



## Statutory Consultation – Outcome Report

Proposal to consult on the relocation of the pupils currently enrolled in Fallside Secondary School to a more fit for purpose facility as part of the We Aspire College, based initially at Coltness High School.

This report is available for inspection at:

- (a) Education and Families Headquarters  
Windmillhill Street, Motherwell, ML1 1AB
- (b) Fallside Secondary School  
Sanderson Avenue, Viewpark G71 6JZ
- (c) Coltness High School  
Wishaw, Lanarkshire ML2 8NA, Wishaw ML2 8NA
- (d) Via the following link: [www.northlanarkshire.gov.uk/fallside-consultation](http://www.northlanarkshire.gov.uk/fallside-consultation)

This report has been prepared having regard (in particular) to:

- (a) relevant written representation received by the council (from any persons) during the consultation period;
- (b) oral representations made to the council (by any person) at a Public Meeting; and
- (c) Report by Education Scotland prepared by Her Majesty's Inspectors of Education

**This document has been issued by North Lanarkshire Council in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and amendments contained in the Children and Young People (Scotland) Act 2014**

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## **1 BACKGROUND**

- 1.1 At its meeting on November 2020, the Education Committee approved the issue of a consultative document that proposed the creation of the We Aspire College to best meet the needs of children and young people in North Lanarkshire with Social, Emotional and Behavioural Needs. The proposal to relocate Fallside Secondary School to a base at Coltness High School, with a range of facilities as part of the wider offer to pupils is the focus of this report.
- 1.2 Appendix (a) of this report contains the consultation report as issued.
- 1.3 The key reasons for the proposal, as set out in the committee paper, were:
- To facilitate improved provision for secondary pupils with Social, Emotional and Behavioural Needs (SEBN) as part of the We Aspire College provision, including access to improved facilities for outdoor education, physical activity and practical suites.
  - To improve the overall ASN estate by improving the fabric and resources available to meet the needs of individual children through school buildings, with a specific emphasis on meeting the aspirations of children and young people identified with SEBN.
  - To repatriate young people to North Lanarkshire provision, from out of authority provision
  - To build bespoke packages of care and support, involving social work, educational psychology and health professionals, working together to remove barriers to participation in learning
  - To modify accommodation within Coltness High School to ensure that it provides the best possible accommodation for young people who are identified with ASN as a consequence of social, emotional and behavioural needs
  - To ensure a broad, balanced curriculum in line with the principles of CfE and access to Senior Phase experiences
  - To ensure appropriate pathways for individuals as part of the Skills for Learning, Life and Work agenda to ensure appropriate post-school destinations
  - To provide opportunities for staff to enhance their skills in collaboration with other colleagues in the SEBN sector and within mainstream schools

## **2 THE CONSULTATION PROCESS**

### **2.1 Consultation Framework**

- 2.1.1 The consultation process was carried out in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and the amendments contained in the Children and Young People (Scotland) Act 2014. It is within this statutory framework that Education and Families, has engaged in a consultation exercise with all relevant consultees.

The consultation document developed for consideration included information on:-

- the proposal;

- Implications of the proposal
- the consultation process;
- the arrangements for a public meeting;
- the educational benefits of the proposal;
- community benefits statement;
- equality impact assessment;
- Consultation timeline.

The document also included a Consultation Response Form.

2.1.2 Consultation packs were made available to all relevant consultees. The pack included the proposal document and a letter from the Director of Education and Families explaining the process. Consultees were invited to indicate their agreement or disagreement regarding the proposal, and to make comments.

2.1.3 The following questions were posed as part of the consultation with reference to the quality and condition of the fabric of school buildings; financial implications associated with estate re-purposing and school relocation and the impact assessment and improvement planning for the ASN sector:

- Do you support the proposal to create the We Aspire College?
- Do you have any comments you would like to make regarding this?
- If you have any further comments you wish to make please provide in space below:

2.1.4 The Head Teachers and Parent Councils of Pentland Primary School, Portland High School, Fallside High School, Coltness High School, St Ambrose High School, Buchanan High School and the Skills Academy were notified of the consultation. The consultation period commenced on 12/02/21 and ended on 31/03/21. The report to Education Scotland was submitted on 12/04/21 and their report is included in the appendix.

2.1.5 Details of the consultation process were made available on a dedicated area of the North Lanarkshire Council website.

2.1.6 A public meeting on the entire We Aspire proposal was held via Webex on 11/03/21.

2.1.7 Further informal non-statutory meetings were held via Webex on 24/03/2021 to engage with staff, parents and other stakeholders with the specific focus on the plans to relocate the pupils of Fallside Secondary School to the Coltness High campus.

## 2.2 Relevant Consultees

Consultees were identified according to Schedule 2 of the Schools (Consultation) (Scotland) Act 2010. The relevant consultees included:

- parents/carers of pupils at Fallside Secondary School
- parents/carers of pupils at Coltness High School
- staff at Fallside Secondary School;
- staff at Coltness High School
- any public body or organisation which it has been established by North Lanarkshire Council, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government Act 2003;
- Community Council;

- Trades Unions; and
- Pupils at Fallside Secondary School.
- Pupils at Coltness High School

### **3 RESPONSES TO THE CONSULTATION**

#### **3.1 Overview of Level of Response to the Consultation**

During the consultation period the numbers of consultees who engaged in the process were as follows:

- meeting was held through Webex on Thursday 11 March from 7-9pm, there were 21 attendees. There was representation from Education Scotland.
- A follow up meeting was held through Webex for staff on Wednesday 24 March from 4:15-5:15PM where 13 staff attended.
- A follow up meeting was held through Webex for parents/carers/pupils on Wednesday 24 March 5:30-6:30PM where 8 attended.
- Responses to the proposal could be made electronically to [weaspire@northlan.gov.uk](mailto:weaspire@northlan.gov.uk) or in writing, posted to the council headquarters.
- There were 8 email responses in total to the proposal.
- 32 stakeholders completed the consultation stakeholder form, 4 agreed with the proposal, 23 disagreed and 5 were unsure of proposal.
- 19 pupils completed the consultation form. 3 agreed with the proposal, 16 disagreed and 0 were unsure of proposal.
- Pupils from Coltness HS and Fallside School completed form.
- No specific pupil meeting was held but had opportunity to attend public meeting 11 March and follow up meeting 24 March.
- The total number of individual consultee responses received was 59. These responses were survey forms and emails from all stakeholders. 19 pupils, 8 emails and 32 stakeholder.

The wide ranging, often detailed, matters raised by individuals and groups are summarised in the FAQ Appendix (b) of this report and form the basis for the issues included in section 4 below. Copies of the full consultation responses and minutes of public meetings are available for public reference on request from:

#### **3.2 Consultation Channels and views expressed**

The consultation period ran from 12/02/21 to 31/03/21

A public meeting was held via Webex on 11/03/21.

Responses to the proposal could be made electronically or in writing, posted to the council headquarters.

The following points were raised at public consultations:

### **1. Transport Arrangements**

The safety of all children is paramount. Pupils will continue to receive transport, as appropriate in line with current arrangements. There may also be some travel for older pupils between settings to allow them to access off-site activities. Transport packages will be organised to meet pupils' needs and to support their educational and vocational programmes. All transportation measures would be considered and implemented in conjunction with existing council policies and in consultation with our internal and external partners.

### **2. Integration of pupils**

The We Aspire College will have dedicated spaces for learning and teaching with their own entrance within the Coltness High School campus. Where appropriate, and as part of their planned programmes, the young people will be able to access a range of facilities and opportunities across the campus and on other sites. Planning of lunch and break times will be based on the needs of all pupils.

### **3. Transitions**

If the proposal is accepted, transition plans will be developed. There is the opportunity for extended and bespoke transition packages to meet individual needs as the existing sites are due to remain active in the meantime. Transitions will be managed by the head teacher; it is expected that parents and pupils will be fully involved in all aspects of the transition. Digital approaches will also be used to support the transition in the form of videos which can be watched in school and at home to immerse children in their new environment.

### **4. Workforce arrangements**

Until the consultation has ended and the outcome of the proposals are known, we are unable to define workforce arrangements. However, classes will continue to be staffed in such a way as to ensure that the needs of all learners are met. If the proposal is approved, then the relevant staffing exercise will take place to ensure that we have the appropriate staff to pupil ratios and the relevant expertise. This would always be undertaken in full consultation with the affected staff members as well as the recognised trade unions and professional associations. As is currently the case, staff will continue to be able to access a range of professional development opportunities to ensure that the needs of all learners are met.

**5. Will primary pupils have a peer group?**

Individual pathway planning for primary pupils will have, at its centre, a focus on planning for inclusion into mainstream where appropriate and where it meets the needs of individual children. Supports and interventions will be carefully planned to facilitate this process and, wherever possible, a multi-disciplinary approach will be adopted. There will be opportunities for partnership working with St Ambrose and Buchanan High. Opportunities on this campus may include access to a range of exciting and engaging facilities not always available to primary pupils.

**6. How will each of the buildings be utilised? Will they be separated into primary, BGE and senior phase?**

It is proposed that Pentland School pupils would transition to newly developed facilities within Townhead Community Centre. Fallside Secondary School pupils would transition to We Aspire College based in Coltness High School and Portland Secondary School pupils would transition to We Aspire College based in Skills Academy. Additional provision will be available to all pupils within the other We Aspire College sites.

**7. Will young people have access to a range of subjects, and will intensive mentoring continue?**

All young people will have an individualised plan in place that will identify appropriate opportunities on their pathway. The school leadership team will ensure the appropriate pastoral care and mentoring programmes continue. A range of activities and courses such as PE, Hospitality, Technical, and Duke of Edinburgh Award will be arranged to meet individual needs.

**8. How many parents/representatives of pupils are at the public meeting?**

Of the 55 participants who attended there were 32 parents, 17 staff and 6 other stakeholders.

**9. Who came up with the name "We Aspire College" and why is being called a college?**

The name We Aspire College aligns to the Committee Paper We ASPIRE - A Shared Ambition for North Lanarkshire, approved in September 2018, where North Lanarkshire is the place to Live, Learn, Work, Invest and Visit - a place where there is a shared ambition for inclusive growth and prosperity for all. It defines all of our work across communities, stakeholders and partners. It is important to note that We Aspire College is an opportunity to provide a range of opportunities and experiences for all learners while still retaining the individual identities of the schools involved.

**10. How can you be "investing in our children" when you are closing their schools?**



There are no planned school closures. As referenced above each school will retain its own identity.

**11. Is the Educational Benefits statement the one that the council is relying on and submitting to Education Scotland?**

Yes

**4 SUMMARY OF ISSUES RAISED BY STAKEHOLDERS AND EDUCATION & FAMILIES RESPONSE**

**4.1 Relationships**

There were some concerns about the relationships between pupils of We Aspire College and pupils from Coltness High School.

Response

While recognising that young people who are currently pupils at Fallside School face significant barriers due to their social, emotional and behavioural needs, the benefits of access to the Coltness campus will provide significant opportunities for these pupils to have a wider range of access to a broad range of experiences to help them to develop skills for learning, life and work. The Executive Head Teacher will work with colleagues across the SEBN sector and mainstream colleagues to build positive relationships with all on the campus, supported by the Head Teacher of Coltness High School.

**4.2 Facilities & building design**

4.2.1 There were questions about the design of the proposed new setting.

Response

If the proposal is approved, the council design teams will work collaboratively with the Executive Head Teacher of the We Aspire College to ensure that the environment is nurturing and safe for all children. The base at Coltness High School can accommodate teaching spaces and some areas for one-to-one work with teachers, support workers and visiting specialists.

4.2.2 Questions were asked about shared facilities.

Response

If the consultation is approved, Fallside pupils will benefit from access to outdoor spaces, and 'break-out' areas available on the campus, as well as areas for practical work within Coltness High School where appropriate. Young people who are part of the We Aspire College will be given opportunities within mainstream where appropriate and a shared approach to inclusion will be further developed.

4.2.3 Some parents expressed concerns and asked questions about traffic calming measures and car parking.

### Response

The safety of all children is paramount. Pupils will continue to receive transport, as appropriate. It is anticipated that journey times would not increase significantly, and, for some pupils, they may reduce. If the proposal is agreed, a transport plan will be developed to accommodate the additional onsite transport needs. All transportation measures would be considered and implemented in conjunction with existing council policies and in consultation with our internal and external partners.

- 4.2.4 There were some concerns expressed regarding the proposed classroom spaces.

### Response

The proposal involves the redevelopment of an area which is currently within Coltness High School. If proposals are approved, this space will be developed to include teaching areas, meeting the requirements for the current 1-6 teacher to pupil ratios, and areas for one-to-one work with pupils. The area further benefits from extensive outdoor space to allow pupils to experience a range of learning outwith the traditional classroom setting to maximise the offer to pupils, who will also benefit from the range of interventions and experiences currently on offer.

The number of toilet and changing facilities will meet all statutory requirements.

## 4.3 **Workforce arrangements**

- 4.3.1 Some questions were raised about where staff will be located.

### Response

To provide consistency in strategic planning and quality assurance of the delivery of services to children and families, an Executive Head Teacher of the We Aspire College will be appointed. The Executive Head will be best placed to manage the allocation of staff to appropriate settings as part of the overall structure.

- 4.3.2 Questions were asked about teaching staff ratios and staffing complements.

### Response

While class sizes can vary depending on the needs of the learners, we currently offer a ratio of one teacher to six pupils in Fallside Secondary School. Importantly, staff ratios are currently more generous than those recommended within the Scottish Negotiating Committee for Teachers (SNCT) handbook.

Until the consultation has ended and the outcome of the proposals are known, we are unable to define workforce arrangements. However, each school will have their own staff complement and classes will continue to be staffed in such a way as to ensure that the needs of all learners are met. If the proposal is approved, then the relevant staffing exercise will take place to ensure that we have the appropriate staff to pupil ratios and the relevant expertise. This would always be undertaken in full consultation with the affected staff members as well as the recognised trade unions and professional associations. As is currently the case, staff will continue to be able to

access a range of professional development opportunities to ensure that the needs of all learners are met.

#### **4.4 Transition arrangements**

- 4.4.1 Clarification was sought in relation to a transition plan for the pupils of Fallside Secondary School.

##### Response

If the proposal is accepted, then a transition plan will be developed. Transitions will be managed by the Executive Head Teacher, following a programme of visits to familiarise pupils with their new environment; it is expected that parents and pupils will be fully involved in all aspects of the transition. This process will begin in August 2021.

#### **4.5 Outdoor space**

- 4.5.1 Questions were asked about the availability of outdoor space and access to it.

##### Response

Children will have access to existing facilities within the Coltness High School grounds which includes sports accommodation. If the proposal is approved, discussions will take place with design services to determine access routes to the playground facilities and ensure that these comply with health and safety and equalities legislation. The Executive Head Teacher will liaise with the Head Teacher of Coltness High School to arrange a timetable that allows for the children to access the campus facilities.

### **5 SUMMARY OF EDUCATION SCOTLAND REPORT AND RESPONSE OFFERED BY THE SERVICE**

- 5.1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of North Lanarkshire Council's proposal to relocate Fallside School to Coltness High School Campus. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council must publish its final consultation report three weeks before it takes its final decision.

#### 5.1.2 HM Inspectors considered:

- the likely effects of the proposal for young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

#### 5.1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 11 March 2021 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- virtual visits to the site of Fallside School and the proposed siting of the facility at Coltness High School, including discussion with relevant consultees.

5.2 In taking account of the feedback from HMIE, the council will continue to liaise with children, families and other stakeholders to ensure that transition to the new facility are managed in the most appropriate way for each individual young person, taking account of individual needs.

## 6 ALLEGED OMISSIONS OR INACCURACIES

There were no omissions or inaccuracies reported.

## 7 EQUALITY CONSIDERATIONS

An assessment has been carried out in accordance with the Public Sector Equality Duty and Fairer Scotland Duty. The assessment concluded that the main groups impacted are:

- pupils of Fallside High School and Coltness High School;
- parents/carers of those pupils;
- staff who work at Fallside High School and Coltness High School.

The assessment is attached at Appendix (d).

## 8 NEXT STEPS

Following the publication of this report, time is allowed for further considerations. A three-week period will lapse before North Lanarkshire Council will take a final decision on whether to implement a final proposal.

The report on this consultation is due to be considered by North Lanarkshire Council's Education and Families Committee on Wednesday 9<sup>th</sup> June 2021.

Appendix (a) – Committee paper and consultation paper for We Aspire College



**North Lanarkshire Council  
Statutory Consultation**

**Proposal to Create a We Aspire College for North Lanarkshire  
(Fallside School)**

Education & Families 17/02/2021

**LIVE  
LEARN  
WORK  
INVEST  
VISIT**

# North Lanarkshire Council Report

## Education and Families Committee

approval  noting

Ref AM/GM

Date 24/11/20

## (PO 35.1) Reconfiguring Intensive ASN Systems and Services

Anne Munro, Head of Education (South)

### From

Gerard McLaughlin, Head of Education (North)

### Email

MunroA@northlan.gov.uk

### Telephone

01236 812221

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### Executive Summary

This report updates elected members on the progress in implementing the approved recommendations arising from the extensive ASN review, agreed by the Education and Families Committee in September 2019, and includes commentary of the multi-partner approach taken to doing this. It enacts the previous committee decision taken relating to intensive education services in the Review of Intensive Social Services for Children and Families in September 2020. It, furthermore, builds on lessons learned in supporting vulnerable young people in the COVID-19 emergency response and recovery periods and the mitigating actions that will be required at the next stage. In particular, the report outlines:

- The strategic reconfiguration of the intensive ASN systems and services to support children and young people with intensive social and emotional needs
- A number of actions to improve the ASN estate, out of existing facilities, as previously established in the Plan for North Lanarkshire Council in March 2019.

Revision of ASN provision is a key programme of work within the revised Plan for North Lanarkshire (March 2020).

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### Recommendations







1.3

Cognisance must also be given to a number of inter-dependencies and recent policy developments, which whilst not exhaustive include:

- The Empowering Clusters strategy
- Implementation of Shared and Executive Headships
- Rationalisation of the estate as part of the planned Community Investment Fund.

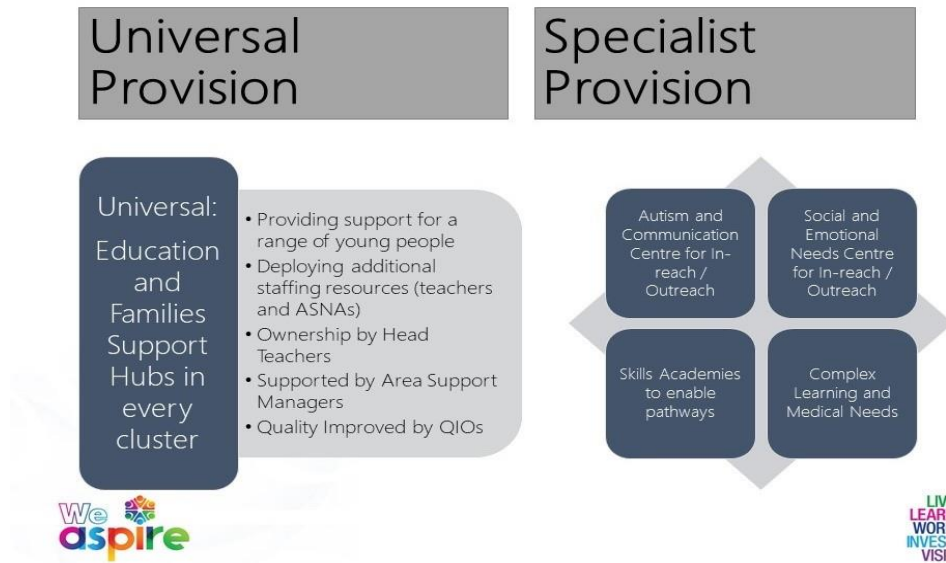
1.4 Proposals outlined in this paper have been developed by Education and Families Managers including staff from the Early Learning & Childcare team, the Inclusion team, Assets and Procurement and Corporate Finance. Key considerations derived from these meetings have been incorporated into the models proposed, which include:

- Quality and condition of the fabric of school buildings
- Financial implications associated with estate re-purposing and school relocation
- Impact assessment and improvement planning for the ASN sector.

1.5 Importantly, the service has had some high quality external evaluations of schools through the national inspection programme overseen by Her Majesty's Inspectors of Education (HMIE) in the past year. Buchanan High and Redburn School were rated as Good overall, with particular strengths demonstrated. A number of schools fell below Satisfactory ratings (Pentland School, Fallside School and Clydeview School). These latter establishments are all smaller, more isolated establishments with significant challenges in relation to buildings and staffing resources.

1.6 Within the overarching planning for Education and Families, there is a focus on providing universal, additional and intensive services, with the universal provided by schools, the additional supported by the Integrated Cluster Wellbeing Teams and Bases and the intensive through ASN schools and as appropriate, support from social work or other services as part of an integrated child's plan. This latter category is also supported by additional services. It is the intensive elements that this paper focuses on. The graphic below, developed in the ASN Review shows this.

**Graphic 2**



1.7 The Service has adopted a formal project management governance structure to lead and monitor the delivery of the overarching ASN strategy which will encompass the achievement of the programme detailed herein.

1.8 The actions and recommendations outlined in this paper reflect (and are coherent with) decisions taken in North Lanarkshire Council’s budget setting process for 2020 – 2023.

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## **2. Report**

2.1. This report establishes the methodology by which the service’s redesign was envisioned by officers, in response to the Council’s priorities. A core team of officers in Education and Families assessed a range of propositions to establish their viability, using a RAG status approach to highlight the most promising options for implementation.

### **2.2. The Methodology Used to Establish Specific Proposals**

A number of factors were used to establish an approach to prioritising potential rationalisation activities. These are described in the following section.

#### **2.2.1 Strategic fit with the priorities of the Plan for North Lanarkshire**

Weighting was attached to the extent to which a proposal might enable the acceleration of the values inherent in the Community Investment Fund, which is designed to drive future priorities in relation to the planning of the future estate of North Lanarkshire Council. This includes a prioritisation matrix, which weights deprivation as the highest factor. Any proposal brought forward has to align with these priorities.

### 2.2.2 Alignment with the ASN Review: Achievability of Propositions

In the ASN Review there were a number of key recommendations which are being progressed through the actions outlined in this paper. These recommendations set a policy direction for North Lanarkshire Council. Indeed, Recommendation 11 of the ASN Review supports this approach (Section 1.2).

A key test of the propositions were related to the extent to which they aided the achievability of the policy intentions of the ASN Review.

### 2.2.3 Efficient Use of Resources and Affordability of Proposals

The historic ASN estate provision of North Lanarkshire has meant that there are a number of smaller, more isolated ASN schools which can be more susceptible to challenges in recruiting appropriate staff, and are less easy to naturally integrate with wider services, which can make them less sustainable. Consideration has been given to allowing these smaller establishments to become relocated into some of the more modern campus facilities which have been established, where there is capacity for them to be repurposed.

### 2.2.4 Location, Suitability and Condition of Buildings; and Value for Money

In each case the condition and suitability of the buildings was considered. This was particularly true in relation to our ASN estate, which requires significant investment, which may take some years to fully realise through the actions being brought forward through the Community Investment Fund.

### 2.2.5 Educational Benefits Statement

Through the planned proposals it is expected that a number of educational benefits will be achieved on behalf of children and young people with the requirement for intensive services to meet their additional support needs. These points were clearly established in the findings of the ASN Review and include:

- Empowerment of practitioners and local ownership of resources to meet needs
- Improved access to high quality facilities
- Strengthened leadership and management of learning for those with significant additional needs
- Strengthened practice in planning to meet the needs of learners
- Strengthened practice in pedagogy and learning and teaching
- Clearer pathways to mainstream for those who can access such provision
- Strengthened integrated planning with partners.

These will vary according to the precise nature of facilities in question.

## 2.3 **Proposal to Create a We Aspire College for North Lanarkshire**

It is proposed to create an integrated We Aspire College for SEBN related services in North Lanarkshire Council. This will incorporate a number of existing schools, services and facilities within an overarching operation, under the leadership of an Executive Head Teacher, with overall responsibility for improving outcomes.

2.3.1 This will provide opportunities for children and young people to work within, between and beyond a range of establishments and services. It will facilitate increased collaboration to make more effective use of existing expertise and establish a leadership model which supports achievement of the best possible outcomes.

2.3.2 This model will also provide for Depute Heads with a strategic focus including the following areas, all reporting to the Executive Head Teacher:

- School Programmes Lead
- Vocational Education Lead
- Bespoke Programmes Lead

A key feature of this work will be Inclusion and Equity and officers will work in close partnership with the Virtual School Lead, Digital School Lead and Equity and Improvement Lead Officers.

2.3.3 There is a current, permanent, shared headship arrangement in place for three ASN schools: Willowbank, Fallside and Portland. In addition, education support provided within the Community Alternatives Service to those young people receiving intensive social work, is also managed through the current shared headship arrangement. On a temporary basis, Pentland has been added to this portfolio. Last year, following statutory consultation, Willowbank was moved to St Margaret's High School campus. Willowbank is different in nature from Fallside and Portland, which tend to focus on SEBN issues. Willowbank pupils tend to be more vulnerable and have complex emotional needs.

2.3.4 It is therefore proposed to move Willowbank into the campus management arrangements of St. Margaret's, separating it from the other schools in the shared headship. This is to build on and strengthen existing arrangements. Specifically it will enable a more flexible interchange of knowledge and activity between the two schools and a more integrated approach to providing access to mainstream educational provision for the young people concerned. The previous experience of St Margaret's having shared a campus with St Dominic's Primary means that there is significant experience in St Margaret's of shared campus arrangements.

2.3.5 As part of this plan, it is also proposed to align Pentland with Portland and Fallside on a permanent basis, as part of the We Aspire College, to provide school-based programmes

of education and support for young people between the ages of 5-18. Importantly, the role of the service should be to both enable the semi-permanent and indeed permanent education of children in intensive arrangements, but where possible, promote a pathway back to mainstream for those who are capable of it and a pathway beyond to employment and training.

Education provision within the Community Alternative setting will also continue to be linked with this portfolio, enhancing the ability to provide tailored support to those young people

experiencing a range of adversities who may benefit from an alternative setting. Inclusion of this service as part of the We Aspire College will also strengthen opportunities and pathways for these young people and better connect provision to the wider service fulfilling a key recommendation of the Review of Intensive Social Work Services which reported to Education and Families Committee in September 2020.

2.3.6 It is expected that the main base for the We Aspire College will be located in Coltness High School in an area of the school that had been initially identified for a Support Unit. Additionally off-site provision for SEBN services will be provided for children in the north area in the Cumbernauld Theatre space and in the central area in Townhead Community Centre. This will be specifically for primary aged children in the main, but will enable flexible ways of providing education on a short term basis, as part of agreed packages of support for older young people by arrangement. It should be noted that there is already existing work progressing to establish ASN senior phase provision as part of the campus plan for the Cumbernauld Theatre and Cinema complex on the Cumbernauld Academy site. This is to involve Redburn and Glencryan jointly in a venture under the working title of Glenburn College. This is separate to the planning for the We Aspire College at this stage, but will be linked as the projects progress.

2.3.7 It is furthermore proposed that there be an alignment of all vocational education activity within the purview of the We Aspire College. This is to enable a pathway to employment and training for all young people who experience social and emotional behavioural challenges. This will include the alignment of the following services:

- Skills Academy
- The 7 Day Centre

The 7 Day Centre is currently part of social work intensive services and offers a programme to small cohorts of young people who have disengaged from school and whose circumstances place them at risk of residential care. This proposal will give effect to the recommendation of the Review of Social Work Intensive Services recommended that this service be retained but enhanced through much stronger integration with other educational programmes and qualification pathways.

The benefit of this change will be to streamline management, avoid duplication and ensure that more effective pathways and packages of support are deployed for all young people involved.

2.3.8 It is also expected that there can be a rationalisation of assets in this work, with a focus on building around the existing Skills Academy and strengthening vocational provision and bespoke programmes within existing school (and future town and community) campuses.

2.3.9 All of the elements of the We Aspire College will benefit from the integrated approach to service and support planning which underlies the wider new operating model within Education and Families, ensuring support is delivered holistically in partnership with children, young people and their families. To support this we will also seek to maximise opportunities for involvement in service and support planning (in line with the *Voice* strand of *The Promise*).

## **2.4 Relocation of Existing Establishments within Alternative/Higher Quality Facilities**

In line with the policy established in the Plan for North Lanarkshire to ensure that young people are catered for within high quality facilities, it is also proposed that consultation takes place to strengthen the provision experienced by pupils in Clydeview and Mavisbank Schools. Each of these propositions is outlined in what follows.

### **2.4.1 Reconfiguration of Mavisbank School**

It is recommended that Mavisbank School primary aged children are relocated to Drumpark Primary School, as part of a planned development of the lower mezzanine level of the school. This will facilitate more appropriate provision for primary aged children with complex needs within the Central locality. This will also allow for increased capacity in the existing Mavisbank site for secondary aged children who have significant, complex needs, who cannot be catered for in local authority provision at present.

This proposal is linked to the planned priority (expressed in the ASN Review) to repatriate young people to North Lanarkshire provision, from out of authority care. To enable this, it will be important to build bespoke packages of care and support, involving social work, educational psychology and health professionals working together to remove barriers to participation and learning. There will be some modification of facilities required within the Drumpark / Greenhill site to enable this.

### **2.4.2 Creation of Shared Headship between Firpark Primary and Clydeview School**

There have been a number of reports written by HMIE and the Care Inspectorate in recent years relating to Clydeview School, which provides for children with complex needs in the south area of North Lanarkshire Council. In recent times, there has been pressure on staffing and resources. It has proven difficult to recruit and retain staff and there remain issues relating to a number of aspects of continuous improvement.

It is therefore proposed that Clydeview be moved to the Cathedral Campus, taking over the existing Daisy Park Centre and become part of a shared headship arrangement with Fir Park Primary.

This will strengthen leadership, provide greater depth and breadth of staffing and improve the offering to primary aged children with MLD and complex needs within the South locality.

### **2.4.3 Reconfiguration of the St. Margaret's Campus**

As per section 2.5, the intention is to operate with an Executive Headship in St. Margaret's High School, with the alignment of the management structure of Willowbank and St. Margaret's to reflect this strategic intention.

## 2.5 Project Planning

The work relating to this area will be overseen by a Programme Board, in accordance with North Lanarkshire's Project Management protocols, for the Reconfiguration of Intensive ASN Systems and Services. This will be serviced by a Senior Reporting Officer (SRO) and Reporting Officer (RO) and project team, which will ensure all aspects of the programme plan, including statutory consultation are accomplished successfully and timeously, in relation to the planned critical path for developments.

2.5.1 The work will also adhere to the principles that govern the establishment of Shared and Executive Headships as outlined in the Education and Families Committee Report of May 2020, Developing Executive Headships. These principles include: Community Case; Improvement Case; Leadership Case; Business Case and Service Change Case. In the case of each of these proposals there is a clear business case an improvement case and a service change case, outlined in the relevant sections.

### 2.5.2 Empowering Head Teachers Leadership Model

The ASN review established that in the future intensive ASN services would be based around four key organisers. These being:

- SEBN
- Autism, Language, Communication (Child Development)
- Complex needs (including medical)
- Curricular Pathways

It is intended to appoint an Executive Head from our existing Head Teacher pool to lead on each of these areas. The first of these is covered in section 2.3 (We Aspire College).

It is expected that initially, such roles would be strategic and a leadership development opportunity for some of our head teacher group. However, over time it is anticipated that these organisers will be used to shape the ASN service offerings within future town and community hubs. There is an expectation that trade unions will be consulted on this development through the normal negotiating machinery. Normal job sizing protocols will apply.

### 2.5.3 Strengthening the Career Pathway for Learning Assistants

The Update Report on the implementation of the ASN Review for the Education and Families Committee of May 2020 established that there would be thirty Enhanced Learning Assistants (NLC7) established to lead the workforce development programme for the SANA cohort.

It is now proposed to strengthen the career pathway by recruiting eighty Modern Apprentices (NLC3) who will be deployed to the Integrated Cluster Wellbeing teams and will

be trained by the NLC7 group. This will be an important step in creating the career pathway for the future Learning Assistant (NLC4) posts, which are currently being consulted on with trade unions.

#### 2.5.4 Use of Community Facilities

There are three CLNL managed centres mentioned within the report (Coltness CC, Townhead CC and Daisy Park CC) none of which are being considered for closure or service cessation at present.

Work is being done to determine mitigation of any adverse impact on those using the facilities (wider access to school spaces may be possible in the evenings for example, or use of other facilities in the locality where available).

As regards to Cumbernauld Theatre, work is being done to consider the overall use/operating model for this facility for off-site senior phase learning.

Work will now be done between Education and Families and Enterprise and Communities to:

- Assess the impact on community use;
- Assess the budget implications i.e., any impact on CLNL (and NLC after 1<sup>st</sup> April 2021) income streams;
- Engage effectively/co-producing the approach with communities/users; and
- Sigh the CLNL Board on the proposals and impact as required.

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### **3. Equality and Diversity**

#### 3.1 Fairer Scotland Duty

These proposals have been progressed in line with the policy intention of Fairer Scotland.

#### 3.2 Equality Impact Assessment

An Equality Impact Assessment has been completed and will underpin planning for these proposals, since a number of the young people involved are considered as being from a protected group, due to disability.

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### **4. Implications**

#### 4.1 Financial Impact



Through a range of management actions, the proposals outlined in this paper will contribute to the overall efficiencies sought through relocation and rezoning schools, as approved in the Budget Planning process in February 2020. The overall target for that programme of activity is £0.675m for 2021 – 2022. The specific proposals outlined above would contribute £0.321m per annum. The final savings value will be dependent on the outcome of job evaluation and the job sizing toolkit for retained posts.

The proposals outlined in this paper are underpinned by the assumption that Capital funding will be allocated in the next 5 year programme to support the building mergers/modifications outlined in the report. The Service is currently assessing the value of this capital investment with support from colleagues in Asset and Procurement Solutions. The bid process for the new 5 year programme has only recently begun with proposals due to be considered and approved at Policy and Strategy Committee in March 2021.

#### 4.2 HR/Policy/Legislative Impact

Affected staff will be managed in accordance with the appropriate Workforce Change Policies and in consultation with the signatory trades unions. Considerations would include Compulsory Transfer, Premature/Early Retirement, Redundancy/ Redeployment.

The Service would be required to follow the requirements for consulting as set out in the Schools (Consultation) (Scotland) Act 2010. Further stakeholder, community and parental consultation would be required in the event that the Service proceeds with any of the recommendations. An indicative timeline for the consultation process is outlined in Appendix 1.

#### 4.3 Environmental Impact

The carbon footprint will reduce if the numbers of establishments operating was reduced and pupils were catered for in our newer and more energy efficient campuses.

#### 4.4 Risk Impact

If schools were selected for re-zoning it would have a significant impact on the affected pupils / parents / staff.

However, the Service has extensive experience of successfully implementing new school builds, mergers and closures. This includes management of transition arrangements for pupils, updating transport requirements and staff/trade union communication and consultation.

Since a number of proposals involve building sharing with Roman Catholic schools, dialogue will require to take place with the appropriate church representatives.

A Programme Board has been established for the Implementation of the ASN Review.

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**5. Measures of success**

- 5.1 Stakeholder support for the options brought forward.
- 5.2 Successful implementation of planned proposals.
- 5.3 Greater alignment with the Plan for North Lanarkshire community hub model.
- 5.4 Improved quality of service and provision to effectively meet the needs of children, young people and families
- 5.5 Increased numbers of children and young people remaining within their local community.

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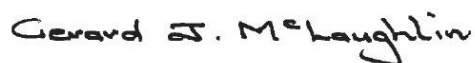
**6. Supporting documents**

- 6.1 ASN Review

<https://mars.northlanarkshire.gov.uk/egenda/images/att92041.pdf>



**Anne Munro**  
Head of Education (North)



**Gerard McLaughlin** Head of Education (South)

**Statutory Consultation**

**Proposal to Create a We Aspire College for  
North Lanarkshire (Fallside School)  
Education and Families**

**Index**

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2	Consultation requirements
3	Proposal
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5	Community Impact
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7	Equality Impact Assessment
8	Inaccuracies or Omissions
9	The Statutory consultation process – Additional information

Appendix 1 - Consultation Timeline

Appendix 2 – How to Respond to the Consultation

## NORTH LANARKSHIRE COUNCIL: EDUCATION AND FAMILIES

It is proposed to create an integrated We Aspire College for SEBN related services in North Lanarkshire Council. This will incorporate a number of existing schools, services and facilities within an overarching operation, under the leadership of an Executive Head Teacher, with overall responsibility for improving outcomes.

### **1 INTRODUCTION**

It is proposed to create an integrated We Aspire College for SEBN related services in North Lanarkshire Council. This will incorporate a number of existing schools, services and facilities within an overarching operation, under the leadership of an Executive Head Teacher, with overall responsibility for improving outcomes.

- 1.1 This will provide opportunities for children and young people to work within, between and beyond a range of establishments and services. It will facilitate increased collaboration to make more effective use of existing expertise and establish a leadership model which supports achievement of the best possible outcomes.

1.2 It is therefore proposed that Fallside School be relocated into the three We Aspire College establishments that include Coltness High School, Cumbernauld Theatre and Townhead Community Centre.

1.3 As part of this plan, it is also proposed to align Fallside with Pentland and Portland a permanent basis, as part of the We Aspire College, to provide school-based programmes of education and support for young people between the ages of 5-18. Importantly, the role of the service should be to both enable the semi-permanent and indeed permanent education of children in intensive arrangements, but where possible, promote a pathway back to mainstream for those who are capable of it and a pathway beyond to employment and training.

Education provision within the Community Alternative and Skills Academy setting will also continue to be linked with this portfolio, enhancing the ability to provide tailored support to those young people experiencing a range of adversities who may benefit from an alternative setting. Inclusion of this service as part of the We Aspire College will also strengthen opportunities and pathways for these young people and better connect provision to the wider service fulfilling a key recommendation of the Review of Intensive Social Work Services which reported to Education and Families Committee in September 2020.

## **2 CONSULTATION REQUIREMENTS**

2.1 In terms of the Schools (Consultation) (Scotland) Act 2010, the Education Authority is required to publish details of, and consult on any proposal to establish a new school and on any proposal to establish, terminate or otherwise alter the catchment area of a school.

2.2 North Lanarkshire Council will not make any decision, or put any changes into effect, until the consultation period has been concluded in line with statutory requirements.

2.3 The consultation period will be a minimum of 56 days, which include 30 school days. It begins on 17 February 2021 and finishes on 31 March 2021.

2.4 The consultation will involve pupils, parent/carers, Parent Councils and staff of the schools involved, as well as other associated stakeholder and statutory consultees.

2.5 An online public meeting will be held on Thursday 11 March 2021 at 7pm.

- 2.6 Council officers will be present at the public meeting to discuss the proposal. There will be limited time at the meeting to discuss all issues fully. To ensure that all issues are covered and that those who may be uncomfortable with speaking publicly are heard, advance notice of specific questions or issues to be raised will be accepted in writing up to two days in advance of the meeting – see contact details at 2.9.
- 2.7 At the end of the consultation process, a report will be prepared for North Lanarkshire Council detailing all responses received, summaries of their content and a statement from Education Scotland on the educational aspects of the proposal. Responses to the issues raised through the consultation will also be incorporated in the report. Copies of the report will be available, prior to consideration by the council, in the affected schools, local libraries and online. It is envisaged that the report will be published on 28 May 2021. The key dates are set out in Appendix 1.
- 2.8 An online version of the document and other items related to the consultation can be found online: [www.northlanarkshire.gov.uk/fallside-consultation](http://www.northlanarkshire.gov.uk/fallside-consultation)
- 2.9 Further information on the proposal can be obtained by sending an email to [weaspire@northlan.gov.uk](mailto:weaspire@northlan.gov.uk)
- 2.10 All interested parties are invited to submit their comments on or before 31 March 2021. There are a number of important reasons for this proposal:

### **3 Proposal**

- 3.1 The proposal is that the main base for the We Aspire College will be located in Coltness High School in an area of the school that had been initially identified for a Support Unit. Additionally, off-site provision for SEBN services will be provided for children in the north area in the Cumbernauld Theatre space and in the central area in the Skills Academy building.
- 3.2 It is furthermore proposed that there will be an alignment of all vocational education activity within the purview of the We Aspire College, this will include the alignment of the following services:
- Skills Academy
  - The 7 Day Centre
- 3.3 The reasons for this proposal are:
- (1) To strengthen leadership, provide greater depth and breadth of staffing and improve the offering to primary aged children with a range of complex additional support needs within localities.

- (2) The historic ASN estate provision of North Lanarkshire has meant that there are a number of smaller, more isolated ASN schools which can be more susceptible to challenges in recruiting appropriate staff, and are less easy to naturally integrate with wider services, which can make them less sustainable. Consideration has been given to allowing these smaller establishments to become relocated into some of the more modern campus facilities which have been established, where there is capacity for them to be repurposed.
- (3) The relocation of Fallside School to the We Aspire College will provide an equitable service for children with severe and SEBN needs across localities.
- (4) The demand for SEBN placements has far outweighed the available capacity and the demand for placements for session 2020/21 has again been extremely high. The current building does not lend itself structurally or environmentally to meet the increasing numbers of pupils with SEBN and complex needs. By expanding SEBN provision across localities to include the We Aspire Campuses would alleviate these pressures but also improve the experiences and outcomes for children and young people who attend there.

## **4 EDUCATION BENEFITS STATEMENT**

4.1 Through the planned proposals it is expected that several educational benefits will be achieved on behalf of children and young people with the requirement for intensive services to meet their additional support needs. These points were clearly established in the findings of the ASN Review and include:

- Empowerment of practitioners and local ownership of resources to meet needs
- Improved access to high quality facilities
- Strengthened leadership and management of learning for those with significant additional needs
- Strengthened practice in planning to meet the needs of learners
- Strengthened practice in pedagogy and learning and teaching
- Clearer pathways to mainstream for those who can access such provision
- Strengthened integrated planning with partners

4.2 Experience in new school buildings has demonstrated that a new and flexible learning environment inspires staff and pupils and has a positive impact on the general health and wellbeing of stakeholders. Further, it increases learners' aspirations, attainment, achievement and positive destinations at a later stage in their education. This is evident through improving trends in attainment and achievement of our young people.

- 4.3 Spaces for learning will be designated in such a way as to allow a range of teaching styles and approaches, including active learning, interdisciplinary learning and outdoor learning.
- 4.4 The curriculum will provide the opportunity for learners to achieve across all curricular areas and to develop skills, attributes and capabilities through courses aligned with the design principles of Curriculum for Excellence: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.
- 4.5 Children and young people will be provided with a broad range of opportunities for personal achievement and interdisciplinary learning across all curricular areas by building on best practice in curriculum design in North Lanarkshire Schools.
- 4.6 The provision of high quality technology for learning will provide the potential to transform ways of learning and teaching by giving young people and staff flexible and embedded access to a fully digital learning environment.

## **5. COMMUNITY IMPACT**

- 5.1 Coltness High School, Cumbernauld Theatre, Townhead Community Centre, Daisy Park Community Centre are not being considered for closure or service cessation at present.
- 5.2 Work is being done to determine mitigation of any adverse impact on those using the facilities (wider access to school spaces may be possible in the evenings for example, or use of other facilities in the locality where available).
- 5.3 Work will now be done between Education and Families and Enterprise and Communities to:
  - Assess the impact on community use
  - Assess the budget implications i.e., any impact on CLNL (and NLC after 1st April 2021) income streams
  - Engage effectively/co-producing the approach with communities/users;
  - Sigh the CLNL Board on the proposals and impact as required.

## **6 IMPLICATIONS OF THE PROPOSAL**

- 6.1 It is recognised that for existing Fallside pupils the change of location may be challenging and consideration has been given to how best to support pupils to make the transition as seamless as possible. Pupils who have attended Pentland for a longer period of time may require a greater level of support. Staff will work collaboratively with parents and pupils to



support pupils in preparing for the transition into the new campuses. Each pupil will be offered individualised support to ensure they are completely comfortable to complete the transition. This may involve numerous visits during and after school.

6.1.2 Pupils will continue to be transported from home to school. Transport contracts will be updated to reflect the different drop off and pick up point. As a result there is no anticipated impact with regard to transport.

## 6.2 Financial Implications

6.2.1 Through a range of management actions, the proposals outlined in this paper will contribute to the overall efficiencies sought through relocation and rezoning schools, as approved in the Budget Planning process in February 2020. The overall target for that programme of activity is £0.675m for 2021 – 2022. The specific proposals outlined above would contribute £0.321m per annum. The final savings value will be dependent on the outcome of job evaluation and the job sizing toolkit for retained posts.

6.2.2 The proposal outlined in this paper is underpinned by the assumption that Capital funding will be allocated in the next 5 year programme to support the building mergers/modifications outlined in the report. The Service is currently assessing the value of this capital investment with support from colleagues in Asset and Procurement Solutions. The bid process for the new 5 year programme has only recently begun with proposals due to be considered and approved at Policy and Strategy Committee in March 2021.

## 6.3 HR Implications

6.3.1 Affected staff will be managed in accordance with the appropriate Workforce Change Policies of the Council, and in consultation with the signatory trades unions. Considerations would include Compulsory Transfer, Premature/Early Retirement, Redundancy/ Redeployment.

## 7 EQUALITY IMPACT ASSESSMENT

An Equality Impact Assessment has been completed and will underpin planning for these proposals, since a number of the young people involved are considered as being from a protected group, due to disability.

## 8 INACCURACIES OR OMISSIONS

8.1 There is a statutory requirement for the Council to consider any allegation of an inaccuracy or omission in the proposal paper and determine whether the allegation has foundation. Where inaccuracies or omissions are notified to, or discovered by, the Council within this proposal document, the Council will determine if relevant information has, in its opinion been omitted or whether there is in fact an inaccuracy.

Notifiers of any omissions or inaccuracies will be informed of the Council's decision and the reasons for that decision. Notifiers will also be informed of any action. The Council will invite the notifiers to make further representations to the Council should they disagree with the Council's determination or its decision as to whether to take action.

- 8.2 If the Council has found, either itself or through a concern being raised, that there is an inaccuracy or omission in the proposal paper, it must decide whether this relates to a material consideration relevant to the proposal.

Where the confirmed inaccuracy or omission relates to a material consideration, there is a duty on the Council to correct it.

- 8.3 Appropriate action will then be taken by the Council depending on whether the inaccuracy or omission relates to a material consideration.

Such action may include withdrawing the proposal and issuing a revised proposal paper for the whole consultation period, or issuing a corrected proposal paper with, if appropriate, an extension of the consultation period. In any of these eventualities, all relevant consultees (and, where applicable, the notifier(s) of any omissions or inaccuracies) and HMIE (Education Scotland) will be advised of the appropriate action.

Where inaccuracies or omissions are discovered within the proposal document, the Council will determine whether relevant information has been omitted or if there has been an inaccuracy. Appropriate action will then be taken by the Council, which may include issuing corrections, issuing a corrected proposal document, or an extension of the consultation period. In any of these eventualities, all relevant consultees (and where applicable, the notifiers(s) of any appropriate action) will be advised.

- 8.4 Notifiers of any omissions or inaccuracies will also be given the opportunity to make representations if they disagree with the Council's determination of any action on the matter, which may result in the Council making a further determination/decision on the matter.

## **9 THE STATUTORY CONSULTATION PROCESS – ADDITIONAL INFORMATION**

- 9.1 The current requirements for consulting are set out in the Schools (Consultation) (Scotland) Act 2010. This consultation will be carried out in accordance with the Act.

- 9.2 This consultation has been planned in order to meet the following statutory requirements:

9.2.1 The consultation document sets out the details of the proposal.

9.2.2 The proposal paper details the educational benefits of the proposal and other relevant information.

9.2.3 The proposal paper will be published and widely advertised.

9.2.4 North Lanarkshire Council will seek to determine whether there are inaccuracies or omissions within the proposal paper and take such action as it considers necessary.

9.2.5 The consultation period will be a period of at least 6 weeks including at least 30 school days.

9.2.6 Prior to the commencement of the consultation period, the authority will give notice of the proposal to the relevant consultees. The relevant consultees are defined in the Schools (Consultation) (Scotland) Act 2010, and are as follows:

- (a) The parent council or combined parent council of any affected school
- (b) The parents of the pupils at any affected school
- (c) The parents of any children expected by the education authority to attend the affected school within two years of the date of publication of the proposed paper
- (d) The pupils at any affected school (in so far as the education authority considers them to be of suitable age and maturity)
- (e) The staff (teaching and other) at any of the affected school(s)
- (f) Any trade union which appears to the education authority to be representative of the persons mentioned above
- (g) The community council (if any)
- (h) The community planning partnership (within the meaning of section 4(5) of the Community Empowerments (Scotland) Act 2015 for the area of the local authority in which any affected school is situated
- (i) Any other community planning partnership that the education authority considers relevant
- (j) Any other education authority that the education authority considers relevant
- (k) Any other users of any affected school that the education authority considers relevant

9.2.7 During the consultation period, the authority will hold and be represented at public meetings on the relevant proposal.

9.2.8 The council will involve Education Scotland in the consultation process. This will culminate in Education Scotland preparing and submitting an independent report on the educational aspects of the proposal.

9.2.9 Following the consultation period, the council will prepare and publish a consultation report. The report will be published at least three weeks before a final decision is taken on the proposal.

9.2.10 The consultation timeline provides further information on the timescales for various staged in the statutory process.

## Consultation Timeline

<b>Stages</b>	<b>Date</b>
Phase One- Not relevant as not school closure	
Phase Two	
1. Committee Date	24 November 2020
2. Consultation starts	17 February 2021
3. Public meeting(s)	11 March 2021
4. Consultation Ends	31 March 2021
Phase Three	
5. Report to Education Scotland	14 April 2021
6. Education Scotland produce report	7 May 2021
Phase Four	
7. Consultation Report Published	28 May 2021
8. Time for further consideration – end	11 June 2021
Phase Five	
9. Final Committee Decision	TBC
10. Council Implement Decision	Following Council Approval

Please click on the link below to share your views on the proposal (Ctrl + Click to follow link)

[ASN Statutory Consultation Stakeholder Questionnaire](#)

**Consultation Response Form**

**Proposal to relocate pupils in Fallside to the We Aspire College.**

I am a parent/carer of a child attending Fallside

Other interested party

**Your Views**

1. Do you support the proposal to relocate Fallside children to the We Aspire College site?

Yes

No

Unsure

2. Do you have any comments you would like to make regarding this?

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3. If you have any further comments you wish to make please provide in space below:

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Please return to School Consultation – We Aspire consultation, Education & Families,  
Windmillhill Street, Motherwell ML1 1AB or email to [weaspire@northlan.gov.uk](mailto:weaspire@northlan.gov.uk)

**Additionally, a 'Frequently Asked Questions' document will be published and updated as the consultation progresses. Questions can be submitted via the consultation mailbox: [weaspire@northlan.gov.uk](mailto:weaspire@northlan.gov.uk)**

## Appendix (b)



**North Lanarkshire Council  
Education & Families**

**Public Consultation Meeting to discuss the proposal to create a We Aspire College North Lanarkshire for Portland Secondary, Pentland Primary and Fallside Secondary Schools**

**Thursday 11 March 2021 7pm-9pm**

**Remote meeting via WebEx (Total 54 Attendees)**

**Key: Q = Question S = Statement**

Anne Munro (AM), Head of Education (South), host of consultation meeting gave the welcome and introductions and confirmed this evening's meeting is a consultation on the proposal to develop a We Aspire College under the direction of an Executive Head Teacher. Coltness High School to be the nerve centre of connectivity, providing opportunities for children and young people to access a range of services within and beyond this centre.

**Council officers in attendance:**

**Gerard McLaughlin (GMcL) Head of Education - Central**

**Judi Pollock (JP) Senior Education & Families Manager**

**Alan Henry (AH) Senior Education & Families Manager**

**Alan Shields (AS) Continuous Improvement Officer – Inclusion**

**Jackie Cahill (JC) Education & Families Manager - Central**

**Michael Dolan (MD) Education & Families Manager – South**

**Andrew Gillies (AG) Senior Education & Families Manager – Social Work**

**Liz Fergus (LF) Young People and Families Manager – CL&D**

**Maryann McGorry (MMcG) Assistant Inclusion Manager – Inclusion**

**Lisa Breen (LB) Vocational Education Coordinator**

**Lyndsey Macpherson (LM) Vocational Education Administrator**

AM explained that the email responses and comments from stakeholder questionnaires received to date have been grouped to create thematic questions and AS will cover these after a presentation by JC. The questions raised at this evening's meeting will be added to these thematic questions to create a Frequently Asked Questions (FAQ) document that will be uploaded to the website following this meeting.

Presentation by JC on the We Aspire College proposal (attached), presentation by AG (attached) and previous frequently asked questions covered by AS.

Participants invited to put questions on the chat bar to be responded to by appropriate council officers where possible. Where it is not possible to respond tonight, full answers will be available as soon as possible thereafter.

The questions raised at this evening's meeting will be added to these thematic questions to create a Frequently Asked Questions (FAQ) document that will be uploaded to the website following this meeting.

Frequently Asked Questions to date – AS

AM noted the questions on the chat bar and to provide everyone with the opportunity to ask questions, would take two or three questions per person. However, all questions on the chat bar will be responded to as part of the Frequently Asked Questions document.

**Q – How many parents and how many pupil representatives are at tonight's meeting?**

AM – agreed to provide a breakdown of officers, and numbers of parents/carers and other stakeholders following the meeting.

**Q - requested that her statement be noted that the council is acting illegally as schools have not been open for the 30 days as required.**

AM confirmed that the council had checked with their legal department and that she is confident that the council is acting legally.

**S - Stated that she does not agree. AM said it would be noted.**

**Q - Gave an account of her child's experiences and expressed concern that this is a larger school environment with Fallside being smaller. This is further away, what is the turnaround? How is this any better? How has things changed?**

JP – Brannock LCSC provision is geared towards mainstream with support by LCSC staff but this is not this model's intention. The We Aspire College will have its own suite within Coltness High School but will be able to access mainstream facilities with their own staff. We are committed to children's pathways, to build resilience and confidence and to work with them to achieve a sustainable positive destination and this model will support that.

**Q– They will be segregated in a mainstream setting.**

JP – The young people in Coltness HS will have their own suite of rooms, though some young people may access other parts of the building at other periods of time.

**Q – Gave account of some of her sibling's additional support needs and expressed concerns that they are currently one of two in a class and this would be a larger environment. Also, the Coltness HS external environment is larger, busier, and noisier. What can partners do that the staff don't already do, and would the staff lose their jobs because of this proposal?**

AH – Once the consultation has ended, and if it is given approval to go ahead, there will be a full staff analysis undertaken for all schools affected. Where staff are impacted there will be a full staff and trade union consultation. Staff may have to move but no one will lose their job.



AS – Partner involvement will very much be based on the individual child's needs and will be an off-site enhancement to teaching. If it works well for the young person then great, but if not appropriate then will not be provided.

AG – At the heart of this are the relationships and the staff know the young people best. This model is to ensure partners can be accessed easily and seamlessly without bureaucratic referral processes e.g. CAMHS. Partners will be social work, health and the third sector working around the child. However, the key partners in building a young person's plan are parents/carers. We will be taking the GIRFEC approach for these children.

Q – Gave account of child's experiences with assessments etc and asked about the consideration of familiarity of buildings and busy car parks full of pupils being a trigger for some children. Is this poor timing given the current situation with CV-19?

AM – It is a really difficult time and we understand the reasoning behind the question. There is no expectation that everything will end in June and young people start in August. We will work with you, your child, staff, and partners on a clearly planned and phased transition. It will be about listening, taking advice, and looking at what is best suited to the individual young person, the individual provisions, packages, and opportunities that are in the best interests of your children. Everybody needs to feel comfortable and schools will remain open until all facilities and provisions are operational. JP has extensive experience in working with young people, so I'll hand over to her.

JP - We understand that these young people have had difficult experiences in school, and we want to build their resilience and confidence by being responsive to these young people. We want to give them the opportunity to plan for themselves their pathways and to move independently into training or work, or whatever they decide to do after school.

Q – Stated that she had contacted Coltness High School and the Head Teacher had offered to show her round and they are talking about a separate area and different start and finish times, with a shared kitchen area from a different capital budget. It is a shame more information was not available before as there is a lot of negativity around this plan. Usually half of Morningside pupils go to Coltness High School and now there are only two pupils. The talk of inclusion and facilities is not marrying up. The pupils of Coltness High School are not aware of this proposal and that is not the best start.

AM – Inclusion is at the heart of the We Aspire College and if there is any confusion, we need to address it as everyone needs to be involved. I understand parents' anxieties regarding a different environment, and we will take this on board and share what the provision could look like and how we can maximise opportunities.

JP – Young people may want to access mainstream and it is about trying to match that with the whole range of needs. There may be a young person at one end of the range who absolutely wants that but a young person at the other end of the range who absolutely does not. The range of vocational training will suit some young people but not all and there may be some who will move in and out of premises if they are doing activities such as Duke of Edinburgh Awards or college courses. The range of need is varied and wide and this cohort of young people who can display challenging behaviours, usually from trauma, can get a really negative press. We want to say; "Here you are now and let's get you on the right pathway" and give them great experiences to be involved and engaged as much as possible.

AM – There will be great opportunities for staff with learning opportunities to and from the mainstream schools.

MD – Regarding the shared kitchen area, it is important that the space is adapted to suit both groups and it is important to distinguish that the two are separate projects. The area we are looking at is not currently being used as part of Coltness High School's facilities.

AM – There are other facilities that will be part of the We Aspire College such as the Skills Academy and Cumbernauld Theatre. This is about removing stigma.

**Q – Under the impression that the Skills Academy and the 7 Day Centre delivers mechanics, technology skills, etc – what is there for girls?**

AG – The 7 Day Centre is just outside of Motherwell and provides mechanical vocational training giving young people experiences. Referral is through Social Work and it is a fixed programme, then the young people move on. There are two programmes per year. This model means that more young people could benefit with a better mix alongside the Skills Academy. This would give young people a broader experience with mechanics, kitchen, suites of rooms that will make the spaces more flexible for young people.

MD – The provisions are not gender specific and the Skills Academy offers automotive, hospitality and health and beauty to all young people. There will be outreach provision accessed at LAGTA, First Steps, College NL and West of Scotland and Caledonian Universities too.

**Q – Concerned about transitions and that they take a long time whether into mainstream or other providers. This feels rushed and will not be ready for August. Is there an ideal time line? It's easier if you know what you are working to.**

JP – We do not plan in doing anything quickly as this would be upsetting for the children. There will be time to do visits, hopefully with parents. There is a timescale for this consultation and then it will need to be approved. It is not expected that transitions would start until after the summer holidays so that young people have time to come back, settle and rebuild relationships. Especially children with ASD. Transitions need to be robust, steady, well thought-out and communicated clearly.

GMcl – There needs to be discussions between parents and school to see how it is going to work for children and staff. We should speak to Head Teachers about what their needs are to help with transitions. Things are never perfect but through discussions with Head Teachers and staff changes can be made to make it work. Transitions will include other staff such as educational psychologists and cluster integration improvement leads and done in a planned and controlled way. Timelines are difficult as 'no one size fits all' .

**Q – It has taken Pentland a lot of time and work to achieve quiet, nurturing spaces with smaller classes and the young people are now asking what size the classes will be and asks how many classroom spaces will be in Townhead Community Centre and what capacity can it hold?**

MD – If the classrooms are not less than 30m<sup>2</sup> they could take up to 18 pupils per class. With a 1:6 ratio and eg 4 classes this would equate to 24 pupils. There are two sensory rooms plus one to be added and bespoke outdoor spaces in the plan. The facilities currently have access to an outdoor running track, 4 parks/pitches and access to Drumpellier Park.

**Q – Finding it difficult to respond to consultation regarding the accommodation and estate as it is difficult to understand what the offer is. Portland has seven classes in 7 classrooms, 3 Practical Rooms (Hospitality/Life skills/P.E.), a Creative Space (Music Tuition/Art Therapy/Film-Making), a**

Recreation Room where we eat and it's not clear what is available in the We Aspire College. What do the locations offer? Also, parental representation and the staff are here to represent the SEBN parents as some may lack literacy or technical skills to respond. Suggest that the consultation document is provided in plainer English.

MD –Portland pupils will have access to courses in automotive, hair and beauty, digital technology and early learning and childcare. There will be access to areas within the school, a training kitchen, integrated well-being suite and outdoor space. All parents received a pre-consultation letter and subsequently over 8,000 text messages were sent twice.

AM – Accessible frequently asked questions will be provided.

Q – There has been a lot of talk about pathways and where, who and how will national qualifications be delivered?

JC – There will be a focus on this across the service with some of the pathways leading to certification under the SCQF framework. Literacy and numeracy skills are our core business and young people will be supported to get the best qualifications they can. The Senior Phase will be shaped by the young person in front of us with the BGE pathway across primary and secondary through to N3, N4 and N5 or equivalent. There will still be classrooms and we have staff who are well-equipped to support these young people achieve those qualifications.

AM – There will be that core provision with alternative pathways.

Q – These are our most vulnerable young people with many behavioural needs, they need very professional staff and small spaces, areas where they can break out, with space to move around. There is talk about a 'suite' but how much space is there? Talk about inclusion, best education but it sounds like a bit of a high school, two community centres and a bit of a theatre. It doesn't sound like we are giving them what they need. Where is their sense of belonging? When someone asks, "What school do you go to?" what do they say? Where or who do they go to for support?

AM confirmed that the spaces will be designed to support children.

JP – We would hope and expect the staff that have the experience and skills to move across with the young people. We will work with the council's design team to design spaces that have been risk assessed and, with staff involvement, will reduce incidents of crisis for young people.

Q – Shared that she and two of her colleagues conducted a study across secondary SEBN that showed that 75% of pupils had some level of speech, language, and communication needs. How are the opinions of the young people being sought?

JP – There is a questionnaire on-line for parents to help their children complete and we have also asked our educational psychologists and Cluster Integration and Improvement Leads to speak to small groups of pupils, and pupil councils, to gather views.

Q – Many people have expressed their concerns for our children as they haven't had positive experiences in mainstream with larger numbers. They require the need to feel safe, settled and belonging to their class and their school before they are comfortable and confident to learn. How can this be achieved in a such a different setting across numerous sites?

S – Added that they need a safe person to work with and go to.

GMCL – Before any child moves, the setting must meet their needs and this will come from the staff and the management teams. What are the best supports for the child? This will involve health,

social work, and educational psychologists to make sure they feel safe and to minimise the stress for these children.

AM concluded the meeting by thanking everyone for attending. The frequently asked questions will be made available, with comments on accessibility being taken on board. AM reminded everyone that emails can be sent to [weaspire@northlan.gov.uk](mailto:weaspire@northlan.gov.uk) and stressed that we will keep listening and keep everyone informed.

## **Appendix (b)**

### **Proposal to Create a We Aspire College for North Lanarkshire (Fallside, Pentland and Portland High School) Frequently Asked Questions.**

#### **12. Transport Arrangements**

The safety of all children is paramount. Pupils will continue to receive transport, as appropriate. There may also be some travel for older pupils between settings to allow them to access off site activities. Transport packages will be organised to meet pupils' needs and to support their educational and vocational programmes. All transportation measures would be considered and implemented in conjunction with existing council policies and in consultation with our internal and external partners.

#### **13. Integration of pupils**

The We Aspire College will have dedicated spaces for learning and teaching with their own entrance within the Coltness High School campus. Where appropriate, and as part of their planned programmes, the young people will be able to access a range of facilities and opportunities across the campus and on other sites. Planning of lunch and break times will be based on the needs of all pupils.

#### **14. Transitions**

If the proposal is accepted, transition plans will be developed. There is the opportunity for extended and bespoke transition packages to meet individual needs as the existing sites are due to remain active in the meantime. Transitions will be managed by the Head teacher; it is expected that parents and pupils will be fully involved in all aspects of the transition. Digital approaches will also be used to support the transition in the form of videos which can be watched in school and at home to immerse children in their new environment.

#### **15. Workforce arrangements**

Until the consultation has ended and the outcome of the proposals are known, we are unable to define workforce arrangements. However, classes will continue to be staffed in such a way as to ensure that the needs of all learners are met. If the proposal is approved, then the relevant staffing exercise will take place to ensure that we have the appropriate staff to pupil ratios and the relevant expertise. This would always be undertaken in full consultation with the affected staff members as well as the recognised trade unions and professional associations. As is currently the case, staff will continue to be able to access a range of professional development opportunities to ensure that the needs of all learners are met.

**16. Will primary pupils have a peer group?**

Individual pathway planning for primary pupils will have, at its centre, a focus on planning for inclusion into mainstream where appropriate and where it meets the needs of individual children. Supports and interventions will be carefully planned to facilitate this process and, wherever possible, a multi-disciplinary approach will be adopted. There will be opportunities for partnership working with St Ambrose and Buchanan High. Opportunities on this campus may include access to a range of exciting and engaging facilities not always available to primary pupils.

**17. How will each of the buildings be utilised? Will they be separated into primary, BGE and senior phase?**

It is proposed that Pentland School pupils would transition to newly developed facilities within Townhead Community Centre. Fallside Secondary School pupils would transition to We Aspire College based in Coltness High School and Portland Secondary School pupils would transition to We Aspire College based in Skills Academy. Additional provision will be available to all pupils within the other We Aspire College sites.

**18. Will young people have access to a range of subjects, and will intensive mentoring continue?**

All young people will have an individualised plan in place that will identify appropriate opportunities on their pathway. The school leadership team will ensure the appropriate pastoral care and mentoring programmes continue. A range of activities and courses such as PE, Hospitality, Technical, and Duke of Edinburgh Award will be arranged to meet individual needs.

**19. How many parents/representatives of pupils are at the public meeting?**

Of the 55 participants who attended there were 32 parents, 17 staff and 6 other stakeholders.

**20. Who came up with the name "We Aspire College" and why is being called a college?**

The name We Aspire College aligns to the Committee Paper We ASPIRE - A Shared Ambition for North Lanarkshire, approved in September 2018, where North Lanarkshire is the place to Live, Learn, Work, Invest and Visit - a place where there is a shared ambition for inclusive growth and prosperity for all. It defines all of our work across communities, stakeholders and partners. It is important to note that We Aspire College is an opportunity to provide a range of opportunities and experiences for all learners while still retaining the individual identities of the schools involved.

**21. How can you be "investing in our children" when you are closing their schools?**

There are no planned school closures. As referenced above each school will retain its own identity.

**22. Is the Educational Benefits statement the one that the council is relying on and submitting to Education Scotland?**

Yes

## Appendix (b)



**North Lanarkshire Council  
Education & Families**

**Meeting with staff to discuss the creation of a We Aspire College for North Lanarkshire (Fallside)**

**Wednesday 24 March 2021 3.15pm-4.15pm**

**Remote meeting via WebEx**

**Key: Q = Question S = Statement**

### **North Lanarkshire Council Representation**

Anne Munro (AM) – Head of Education - South

Alan Henry (AH) – Senior Education Manager

Michael Dolan (MD) – Education Manager - South

Jackie Cahill (JC) – Education Manager - Central

Bernadette Hunter (BH) – Education Manager - North

Alan Shields (AS) – Continuous Improvement Officer

Susan Wight (SW) – Education Development Officer

Lisa Breen (LB) – Vocational Education Co-ordinator

AM welcomed everyone and thanked them for their attendance at the meeting and explained that this follow up meeting was not a requirement of the statutory process but something that the consultation team felt would be informative.

JC explained that she would be delivering a PowerPoint presentation, that would provide additional information and clarity around the proposals and to respond to questions that have been raised during the consultation process. JC took everyone through the presentation outlining the reasoning and indicative timeline for phasing of the implementation of the proposal.

The consultation document states that the timeline for movement starts August 2021 and that the funding was approved on 18 March 2021, meaning mobilisation of project works can commence dependent on consultation outcome. Phase 2 is a major focus as this puts the clear management structure in place with an Executive Head Teacher (EHT) and leadership team within each setting. The phasing is critical in that it prioritises relocating the children



from Pentland School to Townhead Community Centre, with Fallside Secondary following thereon and then the Portland High School transitions, with a view to the We Aspire College, in totality, being in place by August 2022.

One of the key questions asked is “Why is it called We Aspire College”? This is aligned with the council’s vision and ambition in aspiring for the best for our young people. Staff are all aware of the need to remove obstacles for young people who experience the most barriers to their learning. AM emphasised Recommendations 8 and 11 of the ASN review to give the best physical provision and the best opportunities for those most vulnerable. These recommendations are reflected in the We Aspire College model that will allow staff to spread their expertise across the system.

AM confirmed that the presentation would be uploaded to the website, and invited questions from staff.

**Q – I don’t understand how a new building will change the quality of teaching and learning. It might for the odd pupil but not all. Don’t see how it will change the range of subjects?**

AM – There is evidence that new builds often provide new opportunities for pupils and a good environment improves the quality of the overall experience. There is extensive provision in Coltness High School that is not available within Fallside. It will be the responsibility of the Executive Head Teacher and Head Teacher of Coltness High School to look at the opportunities for all children focused on an inclusive model, whilst recognising the specialist skills of people in your school and the specific needs of your children.

JC – Main focus within BGE is literacy, numeracy and health and wellbeing, but pupils also need access to all eight of the curricular areas. Working with staff within the building will create a positive experience. Opportunities for professional development of staff will be created. Account will be taken when planning for individuals so that they can move on to the senior phase of education and have positive outcomes.

AM – The situation of the base is excellent for accessing the curriculum provision, sports, and outdoor facilities. There are classes adjacent to the base.

**S – Coltness High School welcomes the review and move by North Lanarkshire Council. In terms of curriculum on a school level basis, there are staff onsite that can help. We are keen to work with the We Aspire College staff to ensure the entitlement to curriculum for the pupils. Facilities on site are excellent.**

AM – Another thing to add and to reflect on is the Fallside staff experience. These skills can also be shared with Coltness staff when working with disadvantaged young people and those with other barriers to their learning.

Q – What exactly are the facilities in Coltness High School.

MD – The creation of a nurturing area is key. There are also sports facilities, three classroom areas and wrap around facilities. It is important to stress that the funding has been agreed for the development.

Q – Will that take out one of the three areas?

MD – No, if approved, work will go on with staff and design services. There are currently limited vocational opportunities available within the SEBN sector due to the nature of the buildings and this is an area the proposal is hoping to address.

Q – Currently Fallside has five classes with outdoor facilities. How will the facilities be better at Coltness High School?

MD – There are allotments at Coltness High School and excellent sports facilities. The range and quality of the facilities at Coltness opens up and enhances the potential for overall achievement.

S – There is an allotment site in the school with a greenhouse. Behind the Astroturf there is a football park and a seven-a-side football pitch. I would have no concerns about the use of the allotment or outdoor space.

Q - How many staff are expected to be there from August?

AH – If approval is given then we would look at the staff structure in June 2021. The Executive Head Teacher would be appointed in the first instance and thereafter the workforce structures will be agreed in consultation with staff and Trades Unions.

Q - Not giving answer that we want to hear but understand that you cannot. Cumbernauld Academy is that part of the three ? Who will be based there.

AM – Cumbernauld Theatre has been identified as a satellite site. In addition to Coltness High School, the other sites are Townhead Community Centre and the Skills Academy. Cumbernauld Theatre provides opportunities mainly in terms of hospitality. It will continue to run as a live theatre which brings opportunities such as lighting and front of house. Although based within Cumbernauld Academy campus the theatre has a separate entrance.

Q – Will there be new pupils to Fallside in August 2021 and what happens to the Skills Academy S3 pupils?

AM – The allocation process is ongoing.

S – The allocation process is still taking place. The schools will remain open during the transition period. There has been discussion about maintaining and supporting pupils in their mainstream school on an outreach basis. If there are young people who still require a place, then they will be considered.

AM – Skills Academy S3 pupils will complete S4.

S – This is a difficult time for everyone involved. At the bottom of this is very vulnerable, scared young people. They are used to small classrooms. We need to be mindful and listen to young people. Big High School has not worked for them.

AM – If we finish on anything then it is right that it is the young people. This will not be a mainstream school. It is about mainstream opportunities within a small environment, supported by your skills to work with parents and young people to get into the world beyond schooling. Getting it right for children by working together is so important.

AM thanked everyone again and reminded attendees that whilst the consultation period is ongoing, they can submit their comments and called the meeting to a close.

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## Appendix (b)



**North Lanarkshire Council  
Education & Families**

**Meeting with parents to discuss the creation of a We Aspire College for North Lanarkshire (Fallside)**

**Wednesday 24 March 2021 5.30pm-6.30pm**

**Remote meeting via WebEx**

**Key: Q = Question S = Statement**

### **North Lanarkshire Council Representation**

Anne Munro (AM) – Head of Education

Alan Henry (AH) – Senior Education Manager

Michael Dolan (MD) – Education Manager (South)

Jackie Cahill (JC) – Education Manager (Central)

Bernadette Hunter (BH) – Education Manager (North)

Alan Shields (AS) – Continuous Improvement Officer

Susan Wight (SW) – Education Development Officer

Lyndsey Macpherson (LM) – Vocational Education Administrator

AM welcomed everyone and thanked them for their attendance at the meeting and apologised for the problem with the Eventbrite link. Time was allowed for others to join the meeting following the issue with the link, meaning the meeting started 15 minutes later than planned.

AM explained that this follow up meeting specifically linked to Fallside School, was not a requirement of the statutory process but something that the consultation team felt would be informative.

JC explained that she would be delivering a PowerPoint presentation, that would provide additional information and clarity around the proposals and to respond to questions that have been raised during the consultation process. JC took everyone through the presentation outlining the reasoning and indicative timeline for phasing of the implementation of the proposal.

The consultation document states that the timeline for movement starts August 2021 and that the funding was approved on 18 March 2021, meaning mobilisation of project works can commence dependent on consultation outcome. Phase 2 is a major focus as this puts the clear management structure in place with an Executive Head Teacher (EHT) and leadership team within each setting. The phasing is critical in that it prioritises relocating the children from Pentland School to Townhead Community Centre, with Fallside Secondary following thereon and then the Portland High School transitions, with a view to the We Aspire College, in totality, being in place by August 2022.

AM –Picking up some points in the chat bar there seemed to have been some IT issues around the presentation. AM confirmed the slides will be uploaded to the website for everyone to view and AM offered to go back through any should anyone want this.

AM spent some time looking at the indicative timeline and highlighted key points from the presentation.

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Phase 1 – Capital funding has now been approved formally. It means money is ring fenced for all proposals.

Phase 2 – If the consultation proposal is approved the management structure would be put in place as soon as possible.

Another question that has come up at all meetings is in relation to transition planning and when would the relocations take place. This slide shows from August 2021. Our initial plan would be for the primary children and their move to Townhead Community Centre. Second move would be for Fallside's transition to Coltness High School then finally for Portland High School to the Skills Academy. There are other sites such as the 7-Day Centre, Community Alternatives and Cumbernauld Theatre that will all be used as satellite sites.

AM - Think it was important to put together the detail of the phasing and setting the scene. We can now go back through the slides or we can open the meeting to questions.

Q – Sorry, this sounds direct, it sounds as though the council has made up their mind. If all parents disagreed, then would that make a difference?

AM – I would stress that this is a consultation.

Q – You made reference to HMle and grading A+B. We won't get the whole building. Why can't they get satellite buildings from Fallside Base? Is it to save money?

MD – Couple of points to clarify, a budget was approved at Policy and Strategy Committee last week. As part of the project this proposal has been ringfenced for funding. In terms of Fallside, it is a Victorian building and we have tried upgrades, such as the basketball facilities. The Allotment at Viewpark is facilitated by an external body. We have been unable to invest in additional vocational facilities in the SEBN sector. The facilities in Coltness High School provide skill-based opportunities as well as school-based subjects and Fallside cannot provide this.

Q – Could they not have them at Fallside?

MD – The current capacity does not allow for that and this about in-school as well as out of school opportunities.

Q - What is different to what Cumbernauld Academy offers. Why would it be in my son's best interest?

AS – This proposal is still individualised and will provide opportunities to access mainstream. It would be a very different model and would continue to be part of your son's individual planning.

AS – As a Local Authority we need to consider the national priorities when considering our local policies.

S – I am sure the other parents are not interested in the national picture, we are only interested in Fallside, so I would rather we didn't waste our or your time talking about that any further.

AM – Teaching and non-teaching staff will be key to the design using their expertise and with their knowledge of children and young people. One of the questions was where does "We

Aspire” name come from. It is from the direction for North Lanarkshire and at the heart of that is ASN. To get the best facilities to provide children and young people with the best opportunities.

Q - I am confused, from the last discussion and having seen the facilities, how can it be the epicentre when it is two small rooms. Where are the shared facilities? Lots of discussion about shared facilities but we have been assured it was separate identity with no impact to Coltness High School?

AM – If proposal is accepted the shared facilities will be linked to the partnership working between the head teachers.

Q – Will it be separate with no integration?

MD – We can confirm that there is space within Coltness High School as a hub for the We Aspire College. There are three separate spaces. There will be no school closures. Fallside pupils will remain Fallside pupils and Coltness High School pupils will remain Coltness High School pupils. All the pupils in Coltness High School will have full access, as they currently have. Fallside pupils will have access to facilities-provisions within the school and this will be facilitated by timetabling.

Q- What provisions?

MD – There are sports fields, allotments, a poly-tunnel and technical rooms.

AM – There will be other sites they can still access. The other provisions they currently have and other facilities within Coltness.

S – Very much news to us.

AM – This is an inclusive approach.

AS – The proposal will not have a negative impact. Large secondary schools will have rooms that are unused at times. There could be the opportunity to share expertise from staff using these rooms or to support young people. It does not necessarily mean they will be joining in particular classes or lessons but it does mean facilities can be used where available.

Q - Would Fallside teachers follow pupils?

AM- We would expect that staff work directly with them. They know the pupils needs and there would be opportunities for professional development working both ways. It is the relationships that are key

S – My child is not suited to this proposal, I need you to know that.

JC – If your child is still covering BGE education. A wider curriculum is broad range of experiences. The key thing would be to have the widest range of bespoke packages tailored to your child’s individual needs.

AM - Including opportunities beyond school. That is why we are putting Fallside children and young people at the heart of this, as well as Coltness pupils.

BH - As a previous HT it is the greatest of intention from North Lanarkshire Council to be an inclusive authority. I have been following the chat bar and I would say that you trust is being placed in system that your children are in just now. As a former head teacher of a mainstream school it is important that we have inclusive integrated communities.

Q – Trust as part of a Community – if they're already part of a community, why can't they continue to do that as stand-alone schools? Even on a new site?

AM - HMIe identified that the provision they are in just now should give them access to the facilities for BGE and beyond. The proposal within a mainstream school allows them access to a bigger community. There has been progress made at Fallside, but it is still not meeting the standards expected by Education Scotland. The scope of the satellite facilities will provide additional opportunities.

AM - If the proposal is accepted, the design will take account of stakeholder comments and with the needs of the young people at the heart of it.

AH – Looking at the chat bar commentary and there are comments that we do not care and that we are not listening. We are listening and this is one of the reasons why these additional meetings were offered.

AM – Access to the ASN review paper with the 12 recommendations will be uploaded to the website.

AM – Thanked everyone for their attendance and engagement and reminded all that should they wish to comment on the proposal that this could be done using the email box, and online questionnaires.



## We Aspire Fallside Stakeholder Responses Overview

Consultation Stakeholder Stats	Do you support the proposal to move the current School				Breakdown of Stakeholder Responses		
	Yes	No	Undecided	Total Responses	Parent/Guardian	Other Interested Parties	Staff
Fallside	4	23	5	<b>32</b>	12	6	14

Consultation Email Stats	Email
We Aspire (Fallside)	8

Meeting	Attendees
Public Consultation	21
Follow Up Meeting (Staff)	13
Follow Up Meeting (Parents/Carer)	8

## We Aspire Fallside Stakeholder Comments

ID	Do you support the proposal to relocate the current school?	Name	Stakeholder	If you have any further comments you would like to make please provide in the space below
1	No	Anonymous	I am a parent/carer of a child attending the above school	My child thrives on the compact, quiet nature of the school and the very small class size. I fought for 2 years to get my son this placement and i am horrified that he is subject to change school yet again. I am doubtful my son will cope with any further disruption to his education and will miss out on the education he deserves.
2	No	Anonymous	I am a parent/carer of a child attending the above school	This is nothing more than a money saving exercise, masquerading as an 'opportunity' to integrate these children into mainstream education through the back door
3	Yes	Anonymous	Other interested party	School facilities are no longer fit for purpose
4	No	Anonymous	I am a parent/carer of a child attending the above school	These schools are small, specialist provision schools. North Lanarkshire Council has decided to merge these schools as a cost saving measure, thinly disguised as being "better" for the children. This decision is not in the interests of the pupils: none of them could cope in a larger mainstream school and that is why they were moved to smaller, specialist provision in the first place. To then lump them all together and move them to a large high school campus

				<p>would be catastrophic to their learning. These children have already missed out on much more schooling than their peers for years BEFORE the global pandemic and now you want to disrupt them AFTER two lockdowns? It's utterly ludicrous and would have such a deleterious effect on their learning. If it goes ahead, I will be making a placing request at the special needs tribunal for Scotland to apply for more suitable private provision and for NLC to pay for this. I will tell other parents of their right to do the same.</p> <p>This proposed merger will obviously have a negative and unnecessarily disruptive impact on children who are already extremely vulnerable, especially in education. The scheme itself is being consulted on during lockdown when families, especially those with vulnerable children with disabilities and behavioural difficulties are already stretched to breaking point. It's absolutely disgraceful. Shame on North Lanarkshire Council.</p> <p>The "We Aspire" name of the College name is highly patronising. The aim of the so-called college is certainly not to act in the best interests of these ASN children. Rather, it is to save North Lanarkshire Council money. Also, many of the parents of the pupils in these schools are vulnerable adults themselves and</p>
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				lack the capacity to advocate effectively in situations like this for their children, let alone during a second national lockdown (and NLC know this). The proposal is not good for the pupils and the timing of this consultation is not good either. I vehemently oppose this proposal.
5	Undecided	Anonymous	Staff	Insufficient detail provided to ascertain impact on school pupils and staff. Not acceptable to state 'unlikely to affect day to day working' without full and open discussion.
6	No	Anonymous	I am a parent/carer of a child attending the above school	How heartless is this council, having a survey about closing down our kids school during a second lockdown when mentally, we are already at the end of our rope?
7	No	Anonymous	Other interested party	I do not support this proposal. My relative attends this school and needs a smaller learning environment in order to thrive. A larger school campus would be far too intimidating for them.
8	No	Anonymous	Staff	The pupils we support are very vulnerable and benefit from the small school/small class setting we offer. Moving from the small and focussed situation to a larger campus (even in a base/area) will cause further difficulties in our learners being able to access their learning and the school society. They have been placed in our school away from the mainstream setting for individual and valid reasons. A move to a

				larger school campus will not support the plans for these learners that need the smaller school, space and number of pupils we can provide for them. They will not feel the sense of community belonging in a larger campus and therefore become further isolated and detached. Many of our pupils face this issue in their home communities also.
9	No	Anonymous	Staff	For personal reasons it would be another change that I don't need right now. I have only just settled into my new role here at Fallside and another uncertainty with regards to location, pupil structure and school day structure would make things extremely stressful to me. More importantly however the pupils in our school are in our school for a reason. And those reasons are that they are deemed vulnerable. To then ask them to move schools, change taxis, change class etc etc the list goes on, as well as the current changes due to lockdown would be an extremely worrying time for them and their parents. I really feel the level of attendance would suffer, their behaviours would change and possibly become more volatile and they would become less stable in general. Fallside school is a safe welcoming school that provides a warming atmosphere with a unique mix of staff and pupils which works perfectly in our current building. The proposal to move the school and

				<p>to displace the pupils and staff would completely ruin the hard work that has been put into the pupils by both staff and the pupils themselves. There will be no benefit to the pupils whatsoever if this proposal does take place and it will not be supported by myself or other staff members. I would feel very upset and stressed with this change and would probably apply for jobs elsewhere.</p>
10	No	Anonymous	Staff	<p>The consultation is unclear as it lacks details of exactly what each of the proposed accommodations will look like and how it can be any more beneficial to what we already have.</p> <p>I have concerns for the pupils at Fallside and how this proposed reconfiguration will impact on their social and emotional well-being. A lot of our pupils and their parent/carers do not have the means or the capacity to have their voice heard on this matter.</p> <p>The school environment within Fallside supports and nurtures our pupils who have a variety of different needs. Our pupils need a sense of belonging and identity, how can they have this when they are being segregated in a mainstream setting . School for some pupils is the only stable part of their life and is often regarded as a safe place for them. Some pupils can be violent and need break out space how will this be managed in the various</p>

				<p>settings that is on offer. The pupils that come to Fallside are here for a variety of reasons, one being that they could not cope in mainstream surely a return to this setting all be it in a separate suite of rooms cannot be of benefit to them. We are in the middle of a global pandemic and some of our pupils have really struggled with this, I feel that if this proposed reconfiguration goes ahead we will loose some of our pupils altogether.</p>
11	No	Anonymous	Other interested party	<p>The proposed arrangement to relocate into another school and being part of a mainstream campus is the way the EBD sector originally survived. It didn't work hence the fact schools like Fallside were created. Fallside when it was headed by ... thrived as did pupils and staff. More should be invested in the staff, listening to what they need to provide a nurturing establishment and back to having a specific HT for only Fallside. Relocating is a money saving plan it is not a plan putting the well being of these young people first. A plan would be to look at Fallside when it worked successfully.</p>
12	No	Anonymous	Other interested party	<p>I went to this school 10 years ago. It saved my live. I was a mess and these people looked after me. I feel good about myself now and have a job and it is only because they believed</p>

				in me i would not have gone to school if it was part of a normal school.
13	Undecided	Anonymous	Other interested party	<p>We are the speech and language therapists (SLTs) who have been working in the secondary SEBN schools (Fallside, Portland and Willowbank) for the past 3 and a half years and are responding on behalf of the NHS Lanarkshire speech and language therapy service. We have developed strong working partnerships with the education staff and have worked closely with the senior leadership team. We feel that the move towards a more integrated approach that shares staff knowledge under a single shared headship is a positive one.</p> <p>We have a number of concerns regarding the consultation and would appreciate clarification around them.</p> <p>Mainstream campuses/ Sensory environment</p> <p>Good verbal communication often follows as a consequence of emotionally- regulated children and young people (CYP) who feel safe in their physical environment and in their relationships with staff. This is a strength of the current set-up. We have seen many young people with speech, language and communication needs (SLCN) benefitting from</p>



			<p>a quieter environment and smaller setting than they were exposed to within mainstream settings. The location of a base or hub on a mainstream campus may be overwhelming for those with a history of trauma and/or SLCN. The small number of onsite staff and pupils is key to the emotional stability of the children and young people. This enhances a sense of community and belonging within the schools.</p> <p>Transitions</p> <p>While we agree that the current estate lacks facilities we feel that the initial transitions to any new estate must be carefully managed, allowing adequate time and space to prepare the CYP to ensure the transition process be as smooth and stress free as possible.</p> <p>We also have concerns that moving pupils between sites means multiple transitions that may be too great for a number of pupils with SEBN and SLCN. It is possible that the CYP will not be able to access the new facilities if the multiple transitions prove too great. There is also the possibility that the CYP and staff safety may be put at risk if the CYP feel unsafe or overwhelmed.</p> <p>Multiple sites embed 'communication-friendly' practices</p>
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				<p>Our recent study across the current secondary provisions showed that around 75% of the CYP who attend these schools have some level of speech language and communication needs. Therefore any new SEBN provision must have 'communication-friendly' practices embedded throughout the sites proposed. This must include any associated mainstream schools whose facilities the young people would access.</p> <p>We are encouraged that partnership working is one of the key guiding principles of the proposals and we are very keen to continue working in partnership with education staff and other stakeholders in order to best support the children and young people who attend these schools. We would keen to be involved across both specialist and any outreach provision. In an ideal world we would support the building of a new, purpose built estate to support these children and young people to access education and reach their full potential.</p>
14	No	Anonymous	Staff	<p>(Page 1) There are aspects of the proposal that I still feel have been left unanswered and I would like clarification. From the start of the</p>

				<p>'consultation' I have been left pondering these questions and after each aspect of it I have had to consider more. The first Webex meeting to the staff was only to indicate and answer questions on the 'process' there for initial questions were left unanswered. At the next virtual meeting the discussions were for the whole 'estate' and included all of the establishments involved in the development of the We Aspire College. This produced even more questions as we were joined by disgruntled and confused Coltness parental representatives who had been told differing scenarios of what Fallside were going to be able to access. The discussions geared towards the 'Capital Funding' and what it would be used for to enhance the teaching and learning as well as the fabric of buildings was also first muted. However all throughout the process and consultation the standard response has been that everything would have to be through discussions with the newly appointed 'Executive Head Teacher'. We are now at the end of phase 2 when the consultation ends (31st of March 2021) and so the essential questions are still left unanswered as this crucial position has not been filled. I fully understand that the consultation paper has to be passed but having the people in position who will make the decisions regarding the pupils and staffing as well as any new layout of</p>
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				<p>buildings I would suggest would be essential. No matter how many times the question was asked in every format, there has been no answer to how many pupils and / or staff will be based in the main hub that is proposed as Coltness High School.</p> <p>Phase 1 was not deemed relevant as Fallside is not a school closure. However from the discussions and meetings I would suggest it is. Can you confirm that the school is not closing and the realignment of it is to the benefit of the pupils and the staff that attend it? Pupils that the authority deemed necessary through the allocation process to place at Fallside and to the staff who have chosen to enter this specialised sector. As I have specified the proposal indicates that Fallside will move into Coltness High School and this will be the 'main base'. Again the question has been asked on numerous occasions how many rooms constitute a 'suite of classrooms'? Fallside has 5 classrooms, a gym, an office, a kitchen and a staffroom. It has an area on site for outdoor games as well as access to walking and cycling routes in the immediate area. The school uses a local sports hall without public access. The allotments at the Viewpark nursery are exceptional. We access the Bentley Hotel as well as accessing the Portland High School kitchen area with specialist catering instructors from the Lanarkshire Catering</p>
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				<p>School. We use the Skills Academy and Lagta as a progression for mechanics. All of these interventions add significantly to the external awards that are available to the pupils at Fallside.</p> <p>Pupils at Fallside have been allocated by the authority over the last 23 years as being pupils who are deemed to be in need of a smaller nurturing approach in an environment that exists in a smaller campus scale with significantly smaller class sizes. Having their own sensory space and a regular trusted adult to confide in and work with provides an atmosphere that has continually provided a positive experience to pupils with SEBN. The anxiety and fear of being placed back into a 900 plus mainstream school will I would suggest be additional stress that may well contribute to a fight or flight reaction. Some of the pupils at Fallside have never actually been at a mainstream school or campus.</p> <p>(TBC)</p>
15	No	Anonymous	Staff	<p>(Page 2)</p> <p>Can you confirm that the start times and break times and lunchtime will be negotiated with the head teacher and the executive head. Indeed where exactly the Fallside pupils will eat their lunch. Again there are conflicting</p>

				<p>answers from Coltness parents as they believe that the pupils will never meet. This again indicates a feeling of exclusion instead of inclusion and a feeling of segregation.</p> <p>The questions relating to facilities at Coltness leads also onto the 'educational benefits' that were stated in the proposal for the Fallside pupils who require the intensive services to meet their additional support needs.</p> <p>HMIE stated that the pupils were entitled to an increased BGE. Since Fallside had the report from the inspection they have endeavoured to do this by the increased subjects and the availability of options which has increased the BGE and also the progression into the senior phase. I would suggest that this would be hindered in much smaller teaching environment and limited space. Break out spaces, staff areas, head teacher room or clerical space are all limited. Storage space would also be a premium. The mainstream staff and expertise has also been muted as being available to increase the BGE entitlement but who would be responsible for pupils within the mainstream class. Do the Fallside pupils walk to the specialist classrooms through the campus as we were informed that these classes are not near the area that Fallside would be based. Would the mainstream teachers provide work to be done in the unit? Again an atmosphere of</p>
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				<p>segregation is created targeting the Fallside pupils as outsiders and alien to the mainstream culture. The lack of identity and belonging would again hinder the integration of already alienated pupils. The problems posed, I would suggest along with the locations of the 7 day centre and the Cumbernauld Theatre space makes this sense of belonging negligible as vulnerable pupils in North Lanarkshire are moved around with no identified educational 'home'.</p> <p>After 23 years for me at Fallside brings its own loyalty and sense of pride and belonging. Eight head teachers in 23 years have been told that the building is not fit for purpose, again I disagree and the space and individual classroom settings in a purpose built school makes for an 'educational home' that pupils can identify. The specialist facilities and outside agencies involvement helps to enhance and enrich the concept of being a Fallside pupil encouraging them to change their perception of education getting them ready for the world of work. I feel that the complete lack of identity as well as the restrictions in the settings will impede this progression and I would therefore disagree with the proposed 'realignment' of the school and look forward to hearing your answers to the questions that I have asked.</p>
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16	No	Anonymous	Staff	<p>Being part of of an SEBN school is difficult to convey adequately within a short survey. Our pupils arrive with a huge range of complex needs and have mostly had horrible experiences within mainstream schools, often being labelled as 'badly behaved' for years and feeling like an outcast within their school and/or community. They are the most vulnerable children and express being angry, hurt, tired, scared or confused the only way they know how. Within the small setting of Fallside, they are able to have a safe space to build relationships, trust and a sense of belonging to their class, the school and the wider community. The transformation of individual pupils over the years that have come from primary or later into their secondary experience, having had several exclusions, barely attending or on such reduced timetables to then start fresh, given time and reassurance to settle and become ready to learn is something that the small, safe setting of Fallside lends itself to very well. If a pupil becomes overwhelmed or is unsettled from in issue at home, we are able to use our rooms, office or outside space to address their needs. We are very much focused on each and every pupil to build their confidence and build on their successes.</p>



				<p>In recent years, we had 3 head teachers within 3 years but now having had some stability, we are positively expanding our BGE curriculum and wider achievements.</p> <p>Our pupils have access to fantastic community allotments for outdoor learning. There are local bike trails situated at the bottom of the street from the school for quick and easy access, and a local sports hall for P.E, as well as our own gym within the school building.</p> <p>The upper school pupils have access to colleges, schools and work environments within the council to offer them hands on experiences in catering, mechanics and construction. As well as DYW opening up more work experiences and positive destinations. Our pupils are at the heart of all we do, and it is done more meaningfully when the pupils feel they are good enough and they are somewhere they belong with a team looking out for them. Changing the small, safe setting of Fallside and losing their sense of identity in attending their own school would be a great loss.</p>
17	No	Anonymous	I am a parent/carer of a child attending the above school	As a parent of 2 children at Coltness High school I feel that the site should be better utilised for the pupils in the catchment area it was built to serve. I'm sure there are many

				<p>financial incentives both for NLC and Coltness High with this proposal but at what cost to the pupils currently trying to gain qualifications to better themselves and enhance their chances of employment at an already very busy and over populated school. I feel that this is yet another distraction for pupils and staff who have had a very disruptive 2 school years due to Covid.</p> <p>Coltness High school used to be the envy of many for it's grades, staffing, pupil attainment and community involved partnerships now it seems to be living up to its poor Postcode status where pushing for success through academia is less of a priority. It's disappointing and this move will only entrap this status for future generations.</p>
18	No	Anonymous	Staff	<p>I think some of the information was very vague i.e. - Cumbernauld Theatre. I would have expected to see plans of each of the facilities, especially entrance and classroom layouts at Coltness.</p> <p>I have concerns of the space available at Coltness, I believe there should be more classrooms set aside.</p> <p>I do not agree with Pentland pupils coming under the same name as Secondary aged</p>

				pupils. I believe the should either keep their current school name or re-think it.
19	Undecided	Anonymous	Staff	While I believe in the We Aspire philosophy, I think it should located on a site of its own with its own facilities and amenities. I am concerned that the space dedicated to it in Coltness will not be sufficient. I am also concerned about the adverse impact it might have on the staff and pupils who already attend Coltness High School and its reputation within the community. I would hope that the two schools would be entirely separate entities, with staggered break and lunch times. If pupils in the We Aspire college are able to return to mainstream education I would hope it would be to a school within their home catchment area.
20	Yes	Anonymous	Staff	As a member of staff, I feel that being attached to a mainstream school would have a positive impact on staff for both professional development and opportunity for increased awareness of what is happening in Education as a whole. However, for pupils who have additional Social, Emotional and Behavioural needs I feel that attending a mainstream campus would be fraught with additional

				<p>difficulties. Mainstream education has already failed to offer opportunities for these pupils to succeed and to meet their needs.</p> <p>Pupils experiencing challenges in education due to additional SEBN do so for a diverse range of reasons, including the buildings in which education is offered. The size and layout of mainstream establishments can be overwhelming for some pupils as can the number of people on site. Although having our own access may alleviate some anxieties for some pupils there will be many that are unable to cope with even walking through the school doors. If our pupils have different timetables, including start and finishing times, different break and change of class times this may lessen anxiety for some however may add additional challenges, for example the movement and noise generated by Coltness pupils changing classes or enjoying their intervals.</p> <p>I feel that moving to larger campus will have a negative impact on our pupils' sense of ownership and belonging, which is of vital importance in our pupils' level of engagement with learning. I have concerns that We Aspire pupils will feel more marginalised in this setting.</p> <p>Although I acknowledge that there are changes required for the SEBN sector I have concerns that the proposed changes will have</p>
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				<p>not only have negative consequences for our current pupils but also on the future of the education for pupils who have additional SEBN. In an ideal world, all pupils with additional SEBN would be able to access education in a mainstream environment however until there are major changes within mainstream this will not happen and if North Lanarkshire's only resources are attached to mainstream campuses then we may have to return to removing pupils from their communities and paying for places outwith the authority.</p> <p>At present pupils travel outside of their local communities to attend SEBN schools in North Lanarkshire which is not ideal however this issue will not be solved with the proposed changes and if anything, Coltness High is less central than any of the schools which will become We Aspire.</p> <p>With regard to concerns raised by HMI related to quality of learning and teaching I feel that there is nothing in the proposals that would address this directly that could not be achieved by upgrading rooms in one of the current stand-alone buildings.</p> <p>On a separate note, the name We Aspire College could be misleading especially for the Primary and S1-3 pupils. I have heard people</p>
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				refer to it as We Aspire Academy which would seem like a more appropriate name.
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# **Schools (Consultation) (Scotland) Act 2010**

**Report by Education Scotland addressing educational aspects of the proposal by North Lanarkshire Council to create a We Aspire College for North Lanarkshire (Fallside School).**

April 2021

## Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of North Lanarkshire Council's proposal to create a We Aspire College for North Lanarkshire (Fallside School). Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the virtual public meeting held on 11 March 2021 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- virtual visits to the site of Fallside School and Coltness High School, including discussion with relevant consultees.

## Consultation process

2.1 North Lanarkshire Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The consultation process ran from 17 February 2021 until 31 March 2021. Taking account of public health concerns, the council held a virtual public meeting on 11 March 2021 which was



attended by over 60 people. More than a few stakeholders expressed the view that the proposal papers linked to the consultations did not provide sufficient detail in a number of respects. Further information was shared at the public meeting by officers from North Lanarkshire Council. They also committed to answering stakeholders' questions which required follow up through the publication of a frequently asked questions section of the council's website. Following on from the public meeting, and taking account of the expressed views of parents and staff, the council organised further online sessions for these groups to provide further clarification and detail.

HM Inspectors agree with stakeholders with respect to the lack of sufficient detail in the original proposal papers. Inspectors welcome the further approaches by the council to provide exemplification and detail which is helpful to stakeholders.

2.3 The council received 32 responses to the consultation from Fallside School stakeholders. Of these, four supported the proposal, 23 (72%) did not support it and five were undecided. There were also 19 responses to a separate pupil consultation, 14 from Fallside School and five from Coltness High School. Three of the Fallside School pupils supported the proposal, but the remaining 16 pupils (84%) did not support it.

## **Educational aspects of proposal**

3.1 HM Inspectors acknowledge that the council's plans are ambitious for children and young people and that their evidence shows that aspects of existing provision require improvement. However, HM Inspectors agree with stakeholders' views that the original proposal paper was too general in how it outlined the educational benefits for children and young people. The further exemplification now set out by the council provides a better case for change. The proposal has a number of potential educational benefits. For example, the council believes that the proposal will enhance the empowerment of practitioners and local ownership of resources to meet needs, with improved access to high quality facilities and wider teaching styles and approaches, including active learning, interdisciplinary learning and outdoor learning. HM Inspectors agree that this is a potential educational benefit, dependent upon how the learning spaces are configured and the curriculum flexibility which is possible.

3.2 HM Inspectors agree that there is a potential educational benefit of local specialist establishments working well together. There may be further benefit for staff being located within a secondary school allowing easier access to colleagues who are subject specialists.

3.3 HM Inspectors agree that the proposal has the potential to strengthen practice in planning to meet the needs of learners and clearer pathways to mainstream for those who can access such provision.

3.4 While senior leaders at Fallside School can see potential benefits, the majority feel that they do not yet have the clarity and detail to enable them to make an informed judgement of the proposal. Teachers and support staff who spoke to HM Inspectors do not feel that they have been sufficiently involved yet in the development of the We Aspire College proposal to make an informed decision. They acknowledge that there are potential benefits, but have reasonable concerns that there is not

enough detail in the proposal, and that there is a possibility that the new location could be more cramped and less flexible than their current accommodation.

3.5 Parents and carers of pupils at Fallside School who spoke to HM Inspectors are concerned that the advantages of the current school accommodation could be lost in the proposed move to a new location in Coltness High School. They have reasonable concerns about the proposal and that there is a need for further information about the accommodation, curriculum, staffing, resources and transitional arrangements for their children as part of the proposal.

3.6 Young people who currently attend Fallside School who spoke to HM Inspectors feel safe there. They enjoy their accommodation and curriculum, particularly the local outdoor activities. They know relatively little about the proposal, but have reasonable concerns that they would rather not move to Coltness High School as some of them do not cope well with loud, busy or crowded spaces, which make them feel anxious. They are also concerned about their reception in the new establishment and how they would be regarded by staff and pupils. It will be important to work with young people to address these concerns.

3.7 At Coltness High School, senior leaders who spoke to HM Inspectors are positive about the proposal, although most of the discussions about it have been between the headteacher and the local authority. Overall, they can see potential benefits including an improved curriculum offer, along with potential mainstream links, for We Aspire College pupils and an opportunity for departmental links to enhance professional learning for staff in both establishments. However, they would appreciate more specific information regarding what is envisaged regarding the relocation. Staff at Coltness High School are also generally positive, but feel that they are not well enough informed yet about the proposal to make a judgement about it. Parents who spoke to HM Inspectors felt unable to comment on any benefits or barriers due to their limited information about the proposal.

## Summary

This proposal has a number of potential educational benefits. This could expand and enhance facilities for young people and improve joint planning and strengthen partnership working for staff. In order to achieve these benefits the council should develop, share and discuss greater detail about the proposed new accommodation, the curriculum offer, staffing, resources and transitional arrangements for young people. These should be carefully planned so that young people who benefit from specialist support feel welcomed in the new location.

Of the stakeholders who responded the majority do not support the proposal. None of these groups feel that they have been involved sufficiently well yet in the development of the proposal. They have reasonable concerns that there is not enough detail given in the proposal to be able to support it. If the council decides to proceed, it should ensure that it works closely with all stakeholders. They should be fully involved in the development of a more detailed proposal before the council prepares and publishes its final consultation report.

**HM Inspectors**  
**April 2021**

**Reconfiguring Intensive ASN  
Systems and Services**

**Author** *Maryann McGorry* **Contact details** [mcgorrym@northlan.gov.uk](mailto:mcgorrym@northlan.gov.uk)  
**Owner** *Anne Munro* [munroa@northlan.gov.uk](mailto:munroa@northlan.gov.uk)

<b>EqlA version number</b>	<i>1</i>	<b>EqlA status</b>	<i>Complete</i>	<i>Incomplete (Ongoing)</i>	<i>X</i>
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*If Incomplete please say why - for instance pending further consultation / research* | Implementation and staging to be continuously reviewed.

<b>Governance Committee</b>		<b>Date approved</b>	<i>insert date</i>
<b>Review date</b>			

**Section 1. About the Policy**

<b>1.1 Name of the policy / strategy / function / procedure:</b>	
Is this a: -	
A new policy /strategy / function / procedure / service	<input type="checkbox"/> Y
Budget saving	<input type="checkbox"/>
Review of policy /strategy / function / procedure	<input type="checkbox"/> Y
Review of Service	<input type="checkbox"/> Y
Other (please specify) Community Asset Transfer	<input type="checkbox"/>
Is this is a key strategic decision subject to the Fairer Scotland Duty <b>Yes, in relation to the Fairer Scotland Duty requirement for public bodies “to actively consider how they could reduce inequalities of outcome in any major strategic decision they make.”</b>	
	<input type="checkbox"/> <input type="checkbox"/>
<b>1.2 Person Responsible for the policy etc.</b>	
<b>Name:</b>	<b>Job Title and Service / Team:</b>
Anne Munro	Head of Education & Families (South)

<b>1.3 What is the scope of the assessment?</b>	✓	<b>Detail where appropriate</b>
Whole of the organisation	<input type="checkbox"/>	
Service specific	Y	Education specific – a reconfiguration to ASN services

Discipline specific	Y	
Other	Y	Relocation of Fallside School to Coltness High School

#### 1.4 What is the policy/ strategy/ function/ saving trying to achieve / do?

- The strategic reconfiguration of the intensive ASN systems and services to support children and young people with intensive social and emotional needs, within Fallside School, to realise their full potential.
- To address 2019/20 HMIE reports to strengthen teaching and learning in Fallside School
- To improve the ASN estate, out of existing facilities such as Fallside High School, as previously established in the Plan for North Lanarkshire Council in March 2019, to improve the council's resource base.
- To ensure that the pupils of Fallside school are offered their educational entitlement of a broad and balanced curriculum and opportunities for an equitable offering to achieve personally and
- Improve economic opportunities and outcomes by pursuing new opportunities to ensure that North Lanarkshire is an attractive place for business, investment, and growth.

#### 1.5 If this is a budget saving, how will the saving be achieved?

## Section 2. What do I know now?

### 2.1 Who are the stakeholders and beneficiaries?

- Pupils who attend Fallside High School and Coltness High School
- Parents/Carers of pupils who attend Fallside High School and Coltness High School
- All pupils with an additional support need across NLC
- Employees: Head Teachers, Cluster Support Teachers (CSTs), CIILs, teaching and non-teaching staff and the Inclusion team
- Managers: The Operational Team that will project manage this strategy, Programme Board that will oversee it, and managers across the aforementioned departments who will be asked to provide their views and input throughout the review process
- Third sector partners who will assist with the review and delivery of vocational skills at We Aspire College, specifically with Fallside High School pupils.
- Partner teams/departments at NLC: Social Work, Educational Psychology, Estates, and HR colleagues
- Owners: The Project Sponsor, Derek Brown, Executive Director of Education & Families; Senior Responsible Officer, Head of Education (North/Central/South), Anne Munro

### 2.2 What data, consultation, research and other evidence or information is available relevant to this assessment? (This is a desktop exercise)

A council-wide review of the additional support needs sector has been undertaken. It is recognised that fundamental changes are required, including higher quality facilities and increased

collaboration between schools and services to benefit pupils and their families, staff and the delivery of a full and robust learning experience. The new facilities will offer intensive support for children and young people. By Fallside High School pupils joining the We Aspire College, with access to partner services, there is opportunity for increased teaching time, formal teaching and a positive pathway (Appendix A).

A consultation process was carried out in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and the amendments contained in the Children and Young People (Scotland) Act 2014. It is within this statutory framework that Education and Families, has engaged in a consultation exercise with all relevant consultees.

### 2.3 Considering the information in Section 1 and 2.1 and 2.2

#### 2.3.1 If this policy is subject to the FSD what does it suggest about the impact or potential impact on socio-economic disadvantage? (please refer to FSD Interim Guidance)

Low income	n/a
Low wealth	n/a
Material deprivation	n/a
Area deprivation	n/a

#### 2.3.2 Are any of the people communities listed below likely to be more affected by this policy than others?

People who share one or more of the protected characteristics of the Equality Act 2010	Yes	Details	No	Details	Don't Know
Age (a particular age or range of ages)	Y	12-16			
Disabled people and people with long term health conditions	Y	The review and reconfiguration is aimed at improving the support given to pupils who attend Fallside High School.  Pupils moving to alternative school estates may be more affected than			

		others due to the change that will be experienced to their school environment.			
Women and men, girls and boys	<b>Y</b>				
People defined by their race, colour and nationality, ethnic or national origins.	<b>N</b>				
Married people and civil partners	<b>N</b>				
Pregnant women and new mothers (including breastfeeding women)	<b>N</b>				
Lesbian, gay and bisexual people	<b>N</b>				
People transitioning from one gender to another	<b>N</b>				
People of different religions or beliefs or non-beliefs	<b>N</b>				
<u>Other groups</u>					
Children and families	<b>Y</b>	<p>The review and reconfiguration is aimed at improving the support given to pupils who attend Fallside High School.</p> <p>Some pupils may experience a change to their school location.</p>			
Homeless people	<b>N</b>				



Looked after and accommodated people	<b>Y</b>	<p>The review and reconfiguration is aimed at improving the support given to pupils who attend Fallside High School, which includes pupils who are care-experienced.</p> <p>Some pupils may experience a change to their school location.</p>			
Care leavers	<b>Y</b>	<p>The review and reconfiguration is aimed at improving the support given to pupils who attend Fallside High School who are care-experienced.</p> <p>Some pupils may experience a change to their school location.</p>			
Carers – paid / unpaid, family members	<b>N</b>				
Asylum seekers	<b>N</b>				
Employees – full and part time. Including SES, MAs etc.	<b>Y</b>	Head Teacher roles will be reviewed under the implementation			

		<p>of Executive Headships.</p> <p>Teaching staff may experience a change to their location.</p> <p>Non-teaching staff may experience a change to their location</p>			
Others	Y	<p>Environmental services staff may experience changes to existing transport arrangements.</p> <p>Taxi contractors may experience changes to existing contracts.</p>			

**2.4 Do you have evidence or reason to believe that this policy will, or may potentially affect the Council's duty to: (Please tick all that apply).**

	Yes	No	Don't Know
1. Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010?	<b>Yes</b>		
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not	<b>Yes</b>		
3. Foster good relations between people who share a protected characteristic and those who do not?	<b>Yes</b>		
4. Protect and promote human rights?	<b>Yes</b>		
5. Reduce socio-economic disadvantage	<b>Yes</b>		

It is expected that pupils who attend Fallside High School will benefit from an improvement in the quality of education and future life opportunities. Supporting a focus on the future of the ASN estate and specialist provision around the campus model of the future.

Notably, long-term socio-economic advantage is expected to be fostered across North Lanarkshire due to the investment in school estates such as the We Aspire College.

The creation of We Aspire College with a focus on vocational learning for pupils, under the leadership of an Executive Head Teacher will incorporate Fallside High School with other schools and services, with an overall responsibility for improving outcomes by offering opportunities for pupils to work within and between a range of establishments and services.

### Section 3. What else do I need to know /find out?

**3.1 Further consultation – Please use the table directly below to say who you will consult with (tick Yes or No). Consider those groups from section 2.3 where you ticked yes or don't know. Once consultation has taken place provide the details below.**

<u>People and communities</u>	Yes	No	Describe what you did, with whom and when. Please provide a brief summary of the responses gained and links to relevant documents, as well as any actions
Age (a particular age or range of ages)	Y		Children under the age of 18 and families will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.  Statutory Consultation began on 17 February 2021 and ended on 31 March 2021

			<p>Public Consultation Meeting was held on Thursday 11 March 2021.</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p>
Disabled people and people with long term health conditions	Y		<p>Pupils with additional support needs and their parents/carers will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation began on 17 February 2021 and ended on 31 March 2021</p> <p>Public Consultation Meeting was held on Thursday 11 March 2021.</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p>
Women and men, girls and boys	Y		<p>Teaching staff have and will continue to be consulted about proposed asset rationalisation changes that are due to be carried out.</p> <p>Statutory Consultation began on 17 February 2021 and will end on 31 March 2021</p> <p>Public Consultation Meeting was held on Thursday 11 March 2021.</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p> <p>There will be continued Trade Union and HR consultations with affected staff members from Fallside High School.</p>
People defined by their race, colour and nationality, ethnic or national origins.		N	
Married people and civil partners		N	
Pregnant women and new mothers and breastfeeding women.		N	

Lesbian, gay and bisexual people		N	
People transitioning from one gender to another		N	
People of different religions or beliefs or non-beliefs		N	
<u>Other groups</u>		N	
Children and families	Y		<p>Pupils from Fallside High School and Coltness High School and their parents/carers will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Additionally, teaching and non-teaching staff have and will continue to be consulted about proposed asset rationalisation changes that are due to be carried out.</p> <p>Statutory Consultation began on 17 February 2021 and ended on 31 March 2021</p> <p>Public Consultation Meeting was held on Thursday 11 March 2021.</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p>
Homeless people			n/a
Looked after and accommodated people	Y		<p>Pupils from Fallside High School and Coltness High School including those who are care-experienced, and their parents/carers will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation began on 17 February 2021 and ended on 31 March 2021</p> <p>Public Consultation Meeting was held on Thursday 11 March 2021.</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p>

Care leavers	Y		<p>Pupils from Fallside High School and Coltness High School including those who are care-experienced, and their parents/carers will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation began on 17 February 2021 and ended on 31 March 2021</p> <p>Public Consultation Meeting was held on Thursday 11 March 2021.</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p>
Carers – paid / unpaid, family members	Y		<p>Pupils from Fallside High School and Coltness High School including those who are care-experienced, and their parents/carers will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation began on 17 February 2021 and ended on 31 March 2021</p> <p>Public Consultation Meeting was held on Thursday 11 March 2021.</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p>
Asylum Seekers		N	
Trade Unions	Y		<p>Teaching staff have and will continue to be consulted about proposed asset rationalisation changes that are due to be carried out.</p> <p>There will be Trade Union and HR consultations with affected staff members</p>

			<p>Statutory Consultation began on 17 February 2021 and ended on 31 March 2021</p> <p>Public Consultation Meeting was held on Thursday 11 March 2021.</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p>
Employee Equality Forum		N	
Others		N	

### 3.2 What additional research or data is required?

Continuous consultation with all stakeholders to transition pupils between Fallside High School and Coltness High School.

Statutory Consultation began on 17 February 2021 and ended on 31 March 2021

Public Consultation Meeting was held on Thursday 11 March 2021.

[www.northlanarkshire.gov.uk/consultations](http://www.northlanarkshire.gov.uk/consultations)

Information gained through the consultation process will be analysed and, where views align with 1.4 above, will be taken into account.

Thorough review of upcoming building works to ensure timelines can be met for placements allocated to pupils.

### 3.3 What does the additional research and data tell you about potential or known effects?

FAQ's based on feedback from Stakeholders along with questions raised at the public consultation meeting on 11 March 2021 will allow further analysis of the effects. This EQIA will continue to be reviewed throughout the process.

#### Section 4. Assessing the impact and strengthening the policy

Considering all the evidence you now have from section 1-3, how will the policy affect different people and communities in relation to equality, socio-economic disadvantage and human rights?

##### 4.1 How does/will the policy and resulting activity affect those with the characteristics listed below (including employees)? Please use the table below to provide details.

	Detail any Positive impact	Detail any adverse impact	If adverse how can we mitigate this? Where no mitigating action is planned please say why not
Age (a particular age or range of ages)	Pupils in Fallside High School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential.	Pupils moving to Coltness High School may have a negative experience due to the impact of change being more significant for some pupils.	Extensive statutory consultation processes with pupils and families from Fallside and Coltness High School.  Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin August 2021 with programme timeline running into 2022. Please refer to Appendix B.
Disabled people and people with long term health conditions	Pupils in Fallside High School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential.	As above, there may be adverse experiences for some pupils should their teaching environment change.	As above.



Women and men, girls and boys			
People defined by their race, colour and nationality, ethnic or national origins.	n/a		
Married people and civil partners	n/a		
Pregnant women and new mothers (including breastfeeding women)	n/a		
Lesbian, gay and bisexual people	n/a		
People transitioning from one gender to another	n/a		
People of different religions or beliefs or non-beliefs	n/a		
<u>Other groups</u>			
Children and families	Pupils in Fallside High School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential.	Pupils moving to Coltness High School may have a negative experience due to the impact of change being more significant for some pupils.	Extensive statutory consultation processes with pupils and families from Fallside and Coltness High School.  Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin August 2021 with programme timeline running into 2022. Please refer to Appendix B.

Homeless people	n/a		
Looked after and accommodated people	<p>Pupils, including care-experienced people, Fallside High School will receive robust needs-based support promptly when required. Support will end when the requirement ceases, thus encouraging the independence of pupils and supporting an inclusive pedagogy, whereby pupils of all abilities are encouraged to reach their fullest potential.</p>	<p>As above, there may be adverse experiences for some pupils should their teaching environment change.</p>	<p>Extensive statutory consultation processes with pupils and families from Fallside and Coltness High School.</p> <p>Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin August 2021 with programme timeline running into 2022. Please refer to Appendix B.</p>
Care leavers	<p>Pupils in Fallside High School, including care-experienced pupils, will receive robust needs-based support promptly when required. Support will end when the requirement ceases, thus encouraging the independence of pupils and supporting an inclusive pedagogy, whereby pupils of all abilities are encouraged to reach their fullest potential.</p>	<p>As above, there may be adverse experiences for some pupils should their teaching environment change.</p>	<p>Extensive statutory consultation processes with pupils and families from Fallside and Coltness High School.</p> <p>Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin August 2021 with programme timeline running into 2022. Please refer to Appendix B.</p>
Carers – paid / unpaid, family members	n/a		

Asylum Seekers	n/a		
Employees – full and part time. Including SES, MAs etc.	Access to quality teaching areas to improve teaching and learning. Better working environments for staff resulting in improvements in Health and Wellbeing	Staff may experience adverse experience by being asked to change work location	Continue to work closely with Trade Unions and HR Business Partners to review the proposed upcoming changes.
Others			

**4.2 What measures could be taken to strengthen the policy / strategy to help advance equality of opportunity, foster good relations, promote human rights and reduce socio-economic disadvantage.**

Continued consultation with relevant stakeholders, particularly pupils and parents/carers, throughout the consultation process and beyond if the policy is adopted.

Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin August 2021 with programme timeline running into 2022. Please refer to Appendix B.

**4.3 Considering questions 4.1 and 4.2 what actions / measures will be put in place before introducing this policy please provide details.**

Action	Timescales	Responsible Officer	Review details (include timescales)
Statutory consultation process for relocation of ASN pupils	January 2021-June 2021	Responsible Officer, Judi Pollock; Project Manager, Operational team members: Laura Rowe, Laura McFarlane, and Gillian Pollock (all HTs at ASN schools), Susan Wight (EDO, in the Inclusion team), Michael Dolan (Education Manager).	Statutory Consultation began on 17 February 2021 and ended 31 March 2021  Public Consultation meeting took place Thursday 11 March 2021.

			Separate Fallside High School staff and public follow up meetings took place  24 March 2021.
An ongoing thorough review of proposed building works.	Present – May 2021	Responsible Officer, Judi Pollock; Project Manager, Operational team members: Helen Delaney, Laura Rowe, Laura McFarlane, and Gillian Pollock (all HTs at ASN schools), Susan Wight (EDO, in the Inclusion team), Michael Dolan (Education Manager).	Continued liaison with Asset & Procurement specialists on designs.  Consultations with staff on designs to ensure they meet the needs of pupils.

### Section 5. Monitoring, evaluating and reviewing

#### 5.1. How will you monitor the impact and effectiveness of the new policy?

High quality and bespoke environment within Coltness High School for the learning and care needs of Fallside High School pupils and increasing access to experiences and opportunities for pupils.

A wider range of partnership working to deliver curricular and therapeutic services (Appendix C).

Relieve the pressure on the ASN complex needs sector when allocating ASN places and support the future campus model.

### Section 6. Making a decision and sign-off

Recommendation	Tick	Comment (where applicable, please give more information e.g. where to pilot, what modifications, etc.)	Timescales
Introduce the policy			Completion date of June 2021

			<b>Implementation date August 2021 and onwards</b>
Adjust the policy then introduce			
Introduce the policy with justification regarding potential adverse impact			
Stop and withdraw the policy			

<b>Name of Policy</b>	ASN Reconfiguration – We Aspire College		
<b>Head of Service /Senior Manager sign-off:</b>			
<b>Name</b>	<b>Job title and division/ team</b>	<b>Date</b>	<b>Signature</b>
Anne Munro	Head of Education & Families (South)	6 May 2021	

For further information please contact:

<b>Name:</b>	Maryann McGorry
<b>Job title:</b>	Assistant Inclusion Manager
<b>Service:</b>	Education and Families
<b>Contact details:</b>	mccorrym@northlan.gov.uk







# VOCATIONAL EDUCATION

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# RECONFIGURING ASN SYSTEMS AND SERVICES

## INDICATIVE TIMELINE



\* Denotes Planning only

# WE ASPIRE COLLEGE SECONDARY



