Additional Support for Learning and Young Carers

Report to Parliament

Ministerial Foreword

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

Some children and young people will need some additional support to help them along the way. The Additional Support for Learning Act is the framework for the provision of support for learning in Scotland and is key to the delivery of this aim. This is part of our wider commitment to children's rights and services. The Children and Young People's Bill demonstrates the importance we place on this.

Our first report to Parliament last year noted that, broadly, children and young people's learning needs, including their additional support needs, were well provided for in Scotland's learning establishments. However, for those with 'hidden' additional support needs, for example those children and young people who are looked after, who have mental health difficulties, those in transition and those who are young carers, more needed to be done. There was also a need to share practice to support more consistency in the identification of, and provision for, additional support needs.

.In November 2012 we published the Long-Term Plan of Support for Implementation of Additional Support for Learning. This sets out the actions which will be taken; to address the concerns highlighted in the first report to Parliament, to respond to the recommendations of the Doran Review and to address wider barriers to successful implementation of additional support for learning identified by stakeholders.

In addition to fulfilling Scottish Minister's duty to report information required by the Act, this report, like last year's, also contains a wide range of other information gathered from inspection, and from schools and education authorities by Education Scotland. I am pleased to report that this year we have collected and published information on more additional support needs than ever before. This includes for the first time the number of children and young people in Scotland who receive additional support arising from them being a young carer. This is a particular focus of this year's report which sets out the work that has taken place through the young carers strategy to improve support to young carers in Scotland, and examples of good practice in schools and authorities.

This report confirms that the learning needs of Scotland's children and young people continue to be well provided for in Scotland's learning establishments. This is reassuring and welcome. But it does not mean that we can relax our focus on continuing improvement. The Advisory Group for Additional Support for Learning has played a key role in the last year in maintaining that focus by advising and supporting the development of national policy, including the long-term plan and this report. I thank them for their continuing valuable contribution.

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

Introduction

Purpose

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

These duties are:

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

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

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

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

In addition to the information required by the Act, Scottish Ministers will provide further information and evidence from a number of sources. This will enable the data required by the duties and collected through the national pupil census data collection to be set in context and offer a fuller picture of implementation of the legislation. Sources include: Enquire, ASL Resolve and Common Ground Mediation, Independent Adjudication, Additional Support Needs Tribunals for Scotland, the Scottish Government, Take Note, Education Scotland and the Advisory Group for Additional Support for Learning (AGASL).

In addition, this report provides comment on the implementation of additional support for learning as it applies to young carers. Young carers are a group of children and young people identified as being less well served by the additional support for learning framework in the February 2012 report to Parliament.

Together, this information presents as full a picture as possible of the implementation of Additional Support for Learning in the period November 2011 - November 2012. This includes information from the national statistics collection of data on pupils. This collection was revised last year to provide more detailed information on the plans used to support children and young people's learning. This year, information on young carers has been collected for the first time. This fulfils the duty provided by Section 26 of the Act.

Background

What does the additional support for learning legislation do?

The Act places duties on education authorities and other agencies to provide additional support to children and young people who have an additional support need which is causing a barrier to their learning. There are a wide range of factors that may lead to children and young people having a need for additional support. These fall broadly into four overlapping themes: learning environment, family circumstances, disability or health need and social and emotional factors. Education authorities must broadly- identify, plan and make provision for the support to be provided and review that support to ensure it is appropriate. For some pupils, whose needs are complex or multiple and who need significant support from more than one agency, a co-ordinated support plan may be required. This is a statutory plan which co-ordinates and records the support to be provided. This plan has specific rights attached to it.

Who has additional support needs?

The Summary Statistics for Schools in Scotland, No.3, 2012 Edition indicates that in 2012 there were 671,218 pupils in Scotland's local authority primary, secondary and special schools and grant-aided schools. Of those, 118,034 were identified as having an additional support need, around 18% of all pupils. This is a 3 percentage point increase on last year. Of those pupils identified as having an additional support need 42,847 (36%) have an Individualised Educational Programme (IEP) a percentage point decrease of 7 on last year. 7,235 (6.1%) have a child's plan, provided through the Getting It Right for Every Child approach, a percentage point increase of 2.7 on last year. 3,448 (2.9%) were identified as having a co-ordinated support plan (CSP).a percentage point decrease of 0.8 on last year Those pupils with CSPs represent 0.51% of all pupils in local authority and grant-aided schools. More boys (63%) than girls (37%) are identified as having additional support needs. These figures do not include those attending independent schools either under private arrangements or as a result of being placed by an education authority. In September 2009, there were 982 pupils in independent special schools in Scotland. The places of 955 of these pupils (97.3%) were funded by Scottish Local Authorities.

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

Those with Additional Support Needs and those with CSPs

- Pupils without Additional Support Needs (82%)
- Pupils with Additional Support Needs (18%)
- Pupils with Additional Support Needs and a CSP (0.5%)

How are Additional Support Needs identified?

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

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

Planning for Additional Support Needs

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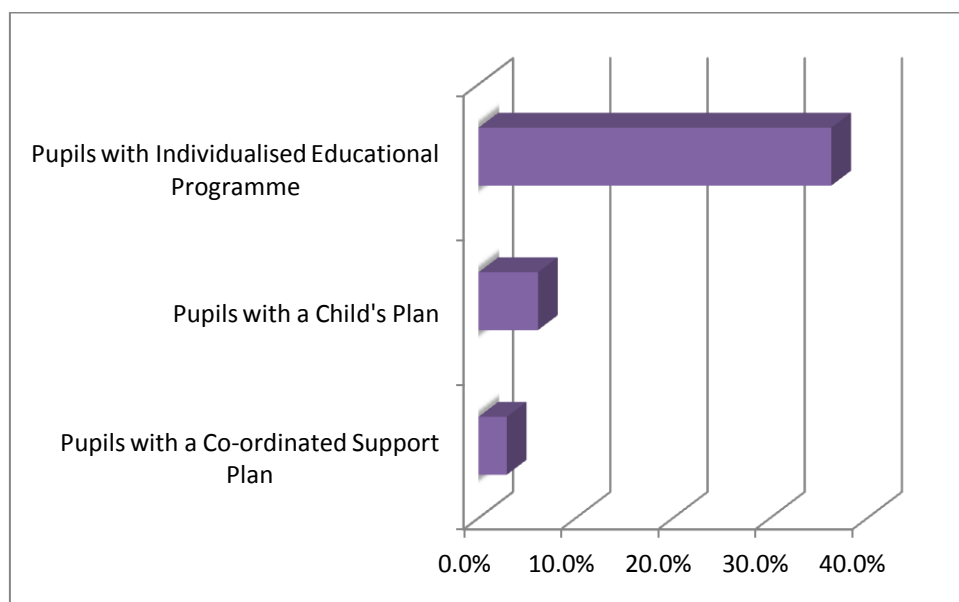
Attendance and absence, exclusion, qualifications and learner destination

Throughout the education system there are key markers of performance. These include how well children and young people attend school (and are absent from it) and the extent to which children and young people are excluded from school. This can provide an indication of the prevalence of behavioural issues, but also the extent to which schools are inclusive and operate policies of promoting positive relationships and alternatives to exclusion. Qualifications and learner destination are indicative of how children and young people achieve in their learning. Information on all of these indicators are included in the report at Annex A.

Governance

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

Education Scotland, through Her Majesty's Inspectors, inspects, reviews and reports on the provision made by schools and education authorities across Scotland. The inspection process includes reporting on the findings of inspection both to the school, school community and education authority. Education Scotland contributes to a national picture of Scottish education through the national performance framework reporting mechanism, Scotland Performs. In conjunction with the Improving Scottish Education series, this provides both a broad overview of Scottish education and reports on equality of provision. In individual cases parents have a number of rights to services concerning the resolution of disagreements or concerns which enable individual concerns and issues to be considered. Further information on these is available on page 29.

References and resources

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

Scottish Learning Context

The Report to Parliament published in February 2012 indicated that significant progress had been made over a number of years to develop an equal and inclusive education system in Scotland. A range of policies and legislation have been developed over time to deliver this. Most recently, changes to the Equalities legislation, the introduction and development of Curriculum for Excellence and the Getting it Right for Every Child approach to children's services have changed the landscape for the delivery of services including additional support for learning.

There has been a continued focus on the part of the Scottish Government to develop an equal and inclusive education system in Scotland. For example, in terms of early years, the Scottish Government is continuing to shift the focus away from intervening only when a crisis happens toward prevention and early intervention. The Scottish Government has expanded free nursery education by 15%, benefiting around 100,000 children each year – as well as extending the free school meals entitlement to more children and young people from low income families than ever before. Moreover, in the past year, the Scottish Government has committed to increase the provision of early learning and childcare – with the aim of providing Scotland with the best package of childcare in the UK.

In Scotland's schools, and as noted above, the Scottish Government is equipping young Scots for this new century by implementing Curriculum for Excellence. [School attainment](#) has continued to improve across the board in the past year – with year - on - year increases in exam results, and a new high pass rate for Highers and Advanced Highers. In 2010/11, positive school leaver destinations were at their highest level on record.

Recent figures show that, despite the tough financial climate, the national pupil - to - teacher ratio has also been maintained – and, with its local authority partners, has delivered a significant reduction in the number of P1 pupils in classes of more than 25. Scotland now has the lowest level of teacher unemployment in the UK – with the rate now lower this year than in each of the last three years.

Along with highly ambitious reforms elsewhere, not least to post-16 learning, the combined activity across the Education and Lifelong Learning portfolio has provided the context for greater equity and inclusivity in Scottish education.

The publication of the consultation on the Children and Young People Bill set out the broad proposals for legislation on children's services, including education. Key proposals include that all children and young people from birth up to leaving school have access to a Named Person and that a single planning process, leading to a single Child's Plan, should be in place to support those children and young people where there is a concern about well-being. This will include children and young people who need the involvement of a range of services. The framework proposed by the Children and Young People Bill will underpin and complement the framework provided by Additional Support for Learning legislation.

Additional Support for Learning

There have been significant developments in additional support for learning since the last report to Parliament. These include the Doran Review of national provision for children and young people with complex additional support needs, the publication of the long-term plan of support for implementation of additional support for learning, and consideration of

section 70 complaints to Scottish Ministers related to matters on additional support for learning.

Doran Review

In November 2012 the Doran Review, the [Strategic Review of Learning Provision for Children and Young People with Complex Additional Support Needs](#), was published. The review made 21 recommendations across four themed areas: Culture, Complex Additional Support Needs and Expertise; Policy, Choice and Learning Experiences; Interagency Working, Planning and Review; National and Local Provision and the Role of Scottish Government.

At the same time, the [Scottish Government's response to the Doran Review](#) was published. The review response accepted 19 recommendations fully or in part. A further 2 recommendations were directed to local authorities and, while the Scottish Government has not commented on these recommendations, it has indicated an expectation that they will be taken forward. The Review response sets out the actions that will be taken to deliver the response to recommendations.

Long term plan of support for implementation of additional support for learning

In November 2012 the Scottish Government also published [the long-term plan of support for implementation of additional support for learning](#). The long term plan brings together a wide range of ongoing work which is supporting the implementation of additional support for learning. The plan sets out the actions which will be taken across 2012-2016 to address those concerns highlighted by the 2011 report to Parliament, to respond to the Doran review and the work of the Advisory Group for Additional Support for Learning in considering areas which may cause barriers to successful implementation of additional support for learning.

Section 70 Complaints

A section 70 complaint enables any interested party to pursue a complaint when an education authority; the managers of a school or educational establishment; or other persons, have failed to carry out a statutory duty relating to education. If, after investigation, Ministers are satisfied that a responsible body has failed to discharge a duty, they may make an order under section 70.

At the Education and Culture Committee on 26 June 2012, Michael Russell, MSP, Cabinet Secretary for Education and Lifelong Learning, expressed dissatisfaction with the complaints mechanism under section 70, and committed to look carefully at how complaints are handled and restitution is sought. Scottish Ministers want a system which deals effectively and efficiently with the concerns that families have about additional support for learning.

As a result, new arrangements have been put in place to ensure that section 70 complaints are dealt with in a more efficient way. The changes primarily focus on reducing the administrative time taken to investigate the complaint. Additionally, a user-friendly complaints form to help parents or interested parties focus their complaint will be available on the Scottish Government website.

Getting it Right for Every Child: Where are we now?

Education Scotland carried out a programme of visits from September 2011 to April 2012 in a sample of 11 education authorities across Scotland. The purpose of these visits was to look at the extent to which the education system is currently using *Getting it right for every child* approaches to help ensure that children and families get the right help at the right time. HM Inspectors visited clusters of schools, including early years centres, primary, secondary and special schools. The focus of the inspection and review activities was around culture, practice and systems, informed by the ten core components of *Getting it right for every child.*

Among many positive findings, the report noted that 'at education authority level, senior officers show a strong commitment to improving outcomes for children, young people and families. Overall, among senior officers, there is a sound understanding of the GIRFEC approach and of the importance of multi-agency working'. The report also noted variability in the extent to which GIRFEC approaches are being used, with some authorities and services embedding the GIRFEC way more fully than others.

The report concluded that in order to ensure that education continues to move forward with full implementation of *Getting it right for every child* approaches, authorities and establishments need to continue to work closely with other services and take action to:

- Develop a shared understanding of wellbeing and that it is everyone's responsibility to promote and support the wellbeing of every child and young person.

- Facilitate training for all staff to support effective delivery of the roles of Named Person and Lead Professional and the use of the National Practice Model.

- Agree and implement a single planning process.

- Establish more meaningful partnership working with parents including helping them to know about the *Getting it right* approach; and

- Actively promote and demonstrate *Getting it right* approaches across their council area.

Behaviour in Scottish Schools Research 2012

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

Teaching Scotland's Future

Education Scotland is working with partners to lead and support aspects of the implementation of 'Teaching Scotland's Future'. This report has been highlighted by the

Scottish Government Cabinet Secretary for Education and Lifelong Learning as one of the main pillars supporting the future of Scottish education. It was published in January 2011, following a national review of teacher education, led by Graham Donaldson.

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

The Dyslexia Toolkit

The Addressing Dyslexia Toolkit, launched by Dr Alasdair Allan at the 2012 Scottish Learning Festival, is an online resource for teachers when making initial assessments of their learners, and helps them to know how to address their needs afterwards. Using a traffic light system, teachers can use the resource at varying levels depending on their existing knowledge of dyslexia and support for learning needs. Parents can gain an overview of their child's dyslexia from the Toolkit with tips and advice on how to address dyslexia and it includes information directly aimed at learners themselves. The toolkit is available through the Education Scotland website or at www.addressingdyslexia.org

This is indicative of the developments in Scottish Learning which have been supported by the Scottish Government, this does not reflect the work by others, or the work which is ongoing currently.

Additional Support for Learning Implementation

Quality improvement in Scottish Education

In 2012 Education Scotland published findings from its sectoral programme of inspections, which sample the providers of education at every stage from the early years to adult learning. It provides a key source of evidence on how effectively one of our core public services is performing in settings from pre-school to secondary and special. It gives qualitative comment on how well the needs of children and young people are being met in each of these sectors.

In 2012, 313 pre-schools, primary, secondary and special schools were reported on by HM Inspectors. Across the school and centres inspected a very positive range of evaluations were made for meeting learning needs which includes the quality of provision for children and young people with additional support needs. In sixteen schools and centres (5%) the provision in meeting needs was excellent while a further 115 schools were evaluated as having provision with major strengths.   Sixteen schools (5%) had important or major weaknesses in provision. Overall 95% of schools and centres were evaluated as satisfactory or better in 2012.

Success for all

In pre-school centres, most children requiring additional support with their learning are identified early and a programme of staged intervention is put in place. Nevertheless, pre-school unpromoted staff lack confidence and skills in assessing children's needs and in planning for support to individuals. Primary schools are building their knowledge and skills to support for vulnerable children and their families more effectively. Continued work in monitoring progress, particularly outwith the classroom, is needed. In secondary schools, improvements are still needed in the way teachers use information from learning support and pastoral care colleagues, and in communication at times of course choices. In independent schools serving children and young people with emotional and behavioural difficulties, individualised support was a relatively strong dimension of school effectiveness. A strength in special schools is the increasing opportunities for young people to have their achievements recognised, including through accreditation. Co-ordination of support for groups of learners, including those children and young people who are looked after, young carers and those with mental health difficulties was less effective. Overall, there is still much to be done to close the gap in achievement in Scottish education.

How well do schools support children and young people to learn?
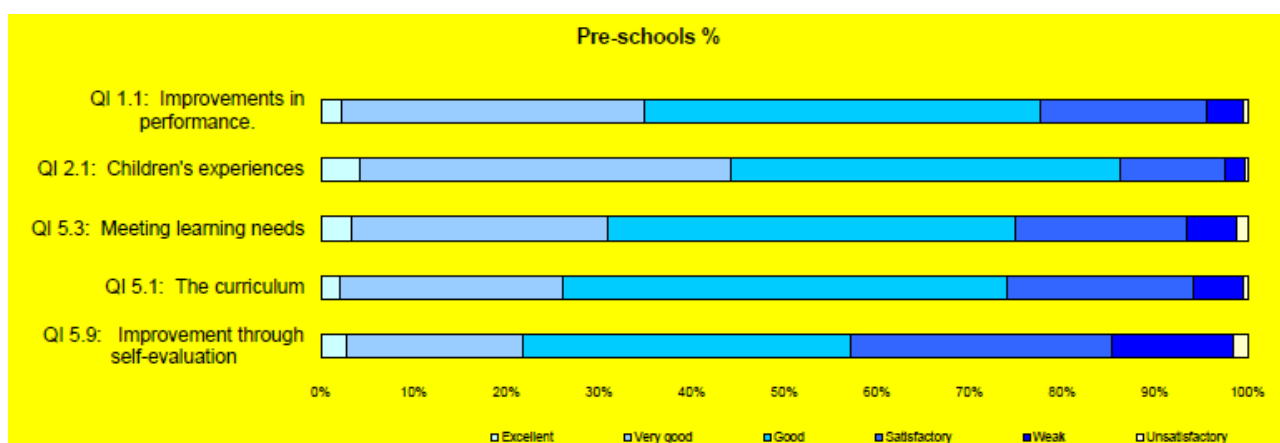
Pre-school

Almost all staff observe children and record their progress in individual profiles. In the best practice, documentation of children's learning relates to continual development of knowledge and understanding and skills over time. Staff show skill in fully involving children in planning and discussing their learning effectively. They support children's learning through well-timed questioning and discussion. However, in the majority of centres, observation and assessment information is not used well to inform planning and build progression in children's learning. In a few centres, it is unclear from evidence in children's profiles exactly how much progress children are making, despite staff recording children's achievements. Staff need to build their skills and confidence further in consulting with children about their interests and how to use information more productively to promote learning. Most children requiring additional support with their learning are identified early and heads and managers ensure that a programme of staged intervention is in place. Staff make good use of the advice and guidance from a range of external agencies and work in partnership to support children's learning and development when required. They work alongside parents, outside agencies and other establishments to set appropriate targets for individual children. These are reviewed on a regular basis. In a few

centres, unpromoted staff are less confident in their assessments of children and are unsure of what to plan for individual children. Some staff still have limited awareness of their role in implementing additional support for learning legislation or taking forward major national initiatives such as the Early Years Framework.

In Buchlyvie Nursery Glasgow, their key worker system provides a point of contact for children and parents and allows staff to get to know individual children and their families really well. Staff accurately discuss the needs of individual children, drawing on their informal observations of them at play. Records of progress are well kept and staff are good at identifying next steps in learning. Staff support children who require additional support for learning very well. There are detailed support plans for children who require them. The nursery works together with different agencies to help children make appropriate progress.

In Strathallan Primary School and Nursery Class in Fife teachers and staff use a range of very innovative, regular and systematic approaches to reviewing the progress of individuals and classes. Support for learning staff work very closely with teachers, children, parents and partner agencies in planning and reviewing learning. The school has a very inclusive culture and all children, including those who require additional support with their learning, are making very good progress. Overall, arrangements for meeting children's learning needs are outstanding.

Primary schools
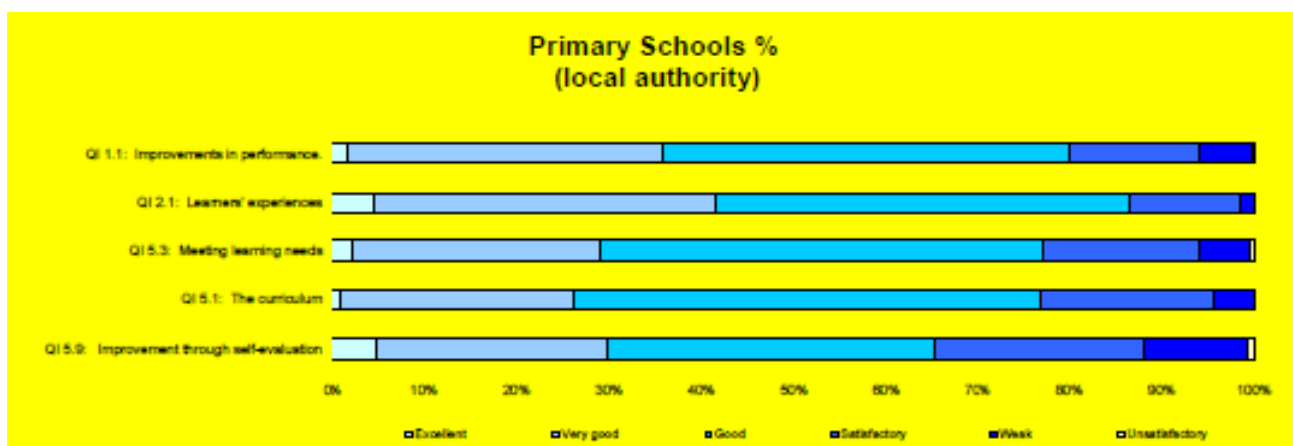
The extent to which learners' needs are met is good or better in most schools. In most schools, teachers are planning tasks and activities that provide most children with appropriate levels of challenge. Staff do not always take sufficient account of the principles of Curriculum for Excellence, including personalisation and choice, in order to ensure that higher-attaining children are sufficiently challenged in their learning. Staff are using questioning increasingly well to help children to reflect on and understand how they learn. Schools often meet the needs of children requiring additional support well and staff are developing their understanding of additional support for learning legislation. In taking forward the *GIRFEC* approach, staff are developing a range of knowledge and skills which are helping them to provide effective support for vulnerable children and their families. Most schools are still at the early stages of monitoring children's progression effectively in learning outwith the classroom. Achievements may be recorded in profiles or personal learning logs but the information is not yet used effectively to ensure development of attributes, capabilities and skills. As schools introduce profiles, staff are providing personal

support increasingly to help children reflect on and evaluate their work. Parents are becoming increasingly involved in the life and work of the school through, for example, attending curriculum information evenings and offering their views on aspects of the school's work. There is scope to involve parents to a greater extent in their own child's learning in partnership with the school.

In St Paul's Primary Whiteinch Glasgow the school has a thorough and comprehensive approach to identifying, supporting and tracking progress of children with additional learning needs. This includes children with English as an additional language (EAL). Pupil support assistants and the EAL teacher provide high-quality support in class and in the EAL base. Children in the nurture room are making solid progress as a result of well-judged, targeted support from staff. Teachers provide a range of interesting home-learning tasks for children. Parents value highly the supportive relationships they have with the school.

Secondary Schools

Secondary schools %
(local authority)
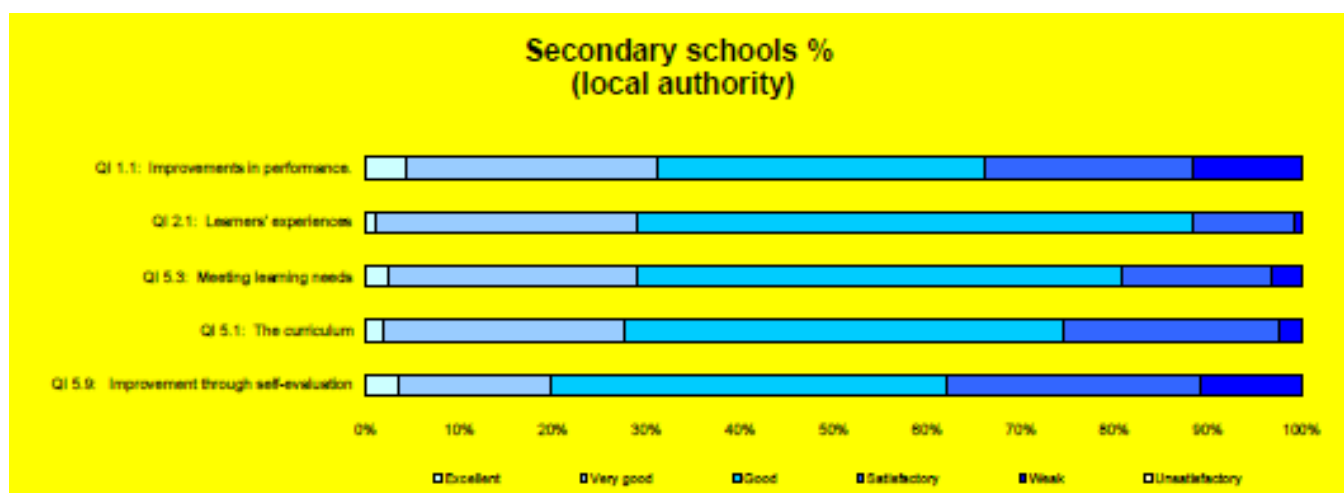
Many schools recognise that personal support, regular conversations about progress and an understanding of what motivates young people to learn, remain vital ingredients to success for each and every learner. Monitoring and tracking against attainment targets continues to be an improving aspect across schools, with tracking often being well-linked to effective mentoring of young people. Young people continue to need more help in setting relevant and challenging learning targets, including identifying and planning opportunities for personal achievements. Evidence shows that schools are increasingly sharing responsibility for meeting the needs of all learners, including those with additional support needs, across all staff. The quality of support for learning given by specialist staff continues to be a strength. There remains scope for subject teachers across the school to improve the range of suitable tasks and activities they provide to meet the needs of all learners in all aspects of their learning. This includes providing young people with appropriate levels of challenge and support to ensure they make progress in their learning. Improvement needs remain in the ways teachers use information provided by learning support and pastoral care colleagues. There is still work to do to improve aspects of partnership working at times of course choices, for example communication between and across partners and agreeing levels of expectation.

In West Dunbartonshire Our Lady and Saint Patrick's High School has an extremely effective range of provision of care and support to meet young people's social, emotional and learning needs. The curriculum meets the needs of all young people very well to support them in developing, attaining and achieving the best they possibly can. Pastoral staff provide very high-quality support for learners to ensure they are able to learn and progress with as few barriers as possible. All staff, including learning assistants, support for learning staff and the pupil and family support team, as well as senior pupils, take seriously their collective responsibilities and play an active role in working together to very effectively meet young people's needs. The librarian provides a significant contribution to young people's learning and achievement, including through the enriched reading programme.

At Anderson High School, Shetland Islands young people, including those in the Additional Support Needs department are very well supported by the school. Teachers make effective use of information and communication technologies to enhance learning. The highly skilled pupil support team and support for learning staff identify young people's learning, social and behavioural needs very well. They provide very useful information to class teachers to help them support young people's learning. Additional Support Needs staff, including support assistants, work well with young people throughout the school. Very effective additional support is provided to young people and their families through effective partnerships with staff from partner agencies. As a result of these successful approaches, those who require support are making very good progress and achieve well.

Within Bellahouston Academy in Glasgow and its caring and inclusive learning community, young people are very well supported to develop and learn. Most teachers are skilful and resourceful in providing appropriate support for all learners. Staff involved in pastoral care, support for learning and English as an additional language work very well together to meet young people's social, emotional and learning needs. They quickly identify, and act to resolve, any barriers to learning. They offer valuable advice and professional development opportunities to subject teachers. Young people with additional needs are also well supported through work with partner agencies.

Independent schools
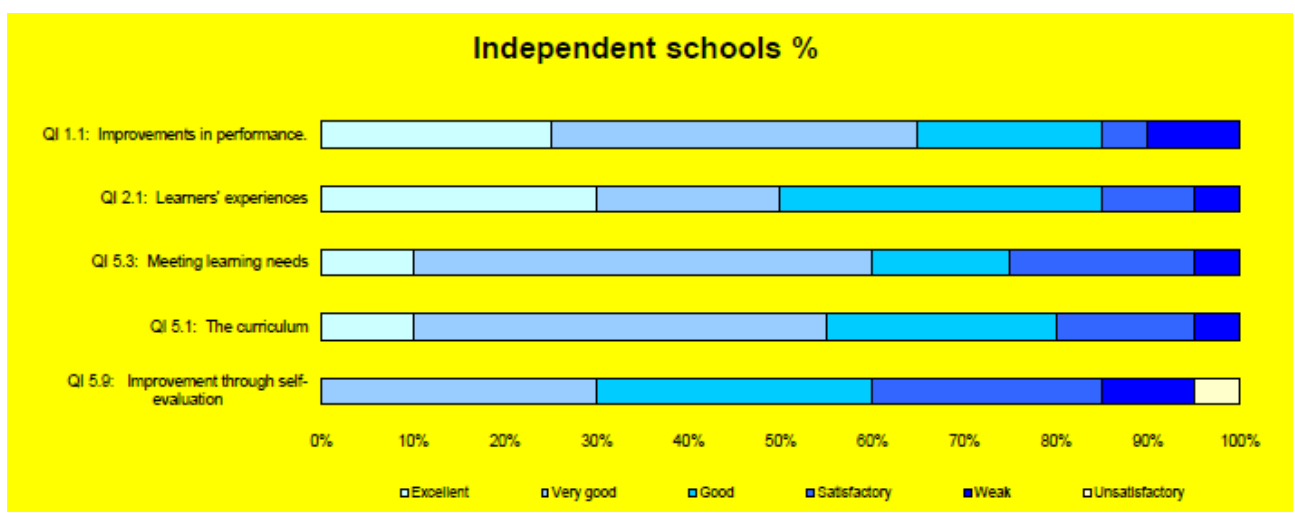
The degree to which learners' needs are met is good or better in almost all schools. In more than half of the inspection sample, this dimension is very good or excellent. Overall, schools meet the full range of their learners needs in flexible ways. Often specific support

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for children and young people with particular needs is very well focused and personalised. In schools serving children and young people with social and emotional difficulties, this was a relatively strong dimension of school effectiveness.

Clydebank Technical Education Centre uses strong partnerships with social work, psychological services and other agencies to exchange information and plan appropriate support. Staff work very effectively and closely with parents to share information and develop strategies to meet young people's needs. Arrangements for monitoring attendance and punctuality are very effective. The centre links well with Skills Development Scotland, employers and training providers to promote positive destinations. Staff are skilled and resourceful in their attempts to develop employability skills.

Special schools
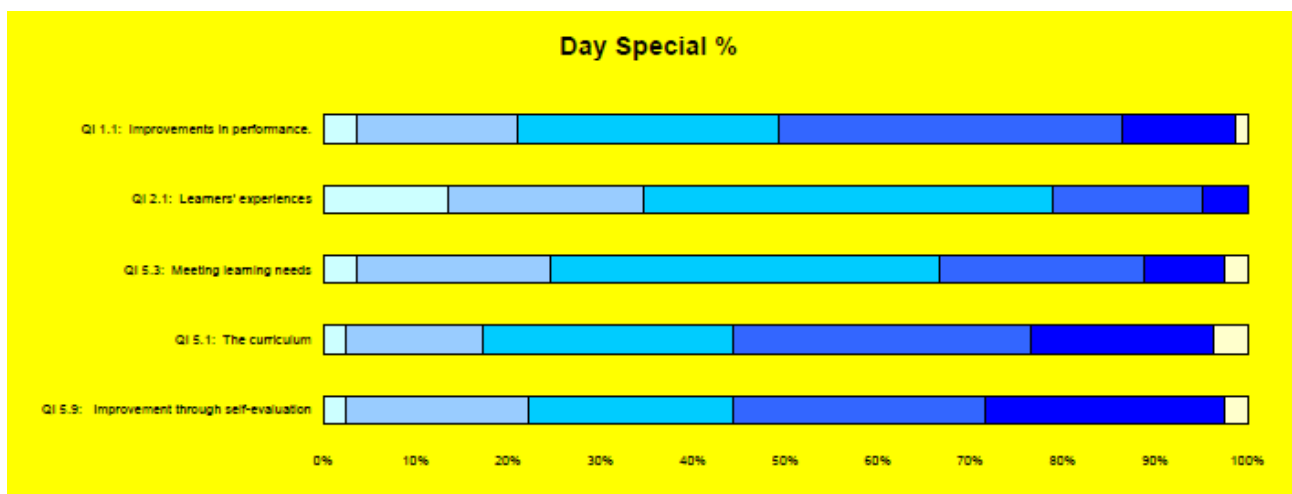
In almost all special schools, staff use a range of suitable approaches to meet the needs of learners with a wide range of additional support needs. Overall, programmes and activities meet the varying needs of learners well. In the best examples, schools integrate a range of therapeutic programmes within the curriculum. Others are making innovative use of the outdoor environment to support children and young people to learn. Support assistants continue to make important contributions to the learning and progress of individuals and groups of learners. Most residential special schools, and almost all secure care services, have now developed initial assessment which involves the use of comprehensive baseline data and careful planning to take forward young people's learning and care needs. In residential special schools, care and education staff jointly support children and young people to achieve their learning targets, but there is considerable scope to develop further shared approaches to supporting the learning of children and young people in care settings.

In Pilrig Park School, Edinburgh, young people's social, emotional and mental wellbeing is being promoted effectively across the curriculum. The school works well with a wide range of partners to enhance young people's opportunities to achieve and to support young people when moving into and beyond the school. Staff provide well-designed resources and make good use of visual supports for learning. Young people's needs are well addressed through very effective use of individualised educational programmes and personal plans. The school makes good use of coordinated plans to meet young people's complex or multiple additional support needs.

In Beatlie School, West Lothian, in the nursery and across the school, staff take very effective steps to identify children's needs when they start school. Within classes, teachers plan very carefully to provide learning tasks and activities which are stimulating and relevant to each child. Staff work very well with specialist partners to identify how best to support children and their families. Parents are very positive about the support they and their children receive from the school. All young people have well-structured individualised educational programmes and coordinated support plans.

Further relevant reports
Validated Self Evaluation (VSE)

Validated self-evaluation (VSE) is a voluntary process which aims to support and challenge the work of education authorities to improve the quality of provision and outcomes for learners. It is led by the education authority and involves a partnership in which Education Scotland works alongside the authority and applies its knowledge of educational delivery and expertise in evaluation. The purpose of this is to support, extend and challenge the education authority's own self-evaluation, strengthening outcomes for learners.

Between November 2011 and November 2012, four local authorities were involved in VSE. Not all of these local authorities focused on supporting learners as part of the VSE process.

Angus Council identified an area of strength as its clear focus on inclusion and participation of learners in schools and establishments, reducing exclusion in communities across Angus. Similarly, Glasgow City Council identified an area of strength as an improving inclusive approach in schools and establishments to meeting the learning needs of all children. The use of the GIRFEC (Getting It Right For Every Child) wellbeing indicators as a framework for validating the Education Service's self-evaluation was a helpful development allowing them to look beyond the impact of schools on outcomes for children and young people, to include partners such as Glasgow Life, health, social work and the voluntary sector. The VSE methodology will be used to further develop these partnerships and build on the strengths identified.

Young Carers

The [first report to Parliament on implementation of additional support for learning](#) indicated that in most schools in Scotland the needs of most children and young people were being met well, with some major strengths. Whilst this is very positive the report also acknowledged that additional support for some groups of children and young people could be improved upon. Evidence provided in the report suggested that effective practice in identifying the needs of young carers was developing slowly. This report will serve to highlight the provision of support to young carers as part of implementation of additional support for learning.

In 2010, the Scottish Government and CoSLA *published* [Getting it Right for Young Carers - The Young Carers Strategy for Scotland](#). The strategy sets out key areas for action across a range of areas to improve services and support, including educational services for young carers in Scotland. The Strategy defines a young carer as:

"a child or young person aged under 18 who has a significant role in looking after someone else who is experiencing illness or disability."

There are a number of actions in The Young Carers Strategy [Getting it Right for Young Carers](). These action points include progression of work on identifying, assessing and supporting young carers.

More specifically the following actions are underway to support young carers:-

- funding the Scottish Young Carers Services Alliance to produce resources to equip primary school teachers with the necessary skills and knowledge to identify and support young carers. Work is ongoing to support and promote the continuous roll out of the Eryc and Trayc toolkit. The toolkit helps children to identify themselves as young carers by allowing them to compare their situation to the caring situation of the cartoon characters, and can help teachers understand that even very young children can have caring responsibilities. It provides teachers with learning tools and helps them decide how they can best support children with caring responsibilities at school and more widely;

- funding to the Scottish Young Carers Service Alliance, to produce a toolkit for secondary schools. This is due to be published in 2013;

- piloting a Young Carers Authorisation Card in six pilot areas (NHS Ayrshire and Arran, NHS Dumfries and Galloway, NHS Forth Valley, NHS Greater Glasgow and Clyde – North East Glasgow, NHS Fife, NHS Tayside – Ninewells Accident and Emergency). In some areas, these cards will also be used within a school setting as a form of identification which can result in additional support.

- funding to the College Development Network to help identify and support young and adult carers who are students in Further Education.;

- Funding Health Boards for Carer Information Strategies, some of which is. supporting young carers in a variety of different ways. This includes support in schools, carers centres and young carers projects;

- funding the Young Carers Festival for a further two years.

Strategy into practice

To coincide with the launch of the Fife Young Carers Strategy, Fife launched its Young Carers Authorisation Card. This pilot is funded by the Scottish Government and is aimed at improving the information available to young carers about the person they care for. Young carers say that they feel excluded from discussions and decisions about the person they look after and yet in reality they may play a vital caring role for a family member. With the consent of the cared-for person, health professionals will be able to share information about medication, diagnosis and prognosis. The card is also being used to identify and support young carers in schools.

Additional Support for Learning and Young Carers

Under the [Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)](#) a young carer may have additional support needs due to their responsibilities at home. This may be identified because the young carer or his or her family identify that they have this role or because the school identifies this due to other indicators. These include, changes in attendance, reduced attendance, lateness and the child or young person presenting tiredness. A significant issue is the time available for learning at home, pursuing other activities and interests and quality time for studying. This may be reflected in the quality of homework and reduced access to out-of-school activities and school trips.

What does good practice look like in schools?

Education Scotland has identified developments in policy and practice across Scotland to support young carers across education authorities and schools. Here are a few examples: In 2012, Fife Council launched their strategy for young carers called Getting It Right For Young Carers in Fife. This strategy reflects the partnership work of a multi-agency group representing a range of statutory and voluntary organisations which link with and support young carers. It also reflects the views, hopes and aspirations of young carers in Fife and has given them an opportunity to shape and influence how they are supported and how services are delivered to them. The guidance provides clear definition of young carers and the roles of services in identifying assessing and making provision for their needs. The strategy utilised the national practice model for Getting it Right to take forward practice.

In **Western Isles** education services are considering proposals for projects to meet the needs of young carers to ensure more effective tracking and monitoring. The local Health Board has been successful in offering counselling services to groups of young carers.

In **Stirling Council** every secondary school is encouraged to have a Young Carers Coordinator and a range of activities are undertaken to support young carers. In Stirling's secondary schools a young carer in senior stages addresses a S1 assembly and explains that they are young carers. They explain what they do within their family before and after school. This has the effect of validating this role and helps young carers new to the school to identify themselves and let the Young Carer coordinator know that they have these sort of roles.

In **Calderglen High School**, in South Lanarkshire young people who are 'Looked After' or are 'Young Carers' are clearly identified and information is shared with staff. Young people's views on the sharing of such information are sought first and permission recorded. LAC and Young Carers are standing items on the Pupil Support Group (PSG) agenda. Staff awareness is high, partly through an annual awareness raising event.

In **Falkirk High School**, pastoral and pupil support staff know their pupils and their families very well and use this knowledge to support staff in bringing about improved outcomes for young people. Staff work well together with colleagues from the family support team, social work and educational psychology as well as links with community learning and development and the young carers project. These links are enabling early intervention strategies to be put in place. The school has clear and very effective arrangements for addressing the needs of young people who are looked after and for those who have caring responsibilities. Staff know young people very well and involve them in discussions about the types of support that they feel would be beneficial to them. Staff in the PE department have made effective use of data on participation rates in PE

and physical activity. They are now exploring how best to meet the needs of young carers, young people who are looked after and particular groups of girls to support their participation in physical activity both within and outwith school. The school works closely with the Carers Trust. As a result young carers have gained confidence and have identified themselves and there are effective arrangements for monitoring their progress.

St Andrews Secondary School, Glasgow and its culture of meeting learning needs, being central to every teacher's work, is supporting young people very effectively. Staff know their needs very well and are adopting a range of appropriate strategies to address them. The school's rigorous tracking systems allow identification of needs, and early interventions are sought and reviewed. Teachers and the school librarian offer lunchtime homework classes for young carers, second language learners and for looked after young people. The school's early intervention strategies, Joint Support Team and rigorous systems of monitoring and tracking support vulnerable young people so well that the need for accessing specialist external support at staged intervention levels 3 and 4 is low. Young people at senior stages successfully develop a range of skills relating to responsibility and leadership. They effectively supported younger peers in their role as buddies and in paired reading as well as being trained in peer counselling skills. Young carers are also developing their leadership skills through the Young Carers Club.

These examples are provided to set out both the practice which is already to be found in Scottish education, and to support other schools and authorities in considering support for young carers.

Additional Support for Learning in Scotland

Introduction

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

Sources of information

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

Comparability and Reliability

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

It is important to note that the figures provided below relate to information recorded on the school's management information system and may not reflect the 'non quantifiable' support provided to pupils in schools by classroom and support staff, or support provided which is not recorded within the management information system. Therefore the tables presented here do not represent the whole picture of the provision made for additional support needs in Scotland. For example, in the table on page 26 the Health Services are those recorded in the school system and do not reflect the broad range of services provided to support children and young people with additional support needs. It is likely that some improvement in recording practices will take place in coming years.

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

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

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

	with Additional Support Needs recorded	with CSP	with IEP	with Other Support Needs	Child Plans	Assessed or Declared Disabled
Aberdeen City	2,393	65	1,310	973	164	405
Aberdeenshire	10,066	139	2,593	8,139	43	998
Angus	1,461	65	1,010	443	18	216
Argyll & Bute	1,720	104	1,077	534	36	502
Clackmannanshire	1,203	38	457	652	142	78
Dumfries & Galloway	3,939	218	1,079	2,928	54	622
Dundee City	2,265	69	798	1,504	.	611
East Ayrshire	2,958	51	868	2,174	84	275
East Dunbartonshire	2,134	97	665	1,440	*	380
East Lothian	2,656	59	236	2,529	1,758	186
East Renfrewshire	2,617	106	696	1,935	141	153
Edinburgh City	8,506	193	1,478	7,013	148	1,227
Eilean Siar	1,018	38	332	741	45	58
Falkirk	2,365	45	1,442	691	367	394
Fife	6,603	160	3,038	3,216	406	721
Glasgow City	21,425	304	9,153	15,430	1,074	2,410
Highland	6,686	181	1,367	4,382	1,487	845
Inverclyde	1,981	54	577	1,494	*	260
Midlothian	1,435	49	590	878	49	279
Moray	1,731	70	640	1,232	72	197
North Ayrshire	3,312	46	950	2,417	67	306
North Lanarkshire	3,451	451	2,725	643	123	625
Orkney Islands	504	24	156	372	*	33
Perth & Kinross	4,596	124	1,384	3,489	11	349
Renfrewshire	1,778	188	1,180	551	66	241
Scottish Borders	1,757	103	502	1,293	47	86
Shetland Islands	737	43	268	528	69	72
South Ayrshire	3,865	42	1,132	2,849	134	984
South Lanarkshire	3,288	72	2,258	1,022	134	707
Stirling	1,634	38	664	859	209	200
West Dunbartonshire	4,456	16	642	3,810	72	378
West Lothian	2,944	82	1,307	1,721	155	349
All local authorities	117,484	3,334	42,574	77,882	7,184	15,147
Grant aided	334	114	273	10	51	221
Scotland	117,818	3,448	42,847	77,892	7,235	15,368

These figures represent the numbers of children and young people reported as having additional support needs, and those who have a co-ordinated support plan, those who have an individualised educational programme and those who have a child's plan. Children may have more than one plan and therefore may be reported in more than one column.

The principal factors giving rise to the 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	2,387	474	138	226	294	111	62	6	173
Aberdeenshire	10,061	1,824	1,327	1,325	2,736	197	128	6	753
Angus	1,460	196	81	139	261	40	47	*	109
Argyll & Bute	1,719	153	337	254	248	63	40	.	129
Clackmannanshire	1,203	218	151	103	47	28	24	.	81
Dumfries & Galloway	3,938	428	151	515	1,664	137	79	*	184
Dundee City	2,265	228	156	162	425	62	72	.	182
East Ayrshire	2,955	300	397	154	710	60	51	.	131
East Dunbartonshire	2,131	273	282	250	272	72	30	.	126
East Lothian	2,656	421	351	221	635	47	42	*	163
East Renfrewshire	2,613	299	849	191	135	112	63	.	131
Edinburgh City	8,504	1,048	1,059	645	308	171	143	*	583
Eilean Siar	1,017	29	104	256	160	23	23	.	40
Falkirk	2,362	477	210	300	311	76	62	*	123
Fife	6,599	599	1,214	729	648	163	165	5	402
Glasgow City	21,414	2,604	1,061	887	1,914	410	335	6	664
Highland	6,677	629	986	724	612	106	102	*	242
Inverclyde	1,981	423	531	176	189	84	52	*	101
Midlothian	1,435	251	154	131	154	49	33	*	125
Moray	1,730	179	282	334	286	51	23	*	107
North Ayrshire	3,312	382	468	387	852	83	50	.	127
North Lanarkshire	3,450	955	190	240	528	140	131	*	234
Orkney Islands	504	34	96	110	57	11	6	.	19
Perth & Kinross	4,594	374	637	520	590	90	91	.	370
Renfrewshire	1,778	364	154	128	208	81	39	.	136
Scottish Borders	1,757	275	121	227	428	23	29	*	86
Shetland Islands	737	38	117	104	158	19	7	.	79
South Ayrshire	3,865	661	536	409	1,157	140	62	*	173
South Lanarkshire	3,287	754	399	299	616	126	104	*	217
Stirling	1,634	286	205	151	88	49	36	*	104
West Dunbartonshire	4,456	174	251	206	743	29	24	.	78
West Lothian	2,940	436	485	341	364	87	45	*	228
All local authorities	117,421	15,786	13,480	10,844	17,798	2,940	2,200	47	6,400
Grant Aided	334	193	17	14	36	88	53	.	130
Scotland	117,755	15,979	13,497	10,858	17,834	3,028	2,253	47	6,530

	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	263	291	463	152	29	68	429	107	12
Aberdeenshire	1,057	595	2,600	545	194	253	1,033	319	221
Angus	176	119	369	81	9	24	109	181	23
Argyll & Bute	212	131	326	101	13	12	43	95	*
Clackmannanshire	220	58	416	41	9	15	81	120	*
Dumfries & Galloway	309	279	575	155	24	13	238	295	9
Dundee City	230	287	638	100	15	40	116	86	16
East Ayrshire	425	120	579	142	14	64	101	354	63
East Dunbartonshire	156	232	232	96	10	19	214	69	68
East Lothian	270	125	588	138	44	24	134	84	37
East Renfrewshire	249	231	337	107	13	7	265	43	34
Edinburgh City	862	559	1,293	481	87	170	2,574	300	177
Eilean Siar	177	38	213	95	*	7	33	38	133
Falkirk	310	214	547	181	19	10	52	184	12
Fife	467	467	1,343	390	31	75	567	541	162
Glasgow City	1,269	1,277	3,271	1,417	198	233	6,630	1,255	601
Highland	566	622	1,474	366	51	93	701	147	88
Inverclyde	111	189	318	103	19	21	29	72	59
Midlothian	226	132	434	125	20	26	57	55	7
Moray	181	123	362	93	48	53	155	33	14
North Ayrshire	255	165	531	201	21	54	59	187	111
North Lanarkshire	483	487	652	215	33	25	129	131	21
Orkney Islands	92	66	80	19	9	*	12	*	14
Perth & Kinross	630	214	1,282	206	160	129	442	100	64
Renfrewshire	230	167	281	133	10	16	70	102	22
Scottish Borders	169	76	346	58	6	8	182	47	9
Shetland Islands	98	50	169	50	22	*	20	*	24
South Ayrshire	320	217	1,368	241	90	68	106	212	57
South Lanarkshire	350	454	413	160	10	68	71	109	15
Stirling	234	114	364	70	*	17	62	72	18
West Dunbartonshire	153	184	976	124	14	22	160	62	291
West Lothian	441	321	577	100	21	47	274	140	17
All local authorities	11,191	8,604	23,417	6,486	1,251	1,689	15,148	5,562	2,407
Grant Aided	176	46	68	76	*	42	.	68	*
Scotland	11,367	8,650	23,485	6,562	1251	1,731	15148	5,630	2407

	Communication Support Needs	Young Carer	Bereavement	Substance Misuse	Family Issues	Risk of Exclusion	Other	Not known/Not disclosed
Aberdeen City	36	*	20	6	29	7	199	40
Aberdeenshire	88	25	27	.	268	73	571	15
Angus	11	9	0	.	*	.	79	*
Argyll & Bute	13	.	*	.	18	.	216	*
Clackmannanshire	16	11	8	5	64	*	57	*
Dumfries & Galloway	80	5	*	*	31	.	163	*
Dundee City	9	.	*	.	18	*	319	.
East Ayrshire	*	.	*	.	26	*	245	*
East Dunbartonshire	53	5	8	.	44	*	344	*
East Lothian	16	16	*	*	60	6	223	.
East Renfrewshire	20	*	*	.	19	.	258	5
Edinburgh City	73	21	*	.	73	11	984	*
Eilean Siar	19	.	*	.	27	*	105	*
Falkirk	45	66	*	.	12	*	179	*
Fife	33	7	19	.	73	8	367	7
Glasgow City	965	170	438	141	2,194	521	2,624	21
Highland	85	22	20	*	219	19	833	19
Inverclyde	23	*	*	.	*	.	207	*
Midlothian	15	8	7	.	13	*	203	.
Moray	16	11	10	9	109	6	109	*
North Ayrshire	34	*	*	.	20	*	327	*
North Lanarkshire	18	*	7	.	9	*	116	*
Orkney Islands	5	*	11	*	10	.	21	.
Perth & Kinross	13	37	21	.	53	12	605	5
Renfrewshire	*	.	.	.	8	*	157	.
Scottish Borders	7	*	*	.	17	7	98	.
Shetland Islands	12	*	11	*	35	*	119	.
South Ayrshire	19	*	*	.	19	.	340	*
South Lanarkshire	61	*	.	.	23	*	229	*
Stirling	29	.	8	.	30	*	275	.
West Dunbartonshire	.	.	.	.	*	.	1,020	.
West Lothian	18	5	7	.	105	*	244	5
All local authorities	1,837	441	647	170	3,636	692	11,836	142
Grant Aided	59	.	*	.	.	.	*	.
Scotland	1,896	441	647	170	3636	692	11836	142

Prevalence of Additional Support Needs
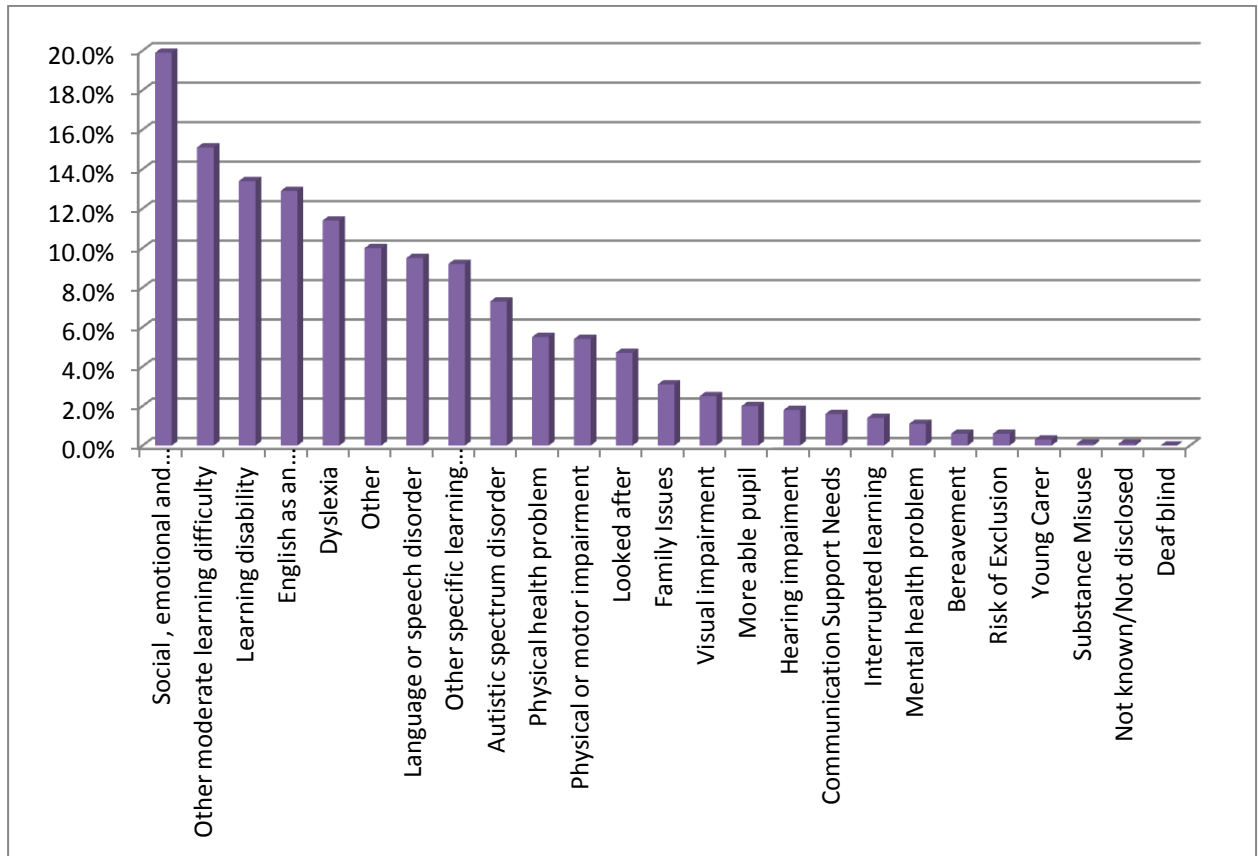
The types of support provided to those children and young people with additional support needs

	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	709	535	303	103	265	*	139
Aberdeenshire	9,420	6,909	7,327	1,013	2,043	65	917
Angus	1,181	824	468	213	263	41	140
Argyll & Bute	1,503	825	992	173	298	19	101
Clackmannanshire	1,066	645	646	172	268	13	92
Dumfries & Galloway	3,181	2,738	1,520	311	595	42	127
Dundee City	2,047	1,729	621	123	407	37	203
East Ayrshire	2,720	1,927	965	474	417	*	95
East Dunbartonshire	1,582	1,021	773	178	303	9	418
East Lothian	2,420	1,570	891	253	559	46	235
East Renfrewshire	1,406	872	916	140	224	7	77
Edinburgh City	7,043	5,496	3,279	648	1,480	173	289
Eilean Siar	598	336	206	48	71	.	206
Falkirk	1,727	1,448	1,289	260	433	34	117
Fife	2,360	1,423	1,115	226	350	16	283
Glasgow City	11,185	6,327	2,499	1,771	1,798	214	2,393
Highland	4,921	3,216	2,813	670	1,038	65	315
Inverclyde	1,586	896	1,216	174	184	*	71
Midlothian	1,011	746	536	167	320	16	98
Moray	1,387	1,038	864	197	368	18	192
North Ayrshire	2,569	1,785	1,288	270	416	8	426
North Lanarkshire	2,852	2,000	1,239	295	621	13	278
Orkney Islands	425	223	277	35	129	8	40
Perth & Kinross	3,486	2,296	2,297	348	995	150	332
Renfrewshire	1,288	743	554	265	365	13	184
Scottish Borders	1,454	869	1,028	118	272	39	70
Shetland Islands	716	575	445	83	208	30	76
South Ayrshire	3,508	2,560	1,797	394	611	26	511
South Lanarkshire	2,620	1,901	1,390	251	452	38	217
Stirling	1,195	821	749	172	327	6	152
West Dunbartonshire	3,018	1,471	1,246	429	449	119	997
West Lothian	1,925	1,504	811	147	420	12	151
All local authorities	84,109	57,269	42,360	10,121	16,949	1,282	9,942
Grant aided	333	267	247	144	203	48	70
Scotland	84,442	57,536	42,607	10,265	17,152	1,330	10,012

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 information below provides the expenditure information relating to the provision of learning in Scotland and is an extract from Annex F: Detailed Analysis of General Fund Revenue Income and Expenditure, 2010-11 Local Government Finance Statistics.

£ thousands

	EXPENDITURE							
	Employee Costs	Operating Costs	Transfer Payments	Revenue Contributions to Capital	Support Service Costs	Grants to third parties funded by General Capital Grant	Adjustment for Inter Account and Inter Authority Transfers	Total Expenditure
Education	**3,368,117**	**1,336,288**	**38,851**	**6,504**	**150,463**	**266**	**-43,525**	**4,856,964**
Pre-primary education	222,563	85,166	4,074	254	8,082	-	-1,794	318,345
Primary education	1,302,911	475,168	5,315	2,400	54,411	-	-13,260	1,826,945
Secondary education	1,399,599	515,164	23,214	2,612	56,724	16	-12,451	1,984,878
Special education	338,346	183,873	826	581	12,830	-	-9,418	527,038
Community Learning	85,177	57,295	4,116	642	6,906	250	-2,512	151,874
Other non-school funding	19,521	19,622	1,306	15	11,510	-	-4,090	47,884

Relationships and Resolving Concerns

Dispute Resolution

The Act makes provisions for the resolution of disputes between education authorities and the parents of children and young people concerning the exercise by education authorities of any of their functions under the Act. Young People (aged 16 and over and still in school), the parents/carers of children and the parents/carer's of young people who do not have capacity to act on their own behalf have rights under the legislation to access:

- Independent Mediation
- Independent Adjudication
- Advocacy services; and can make a reference to the Tribunal in relation to:

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

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

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

Information for parents

Education authorities are required to publish 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. In 2012 the Scottish Government published guidance on preparing school handbooks, including the duty to provide information on additional support for learning.

The Scottish Government provides funding to Children in Scotland to provide the Enquire service. Enquire is the national advice and information service for additional support for learning. The service is provided directly to parents through a telephone helpline and through online services and published advice and information. The service provides valuable information to parents on services, provision and their rights.

In 2011-12 Enquire received 1,105 enquiries relating to Additional Support for Learning from 881 people of which 73% identified themselves as parents or carers.

Enquiry topics included:

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

Independent Mediation

Mediation services are provided by a small range of independent services across Scotland through contracts with Local Authorities. Resolve: ASL Mediation service provided by Children in Scotland and Common Ground Mediation provide mediation services to 23 local authorities in Scotland. The function of Independent Mediation in the Act is to support the resolution of concerns or disagreements at as early a point as possible and to re-establish relationships and communication which may be threatened or broken between services and families to be restored if possible. In the 2011-12 period there were a total of 73 mediation related enquiries made by parents to these two services relating to a range of issues.

Independent Advocacy Service

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

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

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

From November 2011 – November 2012 Take Note received 45 referrals of which 9 were referred to the Tribunal and 21 which were resolved prior to Tribunal proceedings due to Take Note's input and 15 of the referrals are currently ongoing. These cases related to issues in transition, dispute of information in co-ordinated support plans and placing requests.

Independent Adjudication

Independent Adjudication supports the resolution of disagreements and concerns through a formal review of the case by someone who is independent of both the education authority and the family and has expertise in dealing with children and young people with additional support needs. The adjudicator will consider the circumstances of the case and will reach a decision and make recommendations to everyone involved. Although the decision is not legally binding there is an expectation that they will be accepted and followed. From November 2011 until November 2012 there have been 15 referrals to independent adjudication all of these related to the provision of services.

Additional Support Needs Tribunals for Scotland

The Additional Support Needs Tribunals for Scotland consider a range of references related to additional support for learning legislation, and following an extension to their remit in 2010, cases of alleged disability discrimination in schools. In April 2011-March 2012 the Tribunal received 86 referrals. The President of the Tribunals, Dr Joe Morrow, produces an annual report which provides further details on the Tribunal system.

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 2011 until November 2012 there have been 2 Section 70 complaints received by Scottish Ministers about additional support for learning. These relate to concerns around planning and provision for additional support for learning.

Scottish Public Services Ombudsman
It is noted that the Scottish Public Services Ombudsman has reviewed its complaints procedure in 2012. This will apply to complaints made in relation to education services.

Future reports

The next report to Parliament is due to be prepared and published early in 2014. The focus of this report will be on transitional arrangements.

February 2013

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

The information in this Annex supports that provided elsewhere in this report. In 2012 313 pre-schools, primary, secondary and special schools were reported on by HM Inspectors. Of these 95% were evaluated as satisfactory or better. (5%) had important or major weaknesses in provision. The data on attendance and absence and exclusion indicates that children and young people who have additional support needs attend school less regularly than those who do not. This may be due to underlying medical issues. This data is the latest available following the change to two yearly collection in 2011. The next collection will be in 2013. Children and young people with additional support needs are also more likely to be excluded from school. There is a clear link between the large number of children and young people who have additional support needs arising from social and emotional behavioural issues and the risk of exclusion associated with behaviour in schools. The qualifications and destination data indicates a mixed picture for children and young people with additional support needs, whereby certain groups of children and young people achieve well in terms of qualifications and positive destinations while others are less successful in this regard.

Percentage attendance of pupils with Additional Support Needs [1] by sector, 2010/11

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

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

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

	Number of exclusions	Number of temporary exclusions	Number of removals from register	Number of pupils at census(1)	Rate per 1,000 pupils
Primary					
With ASN	1,636	1,633	3	34,165	48
all time in mainstream class	1,524	1,521	3	32,144	47
some time in special class	72	72	-	1,531	47
all time in special class	40	40	-	490	82
Without ASN	2,528	2,522	6	330,699	8
Data not available	27	27	.	##	##
Secondary					
With ASN	5,854	5,845	9	28,618	205
all time in	5,555	5,547	8	26,876	207

mainstream class					
some time in special class	239	238	1	1,216	197
all time in special class	60	60	-	526	114
Without ASN	15,739	15,698	41	271,808	58
Data not available	95	95	.	##	##
Special	916	915	1	6,537	140
Data not available	49	49	-	##	##

(1) Pupil numbers as at September 2010.
not applicable

Total qualifications attained by leavers with additional support needs, secondary and special schools 2010/11

	Total leavers (=100%)	Average tariff score	1+ @ SCQF Level 2 or better	1+ @ SCQF Level 3 or better	5+ @ SCQF Level 3 or better	1+ @ SCQF Level 4 or better	5+ @ SCQF Level 4 or better	1+ @ SCQF Level 5 or better	5+ @ SCQF Level 5 or better	1+ @ SCQF Level 6 or better	3+ @ SCQF Level 6 or better	5+ @ SCQF Level 6 or better	1+ @ SCQF Level 7 or better	3+ @ SCQF Level 7 or better
Total	**54,726**	**380**	**97.4**	**97.2**	**91.8**	**94.3**	**81.0**	**78.2**	**54.8**	**51.8**	**37.1**	**25.3**	**16.7**	**2.0**
No Additional Support need	**48,895**	**405**	**98.5**	**98.5**	**94.7**	**96.7**	**85.4**	**82.4**	**59.2**	**55.8**	**40.3**	**27.6**	**18.2**	**2.2**
Any Additional Support need	**5,831**	**168**	**88.4**	**86.3**	**67.4**	**74.2**	**43.6**	**42.6**	**18.2**	**17.6**	**10.2**	**6.0**	**4.3**	**0.4**
of which:														
Learning disability	880	66	73.6	64.3	39.2	49.3	16.0	15.9	2.8	3.2	1.4	0.7	*	0.0
Dyslexia	1,039	222	96.9	96.8	87.8	91.2	63.8	58.4	25.2	22.5	12.7	7.3	5.0	*
Other specific learning difficulty (e.g. numeric)	450	193	93.6	92.2	80.9	85.3	54.4	51.6	21.6	21.3	10.9	5.1	4.0	*
Other moderate learning difficulty	628	106	87.9	83.9	58.1	69.4	26.8	27.2	6.2	6.5	4.0	2.2	1.8	0.0
Visual impairment	136	234	72.1	67.6	59.6	58.8	44.9	44.9	30.9	31.6	23.5	16.2	10.3	*
Hearing impairment	100	218	89.0	86.0	77.0	81.0	58.0	55.0	27.0	25.0	15.0	9.0	*	*
Deafblind	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Physical or motor impairment	257	176	78.6	73.5	61.5	65.0	45.9	42.0	21.4	20.6	11.7	6.2	5.8	*
Language or speech disorder	242	87	69.4	59.9	41.7	50.0	24.8	27.3	7.9	6.6	*	*	*	0.0
Autistic spectrum disorder	450	195	84.0	78.0	64.9	70.9	52.0	50.9	24.7	24.4	12.4	7.1	7.3	*
Social, emotional and behavioural difficulty	1,551	79	85.1	82.9	51.4	62.1	21.7	21.5	4.0	3.4	1.4	0.8	0.4	*
Physical health problem	380	248	84.7	82.4	73.2	75.0	59.5	57.4	32.1	31.3	21.3	14.5	9.7	*
Mental health problem	87	114	79.3	74.7	48.3	57.5	28.7	32.2	14.9	12.6	*	*	*	0.0
Interrupted learning	150	70	78.0	76.7	42.7	47.3	14.7	15.3	6.7	6.0	3.3	*	*	0.0
English as an additional language	380	304	95.0	95.0	86.8	91.1	68.9	76.1	40.5	48.2	26.6	15.3	8.7	1.8
Looked after	202	77	77.2	74.3	49.5	56.9	22.8	21.3	5.4	3.5	*	*	0.0	0.0
More able pupil	45	474	100.0	100.0	97.8	100.0	91.1	93.3	75.6	68.9	53.3	35.6	20.0	*
Other	528	171	89.6	87.5	71.0	76.3	45.6	43.9	18.0	16.5	10.0	6.3	4.7	*

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

1. Leavers from publicly-funded secondary and special schools. 16 leavers from grant-aided specials could not be matched to census or attainment data and were left out of the analysis.

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

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

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

Reason for Support	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	**54,890**	**35.3**	**27.4**	**5.7**	**19.1**	**0.5**	**0.5**	**9.7**	**1.4**	**0.3**
No Additional Support need	**49,025**	**38.2**	**25.8**	**5.1**	**19.7**	**0.5**	**0.4**	**9.0**	**1.1**	**0.3**
Any Additional Support need	**5,865**	**11.1**	**41.0**	**10.8**	**13.8**	**0.6**	**1.9**	**15.9**	**4.3**	**0.5**
of which:										
Learning disability	881	2.2	54.3	7.3	9.2	0.7	1.4	11.9	12.7	*
Dyslexia	1,041	13.0	39.7	9.6	23.6	*	1.2	11.2	1.1	*
Other specific learning difficulty (e.g. numeric)	450	11.3	36.7	10.2	21.8	1.3	*	12.0	5.3	*
Other moderate learning difficulty	628	4.1	47.6	10.5	10.7	*	1.6	19.6	5.1	*
Visual impairment	137	21.9	40.9	*	6.6	0.0	*	5.1	20.4	0.0
Hearing impairment	100	16.0	42.0	9.0	18.0	0.0	0.0	10.0	5.0	0.0
Deafblind	*	*	*	*	*	*	*	*	*	*
Physical or motor impairment	258	13.6	50.8	2.7	4.7	*	*	6.2	18.2	*
Language or speech disorder	242	2.9	56.2	2.5	7.0	*	*	9.9	19.0	*
Autistic spectrum disorder	450	14.4	57.3	3.1	3.3	1.8	*	7.8	10.2	*
Social, emotional and behavioural difficulty	1,552	1.9	33.1	16.9	12.0	0.4	3.7	25.9	5.7	0.5
Physical health problem	380	21.1	40.3	5.5	11.6	*	*	9.2	10.8	*
Mental health problem	87	*	42.5	8.0	9.2	0.0	*	17.2	12.6	*
Interrupted learning	150	6.7	24.7	17.3	4.0	*	*	31.3	8.7	*
English as an additional language	381	32.5	38.6	5.8	12.1	0.0	*	8.4	*	*
Looked after	202	*	38.6	15.3	5.9	*	4.0	26.7	6.4	*
More able pupil	45	55.6	*	0.0	24.4	0.0	*	0.0	*	0.0
Other	528	9.5	42.6	11.2	11.6	*	*	17.8	4.7	*

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