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Additional Support Needs and Social Deprivation in Scotland

Sheila Riddell and Elisabet Weedon
**Centre for Research in Education Inclusion
and Diversity,**
University of Edinburgh



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Key points



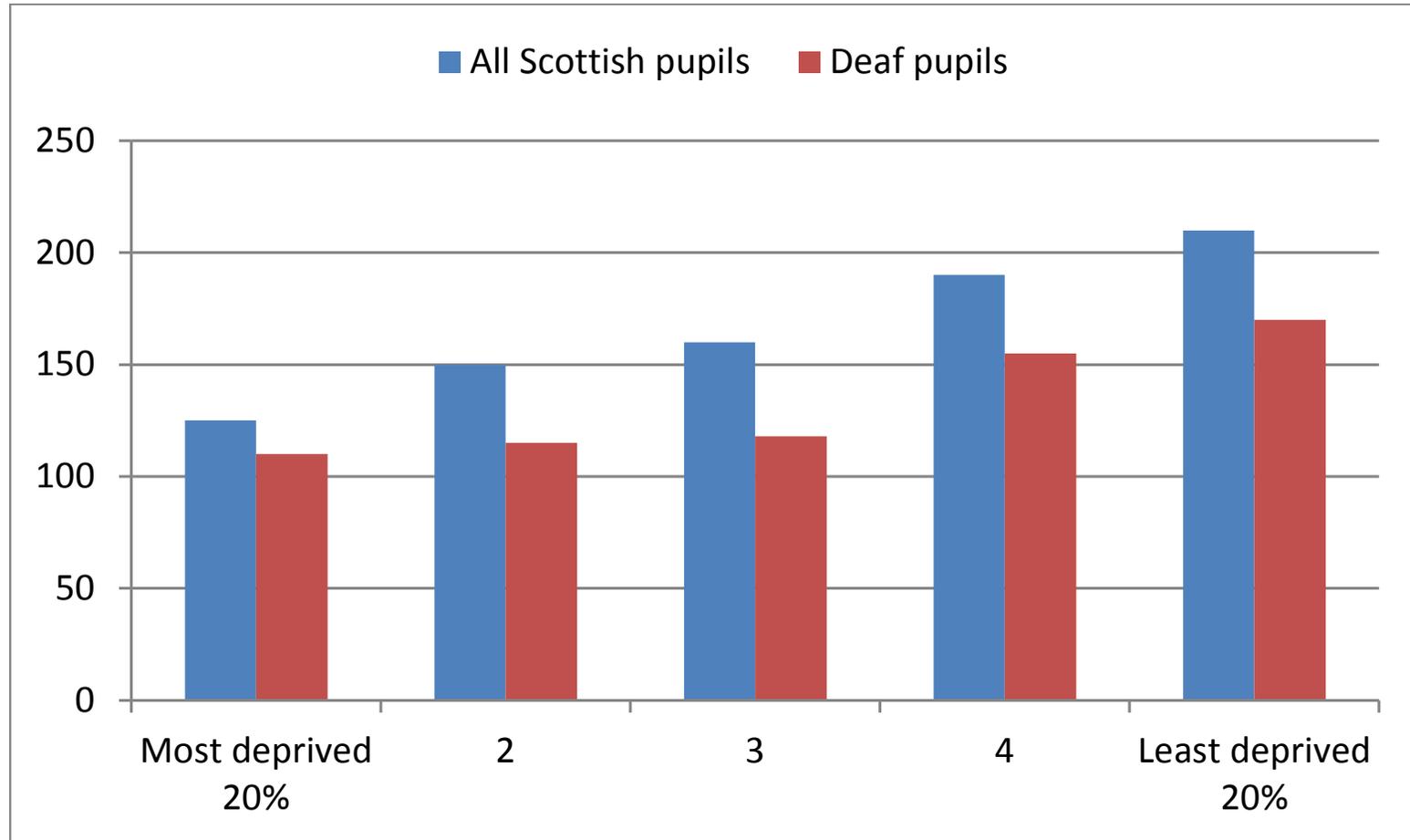
- Policy focus in Scotland on improving outcomes of low achievers.
- However, low achievement (and additional support needs) are identified disproportionately amongst boys and those from poorer backgrounds.
- This presentation explores patterns in identification of ASN in Scotland and their significance, drawing attention to :
 - (i) recent large expansion of numbers and categories,
 - (ii) increase in identification of social emotional and behavioural difficulties – category strongly associated with social deprivation
 - (ii) reduction in proportion of children with statutory support plan & these are allocated disproportionately to pupils from more socially advantaged areas.



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Mean tariff scores of deaf pupils and others in S4 by SIMD

Strong association between social deprivation and school attainment

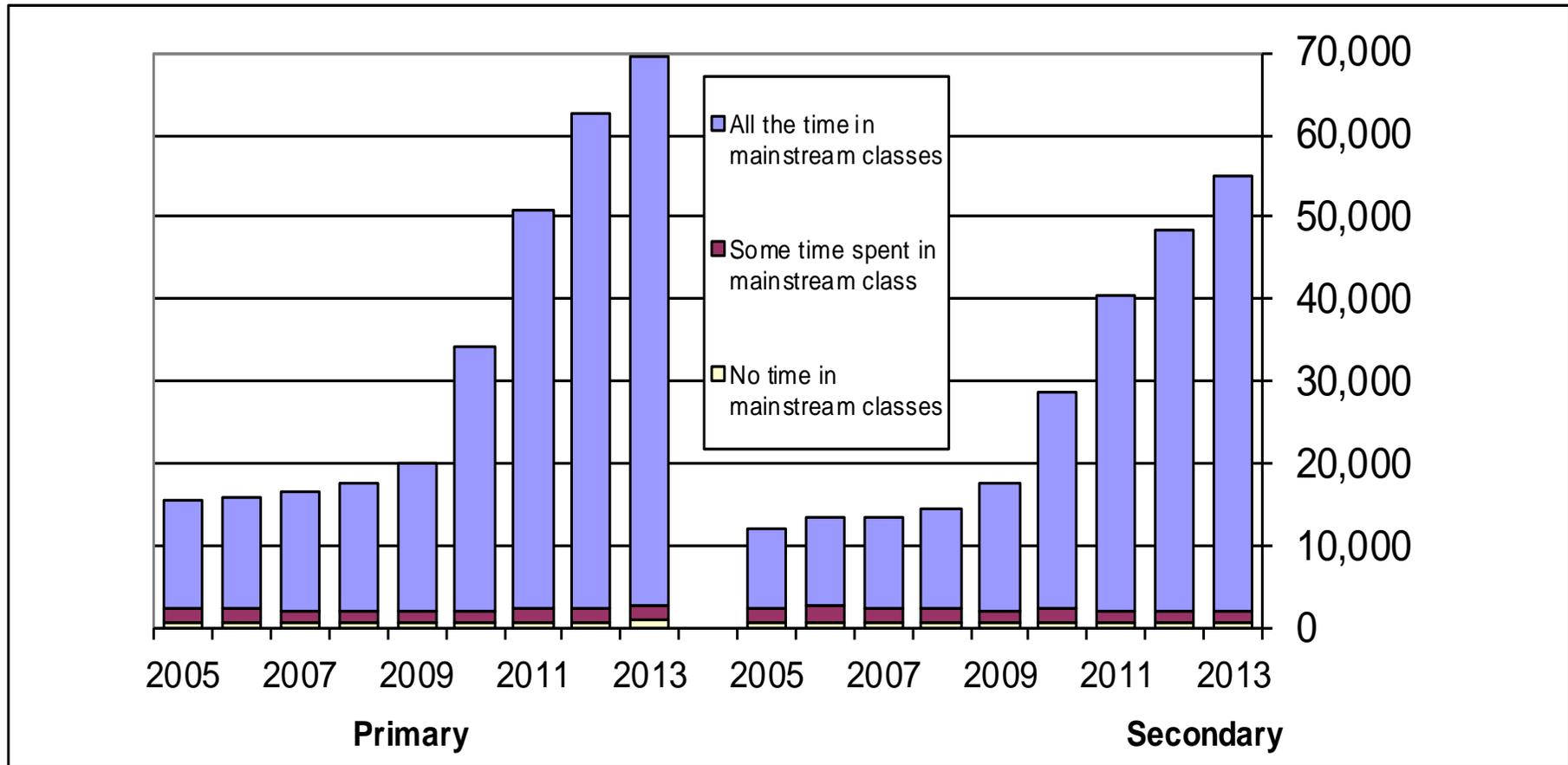


Source: O'Neill, Arendt, & Marschark, 2014



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Number of children identified as having additional support needs in Scotland and school placement, 2005–2013 – shows major increase

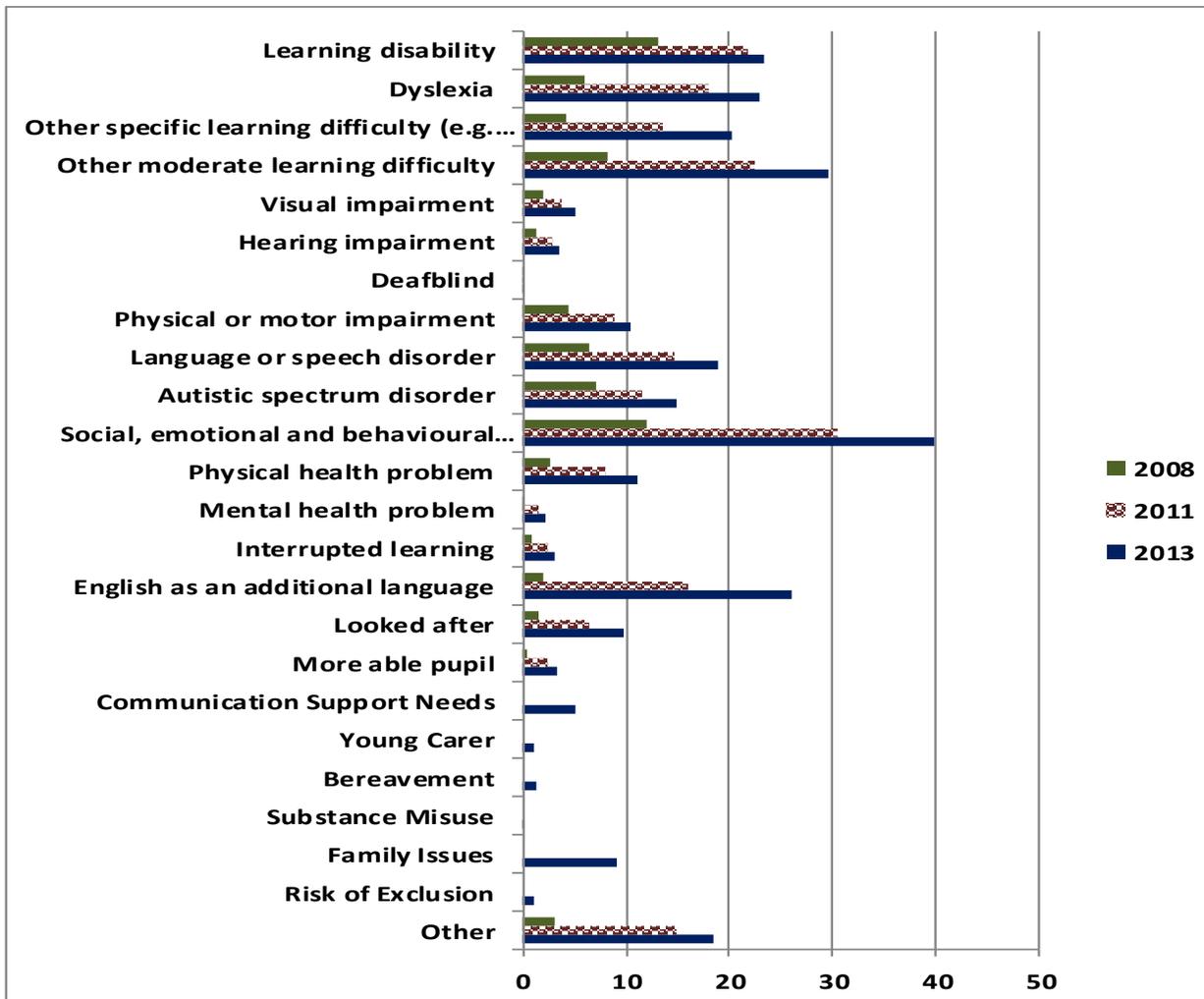


Source: Scottish Government, 2013a



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Reason for support for pupils with Additional Support Needs, 2008, 2011 and 2013, Rate per 1,000 pupils – SEBD shows major increase

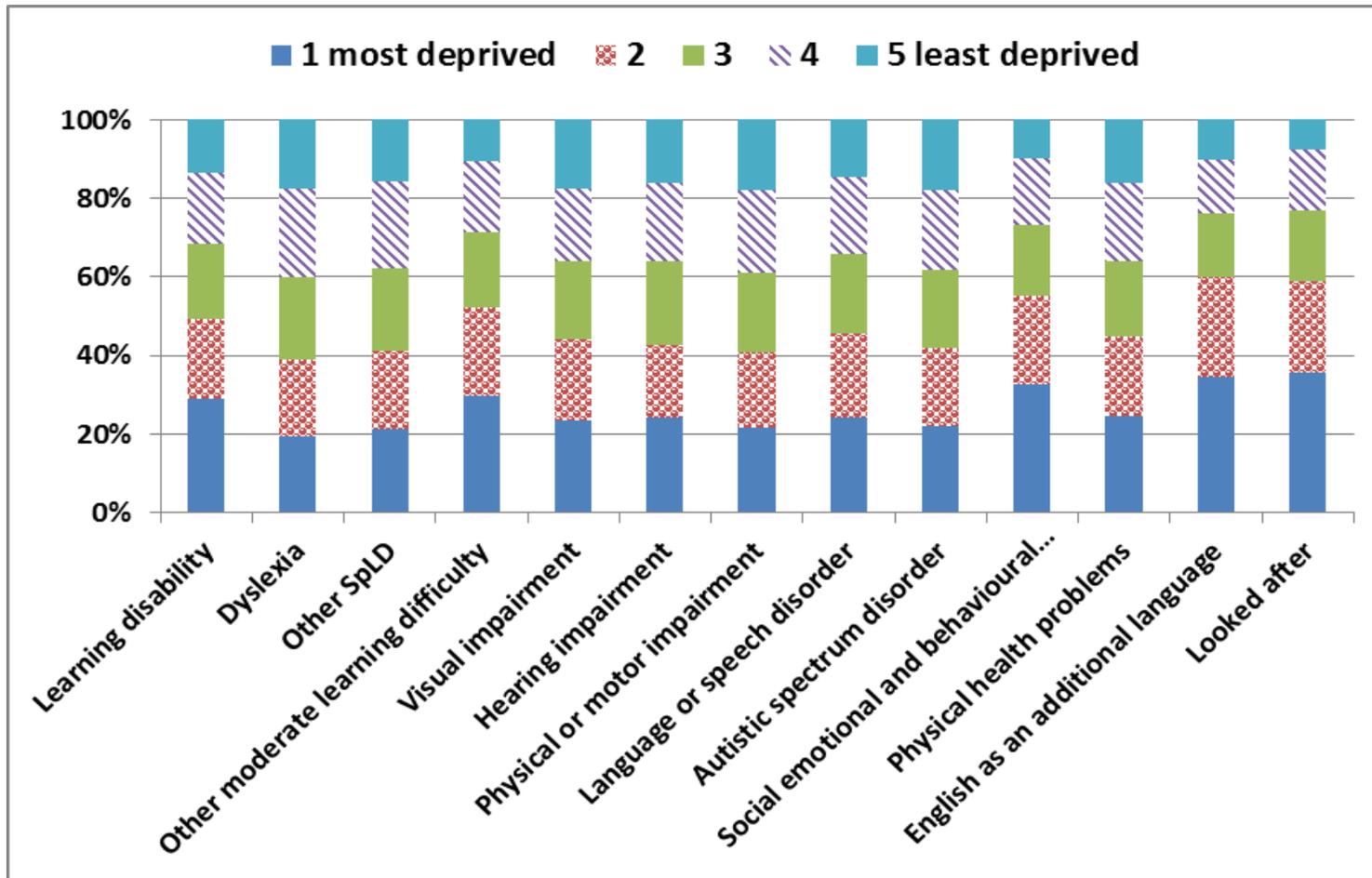


Source: Scottish Government, 2009,
2011c and 2013a

Note: Pupils with more than one
reason for support appear in
each row.

Reason for support by SIMD quintiles

Strong association between non-normative categories & SIMD

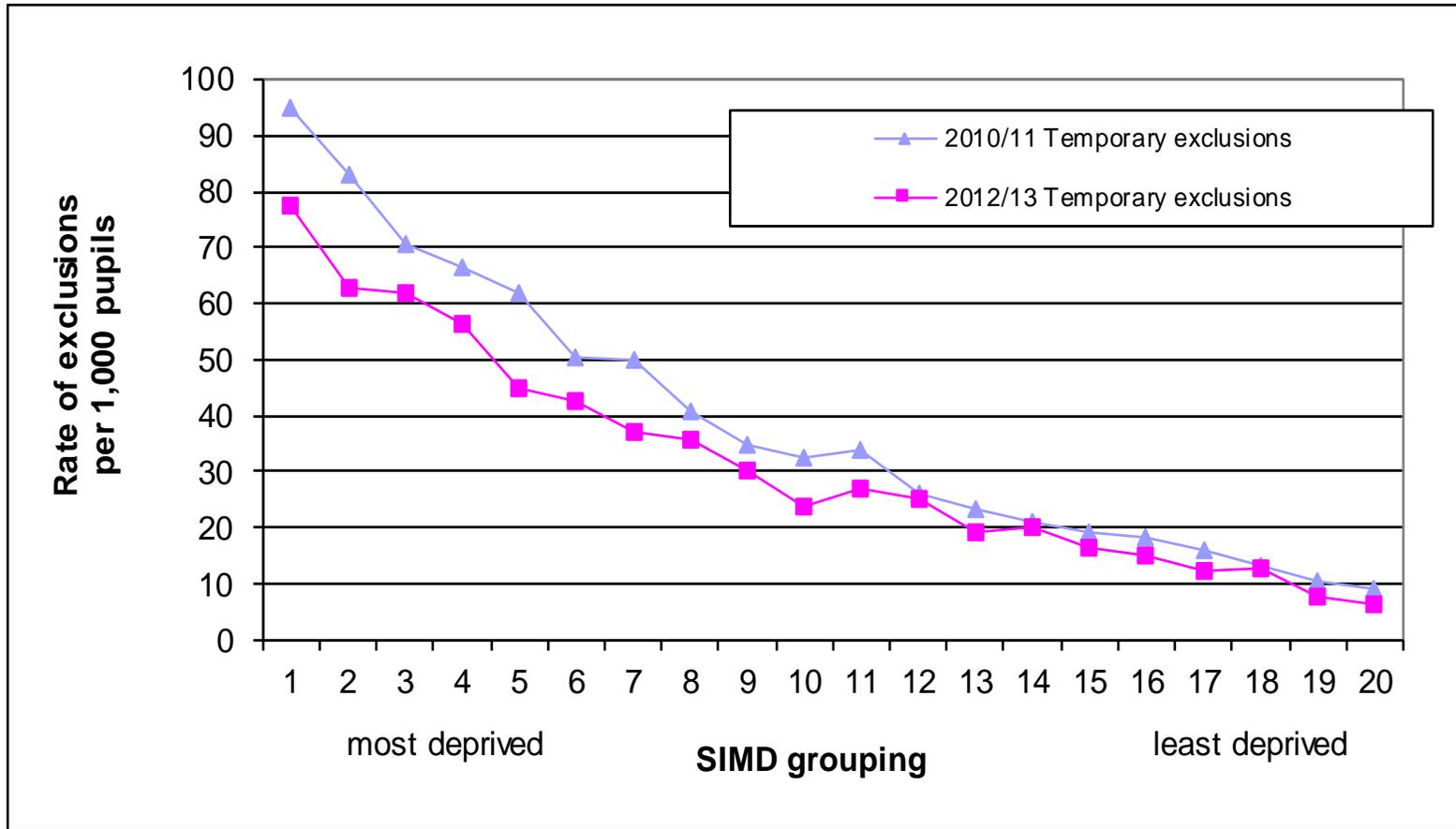


Source: data supplied by the Scottish Government in 2012



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Rate of temporary exclusion per 1000 pupils by SIMD Poorest pupils (& those with ASN) more likely to be excluded

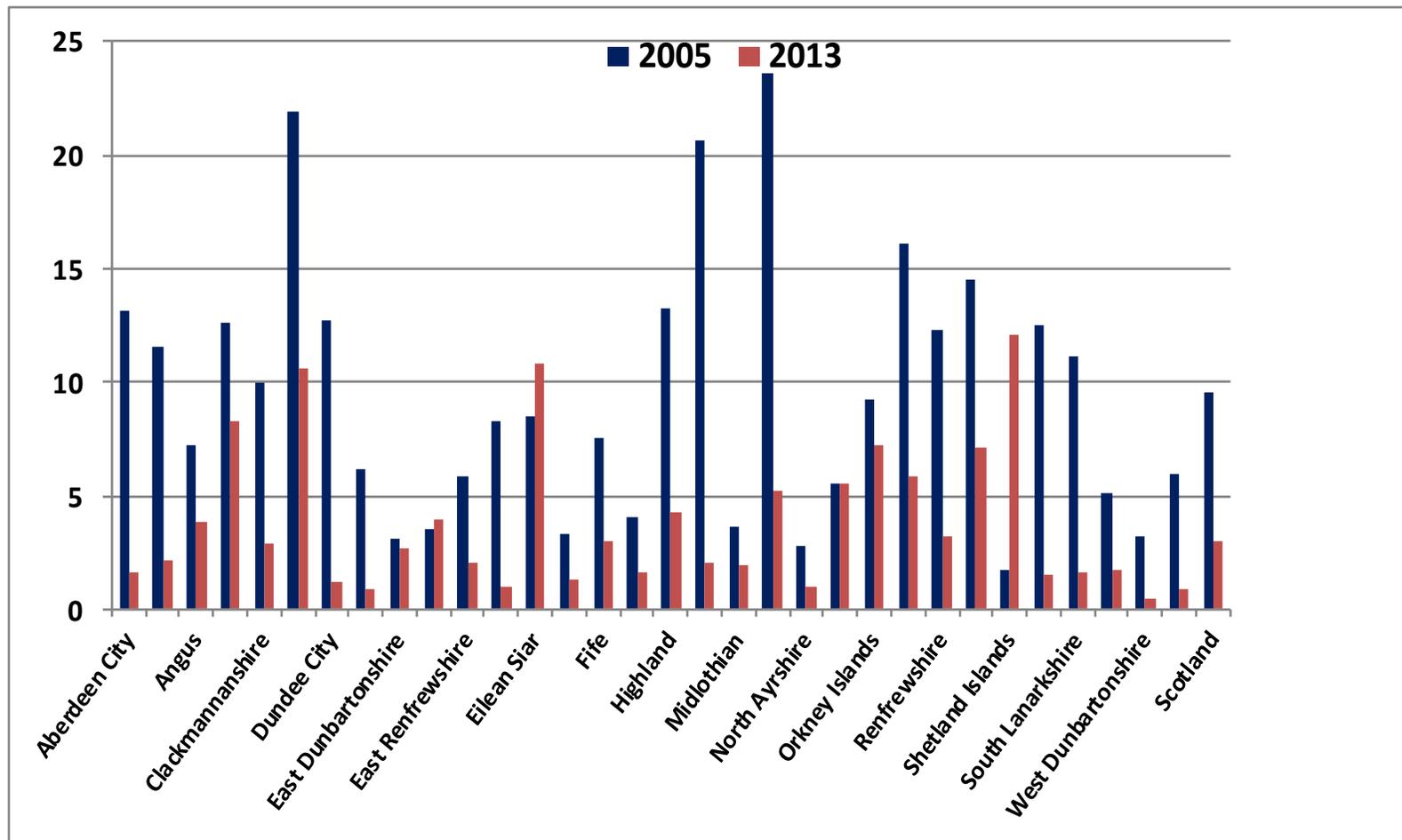


Source: Scottish Government, 2013b



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The use of Records of Need in 2005 and Co-ordinated Support Plans in 2013 by local authority, rate per 1000, Shows declining use of statutory support plans



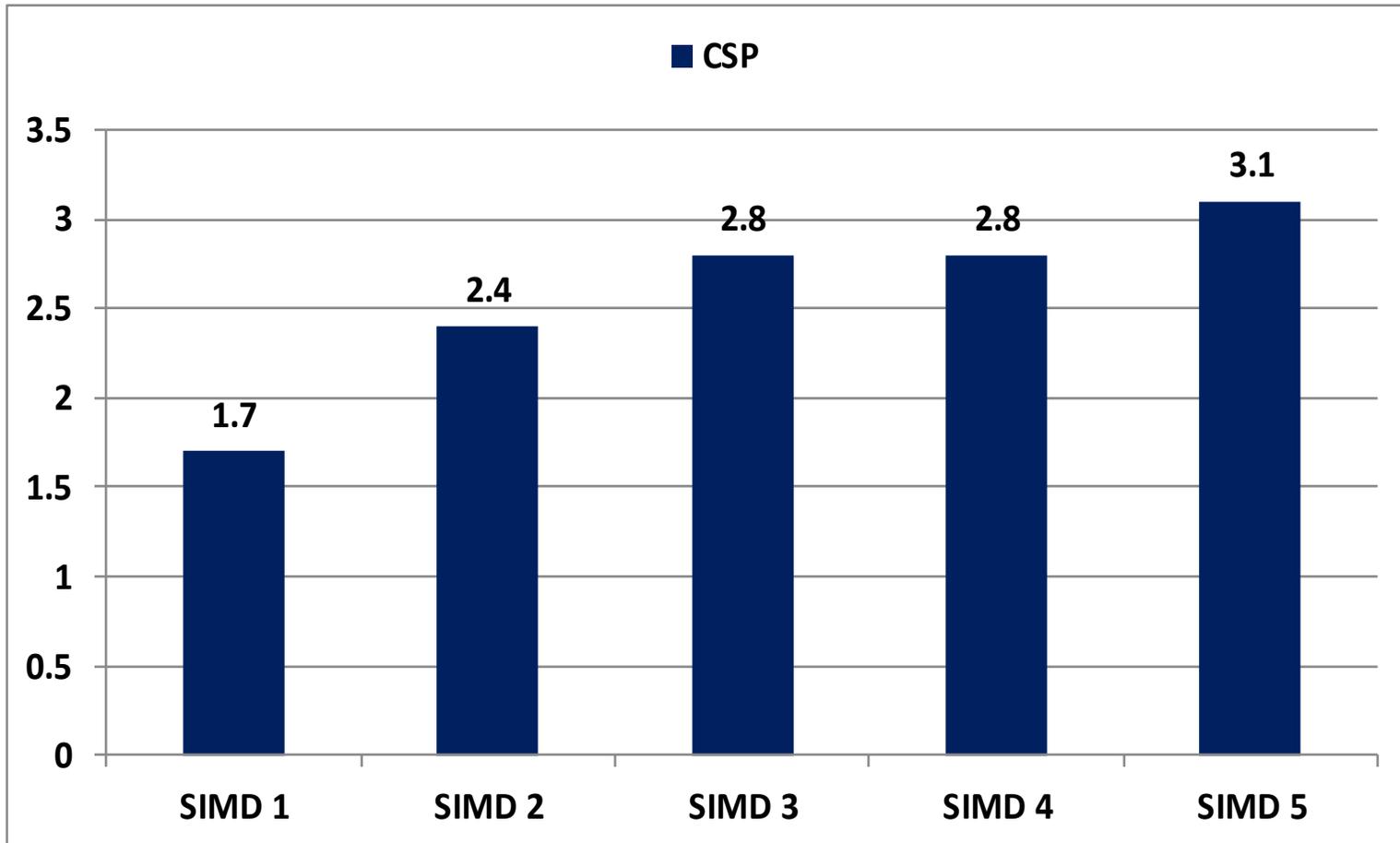
Sources: Scottish Executive, 2006; Scottish Government, 2013a



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Percentage of pupils with Co-ordinated Support Plans by SIMD quintile, 2013

Shows disproportionately high identification in SIMD5 - least deprived



Source: data supplied by the Scottish Government in 2014



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Conclusion

- Strong focus on inclusion in Scottish education
- Recent expansion of pupils in ASN category – particularly boys from deprived backgrounds with SEBD
- What is driving this expansion? And is it a good thing?
- Competing accounts:
 - (1) Scottish Government – more pupils receiving additional support therefore will lead to improvements in attainment
 - (2) Critical social theory – placing pupils from poorer areas in stigmatised categories damages their life chances – allows society to attribute youth unemployment to supply side problems (lack of skills) rather than demand-side problems (lack of jobs)