

City Chambers  
DUNDEE  
DD1 3BY

14th, June, 2024

Dear Colleague

You are requested to attend a MEETING of the **CHILDREN, FAMILIES AND COMMUNITIES COMMITTEE** to be held remotely on Monday, 24th June, 2024 at 5.00 pm.

The meeting will be livestreamed to YouTube. Members of the Press or Public wishing to join the meeting as observers should follow this link [www.dundee.gov.uk/live](http://www.dundee.gov.uk/live)

Yours faithfully

GREGORY COLGAN

Chief Executive

## **AGENDA OF BUSINESS**

### **1 DECLARATION OF INTEREST**

Members are reminded that, in terms of The Councillors Code, it is their responsibility to make decisions about whether to declare an interest in any item on this agenda and whether to take part in any discussions or voting.

This will include all interests, whether or not entered on your Register of Interests, which would reasonably be regarded as so significant that they are likely to prejudice your discussion or decision-making.

### **2 ACHIEVEMENT OF CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS - Page 1**

(Report No 180-2024 by the Executive Director of Children and Families Service, copy attached).

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<b>ITEM No ...1.....</b>
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**REPORT TO:** CHILDREN, FAMILIES AND COMMUNITIES COMMITTEE 24 JUNE 2024

**REPORT ON:** ACHIEVEMENT OF CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

**REPORT BY:** EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

**REPORT NO:** 180 - 2024

**1 PURPOSE OF REPORT**

1.1 This report 'Achievement of children and young people with Additional Support Needs', provides information on the profile of additional support needs (ASN) in Dundee and an overview of the achievements of children and young people with complex ASN.

**2 RECOMMENDATION**

2.1 It is recommended that the Committee notes the content of the report.

**3 FINANCIAL IMPLICATIONS**

None.

**4 BACKGROUND**

4.1 Dundee City Council has a statutory responsibility to assess and make provision for children's additional support needs (ASN) under the Education (Additional Support for Learning) (Scotland) Act 2004. In addition, it has duties under the Equalities Act 2010 regarding children and young people with protected characteristics, including disabilities.

4.2 A child or young person has additional support needs for the purposes of the Education (Additional Support for Learning) (Scotland) Act 2004 where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person. Additional support falls into three overlapping, broad headings: approaches to learning and teaching, support from personnel and provision of resources.

4.3 A child or young person has additional support needs if the child or young person is looked after by a local authority (within the meaning of section 17(6) of the Children (Scotland) Act 1995 (c.36)).

4.4 Education (Additional Support for Learning) (Scotland) Act 2004 requires that the local authority "must make adequate and efficient provision for such additional support as is required by each child or young person with additional support needs, for whose school education the authority is responsible." There is no requirement in the 2004 Act that a diagnosis must be made before support is provided.

4.5 The presumption to provide education in a mainstream setting has been in legislation since 2003 reflecting a move towards a children's rights-based approach. Section 15 of the Standards in Scotland's Schools etc. Act 2000 provides that a preschool and school aged child should be educated in a mainstream school unless one of three circumstances set out in section 15 apply. The three exceptions are that it would not be suited to the ability or aptitude of the child; would be incompatible with the provision of efficient education for the children with whom the child would be educated or would result in unreasonable public expenditure being incurred which would not ordinarily be incurred.

- 4.6 In 2010, the way in which ASN information was collected by the Scottish Government changed and for the first-time information on reasons for support and nature of support was collected separately for each type of additional support need. Since 2012, six extra categories of reasons for support (communication support needs, young carer, bereavement, substance misuse, family issues and risk of exclusion) have been introduced.
- 4.7 It is important to recognise that children and young people with additional support needs are not a homogenous group. They may have a range of needs – some educational, some not - some needs may be short term; others may be long lasting. Whilst some children and young people do not require additional support beyond that which a classroom teacher can provide, others need additional services or specialist provision. The Children and Families Service provides a range of additional services and provision as detailed in Appendix 1.

## 5 PROFILE OF ADDITIONAL SUPPORT NEEDS (ASN) IN DUNDEE

- 5.1 The number of children and young people in Dundee identified with additional support needs (ASN) has steadily increased since 2010 and there continues to be year on year increases. This is mirrored nationally.

### Early learning and childcare settings

- 5.2 The [additional early learning and childcare statistics 2023 publication](#) (published December 2023, Scottish Government) contains information about the number of children registered with early learning and childcare (ELC) settings whose home language is not English, are assessed/declared disabled, and have additional support needs (ASN). The statistics for Dundee, and Scotland, are detailed in Table 3.

*Table 1 Percentage of registrations (and number of children) with ASN in ELC in Dundee*

	Dundee	Scotland
Percentage of all registrations whose home language is not English, Gaelic, Scots, or Sign Language <small>(note: estimate to nearest ten in publication)</small>	15% (400)	11%
Percentage of all registrations assessed/declared disabled	3% (70)	2%
Percentage of all registrations with additional support needs	19% (490)	18%

- 5.3 According to these statistics, 10% of all children registered in Dundee's ELC settings are recorded as having language, speech, and communication issues, compared to 8% nationally. 4% of children are recorded as having learning difficulties, compared to 2% nationally. 4% of children are also recorded as having social, emotional, and behavioural difficulties, compared to 5% nationally.

### Primary and Secondary schools

- 5.4 According to the [pupil census supplementary statistics](#) (published March 2024, Scottish Government), 30.4% (3,058) of primary school children in Dundee in 2023 were reported to have at least one ASN. This was an increase of 3.3% from 2022, where 2,741 children were recorded as having ASN. The Scotland average increased from 28.3% in 2022 to 30% in 2023. The highest seven reasons for additional support are detailed in Table 2, as well as the number of looked after children.
- 5.5 44.7% (3,673) of young people in Dundee secondary schools in 2023 were reported to have at least one ASN. This was an increase of 1.6% from 2022, where 3,477 young people were recorded as having ASN. The Scotland average increased from 40.1% in 2022 to 42.9% in 2023. The highest seven reasons for additional support are detailed in Table 2, as well as the number of looked after young people.

Table 2 Reasons for support for children and young people with Additional Support Needs 2023

	Primary Schools		Secondary Schools	
1	Social, emotional, and behavioural difficulty	925	Social, emotional, and behavioural difficulty	1,252
2	English as an additional language	727	Family issues	686
3	Family issues	384	English as an additional language	541
4	Language or speech disorder	357	Mental health problems	486
5	Communication Support Needs	324	Other moderate learning difficulty	471
6	Other moderate learning difficulty	299	Autistic spectrum disorder	409
7	Autistic spectrum disorder	265	Young Carer	339
	Looked after	105	Looked after	175

- 5.6 In total, there are 1,428 children and young people assessed and/ or declared as having a disability in schools in Dundee. 1,168 of these children and young people have been assessed as having a disability.
- 5.7 There are 2,373 children and young people in Dundee schools for whom English, Gaelic, Scots, Doric nor Sign Language is their home language. These children and young people have 75 different home languages between them. Dundee has the fifth highest amount of different home languages of all 32 local authorities.
- 5.8 There are 28 asylum seekers and 143 refugees in primary and secondary schools.
- 5.9 Children and young people receive support in a range of ways, and from various professionals and partners, to meet their needs. An overview of the nature of this support is detailed in Table 2.

Table 3 Nature of support of children and young people with Additional Support Needs in 2023

Nature of support	Primary	Secondary
Education: Additional Specialist teaching support	676	1,128
Education: Additional Specialist non-teaching support	1,070	1,359
Social Work services	198	249
Health services	750	903
Voluntary	108	246
Classroom Teacher	1,760	2,164
Other	255	540

Note: children and young people with more than one additional need will appear multiple times

### Special schools

- 5.10 Dundee has two 'special schools: Kingspark School and Rockwell Learning Centre. In 2023, there were 263 children and young people (91 female; 172 male) in Dundee's specialised schools with ASN. 194 of these children and young people were assessed or declared as having a disability. 135 children and young people receive additional support for social, emotional, and behavioural difficulties and 111 for autism.

*Table 4 Nature of support of children and young people with Additional Support Needs in 2023: Special*

<b>Nature of support</b>	<b>Special</b>
Education: Additional Specialist teaching support	224
Education: Additional Specialist non-teaching support	259
Social Work services	36
Health services	84
Classroom Teacher	6
Other	11

## 6 ACHIEVEMENTS OF CHILDREN AND YOUNG PEOPLE IDENTIFIED AS HAVING ASN

- 6.1 The following measures are based on all pupils in Dundee with at least one additional support need (ASN) recorded on SEEMiS.
- 6.2 Table 5 shows that, in 2023, 78% of school leavers with ASN attained literacy and numeracy at Scottish Credit and Qualifications Framework (SCQF) Level 4+. This is 12% higher than in 2019. The number of leavers with ASN attaining literacy and numeracy at SCQF Level 4+ in 2019 in Dundee (66.35%) was almost 8% lower than the Tayside Collaborative average (74.33%). Dundee (78.26%) is now in line with the Tayside Collaborative (78.07%).
- 6.3 In 2023, 51% of school leavers attained literacy and numeracy at SCQF Level 5+. This is over 20% higher than in 2019. The number of leavers with ASN attaining literacy and numeracy at SCQF Level 5+ in 2019 in Dundee (30.48%) was almost 8% lower than the Tayside Collaborative average (38.37%). Dundee (51.36%) is now slightly ahead of the Tayside Collaborative (50.33%).

*Table 5 Percentage of pupils with ASN attaining literacy and numeracy.*

<b>Session</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
At SCQF 4+	66.35%	73.18%	75.08%	76.77%	78.26%
At SCQF 5+	30.48%	46.18%	50.51%	47.29%	51.36%

- 6.4 As Table 6 shows, in 2023, the lowest attaining 20% of school leavers with ASN in Dundee have achieved the highest average tariff points in the last 5 years. However, this is slightly lower than the Tayside Collaborative (59). The middle 60% of school leavers have also achieved the highest average tariff points in the last 5 years. This is now in line with the Tayside Collaborative (509). The highest attaining 20% have also achieved less than in 2022, but the second highest average tariff points of the last five years. This now higher than the Tayside Collaborative (1612).

*Table 6 Average Total Tariff Points for pupils with ASN*

<b>Session</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Lowest 20%	20	40	34	42	49
Middle 60%	299	440	483	486	504
Highest 20%	1258	1590	1582	1725	1650

- 6.5 Special sector schools are not included in the Insight benchmarking tool. Their results are available to the Children and Families Service in the Scottish Qualifications Authority (SQA) statement of results file received in August and updated in December.

- 6.6 11 young people in S6 in Kingspark achieved several National 2 awards. 5 young people achieved 3 awards each; 1 young person achieved 2 awards; and 5 young people achieved 1 National 2 award. These awards were in English and Communication, Food, Health and Wellbeing, and Performance Arts.
- 6.7 24 pupils at Rockwell Learning Centre were entered for SQA awards in 2022/23, 17 in S4 and 7 in S5. Tables 7 shows the number of pupils gaining 1 or more awards at Level National 3 or better.

*Table 7 The number of pupils in Rockwell gaining 1 or more awards at Level National 3 or better.*

		Award Level		
		National 3+	National 4+	National 5
Number of awards	1+	24	23	7
	2+	20	19	4
	3+	16	15	2
	4+	11	9	1
	5+	10	8	0
	6+	5	4	0
	7	2	1	0

- 6.8 Not all the achievements of children and young people should, or can, be measured in statistics; the same can be said about the support and experiences provided by our staff and partners to meet the needs of our children and young people. Case studies have been included in Appendices 2 to 6 to give an insight into the additional support available (staff, services and provision) and the impact of this support in meeting the needs of children and young people with a range of additional support needs.

## 7 CONCLUSION

- 7.1 The Children and Families Service continues to improve the outcomes for children and young people who have additional support needs.
- 7.2 The number of children and young people in Dundee identified with additional support needs has steadily increased since 2010, as it has done nationally, and there continues to be year on year increases. The complexity and range of additional support needs is also increasing. The Children and Families Service will complete a comprehensive ASN Review by July 2024 to inform a new, long-term Inclusion Strategy to ensure that the local authority can meet the changing and increasing needs of Dundee's children and young people. The Inclusion Strategy will include the improvement actions planned to continue to meet the needs of, and improve outcomes, for children and young people with additional support needs.
- 7.3 Article IX of The Minute of Meeting of the Children, Families and Communities Committee of April 2024, (Report No 113-2024 refers) 'A Step Change on Positive Destinations for Young Dundonians' sets out an ambitious improvement plan to inspire young people to pursue education, develop their employability skills, and realise their full potential. This improvement plan identifies six key themes to improve the participations rates of all Dundee's young people. Each theme has a "young person's expectation" to focus the direction of the changes needed and subsequent actions. Whilst the themes are interconnected, there is a specific theme of "Additional Support Needs" with a young person's expectation and associated improvement actions.

**8 POLICY IMPLICATIONS**

- 8.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services, or funding and so has not been subject to an Integrated Impact Assessment. An appropriate Senior Manager has reviewed and agreed with this assessment.

**9 CONSULTATIONS**

- 9.1 The Council Leadership Team have been consulted in the preparation of this report and are in agreement with its content.

**10 BACKGROUND PAPERS**

- 10.1 None.

Audrey May  
Executive Director of Children and Families  
Service

Paul Fleming  
Head of Education, Learning and Inclusion  
(Chief Education Officer)



**APPENDIX 1****Range of addition support (services and provisions) available in the Children and Families Service**

<b>Provisions</b>	<b>Type of Support offered</b>
Accessibility and Inclusion Service (AIS)	An outreach team who supports children and young people with a range of ASN including care experienced young people, travelling community, hospital education and home education.
Anxiety in Motion (AIM)	A community-based provision that supports education for young people in secondary who have medically registered Anxiety, where they experience school avoidance due to anxiety.
English as an Additional Language (EAL)	Team of teachers and bilingual assistants that support children within mainstream education to build strategies to support English language.
Longhaugh Support Group (LSG)	Supports joint placement for primary aged pupils between their placement school and LSG. Supports pupils experience high levels of social, emotional and behavioural needs.
Deaf Education team	The education team supports children and young people across different secondary and primary schools, who have hearing impairments of are registered Deaf.
Visual Impairment team	The education team supports children and young people across different secondary and primary schools, who have sight impairments of are registered blind.
Autism and Social communication team	Outreach team who supports mainstream schools and nurseries with strategies to support young people who have a diagnosis of autism or display behaviours that are autistics in nature.
Rockwell	Specialist off site provision for secondary aged pupils who are experiencing Social, emotional and behavioural needs.
Kingspark school	Specialist school who supports educational outcomes for children and young people from Primary 1 – to Secondary S6, who have complex medical and ASN needs.

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## APPENDIX 2

**Longhaugh Support Group (LSG) - Case Study****Focus- Supports primary aged children with complex social, emotional deregulation and behavioural needs.**

Child A attended a local nursery, and it was assessed he would benefit from deferred year in nursery. A required a high level of support to access his nursery education and to keep himself and others safe. He began his primary schooling within a mainstream class, but it quickly became apparent that he required a smaller group setting. Child A presented with regular violent outbursts in the mainstream class. He was moved to an 'Alternative to Exclusion' area within the school as a mainstream pupil. Child A then accessed this small group provision from P1-P4 with little time spent in his mainstream class. He continued to require a high level of support with every event pre-planned and explained to him through use of visuals.

In August 2021, there was an increase in distressed behaviour and violent incidents towards staff and pupils and a referral was made to LSG in November 2021. A was allocated a shared placement Longhaugh Support Group and his mainstream school.

Child A struggled to maintain his placement at his mainstream school due to continued incidents of distressed behaviour and family being called to support. Child A also began to school refuse and after an unfounded allegation towards a member of staff in February 2022, the family decided to remove the pupil from the school. LSG extended their support to include a Thursday and Friday morning placement at LSG.

Child A has no consistent friendship group in his previous mainstream setting or in LSG. He engages with peers online out with school; however, he can struggle to manage this safely which has led to instances of him bullying and being bullied online. Generally, he is socially isolated. A is reluctant to leave the area in which he lives and is transported and supported at all activities by his grandparent and family members.

Attendance at Longhaugh Support Group is good and is within the local authority guidance at 94% for session 23/24. Child A has formed secure relationships with several members of staff over the 2.5 years they have been attending LSG.

The data below demonstrated the incremental improvements made by Child A. The support of LSG has had a positive impact and there have been no instances of school refusal recorded. The number of episodes of distressed behaviour have decrease and there have been no violent incidents recorded for Child A over the past two sessions.

A Levett Reintegration readiness scale was completed Jan 2024. Child A scored 75.5 %. A score of 70% or above may indicate the child is ready to integrate back into mainstream. This is planned for August 2024.

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**APPENDIX 3****Kingspark School – Case study – Social Enterprise**

Special school for pupils and young people from P1-S6 where they have complex medical disabilities.

Social Enterprise- the Kingspark Vision

Nominated for a Social Enterprise award – Category 5 – Achieving Fairness and Reducing Inequalities

This award recognises teams which have made a real difference to poverty in Dundee and to closing the gap between outcomes for people in our most deprived areas and the city. The team may have targeted interventions towards vulnerable individuals, groups, or communities. Kingspark have been nominated due how they have:

- used innovative approaches to improve how specific communities engage with services, particularly for people who are experiencing the poorest outcomes.
- adopted forward looking approaches to joining-up service delivery.
- put tackling inequalities, early intervention, and prevention at the heart of service delivery.
- responded to issues of poverty.
- facilitated routes into employment.

The team will receive their award in June.

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## APPENDIX 4

**Autism & Social communication Team – Case Study****Focus- Supporting mainstream schools to develop inclusive practice to support Autistic learners.**

Child B, a thirteen-year-old boy with social communication differences, anxiety, literacy and numeracy attainment concerns, emotional health and wellbeing needs, anxiety related absence. Referred to CAMHS with anxiety. Currently awaiting autism assessment.

Child B was unable to attend school, independently, due to anxiety. Transition from primary to secondary was extremely limited due to Covid restrictions and the change was overwhelming following a sustained period of home learning. Peer groupings had changed, and difficulties had arisen with relationships amongst his peer group. S1 had been particularly stressful, and attendance had dropped off due to physical manifestations of anxiety around school attendance. By S2 there was no school attendance.

To reintroduce him to school, he began work with the Health & Wellbeing Worker. Child B was unable to stay in school building without support of his mother, was terrified to come face to face with any pupils who knew him and could not go out in the community without being accompanied by a parent. Mother was taking him to school once a week to meet with Health & Wellbeing Worker who provided strategies and suggested graded exposure. Health & Wellbeing worker had built up to a short corridor and stairwell walk when the school was quiet and encouraged use of strategies. Child B could not enter a classroom / corridor with any other pupils. Both YP and his mother had formed a positive and supportive relationship with the Health & Wellbeing Worker and the Locality Support Worker.

As the school building was a difficult place for the Child B, AIS involvement began with home visits to gather the views of the Child Baround his learning, his desired outcomes and supports he would need to achieve this. The Child B felt a sense of failure and needed a suitably pitched learning experience and the opportunity to demonstrate his skills. Diagnostic assessments in numeracy and literacy were undertaken to establish his level. In collaboration with the school, appropriate learning materials were provided to promote a sense of achievement and success for Child B.

Child B is now in S3 and has achieved a National 3 qualification in English and is currently working towards completion of units for National 3 Applications in Maths. The plan is for his attendance to continue and for further National 3 qualifications to be undertaken in S4. His long-term transition is being supported by AIS. The plan is for him to work towards visiting the Dundee & Angus College building two afternoons a month in preparation for a college application at the end of S4. Child B is also spending more time with friends and no longer requires the support of his mother to go out in the community.

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## APPENDIX 5

**Deaf Education Service- Case Study****Focus: To support Hearing impaired and Deaf pupils within mainstream schools.**

Pupil C was a new arrival to Scotland, on the placing request for her new school Child C's parent noted that she had "hearing problems" but no further details were available.

At the meeting it was clear that Child C was non-verbal and school staff noted this and other behaviours as indications of Child C being autistic. The Educational Audiologist believed that Child C presented as profoundly deaf. She had no language – either verbal or sign language – and used only a few gestures, special signs created by the girl and her family.

The Educational Audiologist works closely with Paediatric Audiology colleagues at Kings Cross and an assessment was quickly arranged. It confirmed profound bilateral deafness. Child C was quickly fitted with very powerful hearing aids, but her parents were advised that they would but still only give very limited access to environmental sounds and little or no access to speech sounds.

This was a very emotional time for the family. Although they expected to be told that Child C's deafness was profound, confirmation was difficult to hear.

Throughout the school pupils and staff are aware of British Sign Language (BSL) and practise different signs each week. BSL is part of the ethos of the school. Specialist staff support deaf children within classrooms, the playground, at school clubs, on school trips, facilitating communication and encouraging deaf pupils to mix with hearing peers as well as to spend time with deaf pupils. Child C was assigned a keyworker who plans alongside the class teacher but also focusses on specialist aspects such as Child C's development of BSL and audiology targets relating to her understanding of her deafness and ability to use her hearing aids.

From her first day in school, Child C has been encouraged to participate fully – a range of different means of communication are used alongside the early stages of BSL. Child C is very settled in school and is embracing all aspects of learning with enthusiasm.

Very soon after starting at school Child C was part of her class's performance at a Christmas concert where each class signed a Christmas song/song. Child C's mother was tearful as she told AIS staff that this was the first time she had seen her daughter on stage (previously, in nursery in her home country, Child C had been left out of any such performances) and she noticed how much C had learnt in a very short space of time, so that she was performing confidently alongside her classmates.

With intensive 1 – 1 teaching of sign language, literacy, and numeracy, combined with longer times in class with support, Child C is flourishing, and she becomes more communicative each week. She is included in the group events focused on deaf pupils, where the older pupils are brilliant role models and encourage Child C's signing's parents have sign language lessons with one of the AIS Communication Support Workers as it is critical that all are able to communicate.

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## APPENDIX 6

**Rockwell – Case study**

Pupil D joined us in S3 from a mainstream secondary, with a poor history of attendance and disruptive behaviour. He was already open to adolescent social work colleagues, due to anti-social/offending behaviour in the community and concerns around his own substance use. The family were struggling with the impact of parental substance use, and poverty, compounded by particularly poor private rental housing. Over time engagement in Rockwell increased, and while attendance was always challenging, practical support from RLC staff and children and family colleagues increased engagement and attendance, including practical support of home visits, pick-ups, holiday contact and food parcels. Through advocacy by social work, housing colleagues allocated new housing. Pupil D attained third level in S3 in Literacy and Numeracy, this was overtaken in S4, gaining National 4s in English, Maths and Hospitality, and N5 in Woodwork, as well Wider Achievement Awards in ASDAN. A place at PACE (August 2023) was identified as a supported transition to college (as an S5 Christmas leaver), he graduated from PACE in December with further increased engagement and attendance (91%), gaining a suite of City & Guilds employment and vocations qualifications and a place on “Fast Track to Building Services”, which he started in January 2024 – he can currently be seen proudly walking around D&A’s Kingsway Campus in his safety boots and workwear. Social work colleagues have also been able to disengage from the family.

Pupil E is currently in S6, having joined us from a mainstream school in S3, where their mental health and self-harming behaviour caused great concern. A place at Rockwell has enabled them to receive the individual support she needs, helping them to come to terms with her anxiety and autism, in an environment which is more conducive for them with a staff team to support as needed. At times this has required high levels of support from CAMHS colleagues (for Pupil E and the staff who support them) and frequent first aid and personal support from RLC staff to respond to challenging and frequent incidents of self-harm. Over several years, Pupil E’s situation has settled, the ongoing support of Rockwell and a move to kinship care enabling CAMHS and social work colleagues to disengage. Academically, Pupil E has so far, gained a suite of five N4, and four N5 qualifications (including English, Maths, Hospitality, Media, Computing, Environmental Science, and Health & Wellbeing), with more expected in S6. However, the focus this year has been on increasing their self-confidence and preparation to transition from Rockwell to college at the end of S6. Pupil E has been engaging with Skills Development Scotland and Barnardo’s to increase their resilience and employability skills. In March, Pupil E was able to engage in the OES (Rockwell & RISE) Columba 1400 Leadership Academy on Skye, a very significant milestone for them, of travel away from home and engaging with peers and staff from RISE, which we hope will further increase a successful transition to college in August. While this has also been a tough year for them as a young carer, their attendance has risen from 5% in their mainstream school to just under 90% currently in S6.

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**LIST OF ABBREVIATIONS**

<b>AIS</b>	<b>Accessibility &amp; Inclusion Service</b>
<b>BSL</b>	<b>British Sign Language</b>
<b>CAMHS</b>	<b>Child and Adolescent Mental Health Services</b>
<b>ESOL</b>	<b>English for Speakers of other languages</b>
<b>EAL</b>	<b>English as an additional language</b>
<b>LSG</b>	<b>Longhaugh Support Group</b>
<b>PACE</b>	<b>Pupil Access to College and Employability</b>
<b>RISE</b>	<b>Raising Interpersonal Skills for Employment</b>
<b>SEBN</b>	<b>Social, Emotional and Behavioural needs</b>

**GLOSSARY**

<b>Insight</b>	<p>Insight is an online tool for benchmarking the senior phase. It is a professional tool available to secondary schools and local authorities to allow them to look at specific cohorts of learners and identify areas of success and where improvements can be made.</p> <p>Although Insight provides data on the attainment of a wide range of Scottish Credit and Qualifications Framework (SCQF) awards from a range of providers, not all SCQF achievement awards are included.</p>
<b>SEEMIS</b>	A management information system, that is used by all authorities within Scotland. It is a secure site that holds all attainment, attendance and personal data of our young people.
<b>Special Schools</b>	These are specialist provisions to support the educational outcomes for pupils and young people.
<b>SQA</b>	Scottish Qualification Authority, an awarding body for National qualifications.
<b>Strategic Equity Fund</b>	Is provided by the Scottish Government to invest in approaches to achieving the mission of the Scottish attainment challenge; to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.
<b>Tarriff Points</b>	<p>The Tariff Scale is a key feature of the Insight online benchmarking tool. It allows a score to be calculated that summarises a wide range of achievement and awards from a range of providers. The tariff score is based on elements from the Scottish Credit and Qualifications Framework (SCQF), in particular SCQF Credit Points and levels, as well as elements related to a qualification's composition. The tariff scale allows comparisons to be made between cohorts, schools, local authorities, and their virtual comparators.</p> <p>The tariff points accrued by schools, local authorities and cohorts should not be viewed as the only way of measuring performance and should be considered in the context of the other outcome measures included in the tool, for example, breadth and depth, improving post-school participation and raising attainment in literacy and numeracy as well as other data sources.</p>