school. Planning is personalised to the individual needs of young people and ensures that parents feel they are partners in the process, on an equal footing with staff from other agencies. Staff from West College Scotland, Adult Services, work experience providers, parents and other professionals work closely with school staff to ensure that all young people move on to and sustain a positive post school destination. The school has a strong record of working with partners to provide all young people with challenging learning experiences, including work placements and college links courses that develop their self-esteem, confidence and skills for learning, life and work. The school and its partners continue to track young people's progress in their post school placement to ensure that it is sustained and successful.

Commitment to a positive post school destination for all young people

A clear commitment by all stakeholders to ensuring that all young people, regardless of their difficulties or level of need, are entitled to a positive and sustained post-school experience which will continue to develop their skills, confidence and wellbeing.

Western Isles Psychological services

Almost all children and young people with additional support needs attend mainstream schools, with a few attending specialist provision on the mainland. Two educational psychologists serve all of the islands that make up the Western Isles. A number of primary schools and all secondary schools have an enhanced provision that offers the higher level of support needed to meet the learning needs of some children. An Area Principal Teacher of Learning Support works closely with schools, partners, parents and young people to plan and coordinate transitions. Planning for transitions at all stages is highly personalised to the needs of the individual child and the family. The educational psychologist works closely with the family during transitions, especially where there is uncertainty or anxiety about a proposed placement. There is a strong commitment to inclusion across the islands and teams have worked very effectively together to create highly tailored support plans for a few young people with more complex needs. Improved information sharing at an earlier stage (S1) is bringing greater coherence to planning post school transitions for young people with additional support needs. However, transitions to positive post school destinations have been very challenging for all young people, including those with additional support needs, as the population and job opportunities across the islands have declined over the years. Many young people leave the islands for further and higher education education, training and employment. A "Strategy for Vocational Education" (2008) is in place to address this. A key principle is to ensure that both academic and vocational opportunities, linked to national qualifications, are available to all young people on a basis of "parity of esteem". New courses, such as Traditional Boatbuilding and Maintenance, Rural Skills (Crofting) and Skills for Work in Construction have been developed to match the interests of young people and the economic demands of the island communities.

Conclusion

Between August and December 2013, HM inspectors visited a range of nursery, primary, secondary, special and independent residential special schools from across Scotland in order to identify best practice in supporting effective transitions of children and young people with additional support needs. The vignettes of best practice above identify particular features of

practice which are leading to successful transitions for many children and young people, from different settings and services perspectives. While the schools and services have been drawn from a wide variety of contexts and provide for a broad range of additional support needs, inspectors were able to identify important features of best practice. These include having clearly stated and transparent processes which are well understood by parents and carers, children and partner agencies; building positive and trusting relationships with parents and carers, having clear and well understood communication channels; systematic and rigorous organisation and planning for effective transitions; effective and clear identification of children and young people's learning and care needs and sustained monitoring and support for children and young people post transition.

Next report

The next report to Parliament is due to be published in February 2015 and will focus on the implementation of Additional Support for Learning across 2014. The focus of the report will be Looked After Children and Young People.

Total qualifications attained by leavers from secondary and special schools with additional support needs, ASN, 2011/12

	Total leavers (=100%)	Average tariff score	1+ @ SCQF Level 2 or better	1+ @ SCQF Level 3 or better	5+ @ SCQF Level 3 or better	1+ @ SCQF Level 4 or better	5+ @ SCQF Level 4 or better	1+ @ SCQF Level 5 or better	5+ @ SCQF Level 5 or better	1+ @ SCQF Level 6 or better	3+ @ SCQF Level 6 or better	5+ @ SCQF Level 6 or better	1+ @ SCQF Level 7 or better	3+ @ SCQF Level 7 or better
Total	**51,421**	**401**	**97.9**	**97.7**	**92.7**	**95.0**	**82.6**	**80.4**	**58.0**	**54.9**	**39.8**	**28.1**	**18.0**	**2.2**
No Additional Support need	**44,055**	**433**	**99.0**	**98.9**	**95.9**	**97.5**	**87.9**	**85.5**	**63.6**	**60.1**	**44.2**	**31.3**	**20.0**	**2.5**
Any Additional Support need	**7,366**	**206**	**91.3**	**90.0**	**73.8**	**79.9**	**51.3**	**50.1**	**24.4**	**23.8**	**13.9**	**8.4**	**5.9**	**0.8**
of which:														
Learning disability	940	78	74.6	67.6	42.9	52.1	20.3	19.7	5.3	4.9	1.8	*	*	0.0
Dyslexia	1,413	252	96.8	96.6	89.7	92.4	67.2	63.2	31.1	29.9	16.9	9.8	7.3	0.7
Other specific learning difficulty (e.g. numeric)	659	223	94.7	94.4	84.4	89.2	62.4	59.9	25.2	24.0	12.7	7.1	4.4	0.9
Other moderate learning difficulty	768	128	91.4	88.9	66.9	74.1	34.4	34.2	9.8	9.1	4.4	2.3	*	*
Visual impairment	166	249	81.9	79.5	71.1	72.9	54.8	53.0	31.9	33.1	21.1	13.9	*	*
Hearing impairment	146	274	91.8	91.1	82.9	84.2	64.4	67.1	34.2	36.3	22.6	15.8	*	*
Deafblind	*	*	*	*	*	*	*	*	*	*	*	*	*	0.0
Physical or motor impairment	372	209	82.5	79.8	70.2	74.5	52.2	51.1	25.8	24.7	15.1	10.2	5.9	1.1
Language or speech disorder	265	102	68.3	62.3	46.8	49.8	26.0	29.4	10.2	9.8	4.2	2.3	*	*
Autistic spectrum disorder	481	215	86.5	82.3	67.2	71.5	52.8	50.9	29.5	28.9	15.4	8.1	6.2	1.0
Social, emotional and behavioural difficulty	1,837	105	87.6	86.2	56.6	66.8	27.3	26.9	7.7	7.0	3.6	2.1	*	*
Physical health problem	478	263	87.7	86.2	76.6	80.8	57.7	57.3	36.4	34.7	23.2	14.2	*	*
Mental health problem	122	147	86.9	86.1	59.8	69.7	36.9	39.3	14.8	15.6	8.2	*	*	0.0
Interrupted learning	138	79	86.2	84.8	39.1	53.6	16.7	21.7	5.8	5.1	*	*	*	0.0
English as an additional language	559	352	95.3	95.2	88.9	93.2	77.1	80.3	48.5	52.2	32.6	19.3	13.2	2.0
Looked after	311	109	86.8	85.5	52.4	67.8	30.9	30.5	8.4	7.7	2.3	*	*	0.0
More able pupil	73	600	100.0	98.6	98.6	98.6	95.9	95.9	87.7	87.7	67.1	49.3	37.0	9.6
Not disclosed/declared	*	*	*	*	*	*	*	*	*	*	*	0.0	0.0	0.0
Other	715	200	91.5	91.2	77.2	81.5	50.8	49.8	23.1	22.2	12.0	8.1	5.9	0.8

Percentage of secondary and special school leavers from publicly funded schools in Scotland by reason for support and initial destination category, 2011/12

	Number of Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreement	Unemployed and Seeking Employment or Training	Unemployed and Not Seeking Employment or Training	Unknown
Total	**51,421**	**36.8**	**27.0**	**4.7**	**19.6**	**0.4**	**1.0**	**8.5**	**1.5**	**0.4**
No Additional Support need	**44,055**	**40.4**	**24.9**	**4.0**	**20.4**	**0.4**	**0.6**	**7.7**	**1.2**	**0.4**
Any Additional Support need	**7,366**	**15.0**	**39.5**	**9.2**	**14.7**	**0.7**	**3.2**	**13.6**	**3.5**	**0.6**
of which:										
Learning disability	940	2.6	54.7	6.5	9.5	*	3.2	12.4	10.0	*
Dyslexia	1,413	17.1	38.1	9.2	21.2	0.8	1.8	9.9	1.3	0.6
Other specific learning difficulty (e.g. numeric)	659	13.8	40.5	6.8	22.6	*	3.0	10.3	*	0.0
Other moderate learning difficulty	768	5.5	45.8	12.8	13.8	*	4.4	14.2	2.7	*
Visual impairment	166	22.3	43.4	8.4	7.2	*	*	*	12.7	*
Hearing impairment	146	24.0	45.2	*	10.3	*	*	8.9	6.2	0.0
Deafblind	*	*	*	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical or motor impairment	372	16.4	49.2	4.8	7.8	1.3	1.3	4.8	14.2	0.0
Language or speech disorder	265	6.0	57.0	7.5	4.2	0.0	*	4.9	18.5	*
Autistic spectrum disorder	481	17.3	57.2	2.9	5.0	*	1.5	5.6	9.6	*
Social, emotional and behavioural difficulty	1,837	4.8	33.9	13.4	13.5	0.6	6.5	21.1	5.3	0.9
Physical health problem	478	22.4	44.6	5.4	10.9	*	*	6.9	7.7	*
Mental health problem	122	10.7	45.1	9.0	10.7	0.0	4.1	11.5	9.0	0.0
Interrupted learning	138	*	31.9	11.6	13.0	0.0	8.0	29.0	*	0.0
English as an additional language	559	36.5	39.7	2.5	9.5	*	*	8.8	1.3	*
Looked after	311	3.5	37.6	10.9	9.6	*	7.1	23.2	5.5	*
More able pupil	73	75.3	*	*	12.3	0.0	*	*	0.0	0.0
Not disclosed/declared	*	*	*	0.0	0.0	0.0	0.0	0.0	*	*
Other	715	13.6	36.5	10.9	15.7	*	2.8	16.5	2.7	*

1. Percentages may not total 100% due to rounding.

2. This table was revised in October 2013 to remove leavers who did not have a robust match to the pupil census.

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