

# **Supporting Children's and Young People's Learning: A Report on Progress of Implementation of The Education**

**(Additional Support for Learning)  
(Scotland) Act 2004 (As Amended)**

**Supporting Children's and Young People's  
Learning: A Report on Progress of  
Implementation of The Education**

**(Additional Support for Learning)  
(Scotland) Act 2004 (As Amended)**

© Crown copyright 2012

You may re-use this information (excluding logos and images) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This document is available from our website at [www.scotland.gov.uk](http://www.scotland.gov.uk).

ISBN: 978-1-78045-666-9 (web only)

The Scottish Government  
St Andrew's House  
Edinburgh  
EH1 3DG

Produced for the Scottish Government by APS Group Scotland  
DPPAS12625 (02/12)

Published by the Scottish Government, February 2012

## **Ministerial Foreword**

We have a clear but challenging ambition for all of Scotland's children and young people. We want them **all** to be able to get the most from the learning opportunities which are available to them, so that they can realise their full potential, in learning, in work, and in life.

The Scottish Government, through Getting it Right for Every Child and Curriculum For Excellence, has set out its ambition for services provided to children and young people, and for their learning. An important part of our approach is the recognition that all children and young people are different. To enable them to reach their full potential some will need additional support.

Those who work with children and young people have to make this a reality. Those providing learning and support services have to support and challenge children and young people to do all that they can, and that that can be both very challenging and rewarding.

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the framework for the provision of support for learning in Scotland. The legislation was amended by the Education (Additional Support for Learning) (Scotland) Act 2009. This strengthened and clarified the original legislation. The legislation also placed duties on Scottish Ministers to report to Parliament on specific information, this report fulfils those duties.

In addition to the information required by the duties I have decided to set out additional information collected by Education Scotland as part of their inspection and review functions and from other service providers who contribute to the implementation of Additional Support for Learning. The case studies show how additional support for learning functions in practice. This supports the information provided by statistics to make the picture 'real'.

I am pleased to note that the report shows that, broadly, children and young people's learning needs, including their additional support needs, are well provided for in Scotland's learning establishments. However, I also note that for those with 'hidden' additional support needs, for example those children and young people who are looked after, who have mental health difficulties and those who are young carers, more needs to be done. In addition, there is a need to further consider practice in relation to transition, and there is a need to share practice in order to support more consistency in the identification of, and provision for additional support needs.

I recognise that although schools, education authorities and their partners are achieving in implementing the additional support for learning legislation, there are areas which deserve more attention. It is therefore my intention to give detailed consideration to the concerns and issues which face those implementing additional support for learning in practice, and will set out, following consultation with key stakeholders, a long-term plan to support the ongoing implementation of the legislation. The Scottish Government is committed to supporting children and young people to achieve their full potential and will continue to be so.

**Alasdair Allan**  
**Minister for Learning, Science and Scotland's Languages**

<b>Table of Contents</b>	<b>Page</b>
<b>Ministerial Foreword</b>	<b>3</b>
<b>Introduction</b>	<b>6</b>
Purpose and background to the report	6
Legislative background	8
Governance	8
References and resources	9
<b>Scottish Learning Context</b>	<b>10</b>
Equality and Inclusion	10
Getting it Right for Every Child	11
Curriculum for Excellence	11
Promoting Positive Behaviour and Relationships	12
Additional Support for Learning	12
<b>Additional Support for Learning context</b>	
Factors affecting decisions on provision of support	13
Availability of services	13
Range of provision	13
Quality of provision	14
<b>National Overview</b>	
Quality and Equity of Schooling in Scotland (OECD)	16
What the evidence tells us	17
Tasks activities and resources	17
Identification of learning needs	17
Roles of staff	20
Planning	21
Working in partnership	23
Whole-school approaches	24
Provision to meet all learners needs	25
Transitions	26
<b>Additional Support for Learning in Scotland</b>	
Introduction	27
Information on the number of children and young people with additional support needs	28
Principal factors giving rise to the additional support needs	29
The types of support provided to children and young people with additional support needs	30
The cost of providing support	32
<b>Relationships and resolving concerns</b>	
Introduction	33
Importance of relationships	33
Provision of information	33
Dispute resolution services and rights	33
Info for parents	34
Independent Mediation	34
Independent Adjudication	35

Independent Advocacy services	35
Additional Support for Needs Tribunals for Scotland	35
Section 70 complaints	35
<b>Conclusion</b>	36
Next steps	36
Future reports	36
<b>Annex A – Staged Intervention model</b>	37
<b>Annex B – Attendance, exclusion, qualifications and positive destinations</b>	38

## Introduction

### Purpose

The purpose of this report is to document 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. These duties are:

that 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)

that 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, and
- 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.

## Background

### 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

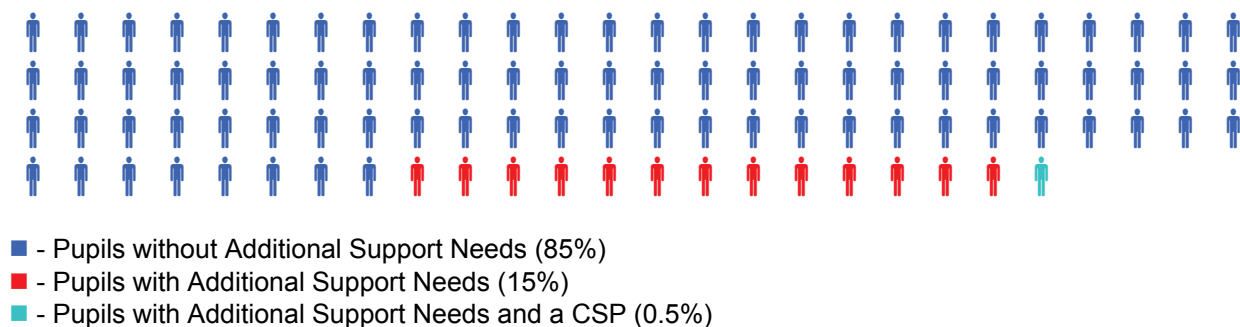
required. This is a statutory plan which co-ordinates and records the support to be provided. This plan has specific rights attached to it.

### Who has additional support needs

The Summary Statistics for Schools in Scotland, No.2, 2011 Edition indicates that in 2011 there were 670,511 pupils in Scotland's local authority primary, secondary and special schools and grant-aided schools. Of those, 98,523 were identified as having an additional support need, around 15% of all pupils. Of those pupils identified as having an additional support need 42,819 (43%) have an Individualised Educational Programme (IEP), 3,351 (3.4%) have a child's plan and 3,617 (3.7%) were identified as having a co-ordinated support plan (CSP). Those pupils with CSPs represent 0.52% of all pupils in local authority schools. More boys (64%) than girls (36%) are identified as having additional support needs.

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 over 0.5 of a person.

### Those with Additional Support Needs and those with CSP's



### Gender of those with Additional Support Needs



### 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.

It 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.

Educational psychology services work with children and young people from birth to 19 years of age, and increasingly up to the age of 24. They advise education authorities, school staff and, importantly, parents on the needs of children and young people with additional support needs and the educational provision made for them. They also provide direct support to individual children and young people. The case study below is from the [Educational psychology in Scotland: making a difference](#) report

**Shetland Islands Educational Psychology Service** in collaboration with wider council services, had developed high quality provision for individual children and young people with complex needs. The flexible use of existing resources had enabled children and young people to be included in their own community, minimising the need for placement on the mainland. These approaches and programmes had increased the skills and confidence of teachers, support staff and partner agencies in meeting more effectively the needs of children and young people with complex needs.

### **Attendance, exclusion, qualifications and learner destination**

National statistics (see Annex B) indicate that children and young people with Additional Support needs are:

- likely to attend school 2.7% less than those without additional support needs
- are four times more likely to be excluded from school based on the rate per 1000
- are less likely to achieve qualifications across SCQF levels, however,
- those without additional support needs are more likely to be:
  - in further education,
  - in training,
  - in voluntary work,
  - have an activity agreement
  - unemployed and seeking employment or training, or
  - unemployed and not seeking employment and training
  - but are less likely to be in higher education or employment.

### **Legislative background**

The Education (Additional Support for Learning) (Scotland) Act 2004 was amended by the Education (Additional Support for Learning) (Scotland) Act 2009. The [new duties](#) commenced on 14 November 2010. [Enquire](#) has also produced a [parents' guide](#) to the Act which provides links to sources of further information and advice for parents. Detailed guidance on the provisions of the Act is contained in the [Code of Practice](#).

Further information on the Scottish learning context is available on page 9.

### **Governance**

The Scottish Government has the responsibility for the development of national policy and where necessary the development of appropriate legislation in order to support delivery of the policy. This is the role of the Support and Wellbeing Unit in the Learning Directorate. The Advisory Group for Additional Support for Learning (AGASL) supports the Scottish Government and Scottish Ministers in developing policy and supporting the implementation of the Additional Support for Learning legislation through their

consideration of emerging and current issues which impact on the successful implementation of the legislation.

Education Scotland through Her Majesty's Inspectors inspect, review and report on the provision made by schools and education authorities across Scotland. The inspection process includes reporting on the findings of inspection both to the school, school community and education authority. Education Scotland contribute to a national picture of Scottish Education through the national performance framework reporting mechanism, Scotland Performs. In addition through the Improving Scottish Education series, this provides both a broad overview of Scottish education and reports on equality of provision.

In individual cases parents have a number of rights to services concerning the resolution of disagreements or concerns which enable individual concerns and issues to be considered. Further information on these is available on page 31.

### **References and resources**

Throughout this report references are made to sources of information, advice and evidence. These are indicated by a hyperlink within the text.

## Scottish Learning Context

Since the start of the 21<sup>st</sup> century the Scottish learning landscape has changed significantly through the development of the legislative and policy framework. The Standards in Scotland's Schools etc Act 2000 required that education be 'directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.' This sets out the Scottish Government's ambitions for all Scotland's children and young people's learning.

Since 2007 the way in which policy is developed and implemented has changed through the [Concordat](#) between the Scottish Government and local government. The Concordat included a joint focus on the delivery of the national performance framework through high level targets, national outcomes, indicators and targets. The Concordat enhanced the role that local government plays. While the Scottish Government set the direction of policy and the over-arching outcomes, local authorities and their partners are responsible for meeting the varying local needs and circumstances across Scotland.

Education Scotland, set up in July 2011, is the new national body responsible for supporting quality and improvement in learning and teaching from early years to adult and community learning. It will support quality and improvement in Scottish education by leading and supporting the implementation of Curriculum for Excellence. This will be achieved by increasing the capacity for self-evaluation and self-improvement amongst education providers and practitioners, promoting high quality professional learning and leadership. In addition, identifying and stimulating innovation, sharing successful approaches widely with others, providing independent external evaluations of the quality of educational provision at individual provider, local authority and partners, and national levels. To support the development and implementation of policy at National Level

One of the functions of Education Scotland is [inspection and review](#) of the Scottish Education system. Through reporting on inspection and monitoring HM Inspectors are able to provide evidence on the quality of education in Scotland. An extensive range of resources and materials are available for practitioners from the Education Scotland website at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).

## Equality and Inclusion

Equality and inclusion has long been a strong feature of Scottish education and continues to be so. [The Equality Act 2010](#) contains provisions to ensure the pro-active prevention of discrimination in Scottish schools related to protected characteristics. These are: Disability, Gender reassignment, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation. In addition, responsible bodies are under a duty to prepare an [accessibility strategy](#) in terms of section 1 of the Education (Disability Strategies and Pupils' Educational Records) (Scotland Act 2002 which sets out how schools plan to ensure access for pupils with disabilities to school buildings, the curriculum and information. The combination of the presumption of [mainstream education](#) and the Education ([Additional Support for Learning](#)) (Scotland) Act 2004 which considers factors which may prevent a pupil from benefitting from learning and can apply to any pupil throughout their learning career, underpin the inclusive approach to learning in Scotland. The barriers to learning are not defined as being within the child. The barriers arise from such factors as the learning environment, health and disability, social and emotional factors and family circumstance.

## **Getting it Right for Every Child (GIRFEC)**

[Getting it Right for Every Child](#) is the national programme for change in children's services. GIRFEC aims to improve outcomes for all children and young people by providing a framework for all services and agencies working with children and families to deliver a coordinated child-centred approach which is appropriate, proportionate and timely.

The approach is founded on [10 Core Components](#) which reflect and build on existing good practice across the country. The approach identifies [8 well being indicators](#) representing the areas in which satisfactory progress needs to be made if children and young people are to become successful learners, confident individuals, effective contributors and responsible citizens. These wellbeing indicators are safe, healthy, active, nurtured, achieving, responsible, respected and included. Considering a child or young person's strengths and needs through the GIRFEC approach enables services to take a holistic approach to meeting needs across a range of services, or within a single service.

The GIRFEC approach is being implemented across Scotland following a pathfinder approach and community planning partnerships will be at different stages in their implementation. Implementation is informed by the [Guide to Implementation of Getting it Right for Every Child](#) and the [national practice model](#). As outlined in the Programme for Government, there is a commitment to legislate to on GIRFEC to ensure consistency of approach across Scotland to deliver the improved outcomes demonstrated through the pathfinder work.

## **Curriculum for Excellence**

[Curriculum for Excellence](#) is the curriculum in Scotland and applies to **all** children and young people wherever they learn. It aims to raise attainment and achievement for all, reduce the impact of inequality and enable all young people to develop the skills, knowledge and understanding to succeed in [learning, life and work](#).

The curriculum is the totality of experiences gained through the four contexts for learning: curriculum subjects and areas, interdisciplinary learning, opportunities for personal achievement and the ethos and life of the school in its community. The curriculum places the learner at the centre with equal focus on the issues of literacy, numeracy and health and wellbeing, which are now the responsibility of all in schools. The curriculum is structured through experiences and outcomes arranged into five broad levels (early to fourth), and the senior phase. Early to fourth levels relate to the broad general education which all children and young people are entitled to experience from early years through to the end of S3 (ages 3 to 15). The arrangements for assessment and reporting make clear that attainment is focussed within broader achievement in learning, and that achievement can take place outside of school. The four capacities underpin everything that children and young people learn throughout all their learning.

Curriculum for Excellence includes [six entitlements](#) for all children and young people. This includes the entitlement to support to enable all children and young people to gain as much as possible from the opportunities which Curriculum for Excellence provides. The [Supporting Learners](#) framework draws together the various policies and frameworks which exist around the provision of learning and support. The framework is structured around the provision of '[Universal](#)' support – that which all children and young people receive, and '[Targeted](#)' support – support that some children and young people need to help them deal with or overcome a challenge to their learning. This includes the support which would be provided through the Additional Support for Learning legislation.

## **Promoting Positive Behaviour and Relationships**

Good relationships and positive behaviour across whole school communities are fundamental to the successful delivery of a Curriculum for Excellence. The creation of a positive ethos, peaceful learning environments, improved relationships, and positive behaviour in our schools; and making sure our children and young people are included, engaged and involved throughout their school careers support the delivery of improved outcomes for children and young people. The Positive Behaviour Team, part of Education Scotland, promote a [range of approaches](#) which support those working with children and young people to build capacity to support children and young people's emotional wellbeing and development of positive relationships, motivation and engagement.

## **Additional Support for Learning**

[Additional Support for Learning](#) is the legal framework through which support to overcome barriers to learning is provided in schools. The legislation recognises that some children may require additional support to fully benefit from learning. Whilst additional support needs can arise for any reason, the legislation is focussed on addressing their impact on learning. Education authorities have duties to identify and assess additional support needs arising from the barriers to learning and make provision to meet individual support needs of all children and young people. This legislation and its implementation is the focus of this report.

## **Additional Support for Learning context**

The implementation of the Additional Support for Learning legislation is influenced by many factors, including the Code of Practice which offers advice and guidance to all those involved in making provision including education authorities, schools, partners as well as parents and carers and young people. In addition, local authorities and health boards will be influenced by their local context, policies and procedures.

### **Factors affecting decisions on provision of support**

The 32 local authorities in Scotland set their own strategic priorities and policies taking account of their local context. For education this means that they make decisions on the nature of provision that best meets the needs of their populations. For example, some authorities have no special schools. These authorities make provision to meet children and young people's additional support needs through forms of enhanced provision, units and bases within mainstream schools. Other authorities historically have had several forms of special schools which now meet the complexity of needs of children and young people. Most local authorities use staged intervention processes (example of staged intervention levels is set out at page 35) in order to ensure that the provision made for additional support is appropriate and proportionate and to ensure that resources are most appropriately deployed. However, there is no common staged intervention model, and, for example, where authorities do not have 'special school' provision within their estate they will have to consider how to meet children's and young people's needs within their schools or to consider 'placing' a pupil with another authority which does have a suitable provision. Similarly decisions about provision to be made at other levels of staged intervention will be informed by local policies and procedures as well as what provision is available and what support and strategies have already been exhausted.

### **Availability of services**

Implementation of the legislation will also be affected by the services which are available, for example services may be affected by whether they are in an urban or rural location. In addition, some services, for example specialist health or assessment services tend to be physically located in densely populated areas which can mean additional travelling for services or a less regular outreach service in rural areas.

### **Range of Provision**

Decisions on the way in which support is provided can be affected by the range of provision available to the local authority within its estate. All authorities have a range of provision available to meet their needs, however, for some authorities this may or may not include specialist provision.

The provision available in Scotland ranges across both public (local authority) and independent learning establishments. The vast majority of children and young people learn in public provision in Scotland as the diagram below shows. Both public and independent sectors make a range of provision for children and young people from pre-school provision to post-school provision through colleges and community learning and development services. This includes across Scotland, 1,755 local authority active childcare services including nurseries, 25 special nurseries, 158 special schools, 2,081 primary schools, 357 secondary schools, and support services, including behaviour support, hospital education and sensory services. There are also a range of integrated units, attached to primary and secondary schools, and extended support provisions which enable those who are unable to maintain their place in primary or secondary schools to be supported to learn and to return to mainstream in the long term. In addition there are 6

residential schools, and 2 secure services in the public sector. There is an equally broad and complementary range of services provided in the independent sector. There are 6,615 pre-school provisions, 114 independent mainstream schools, 36 independent special schools, 5 day special schools, 25 residential special schools, 4 secure services and 7 grant-aided special schools and 43 colleges providing learning to children and young people. In addition there are a range of services which support learning which are established through social work services, and voluntary organisations. Children and young people's learning needs are therefore met through a wide range of services across Scotland.

### **Quality Of Provision**

There is a duty on education authorities to ensure that they provide for children and young people who have additional support needs by identifying their needs, assessing them and then making appropriate provision for them.

Education Scotland has a scrutiny function, carried out by HM Inspectors, where the quality of provision in educational establishments is inspected and evaluated on a regular basis. This evaluation is linked to quality indicators, one of which is "meeting learning needs". The indicator covers how well class teachers provide the right types of tasks, activities and resources for all children and young people as well as how well they work with specialist staff to meet additional support needs. Education Scotland then reports on the findings to parents.

HM Inspectors also carry out other evaluation activities that take a closer look at specific aspects of education and provide reports on what they found.

This section includes references to aspect reports on the implementation of the Additional Support for Learning Act, an overview of education through the Improving Scottish Education series and case studies drawn from a range of inspection activities carried out by Education Scotland.

### **Aspect Reports**

Before becoming part of Education Scotland in July 2011, HMIE published 3 aspect reports on the implementation of the Act:

- [Interim Report on the Implementation of the Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [Report on the implementation of the Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [Review of the Additional Support for Learning Act: Adding Benefits for Learners 2010](#)

The most recent of these, published by HMIE in 2010, indicated that the Act has served as one of a range of measures to promote more effective approaches to addressing the needs of children and young people with additional support needs.

Authorities and schools have continued to strengthen their arrangements for supporting children and young people who are looked after away from home, including corporate parenting. However, there is considerable scope to improve approaches to supporting those who are looked after at home or in kinship care.

There is also scope to improve the ways in which, at national and authority level, that information in relation to children and young people with additional support needs is collected and managed. To fulfil the aspiration of success for all learners, we need to know and understand the needs of individuals and to be assured that the support they are receiving is enabling them to achieve and achieve well.

The report identified issues which should be addressed in order to achieve the best for children and young people who: are looked after; are young carers; have mental health disorders; or, have sensory impairments:

The report made 6 specific recommendations:

- Education authorities, partner agencies and establishments should improve approaches to identifying and addressing the needs of children and young people who are looked after, who are young carers and those with mental health issues.
- Education authorities should achieve better consistency in the provision of coordinated support plans for children and young people who meet the relevant criteria for having one, with particular consideration being given to children and young people who are looked after, are young carers, or have mental health disorders.
- Education authorities and NHS Boards should review availability and access to specialist support services for children and young people with mental health issues.
- Scottish Government and education authorities should ensure that relevant data and information are collected and managed effectively to help children receive, and benefit from, appropriate support.
- Education authorities, partner agencies and establishments should ensure that staff have appropriate training to help them meet the needs of children and young people with additional support needs.
- Education authorities and establishments should ensure that parents of children who are looked after, are young carers, or who have mental health issues are aware of their entitlements under the Act. These children and young people themselves should also be made aware of their entitlements under the Act.



## National Overview

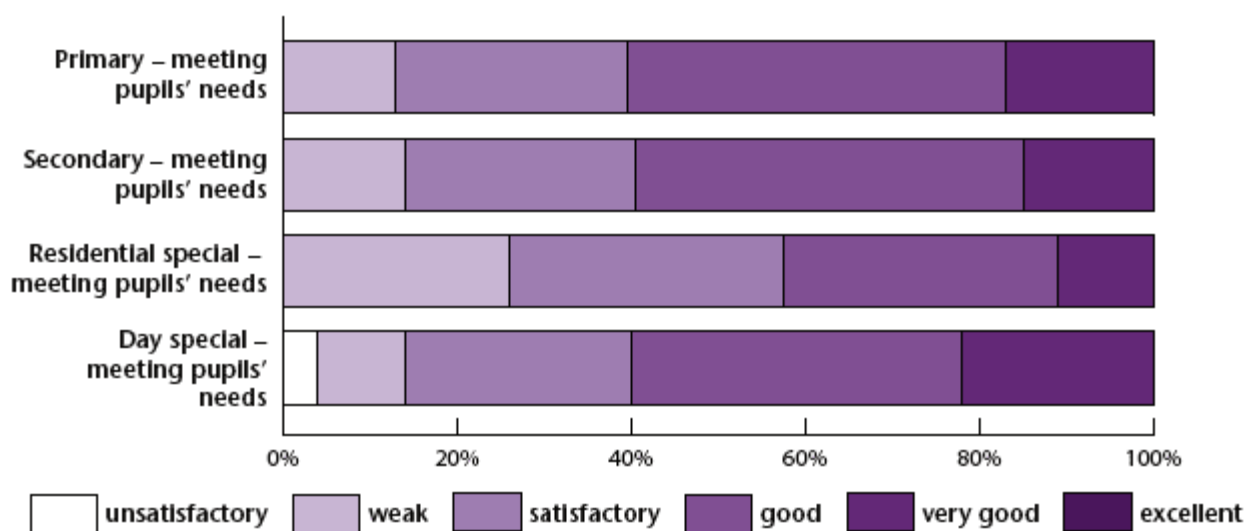
### Improving Scottish Education

The *Improving Scottish Education* series considers how well the education system delivers across a range of quality indicators, including the indicator for meeting learners' needs.

[Improving Scottish Education 2002-2005](#) published in 2006 indicated that there was increased focus on strengthening policies on diversity, equality and fairness and that there was increased recognition of the needs of vulnerable minority groups. However, the nature and quality of implementation of inclusive approaches was variable across the country, particularly in schools. The report indicated that across quality indicator evaluations the majority of establishments were meeting learners needs effectively.

[Improving Scottish Education 2005-2008](#) indicated that more flexible and imaginative teaching approaches in pre-schools, primary and secondary schools, and special schools, continued to improve provision to meet all children's learning needs. This was highlighted by the diagram below which also considers the extent to which schools were meeting learners needs in the 2005-2008 period.

#### DISTRIBUTION OF QUALITY INDICATOR EVALUATIONS IN THE PRIMARY, SECONDARY AND SPECIAL SCHOOL SECTORS 2005-2007



The evidence from the *Improving Scottish Education* publications was that in most schools in Scotland the needs of most children and young people were being met well with some major strengths.

### Quality and Equity of Schooling in Scotland (OECD)

For some time there has been recognition that children's and young people's learning does not sit in isolation from other aspects of their lives. The focus of educational policy in Scotland is to consider the child holistically, with learning needs being part of a wider set of needs. The [OECD report](#) of 2007 indicated that Scottish education system served most pupils well. However, while primary schools in Scotland performed very well, in secondary schools, inequalities in aspects of the secondary system were affecting young people with additional support needs most.

## **What the evidence tells us**

This section draws on recent evidence from Education Scotland improvement activities. It includes extracts from inspection reports describing how schools are meeting the learning needs of children and young people with additional support needs. The case studies that follow highlight how children's needs are being met. There are examples of practice with important strengths and also examples showing weaknesses in provision.

## **Tasks activities and resources**

Teachers and other staff should take full account of the abilities and aptitudes of learners to select relevant tasks and resources to engage and motivate the learner. This involves setting different tasks to provide appropriate challenge for individuals. In the best practice, children and young people are consulted about and involved in selecting tasks which best meet their needs and interests.

### **Residential special school supporting emotional and behavioural difficulties.**

*Through discussion and consultation with the young person, staff discovered that she loved animals and was calm and engaged around them. Staff decided to plan a six-week learning programme which involved learning about horse husbandry in a practical way. Visits were arranged to a local stables and the young person learned practical skills as well as using literacy and numeracy skills to access information and solve problems. As a result, her confidence and behaviour improved and she demonstrated more motivation for learning.*

### **Residential special school**

*Excellent practice was observed in relation to providing young people with appropriate curricular opportunities. Young people with a wide range of needs and abilities were taught in the same lesson with differentiated resources and adult support to allow them to participate. Whilst they were working towards different learning outcomes and success criteria, they were all included in the lesson in their own way. This was achieved through careful planning by the teacher, good coordination of appropriate support and a very good understanding of the needs and abilities of each young person in the class.*

As appropriate, specialist resources are used to address the specific additional support needs of the child or young person.

### **School for visually impaired pupils**

*Materials, courses and texts were adapted to meet the needs of each pupil. Adaptations included Braille, large print, taped materials and tactile diagrams. Braille was successfully taught to those pupils who needed it to access the curriculum. Information and communications technology (ICT) was used successfully as a tool for accessing the curriculum throughout the school and pupils received appropriate training in its use. As a result of these approaches, all visually impaired pupils were making very good progress in their learning.*

### **Child with complex physical needs at special school**

*This child began a full-time school placement in January 2010. He has an individualised educational programme (IEP) with targets set in all areas of the curriculum. He receives*

*additional support from speech and language therapy, physiotherapy and occupational therapy. He requires specialist seating and standing equipment to help him have access to the curriculum and to support his health needs e.g. maintain bone and joint health and to prevent contractures. He enjoys weekly class outings and sessions in the school pool. He is happier coming to school and enjoys being around other children and adults.*

In some establishments, staff are not giving enough attention to providing suitable learning environments, choice of activities or curriculum. This results in children's needs not being met effectively.

### **Young person at a secondary special school for those with emotional and behavioural difficulties**

*As this young person was not coping socially with other young people and displaying challenging behaviour within the school a decision was made to move him to a "satellite" provision at the other end of town. This was not a suitable learning environment. He was on his own for most of the time with one teacher. The class was held in a community centre which also housed a playgroup in the adjacent class. It had no internet access and he had very little contact with other young people. His curriculum was very narrow and resource driven. As a result his attendance and behaviour remained poor.*

### **Identification of learning needs**

Over the past three years, evidence from inspections across pre-5, primary and secondary schools shows that most establishments have effective approaches for identifying children's additional support needs. There are positive signs that the Act, sitting alongside the national policies of **Curriculum for Excellence** and **Getting It Right for Every Child** (GIRFEC), is contributing to staff in schools, and staff in partner agencies, having an increased sense of shared responsibility for identifying and addressing learning needs. These approaches are underpinned by education authorities' staged intervention processes.

The staged intervention approach (see Annex A) enables those working with children and young people to draw in support from other education services and other agencies and partners, for example educational psychology services to support the identification of and provision for additional support needs.

### **Child at residential special school**

*A young person of primary age attending a residential special school for children with emotional and behavioural difficulties, was assessed prior to and on entry using a range of tools to provide a baseline picture of her needs. The tools included the use of the "My World" triangle and resilience matrix from GIRFEC and assessment tools for social and emotional well-being. Professionals involved in supporting the child contributed to a series of meetings looking at past patterns of behaviour with a view to identifying triggers that may lead to disruptive behaviours.. The young person was involved in a number of these meetings and was able to contribute to the assessment and planning process. As a result of these rigorous identification procedures, learning activities and interventions are better planned to meet the young person's specific needs. Additionally, by gathering baseline information, staff are better able to measure success of future interventions.*

### Young person at mainstream secondary school

*The young person transferred from one secondary school to another after experiencing difficulties in settling. His previous school provided little in the way of assessments or information concerning the difficulties he had experienced. . The receiving secondary school wanted quickly to build up a picture of his needs. Firstly, they asked the young person and his parents directly about their views regarding learning and emotional needs. They then asked every class teacher to observe the young person in class and to record their observations. The information was collated and indicated several barriers to learning. The young person was subsequently referred to the educational psychology services who diagnosed Asperger's Syndrome. In this case, by moving quickly and gaining a diagnosis, further support was identified and provided, including drawing on a local outreach service. The young person is now accessing education more successfully and heading towards a successful college place.*

Staff in schools are now more aware of the 'hidden factors' that may act as barriers to learning. These are often linked to home circumstances e.g. divorce, bereavement, or the long-term illness of a sibling or parent. It is important that schools have mechanisms in place to identify the more "hidden" barriers to learning. Each child should be known well by at least one named adult. As yet, there is still considerable scope to identify and address these hidden needs more effectively.

### Child at mainstream Primary school

*A child at the primary 6 stage in a mainstream primary school presented with no learning difficulties but did have some difficulties in socialising with her peer group. The recently appointed headteacher took a close look at the break down in relationships between the child and the other girls in the class. She discovered that the child had been a young carer for some time. Her parent's marriage had broken down and her father now had a new child and step family. She was carrying a lot of responsibility at home for her mother as well as coping with a period of adjustment in family relationships. This girls needs had remained unidentified for a long period of time. Staff recognised her difficulties socialising and maintaining friendships but had not identified the causes of these difficulties. The child's needs are now identified and support is now in place for both her and the family.*

There is scope to have more effective approaches to identifying the more hidden needs of those who are **looked after**, **young carers** and those with **mental health difficulties**. This applies at both authority and establishment levels.

In both mainstream and residential special schools, there is still much work to be done to ensure that barriers to learning for **looked after children** are removed or minimised, as far as possible, and that children are engaged in relevant, enjoyable and stimulating learning experiences. It continues to be the case that those children who are Looked After at Home continue to have less positive learning outcomes than other children and young people. Staff in establishments are not always sufficiently alert to the multiple barriers to learning that children who are looked after, either away from home or at home, may be experiencing. A child who is looked after may have a sensory impairment or be a young carer. Looked after children are four times more likely to experience mental health problems than their peers. It isn't possible to consider the learning needs of looked after children and young people in isolation. The GIRFEC approach enables the needs of the child or young person to be considered against the 8 wellbeing indicators and for the support required to be tailored to meet their needs across all 8 areas.

Effective practice in identifying the needs of **young carers** is also developing slowly. The key issue affecting progress is encouraging young people to share that they are providing care to another family member. Emerging good practice in promoting partnership working and a shared sense of responsibility to better meet the needs of young carers is being driven by the voluntary sector. Organisations, such as the Princess Royal Trust for Carers are working well with authorities and schools to raise awareness of the needs that young carers may have and how to identify those needs sensitively.

Across mainstream and special schools, the needs of children and young people with significant **mental health** difficulties are not always being met effectively. Authorities and schools reported that the lack of clear working definitions for mental health difficulties is a major factor holding back progress in this area. Schools can also be unclear about which services are available to them to access support for those with mental health difficulties.

There are clear signs of improved partnership working between education and health services but this does not always result in the necessary types of support being provided for young people. The development of more effective approaches to identifying the additional support needs of children and young people with mental health issues is progressing slowly. For example, the use of counselling services in schools may be explored as a preventative measure for those children and young people who may be experiencing some concerns regarding their mental health.

In the main, in cases where a child or young person has significant mental health difficulties with a medical diagnosis, specialist staff, such as those working in the Child and Adolescent Mental Health Service (CAMHS) work closely with school staff to identify and assess the individual's needs. Often, school staff report a lack of expertise and training around mental health issues.

### **Roles of staff**

Quality interactions and relationships between staff and young people are absolutely critical to successfully meet the needs of any child or young person.

#### **Secondary school with a department of special education**

The school made outstanding arrangements to meet the needs of pupils who required significant additional support with their learning or behaviour. Staff had put in place additional arrangements for early identification of and support for these pupils. Along with their teachers and parents, these pupils were fully involved in identifying areas where improvement was needed and agreeing the most appropriate strategies. The headteacher had made very effective use of resources to create unique staffing posts to support the most vulnerable learners. The support for learning team knew their pupils well and provided high quality support to teachers. Learning assistants provided good in-class support for identified pupils.

Bilingual pupils and those with dyslexia benefited from high quality group tuition and well organised peer-support. The school's highly effective partnership working with a wide range of partner professionals had made a significant impact on identifying and meeting the needs of the most vulnerable pupils. They made very good use of pupil profiles to ensure that all staff involved with pupils made valuable contributions to promoting their learning and development. Pupils used pictorial symbols well to make their own decisions

about learning activities and to indicate when they required support. They were effectively encouraged to become independent, successful learners.

To meet children's additional support needs, staff need access to continuing professional development of the highest quality. This is reflected in the [Teaching Scotland's Future](#) report which indicated that 'Teachers should be confident in understanding and addressing the consequences of various barriers to children's learning and their needs for additional support.' In addition, support staff play a vital role in supporting children and young people in school and due to their ongoing role often know the child or young person very well. Therefore the importance placed on the recruitment of quality, well trained staff is vital. In recent years there has been an increase in the numbers of support staff working in schools across Scotland.

#### **Young person of secondary age attending a special school that supports emotional and behavioural difficulties**

*Many staff in this school handled this young person well and had a very good relationship with him. They needed further insight into the reasons for challenging behaviour and how to help young people overcome their barriers. However, some staff had limited strategies for managing behaviour or enabling young people to increasingly take responsibility for managing behaviour. They had little understanding of mental health issues affecting young people or attachment disorders. Staff understanding of autism and barriers to learning such as dyslexia were limited. There had been little training on offer over a number of years and staff lacked both confidence and expertise.*

#### **Child of Primary age at residential special school**

*The child found it difficult to trust and form appropriate relationships due to past trauma. Staff were highly skilled and have received comprehensive training on attachment theory, trauma and working with challenging behaviours. The "key worker" played a critical role in the child's life. Intensive one-to-one sessions and group work was helping to address social and emotional difficulties. The consultant school psychologist provided the majority of this training. Staff had good support from managers and were given regular "supervision" sessions to help them process some of the upsetting incidents that they dealt with.*

## **Planning**

Planning is key to the delivery of the provision of support to meet children and young people's learning needs. Currently a range of planning mechanisms is used across authorities. Common approaches include classroom and individual plans, such as Individual Educational Programmes, including Additional Support Plans, Individual Support Plans for example. In addition, the Act provides that for children and young people who have complex or multiple additional support needs that require support from more than one agency and are likely to last more than one year and are significant, a co-ordinated support plan should be prepared. This statutory plan enables the co-ordination of support towards learning outcomes.

### **Young person of secondary age at special school**

*Individualised educational programmes (IEPs) were in place to help support young people make progress in their learning. However, targets within these were not based on accurate assessment of needs. Targets were not specific enough to the young persons needs. Targets were not specific enough to the young persons needs. The young person was not involved in setting the target or involved in any ongoing reflection on progress towards meeting the target. He had not been considered for a coordinated support plan (CSP). Most staff were unaware of this young persons targets. There was no clear link between the programme set out for this young person and the targets set.*

### **Young person (now in further education) who has been through the school system since nursery**

*Parents expressed frustration that they knew their child had additional support needs from an early age which manifested itself through disruptive behaviour and led to exclusion from school. However, nursery and school did not involve any other agencies. When the child was in P3 the new Act was introduced. This gave mum much more leverage in terms of ensuring that her child benefited from appropriate support. She contacted the school and a meeting was held. Educational psychology assessments pointed to a diagnosis of Aspergers syndrome. Soon after, an individualised educational programme (IEP) was put in place which set clear, SMART targets for both academic and social and emotional progress. Following a multi-agency meeting at which mum was present, it was decided that a coordinated support plan (CSP) would be appropriate and one was put in place.*

*Mum reports that the support from this point was much more effective. Her child continued to be supported and his progress was good and regularly reviewed. As time went on, her son was more involved in setting and reviewing his own targets. At the point of transition P7-S1 additional meetings were held. It was decide that a referral should be made for a more specialist secondary provision with an enhanced transition programme put in place.*

*As Child E progressed throughout secondary, support was even better targeted and the school placed emphasis on regular reviews and setting targets for qualifications and a positive future destination. As a result, he gained several qualifications at Standard Grade and is now successfully studying towards a catering qualification.*

Sometimes, communication and procedures between authorities can be a barrier to ensuring a continuity of provision when a child changes school.

### **Child transferring from one mainstream primary school to another authority**

*There were numerous issues around the transfer of information and, more crucially, arrangements for funding. The child had been previously granted “exceptional funding” from one council and the change of authorities had disrupted continuity of resource allocation e.g. provision of additional support in terms of staffing. The foster parent stated that the move of schools would have been less stressful for all concerned if these issues had been resolved before the move took place. Although issues were now successfully addressed, the lack of communication and clarity over responsibilities made the transition less successful than it had the potential to be.*

The Act places a duty on authorities to provide a **coordinated support plan** (CSP) for a child or young person with additional support needs arising from enduring, complex or multiple barriers to learning who needs significant additional support provided by the education authority and by one or more appropriate agencies. Across Scotland, there remains inconsistency and variability in the ways in which authorities are carrying out this duty and in the extent to which authorities and practitioners view CSPs as useful in planning and improving provision for learners.

As the table on page 26 illustrates, there is considerable variation across the country in terms of numbers of children and young people with a CSP.

It is recognised that there are a number of other planning mechanisms available to authorities to plan support and learning. The first example below highlights the use of personal learning planning and provision of support across a number of agencies

### **Working in partnership**

There is an increasing expectation that educational establishments will use the GIRFEC practice model to assess the needs of children and young people according to the **wellbeing indicators**. Once the needs have been assessed, the wellbeing indicators are then used by all agencies involved with the child or young person to plan to meet them. Other schools are structuring IEPs around the wellbeing indicators. Staff from some education authorities using a GIRFEC approach have reported that it has helped them to meet needs including the additional support needs of children and young people more effectively.

#### **Use of personal learning planning and multi-agency support to build capacity**

All children and young people have a personal learning plan which highlights accurately their strengths, areas of learning, targets for the term and how these might be achieved. Across the school, teachers demonstrate considerable skills in planning outcomes for a wide range of abilities and needs within their classes. Staff use very effective approaches to managing young people's anxieties and behaviour in ways which minimise the need for physical restraint. Young people and their families benefit from therapeutic interventions on site with a choice of individual therapies, prescribed by the campus doctor. These include speech formation, physiotherapy, movement, therapeutic art, riding, therapeutic music, massage, play and counselling. GPs contribute to child study meetings and take the opportunity to observe children and young people during play and social times in their houses to get a broader picture of their health and wellbeing. The school recognises that it needs to develop further the capacity of staff to meet the needs of children with complex health and physical disabilities.

#### **Pre-5 child who attends both a local authority and private nursery**

*Despite concerns from one nursery about the child's development, There was some delay in getting an initial meeting set up as channels of communication were not clear between service providers and there was some confusion on the part of the nursery as to their rights and responsibilities regarding multi-agency working. It was not immediately clear who was involved in this child's life and there were issues around the sharing of information. Added to this, one nursery was reluctant to share information with the other and did not have the same level of concerns about his progress. Staff from one nursery persisted in their quest for intervention and worked closely with mum. They encouraged*



*her to formally request additional support from the local authority via the Additional Support for Learning Act. As a result, the first **multi-agency meeting** was arranged. The meeting was well attended by a range of professionals including education, social work and health services. As a result of this, an IEP was drawn up and shared across services, drawing heavily on the GIRFEC model. The “My World” triangle was used as a basis for discussing and assessing needs.*

The 2009 amendment to the Act designated all looked after children as having additional support needs until they are assessed otherwise. Where schools and education authorities have been able to demonstrate progress in responding to the Act with regard to looked after children, this has reflected good practices in involvement of parents and well-coordinated assessment approaches. The good practices demonstrate all partner agencies commitment to improving outcomes for children and young people through the principles of the GIRFEC approach.

### **Young person of secondary age at special school that supports emotional and behavioural needs**

*There was evidence of multi agency meetings to review this young person’s placement and needs but they were having little impact in improving outcomes for this young person. Decisions taken as a result of these meetings were inappropriate. A number of key agencies that should have been involved were not involved. This young person would have benefitted from having his mental health needs assessed and recommendations informing the in-school support. Links were made with social work but these were concerned mainly with supporting his foster placement which, as a result of his challenging behaviour was in crisis.*

The Scottish Government has raised awareness of issues relating to **young carers** through the publication of the Young Carers’ Strategy. Some primary, secondary and special schools are beginning to consider the needs of young carers in a more structured and proactive way. Where possible they are identifying young carers and putting them in touch with local support organisations. Many more schools are also using materials designed for personal, social and health education (PSHE) lessons to let all children and young people know about the issues and support available as well as encouraging partner agencies to run information points in school at lunchtimes.

Education authorities involve other agencies, health and social work services for example, to help in the assessment of and provision for additional support needs. Allied Health Professionals have a significant contribution to make in supporting children and young people’s needs. In 2010 the Scottish Government published [guidance to support improved partnership working between education and allied health professions](#). As part of the guidance a range of practice was identified and gathered, and published on a [supporting website](#).

### **Whole-school approaches**

It is essential that schools have clear and coherent policies and practices to ensure individual needs are planned for, identified, met and reviewed.

Almost all education authorities have provided establishments with useful guidance to help ensure that children and young people have access to the support they need. Authority-wide resources, such as psychological services and specialist support teams, play a major role in planning how best to support individuals.

### **Whole school approach to identifying and supporting needs**

School staff work together with other specialist staff such as the educational psychologist and network support teacher to staff identify the additional support needs of all pupils. Good use is made of the education authority's screening tests to identify levels of need at an early stage. Staff are informed of the additional needs of pupils through the additional support needs register. This gives an overview of additional support needs for each class and also gives the overall view to headteacher. As a result staff are aware of the specific nature of the additional support needs of any pupil and the level of staged intervention operating to meet their needs. Specialised resources are also identified. Staff with classes with pupils whose additional support needs arise from factors linked to family circumstance are referred to the headteacher for more information. Staff are kept well informed through regular issue of additional support needs newsletters.

### **Systems to improve, identify, and address additional support needs**

Some secondary schools have recognised the need to improve their systems to identify, address and support the needs of young people. One school is involved in a significant revision of these systems. It has targeted a number of areas for improvement. Firstly, it is integrating pastoral and support staff into a single, integrated faculty and introducing a 'vertical' house registration system which will help to develop systems of universal and targeted support for young people. Secondly, more effective mechanisms for collecting, recording, analysing, tracking, managing, communicating and using relevant data are being developed to monitor and share the achievements of young people and to target support and resources appropriately. Thirdly, the principles of Getting It Right For Every Child (GIRFEC) are being implemented in a way which complements the education authority's staged intervention process to ensure that young people are receiving the appropriate support at the right time. These initiatives, coordinated by a member of the senior management team, are being developed in the context of the school's self-evaluation and improvement programme, enhanced CPD programme and the development of shared vision, values and ambition for the integrated support faculty. The school was also developing a wider range of courses for young people to study and these improvements were having a positive effect on the outcomes for them.

### **The need for high quality provision to meet all learners needs**

While Scottish Education serves many young people well, there remains more to be done to ensure that all children and young people receive the support and guidance they need to maximise their achievements and be well-prepared for life in the 21st century. In particular, young people with challenging behaviour need better help to overcome their particular barriers to learning arising from social and emotional factors and family circumstances.

Education Scotland's report '[Out of site, out of mind](#)' highlighted the need to ensure that all educational provision for children and young people with social, emotional and behavioural needs is of a consistently high quality. This report showed that the quality of young people's learning experiences in off-site facilities is currently too variable. There remains considerable scope for off-site bases to work more closely with mainstream schools and other partners to deliver better outcomes for children and young people.

This report had important messages for all services for children, including schools and

education authorities. They should consider the following key points when taking action to improve services:

- secure high-quality outcomes for children and young people with social, emotional or behavioural needs across council services;
- have a clear strategy to provide all young people, including those with social, emotional or behavioural needs with their entitlement to a broad general education;
- develop more innovative approaches to the curriculum for those with social, emotional and behavioural needs, taking into account the values, capacities and principles of *Curriculum for Excellence*;
- ensure off-site bases and mainstream schools work together to provide a clear rationale and objective for a shared placement, identifying roles and responsibilities;
- ensure mainstream schools and partners meet the needs of children and young people with social, emotional or behavioural needs by high-quality coordinated planning and review in line with GIRFEC principles;
- have high quality learning experiences leading to successful attainment and achievement for all children and young people with social, emotional or behavioural needs;
- develop effective partnerships with parents from an early stage, to help improve their children's social, emotional and mental health and wellbeing; and
- implement rigorous quality assurance arrangements to monitor and evaluate the quality of curriculum, learning and achievement and partnership working as a basis for further improvement.

## **Transitions**

Children and young people require support when changing schools, with changes that happen in school and when moving on from school. Effective transition planning requires a multi-agency partnership approach, with robust systems and processes and clearly defined timeframes. The Scottish Government undertook an exercise in 2009-11 to examine strategy and practice in place in local authorities and key partner organisations to support effective school to post-school transitional planning for children and young people with additional support needs. This concluded that:

- Post-16 transitional planning for young people who have additional support needs and require more choices and chances represents a very mixed picture across Scotland.
- At a strategic level, local authorities were producing plans and attempting to integrate different strands of national statute and policy into their guidance and procedures. There were some differences between authorities in how they identified children and young people with additional support needs, but they generally followed a staged intervention approach particular to individual authorities.
- Partnership working varied in its effectiveness; there were some excellent examples but many authorities required to improve the nature of the partnership, for example in considering how best to maximise the resources available.
- Monitoring and tracking of young people through transitions was variable.
- There were many examples of effective practice in transitional planning for young people with additional support needs moving from school to post-school. However, these tended to be isolated, with the most consistent being seen in segregated Special Schools.

## **Additional Support for Learning in Scotland - Statistics**

### **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 provided relating to the additional support needs, types of support and principle factors are gathered through the national statistics collection on Scottish school pupils, called the pupil census. This is a 'snapshot' of Scottish school pupils collected from schools management information systems in a single day in September 2011. Therefore the information must be treated as indicative of the position at that particular time. The financial information is collected as part of the local government finance statistics. This covers the period April 2009 to March 2010. In addition, supplementary information including attendance, exclusion, positive destinations and qualifications data has been included at Annex B.

### **Comparability and Reliability**

As indicated earlier in this document, education authorities are autonomous bodies and are influenced by their values and principles, school estate, resources and staffing structures. 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 in both 2010 and 2011.

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 presented on page 29 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. 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 number of children and young persons for whose school education the authority are responsible having additional support needs.**

Pupils with Additional Support Needs, all sectors, 2011

	with Additional Support Needs <sup>(1)</sup>	with CSP	with IEP	with Other Support Needs	Child Plans	Assessed or Declared Disabled
Aberdeen City	2,027	63	1,374	733	61	471
Aberdeenshire	9,619	148	2,922	7,414	25	1,039
Angus	1,318	60	1,015	257	24	221
Argyll & Bute	1,738	85	1,149	467	22	521
Clackmannanshire	721	42	350	358	20	54
Dumfries & Galloway	2,460	216	994	1,453	29	565
Dundee City	2,088	116	947	1,149	-	580
East Ayrshire East	2,677	50	783	2,006	16	233
Dunbartonshire	1,486	94	638	790	-	340
East Lothian	2,359	61	232	2,192	1,232	196
East Renfrewshire	1,713	101	638	1,071	60	129
Edinburgh City	7,374	223	1,482	5,719	131	1,146
Eilean Siar	972	36	327	694	*	71
Falkirk	1,907	49	1,422	450	*	372
Fife	6,708	256	3,049	3,434	191	782
Glasgow City	14,644	302	9,192	7,905	108	2,107
Highland	5,647	142	1,286	3,674	931	932
Inverclyde	1,509	47	563	1,075	*	255
Midlothian	923	37	596	347	*	239
Moray	1,426	84	648	873	31	202
North Ayrshire	2,685	53	939	1,814	24	292
North Lanarkshire	3,273	483	2,626	502	56	476
Orkney Islands	257	12	117	139	-	41
Perth & Kinross	4,194	94	1,235	3,108	7	391
Renfrewshire	1,701	215	1,202	422	38	228
Scottish Borders	1,191	92	488	723	7	77
Shetland Islands	803	44	257	606	42	63
South Ayrshire	3,529	48	1,083	2,498	40	892
South Lanarkshire	2,942	68	2,271	683	46	675
Stirling	1,324	50	676	658	13	222
West Dunbartonshire	4,328	21	673	3,637	63	301
West Lothian	2,704	107	1,369	1,405	126	326
All local authorities	98,247	3,499	42,543	58,256	3,351	14,439
Grant aided	276	118	276	-	-	243
Scotland	98,523	3,617	42,819	58,256	3,351	14,682

## The principal factors giving rise to the additional support needs of those children and young persons

	Pupils for whom reason for support is reported	Learning disability	Dyslexia	Other specific learning difficulty (e.g. numeric)	Other moderate learning difficulty	Visual impairment	Hearing impairment	Deaf blind	Physical or motor impairment
Aberdeen City	2,025	530	122	245	226	103	53	6	171
Aberdeenshire	9,618	1,957	1,361	1,209	2,656	193	109	5	742
Angus	1,318	184	87	96	233	41	46	*	100
Argyll & Bute	1,736	162	362	227	235	60	47	-	127
Clackmannanshire	720	154	102	32	57	22	19	-	55
Dumfries & Galloway	2,458	393	134	320	640	99	71	*	161
Dundee City	2,083	258	127	165	392	62	73	-	180
East Ayrshire	2,676	267	368	107	674	54	41	-	117
East Dunbartonshire	1,485	233	186	150	307	65	27	-	104
East Lothian	2,358	419	274	214	558	40	40	*	164
East Renfrewshire	1,703	216	552	168	83	54	42	*	113
Edinburgh City	7,351	936	1,061	614	291	160	131	*	537
Eilean Siar	971	38	95	243	159	20	22	-	45
Falkirk	1,906	371	219	278	253	71	41	*	107
Fife	6,706	618	1,197	675	764	151	162	8	392
Glasgow City	14,487	2,177	812	576	1,470	300	238	*	558
Highland	5,636	596	904	477	534	100	91	*	227
Inverclyde	1,509	297	429	208	188	34	49	*	88
Midlothian	923	184	87	100	113	45	29	-	103
Moray	1,425	170	252	312	207	43	19	*	97
North Ayrshire	2,685	398	452	273	551	71	44	*	111
North Lanarkshire	3,222	876	195	234	464	144	134	*	235
Orkney Islands	257	31	29	39	39	7	*	-	14
Perth & Kinross	4,192	350	545	447	517	61	84	-	334
Renfrewshire	1,670	357	140	128	210	58	34	-	118
Scottish Borders	1,191	143	101	190	267	16	23	*	76
Shetland Islands	803	73	127	89	169	15	*	-	74
South Ayrshire	3,529	543	498	373	1,019	134	58	*	157
South Lanarkshire	2,928	730	383	273	563	118	96	*	205
Stirling	1,324	244	156	144	120	43	31	*	82
West Dunbartonshire	4,323	177	265	166	691	29	29	-	76
West Lothian	2,696	388	472	334	308	86	45	-	198
All local authorities	97,914	14,470	12,094	9,106	14,958	2,499	1,937	*	5,868
Grant Aided	276	203	-	7	23	94	53	*	136
Scotland	98,190	14,673	12,094	9,113	14,981	2,593	1,990	52	6,004

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	Other	
261	255	355	146	29	68	312	92	14	95	Aberdeen City
995	590	2,563	527	202	278	867	315	183	636	Aberdeenshire
149	99	320	71	11	24	102	167	21	79	Angus
204	124	290	91	11	13	41	97	*	253	Argyll & Bute
145	57	204	28	7	8	67	50	*	21	Clackmannanshire
275	249	385	122	22	13	83	278	6	187	Dumfries & Galloway
218	254	572	164	56	31	83	64	18	294	Dundee City
356	108	500	115	13	67	80	335	42	232	East Ayrshire
165	198	183	87	18	10	168	33	31	147	East Dunbartonshire
199	118	546	121	29	18	120	66	30	209	East Lothian
190	179	238	81	16	9	167	13	22	93	East Renfrewshire
765	512	1,210	509	73	165	1,804	242	109	954	Edinburgh, City of
158	41	198	113	*	6	28	34	132	134	Eilean Siar
266	183	409	110	15	8	41	73	7	140	Falkirk
496	481	1,346	375	32	100	589	551	166	375	Fife
946	1,007	2,303	808	105	167	4,139	757	258	1,769	Glasgow City
478	573	1,214	297	45	80	534	121	49	736	Highland
93	170	307	88	20	19	24	*	22	123	Inverclyde
193	119	359	117	21	23	14	22	*	68	Midlothian
153	108	304	59	18	27	134	25	7	84	Moray
209	161	474	78	19	48	51	135	57	287	North Ayrshire
424	474	615	202	28	21	109	101	13	124	North Lanarkshire
46	54	46	5	*	8	*	*	13	16	Orkney Islands
517	192	1,211	181	119	120	334	79	50	626	Perth & Kinross
228	171	245	90	8	14	67	94	17	192	Renfrewshire
141	60	286	40	10	6	84	29	10	54	Scottish Borders
95	58	175	45	7	18	32	12	18	100	Shetland Islands
266	203	1,316	233	93	80	120	161	37	343	South Ayrshire
301	382	391	143	13	70	49	81	9	199	South Lanarkshire
168	96	314	57	*	12	38	35	15	176	Stirling
127	169	931	116	17	14	145	53	302	1,039	West Dunbartonshire
366	306	554	85	18	46	240	118	17	236	West Lothian
9,593	7,751	20,364	5,304	*	1,591	*	4,248	*	10,021	All local authorities
189	50	66	72	*	40	*	71	*	6	Grant aided
9,782	7,801	20,430	5,376	1,086	1,631	10,671	4,319	1,686	10,027	Scotland

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

Nature of support of pupils with Additional Support Needs, all sectors, 2011

	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	471	404	201	56	183	14	17
Aberdeenshire	9,041	6,875	7,296	1,020	1,909	62	838
Angus	1,126	820	445	193	219	28	101
Argyll & Bute	1,356	798	845	149	263	16	86
Clackmannanshire	611	405	414	59	127	-	47
Dumfries & Galloway	1,999	1,754	1,039	208	387	25	58
Dundee City	1,880	1,594	564	120	375	35	209
East Ayrshire	2,460	1,763	716	409	303	-	95
East Dunbartonshire	1,167	846	570	108	229	5	275
East Lothian	1,803	1,212	764	177	403	29	127
East Renfrewshire	1,199	802	802	85	153	5	56
Edinburgh City	5,852	4,433	2,964	548	1,289	148	326
Eilean Siar	293	207	63	20	40	-	26
Falkirk	1,633	1,385	1,231	227	392	29	122
Fife	2,753	1,592	1,122	248	365	18	385
Glasgow City	10,164	6,161	2,203	1,315	1,520	167	2,058
Highland	2,720	1,896	1,442	369	537	37	110
Inverclyde	1,225	850	969	127	180	*	56
Midlothian	734	559	453	124	270	14	89
Moray	1,278	982	799	184	314	10	158
North Ayrshire	2,090	1,521	976	221	379	7	255
North Lanarkshire	2,739	1,945	1,062	233	573	13	256
Orkney Islands	149	108	126	20	22	*	12
Perth & Kinross	3,164	2,206	2,132	319	779	107	249
Renfrewshire	1,272	781	558	262	339	13	151
Scottish Borders	939	532	722	66	203	21	52
Shetland Islands	733	633	508	65	170	31	67
South Ayrshire	3,094	2,423	1,430	361	535	24	433
South Lanarkshire	2,397	1,746	1,163	199	390	47	237
Stirling	887	641	616	126	227	5	79
West Dunbartonshire	2,890	1,323	1,213	399	358	127	907
West Lothian	1,831	1,442	785	141	341	12	153
All local authorities	71,950	50,639	36,193	8,158	13,774	1,056	8,090
Grant aided	273	150	268	124	270	60	20
Scotland	72,223	50,789	36,461	8,282	14,044	1,116	8,110



### 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 focussing 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 information below provides the expenditure information relating to the provision of learning in Scotland and is an extract from Annex F: Detailed Analysis of General Fund Revenue Income and Expenditure, 2009-10<sup>1</sup> Local Government Finance Statistics.

£ thousands

	EXPENDITURE							
	Employee Costs	Operating Costs	Transfer Payments	Revenue Contributions to Capital	Support Service Costs	Grants to third parties funded by General Capital Grant	Adjustment for Inter Account and Inter Authority Transfers	Total Expenditure
<b>Education</b>	<b>3,344,267</b>	<b>1,332,151</b>	<b>37,160</b>	<b>6,220</b>	<b>143,986</b>	<b>26</b>	<b>-45,658</b>	<b>4,818,152</b>
<b>Pre-primary education</b>	217,929	88,016	4,284	227	7,876	-	-1,962	316,370
<b>Primary education</b>	1,280,582	464,729	5,513	2,604	51,095	14	-14,266	1,790,271
<b>Secondary education</b>	1,392,131	519,238	22,419	2,779	51,800	-	-13,121	1,975,246
<b>Special education</b>	333,470	184,265	490	429	14,256	-	-8,278	524,632
<b>Community Learning</b>	94,620	52,422	3,246	85	8,346	12	-2,456	156,275
<b>Other non-school funding</b>	25,535	23,481	1,208	96	10,613	-	-5,575	55,358

## Relationships and resolving concerns

### Introduction

This section highlights the importance of relationships and engagement with families and the statutory and non statutory mechanisms that exist to address issues arising from the implementation of the Act.

### Importance of relationships

The policy intention of the Additional Support for Learning Act is that any concerns or disagreements are resolved at as local a level as possible and as quickly as possible, so that the focus of the efforts of all those involved continues to be the provision of support to the child or young person to enable them to learn. Key to this is the relationships between school staff and their partners and the children, young people and their families and provision of information.

Where concerns arise, in the vast majority of cases, these are dealt with effectively by school staff, this is reflected in the low number of complaints which progress to the other mechanisms offered by the legislative framework. The case study below offers an example of current practice

### Provision of information

Education authorities have made significant progress in providing information on additional support for learning as part of their routine information about learning services. In addition, Enquire, the national advice and information service, and other services for parents, are able to provide support to families in finding out how to raise issues and about their rights in relation to additional support for learning. In 2010 the Scottish Government raised awareness of parent's rights to ask about additional support for learning through the 'Just Ask' campaign.

### Provision of information and positive relationships

The school works in a genuine partnership with parents to plan and improve young people's learning. Parents are represented on key working groups in the school, such as, the Curriculum for Excellence working group. They are kept well informed of their children's progress and about the content of health and wellbeing lessons through home-school diaries, parents' evenings and annual review meetings. The school benefits from a very supportive Parent Council. A few young people benefit from attending their local primary school or nursery school for part of the week. The school is held in high regard by the local community and has very close links with local businesses and voluntary organisations. Young people at the later stages of the secondary department benefit from attending North Glasgow College for part of their week. Planning for young people at transition points is well organised and centred on each young person's needs. The school has achieved the Customer Service Excellence award, which includes excellence in dealing with complaints.

### Dispute resolution services and rights

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 parent's/carers of children and the parents/carers of young people who do not have capacity to act on their own behalf have rights under the legislation to access:

- Independent Mediation

- Independent adjudication
- Advocacy services; and can 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 plan 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 plan, 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 duties

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

### **Information for parents**

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

In 2010-11 Enquire received 1,264 enquiries relating to Additional Support for Learning from 971 people of which 76% identified themselves as parents or carers. Enquiry topics included:

- Additional Support for Learning – Provision
- Additional Support for Learning Act
- Mediation
- Identification or assessment of additional support needs
- Placing requests
- Co-ordinated Support Plans
- Choosing a school
- Individualised Educational Programme
- School Attendance
- Appeals; and
- Others – including transition, exclusion, advocacy and representation, relationship breakdown, dispute resolution, Tribunals, bullying, discrimination, formal complaints etc

### **Independent 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 independent 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 2010-2011 there were 55 cases of mediation completed by these two services relating to a range of issues. RESOLVE and Common Ground also received 87 calls from parents and/or educational staff during this period in which the mediation services were instrumental in facilitating an early and speedy resolution and therefore prevented further escalation of the dispute.

### **Independent Adjudication**

Independent adjudication supports the resolution of disagreements and concerns through a formal review of the case by someone who is independent of both 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 will reach a decision and make recommendations to everyone involved. Although the decision is not legally binding there is an expectation that they will be accepted and followed. From November 2010 until November 2011 there have been 18 referrals to independent adjudication all of these related to the provision of services.

### **Independent Advocacy Services**

In 2010 the advocacy service 'Take Note' was established. Take Note's role is to provide advocacy services to those parents or young people who have grounds to make a reference to the Additional Support Needs Tribunals (Scotland). Take note provide advocacy to empower parents' and young people to be able to represent themselves in preparation for, and at a Tribunal hearing. From November 2010-November 2011 Take Note completed 35 referred cases. These related to issues in transition, dispute of information in co-ordinated support plans and placing requests.

### **Additional Support Needs Tribunals for Scotland**

The Additional Support Needs Tribunals (Scotland) consider a range of references related to additional support for learning legislation, and following an extension to their remit in 2010, cases of alleged disability discrimination in schools. The information on page 31 sets out the wide range of issues which can be considered by the Tribunal system. In April 2010-Mar 2011 the Tribunal received 73 referrals. The President of the Tribunals, now Dr Joe Morrow, produces an annual report which provides further detail on the Tribunal system.

### **Section 70 complaints**

In addition, interested parties including parents and 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.

Since 2004 there have been very few section 70 complaints on which the Scottish Ministers have made a decision. From November 2010 until November 2011 there have been 13 section 70 complaints received by Scottish Ministers about additional support for learning. These relate to a range of concerns around the identification, planning and provision for additional support for learning.

## **Conclusion**

This report presents a picture of how the Act supports children and young people to learn, in the context of an education system which has increasingly focussed on the individual needs of children and young people. There have been significant policy and legislative developments over time which support the broader inclusion and entitlement to learning for all children and young people, and drive towards reaching their individual learning potential.

The report highlights the successful provision made for most learners, and particular groups of children and young people with additional support needs. However, it also recognises that for some children and young people, particularly those from disadvantaged family circumstances, those who are looked after and those whose additional support needs may be 'hidden' for example, young carers, more still needs to be done. In addition, the report highlights that there remains scope for improvement in transition planning for young people with additional support needs. The Education Scotland evidence from practice suggests that the challenge is also to achieve a more consistent approach to the identification and provision for additional support needs.

## **Next steps**

Following this report, the Scottish Government, in consultation with key stakeholders, will consider the actions which are required over a sustained period to support those working with children and young people to sustain the improvement already achieved, and to develop further. This will form the basis of a long-term plan of support for implementation.

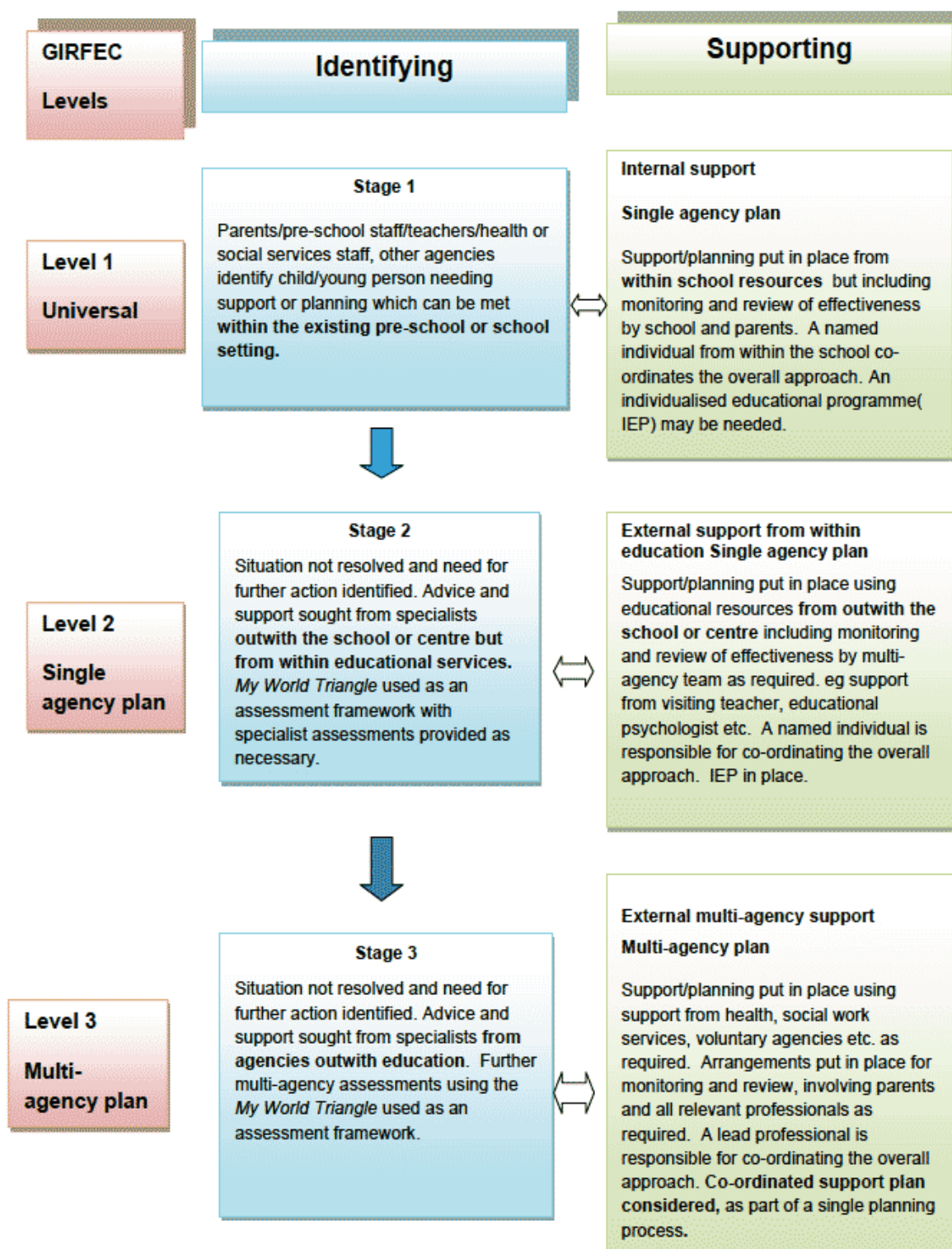
## **Future reports**

The duties on Scottish Ministers provide that a report on actions taken to ensure information is available must be produced for a further four years following this report. The statistical information is to be collected annually from education authorities. No end date for this duty is set in legislation. It is therefore intended that for the next four years a report similar to this one will be produced to meet these duties. Beyond this, the publication of the statistics will satisfy the duties that remain.

The next report to Parliament will be due in 2013. It is hoped that further broader information will be able to be provided which goes beyond that provided by education authorities and more accurately reflects those who provide services under the Act. It is intended that future reports may be themed to consider particular aspects of provision.

### Example of Staged Intervention Model

This model of staged intervention sets out three levels of staged intervention and the links with the GIRFEC approach and planning tools. As with all staged intervention processes movement between stages is usually following exhaustion of the provisions at the level below. In some cases acceleration through the stages will be required to meet the individual needs of the child or young person. This process enables those taking decisions about support to ensure that the support proposed is appropriate.



## Children and young people with additional support needs - attendance, exclusion, qualifications and positive destinations statistical information

### Percentage attendance of pupils with Additional Support Needs <sup>(1)</sup> by sector, 2010/11

	Percentage Attendance			
	Primary	Secondary	Special	Total
Children with ASN	93.2	87.8	90.2	90.7
Children with no ASN	95.0	91.5	#	93.4

(1) Pupils that were not matched to the Pupil Census have not been included.

# not applicable

### Cases of exclusion amongst pupils with additional support needs, by provision type, 2010/11

	Number of exclusions	Number of temporary exclusions	Number of removals from register	Number of pupils at census(1)	Rate per 1,000 pupils
<b>Primary</b>					
With ASN	1,636	1,633	3	34,165	48
all time in mainstream class	1,524	1,521	3	32,144	47
some time in special class	72	72	-	1,531	47
all time in special class	40	40	-	490	82
Without ASN	2,528	2,522	6	330,699	8
Data not available	27	27	.	##	##
<b>Secondary</b>					
With ASN	5,854	5,845	9	28,618	205
all time in mainstream class	5,555	5,547	8	26,876	207
some time in special class	239	238	1	1,216	197
all time in special class	60	60	-	526	114
Without ASN	15,739	15,698	41	271,808	58
Data not available	95	95	.	##	##
<b>Special</b>	916	915	1	6,537	140
Data not available	49	49	-	##	##

(1) Pupil numbers as at September 2010.

# not applicable

**Total qualifications attained by leavers with additional support needs, ASN, 2009/10**

	Total leavers (=100%)	1+ @ SCQF Level 2 or better	5+ @ SCQF Level 3 or better	5+ @ SCQF Level 4 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	54,641	97.1	90.9	79.7	53.1	49.8	35.8	24.2	16.1	1.9
No Additional Support need	50,851	98.1	93.5	83.3	56.2	52.6	38.0	25.8	17.1	2.1
Any Additional Support need	3,790	83.7	56.0	31.3	11.3	11.7	5.8	3.2	2.4	0.3
of which:										
Hearing impairment	66	90.9	69.7	50.0	13.6	19.7	9.1	*	*	*
Visual impairment	91	75.8	54.9	39.6	15.4	16.5	5.5	*	*	0.0
Physical or motor impairment	176	75.6	54.0	35.8	14.2	13.6	8.0	5.7	*	*
Language or speech disorder	158	74.7	45.6	19.6	4.4	*	*	*	0.0	0.0
Autistic spectrum disorder	288	78.5	58.0	42.7	19.1	19.8	9.0	5.6	4.2	0.0
Social emotional and behavioural difficulty	1,008	81.6	39.2	11.9	1.9	1.7	0.7	*	*	0.0
Specific learning disabilities	720	94.7	78.8	47.1	14.4	14.0	6.5	3.3	*	*
Learning disability	789	70.1	31.6	10.5	1.6	2.0	1.0	*	*	0.0
Moderate learning difficulty	434	87.6	52.1	17.5	3.0	3.2	*	*	*	0.0
Physical health problem	213	85.9	64.8	44.1	20.7	22.1	11.7	7.5	4.7	*
Looked after	143	74.8	42.0	18.9	*	3.5	*	*	*	0.0
English as an additional language	218	92.2	82.1	63.3	32.6	38.1	18.3	10.6	6.9	*
Other	464	83.0	56.3	36.0	16.2	15.7	9.7	4.5	3.0	0.0
Unknown	95	71.6	26.3	10.5	*	*	0.0	0.0	*	0.0

\* Information based on number of less than 5 have been suppressed for quality and disclosure reasons

1. Leavers from publicly-funded secondary and special schools. 20 leavers from grant-aided specials could not be matched to census or attainment data and were left out of the analysis.

2. Individuals may have more than one additional support need - numbers will not add up to the total.

3. Leavers from special schools and leavers from secondary schools with a Record of Needs, Individualised Education Programme or Coordinated support programme, are assumed to have Additional Support Needs. If none are specified, they are treated as having "Other or unknown" support needs.



4. Other also includes more able pupil, interrupted learning and mental health problem. Previously this included English as an additional language, looked after and physical health problems

**Scottish Credit and Qualifications Framework (SCQF) levels:**

**Level 7** - Advanced Higher at A-C

**Level 6** - Higher at A-C

**Level 5** - Intermediate 2 at A-C; Standard Grade at 1-2

**Level 4** - Intermediate 1 at A-C; Standard Grade at 3-4

**Level 3** - Access 3 cluster; Standard Grade at 5-6

**Level 2** - Access 2 cluster

Children and young people with additional support needs, including complex additional support needs may often be pursuing learning outcomes which are not included above or are accredited elsewhere. For example children and young people may be following an [ASDAN](#) programme or qualifications, or from other providers such as the Princes Trust, and the John Muir Foundation

Percentage of school leavers from publicly funded secondary schools in Scotland by destination category and Additional Support Needs, 2010/11

Reason for support	Number of Leavers	Positive Destinations	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreement	Unemployed and Seeking Employment or Training	Unemployed and Not Seeking Employment or Training	Destination Unknown
No Additional Support need	49,025	89.7	38.2	25.8	5.1	19.7	0.5	0.4	9.0	1.1	0.3
Any Additional Support need	5,048	81.4	12.9	40.0	10.4	15.6	0.7	1.8	15.4	2.8	0.4
<i>of which:</i>											
Hearing impairment	92	89.1	17.4	42.4	*	19.6	0.0	0.0	9.8	*	0.0
Visual impairment	91	86.8	33.0	36.3	6.6	9.9	0.0	*	7.7	*	0.0
Physical or motor impairment	191	82.2	18.3	50.8	3.7	5.2	*	*	7.9	8.9	*
Language or speech disorder	155	77.4	4.5	57.4	3.9	9.7	*	*	14.2	7.1	*
Autistic spectrum disorder	369	84.3	17.6	55.3	3.5	4.1	*	1.6	8.9	6.2	*
Social emotional and behavioural difficulty	1,306	67.2	2.2	35.1	16.2	13.6	*	3.4	24.3	4.4	*
Specific learning disabilities	1,400	86.7	13.0	39.2	9.5	23.4	*	0.9	11.7	1.3	*
Learning disability	571	78.6	3.3	49.6	9.5	13.5	*	1.9	15.1	6.0	*
Moderate learning difficulty	548	75.7	4.7	45.1	11.3	12.2	*	1.8	21.2	2.7	*
Other	1,507	80.2	19.0	37.8	9.2	11.8	*	2.1	15.4	3.9	*
Unknown	84	84.5	20.2	35.7	*	16.7	0.0	0.0	10.7	*	0.0

1. Percentages may not total 100 per cent due to rounding

2. Leavers are identified as having ASN if they have an IEP (Individualised Education Programme), a CSP (Co-ordinated Support Programme) are assessed or declared disabled or they had other needs.

3. \* Figures based on less than 5 have been suppressed for quality reasons



**The Scottish  
Government**

© Crown copyright 2012

ISBN: 978-1-78045-666-9 (web only)

APS Group Scotland  
DPPAS12625 (02/12)

**w w w . s c o t l a n d . g o v . u k**