



Statutory Consultation – Outcome Report

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

This report is available for inspection at:

Education and Families Headquarters, Windmillhill Street, Motherwell, ML1 1AB

Portland Secondary School, Kildonnan St, Coatbridge

Skills Academy, Townhead Road, Coatbridge

Via the following link: www.northlanarkshire.gov.uk/portland-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
- (c) Report by Education Scotland prepared by Her Majesty's Inspectors of Education

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

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1 BACKGROUND

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

2 THE CONSULTATION PROCESS

2.1 Consultation Framework

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

The consultation document developed for consideration included information on:-

- the proposal
- implications of the proposal
- the consultation process
- the arrangements for a public meeting

- the educational benefits of the proposal
- community benefits statement
- equality impact assessment
- consultation timeline

The document also included a Consultation Response Form.

2.1.2 Consultation packs were made available to all relevant consultees. The pack included the proposal document and a letter from the Executive 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 as 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 25/03/2021 to engage with staff, parents and other stakeholders with the specific focus on the plans to relocate Portland pupils to the We Aspire College, based mainly within the Skills Academy but with access to a broad range of facilities including the & Day Centre and Cumbernauld Theatre.

2.2 Relevant Consultees

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

- parents/carers of pupils at Portland High School
- staff at Portland High School;
- staff at Skills Academy
- any other 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 Portland High 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 18 attendees. There was representation from Education Scotland.
- A follow up meeting was held through Webex for staff on Thursday 25 March from 4:15-5:15PM where 19 staff attended.
- A follow up meeting was held through Webex for parents/carers/pupils on Thursday 25 March 5:30-6:30PM. There were 0 attendees
- 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.
- 27 stakeholders completed the consultation stakeholder form, 2 agreed with the proposal, 14 disagreed and 11 were unsure of proposal.
- 4 pupils completed the consultation form. All 4 agreed with proposal.
- No specific pupil meeting was held but had opportunity to attend public meeting 11 March and follow up meeting 25 March.
- The total number of individual consultee responses received was 31, these responses were survey forms from all stakeholders. 4 pupils, 0 emails and 27 stakeholder.

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

3.2 Consultation Channels and views expressed

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

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

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

The following points were raised at public consultations:

1. Transport Arrangements

The safety of all children is paramount. Pupils will continue to receive transport, as appropriate. 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 within the Skills Academy, Coatbridge. 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, such as Cumbernauld Theatre and the 7 Days Centre. 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 Executive Head Teacher of the We Aspire College. 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 young people 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 pupils will have, at its centre, a focus on planning for inclusion. 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 as the proximity of the Skills Academy to the campus allows for this.

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

It is proposed that Pentland Primary 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

The above responses to the Frequently Asked Questions covered the main issues raised by stakeholders in respect of the Portland High School proposal. In summary:

Facilities & building design

- 4.1 The facilities at the Skills Academy, and the wider offer of the other locations (7 Day Centre, Cumbernauld Theatre), will give learners a broader range of opportunities for developing practical skills to ensure the best possible pathways into both the Senior Phase and into a sustained positive destination.

Workforce arrangements

- 4.2 Workforce arrangements will be negotiated with existing staff to ensure that staffing ratios are maintained and individual preferences are taken into account when locating staff.

Transition arrangements

- 4.3 Transition arrangements for pupils will take account of the varying needs of the pupil population and will be undertaken over an appropriate time period, beginning in August 2021.

Outdoor space

- 4.4 As the Skills Academy is adjacent to the St Ambrose Campus, access to a wide range of outdoor facilities will be available, improving the current offer.

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 Portland High School to the Skills Academy and other facilities as appropriate as part of the individual planning for each pupil. 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 Portland High School and the proposed siting of the facility at the Skills Academy, 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 transitions to the new facility are managed in the most appropriate way for each individual young person, taking account of individual needs.

6 ALLEGED OMISSIONS OR INACCURACIES

There were no omissions or inaccuracies reported.

7 EQUALITY CONSIDERATIONS

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

- pupils of Portland High School;
- parents/carers of those pupils;
- staff who work at Portland High School.

The assessment is attached at Appendix (d).

8 NEXT STEPS

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

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

Appendix (a)



**North Lanarkshire Council
Statutory Consultation**

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

Education & Families 17/02/2021

**LIVE
LEARN
WORK
INVEST
VISIT**

North Lanarkshire Council Report

Education and Families Committee

approval noting

Ref AM/GM

Date 24/11/20

(PO 35.1) Reconfiguring Intensive ASN Systems and Services

Anne Munro, Head of Education (South)

From

Gerard McLaughlin, Head of Education (North)

Email

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Telephone

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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

The Education and Families Committee is recommended to:

- (1) Note the contents of the report;
- (2) Agree to consult on the proposed changes to locations for ASN schools;
- (3) Agree to consult on the proposed establishment of the We Aspire College;
- (4) Agree to consult on the proposed changes to school management arrangements;
- (5) Note the establishment of 80 Modern Apprenticeship posts for the Integrated Cluster Wellbeing teams; and,
- (6) Approve a further report to come to Education and Families Committee in May 2021 following conclusion of the consultation process.

The Plan for North Lanarkshire

Priority Improve North Lanarkshire's resource base

Ambition statement (22) Facilitate a North Lanarkshire wide approach to asset rationalisation, including with communities and partners

Ambition statement (9) Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people

1. Background

1.1 In September 2019, the Education and Families Committee approved a review of Additional Support Needs services which established twelve key recommendations for action. Two key recommendations are cited here, which underpin the intentions of the strategic recommendations in this paper.

Recommendation 8: 'Partnership working will be strengthened in a revised Support Around the School model, which will enable greater empowerment of staff to meet the needs of young people and enable a greater connection between needs and the partnership response to them. A more holistic approach to supporting families will underpin this.'

Recommendation 11: 'A clear plan for the future of the ASN estate, which creates Cluster ASN Hubs and specialist provision around the envisaged campus model of the future will be established as part of the Community Investment Fund and developed as part of the ongoing work to prioritise community hub investment proposals.'

1.2 These recommendations and the strategic direction of this report align directly with the policy established in the Plan for North Lanarkshire to ensure that children and young people are catered for within high quality facilities and that ASN provision is at the heart of the Town and Community Hub model as illustrated in Graphic 1 below.

Graphic 1 Town & Community Hubs - Plan for North Lanarkshire



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.

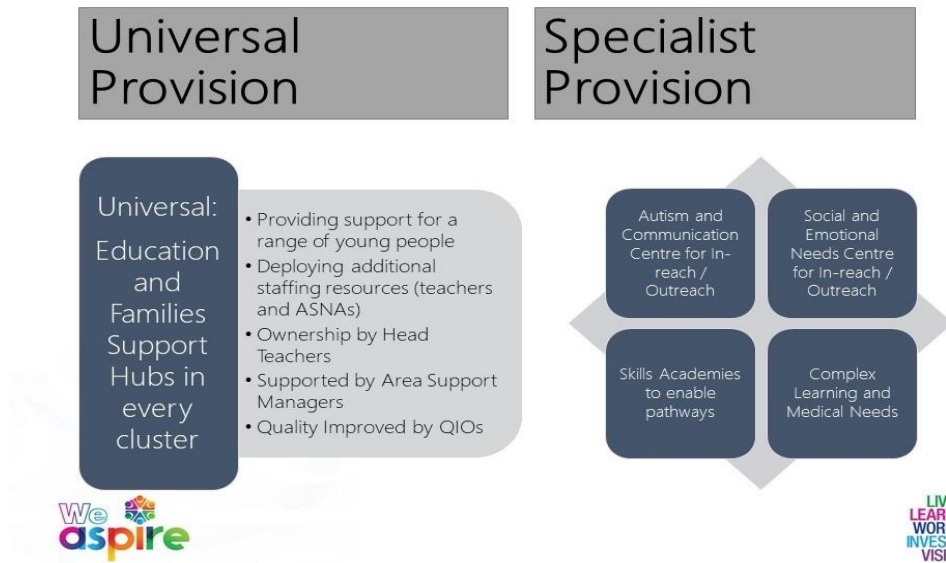
1.4 Proposals outlined in this paper have been developed by Education and Families Managers including staff from the Early Learning & Childcare team, the Inclusion team, Assets and Procurement and Corporate Finance. Key considerations derived from these meetings have been incorporated into the models 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
- Sigh 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 **Gerard McLaughlin** Head of Education (South)
Head of Education (North) Appendix A

Statutory Consultation

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

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Appendix 1 - Consultation Timeline

Appendix 2 – How to Respond to the Consultation

NORTH LANARKSHIRE COUNCIL: EDUCATION AND FAMILIES

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 Portland School be relocated into We Aspire College establishments, Coltness High School, Cumbernauld Theatre and Skills Academy building.
- 1.3 As part of this plan, it is also proposed to align Portland with Pentland 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, Skills academy and 7 Day Centre 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/portland-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 Skills academy building.
- 3.2 It is furthermore proposed that there will be an alignment of all vocational education activity within the purview of the We Aspire College, this will include the alignment of the following services:
- Skills Academy
 - The 7 Day Centre
- 3.3 The reasons for this proposal are:
- (1) To strengthen leadership, provide greater depth and breadth of staffing and improve the offering to primary aged children with a range of complex additional support needs within localities.
 - (2) The historic ASN estate provision of North Lanarkshire has meant that there are a number of smaller, more isolated ASN schools which can be more susceptible to challenges in recruiting appropriate staff, and are less easy to naturally integrate with wider services, which can make them less sustainable. Consideration has been given to allowing these smaller establishments to become relocated into some of the more modern campus facilities which have been established, where there is capacity for them to be repurposed.
 - (3) The relocation of Portland School to the We Aspire College will provide an equitable service for children with severe and SEBN needs across localities.
 - (4) The demand for SEBN placements has far outweighed the available capacity and the demand for placements for session 2020/21 has again been extremely high. The

current building does not lend itself structurally or environmentally to meet the increasing numbers of pupils with SEBN and complex needs. By expanding SEBN provision across localities to include the We Aspire Campuses would alleviate these pressures but also improve the experiences and outcomes for children and young people who attend there.

4 EDUCATION BENEFITS STATEMENT

4.1 Through the planned proposals it is expected that several educational benefits will be achieved on behalf of 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

1. **Facilities:** Experience in new provisions for the ASN sector 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, including the work done via the Pathways Programme, which aims to support disengaged young people into positive post-school destinations.
2. **Staff expertise:** In the current provision we have a number of teachers and support staff with a broad range of subject specialisms. Using the range of skills and experience across the secondary ASN staff complement will enable more collaborative approaches to accessing a broad curriculum, meeting the needs of young people and will facilitate a higher level of engagement with the educational offer.
3. **Appropriate accommodation:** Current provision does not allow for the flexibility need to ensure a broad range of experiences in practical subjects on site. New provision will provide new spaces for learning, which 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. These will be tailored to meet the needs of the young people accessing the service. In the current iteration of the plan, there will be a facility located within a mainstream secondary school (Coltness) to support this.

4. **Accessing the Broad General Education:** Access to the facilities of a mainstream secondary will support a wider range of practical and vocational subjects. The enhanced curriculum will provide the opportunity for learners to achieve across more 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.
5. **Curriculum design:** 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.
6. **Digital access:** Our current experience of rethinking the curriculum to ensure that learners are experiencing high quality teaching will have a positive impact on any future provision, both in the mainstream and ASN sector. 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 Portland 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 for a longer period of time may require a greater level of support. Staff will work collaboratively with parents and pupils to support pupils in preparing for the transition into the new campuses. Each pupil will be offered individualised support to ensure they are completely comfortable to complete the transition. This may involve numerous visits during and after school.

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

6.2 Financial Implications

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

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

6.3 HR Implications

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

7 EQUALITY IMPACT ASSESSMENT

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

8 INACCURACIES OR OMISSIONS

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

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

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

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

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

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

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

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

9 THE STATUTORY CONSULTATION PROCESS – ADDITIONAL INFORMATION

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

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

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

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

9.2.3 The proposal paper will be published and widely advertised.

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

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

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

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

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

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

9.2.9 Following the consultation period, the council will prepare and publish a consultation report. The report will be published at least three weeks before a

final decision is taken on the proposal.

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

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

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 Portland to the We Aspire College.

I am a parent/carer of a child attending Portland

Other interested party

Your Views

1. Do you support the proposal to relocate Portland 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 evenings 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.

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

12. Transport Arrangements

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

13. Integration of pupils

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

14. Transitions

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

15. Workforce arrangements

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

16. Will primary pupils have a peer group?

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

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

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

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

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

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

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

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

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

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

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

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

Yes

Appendix (b)



**North Lanarkshire Council
Education & Families**

Meeting with staff to discuss the creation of a We Aspire College for North Lanarkshire (Portland High School)

Wednesday 25 March 2021 3.15pm-4.15pm

Remote meeting via WebEx

Key: Q = Questions S = Statement

North Lanarkshire Council Representation

Anne Munro (AM) Head of Education (South)

Alan Henry (AH)
Manager

Senior Education & Families

Alan Shields (AS) Continuous Improvement Officer – Inclusion

Jackie Cahill (JC) Education & Families Manager – Central

Michael Dolan (MD) Education & Families Manager – South

Maryann McGorry (McG) Assistant Inclusion Manager – Inclusion

Lyndsey MacPherson (LMacP) Vocational Education Administrator

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

JC and AM presented the current position regarding the We Aspire College highlighting some of the key points in the slides including confirmation of the relocation of Portland High School to the Skills Academy.

The consultation document states that the timeline for transition 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 the relocation of the children from Pentland School to Townhead Community Centre, with Fallside Secondary following thereon and then the Portland High School transitions, with a view to the We Aspire College, in totality, being in place by August 2022.

AM confirmed the willingness and keenness of both Buchanan High School and St Ambrose High School HTs to share their extensive facilities, alongside the utilisation of the Skills Academy facilities.

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 - What will happen to the 3rd and 4th year young people who are not of age to leave in the summer? If Portland children moving into the academy, what about capacity.

AM - Skills Academy children will continue to successfully complete their courses. The EHT will work with colleagues to look at children and make sure that the opportunities they currently have continue. There is the capacity within the SA for that to happen.

Q - Are Portland staff going to be based in the Skills Academy? We have an EHT just now and the management structure is not clear.

AM -The EHT role would be across the whole We Aspire College provision from August 2021 with a leadership team in each of the key sites.

AH - If the consultation is approved by Committee in June 2021 then this will allow us to appoint the EHT which would in turn support the development of the management structure. Because this is quite a unique position it takes much more planning and once agreed the number of senior management staff posts can be scoped. The number of children will remain the same and staff will have a job regardless and that will be decided in consultation with staff, Trades Unions and the EHT. Staff should not be concerned about having a job in North Lanarkshire Council; there are appropriate council policies in place to support this process.

Q - The slides mention that you are waiting on design approval, is this in relation to the ‘branding’ or the ‘physical building’?

MD - There will be financial support for the proposed development across all buildings.

Q - The “We Aspire” design is clearer however if Portland is going to Skills Academy and the totality is referred to as We Aspire College, will they keep their Portland uniform as it is an important part of their identity and support to transition – it shows they are part of our team.

AM -There will be no school closures, the children will remain as Portland High School. The vision and identity for the service is “We Aspire”. It is important that the children remain as part of Portland and retain their individuality. This service will however provide them with the opportunity to engage with other young people and staff under the We Aspire College umbrella. Portland will still be Portland but will have access to the other services eg 7 Day Centre in the south and Cumbernauld Theatre in the north.

Q - I can understand the children wearing their Portland uniforms but being together with different groups doing music tech, etc but would they get a taxi back to Portland and what about mentor time in the morning?

AM - They would not be isolated as a small group and would have the opportunity to engage with other young people as part of a bigger service. Cumbernauld Theatre will be an opportunity as part of this bigger service. Children could still have that important mentor time and again, this will all be further developed by the EHT and leadership team alongside you.

JC - There will be a broad range of experiences across the BGE; literacy, numeracy and health and well-being and that check in is part of health and well-being providing that security where required.

MD - The North Lanarkshire vocational delivery model is one that will give more extensive opportunities for young people across a wider variety of areas such as hospitality, rural skills, automotive, construction, beauty and hairdressing. With courses currently being procured from providers for eg LAGTA and Reeltime training. It is expected the young people will travel to external settings once they have had mentor, check-in time in the morning.

Q - Will Portland and Skills Academy keep their own identities with the Skills Academy ie with two deputes?

AH. The EHT, in discussions with teams, will be key in how the staffing model will look. The SA children will still be under the name of their own schools.

Q - Will that impact on the numbers of 3rd years children in the Skills Academy this year?

AM - The current 3rd year will finish their courses and the timeline discussed in the presentation will be followed ie August 2022 implementation.

Q - JC mentioned the broader range of BGE. Will pupils be able to choose their own subjects for national qualifications? Looking at the floor plans there is not enough classrooms to teach these subjects and no break-out spaces?

AM - The first part of the design process will be consultation with the current teams and the young people will have access to other spaces and facilities.

MD - Young people will be offered wider opportunities. The floor area allows more than the space requirement per child. With the capital now approved this will allow us to work with management teams to reconfigure the spaces throughout the We Aspire College estate.

Q - One of the slides mentioned a common timetable. Will this align with the 32-period week because this would be good for one or two of our pupils.

AM - This is still in discussions as part of the consultation process. However, we would still want the young people to engage with mainstream provision and colleagues and to work together to their benefit.

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/carers to discuss the creation of a We Aspire College for North Lanarkshire (Portland High School)

Wednesday 25 March 2021 5.30pm – 6.30pm

Remote meeting via WebEx

Key: Q = Question S = Statement

North Lanarkshire Council Representation

Anne Munro (AM) Head of Education (South)

Alan Henry (AH)
Manager

Senior Education & Families

Alan Shields (AS) Continuous Improvement Officer – Inclusion

Michael Dolan (MD) Education & Families Manager – South

Maryann McGorry (McG) Assistant Inclusion Manager – Inclusion

Lyndsey MacPherson (LMacP) Vocational Education Administrator

0 parents/carers registered to attend.

0 parents/carers attended.

Note, officers remained online until 6pm should any parent/carer attendance.

We Aspire Portland Stakeholder Responses Overview

Consultation Stakeholder Stats	Do you support the proposal to move the current School				Breakdown of Stakeholder Responses		
	Yes	No	Undecided	Total Responses	Parent/Guardian	Other Interested Parties	Staff
Portland	2	14	11	27	11	2	14

Meeting	Attendees
Public Consultation	18
Follow Up Meeting (Staff)	19
Follow Up Meeting (Parents/Carer)	0

We Aspire Portland Stakeholder Comments

ID	Do you support the proposal to relocate the current school?	Name	Stakeholder	If you have any further comments you would like to make please provide in the space below
1	No	Anonymous	I am a parent/carer of a child attending the above school	Shocking move
2	Undecided	Anonymous	Staff	My only concern is travelling to and from the new Campus.

3	Undecided	Anonymous	Staff	For the yp at portand it could be a very unsettling time the yp are in routines and are settled therefore moving could have a huge impact on their wellbeing
4	Yes	Anonymous	I am a parent/carer of a child attending the above school	Considerable improvements are required to the provision
5	Undecided	Anonymous	Staff	<p>I have not seen the building at Coltness High School so I am unaware of the layout and facilities. I am hoping this main base location will be an advantage to our learners, but my concerns are the close proximity to the mainstream School. Will we be sharing facilities and working together with Coltness or will we be totally separate? Currently at Portland our pupils are very aware of being 'different' and this has caused conflict with pupils from the mainstream school across the road.</p> <p>I would like to know more about how each of the buildings will be utilised. Will they be separated into primary, BGE and senior phase? Are pupils likely to be travelling between buildings or be assigned to one building only? Will our learners still have access to hospitality, PE facilities, technical and college taster courses? Will this new model still allow for our intensive mentoring programme?</p> <p>I would also like to know what the curriculum will look like for our learners, will it be enriched with new opportunities from these new buildings? What will staffing look like? Will we need more staff or will some be re-deployed? Is there scope to increase pupil roll? Will some staff be working on an outreach basis?</p> <p>Will pupils have an enhanced transition period to help prepare them for these changes? My concerns about keeping learners within their localities are the ease of absconding and conflicts with other pupils from the same community.</p>
	No	Anonymous	Staff	I do not think the pupils of Portlnd High would cope with this change to a different area
	Undecided	Anonymous	I am a parent/carer of a child attending the above school	Unsure as to what is happening

	No	Anonymous	Staff	The children of portland struggle with change therefore I believe moving to different premises the impact of this will effect all the yp's wellbeing. Our yp like routine and are settled at Portland they are familiar with their routine which helps them relax grow in confidence and learn better so to upstage their full school environment will very much so be very disruptive for them Portland pupil's are very much comfortable and growing in confidence in their Portland environment
	Undecided	Anonymous	Staff	Main concern is how this affects my position of ASNA ie will there be a job. Also the travel to Wishaw if you have no transport to get there and childcare situation if need to get public transport. Will be offered Redeployment if travel to and from is not feasible. When will we be notified if this passed and the move is going ahead.
	Undecided	Anonymous	Staff	Because of the condition of Portland it is now very tired and needs major repairs it would make good business sense to move to a more modern building my concern is that I will lose my job can we have assurances that staff numbers for Portland will remain as they are If there has to be staff reductions will we be redeployed within NLC and in what capacity
	No	Anonymous	I am a parent/carer of a child attending the above school	<p>I have been advised that my grandson could possibly be attending his first year at high school within Coltness High. He currently attends Pentland primary which is an additional support school. I have been advised that Coltness will be allocating roughly 2 classes within the school to accommodate the transition of primary 7 children from Pentland.</p> <p>I would have my concerns if this was the case. Firstly if there are concerns over his behaviour and not being able to attend a main stream school, why would it be considered that he attends a school with children that does not have those needs.. it is of high importance that additional support children should attend a school that put their needs and issues as high priority.</p> <p>I would also feel that there could be a high possibility he could be singled out by the non additional support children attending the school and be made to feel different or inadequate, again this would have a detrimental affect on his behaviour and learning.</p> <p>North Lanarkshire should certainly reconsider their options in regards to this and allocate a</p>

				school purely for children's acquired needs to help and encourage them to strive in their transition into high school and through out their remaining school years.
	No	Anonymous	I am a parent/carer of a child attending the above school	<p>I have been advised that my son could possibly be attending his first year at high school within coltness high. He currently attends Pentland primary which is an additional support school. I have been advised that coltness will be allocating roughly 2 classes within the school to accommodate the transition of primary 7 children from Pentland. I would have my concerns if this was the case.</p> <p>Firstly there are concerns over his behaviour and not being able to attend a mainstream school , why would it be considered that he attends a school with children that does not have those needs. It is of high importance that additional support children should attend a school that put their needs and issues as high priority.</p> <p>I would also feel that there could be a high possibility he could be singled out by the non additional support children attending the school and made to feel different or inadequate, again this would have a detrimental affect on his behaviour and learning.</p> <p>North Lanarkshire should certainly reconsider their options in regards to this and allocate a school purely for children's acquired needs to help and encourage them to strive in their transition into high school and through out their remaining school years.</p>
	No	Anonymous	Staff	<p>I have a few concerns about the We Aspire college being relocated to Coltness High. Firstly, these are ASN schools which accommodate pupils with extreme additional support needs. I know of some of our recent pupils who were very high tariff who were refused a place in Portland and Pentland schools, due to the places being allocated to the most needy pupils. When I think about our pupils who were refused places, I can only imagine the difficulties faced by the pupils who do get a place there.</p> <p>It would be my concern that the proposal to accommodate the new ASN school within Coltness is that it could compromise the safety of our staff and our pupils in extreme cases and negatively effect behaviour or the ethos of the school campus. Additionally, I don't know how it could possibly have a positive impact on the pupils who attend the new ASN school, where they are kept behind secure doors and not allowed to mix with our pupils. This would surely only lead to them feeling further excluded and could erode their self esteem further.</p>

				<p>I think that the quality of the provision for those who attend the new school would be reduced, given the smaller space and also, logistically, pupils would have to travel much greater distances to attend this school.</p> <p>I am not supportive of the proposal in essence. I think that this type of ASN provision could be more suitably provided outwith the building of a mainstream school.</p>
	Undecided	Anonymous	Other interested party	<p>We are the speech and language therapists (SLTs) who have been working in the secondary SEBN schools (Fallside, Portland and Willowbank) for the past 3 and a half years and are responding on behalf of the NHS Lanarkshire speech and language therapy service. We have developed strong working partnerships with the education staff and have worked closely with the senior leadership team. We feel that the move towards a more integrated approach that shares staff knowledge under a single shared headship is a positive one.</p> <p>We have a number of concerns regarding the consultation and would appreciate clarification around them.</p> <p>Mainstream campuses/ Sensory environment</p> <p>Good verbal communication often follows as a consequence of emotionally- regulated children and young people (CYP) who feel safe in their physical environment and in their relationships with staff. This is a strength of the current set-up. We have seen many young people with speech, language and communication needs (SLCN) benefitting from a quieter environment and smaller setting than they were exposed to within mainstream settings. The location of a base or hub on a mainstream campus may be overwhelming for those with a history of trauma and/or SLCN. The small number of onsite staff and pupils is key to the emotional stability of the children and young people. This enhances a sense of community and belonging within the schools.</p> <p>Transitions</p> <p>While we agree that the current estate lacks facilities we feel that the initial transitions to any new estate must be carefully managed, allowing adequate time and space to prepare the CYP to ensure the transition process be as smooth and stress free as possible.</p>

				<p>We also have concerns that moving pupils between sites means multiple transitions that may be too great for a number of pupils with SEBN and SLCN. It is possible that the CYP will not be able to access the new facilities if the multiple transitions prove too great. There is also the possibility that the CYP and staff safety may be put at risk if the CYP feel unsafe or overwhelmed.</p> <p>Multiple sites embed 'communication-friendly' practices</p> <p>Our recent study across the current secondary provisions showed that around 75% of the CYP who attend these schools have some level of speech language and communication needs. Therefore any new SEBN provision must have 'communication-friendly' practices embedded throughout the sites proposed. This must include any associated mainstream schools whose facilities the young people would access.</p> <p>We are encouraged that partnership working is one of the key guiding principles of the proposals and we are very keen to continue working in partnership with education staff and other stakeholders in order to best support the children and young people who attend these schools. We would keen to be involved across both specialist and any outreach provision. In an ideal world we would support the building of a new, purpose built estate to support these children and young people to access education and reach their full potential.</p>
	15	Anonymous	Staff	<p>I have worked in the SEBN sector for 14 years. I have worked with all the schools Portland, Fallside, Willowbank and Pentland. I agree with some sections of the review and report which states that these pupils are 'catered for within high quality facilities'. I also agree with the report stating that we need to offer 'the best educational support for young people with social, emotional and behavioural needs'. I also agree that not all change is negative and I actually embrace change but only if it is for the overall good and it will bring a positive outcome. I like the idea of bringing the SEBN sector together and having a more joined up approach. I do not like the idea of the 'We Aspire College' theme as these are school pupils and need to feel they belong to their school. Maybe a more appropriate name for the overarching theme of the SEBN sector would make more sense to the pupils and the parents. This is possibly something the pupils could be involved in.</p> <p>I have been involved in many changes in the SEBN sector over the past 14 years in both</p>

			<p>management structure and the set- up of the schools. I agree the executive Headship at the moment has brought a coherence to the sector and there is much more joint work being done. The ability to look at the sector as a whole and place the pupils correctly with the oversight of all centres is a real strength this Headship has and I think really works. The Head teacher has worked tirelessly across the whole sector to improve the experience of all pupils and staff which is not an easy job.</p> <p>I have many reservations about these proposals to move Portland. I do think there needs to be change but I don't think these proposals are the right way to go and I have concerns they will have a detrimental effect on the pupils, the staff, the parents and the great work which is already being done in the SEBN sector.</p> <p>I have concerns about the proposal to move Portland pupils into the Skills Academy building. My concern is that what has been described is not big enough with only a couple of classrooms and not enough break out spaces for young people in crisis. Portland High School has 6 classrooms, a social area for eating and breaks, a woodwork room, a home economics room, an office and a breakout room. There is little space outside but enough for the pupils to go out into a safe space when they need time out and space to play football and basketball. From what I have heard the facilities at the Skills Academy may be better but there is not the capacity to fit the needs of Portland pupils. These are very vulnerable pupils, many of whom are very volatile and take up a lot of space and staff time. Most of them have been to mainstream schools and couldn't cope. They need the small classes, the quietness and intimacy and nurture that Portland High School offers them. I agree they deserve a better building with better facilities but I am concerned that moving them into a smaller less practical building will bring all the stress and anxiety which caused them to leave mainstream in the first place. We have been told they can use the amazing facilities of St Ambrose High School and the facilities of Buchanan High School. How will this be coordinated? Portland pupils will get the leftovers from these schools. Portland pupils need facilities that belong to them to use when they wish and not when others give them offerings that they don't need. These pupils deserve better. We have also been told that Portland won't need all the space and classes they have just now as they can access better subjects and facilities from St Ambrose and Buchanan High but Portland pupils will not be able to access most of them with the level of need they have and their inability to be part of larger classes. I worry that these pupils will be put into situations they cannot cope with, large spaces they cannot cope with and they will be lost and we are setting them up to fail. This will affect attendance and th</p>
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	16	Anonymous	I am a parent/carer of a child attending the above school	Please stop cutting costs to these essential services under the guise of "creating campuses" this school has been invaluable to my child and I hate to think how things would have gone for him without it. Stop cutting ASN costs, there is no more to give and look at other areas. Stop focussing on cutting services - austerity does not work.
	17	Anonymous	Staff	<p>I thought the proposal lacked a great deal of clarity on what is proposed and lacked a great deal of insight into current provision and arrangements. As such, I do not consider the proposal - and the consultation process - thorough enough to be given the necessary consideration.</p> <p>I have seen no comparative evidence that the buildings or the provision being made would be improved - it may be, but the lack of detail is worrying when the SEBN sector and Portland has an admirable track record and a spacious building.</p> <p>Portland has always worked with a staggering range of partners to work with our young people including BOSCH LAGTA Training, New College Lanarkshire, South Lanarkshire College, Scottish Vocational Training, Scottish Fire and Rescue Service, Outdoor Resource Base, Get Better Together etc. The vast majority of our young people find positive destinations beyond their school career with training providers, tertiary educators and employers. Working with our partners and with ongoing and staged work with Skills Development Scotland has seen to this and again, I would like it explained how these pathways will be strengthened.</p> <p>In terms of the buildings, it is concerningly vague what is on offer across the sites. Portland has seven classrooms, two practical rooms (Hospitality and technical), a creative space (for Art Therapy, Music Tuition, Film/Video making are all frequent activities), a dining hall (for eating, assemblies, parents' events - all frequently used accordingly).</p> <p>Our young people and their families sit on the fringe of communities - local and school - and many have negative experiences of mainstream. I know from working with these families that they enjoy feeling part of a school community - for many, for the first time - being included in school activities with families who have had the same experiences. I worry that this identity will be lost - there is a fragmented feel to this if it becomes Portland High School at the Skills Academy of the We Aspire College. This concerns me. (This has all the feel of a school closure</p>

			<p>under another name by keeping the name, if that makes sense.)</p> <p>A second consultation - giving further details that Portland would be located within the Skills Academy - was for staff only and parents/carers/pupils did not get the information that was provided. It seemed, to me, that the lack of information given during the first planned consultation meant that second unplanned consultations had to be held, but I may be wrong in that.</p> <p>I do not believe our parents or children have the literacy levels, and in many cases do not have the technology or skills to access the information and have not been the part of this process that they should have been.</p> <p>I have serious reservations about the preparedness of the strategy and planning for this proposal. It is a proposal that will impact on the outcomes, the health and wellbeing and the futures of the Authority's most vulnerable and challenging pupils and this decision should not be taken lightly. It is worrying to have been told, during questions seeking clarity during consultation, that planning will begin if the proposal gets the go ahead and that the strategy/planning will be undertaken by an (as yet to be appointed) Executive Head Teacher.</p> <p>A change has been proposed, at a second consultation on this a few more details on accommodation were given, but the overall design is unclear. Buildings have to be redesigned, staff are unsure where they will be working, young people and their carers are out of the loop on all this.</p> <p>Following a pandemic that has impacted on health, wellbeing and on mental health, it does not seem prudent to be vaguely discussing a further uncertain future for the SEBN Sector, for the staff who have kept the sector working to support vulnerable young people and their families throughout and for everyone who is looking to return to the familiar, if 'new', normal.</p> <p>(Response shortened to meet limited character space.)</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 (Portland 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 (Portland 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 sites of Portland, St Ambrose High and Buchanan High Schools, including discussion with relevant consultees.

Consultation process

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

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

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

HM Inspectors agree with stakeholders with respect to the lack of sufficient detail in the original proposal papers. HM 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. HM Inspectors agree that the proposal has a number of potential educational benefits. The current facilities at Portland High School are aging with a lack of outdoor space and greenery. Relocation to the Skills Academy site has the potential to provide wider opportunities for vocational learning and a broader curriculum. The improved facilities and experiences have the potential to support the increased engagement and independence of young people. Closer links with other schools on the campus will provide easier access to specialist teaching areas and games and sports facilities. Staff could also benefit from greater collaborative learning and sharing of practice. Revised management and leadership structures have the potential to improve consistency of practice and pathways for staff progression.

3.2 The council received 27 responses to its online questionnaire. The majority of these were from staff. The response results were 52% against, 7% in favour and 41% undecided about the proposal. Young people who met with HM Inspectors were positive about the prospect of access to a wider range of curricular opportunities. They want to find out more about what will be available and how they can access these new possibilities. They are keen that transitions are managed well and that Portland School maintains its identity. Most school leaders saw considerable benefits for young people. They view improved and enhanced outdoor space as a positive aspect of the new location. Access to increased vocational facilities is welcomed as is the potential for staff to build bespoke curricular packages for young people. Senior school leaders also recognise that staff would benefit from improved opportunities for professional learning and moderation. A majority of staff have concerns about aspects of the proposal and have indicated that they would like to be involved in the design and planning of the learning and teaching spaces, as currently they are unclear how these will work for young people and staff. They hope to continue with daily mentoring meetings for young people that are currently in place within a nurturing environment. They accept that wider, curricular opportunities can be offered, making use of increased vocational options in other schools and improved access to outdoor space. Local partnerships are a positive aspect of current provision and staff are keen to maintain and develop these further. Stakeholders welcome the extended transition

period and view the revised timescale as sufficient time to provide the support that will be needed should the proposal go ahead.

Summary

HM Inspectors agree that the proposal has a number of potential educational benefits. The curriculum for young people could be widened within improved facilities at the Skills Academy and this could encourage greater engagement from young people. A stronger focus on vocation learning to broaden skills should help young people to transition better into mainstream classes, a college placement or work. Improved collegiate working across the cluster could allow for better professional learning for staff. Should the proposal go ahead, the council should continue to work closely with stakeholders. The revised timeframe needs to be used carefully to bring young people, staff and parents more closely involved as planning for the relocation continues.

HM Inspectors
April 2021

**Reconfiguring Intensive ASN
Systems and Services**

Author *Maryann McGorry* **Contact details** mcgorrym@northlan.gov.uk
Owner *Anne Munro* munroa@northlan.gov.uk

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"/>
Budget saving	<input type="checkbox"/>
Review of policy /strategy / function / procedure	<input type="checkbox"/>
Review of Service	<input type="checkbox"/>
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 – a reconfiguration to ASN services
Discipline specific	Y	
Other	Y	Relocation of Portland Secondary School to Skills Academy, Coatbridge

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

- The strategic reconfiguration of the intensive ASN systems and services to support children and young people with intensive social and emotional needs, within Portland Secondary School, to realise their full potential.
- To facilitate improved provision for secondary aged children with Social, Emotional and Behavioural Needs as part of the We Aspire College provision, including access to improved facilities for outdoor education, physical activity and practical suites to develop Skills for Learning, Life and Work.
- 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 ensure that it provides the best possible accommodation for young people who are identified with ASN as a consequence of social, emotional and behavioural needs
- To ensure a broad, balanced curriculum in line with the principles of CfE and access to Senior Phase experiences.
- To ensure appropriate pathways for individuals as part of the Skills for Learning, Life and Work agenda to ensure appropriate post-school destinations
- To provide opportunities for staff to enhance their skills in collaboration with other colleagues in the SEBN sector and within mainstream schools.
- To improve the ASN estate, out of existing facilities such as Portland Secondary School, as previously established in the Plan for North Lanarkshire Council in March 2019, to improve the council's resource base.

- Improve economic opportunities and outcomes by pursuing new opportunities to ensure that North Lanarkshire is an attractive place for business, investment, and growth.

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

Section 2. What do I know now?

2.1 Who are the stakeholders and beneficiaries?

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

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

A council-wide review of the additional support needs sector has been undertaken. It is recognised that fundamental changes are required, including higher quality facilities and increased collaboration between schools and services to benefit pupils and their families, staff and the delivery of a full and robust learning experience. The new facilities will offer intensive support for children and young people. By Portland Secondary School pupils joining the We Aspire College, with access to partner services, there is opportunity for increased teaching time, formal teaching and a positive pathway (Appendix A).

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

2.3 Considering the information in Section 1 and 2.1 and 2.2

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

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

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

People who share one or more of the protected characteristics of the Equality Act 2010	Yes	Details	No	Details	Don't Know
Age (a particular age or range of ages)	Y	12-18			
Disabled people and people with long term health conditions	Y	The review and reconfiguration is aimed at improving the support given to pupils who attend Portland Secondary School. Pupils moving to alternative school estates may be more affected than others due to the change			

		that will be experienced of their school environment.			
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 Portland Secondary School.</p> <p>Some pupils may experience a change to their school location.</p>			
Homeless people	N				
Looked after and accommodated people	Y	The review and reconfiguration is aimed at improving the support given to pupils who attend Portland Secondary School,			

		<p>which includes pupils who are care-experienced.</p> <p>Some pupils may experience a change to their school location.</p>			
Care leavers	Y	<p>The review and reconfiguration is aimed at improving the support given to pupils who attend Portland Secondary School who are care-experienced.</p> <p>Some pupils may experience a change to their school location.</p>			
Carers – paid / unpaid, family members	N				
Asylum seekers	N				
Employees – full and part time. Including SES, MAs etc.	Y	<p>Head Teacher roles will be reviewed under the 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	Environmental services staff may experience changes to existing transport arrangements			
		Taxi contractors may experience changes to existing contracts			

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 Portland Secondary School will benefit from an improvement in the quality of education and future life opportunities. Supporting a focus on the future of the ASN estate and specialist provision around the campus model of the future.

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

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

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

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

<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 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>
Disabled people and people with long term health conditions	Y		<p>Pupils with additional support needs and their parents/carers will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation began on 17 February 2021 and ended on 31 March 2021</p> <p>Public Consultation Meeting was held on Thursday 11 March 2021.</p> <p>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>

Women and men, girls and boys	Y		<p>Teaching staff have and will continue to be consulted about proposed asset rationalisation changes that are due to be carried out.</p> <p>Statutory Consultation began on 17 February 2021 and will end on 31 March 2021</p> <p>Public Consultation Meeting was held on Thursday 11 March 2021.</p> <p>www.northlanarkshire.gov.uk/consultations</p> <p>There will be continued Trade Union and HR consultations with affected staff members from Portland Secondary School.</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>
People defined by their race, colour and nationality, ethnic or national origins.		N	
Married people and civil partners		N	
Pregnant women and new mothers and breastfeeding women.		N	
Lesbian, gay and bisexual people		N	
People transitioning from one gender to another		N	
People of different religions or beliefs or non-beliefs		N	
<u>Other groups</u>		N	
Children and families	Y		Pupils from Portland Secondary School and Skills Academy and their parents/carers will be consulted throughout the ASN

		<p>reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Additionally, teaching and non-teaching staff have and will continue to be consulted about proposed asset rationalisation changes that are due to be carried out.</p> <p>Statutory Consultation began on 17 February 2021 and ended on 31 March 2021</p> <p>Public Consultation Meeting was held on Thursday 11 March 2021.</p> <p>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 Portland Secondary School and Skills Academy 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 Portland Secondary School and Skills Academy including those who are care-experienced, and their parents/carers will be consulted throughout the ASN</p>

			<p>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 Portland Secondary School and Skills Academy 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>
Asylum Seekers		N	
Trade Unions	Y		<p>Teaching staff have and will continue to be consulted about proposed asset rationalisation changes that are due to be carried out.</p> <p>There will be Trade Union and HR consultations with affected staff members</p>

			<p>Statutory Consultation began on 17 February 2021 and ended on 31 March 2021</p> <p>Public Consultation Meeting was held on Thursday 11 March 2021.</p> <p>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 Portland Secondary School and Skills Academy.

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 Portland Secondary School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential.	Pupils moving to Skills Academy 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 Portland and Skills Academy. Enhanced transition planning to allow pupils to participate in the changes. Transition arrangements begin August 2021 with programme timeline running into 2022. Please refer to Appendix B.
Disabled people and people with long term health conditions	Pupils in Portland Secondary 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	n/a		

nationality, ethnic or national origins.			
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	<p>Pupils in Portland Secondary School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential.</p>	<p>Pupils moving to Skills Academy may have a negative experience due to the impact of change being more significant for some pupils.</p>	<p>Extensive statutory consultation processes with pupils and families from Portland and Skills Academy.</p> <p>Enhanced transition planning to allow pupils to anticipate in the changes. Transition arrangements begin August 2021 with programme timeline running into 2022. Please refer to Appendix B.</p>
Homeless people	n/a		

Looked after and accommodated people	Pupils, including care-experienced people, Portland Secondary School will receive robust needs-based support promptly when required. Support will end when the requirement ceases, thus encouraging the independence of pupils and supporting an inclusive pedagogy within schools. 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 Portland and Skills Academy. Enhanced transition planning to allow pupils to participate in the changes. Transition arrangements begin August 2021 with programme timeline running into 2022. Please refer to Appendix B.
Care leavers	Pupils in Portland Secondary 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 Portland and Skills Academy. 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.
Carers – paid / unpaid, family members	n/a		
Asylum Seekers	n/a		
Employees – full and part time. Including SES, MAs etc.	Access to quality teaching areas to improve teaching and learning. Better working environments for staff resulting in improvements in Health and Wellbeing	Staff may experience adverse experience by being asked to change work location	Continue to work closely with Trade Unions and HR Business Partners to review the proposed upcoming changes.

Others			

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

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

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

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

Action	Timescales	Responsible Officer	Review details (include timescales)
Statutory consultation process for relocation of ASN pupils	January 2021-June 2021	Responsible Officer, Judi Pollock; Project Manager, Operational team members: Laura Rowe, Laura McFarlane, and Gillian Pollock (all HTs at ASN schools), Susan Wight (EDO, in the Inclusion team), Michael Dolan (Education Manager).	Statutory Consultation began on 17 February 2021 and ended 31 March 2021 Public Consultation meeting took place Thursday 11 March 2021. Separate Portland Secondary School staff and public follow up meetings took place 25 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),	Continued liaison with Asset & Procurement specialists on designs. Consultations with staff on designs to ensure they meet the needs of pupils.

		Michael Dolan (Education Manager).	
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Section 5. Monitoring, evaluating and reviewing

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

High quality and bespoke environment within Skills Academy for the learning and care needs of Portland Secondary School pupils and increasing access to experiences and opportunities for pupils.

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

Individual pathways as part of the Skills for Learning, Life and Work agenda ensuring appropriate post-school destinations for pupils of Portland Secondary School.

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	ASN Reconfiguration – We Aspire College		
Head of Service /Senior Manager sign-off:			
Name	Job title and division/ team	Date	Signature

Anne Munro	Head of Education & Families (South)	6 May 2021	
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For further information please contact:

Name:	Maryann McGorry
Job title:	Assistant Inclusion Manager
Service:	Education and Families
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VOCATIONAL EDUCATION

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RECONFIGURING ASN SYSTEMS AND SERVICES

INDICATIVE TIMELINE



* Denotes Planning only

WE ASPIRE COLLEGE SECONDARY



