



Statutory Consultation – Outcome Report

Proposal to consult on the relocation of the pupils currently enrolled in Pentland Primary School to a more fit for purpose education facility within Townhead Community Centre on the St Ambrose/Buchanan's High School Campus, Coatbridge, as part of the We Aspire College.

This report is available for inspection at:

- (a) Education and Families Headquarters, Windmillhill Street, Motherwell, ML1 1AB
- (b) Pentland Primary School, Tay Street, Coatbridge ML5 2NA
- (c) Via the following link: www.northlanarkshire.gov.uk/pentland-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. This is partly in response to recent HMIE School inspections which identified some significant failings in current provision. The proposal to relocate primary aged pupils to the Townhead Community Centre as part of the wider campus is the focus of this report, and is informed by HMIE reports.
- 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 primary aged children with Social, Emotional and Behavioural Needs (SEBN) as part of the We Aspire College provision, including access to improved facilities for outdoor education and physical activity.
 - To improve the overall ASN estate by improving the fabric and resources available to meet the needs of individual children through school buildings.
 - 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 the Townhead Community Centre to ensure that it provides the best possible accommodation for children 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.
 - To ensure appropriate pathways for individuals as part of the Skills for Learning, Life and Work agenda.
 - 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 26/03/2021 to engage with staff, parents and other stakeholders with the specific focus on the plans to relocate Pentland Primary pupils to the Townhead Community Centre on the St Ambrose campus.

2.2 Relevant Consultees

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

- Parent Council of Pentland Primary School
- parents/carers of pupils at Pentland Primary School
- staff at Pentland Primary School;
- any 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 Councils;
- Trades Unions; and
- Pupils at Pentland Primary 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:

- A public meeting was held through Webex on Thursday 11 March from 7-9pm, there were 15 attendees. There was representation from Education Scotland.
- A follow up meeting was held through Webex for staff on Friday 26 March from 4:15-5:15PM where 11 staff attended.
- A follow up meeting was held through Webex for parents/carers/pupils on Friday 26 March 5:30-6:30PM where 13 attended.
- Responses to the proposal could be made electronically to weaspire@northlan.gov.uk or in writing, posted to the council headquarters.
- There were 0 email responses in total to the proposal.
- 42 stakeholders completed the consultation stakeholder form, 13 agreed with the proposal, 22 disagreed and 7 were unsure of proposal.
- 11 pupils completed the consultation form. 3 agreed with the proposal, 8 disagreed and 0 were unsure of proposal.
- No specific pupil meeting was held but had opportunity to attend public meeting 11 March and follow up meeting 26 March.
- The total number of individual consultee responses received was 53. These responses were survey forms from all stakeholders. 11 pupils, 0 emails and 42 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 weaspire@northlan.gov.uk

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. 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 St Ambrose 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 such as practical suites and PE facilities. 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 concerns over the effect of the move on children and the co-location on a campus that currently caters for secondary pupils.

Response

The pupils from Pentland will be mainly based in the new teaching spaces that are currently the Townhead Community Centre, but with access to facilities across the broader campus, including the swimming pool at Buchanan High. Transition for all pupils will be managed sensitively and will take account of the needs of individual pupils. The Executive Head Teacher will have the flexibility to arrange a timetable that allows for all the children to access the campus facilities providing a wide and balanced curriculum. There is a real willingness by the Head Teachers of the two secondary establishments to work in collaboration with the Executive Head of the We Aspire College to ensure that the new facility for primary pupils is welcomed and welcoming by all in the community.

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 Townhead Community Centre can accommodate teaching spaces and break-out areas. Natural light will be maximised and suitable lighting provided where required.

4.2.2 Questions were asked about shared facilities.

Response

Pentland pupils will benefit from access to the range of excellent facilities including a swimming pool, outdoor spaces, and 'break-out' areas available on the campus. If the consultation is approved, we will work collaboratively with school leadership teams to ensure that outdoor space is available for all children within the campus.

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 a Community Centre. If proposals are approved, in collaboration with colleagues in design services all aspects of natural light would be maximised and where necessary, specialised lighting suitable for children with sensory needs will be installed.

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 children, we currently offer a ratio of one teacher to six pupils in Pentland Primary 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 Pentland Primary 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.

4.5 **Community**

- 4.5.1 Questions were asked about community activities being held within the current Townhead Community Centre

Response

Evening groups will remain in the buildings and there will be discussions with users around the wider options within the authority. Plans will be developed between Education and Families and Culture NL and the options will be issued to groups. We will work to mitigate any adverse impact and disruption to users throughout any changes.

4.6 **Outdoor space**

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

Response

Children will have access to existing facilities within the St Ambrose grounds which includes sports accommodation. If the proposal is approved, discussions will take place with design services to determine the most accessible routes to the playground facilities and ensure that these comply with health and safety and equalities legislation. The Executive Head Teacher will liaise 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 Pentland Primary School to the Townhead Community Centre as part of the St Ambrose /Buchanan High 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 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.

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 Pentland Primary School and the proposed siting of the facility at Townhead Community Centre, 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 child, 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 Pentland School;
- parents/carers of those pupils;
- staff who work at Pentland 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 9th June 2021.

Appendix (a)



**North Lanarkshire Council
Statutory Consultation**

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

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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).

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.

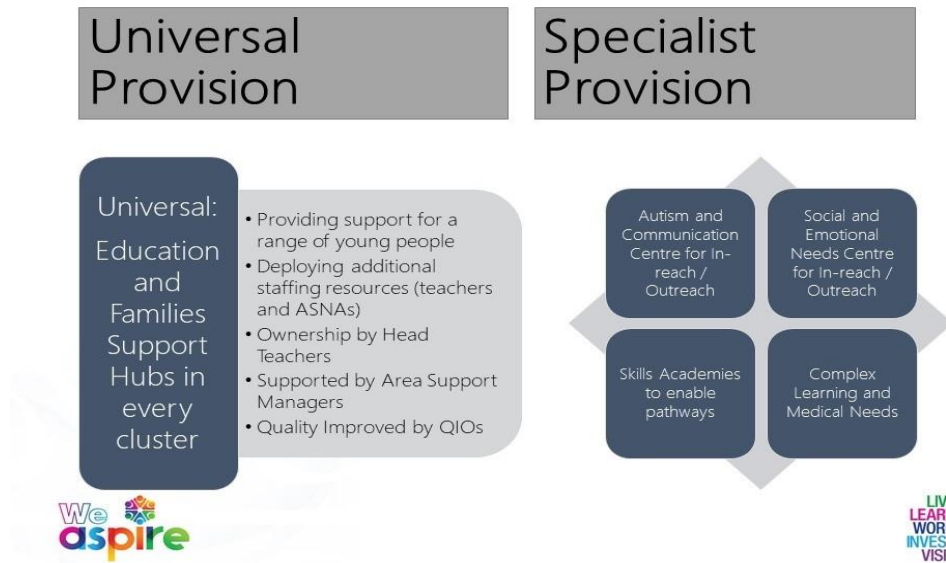
1.4 Proposals outlined in this paper have been developed by Education and Families Managers including staff from the Early Learning & Childcare team, the Inclusion team, Assets and Procurement and Corporate Finance. Key considerations derived from these meetings have been incorporated into the models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

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 1st April 2021) income streams;
- Engage effectively/co-producing the approach with communities/users; and
- Sigt the CLNL Board on the proposals and impact as required.

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.

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.

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.

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)

Appendix A

Statutory Consultation

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

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1	Introduction
2	Consultation requirements
3	Proposal
4	Education Benefits Statement
5	Community Impact
6	Implications of the proposal
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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 Pentland School be relocated into the We Aspire College within Townhead Community Centre with access to wider We Aspire College provision based in Coltness High School and Cumbernauld Theatre.
- 1.3 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.
- 1.4 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/pentland-consultation
- 2.9 Further information on the proposal can be obtained by sending an email to 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 Townhead Community Centre.

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 proposal will involve works to be undertaken in the all campuses. Including the conversion of the gym hall into two classrooms and the conversion of changing rooms into sensory and personal care rooms.

3.4 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 Pentland 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. This has resulted in capacity pressure across the sector but primarily in Pentland. 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 Pentland 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 stages in the statutory process.

Appendix 1

Consultation Timeline

Stages	Date
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

Appendix 2

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 Pentland to the We Aspire College.

I am a parent/carer of a child attending Pentland

Other interested party

Your Views

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

Yes

No

Unsure

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

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

Please return to School Consultation – We Aspire consultation, Education & Families,
Windmillhill Street, Motherwell ML1 1AB or email to 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

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 30m² 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 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)

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32. 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.

33. 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 (Pentland Primary)

Friday 26 March 2021 3.15pm – 4.15pm

Remote meeting via WebEx

Key: Q = Question S = Response

North Lanarkshire Council Representation

Alan Henry Senior Education & Families Manager

Alan Shields Continuous Improvement Officer – Inclusion

Michael Dolan Education & Families Manager – South

Michelle O'Halleron Education & Families Manager - North

Maryann McGorry Assistant Inclusion Manager – Inclusion

Lyndsey MacPherson Vocational Education Administrator

AM opened meeting by welcoming and thanking staff for their attendance, explained that this informal follow on meeting was being held to provide a further update on the We Aspire College model, specifically in relation to Pentland School.

AM presented the most up to date position regarding the We Aspire College.

AM confirmed that Pentland School, should the proposal be approved, would be relocated to an appropriately adapted Townhead Community Centre.

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 - Asked if the two classes on the left-hand side of the plans had separate entrance points.

MD - Confirmed that there is separate access. Internal route through, with one access point to each classroom. The exact detail will be worked out in consultation with EHT and stakeholders.

Q - These are young children and some, when in distress, do leave the building and/or outdoor areas and this is manageable in Pentland. The busy car park at St Ambrose is a concern. How can we ensure their safety?

AM - This is something we are considering carefully in the layout of the building and we will work with you in this regard.

AH - If approved, we would work with our Health & Safety colleagues and EHT to complete appropriate risk assessments, as well as individual risk assessments for individual pupils.

AM - Our priority is to keep our young people safe.

MO - You know the children and you know their needs so it will be important to work with you. Also, to assess what classroom spaces would be best within the building. You will work with the children to show where safe spaces are and where they can go and not go.

AM - It is important to spend time of this as it is a key question. We do have children with specific needs in schools such as Orchard Primary and this works well. It is about the relationships between the Head Teachers and senior teams.

S - The sports fields, football pitches and running tracks, are available; the nursery used these when they were based in the community centre. There is also direct access to Drumpellier. The traffic is busy in the morning and at the close of day, but it is not any greater than you would expect. There are a lot of break out spaces both within and around the building with picnic benches, etc as well as the 6th year assembly hall as most young people use the dining area. Reiterating the point that AM made of working together to find solutions to ensure all children get a good service delivery and to work collegiately to address situations as they arise.

MO -This sound like a real opportunity to provide outreach support for the young people with different specialties to be tapped into.

S - The logistics of the building and where the provision is situated gives easy access into the rear corridor and the hall, then into the technical, music and art and design areas. Both Head Teachers have been discussing how options and choices could allow benefits and experiences to be shared with an open model that could provide huge opportunities to break down barriers for young people.

AM - There is great opportunity for many of the children at the transition stage and ready to move into secondary.

Q - Noise can be a significant trigger for some pupils. With some of the classrooms being very close together, how soundproof will they be?

MD - The classroom design will meet all necessary building regulations, the same as St Ambrose and Buchanan High School. Each classroom will also have a specific breakout space.

Q - There are children who do not cope with noise and if a child is struggling there is a knock-on effect that causes stress to other children. As staff we need to keep the school as settled as possible and a lot of the issues HMIe picked up on is that children could hear what was going on in the next room and wanted to join in. All of our children get taxis and if our numbers were to rise what is the potential of a lot of taxis and one small entrance, if we want the children starting at the same time eg 30 taxis. Is there somewhere else they can go to away from the entrance of the other schools

AM - Although there is a capacity for 30 in our current plan, our objective is to provide as many opportunities as possible for children to go back to mainstream, and we are not aiming to fill 30 spaces. We want children to be close to home and as close to their mainstream school as possible and the transport would need to be looked at during the design and development stage.

AS - The capacity is a maximum and this is about how we meet the children's needs, looking afresh at how we work with younger children, the new cluster arrangements and how we build capacity all of our staff within mainstream schools, to support the range of needs. We will be using the professional learning offer to enable this with all of the expertise available to us.

Q - Will we have sole use of the facility or will it still be used as a community centre? I am thinking about display boards to celebrate successes, etc.

AM - It will operate the same as any other school in that there will be lets, etc.

S - There is a facilities assistant and they ensure there is a litter pick and clear up done. It has been drab and desolate since the nursery moved out in January and it would be great to see young people back in the space with their work on display.

Q - This sounds really exciting and mainstream transition is a passion of mine. Do you envisage therefore that mainstream staff will have a greater role in this?

AM - It is an exciting opportunity and one that the EHT will progress with leaders at all levels of the system. HMIe feedback was a consideration for nurture and care, and upskilling of staff in mainstream schools using the cluster approach with integrated well being spaces and opportunities will help keep young people in their own school.

MO - I agree that this is really exciting and know from working with Head Teachers that early intervention and identification, with input from staff, can make a difference to children remaining in mainstream.

AM - Also, the additional learning that can be achieved working with a large mainstream school, with shared in-service opportunities. There is also the proximity of the Skills Academy and collaborative working can only be beneficial and allow for support around the Pentland team that may have been missing in the past.

AM closed the meeting thanking everyone for attending the evening session and reminded everyone that the ASN Reconfiguration paper was still online to read and might be useful to provide more clarity on the rationale for the We Aspire College.

AM also reminded staff that the consultation is still open for their comments.

Appendix (b)



**North Lanarkshire Council
Education & Families**

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

Wednesday 26 March 2021 5.30pm-6.30pm

Remote meeting via WebEx (No of Attendees 3)

Key: Q = Question S = Statement

North Lanarkshire Council Representation

Alan Henry Senior Education & Families Manager

Alan Shields Continuous Improvement Officer – Inclusion

Michelle O'Halloran Education & Families Manager - North

Bernadette Hunter Education & Families Manager - South

Michael Dolan Education & Families Manager – South

Maryann McGorry Assistant Inclusion Manager – Inclusion

Lyndsey MacPherson Vocational Education Administrator

AM, Head of Education (South), host of consultation update meeting gave the welcome and introductions and confirmed this evening's meeting specifically linked to Pentland School, was not a requirement of the statutory process but something that the consultation team felt would be informative.

AM then 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. AM presented the most up to date position regarding the We Aspire College.

AM confirmed that Pentland School, should the proposal be approved, would be relocated to an appropriately adapted Townhead Community Centre.

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.

Q – Grandson is transitioning to high school from Pentland, how many classes will be appointed for these children in Coltness HS?

AM – Your grandson will be going to Portland School and there will be no change to the school he will be transitioning to. In terms of the timeline, the Portland School young people will continue to attend Portland School, moving forward, within the Skills Academy site. Coltness HS will be for the young people in Fallside School. Transition from P7, whether from ASN into any other kind of provision, needs to be carefully handled and the current HT will make sure that the transitions are well managed.

AM clarified that there were no other questions and thanked parents/carers for coming to the meeting and ensured that they did not have anything else to ask before closing the meeting.

We Aspire Pentland Stakeholder Responses Overview

Consultation Stakeholder Stats	Do you support the proposal to move the current School			Total Responses	Parent/Guardian
	Yes	No	Undecided		
Pentland	13	22	7	42	21

Meeting
Public Consultation
Follow Up Meeting (Staff)
Follow Up Meeting (Parents/Carer)

We Aspire Pentland Stakeholder Comments

ID	Do you support the proposal to relocate the current school?	Name	Stakeholder	If you have any further comments you like to make please provide in the comments field
1	Yes	Anonymous	Staff	There are a variety of areas that need to be addressed during this relocation and all staff should be involved in this process to ensure that a suitable environment is created for all the people in our care. The school has experienced too much change and turmoil over the last few years and this change is as big as the current building is clearly not fit for purpose. The issues need to be solved by moving to a new building. We need to be involved in the process about creating spaces appropriate for our diverse clientele. Decisions made at the school headquarters without discussion with the 'shop floor' will lead to a lack of buy-in and will ultimately fail the children. This is an opportunity to create a new environment and I relish the challenge of it. Staff are invited to continue to be involved as part of the consultation process. We are reminded to read the approach paper from November 2020
2	No	Anonymous	I am a parent/carers of a child attending the school above school	This is unbelievable, a disgraceful

3	Yes	Anonymous	I am a parent/carer of a child attending the above school	Considerable improvements are provision
4	Yes	Anonymous	I am a parent/carer of a child attending the above school	School facilities are very restricted utilisation of the townhead can encouraged
5	No	Anonymous	Staff	Totally inappropriate placement for child - they need a far more nur based facility. These are among vulnerable group of young people Lanarkshire - you need to get it child, this will not. This young cohort good role models - their peers pupils, they need positive role detrimental to their needs, I t would cause major setbacks and problems.
6	Undecided	Anonymous	I am a parent/carer of a child attending the above school	This is the first I have heard of clo
7	No	Anonymous	Staff	I have not been told much about Where they are definitely going to I am not in approval on having a and two High Schools together Campus. Travel on either sites are me.
8	Yes	Anonymous	I am a parent/carer of a child attending the above school	I think that accommodation is disrepair and this needs to be add
9	Yes	Anonymous	Staff	Whilst I agree with the plan to relocate because of the layout/size of the necessarily agree that Townhead Centre (or the other proposed location sense as we have yet to see the buildings. How many pupils will location? Is there sufficient out/sensory/pe/catering areas - Pentland doesn't have - for the pu
10	No	Anonymous	Staff	How can we decide when we have more about the location and building/rooms? is it 2 rooms in many children would be going the split? some in Townhead Com Travel for staff is a big factor for have cars, public transport isn't re
11	No	Anonymous	Staff	Will the new location for Pentland purpose? Will all staff members be included transition? Will staff be involved in any decision the pupils that they know and un Will there only be one base for Pe

12	Undecided	Anonymous	Other interested party	<p>As an experienced ASN teacher, I support the proposition that the Pentland School is no longer optimal in meeting the needs of our category learners in terms of amenities, geographical location, local facilities and comfort. However, while I acknowledge the failings of our current facilities, I am also aware of those limitations and how to work within them in both a safe and effective manner.</p> <p>The staff at Pentland School are happy to comment on whether we support the proposal to relocate our school, but are being asked to provide an indication of where our school would be relocated to. Despite the inadequacies of our current facilities, it possesses a clear and distinct advantage. The Townhead Community Centre in town was originally designed as a school and has many of the associated features such as classrooms. While we fully understand the possibility to refit Townhead CC as a school, we have not been advised of any plans in this regard and to include our staff and pupils in the consultation process.</p> <p>As to the point made in section 1.2 regarding a smaller, geographically isolated facility, while we understand that this is a very important consideration, the presumption of mainstream is not appropriate. In question, it is - as you acknowledge - not relevant for everybody. I feel that the promise of proximity to high quality facilities and partnership working with other schools, while offering many benefits, it also betrays a failure to understand the specific needs of our learners, many of whom experience co-morbid conditions, neurological and sensory barriers that make potentially busy, loud environments difficult and often dangerous for them. Following on from this point, there is a need to consult in the consultation of class sizes.</p> <p>At present, we operate very small classes with no more than 4 learners in a base class over the course of an academic year. We have learned through some very difficult experiences that the optimal class size to facilitate effective teaching and learning of</p>
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				<p>complex children that we support that end, I have concerns that this factor has been omitted from the document.</p> <p>My questions are:</p> <ol style="list-style-type: none"> 1. If Pentland School is not fit for purpose, what alternative is the physical arrangement? Are they functional? If not, how does this support the transition for those SEBN learners? What is the potential and desire to transition to mainstream for those SEBN learners? 2. Has any consideration been given to the possibility of merging Pentland with the mainstream primary campus? 3. Do you intend to include Pentland stakeholders in the design and construction of our new learning environment? <p>Thank you for your time,</p>
13	Undecided	Anonymous	Staff	<p>St Ambrose or Buchanan High are mentioned in the report, however, staff at Pentland claim that their school will be using the facilities.</p>
14	No	Anonymous	I am a parent/carer of a child attending the above school	<p>My son's anxieties makes him struggle with the small class sizes within Pentland, mind taking him back into a mainstream school.</p>
15	No	Anonymous	I am a parent/carer of a child attending the above school	<p>My son has went through a lot of changes in his life ...This then rolled over in to school, a mainstream school couldn't cater for his needs which resulted in him having to change to Pentland.</p> <p>He is now just settling after two years, another change in his life at this moment would set him back further again.</p>
16	No	Anonymous	Staff	<p>I believe it would have a negative impact on the current school community at Pentland, concerns about the size of the campus and the ability to support the proposed changes, this would therefore have a negative impact on the level of education and care which is provided for pupils of Pentland and Buchanan.</p>

17	No	Anonymous	Staff	<p>I have a few concerns about the V college being relocated to Coltness these are ASN schools which accommodate pupils with extreme additional support needs. I know of some of our recent pupils who were refused a place at high tariff who were refused a place at Pentland schools, due to the limited places allocated to the most needy pupils. I am concerned about our pupils who were refused a place and only imagine the difficulties faced by those who do get a place there.</p> <p>It would be my concern that the new school could not accommodate the new ASN schools. My concern at Coltness is that it could compromise the quality of our staff and our pupils in extreme circumstances. It could have a negative effect on behaviour or the safety of the school campus. Additionally, I don't know if it could possibly have a positive impact on the pupils who attend the new ASN schools. If they are kept behind secure doors, they are not allowed to mix with our pupils. This could only lead to them feeling further isolated and could erode their self esteem further.</p> <p>I am not supportive of the proposal. I think that this type of ASN provision is more suitably provided outwith the mainstream school.</p>
18	Undecided	Anonymous	Staff	<p>I supported the relocation of Pentlands to Coltness. I thought we were moving to a site with specialised facilities. However, I am concerned that we are moving to a site which has fewer breakout rooms for our pupils to go to when they are finding things difficult. Do you feel Townhead Community Centre is a better fit for our pupils? The Graduates and suite of facilities across St Andrew's and Buchanan have been repeatedly mentioned however these are not going to help during times of crisis.</p> <p>I am delighted to see the focus on alternative pathways to mainstream. Can you ensure a change of location to a secondary school to achieve this?</p> <p>The safety of our pupils is of extreme importance. How can you ensure their safety with the park and road immediately outside?</p>

				<p>door? Risk assessments were men staff consultation; if these risk ass a high risk of absconding, what m put in place?</p>
19	Undecided	Anonymous	Other interested party	<p>I am a speech and language thera has worked in Pentland since May across the secondary SEBN schoo November 2017. I am responding the NHS Lanarkshire speech and l therapy service. We have develop working partnerships with the ed and have worked closely with the leadership team. The children and (CYP) at Pentland have had a part challenging time with repeated ch teacher over the past few years a move towards a more integrated shares staff knowledge under a si headship is a positive one.</p> <p>We have a number of concerns re consultation and would appreciat around them.</p> <p>Mainstream campuses/ Sensory e</p> <p>Good verbal communication often consequence of emotionally- regu feel safe in their physical environ their relationships with staff. This the current set-up. We have seen people with speech, language and communication needs (SLCN) ben quieter environment and smaller exposed to within mainstream se location of a base or hub on a ma campus may be overwhelming for history of trauma and/or SLCN. T number of onsite staff and pupils emotional stability of the children people. This enhances a sense of belonging within the schools.</p> <p>We also have concerns around en physical safety of the younger CY Townhead site. It is an exception campus and I am concerned that</p>

				<p>unsafe and/or unregulated they may be potentially putting themselves and others in danger.</p> <p>Transitions</p> <p>While we agree that the current estate facilities we feel that the initial transition to a new estate must be carefully managed to ensure adequate time and space to prepare and ensure the transition process be as stress free as possible.</p> <p>We also have concerns that moving between sites means multiple transitions may be too great for a number of children with SEBN and SLCN. It is possible that they may not be able to access the new facilities if the 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> <p>A pilot study completed within Pentlands has shown that a significant number of CYP with SLCN at Pentlands have some level of SLCN. Therefore, the new SEBN provision must have 'communication friendly' practices embedded through all the sites proposed. This must include mainstream schools whose facilities they would access.</p> <p>We are encouraged that partnership with education is one of the key guiding principles of the new estate and we are very keen to continue to build this partnership with education staff and other stakeholders in order to best support the needs of children and young people who attend mainstream schools. We would like to be involved in both specialist and any outreach provision. In an ideal world we would support the development of a new, purpose built estate to support the needs of children and young people to access education and reach their full potential.</p>
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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 (Pentland 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 (Pentland 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 Pentland School, St Ambrose High School and Buchanan 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 55 people, 15 of which represented Pentland School. 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 a further virtual session for these groups to provide further clarification and detail. Held on 26 March 2021, 11 staff and 13 parents attended these additional sessions. Forty-two stakeholders responded to the online survey or submitted emails, representing 21 parents, 18 staff and three interested parties. Of those who responded, 13 are in favour of the proposal, 22 are against and seven are undecided. Eleven children responded to the pupil questionnaire, with three in favour of the proposal and eight against. 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.

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 stronger case for change. This has led staff to feel more positive about the potential educational benefits of the proposal.

3.2 The proposal has the potential to contribute to overall efficiency saving sought by North Lanarkshire Council. It forms part of the budget-setting process for 2010-2023 which has been approved by the council.

3.3 The proposal to create We Aspire College, including the relocation of Pentland School to Townhead Community Centre, has a number of potential educational benefits should it go ahead. These include empowering senior leaders to organise staff and facilities across an integrated cluster to best meet the needs of children and young people. The introduction of an executive headteacher will provide greater strategic oversight of social, emotional and behavioural needs (SEBN) provision and strengthen integrated planning. This will provide increased opportunities for staff to work more collaboratively, including with secondary SEBN and mainstream colleagues. Opportunities to share expertise and engage in professional learning across the sector will increase. The move to a modern campus will enhance opportunities for physical education, outdoor learning and the development of vocational skills. This will support staff to increase the range of learning opportunities provided to ensure children receive their full entitlement to education. The proposed development of an outreach service will strengthen pathways to mainstream education and provide professional learning opportunities for colleagues in mainstream schools.

3.4 The headteacher of Fallside School and Portland School took responsibility for Pentland School on a temporary basis during session 2020-2021, modelling the executive headteacher role proposed in the consultation paper. Staff who met with HM Inspectors identified the significant benefit this

has had on school improvement in the current session. The ability to deploy staff more flexibly is seen as beneficial. Collaborative working between the primary and secondary sector is encouraged and professional expertise is being shared. This is supporting curriculum development, in areas such as literacy, and enhancing opportunities to engage in moderation activities. Relationships across the extended staff team have been developed. Transition planning between primary and secondary is stronger and staff feel less isolated. As a result of these experiences, staff feel positive about this aspect of the proposal.

3.5 The children who met with HM Inspectors identified improved access to sports facilities, increased opportunities for outdoor learning and the opportunity to make new friends as potential benefits of moving Pentland School to the Townhead Community Centre. Some are already familiar with the proposed relocation due to their attendance at football events at Buchanan High School. The children expressed concerns about potential changes to transport arrangements and moving to a busier campus.

3.6 All stakeholders acknowledge the limitations the existing Pentland School building places on the effectiveness of service delivery. While they recognise the need to improve the educational environment, stakeholders have concerns about the proposed relocation to Townhead Community Centre. These relate to the appropriateness of moving a SEBN provision to such a large, busy campus. They feel that this has the potential to be too overwhelming for some children. They question the appropriateness of positioning a primary provision adjacent to two secondary schools. Direct access to a car park and busy road were also raised as significant safety concerns. While staff and parents understand that these health and safety concerns will be addressed by the council through risk assessment procedures, they would feel more reassured if they were involved in this process.

3.7 Parents raised concerns about this potential relocation of Pentland School and creation of We Aspire College as being a further change in their child's educational experience. Staff rightly recognise the importance of ensuring that parents and children are fully involved in robust transition planning should the proposal go forward.

3.8 Potential benefits to the relocation to Townhead Community Centre were also identified by stakeholders. The Skills Academy is in close proximity to Townhead Community Centre. Staff identify the potential of using this to support the development of vocational skills for children in upper primary, enhancing curriculum opportunities. In discussion with HM Inspectors, the headteachers of St Ambrose High School and Buchanan High School identified a range of facilities on the school campus that could be made accessible to Pentland pupils. These include a wide range of facilities that would significantly enhance existing opportunities for physical education and outdoor learning. They recognise the increased opportunity for collaborative working and professional learning and see the potential for their pupils to provide positive role models to Pentland pupils.

3.9 The staff who met with HM Inspectors identified the internal configuration of the proposed new facility, the sufficiency and range of accommodation provided and the quality of soundproofing as being critical to the success of this proposed relocation site. HM Inspectors

support the views of stakeholders that the experience and expertise of staff should be used to inform the design and configuration of the new facility should the proposal go ahead.

Summary

North Lanarkshire Council's proposal to create We Aspire College has potential educational benefits for Pentland School. The council's proposal, if it goes forward, would see children benefit from an improved environment if the reconfiguration of Townhead Community Centre is undertaken appropriately. There would be improved access to high quality physical education facilities, outdoor learning opportunities and vocational skill training. The temporary move during session 2020-2021 to include Pentland School in the shared headship model included in the proposal has proven successful. This has the potential to strengthen leadership, empower practitioners, strengthen transition practices, support collaborative working and enhance professional learning opportunities. The proposed development of outreach services has the potential to provide clearer pathways to mainstream education.

In taking forward the proposal, the council should continue to engage with all stakeholders to address their concerns. In particular, the council should address the reasonable and legitimate concerns raised by stakeholders about the appropriateness and suitability of Townhead Community Centre as the new location for Pentland School.

In finalising the consultation report, North Lanarkshire Council should include sufficient detail and offer stakeholders further reassurance with regards to the educational benefits of this proposal as they relate to Pentland School.

HM Inspectors

April 2021

Appendix (d)



**Reconfiguring Intensive ASN
Systems and Services**

Author	<i>Susan Wight</i>	Contact details	wights@northlan.gov.uk
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EqlA version number	<i>1</i>	EqlA status	<i>Complete</i>	<i>Incomplete (Ongoing)</i>	<i>X</i>
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<i>If Incomplete please say why - for instance pending further consultation / research</i>	Implementation and staging to be continuously reviewed.
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Governance Committee		Date approved	<i>insert date</i>
Review date			



Section 1. About the Policy

1.1 Name of the policy / strategy / function / procedure:	
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 a key strategic decision subject to the Fairer Scotland Duty 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.”	<input type="checkbox"/> <input type="checkbox"/>
1.2 Person Responsible for the policy etc.	
Name:	Job Title and Service / Team:
Anne Munro	Head of Education & Families (South)

1.3 What is the scope of the assessment?	<input checked="" type="checkbox"/>	Detail where appropriate
Whole of the organisation		
Service specific	Y	Education specific reconfiguration to ASN services
Discipline specific	Y	
Other	Y	Relocation of Pentland School to Townhead Community Centre

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, emotional and behavioural needs, within Pentland School to realise their full potential.
- To improve the ASN estate, out of existing facilities such as Pentland 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 Pentland School are offered their educational entitlement of a broad and balanced curriculum and opportunities for an equitable offering to achieve personally.
- Improve economic opportunities and outcomes by pursuing new opportunities to ensure that North Lanarkshire is an attractive place for business, investment, and growth.

Specifically:

- To facilitate improved provision for primary aged children with Social, Emotional and Behavioural Needs (SEBN) as part of the We Aspire College provision, including access to improved facilities for physical activity and outdoor education.
- 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 the Townhead Community Centre to ensure that it provides the best possible accommodation for children 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 Curriculum for Excellence.
- To ensure appropriate pathways for individuals as part of the Skills for Learning, Life and Work agenda.
- To provide opportunities for staff to enhance their skills in collaboration with other colleagues in the SEBN sector and within mainstream schools.

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 Pentland School
- Parents/Carers of pupils who attend Pentland 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 departments who will be asked to provide their views and input throughout the review process.
- Third sector partners who support pupils who attend Pentland School.
- Community Partners who utilise the facilities within the existing Townhead Community Centre
- 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.

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	5-12			

Disabled people and people with long term health conditions	Y	<p>The review and reconfiguration is aimed at improving the support given to pupils who attend Pentland School.</p> <p>Pupils moving to alternative school estates may be more affected than others due to the change that will be experienced in their school environment.</p>			
Women and men, girls and boys	Y				
People defined by their race, colour and nationality, ethnic or national origins.	N				
Married people and civil partners	N				
Pregnant women and new mothers (including 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>					
Children and families	Y	<p>The review and reconfiguration is aimed at improving the support given to pupils who attend Pentland School.</p> <p>Pupils moving to alternative school estates may be</p>			

		more affected than others due to the change that will be experienced in their school environment.			
Homeless people	N				
Looked after and accommodated people	Y	The review and reconfiguration is aimed at improving the support given to pupils who attend Pentland School, which includes pupils who are care-experienced. Some pupils may experience a change to their school location.			
Care leavers	Y	The review and reconfiguration is aimed at improving the support given to pupils with attend Pentland School, which includes pupils who are care-experienced. Some pupils may experience a change to their school location.			
Carers – paid / unpaid, family members	N				
Asylum seekers	N				
Employees – full and part time. Including SES, MAs etc.	Y	Head Teacher roles will be reviewed under the			

		<p>implementation 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>Community Groups who access the current facilities may experience changes to existing arrangements.</p> <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?	Yes		
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not	Yes		
3. Foster good relations between people who share a protected characteristic and those who do not?	Yes		
4. Protect and promote human rights?	Yes		
5. Reduce socio-economic disadvantage	Yes		

It is expected that pupils who attend Pentland 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.

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.

<i>People and communities</i>	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		<p>Children under the age of 18 and families 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 will end on 31 March 2021</p> <p>Public Consultation Meetings arranged 11 March 2021</p> <p>www.northlanarkshire.gov.uk/consultations</p>

			<p>The Consultation Final Outcome Report will be presented to Education & Families Committee week beginning 21 June 2021 for approval and decision published thereafter.</p>
<p>Disabled people and people with long term health conditions</p>	Y		<p>Children under the age of 18 and families 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 will end on 31 March 2021</p> <p>Public Consultation Meetings arranged 11 March 2021</p> <p>www.northlanarkshire.gov.uk/consultations</p> <p>The Consultation Final Outcome Report will be presented to Education & Families Committee week beginning 21 June 2021 for approval and decision published thereafter.</p>
<p>Women and men, girls and boys</p>	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 Meetings arranged 11 March 2021</p> <p>www.northlanarkshire.gov.uk/consultations</p> <p>The Consultation Final Outcome Report will be presented to Education & Families Committee week beginning 21 June 2021 for approval and decision published thereafter.</p> <p>There will be Trade Union and HR consultations with affected staff members from Penland School.</p>
<p>People defined by their race, colour and nationality, ethnic or national origins.</p>		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 Pentland School 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 will end on 31 March 2021</p> <p>Public Consultation Meetings arranged 11 March 2021</p> <p>www.northlanarkshire.gov.uk/consultations</p> <p>The Consultation Final Outcome Report will be presented to Education & Families Committee week beginning 21 June 2021 for approval and decision published thereafter.</p>
Homeless people			n/a
Looked after and accommodated people	Y		<p>Pupils from Pentland 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>www.northlanarkshire.gov.uk/consultations</p>

			<p>The Consultation Final Outcome Report will be presented to Education & Families Committee week beginning 21 June 2021 for approval and decision published thereafter.</p>
Care leavers	Y		<p>Pupils from Pentland 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>www.northlanarkshire.gov.uk/consultations</p> <p>The Consultation Final Outcome Report will be presented to Education & Families Committee week beginning 21 June 2021 for approval and decision published thereafter.</p>
Carers – paid / unpaid, family members	Y		<p>Pupils from Pentland School 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 will end on 31 March 2021</p> <p>Public Consultation Meetings arranged 11 March 2021</p> <p>www.northlanarkshire.gov.uk/consultations</p> <p>The Consultation Final Outcome Report will be presented to Education & Families Committee week beginning 21 June 2021 for approval and decision published thereafter.</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 from Pentland School.</p> <p>Statutory Consultation began on 17 February 2021 and will end on 31 March 2021</p> <p>Public Consultation Meetings arranged Thursday 11 March 2021</p> <p>www.northlanarkshire.gov.uk/consultations</p> <p>The Consultation Final Outcome Report will be presented to Education & Families Committee week beginning 21 June 2021 for approval and decision published thereafter.</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 Pentland School and We Aspire College – Townhead Community Centre.

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

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?

FAQs 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 Pentland School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential.	Pupils moving to Townhead Community Centre 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 Pentland School as well as enhanced transition planning to allow pupils to anticipate the changes. 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 A
Disabled people and people with long term health conditions	Pupils in Pentland 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 Pentland School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential.	Pupils moving to Townhead Community Centre 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 Pentland School as well as enhanced transition planning to allow pupils to anticipate the changes. 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 A.
Homeless people	n/a		
Looked after and accommodated people	Pupils, including care-experienced people, in Pentland School will receive robust needs-based support promptly when required. Support	As above, there may be adverse experiences for some pupils should their	Extensive statutory consultation processes with pupils and families from Pentland School as well as enhanced transition planning to

	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.	teaching environment change.	allow pupils to anticipate the changes. 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
Care leavers	Pupils in Pentland 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.	As above, there may be adverse experiences for some pupils should their teaching environment change	Extensive statutory consultation processes with pupils and families from Pentland School as well as enhanced transition planning to allow pupils to anticipate the changes. 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 A.
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 in Pentland School 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 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 to begin on 17 February 2021 and run until 31 March 2021 Public Consultation meeting took place Thursday 11 March 2021. Separate Fallside High School staff and public follow up meetings took place 26 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?

- Monitoring and evaluating the quality of the learning outcomes of Pentland School pupils and the increased access to experiences and opportunities for pupils.
- Measuring and evaluating the wider range of partnership working and their delivery of curricular and therapeutic services (Appendix C).
- Evaluate and monitor the reduction on the current demands on the ASN complex needs sector when allocating ASN places.

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

Name of Policy			
Head of Service /Senior Manager sign-off:			
Name	Job title and division/ team	Date	Signature
Anne Munro		11 May 2021	

	Head of Education & Families (South)		
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For further information please contact:

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RECONFIGURING ASN SYSTEMS AND SERVICES

INDICATIVE TIMELINE



* Denotes Planning only

