Facing the Future Together

A national survey of young people with additional support needs and their parents and carers about their experiences of leaving school
Foreword

I welcome the publication of this report into the experiences of young people with additional support needs, and their parents and carers, as they make the transition to adult life.

This report was written as a result of Scotland wide surveys conducted with young people, their parents and carers. I would like to thank all of the 740 young people, parents and carers from all parts of Scotland who took the time and trouble to take part in the consultation and for providing such a unique and valuable insight into their experiences at such a critical time in their lives.

Earlier this year I was pleased to provide the foreword for the ‘Principles of Good Transitions 3’, which provides a framework to support transitions, and to welcome the work of the Scottish Transitions Forum, which is facilitated by the Association for Real Change (ARC) Scotland. This publication further emphasises the importance of all professionals involved in supporting young people with additional support needs putting these principles into practice.

To achieve their full potential, young people and those who care for them often require support in different areas of their lives. This may include identifying and achieving positive destinations in employment, education or training, managing welfare and housing changes, reviewing health-care needs, planning for the future and managing risk. These processes should always have the young person’s aspirations and wellbeing at the centre.

This report continues the important work of the Scottish Transitions Forum and Principles of Good Transitions 3. I am confident that the findings will be of interest to everyone involved in advocacy, planning and delivery of services and support for young people with additional support needs and it will make a valuable contribution to our continued efforts to get transitions right for all of Scotland’s young people.

Ms Maureen Watt
Minister for Mental Health
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Introduction

The surveys

This report describes the findings from two national surveys that set out to hear the voices of young people (14 to 25 years) with additional support needs and those of their parents and carers about their experiences of leaving school and moving into adulthood. Each survey explored:

- The nature of the support received by young people and their parents and carers in the lead up to leaving school
- The experience of the transition itself
- Life in the post-school period
- How transitions support for young people and their parents and carers could be improved

A total of 740 responses were received across the two surveys, 270 from young people and 470 from parents and carers. Responses were received from people who live in all 32 Scottish local authority areas.

This was the first time that Scotland-wide surveys had been undertaken focusing specifically on the transition from school to adulthood for young people with additional support needs - as experienced by young people and their parents and carers. It adds to and complements recent qualitative research published by the Health and Social Care Alliance. Much of this report is made up of direct quotes. We believe that the responses we received speak for themselves and we have not sought to comment on them. However we do provide some broad conclusions.

What respondents told us helps to paint a unique national picture that will provide an important source of reference for all who are engaged in advocacy, planning, policy-making and practice for this group. This includes the on-going work of the Scottish Transitions Forum. It will also be of interest to young people, parents and carers themselves.

The definition of ‘additional support needs’ is used here in a broader sense than that provided by the Education (Additional Support for Learning) (Scotland) Act 2004, which is about the identification of barriers to learning in school and the provision of support and planning to resolve these barriers. The Act requires education authorities to plan in advance to support the transition of pupils across education services and post-school, in conjunction with relevant partners.

Within the broad spectrum of additional support needs, as defined by the Education (Additional Support for Learning) (Scotland) Act 2004\(^1\), the surveys chose to focus on young people with disabilities (rather than, for example, young people with social, emotional, and behavioural difficulties or with English as a second language). The target group specifically included young people with autistic spectrum disorder, learning disability, visual impairment, hearing impairment, physical or motor impairment, physical health issues and mental health issues. In addition, the surveys included those who were looked after or care experienced.

Appendix 1 outlines the methodology employed for the research.

Appendix 2 contains summary published statistics that provide a context for considering the survey findings.

This work was funded by the Scottish Government through the Autism Innovation & Improvement Fund, and carried out for ARC Scotland by Simon Jaquet Consultancy Services Ltd (SJCS).

\(^1\)http://www.gov.scot/Publications/2016/03/3603/downloads
Summary

Everyone’s experience of transition will be different. This report seeks to represent that diversity by quoting directly from young people and their parents and carers. While respondents were not a formally representative sample, the following broad conclusions can be drawn from the 740 responses we received:

1. Most young people with additional support needs are broadly optimistic about their transition and their future:
   a) Young people are more optimistic than their parents and carers
   b) There is a gap between young peoples’ ambitions and their reality
   c) Experimenting with different options helps achieve sustainable transitions

2. Many parents and carers struggle to access the support they believe their children need:
   a) Parents and carers are often challenged by their child’s transition
   b) There is a lack of formal planning for transitions

3. The necessary steps to improving transitions are relatively modest, and are able to be delivered:
   a) There is broad agreement amongst parents and carers about what would make a difference
   b) Support should be more joined-up and consistent with a single point of contact
   c) Skills Development Scotland, colleges and charities should be more pro-active in engaging with young people with additional support needs and their parents and carers.

This study supports and highlights the importance of the continuing implementation of the Principles of Good Transitions 3 and is broadly consistent with the findings of other research in this area.

The final chapter explores the evidence for these conclusions in greater detail.

Context

This publication adds to significant activity at local and national levels to improve the experience of young people with additional support needs who are in transition. This includes the development of a national framework to support disabled children, young people and their families.

A wide range of Scottish Government policies impact on transitions for young people with additional support needs. These include: the Scottish Strategy for Autism, the Right Help at the Right Time in the Right Place (the Doran Review), the Keys to Life: Improving quality of life for people with learning disabilities, Health and Social Care Integration and the creation of ntegrated Joint Boards, the Children and Young People (Scotland) Act 2014, the Education (Additional Support for Learning) (Scotland) Act 2004, Self-directed Support and welfare reform, Developing the Young Workforce: Scotland’s Youth Employment Strategy, Opportunities for All: Supporting all young people to participate in post-16 learning, training or work, and the National Improvement Framework for Scottish Education.

Recent complementary research conducted by the Health and Social Care Alliance Scotland for the Scottish Government Directorate for Children and Families provides more in-depth qualitative analysis on the experiences of some 30 individuals and families and was published in May 2017 as ‘Experiences of Transitions to Adult Years and Adult Services’. Its recommendations include that wellbeing indicators should be supported in transitional planning processes, the Principles of Good Transitions should be adopted as a standard approach to transitions and that transitions planning should be done in partnership with families.

Additional contextual data is provided in Appendix 2, drawn from Scottish Government published statistics.

1http://www.autismstrategyscotland.org.uk/strategy/key-documents.html
2http://www.gov.scot/Topics/Education/DoranReview
4http://www.gov.scot/Topics/HealthPolicy/Adult-Health-SocialCare-Integration
5http://www.gov.scot/Topics/Education/Kids/Support/legislation/proposed-bill
6http://www.gov.scot/topics/education/kids/welfare/ASL
7http://www.selfdirectedsupportscotland.org.uk
9http://www.gov.scot/Publications/2012/11/7618
10http://www.gov.scot/Publications/2016/12/9340/1
ARC Scotland

ARC Scotland (http://arcuk.org.uk/scotland/) is a national charity that advances knowledge, practice and policy in health and social care. We are committed to people with learning disabilities or other support needs being at the heart of their services and communities.

ARC Scotland facilitates networks and forums for professionals and supported people. Working together, we help improve practice and policy across the country. In addition to the Scottish Transitions Forum, these include: the National Involvement Network, Supporting Offenders with Learning Disabilities (SOLD) network, and networks for provider organisations in eight local authority areas. Over 1,800 people are members of these networks and forums.

We are also specialists in health and social care training. Our social enterprise, ARC Scotland Training, provides the full range of SVQ accredited awards in social services and healthcare, as well as specialist learning options. Surpluses generated are re-invested to help establish and sustain the networks and forums we facilitate.

The Scottish Transitions Forum

The Scottish Transitions Forum was established by ARC Scotland in 2008. Our aim is to improve the experience of children and young adults (14 to 25 years) as they make the transition to adult life. Our three objectives are to:

- Guide and inform improved approaches to transitions across Scotland
- Support people to work collaboratively, share learning, identify gaps in provision and generate solutions
- Involve young people with additional support needs, their parents and carers in our work.

There are over 850 members of the Scottish Transitions Forum representing a wide range of professionals, young people, parents and carers. Membership is free and open to anyone who is committed to improving transitions for young people with additional support needs. Joining information can be found on our website: https://scottishtransitions.org.uk/

The Scottish Transitions Forum understands the term ‘transition’ to mean the period when young people develop from children to young adults. It is not a single event, such as leaving school, but a growing up process that unfolds over several years and involves significant emotional, physical, intellectual and physiological changes. During this period, young people may progressively assume greater autonomy in many different areas of their lives and are required to adjust to different experiences, expectations, processes, places and routines. Transitions also impact on the family or on those who care for the child or young person.

The findings from this report will inform further work being carried out by the Scottish Transitions Forum to improve the involvement of young people and their parents and carers in the planning and delivery of the support and services they receive at local and national levels.

At time of writing, the Scottish Transitions Forum are also working with a range of local and national bodies to achieve a clearer picture of the differing approaches to supporting transitions that are adopted within local authority areas. Our findings will be published in autumn 2017.
Principles of Good Transitions 3

ARC Scotland published ‘Principles of Good Transition 3’ in January 2017. This provides a framework that should be used by professionals from all sectors to inform, structure and encourage the continual improvement of support for young people with additional support needs between the ages of 14 and 25. It sets out seven principles to achieve this. These are:

• Principle 1: Planning and decision making should be carried out in a person-centred way
• Principle 2: Support should be co-ordinated across all services
• Principle 3: Planning should start early and continue up to age 25
• Principle 4: All young people should get the support they need
• Principle 5: Young people, parents and carers must have access to the information they need
• Principle 6: Families and carers need support
• Principle 7: A continued focus on transitions across Scotland

These principles have been endorsed by many organisations that provide support for young people, the Scottish Government and national bodies and are already being used to shape improvements across Scotland.

This study supports and highlights the importance of the continuing implementation of the seven Principles of Good Transitions. It provides additional insight into each of these principles from the perspective of young people and their parents and carers.

13 https://scottishtransitions.org.uk/?principles-of-good-transitions/
The young people’s survey

In this chapter we present the key findings from the young people’s survey.

Respondent profile

270 responses were received from young people (33% had someone helping them to complete the survey). While this was not a formally representative sample, the range of variables gives confidence that a wide spectrum of young people took part. There were responses from 28 local authority areas (there were none from Comhairle nan Eilean Siar, Falkirk, Orkney or Shetland). 47% of respondents were male, 51% were female, and 2% transgender.

Respondents ranged in age from 14 to 25 years. 76% were in the 15 to 19 year age bracket, providing strong evidence in the age group immediately surrounding the transition period from school to adult life.

Age of young people responding to survey

How old are you?

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>14</td>
<td>4%</td>
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<tr>
<td>15</td>
<td>11%</td>
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<tr>
<td>16</td>
<td>18%</td>
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<td>17</td>
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<td>20%</td>
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<td>19</td>
<td>12%</td>
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<td>20</td>
<td>5%</td>
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<td>4%</td>
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<td>3%</td>
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<tr>
<td>24</td>
<td>3%</td>
</tr>
<tr>
<td>25</td>
<td>2%</td>
</tr>
</tbody>
</table>

Young people were asked to state their additional support needs, identifying more than one where applicable. Learning disability, ASD, and mental health issues figured prominently. A number of comments identified other needs including dyspraxia (5), dyslexia (5), anxiety or depression (4) and epilepsy (4). Others identified were ADHD, Asperger syndrome, Rubinstein-Taybi syndrome, hydrocephalus, endometriosis, diabetes and chronic fatigue syndrome.
Survey respondents’ (young people) additional support needs
Do you have?

- Learning disability: 45%
- Autistic spectrum disorder: 35%
- Mental health issues: 25%
- Physical health issues: 11%
- Visual impairment: 10%
- Physical or motor impairment: 9%
- Hearing impairment: 8%
- Prefer not to answer: 8%
- Experience of being ‘looked after’ / being in the ‘care system’: 5%

42% of the young people were still at school, while 58% had left school.

Those who are still at school

Those who were still at school identified the type of school they were attending. Two thirds (65%) were at a mainstream secondary school and 16% were at a special school. 19% had some other educational arrangement, mainly college attendance (while still at school).

Respondents were asked about the kind of help they were receiving in order to make decisions about what they wanted to do when they left school. Unsurprisingly, the people who were seen as the most helpful in this process were their parents (87%), followed by their guidance teacher (40%). Medical professionals (doctors and nurses) were not regarded as providing significant assistance. A fifth of respondents said someone else was helping them. These included ‘class teachers’ or ‘additional support needs teachers’.

People providing help to decide on post school destination
Who is helping you decide what you want to do when you leave school?

- My parents: 87%
- My guidance teacher: 40%
- My careers advisor: 24%
- Someone else: 20%
- My social worker: 15%
- My head teacher: 12%
- My support worker: 9%
- My doctor: 5%

They were asked about their perceptions of the choices they had, and 57% were ‘fairly’ or ‘very happy’ with these.

Happiness with available choices
How do you feel about the choices you’ve got about what to do when you leave school?

- Very happy: 28%
- Fairly happy: 29%
- Neither happy or unhappy: 30%
- Fairly unhappy: 7%
- Very unhappy: 7%
Excited about leaving school

We asked those who were at school what most excited them about the prospect of leaving school. More than a quarter (27%) said that taking control of their lives, gaining freedom and independence most excited them:

‘Becoming an independent adult able to support myself.’

‘Getting away from negative people and being able to have some form of control over what I want to do with my life.’

Taking responsibility for their own learning by going to college or university was the priority for 21% of respondents:

‘I am excited about, hopefully, going to university to study English Literature and Creative Writing because it is a chance to do what I really care about and what I am really interested in. Plus, I can get a degree out of it.’

‘Being responsible for my own learning and what I want to learn and experiencing it beyond a school environment.’

17% identified getting a job as the most exciting thing:

‘Getting a job, volunteering or full time. This makes me most excited because I enjoy working in teams and volunteering makes me feel like I’m giving back to my community.’

For 15% of those still at school, it was simply the prospect of getting away from the school environment that enthused them:

‘Get away from a lot of the annoying teachers.’

‘Not having to do things I hate and don’t understand just because we need to do one thing in each column.’

For a minority (11%), there was not anything that appealed about the prospect of leaving school, with some respondents expressing this in strongly negative terms:

‘Terrified of leaving school. No support - social work already pulling away and feel abandoned.’

Worried about leaving school

The biggest worry for 40% of the young respondents was the perceived lack of support and predictable routines they would experience and having to cope on their own:

‘Not being independent enough and not receiving the same support that I did from teachers.’

‘I am worried about the lack of structure for the few months in which I wait for university to start.’

18% were concerned at the prospect of failing to get into college or to find a job, resulting in them being stuck at home with nothing to do:

‘I don’t want to be sitting at home until adult services decide it’s time to help out, my friend was 12 weeks b4 a programme was put in place. My mum has contacted adult services but she was told they were unable to help us out in any way until I had actually left school.’

For 12%, there were no concerns.

Another 12% anticipated that they would miss not only their friends but their teachers as well:

‘My worries about leaving school is going somewhere brand new and not seeing my friends that I made in different year groups, and my teachers.’

‘Losing quite a few friends and uncertainty to an extent after leaving.’

‘My worries about leaving school is saying goodbye to the teachers.’
Readiness to move on from school

Young people were asked to comment on how ready they felt to move on from school. 50% of them described themselves as ready or mainly ready to make the transition, although some had lingering concerns:

‘I feel completely ready to leave school as I am fed up with it.’

‘I am very ready to move on from school now!’

‘Emotionally I’m ready but intellectually I worry that I am too far behind my peers. I also worry that a fast paced world won’t be a place for me in society.’

Some felt a degree of ambivalence:

‘I am hoping that by the time I need to move on, I will feel ready to. Some parts of me want to leave now and begin something new but I also feel that I may not cope with being out of school.’

The remainder were either not ready or unsure:

‘Not ready. Child’s plan meetings with social work are a joke as there is no proper transitions team and no one knows what to do or how to help. School are a lifeline and are supporting me despite social works incompetence, and tick boxing exercises.’

‘Hahahahhaa. Not ready at all. I want to hide.’
Plans for the future

The respondents were asked about what they wanted to do when they left school. The largest proportion (58%) hoped to go to college, but a significant minority (33%) said they wanted to go to university, while another third planned to get a job.

Post school ambitions

What do you want to do when you leave school? Tick all that apply.

- Go to college: 58%
- Get a job: 33%
- Go to university: 32%
- Volunteer: 18%
- Get community based support: 10%
- Other: 9%
- Go to a day centre (training): 7%
- No plans: 6%

Young people were asked to comment on their plans for the future, intentionally not specifying a particular time frame. Their responses embraced a wide range of ambitions - nearly always related to work, covering most fields of human activity and ranging from the magnificent to the more mundane:

- ‘I want to become a freelance illustrator, or work with a book publishing company/advertising company. And if that doesn’t work out, I want to go back to university and study English & Film.’
- ‘I want to be a whisky distiller.’
- ‘Help animals live long, fulfilling lives.’
- ‘My aspiration is to have my own beauty salon, with me doing treatments as well as running the business side of things.’
- ‘Get an admin job working in a office.’
- ‘In the future I would like to be a mechanic that fixes cars when they go wrong.’
- ‘Feel safe, contribute to society and be as independent as possible with help and not be defined by my disability.’
- ‘I want to get a job and a flat with my best friend to live together. And going to college and hopefully I could go university after I have finished college.’
- ‘Working with animals, maybe a dog groomer or dog walker or a dog nursery or kennels.’
- ‘I’m hoping to study medicine and to overcome any challenges that will stop me from doing so.’
- ‘Get a job be a policeman.’
- ‘Have always wanted to be a film actor which is my 1st choice and at the moment I go to part time to Shumu and am enjoying it!! My second choice is to become a Geologist.’

Those who have left school

58% of the young people who completed the survey had left school. 38% of the leavers had left school in 2016, and for them, the transition experience was a recent one. When they left school, 38% were in 4th year, 25% in 5th year, and 37% in 6th year.

The respondents were asked to comment on the assistance they had received to help them make choices about this next step in their lives. Two thirds (68%) were either ‘fairly’ or ‘very happy’ with the help they had received.
Happiness with help received to decide on post school activity

How do you feel about the help you received to decide what to do after leaving school?

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Very happy</td>
<td>39%</td>
</tr>
<tr>
<td>Fairly happy</td>
<td>29%</td>
</tr>
<tr>
<td>Not very or very unhappy</td>
<td>17%</td>
</tr>
<tr>
<td>Fairly unhappy</td>
<td>6%</td>
</tr>
<tr>
<td>Very unhappy</td>
<td>10%</td>
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</tbody>
</table>

The most helpful people were seen as their parents (‘very helpful’ 68%) and guidance teachers (‘very helpful’ 32%). The least helpful were head teachers, with 27% describing them as ‘very unhelpful.’

They were also asked about the choices they had open to them. An overwhelming 78% were either ‘very’ or ‘fairly happy’ with what they had been offered.

Happiness with available choices

How did you feel about the choices you’ve got?

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very happy</td>
<td>41%</td>
</tr>
<tr>
<td>Fairly happy</td>
<td>37%</td>
</tr>
<tr>
<td>Not very or very unhappy</td>
<td>14%</td>
</tr>
<tr>
<td>Fairly unhappy</td>
<td>4%</td>
</tr>
<tr>
<td>Very unhappy</td>
<td>4%</td>
</tr>
</tbody>
</table>

A similarly positive response came when asked about their readiness to leave school, with 63% describing themselves as ‘fairly well’ or ‘very well’ prepared.

Preparedness for leaving school

How do you feel about leaving school?

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well prepared</td>
<td>33%</td>
</tr>
<tr>
<td>Fairly well prepared</td>
<td>30%</td>
</tr>
<tr>
<td>Not very or very unhappy</td>
<td>17%</td>
</tr>
<tr>
<td>Fairly unprepared</td>
<td>8%</td>
</tr>
<tr>
<td>Very unprepared</td>
<td>12%</td>
</tr>
</tbody>
</table>

Most difficult thing about moving on from school

Young people were asked to describe the most difficult thing about moving on from school. The largest number of respondents (41%) spoke of the challenges of moving into a new, unknown environment, requiring them to adapt to new routines, and encountering new people. Many mentioned the sense of uncertainty that this engendered:

‘New routines. New people to learn and nobody there I knew from before. New scary places to go to.’

‘The thing that was most difficult for me when I left school was getting used to the lack of any sort of schedule for a few months.’

‘The change as I have expressing problems I can’t tell you how I feel and so I found it more difficult leaving school because I find it hard when it’s new things.’

‘Because I had to leave school due to such poor health, I had a hard time coping with the sudden lack of routine to my days. I suddenly had nothing I could do and very few professionals to help advise me.’
15% of the young people said that leaving friends behind had been the most difficult thing for them:

‘Also saying goodbye to some of my best friends and making new friends. My college is changing buildings at the end of October so that is also going to be difficult at first.’

‘Missing my old friends from school.’

A slightly smaller number (12%) talked of the value they had placed on their teachers and the support systems their schools had in place. Leaving this behind was a wrench:

‘Leaving my friends, and loved my school and achieved lots there so was heartbroken as I do not want to let them down as they helped me get my behaviour under control.’

‘Not having anyone to guide you and tell you what’s best for you.’

12% said that nothing had worried them:

‘Nothing. I was glad to get out.’

A few (5%) referred to the challenge of having to negotiate new travel arrangements:

‘No one helped me, lots of change and didn’t know how to cope. Had to use a bus by myself and go to the next town. People at new place didn’t know me or how my problems affect me. No one I knew or could trust.’

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**Life after school**

The survey asked respondents to talk about their life since leaving school. They were asked to say what they were doing currently. The greatest number (82%) were at college, and of these 87% were ‘fairly’ or ‘very happy’ with this. 77% of those at college spent 11 - 30 hours a week on this.

**Current activity**

What are you doing now? Tick all that apply.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>College</td>
<td>82%</td>
</tr>
<tr>
<td>Volunteering</td>
<td>13%</td>
</tr>
<tr>
<td>Working</td>
<td>9%</td>
</tr>
<tr>
<td>University</td>
<td>5%</td>
</tr>
<tr>
<td>Day centre</td>
<td>4%</td>
</tr>
<tr>
<td>Community based support</td>
<td>4%</td>
</tr>
<tr>
<td>Not working and looking for work</td>
<td>3%</td>
</tr>
<tr>
<td>Not working and not looking for work</td>
<td>3%</td>
</tr>
<tr>
<td>Activity agreement</td>
<td>2%</td>
</tr>
</tbody>
</table>

They were also asked whether they were doing what they wanted to be doing, and two thirds said they were.

**Doing what they wanted to**

Are you now doing what you wanted to be doing?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>65%</td>
</tr>
<tr>
<td>No</td>
<td>14%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>21%</td>
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</table>
However, a comparison between the ambitions of the young respondents while at school with the reality of what the school leaver cohort was actually doing is revealing. The following two tables set this out according to additional support need.

### Ambitions while at school v. actual post school destination

<table>
<thead>
<tr>
<th>Additional support needs</th>
<th>Ambition</th>
<th>Actual</th>
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<tbody>
<tr>
<td></td>
<td>University</td>
<td>College</td>
</tr>
<tr>
<td>Learning disability</td>
<td>No. 106</td>
<td>19%</td>
</tr>
<tr>
<td>Autistic spectrum disorder</td>
<td>No. 82</td>
<td>22%</td>
</tr>
<tr>
<td>Mental health issues</td>
<td>No. 59</td>
<td>50%</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>No. 23</td>
<td>30%</td>
</tr>
<tr>
<td>Physical or motor impairment</td>
<td>No. 21</td>
<td>25%</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>No. 18</td>
<td>38%</td>
</tr>
<tr>
<td>Physical health issues</td>
<td>No. 25</td>
<td>33%</td>
</tr>
<tr>
<td>Looked after</td>
<td>No. 11</td>
<td>0%</td>
</tr>
<tr>
<td>All</td>
<td>No. 270</td>
<td>32%</td>
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</tbody>
</table>

Because the two samples (pupils at school, and those who have left school) are relatively small and not directly comparable, some caution must be exercised in drawing conclusions. There are however, some striking features. There are significant differences in the overall totals regarding college, university and jobs. 82% are at college compared with 58% who said this was their plan. By contrast, only 5% ended up at university compared to 32% who were aiming for this. With jobs, a similar pattern emerges, with 33% planning for this and 9% achieving it.

Analysis of a few subsets is worthy of comment. Those with mental health issues display the largest disparity between ambition and actual destination - particularly striking for university (50% v 3%) and jobs (36% v 5%). Those with a learning disability also showed a marked contrast between ambition and destination for university (19% v 0%).

### Plans for the future

The young people who had left school were asked about what they planned to do in the future. This was generally taken as a question about employment, although a few also described wider ambitions. The following quotes are typical in range and diversity:

- ‘Work in a nursery and do stewarding at events.’
- ‘To be mentally and physically secure in myself and also get a full-time job and have a purpose in life.’
- ‘Head chef in America.’
- ‘Get myself into the video game market. Perhaps designing the graphics or coming up with the ideas.’
- ‘I would like to pursue a career in which I can help people e.g. mental health nursing/paramedic.’
- ‘I would like to apply for full time college next year and someday hope to attend university and studying computer science. I would love to have a job working with computers and feel things are stable in life financially.’
- ‘Fix pc or be a footballer.’
- ‘Be train driver in the future.’
- ‘I am hoping to move onto prop building but most other construction jobs seem good.’
‘I would love to do youth work with young people (possibly from bad backgrounds). I would like to do counselling.’

‘I want to go to university to study either Forensics, Astrophysics or Japanese.’

‘I want to make a difference for Aberdeenshire. I want employment to work with us, not against us. I want more volunteering hours and a paid job in the future. I want to help make transport better for everyone that wants to use it.’

One thing to help the move from school to adult life

Young people were asked to identify one thing that would be helpful in making the transition from school to adult life. The largest number (43%) said that more person-centred support would make a difference. In particular, the support of identified and trusted individuals - both while the young person was at school and while they adapted to new environments - was seen as important:

‘Someone to help me and show me what to do and how to learn all I need to go from a child to an independent adult, not just once but when I need it over the years, and people that understand and accept me, can see my talents, let me do a good job but understand the things I find difficult.’

‘For those who have suffered health problems which may have contributed to leaving school, they should receive more support within the school to keep them on. If not, a support system should be put in place from various professionals early on to help the person find what they want out of life and to help them get there. I believe far more access to higher education should be available like the Flexible Learning Centre at Glasgow Kelvin College. I feel this personally helped me a lot to the point where I plan to apply for full time college at my next opportunity. The tutors have given me a lot of confidence and I think this access to education is very valuable.’

‘A better understanding by professionals of the disability I have. More support for the transition.’

‘Make young people more aware of support available to them to find work - I really struggled to find support to find work.’

9% of respondents stressed the need for more time to prepare the transition:

‘Help give people a bit longer to get used to going somewhere new.’

‘Stop rushing us. When we’re 17 years old, most of us have no idea what on earth we want to do with our lives. After the summer, we go from asking to use the bathroom to forcing us to make huge decisions and that’s bad for everyone, but for a person like me it’s horrible! I felt like an absolute failure because I wasn’t even sure what to do. I was 17 years old. Come on, man.’

A further 9% highlighted the need for flexibility in how young people are supported to take up new options. This included the opportunity for ‘taster’ events, clarifying options and the chance to meet new people in advance of starting a placement:

‘They could prepare us better by allowing more time for open days, give more lessons on bill paying, the process of getting an apartment or university accommodation and have more talks from universities.’

‘Meeting new carers a few times before starting day centre. More visual pointers like social stories etc.’

‘After 4th year allow people with learning disabilities to continue their studies in an environment which is specifically catering for their needs e.g. more breaks, less homework and less formalities. This could be similar to college but focusing on learning in a more personalised manner.’

‘Support, to help understand what options will be available and how to achieve them realistically.’

Help to find accommodation was mentioned by a few:

‘To help me to get my own house and to continue to have support.’
Summary of the young people’s survey

The key findings from the young people’s survey can be summarised as follows:

• Young people with additional support needs are broadly optimistic about the future and mostly keen to venture into the next stage of their life. Most harbour a very broad range of ambitions for their careers and life courses, ranging across many different professional and vocational fields. However there is a significant minority who are concerned about leaving school.

• They are mainly happy with the future choices available to them – both while they are at school, and on reflection after they have left.

• They are excited by the prospect of taking control of their own lives and shouldering the responsibility for their own learning, and eventually finding a job. At the same time they are worried by a potential lack of support from adults, the challenge of new and changed routines and the sadness of leaving friends and teachers behind.

• They are mainly happy with the help they received for their transition. Parents were identified as the most valuable source of assistance, followed by their guidance teachers.

• There seems, however, to be a significant disparity between young people’s stated ambitions for adult life while still at school and the actual outcome they experience in the first few years after leaving school. This is particularly true for college, university and jobs, where the numbers reaching these destinations are much lower than the stated ambitions.

• Their transitions would be improved by more effective adult support, more time invested in planning for the transition and a more flexible approach to exploring the options available to them in the next stage of their lives.
The parent and carer survey

In this chapter, we present the key findings from the survey of parents and carers.

Respondent profile

470 responses were received from parents and carers of young people with additional support needs. As with the young people’s survey, this was not a formally representative sample, but the range of variables again give confidence that a wide spectrum of parents and carers took part.

89% came from parents, 2% from grandparents, 1% from unpaid carers, with 8% describing themselves as ‘other’. These included: support workers (8); social workers (4); paid carers / foster carers (7); other family members (7); teachers (3); guardians (4). Respondents lived in all 32 Scottish local authority areas.

Profile of young people cared for

We asked respondents to describe the young person they cared for. The majority were from the lower end of the age spectrum, with three quarters (73%) being 18 years or younger. 57% were at school, 43% had left school. 64% were male. 35% were female and 1% transgender.

The range of additional support needs experienced by the young people cared for is outlined below. ASD was the most frequently mentioned (61% reported this), followed by learning disability (55%). The ‘other’ category included: ADHD (13); epilepsy (11); dyslexia (11); dyspraxia (5); Down’s syndrome (5).
Additional support needs of young person cared for
Which additional support needs do they have? Tick all that apply.

<table>
<thead>
<tr>
<th>Support Need</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autistic spectrum disorder</td>
<td>61%</td>
</tr>
<tr>
<td>Learning disability</td>
<td>55%</td>
</tr>
<tr>
<td>Physical or motor impairment</td>
<td>21%</td>
</tr>
<tr>
<td>Physical health issues</td>
<td>19%</td>
</tr>
<tr>
<td>Mental health issues</td>
<td>18%</td>
</tr>
<tr>
<td>Other</td>
<td>16%</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>13%</td>
</tr>
<tr>
<td>Looked after / care experience</td>
<td>7%</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>5%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>1%</td>
</tr>
</tbody>
</table>

Parents and carers with young people still at school

Of the young people who were still at school, 58% were at a mainstream secondary school, 39% were at a special school and 3% were at an independent school. 15% went to a school outside their local authority area. 70% were due to leave school in 2017 or 2018.

Respondents were asked if the young person they cared for had ‘an agreed, written down plan to support their transition’. 76% said they had no plan, with 14% not knowing if they did or not. This meant that 90% were effectively unaware of any formal plan for their child’s transition. 61% were either ‘fairly’ or ‘very unhappy’ with this.

Awareness of agreed plan for young person
Do they have an agreed, written down plan to support their transition?

<table>
<thead>
<tr>
<th>Awareness of plan</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>76%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>14%</td>
</tr>
</tbody>
</table>

Parents and carers were asked to comment on the support their young people were receiving from a number of sources. While there was most satisfaction with the support offered by school, still only a third (32%) of respondents said they were ‘fairly’ or ‘very happy’ with it. For the other sources of support, between 40% and 69% said they were not receiving any support from that source, but would like it. Respondents felt that their child would benefit from more support from Skills Development Scotland.

Happiness with support to prepare for school leaving
How happy are you with the support they are getting to prepare for leaving school?

<table>
<thead>
<tr>
<th>Source</th>
<th>Very happy</th>
<th>Fairly happy</th>
<th>Neither happy or unhappy</th>
<th>Fairly unhappy</th>
<th>Very unhappy</th>
<th>Not getting support but would like it</th>
</tr>
</thead>
<tbody>
<tr>
<td>From a charity or voluntary organisation</td>
<td>12%</td>
<td>13%</td>
<td>19%</td>
<td>5%</td>
<td>1%</td>
<td>49%</td>
</tr>
<tr>
<td>From college</td>
<td>3%</td>
<td>1%</td>
<td>25%</td>
<td>4%</td>
<td>8%</td>
<td>59%</td>
</tr>
<tr>
<td>From school</td>
<td>12%</td>
<td>20%</td>
<td>23%</td>
<td>15%</td>
<td>11%</td>
<td>19%</td>
</tr>
<tr>
<td>From Skills Development Scotland</td>
<td>1%</td>
<td>5%</td>
<td>16%</td>
<td>6%</td>
<td>3%</td>
<td>69%</td>
</tr>
<tr>
<td>From social work</td>
<td>2%</td>
<td>12%</td>
<td>15%</td>
<td>9%</td>
<td>21%</td>
<td>40%</td>
</tr>
<tr>
<td>From NHS</td>
<td>4%</td>
<td>11%</td>
<td>26%</td>
<td>8%</td>
<td>8%</td>
<td>42%</td>
</tr>
</tbody>
</table>
Parents and carers were asked to comment on the support they were receiving. 63% said they were not receiving any support:

‘Absolutely none from education. He does not meet the critical needs for social work intervention, health no longer have any involvement and careers have never contacted us, despite school being aware that he has a diagnosis. There seems to be a belief that this will be managed by family.’

‘Nothing so far, I am resourceful and will find my way but accessing services is difficult as there seems to be a lack of knowledge of what is available and who qualifies. There needs to be more advertising on local radio or leaflets at the GP’s. I would like to see a HUB of some kind in each town or city that offers advice on all different mental health/disabilities/issues.’

11% said they were receiving some support from school or college:

‘The schools are doing the best to prepare the pupils with life skills, but this does not extend to connecting to a transition service to ease the move from child to adult services.’

‘I have had an initial meeting with school who explained what the process would be and the key areas to focus. I have had no support outside school. A recent meeting with social work told me that we would not qualify for support from the council as we are seen as “coping”.’

Support workers, careers staff, and the third sector were offering support to 8% of respondents:

‘We have seen the careers advisor through SDS - but I have been informed that I would have to speak with college to talk about my daughter’s support needs.’

‘None other than the information and guidance provided by Connecting Carers who are doing a great job for us. We feel strongly that our preparation for our son’s transition is on no-one’s radar unless we mention it. It would appear though that budgetary issues are more important as the issue of supporting us in getting used to our son not being in the family home for an overnight period is seemingly being shelved, with no explanation to us, until he is 18. Is that because he will be in a different budget category?’

Social work accounted for 5% of the support received:

‘A transition social worker has just been allocated to my child so this will hopefully assist with information etc. regarding support.’

A similar question was asked about the information parents and carers were receiving about their young person’s transition. There were similar levels of dissatisfaction expressed, with schools faring slightly better (but only 28% ‘fairly’ or ‘very happy’). Skills Development Scotland and colleges stood out, with parents wanting them to play a significantly enhanced role with regard to information provision.

**Happiness with information received about transition**

How happy are you with the information you have received about their transition?

<table>
<thead>
<tr>
<th>Answer options</th>
<th>Very happy</th>
<th>Fairly happy</th>
<th>Neither happy or unhappy</th>
<th>Fairly unhappy</th>
<th>Very unhappy</th>
<th>Not getting support but would like it</th>
</tr>
</thead>
<tbody>
<tr>
<td>From a charity or voluntary organisation</td>
<td>8%</td>
<td>10%</td>
<td>16%</td>
<td>5%</td>
<td>1%</td>
<td>59%</td>
</tr>
<tr>
<td>From college</td>
<td>3%</td>
<td>1%</td>
<td>18%</td>
<td>4%</td>
<td>5%</td>
<td>69%</td>
</tr>
<tr>
<td>From school</td>
<td>11%</td>
<td>17%</td>
<td>15%</td>
<td>14%</td>
<td>7%</td>
<td>37%</td>
</tr>
<tr>
<td>From Skills Development Scotland</td>
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<td>5%</td>
<td>13%</td>
<td>7%</td>
<td>5%</td>
<td>71%</td>
</tr>
<tr>
<td>From social work</td>
<td>1%</td>
<td>5%</td>
<td>17%</td>
<td>7%</td>
<td>14%</td>
<td>55%</td>
</tr>
<tr>
<td>From NHS</td>
<td>2%</td>
<td>6%</td>
<td>21%</td>
<td>5%</td>
<td>8%</td>
<td>58%</td>
</tr>
</tbody>
</table>
Worries about child leaving school

We asked respondents what their biggest worries about their child leaving school were. The most significant concern, expressed by 60%, was how their children would manage the social transition to the next stage of their lives. They feared that their children would be socially isolated and would find difficulties coping with a lack of structure and an anticipated lack of support services:

‘That he will go from a structured daily routine to nothing which will have a huge impact on his behaviour and we will be unable to manage him at home. No weekend respite.’

‘Our daughter has very complex needs and requires 24 hour care; my biggest concern is that there will be nowhere for her to attend through the day when she leaves school. She requires the stimulation of being with others plus there is no way I could cope, either physically or mentally, if she was at home all day every day.’

29% were worried about how their children would manage the transition to work or study (with the related access issues):

‘I’m very worried as I have been told due to my son’s disabilities there may be nothing in terms of a college placement or work for him, so his future looks very poor.’

‘Being able to function appropriately i.e. getting to work/college on time, being organised in the workplace or in education, getting to the right class etc. What happens if someone is mean to them or they’re the subject of jokes because of their condition, would they have appropriate support?’

A small but significant number (6%) expressed concerns about the negative impact on family life that their child leaving school would have:

‘Having nothing to occupy them and being left at home for us parents to cope. The financial side for both them and us parents. Change in routine.’
‘I worry for my son not being able to cope with a total change of routine. He will need to have new people in his life to support him to attend an adult resource centre. He needs a lot of time to prepare for changes. I worry also about our financial situation as child tax credit and child benefit will stop. I’m a single parent and can’t work due to my caring role.’

Excitement about child leaving school

Parents and carers were asked to say what excited them most about their child leaving school. Almost half (48%) identified the freedom, independence and challenges that their child would experience in this important next stage of life:

‘Becoming an adult and moving onto new challenges that will further develop their confidence and knowledge. Meeting new friends and taking part in different activities and doing what other young people do.’

‘He can choose to lead his life the way he wants to and not be controlled by a pigeon hole education system and society.’

At the same time, more than a third (38%) of respondents said that nothing excited them about their child’s impending departure from school:

‘Nothing excites me about my daughter leaving school! I know she is safe there, she gets transport, she enjoys it and she is occupied Monday to Friday during term time for a full day (including transport time) enabling me to work.’

For 11%, it was the prospect of no longer having to deal with the school or the local authority that excited them. This encompassed both finding a safer environment for their child and escaping from the perceived bureaucracy:

‘To be free of some stupid local authority rules and regulations and free of some education staff that think they know your child better than you.’

‘Getting away from the bullies who have systematically abused my son since starting secondary school and the staff that allow it to happen. The possibility that my son will then start to recover from clinical depression thus negating the risk from suicidal thoughts. Maybe even see him smile.’

Parents and carers whose young people have left school

202 respondents had young people who had left school. Of these young people, 63% were male, 36% female and 1% transgender. Almost half (49%) were aged 18 to 20 years.

What worried you most about them leaving school?

Parents and carers were asked how involved they had been in the planning process for their child’s transition. 87% had been either ‘very’ or ‘fairly’ involved.

They were also asked to say what had worried them most about the transition. For 45%, they had been concerned about their child’s ability to manage the ‘social’ transition, as this entailed leaving a known environment, risking social isolation, and perhaps having nothing to do. The vulnerability this might engender in their child was a big concern:

‘Uncertainty about the future, what kind of provision there would be and how long it would last. The worry that she would miss the familiar and secure routine of school, including the environment, the staff and fellow pupils.’

‘I was most worried about the effect that leaving school would have because my daughter was leaving everyone she knew, children and adults and the day centre is not good at bringing the young adults together that went to school together, also not going to something every day with the routine that school brought.’

40% were concerned that their child would not find appropriate education, training, or work in due course:
‘Finding understanding and supportive education, next big worries will be teaching the practical and social skills for independent living and major worry is finding an understanding and supportive employer so he can get some work experience.’

‘Based on ability and needs and vulnerability what options were around re employment etc. and how this could be supported into adult life.’

A small number (3%) worried about the potential impact on the family, particularly the risk of having to sacrifice working in order to care for their child:

‘Not having a meaningful way to spend his time. Not having adequate support. Worried about having to give up my own job due to lack of support as son needs 24/7 support.’

**What excited you most about them leaving school?**

For 40% of parents, the thing that excited them most about their child leaving school was the prospect of them achieving a measure of independence and having the opportunity to face new challenges. In essence, this meant the chance to be like other young people, with normal social interaction and eventually achieving their dreams:

‘A milestone had been completed and a new one starting just like any child you will be excited for them especially if there is something out there for them.’

‘They had achieved well, appropriate to their ability and have potential to continue to do so if the right resources, supportive employment etc. is identified.’

A significant number of parents (39%) did not look forward to anything and had clearly found this a very difficult period:

‘Nothing...I found this very stressful given the lack of a clearly defined path after school and lack of information to help parents support this change.’

‘Absolutely nothing it was a worrying time.’

A smaller group (13%) felt that getting away from the negative aspects of school (including bullying) was what they had looked forward to:

‘No more bullying, no more environment where people did not understand.’

‘We could be free from officialdom and could concentrate solely on what the child wanted to learn and take part in. He is no longer forced to do useless activities that frustrate him and is not learning and becoming confident in his abilities.’

**Current support**

Parents and carers were asked to comment on the support their child was currently receiving from a variety of sources. They told us that charities and voluntary organisations were providing the best support, however there was a feeling that more could be provided by all the potential support agencies. Almost half of respondents said that they were getting no support from Skills Development Scotland, but would like it.

**Happiness with current support having left school**

How happy are you with the support they are currently getting?

<table>
<thead>
<tr>
<th>Answer options</th>
<th>Very happy</th>
<th>Fairly happy</th>
<th>Neither happy or unhappy</th>
<th>Fairly unhappy</th>
<th>Very unhappy</th>
<th>Not getting support but would like it</th>
</tr>
</thead>
<tbody>
<tr>
<td>From a charity or voluntary organisation</td>
<td>29%</td>
<td>24%</td>
<td>12%</td>
<td>3%</td>
<td>3%</td>
<td>29%</td>
</tr>
<tr>
<td>From college</td>
<td>17%</td>
<td>18%</td>
<td>24%</td>
<td>7%</td>
<td>9%</td>
<td>25%</td>
</tr>
<tr>
<td>From Skills Development Scotland</td>
<td>2%</td>
<td>5%</td>
<td>24%</td>
<td>4%</td>
<td>17%</td>
<td>48%</td>
</tr>
<tr>
<td>From social work</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
<td>15%</td>
<td>12%</td>
<td>23%</td>
</tr>
<tr>
<td>From NHS</td>
<td>14%</td>
<td>29%</td>
<td>22%</td>
<td>10%</td>
<td>8%</td>
<td>18%</td>
</tr>
</tbody>
</table>
They were also asked about their happiness with information they received about the options available once their child had left school. No source of support fared well except charities and voluntary organisations (39% 'fairly' or 'very' happy).

**Happiness with information about available options**

How happy are you with information they received about the options available to them after leaving school?

<table>
<thead>
<tr>
<th>Answer options</th>
<th>Very happy</th>
<th>Fairly happy</th>
<th>Neither happy or unhappy</th>
<th>Fairly unhappy</th>
<th>Very unhappy</th>
<th>Not getting support but would like it</th>
</tr>
</thead>
<tbody>
<tr>
<td>From a charity or voluntary organisation</td>
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<td>23%</td>
<td>34%</td>
<td>8%</td>
<td>1%</td>
<td>20%</td>
</tr>
<tr>
<td>From college</td>
<td>11%</td>
<td>18%</td>
<td>31%</td>
<td>16%</td>
<td>8%</td>
<td>25%</td>
</tr>
<tr>
<td>From school</td>
<td>13%</td>
<td>17%</td>
<td>16%</td>
<td>15%</td>
<td>11%</td>
<td>25%</td>
</tr>
<tr>
<td>From Skills Development Scotland</td>
<td>5%</td>
<td>3%</td>
<td>36%</td>
<td>14%</td>
<td>3%</td>
<td>38%</td>
</tr>
<tr>
<td>From social work</td>
<td>5%</td>
<td>15%</td>
<td>19%</td>
<td>22%</td>
<td>21%</td>
<td>40%</td>
</tr>
<tr>
<td>From NHS</td>
<td>4%</td>
<td>15%</td>
<td>39%</td>
<td>14%</td>
<td>8%</td>
<td>28%</td>
</tr>
</tbody>
</table>

**Most helpful thing in assisting the move on from school**

Respondents were asked to say what the most helpful thing to support their child to move on from school had been. 17% identified supportive school and college staff:

‘His key teacher helped him tremendously and the support and preparation from school.’

‘The college were very helpful in explaining how the system worked and what was on offer for [name] at her level.’

‘Learning support teacher from secondary school to transition on to further education was excellent.’

Another 17% felt that the support their peers and other parents were able to provide had been crucial in the transition:

‘I feel I got more help and support from talking to friends who had already been through the process. Social worker was very supportive too but new to job.’

14% said that ‘nothing’ had helped them:

‘My son left in July this year and nothing is in place for him at this time.’

‘Nothing, as parents we were offered nothing, when we asked (repeatedly) we were passed from one person to another with no-one wanting to take responsibility.’

10% said that bringing the key people together had helped:

‘It was useful to have a meeting with the agencies (i.e. school, social work, potential place rep.) but given that this did not happen until the last minute, we spent most of the final year or two of school in the dark about what was happening.’

9% felt that familiarisation visits, taster days and trial college placements where the young person could ‘dip their toes in the water’ had been helpful:

‘Visits to college whilst still at school to help familiarisation with the new environment and understanding of timetables and lecture processes.’

For 6% of respondents, the role of the social worker or transition worker had made the difference:
Transition social worker was instrumental in assisting us with the transition process. We were unaware of most options available until we were allocated a transitional social worker. Having the trials in each of the available groups was really helpful to know what options were best suited.

Most difficult thing about moving on from school

Parents and carers were asked to identify the most difficult thing for their child in the school leaving process. A quarter (25%) lamented the lack of support or information available to them:

'Transition to college was badly organised and woefully inadequate for an ASD specific course. Lack of information for parents and students and no meetings prior to enrolment. Interview process for course also badly organised with all applicants being asked to attend at the same time and then having to wait to be seen.'

'Trying to do adult things in an adult world not set up for dealing with autistic people was really frightening not knowing what support would be available, having no hope is the most difficult thing.'

Another quarter (23%) said that moving into a new environment and the lack of structure and general uncertainty that this created had been the most difficult thing for their child:

'The uncertainty. It took 18 months of meetings, emails, complaints, phone calls etc. before we got an agreement for funding from social services. This took us to within a few weeks of our son leaving school so left very little time for transition visits etc. Couple this with the on-going difficulties we were facing on a day to day basis - lack of sleep, aggressive behaviour, self harming etc.'

13% said that leaving behind friends and supportive staff at school the most difficult factor in their case:

'Leaving behind friends from school and going into an entirely new environment. Saying that my son is very settled and he seems to have made many new friends and made a good impression on the people in his centre. He appears to love it and we are very happy with his current situation.'

8% said that moving from child to adult services had been difficult:

'An incompetent newly-qualified social worker who was moved on! No budget for months! The system of social work services being split between children and adult with both sharing responsibility for, but neither progressing a programme for transition. The system is badly flawed!'

Other issues mentioned were funding related concerns, and the challenges of transport:

'Uncertainty, waiting to know if funding will be available. Knowing what is available for your young person.'

'Not having transport and support in place was hard because the course started and she wasn’t able to attend until it was sorted.'

Current situation

Parents and carers were asked to talk about their child’s current situation and to say what their child was doing now. The table below outlines their responses. Over a third (37%) were at college. ‘Other’ responses included a variety of part-time work, activities paid for from the Self-directed Support budget and home support. 84% were living at home; 3% lived independently; and 4% lived in supported accommodation.
**Current activity**
What are they doing now? Tick all that apply.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>37%</td>
</tr>
<tr>
<td>Other</td>
<td>30%</td>
</tr>
<tr>
<td>Day care</td>
<td>20%</td>
</tr>
<tr>
<td>Community based support</td>
<td>19%</td>
</tr>
<tr>
<td>Volunteering</td>
<td>16%</td>
</tr>
<tr>
<td>Not working and not looking for work</td>
<td>16%</td>
</tr>
<tr>
<td>Working</td>
<td>8%</td>
</tr>
<tr>
<td>Not working and looking for work</td>
<td>6%</td>
</tr>
<tr>
<td>University</td>
<td>5%</td>
</tr>
<tr>
<td>Activity agreement</td>
<td>4%</td>
</tr>
</tbody>
</table>

They were asked to state how happy their child was in undertaking this particular activity. More than 80% said that their child was 'very' or 'fairly' happy with their current situation. Those not working (both those looking for work and those who weren’t) were the least satisfied with their current situation.

**Happiness with current activity**
How happy are they doing this?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very happy</th>
<th>Fairly happy</th>
<th>Neither happy or unhappy</th>
<th>Fairly unhappy</th>
<th>Very unhappy</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>50%</td>
<td>32%</td>
<td>10%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>University</td>
<td>67%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>Day Centre</td>
<td>59%</td>
<td>33%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Community based support</td>
<td>60%</td>
<td>27%</td>
<td>3%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Working</td>
<td>29%</td>
<td>36%</td>
<td>7%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>Volunteering</td>
<td>48%</td>
<td>48%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Activity agreement</td>
<td>57%</td>
<td>29%</td>
<td>0%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Not working and looking for work</td>
<td>0%</td>
<td>0%</td>
<td>67%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Not working and not looking for work</td>
<td>8%</td>
<td>15%</td>
<td>23%</td>
<td>8%</td>
<td>46%</td>
</tr>
</tbody>
</table>

A third (32%) were doing what they wanted to when they left school, a larger number (42%) were not doing it and 26% didn't know.
The transition journey

We asked parents and carers to describe the ‘journey’ that the young person they cared for had been on since they left school. For 36%, this had been a complex process, involving several short episodes of activity and multiple activities. The overall impression created by these responses was that the process was a piecemeal one:

‘College for two years. Different college for one year. Seeking work with [disability employer] one year. [voluntary organisation] project one year. Volunteering at same time. We need employers to give her a chance and we need someone to give her the right kind of support to gain employment.’

‘Started a vocational childcare course but regulatory environment and nature of course work proved too demanding. Left course early in academic year and then re-started at college the following academic year. Has worked voluntarily one day per week in a charity shop since 2010 and continues to this day.’

‘Left school after 5th year and attended prospects network at [town] college for 2 years then a course run in partnership with NHS called Project Search where he completed 9 months and 3 job placements in [town] general hospital. … This work provided him with transferable skills which he now uses in his administration post with the NHS after a short period of time as a cleaner for the NHS.’

All parents and carers

Key features of a successful transition

We asked all the parents and carers who responded to the survey to describe what they felt were the key features of a successful transition. Almost a quarter (23%) rated honest communication about the available options for their child as being the most important. They felt that a progressive approach to transitions was required, for example arranging advance visits to college, day release opportunities and placements:

‘Full map of the options before decision available for all parties (care and work, etc. options, and option for organising the adult life, such as self-directed support, social carer directed, etc.). Mapping of options that fits to the profile of the disabled child. Try-out sessions to match the activity and the child. Gradual transition to those options matched, with flexibility to change if needed.’

‘Being shown different options available to them. Having lots of information about jobs that would suit their strengths. Hearing successful stories of previous students & the path they took. Support & encouragement to try new experiences.’

‘Regular visits to a variety of colleges to let him see where they are and how to get there. Meeting the tutors and current students. Knowing where the canteen is, where the toilets are and where the local shops are. Meeting other new students.’

Starting the person-centred planning process early was seen as the most important, with almost a quarter (22%) identifying this as the priority:

‘Start transition early and make sure there are NO delays, plenty of communication is needed and more information for parents/carers.’

‘Starting the process early enough to find the right college courses and job or work experience and for my son to start these and get to know the people involved and not feel stressed about it all. He doesn’t like change so needs this to be in place and to know the new people involved (support workers etc.) well before it actually happens.’

Effective communication and coordination of services (especially managing the move between child and adult services) was identified by 15% of parents:

‘Good communication about and links to adult services. Good support from adult services. Adult services should link with all schools to help make parents aware of what is available. A broad range of past school activities, to cater for all needs not just the most able.’
Providing the right support at the right time, and ensuring appropriately trained staff was identified by 13%:

‘Definitely the right support to move the person along at their own pace to keep anxiety down.’

‘To carry out a good transition the people around the child must have a good understanding of autism. They should know about the triad of impairment and how this can affect the young persons thinking.’

12% felt it was important to build young people’s confidence and enhance their life skills by listening to them and involving them in practical aspects of the transition:

‘Equipping them with skills to operate independently e.g. travel. Developing confidence, so they can move from the safe environment of school where everyone understands, to an outside world which can be intolerant.’

**One thing that would improve transition from school**

In order to identify priorities, parents and carers were further asked to identify one thing that would improve the transition from school to adulthood experienced by their children. Unsurprisingly, there were many themes in common with the previous question.

Just over a quarter (26%) said that explaining what the options were, and providing supported opportunities for the young people to try them out would make a significant difference:

‘A comprehensive list of available options within local area and possibly in next local authority. Providers need to guide parent/carers on what needs they can/can’t cater for so don’t waste time looking into options that won’t suit. To have this resource in a appropriate format that can be shared with young people would be great so that they can be involved early on in the process.’

‘With a day a week coming back to a central point with transition workers to discuss how things were going, what was and wasn’t working and offering support and advice. Transition workers could also liaise with parents/carers if appropriate and with nominated person at whichever option was being trialled by young person to try to make it successful and long term.’

20% were hoping for an identified person who would provide consistent professional support lasting through the transition process:

‘Point of contacts with professionals - named individuals who know the case and can support and guide families. Open and transparent communication allowed manageable expectations and allowed us to transition as a family.’

‘A single contact that could guide us through all the stages of the process. In a real and detailed context and not just official statements which are often not possible to resource in a given area.’

18% stressed the importance of starting the multi-disciplinary transition planning process early:

‘Starting early, at least two years before they leave school. That way things can actually be in place when the time comes.’

‘To have a system that works, like your granny’s old blanket. It develops patches where it’s been worn or stressed but we darn it and make it stronger; where we tuck all the edges in so that the blanket can be left in the knowledge that it will be there for as long as it’s needed. Till one day it becomes a lovely memory but isn’t needed.’

Listening to young people and parents, involving them in discussions and decision making, and being honest with them was the priority for 14%:

‘Listening to not only them but their parents. We know our children well and it would really benefit if they listened.’

‘Tell the truth about children’s difficulties in school. I am a RGN psychotherapist and have 27 years experience in care. School has broken just about every rule in the book.’
6% identified strengthening the links between child and adult social work services as most important:

‘Adult services must link better with schools. Social work adult services must support families through transition, budgets need to be realistic.’

**Summary of parent and carer survey**

The findings from the parent and carer survey can be summarised as follows:

- Parents and carers do not, for the most part, look forward to their child’s transition from school to adulthood. They often find it very difficult – both for their child, and for the wider family. Their biggest worries revolve around how their child will achieve the social transition to being an adult and how s/he will find appropriate training or work. Some have concerns about the impact this will all have on family life, including the family finances. This is in marked contrast to the general sense of optimism expressed by young people.

- The overwhelming majority (90%) of parents and carers have no written down transition plan for their child while s/he is at school (or if there is one, they are unaware of it). This is felt to be an unsatisfactory state of affairs by the majority.

- While at school, only 1 in 10 are ‘very happy’ with the information and support their children receive from all sources. Two thirds of parents and carers say they received no support. Schools fare best and are felt to provide the best information and support. Two thirds of parents do not receive, but would like, information and support from Skills Development Scotland and colleges.

- The most helpful things for parents and carers during the transition are supportive school staff and other parents. The most difficult things are the lack of information or support, and the uncertainty of the new environment.
• After their child leaves school, parents and carers say the best support they have received is from a charity or voluntary organisation (29% ‘very happy’), and from a college (17% ‘very happy’). However, almost half are not getting any support from Skills Development Scotland, but would like to receive it.

• A third of young people are doing what they wanted to when they left school. Most (37%) are at college, with 20% at a day centre and 5% at university. A fifth are not working. Most parents and carers believe their young person is happy with the activities they are engaged in.

• Parents and carers identify the following key features of a successful transition:
  
  - Honest communication about the available options
  - Opportunities for the young person to ‘try out’ college or work
  - Starting the person centred planning process early
  - Effective communication and coordination of services (especially between child and adult services)
  - Building young people’s confidence and life-skills by listening to them and involving them
  - Having a single consistent point of professional contact
  - Having appropriately trained staff

Conclusions

Transition is a critical and formative experience for young people and their parents and carers. Everyone’s experience will be unique and different. We have sought to represent this diversity by quoting directly from young people and their parents and carers.

While the 740 people who responded to our survey are not a representative sample, we can draw some broad conclusions from the information they provided. These can be grouped under three broad summative headings:

1. Most young people with additional support needs are broadly optimistic about their transition and their future
2. Many parents and carers struggle to access the support they believe their children need
3. The necessary steps to improving transitions are relatively modest, and are able to be delivered.

Our findings are broadly consistent with those of the Health and Social Care Alliance Scotland’s research conducted for the Scottish Government (‘Experiences of Transitions to Adult Years and Adult Services’ May 2017”).

The challenge now is for these findings to inform practical changes to people’s experience of transition. This can be achieved through the continuing implementation of the Principles of Good Transitions 3.

Most young people with additional support needs are broadly optimistic about their transition and their future.

Young people are more optimistic than their parents and carers
Young people with additional support needs are generally more optimistic about their future than their parents and carers. In common with their peers with no additional support needs, they exhibit a refreshing vitality and sense of ambition about what life holds for them. Most (but not all) feel ready to leave school and are happy with the choices available to them. Their parents and carers, by contrast, are significantly more sceptical about what their children will experience when they leave school and face the adult world.

There is a gap between young people's ambitions and their reality
There is a significant disjuncture between young people's life aspirations as expressed when they are at school and the actual destinations they achieve when they leave. Despite the reality of some unachieved ambitions in the years following school, this positive outlook is something to be cherished and built upon.

Experimenting with different options helps achieve sustainable transitions
Young people and parents and carers agree there is a need to develop a culture of supportive experimentation for study, training, and work for young people who have additional support needs. While all young people benefit from taking 'small steps' on paths that can change direction as they grow into adulthood, those with additional support needs particularly need this. Carefully framed opportunities to experience the reality of adult life, and structured ways to reflect on this, would reduce young people's sense of being 'stuck' in an unsatisfactory destination and would aid the overall transition process.

Many parents and carers struggle to access the support they believe their children need

Parents and carers are often challenged by their child's transition
Parents and carers are the people most likely to be providing care, support, and advice for their children. Many are very burdened by the process of their child's transition. This is in marked contrast to the optimism evident in many of the responses we received from young people. As well as the vicarious distress of anticipating and then observing their child's tentative steps into adulthood, they often experience a number of 'secondary' impacts, including restrictions on being able to work, with the attendant financial consequences. They also find themselves negotiating the complex maze of adult health and social care structures. They wish for improved information and support - both for their child and for themselves. Current levels of information and support appear to miss the mark with many parents and carers, rendering them frustrated and unable to offer the assistance they believe their child needs.

There is a lack of formal planning for transitions
Among parents and carers there is a perceived lack of formal planning for transitions for their children with additional support needs while at school. The existence of a number of formal plans (Individualised Educational Programmes, Child's Plans, and Coordinated Support Plans) does not guarantee that parents and carers are necessarily aware of them, let alone able to play an active part in making them useful aids to transition. Greater transparency and improved communication with parents and carers on the part of schools is required. Part of this is ensuring that parents and carers are aware of relevant formal plans. Despite this, most (but not all) parents and carers of children who have left school told us that their young person is happy with the activities they are now engaged in.
The necessary steps to improving transitions are relatively modest, and are able to be delivered

There is agreement amongst parents and carers about what would make a difference
Parents and carers are in agreement about what would make an improvement to the transition experience of their child. The essential elements are:

- Starting the person centred planning process early
- Honest communication about the available options
- Opportunities for the young person to ‘try out’ college or work
- Effective communication and coordination of services (especially between child and adult services)
- Building young people’s confidence and life-skills by listening to them and involving them
- A single consistent point of professional contact
- Appropriately trained staff

Support should be more joined-up and consistent with a single point of contact
Consistent, ‘joined up’ professional support for young people and their parents and carers during the transition process would make a significant difference. Ideally, there would be an identified individual professional who can act as a stable contact point, an emotional ‘anchor’ and a source of advice on post school options in what is for the young person a swiftly changing and demanding environment.

Skills Development Scotland, colleges and charities should be more pro-active in engaging with young people with additional support needs and their parents and carers
There is scope for all partner agencies involved in the transition process (but especially Skills Development Scotland, colleges and charities) to play a more active role in supporting the transitions of young people with additional support needs into study, training and work. Parents and carers are actively seeking this and would welcome these agencies developing a range of targeted information and support.
Appendix 1: Methodology

This is a brief description of the methodology employed for the research.

Scoping

45 staff and senior managers in local authorities, NHS boards, and third sector organisations were interviewed as part of the scoping phase of the research between January and April 2016. The interviews explored the following areas:

- Proposed aims and objectives of the research
- Types of data to collect and who can provide it
- Possible barriers and risks to the work
- The most effective way of keeping local authorities positively engaged
- How to avoid overlap and duplication
- Confidentiality issues

The key finding from these interviews was an agreement that the voices of young people, parents and carers must be heard as part of the research process, alongside the views of local authorities. This led to the development of the two surveys.

Aims and objectives

The two surveys aimed to provide a means of hearing the voices of young people with additional support needs and those of their parents and carers with regard to leaving school and moving into adulthood. Each survey aimed to explore:

- The nature of the support received by young people and their parents and carers in the lead up to leaving school
- The experience of the transition itself
- Life in the post-school period
- How transitions support for young people and their parents and carers could be improved

This was the first time that Scotland-wide surveys had been run, focusing specifically on the transition from school to adulthood for young people with additional support needs - as seen by young people themselves, and by their parents and carers.

Research Advisory Group

A small Research Advisory Group was set up to guide and shape the research. This included representatives from Scottish Government, ARC Scotland, the Disabled Children and Young People Advisory Group (Scottish Government) and the Scottish Youth Parliament.

Development and testing of the survey tools

Two online surveys were developed - one for young people and one for parents and carers. These were then piloted via a number of third sector organisations that had offered their support. These included Carers Trust Scotland, Family Fund, DeafAction, Autism Network Scotland, St Modan’s School Stirling, CHAS, LEAD, Camphill, Contact a Family, For Scotland’s Disabled Children, Down’s Syndrome Scotland, Scottish Youth Parliament and RNIB. These organisations invited people to test the surveys and to provide comments. There was also a small cohort of parents and young people who had expressed an interest in the project and they were involved directly.
Publicity and engagement

In advance of the surveys going live, member organisations of ARC Scotland and the Scottish Transitions Forum were contacted and requested to publicise the forthcoming surveys. Publicity was created and disseminated via a number of websites and newsletters. Young Scot agreed to host a link to the survey on its website.

Each survey was open for a period of eight weeks between September and November 2016. The young people’s survey received 270 responses and the parent and carer survey received 470 responses.

Testing of emerging findings with key stakeholders

Following preliminary analysis of the two surveys, there were two opportunities to present the emerging findings to key stakeholder groups during February 2017: the ADES children and young people with additional support needs group and a seminar on transitions held at Edinburgh University. These were useful platforms to explore the themes that were emerging.

Appendix 2: Contextual data

Young people with additional support needs at school

The following summary statistics, from Scottish Government published data\(^\text{15}\), provide some important contextual information:

\- In 2016, 170,329 pupils (24.9 per cent of all pupils in Scotland) had additional support needs.
\- 95% of those pupils with additional support needs spent at least some of their time in mainstream classes.
\- 60% of those with additional support needs were boys, and 40% girls.
\- 37,733 pupils had an Individualised Educational Programme; 25,095 had a Child’s Plan (through GIRFEC); and, 2,385 had a Coordinated Support Plan.

The following table from ‘Supporting Children’s Learning - Implementation of the Education (Additional Support for Learning) (Scotland) Act’\(^\text{16}\), published by the Scottish Government in March 2016, provides a breakdown for 2015 of the main factors giving rise to additional support needs.

\(^{15}\)http://www.gov.scot/Topics/Statistics/Browse/School-Education/TrendSpecialEducation
\(^{16}\)http://www.gov.scot/Publications/2016/03/3603/downloads
The Principle factors giving rise to additional support needs

<table>
<thead>
<tr>
<th>Reason for support</th>
<th>Number</th>
<th>% of total number of young people with additional support needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, emotional and behavioural difficulty</td>
<td>31,684</td>
<td>20.7</td>
</tr>
<tr>
<td>Other moderate learning difficulty</td>
<td>23,228</td>
<td>15.2</td>
</tr>
<tr>
<td>English as an additional language</td>
<td>21,995</td>
<td>14.4</td>
</tr>
<tr>
<td>Other specific learning difficulty (e.g. numeric)</td>
<td>17,552</td>
<td>11.5</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>17,034</td>
<td>11.1</td>
</tr>
<tr>
<td>Learning disability</td>
<td>15,324</td>
<td>10.0</td>
</tr>
<tr>
<td>Language or speech disorder</td>
<td>14,704</td>
<td>9.6</td>
</tr>
<tr>
<td>Other</td>
<td>14,155</td>
<td>9.2</td>
</tr>
<tr>
<td>Autistic spectrum disorder</td>
<td>11,722</td>
<td>7.7</td>
</tr>
<tr>
<td>Family issues</td>
<td>9,697</td>
<td>6.3</td>
</tr>
<tr>
<td>Physical health problems</td>
<td>9,059</td>
<td>5.9</td>
</tr>
<tr>
<td>Looked after</td>
<td>7,530</td>
<td>4.9</td>
</tr>
<tr>
<td>Physical or motor impairment</td>
<td>7,527</td>
<td>4.9</td>
</tr>
<tr>
<td>Communication support needs</td>
<td>4,894</td>
<td>3.2</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>3,839</td>
<td>2.5</td>
</tr>
<tr>
<td>More able pupil</td>
<td>3,120</td>
<td>2.0</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>2,738</td>
<td>1.8</td>
</tr>
<tr>
<td>Interrupted learning</td>
<td>2,669</td>
<td>1.7</td>
</tr>
<tr>
<td>Mental health problem</td>
<td>2,334</td>
<td>1.5</td>
</tr>
<tr>
<td>Young carer</td>
<td>1,653</td>
<td>1.1</td>
</tr>
<tr>
<td>Bereavement</td>
<td>1,302</td>
<td>0.9</td>
</tr>
<tr>
<td>Risk of exclusion</td>
<td>925</td>
<td>0.6</td>
</tr>
<tr>
<td>Substance misuse</td>
<td>221</td>
<td>0.1</td>
</tr>
<tr>
<td>Not known / not disclosed</td>
<td>177</td>
<td>0.1</td>
</tr>
<tr>
<td>Deafblind</td>
<td>47</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total (Scotland)</strong></td>
<td><strong>153,104</strong></td>
<td></td>
</tr>
</tbody>
</table>
The table below, taken from ‘Supporting Children’s Learning: Implementation of the Education (Additional Support for Learning) (Scotland) Act 2004’ and ‘Summary Statistics for Attainment, Leaver Destinations and Healthy Living’ 2017, provide a historical context for understanding how positive destinations for young people with additional support needs have changed over recent years, and how they compare with young people with no additional support needs.

**Percentage of secondary and special school leavers with any additional support need by initial destination**

<table>
<thead>
<tr>
<th>Destination</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No ASN %</td>
<td>With ASN %</td>
<td>No ASN %</td>
<td>With ASN %</td>
<td>No ASN %</td>
</tr>
<tr>
<td>Higher education</td>
<td>37.4</td>
<td>7.8</td>
<td>38.2</td>
<td>11.1</td>
<td>40.4</td>
</tr>
<tr>
<td>Further education</td>
<td>26</td>
<td>45.5</td>
<td>25.8</td>
<td>40.9</td>
<td>24.9</td>
</tr>
<tr>
<td>Employment</td>
<td>18.9</td>
<td>10.2</td>
<td>19.7</td>
<td>13.9</td>
<td>20.4</td>
</tr>
<tr>
<td>Training</td>
<td>4.8</td>
<td>11.1</td>
<td>5.1</td>
<td>10.8</td>
<td>4</td>
</tr>
<tr>
<td>Voluntary work</td>
<td>0.4</td>
<td>0.3</td>
<td>0.5</td>
<td>0.6</td>
<td>0.4</td>
</tr>
<tr>
<td>Activity agreement</td>
<td>N/A</td>
<td>1.9</td>
<td>1.9</td>
<td>0.6</td>
<td>3.2</td>
</tr>
<tr>
<td>Unemployed seeking</td>
<td>10.8</td>
<td>20</td>
<td>9</td>
<td>15.9</td>
<td>7.7</td>
</tr>
<tr>
<td>Unemployed not seeking</td>
<td>1.2</td>
<td>4.5</td>
<td>1</td>
<td>4.3</td>
<td>1.2</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0.6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total positive destinations</td>
<td>87.4</td>
<td>74.9</td>
<td>89.7</td>
<td>79.3</td>
<td>90.8</td>
</tr>
<tr>
<td>Number of leavers</td>
<td>50,882</td>
<td>3,759</td>
<td>48,895</td>
<td>5,831</td>
<td>44,055</td>
</tr>
</tbody>
</table>

**Percentage of school leavers in a positive follow-up destination by ASN**

<table>
<thead>
<tr>
<th>Additional support needs</th>
<th>2009/10 %</th>
<th>2010/11 %</th>
<th>2011/12 %</th>
<th>2012/13 %</th>
<th>2013/14 %</th>
<th>2014/15 %</th>
<th>2015/16 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASN</td>
<td>71.8</td>
<td>75.7</td>
<td>82</td>
<td>82.5</td>
<td>84.3</td>
<td>85.7</td>
<td>84.7</td>
</tr>
<tr>
<td>No ASN</td>
<td>86.2</td>
<td>88.4</td>
<td>90.7</td>
<td>92</td>
<td>93.3</td>
<td>93.6</td>
<td>93.4</td>
</tr>
<tr>
<td>All leavers</td>
<td>85.2</td>
<td>87.2</td>
<td>89.6</td>
<td>90.4</td>
<td>91.7</td>
<td>92</td>
<td>91.4</td>
</tr>
</tbody>
</table>

1http://www.gov.scot/Publications/2016/03/3603/5