



West Lothian
Council

Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

7 November 2013

A meeting of the **Education Executive** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 12 November 2013** at **10:00 a.m.**

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence
2. Order of Business, including notice of urgent business
3. 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.
4. Confirm Draft Minute of Meeting of Education Executive held on Tuesday 1 October 2013 (herewith).

Public Items for Decision

5. Review of Additional Support Needs (ASN) Provision - Report by Head of Education (Quality Assurance) (herewith)
6. Commercial Activity in Schools - Report by Head of Schools with Education Support (herewith).
7. Appointment of Headteachers and Depute Headteachers - Report by Head of Schools with Education Support (herewith).

NOTE For further information please contact Elaine Dow on 01506 281594 or email elaine.dow@westlothian.gov.uk

DATA LABEL: Public

MINUTE of MEETING of the EDUCATION EXECUTIVE of WEST LoTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LoTHIAN CIVIC CENTRE on 1 OCTOBER 2013.

Present – Councillors Lawrence Fitzpatrick (Chair), David Dodds (Vice-Chair), Tony Boyle, Harry Cartmill, Tom Conn, Alexander Davidson, Martyn Day (substituting for Peter Johnston), Jim Dixon (substituting for Dave King), Carl John, Danny Logue, John McGinty, Anne McMillan, Andrew Miller, Angela Moohan, George Paul, Frank Toner and Jim Walker and Appointed Representatives Myra MacPherson, Lynne McEwen and Eric Lumsden.

Apologies – Councillor Stuart Borrowman, Peter Johnston and Dave King and Appointed Representatives Elsie Aitken and Graham Stormont.

1. DECLARATIONS OF INTEREST

Councillor David Dodds declared a general non-financial interest in that his wife was employed as a nursery nurse within West Lothian Council and his son was employed as a teacher within West Lothian Council.

2. MINUTE

The Education Executive confirmed the Minute of its meeting held on 20 August 2013 as being a correct record. The Chair thereafter signed the Minute.

3. REQUEST FOR DEPUTATION IN RELATION TO AGENDA ITEM 5 (HOME EDUCATED CHILDREN AND YOUNG PEOPLE POLICY) LODGED BY MRS M DAVIDSON

The Education Executive was asked to consider a deputation request lodged by Mrs Davidson in relation to the Home Educated Children and Young People Policy.

Decision

To agree to hear the deputation.

4. HOME EDUCATED CHILDREN AND YOUNG PEOPLE POLICY

(a) Report by Head of Education (Quality Assurance)

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) which provided details of the proposed clarification to the Home Educated Children and Young People Policy.

The report recalled that following investigation by the Scottish Public Services Ombudsman (SPSO) in relation to a complaint received from the

parent of a home educated child it was found that the information provided by West Lothian Council had been inconsistent and unclear. As a result of this West Lothian Council was asked to develop written guidelines regarding access to Community Schools in relation to home education. The purpose of the report was to detail the proposed clarification to the council's Home Educated Children and Young People Policy to provide clarity for parents and carers in accessing courses in community schools whilst home educating their child.

The Customer and Performance Manager, Education Services, stated that the proposed clarification was detailed on page 2, points D1-3 of the report (page 7 paragraph E of the policy), which confirmed that home educated young people could access courses at West Lothian Community High Schools when they were over the age of 16 subject to:

- i. The availability of places in the class, as determined by the school;
- ii. The attainment of any entry qualifications applying to the course, as determined by the school; and
- iii. Fee arrangements in relation to SQA registration and exam entrance.

Requests for such arrangements would be determined by the Additional Support for Learning Team in consultation with the school.

It was also noted that a review of the policy would take place in 2014.

(b) Deputation by Mrs Morag Davidson

The Education Executive then heard Mrs Davidson discuss a number of issues in relation to the Home Educated Children and Young People Policy. Mrs Davidson sought clarification in relation to page 2, point D of the report which provided details of home educated young people accessing courses at West Lothian Community High Schools when they were over the age of 16. The Customer and Performance Officer, Education Services then responded to the points raised by Mrs Davidson.

The report recommended that the Education Executive:

- 1) Approve the Home Educated Children and Young People Policy;
- 2) Note that a revision of the policy would take place in 2014; and
- 3) Agree that the Depute Chief Executive (Education, Planning and Area Services) may make minor administrative changes required from time to time to this policy without reference to committee (arising from, for example amendments to legislation or changes in the council's management structures and processes).

During the course of the discussion it was suggested that an amendment be made to point 2 in the recommendation within the report to read as follows:

- To note that a review of the policy will take place in 2014.

Councillor Fitzpatrick moved to approve the terms of the report, seconded by Councillor Dodds subject to the amendment being made to point 2 in the recommendation to note that a review of the policy will take place in 2014.

Councillor Miller moved an amendment, seconded by Councillor John as follows:

- That the Policy be revisited for clarity to point D1, as this referred to children over the age of 16 and point D2, as this referred to access for children of school age to West Lothian schools, which were clearly not compatible with each other.

Following a vote taken the motion to approve the recommendation in the report subject to the amendment to point 2 was successful by 15 votes to 5, and it was agreed accordingly.

Decision

To approve the terms of the report subject to the amendment to point 2 in the recommendation as detailed in the motion.

5. SCHOOL EXCURSION POLICY

The Education Executive considered a report (copies of which had been circulated) by the Head of Schools and Education Support which provided details of the draft School Excursion Policy, revised in light of recommendations by the Council's Corporate Health and Safety and revised guidance from the Scottish Government.

The report recalled that the existing Excursions Policy had been in place for a number of years. An audit of compliance with the policy by the Council's Corporate Health and Safety identified a number of areas where greater clarity would help ensure that schools complied with the requirements of the policy. The Scottish Government had published Going Out There – Scottish Framework for Safe Practice in Off-site Visits, which sought to balance the requirement to ensure the health and safety of all participants in education excursions, with the need to ensure that excursions remained an important part of all children's education. In light of these drivers for change the Excursions Policy was rewritten.

The contents of the amended policy (details of which were attached as an appendix to the report) were similar to the existing policy. Throughout each section the policy was updated to ensure that clear and explicit guidance was given to those organising excursions on the procedures that were required to be followed. New sections on insurance and transport were inserted along with a new "debrief" form.

The report recommended that the Education Executive:

1. Approve the draft School Excursion Policy; and
2. Agree that the Depute Chief Executive (Education, Planning and Area Services) may make minor administrative changes required from time to time to this policy without reference to committee (arising from, for example amendments to legislation or changes in the council's management structures and processes).

Decision

To approve the terms of the report.

6. PROCUREMENT ARRANGEMENTS - SUPPLY OF PRE-SCHOOL EDUCATION

The Education Executive considered a report (copies of which had been circulated) by the Head of Finance and Estates, which provided details of the framework for the procurement of pre-school education through formal "partnership" contracts with partner providers in West Lothian.

The report recalled that the Provision of Pre-School Education Framework contract allowed for the procurement of pre-school provision through formal "partnership" contracts with providers in the voluntary and private sectors ("Partner Providers") in West Lothian. The council's aim was to ensure that sufficient pre-school education places were available within West Lothian, to allow a pre-school education place to be offered to all parents who requested one on behalf of an eligible child.

The Corporate Procurement Manager advised that the current contract commenced on 1 August 2010 and was for an initial three year period with a possible one year extension. The contract extensions were exercised and the contract would terminate on 31 July 2014. It was proposed that the same contract length and extension option be undertaken, except where it was believed that standards of provision should be assessed more regularly. In this circumstance, partners would be offered annual contracts.

The report went on to provide details of the evaluation criteria to be applied at the tender stage following consultation with Education Services, details of which were provided in section D of the report. To demonstrate the commitment of the council in obtaining a high quality service for the benefit of assisting parents to seamless childcare provision, it was proposed that the award evaluation criteria would be 100% quality. The anticipated start date of the contract would be 1 August 2014.

The Education Executive was asked to approve:

1. The procurement of Provision for Pre-School Education using the Open Procedure whereby all suitably qualified and experienced organisations would be invited to tender; and
2. The award criteria as set out in Section D of the report.

Decision

To agree the terms of the report.

7. EDUCATION SERVICES VALIDATED SELF EVALUATION (VSE)

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the outcome of the Validated Self Evaluation exercise.

The report recalled that Education Scotland carried out an external evaluation of the effectiveness of the local authority in its quality assurance of educational provision and of its support to schools in improving quality. Education Scotland developed a more proportionate approach to evaluating the reporting on those functions through the Validated Self Evaluation (VSE) model. This approach was used in those councils where Audit Scotland was confident that the existing self evaluation processes were used in the improvement agenda to impact effectively on the service and on the young people in its schools.

VSE is a voluntary process aimed to support and challenge the work of education authorities to deliver and improve the quality of provision and outcomes they offered for learners. It involved the council working in partnership with Education Scotland and was led by the council. VSE activities took place during five days in February 2013 and three days in April 2013. The key purpose of the VSE was to identify good practice and to determine the level of consistency within and across schools and clusters in ensuring continuous progression in learning.

Through the VSE process, Education Scotland was able to confirm that West Lothian Council's self evaluation was accurate and robust. As a result of the very positive experience of the VSE, West Lothian Council Education Services planned to further develop its quality improvement approach using the principles of the VSE model.

Decision

To note the contents of the report.

8. SCHOOL REVIEW PROGRAMME SESSION 2013/14

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) which provided details of the school review programme for Session 2013/14 and reported on issues identified through the school review programme in Session 2012/13.

The report advised that West Lothian Council has a statutory obligation to monitor the quality of educational provision in its schools and to ensure high quality learning and teaching, leadership and management with a focus on continuous improvement. The school review programme was

constructed annually to take account of a variety of factors as detailed within the report. The focus of all school reviews was to monitor the school's capacity for continuous improvement.

In session 2012/13 an additional aspect of the school review programme was to determine whether the additional staffing allocated to schools in areas of relative deprivation to reduce class sizes in P1-P3 had improved the progress of learning of pupils and raised attainment.

Details of the school review programme for 2013-14 was attached as an appendix to the report. The report also highlighted that a Validated Self Evaluation (VSE) exercise was carried out with Education Scotland, based on self evaluation as a continuous, systematic process where ownership lies with those carrying out the self evaluation of their own practice and achievements, i.e. the school. This approach would be piloted in a few schools during session 2013-14.

In conclusion, it was noted that the Education Officer team would work in a more targeted way to support and challenge those schools which were raising concerns about the impact of the provision on pupils' attainment.

Decision

To note the contents of the report.

9. ACTIVE SCHOOLS REVIEW 2012-13

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) which provided details on the progress made by Active Schools West Lothian during academic year 2012-13.

The report advised that Active Schools West Lothian worked together with organisations and individuals, including PE staff and Sports Development, to provide a wide range of opportunities connected to physical education, school sport and club sport. Active Schools, a national programme, was delivered in partnership with sportscotland. Appendices to the report provided details on the Active Schools Performance for 2012-13. The information provided demonstrated that West Lothian's Active Schools team performed well, especially in terms of providing opportunities for pupils to engage in sport and physical activity.

It was also noted that 2013/14 would offer an unparalleled opportunity to engage children and young people in sport and activity with two international events taking place in Scotland in 2014 (Commonwealth Games and Ryder Cup). Active Schools would play a key role within West Lothian in maximising engagement with these events through increased sports participation in schools and the wider community.

Decision

To note the contents of the report.

10. ACTION TAKEN IN TERMS OF STANDING ORDER 31 (URGENT BUSINESS) - CONSULTATION ON AMENDING THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010

The Education Executive considered a report (copies of which had been circulated) which provided information relating to the response by West Lothian Council to the consultation questions on Amending the Schools (Scotland) Act 2010 in relation to school closures.

The report advised that the consultation set out proposals for amendments to the Schools (Consultation) (Scotland) Act 2010, taking into account some of the recommendations made by the Commission. The consultation document included proposals in relation to establishing an independent referral mechanism which would be used to consider proposals for closure for both rural and urban schools and therefore any future consultation on a closure of a school in West Lothian. The response to the consultation document was attached as appendix 1 to the report.

The consultation was launched on 12 July 2013 and closed on 2 September 2013 which allowed a shorter consultation period for amendments to be taken forward as part of the Children and Young People's Bill. As the consultation period took place over the school holiday period Parent Councils experienced difficulties responding as it was unlikely that many would have regular meetings scheduled prior to the closing date for submissions of 2 September 2013.

Consideration was given to the consultation response from West Lothian at a meeting of the Education PDSP held on 27 August 2013, when it was agreed that an SO31 be raised to allow the response to be submitted to the Scottish Government by the closing date.

In conclusion, it was noted that the responses were consistent with the approach adopted so far by COSLA to accept the totality of the recommendations of the Commission for the Delivery of Rural Education.

Decision

To note the contents of the report and the response submitted in terms of SO31.



West Lothian
Council

EDUCATION EXECUTIVE

REVIEW OF ADDITIONAL SUPPORT NEEDS (ASN) PROVISION

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To invite the Education Executive to consider the proposal to create more inclusive school communities in line with national best practice which will result in increased opportunities for inclusion and access to mainstream education. The proposal involves pupils with:

- Social, Emotional and Behavioural Needs (SEBN)
- Autism Spectrum Disorder (ASD)
- Severe and Complex Needs.

B. RECOMMENDATION

It is recommended that the Education Executive:

- i. authorises Education Services to undertake formal consultation by 17 January 2014 concerning the proposed review of provision; and
- ii. notes that the underlying principle upon which the review is based is the requirement for Education Services to work collaboratively with multi agency partners towards building capacity and developing an inclusive culture within mainstream. Securing the future of long term provision is dependent upon appropriate staff development and the development of an inclusive ethos within mainstream schools.

C. SUMMARY OF IMPLICATIONS

I Council Values

Focusing on our customers' needs;
being honest, open and accountable;
providing equality of opportunities;
making best use of our resources;
working in partnership

II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Schools (Consultation) (Scotland) Act 2010 Education (Additional Support for Learning) (Scotland) Act 2004 as amended Standards In Scotland's Schools etc Act (2000) Equality Act 2010
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	None
V	Relevance to Single Outcome Agreement	None
VI	Resources - (Financial, Staffing and Property)	Included in the Property Capital Programme. Revenue costs for staffing of approximately £103 k.
VII	Consideration at PDSP	None
VIII	Other consultations	Formal consultation will require to be undertaken with key stakeholders as specified in Schools (Consultation) (Scotland) Act 2010

D. TERMS OF REPORT

Rationale for Inclusion

The context for the proposed review of specialist educational provision for pupils with:

- Social, Emotional and Behavioural Needs (SEBN)
- Severe and Complex Needs
- Autism Spectrum Disorder (ASD)

is the future benefits of inclusive practices and increased opportunities for integration within mainstream schools. Inclusion removes barriers to participation and learning, helps to eliminate discrimination, enables access to mainstream role models and promotes equality.

The Additional Support for Learning legislation in Scotland promotes inclusion. Inclusive practices help all pupils to fulfil their potential, achievement is improved, inclusion and equality are promoted and a high quality education for all is developed and sustained. This proposal will create more inclusive school communities in line with national best practice.

Background

Additional Support Needs (ASN) provision within West Lothian Council has gone through a sustained period of expansion. This has had a significant impact upon the availability of resources, including school buildings. Increases in provision have resulted in the widespread location of ASN classes throughout the authority. This has included the establishment of a wide range of provision within Ogilvie School Campus and the dispersion of severe to complex provision across the Authority. Advances in early identification of need have enabled more accurate forecasts of need and an increase in West Lothian population has identified that further expansion and development of provision will be required. For the most efficient deployment of resources, to make optimal use of provision and for the benefit of pupils and their families a systematic review of existing provision has been undertaken. This review of ASN provision was coordinated by a steering group and sub groups which included representatives from Education Services, Psychological Services, Human Resources, School Transport, Social Policy and NHS Lothian. The specific focus of the ASN review was the relocation of services to accommodation that would best meet the needs of the children in line with best practice. "Getting It Right For Every Child" (GIRFEC) provides the context for the review of provision for pupils with ASN.

The ASN review focused on the three key areas of provision for pupils with:

- Social, Emotional and Behavioural Needs (SEBN) within Ogilvie School Campus
- Autism Spectrum Disorder (ASD) within Ogilvie School Campus
- Severe and Complex Needs within Pinewood School Campus, Pinewood Annex within Blackburn Primary School and Ogilvie School Campus.

The review has considered the most effective way of meeting the needs of individual pupils and making best use of available facilities. As the review of accommodation in one area impacts upon provision in another all three key areas require to be considered as interdependent.

The underlying principle upon which the review is based is the requirement for Education Services to work collaboratively with multi agency partners towards building capacity and developing an inclusive culture within mainstream. Securing the future of long term provision is dependent upon appropriate staff development and the development of an inclusive ethos within schools.

The following three proposals are presented in line with the three key areas of provision as detailed above.

Proposal : Social, Emotional and Behavioural Needs (SEBN)

Ogilvie School Campus provides for a wide range of need. Presently located within Ogilvie School Campus are primary pupils with SEBN (4 classes), primary pupils with Autism Spectrum Disorder (ASD) (3 classes) and primary pupils with severe and complex needs (4 classes). All available space within Ogilvie School Campus is fully utilised. The present range of provisions within Ogilvie School Campus is not ideal given the considerable differences in pupil needs.

The proposal (see Appendix 1) recommends relocating provision for primary pupils with SEBN from Ogilvie School Campus to Connolly House in Blackburn under the management of the Head Teacher of the West Lothian Behavioural Support Service (WLBSS). Connolly House is attached to Our Lady of Lourdes Primary School. Pupils with SEBN are socially and emotionally vulnerable and require intensive support and possibly a modified curriculum. For pupils with SEBN, access to mainstream role modelling is a desired outcome. There is no mainstream provision on site at Ogilvie School Campus. Consequently access to inclusion in mainstream activities is not readily available and the benefits of building relationships with peer group role models can only be experienced when visiting mainstream schools outwith Ogilvie School Campus. The SEBN provision will continue to reintegrate pupils within their local mainstream school and communities with the clear aim of pupils returning to mainstream education when appropriate. The close proximity with Our Lady of Lourdes Primary School will afford additional opportunities for inclusion and integration. All integration activities are planned and fully supported. Where and when appropriate the SEBN pupils will be able to experience a positive mainstream school environment with access to positive peer role models. This also increases the likelihood of full mainstream reintegration. Integration within a mainstream location will impact positively on social and emotional wellbeing and create a positive school ethos based on mutual respect and trust.

Good relationships and positive behaviour are key to the delivery of Curriculum for Excellence, both of which are currently evident within Ogilvie School Campus. This can be further developed, however, within Connolly House given its proximity to Our Lady of Lourdes Primary School and the opportunities for integration and positive role modelling that this provides. Integration within a mainstream setting will help pupils with SEBN to further improve their peer relationships and behaviour within a learning community that has ready access to mainstream provision.

Where children and young people feel included and respected they are more likely to develop self-confidence, resilience and positive views about themselves and others. This applies equally to all staff in the learning community.

The proposal for relocation will enable Education Services to build upon, and to further embed, the positive approaches to relationships and behaviour developed at Ogilvie School Campus.

The school grounds offer ample scope for development of the outdoor classroom. This would have a positive impact on the learning environment for SEBN pupils and also the mainstream pupils within Our Lady of Lourdes. It will provide the benefit of developing good relationships and positive behaviour, not only in the classroom, but also in the playground and wider school community.

Geographically, location at Connolly House offers the benefits of a central location within West Lothian and it is in close proximity to existing provision of the WLBSS Burnhouse Campus. Transport costs would continue to be funded in line with council policy. There is sufficient space for car parking and for the safe and efficient dropping off/uplift of pupils by school transport contractors at Connolly House.

Proposal : Autism Spectrum Disorder (ASD)

At present pupils with Autism Spectrum Disorder attend specialist provision across a number of sites within the Authority, including Balbardie, Dedridge and Blackburn primary schools and Ogilvie School Campus. These pupils have a range of needs, are socially and emotionally vulnerable and may require a modified curriculum.

The proposal (see Appendix 2) recommends a relocation of provision for children with Autism Spectrum Disorder from Ogilvie School Campus to available space at St Mary's Primary School (Polbeth). This would consolidate ASD provision and would provide further opportunities for networking, staff development, mutual support and the sharing of skills, resources and expertise.

This proposal will facilitate the delivery of a quality service for ASD pupils and their families and will afford opportunities for individuals to be included, respected, accepted, valued and integrated into mainstream schools and local communities.

The proposal would ensure that pupils benefit from the expertise of specialist staff in small, well supported classes which would provide numerous opportunities for integration within a mainstream setting. Teaching within the ASD classes emphasises the development of life skills and socially expected standards of behaviour. Integrating within a mainstream school enables pupils to benefit from wider learning experiences with their peers. All integration activities are planned and fully supported. Additionally, mainstream pupils have opportunities to empathise and benefit from a stronger understanding of equality issues, the wider needs of society and their role as citizens. This model works very well in the existing mainstream primary schools for all pupils in Balbardie, Dedridge and Blackburn primary schools.

As a result of the proposal, the Authority primary ASD provision would comprise:

- 4 classes in Balbardie Primary
- 4 classes in Dedridge Primary
- 2 classes in Blackburn Primary
- 3 classes in St Mary's (Polbeth) Primary.

Transport costs to these provisions would continue to be funded in line with council policy.

Proposal : Severe And Complex Needs

Pinewood School Campus offers provision for primary and secondary pupils with severe and complex needs. Due to lack of building capacity, three primary classes are currently located in an annex of Pinewood School Campus within Blackburn Primary School. Four classes are also located in Ogilvie School Campus. This arrangement has arisen due to the increased population of young people with severe and complex needs over a number of years. Pupils who have severe and complex needs are socially and emotionally vulnerable and require intensive support within a modified curriculum.

The proposal (see Appendix 3) recommends establishing severe and complex needs primary provision at Ogilvie School Campus and consolidating secondary provision at Pinewood School Campus. A positive outcome of this would be that primary pupils with severe and complex needs will be together on one site rather than the existing three sites. To minimise disruption for pupils and families a staged approach will be adopted. The intention is that Ogilvie School Campus will provide for pupils with severe and complex needs from Primary 1 through to Primary 4 from August 2014. Pinewood School Campus will initially provide for pupils with severe and complex needs from Primary 5 through to 6th year secondary:

School Session	Stage / Location
-----------------------	-------------------------

- | | |
|-------------|---|
| 2014 – 2015 | <ul style="list-style-type: none"> • P1 - P4 Ogilvie School Campus • P5 - S6 Pinewood School Campus |
|-------------|---|

Subsequent years will be managed flexibly with the ultimate aim being Ogilvie School Campus as primary provision and Pinewood School Campus as secondary provision.

Moving to distinct primary and secondary provisions further facilitates adaptation of the curriculum for pupils, giving a clearer picture of curriculum content and the skills for learning and skills for life being addressed. Coherence and continuity in curriculum experiences from primary to secondary will be managed by the Head Teachers. This new arrangement will provide opportunities of best practice in terms of transitioning from primary to secondary.

Geographically, and in terms of school accommodation, Ogilvie School Campus is an ideal primary specialist provision. It is located centrally within the authority. Ogilvie School Campus is currently a primary provision with facilities for primary aged pupils. Pinewood School Campus currently provides for secondary provision.

Transport costs would continue to be funded in line with council policy. Improvements would be made to the car parks at both sites to facilitate the dropping off and the uplift of pupils safely and efficiently.

Ogilvie School Campus has sufficient, suitable space to accommodate this planned relocation of provision for severe and complex needs together with space for the additional tasks that require to be undertaken by the staff/visiting services/external agencies involved in supporting pupils with such needs. Proposed plans for extending both sites through the capital programme would ensure the long term viability of the proposal.

Considerations

The following considerations require to be taken into account as potential disadvantages should the proposals not be fully implemented.

The implementation of the proposals would create more inclusive school communities in line with national best practice i.e. the Additional Support for Learning legislation in Scotland promotes inclusion. Inclusive practices help all pupils to fulfill their potential, achievement is improved, inclusion and equality are promoted and a high quality education for all is developed and sustained. More specifically, should the proposals not be implemented this would result in:

- a reduction in opportunities for inclusion and access to mainstream education for pupils in specialist provision with Autism Spectrum Disorder and Social, Emotional and Behavioural Needs;
- primary pupils with severe and complex needs will remain dispersed across the authority on three sites rather than inclusively together on one site; and
- not moving to distinct primary and secondary provisions for pupils with severe and complex needs inhibits the adaptation of the curriculum for pupils towards age and stage appropriateness and does not provide the opportunity of best practice in relation to transitioning from primary to secondary.

Advances in early identification of need have enabled more accurate forecasts and an increase in West Lothian population has identified that further expansion and development of provision will be required. Implementation of the proposals allows for the most efficient deployment of resources making optimal use of provision, thereby benefiting existing and future pupils and their families. Should the proposals not be implemented, the lack of capacity would result in a significant number of pupils requiring to be educated outwith the authority in order to meet their needs.

E. CONCLUSION

A systematic review of existing ASN provision has been undertaken to consider the most appropriate provision for pupils, to meet their needs in line with best practice and to ensure efficient deployment of resources, thereby making optimal use of provision for the benefit of pupils and their families within West Lothian.

The ASN review focused on the three key areas of provision for pupils with:

- Social, Emotional and Behavioural Needs (SEBN) within Ogilvie Campus
- Autism Spectrum Disorder (ASD) within Ogilvie School Campus
- Severe and Complex Needs within Pinewood School Campus, Pinewood Annex within Blackburn Primary School and Ogilvie School Campus.

The review has considered the most effective way of meeting the needs of individual pupils and making best use of available resources.

The underlying principle upon which the review is based is the requirement for Education Services to work collaboratively with multi agency partners towards building capacity and developing an inclusive culture within mainstream. Securing the future of long term provision is dependent upon appropriate staff development and the development of an inclusive ethos within schools.

It is recommended that the Executive Management Team authorises Education Services to undertake formal consultation by 17 January 2014 concerning the proposed relocation of provision as detailed in the proposals above.

F. BACKGROUND REFERENCES

“Better Relationships Better Learning Better Behaviour” -

<http://www.scotland.gov.uk/Resource/0041/00416217.pdf>

“Getting It Right For Every Child” (GIRFEC) – www.scotland.gov.uk

Appendices/Attachments:

Appendix 1

The Provision for Primary Pupils Who Have Additional Social, Emotional and Behavioural Needs (SEBN)

Appendix 2

Autism Spectrum Disorder (ASD): Primary Provision

Appendix 3

The Provision for Pupils Who Have Severe and Complex Needs

Contact Person: Ann Durnian, (Senior Education Development Manager), Education Services, West Lothian Council, Civic Centre, Howden Road South, Livingston (01506 282634)

Elaine Cook

Head of Education (Quality Assurance)

Date of meeting: 12 November 2013



Public Consultation Paper

On

**THE PROVISION FOR PRIMARY PUPILS WHO HAVE ADDITIONAL
SOCIAL, EMOTIONAL AND BEHAVIOURAL NEEDS (SEBN)**

November 2013

THE PROVISION MADE FOR PRIMARY PUPILS WHO HAVE ADDITIONAL SOCIAL, EMOTIONAL AND BEHAVIOURAL NEEDS (SEBN)

Proposal Paper

1 Introduction.

- 1.1 Recent research into behaviour in Scotland's schools and exclusion statistics have shown encouraging and sustained improvements in recent years. Fewer pupils are being excluded and there has been a positive impact in schools where there is a focus on social and emotional wellbeing and an ethos of mutual respect and trust.
- 1.2 The Scottish Government and Scottish Advisory Group on Behaviour in Schools (SAGBIS) has identified the next steps and priority actions to support local authorities, establishments, practitioners and partners to further improve relationships and behaviour within their learning communities. This is central to the successful delivery of Curriculum for Excellence and the implementation of Getting it Right for Every Child (GIRFEC).
- 1.3 SAGBIS published the document, 'Better Relationships, Better Learning, Better Behaviour' in March 2013 to provide information to help establishments and authorities develop and implement robust and effective approaches to promote positive relationships and behaviour.
- 1.4 This new policy guidance builds on, and supersedes, previous policy guidance on promoting positive behaviour, which was first set out in the 2001 report 'Better Behaviour – Better Learning' and most recently the 2009 leaflet 'Building Curriculum for Excellence Through Positive Relationships and Behaviour'.
- 1.5 In accordance with this new policy guidance the Education Executive decided at its meeting on 12 November 2013 to undertake a public consultation on a proposal to make changes and improvements to the provision for pupils who have additional social, emotional and behavioural needs currently based at Ogilvie School Campus.
- 1.6 The council has a clear commitment to ensuring that pupils with additional support needs have the same access to a balanced curriculum as all mainstream pupils. They should also have the facilities they need to achieve their fullest potential.
- 1.7 Changes to the present provision are described in Section 3 of the consultation document. Any views on this proposal should be sent in writing to the Depute Chief Executive - Education, Planning and Area Services, Civic Centre, Howden South Road, Livingston, EH54 6FF to arrive by 17 January 2014.
- 1.8 At the end of the consultation period a report will be prepared for the Council which will contain a note of the responses received and a summary of their content.

2. Current provision for primary pupils who have additional social, emotional and behavioural needs

Current provision is as follows:

- 2.1 The Social, Emotional and Behavioural Needs (SEBN) provision at Ogilvie School Campus serves primary pupils throughout West Lothian. It provides full time education for pupils who have additional support needs arising from social, emotional and behavioural needs. The Primary Behaviour Support Service which delivers outreach teaching support to mainstream primary pupils with social, emotional and behavioural needs is also located in Ogilvie School Campus. This service also supports the area of continuous professional development (CPD) within individual schools and in delivering discreet council wide courses, to increase capacity to support SEBN pupils within the mainstream setting. The Looked After Children's (LAC) Outreach Teaching Service is also based within Ogilvie School Campus and this along with the Primary Behaviour Support Service is line managed by the Head Teacher of Ogilvie School Campus.
- 2.2 There are currently four primary classes for pupils with social, emotional and behavioural needs. Each class has a maximum of 6 pupils. Although the class bases are within legislative guidelines, when operating at full capacity their size can make classroom organisation and the delivery of the curriculum challenging.
- 2.3 All classes have a teacher, pupil support workers and/or nursery nurses. Social Policy also provide a team of social care support staff to work with individual children and their families as part of an holistic, multi agency package of support. Pupils experience an appropriate curriculum. All pupils have individual educational plans which address literacy, numeracy and health and wellbeing within a range of appropriate learning contexts and subjects. The development of pupils' personal and social skills permeate all school activities and pupils acquire essential skills in forming relationships, caring for others, demonstrating appropriate social behaviour and looking after themselves. Emphasis is given to developing life skills, personal safety, appropriate social skills and preparation for returning to mainstream school.
- 2.4 All pupils have a mainstream link school identified to support the ultimate aim of reintegration into mainstream school provision. Lack of mainstream provision onsite presents challenges for integration opportunities.
- 2.5 The Primary Behaviour Support Service (Outreach) currently supports 25 individual children within mainstream schools. Last session support was provided to 31 of West Lothian's 66 primary schools. 51 outreach referrals were received throughout the year. This service provides a wide range of staff development and whole school / class support.
- 2.6 The LAC Outreach Teaching Service currently supports 36 pupils within mainstream schools. In session 2012-2013 the service supported 88 pupils. 64 pupils were supported in session 2011-2012 and the trend has been for this figure to rise annually.

- 2.7 Ogilvie School Campus also has 4 classes for pupils with severe and complex learning needs and 3 classes for pupils with Autism Spectrum Disorder (ASD).

3. Proposal

- 3.1 The proposal is to relocate primary SEBN provision at Ogilvie School Campus to a purpose built facility at Connolly House in Blackburn and to develop SEBN provision into a holistic service to be called The West Lothian Behaviour Support Service (WLBSS). This service would be managed by the current Head Teacher of the West Lothian Behaviour Support Service, based at Burnhouse Campus, Whitburn. It is proposed that a Depute Head Teacher will line manage the service for primary pupils at Connolly House. Secondary provision will continue to be based at the West Lothian Behaviour Support Service (Burnhouse Campus).
- 3.2 Connolly House adjoins mainstream primary provision at Our Lady of Lourdes Primary School. This will enable pupils at the most formative developmental age to benefit, where appropriate, from access to mainstream experience and excellent role modelling and to the social and educational benefits that this will entail.
- 3.3 The current SEBN staff based at Ogilvie School Campus will transfer to the new location at Connolly House with the pupils. This will ensure a smooth transition with continuity of learning and pastoral support for all pupils.
- 3.4 The Primary Behaviour Outreach Service will combine with the Secondary Behaviour Outreach Service to provide a holistic service for all West Lothian pupils. The service will work in partnership with mainstream schools with the aim of supporting pupils to remain within their local school and access an appropriate curriculum. There is adequate space within Connolly House to accommodate the Primary Behaviour Outreach Service. Location within Connolly House for this service will provide opportunities for liaison between the service and Connolly House staff. Many of the pupils who attend Connolly House will initially have come through the Behaviour Outreach system and joint location will ensure continuity of support for pupils.
- 3.5 In line with council procedure, the proposed provision would be reviewed strategically by the Additional Support for Learning Management team.
- 3.6 The West Lothian Behaviour Support Service in partnership with the Principal Educational Psychologist and the Education Officer with responsibility for Additional Support Needs (ASN) will lead, develop and share policy, practice and procedure to ensure outcomes for young people throughout the council are at the centre of all developments. This will ensure equality and equity of provision for all taking into account age, disability, gender, gender identity, pregnancy and maternity, race religion or belief and sexual orientation to ensure there are no barriers to learning.
- 3.7 An implementation group comprising representatives from Education Management, Psychological Services, WLBSS, Social Policy, NHS Lothian and parents will be established. This group will provide input and advice to assist the successful implementation and development of the proposal.

- 3.8 In line with the Equality Act 2010, all pupils will have equal access to available resources, including specialist learning and teaching input.
- 3.9 This proposal fully reflects national and local guidance and will offer increased opportunities for pupils to interact, with appropriate support, in mainstream school activities with the ultimate desire of full mainstream integration within their home communities.
- 3.10 The current Ogilvie School Campus pupils will continue to be transported to the new identified provision from various locations within West Lothian. At present the authority meets this cost. Connolly House provides appropriate traffic management space for parking and the setting down and uplift of pupils.

4. Educational benefits statement

- 4.1 The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for the provision of support to pupils in schools. Education authorities and other agencies have duties to identify, plan for and review the additional support needs of their pupils. The Standards in Scotland's Schools etc Act (2000) defines the presumptive entitlement of every child to mainstream education and to be provided with a school education which is: "directed to the development of their personality, talents and mental and physical abilities to their fullest potential"
- 4.2 There are no disadvantages to the existing pupil population in Ogilvie School Campus of the provision being relocated within a mainstream provision.
- 4.3 The benefit to the existing school population is a stronger understanding of equality issues and diversity among young people and an increased understanding of the wider needs of society and their role as citizens. Inclusion of pupils with additional support needs can create the opportunity for other pupils to discuss issues that might otherwise go untouched within the scope of their current curriculum.
- 4.4 Pupils from Ogilvie School Campus will be able to experience, in a supported environment, the life and work of a mainstream school. Peer group modelling and the inclusion of pupils with additional support needs in mainstream schools improves social interactions, social support and networks of friendships and increases the likelihood of a successful reintegration to mainstream education.
- 4.5 Additional benefits include:
- increased learning and teaching areas;
 - increased opportunities for integration with the mainstream school and the local community; and
 - a management structure that supports: the development of an holistic ethos and values in relation to SEBN best practice across the authority; continual professional development; consistency throughout the service; and networking support for staff.

5. Summary

- 5.1 The Additional Support for Learning (Scotland) Act (2004) describes the duties of education authorities in respect of ensuring the development of inclusion and integrated approaches to meeting the additional learning needs of children and young people.
- 5.2 Social exclusion is a term applied to the complex set of linked factors centred around lack of opportunity and diminished life circumstances, which lead to low self esteem and an inability to participate in, or contribute meaningfully to, society. Recognising the effects of social exclusion on children, young people and communities across the Council has led to a commitment to promoting inclusiveness. By moving away from a child or family deficit model of provision, towards a more pro-active approach, West Lothian Council recognises that all children, young people and their families are entitled to be afforded equal opportunities to succeed.
- 5.3 This consultation document proposes changes to educational provision for primary pupils with additional social and emotional needs, creating an holistic service for pupils that will ensure equity and equality of provision. It will impact positively by creating a council service that will have the social, emotional and behavioural wellbeing of pupils throughout the council at the centre of policy, practice and procedure. It will fully reflect the principles and practice of Curriculum for Excellence and "Getting It Right For Every Child" to ensure implementation throughout all our schools, support services and partner agencies. Relocating SEBN primary provision with ready access to a mainstream school will offer pupils more opportunities for social and mainstream inclusion.
- 5.4 By bringing together key resources, services and input from multi agency partners within a single service provision, the development of policy, procedure and the continuity of practice will be strengthened by the sharing of knowledge, understanding, experience and expertise. Education Services believes that it will be possible to create a service that represents national best practice.

6 Consultation Procedures

- 6.1 In terms of Section 22 of the Education (Scotland) Act 1980 and related regulations the Education (Publication and Consultation etc) (Scotland) Regulation 1981 as amended by the provisions of the Schools (Consultation) (Scotland) Act 2010, the Education Authority is required to publish details of and consult on any proposal that varies arrangements for the constitution of a special class as part of another school.
- 6.2 The Education Executive will not make any decision nor put any changes into effect until the consultation period has been concluded in line with statutory requirements.
- 6.3 The consultation period will be a total of 9.5 weeks, which includes 38 school days, beginning on 13 November 2013 and finishing on 17 January 2014.
- 6.4 The consultation will involve pupils, parents, staff and their representative trade unions and professional associations at Ogilvie School Campus and Our Lady of Lourdes Primary School.

- 6.5 A public meeting will be held at 7pm on Thursday 28 November in Ogilvie School Campus.

Officers of the council will be present to discuss this proposal and there will be an opportunity to ask questions at the meeting. It is appreciated however, that there is limited time at the meeting. Therefore, to make sure all issues are covered and everyone gets the opportunity to contribute to the discussion, advance notice of specific questions or issues you would like to raise at the meeting will be accepted in writing only up to 2 days in advance of the meeting (see contact details at 6.7 below).

- 6.6 At the end of the consultation process, a report will be prepared for the Education Executive that will detail all responses received and a summary of their content including a statement from HM Inspectors on the educational aspects of the proposal. An officer response to the issues raised through the consultation will also be incorporated in the report. The process and key dates are set out in Appendix 1.

- 6.7 All interested parties are invited to submit their comments in writing to the address below, or e-mail schoolconsultation@westlothian.gov.uk, no later than 17 January 2014.

Moir Niven
Depute Chief Executive
Civic Centre
Howden South Road
Livingston
West Lothian
EH54 6FF

November 2013

APPENDIX 1**Proposals for Formal Consultation**

Date	Event	Description
Tuesday 12 November 2013	Education Executive meeting	Meeting to discuss the proposal
Wednesday 13 November 2013	Start of consultation	Beginning of public consultation
Thursday 28 November	Public meeting	Meeting to discuss proposal
Friday 17 January 2014	End of consultation	End of public consultation
Friday 24 January 2014	Consultation information to HM Inspectors	
Friday 14 February 2014	HM Inspectors report due	HM Inspectors produce report
Tuesday 18 March 2014	Education Executive meeting	Decision made
Friday 21 March 2014	Process complete	All consultees informed of decision
March- June	Transition period	



Public Consultation Paper

On

AUTISM SPECTRUM DISORDER (ASD): PRIMARY PROVISION

November 2013

AUTISM SPECTRUM DISORDER (ASD): PRIMARY PROVISION

Proposal Paper

1 Introduction

- 1.1 Standards in Scotland's Schools etc Act (2000) defines the presumptive entitlement of every child to mainstream education and to be provided with a school education which is "directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential."
- 1.2 The Additional Support for Learning (Scotland) Act (2004) describes the duties of education authorities in respect of ensuring the development of inclusion and integrated approaches to meeting the additional learning needs of children and young people.
- 1.3 The Education Executive decided at its meeting on 12 November 2013 to undertake public consultation on a proposal to make changes to the location of Autism Spectrum Disorder (ASD) primary provision.
- 1.4 The council has a clear commitment to ensuring that pupils with additional support needs have equal access to a balanced curriculum and should also have the facilities they need to achieve their fullest potential. The inclusion of educating pupils with additional support needs is a specific national priority.
- 1.5 Changes to present provision are described in Section 3 of the consultation document. Any views on this proposal should be sent in writing to the Depute Chief Executive - Education, Planning and Area Services, Civic Centre, Howden South Road, Livingston, EH54 6FF to arrive before 17 January 2014.
- 1.6 At the end of the consultation period a report will be prepared for the Council which will contain a note of the responses received and a summary of their content.

2. Current Autism Spectrum Disorder (ASD) provision for primary aged pupils

Current provision is as follows:

- 2.1 ASD provision has gone through a sustained period of expansion which has had a significant impact on resources available, including accommodation and transport. Currently primary ASD provision is located across a number of sites including Balbardie Primary, Dedridge Primary, Ogilvie School Campus and Blackburn Primary. These establishments provide fulltime education for pupils who have additional support needs arising from ASD. Pupils in these provisions benefit from a modified curriculum and the development of independence and life skills as appropriate.
- 2.2 At Dedridge Primary there are four ASD classes, at Balbardie Primary there are four, at Ogilvie School Campus three and at Blackburn Primary two. Each class has a maximum of 6 pupils. All of the pupils allocated to these classes require very high levels of support.

- 2.3 Each class has a teacher and is further supported by Pupil Support Workers and/or Nursery Nurses. Pupils experience the full range of the primary curriculum and follow individual timetables. The pupils have individual educational targets which address literacy, numeracy and health and wellbeing within a range of appropriate learning episodes, contexts and subjects. Emphasis is given to developing life skills, stressing independence, personal safety, personal care and appropriate social skills. The development of pupils' personal and social life skills permeate all activities and pupils acquire essential skills in forming relationships, caring for others, demonstrating appropriate social behaviour and looking after themselves.

3. **Proposal**

- 3.1 ASD classes located within mainstream primary schools facilitate opportunities for engagement with mainstream peers. Ogilvie School Campus, however, is not attached to a mainstream school. This can restrict integration opportunities. The proposal is a relocation of the ASD classes within Ogilvie School Campus to the available space at St Mary's Primary School (Polbeth) (3 classes). Under this proposal, within the authority ASD primary provision would be as follows:
- 4 classes in Balbardie Primary
 - 4 classes in Dedridge Primary
 - 2 classes in Blackburn Primary
 - 3 classes in St Mary's (Polbeth) Primary.
- with a maximum of 6 pupils per class.
- 3.2 A move to a site where there is ease of access to mainstream peers would enhance the social and educational progress of these children in addition to providing equality of opportunity for all ASD primary provision.
- 3.3 St Mary's Primary School (Polbeth) has appropriate and sufficient school capacity. The school is fully Disability Discrimination Act (DDA) compliant therefore minimal adaptations would be necessary. The school has excess capacity at present and its grounds are spacious enough to facilitate outdoor play areas and congestion free transport to and from the school. Additionally, and unlike the present arrangements at Ogilvie School Campus, there will be scope for integration with mainstream pupils. Relocating to St Mary's will provide staff and pupils with excellent facilities and resources. Pupils will relocate with the existing expertise of staff from Ogilvie School Campus.
- 3.4 In line with council procedure, the proposed relocated provision would be reviewed strategically by the Principal Educational Psychologist and the Education Officer with responsibility for Additional Support Needs (ASN) and be operationally managed by the Head Teacher of St Mary's (Polbeth).
- 3.5 The Head Teacher of St Mary's (Polbeth) would liaise with relevant establishments for transition purposes and would be responsible for the management of learning in these classes. All integration activities would be planned and supported.
- 3.6 An implementation group comprising representatives from Education Management, Psychological Services, Head Teacher, class teachers and parents would be established. This group would provide input and advice to assist the successful transition of the classes to their new location.

- 3.7 In line with the Equality Act 2010, all pupils would have equal access to available resources, including specialist learning and teaching input.
- 3.8 The children currently attending Ogilvie School Campus are transported from various locations within West Lothian. At present the authority meets this cost. It is not possible to determine, accurately, what difference the relocation to St Mary's (Polbeth) would make to this cost.

4. Educational benefits statement

- 4.1 Relocation to St Mary's (Polbeth) brings practice more in line with national guidelines that recommend inclusive practices. The proposed arrangements replicate the inclusive practices already in place at Blackburn, Dedridge and Balbardie Primaries. Pupils would be able to access mainstream resources on a daily basis. Pupils would be able to link in with their peers in a carefully planned and supported way. This could take the form of social engagement or as part of a small group learning opportunity.
- 4.2 St Mary's (Polbeth) has sufficient capacity. Discussions have already taken place with the Head Teacher of this school who supports the proposal to establish a permanent ASD resource.
- 4.3 There are no disadvantages to the existing pupil population in St Mary's (Polbeth) or future pupils to the school. The location of experienced ASD specialist staff on site will provide a wealth of experience to staff supporting children with autism and autistic tendencies in the mainstream setting.
- 4.4 The proposal provides increased opportunities for networking, staff development, mutual support and the sharing of skills, resources and expertise. Staff based in the school would be able to share expertise, knowledge and experience resulting in further improvements in learning and teaching.
- 4.5 The benefit to the existing school population is a stronger understanding of equality issues and diversity among all pupils and an increased understanding of the wider needs of society and their role as citizens. The inclusion of pupils with additional support needs can create the opportunity for other pupils to discuss issues that might otherwise go untouched within the scope of their current curriculum. A stronger understanding of equality and empathy issues would be fostered.
- 4.6 ASD pupils from Ogilvie School Campus would be able to further develop independence in a mainstream school environment alongside their peers. The inclusion of pupils with additional support needs in mainstream schools improves social interactions, social support and networks of friendships.
- 4.7 Pupils would continue to have their own individual learning plan and access a wide range of subjects. Planned inclusion would be offered to all pupils as appropriate. This supported opportunity would build on existing experiences and would provide social inclusion opportunities.

5. Summary

- 5.1 This consultation document proposes changes to ASD primary provision. It recommends relocating the ASD classes currently based in Ogilvie School Campus to St Mary's (Polbeth) Primary School.
- 5.2 Within this arrangement all primary ASD pupils would benefit from inclusion and integration opportunities with mainstream pupils on site and the social and emotional benefits this would entail.
- 5.3 The proposal would ensure that pupils benefitted from the expertise of specialist staff in small well supported classes while simultaneously benefitting from numerous opportunities for integration within a mainstream setting. This model would replicate the successful models of best practice currently operating in West Lothian.
- 5.4 This proposal is in line with national guidance and would offer significantly increased opportunities for those pupils with ASD who currently attend Ogilvie School Campus to interact, with appropriate support, in selected mainstream class, stage or whole school events and activities.

6 Consultation Procedures

- 6.1 In terms of Section 22 of the Education (Scotland) Act 1980 and related regulations the Education (Publication and Consultation etc) (Scotland) Regulation 1981 as amended by the provisions of the Schools (Consultation) (Scotland) Act 2010, the Education Authority is required to publish details of and consult on any proposal that varies arrangements for the constitution of a special class as part of another school.
- 6.2 The Education Executive will not make any decision nor put any changes into effect until the consultation period has been concluded in line with statutory requirements.
- 6.3 The consultation period will be a total of 9.5 weeks, which includes 38 school days, beginning on 13 November 2013 and finishing on 17 January 2014.
- 6.4 The consultation will involve pupils, parents and Parent Councils, staff and their representative trade unions and professional associations at:
 - St Marys Primary School (Polbeth)
 - Ogilvie School Campus.
- 6.5 A public meeting will be held at 7pm on Wednesday 4th December 2013 in St Mary's Primary School (Polbeth). Officers of the council will be present to discuss this proposal and there will be an opportunity to ask questions at the meeting. It is appreciated however, that there is a limited time at the meeting. Therefore, to make sure all issues are covered and everyone gets the opportunity to contribute to the discussion, advance notice of specific questions or issues you would like to raise at the meeting will be accepted in writing only up to 2 days in advance of the meeting (see contact details at 6.7 below).
- 6.6 At the end of the consultation process, a report will be prepared for the Education Executive that will detail all responses received and a summary of their content including a statement from HM Inspectors on the educational aspects of the proposal. An officer response to the issues raised through the

consultation will also be incorporated in the report. The process and key dates are set out in Appendix 1.

- 6.7 All interested parties are invited to submit their comments in writing to the address below, or e-mail schoolconsultation@westlothian.gov.uk, no later than 17 January 2014.

Moir Niven
Depute Chief Executive
Civic Centre
Howden South Road
Livingston
West Lothian
EH54 6FF

November 2013

APPENDIX 1**Proposals for Formal Consultation**

Date	Event	Description
Tuesday 12 Nov 2013	Education Executive meeting	Meeting to discuss the proposal to relocate ASD classes to St Mary's (Polbeth) Primary from Ogilvie School Campus.
Wednesday 13 November 2013	Start of consultation	Beginning of public consultation
Wednesday 4 th December 2013	Public meeting	Meeting in St Mary's Primary School (Polbeth) to discuss proposal
Friday 17 January 2014	End of consultation	End of public consultation
Friday 24 January 2014	Consultation information to HM	
Friday 14 February 2014	HM Inspectors report due	HM Inspectors produce report
Tuesday 18 March 2014	Education Executive meeting	Decision made
Friday 21 March 2014	Process complete	All consultees informed of decision
March – June 2014	Transition Period	



Public Consultation Paper

On

**THE PROVISION FOR PUPILS WHO HAVE SEVERE AND COMPLEX
NEEDS**

November 2013

Data Label : PUBLIC

THE PROVISION MADE FOR PUPILS WHO HAVE SEVERE AND COMPLEX NEEDS

Proposal Paper

1 Introduction

- 1.1 The inclusion of educating pupils with additional support needs is a specific national priority.
- 1.2 The Education Executive decided at its meeting on 12 November 2013 to undertake public consultation on a proposal to make changes and improvements to the provision for pupils who have severe and complex support needs and a high level of vulnerability currently based in Pinewood School Campus and in the Pinewood School Campus Annex located at Blackburn Primary School.
- 1.3 The council has a clear commitment to ensuring that pupils with additional support needs have equal access to a balanced curriculum and should also have the facilities they need to achieve their fullest potential.
- 1.4 Changes to present provision are described in Section 3 of the consultation document. Any views on this proposal should be sent in writing to the Depute Chief Executive - Education, Planning and Area Services, Civic Centre, Howden South Road, Livingston, EH54 6FF to arrive by 17 January 2014
- 1.5 At the end of the consultation period a report will be prepared for the Council which will contain a note of the responses received and a summary of their content.

2. Current provision for pupils who have severe and complex support needs.

Current provision is as follows:

- 2.1 Pinewood School Campus serves pupils from throughout West Lothian. It provides fulltime education for pupils aged 5 to 18 years who have additional support needs arising from a complex profile which includes severe learning needs combined with one or more of the following
 - Autism Spectrum Disorder and / or social communication needs
 - Severe and / or significant sensory loss or impairment
 - Challenging behaviour
- 2.2. On site there are 13 classrooms where pupils from both the primary and secondary sectors are taught. Over time the school has outgrown itself and an annex of Pinewood School Campus is now based in Blackburn Primary School, where three classes are taught. There are also four classes of pupils with severe and complex needs attending Ogilvie School Campus. This was due to lack of capacity within the Pinewood School Campus building.
- 2.3 All of the pupils who attend Pinewood School Campus receive very high levels of support in their classes.

- 2.4 Each class has a teacher and is further supported by the appropriate ratio of Pupil Support Workers and Nursery Nurses. Pupils experience the range of primary and secondary school subjects. The pupils have individual educational targets which address literacy, numeracy and health and wellbeing within a range of appropriate learning contexts and subjects. Emphasis is given to developing independence, personal safety, self-travel, appropriate social skills and preparation for later life. The development of pupils' personal and social skills permeate all school activities and pupils acquire essential skills in forming relationships, caring for others, demonstrating appropriate social behaviour and looking after themselves.

3. Proposal

- 3.1 The proposal is to relocate provision for primary pupils with severe and complex needs from both Pinewood School Campus and the Pinewood School Campus Annex at Blackburn Primary School to join the four existing classes within Ogilvie School Campus. The intention is to establish severe and complex needs primary provision at Ogilvie School Campus and secondary provision at Pinewood School Campus. To minimise disruption for pupils and families a staged approach will be adopted. The intention is that Ogilvie School Campus will provide for pupils with severe and complex needs from Primary 1 through to Primary 4 from August 2014. Pinewood School Campus will provide for pupils with severe and complex needs from Primary 5 through to 6th year secondary from August 2014:

School Session	Stage / Location
2014 – 2015	<ul style="list-style-type: none"> • P1 - P4 Ogilvie School Campus • P5 – S6 Pinewood School Campus

Subsequent years will be managed flexibly with the ultimate aim being Ogilvie School Campus as primary provision and Pinewood School Campus as secondary provision.

- 3.2 This new arrangement will meet additional support needs by ensuring that in both locations pupils will develop their education and personal and social skills within a secure setting. Pupils will also benefit from wider learning experiences and further development of independence as necessary preparation for later life.
- 3.3 Geographically, and in terms of school accommodation, Ogilvie School Campus is an ideal primary specialist provision, located centrally within the authority. Pinewood School Campus currently provides for secondary provision.
- 3.4 Transportation of pupils will continue to be in line with council policy. Plans will be made for the car parks at both sites to facilitate the dropping off and the uplift of pupils safely and efficiently.
- 3.5 Ogilvie School Campus is a recently refurbished school with excellent facilities and resources for young people. Ogilvie School Campus has sufficient space to accommodate this planned relocation of provision for severe and complex needs together with space for the additional tasks that

require to be undertaken by the staff / visiting services / external agencies involved in supporting pupils with such needs.

- 3.6 Agreed plans for extending both Ogilvie School Campus and Pinewood School Campus through the capital programme will ensure the long term viability of the proposal.
- 3.7 In line with council procedure, the proposed relocated provision would be reviewed strategically by the Principal Educational Psychologist and the Education Officer with responsibility for Additional Support Needs (ASN).
- 3.8 The Head Teachers of Pinewood School Campus and Ogilvie School Campus would assume joint responsibility for the transition of pupils from primary to secondary and would ensure continuity and progression in the pupil's learning during the transition phase.
- 3.9 An implementation group comprising representatives from Education Management, Psychological Services, the Head Teachers from both Ogilvie School Campus and Pinewood School Campus, class teachers and parents would be established. This group will provide input and advice to assist the successful implementation and development of the proposal.
- 3.10 In line with the Equality Act 2010, all pupils would have equal access to available resources, including specialist learning and teaching input.

4. Educational benefits statement

- 4.1 This proposal rationalises provision for primary pupils with severe and complex needs from three sites to two, as an interim measure, with the ultimate aim of all primary pupils with severe and complex needs being located together in the one school. All secondary pupils will continue to enjoy the benefits of a single campus facility. This arrangement allows a reorganisation and rationalisation of key resources to meet the needs of both primary and secondary pupils with severe and complex needs. Thereby creating a service that represents national best practice.
- 4.2 Standards in Scotland's Schools etc Act (2000) defines the presumptive entitlement of every child to mainstream education and to be provided with a school education which is: "directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential"
- 4.3 There are no disadvantages to the existing pupil population in either Pinewood School Campus or Ogilvie School Campus or for future pupils to the schools.
- 4.4 This proposal is in line with national guidance and would offer increased opportunities for pupils to come together in whole school events and activities.

5. Summary

- 5.1 This consultation document proposes changes to educational provision for children with severe and complex additional support needs. It recommends, establishing separate primary and secondary provision, within a phased transition timescale. This primary/secondary model offers better opportunities for these pupils by consolidating provision within single campus facilities.
- 5.2 By reorganising and rationalising key resources to meet the needs of both primary and secondary pupils with severe and complex needs it is possible to create a service that represents national best practice.

6 Consultation Procedures

- 6.1 In terms of Section 22 of the Education (Scotland) Act 1980 and related regulations the Education (Publication and Consultation etc) (Scotland) Regulation 1981 as amended by the provisions of the Schools (Consultation) (Scotland) Act 2010, the Education Authority is required to publish details of and consult on any proposal that varies arrangements for the constitution of a special class as part of another school.
- 6.2 The Education Executive will not make any decision nor put any changes into effect until the consultation period has been concluded in line with statutory requirements.
- 6.3 The consultation period will be a total of 9.5 weeks, which includes 38 school days, beginning on 13 November 2013 and finishing on 17 January 2014.
- 6.4 The consultation will involve pupils, parents and Parent Councils, staff and their representative trade unions and professional associations at Pinewood School Campus and Ogilvie School Campus.
- 6.5 A public meeting will be held at 7pm on the evening of Thursday 5th December 2013 in Pinewood School Campus.

Officers of the council will be present to discuss this proposal and there will be an opportunity to ask questions at the meeting. It is appreciated however, that there is limited time at the meeting. Therefore, to make sure all issues are covered and everyone gets the opportunity to contribute to the discussion, advance notice of specific questions or issues you would like to raise at the meeting will be accepted in writing only up to 2 days in advance of the meeting (see contact details at 6.7 below).

- 6.6 At the end of the consultation process, a report will be prepared for the Education Executive that will detail all responses received and a summary of their content including a statement from HM Inspectors on the educational aspects of the proposal. An officer response to the issues raised through the consultation will also be incorporated in the report. The process and key dates are set out in Appendix 1.

- 6.7 All interested parties are invited to submit their comments in writing to the address below, or e-mail schoolconsultation@westlothian.gov.uk, no later than 17 January 2014.

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EH54 6FF

November 2013

APPENDIX 1**Proposals for Formal Consultation**

Date	Event	Description
Tuesday 12 November 2013	Education Executive meeting	Meeting to discuss the proposal to establish separate primary and secondary provision for severe and complex needs
Wednesday 13 November 2013	Start of consultation	Beginning of public consultation
Thursday 5 December 2013	Public meeting – Pinewood School Campus	Meeting in Pinewood School Campus to discuss proposal
Friday 17 January 2014	End of consultation	End of public consultation
Friday 24 January 2014	Consultation information to HM Inspectors	
Friday 14 February 2014	HM Inspectors report due	HM Inspectors produce report
Tuesday 18 March 2014	Education Executive meeting	Decision made
Friday 21 March 2014	Process complete	All consultees informed of decision
March - June	Transition period	



West Lothian
Council

EDUCATION EXECUTIVE

COMMERCIAL ACTIVITY IN SCHOOLS

REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT

A. PURPOSE OF REPORT

To invite the Education Executive to consider the proposed new Commercial Activity in Schools Policy, which is intended to replace the current Collections and Trading Policy.

B. RECOMMENDATION

To recommend to the Education Executive approval of the Commercial Activity in Schools Policy, to replace the existing Collections and Trading Policy.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	An equality relevance assessment has been carried out. The school fund procedures will require to be updated to reflect the content of this new policy, if approved by the Education Executive.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	None
VI Resources - (Financial, Staffing and Property)	None
VII Consideration at PDSP	Draft Policy approved for submission to Education Executive.
VIII Other consultations	Parent Council Forum

D. TERMS OF REPORT

The existing Collections and Trading Policy has been in operation for a number of years. It has been reviewed in light of comments received from parents and Headteachers, and to reflect advice given to schools and emerging best practice in schools.

The policy is intended to be clearer and easier to understand.

Major changes include:-

- Widening the scope of fund raising and collections to include not for profit organisations as well as registered charities.
- Stating that Pupil Councils will normally be involved in agreeing fund raising and collections, and may propose an annual programme of collections.
- Specifying that the Parent Council will be informed, normally in advance, of proposed fund raising activities and collections, including any proposed programme of activity.
- Specifying issues that a Headteacher should consider in relation to donations and sponsorship.
- Specifying that the Parent Council will be informed of donations and, normally in advance, of proposed sponsorship arrangements.
- Clarifying the position in relation to circulation of advertising material.
- Specifying that the Parent Council will be informed, normally in advance, of proposed commercial activity, including the sale of for example books, photographs, year-books, diaries, and clothing, and that Headteachers should outline to the Parent Council the rationale for offering articles from a particular supplier.

Discussions have taken place with Parent Council representatives, who considered this an important area, and welcomed the greater openness that the opportunity for discussion by the Parent Council would give. The teaching unions and Headteachers recognised that the proposals in the report represented good practice.

E. CONCLUSION

The Education Executive is invited to approve the proposed new Commercial Activity in Schools Policy, which is intended to replace the current Collections and Trading Policy.

F. BACKGROUND REFERENCES

Collections and Trading Policy

Appendices/Attachments: Draft Commercial Activity in Schools Policy

Contact Person: Andrew Sneddon, Customer and Performance Manager, Education Services, Civic Centre, Howden Road South, Livingston, EH54 6FF

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James Cameron

Head of Schools and Education Support

12 November 2013

COMMERCIAL ACTIVITY IN SCHOOLS

Commercial activity may take place in schools as part of the curriculum, as part of the wider social activities of the school, to provide additionality to supplement core educational funding, and to provide services to parents. This policy covers activities undertaken by the school, and not activities undertaken by Parent Council or other parental body.

1) FUND RAISING AND COLLECTIONS

Schools may decide to raise money for charitable or not-for-profit organizations.

The Pupil Council will normally be involved in any decision to raise money for a charitable or not-for-profit organization, and may propose an annual programme of fund raising activity and collections.

The Parent Council will be informed, normally in advance, of proposed fund raising activities and collections, including any proposed programme of activity.

The Headteacher must ensure that all fund raising and charitable collection has sound links to the curriculum, and/or is consistent with the ethos and aims of the school and West Lothian Council. Fund raising and charitable collection may impact financially on parents/carers, and the Headteacher should take this into account

Headteachers will be responsible for all fund raising and collection within their school.

The permission of parents/carers must be sought for the participation of their child.

2) DONATIONS AND SPONSORSHIP

Schools may accept donations and sponsorship. The Headteacher must ensure that all donations and sponsorship have sound links to the curriculum, and/or are consistent with the ethos and aims of the school and West Lothian Council. Donations and sponsorship are not intended to replace Council funding of core educational activities, but to allow schools to supplement this provision.

In addition, before accepting donations and sponsorship, Headteachers must consider:-

- Equity – does accepting a donation or sponsorship from one individual/organization disadvantage any other individuals/organizations, or have all individuals/organizations had an equal opportunity to offer donations or sponsorship?
- The Employees Code of Conduct – no donation or sponsorship can be accepted if this contravenes the Employees Code of Conduct.

DATA LABEL: PUBLIC

- The reputation of the Council – it may damage the reputation of the Council to accept donations and sponsorship from, for example, alcoholic drink companies or tobacco companies.

If in any doubt, the Headteacher should consult the Head of Service.

The Parent Council will be informed of donations and, normally in advance, of proposed sponsorship arrangements.

3) ADVERTISING

Leaflets and flyers and other media advertising the availability of goods, services or activities should not be displayed or distributed to pupils and parents/carers unless there is a sound link to the curriculum, and/or the goods, services or activities are consistent with the ethos and aims of the school and West Lothian Council.

If leaflets, flyers or other media advertising the availability of goods, services or activities, are displayed or distributed, the Headteacher must ensure that all pupils and parents/carers are informed clearly that the supplier/provider is unconnected with West Lothian Council and that the Council cannot endorse or approve the goods, services, activities or supplier/provider (unless the material is from or on behalf of a Council or Community Planning Partnership service).

In addition, before circulating leaflets, flyers or other media, Headteachers must consider:-

- Equity – does circulating leaflets, flyers or other media from one supplier/provider disadvantage any other suppliers/providers, or have all suppliers/providers had an equal opportunity to offer donations or sponsorship? Headteachers must not be seen to favour one supplier/provider at the expense of others.
- The Employees Code of Conduct – no material may be circulated if this contravenes the Employees Code of Conduct.
- The reputation of the Council – it may damage the reputation of the Council to circulate material from, for example, alcoholic drink companies or tobacco companies.
- The administrative burden – it may take up valuable staff time to circulate material. Headteachers should be aware that agreeing to circulate material from one supplier/provider may give rise to other requests.
- The reaction of parents/carers – parents/carers do not always wish to receive, or for their children to be exposed to, unsolicited marketing material.

DATA LABEL: PUBLIC

4) OTHER COMMERCIAL ACTIVITY

Schools may offer articles for sale through the school on behalf of commercial organizations for the benefit of pupils and parents/carers, for example books, photographs, year-books, diaries, and clothing.

Purchase of such items must be optional and not compulsory.

Head teachers must follow the School Fund Account Procedures and the appropriate financial regulations and other council procedures including the Council Cash Procedure.

The Parent Council will be informed, normally in advance, of proposed commercial activity. Headteachers should outline to the Parent Council the rational for offering articles from a particular supplier.

5) ENTERPRISE

Schools are encouraged to develop enterprise education through a range of innovative and creative projects. This may include forming links with local business and commercial activity by pupils and students. This policy is not intended to restrict the development of enterprise education.



West Lothian
Council

EDUCATION EXECUTIVE

APPOINTMENT OF HEADTEACHERS AND DEPUTE HEADTEACHERS

REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT

A. PURPOSE OF REPORT

To invite the Education Executive to consider revisions to the Appointment of Headteachers and Depute Headteachers Policy

B. RECOMMENDATION

To recommend to the Education Executive approval of the Appointment of Headteachers and Depute Headteachers Policy

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	An equality relevance assessment has been carried out.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	None
VI Resources - (Financial, Staffing and Property)	None
VII Consideration at PDSP	Following consideration at the Education PDSP, additional clarification was added to paragraph 1.3 and 1.4 regarding the participation of parents in cases where no Parent Council was formed; additional clarification was added in paragraph

4.6 regarding the visit to the school; and the wording of paragraphs 5.1 - 5.3 were amended to clarify the scope of parental involvement.

VIII Other consultations

Parent Council Forum
LNCT
Headteachers

D. TERMS OF REPORT

The Appointment of Headteachers and Depute Headteachers policy is kept under regular review in order to ensure that it addresses the issues that arise during the appointment process. This most recent review takes account of comments received from Parent Councils, Headteachers and the Teaching Unions, and reflects advice given to Appointment Panels, Parent Councils and current practice.

Major changes include:-

- Requiring a potential conflict of interest to be considered right at the start of an appointment process, including during discussions with the Parent Council, and not simply at the Appointment Panel.
- Introducing flexibility in the timing of feedback to an unsuccessful candidate, dependant on the particular circumstances of the recruitment.

Other minor amendments are highlighted in bold in the draft policy.

E. CONCLUSION

The Education Executive is invited to approve the proposed revisions to the Appointment of Headteachers and Depute Headteachers Policy.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Draft Appointment of Headteachers and Depute Headteachers Policy

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James Cameron

Head of Schools and Education Support

12 November 2013

Policy:Responsible Officer:
Service:**Appointments – Head and Depute
Teachers**Andrew Sneddon
Education

Last Updated:

October 2013

1. INTRODUCTION

- 1.1 The Scottish Schools (Parental Involvement) Act 2006 and the Parental Involvement in Head Teacher and Depute Head Teacher Appointments (Scotland) Regulations 2007 provide for the Parent Council to be involved in the appointment of Head Teachers and Depute Head Teachers.
- 1.2 This guidance describes West Lothian Council's appointment procedure and the role of the Parent Council in preparation of a short-list of candidates and on the appointment panel.
- 1.3 Where no Parent Council is formed, members of the parent association or parent members of the parent staff association may be substituted for Parent Council members. Where no parent association or parent staff association is formed, nominees of the Parent Forum may be substituted for Parent Council members. Where members of a parent association or parent members of the parent staff association or members of a Parent Forum participate in the appointment of a Headteacher or Depute Headteacher, all references to the Parent Council representatives in this policy shall apply to them.
- 1.4 It shall be the responsibility of the Parent Council to identify their nominees to participate in the appointment of the Headteacher or Depute Headteacher. Where members of a parent association or parent staff association or a Parent Forum participate in the appointment of a Headteacher or Depute Headteacher, it shall be their responsibility to identify their members to participate, by lot if not otherwise agreed.
- 1.5 It should be noted that when involved in recruitment and selection any kind of relationship which could affect the ability to be impartial must be declared. Officers of the Council and members of the Parent Council should declare this interest to the Education Officer before attending any meeting connected with the appointment, and the Education Officer will advise whether participation would be appropriate. Other members of the appointment panel should declare this interest to the Chairperson of the appointments panel, and the Chairperson will advise whether participation would be appropriate. The test is whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it would be likely to prejudice the decision.

2. APPOINTMENT PROCESS AND JOB/PERSON SPECIFICATIONS

- 2.1 The Depute Chief Executive has delegated responsibility for deciding if a vacancy should be filled on a permanent basis.

- 2.2 The Deputy Chief Executive will consult with the particular school's Parent Council on the strategies to be employed to fill a Head Teacher or Deputy Head Teacher Post, and on the job/person specifications. This consultation will cover the advert and school context and what the Parent Council are looking for in their school leader. However, this will not apply if the council has a Head Teacher or Deputy Head Teacher currently subject to compulsory transfer who will be redeployed to that post.
- 2.3 Subject to this consultation, the normal procedure is that permanent post vacancies are advertised in appropriate publications as determined by the Deputy Chief Executive.
- 2.4 To ensure consistency of professional standards and practice, and compliance with equalities legislation, the normal procedure (subject to consultation with the Parent Council), will be to use:
- a standard job-specification/outline (see Appendix 1 of the Recruitment & Selection Procedure); and
 - a person-specification compiled by the Education Development Manager under a series of headings linked to requirements for headship and reflecting the circumstances of the school, and any existing strengths and weaknesses identified by Education Scotland or internal reports.

3. APPLICATION PROCEDURE

- 3.1 Human Resources issue application packs comprising:
- Application form;
 - Job description;
 - Other relevant information about the job/organisation/school profile etc;
 - Equal opportunities monitoring form (the statistics will be used to compile a profile of applicants).
- 3.2 In the case of denominational schools, representatives of the church in whose interest the school is conducted, must have approved candidates regarding their religious belief and character. It is the responsibility of applicants to apply for this approval.
- 3.3 In the case of re-advertisement, all previous applicants are required to reapply.

4. LONG AND SHORT-LEET PROCEDURE

- 4.1 The appropriate Head of Service, Education Officer and Education Development Manager screen applications as follows:
- candidates' experience and expertise in relation to the person specification;
 - relevant Education Scotland Reports regarding candidates' management and leadership skills;

- conditions for registration by the General Teaching Council (Scotland).
- 4.2 Long-leet interviews will normally be conducted where there are 4 or more eligible candidates. Applications are checked against the person specification and those that meet the essential and most of the desirable criteria are invited for a long-leet interview.
 - 4.3 Long-leet interview panels will normally comprise of the Head of Service or Education Development Manager, Education Officer with responsibility for the particular school, and an assisting Head Teacher. For Depute Head Teacher Posts, the particular school's Head Teacher replaces the Education Development Manager.
 - 4.4 The Long-Leet interview and screening process may, at the discretion of the Head of Service for Head Teacher posts, and the Head Teacher for Depute Head Teacher posts, include additional stages designed to assist the assessment of candidates' suitability. These stages may include:-
 - observed discussion with stakeholders at the school
 - group exercises involving observed discussion between candidates
 - completion of set tasks by candidates
 - 4.5 These additional stages will be arranged to coincide with long-leet interviews, and will be conducted by those involved in the long-leet interview panels.
 - 4.6 Following long leet, candidates progressing to short-leet will be given the opportunity to visit the school, and meet the Headteacher. This school visit will not form part of the selection process. Other stakeholders will not participate in the school visit.

5 INVOLVEMENT OF THE PARENT COUNCIL

- 5.1 Human Resources will advise the Parent Council's Chairperson of any meeting to be called regarding selecting candidates for the post of Head Teacher or Depute Head Teacher.
- 5.2 The school's Education Officer (on behalf of the Depute Chief Executive) will attend a formal meeting of the Parent Council to take account of the Parent Council's views after the long leet process and prior to finalising a short-leet.
- 5.3 The purpose of the meeting is to discuss the merits of the candidates based on the long-leet interview and to explain the decisions taken. The full list of applicants will be made available at the meeting with as much information as necessary to discuss the composition of the short-leet.
- 5.4 Following assessment against the criteria in the person specification and consultation with the Parent Council, 3 or in exceptional circumstances 4 candidates will be invited to short-leet interview. Unsuccessful long-leet candidates are given the opportunity to receive feedback on their interview performance and will be informed that they will not progress to short-leet interview. The Depute Chief Executive will determine the timing of this feedback, taking account of the particular circumstances of the recruitment process.

- 5.5 Where there are fewer than 3 eligible candidates, the Depute Chief Executive may decide to re-advertise, but will consult with the particular school's Parent Council before making this decision.
- 5.6 Following re-advertisement, if there are fewer than 4 eligible candidates following long-leet, ALL eligible candidates will be interviewed at short-leet.
- 5.7 The Parent Council must give the Depute Chief Executive advance notice of any proposed meeting regarding the appointment of a Head Teacher or Depute Head Teacher. The Depute Chief Executive or nominee (normally the school's Education Officer) is entitled to attend the meeting and give advice in relation to the appointment.
- 5.8 The school's Education Officer will involve the Parent Council in the selection of topics for parental questions.

6 APPOINTMENT PANEL COMPOSITION

6.1 CHAIRPERSON OF INTERVIEW PANEL

Depute Chief Executive (or nominee) – Head Teacher appointment

Head Teacher – Depute Head Teacher appointment

6.2 OTHER PANEL MEMBERS

- Education Officer (or nominee)
- 2 elected or appointed members chosen from the nominated pool of trained elected members. For denominational schools, the Roman Catholic religious representative is invited to attend as one of the two elected or appointed members.
- 2 trained Parent Council members, or other trained persons duly nominated at a formal Parent Council meeting.

- 6.3 A quorum consists of 3 provided that professional officers, elected or appointed members and Parent Council representatives are all represented. In exceptional circumstances an interview may proceed without each category of member being represented, for example where no Parent Council is formed and no other parental representation is available, where a member expected to attend cannot attend due to particular circumstances. In such circumstances the Chair will decide whether or not to proceed, having regard to this policy.

- 6.4 The Appointment Panel must recommend one candidate for appointment unless it considers that no one on the short-leet is suitable.

7. APPOINTMENT PANEL PROCEDURE

- 7.1 Candidate selection is carried out by a panel interview, where candidates can expect to deliver a short presentation and answer questions.

The panel members meet immediately prior to the interview to:

- Familiarise themselves with candidate information, job description and person specification.
- Agree topics each will take - for example:
 - Parent Council members may wish to ask questions focused on the candidate's approach to maintaining discipline in the school, developing links with the local community etc.;
 - Elected members may wish to ask how the candidate will put council values into the job (e.g. developing a performance culture/good communications etc.).
- Decide what questions to ask candidates. Questions must:
 - relate to the job description and the person specification;
 - be framed so that they are not discriminatory (see Appendix 1 below);

7.2 The same questions should be put to all candidates and, depending on the answers, supplementary questions can be asked. Sample questions are available from the Education Officer.

7.3 Interview preparation helps the interview to flow smoothly, and presents candidates with a positive image of the panel and the organisation they represent. It also helps:

- the panel to get to know each other so that they feel more comfortable working together;
- build confidence in panel members who may be anxious as they have little interviewing experience;
- ensure that panel members are clear about what they are looking for, making it easier to choose a preferred candidate
- ensure that unfair discriminatory questions are not asked.

7.4 Officers of the council, including officers from Education Services, Human Resources and Legal Services, will provide training in the interview process.

8. ASSESSING A CANDIDATE'S SUITABILITY FACTORS TO BE CONSIDERED

8.1 Staff applying for senior management posts in schools should be able to show that they:

- have led school or cluster working groups or departments successfully;
- have taken opportunities provided by the council to develop their professional knowledge or skill;
- have shown innovation in their work;
- can manage people well, motivate them to achieve success and handle problems in a sensible way;
- have a sound and practical grasp of major initiatives and Authority Policy and can implement these effectively;

- relate well to staff, pupils, parents and the wider community through activities inside and outwith school;
- have a breadth and depth of experience to bring to bear in the particular circumstances of the school in question;
- know their own strengths and weaknesses, are realistic and optimistic in their outlook and can handle difficult situations.

8.2 Members of the Appointment Panel may be more familiar with one or more candidates than others, for example in the case of candidates employed by the Council, or candidates in acting posts. It is important that appointments are made based on the evidence presented during application and interview, judged against the job description and person specification.

9 SCHOOL MANAGEMENT ASPECTS OF WHICH CANDIDATES SHOULD BE AWARE

- 9.1 Secondary school candidates should be aware of communication issues and have strategies for supporting departments and monitoring their effectiveness (e.g. through grouping them and linking each group to a member of the Senior Management Team).
- 9.2 Primary school candidates should be aware of supporting staff at different stages, to plan, implement and monitor classroom work within a whole school framework. Policies are therefore important as well as a system to ensure all plans are checked, agreed and evaluated for their success.
- 9.3 In both sectors the following aspects of school management apply:
- Improvement Planning
 - Monitoring, Evaluating and promoting Quality – linked to school review
 - Staff Development and Staff Review
 - Managing links with other schools, the community and world of work
 - Managing change and development
 - Devolved School Management (DSM)

10. CURRICULUM ASPECTS OF WHICH CANDIDATES SHOULD BE AWARE

- 10.1 Attainment and National Qualifications.
- 10.2 The Curriculum (the 3-18 Curriculum for Excellence).
- 10.3 Equal Opportunities.
- 10.4 Assessment, recording and reporting achievement
- 10.5 Pupil Support, including support for learning, pupil guidance and youth strategy.

10.6 Nursery/Primary and Primary/Secondary liaison

10.7 School evaluation

11. KEY FACTORS THAT CANDIDATES SHOULD DEMONSTRATE

11.1 Promoting effective learning and teaching and achievement for pupils of all abilities.

11.2 Involving parents and the work of the school and Authority in the education of their children.

12 ASSESSING THE CANDIDATES AND TAKING THE DECISION

12.1 To help panel members keep a record of their impressions of each candidate an assessment checklist can be used. These can be drawn up for the panel by the Education Officer based on the factors in sections 9, 10 and 11 above.

12.2 Candidates are not assessed against each other, but are assessed against the criteria in the job description and person specification. Standard procedure for making the final decision is that the Chairperson invites each member of the panel in turn to give his/her assessment of the candidates against the selection criteria. Panel members are not asked to state their preference at this stage. They are given an opportunity to comment on the assessments of their fellow panel members, and a period of debate will take place. The Chairperson will then invite each panel member to, independently, state his/her preference. Withdrawal of some panel members to consider as a group is not permitted.

12.3 Appointment will be made by majority decision. The Chairperson has a casting vote in the case of equality of votes.

12.4 At all stages in the process, a record of how the decision was reached should be kept by the Education Officer using the assessment checklists, selection notes etc. If an unsuccessful candidate challenges the decision, evidence is available to show that the decision is fair.

13. COMMUNICATING THE DECISION

13.1 Head Teacher appointments – the Education officer advises the successful candidate, usually on the same day as the interview.

13.2 Depute Head Teacher appointments – the interview panel Chairperson (Head Teacher) advises the successful candidate.

13.3 References are taken up for the successful candidate at this stage, as validation of the successful candidate, and registration with the Protecting Vulnerable Groups scheme checked. Pre-employment health screening will be undertaken in line with the Council's Recruitment and Selection policy.

The offer of employment will be conditional on the outcome of pre-employment checks.

- 13.4 On acceptance of the offer, feedback is available to the unsuccessful short-listed candidates.

EQUALITY AND LEGISLATION

1. West Lothian Council is committed to promoting equality of opportunity.
2. Selection is based on fitness or suitability of the person to perform the duties expressed or implied in the contract. Interviewees must ensure that candidates are not discarded on criteria unrelated to the requirements of the job.
3. Discrimination can be described as direct or indirect:
 - **Direct discrimination** occurs when two individuals are treated differently in the same or not materially different circumstances.
 - **Indirect discrimination** occurs when an unjustifiable requirement or condition is applied equally when it is likely to favour one of the two individuals concerned (e.g. all qualifying experience must be in Britain).
4. All appointments must be made in line with the Equalities Act 2010, which brought together and extended existing equalities legislation.

The Act introduced protected characteristics for which discrimination is unlawful.

The protected characteristics are:-

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race,
- religion or belief (including lack of belief),
- sex and
- sexual orientation.

The Rehabilitation of Offenders Act 1974, makes it unlawful, to refuse employment on the basis of spent convictions. A conviction of less than thirty months imprisonment may become rehabilitated if the offender commits no further serious offence during the rehabilitation period. The rehabilitation periods vary with sentences imposed and the age of the offender. Exemption from the Act includes those in a profession where there is substantial unsupervised access to children. All teaching and most non-teaching posts in schools are therefore exempt and applicants may legitimately be asked to declare any relevant spent convictions.

The Trade Union Reform and Employment Rights Act 1993 (TURER) makes it automatically unfair to dismiss a woman on the grounds of pregnancy. From the first day of employment, women have a statutory right to maternity leave and to return to work after the birth.

The Trade Union and Labour Relations (Consolidation Act) 1992 makes it unlawful to discriminate on the grounds of union membership - subject to the provisions of any union membership.

- 4.8 The strategy of the European Community has been to ensure freedom of movement of workers within the community. This requires that law and practice in member states does not discriminate against non-nationals by the use of quotas, ring fencing and the like and that there is 'mutual recognition of vocational qualifications'. There are, for example, specific articles and directives covering:
- freedom of movement of workers;
 - right to set up businesses in member states;
 - specific qualifications – especially the medical profession;
 - recognition of professional and vocational training of three years or more.

APPOINTMENT OF TEACHERS – DENOMINATIONAL SCHOOLS

- 1) According to the Education (Scotland) Act 1980, any teacher appointed to any post on the staff of a denominational school by the education authority shall be required to be approved as regards religious belief and character by representatives of the church or denominational body in whose interest the school has been conducted.
- 2) In West Lothian, denominational schools are conducted in the interest of the Roman Catholic Church.
- 3) Accordingly, all applicants for teaching posts at Roman Catholic Schools within West Lothian shall be required to hold approval (or be eligible for approval) to teach in a Roman Catholic School from the Archdiocese of St Andrews and Edinburgh

Note – the above is required for all temporary posts of over 4 weeks in duration.

- 4) It is the applicant's responsibility to apply for this approval. Applications for approval should be made promptly by the applicant and forms are available on-line at:- www.sces.uk.com/approval.html
- 5) No appointment to a teaching post at a Roman Catholic School within West Lothian shall be processed until approval has been confirmed by the Head Teacher or in the case of a Head Teacher appointment, the Education Officer.
- 6) Fresh approval must be sought for each post that a teacher applies for whether promoted, acting, transfer or moving from a temporary to a permanent contract.

Customers with Special Requirements

Information is available in Braille, on tape, in large print and community languages.

Please contact the Interpretation and Translation Service on 0131 242 8181.

هذه المعلومات متوفرة بلغة بريل وعلى شريط وبخط كبير وبلغات الجالية.

الرجاء الإتصال بخدمة الترجمة على الهاتف 0131 242 8181

এই তথ্য আপনি ব্রইল, টেপ, বড় অক্ষরে এবং কমিউনিটির বিভিন্ন ভাষাগুলিতেও পাবেন। অনুগ্রহ করে

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Prosimy o kontakt z Usługami Tłumaczeniowymi pod numerem 0131 242 8181.

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