

REPORT TO: Education Committee

MEETING DATE: 19 November 2019

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Summary of ASN data in East Lothian

1 PURPOSE

- 1.1 To inform the Committee of trends in data relating to children and young people with additional support needs in mainstream schools in East Lothian Schools.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to consider and note the content of this report.

3 BACKGROUND

- 3.1 The report draws together and summarises a range of population trends, attendance, exclusions and achievement related to children and young people with additional support needs under the headings of the four key features of Inclusion: Present, Participating, Achieving, Supported from the Scottish Government's [Guidance on the Presumption to Provide Education in a Mainstream Setting](#) (March 2019).
- 3.2 The Education (Additional Support for Learning) Scotland Act 2004 (as amended) states that a child or young person has an additional support need where they need additional support in order to benefit from school education. Education authorities must have arrangements in place to identify pupils with Additional Support Needs (ASN) and from among them, those who may require a specific support plan, for example a Co-ordinated Support Plan (CSP) or Individualised Educational Programme (IEP). Child Plans are single or multi-agency plans based on an assessment guided by the Getting it Right for every Child National Practice Model. Education authorities must also be able to identify the reason(s) that additional

support is needed. ASN population figures include 'Other' types of support which have been identified and are being supported but do not fall within the sub categories of need collected for the annual pupil census. 'Other' types may be of short-term duration or do not need significant differentiation of learning and teaching to overcome barriers to learning.

- 3.3 The data in the report is taken from a range of different data sources and is based on the latest published data available at the time of collation. As a result each data subject will refer to different time periods.
- 3.4 The report also contains some additional data relating to NIF Quality Indicator scores and pupil views. It should be noted that this data is not specifically related to children and young people with additional support needs.
- 3.5 The main highlights for East Lothian are provided in paragraphs 3.5 to 3.12. The full summary report is provided in Appendix 1.

Main highlights for East Lothian

- 3.6 **27-30 Month Child Health Review** (see Appendix 1, pages 1 to 3) – In 2017/18 1,022 children (89% of those eligible) in East Lothian received a 27-30 month child health review. The number of children reviewed over the 5 year period to 2017/18 has increased while the percentage of those reviewed with no concerns recorded about any aspects of their development has fluctuated, showing a 9 percent drop overall. Children living in the 20% most deprived areas were more likely to have a concern recorded about their development than those living in the 20% least deprived areas, although the gap has reduced. The Children's Strategic Partnership Board has established a Getting it Right for Babies working group to develop early intervention strategies to support our more vulnerable children and families.
- 3.7 **ASN Population in East Lothian schools** (see Appendix 1, pages 3 to 5) – In 2018-19, there were 3,633 pupils (25.1 per cent of all pupils) with an additional support need (ASN) recorded in East Lothian: 1,906 primary pupils (22.0 per cent) and 1,727 secondary pupils (29.7 per cent). The total school population in East Lothian has increased by 5% over the last 5 years to 2018/19 with the number of pupils with a recorded ASN increasing by 4% compared to 8% nationally. Within East Lothian, the largest rates per thousand pupils are for those recorded in the social, emotional and behavioural difficulty category (55.4 per thousand), followed by other moderate learning difficulty (48.3 per thousand) and Dyslexia (36.9 per thousand). This has been a consistent trend in East Lothian since 2014/15.
- 3.8 **Pupil Attendance** (see Appendix 1, pages 6 to 7) – Pupils with ASN typically have a lower attendance rate than pupils with no ASN, with the difference greater in secondary school. Since 2014/15 the overall attendance rate for both pupils with ASN and those without ASN shows a

slight drop of between 1 and 2 percent, with the overall percentage point gap between pupils with ASN and no ASN increasing from 2.3 to 2.8 percent in 2018/19. The Children's Strategic Partnership Board has established a Getting it Right for Teens working group to develop intervention strategies to improve the attendance and reduce exclusions of young people in the BGE phase of secondary school.

- 3.9 **Pupil Exclusions** (see *Appendix 1, pages 7 to 8*) – Pupils with ASN have a higher exclusion rate than pupils with no ASN, with the difference greater in secondary school. The East Lothian exclusion rate in 2018/19, for pupils with ASN, is more than 5 times higher than those who have no ASN. The gap between those with ASN and with no ASN in the primary sector has reduced from 55.7 points in 2014/15 to 16.6 points in 2018/19, but has increased slightly in the secondary sector from 45.3 points in 2014/15 to 51.1 points in 2018/19, although significant reductions have been made each year since 2015/16.
- 3.10 **Achievement of Curriculum for Excellence (CfE) Levels** (see *Appendix 1, pages 10 to 11*) – In line with the national picture, the percentage of pupils achieving the expected CfE level for their stage in 2017/18 was higher for pupils recorded as not having ASN, compared to pupils with ASN, across all stages for Numeracy and the Literacy organisers. At P1 the greatest difference in performance was in listening and talking (40 percentage points). At P4 and P7 the greatest difference was in writing, with differences of 42 and 43 percentage points respectively. At S3 (Third Level or better) the greatest difference was in reading (24 percentage points). The education service is working closely with Head Teachers and colleagues to develop a raising attainment strategy to narrow the attainment gap and disseminate effective practice.
- 3.11 **Senior Phase Attainment** (see *Appendix 1, pages 12 to 13*) – In line with the national picture, pupils with ASN typically have lower attainment compared to pupils with no ASN. The attainment gap between school leavers with ASN and those without ASN is wider at higher levels of qualifications. The attainment gap increases from 9 percentage points on average at SCQF Level 4 to 27 percentage points on average at SCQF Level 5 and 41 percentage points at SCQF Level 6. However, in line with National trends the gap has decreased at every level.
- 3.12 **Positive Destinations** (see *Appendix 1, pages 13 to 14*) - As with the national picture, school leavers with ASN are less likely to go on to a positive destination (initial), compared to leavers without a recorded ASN (92.0 per cent compared to 96.9 per cent). The East Lothian percentage has been higher than the Virtual Comparator, SEIC and national average over the last two years and shows a fluctuating but overall improved trend. Overall, the gap has decreased over the five-year period from 8.4 percentage points in 2013/14 to 4.8 percentage points in 2017/18. Within the Education & Children's Service Local Improvement Plan 2019/20, East Lothian Works will be working closely with schools to improve the destination for young people with ASN on leaving school.

- 3.13 **Annual Participation Measure** (see Appendix 1, page 15) - The participation rate in 2019 amongst those identified as disabled in East Lothian (89.4%) was lower than that for those not identified as disabled (94.1%). The East Lothian participation rate for both those identified as disabled and not identified as disabled has increased over the four year period with the percentage for those identified as disabled increasing by 6.8 percentage points since 2016. Overall, the gap has decreased from 8.2 percentage points in 2016 to 4.7 percentage points in 2019. Nationally, the participation rate for those identified as disabled has increased by one percentage point since 2016 to 87%.

Next Steps

- 3.14 A school equity profile dashboard is currently being developed to help senior leadership teams in schools and central Education staff in East Lothian access and interact with a range of school level demographic and education outcomes data. This will enable key stakeholders to make more effective use of the different datasets, including data on pupils with additional support needs and care experienced pupils (where available), to have a clearer understanding of the equity profile of each school. The dashboard will complement and be used alongside other local and national tools to help staff target support, identify gaps and ensure actions lead to improved attainment for all.
- 3.15 The Education and Children's Service will build on the findings of self-evaluation activities undertaken to inform how best to improve outcomes for children and young people who require additional support for learning. The following key priority areas will be taken forward by the integrated service:
- Refresh the GIRFEC framework
 - Review DSM model
 - Review specialist provision given growth across the county
 - Workforce development
 - Stakeholder engagement

4 POLICY IMPLICATIONS

- 4.1 There are no direct policy implications associated with this report.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial – none.

6.2 Personnel – none.

6.3 Other – none.

7 BACKGROUND PAPERS

7.1 None.

Appendix 1: Summary of ASN data in East Lothian and Scottish Government's [Guidance on the Presumption to Provide Education in a Mainstream Setting](#) (March 2019).

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High Level Summary of ASN data in East Lothian (updated September 2019)

Early Years

27-30 Month Child Health Review

Table 1 below contains data from the 27-30 Month Child Health Review for East Lothian from 2013/14 to 2017/18.

Table 1: Percentage of eligible children reviewed in East Lothian, 2013/14 to 2017/18

	2013/14	2014/15	2015/16	2016/17	2017/18
% of all eligible children reviewed	79.4	82.7	87.5	87.1	88.9
% of all children reviewed with no concerns	80.6	82.2	84.8	76.5	71.5

Comments on Table 1:

- In 2017/18 1,022 children (89% of those eligible) received a 27-30 month child health review compared with 90% nationally. Of those children reviewed, 18% had a concern recorded about at least one area of their development compared with 15% nationally. The percentage of eligible children reviewed shows an improved trend over the five year period, while the percentage of those reviewed showing no concerns about any aspects of their development has fluctuated over the five-year period, showing a 9 percent drop overall.

Figure 1 and Table 2 below shows the breakdown of the percentage of children reviewed with no concerns across all domains by SIMD Quintile since 2013/14.

Figure 1: Percentage of reviewed children with no concerns across all domains by SIMD Quintile 2017/18

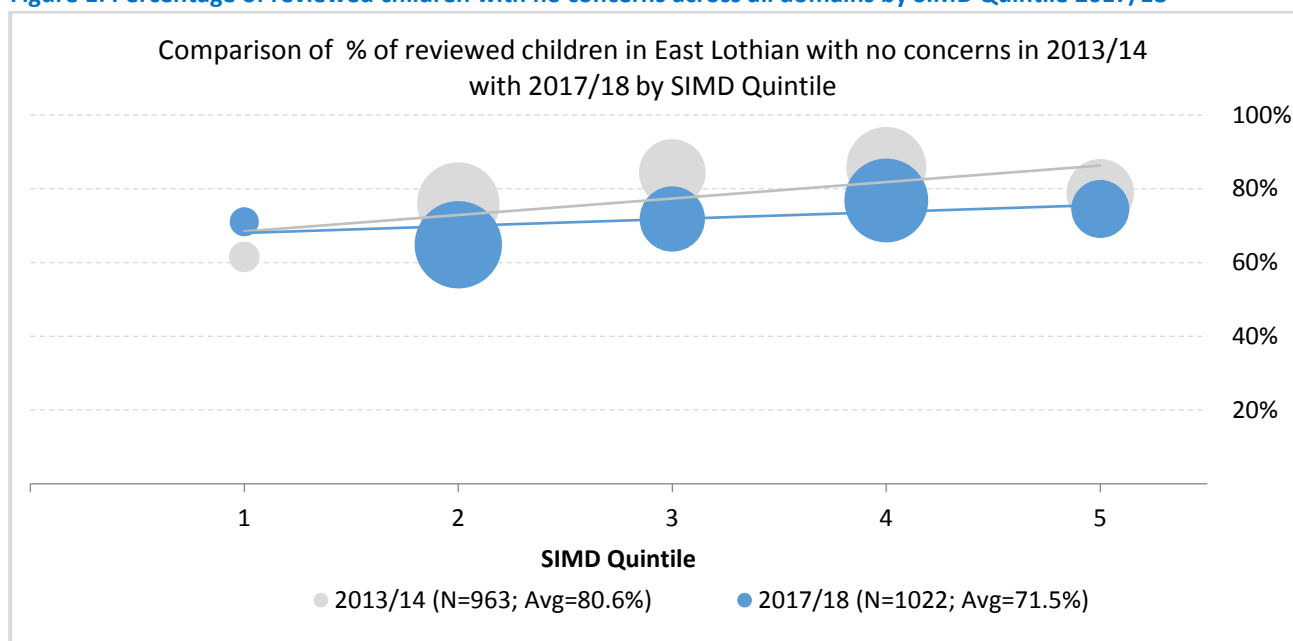


Table 2: Percentage of reviewed children with no concerns across all domains by SIMD Quintile

SIMD Quintile	2013/14	2014/15	2015/16	2016/17	2017/18
SIMD Q1 (Most deprived)	61.5	70.0	76.7	72.1	71.1
SIMD Q2	76.0	77.4	81.7	76.8	64.8
SIMD Q3	84.4	85.2	88.0	75.8	71.8
SIMD Q4	85.9	83.6	86.5	76.1	76.8
SIMD Q5 (Least Deprived)	78.9	86.4	84.8	79.4	74.5
Percentage Point Gap between SIMD Q1 v SIMD Q5	17.4	16.4	8.0	7.3	3.5

Comments on Table 2:

- Children living in the most deprived areas were more likely areas to have a concern recorded about their development than those living in the least deprived, although the gap has reduced. In 2017/18, the percentage of eligible children in SIMD Quintile 1 accounted for 3.7% of the total East Lothian cohort compared to 14.5% in SIMD Quintile 5. The percentage of reviewed children in SIMD Q1 shows a fluctuating but overall improved trend over the five year period, while the percentage in SIMD Q5 shows a drop. As a result the gap between those eligible children reviewed with no concerns in SIMD Quintile 1 and SIMD Quintile 5 has reduced from 17.4 percentage points in 2013/14 to 3.5 percentage points in 2017/18.

Figure 2 below shows the breakdown of the percentage of children reviewed with a concern by sex and category of concern in 2017/18. Table 3 further shows the breakdown of the percentage of children reviewed with a concern by sex and category of concern since 2013/14.

Figure 2: Percentage of reviewed children by sex and category of concern, 2017/18

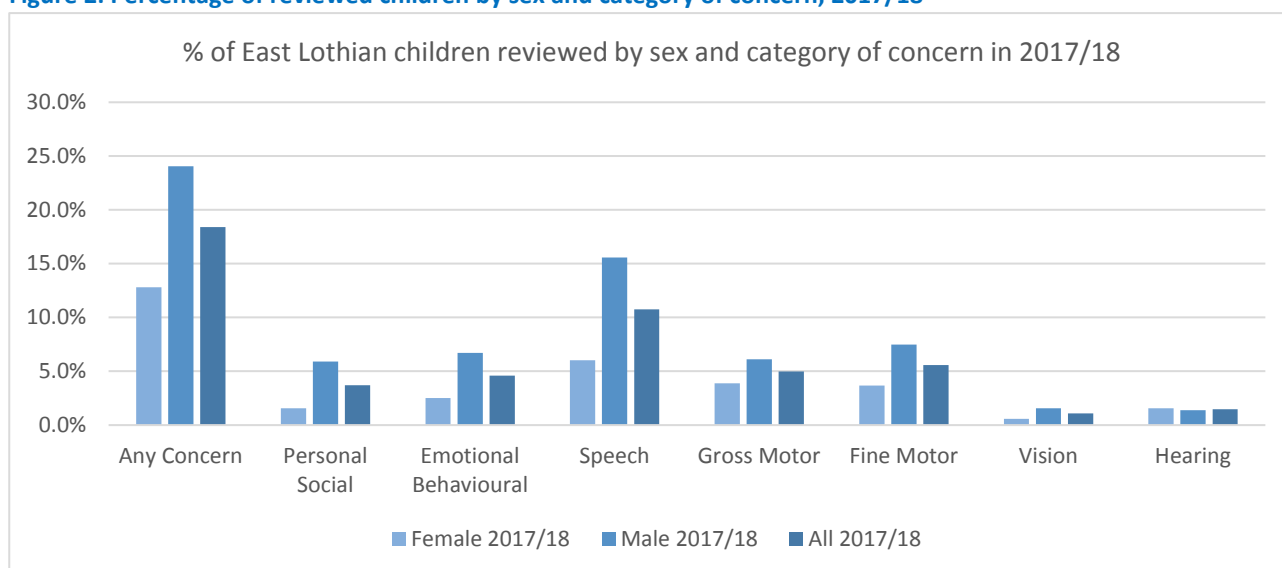


Table 3: Percentage of reviewed children by sex and category of concern, 2013/14 to 2017/18

Sex	Financial Year	Category of Concern							
		Any	Personal Social	Emotional Behavioural	Speech	Gross Motor	Fine Motor	Vision	Hearing
Female	2013/14	13%	2%	5%	9%	3%	3%	2%	1%
	2014/15	10%	2%	4%	5%	2%	2%	3%	1%
	2015/16	9%	2%	3%	6%	1%	0%	1%	1%
	2016/17	11%	2%	4%	6%	3%	3%	1%	1%
	2017/18	13%	2%	3%	6%	4%	4%	1%	2%
Male	2013/14	20%	4%	6%	14%	3%	3%	2%	1%
	2014/15	21%	5%	7%	17%	3%	4%	3%	2%
	2015/16	17%	3%	6%	13%	3%	5%	1%	2%
	2016/17	22%	5%	5%	17%	5%	5%	1%	3%
	2017/18	24%	6%	7%	16%	6%	7%	2%	1%
All	2013/14	17%	3%	5%	12%	3%	3%	2%	1%
	2014/15	16%	4%	6%	11%	2%	3%	3%	1%
	2015/16	13%	3%	5%	9%	2%	2%	1%	1%
	2016/17	16%	4%	5%	11%	4%	4%	1%	2%
	2017/18	18%	4%	5%	11%	5%	6%	1%	1%

Comments on Figure 2 and Table 3:

- In line with the national average, concerns were most commonly recorded about children's speech, language and communication (11% of children). Boys (24%) were almost twice as likely as girls (13%) to have a concern recorded about their development.

ASN Population in East Lothian Schools

In 2018-19, there were 3,633 pupils (25.1 per cent of all pupils) with an additional support need (ASN) recorded; 1,906 primary pupils (22.0 per cent) and 1,727 secondary pupils (29.7 per cent). This figure includes pupils with a Co-ordinated Support Plan (CSP), Individualised Education Programme (IEP), Child Plan or some other type of support. The East Lothian average in 2018-19 was 2 to 3 percent below the national average across the sectors.

Table 4 below shows the breakdown of pupils recorded with ASN by sector and type of plan/need in 2018/19. *Note: Pupils may have more than one type of ASN, therefore the totals for type of ASN plan/need may not equal the sum of individual types.*

Table 4: Pupils with Additional Support Needs, by sector and type of plan/need, Sept 2018

ASN Plan/Need	East Lothian			National		
	Primary	Secondary	Total	Primary	Secondary	Total
CSP	15	19	34	707	608	1,315
IEP	222	134	356	16,017	14,294	30,311
Child Plans	816	1,144	1,960	20,837	16,465	37,302
Assessed/Declared Disabled	70	119	189	5,565	7,349	12,914
With Other Need Type	1,713	1,647	3,360	79,013	73,902	152,915
All pupils with ASN	1,906	1,727	3,633	101,558	90,685	192,243
% of pupils with ASN	22.0%	29.7%	25.1%	25.4%	31.7%	28.0%

Data Source: Pupil Census, Sept 2018

Over the last five years in East Lothian the total number of primary and secondary pupils in East Lothian schools has increased by 5% (752 pupils), with the greatest increase in the primary sector (7%). See Table 5:

Table 5: Pupils in East Lothian Schools sector, 2014/15 to 2018/19

Sector	Number of Pupils					5 Year net change	% 5 Year net increase
	2014	2015	2016	2017	2018		
Primary	8,116	8,265	8,492	8,540	8,661	545	7%
Secondary	5,600	5,600	5,612	5,679	5,807	207	4%
Total	13,716	13,865	14,104	14,219	14,468	752	5%

The number of pupils recorded with an additional support need (ASN) in East Lothian has increased since by 4% since 2014/15 compared to 8% nationally. Tables 6 to 8 below show the breakdown of pupils recorded with ASN by sector and type of plan/need in East Lothian since 2014/15.

Table 6: East Lothian Pupils with Additional Support Needs by type of plan/need, 2014/15 to 2018/19

ASN Plan/Need	2014/15	2015/16	2016/17	2017/18	2018/19
CSP	46	42	36	35	34
IEP	284	324	321	349	156
Child Plans	2,180	2,045	2,053	2,196	1,960
Assessed/Declared Disabled	175	210	203	197	189
with Other type of support	2,757	2,715	2,821	3,000	3,360
All pupils with ASN	2,945	2,925	3,031	3,246	3,633
% of pupils with ASN	21.5%	21.1%	21.5%	22.8%	25.1%
National Ave % ASN *	19.9%	21.7%	24.2%	25.9%	28.0%

**pupils with ASN in mainstream schools only*

Table 7: Primary Pupils with Additional Support Needs by type of plan/need, 2014/15 to 2018/19

ASN Plan/Need	2014/15	2015/16	2016/17	2017/18	2018/19
CSP	26	23	18	18	15
IEP	189	209	204	215	22
Child Plans	1,038	917	947	1,078	816
Assessed/Declared Disabled	61	104	100	96	70
with Other type of support	1,352	1,314	1,356	1,456	1,713
All pupils with ASN	1,469	1,451	1,495	1,634	1,906
% of pupils with ASN	18.1%	17.6%	17.6%	19.1%	22.0%
National Ave % ASN*	19.3%	20.4%	22.3%	23.5%	25.4%

*pupils with ASN in mainstream schools only

Table 8: Secondary Pupils with Additional Support Needs by type of plan/need, 2014/15 to 2018/19

ASN Plan/Need	2014/15	2015/16	2016/17	2017/18	2018/19
CSP	20	19	18	17	19
IEP	95	115	117	134	134
Child Plans	1,142	1,128	1,106	1,118	1,144
Assessed/Declared Disabled	114	106	103	101	119
with Other type of support	1,405	1,401	1,465	1,544	1,647
All pupils with ASN	1,476	1,474	1,536	1,612	1,727
% of pupils with ASN	26.4%	26.0%	27.4%	28.4%	29.7%
National Ave % ASN*	20.8%	23.6%	26.8%	29.3%	31.7%

Tables 9 and 10 below show the breakdown of pupils with additional support needs by sector and Reasons for Support in 2018-19 across East Lothian and nationally. *Note: Pupils with more than one reason will appear multiple times.*

Table 9: East Lothian Pupils with Additional Support Needs by sector and Reasons for support, 2018-19

Reasons for Support	Number of Pupils			Rate per 1,000 pupils		
	Primary	Secondary	Total	Primary	Secondary	Total
Pupils for whom reason for support is reported	1,906	1,727	3,633	220.1	297.4	251.1
Learning disability	102	127	229	11.8	21.9	15.8
Dyslexia	163	371	534	18.8	63.9	36.9
Other specific learning difficulty (e.g. numeric)	192	189	381	22.2	32.5	26.3
Other moderate learning difficulty	333	366	699	38.4	63.0	48.3
Visual impairment	48	56	104	5.5	9.6	7.2
Hearing impairment	41	29	70	4.7	5.0	4.8
Deafblind	*	-	-	*	-	-
Physical or motor impairment	112	101	213	12.9	17.4	14.7
Language or speech disorder	215	104	319	24.8	17.9	22.0
Autistic spectrum disorder	188	109	297	21.7	18.8	20.5
Social, emotional and behavioural difficulty	406	395	801	46.9	68.0	55.4
Physical health problem	134	100	234	15.5	17.2	16.2
Mental health problem	38	46	84	4.4	7.9	5.8
Interrupted learning	31	29	60	3.6	5.0	4.1
English as an additional language	222	112	334	25.6	19.3	23.1
Looked after	84	80	164	9.7	13.8	11.3
More able pupil	5	32	37	0.6	5.5	2.6
Communication support needs	58	38	96	6.7	6.5	6.6
Young carer	20	12	32	2.3	2.1	2.2
Bereavement	32	11	43	3.7	1.9	3.0
Substance misuse	*	*	-	*	*	-
Family issues	221	104	325	25.5	17.9	22.5
Risk of exclusion	9	*	9	1.0	*	0.6
Other	212	139	351	24.5	23.9	24.3

*Data based on a cohort of less than 5 pupils is suppressed to avoid identification of individual pupils

Table 10: Pupils with Additional Support Needs by sector and Reasons for support across Scotland, 2018-19

Reasons for Support	Number of Pupils			Rate per 1,000 pupils		
	Primary	Secondary	Total	Primary	Secondary	Total
Pupils for whom reason for support is reported	101,486	90,629	192,115	253.5	316.7	279.9
Learning disability	4,294	4,851	9,145	10.7	17.0	13.3
Dyslexia	5,444	16,076	21,520	13.6	56.2	31.4
Other specific learning difficulty (e.g. numeric)	11,334	11,158	22,492	28.3	39.0	32.8
Other moderate learning difficulty	15,851	12,533	28,384	39.6	43.8	41.4
Visual impairment	1,832	2,022	3,854	4.6	7.1	5.6
Hearing impairment	1,408	1,574	2,982	3.5	5.5	4.3
Deafblind	21	21	42	0.1	0.1	0.1
Physical or motor impairment	3,441	3,355	6,796	8.6	11.7	9.9
Language or speech disorder	10,922	4,032	14,954	27.3	14.1	21.8
Autistic spectrum disorder (ASD)	7,907	6,903	14,810	19.8	24.1	21.6
Social, emotional and behavioural difficulty (SEBD)	20,453	21,370	41,823	51.1	74.7	60.9
Physical health problem	5,787	6,219	12,006	14.5	21.7	17.5
Mental health problem	993	3,241	4,234	2.5	11.3	6.2
Interrupted learning	1,664	2,388	4,052	4.2	8.4	5.9
English as an additional language (EAL)	22,081	12,452	34,533	55.2	43.5	50.3
Looked after	3,840	4,502	8,342	9.6	15.7	12.2
More able pupil	1,423	1,766	3,189	3.6	6.2	4.6
Communication Support Needs	4,290	1,485	5,775	10.7	5.2	8.4
Young Carer	710	2,527	3,237	1.8	8.8	4.7
Bereavement	1,064	1,514	2,578	2.7	5.3	3.8
Substance Misuse	182	227	409	0.5	0.8	0.6
Family Issues	9,255	6,924	16,179	23.1	24.2	23.6
Risk of Exclusion	399	851	1,250	1.0	3.0	1.8
Other	9,706	7,544	17,250	24.3	26.4	25.1

Comments on Tables 9 and 10:

- Across Scotland, the largest rates are for those recorded in the SEBD category (60.9 per 1000 pupils) followed by EAL (50.3 per 1000 pupils) and other moderate learning difficulty (41.4 per 1000 pupils). This is consistent with the previous two years. Prior to 2016 other moderate learning difficulty category was the second largest followed by EAL. Since 2014/15 the most significant increases have been for those recorded in the EAL category (+21.5 points), SEBD category (+19 points) and Family issues (+12 points) while the rates for Learning Disability and Dyslexia have dropped by 10 and 8 points respectively.
- Within East Lothian, the largest rates are for those recorded in the SEBD category (55.4 per 1000 pupils), followed by other moderate learning difficulty (48.3) and Dyslexia (36.9). This has been a consistent trend in East Lothian since 2014/15. Over the last 5 years the most significant changes overall in rates in East Lothian have been for those recorded in the ASD, Dyslexia, EAL and Family Issues categories which have increased by 10 to 11 points, while the rate for those with a Learning Disability has dropped 9 points.
- In the primary sector the most significant increases have been in the categories of ASD (+12 points), EAL (+15 points) and Family Issues (+14 points) with the other moderate learning difficulty category dropping 11 points. In the secondary sector, the most significant change has been in the Dyslexia category (+21 points) with those recorded with a Learning Disability dropping 11 points.

Education Outcomes for children and young people with ASN

1. PRESENT

Pupil Attendance

Pupils with additional support needs typically have a lower attendance rate than pupils with no additional support needs, with the difference greater in secondary school. Figure 3 and Tables 11 to 12 below show the attendance rate of pupils by sector and ASN status in East Lothian since 2014/15 and for the last three nationally reported sessions across Scotland.

Figure 3: Percentage attendance of school pupils by ASN status & sector, 2014/15 to 2018/19

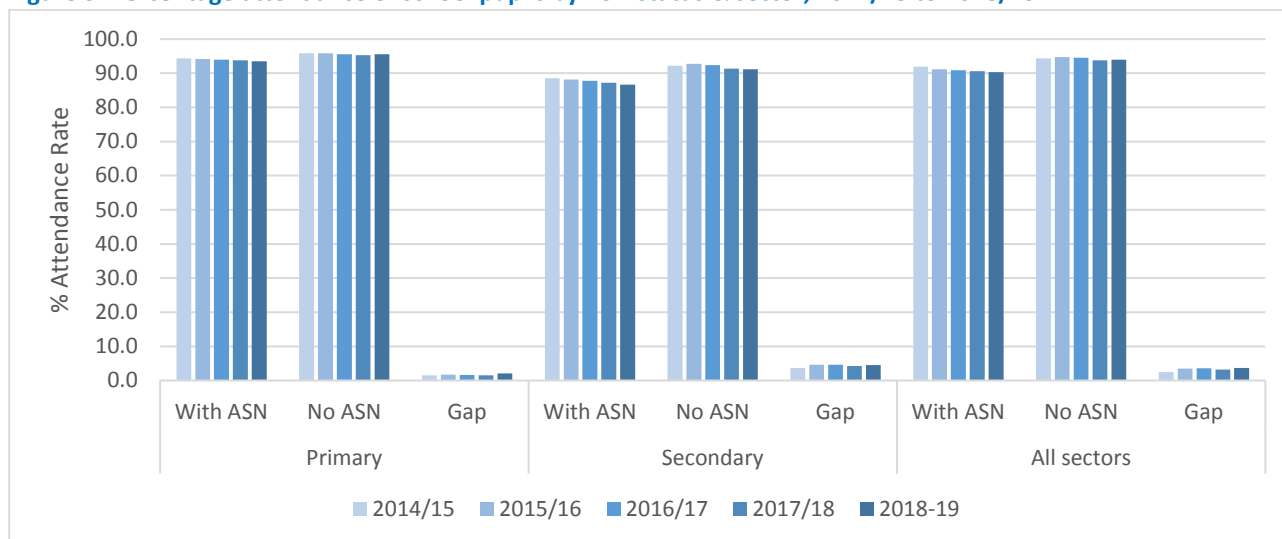


Table 11: Percentage attendance of East Lothian pupils by ASN status and sector, 2014/15 to 2018/19

Sector	ASN Status	2014/15	2015/16	2016/17	2017/18	2018-19
Primary	With ASN	94.4	94.2	94.0	93.8	93.5
	No ASN	95.9	95.9	95.6	95.3	95.6
	Gap	1.5	1.7	1.6	1.5	2.1
Secondary	With ASN	88.5	88.2	87.8	87.2	86.7
	No ASN	92.2	92.8	92.4	91.4	91.2
	Gap	3.7	4.6	4.6	4.2	4.5
All sectors	With ASN	91.9	91.2	90.9	90.6	90.3
	No ASN	94.4	94.7	94.5	93.8	94.0
	Gap	2.5	3.5	3.6	3.2	3.7

Data Source: SEEMiS BI and AAE ScotXed Returns

Table 12: Percentage attendance of pupils by ASN status and sector in mainstream schools across Scotland, 2012/13 to 2016/17

Sector	ASN Status	2012/13	2014/15	2016/17
Primary	With ASN	93.6	93.8	93.5
	No ASN	95.2	95.4	95.3
	Gap	1.6	1.6	1.8
Secondary	With ASN	89.2	89.3	88.6
	No ASN	92.5	92.5	92.1
	Gap	3.2	3.2	3.5
Total	With ASN	91.7	91.8	91.3
	No ASN	94.0	94.2	94.1
	Gap	2.3	2.4	2.8

Comments on Figure 3 and Tables 11 to 12:

- Since 2014/15 the overall attendance rate for both pupils with ASN and those without ASN shows a slight drop of between 1 and 2 percent. The gap in primary schools between those with ASN and those without ASN has increased slightly from 1.5 to 2.1 percentage points, while the secondary gap has increased from 3.7 to 4.5 percentage points.
- Over the three nationally reported years the overall rates for pupils without ASN have remained broadly similar while those with ASN shows a slight drop. The overall gap has increased slightly from 2.3 to 2.8 percentage points with the primary gap increasing from 1.6 to 1.8 and the secondary gap increasing from 3.2 to 3.5 percentage points.

Pupil Exclusions

Pupils with additional support needs have a higher exclusion rate than pupils with no additional support needs, with the difference greater in secondary school. Figure 4 and Tables 13 and 14 below shows the exclusion rate (per 1,000 pupils) of pupils by sector and ASN status since 2014/15.

Figure 4: Exclusion rate of school pupils by ASN status & sector, 2014/15 to 2018/19

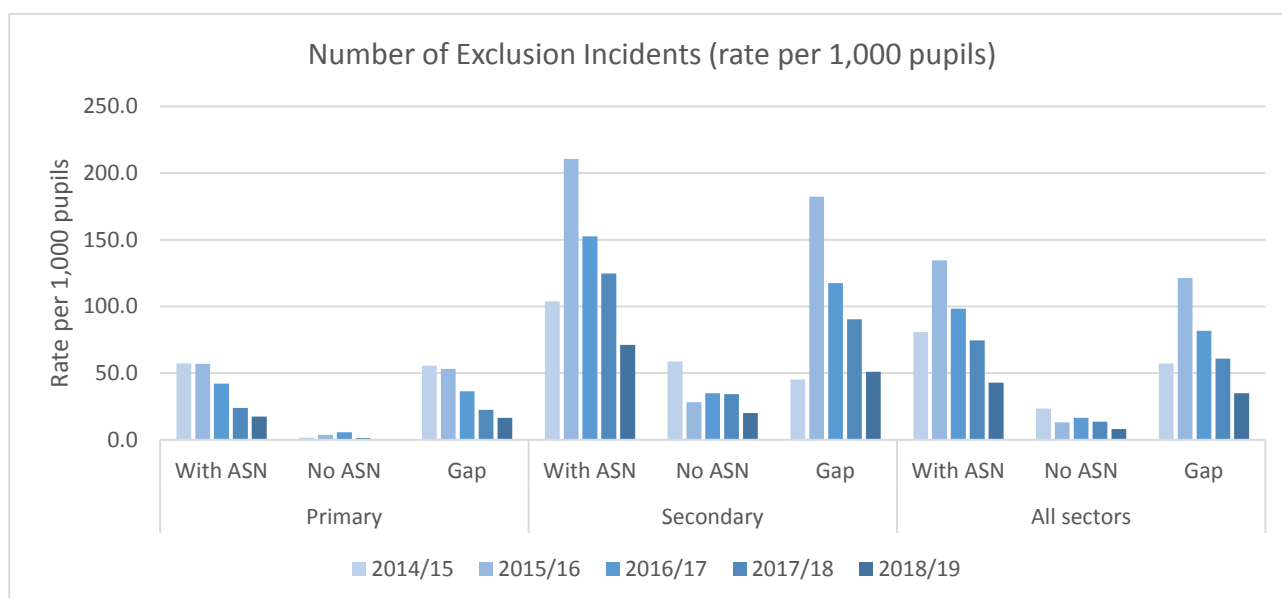


Table 13: Exclusion rate of East Lothian pupils by ASN status and sector, 2014/15 to 2018/19

Sector	ASN Status	2014/15	2015/16	2016/17	2017/18	2018/19
Primary	With ASN	57.2	57.0	42.1	23.9	17.3
	No ASN	1.5	3.8	5.7	1.4	0.7
	Gap	55.7	53.2	36.4	22.4	16.6
Secondary	With ASN	104.0	210.7	152.7	124.7	71.2
	No ASN	58.7	28.3	35.0	34.3	20.1
	Gap	45.3	182.3	117.6	90.4	51.1
All sectors	With ASN	80.7	134.5	98.3	74.4	42.9
	No ASN	23.4	13.1	16.5	13.6	8.0
	Gap	57.3	121.5	81.8	60.8	34.9

Data Source: SEEMiS BI and AAE ScotXed Returns

Table 14: Exclusion rate of pupils by ASN status and sector in mainstream schools across Scotland, 2012/13 to 2016/17

Sector	ASN Status	2012/13	2014/15	2016/17
Primary	All Pupils	10.4	9.0	11.0
	With ASN	36.3	25.9	33.3
	No ASN	5.1	5.0	4.6
	Gap	-31.2	-20.9	-28.7
Secondary	All Pupils	58.1	49.6	47.7
	With ASN	151.3	117.4	104.0
	No ASN	39.6	31.5	26.6
	Gap	-111.7	-85.9	-77.4
All sectors	All Pupils	31.4	26.1	26.1
	With ASN	86.5	66.5	65.8
	No ASN	20.4	16.1	13.4
	Gap	-66.1	-50.4	-52.4

Comments on Figure 4 and Tables 13 to 14

- Across Scotland, the exclusion rate for pupils with ASN from mainstream schools is 4 to 5 times higher than those who have no ASN over the last three nationally reported years. Since 2012/13 the rates both those with ASN and without ASN have dropped. The gap between those with ASN and without ASN in the primary sector has reduced from 31.2 points in 2012/13 to 28.7 points in 2016/17 while the gap at secondary has reduced from 111.7 points to 77.4 points.
- The East Lothian exclusion rate in 2018/19, for pupils with ASN, is more than 5 times higher than those who have no ASN. Since 2014/15 the exclusion rate for pupils with ASN has fluctuated and shows an overall drop for primary pupils and a slight increase for secondary pupils to 2018/19. Exclusions from primary schools in East Lothian are typically higher than the national average for those pupils with ASN. The gap between those with ASN and with no ASN in the primary sector has reduced from 55.7 points in 2014/15 to 16.6 points in 2018/19. Exclusions from secondary schools in East Lothian are typically higher than the national average. In 2018/19 exclusions of secondary pupils with ASN in East Lothian was 4 times higher than those with no ASN. The gap between those with ASN and with no ASN in the secondary sector has increased slightly from 45.3 points in 2014/15 to 51.1 points in 2018/19, although significant reductions have been made each year since 2015/16.

SEE Survey Results 2018-19

SAFE Indicators

Questions:	% agreeing or strongly agreeing		
	P6	S2	S4
I feel safe and secure in school	92.3	87.0	83.5
I know how to keep myself safe when using information technology (e.g. Internet and mobile phones)	97.3	98.2	96.9
I feel safe to go out in my local neighbourhood during the day	93.8	96.2	93.5
I feel safe to go out in my local neighbourhood during the evening	74.1	82.3	80.2
I know who to go to in school if I am not happy about how someone is treating me	91.7	88.8	n/a
My school is an environment where I feel listened to and secure if I want to discuss personal aspects of my life	n/a	n/a	60.4

HGIOS 4 Inspection Evaluations

QI 3.1 – 75% of the schools inspected so far under HGIOS 4 framework have been evaluated as good or better in 'Ensuring wellbeing, equality & inclusion'

2. PARTICIPATION

SEE Survey Results 2018-19

HEALTHY Indicators	% agreeing or strongly agreeing		
	P6	S2	S4
Questions:			
People at school help me to make healthy choices	87.2	75.3	65.2
In school, I can learn about healthy lifestyles, including thinking about my feelings and relationships	93.5	88.8	n/a
I am able to get information about my health in East Lothian	90.3	83.8	84.8
Staff in my school have helped me to develop skills for making decisions about my relationships and sexual behaviour	n/a	n/a	68.7
In my school we have opportunities to discuss the consequences of using substances such as alcohol and/or drugs	n/a	n/a	88.7

RESPECTED Indicators	% agreeing or strongly agreeing		
	P6	S2	S4
Questions:			
I am treated fairly in this school	86.4	69.5	66.5
I feel young people's views are listened to in my local neighbourhood	74.4	52.1	37.9
I have learned about my rights and responsibilities listed in the United Nations Convention on the Rights of the Child	93.7	82.3	69.7
I have heard of the "Wellbeing Indicators" (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included)	82.3	74.3	58.8
In my school we understand, value and celebrate diversity	n/a	n/a	60.3
We are encouraged to have opportunities to challenge discrimination in the school environment	n/a	n/a	70.5

RESPONSIBLE Indicators	% agreeing or strongly agreeing		
	P6	S2	S4
Questions:			
I am able to contribute to decisions made in our school	86.8	61.7	52.1
Most pupils behave well in this school	75.6	50.2	45.5
Pupils in this school take account of other people's feelings and viewpoints	81.9	49.2	43.3
I am able to contribute to decisions about improving the life and work in my school	n/a	n/a	59.3
I am encouraged to be thinking about and planning for my future	n/a	n/a	87.9

INCLUDED Indicators	% agreeing or strongly agreeing		
	P6	S2	S4
Questions:			
I feel I belong in my class/school/community	91.2	78.6	74.4
I help others in my school to make sure they feel included in play and learning	94.8	88.6	79.9

3. ACHIEVING

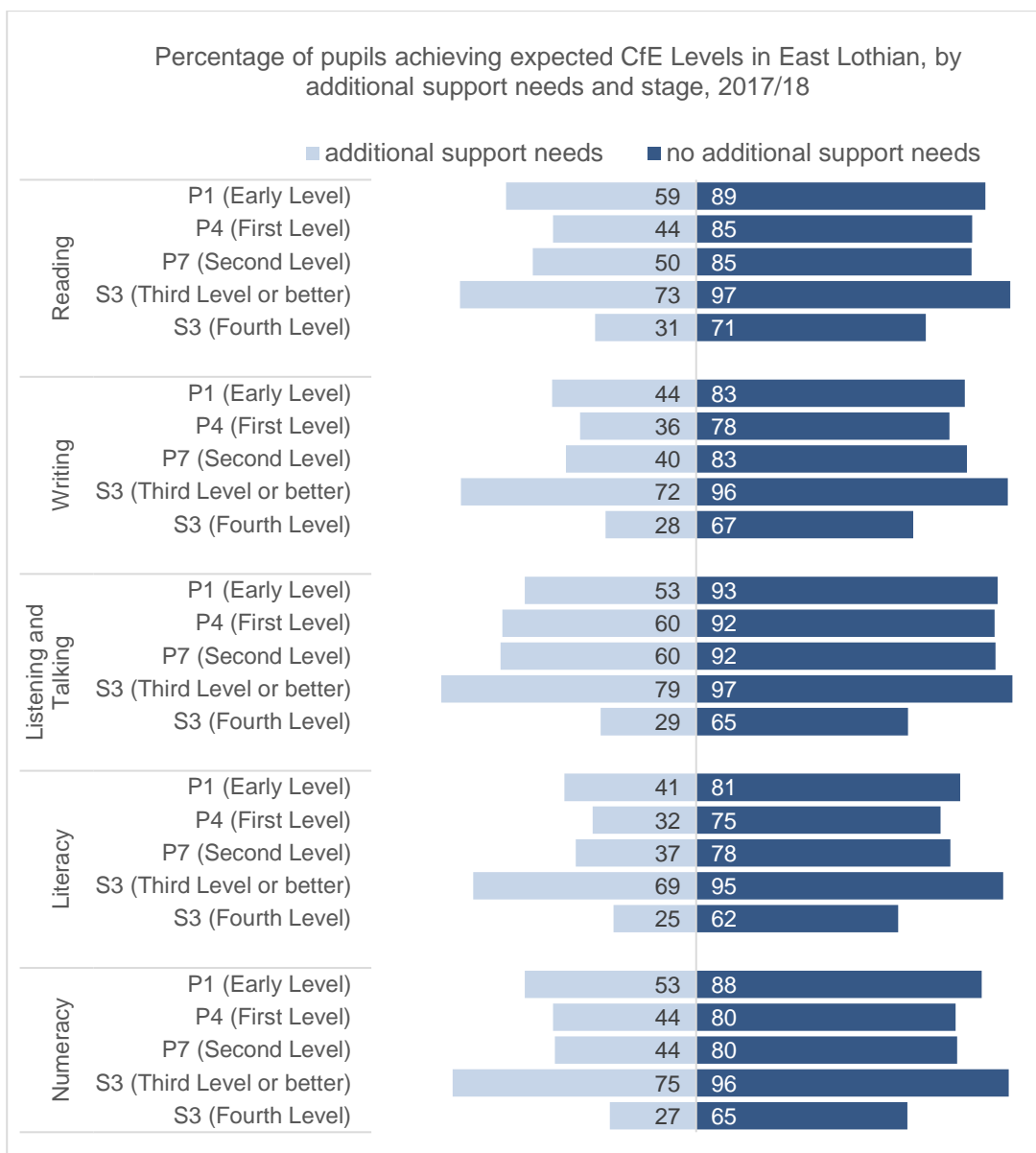
Achievement of Curriculum for Excellence Levels

Pupils who have an Additional Support Need tend to perform lower than pupils without those characteristics, in all stages for Numeracy and the Literacy organisers. The percentage of pupils in the 2017/18 Achievement of CfE Levels data collection that were recorded as having an Additional Support Need increased throughout the stages: 9, 20, 25 and 30 per cent for P1, P4, P7 and S3 respectively.

A very small percentage (less than 1 percent) of pupils have long-term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These pupils are recorded as ‘child following individual milestones’ and are included in the data.

Figure 5 and Table 12 below shows the percentage of pupils achieving the expected CfE Levels in East Lothian by additional support needs and stage in 2017/18. *Note: Achievement of CfE Level data continue to be classed as experimental statistics (data under development) and caution should be applied when making comparisons to previous Achievement of CfE Level results.*

Figure 5: Percentage of pupils achieving expected CfE levels in East Lothian by ASN Status, 2017/18



In line with the national picture, the percentage of pupils achieving the expected CfE level was higher for pupils recorded as not having an Additional Support Need (ASN), compared to pupils with ASN, across all stages for Numeracy and the Literacy organisers.

Table 12: Percentage of primary pupils achieving expected CfE levels by ASN Status, 2017/18

Stage	ASN Status	Reading	Writing	Listening & Talking	Literacy	Numeracy
P1 (Early Level)	With ASN	59	44	53	41	53
	No ASN	89	83	93	81	88
	All pupils	86	79	89	78	85
P4 (First Level)	With ASN	44	36	60	32	44
	No ASN	85	78	92	75	80
	All pupils	77	70	86	67	73
P7 (Second Level)	With ASN	50	40	60	37	44
	No ASN	85	83	92	78	80
	All pupils	76	73	84	68	71

- **Comments on Table 12:** The difference in performance between pupils with a recorded ASN and pupils with no recorded ASN was lowest in P1 for reading (31 percentage points), listening and talking at P4 (32 percentage points) and listening and talking at P7 (32 percentage points). At P1 the greatest difference in performance was in listening and talking (40 percentage points). At P4 and P7 the greatest difference was in writing, with differences of 42 and 43 percentage points respectively.

Table 13: Percentage of S3 pupils achieving Third Level or better by ASN Status, 2017/18

Stage	ASN Status	Reading	Writing	Listening & Talking	Literacy	Numeracy
S3	With ASN	73	72	79	69	75
	No ASN	97	96	97	95	96
	All pupils	90	89	92	87	90

- **Comments on Table 13:** At S3 (Third Level or better), the lowest percentage point difference was in listening and talking (19 percentage points), with the greatest difference in reading (24 percentage points).

Table 14: Percentage of S3 pupils achieving Fourth Level or better by ASN Status, 2017/18

Stage	ASN Status	Reading	Writing	Listening & Talking	Literacy	Numeracy
S3	With ASN	31	28	29	25	27
	No ASN	71	67	65	62	65
	All pupils	59	55	54	51	53

- **Comments on Table 14:** At S3 (Fourth Level) the percentage point difference almost doubles. The lowest percentage point difference in 2017/18 was in listening and talking (36 percentage points), with the greatest difference in reading (40 percentage points).

Senior Phase Attainment

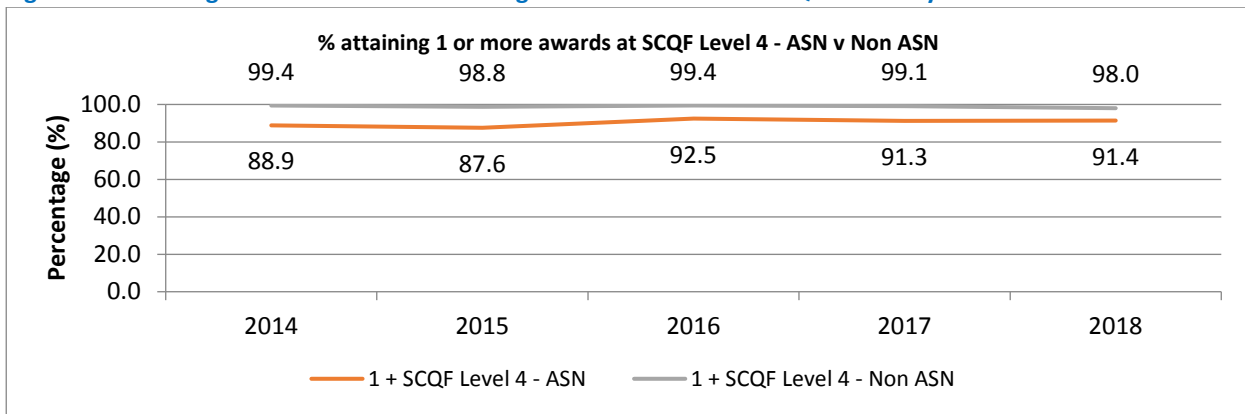
Attainment at SCQF Levels 4 to 6

In line with the national picture, pupils with an additional support need (ASN) typically have lower attainment compared to pupils with no additional support needs.

Figures 6 to 8 below detail the gap in attainment at SCQF Levels 4 to 6 for school leavers in East Lothian by Additional Support Needs (ASN) status.

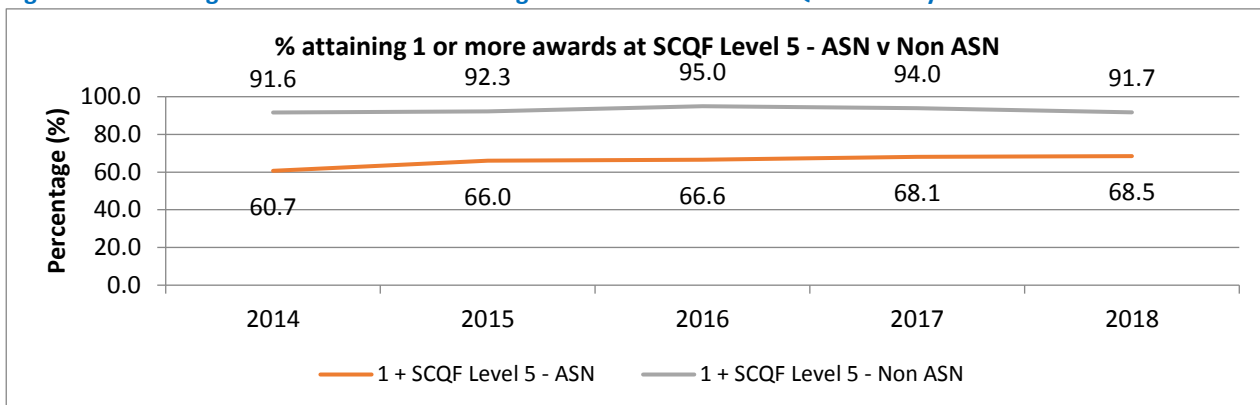
The attainment gap between school leavers with ASN and those without ASN is wider at higher levels of qualifications. The attainment gap increases from 9 percentage points on average at SCQF Level 4, to 27 percentage points on average at SCQF Level 5 and 41 percentage points at SCQF Level 6.

Figure 6: Percentage of school leavers attaining 1 or more awards at SCQF Level 4 by ASN status



- Comments on Figure 6:** 91.4% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 4 in 2017/18 compared to 91.7% nationally. This is in line with the previous year and an increase of 2.5 percentage points since 2013/14. The gap between East Lothian leavers with an additional support need and those without in 2017/18 decreased by 1.3 percentage points on the previous year. Overall, the gap shows a decrease over the five-year period from 10.5 percentage points in 2013/14 to 6.6 points in 2017/18. Nationally, the percentage point gap has reduced from 8.8 points in 2013/14 to 6.7 points in 2017/18.

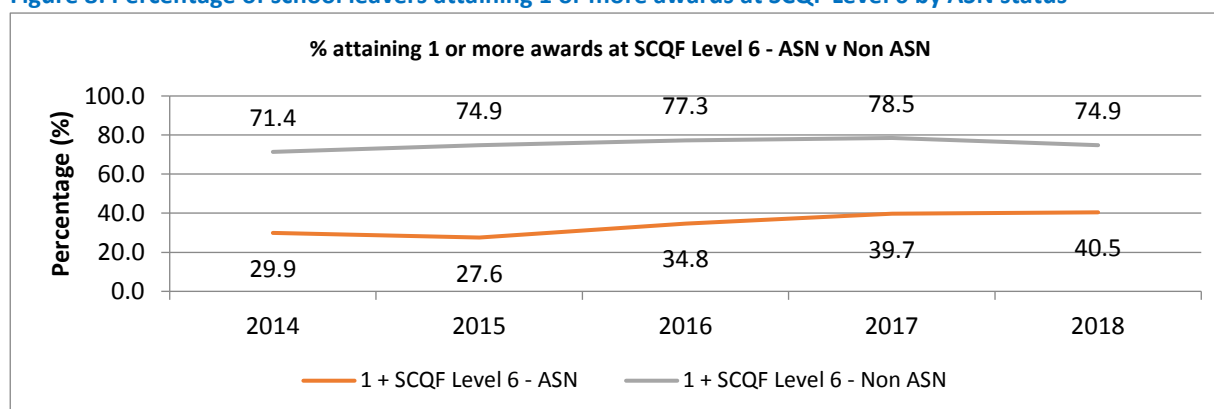
Figure 7: Percentage of school leavers attaining 1 or more awards at SCQF Level 5 by ASN status



- Comments on Figure 7:** 68.5% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 5 in 2017/18 compared to 74.1% nationally. This is a slight increase of 0.3% on the previous year and an increase of 7.8 percentage points since 2013/14. The gap between East Lothian leavers with an additional support need and those without in 2017/18 decreased by 2.6 percentage points on the previous year. Overall, the gap shows a decrease over

the five-year period from 30.9 percentage points in 2013/14 to 23.3 points in 2017/18. Nationally, the percentage point gap has reduced from 24.8 points in 2013/14 to 19.6 points in 2017/18.

Figure 8: Percentage of school leavers attaining 1 or more awards at SCQF Level 6 by ASN status



- Comments on Figure 8:** 40.5% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 6 in 2017/18 compared to 44.1% nationally. This is a slight increase of 0.8% on the previous year and an increase of 10.5 percentage points since 2013/14. The gap between East Lothian leavers with an additional support need and those without in 2017/18 decreased by 4.4 percentage points on the previous year. Overall, the gap shows a decrease over the five-year period from 41.5 percentage points in 2013/14 to 34.4 points in 2017/18. Nationally, the percentage point gap has reduced from 32.7 points in 2013/14 to 31.1 points in 2017/18.

School Leaver Destinations

Initial Destinations

School leavers with an additional support need made up 31% of the school leavers cohort in East Lothian in 2017/18, with 2% of the total school leavers cohort spending less than 80% of their time in mainstream integration. As with the national picture, school leavers with ASN are less likely to go on to a positive destination (initial), compared to leavers without a recorded ASN (92.0 per cent compared to 96.9 per cent). Table 15 that follows details the progress made by East Lothian against its Virtual Comparator, the SEIC and the National Establishment in relation to the percentage of school leavers with an additional support need (ASN) who left East Lothian Schools and went into an initial positive destination.

Table 15: Percentage of school leavers with additional support needs in a positive destination (initial) since 2013/14

School Leavers with ASN	2013/14	2014/15	2015/16	2016/17	2017/18	3 Year Ave	2018 % point change (+/-) on 2017	5 Year Trend	5 Yr % Point Net Change (+/-)
East Lothian	85.9	81.1	85.9	90.6	92.0	89.5	1.4	1.54	6.14
Virtual Comparator	87.8	89.7	88.8	89.3	90.3	89.4	1.0	0.63	2.51
SEIC	87.5	88.8	88.8	90.2	89.7	89.6	-0.6	0.54	2.17
National	87.4	88.2	88.6	89.4	90.4	89.5	1.0	0.76	3.04

Data Source: Insight Publication February 2019

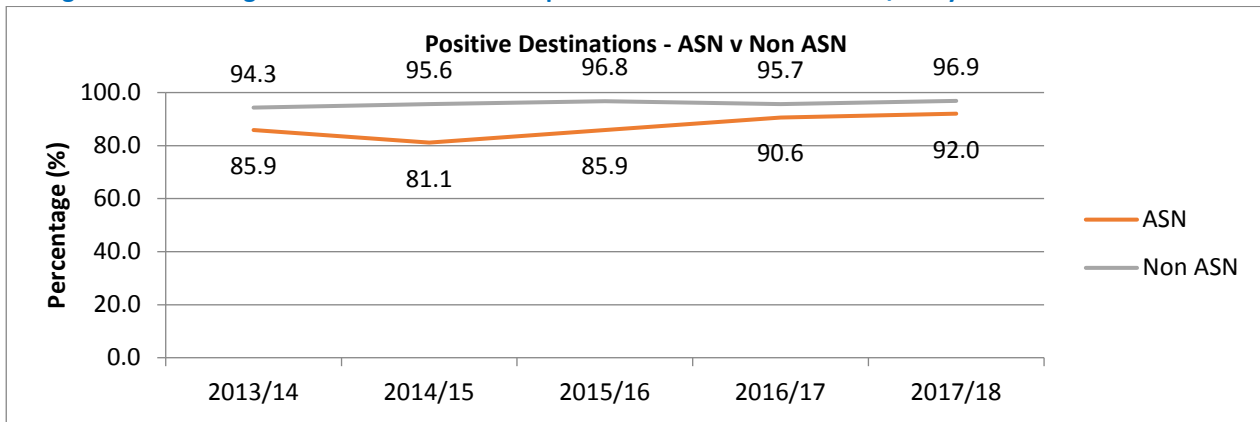
Comments on Table 15:

- In 2017/18 92.0% of East Lothian school leavers with ASN went into a positive destination, a 1.4% increase on the previous year and a net increase of 6.2 percentage points since 2013/14. The East

Lothian percentage has been higher than the Virtual Comparator, SEIC and national average over the last two years and shows a fluctuating but overall improved trend.

Figure 9 below shows the gap in positive destinations for school leavers in East Lothian by ASN status since 2013/14.

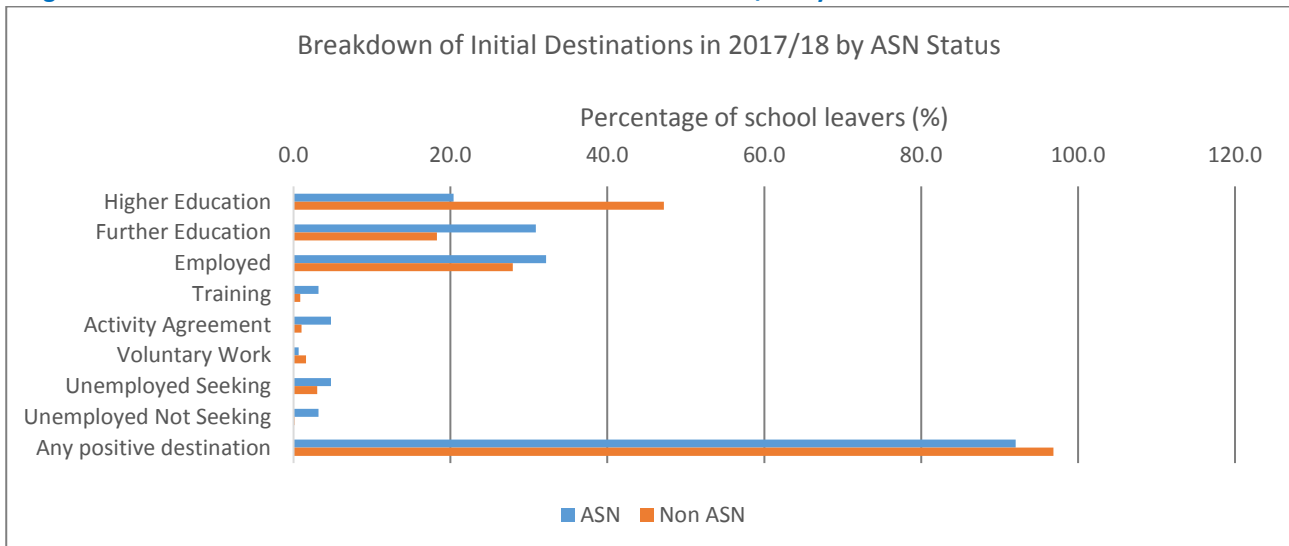
Figure 9: Percentage of all school leavers in a positive destination since 2013/14 by ASN status



- Comments on Figure 9:** The gap in positive destinations between East Lothian leavers with ASN and without ASN in 2017/18 decreased slightly on the previous year from 5.1 to 4.8 percentage points. The gap has fluctuated over the last five years with the percentage of ASN leavers in positive destinations between 5 and 15 percentage points lower than those without ASN. Overall, the gap has decreased over the five-year period from 8.4 percentage points in 2013/14 to 4.8 percentage points in 2017/18.

Figure 10 that follows details the breakdown of initial destinations of East Lothian school leavers who had an additional support need compared to leavers who did not.

Figure 10: Breakdown of Initial School Leaver Destinations in 2017/18 by ASN Status

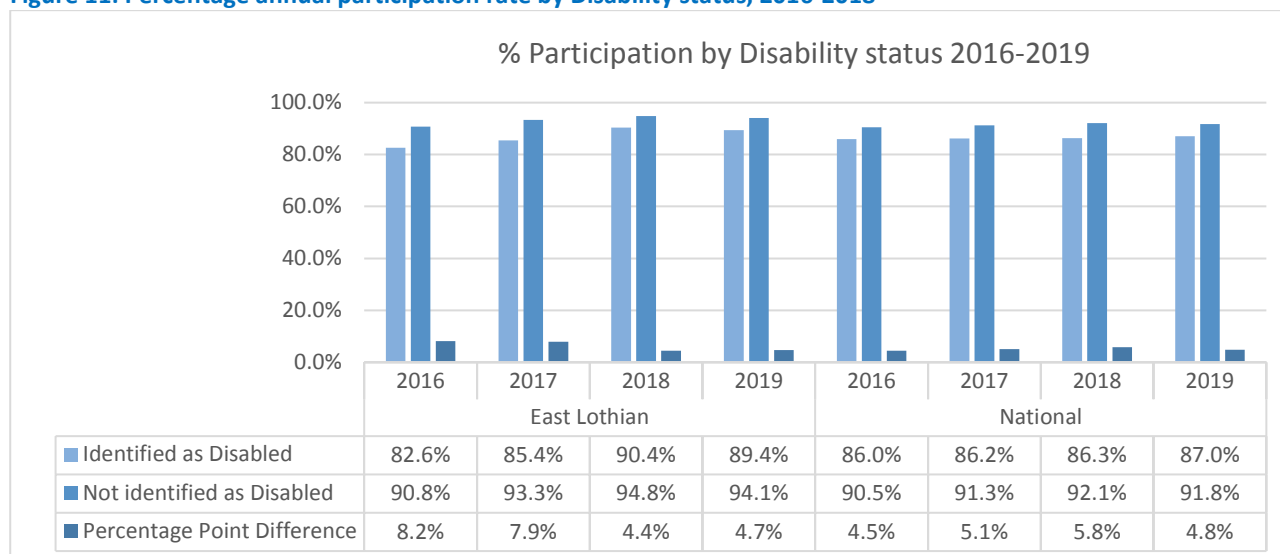


- Comments on Figure 10:** Of the various types of positive destinations, the most notable difference is the proportion entering further education, where 30.9% of leavers with additional support needs entered compared to 18.3% of leavers who did not have an additional support need. 70 per cent of leavers with ASN who were in the 'Unemployed Not Seeking' category in 2017/18 were based in special units attached to secondary schools.

Annual Participation Measure

The participation rate in 2019 amongst those identified as disabled in East Lothian (89.4%) was lower than that for those not identified as disabled (94.1%). Figure 11 below shows the percentage participation rate by Disability status in East Lothian and nationally since 2016.

Figure 11: Percentage annual participation rate by Disability status, 2016-2018



- Figure 11 above shows that the East Lothian participation rate for both those identified as disabled and not identified as disabled has increased over the four year period with the percentage for those identified as disabled increasing by 6.8 percentage points since 2016. Overall, the gap has decreased from 8.2 percentage points in 2016 to 4.7 percentage points in 2019.
- Nationally, the participation rate for those identified as disabled has increased by one percentage point since 2016 to 87% while those not identified has increased from 90.5% to 91.8%. As a result the gap has increased slightly from 4.5 percentage points to 4.8 percentage points nationally over the last four years.

SEE Survey Results 2018-19

ACHIEVING Indicators	% agreeing or strongly agreeing		
	P6	S2	S4
Questions:			
Teachers tell me how I can improve my learning	97.1	84.8	n/a
I am given regular feedback about how to improve my learning	n/a	n/a	76.6
My lessons are interesting	85.4	65.3	n/a
My lessons are interesting and challenging	n/a	n/a	72.5
I know what I am good at and what I need to work on (or develop)	95.3	90.4	n/a
I am aware of my strengths and areas for development in my learning	n/a	n/a	84.3
Pupils in this school are successful learners	93.4	78.3	n/a
I use my school weblog/website/learning log to help me in my learning	66.4	43.1	41.2
My school recognises my achievements in school	89.1	67.3	57.0
My school recognises my achievements out of school	72.0	36.4	33.9
I felt supported by my teachers through the course choice process	n/a	n/a	73.9
I am encouraged to take more responsibility for my own learning in S4	n/a	n/a	93.3
I have opportunities to explore and discuss careers/occupations in my school	n/a	n/a	84.5

ACTIVE Indicators	% agreeing or strongly agreeing		
	P6	S2	S4
Questions:			
I can plan my learning and make choices about how I learn in school	85.6	74	n/a
I have the opportunities to get involved with environmental issues in my local neighbourhood	66.7	47.3	42.5
My school offers plenty of opportunities for extra-curricular activities	90.5	88	84.9
I take part in physical activities outside the school day	88.3	83.4	68.2
In my school I have daily opportunities to participate in physical activity and/or sport	n/a	n/a	80.9
I participate regularly in voluntary work/activity	n/a	n/a	27.4

NIF QI Scores in 2017/18:

QI 2.3 - 68% of schools across East Lothian were evaluated as good or better in 'Learning, Teaching & Assessment' a drop of 13 percent on the previous year and below the national average (73%).

QI 3.2 - 73% of the schools across East Lothian were evaluated as good or better in 'Raising attainment & achievement' in line with the previous year and above the national average (70%).

4. SUPPORTED

Table 16 below shows the responses to the question "I have been given good support from people in the school or from people outside the school through a Staged Assessment Meeting" from the 2018/19 SEE Survey:

	P6 Pupils	S2 Pupils	Combined P6 & S2 Pupils
Number of Pupil Responses	1158	939	2097
Number of Pupils who have not had a Staged Assessment Meeting	845	702	1547
Number of Pupils who have received a Staged Assessment Meeting and received good support	265	182	447
Number of Pupils who received a Staged Assessment Meeting, but the support offered did not meet their needs	48	55	103

SEE Survey Results 2018-19

NURTURED Indicators	% agreeing or strongly agreeing		
	P6	S2	S4
Questions:			
I enjoy being at this school	84.2	69.9	60.3
I know that people care about me at this school	90.0	76.9	64.3

Appendix 1

Annual timeline and frequency for ASN Data Reporting in East Lothian

Description	Frequency	Local Analysis Available	National Data Available
ASN Population stats	Annual	Latest Census – October Projections - December	December
Attendance	Monthly /Annual	High Level Summary Stats – Annual - December Monitoring Group - pupil level tracking & analysis – monthly	Biennial – December
Exclusions	Monthly /Annual	High Level Summary Stats – Annual - December Monitoring Group - pupil level tracking & analysis – monthly	Biennial – December
Achievement of CFE Levels	Annual	October	December
Insight Senior Phase Attainment	Bi-annual	Leavers Cohort - March	Leavers Cohort data – End Feb
Leaver Destinations	Bi-annual	Initial – March Follow-up - July	Initial – End Feb Follow-up – June
Annual Participation Measure	Annual	August	August
SEE Survey results (P6, S2 & S4) – <i>not ASN specific</i>	Annual	March	N/A
Early Years – 27-30 month review	Annual	April	April