

Scotland

Context, school system and
arrangements for special
educational needs

Scotland

- Population estimate mid-2010: 5,222,000)
- GDP 2010 UK (Eurostat): 112 (EU 27 = 100); (Sweden = 123; Netherlands = 133; US= 148)
- Land area: 78,722 sq.km.; 81% of population live in urban areas (2001 census)
- Main industry: service industry – replaced manufacturing; 22.5% in public sector (excluding financial services)

Current school system

- Education compulsory 5-16; primary 5-12; secondary 12-16; upper secondary 16-18
- Single 'coherent' curriculum from 3-18
Curriculum for Excellence – in process of implementation

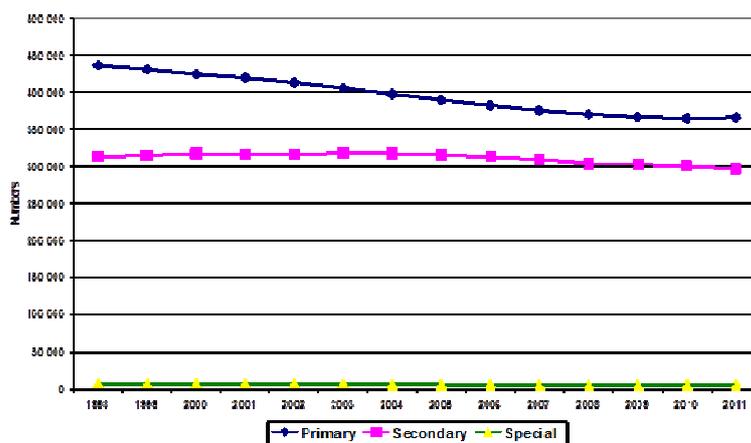
Current school structure

- State maintained schools – 96% of pupil population
 - Non-denominational (developed from old Church of Scotland schools) – 86% schools; 82% of pupils
 - Denominational (mostly Roman Catholic faith schools – 1 Jewish and 3 – 14% schools; 18% of pupils)
- Independent/public schools – 4% of pupil population (but in Edinburgh around 25%)

Pupil population (2011)

Preschool registrations 2010	107,420
State-funded primary schools	366,429 (55%)
State-funded secondary schools	297,109 (44%)
Special schools	6,973 (1%)
Total numbers – state schools	670,511
Independent primary schools (2009)	11,439
Independent secondary schools	18,086
Independent special schools	982

Pupil numbers by location, 1998-2011



The development of inclusive policies in Scotland

- Standards in Scotland's Schools etc. Act 2000 – established presumption of mainstreaming – criticised by some teachers as 'going too far' – but how radical has the change been?
- Some special schools closed – but many more special units opened – sometimes referred to as 'inclusion' units'.
- Children in special units often counted as being in mainstream – but may spend little time there.

Reasons for placing child in separate provision:

- If inclusion would involve unreasonable public expenditure
- Be against best interests of child or other children in class
- Parents request special placement

Education (Additional Support for Learning) (Scotland) Act 2004

- Ongoing focus on inclusion – but definition of special needs population shifts over time.
- Categories expanded to include, e.g. looked after children, children with EAL, more able children
- Abolished Record of Needs (formal documents given to about 2% of Scottish children) – replaced with Co-ordinated Support Plan (covers about 0.5% of pupils).
- Aimed to increase powers for parents
- Introduced measures to resolve disputes relating to additional support needs between parents (and children/young people) and schools/LAs:
 - Formal mediation by independent mediators
 - Adjudication
 - Additional support needs tribunal (ASNT)

The Education (Additional Support for Learning) (Scotland) Act 2009

- amended the 2004 Act
- placed a duty on local authorities to assess disabled children aged 0 to 3 and provide them with additional support, if required, in agreement with their parents.
- LAs were also required to publish and make available information for parents and carers about additional support needs in their area and the rights of parents and carers.
- finally, the legislation made provision for parents/carers of children with additional support needs to make placing requests to any local authority run school or independent special school in Scotland including schools outwith the local authority of residence.

SEN – definition of target group

Pupils recognised as having additional support needs constitute a broad group. Additional support needs may arise from the learning environment, family circumstances, which may include a home language other than English, disability or health needs and social and emotional factors. The group also includes able pupils who require additional support to reach their full potential. A child or a young person may have additional support needs for a short or a long period of time. (Eurypedia)

Meeting SEN needs

- LAs have a duty to identify the additional support needs of each child or young person having them and to keep under consideration the additional needs identified and the adequacy of the support provided to meet them. They also have to publish information about their arrangements for doing so (Eurypedia)

Meeting SEN needs cont.

- LAs and school identify most children and young people with ASN through their arrangements for assessing learning and for monitoring individual educational progress.
- Where more specific assessment is required, this could include discussion with the parents and professionals involved and should build on other information available.
- Such specific assessment procedures would normally identify need for and recommend effective multi-agency consultation and/or collaborative working (Eurypedia)

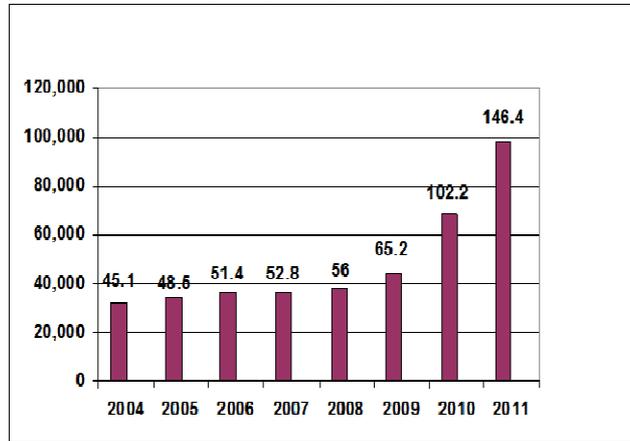
Location of pupils with ASN

- Emphasis on inclusion in mainstream schools
- Funding within general local authority revenue for improvements to buildings, equipment and staffing to facilitate this.
- Almost 99% of children in Scotland are educated in mainstream schools (Eurypedia)

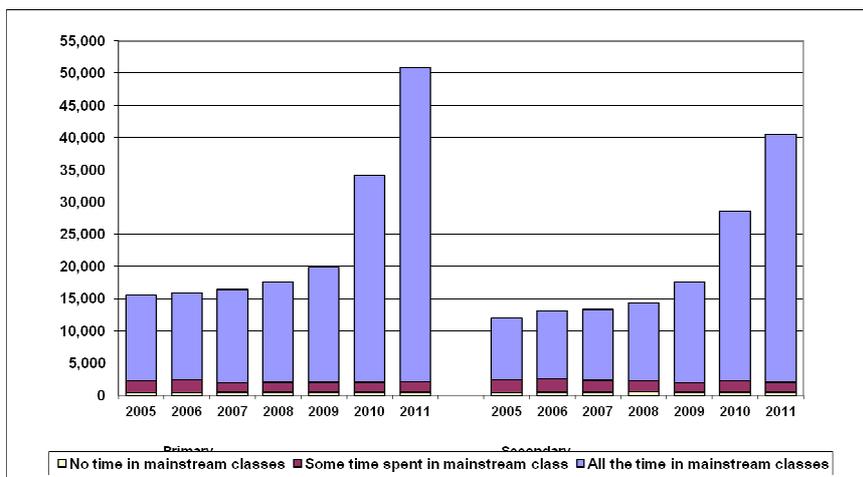
Location of pupils with ASN cont.

- Some LAs concentrate resources and specialist support in specific mainstream schools to help, e.g. visually or hearing impaired children from a broad geographical area cope successfully in mainstream classes
- Many pupils who require additional support receive it from support for learning staff in their own school or visiting staff

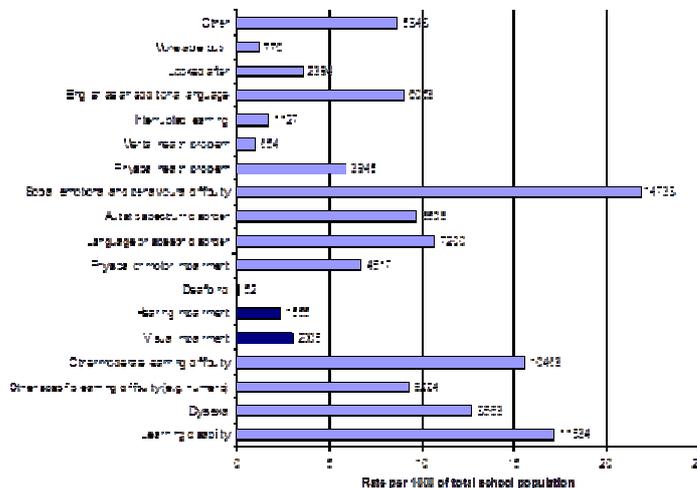
ASN statistics: pupils with ASN per 1000 pupil population



Location of pupils with ASN



ASN by category, 2010, rate per 1000 pupils (note double counting)



Major challenges

- Implementation of CfE – will this result in pupils with additional support needs being separated from others in special provision?
- Major Government focus on Getting it Right for Every Child – a Social Work rather than Education agenda?
- Dilution of rights of children with ASN & parents at a time of austerity