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

Report to Parliament 2014

March 2015

The Scottish Government
Riaghaltas na h-Alba

Contents

Contents 1
Ministerial Foreword 2
Introduction 4
Background 0
European learning context 2
Scottish learning context 5
Additional Support for Learning Context 7
Additional Support for Learning in Scotland 11
Education Scotland picture of support and impact on outcomes 28
Looked after children and young people – policies and programmes 41
Relationships and resolving concerns 44
Next report 47
Annex A 48

Ministerial Foreword

We have a clear ambition and challenging agenda in Scotland for children and young people's learning and are determined that all children and young people receive the support that they need to reach their full potential. Additional support for learning plays a key role in delivering this ambition and whilst I am reassured that broadly children and young people's learning needs are well met in Scotland, that does not mean that the focus on continuing improvement can be relaxed. There are groups of children and young people whose needs are less visible and therefore do not always receive the support that they need. It is those groups of vulnerable children and young people that we must strive to provide for as we continue to meet the needs of those children who are already identified and provided for.

One of those groups whose needs are less visible under the Act are looked after children and young people. We are aware that this group of children and young people's learning outcomes are not as positive as they could be. This report seeks to highlight some of these issues and the work currently being carried out by Scottish Government and other organisations to help address the difficulties encountered by this particularly vulnerable group.

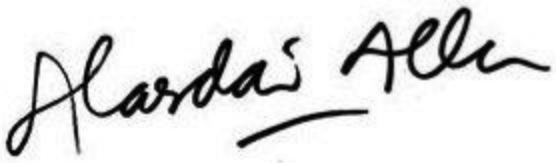
The Act is a key factor in ensuring children and young people make the most of the educational opportunities available to them and this year we hope to strengthen the Act further.

On 24 March 2015, the Education (Scotland) Bill 2015 was introduced to the Scottish Parliament. Through this Bill we will continue to support children with additional support needs, giving them a further opportunity to directly affect the support they receive by extending their rights under the Additional Support for Learning Act. We will also provide national support services for children, to ensure that those who wish to use these new rights have the support that they need to do so free of charge.

I said in last year's report that as we continue to collect and publish information on more additional support needs it is expected that more children than ever will be recorded as having an additional support need. That trend has continued this year and I expect it to continue as we improve the statistical collection relating to children and young people with additional support needs.

November 2015 will be the tenth anniversary of the additional support for learning framework being brought into force in Scotland. The next, and final report to Parliament required by the 2009 Act, will look at the significant progress that has been made overtime on implementing the Act. In the meantime we will focus on

continued improvement in implementation of the Act and the consideration of the Education Bill which, if passed, will continue the evolution of Additional Support for Learning 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 report fulfils the duties placed on Scottish Ministers at sections 26A and section 27A of the amended Act.

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

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

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

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

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

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

This information presents as full a picture as possible of the implementation of Additional Support for Learning. This includes information from the national statistics collection of data on pupils. This collection has been slightly revised to provide more detailed information on the plans used to support children and young people's learning. This fulfils the duty provided by Section 26 of the Act.

This is the fourth of five such reports and provides a focus on children and young people who are looked after.

Background

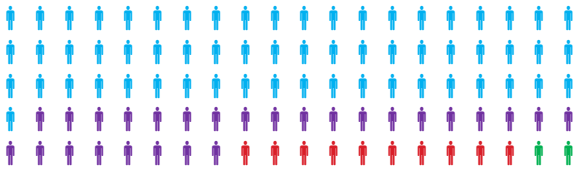
The Act places duties on education authorities and other agencies to provide additional support to children and young people who have additional support needs which are causing a barrier to their learning.

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?

The Summary Statistics for Schools in Scotland, No 5: 2014 Edition indicates that in 2014 there were 676,955 pupils in Scotland's local authority primary, secondary and special schools and grant-aided schools. Of those, 140,524 were identified as having an additional support need, around 20.8% of all pupils. This represents a 1.3% increase on last year's figure.



Children recorded with additional support needs

Children recorded with additional support needs and an Individualised Educational Programme (27%)

Children recorded with additional support needs and a Child's Plan (11%)

Children recorded with additional support needs and a co-ordinated support plan (2.2%)

Of those pupils identified as having an additional support need 37,640 (27%) have an Individualised Educational Programme (IEP) a percentage point decrease of 3 on last year. 15,946 (11%) have a child's plan, provided through the Getting It Right for Every Child approach, a percentage point increase of 2% on last year. 3,128 (2.2%) were identified as having a co-ordinated support plan (CSP).a percentage point decrease of 0.2 on last year Those pupils with CSPs represent 0.46% of all pupils in local authority and grant-aided schools. This is demonstrated in the diagram above.

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.

Looked after children

The Supporting Implementation of Additional Support for Learning plan was published in November 2012. The plan set out the specific actions that the Scottish Government planned to take over the following four years to support the ambition of Scottish Ministers that every child has access to the additional support they need to reach their full potential.

Both the plan and the inaugural report to Parliament on implementation of additional support for learning indicated that in most schools in Scotland the needs of most children and young people were being met well, with some major strengths. However both publications highlighted that additional support for some groups of children and young people could be improved upon.

One of these areas related to the provision of additional support for looked after children. It was acknowledged that in both mainstream and residential special schools, there was still much work to be done to ensure that barriers to learning for looked after children were removed or minimised, as far as possible, and that children were engaged in relevant, enjoyable and stimulating learning experiences.

Suggested actions were outlined as part of the plan, details on how this work has been implemented and further details on the current picture of the provision of additional support for looked after children and young people will be outlined in this report.

European learning context

The European Agency for Special Needs and Inclusive Education is an independent and self-governing organisation established by 32 member countries to act as their platform for collaboration regarding the development of provision for learners with special educational needs across Europe. The ultimate aim is to improve educational policy and practice for learners with special educational needs. This aim takes into account issues such as equal opportunities, accessibility, inclusive education and the promotion of quality of education, whilst recognising that there are differences in countries' policies, practices and educational contexts.

National representatives nominated by the ministries of education in each of the 32 member countries from the policy (Representative Board members) and practitioner levels (National Co-ordinators) who share a common understanding of key issues in special needs education and who work together to provide authoritative perspectives on special needs education in their country. The Representative Board member for Scotland is David Watt from Education Scotland. The National Co-ordinator for Scotland is Sally Cavers from Enquire.

This year Scotland, through Calderglen High School's Learning Community is one of 3 sites across Europe participating in the European Agency for Special Needs and Inclusive Education's Raising Achievement for All in Inclusive Education Project.

Calderglen High impressed the European Agency's Project Advisory Group with its commitment to innovation as well as its extensive networks of partners across East Kilbride, South Lanarkshire and beyond. Staff's commitment to leadership roles was also regarded as notable as well as their desire to improve learning and teaching.

The project will involve links being made with the European Agency and with the other two sites in Italy and Poland. These sites will serve as an "international learning zone" to explore the following questions:

What learning and teaching approaches best support learning and are effective in raising the achievement of all learners?

What school leadership strategies are most effective in raising the achievement of all learners?

The project will produce a series of publications that will be useful for schools across Europe to support inclusive practices.

Rights of the Child and legislation across UK education systems.

The UK Government ratified the UN Convention on the Rights of Persons with Disabilities in June 2009 but with a 'reservation' and 'interpretative declaration' in relation to Article 24 which says that persons with disabilities are not excluded from general education and that they can access inclusive, quality and free primary and secondary education in the communities in which they live. The reservation and interpretative declaration were in recognition that the parents of disabled children have the right to state a preference for a special rather than a mainstream school and that the needs of some children with complex needs are best met in residential schools. The declaration said that the United Kingdom Government is committed to continuing to develop an inclusive education system where parents have increasing access to mainstream schools and staff which have the capacity to meet the needs of disabled children. In Scotland this has been approached through a right not to attend special schools in Section 15 of the 2000 Act.

In the UK as a whole under the Equality Act 2010, schools, local authorities and others have duties not to discriminate against disabled pupils, in matters such as admissions, and to make 'reasonable adjustments', such as the provision of auxiliary aids and services, to ensure that disabled pupils are not put at a significant disadvantage as compared with their non-disabled fellow pupils.

In Scotland about 2% of the school population attend special schools and units while in England, 1.2% of pupils attend special schools. In Northern Ireland there are 1.4% of children and young people in special schools while in Wales the figure is now just under 1% (0.93%) of the school population in special schools.

In England schools and local authorities have duties under education law, recently reaffirmed by the Children and Families Act 2014 (England) to identify, assess and make suitable provision for disabled children and those with special educational needs (SEN). That legislation assumes that disabled children and those with SEN are educated alongside their peers in mainstream schools.

In Northern Ireland its SEN Code of practice operates but with new legislation is pending. In Northern Ireland there is a Community Relations and Equality Diversity policy which binds all schools to provide for the inclusion of all under equality law. The current programme for government has a priority to promote 'Together: Building a united community' May 2013 which is driving development of peace and reconciliation across religious, ethnic, ability/disability and gender difference and is promoted by the Department of Education through its shared education programme and development of shared education campuses which builds schools on a single campus to shared resources and extend the curriculum offer

In Wales 22.4% of the school population have SEN, with 2.9% statemented.

The legislative framework for special educational needs (SEN) in Wales is set out under the Education Act 1996. This places a duty on local authorities to provide suitable education for all pupils including those who have SEN. Local authorities in Wales must also have due regard to the SEN Code of Practice for Wales. New legislation in this area is pending. The policy on Welsh education also gives consideration to inclusivity and children's rights and specifically, the 'Inclusion and Pupil Support Guidance', provides advice to schools on the inclusion and support of learners of a compulsory school age.

The 'Rights of the Children and Young Persons (Wales) Measure 2011 placed a duty on all Welsh Ministers to have due regard to the substantive rights and obligations within the UNCRC and its optional protocols. Under Section 2 of the Measure Welsh Ministers are required to publish a Children's Rights Scheme which sets out the arrangements Welsh Ministers have in place to have due regard to the UNCRC. This scheme has been in place since May 2012.

Scottish learning context

Raising attainment

In addition to a range of activities that are already underway to raise attainment and close the equity gap, the First Minister recently announced a £100 million fund, created to improve educational outcomes. The new Scottish Attainment Challenge will be backed by an Attainment Scotland Fund of more than £100 million over four years to drive forward improvements on educational outcomes in Scotland's most disadvantaged communities.

The Scottish Attainment Challenge will draw on the experience of the approaches used in the London Challenge but also from further afield – especially Ontario. The first tranche of £20m for 2015-16 was announced by the Deputy First Minister in the budget debate on 4 February 2015.

The fund will be initially targeted at schools in Local Authorities with the biggest concentration of households in deprived areas. It will focus on Literacy, Numeracy and Health and Wellbeing in the Primary Sector to support children and young people in Scotland's most disadvantaged communities to achieve their potential. Our approach will be to provide support for communities with the biggest challenges in the form of poverty and deprivation.

Each of the participating Local Authorities will be provided with a dedicated support of educational and improvement experts and easy access to evidence and research. The fund will allow for substantial financial support to put in place impactful interventions and the Government will work in partnership with Local Authorities to establish the right improvement plan for their context, rather than impose solutions.

Education Bill

On 26 November 2014 First Minister for Scotland, Nicola Sturgeon, announced the Programme for Government to the Scottish Parliament. Part of that programme included an Education Bill. The Education Bill includes provisions on Socio-Economic disadvantage, Gaelic Medium Education, Modifications of previous legislation including; the extension of rights to children under Additional Support for Learning, section 70 complaints to Scottish Ministers, employment of teachers in independent and grant-aided schools.

Consultation on Children and Young People Act guidance

On 6 February 2015 a consultation on draft guidance on named person, child's plan and wellbeing was launched. In addition, there is consultation on the Orders associated with the legislation, including the Child's Plan Order. This order sets out the information that is required to be part of a child's plan and includes information about the relationship between the Child's Plan and the Co-ordinated Support Plan. The consultation marks a significant milestone in the preparation for the commencement of the Children and Young People Act 2014.

Commission for Developing Scotland's Young Workforce

The Commission for Developing Scotland's Young Workforce was set up in January 2013 to provide recommendations to Scottish Ministers on how Scotland's approach to vocational education and training could be improved and how we could get more employers more involved in all aspects of education and employing more young people. In June 2014, the Commission published its final report *Education Working for All*.

The Scottish Government worked with local government and other partners to draw up a national seven year programme aimed at Developing the Young Workforce (DYW). This is focussed on reducing youth unemployment by 40% by 2021 by ensuring a greater focus on employability within Scottish education for all young people. A joint implementation plan, taking forward the recommendations of *Education Working for All* was published on 15 December 2014 as part of the Government's Youth Employment Strategy.

The aims of the DYW programme build firmly on the existing policy framework set out by Curriculum for Excellence (CfE), Teaching Scotland's Future, GIRFEC and Raising Attainment For All. These linked policies will help us deliver on our commitment to raise attainment for all and close the equity gap between children and young people who are most and least deprived. The schools elements of the DYW programme are being taken forward as part of the CfE programme.

Additional Support for Learning Context

Education Bill

On 26 November 2014 First Minister for Scotland, Nicola Sturgeon, announced the Programme for Government to the Scottish Parliament. Part of that programme included an Education Bill to include giving new rights to children who may have additional support needs. The Education Bill introduces the same rights as parents and young people currently have under the Additional Support for Learning Act, with the exception of two areas. Children will not be given rights in relation to placing requests and will not be able to refer a case to mediation services.

Doran Review Implementation

Following the publication in November 2012 of the Doran Review and the Scottish Government's response to the review there has been significant progress in implementation of review recommendations, particularly those which focus on strategic commissioning of services for children and young people with complex additional support needs. A Strategic Commissioning Project Board (SCPB) has been set up to support delivery of the strategic commissioning project. The project will focus on recommendations 7, 17-18 (in part) and 19-21.

To support delivery of the recommendations on strategic commissioning five workstreams have been established:

- Workstream 1: Support

This workstream was to support organisations currently in receipt of national grant funding to prepare for the implementation of strategic commissioning in 2017.

Support for the three national centres' and the grant-aided special schools (GASS) continues. Part of the support the Scottish Government has been able to provide is funding for an one year Research post for the GASS.

- Workstream 2: Needs Analysis

The needs analysis workstream aims to deliver a quantitative and qualitative information to explain types and incidence of complex additional support needs across Scotland.

In September 2014 ODS Consulting were appointed as the contractor to undertake research to support the Needs Analysis work being completed by Workstream 2. The research has included a range of interviews and workshops with key stakeholders , including children and parents and carers. The research project will concluding in March 2015. This research will be brought together with work

already completed to draw together, analyse and map the statistical picture in Scotland and will be published following consideration by the Doran Strategic Commissioning Project Board.

- Workstream 3: National Commissioning

The National Commissioning workstream was set up to develop a national strategic commissioning model for the provision of national education services for children and young people with complex additional support needs, by middle of 2015. This model is to be implemented in 2017.

A description of the model for the commissioning of national services for children and young people with complex additional support needs was agreed on by the Doran Strategic Commissioning Project Board in November 2014.

- Workstream 4: Local Commissioning

Workstream 4 will support local authorities and their partners to develop a local strategic commissioning approach to services for children and young people.

- Workstream 5: Communications

Workstream 5 aims to ensure that communications are appropriately timed and targeted to support the successful development, delivery and implementation of the project. Four Learning & Communication regional events took place in 2014. The key themes and points from these events can be found in the summary report's. Further information on the progress of implementing the recommendations made is available from

http://www.scotland.gov.uk/Topics/Education/DoranReview

Enquire Map of Services

Recommendation 8 of the Doran Review stated that "the Scottish Government through Enquire should produce a comprehensive map of provision throughout Scotland for children and young people with complex additional support needs" has now been met.

Enquire successfully launched the map of services on their website on 10 September 2014. The map, featuring 20 different categories of 1,000 education, access to education and family support services, will benefit parents and carers and help them identify service provision in their local area.

The map of services can be accessed at: http://enquire.org.uk/find-a-service

Children too Ill to Attend School Guidance

In 2014 the review of guidance on children unable to attend school due to ill health was completed. The guidance, which will be published shortly, offers a range of advice and practice principles for education authorities and partners in their delivery of duties to ensure that children who are unable to attend school due to ill health receive educational support whilst they are unwell, wherever possible.

Review of guidance on Administration of Medicines in Schools

In 2014, the Scottish Government also began a review of the guidance on the administration of medicines in schools. The review is being undertaken in partnership with a range of key stakeholders including representatives from health and educational services. It is intended that revised guidance will be published for consultation in summer 2015.

Guidance on Accessibility Strategies

"Planning improvements for disabled pupils' access to education Guidance for education authorities, independent and grant-aided schools" in November 2014 The purpose of this guidance is to provide advice to education authorities and schools about how they could meet their duties to improve access to education for disabled pupils. These planning duties came into force in 2002 with the commencement of the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 (the Act). The new guidance replaces and updates earlier guidance. It provides advice on the provisions of the Act in the light of legislative and policy developments since 2002.

Review of Dyslexia Services

Education Scotland's report 'Making Sense: Education for Children and Young People with Dyslexia in Scotland' was published in May 2014. The report made five main recommendations:

- Teachers, support staff and parents should have access to up-to-date practical advice and guidance on dyslexia;
- Teachers, support staff and local authority staff should have access to a wide range of high quality career-long professional learning opportunities at school, local and national level related to meeting the needs of children and young people with dyslexia;
- Initial teacher education and postgraduate awards and courses should give a high priority to developing knowledge and skills in relation to dyslexia and additional support needs;

- Schools, local authorities and national partners should take action to improve the quality of educational outcomes for children and young people with dyslexia; and
- The availability and use of reliable information on children and young people's needs, development and achievement should be improved.

The Scottish Government responded to the report in June 2014. A Working Group has been established by the Scottish Government to work with key stakeholders to support delivery of the recommendations of the report.

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 2014. 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 2013 to March 2014. 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 principals, 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.

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.

In 2014 national statistics indicated that there were 676,955 pupils in Scotland's local authority primary, secondary and special schools and grant-aided schools. Of those, 140,524 were identified as having an additional support need, around 20.8% of all pupils.

Of those pupils identified as having an additional support need 37,640 (27%) have an Individualised Educational Programme (IEP) a percentage point decrease of 4 on last year. 15,946 (11%) have a child's plan, provided through the Getting It Right for Every Child approach, a percentage point increase of 2% on last year. 3,128 (2.2%) were identified as having a co-ordinated support plan (CSP) a percentage point decrease of 0.3 on last year Those pupils with CSPs represent 0.46% of all pupils in local authority and grant-aided schools. 103,568 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 95% of pupils with additional support needs learn within mainstream schools. 62% of pupils with additional support needs are boys, overall 15,156 pupils were recorded as assessed or declared disabled. This equates to 10.7% of pupils recorded as having an additional support need.

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	Other	Child Plans	Assessed or Declared Disabled	No of pupils
Aberdeen City	2,671	90	1,466	1,178	174	352	22,061
Aberdeenshire	11,422	97	1,755	10,262	0	858	35,040
Angus	1,617	58	1,072	598	32	184	15,114
Argyll & Bute	1,904	99	803	858	343	546	10,565
Clackmannanshire	1,625	34	460	909	493	118	6,564
Dumfries & Galloway	4,687	201	1,116	3,722	176	631	18,847
Dundee City	2,487	58	275	1,696	327	657	17,689
East Ayrshire	3,216	29	908	2,373	240	267	15,958
East Dunbartonshire	3,147	58	620	2,561	28	402	16,205
East Lothian	2,945	46	284	2,757	2,180	175	13,716
East Renfrewshire	2,821	129	700	1,947	400	167	16,446
Edinburgh City	9,754	149	1,538	8,114	785	1,214	46,948
Eilean Siar	1,056	34	287	807	114	35	3,361
Falkirk	3,283	29	502	1,098	1,944	386	21,341
Fife	7,035	191	3,079	3,651	504	695	48,556
Glasgow City	21,004	265	7,849	16,835	1,796	2,483	65,516
Highland	7,439	141	1,395	4,586	2,766	739	30,791
Inverclyde	2,387	58	592	1,917	27	272	10,011
Midlothian	2,236	53	637	1,698	354	318	12,041
Moray	2,747	62	755	2,224	146	185	12,048
North Ayrshire	4,675	32	935	3,768	216	337	18,169
North Lanarkshire	3,746	404	2,609	1,036	181	637	49,028
Orkney Islands	620	14	145	501	*	35	2,662
Perth & Kinross	5,565	115	1,281	4,766	*	251	17,750
Renfrewshire	3,320	229	1,296	2,196	249	261	23,245
Scottish Borders	3,622	107	550	3,205	193	154	14,553
Shetland Islands	700	32	253	497	87	61	3,226
South Ayrshire	1,676	23	917	490	490	964	14,005
South Lanarkshire	8,211	75	829	7,430	264	684	43,240
Stirling	3,007	29	518	1,951	1,007	163	12,339
West Dunbartonshire	4,574	12	583	3,994	112	337	12,365
West Lothian	5,003	97	1,418	3,861	289	400	26,273
All local authorities	140,202	3,050	37,427	103,486	15,922	14,968	675,673
Grant aided	322	78	213	82	24	188	1,282
Scotland	140,524	3,128	37,640	103,568	15,946	15,156	676,955

(1) Includes only pupils with an additional support need recorded, so excludes 18 pupils in special schools with no additional support need recorded

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	2,671	401	184	324	403	113	63	*	193
Aberdeenshire	11,413	1,356	1,342	1,497	3,196	254	140	*	699
Angus	1,617	211	106	169	250	49	41	0	131
Argyll & Bute	1,902	164	310	317	264	76	44	*	153
Clackmannanshire	1,625	214	156	251	86	28	26	0	120
Dumfries & Galloway	4,687	359	205	691	2,067	157	77	*	184
Dundee City	2,486	231	131	116	410	67	71	0	164
East Ayrshire	3,214	330	349	213	781	72	55	0	129
East Dunbartonshire	3,145	206	457	957	60	106	46	0	139
East Lothian	2,944	336	365	312	724	59	39	*	191
East Renfrewshire	2,820	264	864	390	142	127	75	0	169
Edinburgh City	9,752	1,095	1,031	719	381	185	167	*	596
Eilean Siar	1,056	33	117	271	181	21	20	0	43
Falkirk	3,282	570	341	340	557	134	89	*	193
Fife	7,035	571	1,376	741	758	155	188	*	420
Glasgow City	20,996	2,296	1,136	1,105	1,793	438	313	8	688
Highland	7,439	583	930	1,067	855	123	105	*	295
Inverclyde	2,387	471	558	179	239	67	53	*	101
Midlothian	2,236	229	352	190	291	64	41	0	144
Moray	2,747	241	339	418	579	67	28	*	154
North Ayrshire	4,675	473	636	612	1,171	94	69	0	134
North Lanarkshire	3,745	997	206	213	584	157	117	*	254
Orkney Islands	620	37	115	116	62	12	10	0	16
Perth & Kinross	5,562	368	864	748	707	94	97	0	467
Renfrewshire	3,313	489	346	311	293	118	89	0	215
Scottish Borders	3,621	283	259	674	775	45	41	*	146
Shetland Islands	700	26	92	102	116	13	8	0	66
South Ayrshire	1,675	308	372	161	366	125	47	*	159
South Lanarkshire	8,200	1,105	1,004	747	1,629	217	157	*	336
Stirling	3,007	286	405	461	41	65	65	*	142
West Dunbartonshire	4,569	175	304	317	681	48	37	*	107
West Lothian	4,999	725	592	580	802	123	68	*	241
All local authorities	140,140	15,433	15,844	15,309	21,244	3,473	2,486	42	7,189
Grant aided	332	167	33	19	24	71	48	0	100
Scotland	140,472	15,600	15,877	15,328	21,268	3,544	2,534	42	7,289

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

	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	297	326	570	171	42	57	492	104	26
Aberdeenshire	1,268	693	3,097	740	266	278	1,454	359	276
Angus	215	172	449	77	14	34	125	181	29
Argyll & Bute	238	165	401	123	19	17	62	95	6
Clackmannanshire	253	75	511	74	20	29	104	167	13
Dumfries & Galloway	380	304	694	170	29	26	247	286	35
Dundee City	261	343	636	128	56	59	257	159	32
East Ayrshire	463	123	623	177	28	56	124	354	68
East Dunbartonshire	138	338	352	166	16	35	315	117	70
East Lothian	319	144	721	151	46	24	160	105	38
East Renfrewshire	253	270	382	121	15	15	334	77	26
Edinburgh City	929	658	1,385	510	120	242	3,482	302	196
Eilean Siar	145	39	214	57	*	22	58	21	137
Falkirk	422	269	717	306	48	53	198	233	22
Fife	486	518	1,499	417	43	61	579	533	136
Glasgow City	1,384	1,565	3,360	1,284	175	267	6,999	1,365	540
Highland	703	691	1,837	449	93	134	890	128	96
Inverclyde	148	238	419	111	21	22	*	104	124
Midlothian	300	204	579	177	46	57	163	178	11
Moray	338	161	609	123	66	44	350	74	39
North Ayrshire	326	225	746	213	33	61	92	328	81
North Lanarkshire	525	571	730	226	23	30	202	212	12
Orkney Islands	142	64	111	25	*	5	12	8	14
Perth & Kinross	741	339	1,645	316	278	205	705	154	85
Renfrewshire	317	234	619	210	37	50	230	214	65
Scottish Borders	284	110	626	110	32	18	330	104	39
Shetland Islands	113	39	139	52	36	15	25	17	18
South Ayrshire	240	222	657	188	58	56	30	243	*
South Lanarkshire	727	878	1,441	454	93	173	380	364	99
Stirling	358	166	666	133	16	51	259	205	36
West Dunbartonshire	193	205	952	166	10	23	172	73	278
West Lothian	635	395	887	247	80	79	592	276	51
All local authorities	13,541	10,744	28,274	7,872	*	2,298	*	7,140	*
Grant aided	156	61	80	70	*	44	*	75	*
Scotland	13,697	10,805	28,354	7,942	1,870	2,342	19,475	7,215	2,706

	Communication Support Needs	Young Carer	Bereavement	Substance Misuse	Family Issues	Risk of Exclusion	Other	Not known/Not disclosed
Aberdeen City	127	10	21	*	70	19	162	*
Aberdeenshire	219	105	89	7	681	79	294	16
Angus	38	20	*	*	28	*	77	*
Argyll & Bute	41	5	*	0	57	7	213	*
Clackmannanshire	36	26	10	7	136	12	112	*
Dumfries & Galloway	121	12	*	*	74	*	220	*
Dundee City	55	11	18	13	139	18	146	*
East Ayrshire	23	6	11	0	47	11	319	*
East Dunbartonshire	86	17	27	*	173	7	279	6
East Lothian	52	12	10	*	150	15	247	*
East Renfrewshire	66	*	15	*	36	*	193	*
Edinburgh City	225	83	31	*	308	23	1,143	*
Eilean Siar	22	*	11	0	35	*	79	0
Falkirk	263	130	22	14	230	39	289	*
Fife	120	57	17	0	122	7	401	*
Glasgow City	1,112	165	392	85	2,329	354	1,937	19
Highland	181	41	46	*	453	24	753	0
Inverclyde	43	5	*	0	28	0	288	0
Midlothian	38	21	9	*	128	22	219	0
Moray	104	21	25	7	232	26	248	0
North Ayrshire	84	80	15	0	153	9	644	*
North Lanarkshire	66	8	9	0	52	6	185	*
Orkney Islands	9	*	18	0	32	0	17	0
Perth & Kinross	83	149	60	23	396	49	500	7
Renfrewshire	78	18	25	*	251	24	251	11
Scottish Borders	38	48	25	0	150	8	626	*
Shetland Islands	13	*	9	*	48	*	125	0
South Ayrshire	54	*	*	*	51	10	155	*
South Lanarkshire	407	29	65	16	614	62	797	17
Stirling	97	55	18	*	112	6	440	0
West Dunbartonshire	113	9	18	*	75	*	1,012	5
West Lothian	76	28	54	20	380	51	399	8
All local authorities	4,090	*	*	228	7,770	904	12,770	121
Grant aided	94	*	*	0	0	0	66	0
Scotland	4,184	1,188	1,082	228	7,770	904	12,836	121

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

	Pupils for whom nature of support is reported	Education: Additional Specialist teaching support	Education: Additional Specialist non-teaching support	Social Work services	Health services	Voluntary	Other
Aberdeen City	2,670	1,750	1,006	243	537	36	378
Aberdeenshire	11,411	8,031	8,520	1,155	2,586	104	1,042
Angus	1,584	994	681	270	395	57	170
Argyll & Bute	1,786	875	1,251	212	417	19	123
Clackmannanshire	1,594	931	757	284	433	30	183
Dumfries & Galloway	4,588	3,309	2,179	459	835	48	522
Dundee City	2,114	1,490	823	183	552	71	165
East Ayrshire	3,213	2,142	1,352	483	545	15	114
East Dunbartonshire	3,144	1,057	847	307	539	10	2,243
East Lothian	2,937	1,876	1,035	329	709	83	322
East Renfrewshire	2,496	1,445	1,212	233	330	12	344
Edinburgh City	9,462	7,089	3,861	778	1,795	228	797
Eilean Siar	1,040	465	565	49	107	*	316
Falkirk	3,269	2,239	2,181	460	838	96	311
Fife	6,894	3,343	2,749	605	1,002	29	1,302
Glasgow City	20,984	9,563	4,452	2,784	2,911	313	7,106
Highland	4,608	2,298	2,756	470	866	57	980
Inverclyde	2,361	1,120	1,475	256	293	27	358
Midlothian	1,909	1,198	969	374	628	42	160
Moray	2,587	1,709	1,263	320	614	44	634
North Ayrshire	4,675	2,806	2,078	520	659	39	986
North Lanarkshire	3,627	2,352	1,553	467	833	27	449
Orkney Islands	603	307	352	54	172	*	71
Perth & Kinross	5,342	3,244	3,376	493	1,517	285	650
Renfrewshire	3,318	1,397	1,201	576	762	47	1,253
Scottish Borders	3,606	2,289	2,188	295	751	86	299
Shetland Islands	693	537	416	81	228	28	60
South Ayrshire	1,418	941	873	353	536	39	230
South Lanarkshire	8,072	4,894	4,738	1,026	1,843	124	1,359
Stirling	2,979	1,760	1,593	357	655	38	483
West Dunbartonshire	4,574	1,765	1,733	477	651	136	1,958
West Lothian	5,003	3,031	1,829	520	973	30	866
All local authorities	134,561	78,247	61,864	15,473	26,512	2,209	26,234
Grant aided	331	257	236	124	171	51	62
Scotland	134,892	78,504	62,100	15,597	26,683	2,260	26,296

The cost of providing support

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

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

The Local Government Finance Statistics 2014 indicate that education authorities spend just over £4.8bn on education in Scotland. Of that £555m is spent on additional support for learning. This equates to just over 11% of the overall spend on education in Scotland. Although the amount spent has increased on last year the overall percentage spend remains the same.

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. The national statistics on attendance and exclusion are collected every second year so the information that appears below on attendance and absence is the same information as last year. The information on attainment and leaver destinations is collected each year and that information is therefore new.

Attendance

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

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

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

Exclusion

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

Cases of exclusion and rate per 1,000 by Reason for Support 2012/13			
Reason For Support	Number of exclusions	Number of pupils at census[(1)]	Rate per 1,000 pupils
Total	21,955	669,910	33
With ASN	10,539	117,700	90
Without ASN	11,266	552,210	20
Learning disability	1,107	15,791	70
Dyslexia	964	13,497	71
Other specific learning difficulty (e.g.numeric)	685	10,852	63
Other moderate learning difficulty	1,323	17,816	74
Visual impairment	100	2,941	34
Hearing impairment	83	2,200	38
Physical or motor impairment	201	6,403	31
Language or speech disorder	331	11,191	30
Autistic spectrum disorder	434	8,614	50
Social emotional and behavioural difficulty	6,568	23,419	280
Physical health problem	248	6,492	38
Mental health problem	270	1,253	215
Interrupted learning	302	1,689	179
English as an additional language	258	15,148	17
Looked after	1,077	5,565	194
More able pupil	26	2,407	11
Communication Support Needs	68	1,837	37
Young Carer	30	441	68
Bereavement	87	650	134
Substance Misuse	86	170	506
Family Issues	637	3,636	175
Risk of Exclusion	859	692	1,241
Not disclosed/declared	10	142	70
Other	1,040	11,836	88

(1) Pupil numbers as at September 2012

Attainment and Destinations

Much of the previous information published on the attainment or destinations of pupils with additional support needs has only looked at one year of data and has tended to focus on secondary schools only. This short piece of analysis looks at the attainment and destinations of leavers from secondary and special schools with additional support needs and how this has changed over the past four years. As

we are looking at information on leavers from special schools as well as those from secondary schools, we are only able to use information on the initial destinations of school leavers (destination in the October after leaving school) as follow-up destination are not collected for leavers from special schools.

Attainment

As the types of qualifications pupils may take at school varies considerably, we will be looking at the average tariff score of school leavers rather than the individual qualifications. The average tariff score is simply a number representing the overall qualifications a leaver has achieved while at school, qualifications at a higher level or with better grades receive more points. So, the larger the average tariff score the more the leaver has achieved. The table below provides information on the number of school leavers with additional support needs and their average tariff score over the last 4 years. 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.

Average tariff score attained by leavers from secondary and special schools with additional support needs, ASN, 2009/10 - 2012/13

	Average tariff score				Number of school leavers			
	2009/10	2010/11	2011/12	2012/13	2009/10	2010/11	2011/12	2012/13
Any ASN	121	168	206	222	3,813	5,831	7,366	9314
No ASN	385	405	433	439	50,968	48,895	44,055	43,947
Learning disability	55	66	78	89	835	880	940	1,150
Dyslexia	189	222	252	273	670	1,039	1,413	1,734
Visual impairment	161	234	249	241	103	136	166	203
Hearing impairment	225	218	274	289	78	100	146	204
Autistic spectrum disorder	168	195	215	235	312	450	481	619
Physical health problem	201	248	263	253	238	380	478	596
Mental health problem	126	114	147	167	41	87	122	180

Overall average tariff scores for all pupils is an improving picture including pupils with additional support needs. However, the rate of improvement of pupils with additional support needs is greater than for pupils without additional support needs. That said there continues to be a significant difference in the average tariff score between those two groups of pupils.

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 4 years.

Percentage of secondary and special school leavers with any additional support need by initial destination category, 2009/10 – 2012/13

	2009/10		2010/11		2011/12		2012/13	
	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
Further Education	26	45.5	25.8	40.9	24.9	39.5	25.7	39.0
Employment	18.9	10.2	19.7	13.9	20.4	14.7	21.0	16.0
Training	4.8	11.1	5.1	10.8	4.0	9.2	4.1	9.5
Voluntary Work	0.4	0.3	0.5	0.6	0.4	0.7	0.5	0.6
Activity Agreement		N/A	1.9	1.9	0.6	3.2	0.8	4.2
Unemployed Seeking	10.8	20	9	15.9	7.7	13.6	6.4	10.9
Unemployed Not Seeking	1.2	4.5	1	4.3	1.2	3.5	0.9	3.3
Unknown	0.6	0.6	0.3	0.4	0.4	0.6	0.3	0.5
Total Positive	87.4	74.9	89.7	79.3	90.8	82.3	92.4	85.4
Number of leavers	50,882	3759	48,895	5,831	44,055	7,366	43,947	9,314

The table above shows that (85.4 per cent of 2012/13 school leavers with an additional support need were in a positive destination (Higher Education, Further Education, Employment, Training, Voluntary Work or Activity Agreements) in

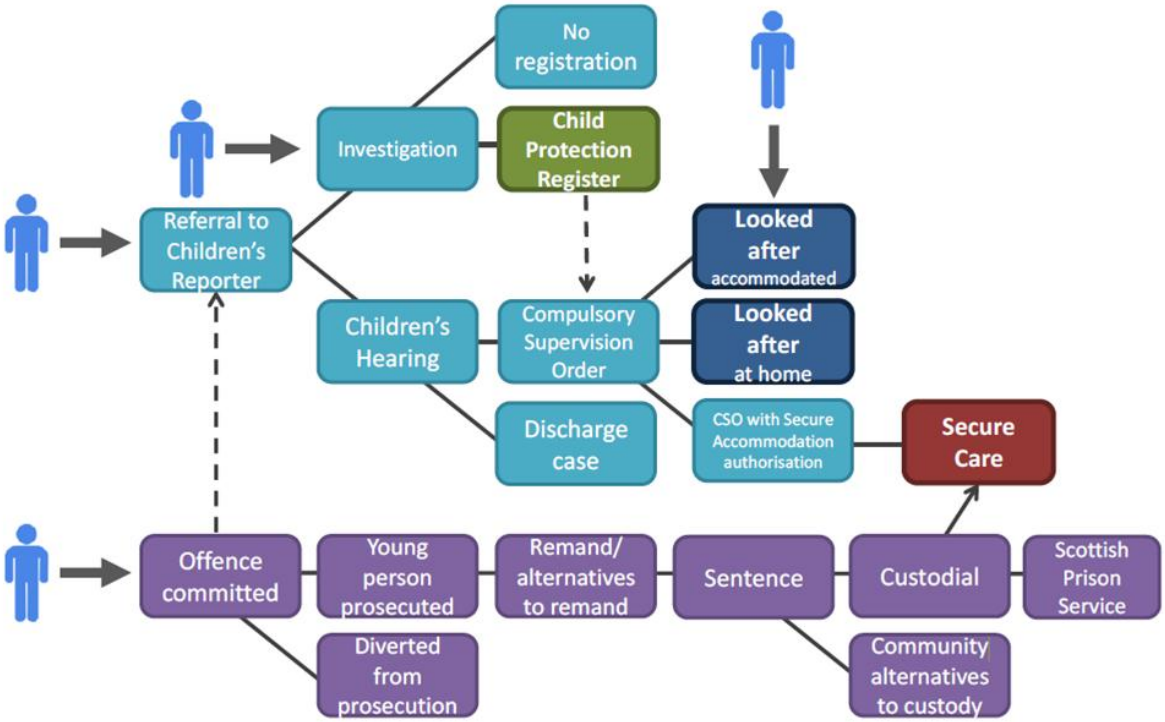
October 2013, an increase of 3.1 percentage points on 2011/12 and a 10.4 percentage point increase from 74.9 per cent in 2009/10. The percentage of leavers with Additional Support Needs entering Higher Education has also increased substantially, and while the percentage entering Further Education has decreased there is still a substantial number of leavers with Additional Support Needs in Further Education.

Looked After Children and Young People

As the theme of this report to Parliament is looked after children and young people it is important to focus on their outcomes.

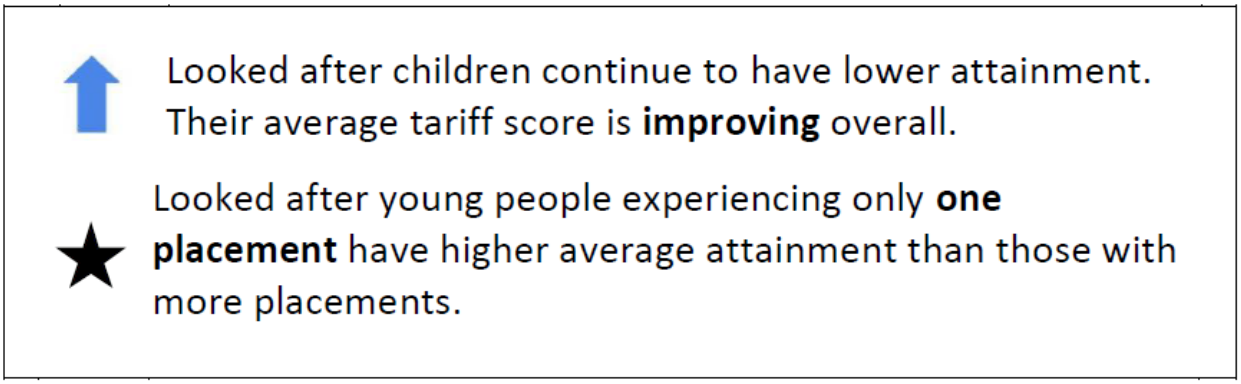
The number of children looked after increased every year from 2001 to 2012, when it seems to have peaked. At 31 July 2013 there were 16,041 children looked after by local authorities, a one per cent decrease on 2012.

Children become looked after in a number of ways (see diagram below)



The number of children being looked after by foster carers/prospective adopters or in other community placements remains at the highest level on record and, for the second year running in 2013 there were more children looked after by foster carers/prospective adopters than looked after at home.

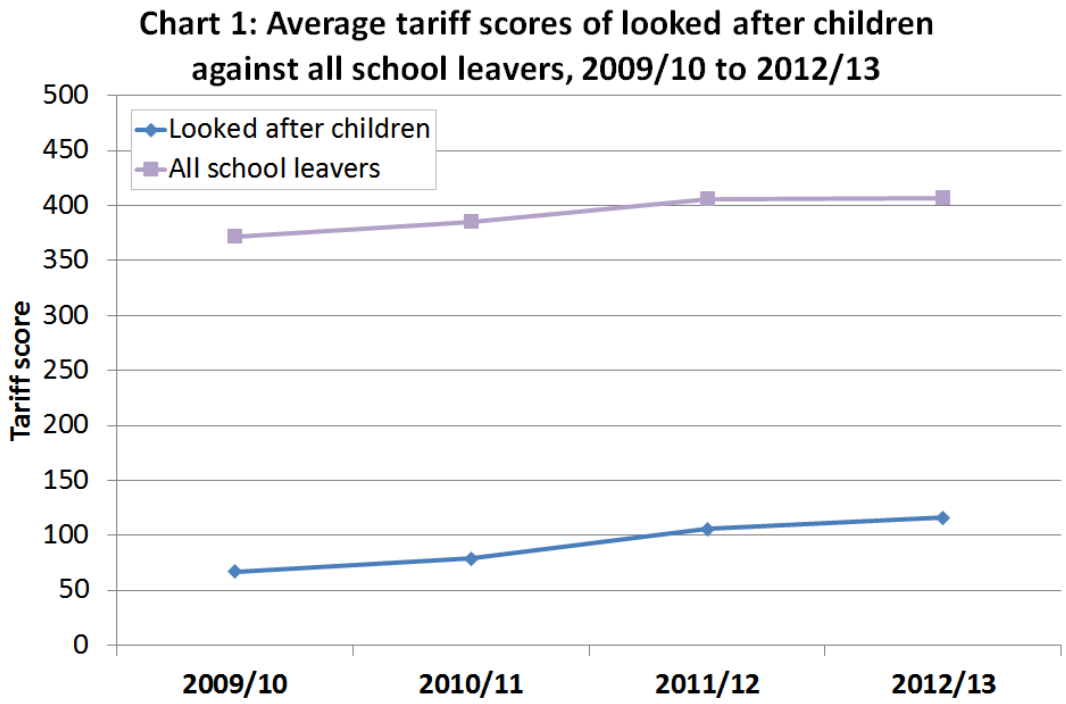
Looked after children tend to have lower levels of educational attainment than non-looked after children. These differences are, in part, linked to the fact that looked after children tend to leave school at younger ages than non-looked after children. In 2012/13 almost eight in ten (79 per cent) of looked after school leavers were aged 16 and under (i.e. they left school at the earliest point they could) compared to three in ten (30 per cent) of school leavers more generally.



The information below explores the attainment, destinations attendance and exclusions of pupils who are looked after and looked after with additional support needs. Because there are relatively small numbers of Looked After Children, there are very small numbers of Looked After Children with additional support needs, which means that any analysis has to be quite general. However, overall trends can be seen, which gives some insight into the performance of this group.

Attainment of Looked After Children

The attainment of Looked After Children is much poorer than that of the average school leaver in Scotland. In 2012/13, Scotland leavers averaged tariff scores of over 400 points, where Looked After Children achieved over 100 points.



Average tariff score attained by looked after leavers from secondary and special schools with additional support needs, 2009/10 – 2012/13

	Average tariff score				Number of school leavers			
	2009/10	2010/11	2011/12	2012/13	2009/10	2010/11	2011/12	2012/13
Any ASN	45	49	82	93	207	284	274	258
No ASN	72	89	114	121	353	274	174	131

The number of looked after school leavers with additional support needs has remained fairly stable over the four year period for which we have data. However, the number of looked after school leavers with no additional support needs recorded has decreased substantially since 2009/10. This reflects the Act which automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.

The attainment for looked after children has improved since 2009/10, but although looked after children with additional support needs have improved as well, they still underperform their peers. This pattern echoes that seen in the wider population of school leavers, although the gap between those with ASN and with no ASN is smaller among looked after children.

Destinations of Looked After Children

The percentage of looked after children with additional support needs entering positive initial destinations has increased from 57 per cent in 2009/10 to 79 per cent in 2012/13. This is a substantial improvement, but is still lower than for all school leavers from secondary and special schools (91.2%).

It is clear from the specific destinations of looked after children with additional support needs that very few go into higher education. In 2012/13, the most common destination was further education (40%), followed by training (15%) and unemployed seeking (15%). A far higher proportion, 12 per cent in 2012/13, of looked after school leavers are participating in activity agreements compared with 1.4 per cent for all school leavers from secondary and special schools.

Percentage of secondary and special school leavers with any additional support need by initial destination category, 2009/10 - 2012/13

	2009/10	2010/11	2011/12	2012/13
Higher Education	*	*	*	*
Further Education	35	30	36	40
Employment	*	8	7	9
Training	16	15	17	15
Voluntary Work	*	*	*	*
Activity Agreement	N/A	*	11	12
Unemployed Seeking	38	32	20	15
Unemployed Not Seeking	4	7	6	6
Unknown	0	*	0	0
Total Positive	57	60	74	79
Number of leavers	207	284	274	258

Attendance

Attendance rates for looked after children, both with and without an additional support need, have improved since 2009/10. However, attendance rates for those with an additional support need have increased at a higher rate. In 2012/13, attendance for looked after children was the same for those with an additional support need as it was for those without.

It can be seen that looked after children with learning disabilities, autistic spectrum disorders, language or speech disorder and physical or motor impairment consistently have higher attendance than looked after children with no additional support needs. Conversely, looked after children with dyslexia and social, emotional and behavioural difficulties have consistently worse attendance.

	Percentage attendance		
	2009/10	2010/11	2012/13
Total : All looked after children	87.8%	88.6%	90.9%
Any ASN	86.9%	88.1%	90.9%
No ASN	88.3%	89.1%	90.9%
Learning Disability	89.4%	91.2%	91.5%
Dyslexia	85.0%	83.3%	86.3%
Other specific learning difficulty	88.9%	89.7%	90.8%
Other moderate learning difficulty	89.1%	89.8%	91.1%
Physical or motor impairment	92.3%	94.2%	93.8%
Language or speech disorder	93.6%	94.1%	94.8%
Autistic spectrum disorder	91.4%	93.2%	94.2%
Social, emotional and behavioural difficulty	85.5%	86.1%	89.4%

Education Scotland picture of support and impact on outcomes

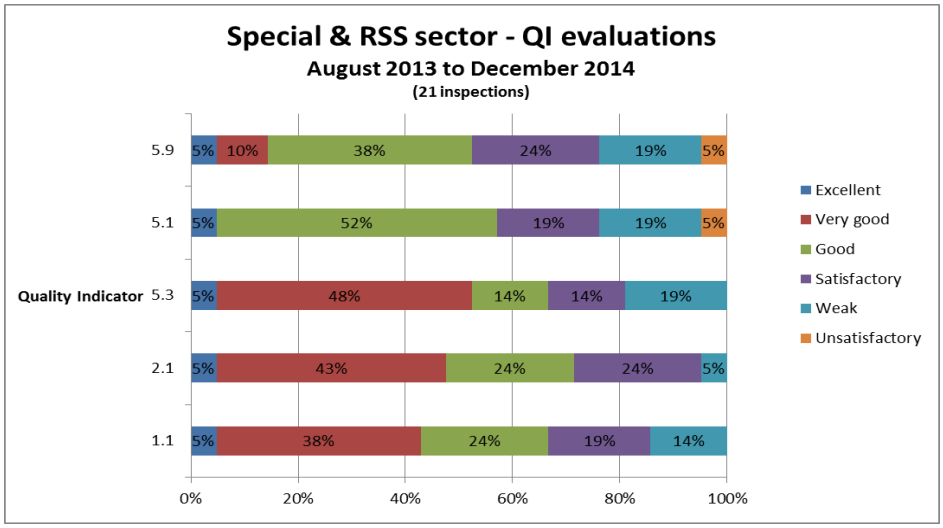
23 special schools were inspected between August 2013 and December 2014. Of these schools, 14 were local authority-managed day special schools and 9 were residential special schools. Residential special schools comprised of two grant-aided schools, one secure care service and seven independent residential special schools.

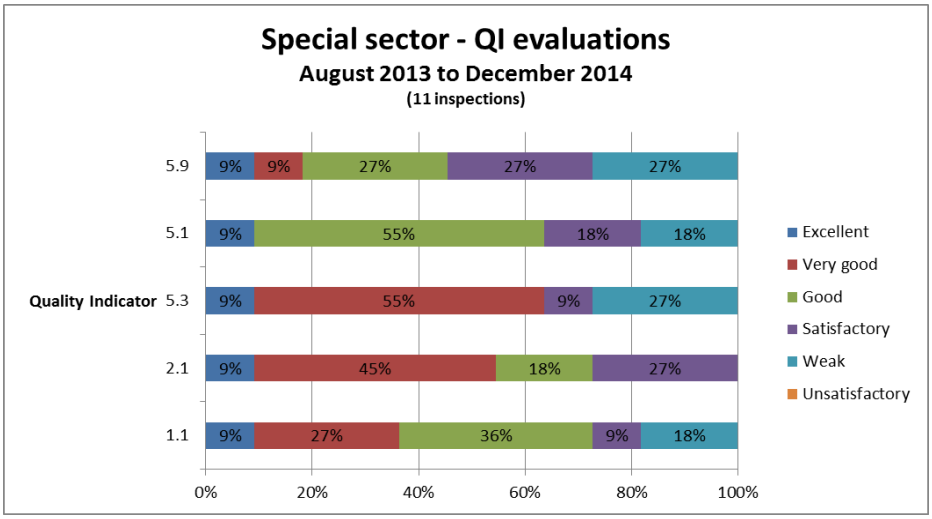
Day special schools were selected as a representative sample to meet the requirements of reporting on schools receiving positive inspection reports within the National Performance Framework (NPF). Independent residential special schools and the secure care service were not included in the NPF sample because they were not managed by local authorities.

All schools inspected, including independent residential special schools, had taken account of the Inspection Advice Note 2013- 2014. The note reflected developing practice and national expectations of progress in the implementation of Curriculum for Excellence.

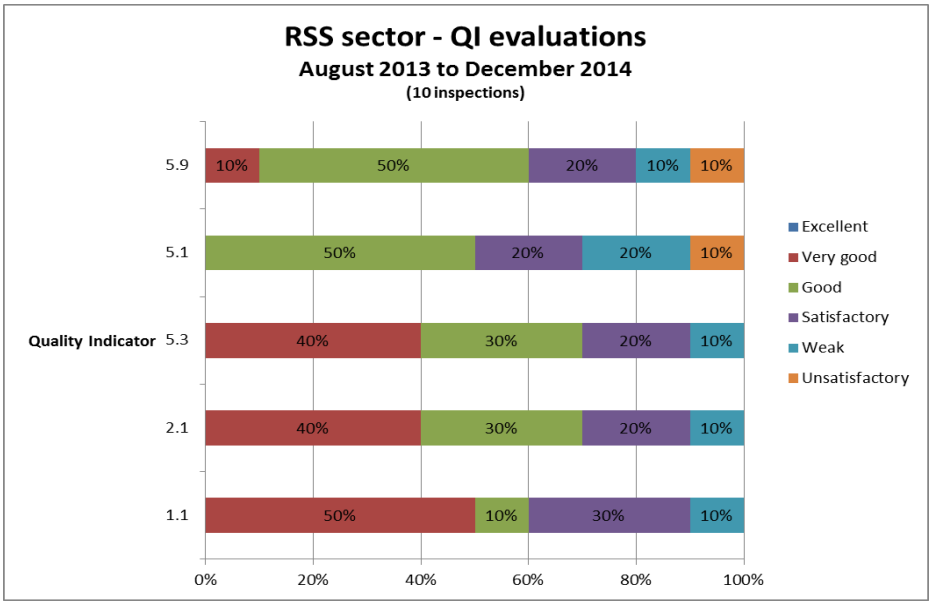
An overview of key strengths and aspects for improvement

Overall, special schools and residential special schools are performing well. Learners experiences is an improving area with most schools receiving at least a good evaluation and over half judged as very good or excellent. Evidence from Records of Inspection show that schools are becoming more creative in actively involving children and young people in their learning. The strongest area in day special and residential special schools is QI 2.1 learners experiences where almost all schools received an evaluation of satisfactory or better. In both special and residential special schools, evaluations for QI 5.9 self-evaluation and QI 5.1 the curriculum, were lower than in the other three quality indicators. One possible explanation is that inspection evaluations took account of further increased expectations for schools within the Inspection Advice Note for 2013-2014. These increased expectations were related specifically to the curriculum and self-evaluation.





Most local authority day special schools achieved a satisfactory report within the National Performance Framework. This remains the same as in the previous four years 2008-2013. Records of inspection findings show that leadership plays an important role in how well schools perform overall and in the pace of implementation of Curriculum for Excellence.



Taking account of the smaller numbers of inspections in the sector, independent residential special schools continue to improve. More are receiving good or better evaluations than in the previous four years. Half of these schools achieved a very good evaluation in improvements in performance (QI 1.1) with almost all satisfactory or better in meeting learning needs.(QI 5.3). Residential special schools and secure care services have widened significantly the range of qualifications and awards that young people can achieve over the past four years. As a result, almost all young people are make notable progress from placement at the school.

Special and residential special schools progress in implementing Curriculum for Excellence

Key features of progress towards implementation include a small number of examples of schools which are now at a more advanced stage in implementing Curriculum for Excellence. In these schools, staff play a significant role in leading and driving forward improvements. They are notably more confident in using innovative approaches when planning learning. Good leadership with a vision for the outcomes of change is a consistent feature of such schools.

In some residential special schools and secure care services, there are examples of very effective partnership working to support young people. Education and care staff work closely with CAMHS, forensic and educational psychologists, social workers and other relevant agencies to ensure that children and young people get specialist help when they need it. While more special schools now have a clearer concept of what the senior phase looks like for young people with complex additional support needs, this is an area where more work needs to be done. Schools need to ensure that young people receive their entitlement to a senior phase and to support them to move on to a positive and sustained destination.

Key features of successful approaches to meeting the needs of looked after children and young people at all stages

Education Scotland have considered as part of the preparation of this report best practice in meeting the needs of looked after children and young people across a range of local authorities and independent schools in Scotland. This has identified the following key features of successful approaches to meeting the needs of looked after children and young people at all stages:

- Staff's professional skills in responding to children's social and emotional needs and individual circumstances
- Highly personalised planning to develop the skills children need to be successful
- A nurturing environment which supports vulnerable children to engage with learning
- Clear and rigorous arrangements for monitoring looked after children's progress and supporting their learning
- High expectations of what looked after children and young people can achieve in their learning
- Strong partnerships with other agencies to help meet the needs of looked after children
- Making effective use of data about looked after children and young people in order to improve outcomes for them

- Partner agencies sharing information effectively ensure continuity and consistency in delivering support to looked after children and young people
- Planning for transitions
- Promoting a culture and ethos of nurturing schools across local authorities
- Shared approaches to meeting the learning and care needs of children looked after away from home across care and education settings.

Staff's professional skills in responding to children's social and emotional needs and individual circumstances

Schools ensure that all staff have suitable skills to enable them to provide a nurturing and supportive environment which provides children and their families including kinship carers with appropriate and sensitive support.

Meadowview Early Education & Childcare Centre, West Dunbartonshire Council

The nursery supports a number of kinship carers and provides a holistic approach to meeting the needs of these families including high levels of flexibility, additional input and parenting networks. Kinship carers spoke very highly of the support they have received from the nursery notably the exceptional skills of staff in responding to children's emotional needs and individual circumstances.

Meadowview provides a supportive and caring environment for looked after children and their families which are highly appreciated by parents and carers. Children are safe, happy and settled and clearly enjoy attending the nursery. Children are achieving very well in a wide range of areas including literacy and numeracy. Staff are very responsive to the needs of children interacting in a kind and sensitive manner. Partnerships with parents and carers are extremely positive and families benefit greatly from a range of projects, including those run between the centre and other professionals, such as the Early Education and Children Centre Outreach worker.

Highly personalised planning to develop the skills children need to be successful

Children experience a variety of stimulating, relevant experiences including programmes of support which help them to develop resilience. Personalised programmes are helping looked after children to manage change and loss, and develop their emotional wellbeing

Aitkenbar Primary School, West Dunbartonshire Council

At Aitkenbar Primary School, children experience a variety of stimulating, relevant experiences, often for the first time, including visits to Overtoun Estate, the local library and swimming pool, and participating in residential trips. Projects

including 'Roots of Empathy' and 'Seasons for Growth' are making a valuable contribution towards helping looked after children to manage change and loss, and develop their emotional wellbeing.

The values and ethos of the school place a very high priority on knowing looked after children and their families. They do this extremely well. Led by a highly effective senior management team, staff across the school understand and demonstrate what they need to do to help looked after children reach their potential. Staff are very creative in providing a curriculum which is designed to develop the skills children need to be successful. Looked after children are making very good progress with their learning including literacy, numeracy and health and wellbeing. Teachers make full use of the whole school environment and the local community to enhance learning. Staff work with parents, carers and partner agencies highly effectively to ensure looked after children benefit from specialist help and advice to help them learn. Feedback from parents, carers and partners highlighted the school's holistic approach to meeting the needs of looked after children with very positive comments on transition planning, collaborative working, information sharing, an early intervention approach and highly personalised planning.

A nurturing environment which supports vulnerable children to engage with learning

The emphasis within a nurture group is on emotional growth, focusing on offering broad-based experiences in an environment that promotes security, routines, clear boundaries and carefully planned learning opportunities.

Raploch Primary School, Stirling Council

Raploch Primary School has a well-established nurture room in place to provide an environment to support vulnerable children to fully engage with their learning and build their self- efficacy skills. Children accessing the nurture room this session have been making good progress towards their individualised targets and have improved their school attendance significantly. Children and parents spoke extremely highly of the nurture room programme notably the transferrable skills that were having a positive impact at both home and school.

The school has fully embedded values centred on improving children's life opportunities through learning in a nurturing and inclusive environment. The school has a large number of looked after children on their roll, many of whom require additional support. One of the school's major strengths is the attention to detail given to meeting the learning and pastoral needs of looked after children. The school has outstanding staged intervention systems in place to aid the

identification of additional support needs and ensure children get the necessary supports they require quickly. Teachers intervene early when they see any requirement for additional support. All children who require specialised input from partner agencies have individual learning plans of a consistently very high standard with clear, purposeful, timeous long and short term targets in place. Children and their parents are fully involved in setting and reviewing the targets appropriately, together with partner agencies when necessary. Almost all looked after children are making very good progress towards achieving these targets.

Clear and rigorous arrangements for monitoring looked after children's progress and supporting their learning

Children feel that their needs are well planned for, their needs are well known to staff and they feel welcome and valued. They are given a range of supports to help them settle quickly, including 'buddies'. Looked after children are confident about their learning and know the supports available to them within the school.

St Michael's Primary School, Dumfries and Galloway Council

St Michael's Primary School has exemplary arrangements for monitoring looked after children's progress and supporting their learning. The headteacher, teachers and support staff have a comprehensive overview of the needs of each looked after child within the school. This helps lead staff to having an extensive knowledge of looked after children which they use highly effectively to ensure all looked after children make significant progress with their learning. Many looked after children within the school require additional support and, as a result of the school's highly effective processes for identifying need and an early intervention approach, are making substantial progress with their individualised learning targets.

St Michael's has a very inclusive, caring and nurturing ethos across the school. Teachers and support staff are highly attentive to the health, wellbeing and learning of all children, including looked after children. The school is also imbued with a collective culture and commitment to meeting children's personal, social and health needs. Therefore, the headteacher places great emphasis on monitoring looked after children's wider achievements both within and outwith the school. Any looked after child at risk of losing out are provided with a range of personalised supports to aid their participation both within the school and the local community. Looked after children spoke very highly of this support and were keen to share their achievements.

Looked after children away from home were also highly complementary of the support they received upon arriving at the school. Two looked after children had been to over six schools in a five year period. Both children fed back that they felt welcome and valued at St Michael's from the outset, and were given a range of supports to help them settle quickly, including buddies. All looked after children interviewed spoke very confidently about their learning and the supports available to them within the school. Parents, carers and partners spoke of the welcoming ethos within the school, highly knowledgeable staff and the outstanding leadership of the headteacher.

High expectations of what looked after children and young people can achieve in their learning

Schools maintain consistently high expectations of looked after children's learning, attendance and behaviour and monitor these systematically.

Kirkintilloch High School, East Dunbartonshire Council

Kirkintilloch High School has a strongly embedded ethos firmly focused on improving outcomes for all young people. The school successfully encourages young people to have high aspirations of what they can achieve in school and their lives beyond school. Looked after young people and their families fed back that they felt hugely supported by the school, had positive relationships with key adults and were impressed by the consistently high expectations the school maintained at all times, in terms of learning, attendance and behaviour.

Pupil support staff within the school monitor the progress of looked after young people on a regular basis and are very knowledgeable as to their individual needs. Class teachers are provided with highly detailed pupil profiles which provide advice and information on how they can best support looked after young people. Innovative approaches to engaging parents and carers have successfully ensured looked after young people and their families are well supported, particularly at key points of transition, during times of crisis and when young people are having difficulties with their learning or community issues. Pupil support staff are highly effective in identifying and accessing support from partner agencies to support additional needs of looked after young people. Well established partnerships with a very wide range of partners including for example, the Police and social work, led to positive outcomes for almost all looked after young people. Partners were welcomed as part of the school community, were a very visible presence across the school, and participated in a widespread range of activities both to enhance the curriculum and provide personalised support for individuals and small groups.

Kirkintilloch High School shares a campus with Campsie View School, a school which supports young people with very complex needs, many of whom are looked after. High school staff and senior pupils have provided a range of opportunities for Campsie View pupils to have access to a broader curriculum and engage in a number of social activities within Kirkintilloch High School. As this initiative has developed, Campsie View young people have become an integral part of everyday life within the school. This has led to very positive outcomes for Campsie View young people, both in terms of their attainment and achievement but also, most significantly, in their personal and social development.

Strong partnerships with other agencies to help meet the needs of looked after children

Looked after young people who require additional support have high quality personalised educational plans to support their learning and personal development. Effective collaboration with a range of agencies helps allow looked after young people to make significant progress.

Thurso High School, Highland Council

Within Thurso High School, looked after young people who require additional support have high quality personalised educational plans to support their learning and personal development. Very strong partnerships with other agencies such as education psychologists, social workers, health staff and children's services workers leads to effective collaborative planning in meeting the needs of looked after young people. Almost all looked after young people were making significant progress with their learning.

The school provides a safe, nurturing environment for looked after young people. Staff know young people very well, including any requirements for additional support. In particular, pupil support staff are highly adept at supporting looked after young people when they transfer from another school. They are skilled at identifying learning and pastoral needs. Furthermore, a number of looked after young people and their families spoke very highly of the support they have received. Positive factors reported included, the welcoming ethos of the school, caring staff, excellent communication links and the high levels of support provided at multi-agency meetings which helped facilitate young people and their families being able to fully contribute to reviewing, evaluating and planning next steps in their learning.

Making effective use of data about looked after children and young people in order to improve outcomes for them

Schools make effective use of data about looked after pupils including, attainment and achievement, attendance, exclusion rates and positive, sustained destination in comparison to their peers to inform strengths and areas for improvement in practice.

Wallace Hall Academy, Dumfries & Galloway Council

In 2013, as part of their quality improvement programme, Wallace Hall Academy completed a comprehensive audit to measure whether the school was successfully meeting the needs of looked after young people. This information led to improving the outcomes of looked after young people becoming a key priority in the school's improvement plan. Following collaboration with young people, parents, carers, school staff and partner agencies, a number of new approaches to support looked after young people were introduced.

The results of this audit clearly highlighted that looked after young people had poor outcomes in comparison to their peers in areas including, attainment and achievement, attendance, exclusion rates and positive, sustained destinations. A principal teacher was allocated a key adult responsibility for all looked after young people within the school. The key adult has responsibility for rigorously monitoring the progress of all looked after young people, having frequent learning conversations with young people, being a first point of contact and communicating effectively with young people and their families, and identifying any requirements for additional support. The school has also ensured that looked after young people have access to all curricular opportunities available with a focus on the senior phase. The school has established a range of effective partnerships and out-of-class activities which has extended the curriculum and offered wider choice. Looked after young people are accessing a number of opportunities including vocational courses such as rural skills, forestry, mechanics and childcare. Many looked after young people also benefit from participating in the 'Queensberry initiative', which ensures all young people have a work experience placement within a year of exit from school. Some looked after young people have extended work experience placements and undertaken employability skills training. Young people spoke very highly of these initiatives.

Partner agencies sharing information effectively ensure continuity and consistency in delivering support to looked after children and young people

Schools have clear and rigorous systems to track and monitor children and young people's progress at home, school and the community through the use of a shared network.

Aspire Education (Independent residential special school)

Aspire Education has developed a highly innovative system to track and monitor children and young people's progress at home, school and the community through the use of a shared network. All the professionals involved in supporting a looked after child or young person have access to a secure, electronic site set up by the school. This allows all agencies the opportunity to contribute to an ongoing chronology of key events and to provide evidence in monitoring a child or young person's progress towards achieving their learning targets. This has allowed purposeful collaborative working to take place, reduced bureaucracy and provided a highly efficient system to ensure continuity and consistency in delivering support to looked after children and young people.

Aspire is an independent school providing education, on both a day and residential basis, for looked after children and young people who require additional support arising from difficulties with their social, emotional and behavioural development.

Children and young people are making very good progress in developing their personal and social skills and understanding how to maintain positive wellbeing. They are learning to recognise their feelings and to use skills and strategies to help them cope with challenging situations and keep themselves safe. There is very good support for children's and young people's development and learning. Staff are highly adept at using nurturing approaches to help children and young people build resilience and engage fully with their learning. Staff are skilled at identifying needs of individuals and provide a range of effective approaches to best meet these needs. These approaches include strong partnership working which helps ensure children and young people get the appropriate support from outside agencies where appropriate.

Planning for transitions

Schools have highly personalised, well planned and carefully monitored transition arrangements to support looked after children to move in and on from the school successfully.

Harmeny Education Trust Centre (Grant-aided residential special school)

Transition planning is a key strength of Harmeny School. The school uses highly personalised, well planned and carefully monitored transition arrangements to support looked after children to move in and on from the school successfully. Looked after children returning to mainstream school spoke extremely highly of the support they had received from Harmeny Trust to allow them a smooth transition.

Harmeny School is a grant-aided school providing specialist education services, on both a day and residential basis, for children of primary age up to S2. All children accessing Harmeny require additional support needs arising from difficulties with their social, emotional and behavioural development. Harmeny School provides a caring, secure and nurturing environment for children. Staff use nurturing approaches skilfully to help looked after children build resilience and to explore and express their feelings. Care and education staff know all of the children very well and have established positive relationships with them based on mutual trust and respect, underpinned by positive regard at all times. All children have personalised learning plans and detailed profiles based on high quality assessments and input from children, parents, carers and a wide range of specialists as appropriate. Children and parents feel they have a good say in planning their next steps. Staff use this detailed information very effectively to meet the needs of looked after children, being highly responsive to addressing ever-changing needs. This has resulted in almost all looked after children making significant progress.

Promoting a culture and ethos of nurturing schools across local authorities

Local authorities establish a shared approach across all schools to assess and monitor looked after children and young people's physical and emotional wellbeing. This ensures that looked after children and young people receive timely, well- targeted support from appropriate professionals.

Stirling and Clackmannanshire Council

Stirling and Clackmannanshire Council has adopted a strategy to embed nurture principles in all schools across Stirling and Clackmannanshire. As part of this initiative, the council have established a shared approach across all schools to

assess and monitor looked after children and young people's physical and emotional wellbeing. This will ensure that looked after children and young people will receive the appropriate targeted support where necessary.

Stirling and Clackmannanshire Council identified that improving the outcomes of looked after children was a key priority. Therefore, they incorporated a range of actions to be taken forward by a Education Task Group within their Corporate Parenting Strategy. Through using the principles in 'How Nurturing Is Our School?' (HNIOS), the Council are developing universal training for senior managers to lead and promote nurturing environments within their schools. The Council is also auditing the impact of existing nurture groups across schools to determine the impact these initiatives are having in improving outcomes for looked after children and young people. The Council has developed high quality materials to support staff training in Child Protection. A key component of the training is to ensure all staff in educational establishments have an increased awareness of responsibilities for looked after children and young people. The Council is also developing a tracking system with a focus on attainment, attendance and well-being of looked after children and young people. This is to ensure that all education establishments across Stirling and Clackmannanshire will have effective and consistent systems in place to meet the needs of looked after children and young people.

Shared approaches to meeting the learning and care needs of children looked after away from home across care and education settings.

Education and care staff identify and review jointly children and young people's learning needs regularly to respond promptly and flexibly their changing needs.

Northview House (Independent residential special school)

At Northview House, the school and houses responsible for the care of children and young people, very effectively plan and deliver interventions to meet children and young peoples' varied and, in some cases, severe and complex emotional and social needs.

Within Northview House, assistant psychologists use rigorous assessment as a starting point to identify psychological need and to build a unique profile of each child and young person in order to tailor therapeutic programmes to help meet the needs of the children and young people. These programmes are delivered in individual and group settings either in the school or in the houses. The identification and reviewing of learning needs continue on a weekly basis with all staff including care staff constantly discussing the changing needs of the children and young people in order to meet effectively and continually their learning needs. Given that the children and young people who are placed in Northview House have a wide range of changing complex needs the constant reviewing of the children and young people learning needs ensures that their learning needs are effectively and constantly met. Child protection procedures are extremely thorough. Staff are vigilant around child protection both in school and the houses. The school and houses have a high level of awareness of risk and appropriately carries out risk assessments for individual young people and children when carrying out both routine and one-off activities. The service puts in place suitable arrangements for managing identified risks.

Looked after children and young people – policies and programmes

Scottish Government's commitment to improvement and equality in attainment has a firm foundation in all key policies and programmes which affect children and young people, the pillars of which are Curriculum for Excellence, Teaching Scotland's Future, GIRFEC, and the Early Years Framework and Opportunities for All.

Specific policies for improving educational outcomes for looked after children and young people are enshrined in *Looked After Children and Young People: We Can and Must Do Better (Jan 2007)* report. Refreshed training materials for all professionals working with looked after children to improve their education is available at the website http://www.wecanandmustdobetter.org/ which was launched in autumn 2013.

The Centre for Excellence for Looked after Children in Scotland (CELCIS) was created in Autumn 2011 and Scottish Government provide funding support of £3m per year.

Children and Young People (Scotland) Act 2014

The Children and Young People (Scotland) Act 2014 will improve the way services work to support children, young people and families by ensuring there is a single planning approach for children who need additional support from services; creating a single point of contact around every child or young person; ensuring co-ordinated planning and delivery of services with a focus on outcomes, and providing a holistic and shared understanding of a child or young person's wellbeing.

The new measures starting in 2015 include entitling 16 year olds in foster, kinship or residential care to stay in their care placement up until the age of 21 before receiving Aftercare.

Approximately £5 million a year will be added to local authority funding for these provisions. These changes will also give young people in care the same opportunities that their non-looked after peers enjoy and will offer young people the extra support needed for their transition out of care and into further or high education should they wish.

Education and Culture Committee Inquiry

During September 2011 to May 2012, the Education and Culture Committee held an inquiry to consider: "the reasons why more significant progress has not been

made since devolution in improving the educational attainment of looked after children and what can be done to address this".

The Committee's report recognised that attainment cannot be improved in isolation. The report provided over 20 recommendations such as: better training for all professionals dealing with looked after children; improving stability for children in care; better joined up working by professionals – around the needs of the child. Children looked after at home were identified as a group requiring extra support as their outcomes are particularly poor in comparison to other groups of children and young people.

The introduction over the next two years of the full implementation of GIRFEC, the rollout of Permanence and Care Excellence (PACE), children's services plans, the child's plan, the named person and the national mentoring scheme should make a difference to LAC at home but because of the diversity of this group of children, they are only part of the solution.

If LAC at home is to be a viable, long-term solution to ensure that the children being supervised achieve a normal childhood and have positive life outcomes then there needs to be a major change in service provision. CELCIS and some third sector colleagues point to the loss of community based family services as a key factor in the poor services received by LAC at home. As it is unlikely they will be reinstated in the current financial climate, services will need to be reviewed using an assets based approach. This is not solely a Local Authority social works services issue as there is a large role for their education departments and health services to play.

The aim has to be for each LAC at home to receive the service they need, when they need it, in the same way that out of the home placements are provided for other LAC. These have to be provided by the appropriate universal services organisation, someone has to be responsible for ensuring their delivery and early and intensive intervention has to be available to all ages. The system also has to change towards one of prevention rather than being a sticking plaster, which the Looked After Children's Unit's Strategic Commissioning Team are looking at. Service providers will be concerned by this as intensive intervention is expensive but as Includem have shown, extensive resources can be freed by it, which will more than cover their cost as well as freeing resources to help more children.

LACSIG Mentoring Hub – Ministerial Commitment

Scottish Ministers intend to ensure that all our looked after children and young people are offered the support of a mentoring relationship, with a trusted adult, who will remain alongside them for as long as the young person chooses.

We know that one of the outcomes of such disruption in relationships is that many more looked after children and young people will experience mental health issues than their peers.

Therefore, action is being taken to take forward a key recommendation of the LACSIG Mentoring Hub report by Dr Susan Elsley of Nov 2013; to establish a National Mentoring Scheme for looked after children, focussing initially on those looked after at home aged between 8-14 years. Those looked after at home have the poorest outcomes of all looked after children.

Research suggests that mentoring, when offered as a long term relationship with particular features, can make a significant difference to the educational attainment and the health and wellbeing of the child or young person.

Relationships and resolving concerns

Rights under the Act

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

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

Information for parents

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

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

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

The service is provided directly to parents through a telephone helpline and through online services and published advice and information. The service provides valuable information to parents on services, provision and their rights.

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

Right to make a reference to the Tribunal 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 parents request to determine 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*

Enquire

In 2013-14 Enquire received 1,245 enquiries relating to Additional Support for Learning from 1005 people. 24 of these enquiries related to looked after children.

Of these 1,245 enquiries, topics included:

- ✓ Provision - support for learning
- ✓ Identification/Assessment of ASN
- ✓ Mediation
- ✓ Placing request
- ✓ School attendance
- ✓ Choosing a school
- ✓ Co-ordinated Support Plan
- ✓ Exclusion
- ✓ Health

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

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. 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 2013-14 period there were a total of 134 mediation related enquiries made by parents to these services relating to a range of issues.

Independent Adjudication

Independent Adjudication supports the resolution of disagreements and concerns through a formal review of the case by someone who is independent of the education authority and the family and has expertise in dealing with children and young people with additional support needs. The adjudicator will consider the

circumstances of the case and reach a decision, making recommendations to everyone involved. Although the decision is not legally binding there is an expectation that they will be accepted and followed. From November 2013 until November 2014 there have been 8 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 2013 until November 2014 there has been 1 Section 70 complaint received by Scottish Ministers about additional support for learning.

The Additional Support Needs Tribunals for Scotland (ASNTS)

The Additional Support Needs Tribunals for Scotland consider a range of references related to additional support for learning legislation. From 1 November 2013 – 30 November 2014 the Tribunal received 78 referrals.

Following an extension to their remit in 2010, cases of alleged disability discrimination in schools. From 1 November 2013 – 30 November 2014 the Tribunal received 8 disability discrimination cases.

May Dunsmuir was appointed as the third President of the Tribunals on 12 May 2014 following the departure of Dr Joe Morrow.

Dr Morrow's final report as President was published in June 2014, details of this report can be found at the link below:

http://www.asntscotland.gov.uk/asnts/files/Annual%20Report%202013-14.pdf

On 26 November 2014 First Minister for Scotland, Nicola Sturgeon, announced the Programme for Government to the Scottish Parliament. Part of that programme included an Education Bill. The Education Bill will include provisions on section 70 complaints to Scottish Ministers which may directly impact on the number of section 70 complaints received by Ministers and by the ASNTS.

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.

Following a competitive tendering exercise carried out in late 2013, it was announced at the Enquire annual conference that Dr Allan, Minister for Learning, Science and Scotland's Languages appointed a partnership of Govan Law Centre

and Kindred Advocacy to provide the service from 1 April 2014 for a 3 year grant period.

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”.

Since the commencement of the new service, Let’s Talk ASN have received 85 referrals to date, 72 of which have been resolved prior to a Tribunal hearing due to the service’s input.

Strategic Partnership Funding for Community Organisations

On 16 June 2014, Minister for Children and Young People, Aileen Campbell, announced that an additional £5 million would be made available to allow strategic funding partnerships that were established in 2013 to help the government and public sector partners improve outcomes for young people and their families to be extended through to spring 2016.

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

In the 2013-14 year, Partners in Advocacy received 42 referrals to their service with respect to children with additional support needs requesting advocacy services.

Next report

The final statutory report to Parliament is due to be published in March 2016 and will focus on the implementation of Additional Support for Learning across 2015. The report will feature additional support needs arising from mental health.

Annex A

Total qualifications attained by leavers from secondary and special schools with additional support needs ASN

	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	**53,261**	**401**	**98.0**	**97.8**	**93.2**	**95.0**	**83.3**	**81.1**	**57.9**	**54.8**	**39.4**	**27.6**	**18.0**	**2.4**
No Additional Support need	**43,947**	**439**	**99.1**	**99.0**	**96.4**	**97.7**	**89.1**	**86.8**	**64.5**	**61.0**	**44.6**	**31.5**	**20.4**	**2.7**
Any Additional Support need	**9,314**	**222**	**92.9**	**91.6**	**77.9**	**82.5**	**55.6**	**54.1**	**26.6**	**25.6**	**15.2**	**9.4**	**6.5**	**0.7**
of which:														
Learning disability	1,150	89	76.0	68.8	46.7	55.0	23.5	24.4	6.3	6.3	3.2	1.7	0.9	*
Dyslexia	1,734	273	98.3	98.1	92.8	94.1	71.7	68.3	34.0	32.6	18.3	11.0	8.6	0.6
Other specific learning difficulty (e.g. numeric)	853	251	96.8	95.9	87.9	91.3	63.5	61.8	29.4	28.0	19.0	10.8	8.9	1.2
Other moderate learning difficulty	899	145	93.9	91.7	74.5	80.0	39.5	39.0	11.3	11.5	5.1	2.8	2.6	*
Visual impairment	203	241	87.7	85.7	73.9	77.8	55.7	54.7	34.0	29.6	17.2	11.8	7.9	*
Hearing impairment	204	289	90.2	89.2	79.4	81.4	64.7	65.2	37.3	36.3	25.0	16.7	12.7	*
Deafblind	5	124	*	*	*	*	*	*	*	0.0	0.0	0.0	0.0	0.0
Physical or motor impairment	414	223	82.9	80.7	69.6	73.9	51.9	49.8	27.8	28.0	16.4	10.1	7.0	1.7
Language or speech disorder	303	107	70.6	65.0	46.9	53.8	27.4	29.4	11.2	12.2	5.9	*	1.7	0.0
Autistic spectrum disorder	619	235	85.6	83.0	70.9	76.1	56.5	57.4	30.9	30.4	17.1	11.6	8.1	1.9
Social, emotional and behavioural difficulty	2,268	118	88.8	87.5	63.5	70.9	33.4	31.8	9.2	8.0	3.7	2.0	1.4	*
Physical health problem	596	253	89.4	87.9	77.7	81.5	61.6	60.6	32.4	31.2	19.5	12.1	7.6	0.8
Mental health problem	180	167	83.9	80.0	60.6	65.0	44.4	42.8	23.3	21.7	13.3	7.2	5.0	0.0
Interrupted learning	189	85	83.6	82.0	47.6	51.9	22.2	21.2	6.3	6.9	3.7	2.6	*	0.0
English as an additional language	740	370	98.6	98.5	92.8	95.7	82.4	83.5	53.1	55.4	32.3	20.9	13.6	1.2
Looked after	492	108	87.8	85.6	57.7	66.1	27.4	28.3	8.3	6.3	2.8	2.0	1.0	*
More able pupil	121	628	100.0	100.0	99.2	100.0	97.5	97.5	91.7	88.4	79.3	58.7	36.4	5.8

Not disclosed/declared	12	166	91.7	91.7	83.3	91.7	41.7	50.0	*	*	*	*	0.0	0.0
Other	1,068	205	92.7	92.4	78.9	82.6	54.3	52.5	23.5	22.8	12.4	6.9	4.7	0.7

Information based on number of less than 5 have been supressed for quality and disclosure reasons.
1. Leavers from publicly funded secondary and local authority special schools. All of the 11 leavers from grant-aided specials were excluded as none could be matched to census data.
2. Individuals may have more than one additional support need - numbers will not add up to the total.
3. Includes all leavers from special schools and leavers from secondary schools with Additional Support Needs. If none are specified, they are treated as having "Other or unknown" support needs.

Percentage of secondary and special school leavers from publicly funded schools in Scotland by reason for support and initial destination category, 2012/13

	Number of Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agree-ment	Unemployed and Seeking Employment or Training	Unemployed and Not Seeking Employment or Training	Unknown
Total	**53,261**	**36.0**	**28.0**	**5.1**	**20.1**	**0.5**	**1.4**	**7.2**	**1.3**	**0.3**
No Additional Support need	**43,947**	**40.3**	**25.7**	**4.1**	**21.0**	**0.5**	**0.8**	**6.4**	**0.9**	**0.3**
Any Additional Support need	**9,314**	**16.0**	**39.0**	**9.5**	**16.0**	**0.6**	**4.2**	**10.9**	**3.3**	**0.5**
of which:										
Learning disability	1,150	3.1	52.1	9.2	11.0	1.1	5.1	8.5	9.3	0.5
Dyslexia	1,734	18.6	39.2	7.6	22.4	0.4	2.6	7.7	1.2	0.3
Other specific learning difficulty (e.g. numeric)	853	19.2	38.2	8.2	20.9	*	2.5	7.9	2.3	*
Other moderate learning difficulty	899	6.0	47.2	12.6	15.4	*	5.8	10.1	*	*
Visual impairment	203	18.2	49.8	7.9	8.9	*	*	4.4	7.9	0.0
Hearing impairment	204	20.1	48.0	4.9	12.3	*	3.4	3.9	4.9	*
Deafblind	5	0.0	*	0.0	0.0	0.0	0.0	0.0	*	0.0
Physical or motor impairment	414	19.3	41.8	8.5	10.6	*	*	6.8	8.5	*
Language or speech disorder	303	4.3	53.8	7.3	8.6	*	*	5.3	16.5	0.0
Autistic spectrum disorder	619	17.9	55.7	4.5	6.5	*	3.2	3.9	6.1	*
Social, emotional and behavioural difficulty	2,268	4.3	33.2	14.7	16.4	0.9	7.7	17.2	5.2	0.5
Physical health problem	596	18.8	41.3	6.5	14.4	*	3.0	6.7	7.9	*
Mental health problem	180	12.2	39.4	*	12.2	*	7.2	13.9	7.2	*
Interrupted learning	189	*	30.2	16.4	7.9	*	12.7	20.6	6.9	*
English as an additional language	740	38.1	41.5	3.0	7.8	*	1.1	6.2	1.1	*
Looked after	492	*	34.8	13.4	12.4	*	8.3	20.3	6.9	*
More able pupil	121	78.5	10.7	*	4.1	*	*	*	*	0.0
Not disclosed/declared	12	*	*	*	*	0.0	*	0.0	0.0	0.0
Other	1,068	14.2	35.2	11.6	16.2	0.5	4.5	13.5	3.6	0.7

1. Percentages may not total 100% due to rounding.
2. This table only includes leavers who have a robust match to the pupil census.

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