Item: 9

Education, Leisure and Housing Committee: 10 November 2021.

Review of Support for Learning.

Report by Executive Director of Education, Leisure and Housing.

1. Purpose of Report

To update on provision of support for learning resources, including staffing models.

2. Recommendations

The Committee is invited to note:

2.1.

That, on 5 June 2019, when considering a follow up survey in relation to support for learning provision in Orkney schools, the Education, Leisure and Housing Committee recommended:

- That the Executive Director of Education, Leisure and Housing should review the overall staffing arrangements for Kirkwall Grammar School and Glaitness School and thereafter submit a report, to the next appropriate meeting of the Committee, regarding an appropriate staffing model for the Resource School components of both schools.
- That the Executive Director of Education, Leisure and Housing should submit a report, to a meeting of the Committee no later than November 2019, on how the Pupil Equity Fund was being utilised in order to meet learners' needs.

2.2.

That the closure of schools in March 2020, in response to the COVID-19 pandemic, resulted in a dramatic refocussing on how best to support learners with additional support needs.

2.3.

That, since 2017, the number of children with additional support needs, as a percentage of the total pupil population, has increased from 31% to 33% and, as schools continue with a focus on recovery, raising attainment and closing the poverty related attainment gap, new pressures are emerging.

2.4.

That, although the level of support in schools has increased to around the Scottish average, in relation to the other island authorities, the level of support in Orkney is lower, with specific pressures linked to the creation of highly bespoke programmes of support for a small but increasing number of children and young people.

2.5.

That, as part of the review of the learning estate, the provision of accommodation for children with additional support needs is being prioritised.

2.6.

That the review of the overall staffing arrangements for Kirkwall Grammar School and Glaitness School, referred to at paragraph 2.1 above, has been extended to include Pupil Support.

It is recommended:

2.7.

That the Executive Director of Education, Leisure and Housing should submit a report, to the next meeting of the Committee, regarding the following:

- In addition to setting out a revised staffing model for the Resource School components of Kirkwall Grammar School and Glaitness School, referred to at paragraph 2.1 above, providing a revised staffing and structural model for the Pupil Support Team.
- Proposals for increasing the level of support across all schools for learners with additional support needs, including outlining associated costs.

3. Background

3.1.

On 5 June 2019, the Education, Leisure and Housing Committee considered a report on a follow up survey carried out in relation to support for learning provision in Orkney's schools. The follow up survey was undertaken because there had been a significant revision of the deployment of the support for learning assistant workforce in order to ensure that the service remained on budget. The findings suggested that, in relation to planning for and supporting the learning of children and young people with additional support needs, 'when it's done well it works well'. However, when compared to the results from the original survey, which was carried out in 2017, there appeared to be a lower level of parent and carer confidence that their child's school would be able to meet the needs of the children and young people in it.

3.2.

On 5 June 2019, when considering a follow up survey in relation to support for learning provision in Orkney schools, the Education, Leisure and Housing Committee recommended:

- That the Executive Director of Education, Leisure and Housing should review the overall staffing arrangements for Kirkwall Grammar School and Glaitness School and thereafter submit a report, to the next appropriate meeting of the Committee, regarding an appropriate staffing model for the Resource School components of both schools.
- That the Executive Director of Education, Leisure and Housing should submit a report, to a meeting of the Committee no later than November 2019, on how the Pupil Equity Fund was being utilised in order to meet learners' needs.

3.3.

Regarding the impact of the Pupil Equity Fund (PEF), this has been incorporated in the report on pupil attainment that is presented for scrutiny by members.

3.4.

With regard to the staffing model for Glaitness and Kirkwall Grammar School, the closure of schools in March 2020 resulted in a dramatic refocussing on how best to support learners with additional support needs. As schools continue with a clear focus on recovery, raising attainment and closing the poverty related attainment gap, new pressures across all schools are emerging. The requests for additional resources to meet the needs of learners have increased, consequently it is appropriate to take stock and look at Orkney's approach in relation to both national and comparator contexts. The specific impact on Glaitness and Kirkwall Grammar School is covered in section 7 of this report.

4. Benchmarking Orkney's Provision

4.1.

There is a wide range of factors which may lead to some children and young people having a need for additional support. These fall broadly into four overlapping themes:

- Learning environment.
- Family circumstances.
- Disability or health need.
- Social and emotional factors.

4.2.

Over the last 5 years, across Scotland, the number of children with additional support needs has been steadily increasing. Between 2017 and 2020, the number (as a percentage of the total pupil population) of children with additional support needs in Scotland increased from 27% to 32%.

4.3.

In the same period, in Orkney, the number (as a percentage of the total pupil population) of children with additional support needs increased from 31% to 33%. By way of comparison Appendix 1, attached to this report, compares the national picture with Orkney, Shetland, the Western Isles and Highland.

4.4.

In Orkney, across many of the categories of additional support needs, numbers have remained relatively constant. In some categories, while numbers have gone up, the percentage change is 'modest'. An example of this is 'specific learning difficulties'. As can be seen in Appendix 2 attached to this report, the increase in the specific learning difficulties category sits at around 6% over the 4-year period. However, the definition for specific learning difficulty is quite narrow – it refers to processing difficulties, but dyslexia, which could be included, is captured separately. Examples within this category would be dyscalculia and dyspraxia.

4.5.

In contrast, there has been quite a significant increase with respect to moderate learning difficulties and Autistic Spectrum Continuum which have seen increases of around 30%.

4.6.

At the same time, the number of children and young people who have a support team that includes colleagues from other services has increased from 15% of children or young people with identified additional support needs to 46%. While this is a positive outcome, this level of involvement is also a good proxy for how complex the needs are, compared to four years ago.

4.7.

This quantitative data supports the feedback from school and nursery leaders, who provide a qualitative narrative on what this means in practice. For example, it will mean that more time is required to manage and plan the process, including the need for support for learning assistants to attend and participate in planning and review meetings, which in turn reduces availability for contact time and adds to the pressure in the system.

4.8.

At the same time, the number of support staff deployed in schools has increased. Across Scotland, the average learner to adult ratio in 2017 was 54:1. By 2020 this had improved and was 46:1.

4.9.

In the period 2017-2020, in Orkney, the learner to support worker ratio improved from 56:1 to 52:1. By way of comparison, Appendix 3 attached to this report compares the national picture with Orkney, Shetland, the Western Isles and Highland. Shetland, the Western Isles and Highland have a significantly more favourable support ratio than that in Orkney.

4.10.

In relation specifically to children and young people identified as having additional support needs, the changes since 2017 are more subtle. Across Scotland, the average learner, with additional support needs, to adult ratio in 2017 was 14:1 and this has remained more or less constant.

4.11.

In the same period, while not as favourable, the ratio in Orkney also remained constant, at or around 17:1. By way of comparison Appendix 4, attached to this report, compares the national picture with Orkney, Shetland, the Western Isles and Highland. All three areas have a more favourable ratio than Orkney.

4.12.

In another approach to looking at the current level of support, Appendix 5 indicates the allocation of support staff (not including teachers) as hours per week per pupil.

4.13.

For Orkney, this allocation includes those additional staff funded through the Pupil Equity Fund (PEF), COVID Recovery Funding and other temporary arrangements. As the data for all authorities is taken from the annual pupil census, any temporary additions will also be included for all authorities. The national 'average' is 1.97 hours per week per pupil with additional support needs. Orkney is a little above this at 2.02 hours. It can be seen from the table in Appendix 4 that, in terms of support, as measured as hours of support per week per pupil with additional support needs, Orkney sits at or close to the average in Scotland, with 18 other local authorities offering a better ratio.

4.14.

Across Scotland, as illustrated in Appendix 6, the approach to supporting learning and the resources deployed varies considerably. However, it might not be unreasonable to speculate that if similar approaches to resourcing are being applied, there should be some data consistency across Orkney, Shetland and the Western Isles due to the challenges of delivery within an island context. For Orkney to match the learner, with additional support needs, to adult ratio maintained in Shetland and the Western Isles, there would need to be a 50% increase in the number of full-time equivalent support staff. This would add around 28 staff to the Council's establishment.

5. Support and Provision: 2019/2021

5.1.

In June 2019, schools reported an increase in the number of children and young people who needed support, resulting in a bigger rise in the number of 'unmet needs' than previously recorded.

5.2.

Based on the requests submitted by schools, there was a shortfall, in terms of the allocation of support for assistant time, of some 690 hours. While not precise or definitive, this figure serves as a measure of 'unmet need'.

5.3.

However, a service pressure bid, considered as part of the 2019/20 budget setting process, resulted in additional funding of £165,000 being allocated to the service, a portion of which came as part of the grant settlement, to be targeted at children with additional support needs. This translated into approximately 320 additional support hours being deployed across schools.

5.4.

School resources, and in particular the Pupil Equity Fund (PEF), created an additional potential in provision, the equivalent of 450 hours of support. The Scottish Government's position, however, is that PEF should be targeted specifically at closing the attainment gap and should not be used to supplement resources that the local authority would otherwise be expected to provide.

5.5.

The closure of schools due to COVID-19 in March 2020 significantly altered the approach to supporting learners. For many children and young people, where additional personnel might have been deployed, parents fulfilled the role as learning at home became the default position. For others, a temporary part-time attendance pattern resulted in more support being available to each pupil during their time in school (rather than being shared by a number of learners attending at the same time).

5.6.

The request for additional support for learning resources for the academic session 2020/21 increased dramatically, with schools looking for more than double the number of hours available. While a deployment at this scale was not possible from the baseline budget, temporary resources available as part of the Covid Recovery programme were utilised. This included additional teaching and support staff.

6. Support and Provision: 2021/22

6.1.

For the current academic year, 2021/22, support allocations for individual schools remained unchanged, unless by exception there had been a reduction in the level of support requested (for example if a pupil with complex needs left the school). New requests for additional resources were also considered by exception. The 2021 annual pupil census will record that there are currently approximately 60 support staff deployed across the schools.

6.2.

The baseline allocation of resource, which is the equivalent of approximately 54 support for learning assistants, is being enhanced using specific COVID Recovery funding. Much of this, however, is time limited. At the present time, officers are exploring options to continue the same level of support until the end of the academic year in order to avoid a sudden step change in provision, noting that, in mid-August 2021, the Scottish Government has intimated that recovery funding for education may continue.

6.3.

In some schools, the arrival of new pupils added to the pressure on resources. Some of the children and young people had been allocated significant support in their previous local authority (including one to one or full-time support) and, perhaps not unreasonably, parents and staff felt that this should be replicated in the new setting.

6.4.

In general terms it is children and young people, like those referred to above, who require complex and often bespoke solutions that is creating specific and significant pressure across the schools. Plans for this group of young people are often complex, have many agencies and services involved in the assessment and delivery and typically require high levels of support to implement. Sometimes, to be effective, the support requirement is at least 'one to one' (adult to child support) or better. The number of children with highly bespoke support requiring 'two to one' remains high. Even a small increase in the number of young people requiring this type of support is beyond the scope of the allocations normally made to schools.

7. Orkney's Resource Schools

7.1.

In reviewing the situation in Orkney with the staff teams at both Glaitness School and Kirkwall Grammar School, colleagues noted the following in relation to the success of the 'resource school' provision:

- Children and young people are able to experience bespoke programmes of support, in a nurturing and caring environment.
- Staff teams are experienced, knowledgeable, skilled, adaptive and creative.

- Parents and carers benefit from positive relationships with staff teams through regular communication and have regular opportunities to input into the planning process.
- Schools are creative about the use of space around the school to meet pupil needs.
- Transport is available for pupils to access the wider environment and 'life-skills' curriculum.

7.2.

However, staff also commented on the pressure and risks that are inherent in the current system:

- It may not be possible for the ambition set out in the plans to support children and young people to be realised if they join part way through a session due to pressure on resources. Some children and young people are only able to access school for reduced amounts of time (part-time curriculum). Resources to support outreach work are very limited. There is an increasing number of children and young people who find coping with school (the building, working with peers, relationships/group dynamics) very challenging.
- Staff sickness absence within the sector is problematic as there is a shortage of skilled staff to cover the roles/remits. There are limited opportunities for staff training and development to prepare teaching and support staff for roles within the sector. Staff working with children and young people with complex needs are reporting to managers/head teachers' higher levels of stress.
- While accommodation is being used creatively, there is a lack of available spaces to best meet needs. As a priority this should be explored in more detail as part of the learning estate management plan that is currently being refreshed with the support of the Northern Alliance Regional Improvement Collaborative.
- In addition, staff are concerned that support that would have previously been allocated across 'mainstream' provision has been redirected, which ultimately leads to a reduction of preventative/early intervention activity, with potential consequences for progress, achievement, and attainment for all pupils.

7.3.

The overall conclusion is that the current approach is not sustainable. As well as the staffing arrangements, the suitability and accommodation needs to be reviewed.

8. Options for the Future

8.1.

On 9 August 2021, the Scottish Government intimated that further additional resources, specifically for support staff, were to be added to the baseline budget. For Orkney this equated to 5 teachers and 2 support for learning assistants.

8.2.

On a temporary basis, recruitment has taken place and these resources have been directed to the schools, children and young people where the risk of needs going unmet is considered to be highest. However, if the funding is confirmed in the baseline budget for financial year 2022/23 by the Scottish Government, consideration needs to be given on making the posts permanent, while keeping under review how to optimise their deployment.

8.3.

In the first instance, looking at this additional resource as part of the education service's Pupil Support Team should be explored. The team already works flexibly across schools and settings. They also work with children and young people away from the school/setting, including working with learners at home. Increasing the capacity of the Pupil Support Team to meet the needs of a greater number of learners would address many of the risks set out by the staff teams at Glaitness School and Kirkwall Grammar School. Extending the Pupil Support Team in this way would also provide an opportunity to formalise support arrangements for care experienced children and young people through the creation of a 'virtual school'. Initially piloted in Aberdeen City in 2015, 16 local authorities in Scotland have adopted this approach.

9. Human Resource Implications

9.1.

It is noted that this report does not detail any specific staffing changes or approach at this stage so there would not be any specific Human Resource implications at this stage.

9.2.

It is however advised that, when considering the specific model/options for Support for Learning provision going forward, the Education service should enter into early engagement and discussion with Human Resources to ensure that any possible implications for staff are identified and appropriate planning is able to be carried out in respect of any proposed changes.

10. Links to the Council Plan

10.1.

The proposals in this report support and contribute to improved outcomes for communities as outlined in the Council Plan strategic priority theme of Thriving Communities.

10.2.

The proposals in this report relate directly to Priority 3.6: Review the policy and provision for staffing, curriculum and financial management of our schools to ensure resources are most effectively targeted at 'raising the bar and closing the gap' of the Council Delivery Plan.

11. Links to Local Outcomes Improvement Plan

The proposals in this report support and contribute to improved outcomes for communities as outlined in the Local Outcomes Improvement Plan priority of A Vibrant Economy.

12. Financial Implications

There are no financial implications arising directly from this noting report.

13. Legal Aspects

13.1.

Under the Education (Scotland) Act 1980 education authorities must provide adequate and efficient school education for children of school age within their area.

13.2.

The Standards in Scotland's Schools etc. Act 2000 requires that pupils with additional support needs learn in a mainstream school unless specific exceptions apply.

13.3.

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009) created the term 'additional support needs' and places duties on local authorities to identify, meet and keep under review the needs of pupils for whom they are responsible.

13.4.

The Children and Young People (Scotland) Act 2014 enshrines elements of the getting it right for every child approach in law, ensuring there is a single planning approach for children who need additional support from services.

14. Contact Officers

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15. Appendices

Appendix 1: Children with Additional Supports Needs (2017-2020).

Appendix 2: Needs and Support.

Appendix 3: Support for Learning Staff (not teachers) (2017-2020).

Appendix 4: Support for Children with Additional Support needs (2017-2020).

Appendix 5: Support Staff in School (hours per week per pupil with additional support needs) 2020.

Appendix 6: Raw Data, All Local Authorities, for 2020.

Appendix 1: Children with Additional Supports Needs (2017-2020)

Between 2017 and 2020, the number (as a percentage of the total pupil population) of children with additional support needs in Scotland increased from 27% to 32%.

In the same period, in Orkney, the number (as a percentage of the total pupil population) of children with additional support needs increased from 31% to 33%.

In 2017, the number (as a percentage of the total pupil population) of children with additional support needs in Scotland was 27%.

- The lowest incidence of additional support needs (across all local authorities in Scotland) in 2017 was 14%.
- The highest incidence of additional support needs (across all local authorities in Scotland) in 2017 was 38%.
- The number (as a percentage of the total pupil population) of children with additional support needs in Orkney was 31%.

In 2020, the number (as a percentage of the total pupil population) of children with additional support needs in Scotland was 32%.

- The lowest incidence of additional support needs (across all local authorities in Scotland) in 2020 was 16%.
- The highest incidence of additional support needs (across all local authorities in Scotland) in 2020 was 42%.
- The number (as a percentage of the total pupil population) of children with additional support needs in Orkney was 33%.

The change (2017-2020) is illustrated below. Included is the national figure, the Orkney figure, and figures for Highland (part of the Northern Alliance), the Western Isles and Shetland (island context).

Children with Additional Support Needs as % of Pupil Polulation 2017-2020
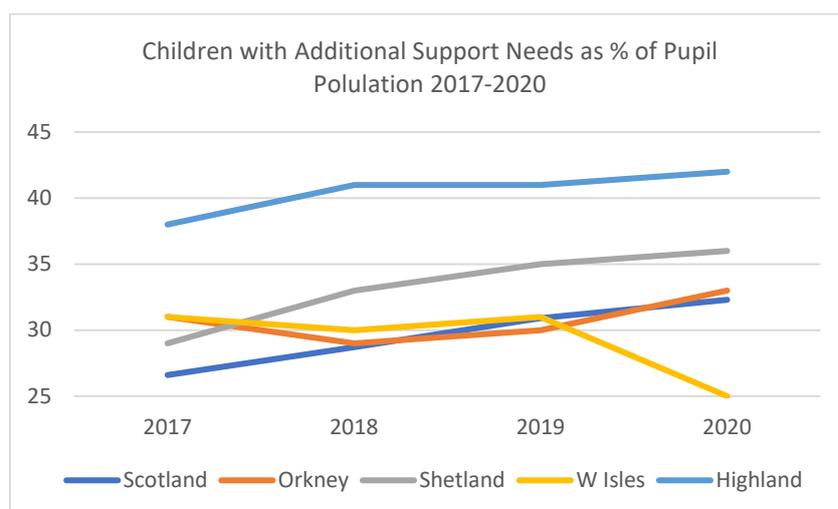
Comment: The data would indicate that the numbers of children with additional support needs in Orkney is at or around the national average. While more children have their additional support needs recognised/recorded in Highland and Shetland, the increase over time follows a similar trend pattern.

Appendix 2: Needs and Support

The chart below focuses on which additional support needs have driven the increase over the last 4 years (2017-2020)

Across many categories, numbers have remained relatively constant. In some areas, while numbers have gone up, the % change is 'modest'. An example of this is 'specific learning difficulties. The increase sits at around 6% over the 4-year period. However, the definition for specific learning difficulty within the census is quite narrow – it refers to processing difficulties, but dyslexia (which could be included) is capture separately. Examples within this category would be dyscalculia and dyspraxia.

In contrast, there has been quite significant increase with respect to moderate learning difficulties and Autistic Spectrum Continuum which have seen increases of around 30%

It should be noted that moderate learning difficulties is a quite open category that would potentially accommodate any child being supported when none of the other definitions apply.

Needs and Support - 2017 to 2020
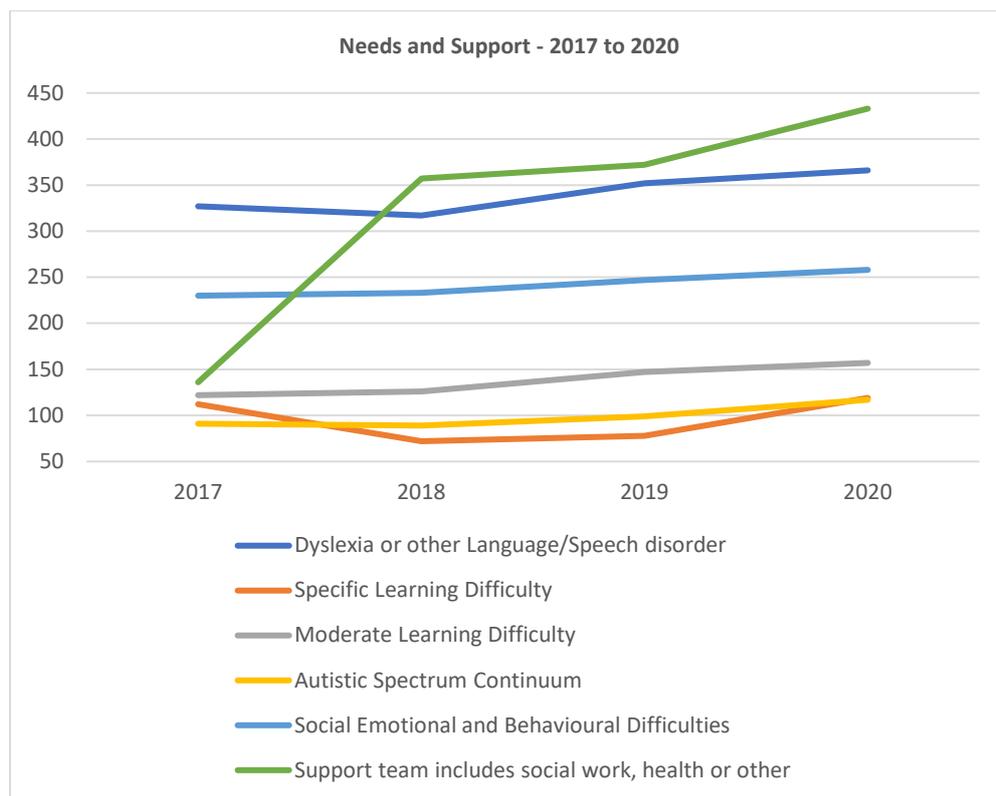
Comment: Overall, within a context of a 5% increase in the number of children with additional support needs between 2017 and 2020, there are some categories that drive the increase.

On the chart above however, the make-up of the team around the child is also noted (green line) and it is evident that there has been a quite significant increase in the number of services who are involved in the support arrangements. While this by definition is a positive outcome, it will also mean that more time is required to manage and plan the process. This includes the need for support for learning assistants, for example, to attend and participate in planning and review meetings. It should also be noted that this involvement is a good proxy for understanding how complex the needs are. With this in mind the small increase (5%) may not represent the additional pressure staff experience in meeting those needs.

Appendix 3: Support for Learning Staff (not teachers) (2017-2020)

Between 2017 and 2020, the child to support worker ratio (across all local authorities in Scotland) improved from 54:1 to 46:1 (this represents an 'improvement' of around 15%).

In the same period, in Orkney, the child to support worker ratio improved from 56:1 to 52:1 (this represents an 'improvement' of around 7%).
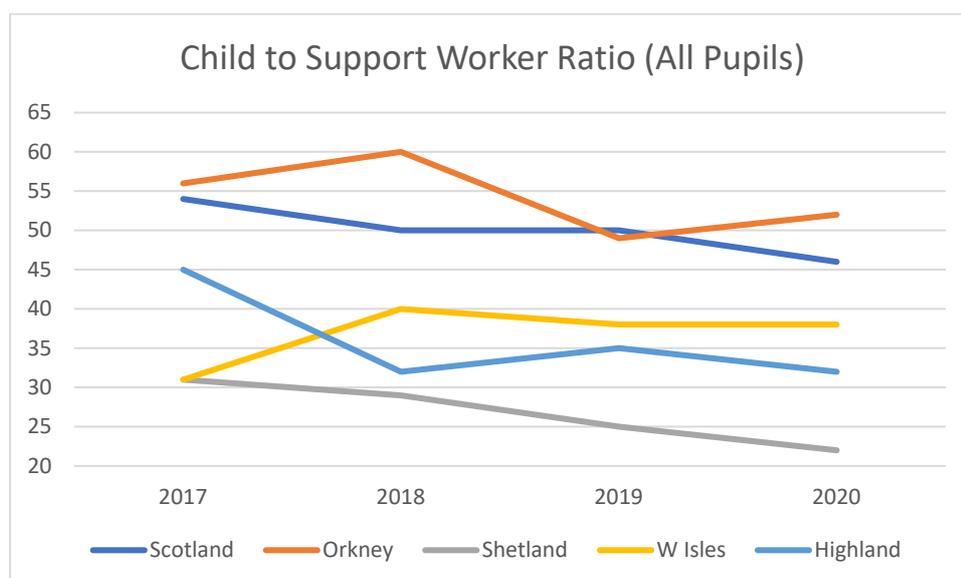
In 2017, the child to support worker ratio (all pupils) in Scotland was 54:1.

- The 'best' child to support worker ratio (across all local authorities in Scotland) was 31:1.
- The 'worst' child to support worker ratio (across all local authorities in Scotland) was 84:1.
- The 'Orkney' child to support worker ratio (across all local authorities in Scotland) was 56:1.

In 2020, the child to support worker ratio (all pupils) in Scotland was 46:1 (this represents an 'improvement' of around 15%).

- The 'best' child to support worker ratio (across all local authorities in Scotland) was 22:1.
- The 'worst' child to support worker ratio (across all local authorities in Scotland) was 63:1.
- The 'Orkney' child to support worker ratio (across all local authorities in Scotland) was 52:1.

The change (2017-2020) is illustrated below. Included is the national figure, the Orkney figure, the Highland figure (part of the Northern Alliance) and the Shetland figure (island context).

Child to Support Worker Ratio (All Pupils)

Comment: The data would indicate that the child to support worker ratio in Orkney is not quite as good as the national average. It is not as favourable as that in Highland, Shetland or the Western Isles.

Appendix 4: Support for Children with Additional Support needs (2017-2020)

Between 2017 and 2020, the child to support worker ratio (across all local authorities in Scotland, refined to focus on children with additional support needs only) changed very little and is at or around 14:1.

In the same period, in Orkney, the child to support worker ratio (refined to focus on children with additional support needs only) changed very little and is at or around 17:1.
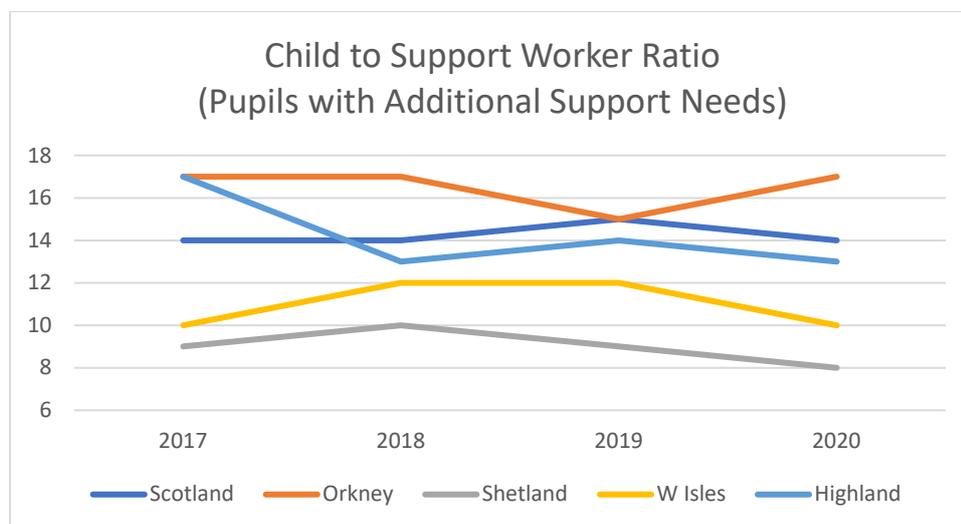
In 2017, the child to support worker ratio (refined to focus on children with additional support needs only) in Scotland was 14:1.

- The 'best' child to support worker ratio (across all local authorities in Scotland) was 8:1.
- The 'worst' child to support worker ratio (across all local authorities in Scotland) was 20:1.
- The 'Orkney' child to support worker ratio (across all local authorities in Scotland) was 14:1.

In 2020, the child to support worker ratio (refined to focus on children with additional support needs only) in Scotland was 14:1

- The 'best' child to support worker ratio (across all local authorities in Scotland) was 6:1.
- The 'worst' child to support worker ratio (across all local authorities in Scotland) was 18:1.
- The 'Orkney' child to support worker ratio (across all local authorities in Scotland) was 17:1.

The change (2017-2020) is illustrated below. Included is the national figure, the Orkney figure, the Highland figure (part of the Northern Alliance) and the Shetland figure (island context).

Comment: The data would indicate that the child to support worker ratio (in relation to children with additional support needs) in Orkney is not quite as good as the national average. In Highland, Shetland and the Western Isles, the ratio appears to be improving, while in Orkney it remains static.

Appendix 5: Support Staff in School (hours per week per pupil with additional support needs) 2020

By way of looking at the current level of support, the table below indicates the allocation of support staff (not including teachers) as hours per week per pupil.

For Orkney, this allocation includes those additional staff funded through the Pupil Equity Fund (PEF), Covid Recovery Funding and other temporary arrangements. As the data for all authorities is taken from the 2020 census, any temporary additions will be included for all authorities.
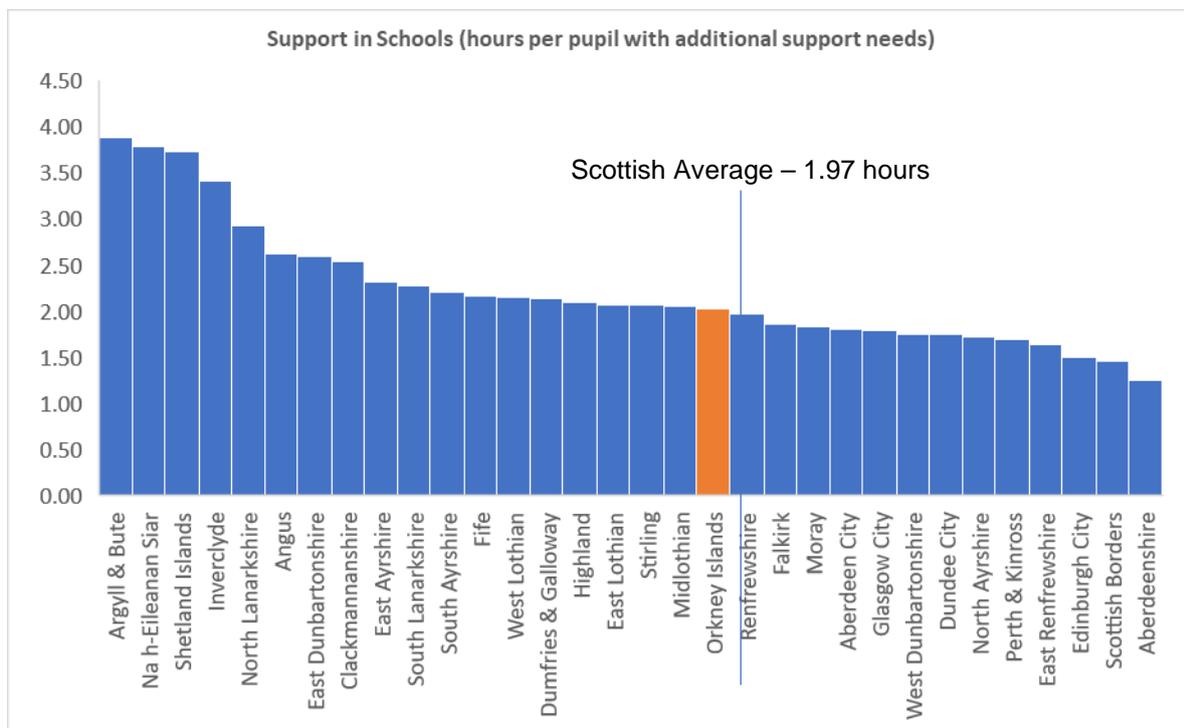
Comment: The national 'average' (hours of support per week per pupil with additional support needs) is 1.97 hours. Renfrewshire sits at or around this (1.96) and Orkney is a little above this (2.02).

By comparison Highland offers 2.09, Shetland 3.72 and the Western Isles 3.77

While direct comparisons would not necessarily be reliable or valid, it is interesting to note that, with respect to the academic outcomes (senior phase) for the same year (20/21). Over half the local authorities which had better outcomes (pass rates) at National 5, Higher and Advance Higher, also offer more hours of support per week per pupil than Orkney. It might not be unreasonable to observe that if we offer 'average' support, we may get 'average' outcomes.

Appendix 6: Raw Data, All Local Authorities, for 2020

All the data used for this summary analysis (appendix 1-5) is taken from the annual census returns. This can be found here:

https://www.gov.scot/publications/pupil-census-supplementary-statistics/

For comparison/benchmarking purposes, the 2020 data is reproduced below

	2020						
	Total Roll	**Prim ASL**	**Sec ASL**	**ASL%**	**SfLA**	**Pupil:SfLA**	**ASL:SfLA**
Aberdeen City	23,695	5,068	3,722	37%	572	41	15
Aberdeenshire	36,317	8,974	7,102	44%	729	50	22
Angus	15,263	1,207	2,357	23%	256	60	14
Argyll & Bute	10,167	1,254	1,428	26%	417	24	6
Clackmannanshire	6,661	1,106	932	31%	193	35	11
Dumfries & Galloway	18,682	3,171	2,888	32%	470	40	13
Dundee City	18,347	2,749	3,392	33%	289	63	21
East Ayrshire	16,223	1,971	1,891	24%	321	51	12
East Dunbartonshire	17,304	1,642	1,854	20%	329	53	11
East Lothian	14,882	1,852	2,127	27%	329	45	12
East Renfrewshire	17,392	1,642	2,205	22%	227	77	17
Edinburgh City	51,958	12,637	9,170	42%	907	57	24
Na h-Eileanan Siar	3,328	402	446	25%	87	38	10
Falkirk	21,926	2,946	3,362	29%	426	51	15
Fife	50,287	5,283	8,488	27%	1,081	47	13
Glasgow City	70,406	12,170	13,280	36%	1,646	43	15
Highland	30,826	6,114	6,725	42%	974	32	13
Inverclyde	9,811	1,278	1,450	28%	337	29	8
Midlothian	13,458	2,297	2,047	32%	323	42	13
Moray	12,114	2,612	2,090	39%	232	52	20
North Ayrshire	18,061	2,843	2,828	31%	347	52	16
North Lanarkshire	49,232	3,536	4,372	16%	910	54	9
Orkney Islands	2,804	491	448	33%	54	52	17

Perth & Kinross	18,197	2,945	2,998	33%	366	50	16
Renfrewshire	23,845	2,749	3,089	24%	327	73	18
Scottish Borders	14,478	2,580	2,430	35%	280	52	18
Shetland Islands	3,289	663	532	36%	148	22	8
South Ayrshire	14,267	2,127	1,656	27%	277	51	14
South Lanarkshire	45,091	6,570	5,745	27%	1,119	40	11
Stirling	12,747	1,659	2,029	29%	216	59	17
West Dunbartonshire	12,522	2,415	2,228	37%	313	40	15
West Lothian	27,449	4,462	4,677	33%	755	36	12
All local authorities	701,029	109,415	109,988	31%	15,256	46	14