

Supporting Children's Learning

Implementation of the Education (Additional Support for Learning) (Scotland) Act

March 2016

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Ministerial Foreword

2015 has been an important year for the implementation of the Education (Additional Support for Learning) Scotland Act. The 14th of November 2015 was the 10th anniversary of the commencement of the 2004 Act and the 5th anniversary of the 2009 Act. This report is also the fifth, and final, statutory report to Parliament on the implementation of the Act.

It is right and proper that in this report like the others, we fulfil our responsibilities to report to Parliament on implementation of the Act, and consider particular aspects of implementation. The focus of this year's report is mental health. Alongside this, this report also looks back across the five years of reporting and considers what has changed.

We have information and evidence which spans across those five years in the form of statistical information, and qualitative information from a range of sources. Year on year, and across the five reports this information has been steadily improving, we have been able to consider patterns in relation to attendance and absence from school, exclusion and qualifications and leaver destination data. Patterns of attendance, qualifications and leaver destinations are improving. However, children with additional support needs continue to have increasing levels of exclusion.

This year has also seen a number of very particular developments which are important to the implementation of the Act and our ambitions for all children and young people to meet their full potential. The raising attainment challenge and national improvement framework will undoubtedly benefit children and young people with additional support needs. We have recently published the OECD review of Scottish Education which has concluded that 'Scottish schools are highly inclusive.'



One of the most extensive and exciting developments are the provisions in the Education Bill, which has been considered by the Scottish Parliament, which intend to extend rights under the Act to children with additional support needs. We are committed to enabling children and young people to have their voice heard as part of the decisions that affect them. I was particularly pleased that in this special year we have established a network of Inclusion

Ambassadors across Scotland and that these young people are able to provide a voice on issues that affect them. This was perfectly demonstrated by Mark

Stewart and Derrick Hughes representing Scotland in Europe. They should be very proud of themselves and their contribution.

Finally, I would like to thank all of those who contribute to the implementation of Additional Support for Learning for their work in improving the lives of children and young people in Scotland.

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

Introduction

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

This is the final year of statutory reporting under the Act and consequently Scottish Ministers have taken the opportunity to reflect within this report on the last five years, as well as focussing on a specific theme. This year, the report will also consider implementation of the Act in relation to mental health in schools.

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

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

- ◆ the number of children and young persons for whose school education the authority are responsible having additional support needs
- ◆ the principal factors giving rise to the additional support needs of those children and young persons
- ◆ the types of support provided to those children and young persons
- ◆ the cost of providing that support
- ◆ Scottish Ministers must publish the information collected each year. (Section 27A)

In addition to the information required by the Act, Scottish Ministers will provide further information and evidence from a number of sources to ensure that the data presented in this report is 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, Let's Talk ASN, Education Scotland and the Advisory Group for Additional Support for Learning (AGASL).

This report is designed to that it can be read in part or in its entirety. As a result some information appears in more than one place.

Background

The Act places duties on education authorities and other agencies to provide additional support to children and young people who have additional support needs which are 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.

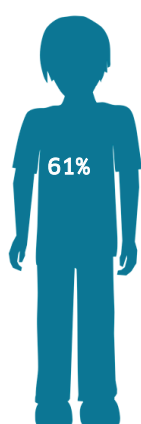
Education authorities duties include- to identify, plan and make provision for the support to be provided and review that support to ensure it is appropriate. For some pupils, a co-ordinated support plan may be required. This is a statutory plan which co-ordinates and records the support to be provided. This plan has specific rights attached to it.

Who has additional support needs?

In 2015¹ there were 679,840 pupils in Scotland's local authority primary, secondary and special schools and grant-aided schools. Of those, 153,190 were identified as having an additional support need, around 22.5% of all pupils. This represents a 1.7% increase on last year's figure.

Of those pupils identified as having an additional support need 37,168 (24%) have an Individualised Educational Programme (IEP) a percentage point decrease of 3 on last year. 20,235 (13%) have a child's plan, provided through the Getting It Right for Every Child approach, a percentage point increase of 2% on last year. 2716 (1.8%) were identified as having a co-ordinated support plan (CSP).a

percentage point decrease of 0.4 on last year.



61 % were boys, and 146,240 (95 %) are learning in mainstream schools. Pupils with additional support needs represent 21.7 % of mainstream school pupils.

95%

of pupils with additional support needs learn in mainstream school

¹ [The Summary Statistics for Schools in Scotland, No 6: 2015 Edition](#)

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. The process of assessment and review identifies the actions required to maximise development and learning and is a dynamic process with the child or young person at the centre.



Identification will usually include discussion with parents and professionals involved with the child or young person, for example, class teacher, support for learning staff, speech and language therapist, social worker, foster or kinship 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.

Mental Health

There are many different definitions of the term mental health. More often than not it is used to denote mental illness and related issues of treatment. In this report it is used as an umbrella term to cover both illness and wellbeing. Mental wellbeing is an area often overlooked and misunderstood. However, there is growing international recognition of the benefits of addressing mental wellbeing in a comprehensive approach to positive mental health.²

The Mental Health (Care and Treatment) (Scotland) Act 2003 relies on the term mental disorder and provides the following legal definition. Section 328³ of the Act provides that "mental disorder" means any mental illness; personality disorder; or learning disability, however caused or manifested. Section 328(2) of the Act specifically states that a person is not mentally disordered by reason only of any of the following:-

- sexual orientation;
- sexual deviancy;
- trans-sexualism;
- transvestism;
- dependence on, or use of, alcohol or drugs;
- behaviour that causes, or is likely to cause, harassment, alarm or distress to any other person; or
- by acting as no prudent person would act.

² <http://www.healthscotland.com/mental-health-background.aspx>

³ <http://www.legislation.gov.uk/asp/2003/13/section/328>

Mental illness

A diagnosable illness such as depression, anxiety and schizophrenia which significantly interferes with an individual's cognitive, emotional or social abilities.⁴

Mental wellbeing

There are many different definitions of mental wellbeing but they generally include areas such as life satisfaction, optimism, self-esteem, mastery and feeling in control, having a purpose in life, or a sense of belonging and support.⁵

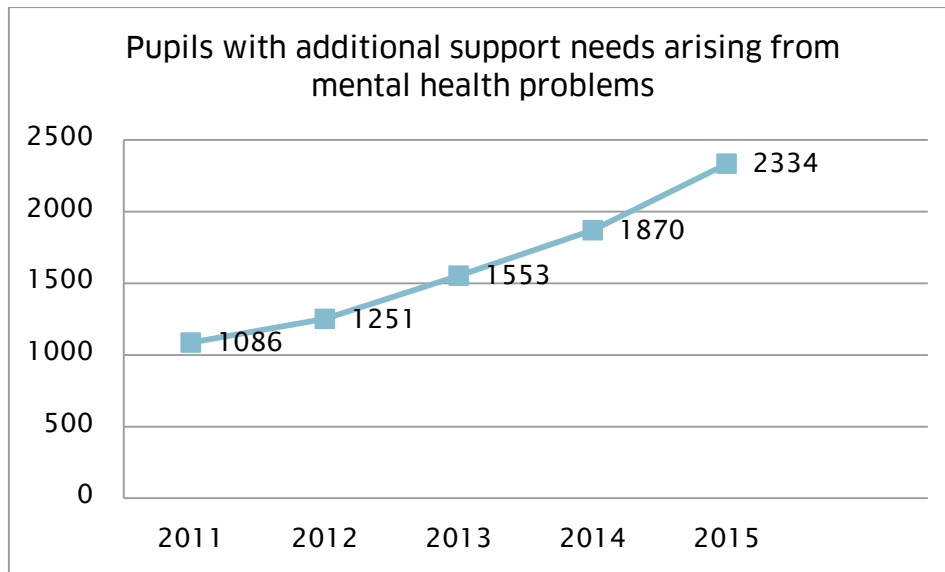
In Scotland's schools, mental health is considered as part of a broad spectrum under health and wellbeing, for example as part of the implementation of Health and Wellbeing as one of the responsibilities of all under Curriculum for Excellence. Further approaches to improved relationships and behaviour such as nurture groups, restorative approaches and cool in school also support improved wellbeing. Further, a child or young person may receive support with their learning as a result of an additional support need arising from mental health problems.

There are a number of terms used in different contexts to describe mental health difficulties or problems. In the statistics which form part of this document the term 'mental health problem' is used,

There is anecdotal evidence that schools and their staff are experiencing more pupils affected by mental health problems. In 2015 there were 2334 pupils recorded as receiving additional support for their learning as a result of a mental health problem. This represents 1.52% of pupils with additional support needs. Looking back over the past 5 years of figures in the pupil census it would appear that there has been a steady rise in the number of pupils whose additional support needs arise as result of a mental health problem, but that the number of pupils recorded as having a mental health problem remains at a low level.

⁴ <http://www.healthscotland.com/mental-health-background.aspx>

⁵ <http://www.healthscotland.com/mental-health-background.aspx>



This is also supported by the recent report *Mental health and wellbeing among adolescents in Scotland: profile and trends*⁶ and *The Health Behaviour in School-aged Children: World Health Organization Collaborative Cross-National Study (HBSC): findings from the 2014 HBSC survey in Scotland*⁷.

⁶ <http://www.gov.scot/Resource/0048/00488358.pdf>

⁷ http://www.cahru.org/content/03-publications/04-reports/hbsc_nr14_interactive_final.pdf

Context and Developments

There have been a number of developments in the Scottish learning landscape throughout the last year, including a range of commitments and actions to support improved attainment, and work to develop and implement legislation. A short summary of these developments is provided below.

European Agency

Education Scotland provides the Representative Board member for Scotland for the European Agency in Special Needs and Inclusive Education (EASNIE). Scotland is an active and participative member of EASNIE. The Agency coordinates the work of over 30 European countries focusing on inclusive education and engages in project work in areas such as organising provision, raising achievement of all learners in inclusive education. The National coordinator Sally Cavers from Enquire presented on Inclusive Education in Scotland to an international audience at Riga. Stuart Aitken from CALL Scotland contributes to the Agency's ICT4All project.



Scotland was successful in being one of three sites across Europe to welcome groups of expert project participants from schools and universities from 20 European countries to Calderglen Learning Community, South Lanarkshire to promote inclusive education internationally. Scotland is taking a key role in an international Country Review Activity project as well as participating in Inclusive Pre-Primary Education through colleagues in Education Scotland and a practitioner in Fife.

Inclusion Ambassadors

A significant development in 2015 has been the establishment by Education Scotland of Inclusion Ambassadors in local authorities across Scotland. These young people will represent their authority in a range of events and discussions on inclusion. The first meeting of the Ambassadors took place on December 8 2015. In October, two of the Ambassadors, represented Scotland and gave evidence at



the European Agency for Special Needs Inclusive Education Luxembourg Hearing.

Raising attainment

The Scottish education system works well for almost all children and young people who make good progress in their learning. However, there is still a gap between the progress which is made between those living in Scotland's least and most deprived areas. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better off homes. This is often referred to as the 'attainment gap'. This gap is unacceptable.

Tackling the attainment gap requires challenging everyone involved in Scottish education to relentlessly focus efforts on reducing the impacts of deprivation on educational outcomes. The First Minister launched the [Scottish Attainment Challenge](#), backed by the £100m [Attainment Scotland Fund](#), in February 2015 in order to bring a greater sense of urgency and priority to this issue. The Challenge will focus and accelerate targeted improvements in literacy, numeracy and health and wellbeing and build on the range of initiatives and programmes already in place to raise attainment and reduce inequity for children across Scotland.

National Improvement Framework

The [National Improvement Framework](#) for Scottish Education was launched on 6 January 2016, outlining our vision and priorities for our children's progress in learning. The Framework will be key in driving our work to continually improve Scottish education and close the attainment gap, delivering both excellence and equity. In developing the Framework, we are building on a strong track record of improvements and reforms which have been driven forward across education and children's services in Scotland over the last decade or more. The Framework has been developed to support high-quality learning and teaching, the core principle of Curriculum for Excellence. Over time, the Framework will provide a level of robust, consistent and transparent data, to extend our understanding of what works to drive improvements across all parts of the education system.

OECD Review

The report of the independent review of Scottish education by OECD published in December 2015 identifies many positive features about our education system, and makes important recommendations for the future. The Report's recommendations and findings have been reflected in the National Improvement Framework for Scottish education.

The report comments that. 'Scottish schools are inclusive. On international comparisons showing how far students of different socio-economic backgrounds

attend the same school, Scottish schools are highly inclusive. Scotland belongs to a small group of inclusive countries with Finland, Norway and Sweden. Scottish immigrant students achieve at higher levels than their non-immigrant peers, and Scotland enjoys one of the smallest proportions of low performers among its immigrant students.⁸

Education Bill

In 2015, the Scottish Government introduced the [Education \(Scotland\) Bill](#) to the Scottish Parliament. The Bill was [passed](#) by Parliament on 2 February 2016. The Bill is a multi-purpose Bill with a mix of measures covering education in Scotland and sends a strong signal, nationally as well as locally, of the value we place on ensuring that all our children and young people receive the best education they can and achieve their full potential. The Bill has a clear focus on narrowing the attainment gap, as well as important provisions on Gaelic education.

The Bill also contains provisions which change the Education (Additional Support for Learning) (Scotland) Act 2004. These changes are to enable children to use the rights available under the Act themselves, if they are 12 years of age and have the capacity to do so. This is the most significant extension of rights to children across Europe and goes well beyond the suggested extension, by the 2008 Concluding Observations (recommendations) from the UN Committee on the Rights of the Child, of rights for children with special educational needs to the Tribunals process. Consultation on Children and Young People Act statutory guidance for part 4, 5 and 18 (section 96)

2015 also saw important developments in the work towards implementation of the Children and Young People Act 2014. Following a range of consultation and co-production of guidance with stakeholders, [The Revised Draft Statutory Guidance for Parts 4, 5 and 18](#) was published in December 2015 ahead of the commencement of these provisions in the Act in August 2016.

Developing the Young Workforce : Scotland's Youth Employment Strategy

The [Youth Employment Strategy](#), published in December 2014 sets out the plans to implement the recommendations from the Commission for Developing Scotland's Young Workforce to reduce youth unemployment by 40%. The [first annual progress report](#) on the implementation of the recommendations, published in December 2015, includes a chapter on Equality and developing the talents of all young people.

Doran Review Implementation

⁸ <http://www.oecd.org/education/school/Improving-Schools-in-Scotland-An-OECD-Perspective.pdf> p 16

The work to implement the [Doran Review](#) recommendations has continued throughout this year, with the focus continuing to remain, for the time being, on the recommendations on Commissioning of services. During this year the Commissioning Group has been established and they have been focussed on developing a 10 year strategy. This will be published for consultation shortly. During this year information for parents on the review was also published. The [Route map](#) provides information for parents and carers about the establishment of the review and its progress in implementation.

Children too ill to Attend School Guidance

In June 2015 refreshed [guidance on children who are unable to attend school due to ill health](#) was published. The guidance updates earlier guidance and sets the duties to provide education elsewhere than at a school in the context of Getting it Right for Every Child and Additional Support for Learning requirements.

Review of guidance on Administration of Medicines in Schools

In December 2015 the review of guidance on the Administration of medicine in schools has been re-established. The guidance will consider the provision of healthcare in schools and will provide guidance to education authorities and health boards in supporting pupils who require medication and healthcare support whilst they attend school. It is intended that refreshed guidance will be available in the summer of 2016.

Education Committee Inquiry on 'Attainment of school pupils with a sensory impairment'

In 2015, the Committee held a short inquiry to consider how the attainment levels of school pupils with a hearing and/or a visual impairment can be improved. The Committee [reported](#) on its Inquiry in September 2015. The Scottish Government provided its [response](#) to the Inquiry in December 2015. The Scottish Government has established a short life working group to take forward work to establish the numbers and qualifications of teachers working with pupils with a sensory impairment. The work committed to by the Scottish Government will be undertaken in partnership with key stakeholders.

Education Scotland Making Sense Review: Education for Children and Young People with Dyslexia in Scotland - Recommendations Progress Update.

The 2014 [Making Sense Review](#) highlighted areas of good practice and recommended areas for improvement. The Scottish Government provided its [response](#) and is working with stakeholders to support the implementation of the 5 recommendations through the establishment of the [Making Sense Working Group](#). All 5 work streams are progressing, a Development Officer for dyslexia and

inclusive practice, jointly funded by Scottish Government and Education Scotland is in post. [Guidance](#) and [CLPL resources](#) for ITE, school and authority staff are available online to support deeper learning and understanding of dyslexia, literacy, inclusive practices and to improve the outcomes for learners with dyslexia. Free learning modules linking with [GTC Scotland Professional Update](#), accreditation and also a self-evaluation framework to support inclusive practice - often referred to dyslexia friendly schools are in early stages of development.

Workforce Planning for Educational Psychologists

Through the National Scottish Steering Group for Educational Psychologists, the Scottish Government has been working to ensure a sustainable supply of educational psychologists to meet potential future needs. This has involved working with the profession on an annual survey to gather data on staffing levels and patterns, and to work with them to realise the value that educational psychology profession can add to national and local priorities.

Scottish Traveller Education Review Group - Guidance

In 2015 the Scottish Government re-established the Scottish Traveller Education Review Group to develop guidance for local authorities and schools around how they can support Traveller children and their families to engage in formal education. It is intended that the guidance will be available in Autumn 2016.

Additional Support for Learning in Scotland

Introduction

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

Sources of information

The information on additional support needs, types of support and principal factors are gathered through the pupil census, a national statistics collection on Scottish school pupils. The census is a 'snapshot' of Scottish school pupils collected from schools management information systems in a single day in September 2015. Therefore the information must be treated as indicative of the position at that particular time. Financial information is collected as part of the local government finance statistics. This covers the period April 2014 to March 2015. In addition, supplementary information including attendance, exclusion, positive destinations and qualifications data has been included.

Comparability and Reliability

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

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

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

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

Overview

In 2015⁹ there were 679,840 pupils in Scotland's local authority primary, secondary and special schools and grant-aided schools. Of those, 153,190 were identified as having an additional support need, around 22.5% of all pupils. This represents a 1.7% increase on last year's figure.

Of those pupils identified as having an additional support need 37,168 (24%) have an Individualised Educational Programme (IEP) a percentage point decrease of 3 on last year. 20,235 (13%) have a child's plan, provided through the Getting It Right for Every Child approach, a percentage point increase of 2% on last year. 2716 (1.8%) were identified as having a co-ordinated support plan (CSP).a percentage point decrease of 0.4 on last year.

115,449 pupils were receiving support through planning and provision which is not made through an IEP, CSP or Child's Plan. Naturally, some children and young people may have more than one of these plans, this accounts for the total number of pupils recorded as having plans being greater than the number of children recorded as having additional support needs.

The statistics also indicate that 146,240 (95 %) of pupils with additional support needs are learning in mainstream schools. Pupils with additional support needs represent 21.7 % of mainstream school pupils.

61% of pupils with additional support needs are boys. 15,722 pupils were recorded as assessed or declared disabled. This equates to 10.3% of pupils recorded as having an additional support need.

The tables on the following pages provide further detailed breakdowns of this information.

⁹ [The Summary Statistics for Schools in Scotland, No 6: 2015 Edition](#)

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

	with Additional Support Needs	with CSP	with IEP	with Other Support Needs	Child Plans	Assessed or Declared Disabled
Aberdeen City	3,533	58	1,692	1,915	294	399
Aberdeenshire	12,554	72	1,578	11,443	343	842
Angus	1,585	54	1,007	636	35	160
Argyll & Bute	2,026	100	713	1,093	389	499
Clackmannanshire	1,682	24	432	894	577	106
Dumfries & Galloway	4,967	197	1,147	3,989	289	651
Dundee City	3,018	20	643	1,811	802	835
East Ayrshire	3,610	19	1,011	2,593	346	244
East Dunbartonshire	3,377	54	653	2,775	*	447
East Lothian	2,925	42	324	2,715	2,045	210
East Renfrewshire	2,920	126	664	1,945	591	179
Edinburgh City	11,263	125	1,634	9,474	1,371	1,272
Eilean Siar	1,105	32	265	865	112	31
Falkirk	3,499	28	526	1,280	2,042	377
Fife	8,343	194	3,202	4,992	628	797
Glasgow City	19,701	242	7,043	15,701	1,961	2,358
Highland	10,344	129	1,352	7,092	3,951	1,202
Inverclyde	2,573	51	597	2,107	32	289
Midlothian	2,735	48	640	2,220	366	327
Moray	3,197	52	816	2,685	158	198
North Ayrshire	4,903	28	917	3,971	308	336
North Lanarkshire	3,928	351	2,592	1,255	207	633
Orkney Islands	702	10	175	560	27	34
Perth & Kinross	5,843	69	1,321	5,086	*	233
Renfrewshire	3,343	213	1,229	2,178	443	260
Scottish Borders	4,136	98	567	3,787	233	209
Shetland Islands	753	26	241	543	119	51
South Ayrshire	1,635	21	908	491	534	974
South Lanarkshire	9,126	56	816	8,407	273	691
Stirling	3,097	27	435	2,084	1,014	175
West Dunbartonshire	4,383	18	412	3,822	335	322
West Lothian	6,069	66	1,410	5,040	370	381
All local authorities	152,875	2,650	36,962	115,449	20,209	15,722
Grant aided	315	66	206	78	26	177
Scotland	153,190	2,716	37,168	115,527	20,235	15,899

The principal factors giving rise to additional support needs*

	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	3,533	454	223	450	578	117	71	*	201
Aberdeenshire	12,547	1,093	1,347	1,623	3,643	271	140	5	731
Angus	1,584	190	99	159	244	43	41	0	122
Argyll & Bute	2,026	158	341	336	293	78	47	*	159
Clackmannanshire	1,682	220	148	320	78	28	29	0	115
Dumfries & Galloway	4,965	330	253	830	2,046	173	85	*	195
Dundee City	3,016	277	156	233	442	89	88	0	192
East Ayrshire	3,608	363	371	383	836	109	69	*	133
East Dunbartonshire	3,374	202	507	929	64	92	48	0	131
East Lothian	2,924	313	394	259	709	62	44	*	187
East Renfrewshire	2,920	265	899	353	142	137	86	0	166
Edinburgh City	11,261	1,156	1,003	949	476	202	178	8	652
Eilean Siar	1,105	33	116	295	171	28	21	0	41
Falkirk	3,499	574	330	348	619	140	100	*	196
Fife	8,338	633	1,703	872	914	171	190	*	430
Glasgow City	19,695	2,052	1,066	1,024	1,762	429	288	6	652
Highland	10,343	646	1,258	1,808	1,156	170	146	*	374
Inverclyde	2,572	502	561	192	211	61	66	*	109
Midlothian	2,735	251	378	293	332	75	39	0	147
Moray	3,197	264	384	503	652	79	32	*	180
North Ayrshire	4,898	448	652	675	1,181	104	72	0	130
North Lanarkshire	3,928	994	206	210	566	147	115	*	240
Orkney Islands	699	47	129	126	73	19	12	0	24
Perth & Kinross	5,839	345	911	811	750	102	102	0	456
Renfrewshire	3,336	473	350	292	261	119	94	0	222
Scottish Borders	4,134	283	286	705	863	49	53	0	149
Shetland Islands	751	19	106	102	115	13	10	0	71
South Ayrshire	1,624	317	383	163	319	129	53	*	160
South Lanarkshire	9,114	1,146	991	866	1,796	265	169	*	379
Stirling	3,097	263	439	460	106	70	66	*	141
West Dunbartonshire	4,379	168	337	273	842	46	39	0	86
West Lothian	6,066	692	675	690	965	160	92	*	270
All local authorities	152,789	15,171	17,002	17,532	23,205	3,777	2,685	47	7,441
Grant aided	315	153	32	20	23	62	53	0	86
Scotland	153,104	15,324	17,034	17,552	23,228	3,839	2,738	47	7,527

The principal factors giving rise to additional support needs* (cont)

	Language or speech disorder	Autistic spectrum disorder	Social , emotional and behavioural difficulty	Physical health problem	Mental health problem	Interrupted learning	English as an additional language	Looked after	More able pupil
Aberdeen City	340	356	714	242	61	108	858	110	39
Aberdeenshire	1,391	733	3,355	856	314	287	1,666	363	316
Angus	219	188	447	77	*	29	124	160	25
Argyll & Bute	227	171	435	148	16	18	99	91	11
Clackmannanshire	256	72	472	75	18	22	116	140	21
Dumfries & Galloway	420	328	781	205	32	49	245	263	37
Dundee City	290	412	823	216	112	62	312	241	37
East Ayrshire	458	132	755	219	35	76	138	395	61
East Dunbartonshire	141	354	439	175	18	40	339	116	62
East Lothian	313	161	689	157	52	40	181	117	37
East Renfrewshire	259	302	398	134	16	16	343	75	32
Edinburgh City	1,020	747	1,486	554	115	236	4,059	348	426
Eilean Siar	159	39	222	82	*	15	52	17	113
Falkirk	436	307	756	332	61	49	240	257	56
Fife	551	564	1,804	489	62	60	844	616	135
Glasgow City	1,352	1,583	3,223	1,192	162	221	6,695	1,272	491
Highland	913	835	2,666	668	205	234	1,415	166	137
Inverclyde	179	285	546	141	30	47	55	115	107
Midlothian	355	219	801	211	73	89	231	169	21
Moray	366	187	708	153	70	60	373	87	61
North Ayrshire	332	216	833	224	36	68	91	353	96
North Lanarkshire	530	601	716	239	23	27	272	224	37
Orkney Islands	152	66	165	50	17	10	10	16	18
Perth & Kinross	785	366	1,706	355	290	215	813	168	89
Renfrewshire	318	212	594	220	35	40	286	204	66
Scottish Borders	319	123	751	151	59	31	383	128	47
Shetland Islands	123	36	161	46	34	7	38	21	23
South Ayrshire	235	225	657	182	49	52	28	240	5
South Lanarkshire	823	1,017	1,694	528	103	216	461	388	111
Stirling	375	171	724	163	26	66	281	190	42
West Dunbartonshire	178	200	906	149	30	22	198	99	232
West Lothian	741	453	1,177	360	164	120	749	313	129
All local authorities	14,556	11,661	31,604	8,993	2,334	2,632	21,995	7,462	3,120
Grant aided	148	61	80	66	*	37	*	68	*
Scotland	14,704	11,722	31,684	9,059	2,334	2,669	21,995	7,530	3,120

The principal factors giving rise to additional support needs* (cont)

	Communication Support Needs	Young Carer	Bereavement	Substance Misuse	Family Issues	Risk of Exclusion	Other	Not known/Not disclosed
Aberdeen City	156	13	24	*	142	10	120	0
Aberdeenshire	272	141	141	13	898	95	438	16
Angus	38	21	*	*	41	5	80	*
Argyll & Bute	53	25	*	0	54	5	206	0
Clackmannanshire	40	25	11	*	130	10	118	*
Dumfries & Galloway	150	184	8	*	163	*	190	*
Dundee City	101	23	24	12	149	39	146	*
East Ayrshire	35	10	26	*	88	14	424	*
East Dunbartonshire	98	21	31	*	184	8	412	8
East Lothian	65	10	12	*	192	18	298	*
East Renfrewshire	84	*	20	*	53	0	209	*
Edinburgh City	289	90	47	5	395	32	1,402	*
Eilean Siar	28	5	14	0	35	0	87	0
Falkirk	289	116	21	*	272	45	301	0
Fife	130	103	30	*	213	15	407	5
Glasgow City	974	128	347	52	2,116	231	1,672	16
Highland	312	113	87	8	827	53	845	*
Inverclyde	85	10	12	0	94	0	343	*
Midlothian	62	33	33	7	272	39	248	0
Moray	118	37	28	13	243	28	548	0
North Ayrshire	98	78	23	0	227	12	740	6
North Lanarkshire	95	8	9	*	89	6	213	*
Orkney Islands	13	9	19	0	53	*	13	*
Perth & Kinross	121	185	74	21	532	57	488	10
Renfrewshire	93	21	24	*	288	23	264	12
Scottish Borders	55	42	36	0	236	13	829	*
Shetland Islands	15	*	*	*	62	*	121	*
South Ayrshire	81	*	0	*	83	9	151	35
South Lanarkshire	547	29	79	22	787	60	907	19
Stirling	120	85	18	*	148	7	419	0
West Dunbartonshire	59	13	16	*	108	5	844	7
West Lothian	113	68	77	32	523	77	602	8
All local authorities	4,789	1,653	1,302	221	9,697	925	14,085	177
Grant aided	105	0	*	0	*	0	70	0
Scotland	4,894	1,653	1,302	221	9,697	925	14,155	177

* pupils may be recorded as having more than one additional support need

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

	Pupils for whom nature of support is reported	Education: Additional Specialist teaching support	Education: Additional Specialist non-teaching support	Social Work services	Health services	Voluntary	Other
Aberdeen City	3,517	2,201	1,394	326	641	56	512
Aberdeenshire	12,554	8,939	9,604	1,306	2,911	124	989
Angus	1,585	937	735	259	417	46	167
Argyll & Bute	2,020	825	1,421	212	449	25	218
Clackmannanshire	1,671	1,007	720	262	450	27	190
Dumfries & Galloway	4,898	3,362	2,552	473	954	48	515
Dundee City	2,572	1,512	1,186	258	653	103	241
East Ayrshire	3,608	2,558	1,658	606	674	12	114
East Dunbartonshire	3,376	1,058	848	309	601	10	2,522
East Lothian	2,925	1,814	1,082	338	739	82	339
East Renfrewshire	2,818	1,553	1,428	239	364	14	372
Edinburgh City	10,875	8,058	4,368	881	2,205	262	845
Eilean Siar	1,092	512	624	48	144	*	254
Falkirk	3,499	2,353	2,395	537	934	84	367
Fife	8,299	4,067	3,254	720	1,065	58	1,752
Glasgow City	19,701	8,962	4,343	2,585	2,877	291	6,637
Highland	9,737	5,063	6,097	1,216	2,099	145	1,608
Inverclyde	2,547	1,198	1,522	310	389	39	487
Midlothian	2,381	1,306	1,217	448	790	76	290
Moray	2,971	1,919	1,561	358	704	49	612
North Ayrshire	4,903	2,821	2,191	584	728	43	1,180
North Lanarkshire	3,928	2,428	1,707	501	872	33	550
Orkney Islands	702	351	397	60	212	*	141
Perth & Kinross	5,604	3,322	3,568	497	1,635	331	645
Renfrewshire	3,343	1,402	1,153	604	788	47	1,195
Scottish Borders	4,131	2,487	2,448	367	984	103	504
Shetland Islands	743	531	429	89	257	28	63
South Ayrshire	1,461	892	851	429	563	50	231
South Lanarkshire	9,046	5,166	5,518	1,162	2,257	135	1,456
Stirling	3,049	1,799	1,572	357	715	60	572
West Dunbartonshire	4,376	1,585	1,613	517	640	74	1,952
West Lothian	6,069	3,483	2,237	696	1,218	62	1,156
All local authorities							
	150,001	85,471	71,693	17,554	30,929	2,526	28,676
Grant aided							
Scotland	297	239	211	115	163	42	50

The cost of providing support

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

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

The Local Government Finance Statistics 2015 indicate that education authorities spend just over £4.8bn on education in Scotland. Of that £579m is spent on additional support for learning, this is an increase of £24m on 2014 expenditure. This equates to just over 12% of the overall spend on education in Scotland and increase of 1% on 2014.

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

National statistics on the attendance, exclusion, attainment and leaver destinations of pupils provide an indicative picture across key indicators for children and young people with additional support needs. Attendance and exclusion data is collected and published every second year, the data below is the most recent and was published in December 2015.

In this year's report in addition to reporting the most recent data on these indicators there is also a comparator to the earliest data available with the last 5 year period.

Attendance

The table below indicates that pupils with additional support needs in 2014/15 have very slightly poorer attendance than pupils without additional support needs, a percentage difference of 0.1%. National statistics on attendance are collected every two years, since the last collection in 2012/13 there has been an increase across all of the sectors in attendance for pupils with additional support needs which is greater than that for pupils who do not have additional support needs.

Percentage attendance of pupils with Additional Support Needs ⁽¹⁾ by sector, 2014/15				
	Percentage Attendance			
	Primary	Secondary	Special	Total
Children with ASN	93.8	89.3	90.8	91.8
Children with no ASN	95.4	92.5	#	94.2

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

Since 2010/11 attendance for pupils with additional support needs has continued to improve across the board, with the total percentage improving by 1.1%. There are particular gains in attendance for pupils in secondary schools.

Percentage attendance of pupils with Additional Support Needs (1) by sector				
	Primary	Secondary	Special	Total
2010/11	93.2	87.8	90.2	90.7
2014/15	93.8	89.3	90.8	91.8

Exclusion

The table below indicates that children and young people with additional support needs are significantly more likely to be excluded from school than pupils who do not have additional support needs, this is likely to be linked to the significant proportion of pupils with additional support needs who have social and emotional behavioural difficulties. Those children and young people with a reason for support recorded as 'Risk of Exclusion', 'Substance Misuse' or 'Social emotional behavioural difficulty' are most likely to be excluded from school.

Cases of exclusion and rate per 1,000 by Reason for Support 2014/15			
Reason For Support	Number of exclusions	Number of pupils at census⁽¹⁾	Rate per 1,000 pupils
Total	18,430	676,776	27
With ASN	9,688	140,350	69
Without ASN	8,638	536,426	16
Learning disability	906	15,436	59
Dyslexia	894	15,875	56
Other specific learning difficulty (e.g.numeric)	821	15,318	54
Other moderate learning difficulty	1,286	21,249	61
Visual impairment	83	3,475	24
Hearing impairment	70	2,487	28
Physical or motor impairment	145	7,192	20
Language or speech disorder	329	13,545	24
Autistic spectrum disorder	518	10,755	48
Social emotional and behavioural difficulty	6,266	28,282	222
Physical health problem	272	7,878	35
Mental health problem	279	1,869	149
Interrupted learning	464	2,298	202
English as an additional language	307	19,475	16
Looked after	1,188	7,141	166
More able pupil	29	2,705	11
Communication Support Needs	137	4,090	33
Young Carer	109	1,188	92
Bereavement	105	1,081	97
Substance Misuse	99	228	434
Family Issues	1,238	7,770	159
Risk of Exclusion	909*	904	1006
Not disclosed/declared	19	121	157
Other	684	12,783	54

* this relates to 336 pupils.

Cases of Exclusion for pupils with additional support needs		
2010/11	7,490	Of which 12 are removal from Register. 5,494 (73%) are for pupils who have social and emotional behavioural difficulty
2014/15	9,688	Of which 1 is removal from Register. 6,266 (64%) are for pupils who have social and emotional behavioural difficulty

Attainment and Destinations

Attainment

In previous years the statistics on attainment have been expressed through average tariff scores. In 2015 this has changed to a percentage achieved at certain SCQF levels. This approach continues to allow a comparison with previous years as data is able to be presented in this way.

It should be noted that there are a range of qualifications which pupils with additional support needs gain and achieve which are not collected as part of this information. This includes SCQF Level 1 qualifications and those such as ASDAN, Princes Trust Awards etc. SCQF Levels are explained at http://www.sqa.org.uk/sqa/files_ccc/readyreckoner.html

The table below indicates that pupils with additional support needs attain at all SCQF levels but tend to achieve more than other pupils at the SCQF levels 2 and 3. Pupils with additional support needs achieve well at SCQF level 4, and this reduces through levels 5, 6, and 7. This may indicate that pupils with additional support needs leave school earlier than those without additional support needs. There isn't a stable pattern when compared with pupils without additional support needs at levels 5, 6 and 7 (or better), 66% of pupils with ASN achieving at level 5 or better, 46% of pupils with ASN achieving at level 6 or better, and 34% of pupils with ASN achieving at level 7 or better when compared to pupils without ASN.

Qualifications attained by leavers from secondary and special schools with additional support needs, 2013/14

	Total leavers (=100%)	Percentage					
		1+ @ SCQF Level 2 or better	1+ @ SCQF Level 3 or better	1+ @ SCQF Level 4 or better	1+ @ SCQF Level 5 or better	1+ @ SCQF Level 6 or better	1+ @ SCQF Level 7 or better
Total	50,730	98.0	97.8	95.5	83.4	58.1	18.5

No Additional Support need	40,797	*	*	98.1	89.3	64.8	21.2
Any Additional Support need	9,933	93.6	92.6	84.7	59.5	30.2	7.3

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

The table below shows confirms a pattern of both increased numbers of pupils with additional support needs leaving school with qualifications and with qualifications at a higher level.

Qualifications attained by leavers from secondary and special schools with additional support needs, 2011/12 and 2013/14							
	Total leavers (=100%)	1+ @ SCQF Level 2 or better	1+ @ SCQF Level 3 or better	1+ @ SCQF Level 4 or better	1+ @ SCQF Level 5 or better	1+ @ SCQF Level 6 or better	1+ @ SCQF Level 7 or better
Any Additional Support need 2011/12	7,333	90.9	89.5	79.1	49.5	23.4	5.6
Any Additional Support need 2013/14	9,933	93.6	92.6	84.7	59.5	30.2	7.3

In comparison to the 2011/12 picture of qualifications this is an improving picture across the board. The greatest percentage increase is 10% improvement for pupils with additional support needs at Level 5 or better. The least percentage increase was 1.7% for pupils with additional support needs at level 7 or better.

Destinations

As with the information on attainment, the destinations data will also be affected by the large increase in the number of school leavers recorded as having an additional support need due to the changes in recording practices and the inclusion of the 'Other' support type. Therefore any changes in the percentages in each destination category could simply be the result of the inclusion of a wider range of leavers rather than a real change. The table below provides information on the destinations of leavers with any additional support need over the last 5 years.

Percentage of secondary and special school leavers with any additional support need by initial destination category, 2009/10 – 2013/14

	2009/10		2010/11		2011/12		2012/13		2013/14	
	No ASN	With ASN	No ASN	With ASN	No ASN	With ASN	No ASN	With ASN	No ASN	With ASN
Higher Education	37.4	7.8	38.2	11.1	40.4	15.0	40.3	16.0	43.9	19.0
Further Education	26	45.5	25.8	40.9	24.9	39.5	25.7	39.0	23.5	38.6
Employment	18.9	10.2	19.7	13.9	20.4	14.7	21.0	16.0	22.1	17.1
Training	4.8	11.1	5.1	10.8	4.0	9.2	4.1	9.5	3.2	7.7
Voluntary Work	0.4	0.3	0.5	0.6	0.4	0.7	0.5	0.6	0.4	0.5
Activity Agreement		N/A	1.9	1.9	0.6	3.2	0.8	4.2	0.6	3.3
Unemployed Seeking	10.8	20	9	15.9	7.7	13.6	6.4	10.9	5.3	10.4
Unemployed Not Seeking	1.2	4.5	1	4.3	1.2	3.5	0.9	3.3	0.8	3.0
Unknown	0.6	0.6	0.3	0.4	0.4	0.6	0.3	0.5	0.3	0.3
Total Positive	87.4	74.9	89.7	79.3	90.8	82.3	92.4	85.4	93.7	86.2
Number of leavers	50,882	3759	48,895	5,831	44,055	7,366	43,947	9,314	40,797	9,933

The table above shows that 86.2 per cent of 2013/14 school leavers with an additional support need were in a positive destination (Higher Education, Further Education, Employment, Training, Voluntary Work or Activity Agreements). This represents an 0.8 percentage point increase on 2012/13 and an increase of 3.9 percentage points on 2011/12 and an 11.3 percentage point increase from 74.9 per cent in 2009/10. The percentage of leavers with Additional Support Needs entering Higher Education has also increased substantially, and while the percentage entering Further Education has decreased there is still a substantial number of leavers with Additional Support Needs in Further Education, and an increasing number of pupils leaving school and entering employment. Importantly, there are also reductions in the number of leavers who are unemployed (both those who are seeking and not seeking employment).

Mental Health

As the theme of this report to Parliament is mental health, it is appropriate that the outcomes for children and young people whose additional support needs arise from a reason related to mental health are considered. In these statistics the term mental health problem is used. The data reflects the information recorded in schools on whether or not a pupils has additional support needs arising from a mental health problem.

Attendance

In 2014/15 pupils with a mental health problem achieved attendance levels of 90.5%. This compares with 91.8% attendance for all pupils with additional support needs and 94.2% attendance for pupils who did not have additional support needs.

Exclusion

The table below shows that for pupils with additional support needs arising from a mental health problem are statistically more likely to be excluded than pupils without additional support needs. However the number of exclusions is low representing 2.8% of all exclusions for pupils with additional support needs and 1.5% of all exclusions.

Cases of exclusion and rate per 1,000 by Reason for Support 2014/15			
Reason For Support	Number of exclusions	Number of pupils at census ⁽¹⁾	Rate per 1,000 pupils
Total	18,430	676,776	27
With ASN	9,688	140,350	69
Without ASN	8,638	536,426	16
Mental health problem	279	1,869	149

Attainment of pupils with additional support needs arising from a mental health problem

There were 254 school leavers (2.5% of school leavers with additional support needs) identified as requiring additional support as a result of a mental health problem in 2015. Of those, 5% or less of achieved at SCQF Level 2 or 3 or better, the majority (71.7%) achieved at SCQF Level 4 or better, 50.8% at Level 5 or better and 25.6% and 5.5% at Level 6 or Level 7 or better respectively. Pupils who have an additional support need arising from a mental health problem do less well, in general, than those with additional support needs as a whole. In comparison to 2011/12 figures this is an improving picture for these pupils.

Qualifications attained by leavers from secondary and special schools with additional support needs, 2013/14							
	Total leavers (=100%)	1+ @ SCQF Level 2 or better	1+ @ SCQF Level 3 or better	1+ @ SCQF Level 4 or better	1+ @ SCQF Level 5 or better	1+ @ SCQF Level 6 or better	1+ @ SCQF Level 7 or better
Total	50,730	98.0	97.8	95.5	83.4	58.1	18.5
No Additional Support need	40,797	*	*	98.1	89.3	64.8	21.2
Any Additional Support need	9,933	93.6	92.6	84.7	59.5	30.2	7.3
<i>of which:</i>							
Mental health problem	254	*	*	71.7	50.8	25.6	5.5

Destinations of pupils with additional support needs arising from a mental health problem

	Number of Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreement	Unemployed and Seeking Employment or Training	Unemployed and Not Seeking Employment or Training	Unknown
Total	50,730	39.0	26.5	4.1	21.1	0.4	1.1	6.3	1.2	0.3
No Additional Support need	40,797	43.9	23.5	3.2	22.1	0.4	0.6	5.3	0.8	0.3
Any Additional Support need	9,933	19.0	38.6	7.7	17.1	0.5	3.3	10.4	3.0	0.3
<i>of which:</i>										
Mental health problem	254	15.7	39.4	5.9	12.2	*	*	9.8	10.2	*

Again there are a small number of school leavers who have additional support needs arising from a mental health problem. The pattern for these pupils mirrors that for pupils with additional support needs in that the majority of pupils are reaching a positive destination. However, there are a significantly greater (in percentage terms) number of pupils who are unemployed and not seeking employment than those with additional support needs.

An overview of key strengths and aspects for improvement

Key features of successful approaches to meeting the needs of children and young people with additional support needs arising from mental health difficulties

Education Scotland have considered as part of the preparation of this report, best practice in meeting the needs of children and young people with additional support needs arising from mental health difficulties across a range of local authorities and independent schools in Scotland. This has identified the following key features of good practice. These fall into three broad themes:

- Strategic actions,
- Planning and Partnership
- Peer support and relationships.

Strategic Actions

- Authorities and schools have a clear strategy or policy for supporting children and young people who experience mental health difficulties.
- Systematic, research-based approaches are in place to measure the impact of support, interventions and programmes related to children's and young people's mental health.
- Schools establish a nurturing ethos and culture which ensures that all young people including those with mental health difficulties to feel valued and engage with learning.
- Local authorities and services provide high quality training which builds the capacity of school communities to meet the increasingly diverse mental health needs of children and young people.

Planning and Partnership

- Schools deliver effective planning for vulnerable children through enhanced support during key transition periods.
- Well-targeted, personalised support for children with mental health needs is based on high quality assessment and multi-agency planning.
- Schools have high quality partnership working with health professionals who provide specialist support and advice for supporting children, young people.

Peer Support and relationships

- Schools provide children and young people with the language to recognise and express feelings and responses and staff share and model appropriate responses and language for children.

-
- Vulnerable children and young people receive sustained support through mentoring to help them to build skills for life and work and achieve a positive post school destination.
 - Young people take a leading role in supporting vulnerable peers and help to deliver programmes which improve the health and wellbeing of all.
 - Schools recognise how important positive relationships with each other are to children and young people.

These features are considered in more detail within each of the examples below.

Strategic Actions

Authorities and schools have a clear strategy or policy for supporting children and young people who experience mental health difficulties.

South Lanarkshire Psychological Services: Attachment-Informed Practice

South Lanarkshire Council recognises the relevance of ‘attachment theory’ in influencing child care policies, teaching approaches and interventions to support children’s mental health. The authority carried out action research in 2004 on educational resilience and as a result, developed a number of approaches to embed attachment- informed practice across their children’s services. These include a range of publications for staff and parents, nurture groups, awareness raising for all probationer teachers and the development of an assessment and intervention tool, the *Framework of Assessment and Intervention for*

“Research would indicate that improving attachment is essential for Scotland’s mental health, rates of violence and educational underachievement”

(Principal Psychologist).

Resilience (FAIR) in 2009. The purpose of FAIR is to enable adults to work more effectively with children and young people experiencing difficulties because of insecure attachment or poor resilience. Frameworks are now in place for early years and childcare settings through to senior phase. The authority has established a Children’s Services Attachment Strategy Group which is conducting research exploring the most effective ways to build the knowledge, skills and confidence of teachers in attachment theory and practice. The group completed an audit of the knowledge, skills and confidence of South Lanarkshire’s Children’s Service’s workforce in attachment theory and practice. St. Cuthbert’s Primary school and nursery class are involved in this research, as are Glenlee Primary school and nursery.

Systematic, research-based approaches to measuring the impact of support, interventions and programmes related to children’s and young people’s mental health.

Glenlee Primary school and nursery, South Lanarkshire Council: How early attachment relationships support transitions (HEART).

“The impact on staff was immediate. During the training and for days afterwards staff began to recognise some of the behaviours they were observing in children as the outward signs of insecure attachment” (Teacher).

The vision for HEART, which began in 2012, was to support vulnerable families by promoting attachment-informed practice within education, especially early years and child care settings. It was also as a result of development work already described and was influenced by the

Scottish Government funded “Attachment Mapping Exercise” (CELCIS Report 2012), which identified significant gaps in the understanding of attachment theory amongst key adults supporting young children. All early years workers in Glenlee nursery have been trained in the “Early Years Framework of Assessment and Intervention for Attachment and Resilience, (FAIAR)”

Nursery staff work in partnership with the local social work family support team to support the home to nursery transition. Each child enrolled in the nursery receives a home visit from a family support worker and member of nursery staff. The aim is to create a link with the home, to gather information and assess the attachment relationship of the child, all of which is discussed at the transition planning meeting. This process enables the nursery to identify possible vulnerabilities and the appropriate support and interventions needed. A parallel development is the introduction, across the nursery and primary classes, of the “Positive Alternative Thinking Strategies” programme, (PATHS). This programme is giving all children positive language to discuss and share feelings in a safe environment, to recognise how their bodies respond to feelings and what they can do to deal with negative emotions like anger and anxiety. Teachers also report that children who are known to have suffered trauma and/or insecure attachment are benefitting too as the programme involves all children. Any issues that emerge during the sessions can be explored with individuals later.

A nurturing ethos and culture which ensures that all young people including those who are vulnerable to feel valued and engage with learning.

Clydeview Academy, Inverclyde Council, The “Culture of Praise” approach.

Clydeview Academy has a well-established inclusive, nurturing ethos that focuses on improving outcomes for all young people across the school. Through their ‘Culture Of Praise’ approach, the school has been very successful in improving pupil attendance, reducing exclusions significantly, and supporting almost all young people to move onto a positive destination. Outcomes for young people

“Staff always encourage me to do my best. This has helped me to gain qualifications and achieve things that I didn’t think I’d be able to achieve”.
(S5 pupil)

with mental health needs are very positive across the school. Teachers and support staff are highly attentive to the health and wellbeing of all young people, including those with mental health needs. All young people complete

health and wellbeing assessments which help identify their needs. The school has strong partnerships with specialist agencies to help ensure any young people who require targeted support receive help when they need it. Young people and their families spoke highly of caring and knowledgeable staff, the school’s inclusive culture and the supports available to them within the school.

High quality training which builds the capacity of school communities to meet the increasingly diverse mental health needs of children and young people.

Psychological Services Inverclyde Council: Training initiatives to support children and young people with mental health needs

Psychological Services have undertaken a range of training initiatives to help all members of the school community, notably parents, teachers and support assistants, to better support children and young people with mental health needs. One key initiative is to support schools to

“These approaches are contributing to diminishing exclusion rates across Inverclyde and supporting children and young people returning from out of authority placements to make a successful transition back to school and their local community.”
(Educational psychologist).

become nurturing establishments in line with Inverclyde Council’s vision for ‘Nurturing Inverclyde’. As part of the Scottish Attainment Challenge, children, families and staff at the six nominated schools have received extensive training in building positive relationships and understanding children’s mental health needs. Psychologists have also delivered an extensive range of training opportunities to

help parents and school staff to identify, understand and support mental health needs. Recent training has included, Nurturing Principles and Approaches, 'Families and Schools Together' programme (FAST), 'Fun Active Better' (FAB), PATHS - an emotional literacy programme, Restorative Approaches, Mentors in Violence Reduction (MVP) and Safespot. Furthermore, better supporting children and young people who self-harm was identified as a priority leading to the implementation of the 'On Edge' programme to help secondary-aged pupils to be able to seek support for themselves and each other.

Planning and Partnership

Effective planning for vulnerable children through enhanced support during key transition periods

St Luke's High School, East Renfrewshire Council: Enhanced support for children and young people with mental health difficulties when moving on to secondary school

Transition planning is a major strength of St Luke's High School. Staff at the school know young people's needs very well. They work closely with their associated primary schools and specialist partners to identify any young people who may require additional support to transition successfully into secondary education. Many children with mental health needs participate in an enhanced transition programme into the school which begins in Primary Six. This programme provides young people with extra opportunities to become accustomed to the school environment, build relationships with key staff, and participate in a summer transition programme aimed at improving their confidence. Young people with mental health needs spoke very highly of the support they had received from staff to allow them a smooth transition to secondary school. The school also provide a range of specialist programmes to help young people with mental health needs. These included a Youth Counselling Service, and 'Take A Break', a programme to support loss and bereavement. Young people spoke enthusiastically about how these supports helped them with their mental health needs, including how to cope with loss and change, and to keep calm and manage any anxiety.

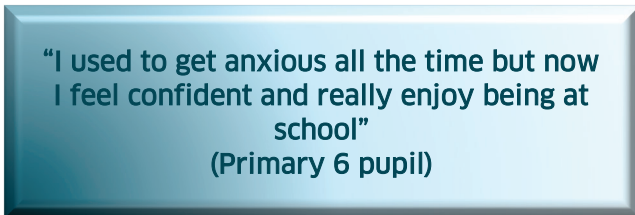
"The school has helped me to cope with my anxiety. I know there are people there to support me if I need it" (S3 pupil)

Well-targeted, personalised support for children with mental health needs is based on high quality assessment and multi-agency planning.

Kirkhill Primary School, East Renfrewshire Council: Personalised support

Within Kirkhill Primary School, children with mental health needs have high quality personalised educational plans based on high quality assessment to support their health and wellbeing. The school has very strong partnerships with a range of specialist agencies including, educational psychologists, health staff, social workers, and learning support staff. This leads to highly effective collaborative planning in meeting the needs of children with mental health needs. Furthermore, through the highly successful 'Wellbies' initiative, children can access peer support if they are anxious, angry or involved in a conflict with another child. The school has a well-established ethos of celebrating children's achievements both in and out with the school. Senior managers monitor these achievements carefully to highlight any children at risk of missing out. The school has built very positive relationships with their community partners. This helps ensure that all children can access opportunities to achieve across a wide range of sporting, cultural and citizenship initiatives. The school places great significance on building children's skills for life and work. All children, including those with mental health

needs, can access an outstanding array of pupil groups and committees to build skills in leadership, communication and resilience.



"I used to get anxious all the time but now I feel confident and really enjoy being at school"
(Primary 6 pupil)

High quality partnership working with health professionals who provide specialist support and advice for supporting children, young people.

Good Shepherd Centre (Secure Care) 'Getting it Right For Me' Therapeutic approaches to supporting young people experiencing trauma

"Staff here make me feel safe. They all just seem to understand when I am feeling down and they know what to do to help me." (Young person in secure care).

Staff provide very effective holistic support for looked after young people who need significant intervention to help them to manage their very complex mental health needs. Care and education staff work very closely with the on-site clinical psychologist, trauma specialists, allied health professionals and placing authorities. Together they developed an outcomes-based framework, '*Getting it Right for Me*', which evidences the impact of the work staff and partners do on young people who have suffered trauma in their lives. The approach involves an initial,

comprehensive mental health screening assessment leading to a support plan which is intensively reviewed by the centre's 'wellbeing team' and involves the young person. All staff see themselves as having a role in supporting young people with mental health difficulties and attend regular mental health forums to review the impact of support plans. Along with partners, they regard abnormal levels of anxiety or depression as the natural response of a young person who has suffered complex trauma in their life rather than an illness. Wellbeing support interventions are organised in four tiers. Young people may experience one or more tiers depending on their needs:

Tier One (Low intensity) -Supported self-help, solution-focused problem solving, structured anxiety management groups, regulation groups, self-esteem work, self-help coaching, Friends for Life, sexual health, the importance of respectful relationships and motivational interviewing.

Tier two (High Intensity)- One to one programme work, Offending/Violence is not the Only Choice, What's New, substance misuse, Teaching Recovery Techniques, Girls Moving Forward, Anger management and Mindfulness.

Tier three (High intensity-specialist) Cognitive Behavioural Therapy, Dialectical Behaviour Therapy, Treating Problem Behaviour and specific trauma work.

Tier four (Highly specialist) - clinical and forensic psychology input.

Peer Support and relationships

Providing children and young people with the language to recognise and express feelings and responses and staff sharing and modelling appropriate responses and language for children.

St. Cuthbert's Primary School and nursery class, South Lanarkshire Council: Professional development in attachment Informed Practice.

Psychological Services is working with the Centre for looked after children in Scotland (CELCIS) to develop a training programme on attachment theory and practice for education staff. St.Cuthbert's Primary School was the first school to receive the training. Over the past two years the school has developed a clear focus on health and wellbeing, positive relationships and GIRFEC. All children complete two SHANARRI assessments each year and their progress across the indicators is tracked. Staff were keen to be involved in the training as they recognised that there were children displaying challenging behaviour that was not well understood. A few staff were trained in nurture approaches but many staff were not aware of attachment theory or the implications of insecure attachment on children's

"I like the stories about feelings and how we all have feelings and that's okay." (Primary 2 pupil).

learning and behaviour. All staff across the whole school received the same training from CELCIS.

Staff reported that:

- ◆ They are now much more aware of their own behaviour and language when interacting with children.
- ◆ They model positive affirming language and support and encourage children to do the same.
- ◆ They recognise the early signs of physical arousal in children and discuss these and the accompanying feelings in the classroom. They discuss and model strategies to deal with the strong negative emotions that some children are experiencing.

The impact of the training will be monitored and evaluated during the first year of the research programme. Coaching and mentoring staff to reflect on and implement what they have learned is the next step. The main focus of the on-going research is to identify whether practitioners think and act differently when their practice is informed by attachment theory and whether this affects outcomes for children, especially those who are vulnerable.

“At first it was hard to give compliments to each other; I didn’t know what to say but now I am much better at it. I also like when I get compliments and I can take the sheet home to my mum.” (Primary 6 pupil).

Providing sustained support through mentoring to help vulnerable young people build skills for life and work and achieve a positive, post school destination.

St Roch’s Secondary School, City of Glasgow Council The McRitchie Project: Mentoring vulnerable young people to positive post school destinations.

Vulnerable young people have the opportunity to access the McRitchie (MCR) Project at St Roch’s Secondary School. This project originally focused solely on looked after children but has expanded to include young people with a range of additional support needs including mental health needs. MCR is essentially a mentoring programme where external mentors from a wide range of backgrounds work with young people to help prepare them for life after school. Mentors provide support in a variety of ways

“The mentoring programme gave me confidence and led to me getting an Internship after my work experience placement” (S5 pupil)

including, training, access to vocational opportunities, sharing life experiences and helping young people with paperwork and interview techniques. Young people spoke extremely highly of this support.

This has contributed to very strong positive destination figures at St Roch's, especially given its location within a high area of deprivation. Improved attendance and reduced exclusions are further positive outcomes for young people.

Young people taking a leading role in supporting vulnerable peers and helping to deliver programmes which improve the health and wellbeing of all.

St Stephen's High School and Port Glasgow High School, Inverclyde Council: Mentors in Violence Project (MVP) and Safespot initiative

I understand things that might happen to make me angry or anxious and I know ways to deal with it" (S1 pupil)

q69j mifp if., (2j bnbij)

St Stephen's and Port Glasgow High Schools place great emphasis on encouraging young people to take the lead in supporting younger pupils with their health and wellbeing needs. This includes universal support to provide all young people with effective supports to identify and help manage any mental health needs.

As part of an accredited leadership programme, a number of S6 pupils are acting as mentors within the Mentors in Violence Project (MVP). They have arranged workshop events for S1 and S2 pupils to help raise awareness of issues that can affect their mental health and lead to violence. These include, cyber bullying, gender stereotypes, and teenage conflicts. Mentors also support any conflicts during break times and offer further advice at whole school assemblies and in classes.

S6 pupils also lead on raising awareness of the Safespot initiative, an app designed to help young people manage mental health problems. As well as delivering workshops on Safespot, S6 pupils, called 'Safespotter', also offer a drop-in service for younger pupils to speak to them as an alternative to approaching an adult.

These initiatives have contributed to the school having very high attendance figures and extremely low exclusion rates.

**"Be supportive and give a young person someone to speak to that doesn't need to be a teacher"
(Mentor and Safespotter)**

Recognition of how important positive relationships with each other is to children and young people.

Carlogie Primary School, Angus: The 'Learning Pit' linked to Growth Mindset

The school has introduced nurturing approaches in the early learning and childcare centre and at P1 stage. The school identifies positive relationships between children and staff as a key strength in helping children understand their emotions and discuss their feelings. Children can talk about the benefits of making mistakes in order to help them learn and are using the *Learning Pit* to help them think about their learning and develop strategies for success. The school has a range of approaches to meet the individual needs of children. Specific programmes are in place to help deaf children address their social and emotional needs related to deafness. Children are confident that they have someone to talk to in school about their concerns. Children at the senior stages are trained as peer mediators and talk confidently about how they use their training to help other children with conflicts.

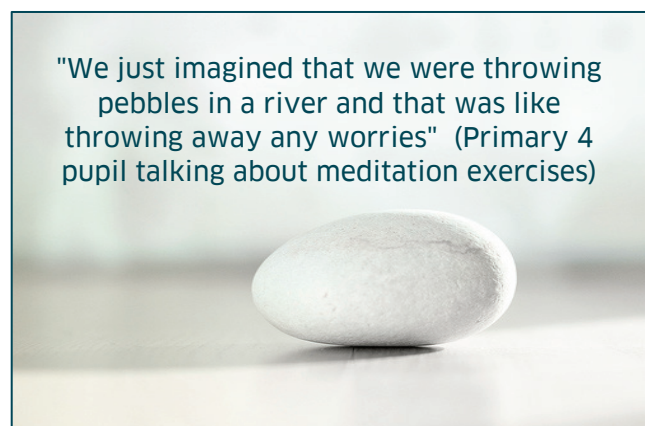
"What really helps us is that we have been told it's ok to make mistakes"
(Primary 7 pupil talking about the 'Learning Pit')

Peer mediators have a clear understanding about their role and how these skills will help them in adulthood. Playground leaders are able to discuss the importance of caring for others and ensuring children feel included in play. Circle time provides children with opportunities to talk about

their feelings and emotions and children highlighted this activity as positive in developing good mental health. Partner agencies such as social work services, CAMHS and voluntary organisations contribute to supporting children. For example, Barnardo's recently delivered workshops related to self-harm in response to the needs of children.

Lochend Primary School Angus: Building resilience through positive relationships

Children identified positive relationships with staff as a factor in helping them deal with concerns and anxieties. Almost all children identified relationships with others as the main cause of concerns. They were positive about the circle time approach as an activity in which they can discuss issues. A few children talked about how a "worry box" allowed them to disclose concerns and how these issues are dealt with effectively by staff. Children talked positively about participation in meditation exercises as part of health week. The school uses the nurture programme with primary 1 pupils



and staff are able to identify positive impact of the programme on social interaction and behaviour. The school works well with a range of partners such as the school nursing service, speech and language therapy and CAMHS.

Pupils with mental health difficulties – policies and programmes

The Mental Health Strategy 2012-2015 set out 4 key change areas to help increase the pace of change and improvement. The first Key Change area was a focus on Child and Adolescent Mental Health where we recognised the importance of responding better to:

- ◆ Infant and early years mental health;
- ◆ Conduct disorders in children;
- ◆ Attachment issues;
- ◆ Looked After Children
- ◆ Mental health services for children with a learning disability; and
- ◆ The specialist needs of children and adolescents with a mental health problem.

The Scottish Government set out a range of commitments to work with stakeholders to help address these issues including:

- ◆ Delivering the HEAT target to ensure faster access to specialist CAMHS services within 18 weeks by December 2014;
- ◆ Making basic infant mental health training more widely available to professionals in the children's workforce;
- ◆ Improving access to child psychotherapy;
- ◆ Improving information related to consultation and referral activity for looked after children; and
- ◆ Identifying good models of Learning Disability CAMHS service delivery for others to learn from.

We are now moving to assess progress against these commitments as part of our preparation for a future strategy on mental health. We are considering the focus of that next strategy and anticipate that the next strategy will be produced later in 2016. The next strategy is likely to run over a 3 year period from 2016 – 2019.

Children and Young People (Scotland) Act 2014

The provisions of the Children and Young People (Scotland) Act 2014 bring together important arrangements for the identification and planning of services to meet children and young people's needs, including those arising from their mental health. The Act will:

- Ensure that all children and young people from birth to 18 years old have access to a Named Person;
- Put in place a single planning process to support those children who require it;
- Place a definition of wellbeing in legislation; and

-
- Place duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

Importantly, in the future, as a result of the arrangements for early intervention and identification of needs during the early years, children's transition into primary school will be supported by more detailed and consistent information about children's needs and the support provided for them, than has previously been the case. This will clearly support the delivery of appropriate and timely support to children and young people with additional support needs, including those arising from mental health, social and emotional behavioural factors.

Curriculum for Excellence

The Experiences and Outcomes of Curriculum for Excellence enable a range of learning activities to take place to support greater understanding of mental health. The Experiences and outcomes specifically include a section on Mental and emotional wellbeing which sets out a range of Experiences and Outcomes statements which apply across all Curriculum for Excellence levels. Including

"I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available."

Additional Support for Learning

The Additional Support for Learning Act clearly provides the framework for the identification of needs, the provision of support and review of support for children and young people who are experiencing barriers to their learning. Additional Support Needs arise for any reason and may be of short or long-term duration. This includes additional support needs which arise as a result of a disability or health factor, including arising from mental health concerns. The statistical information set out earlier in this document, indicate that 2334 pupils are receiving support in schools as a result of a mental health problem.

Relationships and resolving concerns

Rights under the Act

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

Young People the parents/carers of children and the parents/carer's of young people who do not have capacity to act on their own behalf have rights to access dispute resolution mechanisms under the legislation to resolve disputes.

Information for parents

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

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

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

The service is directed to parents, carers, young people and practitioners through a helpline and online services and published information. Enquire provides information on services, provision and rights and responsibilities.

Enquire

In 2014-15 Enquire received 1,444 enquiries relating to additional support for learning. This was 16% more than 2013-14. These enquiries were made by 1,005 people and of these 845 were contacting the service for the first time. 181 people made at least 3 incoming calls to the service.

The most discussed issue to the helpline was additional support for learning provision, with most enquiries concerning children with autism spectrum disorder. The majority of these enquiries were from parents who felt their child was not receiving 'adequate or efficient' support in their education.

"It helped me be specific about my child's rights in education and helped me agree with the school a tailored education plan. Found Enquire unbelievably helpful. Saved me so much unnecessary stress." Parent

Enquiries about school attendance doubled in this year with concerns over extended part time education and cases where mental and physical health issues were impacting on a child's ability to attend school.

Mental Health

Over the year 2014-15 there were 64 enquiries in which a mental health condition was reported as a factor giving rise to additional support needs. This accounted for 3.4% of all reported factors, a slight increase on the previous year. A number of issues were consistently discussed in enquiries concerned with mental health conditions; most commonly raised by callers were support for learning provision and school attendance (particularly anxiety around attending school), each of which was raised in 26 enquiries. Discussions around support for learning provision were primarily concerned with the adequacy of support provided, whilst school attendance discussions centred on issues such as part-time education, illness, school refusing and interrupted learning.

Impact of Enquire

In helpline evaluations respondents were asked if contacting Enquire made a difference to their family or child's situation. The differences cited included the impact of being more informed, the benefit of receiving bespoke advice, increased confidence and an improved relationship with the school.

“Contacting Enquire made a big difference because it gave me the information I needed to speak to my child's school in an informed way. It made me aware of what his rights are and what help he is entitled to.” Parent

The Enquire parents' guide was revised in August 2014 and, where appropriate, reference was made to the Children and Young People (Scotland) Act 2014. 3,330 copies of the guide were distributed in 2014-

Mediation

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

Resolve: ASL Mediation, Common Ground Mediation, The Mediation Partnership and Children 1st provide mediation services to 25 of the 32 local authorities in Scotland.

Avoiding and resolving disagreements

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

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

The function of Independent Mediation in the Act is to support the resolution of disagreements at as early a point as possible and to re-establish and restore relationships and communication between services and families.

In the 2014-15 period there were a total of 156 mediation related enquiries made by parents, local authorities or schools to ASL Resolve and Common Ground Mediation.

The use of independent mediation more than doubled in the last 5 years due mainly to positive results for all participants in particular the child or young person.

The mediation process has become much more accepted and embedded which has also led to the significant growth in referrals from parents, local authorities and schools.

Independent Adjudication

Independent Adjudication supports the resolution of disagreements and concerns through a formal review of the case by someone who is independent of the education authority and the family and has expertise in dealing with children and young people with additional support needs. The adjudicator will consider the circumstances of the case and reach a decision, making recommendations to everyone involved. Although the decision is not legally binding there is an expectation that they will be accepted and followed. From November 2014 until November 2015 there have been 4 referrals to independent adjudication, all of these related to the provision of services.

Section 70 Complaints

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

From November 2014 until November 2015 there has been 2 Section 70 complaints received by Scottish Ministers about additional support for learning.

The Additional Support Needs Tribunals for Scotland (ASNTS)

The Additional Support Needs Tribunals for Scotland (the tribunal) hears appeals (references) under the provisions of section 18 of the Act. . From 1 November 2014 - 30 November 2015 the Tribunal received 70 references.

Following an extension to their jurisdiction in 2010, the Tribunal also hears appeals (Claims) of alleged disability discrimination in schools. From 1 November 2014 - 30 November 2015 the Tribunal received 8 disability discrimination claims.

May Dunsmuir the President of the Tribunals published her [annual report](#) in June 2015. The report reflected the President's increased focus on children within the Additional Support Needs Tribunals. The image on the front of the report is the Sea Changer 'Hug' which was drawn by pupils at Seamab School. The children were invited by the President to provide drawing for the Tribunals 10th Annual Report. 'Hug' graces the front cover, with the kind permission of Seamab.



In the last 5 years, the Tribunal has developed new processes to support the Tribunal membership in understanding how better to involve the child or young person in the hearings process. This, most recently, has included learning different ways in which children and young people may wish to communicate - and ensuring they are supported to use their preferred method of communication.

The Tribunal has been served by two Presidents in this period, both of whom have encouraged open and direct dialogue with stakeholders. The current President has introduced a cycle of visits to education authorities across Scotland to discuss Tribunal trends and to explore any topical issues. The President has also developed professional connections with other agencies in order to enhance access to justice and to continuously improve the delivery of an efficient and

effective judicial service. These include the Children and Young People's Commissioner for Scotland, Let's Talk ASN and the Mental Welfare Commission for Scotland.

The Tribunal's jurisdiction expanded in 2010 to include disability discrimination claims in education. Since then the Tribunal has continued to receive a small but significant number of references and claims; and since 2014 there has been a steady increase in the number of placing request references. Despite this growth, the majority of references and claims continue to settle before a hearing is fixed.

This partly stems from the hard work which continues in the background to achieve agreement between the parties from the agencies providing mediation, advocacy and representation. The Tribunal actively encourages that this continues during and after the case statement period, which is emphasised during the case conference call (a judicial case management tool). The case conference call usually takes place after the case statement period ends and will involve the Tribunal convener and both parties, or their representatives. The convener will actively encourage parties to focus on the areas which are in agreement as well as those in dispute, which undoubtedly assists in the process towards case settlement. Tribunal training has looked more closely at the purpose of the case conference call, which has been developed and refined within this 5 year period. The President continues to emphasise the centrality of the child or young person in the hearings process.

Independent ASN Advocacy Service

Scottish Ministers have a legal duty to provide a free advocacy service for families and young people who appeal to the Additional Support Needs Tribunals for Scotland. This national service, known as "Let's Talk ASN" is provided by a partnership of Govan Law Centre and Kindred Advocacy.

Between December 2014 and November 2015, Let's Talk ASN received 75 new referrals. An additional 17 cases were carried over from the previous year, making a total of 92 cases during the period. Of these cases only 6 proceeded to a full hearing, with the remainder being resolved by other means or ongoing.

The Annual Report (2014/15) for the Additional Support Needs Tribunals notes that, "...Let's Talk ASN are committed to early dispute resolution ..." an observation which is reflected in the annual statistics noted above.

Next report

This is the final statutory report to Parliament required under the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended). It is intended that reporting will continue in some form, in addition to the requirement on Scottish Ministers to collect and publish statistical information on the implementation of Additional Support for Learning.

Qualifications attained by leavers from secondary and special schools with additional support needs, 2013/14

	Total leavers (=100%)	1+ @ SCQF Level 2 or better	1+ @ SCQF Level 3 or better	1+ @ SCQF Level 4 or better	1+ @ SCQF Level 5 or better	1+ @ SCQF Level 6 or better	Percentage 1+ @ SCQF Level 7 or better
Total	50,730	98.0	97.8	95.5	83.4	58.1	18.5
No Additional Support need	40,797	*	*	98.1	89.3	64.8	21.2
Any Additional Support need	9,933	93.6	92.6	84.7	59.5	30.2	7.3
of which:							
Learning disability	975	77.8	70.6	54.6	23.7	7.2	0.9
Dyslexia	2,007	97.8	97.5	93.5	70.4	36.9	8.5
Other specific learning difficulty (e.g. numeric)	957	95.4	94.8	89.8	64.9	30.4	6.7
Other moderate learning difficulty	1,010	91.0	88.8	76.5	39.8	8.3	1.8
Visual impairment	222	88.3	86.0	78.4	55.9	33.3	9.5
Hearing impairment	186	*	*	84.9	63.4	33.3	7.5
Deafblind	*	*	*	*	*	*	*
Physical or motor impairment	454	87.0	84.1	78.0	57.5	35.2	7.3
Language or speech disorder	351	79.5	70.7	62.7	36.2	13.4	3.4
Autistic spectrum disorder	720	87.2	84.2	74.7	55.3	29.6	9.2
Social, emotional and behavioural difficulty	2,492	88.4	87.3	71.4	37.9	12.2	2.4
Physical health problem	696	93.7	92.1	85.2	68.1	42.0	9.9
Mental health problem	254	*	*	71.7	50.8	25.6	5.5
Interrupted learning	228	78.5	78.5	59.2	28.5	15.8	3.1
English as an additional language	943	*	*	95.4	86.9	60.1	16.6
More able pupil	81	100.0	100.0	100.0	*	*	51.9
Not disclosed/declared	8	100.0	100.0	*	*	-	-
Other	1,021	93.0	92.4	84.4	55.6	24.1	4.8

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

1. Leavers from publicly funded secondary and local authority special schools.

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

Percentage of secondary and special school leavers from publicly funded schools in Scotland by reason for support and initial destination category, 2013/14

	Number of Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreement	Unemployed and Seeking Employment or Training	Unemployed and Not Seeking Employment or Training	Unknown
Total	50,730	39.0	26.5	4.1	21.1	0.4	1.1	6.3	1.2	0.3
No Additional Support need	40,797	43.9	23.5	3.2	22.1	0.4	0.6	5.3	0.8	0.3
Any Additional Support need	9,933	19.0	38.6	7.7	17.1	0.5	3.3	10.4	3.0	0.3
<i>of which:</i>										
Learning disability	975	3.6	52.6	8.7	10.7	1.0	4.0	10.8	7.9	0.7
Dyslexia	2,007	21.4	37.1	5.9	23.8	0.4	1.9	7.7	1.5	0.2
Other specific learning difficulty (e.g. numeric)	957	17.0	39.4	7.7	22.9	0.6	2.4	7.4	2.1	*
Other moderate learning difficulty	1,010	4.7	47.6	8.9	16.8	0.7	4.7	13.0	3.6	*
Visual impairment	222	21.6	44.1	5.9	12.2	-	3.2	7.2	5.9	-
Hearing impairment	186	24.7	45.7	6.5	12.4	*	*	6.5	*	-
Deafblind	*	*	*	*	*	*	*	*	*	*
Physical or motor impairment	454	24.9	43.0	6.2	9.5	*	*	5.9	7.7	*
Language or speech disorder	351	7.7	51.9	8.8	11.1	*	*	5.1	10.8	-
Autistic spectrum disorder	720	18.6	50.0	5.6	6.5	*	5.8	4.3	8.3	*
Social, emotional and behavioural difficulty	2,492	6.8	35.8	12.0	16.5	0.5	5.7	17.7	4.5	0.4
Physical health problem	696	26.9	37.6	4.6	15.5	*	*	7.2	6.0	*
Mental health problem	254	15.7	39.4	5.9	12.2	*	*	9.8	10.2	*
Interrupted learning	228	*	26.8	11.0	11.8	*	11.8	18.9	9.2	*
English as an additional language	943	42.8	37.1	2.3	10.6	*	0.7	5.0	0.5	*
More able pupil	81	86.4	*	-	6.2	*	-	*	-	-
Not disclosed/declared	8	-	*	-	*	-	-	*	-	-
Other	1,021	14.8	36.0	10.4	17.0	*	4.2	13.1	3.5	*

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



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Any enquiries regarding this publication should be sent to us at
The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

ISBN: 978-1-78652-170-5 (web only)

Published by The Scottish Government, March 2016

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
PPDAS66963 (03/16)

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