



Key Attainment Areas in Insight - Measuring ASN Attainment on Insight

Scotland's Additional Support Needs (ASN) population is at its highest recorded level, making it increasingly important for schools to understand attainment within their own context. Insight enables schools to analyse the attainment and achievement of learners with ASN, compare outcomes with similar learners through the Virtual Comparator (VC), and consider attainment alongside that of non-ASN learners. This supports self-evaluation by helping schools identify attainment gaps, monitor trends, and assess the impact of support.

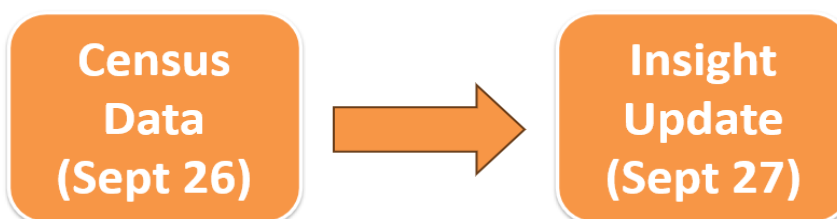
ASN, Census and Virtual Comparator

The Virtual Comparator uses pupil-level data from the annual September Pupil Census and is based on four characteristics: ASN status, Scottish Index of Multiple Deprivation (SIMD), sex, and stage.

Accurate and up-to-date SEEMiS (or other MIS) records at the time of the Census are therefore essential, as this information informs the following year's Insight comparator data. Inaccurate or incomplete Census data can reduce the reliability of VC comparisons and ASN attainment analysis.

September Census

Census captures the learner characteristics that Insight uses.



S4/5/6 Census data must be as accurate as possible to allow Insight to be as accurate as possible.



1 Recording Additional Support Needs (ASN)

A learner should be recorded as having an Additional Support Need (ASN) in SEEMiS when a barrier to learning is identified and support is provided that is additional to, or different from, that normally available for learners of the same age.

A formal diagnosis is not required. ASN should be recorded whenever additional support is needed to access learning, participate in school life, or achieve positive outcomes. Looked After Children and Young People should also be recorded as ASN unless assessment shows that no additional support is required.

Key SEEMiS Fields Used by Insight for ASN

Two fields recorded in SEEMiS directly influence how learners are classified within Insight:

1. **Student Needs List** - Records the ASN category or categories applicable to the learner.
2. **Number of Openings in Mainstream Classes** - Records the number of half-day sessions per week that the learner spends in mainstream education.

Together, these fields determine how learners are categorised for ASN reporting and Virtual Comparator analyses.

Entering ASN Information in SEEMiS

The relevant information is recorded within:

SEEMiS → Applications → Record → Edit → Personal Tab

Completing the Section 'Student Need List/Category/Type

Student Need/Category

	CSP	IEP	Other ASN	Assessed Disabled	Declared Disabled	Childs Plan
Social, emotional and behavi...	☐	☒	☒	☒	☐	☐

Student Need/Type

Access to Physical Adaption Required: No

Access to Curriculum Adaption Required: Yes

Access to Communication Adaption Required: No

Comments: learning and he requires a differentiated curricular programme.

Schools should record all ASN categories that apply to the learner.



Step 1: Select ASN Category - From the Student Needs List, schools should select one or more categories that best describe the learner's additional support needs.

Step 2: Select ASN Need/Type - Once the appropriate ASN category or categories have been selected, the corresponding Student Need Type should also be recorded where applicable.
Recording Support Provision in SEEMiS (Openings)

Recording Support Provision within SEEMiS (Openings)

In addition to recording ASN categories, schools must complete the Number of Openings in Mainstream Classes field.

Number of openings in Special Classes	0
Number of openings in Mainstream Classes	10
Deferred Entry	☐

Understanding Openings

An opening represents a half-day session. Many Scottish secondary schools operate a 10-opening week (5 morning and 5 afternoon sessions), some use a 9-opening week.

Each opening must be recorded as either:

- Mainstream Class
- Special Class

The total recorded openings cannot exceed the school's weekly allocation.

Mainstream Class Openings

A mainstream class opening is a half-day session in the standard educational provision available to all pupils. This includes:

- Mainstream primary or secondary classes
- Standard curriculum programmes
- College provision forming part of the learner's timetable

Learners with all openings recorded as mainstream are considered to spend all of their educational time in mainstream provision.

Special Class Openings

A special class opening is a half-day session in specialist provision separate from mainstream classes, including:

- ASN classes or support bases
- Special units within mainstream schools
- Special schools, including dual-registration placements
- Other specialist provisions operating separately from mainstream timetables



- Learners attending specialist provision full time would normally have no mainstream openings recorded. For pupils enrolled in a special school, record only openings spent in mainstream classes elsewhere.

How Insight Uses ASN Needs and Support Provision Openings

These fields determine which of three categories a pupil is assigned to within Insight and the Virtual Comparator (VC):

1. No ASN – no ASN need recorded.
2. ASN, 80% or more mainstream – ASN recorded and at least 80% of openings are mainstream.
3. ASN, less than 80% mainstream – ASN recorded and fewer than 80% of openings are mainstream.



2 Analysing your data

A useful starting point for understanding the data relating to your ASN learners is to initially find the percentage of learners in a cohort who are recorded ASN.

Below is one way in which this can be calculated.

Calculating the Percentage of Senior Phase Learners with ASN on Insight

Step 1 - Find the Total Cohort Size

- Go to **Local Benchmarking Measure: Improving Attainment for All**.
- Select **Change Options**.
- Choose the relevant cohort (for example, **S4**).
- Select **Show/Hide Tabular Data**.

Show Grade Neutral							
Add to personal dashboard Show/Hide Tabular Data Download Extended Data							
	Lowest 20%	Lowest 20% Grade Neutral	Middle 60%	Middle 60% Grade Neutral	Highest 20%	Highest 20% Grade Neutral	Number in Cohort
High School	110	95	429	297	699	435	204
Virtual Comparator	112	88	406	266	653	382	2040
	120	93	468	306	714	423	1932
The National Establishment	105	83	421	272	668	391	58291

Take note of the **Cohort** figure shown. This is the total number of learners in that stage.

Step 2: Find the Number of Learners with ASN

- Return to **Change Options**.
- Apply the ASN filter.
- Select **Show/Hide Tabular Data** again.

Add to personal dashboard Show/Hide Tabular Data Download Extended Data							
	Lowest 20%	Lowest 20% Grade Neutral	Middle 60%	Middle 60% Grade Neutral	Highest 20%	Highest 20% Grade Neutral	Number in Cohort
High School	87	79	344	250	613	404	96
Virtual Comparator	64	54	322	222	609	364	960
	53	44	361	250	662	404	849
The National Establishment	53	46	321	221	614	368	27985

The Cohort figure will now show only learners with ASN in the selected stage. Take note of this number.



Step 3: Calculate the ASN Percentage

Use the following formula:

$$(\text{Number of learners with ASN} \div \text{Total cohort size}) \times 100$$

Example

- Total S4 cohort: 204
- S4 learners with ASN: 96

Calculation:

$$96 \div 204 \times 100 = 47.1\%$$

Therefore, 47% of learners in this S4 cohort have ASN.

Note: This example is for one stage (year group). The whole ASN percentage for your school may differ.

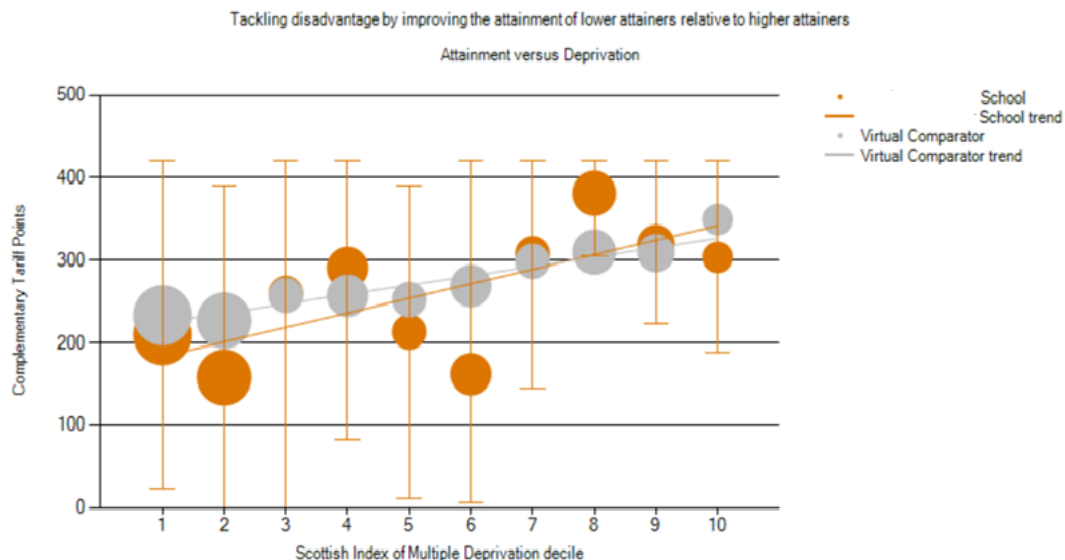
You can also change the Establishment within Insight to show "The National Establishment". By repeating the above calculation you can establish your establishments ASN rate and the National ASN rate and compare both rates as appropriate.

2a ASN - Local Benchmarking Measure: Attainment vs Deprivation

Change filters to look at;

- "Compare With" to Virtual comparator
- "Stage" to S4
- "Basis" Complementary Tariff points
- 'ASN'

Complementary tariff points represent a learner's "best five pieces of attainment". For many S4 learners, this is largely determined by National Qualifications. When analysing ASN attainment, focus on how tariff point distributions compare across deprivation deciles and against the VC. This can help identify whether differences in attainment are linked primarily to deprivation, ASN, or the interaction of both factors.



Look at the school orange "blobs" and the orange range bars for learners with ASN.

Questions to consider:

- Are there particular deprivation deciles where ASN learners consistently attain at lower levels than the Virtual Comparator (VC)?
- Does the school's ASN attainment profile suggest that deprivation is having an additional impact beyond ASN alone?
- Using this data and the school's pupil data, can you identify whether particular ASN categories within specific SIMD groups are experiencing greater barriers to achievement and progression in the Senior Phase?
- Over time, is attainment for ASN learners improving across deprivation deciles and becoming more aligned with the VC?

Five-year trend questions

- Is the attainment gap between the most and least deprived ASN learners widening or narrowing?
- Have particular cohorts, interventions or curriculum changes had a noticeable impact on ASN attainment outcomes?
- Are there specific deprivation deciles where ASN learners continue to perform below the VC over time?



2B Breadth & Depth: ASN Candidates

When using Breadth & Depth (All Candidates), use the filters to select 'ASN' and the appropriate 'Stage'.

Selected Options

Year: 2025

Stage: S4

Based upon (stage roll): S4

Breadth And Depth Area: All SCQF Awards

Display Numbers or Percentages: Numbers

ASN: ASN

LAC: All

EAL: All

Pupil Points: All

Close Reset Update

Breadth and Depth measures show the number of qualifications and awards achieved by learners at each SCQF level. However, they do not reflect the volume of learning within those qualifications. Qualifications at the same SCQF level can vary considerably in size and credit value. For example, both a Higher and a Level 6 First Aid qualification are recorded as SCQF Level 6 awards. However, a Higher is typically worth 24 SCQF credit points, while a Level 6 First Aid qualification may be worth only 1 SCQF credit point.

Breadth and Depth data should therefore be interpreted with care. While it provides a useful overview of attainment by SCQF level, qualifications recorded at the same level do not necessarily represent the same volume of learning.

*Change “Display Numbers or Percentages” filter to Number to Percentages to compare school attainment with VC (below the school data – scroll down) attainment more easily.



To explore the level and volume of qualifications ASN learners have undertaken compared with their VC and their Stage peers, go to the 'Explore Different Breakdowns' tab and select 'With SCQF Cut-off'.

Then use the 'SCQF Credit Points Cut-Off' filter to identify qualifications with a greater volume of learning. For example, selecting '15+' will show qualifications worth 15 SCQF credit points or more, equivalent to approximately 150+ hours of learning. One SCQF credit point represents around 10 hours of learning. Higher, National 5 and National 4 qualifications are each typically worth 24 SCQF credit points, equivalent to approximately 240 hours of learning. Credit points indicate the volume of learning, while the SCQF level indicates the level of challenge. For example, a qualification at SCQF Level 6 is deemed more challenging than one at SCQF Level 5.

Comparing the attainment portfolios of ASN learners with the VC and their peers can provide valuable insight into access to, and success in, appropriately challenging learning pathways.



Questions to consider

- Do the qualifications and awards achieved by ASN learners reflect high expectations and aspirations? (S4 ASN learners attaining 'long' SCQF Level 5 etc.)
- To what extent does comparison with the VC suggest that ASN learners are accessing qualification pathways that provide an appropriate level of challenge and progression?
- How effectively are ASN learners' attainment portfolios and progression pathways being tracked and reviewed throughout the Senior Phase?
- What barriers may be limiting ASN learners' participation in more challenging qualification pathways, and how can these be addressed?

Five-year trend questions

- What do changes in the breadth and depth of ASN learners' attainment over time tell us about the effectiveness of curriculum pathways and support?
- Are increasing proportions of ASN learners achieving qualifications and awards at higher SCQF levels and credit values?
- Does the profile of qualifications and awards achieved by ASN learners increasingly reflect the achievement demonstrated during the BGE?

3 Local Benchmarking Measure: Improving Attainment for All

Change Options to look at;

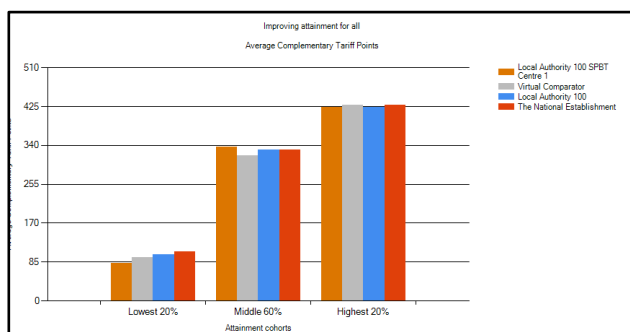
- S4
- Complementary Tariff points
- ASN

If you select:

- Cumulative: this shows all attainment achieved up to and including the selected stage.

If you select:

- Annual: this shows only the attainment achieved during the selected stage. For example, when viewing S5, it shows the tariff points gained in S5 rather than cumulative attainment from S4 and S5



Look at each cohort in turn using 'Explore Different Breakdowns'.

Local Benchmarking Measure: Improving Attainment for All

View Options
Change Options
Explore different breakdowns ▼

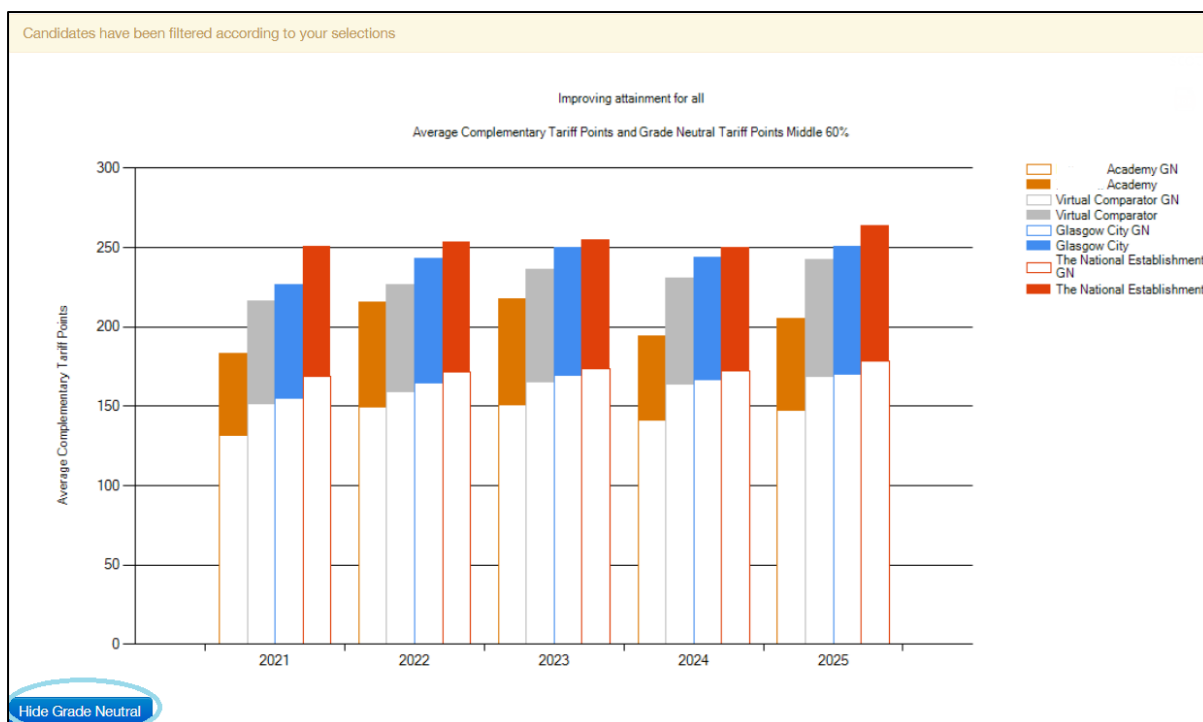
Candidates have been filtered according to the selected year and cohort.

The selected year is 2025

Local Attainment for All, Lowest 20%
Local Attainment for All, Middle 60%
Local Attainment for All, Highest 20%



The full orange bar shows the totality of the Complementary Tariff Points (the grade neutral + the grade add on total).



If 'Show Grade Neutral' is selected, tariff points are displayed without the additional points associated with grades. This helps schools consider the contribution made by the SCQF levels and credit values of the qualifications and awards achieved. The difference between the average selected tariff and the average grade-neutral tariff is the grade component, which shows the contribution that grades make to the group's average tariff score.

Highest 20% of ASN learners

Questions to consider

- How does the average complementary tariff for the highest 20% of ASN learners compare with the VC and, where appropriate, with 420 tariff points in S4 or 1,020 cumulative tariff points in S5?
- If their grade-neutral tariff is lower than the VC, what changes to S4 and S5 curriculum pathways could enable these ASN learners to undertake appropriately challenging qualifications that support progression and future choices?
- If learner grade component is comparatively low relative to the VC, how effectively are learning, teaching, targeted support and assessment arrangements enabling these ASN learners to achieve high-quality passes?



Five-year trend questions

- Is the attainment of the highest 20% of ASN learners improving relative to the VC and moving closer to 420 tariff points in S4 or 1,020 cumulative tariff points in S5?
- Do trends in the grade-neutral and grade components indicate sustained improvement in both curriculum challenge and the quality of passes achieved by these ASN learners?

Middle 60% of ASN learners

Questions to consider

- How does the average complementary tariff for ASN learners in the middle 60% compare with the VC, and are there ASN learners within this group whose attainment differs significantly from the group average?
- If their grade-neutral tariff is lower than the VC, how effectively do our pathways provide appropriate challenge for ASN learners at both the upper and lower ends of this group?
- When S5 is viewed annually, are ASN learners across this group gaining worthwhile attainment by progressing to the next appropriate SCQF level, including Level 6 qualifications where appropriate?

Five-year trend questions

- Has the complementary tariff gap between ASN learners in the middle 60% and the VC narrowed?
- Are improvements evident across the full range of ASN learners in this group, or concentrated among those nearest the highest 20%?

Lowest 20% of ASN learners

Questions to consider

- How does the average total tariff for the lowest 20% of ASN learners compare with the VC, and what does this tell us about the effectiveness of our approaches to improving attainment for these learners?
- For ASN learners in the lowest 20% whose attendance or other barriers may affect achievement later in the Senior Phase, how effectively do our pathways provide opportunities to begin to secure attainment in the BGE?
- If their grade-neutral tariff is lower than the VC, how effectively do our curriculum pathways enable these ASN learners to attain qualifications and awards that match their attainment, strengths and potential?
- When S5 is viewed annually, are these ASN learners gaining worthwhile new attainment and progressing to the next appropriate and aspirational SCQF level?

Five-year trend questions

- Has the average total tariff for the lowest 20% of ASN learners improved relative to the VC?



- Does the S5 annual trend show sustained improvement in the level and quality of attainment gained by these ASN learners during S5?

4 Local Benchmarking Measure: Literacy and Numeracy ASN

- Use Explore Different Breakdowns to split this into separate measures

- Use Change Options to look at S4.
- Change Options to apply ASN filter.
- Change Options can also be used to look at SCQF 3 and 4, 4 and 5, 5 and 6 if needed.

Use Show/hide Tabular data to look at the numbers

ASN Literacy and Numeracy

Questions to consider

- How does attainment in literacy and numeracy for ASN learners compare with the VC at SCQF Levels 3, 4, 5 and 6?
- Are curriculum pathways and support arrangements providing ASN learners with timely opportunities to attain literacy and numeracy at SCQF levels that support their wider attainment and future progression?
- To what degree do literacy and numeracy outcomes for ASN learners in the Senior Phase reflect the levels of achievement demonstrated during the BGE, including ACEL evidence?
- Are there groups of ASN learners whose literacy and numeracy attainment remains consistently below that of the VC, and what barriers may be contributing to this pattern?

Five-year trend questions



- Are attainment gaps in literacy and numeracy between ASN learners and the VC narrowing, widening or remaining static across SCQF Levels 3, 4, 5 and 6?
- At which SCQF levels are ASN learners making the greatest and least improvements in literacy and numeracy, and what might this tell us about the effectiveness of our curriculum and support pathways?