



**North Lanarkshire Council**  
**Statutory Consultation – Outcome Report**

**Proposal to relocate Clydeview School to the Cathedral  
Campus, taking over the existing Daisy Park Centre**

Education & Families

May 2021

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This report is available for inspection at:

- (a) Education and Families Headquarters, Civic Centre, Motherwell, ML1 1AB
- (b) Clydeview Primary School, Firpark Primary School, and Cathedral Primary School
- (c) Via the following link:

<https://www.northlanarkshire.gov.uk/your-community/consultations/closed-consultations/proposal-relocate-clydeview-school-cathedral-campus>

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 an online public meeting; and
- (c) Report by Education Scotland prepared by Her Majesty's Inspectors of Education

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

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## **1 BACKGROUND**

- 1.1 In September 2019, the Education and Families Committee approved a review of Additional Support Needs services which established twelve key recommendations for action. As part of this review it was proposed that Clydeview School be moved to the Cathedral Campus, taking over the existing Daisy Park Centre.
- 1.2 Appendix (a) of this report contains the consultation report as issued.
- 1.2.1 The key reasons for the proposal, as set out in the committee paper, were:

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.'

### **Empowerment of practitioners and local ownership of resources to meet needs**

The shared headteacher and School Leadership Team (SLT) can be creative and flexible in decision making around the use and deployment of resources; the school community can join the campus and the Cluster arrangements.

### **Strengthened leadership and management of learning**

The teaching and non-teaching community will be extended bringing a greater depth and wealth of experiences, providing opportunities for professional growth and a wider curriculum offer for learners. Practice around assessment and tracing progress is successfully operational in Firpark Primary School and this practice can be shared and developed into Clydeview.

### **Strengthened practice in planning to meet learner needs**

The teaching community will be extended providing opportunities for joint planning of activities and therefore improved outcomes for learners.

### **Strengthened pedagogy and teaching and learning**

These facilities will allow for a broad and balanced curriculum to be developed and delivered. The teaching community will be extended providing opportunities for joint delivery of learning activities reflective discussion and therefore improved outcomes for learners.

### **Clearer pathways to mainstream**

For those who can access such provision, opportunities for inclusion that recognise and celebrate diversity will be increased providing benefits to the Cathedral Campus Community.

## **Improved access to high quality facilities**

The Cathedral Campus has the full range of primary school facilities and outdoor space for outdoor learning and unstructured play times. On site there is a dedicated stage facility, swimming pool, PE facilities, and a range of libraries. There are also meeting rooms and therapy rooms to support focused interventions.

## **Strengthened integrated planning with partners**

Locating the two ASN schools on one site will allow partners to maximise their time in school and provide a more diverse range of interventions to meet the needs of learners.

## **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;
- the consultation process;
- the arrangements for public meetings;
- relevant school data;
- the educational benefits of the proposal;
- community benefits statement;
- equality impact assessment;
- site map of proposed new build location; and
- consultation timeline.

The document also included a Consultation Response Form.

2.1.2 Consultation packs were made available to all relevant consultees. An online survey was created, and consultees were invited to indicate their agreement or disagreement regarding the proposal, and to make comments. The following specific questions were posed: -

- Do you support the proposal to relocate Clydeview School to the Cathedral Campus, taking over the existing Daisy Park Centre?
- Do you have any comments you would like to make regarding this?

The Head Teachers and Parent Councils of Clydeview Primary School, Firpark Primary School, and Cathedral Primary School were notified of the consultation.

2.1.3 The consultation period commenced on **Wednesday 17<sup>th</sup> February 2021** and concluded on **Wednesday 31<sup>st</sup> March 2021**, a total of 6 weeks, which included 30 school days.

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

- 2.1.5 An online public meeting was held on Tuesday 9<sup>th</sup> March from 7pm until 9pm. Subsequently, the council produced a Frequently Asked Questions document and circulated it to stakeholders.
- 2.1.6 A follow up meeting was held online for staff on Monday 29<sup>th</sup> March from 4:15 - 5:15pm.
- 2.1.7 A follow up meeting was held online for parents/carers/pupils on Monday 29<sup>th</sup> March from 5:30 – 6:30pm.

## 2.2 Relevant Consultees

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

- Parent Councils of Clydeview Primary School, Firpark Primary School, and Cathedral Primary School;
- parents/carers of pupils at Clydeview Primary School, Firpark Primary School, and Cathedral Primary School;
- staff at Clydeview Primary School, Firpark Primary School, and Cathedral Primary School;
- any body or organisation which 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;
- Trade Unions; and
- Pupils at Clydeview Primary School, Firpark Primary School, and Cathedral 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:-

- public meeting held on Tuesday 9 March - 54 attendees. There was representation from Education Scotland;
- follow up meeting held for staff on Monday 29 March - 33 staff attended;
- follow up meeting held for parents/carers/pupils on Monday 29 March - 17 attended; and
- the total number of individual consultee responses received was 252. These responses were emails and survey forms from all stakeholders. Twenty-six pupils, 20 emails, and 206 stakeholders were received

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

### 3.2 Consultation Channels and views expressed

The consultation period ran from **Wednesday 17<sup>th</sup> February 2021** to **Wednesday 31<sup>st</sup> March 2021**,

- 3.2.1 An online public meeting was held on 9<sup>th</sup> March with 54 attendees. An additional meeting was held for staff on 29<sup>th</sup> March which 33 staff attended. A follow up meeting held on 29<sup>th</sup> March for parents/carers and pupils had an attendance of 17 members of the public.

Responses to the proposal could be made electronically to [clydeviewconsultation@northlan.gov.uk](mailto:clydeviewconsultation@northlan.gov.uk) or in writing, posted to the council headquarters.

There were 20 email responses in total to the proposal.

Two-hundred-and-six stakeholders completed the consultation stakeholder form, 18 agreed with the proposal, 167 disagreed, and 21 were unsure of the proposal.

Twenty-six pupils completed the consultation form, 5 agreed, 18 disagreed, and 3 were unsure of the proposal.

Pupils from Clydeview, Firpark, and Cathedral participated. No specific pupil meeting was held but pupils had the opportunity to attend the public meeting on 9<sup>th</sup> March 2021 and the follow up meeting on 29<sup>th</sup> March 2021.

The total number of individual consultee responses received was 252. These responses were emails and survey forms from all stakeholders. Twenty-six pupils, 20 emails, and 206 stakeholders.

Further analysis of opinion is included at Appendix (b) through the FAQs.

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

The issues raised by participants in the consultation have been grouped and considered by Education and Families, with input from other Council officers with appropriate specialisms, under the following headings with the response from the service added in each case:-

- 4.1 Relationships
- 4.2 Facilities and building design
- 4.3 Workforce arrangements
- 4.4 Transition arrangements
- 4.5 Community
- 4.6 Outdoor space

## 4.1 **Relationships**

- 4.1.1 There were concerns over the effect of the move on children and the relationship between those of Clydeview and Firpark.

### Response

The pupils from Clydeview will be mainly based in the teaching spaces that are currently the Daisy Park Centre. At appropriate events, the Head Teacher may plan to join the children from Firpark and Clydeview allowing for an integrated approach for all children. There will also be occasions when some children from all three schools (Firpark, Clydeview, and Cathedral) may come together. This is part of an inclusive model. If the proposal is agreed, one person will be the shared Head Teacher who leads and manages both Firpark and Clydeview schools. This will provide consistency in strategic planning and quality assurance of the service that is delivered to children and families. The Head Teacher will have the flexibility to arrange a timetable that allows for all the children to access the campus facilities providing a wide and balanced curriculum.

## 4.2 **Facilities & building design**

- 4.2.1 There were questions about the design of the proposed new school.

### Response

If the proposal is approved, the council design teams will work collaboratively with the school's senior leadership teams to ensure that the environment is nurturing and safe for all children. The Daisy Park Centre can accommodate up to six teaching spaces; there are two meeting rooms already in place that will be repurposed, and four additional classrooms can be created. A sensory room is proposed to be developed within the Daisy Park Centre. Natural light will be maximised and where necessary, specialised lighting suitable for children with sensory needs will be installed.

- 4.2.2 Questions were asked about shared facilities.

### Response

Firpark and Clydeview pupils will benefit from access to the range of excellent facilities including a swimming pool, soft playroom, sensory room, gym hall, outdoor spaces, and 'break-out' areas available on the campus. If the consultation is approved, we will work collaboratively with school leadership teams to ensure that outdoor space is available for all children within the campus. The Head Teacher will have the flexibility to timetable access that allows all children, the use of all campus facilities.

If proposals are approved, Clydeview will have its own dining area and food preparation facility. The campus has extensive outdoor facilities which will ensure that space is available for all children.

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



### Response

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

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

### Response

The proposal involves the redevelopment of an area which was formerly a gym hall. It benefits from floor to ceiling glazed doors that provide high levels of natural light. If proposals are approved, in collaboration with colleagues in design services all aspects of natural light would be maximised and where necessary, specialised lighting suitable for children with sensory needs will be installed.

It is proposed to repurpose two of the existing meeting rooms within the Daisy Park Centre and develop up to a further four classrooms. The number of toilet and changing facilities meet all statutory requirements. The school roll is currently 38 pupils and we do not anticipate that will change.

## 4.3 **Workforce arrangements**

- 4.3.1 Some questions were raised about what is meant by a shared headship.

### Response

One person will be the shared Head Teacher who will lead and manage both Firpark and Clydeview schools. This provides consistency in strategic planning and quality assurance of the delivery of services to children and families. There are examples of shared headships across the council that are already working well. The campus model gives the shared Head Teacher the opportunity to maximise the use of all available resources.

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

### Response

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

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

associations. As is currently the case, staff will continue to be able to access a range of professional development opportunities to ensure that the needs of all learners are met.

#### 4.4 **Transition arrangements**

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

##### Response

If the proposal is accepted, then a transition plan will be developed. Transitions will be managed by the Head Teachers, following a programme of visits to familiarise pupils with their new environment; it is expected that parents and pupils will be fully involved in all aspects of the transition. This, along with the proximity of the two schools, means that there is the opportunity to adopt a flexible, bespoke approach to transition, creating an exciting and positive experience for everyone.

#### 4.5 **Community**

- 4.5.1 Questions were asked about community activities being held within the current Daisy Park Centre.

##### Response

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

#### 4.6 **Outdoor space**

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

##### Response

Children will have access to existing facilities within Firpark grounds which include the mud kitchen and sports accommodation. This can be accessed through double doors which lead directly into the quadrant. If the proposal is approved, discussions will take place with design services to determine the most accessible routes to the playground facilities and ensure that these comply with health and safety and equalities legislation. The Head Teacher will have the flexibility to arrange a timetable that allows for the children to access the campus facilities.

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

- 5.1 The full report provided by Education Scotland is attached as Appendix (c). Please see for full commentary. The main points are as follows.

The council has outlined potential educational benefits within the proposal which include:

- access to high quality facilities for children with complex additional support needs including a swimming pool that is available in Firpark's modern, purpose-built campus;
- the potential to strengthen leadership and management of learning for children with additional support needs;
- increased opportunities for Clydeview staff to work collegiately alongside practitioners from across the campus;
- professional learning and strengthening practice in relation to pedagogy and meeting learners' needs across the campus;
- access to a swimming pool which could enhance children's experiences.

**In taking forward the proposal, the Council should work closely with all relevant stakeholders, including partners and representatives from all the Parent Councils involved.**

- 5.2 In response to the observations of Education Scotland, Education and Families agree that these findings are consistent with those of the Service.

North Lanarkshire Council has a strong track record in engaging with all stakeholders in the aspects of school design, management, and operation. The Service will continue to engage with all stakeholders both formally (statutory planning process) and informally (through the schools' management and the parent councils) with regard to the proposals as they proceed, should this proposal be implemented.

## **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 primary schools within the Clydeview, Firpark, and Cathedral Primary school area;
- parents/carers of those pupils;
- staff who work at Clydeview, Firpark, and Cathedral primary schools.

The assessment is attached at Appendix (d).

## **8 NEXT STEPS**

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

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

If approved, an implementation group consisting of members of Senior Management from Clydeview, Firpark, and Cathedral Primary Schools, along with parents and pupils from all schools will be established to ensure continued engagement of all stakeholders throughout the relocation.

**Appendix A**

**North Lanarkshire Council  
Statutory Consultation**

# **Proposal to relocate Clydeview School to the Cathedral Campus, taking over the existing Daisy Park Centre**

Education & Families 17/02/2021

## **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**

**From** Anne Munro, Head of Education (South)  
Gerard McLaughlin, Head of Education (North)

**Email** MunroA@northlan.gov.uk      **Telephone** 01236 812221

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## Executive Summary

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

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

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

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## Recommendations

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.
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## 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

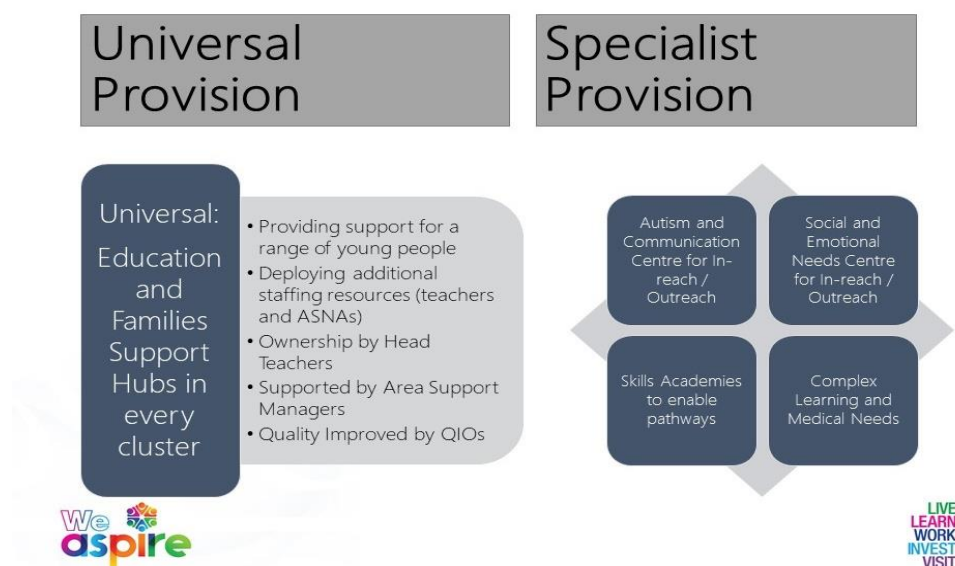


Cognisance must also be given to a number of inter-dependencies and recent policy developments, which whilst not exhaustive include:

- 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.

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## 2. Report

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



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

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

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

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

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

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

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

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

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

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

#### 2.2.5 Educational Benefits Statement

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

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

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

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

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

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

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

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

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

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

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

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

Education provision within the Community Alternative setting will also continue to be linked with this portfolio, enhancing the ability to provide tailored support to those young people experiencing a range of adversities who may benefit from an alternative setting. Inclusion of this service as part of the We Aspire College will also strengthen opportunities and

pathways for these young people and better connect provision to the wider service fulfilling a key recommendation of the Review of Intensive Social Work Services which reported to Education and Families Committee in September 2020.

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

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

- Skills Academy
- The 7 Day Centre

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

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

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

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

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

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

### 2.4.1 Reconfiguration of Mavisbank School

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

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

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

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

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

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

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

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

### 2.5 **Project Planning**

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

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

#### 2.5.2 Empowering Head Teachers Leadership Model

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

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

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

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

### 2.5.3 Strengthening the Career Pathway for Learning Assistants

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

It is now proposed to strengthen the career pathway by recruiting eighty Modern Apprentices (NLC3) who will be deployed to the Integrated Cluster Wellbeing teams and will be trained by the NLC7 group. This will be an important step in creating the career pathway for the future Learning Assistant (NLC4) posts, which are currently being consulted on with trade unions.

### 2.5.4 Use of Community Facilities

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

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

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

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

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

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## 3. **Equality and Diversity**

### 3.1 Fairer Scotland Duty

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

### 3.2 Equality Impact Assessment

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

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## 4. Implications

### 4.1 Financial Impact

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

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

### 4.2 HR/Policy/Legislative Impact

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

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

### 4.3 Environmental Impact

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

### 4.4 Risk Impact

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

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

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

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

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## 5. Measures of success

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

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## 6. Supporting documents

- 6.1 ASN Review  
<https://mars.northlanarkshire.gov.uk/egenda/images/att92041.pdf>



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



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

Statutory Consultation

**Proposal to relocate Clydeview School to the Cathedral  
Campus, taking over the existing Daisy Park Centre**

**Education and Families**



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9	The Statutory consultation process – Additional information

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## NORTH LANARKSHIRE COUNCIL: EDUCATION AND FAMILIES

Proposal to move Clydeview School to the Cathedral Campus, taking over the existing Daisy Park Centre and become part of a shared headship arrangement with Firpark Primary.

### **1 INTRODUCTION**

- 1.1 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.
- 1.2 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 Firpark Primary.
- 1.3 This will 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 the South locality.

### **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 30 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 Tuesday 9 March 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 2.
- 2.8 An online version of the document and other items related to the consultation can be found online [www.northlanarkshire.gov.uk/clydeview-consultation](http://www.northlanarkshire.gov.uk/clydeview-consultation)
- 2.9 Further information on the proposal can be obtained by emailing [clydeviewconsultation@northlan.gov.uk](mailto:clydeviewconsultation@northlan.gov.uk)
- 2.10 All interested parties are invited to submit their comments on or before 30 March 2021. There are a number of important reasons for this proposal:

### **3 Proposal**

- 3.1 The proposal is that Clydeview be moved to the Cathedral Campus, taking over the existing Daisy Park Centre and become part of a shared headship arrangement with Firpark Primary. Firpark Primary School is a purpose built building within the shared campus which provides a more inclusive learning environment for children who require additional support needs (ASN) provision.
- 3.2 The proposal will involve works to be undertaken in the Daisy Park Centre, including the conversion of the gym hall into three classrooms and the conversion of changing rooms into sensory and personal care rooms.
- 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 the south locality.
  - (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 Clydeview School to the Cathedral campus will provide an equitable service for children with severe and complex needs within the South Locality.
- (4) The demand for ASN placements has far outweighed the available capacity and the demand for placements for session 2019/20 has again been extremely high. This has resulted in capacity pressure across the sector but primarily in Clydeview. The current Clydeview building does not lend itself structurally or environmentally to meet the increasing numbers of pupils with severe and complex needs. By expanding Firpark Primary to include the Daisy Park Centre and relocating the pupils from Clydeview School to the Firpark campus would alleviate these pressures but also improve the experiences and outcomes for children and young people who attend there.

## **4 EDUCATION BENEFITS STATEMENT**

- 4.1 Through the planned proposals it is expected that several educational benefits will be achieved on behalf of children and young people with the requirement for intensive services to meet their additional support needs. These points were clearly established in the findings of the ASN Review and include:
  - Empowerment of practitioners and local ownership of resources to meet needs
  - Improved access to high quality facilities
  - Strengthened leadership and management of learning for those with significant additional needs
  - Strengthened practice in planning to meet the needs of learners
  - Strengthened practice in pedagogy and learning and teaching
  - Clearer pathways to mainstream for those who can access such provision
  - Strengthened integrated planning with partners
- 4.2 Experience in new school buildings has demonstrated that a new and flexible learning environment inspires staff and pupils and has a positive impact on the general health and wellbeing of stakeholders. Further, it increases learners' aspirations, attainment, achievement and positive destinations at a later stage in their education. This is evident through improving trends in attainment and achievement of our young people.
- 4.3 Spaces for learning will be designated in such a way as to allow a range of teaching styles and approaches, including active learning, interdisciplinary learning and outdoor learning.
- 4.4 The curriculum will provide the opportunity for learners to achieve across all curricular areas and to develop skills, attributes and capabilities through courses aligned with the design principles of Curriculum for Excellence: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

- 4.5 Children and young people will be provided with a broad range of opportunities for personal achievement and interdisciplinary learning across all curricular areas by building on best practice in curriculum design in North Lanarkshire Schools.
- 4.6 The provision of high-quality technology for learning will provide the potential to transform ways of learning and teaching by giving young people and staff flexible and embedded access to a fully digital learning environment.

## **5. COMMUNITY IMPACT**

- 5.1 The Daisy Park Community Centre is 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 Clydeview 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 Clydeview for a longer period may require a greater level of support. Staff will work collaboratively with parents and pupils to support pupils in preparing for the transition to the new space within the Cathedral/Firpark campus. 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.

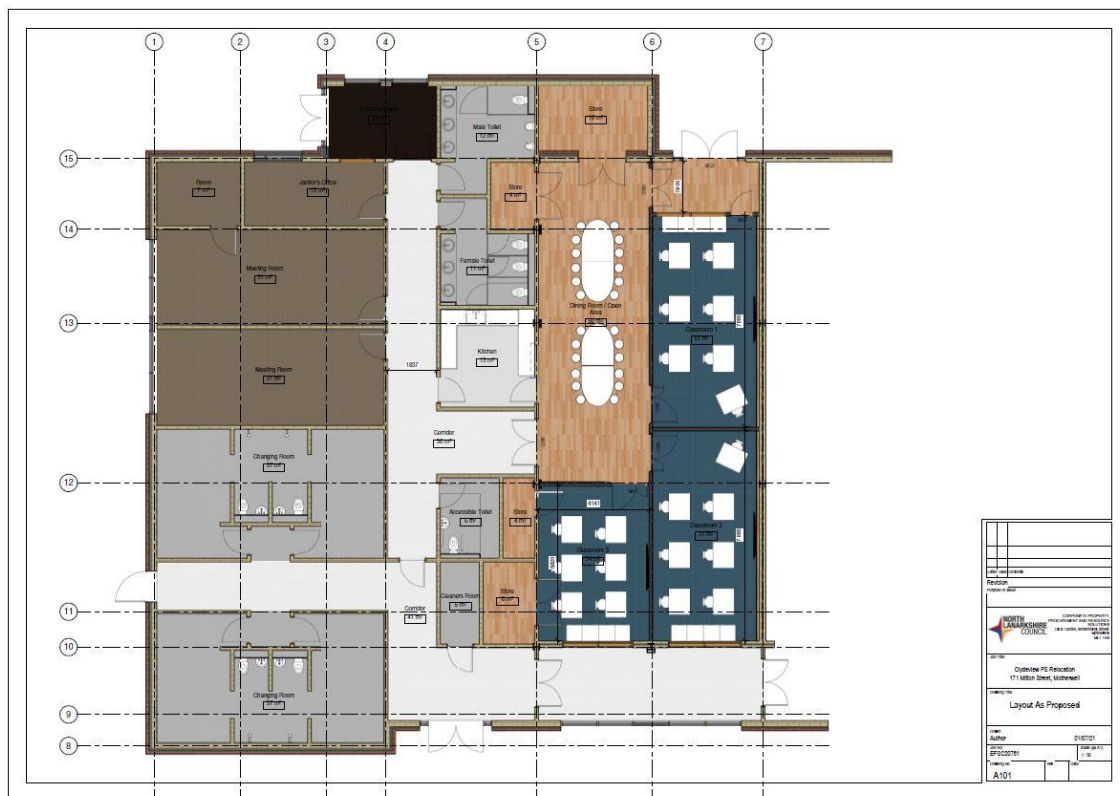
9.2.10 The consultation timeline provides further information on the timescales for various staged in the statutory process.



## Appendix 1

Proposal to relocate Clydeview School to the Cathedral Campus, taking over the existing Daisy Park Centre

Please see proposed plan below:



### 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)	9 March 2021
4. Consultation Ends	30 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 Clydeview to Cathedral Campus, taking over the existing Daisy Park Centre.**

I am a parent/carer of a child attending Clydeview

Other interested party

**Your Views**

1. Do you support the proposal to relocate?  
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 [clydeviewconsultation@northlan.gov.uk](mailto:clydeviewconsultation@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: [clydeviewconsultation@northlan.gov.uk](mailto:clydeviewconsultation@northlan.gov.uk)**

## Appendix B

### Summary of Matters Raised by relevant Consultees and Others

#### North Lanarkshire Council Education & Families

#### Public Consultation Meeting to discuss the Proposal to relocate Clydeview School to the Cathedral Campus taking over the Daisy Park Community Centre

Tuesday 9<sup>th</sup> March 2021 7pm-9pm

Remote meeting via WebEx (No of Attendees: 30)

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

#### North Lanarkshire Council Representation

Anne Munro (AM) – Head of Education (South)

Gerard McLaughlin (GMcL) – Head of Education (North)

Judi Pollock (JP) – Senior Education and Families Manager

Alan Henry (AH) – Senior Education and Families Manager

Michael Dolan (MD) – Education and Families Manager (South)

Susan Wight (SW) – Education Development Officer

Lisa Breen (LB) – Vocational Education Co-ordinator

Matt Costello (MC) – Community Regeneration Manager

Lorna Milligan (LM) – Community Facilities Manager

AM welcomed all to the meeting acknowledging the elected members, and Education Scotland representatives in attendance at this evening's meeting and thanked everyone for attending and engaging as key stakeholders with the consultation process. Each of the North Lanarkshire representatives introduced themselves. AM then outlined the purpose of the meeting and the approach that would be followed and explained that In line with the consultative process, the consultation meeting would last for 2 hours.

JP presented an overview of the Council's proposal for Clydeview School to be relocated to the Cathedral Campus and be accommodated within the Daisy Park Centre, explaining the proposal, the educational benefits, and the consultation timeline. JP explained that the email responses and comments from stakeholder questionnaires received to date have been grouped to create thematic questions. JP shared these questions and the answers. 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.

JP explained that we have been asked about:

1. The effect of the move on the children at Firpark Primary School and the relationship between the two schools. Whilst the pupils from Clydeview School will be mainly based in the teaching spaces that are currently the Daisy Park Centre, at appropriate events and times, the Head teacher may plan to bring the children together allowing for an integrated approach for all the children. There will also be occasions when some children from all three schools within the Campus may come together. This is part of an inclusive model that is suited to the 21<sup>st</sup> century education.
2. What is meant by a shared headship?  
One Head teacher will lead and manage both schools, providing consistency in strategic planning and quality assurance of the service that is delivered to children and families. There are already examples of shared headships across the council that are working well in North Lanarkshire. Clearly the service will work directly with trade unions following agreed Council procedures and policies.
3. How the shared facilities will work?  
The Head teacher will have the flexibility to arrange a timetable that allows for all the children to access the campus facilities. This may mean staggered lunchtimes, to avoid congestion at lunchtime, and a timetable that allows the facilities to be used effectively, thereby providing a wider and more balanced curriculum.
4. The proposed Clydeview School building design  
If the proposal is approved, the Council design teams will work collaboratively with the school's senior leadership teams to ensure that the environment is nurturing and safe for the children. Daisy Park Centre can accommodate 5 teaching spaces; there are 2 rooms already in place and 3 to be created. A sensory area will also be created. The design is such that natural light will be maximised and specialised lighting suitable for children with sensory needs will be installed.
5. Transition arrangements  
We are currently at consultation stage. If the proposal is accepted, then a plan for transition will be developed. This will include visits for pupils' groups and families. It is anticipated that school staff and parents will discuss and agree what is best for individual children. The main objective will be to provide transition activities so that the children and staff can enjoy an exciting journey into the new facility.
6. The staffing ratio  
For Clydeview School, the children will remain at the current ratio of 1 teacher to 6 pupils, which is more favourable than the 1 teacher to 8 children as set out by the Scottish Government.
7. The staffing arrangements  
In the event that the proposal is approved and should there be any staffing implications as a result of the proposal, then the appropriate workforce policies and agreed procedures of the Council will be invoked. This would always be undertaken in full consultation with the affected staff members as well as the recognised trade unions and professional associations

8. Transport and congestion

If the proposal is approved, then a transport plan will be designed to accommodate the additional transport. All transportation measures would be considered and implemented in conjunction with existing council policies and in consultation with our internal and external partners.

9. Where will community activities will be held?

We are working closely with the communities teams to mitigate against any adverse impact on those groups and partners currently using the facilities at Daisy Park Centre and colleagues from the teams are here this evening to take any questions which may arise.

AM thanked JP for the presentation and invited questions using the chat facility.

**Q - If the decision is made in June when will children be able to access transitioning visits?**

JP – It will be the other side of Summer break. We would envisage that to finish in June and start a new school in August would be detrimental to the children. There is considerable work required within Daisy Park Centre that we anticipate would be started over the summer break. An update will be provided to parents after the summer break, but we would like to reassure parents that pupils would not end in June and start another school in August.

**Q – Will all the children from Clydeview School be placed in the Daisy Park Centre or will some children be placed somewhere else?**

AM – If the proposal is accepted, we would anticipate that all children would be moving across to the Daisy Park Centre. This is an important question to reassure parents.

**Q - How will the SMT structure look at Clydeview and what are the planned staffing ratios?**

AH - This will be determined by sector and management requirements. There will be a robust review of DHT and PT requirements.

JP – There is no proposed changes to staff ratios. We follow the Scottish Government guidelines on this.

**Q - What is the distance from classroom to swimming pool/soft play?**

MD – There is a sensory room proposed within the Daisy Park Centre. It is approximately 30ft from the entrance of the Daisy Park Centre to the swimming pool.

**Q – Will all staff from Clydeview be moving to Firpark Primary?**

AH – The expectation is that staff move with the children. Should the proposal be accepted, dialogue will take place with the appropriate Trade Unions and affected staff.

**Q – I am looking for clarity with regards to whether Firpark is expanding or is Clydeview staying in its own entity with uniforms etc in Daisy Park Centre?**

AM – This proposal is a relocation. Clydeview School would remain as Clydeview School as its own entity within Daisy Park Centre, with opportunities for integrated learning with the other

campus schools. There will be one Head teacher. There are examples of this across the council as JP has already highlighted.

**Q– Children require different equipment, walkers’ chairs etc that don’t fit easily into a classroom. Whilst there are space parameters it is my daughter’s right to move about her own classroom.**

AM – Acknowledged and noted this and asked MD to provide further information.

MD - It is important to stress that adaptations and equipment will be able to be used if the proposal goes ahead. Firpark Primary School has a big footprint with extensive facilities.

**Q – I understand that Clydeview will keep its own identity so why does it say in the proposal “by extending Firpark.” Clarification is required as this can be taken both ways by parents.**

AM – The proposal is for Clydeview School to remain as Clydeview School and be co-located with other campus schools.

JP – Further clarity will be provided.

**Q – Proposal to provide improved facilities, flexible staffing arrangements and improved teaching practices. Can you explain what attempts have been made within the current provision to improve things there.**

JP - Collaborative working across other schools works well. We are not seeing this impact in Clydeview School in respect of teaching and learning. There have been on and off arrangements within Clydeview School. Small isolated schools have less opportunity and the shared campus model works well together. Improvements have been made to outdoor facilities but Clydeview School does not have the flexibility of other ASN schools in the North and Central locality, for example access to a swimming pool therefore this does not offer an equitable service for the pupils who attend there.

MD – Adaptations have been made in Clydeview School. Extensive resources were put into the outdoor space. There are grass areas that flood regularly. The outdoor space is accessed directly from the classrooms.

AM – From a teaching and learning perspective, improvements to teaching practice can be made by having a larger staffing group. The development of the cluster model will provide a more inclusive approach. Benefits include staff mentoring opportunities, opportunities to shadow colleagues and for Clydeview School staff to share their experience with colleagues across the campus.

**Q – I think this is unfair to staff who currently work there. There is a relatively new head teacher who has not had much opportunity to turn things around. ASN staff on short term contracts affect young people who need to cope with regular changes of staff. A move to a new building will not help that.**

AM – We would not wish to cause any offence to existing staff. We are looking at the model for ASNA recruitment and the proposed role of learning assistant and enhanced support assistants and career pathways and the roll out of an MA programme to provide further reassurances to staff.

AH – As an overview, one of the ASN Review recommendations that is being progressed is the review of ASNA hours allocation, the review of the ASNA post and career pathways. This is an exciting transformational change programme in this area.

Q – Are children going to have outdoor facilities access the same as Clydeview or will they have access through Firpark?

MD – They will have direct access to outdoor facilities. There is a double door with direct access to their own quadrant area.

Q – At the moment our pupils currently have direct access from our classrooms to outdoor spaces will this be available?

MD – There is access from the corridor to the quadrant. It is no distance at all.

Q – They have 3 areas currently so is this going down to 1?

MD – No, there are a number of different areas within Firpark, for example a mud kitchen and sports facilities that children can also access in addition to their own dedicated quadrant.

Q – Access – some children have a timetable of 15-minute rotation for outdoor space. If shared space, then concern over how this would work?

AM – the design team will look at this and further clarification will be provided for reassurance.

Q – Transport, will the Clydeview children be using Daisy Park Centre car park or will it be shared with Firpark and Cathedral?

AH – Subject to consultation approval we would look at all the space. Discussions would take place between key partners within and out-with the council and an options appraisal would be prepared. It will be a practical decision. Whilst this is not directly answering the question, until the consultation concludes, we are not in a position to provide any more information at this stage. The safety of all the children will be paramount.

Q – JP may have answered this earlier in presentation but from the proposal it looks like the classrooms would reduce from 5 classroom capacity to 3 classroom capacity?

MD – There are an existing 2 rooms 30m<sup>2</sup>. The plans are to create an additional 3 classrooms within the Daisy Park Centre and a sensory room.

Q – The proposal refers to the increase in demand which we are aware of in terms of the number of children requiring places. If demand is increasing how is moving Clydeview helping with this increasing demand for ASN places and what is the potential impact on Cathedral Primary?

JP – The new Cluster model provides greater opportunities for mainstreaming children and to build capacity within the mainstream sector that will see fewer referrals for ASN placements. The development of the new Learning Assistant role is part of this.

Q - You said that the distance to the swimming pool was 30ft from Daisy Park Centre. Is that outdoors?

MD – Yes that is correct.

S – That means about a 150mtrs walk to the swimming pool. One pupil in the class would struggle to walk the 150mtrs.

Access to horticulture outside main dining area, children would have difficulty in the transition back from there. Two sets of double doors.



Transitioning even the shortest distance is very difficult for some children and could be very detrimental to them in terms of anxiety levels.

AM - If the proposal goes ahead MD will work with staff and colleagues from design services to plan to address these concerns to meet the needs of the children.

Q – The proposal references increase in demand. Has any attempt been made to engage with parents of perhaps nursery age children who may require their educational needs met at Clydevue? Aware that these proposed major changes will impact future generations.

GMcL – Yes, the 1140 hours programme has agreement through Committee for a number of Family Learning Centres to have ASN provision within them. This is currently available in 10 Family Learning Centres across the authority. The idea being that children are placed in provision closer to their own community. There has been and will continue to be engagement with families. Early Years have recently appointed quality officers who work collaboratively with Health and other services in planning even before they reach Early Years facilities.

Q – Did discussions take place with groups that use the Daisy Park Centre facilities take place, can details of this be provided?

LM – This is the First Stage. Plans would be discussed with Education and Families and a number of options will be issued to groups. Evening groups will remain in the buildings and discussions will take place with users around the wider options within the authority. We will work to mitigate the disruptions to users throughout any changes.

MC – Communities Team are happy to facilitate these discussions and offer support throughout the process and beyond to the groups affected.

Q - Two questions, how will you ensure the rights of the children will be met with in terms of their right to an opinion? and how have you considered the impact of all stakeholders health and wellbeing – especially with considering times are difficult for everyone in respects to living in a pandemic.

JP (1) It is important that voices of children are heard. There is a questionnaire specifically to gather the views of children and young people with the assistance from their parents within their own home as we understand that some children may require assistance with communication. CIILs and Educational Psychologists will work with to join the pupil council and groups of children to gather their views as independents.

GMcL (2) A Paper has been submitted to Education and Families Committee with a focus on Health and Wellbeing. It gives Committee and overview of proposals gathered from a recent Strengths and Difficulties questionnaire. 50% of Primary School pupils returned the questionnaire. The next steps are to look at resources and how to target to meet the Health and Wellbeing needs of children. There has been a focus on Staff Health and wellbeing with a staff team working with them, especially as they return to work. A detailed plan will be developed for children and staff.

AM – Staff Welfare Officers and resources are well communicated to everyone.

AH – The council has an exceptional track record of dealing with individuals in this kind of situation through a suite of options which available to all staff.

Q – Capacity – Future proofing, already been answered.

Q –You mentioned that the facilities at the Cathedral Campus will be timetabled but to allow the pupils from Clydeview access. Realistically how much access will the pupils have as these resources are already very heavily timetabled?

(1) Some Clydeview children require access to soft play on a 30 min or 15 min rotation. How would this impact on both Clydeview and Firpark children? And

(2) Children often need areas in times of crisis. How would this look on a daily basis?

AM – We will note and acknowledge these questions.

JP –These are specific and operational matters. These are discussions that would take place between the Head teachers of the schools on the campus if the proposals are accepted.

Q – What specific professional development opportunities has NLC provided for Clydeview?

AM – There has been significant work in terms of developing professional learning including the digital classroom and in providing resources in the Innovation Hub, particularly in relation to the ASN sector. There is a Digital Inclusion lead working with ASN Head Teachers with ongoing professional learning opportunities for all staff.

Q – Proposal is based on the HMIE visit in 2019. There is no mention of the improvements since then.

JP – There have been a number of visits since then, and the Education and Families Managers have been doing work with the school. There is ongoing improvement planning work with the school.

BH – I have had discussions with HMIE about re-engagement. Teaching and Learning is not a quick fix but is top priority.

AM – There is continued ongoing professional learning work with Education and Families Manager and Continuous Improvement Officer (Inclusion).

BH – The integration model has been highlighted as part of the proposal. This explores a model that follows a GIRfEC pathway. Improving schools and ensuring that learners have their needs met within this setting.

Q – You mentioned earlier in the discussion that moving Clydeview to the Cathedral campus would provide increased flexibility in staffing. Does that mean if there are staffing shortages staff could be moved across the schools? Would that dilute expertise?

AH – Each school will have their own staff compliment. The campus model gives the shared head teacher an opportunity to utilise staff as appropriate. This is common practice across North Lanarkshire Council and Scotland. In consultation with the Head teacher and staff, the shared Head teacher would know where the skillset is.

Q – If staffing is one of the main issues why aren't there any permanent employment contracts within NLC ASNAs?

AM – This is part of the wider ASN Review. Discussions with Trade Unions are progressing and the focus in the first instance will be the ASN schools

Q - Firpark Parent Forum have concerns over the potential of losing their Head teacher with the proposal of shared headship. Would the current HT need to reapply? And can we state what schools have a shared headship?

AM – The schools are all included in the Committee Paper as part of the Consultation documents; these include 4 in mainstream and Redburn, Mavisbank in the ASN sector.

AH –The shared Head teacher approach means one head teacher for two schools with some enhancement to PT, DHT roles. We are unable to comment further on current Head teacher situations.

Q - Within Clydeview we are close to the staff room meaning instant support if needed within lunch times etc. Will we have the same with in the new area?

MD - This would need to be further developed and discussed.

Q – If the capital funding is not allocated will this have any bearing on the modifications mentioned in the paper?

GMcL –Individual needs of pupils, the adaptations required, the current facilities and capital works required are all considered.

AM acknowledged the time there was left and that there were still a number of questions to get through before the close of the meeting and reassured that if not all questions were covered during the meeting that the staff noting the meeting would record them and they would be added to the Frequently Asked Questions.

Q- General question – when would the proposal be implemented if approved?

AM – We will follow strictly to the timeline for consultation that JP outlined earlier on this evening. If agreed, then a transition phase would start. Priority is to work with parents, families and carers with engagement starting in August.

JP – This will not be rushed over the holidays. Transition programmes would be planned if the proposals are approved.

Q - From MSP office, constituency concerns have been raised around windows inside the classrooms and lack of natural light. How will this be addressed? How would that be done?

MD – The current gym hall in the Daisy Park Centre has a fire exit at one end with floor to ceiling natural light. All aspects of natural light would be maximised.

Q – External windows would windows be put in the space or would it be artificial light. Concerns that Clydeview will become an annexe of Firpark?

MD – At this stage this is a proposal and this will be explored. However, as mentioned earlier, all aspects of natural light would be maximised.

Q - How would transitions be affected if COVID restrictions remain in place with regards to visits etc.

GMcL – Experience from a North Lanarkshire perspective in respect of the Willowbank consultation is that clear transparent communication was the right approach. Whatever the Scottish Government guidance is at that time would be adhered to, for example if visits can only take place in bubbles, children would remain in their bubbles. It will be done in a staggered appropriate way. Communication is key with parents and carers.

Q - We recently had a shared headship with St Bernadette's School, and this was put in place as a way to promote inclusion, why was the decision made to move away from this?

AM – This arrangement was not a permanent arrangement; it was a temporary position.

AM explained that we had reached the end of the meeting, confirming that the consultation process is ongoing for a further 3 weeks where stakeholder engagement using the various formats outlined in the presentation can continue to be submitted. All questions, including those not answered in tonight's meeting will be compiled, detailed by the staff present tonight and presented. AM detailed FAQ paper will be uploaded to the website.

AM also highlighted that Education Scotland staff would be engaging directly with stakeholders.

In closing the meeting, AM passed thanks to everyone, for questions, thoughts views and engagement. Noted that all information will be sent as swiftly as possible.

## **1. What will be the effect of the move on the children at Firpark and the relationship between the two schools?**

The pupils from Clydeview will be mainly based in the teaching spaces that are currently the Daisy Park centre. At appropriate events, the Head teacher may plan to join the children from Firpark and Clydeview allowing for an integrated approach for all children. There will also be occasions when some children from all three schools (Firpark, Clydeview and Cathedral Primary) may come together. This is part of an inclusive model. If the proposal is agreed, one person will be the shared Head teacher to lead and manage both Firpark and Clydeview schools. This will provide consistency in strategic planning and quality assurance of the service that is delivered to children and families. The Head teacher will have the flexibility to arrange a timetable that allows for all the children to access the campus facilities providing a wide and balanced curriculum.

## **2. What is meant by a shared headship?**

One person will be the shared Head teacher to lead and manage both Firpark and Clydeview schools. This provides consistency in strategic planning and quality assurance of the delivery of services to children and families. There are examples of shared headships across the council that are already working well. The campus model gives the shared Head teacher the opportunity to maximise the use of all available resources.

## **3. How the shared facilities will work?**

Firpark and Clydeview pupils will benefit from access to the range of excellent facilities including, swimming pool, soft play room, sensory room, gym hall, outdoor spaces, and 'break-out' areas available on the campus. If the consultation is approved, we will work collaboratively with school leadership teams to ensure that outdoor space is available for all children within the campus. The Head teacher will have the flexibility to timetable access to the facilities that allows for all children to access all campus facilities.

## **4. Proposed Clydeview building design?**

If the proposal is approved, the council design teams will work collaboratively with the school's senior leadership teams to ensure that the environment is nurturing and safe for all children. Daisy Park can accommodate up to six teaching spaces; there are two meeting rooms already in place that will be repurposed, and four additional classrooms can be created. A sensory room is proposed to be developed within the Daisy Park Centre. Natural light will be maximised and where necessary, specialised lighting suitable for children with sensory needs will be installed. It is important to note that on the 18<sup>th</sup> March 2021 the Strategic Capital Investment Programme 2021/22 to 2025/26 was approved at Policy and Strategy Committee. The capital budget for the proposed building works has therefore been approved.

## **5. Transition arrangements**

If the proposal is accepted, then a transition plan will be developed. Transitions will be managed by the Head teachers, following a programme of visits to familiarise pupils with their new environment; it is expected that parents and pupils will be fully involved in all aspects of the transition. This, along with the proximity of the two schools, means that there is the opportunity to adopt a flexible, bespoke,

approach to transition, creating an exciting and positive experience for everyone. 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.

## **6. Teaching staff ratio**

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

## **7. Workforce arrangements**

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

## **8. Transport and congestion – Cathedral campus is already incredibly busy with volume of traffic – is there separate access for taxis?**

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

## **9. Where community activities will be held?**

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

## **10. Will the children have their own gym hall, dining hall?**

If proposals are approved, Clydeview will have its own dining area and food preparation facility. The campus has extensive outdoor facilities which will ensure that space is available for all children within the campus. Clydeview pupils will benefit from access to a range of excellent campus facilities including, swimming pool, soft play room, sensory room, gym hall and outdoor spaces.

**11. How many classrooms, changing facilities and what will the school roll be?**

It is proposed to repurpose two of the existing meeting rooms within the Daisy Park Centre and develop up to a further four classrooms. The number of toilet and changing facilities meet all statutory requirements. The school roll is currently 38 pupils and we do not anticipate that will change.

**12. What outdoor space is available and how will the children access it?**

Children will have access to existing facilities within Firpark grounds which include the mud kitchen and sports facilities. This can be accessed through double doors which lead directly into the quadrant. If the proposal is approved, discussions will take place with design services to determine the most accessible routes to the playground facilities and ensure that these comply with health and safety and equalities legislation. The Head teacher will have the flexibility to arrange a timetable that allows for the children to access the campus facilities.

**13. The classrooms don't seem to have windows**

The proposal involves the redevelopment of an area which was formally a gym hall. It benefits from floor to ceiling glazed doors that provide high levels of natural light. If proposals are approved, in collaboration with colleagues in design services all aspects of natural light would be maximised and where necessary, specialised lighting suitable for children with sensory needs will be installed. A more detailed plan highlighting these proposed developments is included.

**14. Can you confirm letters were sent to Cathedral parents to inform them of the proposal?**

Letters were issued to the parents of Cathedral Primary School before the commencement of the consultation process. Consultation documents have been made available on the council Website and links to these documents have been sent out to parents via group call on two separate occasions throughout the consultation process.

**15. Joining with Firpark campus and joining with Cathedral campus which is it?**

The proposal agreed by the Education and Families Committee and being consulted on is that Clydeview School be moved to the Cathedral Campus, taking over the existing Daisy Park Centre and become part of a shared headship arrangement with Firpark Primary.

**16. Will more information be available e.g. virtual tours of the new school.**

Communication with parents is key throughout this process and beyond. If the proposal is approved, there is considerable work required within Daisy Park Centre that will be done over the summer. Stakeholders will be regularly updated about the progress of the building works. Parents should be reassured that pupils would not end in the school term in June in one school and start another school

in August. Transitions will be managed by the Head teachers following a programme of visits to familiarise pupils with their new environment.

**17. Can we have more information on how the timetabling would work for all 3 schools?**

Timetabling is an operational issue that would be addressed by the Head teacher. This model provides all 3 establishments with the opportunity to creatively timetable resources, staff, events to improve outcomes for learners. By sharing staff expertise and resources across the three establishments, we can build staff capacity and improve outcomes for our learners.

**18. You state clearly in the opening paragraph 1.1 states that it has 'proven difficult to recruit' staff.**

The council has approved processes and procedures in place to recruit/cover vacancies/absences/maternity leave etc. While not exhaustive, this includes both internal and external recruitment approaches.

**19. Would the authority consider making further improvements to our current building rather than a move which will be very difficult for our children?**

The proposal is for closer working with another Additional Support Needs school and therefore the redevelopment of the current Clydeview building is not covered by the scope of this proposal.

**20. What is the breakdown of the anticipated £300,000 + saving?**

The indicative savings of £300k would be derived from several sources, including a Shared Headship arrangement and reduced transport costs.

**21. Why have none of the staff at Clydeview who have extensive knowledge of the children not been asked for their expertise?**

As part of the consultation process all staff are invited to provide their opinion, thoughts, and suggestions. If the proposal is approved, staff at Clydeview will be involved in the planning to meet the needs of all the children.

**22. With regards to answering the specific question of what NLC have done to support Clydeview in terms of professional development, could you expand on this?**

The council has a highly regarded Professional Learning and Development Strategy, which all employees can access. Furthermore, the council's Leadership programme, available to staff seeking or new to promoted posts, has been endorsed by Education Scotland. Within a school context, each school has a CPD/PRD budget which can be allocated for internal external training courses.



Specifically, in Clydeview, targeted support has been provided from staff within NLC's Learning Hub. In addition, the council's Talent and Organisational Development Team has a large suite of online learning packages that staff can access at their convenience. Most recently, the Innovation and Improvement Hub has been created for all education staff. The Hub provides a wide range of online professional learning in a variety of formats including eModules, resources, training, research, and links to other sites. There are relevant sections within it aimed at all staff, including support staff, new teachers, and leadership teams. This session the Digital School has provided continuous professional learning opportunities for all staff in schools. There have been bespoke offerings to support remote learning as well as wider digital skills training. The appointment of a Digital Inclusion Lead will continue to ensure that training from the Digital School, has a relevant focus on ASN. Teachers have the responsibility for their own continuous professional learning as an ongoing requirement for full registration with the General Teaching Council.

**23. The answers to a lot of these questions have been unable to be answered or have not been directly addressed.**

Many questions are linked to operational details that will be considered if the proposal is approved.

**24. Will the detailed responses also include the questions that were submitted prior to this meeting?**

Yes

## **Education & Families**

### **Meeting with parents to discuss the Proposal to relocate Clydeview School to the Cathedral Campus taking over the Daisy Park Community Centre**

**Monday 29<sup>th</sup> March 2021 5.30-6.30pm**

**Remote meeting via WebEx**

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

#### **North Lanarkshire Council Representation**

Anne Munro (AM) – Head of Education (South)

Alan Henry (AH) – Senior Education and Families Manager

Michael Dolan (MD) – Education and Families Manager (South)

Jackie Cahill (JC) – Education and Families Manager (Central)

Bernadette Hunter (BH) – Education and Families Manager (North)

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

Susan Wight (SW) – Education Development Officer

Lisa Breen (LB) – Vocational Education Co-ordinator

AM introduced herself as Head of Education in the South area, welcomed attendees and thanked everyone for their time and introduced and thanked senior officers in attendance.

AM explained, that as part of the statutory consultations process, a full public consultation meeting had taken place. AM advised that this meeting was in addition to the public consultation meeting and stressed that the team wanted to provide this additional consultation opportunity to meet with staff from across the three schools.

AM outlined the programme for the meeting and explained that she would go through a presentation using power point slides and would provide a further opportunity for officers to respond to questions including those that had been raised during the consultation process. AM advised that the opportunity to have a further meeting is being arranged for all of the consultations currently underway.

AM began by explaining that the information within the presentation focussed on the key points of the Council's extensive Additional Support Needs Review, conducted between 2018 and 2019. AM explained that current service review and proposed reconfiguration is aligned to the ASN Review, in particular recommendations 8 and 11, out of the 12 recommendations.

AM advised that the presentation provided more detail around the proposal to relocate Clydeview School within the Cathedral Campus and took time to explain the key educational benefits. Following early feedback as part of the consultation process, the presentation provided greater detail in relation to the proposed plans for the development of the Daisy Park Centre and used photographs to highlighted key provision within the campus. This enabled officers to

show the range of facilities which children can have access to, including access to outdoor space which could offer greater the opportunities for outdoor learning.

AM also provided a timeline for the proposed reconfiguration and explained that budget, for all proposed building works had been formally approved.

AM then opened the meeting to questions.

**Q – I have children at both Firpark and Cathedral and use the community centre. I am concerned that we might be losing the local community centre – How and what will be done to rectify this?**

AM – I want to reassure you that in developing the proposals, we met with the Communities team and discussed retaining access at evenings and some of the sports events. The team has been working with other teams in the area so that where possible the community can maintain their use of facilities within the community. At the Public Consultation officers provided reassurances that they will work directly with the groups who may be affected by this proposal.

AH – This was considered in discussions with CLNL. There will still be a provision within the facility if the proposal is accepted. Football for example after school hours. The team are looking at other facilities within Motherwell as alternatives. Support and guidance to groups and some additional support will be provided if needed. We do anticipate a lot of the activities could still continue.

**Q – What about other groups, mother and toddler groups, elderly residents for tea dances etc who cannot get transport to other areas?**

MD – Based on current usage, we do not think there will be many concerns about the use of the facilities for the other users.

**Q – Regarding the photo of swimming and soft play. When the relocation is being done will tracking hoists, facilities and equipment be available. Will this be additional equipment added to the Daisy Park side of school?**

MD – Yes, this would be done wherever the pupils were going. All adaptations and equipment will be provided for the Clydeview pupils.

AM – To offer further reassurances, discussion will take place with staff about access aids adaptations and equipment required.

**Q – On behalf of the wider parent forum – under Educational Benefits, what exactly are the benefits for Firpark children. They already have the benefits of a joint campus and strong management team. Feeling that there is a loss to the Firpark pupils.**

AM – Acknowledged that Firpark Primary is a very successful school and that it was right to ask this question. AM asked BH to provide a response on how we make the cluster campus model work.

BH – Be involved in partnership working. The Cluster model provides opportunities for driving improvement. This would allow staff to work closely for partnership working. Benefits go beyond the facilities themselves. There would be greater scope within one campus to create better

experiences for staff and children with a more equitable service for the children across the ASN sector. Bringing a community together. Strengthening of Leadership.

AS - From an inclusion perspective – staff can draw on different resources across the campus. Children learn very inclusive attitudes, and this can be mutually beneficial.

AM – invited FC to ask a further question

Q – We already have that working relationship on a joint campus. Comments by BH not relevant to Firpark pupils. Massive potential for us to lose our leadership through this and go downhill.

AM – Highlighted the Empowerment agenda, where HTs are looking for opportunities for their own career pathways. Shared headship model provides opportunities for the leader who is the shared leader. Feedback from the children suggest that they are looking forward to making new friends and relationships. This allows Clydeview pupils to access the fantastic facilities that you have described. Nothing will be lost as Firpark Primary and Clydeview will remain as their own schools within the campus.

Q – As Chair of Cathedral Parent Council, we fully support what the council are trying to do with regards to the proposal and with regards to inclusion. As a parent council we have a concern around the roads network with the increase of traffic especially around pick up times. FAQs states that work would be done once the proposal was agreed – can we have more detail around this and what happens if there cannot be alternatives found and by that time the proposal has been agreed.

AH – Transportation and parking is an issue across a lot of schools within NLC. The campus is currently running at 90% capacity. If the proposal is accepted and the Shared HT is appointed, along with Cathedral Primary School HT, we would consult with all campus schools. We have looked at the staff, buses and vehicles and are comfortable that we would be able to cope with them and feel there is a way ahead. I would reiterate though that Health and Safety remains paramount.

Q – We have tried to engage around the Health and Safety issues about transport pre-covid but have been unable to resolve the issues. What confidence can you provide that our concerns will be taken into consideration to ensure the Health & Safety of our children? And similarly, to the Community Centre Groups, what is plan B if alternatives are found not to be workable.

AH – The safety of our children will be at the forefront and risk assessment will be carried out. We can't comment on previous discussions but can assure you of planning and discussions going forward.

Q – Thank you for your answers and please use me to canvas parents' views in the future.

Q - Clarify – With the consultation closing on 31<sup>st</sup> is this the last opportunity to comment on the proposal? FAQs were published but there are concerns around what were deemed on many questions to be operational issues that they feel were not answered as part of the FAQs.

AM – Yes the consultation closes on 31<sup>st</sup> but Education Scotland representatives will engage following the end of the consultation period where parents' views will be gathered.

Q – Any particular issues that we could maybe address – Timetabling, is a key concern. Distance between facilities and transitions.

AM – We are not in a position where we can give specifics around timetabling, but it would be for the shared HT to work with staff and link with Parent Council in this regards.

MD – In relation to distances the HT has stated it is not 150mtrs to access the pool. There are multiple options for access. In terms of the footprint there are not concerns about children moving around the school.

AM asked MD if he was able to offer reassurances that work can be done with design services around the access for pupils?

MD – Yes, if approved, specialists from design services and the HTs will work closely together on this.

AS – Regarding transitions –there is no plan to close buildings that pupils currently attend. Clydeview School will continue to be there which gives us the opportunity for a period of flexibility. NLC has a great deal of expertise around transitioning children to new buildings.

**Q - windows?**

MD – The space will be reconfigured and there will be windows in each of the rooms.

**Q – Car park and parking situation. Parents double parking, on top of speed bumps. Daily issue and we have called the police. There could be an accident even without the additional Clydeview children in attendance.**

AH – Recommend that contact is made with Police Scotland and Roads Department who can look at any other barriers. I will send the contact for Roads and Transportation to see if they can assist. We will follow up on this.

**Q – Why is nothing being mentioned about Cathedral PS Nursery Class – how will this impact on them?**

AM – We have worked with the Early Years team and Head of Service prior to the development of the proposal.

AH – The team are part of the full consultation. With 1140 hours the times are slightly staggered so this may assist slightly with the transport issue.

BH – Part of the cluster work includes every child who attends the campus including those children attending the nursery.

**Q – Can you comment on the Community Centre and deep cleans during Covid?**

AH – We would absolutely reassure you that any kind of provision within any part of the campus would be treated the same and cleaned to the highest standard.

AM brought the meeting to a close by thanking parents and carers for attending and engaging in this additional meeting. AM also thanked officers for their attendance and contributions.

**North Lanarkshire Council  
Education & Families**

**Meeting with staff to discuss the Proposal to relocate Clydeview School to the Cathedral Campus taking over the Daisy Park Community Centre**

**Monday 29<sup>th</sup> March 2021 3.15pm-4.15pm**

**Remote meeting via WebEx**

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

**North Lanarkshire Council Representation**

Anne Munro (AM) – Head of Education (South)

Alan Henry (AH) – Senior Education and Families Manager

Michael Dolan (MD) – Education and Families Manager

Jackie Cahill (JC) – Education and Families Manager

Bernadette Hunter (BH) – Education and Families Manager

Alan Shields (AS) – Continuous Improvement Officer

Susan Wight (SW) – Education Development Officer

Lyndsey Macpherson (LM) – Vocational Education Administrator

AM introduced herself and welcomed everyone to the meeting.

AM explained, that as part of the statutory consultations process, a full public consultation meeting had taken place. AM advised that this meeting was in addition to the public consultation meeting and stressed that the team wanted to provide this additional consultation opportunity to meet with staff from across the three schools.

AM provided an outline of the programme for the meeting and explained that she would go through a presentation before providing a further opportunity for officers to take and respond to any questions arising including those that had been raised during the consultation process. AM noted that the opportunity to have a further meeting is being offered to all of the consultations currently underway.

AM began by explaining that the information within the presentation focussed on the key points of the Council's extensive Additional Support Needs Review, conducted between 2018 and 2019. AM explained that current service review and proposed reconfiguration is aligned to the ASN Review, in particular recommendations 8 and 11.

AM advised that this presentation was designed to provide more detail and clarity regarding the proposal to relocate Clydeview School within the Cathedral Campus and took time to explain the rationale and the key educational benefits. AM stated that following early feedback from the consultation process, the presentation provided greater detail in relation to the proposed plans for the development of the Daisy Park Centre and also provided photographs to show key provision within the campus. This enabled officers to show the range of facilities which children

can have access to, including access to outdoor space which could offer greater the opportunities for outdoor learning.

AM also provided a timeline for the proposed reconfiguration and explained that budget, for all proposed building works had now been formally approved by Committee.

AM then opened the meeting to questions

Q – The sheer number of pupils on campus is a concern. It is busy in dining hall under normal circumstances. What are the practicalities of more children being in the dining hall?

AM asked MCW if she would wish to add comment on this also?

Q - In terms of capacity it is always a pinch point as both school rolls have increased. In terms of the proposals there would be separate dining areas for Clydeview and Firpark. Dining hall is busy, but some children may need the smaller setting and some will cope with the larger dining hall. It will be a challenge.

MD – For clarity, there can be planned staggered lunches, break times. The kitchen in the plans can be adapted to a dispensing kitchen that would be more than adequate for 38-40 lunches. It is 150mtrs or so from one kitchen to the other.

AH - In terms of Health & Safety in relation to the wider campus, individual staff and pupil risk assessments will take place. We have been discussing this with Health and Safety colleagues and from initial discussions we are comfortable that we are well within the guidance.

Q -To put things into perspective, we have had a full additional class in Cathedral PS since September.

AM acknowledged this and stated we would need to be mindful of this asked for HT to keep us informed of developments.

Q - While we are discussing the volume of pupils, Clydeview staff are also very concerned about the shared outdoor spaces. We use outdoor spaces for sensory and movement breaks and our pupils would not cope with larger numbers. Currently we have direct access from classrooms can take them out to outdoor spaces. Will that be available to us?

AM – The first strategy if the proposal is approved is to make sure that we move quickly to establish the new leadership model. The Shared headteacher and HT Cathedral PS, will discuss plan for ways in which that provision would be accessed and for the design.

MD – In direct response, I was responsible for planning for the development of the Clydeview outdoor space. There is more than ample spaces in Daisy Park Centre to create dedicated outdoor space and sensory space. There is capacity within the campus. Does that answer your question?

Q – Not really, doesn't look as though we will have direct access but is it something, we could work with you about.

MD – Absolutely, we could look at areas for pupil for de-escalation and there is budget available for creating outdoor learning.

Q - Looking at the pictures, the outdoor space doesn't look safe for our children with PICA or our children who climb? The fences are waist high that is not safe for our children.

MCW - My view is that there is considerable flexibility around the environment. We have a number of children with PICA, climbers etc. It comes down to how staff are allocated to look after the children. Our fences have been increased in height, so this issue is now resolved. All children with ASN have individual characteristics.

AM – In planning the design, this is not something that would be done to you but with you if the proposal were to be agreed.

AH – Fundamentally with regards to child safety, Health and Safety will remain a priority, as it is in every school in NLC.

Q - another thing you touched on was the management structure, will Clydeview be keeping our current DHT and PT if we move?

AH – If the proposal is approved, almost immediately Shared Head Teacher would be appointed, we would work with the head teacher to appoint the management team, then the staff would move across. To address job concerns – the proposal is not to reduce staff or delete posts, pupil numbers are not reducing, so staff numbers would remain the same.



Q - MCW raised the important issue of supervision, we have classes in Clydeview currently who only have 1 ASNA, so supervision at play times is challenging! Would Clydeview be given a more appropriate and equitable staffing with other severe and complex needs NLC schools.

AH – We would look at this based on the children. I would assume within reason the ASNA would move across.

AM – Explained the proposals for the Cluster model which is planned to be implemented from August in ASN schools in the first instance. ASN HTs have been consulted and more information will follow.

Q - With considering children's rights, it was said at the Public consultation that our pupil's views would be gathered by our link Ed psychologist and CILL, however this has not happened yet.

AM – Provided assurances that AS will progress this as a matter of urgency tomorrow.

Q - Has any assessment been carried out in measuring the impact of this proposal in the wellbeing of all stakeholders especially considering we are living in a pandemic - a time like this is already difficult- especially for our most vulnerable children

AM – Acknowledged that these are exceptionally challenging times and stressed that this was considered very carefully and have progressed proposals accordingly.

Q - Will there be a dedicated sensory room in the Daisy Park? It's difficult to see this on the plans.

MD –Shared the floor plan slide again and explained where within the proposal the sensory area would be, dedicated for Clydeview School. As this is a proposal this would be in discussion with HTs.

Q - Does the new allocations model mean the new modern apprenticeships?

AM - More information is coming out about this very exciting career pathway. Not only for 30 MA's but also proposals for Las and ESAs.

Q - Will Clydeview retain its own DHT and PT? Concern amongst staff is that Firpark has a much larger SLT currently - 2 DHTs, 2PTs! I don't think it would be possible to reduce our current ASNA allocation any further?

AH - Schools will remain as they are Firpark/Clydeview. We have already discussed how the workforce will be identified.

Q - Due to Clydeview pupils needing to walk a substantial distance to some facilities like the swimming pool and soft play areas (150m approx.) how can you ensure children's safety who have been risked assessed as a flight risk in a school where there are numerous routes out of the school.

MCW – There is no distance to the pool, and there is a fire exit that could be used to shorten this distance. It is about the staff who would be supporting the children. Firpark have children who are flight risks and it is managed. I understand the anxiety, but it is the problem solving around these issues. But there is a far more direct route.

AM – Again offered reassurances that conversations would take place about what would be best to meet the needs of all children and highlighted that there are children with complex needs already within the campus.

Q - While looking at the plans, is there any proposals for natural ventilation into all the classrooms?

MD - Intention would be to have floor to ceiling glass entrance doors. Covid-19 restrictions advise we do not turn on ventilation systems as they are not Covid-19 compliant. There will be access to fresh air and heating.

AS – Outdoor space –the classrooms on the plan are indicative. These are exceptionally spacious classrooms. Good potential within them for use around de-escalation or quiet time-out. Hallway with dining tables – potential here for multiple uses that isn't currently available in Clydeview. Some real advantages.

AM – Highlighted the ability to look at the facility to see how it would best fit the needs of children in your care.

Q – Appreciate increased detail on latest plan. Three points to raise.

Largest classroom on is equivalent of smallest classroom in Clydeview, missing from this is the staffroom and office space. Can't see how it can be reconfigured to have all this given the space we currently have at Clydeview just now.

Fantastic idea, but a purpose built Primary alongside a purpose built ASN secondary where pupils would go would be ideal. Largest class has a solid brick wall with no outlook outside.

Q – Offered further reassurances – stating it was fair point in terms of the wall which we cannot do anything about. There can be direct access to at least 4 of the classes currently there. This is a proposed plan of an existing building. With the knowledge we now have we can build this into the planning.

Q - Are there any other pupils in NLC who are learning in classroom that have no windows to the outdoors? Any other ASN pupils?

MD – There is direct sunlight into the classroom areas that are there. This is a proposal that we will work with you on at the design stage.

Q – Concerns around gym hall and dining hall will be worked around. Working with Clydeview.

MCW – I understand your anxieties around this as I have been through it with the move to Firpark, we are happy to work with the children, we think it's a more equitable offer for all the children in the South locality.

AM brought the meeting to a close and thanked everyone for their attendance and contributions.

Clydeview Pupil Comments			
ID	School/establishment	Have we proposed to move your school?	What do you think about the proposed school move?
1	Clydeview School	Yes	I just hope kids will get same teachers and spacious class room & playrooms so they can learn better. I hope that play hall not get shared with so many schools because that mean clydeview children won't get enough time in there. I'm very anxious about which resources they will have and how much space they will be getting. Very bad timing to do this Move because everyone already stressed with this Covid19 pandemic. I just hope its fir our kids betterment not just to do things differently and putting kids through unnecessary Stress. I'm sorry if you like something I said but that's how I feel. There is no number where I can call. No one know how big is the new place etc. Thanks
2	Clydeview School	Yes	Clydeview is not big enough for the children and their needs it needs to be better.
3	Clydeview School	Yes	What Clydeview school need is qualified and trained staff not handover to cover. The school has struggled to have enough staff to support the children for more than 3 yrs.
4	Clydeview School	Yes	It's a great wee school in a really quiet setting with staff, would love to see a upgrade in some areas with a good outdoor sensory area for the kids to unwind as my child loves getting up in the morning knowing hes going to school, routine is major to him.....
5	Clydeview School	Yes	please dont move our children

6	Clydeview School	Yes	All parents feeling anxious about this. Dont understand why council doing this. Will kids have their own playground? Sensory room? Will they be sharing players with older kids? Normal kids? I'm scared about how safe they will be there? They need Big spacious classes so they can room for meltdowns etc for kis. We all are very Anxious about this.
7	Clydeview School	Yes	I have been In daisy park for courses and I don't see it any more space than what our kids have, our kids are settled, 1 mums child has lost 1 year of school and now she's settled, not fare on her getting moved once again, horrible to watch a kid self harm if not their routine.....
8	Clydeview School	Yes	There is nothing wrong with the building apart from adding extra space for sensory area an providing experienced teaching staff. As n adequate manpower for this school
9	Clydeview School	Yes	Very unclear why Council doing this when they have everything in Clydeview school. Staff very good aswell.
10	Firpark Primary Schhol	No	I don't know what shared headship means
11	Cathedral Primary School	Yes	It will be a lot harder to do things we normally do like assembly's and shows
12	Cathedral Primary School	Yes	Personally it would be a hassle for my brother whom goes to Firpark Primary.
13	Cathedral Primary School	Yes	It would be hard for us to do shows and assembly's because it could make too much noise

14	Cathedral Primary School	Yes	We are supposed to have 2 hours of P.E. lessons a week but if there are more than we classes in the school, we can't do 2 hours especially in the gym hall because we already share it with Firpark.
15	Cathedral Primary School	Yes	I'm also concerned that the move will take up 7 classrooms and we have already had to convert the drama room and the music room to classrooms due to the amount of growing pupils in our school.
16	Cathedral Primary School	Yes	The lunch hall very full and i couldn't even imagine anymore children in it. Thr assembly's we hold make a lot of noise.

## Clydeview Pupil Responses Overview

Consultation Pupil Stats	Have We Proposed to Move Your School		Do you like the idea of the proposed moves			Total Responses
	Yes	No	Yes	No	Undecided	
Clydeview School	13	0	1	12	0	13
Firpark Primary School	0	2	0	0	2	2
Cathedral	0	11	4	6	1	11
<b>Total</b>	<b>13</b>	<b>13</b>	<b>5</b>	<b>18</b>	<b>3</b>	<b>26</b>

## Clydeview Pupil Comments

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			just hope its fir our kids betterment not just to do things differently and putting kids through unnecessary Stress. I'm sorry if you like something I said but that's how I feel. There is no number where I can call. No one know how big is the new place etc. Thanks
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# **Schools (Consultation) (Scotland) Act 2010**

**Report by Education Scotland addressing educational aspects of the proposal by North Lanarkshire Council to relocate Clydeview School to the Cathedral Campus, taking over the existing Daisy Park Centre, under a shared headship arrangement with Firpark Primary.**

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## 1. 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 relocate Clydeview School to the Cathedral Campus, taking over the existing Daisy Park Centre under a shared headship arrangement with Firpark Primary. 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 school; 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 online public meeting held on 9 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
- participation in online meetings with relevant consultees from Clydeview School, and the headteachers of Firpark Primary and Cathedral Primary School.

## 2. 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 council formally consulted stakeholders between 17 February 2021 and 31 March 2021. Copies of the consultation proposal were made available to statutory consultees and were publicised on the council website. An online public meeting, with 54 attendees, was held on 9 March 2021. Subsequently, the council produced a Frequently Asked Questions document and circulated it to stakeholders. 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. Questionnaires were issued to Clydeview School stakeholders during the consultation period. Of the total 206 responses, 8.7% supported the 2 | Schools (Consultation) (Scotland) Act 2010 North Lanarkshire Council

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proposal, 81.1% were not in favour, and 10.2% were undecided. The main areas of concern raised are around design of the proposed school. For example, the size of classrooms, lack of natural light and ventilation, and lack of direct access to outdoor areas from classrooms.

2.3 The views of children at Clydeview were gathered through a group discussion held with local authority staff. Questionnaires were issued to parents to assist their child to complete at home. Of these 13 completed questionnaires, 12 children were not in favour of the proposal. Two children from Firpark Primary and 11 children from Cathedral Primary also completed a questionnaire; four were in support of the proposal, six were not and three were undecided.

2.4 In various submissions to the council and discussions with HM Inspectors, representations from the parent forums of Firpark and Cathedral Primary Schools expressed their dissatisfaction about their involvement in the consultation. They have reservations about the proposal. Firpark parents are mainly concerned about the pressure on shared facilities whilst Cathedral parents have ongoing concerns about traffic and congestion.

### **3. Educational aspects of proposal**

3.1 The council considers that relocating the school would provide spaces for learning designated in such a way as to allow a range of teaching styles and approaches. The proposal has the potential to provide access to high quality facilities for children with complex additional support needs including a swimming pool that are available in Firpark's modern, purpose built campus. However, there are considerable reservations about the design and capacity of the proposed spaces for learning being able to meet the children's highly complex needs. If the proposal goes ahead, senior leaders should work together closely to ensure equitable access to facilities and resources, including staffing, across the campus.

3.2 A shared headship arrangement with Firpark has the potential to strengthen leadership and management of learning for children with additional support needs. The proposed location could provide increased opportunities for Clydeview staff to work collegiately alongside practitioners from across the campus. This could support mentoring opportunities, professional learning and strengthen practice in relation to pedagogy and meeting learners' needs across the campus.

3.3 The council should take full account of the concerns raised about the proposal by all affected stakeholders, including those at the Cathedral Campus relating to the design of the building, its campus location and traffic. The impact on Clydeview children of being part of a much larger, busier campus needs to be considered. The safety of all children is paramount and the council recognises that a transport plan and risk assessments should be undertaken taking account of increased traffic to the site.

3.4 Importantly, there should be a greater effort to involve the children at Clydeview in discussions and decisions related to this proposal. The council should take better account of their need for intensive support and assistance to express their views.

## **4. Summary**

The council has outlined potential educational benefits within the proposal. For example, the deployment of resources and enhanced opportunities for partnership working. The building condition and access to a swimming pool could enhance children's experiences. In taking forward the proposal, the council should work closely with all relevant stakeholders, including partners and representatives from all the Parent Councils involved. More detailed work by the council should address stakeholders' concerns and demonstrate clearly how the new facilities will enhance learners' experiences. The council should also work with stakeholders to undertake a more detailed Equality Impact Assessment specific to this proposal. The council recognises that for existing Clydeview pupils, the change of location may be challenging. Should the proposal go ahead, careful, sensitive transition planning would be required.

### **HM Inspectors**

**April 2021**

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**Reconfiguring Intensive  
ASN Systems and Services**

<b>Author</b>	<i>Susan Wight</i>	<b>Contact details</b>	<i>wights@northlan.gov.uk</i>
<b>Owner</b>	<i>Anne Munro</i>		<i>Munroa@northlan.gov.uk</i>

<b>EqIA version number</b>	<i>1</i>	<b>EqIA status</b>	<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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<b>Governance Committee</b>		<b>Date approved</b>	<i>insert date</i>
<b>Review date</b>			

**Section 1. About the Policy**

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

<b>1.3 What is the scope of the assessment?</b>	<input checked="" type="checkbox"/>	<b>Detail where appropriate</b>
Whole of the organisation		
Service specific	Y	Education specific reconfiguration to ASN services
Discipline specific	Y	
Other	Y	Relocation of Clydeview School to the Cathedral Campus, taking over the existing Daisy Park Centre

<b>1.4 What is the policy/ strategy/ function/ saving trying to achieve / do?</b>
-----------------------------------------------------------------------------------



- The strategic reconfiguration of the intensive ASN systems and services to support children and young people with intensive additional support needs, within Clydeview School, to realise their full potential.
  - To address 2019 HMIE reports to strengthen areas of leadership of change and ensuring the well-being, equality and inclusion. Learning teaching and assessment and raising attainment and achievement in Clydeview School.
  - To improve the ASN estate, out of existing facilities, 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.
- Specifically:
- 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 the south locality.
  - 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, 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.
  - The relocation of Clydeview School to the Cathedral campus will provide an equitable service for children with severe and complex needs within the South Locality.

#### 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 Clydeview School, Firpark Primary School and Cathedral Primary School
- Parents/Carers who attend Clydeview School, Firpark Primary School and Cathedral Primary School
- All pupils with an additional support need across NLC
- Employees: Head Teachers, Cluster Support Teachers (CSTs), CIILs, teaching and non-teaching staff and the Inclusion team
- Managers: The Operational Team that will project manage this strategy, Programme Board that will oversee it, and managers across the departments who will be asked to provide their views and input throughout the review process
- Third sector partners who support pupils in Clydeview School, Firpark Primary School and Cathedral Primary School
- Community Partners who utilise the facilities within the existing Daisy Park Centre
- Partner teams/departments at NLC: Social Work, Educational Psychology, Estates, and HR colleagues

- Owners: The Project Sponsor, Derek Brown, Executive Director of Education & Families; Anne Munro, Senior Responsible Officer, Head of Education (South)

## 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 who attend Clydeview School

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.

Children under the age of 18 and families will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.

Statutory Consultation began on 17 February 2021 and will end on 31 March 2021

Public Consultation Meetings was held on Tuesday 9 March 2021

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

## 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)	<b>Y</b>	3-12			
Disabled people and people with long term health conditions	<b>Y</b>	The review and reconfiguration is aimed at improving the support given to pupils who attend Clydeview School.  Some pupils with severe and complex additional support needs moving to an alternative school estate may be more affected than others when experiencing a change to their school environment.			
Women and men, girls and boys	<b>Y</b>				
People defined by their race, colour and nationality, ethnic or national origins.	<b>N</b>				
Married people and civil partners	<b>N</b>				
Pregnant women and new mothers (including breastfeeding women)	<b>N</b>				
Lesbian, gay and bisexual people	<b>N</b>				
People transitioning from one gender to another	<b>N</b>				
People of different religions or beliefs or non-beliefs	<b>N</b>				

<u>Other groups</u>					
Children and families	<b>Y</b>	<p>The review and reconfiguration is aimed at improving the support given to pupils who attend Clydeview School.</p> <p>Some pupils with severe and complex additional support needs moving to an alternative school estate may be more affected than others when experiencing a change to their school environment</p>			
Homeless people	<b>N</b>				
Looked after and accommodated people	<b>Y</b>	<p>The review and reconfiguration is aimed at improving the support given to pupils who attend Clydeview School.</p> <p>Some pupils with severe and complex additional support needs who are Looked After/Looked After and accommodated, moving to an alternative</p>			

		school estate may be more affected than others when experiencing a change to their school environment.			
Care leavers	Y	<p>The review and reconfiguration is aimed at improving the support given to pupils who attend Clydeview School including those who are care experienced.</p> <p>Some pupils with severe and complex additional support needs moving to an alternative school estate may be more affected than others when experiencing a change to their school environment including pupils who are care experienced.</p>			
Carers – paid / unpaid, family members	N				
Asylum seekers	N				
Employees – full and part time. Including SES, MAs etc.	Y	Head Teacher roles will be reviewed under			

		<p>the implementation of a shared headship</p> <p>Teaching staff from Clydeview School may experience a change to their location.</p> <p>Non-teaching staff from Clydeview School may experience a change to their location</p>			
Others	Y	<p>Community Groups who access the current facilities may experience changes to existing arrangements</p> <p>Environmental services staff may experience changes to existing transport arrangements</p> <p>Taxi contractors may experience changes to existing contracts</p>			

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

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

It is expected that pupils who attend Clydeview School will benefit from an improvement in the quality of individualised teaching and learning 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 socioeconomic advantage is expected to be fostered across North Lanarkshire due to the investment in school estates.

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

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

<u>People and communities</u>	Yes	No	Describe what you did, with whom and when. Please provide a brief summary of the responses gained

			and links to relevant documents, as well as any actions
Age (a particular age or range of ages)	Y		<p>Children under the age of 18 and families will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation began on 17 February 2021 and will end on 31 March 2021</p> <p>Public Consultation Meetings was held on Tuesday 9 March 2021</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p> <p>The Consultation Final Outcome Report will be presented to Education &amp; 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>Children under the age of 18 and families will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation began on 17 February 2021 and will end on 31 March 2021</p> <p>Public Consultation Meetings was held on Tuesday 9 March 2021</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p> <p>The Consultation Final Outcome Report will be presented to Education &amp; 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 Meetings arranged Tuesday 9 March 2021</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p> <p>There will be Trade Union and HR consultations with affected staff members from Clydeview School.</p> <p>The Consultation Final Outcome Report will be presented to Education &amp; 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		<p>Pupils from Clydeview School, Firpark Primary and Cathedral Primary School and their parents/carers will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation began on 17 February 2021 and will end on 31 March 2021</p> <p>Public Consultation Meetings arranged Tuesday 9 March 2021</p>

			<a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a>  The Consultation Final Outcome Report will be presented to Education & Families Committee week beginning 21 June 2021 for approval and decision published thereafter.
Homeless people			n/a
Looked after and accommodated people	Y		Pupils from Clydeview School, Firpark Primary and Cathedral Primary School including those who are care-experienced, and their parents/carers will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.  Statutory Consultation began on 17 February 2021 and will end on 31 March 2021  Public Consultation Meetings arranged Tuesday 9 March 2021  <a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a>  The Consultation Final Outcome Report will be presented to Education & Families Committee week beginning 21 June 2021 for approval and decision published thereafter.
Care leavers	Y		Pupils from Clydeview School, Firpark Primary and Cathedral Primary School including those who are care-experienced, and their parents/carers will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.  Statutory Consultation began on 17 February 2021 and will end on 31 March 2021  Public Consultation Meetings arranged Tuesday 9 March 2021  <a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a>

Carers – paid / unpaid, family members	Y		<p>Pupils from Clydeview School, Firpark Primary and Cathedral Primary School and their parents/carers will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation began on 17 February 2021 and will end on 31 March 2021</p> <p>Public Consultation Meetings arranged Tuesday 9 March 2021</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p> <p>The Consultation Final Outcome Report will be presented to Education &amp; Families Committee week beginning 21 June 2021 for approval and decision published thereafter.</p>
Asylum Seekers		N	
Trade Unions	Y		<p>Teaching staff have and will continue to be consulted about proposed asset rationalisation changes that are due to be carried out.</p> <p>There will be Trade Union and HR consultations with affected staff members from Clydeview School.</p> <p>Statutory Consultation began on 17 February 2021 and will end on 31 March 2021</p> <p>Public Consultation Meetings arranged 9/10/11 March 2021</p> <p><a href="http://www.northlanarkshire.gov.uk/consultations">www.northlanarkshire.gov.uk/consultations</a></p> <p>The Consultation Final Outcome Report will be presented to Education &amp; 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 Clydeview School and Firpark Primary School.

Statutory Consultation began on 17 February 2021 and will end on 31 March 2021

Public Consultation Meetings arranged Tuesday 9 March 2021

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

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

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

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

FAQs based on feedback from Stakeholders along with questions raised at the public consultation meetings on Tuesday 9 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 Clydeview School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential.	Pupils moving to Daisy Park Centre, Cathedral Campus 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 Clydeview School and Firpark Primary School.  Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin August 2021 with programme timeline running into 2022. Please refer to Appendix 1.
Disabled people and people with long term health conditions	Pupils in Clydeview School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential.	As above, there may be adverse experiences for some pupils should their teaching environment change.	As above.
Women and men, girls and boys			
People defined by their race, colour and nationality, ethnic or national origins.	<b>n/a</b>		
Married people and civil partners	<b>n/a</b>		
Pregnant women and new mothers (including breastfeeding women)	<b>n/a</b>		
Lesbian, gay and bisexual people	<b>n/a</b>		

People transitioning from one gender to another	n/a		
People of different religions or beliefs or non-beliefs	n/a		
<u>Other groups</u>			
Children and families	Pupils in Clydeview School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential.	Pupils moving to Daisy Park Centre, Cathedral Campus 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 Clydeview School and Firpark Primary School.  Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin August 2021 with programme timeline running into 2022. Please refer to Appendix 1.
Homeless people	n/a		
Looked after and accommodated people	Pupils, including care-experienced children, in Clydeview 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 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 Clydeview School and Firpark Primary School.  Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin August 2021 with programme timeline running into 2022. Please refer to Appendix 1.

Care leavers	Pupils in Clydeview 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 within schools 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 Fallside and Coltness High School.  Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin August 2021 with programme timeline running into 2022. Please refer to Appendix 1.
Carers – paid / unpaid, family members	<b>n/a</b>		
Asylum Seekers	<b>n/a</b>		
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 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 1.

**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, Inclusion team), Michael Dolan (Education Manager).	<p>Statutory Consultation to begin on 17 February 2021 and run until 31 March 2021</p> <p>Public Consultation meeting took place Thursday 11 March 2021.</p> <p>Separate Clydeview/Firpark/Cathedral PS School staff and public follow up meetings took place on Monday 29 March 2021.</p> <p>Ongoing consultation with staff/parents throughout transition process.</p>
An ongoing thorough review of proposed building works.	Present – May 2021	Responsible Officer, Judi Pollock; Project Manager, Operational team members: Helen Delaney, Laura Rowe, Laura McFarlane, and Gillian Pollock (all HTs at ASN schools), Susan Wight (EDO, in the Inclusion team), Michael Dolan (Education Manager).	<p>Continued liaison with Asset &amp; Procurement specialists on designs.</p> <p>Consultations with staff on designs to ensure they meet the needs of pupils.</p>

**Section 5. Monitoring, evaluating and reviewing**

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



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

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

Recommendation	Tick	Comment (where applicable, please give more information e.g. where to pilot, what modifications, etc.)	Timescales
Introduce the policy			Completion date of June 2021  Implementation date August 2021 and onwards
Adjust the policy then introduce			
Introduce the policy with justification regarding potential adverse impact			
Stop and withdraw the policy			

<b>Name of Policy</b>			
<b>Head of Service /Senior Manager sign-off:</b>			
<b>Name</b>	<b>Job title and division/ team</b>	<b>Date</b>	<b>Signature</b>
Anne Munro	Head of Education & Families (South)	11 May 2021	

**For further information please contact:**

<b>Name:</b>	<b>Susan Wight</b>
<b>Job title:</b>	<b>Education Development Officer</b>
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# RECONFIGURING ASN SYSTEMS AND SERVICES

## INDICATIVE TIMELINE

