



## ***Education Policy Development and Scrutiny Panel***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

24 February 2021

A meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within the **Webex Virtual Meeting Room** on **Tuesday 2 March 2021** at **2:00pm**.

For Chief Executive

### **BUSINESS**

#### **Public Session**

1. Apologies for Absence
2. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest
3. Order of Business, including notice of urgent business and declarations of interest in any urgent business
4. Confirm Draft Minutes of Meeting of Education Policy Development and Scrutiny Panel held on Tuesday 02 February 2021 (herewith)
5. New Inclusion and Support Service - Report by Head of Social Policy and Head of Education (Learning, Policy and Resources) (herewith)
6. Introduction of S3 and Subsequent Roll Out up to S6 of Secondary Stage Education within Ogilvie School Campus - Report by Head of Education (Learning, Policy and Resources) (herewith)
7. Workplan (herewith)

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DATA LABEL: Public

**NOTE      For further information please contact Anastasia Dragona on tel. no. 01506 281601 or email [anastasia.dragona@westlothian.gov.uk](mailto:anastasia.dragona@westlothian.gov.uk)**

## CODE OF CONDUCT AND DECLARATIONS OF INTEREST

This form is to help members. It is not a substitute for declaring interests at the meeting.

Members should look at every item and consider if they have an interest. If members have an interest they must consider if they have to declare it. If members declare an interest they must consider if they have to withdraw.

NAME	MEETING	DATE

AGENDA ITEM NO.	FINANCIAL (F) OR NON- FINANCIAL INTEREST (NF)	DETAIL ON THE REASON FOR YOUR DECLARATION (e.g. I am Chairperson of the Association)	REMAIN OR WITHDRAW

The objective test is whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a councillor.

Other key terminology appears on the reverse.

If you require assistance, please ask as early as possible. Contact Julie Whitelaw, Monitoring Officer, 01506 281626, [julie.whitelaw@westlothian.gov.uk](mailto:julie.whitelaw@westlothian.gov.uk), James Millar, Governance Manager, 01506 281695, [james.millar@westlothian.gov.uk](mailto:james.millar@westlothian.gov.uk), Carol Johnston, Chief Solicitor, 01506 281626, [carol.johnston@westlothian.gov.uk](mailto:carol.johnston@westlothian.gov.uk), Committee Services Team, 01506 281604, 01506 281621 [committee.services@westlothian.gov.uk](mailto:committee.services@westlothian.gov.uk)

## **SUMMARY OF KEY TERMINOLOGY FROM REVISED CODE**

### **The objective test**

“...whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a councillor”

### **The General Exclusions**

- As a council tax payer or rate payer or in relation to the council's public services which are offered to the public generally, as a recipient or non-recipient of those services
- In relation to setting the council tax.
- In relation to matters affecting councillors' remuneration, allowances, expenses, support services and pension.
- As a council house tenant, unless the matter is solely or mainly about your own tenancy, or you are in arrears of rent.

### **Particular Dispensations**

- As a member of an outside body, either appointed by the council or later approved by the council
- Specific dispensation granted by Standards Commission
- Applies to positions on certain other public bodies (IJB, SEStran, City Region Deal)
- Allows participation, usually requires declaration but not always
- Does not apply to quasi-judicial or regulatory business

### **The Specific Exclusions**

- As a member of an outside body, either appointed by the council or later approved by the council
- The position must be registered by you
- Not all outside bodies are covered and you should take advice if you are in any doubt.
- Allows participation, always requires declaration
- Does not apply to quasi-judicial or regulatory business

### **Categories of “other persons” for financial and non-financial interests of other people**

- Spouse, a civil partner or a cohabitee
- Close relative, close friend or close associate
- Employer or a partner in a firm
- A body (or subsidiary or parent of a body) in which you are a remunerated member or director
- Someone from whom you have received a registrable gift or registrable hospitality
- Someone from whom you have received registrable election expenses

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL held within WEBEX VIRTUAL MEETING ROOM, on 2 FEBRUARY 2021.

Present – Councillors David Dodds (Chair), Stuart Borrowman, Lawrence Fitzpatrick, Peter Heggie, Tom Kerr, Andrew Miller and John McGinty; Appointed Members Heather Hughes, Myra MacPherson, Lynne McEwen and Margaret Russell

Apologies – Appointed Members Elsie Aitken and Jackie Galbraith, West Lothian College

In attendance –

Elaine Cook (Lead Officer)

James Cameron (Head of Education – Learning, Policy and Resources)

Greg Welsh (Interim Head of Education – Primary)

Catrina Hatch (Interim Head of Education – Secondary)

Beverley Akinlami (CLD Youth Services Manager)

Pippa Plevin (Joint Forum of West Lothian Community Councils)

Jock Kerr (Unison)

1. DECLARATIONS OF INTEREST

Councillor Miller declared an interest in agenda item 5 as he was a member of the board on the Vennie.

2. ORDER OF BUSINESS

The chair advised that an additional report would be considered which had been circulated to members with a supplementary agenda.

3. MINUTE

The panel approved the draft minute of its meeting held on 17 December 2020 as a correct record. The minute was thereafter signed by the Chair.

4. REVIEW OF COMMUNITY LEARNING AND DEVELOPMENT YOUTH SERVICES

The panel considered a report by the Head of Education (copies of which had been circulated) advising of the outcomes of the Community Learning and Development (CLD) Youth Services Review on the impact of youth services provision in addressing these five key themes with the objective of developing a new youth services model to concentrate efforts to maximise benefit to those in most need through effective deployment of resources and partnership working to ensure positive outcomes for young people and communities.

It was recommended that the panel note:-

- (a) The key findings of the review and evidence-based case studies which demonstrated impact;
- (b) That the new service delivery model acknowledge the importance of more focussed work with young people to address the needs highlighted in the service review report and also in the youth work education recovery plan in response to the impact of Covid-19; and
- (c) The benefits of the new service delivery model, in particular partnership working and the establishment of a dedicated youth facility in the Centre, Livingston.

Arising from the discussion, officers undertook to provide a 1 year impact report on the new CLD youth services model together with information showing the tangible differences between both models. They also undertook to explore whether information on youth service provision could be disseminated to Local Area Committees to ensure local members were informed about the service provision within their wards.

#### Decision

To note the terms of the report.

### 5. WORKPLAN

A workplan had been circulated for information.

#### Decision

To note the workplan and that an amended workplan to include standard items would be circulated to members in advance of the next meeting.

### 6. PARENTAL AND LEARNER FEEDBACK ON THE IMPLEMENTATION OF REMOTE LEARNING (JANUARY 2021)

The panel considered a report (copies of which had been circulated) by the Heads of Education informing members of the feedback received from parents/carers and learners of the effectiveness of the remote learning provision from January 2021 in the primary and secondary sectors.

It was recommended that the panel:-

- i) Notes the key findings from the authority's survey of parents/carers and learners
- ii) Notes the key areas of strength and areas for further improvement identified from stakeholder feedback.

#### Decision

- (a) To note the terms of the report.
- (b) To record congratulations to all staff for their professionalism and dedication to delivering excellent remote learning to pupils across West Lothian during the Covid-19 lockdown.







## **EDUCATION – POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **NEW INCLUSION AND SUPPORT SERVICE**

#### **REPORT BY: HEAD OF SOCIAL POLICY AND HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)**

##### **A. PURPOSE OF REPORT**

To provide the Panel with an update on a new Inclusion and Support Service, which brings together teams from within Education Services and Social Policy to enable a holistic approach to early intervention and support for young people and their families.

##### **B. RECOMMENDATIONS**

It is recommended that the Panel:

1. Notes that the new management structure is now operational.
2. Notes that the new service is due to become operational from 19 April 2021.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	Focusing on customers' needs, being honest, open and accountable, making best use of resources, working in partnership.
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Children (Scotland) Act 1995 and associated regulatory Guidance. Children and Young People (Scotland) Act 2014. An EQIA was completed as part of the budget setting process in 2018. The IIA and IRA was most recently updated for the Revenue Budget 2022/23.
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	The Depute Chief Executive Health and Social Care Partnership will be responsible for the new Inclusion and Support Service within the Scheme of Delegation.
<b>IV</b>	<b>Impact on performance and performance indicators</b>	Ongoing government funding constraints will have implications for the council's budget and performance.
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	Our children have the best start in life and ready to succeed.
<b>VI</b>	<b>Resources – (Financial, Staffing and Property)</b>	The new Inclusion and Support Service will be financed from within existing resources and will enable delivery of TYC measures S1e and S1f.

**VII Consideration at PDSP** Feedback from the Transforming Your Council (TYC) consultation was considered at the Health and Care PDSP on 18 December 2017 and the Social Policy PDSP on 21 December 2017.

**VIII Other Consultations** There has been extensive engagement with practitioners, service users and school representatives. Multi-agency services have contributed to the project include representatives from Social Policy, Education, Health and the Third Sector.

## **D. TERMS OF REPORT**

### **D.1 Introduction**

- 1.1 As part of the Revenue Budget Strategy 2018/19-2022/23, the Council approved a review of family support and a move to community based provision as well as a refocus of the early intervention and prevention support teams. In taking forward these measures, Social Policy and Education Services have worked together to develop a revised model of service delivery for early intervention and support that takes whole family need into account.
- 1.2 Social Policy have worked with Education Services to consider a revised model of service delivery for early intervention and support. Recognising that within West Lothian there were multiple supports and services in place, the objective was to develop a new service which ensured a collaborative approach from pre-birth to early years, and through all school stages. A model that would deliver an appropriate framework of support for young people and their families and enabled a holistic view of family need to address underlying issues that would replace the partial vision of need within individual services. The fundamental objective underpinning service redesign was that successful outcomes for young people are significantly improved when their needs are met within their families and local communities.

### **D.2 The New Inclusion and Support Service**

- 2.1 The revised service delivery model, will bring together existing teams from within Education Services and Social Policy, to form a new Inclusion and Support Service, reporting to the Senior Manager, Children's Services, within Social Policy. The new service will encompass school and outreach teaching support as well as early intervention and family support, to offer preventative interventions for young people, and their families, most at risk of disengaging from education or at risk of being accommodated. It will form one team with specialist knowledge and professional expertise on early intervention and support. The new service will become operational from 19<sup>th</sup> April 2021. It is intended that the new service will provide a clear pathway of co-ordinated support from pre-birth to early years, and through all school stages, for young people and their families. Clear governance arrangements have been developed for educational and DSM responsibilities.
- 2.2 The Inclusion and Support Service (ISS) will enable a holistic approach to early intervention and support for young people and their families to prevent escalation. The new service, with a single vision of family need, will strengthen professional links and a co-ordinated response to identified need. The new service will be supported through new systems and processes for information sharing, screening, prioritisation and service matching as well as links to wider agencies and services, that will form part of the service delivery model. Through this new model it is anticipated that there will be real impact on the direct work that is done to support children and their families. There will be a single point of access to services to ensure an integrated and co-ordinated response to identified need. One single referral pathway will prevent duplication of resources and offer a simplified customer orientated approach. Working with partner agencies, it will streamline

processes, make more efficient use of resources and ensure consistency of approach and equity of opportunity across West Lothian.

- 2.3 The new service will build on measures introduced in August 2020 in response to the Covid 19 pandemic. A Wellbeing Recovery Group brought together a range of representatives from Social Policy, Education Services, Health and the Third Sector. This centralised screening arrangement, with weekly meetings, has enabled appropriate supports to be delivered to children and their families in a timely and efficient manner. Bringing professionals together has enabled the sharing of knowledge and expertise, sharing of strategies and approaches, to ensure that the right service is allocated to the right child at the right time. It is proposed that the new Inclusion and Support Service, retains this centralised referral pathway, enabling links to wider services and agencies which will allow underlying family or wellbeing issues to be addressed.
- 2.4 The new Inclusion and Support Service, will focus on early intervention and support to school age children and their families. With regards to pre-birth to early years services, multiagency screening and support will continue through the Family Assessment and Support Service. This multiagency screening group is distinct from the Wellbeing Recovery Group, and will remain an independent process focusing on very early years. In response to the closure of Family Centres, a single pathway has been developed into Early Learning and Childcare, through eligible two placements, and work is ongoing across Health, Education and Social Policy to align professionals, to further strengthen links and support vulnerable families to give children the best possible start in life. All families or carers applying for an Eligible 2 early learning and childcare placement, are offered the opportunity to request a referral to the Financial Inclusion Service.

### **D.3 Governance Arrangements**

- 3.1 With regards to governance arrangements, the Depute Chief Executive, Health and Social Care Partnership, will be named within the Scheme of Delegation as responsible for new service. The ISS will be managed by the Senior Manager, Children's Services, Social Policy who will have a dual reporting responsibility to the Head of Service Social Policy, and Education Services (Policy, Learning and Resources) on all operational aspects (see Appendix 1). The Head Teacher will continue to be responsible for functions defined within the council's scheme of Devolved School Management, and in line with all other Head Teachers, there will be a direct line of accountability from the Head Teacher to the Depute Chief Executive (Education, Planning, Economic Development and Regeneration) for matters relating to professional learning, curriculum development and quality improvement as well as engagement with Education Scotland (HMIE).
- 3.2 In relation to future reporting arrangements, updates on operational activities or performance will be reported to the Social Policy, Policy Development and Scrutiny Panel; Education Scotland reports or Validated Self-Evaluation reports on Connolly School Campus or the Skills Centre, Burnhouse will be submitted to the Education (Quality Assurance) Committee, as appropriate.

## **E CONCLUSION**

- 4.1 This report provides an update on the new Inclusion and Support Service, which brings together teams from across Education and Social Policy, while retaining professional lines of accountability. While the identification of need will be based on the Getting it Right for Every Child assessment, planning and review process; the new integrated approach will ensure that a holistic approach is adopted to consider and address wider family need.
- 4.2 The new Inclusion and Support Service will be responsible for the co-ordination and delivery of all early intervention activities from pre-birth, through early years and all relevant stages until young people leave school. The new service will be supported by a

streamlined referral pathway for those with multiple needs, supported by a multi-agency screening group.

- 4.3 It is anticipated that bringing early intervention teams together with outreach teaching and school support into a new service with a single vision, shared values and purpose, will strengthen professional links and build capacity through shared knowledge and expertise. Working together from pre-birth, early years, and through all school stages will give our young people the best possible start in life, while work with families will enable underlying issues to be addressed. The Wellbeing Recovery Group has demonstrated that an integrated approach to support has enabled a streamlined, customer orientated pathway to deliver the right support, at the right time, for the child and their family. The new service delivery model will ensure consistency of approach across West Lothian and ensure equity of opportunity for all our young people.

## **F BACKGROUND REFERENCES**

- Transforming Your Council 2017 Consultation - Report to Social Policy, Policy Development and Scrutiny Panel 21 December 2017.
- Revenue Budget 2018/19-2022/23 – Report to West Lothian Council, 13 February 2018.
- New Inclusion and Support Service –Report to Social Policy, Policy Development and Scrutiny Panel 26 February 2021.

**Appendices/ Attachments:** 1. Inclusion and Support Service Management Structure

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Tel No. 01506 281347

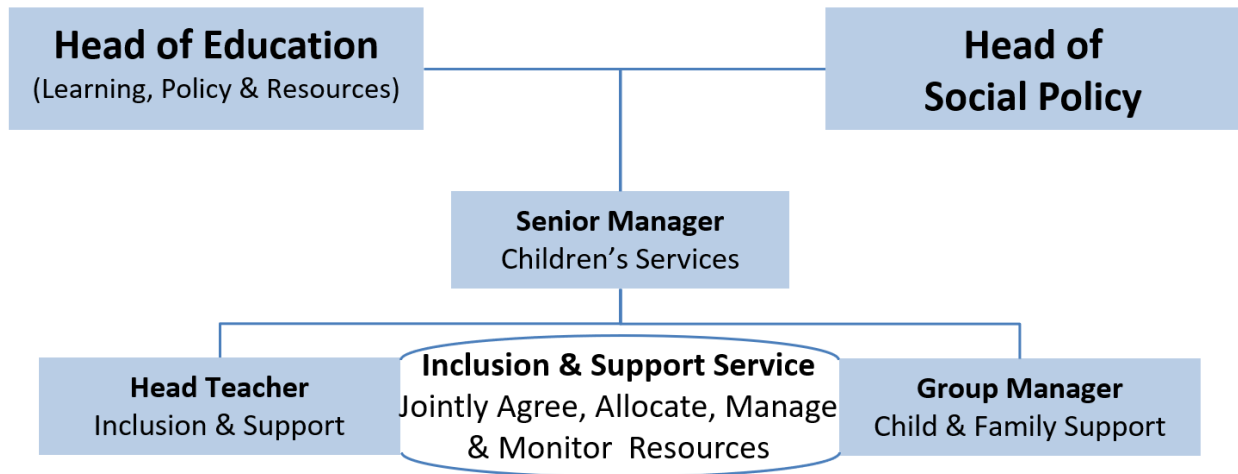
**Jo MacPherson,**  
**Head of Social Policy**

**James Cameron,**  
**Head of Education Services (Learning, Policy and Resources)**

**02 March 2021**

**APPENDIX 1**  
**INCLUSION AND SUPPORT SERVICE MANAGEMENT STRUCTURE**

**New Structure**





DATA LABEL: PUBLIC



## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **INTRODUCTION OF S3 AND SUBSEQUENT ROLL OUT UP TO S6 OF SECONDARY STAGE EDUCATION WITHIN OGILVIE SCHOOL CAMPUS**

#### **REPORT BY HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)**

##### **A. PURPOSE OF REPORT**

To inform the Panel of the proposal to commence public consultation on the introduction of S3 and subsequent roll out up to S6 stages of education at Ogilvie School Campus.

To present to the Panel the draft Consultation Document prepared by Council officers.

##### **B. RECOMMENDATION**

It is recommended that the Panel review the proposal which is intended for submission to Education Executive for consideration.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; making best use of our resources; working in partnership
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	<p>The consultation does not change any existing policies.</p> <p>Legal</p> <p>The Local Government etc. (Scotland) Act 1994. Education (Scotland) Act 1980 and related regulations. The Standards in Schools (Scotland) Act 2000, the School Education (Amendment) (Scotland) Act 2002 and School (Consultation) (Scotland) Act 2010. Children and Young People (Scotland) Act 2014 and UN Convention on the Rights of the Child (Article 12)</p>
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	None

<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	<p>We are better educated and have access to increased and better-quality learning and employment opportunities.</p> <p>Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business.</p>
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	Approved financial resources will meet obligations for printing and postage, costs associated with public meetings, for advertisements for the public meetings and for dedicated staff time for the process.
<b>VII</b>	<b>Consideration at PDSP</b>	2 March 2021
<b>VIII</b>	<b>Other consultations</b>	Finance and Property Services, Operational Services, Planning Economic Development and Regeneration Services, Legal Services. Formal consultation involves Parent Council, parents/carers, pupils, staff and trade unions at affected schools. Community Councils within the catchment areas of the affected schools will also be contacted.

#### **D. TERMS OF REPORT**

Education Executive, at its meeting on 26 February 2019, approved Education Services proposal to introduce secondary stage education at Ogilvie School Campus creating an all-through (5-18) education establishment.

Statutory guidelines state a formal consultation is required for any proposal to establish a new year stage in an education provision. To this regard, Statutory Consultation is required to propose establishment of S3 and subsequent roll out up to S6 year stages at Ogilvie School Campus commencing in August 2021.

#### **E. CONCLUSION**

West Lothian Council Education Services is committed to the delivery of secondary stage education within Ogilvie School Campus creating an all through (5-18) education provision that ensures equitable, quality and sustainable education for pupils with severe and complex needs.

The introduction of S3 and subsequent roll out up to S6 year stages of education at Ogilvie School Campus allows seamless progression through secondary education within an environment that fully supports the individual needs of the pupil and continues to offer opportunity to achieve across all curricular areas, develop skills, attributes and capabilities in secondary education based courses.



## **F. BACKGROUND REFERENCES**

Establishment of Secondary Stage Education Within Ogilvie School Campus,  
Education Executive 26 February 2019.

Appendices/Attachments:

Appendix 1 Draft Consultation Document

Appendix 2 Draft Consultation Timeline

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James Cameron, Head of Education (Learning, Policy and Resources)

Date: 2 March 2019

**Appendix 1****WEST LOTHIAN COUNCIL EDUCATION SERVICES****ESTABLISHMENT OF S3 AND SUBSEQUENT  
ROLL OUT UP TO S6 YEAR STAGES OF  
EDUCATION WITHIN OGILVIE SCHOOL CAMPUS****CONSULTATION DOCUMENT****TBC 2021****SECTION 1: Purpose of this document****SECTION 2: The Proposal****SECTION 3: The Educational Benefit Statement****SECTION 4: Integrated Impact Assessment****SECTION 5: Consultation Process and How To Have Your Say**

## SECTION 1: PURPOSE OF THE DOCUMENT

The purpose of this document is to give information on:

- West Lothian Council's proposal to establish S3 and subsequent roll out up to S6 year stages of education within Ogilvie School Campus as part of the Council's continuing commitment to ensure equitable, quality and sustainable provision for pupils with additional support needs;
- the educational benefits to be gained through the implementation of this proposal; and
- how you can give your views and take part in the consultation process.

West Lothian Council believes that thorough and effective consultation will support better outcomes for pupils and their families and will enable the vast majority of pupils with severe and complex needs to be educated within West Lothian with tailored support to meet their needs.

Public consultations are necessary when a local authority is proposing to make a significant change in this instance, the opening of a new stage in a school. To carry out a public consultation the Council requires to follow the statutory guidance outlined in the Schools (Consultation) (Scotland) Act 2010. With this in mind, this document is further organised into the following sections:

**Section 2** details the proposal, and gives the background and rationale to the proposal.

**Section 3** contains the educational benefits statement in relation to the proposal and provides an assessment of the effects of this proposal on the children/young people and their families of the affected school.

**Section 4** provides information on the Integrated Impact Assessment undertaken in reference to the proposal. An Integrated Impact Assessment (IIA) is undertaken to ensure that the Council meets its statutory requirement to assess policies and practices and ensure that they meet the legislative requirements in relation to its equality, human rights and socioeconomic obligations.

**Section 5** details how West Lothian Council has organised the consultation process to meet the requirements of the legislation, and how you can take part and give your views.

## **SECTION 2: PROPOSAL AND BACKGROUND TO THE PROPOSAL**

### **2.1. THE PROPOSAL - TO ESTABLISH S3 SECONDARY STAGE OF EDUCATION AT OGILVIE SCHOOL CAMPUS AND SUBSEQUENT ROLL OUT UP TO S6**

West Lothian Council is committed to the delivery of secondary stage education within Ogilvie School Campus creating an education provision that ensures equitable, quality and sustainable education for pupils with severe and complex needs.

The introduction of S3 education at Ogilvie School Campus and subsequent roll out up to S6 allows seamless progression through secondary education within an environment that fully supports the individual needs of the pupil and continues to offer opportunity to achieve across all curricular areas, develop skills, attributes and capabilities in secondary education based courses.

This current proposal if agreed and implemented would result in Ogilvie School Campus providing S3 stage education commencing August 2021.

Moving forward, the Council's vision is to introduce all secondary stages of secondary education within Ogilvie School Campus on a phased basis in line with existing pupil transition requirements ensuring provision of S1-S6 secondary stage cohorts by August 2024.

### **2.2 BACKGROUND TO THE PROPOSAL**

West Lothian Council Education Executive, at its meeting on 26 February 2019, approved Education Services proposal to introduce secondary stage education at Ogilvie School Campus creating an all-through (5-18) education establishment. The proposal detailed introduction of year stages on a phased basis in line with primary (P7) to secondary (S1) transition requirements with the initial introduction of S1 stage commencing in August 2019 when the existing P7 cohort have completed their primary education and require to transition to secondary education.

Statutory Consultation is required to propose establishment S3 year stage at Ogilvie School Campus commencing in August 2021 and subsequent roll out up to S6 year stage. Adopting this proposed approach allows the 2020/21 S2 cohort to progress to S3 stage education within Ogilvie School Campus and ensuring provision of S1-S6 secondary stage cohorts by August 2024.

### **2.3 ADMISSION CRITERIA**

There will be no amendment to criteria for admission to specialist provision in West Lothian as a result of this consultation exercise.

Admission will continue to be in accordance with West Lothian Council's current admission arrangements for specialist provision, details of which are detailed via the attached link:

[https://www.westlothian.gov.uk/media/9292/Admission-to-Specialist-Provision---Procedure/pdf/Admission\\_to\\_Specialist\\_Provision\\_-\\_Procedure.pdf](https://www.westlothian.gov.uk/media/9292/Admission-to-Specialist-Provision---Procedure/pdf/Admission_to_Specialist_Provision_-_Procedure.pdf)

The primary and secondary provision at Ogilvie School Campus will be available to meet the needs of pupils across West Lothian who have been assessed as having severe and complex needs and requiring significant additional support to access the

curriculum in alternative provision to their mainstream school environment.

## **2.4 NON-DENOMINATIONAL EDUCATION PROVISIONS**

All specialist education establishments in West Lothian are non-denominational therefore the provisions offered to children and young people at Ogilvie School Campus are not affiliated to a particular religious denomination.

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### SECTION 3: THE EDUCATIONAL BENEFIT STATEMENT

The specific educational benefits of the proposal are outlined below in terms of the following:

- 3.1 Curriculum For Excellence
- 3.2 Transition
- 3.3 Transport
- 3.4 Mainstream Links
- 3.5 School Management
- 3.6 Staff Teams
- 3.7 Accommodation
- 3.8 School Grounds/ Outdoor Learning
- 3.9 Playground
- 3.10 Community Links
- 3.11 Mentoring and Buddying
- 3.12 Benefits for Any Other School Users

#### 3.1 CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is the national curriculum of experiences and outcomes for all pupils, 3–18 years. The national guidance from Education Scotland encourages education authorities to ensure that each school's curriculum is designed on 7 key principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance.

The key educational benefits of the proposal in relation to Curriculum for Excellence are stated below with a specific focus on the 7 principles:

The curriculum for pupils with severe and complex needs is based on the same principles as all educational establishments across West Lothian. Design of the curriculum, taking cognisance of these principles will depend on the nature and complexity of the needs of the children and young people. Progression can be achieved through a well-planned, joint and individualised learning programme. In Ogilvie School Campus, staff will develop and refresh the curriculum on a regular basis and manage curriculum change and innovation to improve the range and quality of experiences and outcomes for children and young people and ensure delivery of curriculum entitlements.

The proposed establishment of S3 secondary stage education for pupils with severe and complex needs within Ogilvie School Campus will enhance full and progressive participation in the curriculum and will support a clear strategy to provide entitlement to a broad general education. Location in Ogilvie School Campus will enhance access for pupils (both current and future) to a balanced curriculum that provides the best possible learning opportunities and experiences and will enable pupils to enjoy their education within a supportive specialist setting and develop positive attitudes

towards learning.

Good relationships and positive behaviour are key to the delivery of Curriculum for Excellence and pupils will be supported in this by experienced specialist teaching and non-teaching staff.

As pupils move through their secondary education at Ogilvie School Campus the breadth of curriculum offered will afford opportunities for exercising responsible personal choice. This includes opportunities for achievement and celebration of success.

Through meaningful real life activities in Ogilvie School Campus and within the local community such as cooking, shopping and visits to local amenities, pupils will see that what they are learning matters in their lives.

By focusing on the above concepts, Ogilvie School Campus can provide the highest quality of individualised learning and teaching experiences that enable young people to thrive and achieve in their education through the development of positive attitudes towards learning.

## **3.2 TRANSITION**

West Lothian Council Education Services is committed to the delivery of secondary stage education within Ogilvie School Campus.

It is proposed secondary year stages will be introduced on a phased basis in line with existing pupil transition requirements. The proposed phasing approach will culminate in delivery of an all-through (5-18 years) (P1-S6) school for August 2024.

A key benefit of the all-through school approach is that Ogilvie School Campus will continue to adopt individualised transition programmes ensuring movement between year stages is a positive and seamless process for the children and young people involved.

Furthermore, pupils at Ogilvie School Campus will benefit from having opportunity to continue their educational pathway in a supportive and familiar setting with minimal disruption.

## **3.3 TRANSPORT**

The school transport provisions currently in place for pupils attending Ogilvie School Campus will remain. No alterations to existing entitlements and schedule of provisions are anticipated as a result of the proposal. All provisions offered will continue to be in conjunction with West Lothian Council's policy on transport.

## **3.4 MAINSTREAM LINKS**

The Standards in Scotland's Schools etc Act 2000 indicates that education authorities should provide education to school age children within mainstream settings, unless certain exceptions apply such as where a mainstream school would not be suited to the ability or aptitude of the child.

Within Ogilvie School Campus pupils build skills and strategies to help them cope with social and personal relationships, thus enabling them to interact as fully as possible with their mainstream peers and the outside world.

Strong partnerships between West Lothian Council and outside agencies are helping

continue to improve and increase appropriate choices and challenges for the pupils of Ogilvie School Campus with effective procedures and initiatives helping pupils move on from school successfully.

The proposal for establishment of a secondary phase of education within Ogilvie School Campus will enable Education Services to build upon, and to further embed, the positive approaches to relationships, attainment and achievement already developed within the primary classes at Ogilvie School Campus. The children will be encouraged to become involved in as many aspects of secondary school life as is possible to develop ownership of their learning and to become full members of this new school community. The proposal increases opportunities for providing a balance between the equally important elements of academic attainment and social development.

Mainstream links can be developed with neighbouring primary and secondary schools. This integration with mainstream schools will however only take place when timings appropriate and convenient to all establishments involved and after full consultation with all parent/carers.

Opportunities for inclusion through proximity to a mainstream location can create a positive school ethos based on mutual respect.

Where pupils with severe and complex needs feel included and respected they are more likely to develop self-confidence, resilience and positive views about themselves and others.

### **3.5 SCHOOL MANAGEMENT**

Should the proposal be agreed and implemented the establishment of S3 and subsequent roll out up to S6 secondary stage of education within Ogilvie School Campus (in addition to the existing S1 and primary stages) will be managed by the schools current Head Teacher who will have responsibility for the day-to-day operational management of the school.

Any changes to staffing and management structures would be taken forward in line with national staffing guidelines.

### **3.6 STAFF TEAMS**

An effective staff team would be in place to ensure that the learning and care needs of pupils can be fully met. Teachers and support staff work together to meet the needs of pupils and to help them to learn.

It is not anticipated that there would be implications for any staff currently employed at Ogilvie School Campus as a result of this proposal. Current staffing levels would be maintained or enhanced to meet the needs of children and young people appropriately. Support staff and specialist staff of music, art, drama and PE would remain in the staffing structure.

Agencies and partners will continue to work closely together to support and inform the planning process for learners. This involves a range of agencies and staff to meet the individual needs of each child. These include:

- Educational Psychology
- School community paediatrician
- School nurse



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- Speech and language therapy
- Physiotherapy
- Occupational Therapy

Staffing arrangements will be consistent with West Lothian Council's local agreements. Detailed consultation will be undertaken with members of staff, Trade Unions and Professional Associations for staffing the new classes within the secondary phase of Ogilvie School Campus.

Learning episodes delivered by well qualified and skilled staff with high levels of expertise, working in partnership with other agencies and staff to meet individual needs will lead to improvements in teaching and learning

Within the all through school of Ogilvie School Campus there would be scope for the establishment of a stable and unified team of specialist staff and learning support assistants working closely with professionals from NHS Lothian, Social Policy and family services. This has the potential to further improve the standards of care provided for pupils with severe and complex needs. For many of these children the continuum of care and support is more important than the chronological age of the pupil concerned and there are obvious advantages in prolonging the relationships, in to secondary education, between teachers and other adults with support roles. This continuity enables more positive relationships among school staff and stronger links with parents and the local community. Families and their children can maintain relationships with the school and other agencies and professionals, and parents can become more involved and remain better informed. The all-through school structure, therefore, would appear better able to extend opportunities for parental and community engagement and to promote continuity of teaching and support provision. Additionally, the proposed establishment of a secondary stage within Ogilvie School Campus with staff who know the pupils well, will help develop the pupils' confidence and social skills and will support effective transition planning at key transition stages.

By providing specialist staff and quality facilities and resources, the proposal aims to enhance provision for pupils with severe and complex needs, ensuring they are well supported in their education and in their social and emotional wellbeing. All through schools enable greater opportunity for collaboration between staff on curriculum development, learning and teaching, and professional development. Such professional dialogue can take place across stages within the primary and continue the secondary stages.

## **3.7 ACCOMMODATION**

West Lothian Council believe that the needs of primary and secondary pupils with severe and complex needs are best met in a single integrated provision in a facility designed to support the severe and complex nature of their needs.

The present and future accommodation within Ogilvie School Campus will promote accessible, inclusive learning.

Ogilvie School Campus is in a strong position to become a primary through to secondary specialist school providing for pupils aged 5 years to 18 years as the benefits of this building already include:

- Compliant with the Councils obligations under the Equality Act 2010
- Automatic doors
- Structured play room/GP room

- Play room- therapeutic and structured play
- Home Economics classroom
- Interactive media and drama room
- Soft play room
- Sensory room
- Resource room
- Meeting rooms
- Flexible working areas for children

Should the proposal be agreed, Ogilvie School Campus will be modified and developed as a primary through to secondary school for pupils aged 5 to 18 years.

Future accommodation will be fully accessible, specially built and equipped with modern solutions to meet the learning and care needs of pupils and will provide opportunities for a wide range of learning experiences in line with Curriculum for Excellence.

Facilities would enable pupils to have full time placements to fulfil their entitlements to a broad, general education and senior phase education within a highly supportive environment.

Ogilvie School Campus will include meeting rooms to support partnership working with families, multi-agency partners and community partners. Dedicated teaching areas, in addition to small class sizes with a high staff to pupil ratio, will allow staff to plan flexibly to meet pupil needs.

In summary the pupils and parents of Ogilvie School Campus will have access to a purpose built educational establishment which will provide a high level of support relevant to meeting the needs of all pupils attending the specialist provision with severe and complex needs.

### **3.8 OUTDOOR LEARNING**

For pupils with severe and complex needs, outdoor learning is an integral feature of their education. On a programmed basis, pupils will be given regular opportunities to take their education outdoors into the local countryside and further afield.

The proposed establishment of secondary education within Ogilvie School Campus will provide the benefit of continued access to safe outdoor spaces that the pupils are already familiar with. This will enable learning to take place in the outside world, not only in the formal classroom.

There will be opportunities for spontaneous, planned and purposeful activities, use of the outdoors to develop literacy and numeracy, health and wellbeing and active outdoor learning. This will have a positive impact on the learning environment for pupils. Acquired skills can be applied in real life contexts.

The school grounds offer ample scope for development of the outdoor classroom. This will continue to have a positive impact on the learning environment for Ogilvie School Campus pupils and will support the development of good relationships and positive behaviour, not only in the classroom, but also outdoors and in the wider community.

Within Ogilvie School Campus the outdoor classroom is already used to support interdisciplinary learning, map reading skills, development of gross and fine motor

skills, PE, Science, literacy and numeracy across the curriculum, weather experiments, charity events, project and graph work. Should the proposal be agreed these learning episodes would be further built upon in the secondary phase of the young person's education.

### **3.9 PLAYGROUND**

Ogilvie School Campus currently benefits from spacious outdoor space for the promotion of health and wellbeing. The outdoor play area already provides a safe and secure social space for more independent pupils in addition to pupils who require a higher level of support.

The playground will continue to promote social interaction and health and wellbeing and in order to maximise the opportunities for health promotion, all available space will be well utilised, with playground space being promoted, as appropriate, as an extension to the formal classroom.

The playground benefits from a secure fence which ensures that the playground is safe and secure for the pupils undertaking outdoor breaks and activities. Fencing also ensures out of hours, school security and reduces instances of vandalism for the school.

Multi Use Games Area (MUGA) can be accessed directly from the school and the playground. MUGA facilitates access to PE entitlements, increases opportunities for social inclusion, supports quality PE which meets the needs and talents of all, supports improvements in the PE curriculum, improves levels of participation, opportunities for learning out with the formal curriculum, experience positive aspects of healthy living and activity. To ensure pupil safety and security the MUGA is fully enclosed and benefits from line markings for a range of sports and games.

In addition to playground fixtures and fittings there is be a range of portable play equipment and games that pupils will be responsible for taking care of setting up on a daily basis, within a programme of pupil responsibilities.

Pupils who attend Ogilvie School Campus have a range of playground facilities including:

- multi use sports area- MUGA
- soft top-area which promotes taking indoor learning outside (experiential learning- needs appropriate sand pit, musical instruments, gross and fine motor play equipment, role play)
- playground with trim track area
- pagoda structure for outdoor learning
- bottle greenhouse
- wide range of age and stage appropriate playground equipment

Planned playground improvements at Ogilvie School Campus would be created as safe, spacious areas to deliver a variety of activities in relation to both primary and secondary aged pupils. Further design of the playground will be taken forward in consultation with staff and pupils.

### **3.10 COMMUNITY LINKS**

A wide range of community links is available in the vicinity of Ogilvie School Campus. The existing strong community links will be built upon further as the children get older

and progress through the school.

The welcoming ethos of the community of Knightsridge is acknowledged and strong community links already exist between the community and local schools.

The further establishment of additional secondary year stages within Ogilvie School Campus for pupils with severe and complex needs will enable pupils to further benefit from existing strong community links. Acquired skills will be practiced and applied in real life contexts.

Ogilvie School Campus has a wide range of existing strong community links including:

- Links with local mainstream primary and secondary schools
- Braid House Day Centre
- Deans Community High School Community Café
- Carmondean Library
- Horse Riding at Hopetoun House
- Swimming programme for all children at Deans Community High School
- The Vennie, shop, play park
- Community Skills Programme
- First Bus
- Business links- Pizza Express, Dobbies, Vue Cinema
- Morrison's Supermarket
- Post Office at Carmondean
- Community Police Officer
- Local church

The existing strong community links (many of which are within walking distance) shall remain and be further developed. For the pupils, this facilitates active involvement within communities where excellent support for pupils with additional support needs is acknowledged.

Community links facilitates the promotion of a wide range of skills, provides opportunities for new skills to be applied in real life contexts and enables learning to take place in the outside world as well as in the formal classroom.

### **3.11 MENTORING AND BULLYING**

As the school evolves into a primary through to secondary specialist provision, activities within Ogilvie School Campus, and in the school playgrounds, will lend themselves well to the establishment of whole school buddying/mentoring programmes.

Such interaction between older and younger pupils provides valuable life skills links. As a result, a supportive ethos for younger pupils is provided and responsibility for older pupils developed.

The larger combined roll will afford the pupils opportunities to broaden their social circles.

### **3.12 BENEFITS FOR ANY OTHER SCHOOL USERS**

Changes to the proposed use of the accommodation would not impact on any other parties.

There is no proposed change to arrangements for any other users of the educational establishment outlined in this proposal.

Ogilvie School Campus is used for the sole purpose of education and there are no other users of the school facilities there would therefore be no impact on any community group or organisation.

## **SECTION 4: INTEGRATED IMPACT ASSESSMENT**

To meet statutory equality duties, the Council conducts an Integrated Impact Assessment (IIA) to critically assess policies and practices and ensure compliance with all legislative requirements.

The aim of an IIA is to examine policies and practices in a structured way taking account of equality, human rights and socioeconomic disadvantage (poverty) implications when making decisions, ensuring the impact within the community is recognised and addressed accordingly.

IIA screening is completed using the Council's Integrated Impact Assessment Toolkit and allows the Authority to recognise positive steps it can take to promote fairness and equality of opportunity for all.

As part of the consultation process the Council will consult with a wide range of stakeholders, staff, parents/carers and young people and will welcome and address comments on the IIA process.

The outcome of the Integrated Impact Assessment will inform the Report on the Outcome of Consultation.

# West Lothian Council Consultation **2021**

## SECTION 5: CONSULTATION PROCESS: HAVE YOUR SAY

This section provides information on how West Lothian Council has organised the consultation process for the proposal to introduce S2 secondary stage education at Ogilvie School Campus. It also provides information on how you can take part and give your views

In terms of the Schools (Consultation) (Scotland) Act 2010, any proposal to establish new year stages of education in a school requires a formal consultation process.

The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements.

The statutory consultees are prescribed as follows:

- the Parent Council or Combined Parent Council of any affected school
- the parents of the pupils at any affected school
- the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity)
- the staff (teaching and other) at any affected school
- any trade union which appears to the education authority to be representative of the persons mentioned in bullet point above
- the community council (if any)
- the community planning partnership (within the meaning of section 4(5) of the Community Empowerment (Scotland) Act 2015 for the area the local authority in which any affected school is situated.
- any other community planning partnership that the education authority considers relevant
- any other education authority that the education authority considers relevant
- any other users of any affected school that the education authority considers relevant
- in relation to any relevant proposal which affects a denominational school, the Church, Denominational Body or Scottish Hierarchy of the Roman Catholic Church

As stated in the terms of the Schools (Consultation) (Scotland) Act 2010 statutory consultation periods should last a minimum of six weeks continuous and incorporate a minimum of 30 school days (excluding school holidays). Therefore the consultation period for this particular proposal will run from **TBC 2021** until **TBC 2021**.

The consultation paper will be made available for reference electronically and in paper format.

A public meeting will be held in respect of the proposal at the venue listed below:

Meeting Location	Date/Time

This meeting will give interested parties a formal opportunity to express their views.

Representatives of the Council will be present at the meeting to outline the proposal, facilitate discussions and answer questions.

The Council website will contain information on the consultation. The web address is:  
[www.westlothian.gov.uk/education](http://www.westlothian.gov.uk/education)

During the consultation period any views on this proposal should be sent in writing to:  
  
Catherine Campbell, Senior Education Development Officer, Education Services, Civic Centre, Howden Road South, EH54 6FF

Responses can also be made by e-mail to:  
[Education.Consultation@westlothian.gov.uk](mailto:Education.Consultation@westlothian.gov.uk)

All responses to be received by no later than 5.00pm **TBC**.

## **Consultation Timeline:**

Following the end of the consultation period West Lothian Council must provide Education Scotland with a report detailing all findings pertaining to the Statutory Consultation.

All written and oral comments received during the consultation process are recorded and represented in said report, along with the Council's response to those comments.

Education Scotland will consider the Council submission and advise their response accordingly.

West Lothian Council will ensure that considerations received from Education Scotland are included in the Final Consultation Report. This Final Report will be made available and notification will be given to those individuals or groups that have made representations during the consultation period.

West Lothian Council will not make any decisions, or put any changes into effect until the final Consultation Report has been concluded, published and subsequently presented to the Education Executive on **TBC**.

**The above Consultation Timeline encompasses statutory legislative requirements detailed as per Schools (Consultation)(Scotland) Act 2010**

# West Lothian Council Consultation 2021

WEST LOTHIAN COUNCIL, EDUCATION SERVICES, PROPOSAL TO CREATE SECONDARY STAGE EDUCATION, OGILVIE SCHOOL CAMPUS

If you would like a copy of this document please call MELANIE LAURIE 01506 281666. GIVING YOUR NAME ADDRESS AND THE LANGUAGE YOU WOULD LIKE THE DOCUMENT TRANSLATED IN TO

بلدية ويست لوثيان WEST LOTHIAN ، الخدمات التعليمية ، عرض الانشاء مرحلة ثانوية تعليمية في حرم مدرسة اوجيلف  
OGILVIE

اذا رغبت بالحصول نسخة من هذه الوثيقة فيرجى منك الاتصال على ميري لوري MELANIE LAURIE على رقم الهاتف 01506 281666. ويرجى ذكر اسمك وعنوانك واللغة التي ترغب بأن تتم ترجمة الوثيقة إليها .

ওয়েস্ট লোথিয়ান কাউন্সিল, এডক শেন সার্ভিসেস্ স্কন্ড ারী স্টেইজ এডক শেন চলর প্ৰস্তাব, ওগিলভ ই সকল

(OGILVIE SCHOOL) কষ ামপ াসা

যদি আপনি এই দলিলটির একটি কপি অথবা পতে চান, তাহলে অনুগ্রহ করে ম্যালানী লোওরী (MELANIE LAURIE) কাছ: 01506 281666 নম্ব রে ফোন করন এবং আপনার নাম, ঠিকানা এবং কোন ভাষায় দলিলটির অ াদ পতে চান তা

পরদান করন।

WEST LOTHIAN 地方政府・教育サービス處创建中级教育的提议・OGILVIE 学校校园 (WEST LOTHIAN COUNCIL, EDUCATION SERVICES, PROPOSAL TO CREATE SECONDARY STAGE EDUCATION, OGILVIE SCHOOL CAMPUS )

如果您想要这份文件的副本, 请致电MELANIE LAURIE 01506

281666, 提供您的姓名地址以及需要把文件翻译成的语言 (If you would like a copy of this document please call MELANIE LAURIE 01506 281666. GIVING YOUR NAME ADDRESS AND THE LANGUAGE YOU WOULD LIKE THE DOCUMENT TRANSLATED IN TO)

西洛西安地方議會 (WEST LOTHIAN COUNCIL) 教育服務部門關於建立第二階段教育 — 奧吉爾維學校 (OGILVIE SCHOOL) 校區的建議

如果您希望得到一份該文件的復印件, 請您打電話給梅勒妮·勞瑞 (MELANIE LAURIE), 電話號碼是01506

281666; 請您將您的名字、地址以及您希望將該文件翻譯成的語言告訴我們。



# West Lothian Council Consultation **2021**

## WEST LOTHIAN PAŠVALDĪBA (COUNCIL), IZGLĪTĪBAS DIENESTS, PRIEKŠLIKUMS IZVEIDOT OTRĀS PAKĀPES IZGLĪTĪBU OGILVIE SKOLĀ

Ja jūs vēlaties saņemt šī dokumenta eksemplāru lūdzu, zvaniet MELANIE LAURIE uz 01506 281666. Nosauciet savu vārdu, uzvārdu, adresi, un valodu, kurā jūs vēlaties saņemt šī dokumenta tulkojumu

## VAKARŲ LOTHIAN TARYBOS ŠVIETIMO TARNYBOS PASIŪLYMAS SUKURTI ANTROSĪOS PAKOPOS STUDIJAS „OGILVIE“ MOKYKLOS MIESTELYJE

Jeī norite gauti šio dokumento kopijā skambinkite MELANIE LAURIE telefonu 01506 281666. NURODYKITE SAVO VARDĄ, PAVARDE, ADRESĄ IR KALBĄ, Į KURIĄ NORITE, KAD BŪTŲ IŠVERSTAS ŠIS DOKUMENTAS

## PROPOZYCJA RADY MIEJSKIEJ WEST LOTHIAN, WYDZIAŁU DS. KSZTAŁCENIA, ODNOŚNIE DO STWORZENIA PLACÓWKI KSZTAŁCENIA ŚREDNIEGO, KAMPUS SZKOŁY OGILVIE SCHOOL

Jeśli chcieliby Państwo otrzymać kopię niniejszego dokumentu prosimy o kontakt z MELANIE LAURIE pod numerem 01506 281666, podając swoje imię i nazwisko, adres oraz język, w którym chcieliby Państwo otrzymać dokument.

## WEST LOTHIAN COUNCIL, EDUCATION SERVICES, PROPOSAL TO CREATE SECONDARY STAGE EDUCATION, OGILVIE SCHOOL CAMPUS

ویسٹ لوڈین کونسل، ایجوکیشن سروسز، سیکنڈری سٹیج کی تعلیم کی تخلیق کے لئے ہے، اوگیلوی سکول کمپس

If you would like a copy of this document please call MELANIE LAURIE 01506 281666. GIVING YOUR NAME ADDRESS AND THE LANGUAGE YOU WOULD LIKE THE DOCUMENT TRANSLATED IN TO

اگر آپ اس دستاویز کی ایک نقل حاصل کرنا چاہیں تو براہ کرم میری موبائل فون پر 01506 281666 سے اس زبان پر رابطہ کریں:

281666، اور اپنا نام بتا دیں اور اُس زبان کا نام جس میں آپ یہ معلومات حاصل کرنا چاہتے ہیں، بتا دیں۔

**Appendix 2****INTRODUCTION OF S3 AND SUBSEQUENT ROLL OUT UP TO S6 YEAR STAGES AT OGILVIE SCHOOL CAMPUS**

<b>Date</b>	<b>Event</b>	<b>Description</b>
2 March 2021	Education PDSP	Meeting to consider the proposal and agree continuation to Education Executive
23 March 2021	Education Executive	Meeting to review proposal and agree continuation to consultation phase
29 May 2018	Education Executive Meeting	Meeting to review proposal and Consultations Document and agree to Public Consultation phase.
19 April 2021	Start of Consultation	Beginning of formal public consultation (min 6 continuous weeks consultation period including min of 30 school days)
13 May 2021	Public Meeting	Public Meetings to discuss proposal
4 June 2021	End of Consultation	End of Public Consultation
August 2021*	Submit report to Education Scotland	West Lothian Council Education Services relays report on proposal and consultation findings to Education Scotland
October 2021	Offer Education Scotland at least 5 days notice prior to publishing final report	Upon receipt of response from Education Scotland and on consideration of previous consultation period representations, Authority will prepare and publish final consultation report
November 2021	Publication of Consultation document	Upon receipt of response from Education Scotland, West Lothian Council will prepare and publish final consultation report (min period of 3 weeks after publication before Authority make final decision)
November 2021	Education Executive Meeting	Decision made.

\*Dates to be agreed with Education Scotland

## EDUCATION PDSP WORKPLAN 2021/222

Title	Purpose	Lead Officer	PDSP	Referral to Education Executive
Inclusion and Support Service	To update the panel in relation to the progress on implementation the new Education and Social Policy Inclusion and Support Service.	James Cameron	02.03.2021	N/A
Consultation on Ogilvie Campus School	To inform the Panel of the proposal to commence public consultation on the introduction of S3 and subsequent roll out up to S6 cohorts at Ogilvie School Campus.	Catherine Campbell	02.03.2021	23.03.2021
School Leaver Destinations	To inform the panel about the outcome of the Scottish Government Initial Destinations of School Leavers.	Stuart McKay	04.05.2021	18.05.2021
Consultation on re-location of the new build Beattie School	To inform the Panel of the proposed statutory consultation re-location of the new build Beattie School	Catherine Campbell	04.05.2021	18.05.2021
School Session Date – 2022/23	To inform the Panel of the proposed school session dates for 2022/23.	Hannah Haywood	04.05.2021	18.05.2021
School Placement Update	To inform the panel of school placement decisions and the consequent impact on service delivery.	Donna Adam	04.05.2021	N/A
West Lothian and Forth Valley Regional Improvement Collaborative Update	To provide the panel with an update on the work of the West Lothian and Forth Valley Regional Improvement Collaborative	Elaine Cook	04.05.2021	N/A
Update on ELC Expansion	To information the Panel of the progress on the ELC Expansion to 1140 hours.	Donna Adam	Autumn 2021	TBC