



West Lothian  
Council

## ***Education Executive***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

9 October 2014

A Special meeting of the **Education Executive** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 14 October 2014** at **8:30 a.m.**

### **BUSINESS**

1. Apologies for Absence
2. Order of 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.

### **Public Item for Decision**

4. West Lothian Council Education Services: Additional Support Needs Review 2014 - Report by Head of Education (Quality Assurance) (herewith)

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NOTE      **For further information please contact Elaine Dow on 01506 281594 or email [elaine.dow@westlothian.gov.uk](mailto:elaine.dow@westlothian.gov.uk)**





West Lothian  
Council

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Mr Graham Hope  
Chief Executive  
West Lothian Council  
Civic Centre  
Howden South Road  
Livingston

Our Ref:  
Your Ref:

30 September 2014

Dear Graham

Education Executive – Special Meeting

As Chair of the Education Executive, I hereby call a special meeting of the committee to consider a report on West Lothian Council, Education Services – Additional Support Needs Review 2014 under Standing Order 5.

Yours sincerely

Councillor Lawrence Fitzpatrick  
Chair Education Executive



## **EDUCATION EXECUTIVE**

### **WEST LOTHIAN COUNCIL EDUCATION SERVICES: ADDITIONAL SUPPORT NEEDS REVIEW 2014**

#### **REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

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

To request authorisation to progress to formal public consultation from 16 October 2014 on proposals to ensure equitable, high quality and sustainable provision to meet the needs of increasing numbers of pupils with additional support needs.

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

1. It is recommended that the Education Executive authorises Education Services to undertake a formal consultation exercise commencing on 16 October 2014 on the following:
  - a) A proposal to establish Connolly School Campus, a new primary school for Additional Support Needs (ASN) located at Connolly House, Blackburn from August 2015 containing 4 primary special classes (for the provision of Social, Emotional and Behavioural Needs (SEBN) education across P1 to P7) under the management of the Principal of the West Lothian Behaviour Support Service.
  - b) A proposal to re-locate the existing 4 Social, Emotional and Behavioural Needs (SEBN) primary special classes (providing education across P1 to P7) from Ogilvie School Campus, Knightsridge, Livingston to Connolly School Campus, Blackburn; this relocation process from Ogilvie School Campus to Connolly School Campus to be completed by August 2015.
  - c) A proposal to establish 3 primary special classes at St Mary's Primary School, Polbeth (for the provision of primary education for children with Autism Spectrum Disorder (ASD) across P1 to P7) under the management of the Head Teacher of St Mary's Primary School, Polbeth; 2 classes commencing from August 2015 and a 3<sup>rd</sup> class commencing from August 2018.
  - d) A proposal to re-locate the existing P1 to P3 pupils from the Autism Spectrum Disorder (ASD) special classes at Ogilvie School Campus, Knightsridge, Livingston to St Mary's Primary School, Polbeth with effect from August 2015; the existing P4 to P6 pupils from the ASD classes at Ogilvie School Campus to complete their primary schooling within Ogilvie School Campus.
2. It is recommended that the above individual proposals be published in a single consultation paper (attached as Appendix 1 to this report), due to the strong

links between them. Following the consultation, the council can consider the appropriateness of implementing all or any one or more of the proposals and adjust the timetable of individual proposals separately if necessary.

3. It is recommended that the Education Executive:

- a) Note the intention for Pinewood School Campus to continue as a 5-18 all-through school.
- b) Note the intention for Ogilvie School Campus to become a 5-18 all-through school for children with severe and complex needs which will necessitate a further consultation, to be brought by Education Services to a future meeting of the Education Executive, on the establishment of secondary education within special classes for children with severe and complex needs in Ogilvie School Campus.
- c) Note the intention to bring a further report to a future meeting of the Education Executive regarding the formal naming of the Connolly School Campus provision following appropriate discussion with stakeholders.

## C. SUMMARY OF IMPLICATIONS

<b>I Council Values</b>	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
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Education (Scotland) Act 1980 Education (Additional Support for Learning) (Scotland) Act 2004 Scottish Schools (Parental Involvement) Act 2006 Standards In Scotland's Schools etc Act (2000) Equality Act 2010 Schools (Consultation) (Scotland) Act 2010 Children and Young People (Scotland) Act 2014 UN Convention on the Rights of the Child (Article 12)
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and Performance Indicators</b>	The educational benefits resulting from the proposals will impact positively on a range of performance indicators including attainment.
<b>V Relevance to Single Outcome Agreement</b>	Outcome 1, 2 and 5
<b>VI Resources - (Financial, Staffing and Property)</b>	The approved revenue budget for Schools for 2014/15 includes £501,000 for demographics in the special sector. A further £409,000 for 2015/16, £250,000 for 2016/17 and £58,000 for 2017/18 is required to be incorporated into the budget model to meet the projected growth in additional support

needs provision. One additional special class staffing structure will be required in order to effect the transition of the ASD classes from Ogilvie School Campus, Livingston, to St Mary's Primary School, Polbeth for school sessions 2015/16 to 2017/18 and will be accommodated within the special school resources.

Capital budget provision of £2.3m has been included in the Capital Programme to 2017/18 for development of the special needs school estate to meet demographic requirements. Deployment of this resource will be confirmed on the conclusion of the formal consultation.

## **VII Consideration at PDSP**

The report is being submitted directly to the Education Executive. Elected and Appointed Members will have the opportunity to comment on the outcome of the consultation at an Education PDSP in March 2015 prior to a decision by the Education Executive on 24 March 2015.

## **VIII Other consultations**

In compliance with the Schools (Consultation) (Scotland) Act 2010, the statutory consultees are prescribed as follows:

- the Parent Council of the affected school;
- the parents of the pupils at any affected school;
- the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- the staff (teaching and other) at any affected school;
- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- community councils;
- the Roman Catholic Church; and
- any other users of any affected school that the council considers relevant and other bodies with a particular interest in ASN provision.

Information on pre-consultation stakeholder engagement is detailed in Appendix 2.

Legal Services, Finance, Information Technology (IT), Construction, Planning, Transportation, Human Resources, Social Policy and NHS Lothian.

## **D. TERMS OF REPORT**

### **D.1 Background**

Formal public consultation on proposals to review Additional Support Needs (ASN) education in West Lothian which had commenced in November 2013 was withdrawn, by decision of the Education Executive in February 2014. Later that month, interim arrangements to accommodate the P1 intake of pupils with Severe and Complex Needs (SCN) for August 2014 were agreed. Fresh proposals have been developed and are contained within this report with a view to carrying out formal public consultation in order to meet longer term service requirements.

### **D.2 The Need for a Strategic Review of Additional Support Needs Provision**

West Lothian Council is committed to high quality inclusive education. It is necessary to undertake a strategic review and extend additional support needs education provision in West Lothian in order to ensure that pupils with additional support needs who require provision within a specialist setting can have their needs met appropriately. Changes in arrangements for specialist provision are required to meet the increasing demographic of the pupil group.

It is recognised that there are legislative issues surrounding proposals to change existing education arrangements. A multi-agency steering group comprising senior representation from Education, Legal, Finance, Information Technology (IT), Construction, Planning, Transportation, Human Resources, Social Policy and NHS Lothian has been established. The remit of the steering group is the coordination and management of the ASN review and the implementation of the decision of the Education Executive at the conclusion of the consultation.

### **D.3 Pre-Consultation Stakeholder Engagement in Relation to Revised Proposals**

Education Services established a two-phase programme of pre-consultation with key stakeholders (June and September 2014) for engagement in advance of a statutory consultation. The aim of the engagement was to inform key stakeholders of the intention to progress a statutory consultation in the autumn of 2014, to outline possible options, address identified issues and finalise proposals for consultation. Appendix 3 provides detail of the two-phase programme of engagement. Education Services found this exercise to be valuable and consultees commented favourably on having the opportunity to engage with Education Services at this early stage.

#### **D.4 Current Provision – Ogilvie School Campus**

Ogilvie School Campus currently faces the challenge of providing education for the following three distinct profiles of need. :

- SEBN - 4 primary special classes (maximum class size is 6 pupils) (capacity 24)
- ASD - 3 primary special classes (maximum class size is 6 pupils) (capacity 18)
- SCN - 4 primary special classes (maximum class size is 8 pupils) (capacity 32).

Ogilvie School Campus also accommodates both the Primary Behaviour Support and Looked After Children Outreach teams.

Classroom accommodation throughout Ogilvie School Campus is variable in size and will benefit from internal modification to ensure consistency of approach for all pupils. High quality of facilities and resources will empower staff and enable them to teach more creatively; pupils in turn will benefit from a more complete and integrated service.

#### **D.5 Research, Guidance and Best Practice**

##### **D5.1 An Inclusive Approach**

Inclusion requires careful, on-going planning and communication with pupils, parents/carers, schools and multi-agency partners. When it is implemented effectively it can have a very positive impact on the life experiences of the children and young people. Education Services has a strong commitment to promoting the educational benefits of inclusion and to supporting children and young people with additional support needs with access to mainstream school settings through appropriately planned integration whenever possible.

West Lothian Council also has a strong commitment to building capacity within mainstream schools to meet the needs of pupils with additional support needs through well-judged pedagogy, improving skill capacity, and adapting facilities and resources. This is achieved through robust professional development and training which helps embed a supportive ethos and culture throughout all schools. The Council recognises its responsibility for “Getting It Right For Every Child” and, through Curriculum For Excellence, the responsibility to design appropriate learning experiences across the curriculum in every context and setting, and enable all pupils to achieve at the highest level of which they are capable.



The proposals for public consultation have therefore been developed in the context of this culture of inclusion and also in recognition of the requirement to meet the particular needs of some children and young people through specialist settings.

#### D.5.2 Autistic Spectrum Disorder Provision – St Mary’s Primary School, Polbeth

The proposal to relocate pupils with ASD from Ogilvie School Campus to St Mary’s Primary School, Polbeth will facilitate the educational and social benefits of inclusion and create opportunities for access to mainstream peers.

The proposal will necessitate an additional class of pupils at Ogilvie School Campus for a temporary period (potentially academic year 2015/16 to 2017/18). There are 10 P4 to P6 pupils in the ASD classes based at Ogilvie School Campus. These pupils are considered to be at a stage within their education when a relocation so close to their key transition stage to secondary provision may impact on their progress. It is therefore recommended that the families of these pupils are given the opportunity to have the pupils complete their primary education at Ogilvie School Campus. By August 2018 at the latest, all these pupils will have completed their primary school education and will have transitioned to secondary school.

There are currently 5 P1 to P3 pupils in the ASD classes based at Ogilvie School Campus. It is recommended that these pupils relocate to St Mary’s Primary School ASD classes as of August 2015 to ensure access to the educational benefits (as detailed in the consultation document) of the proposed relocation to St Mary’s Primary School.

The staffing structure of the ASD classes is 1 teacher (with appropriate level of support staff) for up to 6 pupils in any one class. The ASD resource which is being re-located comprises 3 classes. To allow up to 10 pupils (2 classes) to remain in Ogilvie School Campus will necessitate the phasing of the 3 classes into St Mary’s Primary School (Polbeth). Therefore, one class (currently Primary 1 – Primary 3) will relocate to St Mary’s Primary School (Polbeth) with an additional class to be established temporarily up to 2018 in order to facilitate transition and accommodate new intake pupils from Primary 1 to Primary 4.

Admissions to Ogilvie School Campus ASD classes will cease after June 2018. The ASD classes within St Mary’s Primary School (Polbeth) will be a provision for Primary 1 to Primary 7. This is equivalent to ASD primary provision in other locations across the authority, namely the ASD classes within Balbardie, Blackburn, and Dedridge primary schools.

#### D.5.3 Social Emotional and Behavioural Needs Provision – Connolly School Campus

The proximity of Connolly School Campus to the West Lothian Secondary Behaviour Support Service in Whitburn will enable more effective sharing of staff expertise and provide further opportunities for networking, staff development and mutual support. Sharing skills and resources will benefit pupil learning and enhance their educational experience. Liaison between primary and secondary outreach teams will also support more effective transition planning.

In terms of inclusion, pupils will remain on their own mainstream school roll and individual programmes for inclusion with their mainstream school will be developed in line with pupils' needs and progress, whilst acknowledging that in some cases re-integration may not be possible. In such circumstances, after discussion with parents these pupils who will not be able to benefit from reintegration to their mainstream school may move to the roll of Connolly School Campus with access to a balanced curriculum that provides the best possible learning opportunities within a supportive specialist setting that develops positive attitudes towards learning.

#### D.5.4 All Through 5-18 School Approach for Pupils with Severe and Complex Needs

##### (a) Severe and Complex Needs Provision – Ogilvie School Campus and Pinewood School Campus

A review of research has been undertaken to identify potential benefits of different models of delivery of specialist educational provision for pupils with Severe and Complex Needs (SCN). This study supports consideration of an all through 5-18 model for pupils with SCN based on a two-school provision, namely Pinewood School Campus and Ogilvie School Campus. There is a range of practice across Scottish local authorities including both primary/secondary individual schools and all through schools. The study concludes that the advantage of using a particular model is dependent on the local circumstances and the historical approach within each authority.

Research indicates that for children with SCN, change is a particular difficulty. The significance of the transition from primary to secondary school for pupils in mainstream education, particularly the impact on well-being and attainment, is recognised. The challenges are even greater for children with SCN. For these children there are many possible areas of difficulty, including: forming relationships with new staff and support teams; understanding their new environment; loss of familiar groups and friends; feelings of instability and anxiety; increased isolation and misunderstanding; disruption of external agency provision, etc. All-through special schooling, providing education from age 5 through to 18, for children with SCN, may serve to alleviate many of the concerns and ensure a less traumatic and arbitrary transition process.

Feedback from the pre-consultation exercise identified a preference for existing SCN arrangements to continue within the 5-18 all-through school at Pinewood School Campus, Blackburn and for a similar model to be established at Ogilvie School Campus, Livingston. In consideration of both the research review and the pre-consultation stakeholder engagement, Pinewood School Campus will continue in its current form (5-18 years) with a similar approach developed for Ogilvie School Campus.

West Lothian Council would therefore need to commit to consult on the establishment of secondary education within special classes in Ogilvie School Campus. This will establish a 5-18 all-through school for children with SCN at Ogilvie School Campus as existing pupils move through primary stages to secondary stages at Ogilvie School Campus. It is envisaged that Secondary 1 (S1) will be required in 2019 for existing pupils, with the 5-18 all-through school fully established (P1-S6) at Ogilvie School Campus by 2024.

**(b) Additional Investment: Provision at Pinewood School Campus and Ogilvie School Campus for Children with SCN**

Due to the increasing demographic of the pupil group, West Lothian Council is planning to provide a further 4 classroom extension for Pinewood School Campus by 2016 and a further 2 classroom extension for Ogilvie School Campus by 2022. West Lothian Council is committed to high-quality inclusive education to meet pupil needs and will invest in the school estate to achieve this.

**(c) Interim arrangements at Polkemmet Primary School for P1 children with SCN**

The interim arrangement (agreed in February 2014) to accommodate the P1 intake of pupils with SCN for August 2014 was to locate two P1 classes into available accommodation in Polkemmet Primary School, Whitburn. These classes are currently managed by the Head Teacher of Polkemmet Primary School. Should the proposals to relocate ASD and SEBN classes from Ogilvie School Campus to St. Mary's Primary School, Polbeth and Connolly School Campus respectively be agreed, there would be capacity within both Pinewood and Ogilvie school campuses to accommodate 1 class within each establishment from academic year 2015/16 onwards.

**D.6 Admission Arrangements for Specialist Provision within West Lothian**

The review of specialist provision presents a timely opportunity to undertake public consultation in relation to school admission arrangements for specialist provision. There is an intention to consult on admission arrangements for specialist provision in November 2014. This will give prescribed information including admission arrangements, particularly relating to school catchment area and placing request guidelines relevant to specialist provision within West Lothian. The consultation will contain proposals in relation to admission arrangements for specialist provision across the authority area. This will be included in the Education Workplan.

**D.7 Key Timelines**

**D.7.1 Transitions**

For pupils with ASN, sensitive management of change is crucial. When planning a change of school or location there must be sufficient time from the date of the committee decision for the Council to ensure that effective transitional arrangements for pupils are in place. Best practice is to have at least a full term to work with pupils on transition arrangements. This is in line with the statutory guidance on the Schools (Consultation) (Scotland) Act 2010.

The proposed consultation contains specific reference to the management of effective transition for the relocation of pupils from Ogilvie School Campus to both Connolly

School Campus and St Mary's Primary School (Polbeth) throughout the summer school term of 2015. Appropriate transition arrangements will also be made for admission to either Ogilvie School Campus or Pinewood School Campus for children currently within the temporary classes at Polkemmet Primary School.

#### **D.7.2 Formal Consultation Timeline**

Appendix 3 to this report provides the details of the proposed formal consultation timeline. This will follow if the decision of the Education Executive on 14 October 2014 is to authorise formal consultation from Thursday 16 October 2014 through to the final decision on the outcome of the consultation by spring 2015. The timeline allows for a consultation period of 39 school days (minimum requirement is 30 school days). It also avoids the Christmas period and allows a full term of transition should it be agreed that the proposals be implemented as detailed in the consultation document.

### **E. CONCLUSION**

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

Implementation of the proposals will create an equitable, high quality and sustainable provision across West Lothian for pupils with additional support needs, providing the highest quality of learning and teaching experiences that enable children and young people to enjoy their education and develop positive attitudes towards learning.

### **F. BACKGROUND REFERENCES**

- Review of Additional Support Needs (ASN) Provision, Education Executive 12 November 2013
- Review of Additional Support Needs ASN Provision, Education Executive, 4 February 2014
- Interim Arrangements To Accommodate The Intake To Special School Provision At The Start Of Session August 2014, Education Executive 25 February 2014

#### **Appendices/Attachments:**

Appendix 1	West Lothian Council, Education Services, Additional Support Needs Review 2014 – Consultation Document
Appendix 2	Two Phased Programme for Pre-consultation Stakeholder Engagement
Appendix 3	Consultation Timeline

Contact Person: Elaine Cook, Head of Education (Quality Assurance)

Date of meeting: 14 October 2014



**WEST LOTHIAN COUNCIL, EDUCATION SERVICES,  
ADDITIONAL SUPPORT NEEDS REVIEW 2014**

**CONSULTATION DOCUMENT  
OCTOBER 2014**

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## SECTION ONE

### BACKGROUND

West Lothian Council has a range of well-established specialist provision for nursery, primary and secondary pupils with additional support needs. This includes both specialist schools and the specialist classes that are located within particular mainstream schools across the authority. All specialist provision in West Lothian is non-denominational. This means that the provisions are not affiliated to a particular religious denomination, including those located within a Roman Catholic School. Similarly, a Roman Catholic School in this position unreservedly retains its Roman Catholic identity and ethos.

In addition to providing specialist schools and classes, West Lothian Council also has a strong commitment to building capacity within mainstream schools to meet the needs of pupils with additional support needs. This is achieved through effective staff training, adapting facilities and resources and through the support of multi-agency partners and council outreach services. The council recognises its responsibility for “Getting It Right For Every Child” (GIRFEC); and, through Curriculum for Excellence, the responsibility to design appropriate learning experiences across the curriculum in every context and setting, enabling all pupils to achieve at their highest level.

In recent years, additional support needs provision within West Lothian Council has been increased to meet the demand of a rising population and an increase in the number of pupils with significant additional support needs. It is anticipated that there will continue to be an increasing demand for places within specialist provision. West Lothian Council is committed to ensuring that equitable, high quality and sustainable specialist provision for pupils with additional support needs is available to meet demand. The consultation contains West Lothian Council’s proposals on how to help achieve this.

### SUMMARY OF PROPOSALS

#### Proposal 1

A proposal to establish Connolly School Campus, a new primary school for Additional Support Needs (ASN) located at Connolly House, Blackburn from August 2015 containing 4 primary special classes (for the provision of Social, Emotional and Behavioural Needs (SEBN) education across P1 to P7) under the management of the Principal of the West Lothian Behaviour Support Service.

#### Proposal 2

A proposal to re-locate the existing 4 Social, Emotional and Behavioural Needs (SEBN) primary special classes (providing education across P1 to P7) from Ogilvie School Campus, Knightsridge, Livingston to Connolly School Campus, Blackburn; this relocation process from Ogilvie School Campus to Connolly School Campus to be completed by August 2015.

#### Proposal 3

A proposal to establish 3 primary special classes at St Mary’s Primary School, Polbeth (for the provision of primary education for children with Autism Spectrum Disorder (ASD) across P1 to P7) under the management of the Head Teacher of St Mary’s Primary School, Polbeth; 2 classes commencing from August 2015 and a 3<sup>rd</sup> class commencing from August 2018.

#### Proposal 4

A proposal to re-locate the existing P1 to P3 pupils from the Autism Spectrum Disorder (ASD) special classes at Ogilvie School Campus, Knightsridge, Livingston to St Mary’s Primary School, Polbeth with effect from August 2015; the existing P4 to P6 pupils from the



ASD classes at Ogilvie School Campus to complete their primary schooling within Ogilvie School Campus.

## **PRE-CONSULTATION EXERCISE**

As recommended in statutory guidance, West Lothian Council undertook a two-phase programme of pre-consultation engagement with key stakeholders (June and September 2014) in advance of statutory consultation. The aim of the engagement was to inform key stakeholders of the intention to progress a statutory consultation in the autumn of 2014, to outline possible options, address identified issues and finalise proposals for consultation. The council found this exercise to be very valuable and consultees commented favourably on having the opportunity to engage with Education Services at this early stage.

## **EQUALITY IMPACT**

Equality Impact Assessment initial screening has been carried out using the council Equality Impact Assessment Toolkit. This indicates that a full assessment is required and information gathered during the consultation exercise will inform the assessment of impact on protected groups. The Equality Impact Assessment will inform the report on the outcome of the consultation.

## **OGILVIE SCHOOL CAMPUS AND THE IMPACT ON CURRENT AND FUTURE PROVISION FOR PUPILS WITH SEVERE AND COMPLEX NEEDS**

At present specialist provision for pupils with severe and complex needs is located across four school campuses, Beattie School Campus in Livingston, Pinewood School Campus in Blackburn, Ogilvie School Campus in Livingston and Polkemmet Primary School in Whitburn.

Polkemmet Primary School is a mainstream primary school which supports 2 special classes of pupils with severe and complex needs (capacity 16). The classes within Polkemmet Primary School were established for the beginning of the school year, August 2014, as a temporary arrangement to accommodate 16 P1 pupils with severe and complex needs for school session 2014/15. The outcome of this consultation will inform the council's decision as to where these classes will be located on a permanent basis. If the proposals within the consultation are implemented it is proposed that one class would transition to Ogilvie School Campus and the other to Pinewood School Campus for academic session 2015-16 onwards.

Ogilvie School Campus currently provides education for pupils with SEBN, ASD and SCN. The consultation proposes the relocation of those pupils with SEBN and ASD from Ogilvie School Campus to alternative establishments. The intention is to develop Ogilvie School Campus to focus on high quality provision specifically for pupils with severe and complex needs.

Furthermore, the council is committed to the development of Ogilvie School Campus as an all through provision for pupils with severe and complex needs providing not only primary but also secondary education. The need for secondary provision will arise as the existing primary pupils within Ogilvie School Campus progress their school careers. It will be necessary to have secondary provision available at Ogilvie School Campus commencing with S1 in 2019. The council is committed to undertaking the necessary consultation process for the establishment of senior stages within Ogilvie School Campus.

Under the arrangements outlined above, Beattie School Campus and Pinewood School Campus would continue in their current form.

## GLOSSARY OF TERMS

This section provides information on the meaning of some of the words and abbreviations used throughout this document.

**Continuum of Support** For the purposes of planning appropriately for pupils with additional support needs, West Lothian Council operates a clearly defined Continuum of Support with 4 levels under which children's needs are assessed, identified and addressed.

**GIRFEC** "Getting it Right for Every Child" (GIRFEC) is the Scottish Government's response to the need for better multi-agency planning and provision for meeting the needs of all children and young people. Recent GIRFEC guidance makes the role of all partners working with children and young people very clear.

The GIRFEC approach seeks to ensure that anyone providing support for children and young people puts the child or young person – and their family – at the centre.

**ASN** Additional Support Needs

**SEBN** Social, Emotional and Behavioural Needs

**ASD** Autism Spectrum Disorder

**SCN** Severe and Complex Needs

**SORG** The Senior Officer Review Group (SORG) is West Lothian Council's multi agency group which considers the needs of pupils for whom, following assessment, specialist provision may be deemed appropriate. SORG is also responsible for the consideration and determination of parental placing requests submitted to the authority for specialist provision.

## **SECTION TWO**

### **THE PROPOSALS AND THE EDUCATIONAL BENEFIT STATEMENTS**

This section provides information on the proposals that the council believe will ensure equitable, high quality and sustainable provision for pupils with additional support needs across the authority and on how things will be made better for pupils and their families.

## PROPOSAL 1

A proposal to establish Connolly School Campus, a new primary school for Additional Support Needs (ASN) located at Connolly House, Blackburn from August 2015 containing 4 primary special classes (for the provision of Social, Emotional and Behavioural Needs (SEBN) education across P1 to P7) under the management of the Principal of the West Lothian Behaviour Support Service.

It is proposed that Connolly School Campus will provide additional support, in small group settings, for primary aged pupils with social, emotional and behavioural needs commencing August 2015. As a result there will no admission for pupils with Social, Emotional and Behavioural Needs to Ogilvie School Campus post August 2015.

Connolly School Campus will have the capacity for 4 classes with a maximum of 6 pupils in each (total capacity 24). Pupils who are allocated a placement at Connolly School Campus remain on the roll of their mainstream school in order to support the goal of a return to mainstream education following a period of intensive support. For some pupils, return to a mainstream school environment for their primary provision may not meet their educational and social needs. In these circumstances, following appropriate multi-agency assessment, and subject to discussion with parents/carers, these pupils may be placed on the roll of Connolly School Campus.

The key features of provision within Connolly School Campus will be:

- a focus on assessing and supporting social, emotional and behavioural needs, and the factors giving rise to them
- support for parents/carers through access to the Social Policy Social Care Team to support progression at home and in school.
- teaching within a small group setting
- continuing access to the curriculum (at an individual level)
- therapeutic interventions
- maintenance of links with mainstream primary school to support integration.

The provision at Connolly School Campus will be available to meet the needs of pupils across West Lothian who have been assessed as having social, emotional and behavioural needs and requiring significant additional support to access the curriculum in alternative provision to their mainstream school environment.

Pupils may be allocated a place within the provision, subject to the council's placing arrangements. Places may be allocated on the basis of a placing request, or as required following referral from the child's or young person's mainstream school. All access to the council's specialist provision, whether by way of placing request or referral, is considered and determined by the council's Senior Officer Review Group (SORG). Placement in a specialist provision is carried out through an assessment process. This process will identify the individual needs of the pupil and the support strategies required to ensure an appropriate learning environment. The information collated will be considered by SORG in its determination of allocation to Connolly School Campus. SORG also has the responsibility of

determining parental Placing Requests for Connolly School Campus. SORG's decision on any parental Placing Request is based on the outcome of assessment.

## **EDUCATIONAL BENEFIT STATEMENT**

Central to the educational benefits of the establishment of a new school for primary provision for pupils with ASN is the opportunity to deliver a Curriculum for Excellence in a modern, spacious and fully equipped educational setting. The school will have the appropriate staffing levels and management structure to ensure a high quality of specialist education to meet the individual needs of current and future pupils. Provision will be made for well-planned school grounds. The welcoming ethos of the community of Blackburn is widely recognised. Within this community, mainstream schools, specialist classes within mainstream schools and special schools historically engage in a wide range of community linked activities. The location of Connolly School Campus allows access to a range of local amenities that are integral to the delivery of life/independence skills: e.g. shops, library, church.

Connolly School Campus will share the gym and dining halls of the adjacent school, Our Lady of Lourdes Primary School. Pupils from Connolly School Campus will access the gym hall and the dining hall as required (although Connolly School Campus will have its own dining facilities). The Head Teachers of Connolly School Campus and Our Lady of Lourdes Primary School will agree access to Our Lady of Lourdes Primary School gym and dining halls under arrangements that will suit all stakeholders well and not disrupt existing routines.

Connolly School Campus will provide high quality provision for pupils who have been or may be assessed as requiring a period of intensive support to address SEBN. This consequently increases the likelihood of both part time and full time reintegration for pupils into their local mainstream schools.

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

West Lothian Council will monitor the impact of the implementation of the proposal to ensure it leads to sustained educational benefits through ongoing quality improvement process and support.

## PROPOSAL 2

A proposal to re-locate the existing 4 Social, Emotional and Behavioural Needs (SEBN) primary special classes (providing education across P1 to P7) from Ogilvie School Campus, Knightsridge, Livingston to Connolly School Campus, Blackburn; this relocation process from Ogilvie School Campus to Connolly School Campus to be completed by August 2015.

It is proposed that Connolly School Campus will provide additional support, in small group settings, for primary aged pupils with social, emotional and behavioural needs commencing August 2015. As a result there will no admission for pupils with Social, Emotional and Behavioural Needs to Ogilvie School Campus post August 2015.

Connolly School Campus will have the capacity for 4 classes with a maximum of 6 pupils in each (total capacity 24). Pupils who are allocated a placement at Connolly School Campus remain on the roll of their mainstream school in order to support the goal of a return to mainstream education following a period of intensive support. For some pupils, return to a mainstream school environment for their primary provision may not meet their educational and social needs. In these circumstances, following appropriate multi-agency assessment, and subject to discussion with parents/carers, these pupils may be placed on the roll of Connolly School Campus.

The key features of provision within Connolly School Campus will be:

- a focus on assessing and supporting social, emotional and behavioural needs, and the factors giving rise to them
- support for parents/carers through access to the Social Policy Social Care Team to support progression at home and in school.
- teaching within a small group setting
- continuing access to the curriculum (at an individual level)
- therapeutic interventions
- maintenance of links with mainstream primary school to support integration.

The provision at Connolly School Campus will be available to meet the needs of pupils across West Lothian who have been assessed as having social, emotional and behavioural needs and requiring significant additional support to access the curriculum in alternative provision to their mainstream school environment.

Pupils may be allocated a place within the provision, subject to the council's placing arrangements. Places may be allocated on the basis of a placing request, or as required following referral from the child's or young person's mainstream school. All access to the council's specialist provision, whether by way of placing request or referral, is considered and determined by the council's Senior Officer Review Group (SORG). Placement in a specialist provision is carried out through an assessment process. This process will specify the individual needs of the pupil and the support strategies required to ensure an appropriate learning environment. The information collated will be considered by SORG in its determination of allocation to Connolly School Campus. SORG also has the responsibility of

determining parental Placing Requests for Connolly School Campus. SORG's decision on any parental Placing Request is based on the outcome of assessment.

## **EDUCATIONAL BENEFIT STATEMENT**

The educational benefits of Proposal 2 are outlined below in terms of the following:

- Curriculum For Excellence
- Transition
- Mainstream Links
- School Management
- Staff Teams
- Accommodation
- School Grounds/ Outdoor Learning
- Playground
- Community Links
- Benefits for Mainstream Pupils
- Benefits for Any Other School Users

## **CURRICULUM FOR EXCELLENCE**

Curriculum for Excellence is the national programme of learning for all pupils, 3 – 18 years. The guidance from Education Scotland encourages education authorities to ensure that the Curriculum for Excellence within their schools is designed on the basis of the following 7 principles:

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

West Lothian Council acknowledges the importance of the principles of Curriculum for Excellence. The following educational benefits have been developed with a specific focus on the 7 principles.

The proposed relocation of pupils with SEBN to Connolly School Campus, a refurbished ASN provision, will help reduce barriers to full participation in the curriculum and will support a clear strategy to provide entitlement to a broad general education. Location in Connolly School Campus will enhance access for the pupils (both current and future) to a balanced curriculum that provides the best possible learning opportunities and experiences and will enable pupils to enjoy their education within a supportive specialist setting and develop positive attitudes towards learning.

The skills and attributes which the pupils will develop will help them reach their full potential and the ability to become lifelong learners in their adult, social and working lives.

The refurbished accommodation at Connolly School Campus will enable pupils to experience appropriate levels of challenging and interesting tasks within a broad and balanced curriculum. Pupils will experience challenge through consistent, well-planned teaching which is flexible and responsive to their distinctive cultural, social and additional support needs contexts.

Pupils will be encouraged to have high aspirations by giving them motivating tasks and developing a “can do” approach. Practical activities will be planned to engage pupils in their learning, developing skills so that pupils can think for themselves, make sound judgements, enquire and find solutions. Pupils will encounter a broad range of experiences and will learn through a variety of contexts within the classroom and within other aspects of school life. Pupils will experience a continuous progression in their learning.

Learning opportunities will be provided for pupils to develop to their full capacity, drawing their learning together and achieving greater levels of understanding.

The breadth of the curriculum will afford opportunities for exercising responsible personal choice as they move through their primary experience to their secondary education. This includes opportunities for achievement and celebration of success.

Learning activities will be combined to form a coherent experience, linking knowledge in one subject area to another, helping the pupils understand the world and make connections. This approach includes interdisciplinary learning, a wide range of learning and teaching approaches, developing independence and enabling pupils to be fully involved in their learning and the identification of next steps.

Pupils will see that what they are learning matters in their lives and for their futures. Meaningful real life activities in Connolly School Campus and the local community such as cooking, shopping and visits to local amenities will be used for this purpose.

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

## **TRANSITION**

West Lothian Council recognises that any transition can be difficult for both pupils and their families. Successful transition requires appropriate and individualised planning. Consequently, the council has undertaken pre consultation stakeholder engagement in appreciation that, for vulnerable children, concerns of pupils and their families may be heightened.

All children and young people will experience transitions as they move through the various stages of schooling. It is important to ensure that any changes make sense to the pupils concerned and are as smooth as possible. With an effective transition programme and supportive staff, the transition experience can be well managed and the continuity of learning assured. As with any change, it is inevitable that there will be a settling in period for staff and pupils. The proposal's timescales allow for effective communication with parents, staff and pupils.

Ogilvie School Campus staff will plan, in partnership with others involved in learning, how to best enable pupils to transition smoothly between establishments, building on prior learning and achievement in a manner appropriate to the learning needs of the individual pupil.

Connolly School Campus will be fully prepared and resourced to accommodate pupils and staff. To ensure continuity and progression and to minimise disruption, wherever possible staff will relocate with pupils. Pupils will have appropriate individualised transition plans. Transition plans will be shared with parents and carers. To ensure a smooth and seamless transition, a programme of events will commence within a full school term prior to moving.



Pupils will visit Connolly School Campus. This will provide the pupils with opportunities to get to know their new environment.

Parents /carers will be involved fully in the transition process. There will be open days and opportunities to visit Connolly School Campus. An open door policy will be in place. Parents/carers will be actively encouraged to visit the school and to become involved in their child's life within the school.

When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account, appropriate to their level of maturity. The views of individuals and Pupil Councils will be sought. The intention is that pupils will feel that they have a good say in planning their next steps. This will include input into the design of the new school uniform and the development of the new school environment.

All pupils are individuals and, for each, a flexible transition plan is required. This necessitates the appropriate planning processes and procedures to meet the pupils' individual needs.

## **MAINSTREAM LINKS FOR CONNOLLY SCHOOL CAMPUS PUPILS**

Under the proposal, pupils relocating to Connolly School Campus will remain on their own mainstream school roll and individual programmes for inclusion with their mainstream school will be developed in line with pupils' needs and progress. The proposal, therefore, offers scope for primary pupils with SEBN to work closely with mainstream partners. This provides a greater flexibility in grouping for learning and teaching and pupils will be in a position to experience a wider range of learning and teaching approaches.

Integration within their local mainstream settings will help pupils with SEBN to further improve their peer relationships. 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.

Enhanced academic achievement is another benefit of the proposed arrangements. An inclusive setting can provide higher expectations and more stimulation. Pupils will be in an environment which allows them to improve their behavioural development, and are better able to accept individual differences by noticing similarities that exist between themselves and others. Inclusive environments encourage positive interactions and learning for all children, improving performance and added motivation to learn and behave positively.

The proposals offer opportunities for the development of improved social skills, sharing and cooperating with other pupils and creating friendships.

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 children will be encouraged to become involved in as many aspects of Connolly School Campus life as is possible to develop ownership of their learning and to become full members of their new community. The proposal increases opportunities to provide a balance between the equally important elements of academic attainment and social development.

There is considerable scope for a specialist school adjoining a mainstream school to work closely with colleagues and partners to deliver better outcomes for children and young people. Pupils from Connolly School Campus will share the gym hall and the dining hall as required on a timetabled basis (although Connolly School Campus will have its own dining facilities). There will be no integration between the two schools other than these shared

facilities.

SEBN pupils will be able to experience proximity to a positive mainstream school environment. Specialist classes in proximity to mainstream schools provide a supportive ethos for young people.

## **SCHOOL MANAGEMENT**

Connolly School Campus will be managed by the Principal of the West Lothian Behaviour Support Service. A highly experienced Depute Head Teacher (DHT), currently at Ogilvie School Campus, will transfer to Connolly School Campus and will have responsibility for the day-to-day operational management of the school. The DHT will make a very positive contribution to supporting pupils and to the development of staff in their new location. The DHT will ensure clear guidance for the ongoing management of the school, help staff and ensure a high level of support for pupils.

## **STAFF TEAMS**

It is not possible to predict the number of pupils requiring access to SEBN provision each session as this varies from year to year. However the trend has been for the numbers requiring placement to fall. This is as a result of the capacity that has been built within mainstream provision to support pupils with SEBN and the success/impact of the Primary Behaviour Support Outreach Team working in partnership with mainstream schools.

The proximity of Connolly School Campus to the West Lothian Secondary Behaviour Support Service in Whitburn will enable more effective sharing of staff expertise and provide further opportunities for networking, staff development and mutual support. Sharing skills and resources will benefit pupil learning entitlements and enhance the educational experience. Liaison between primary and secondary outreach teams will facilitate progression and support more effective transition planning. The pupils relocating to Connolly School Campus will be moving with existing staff where possible. This will help develop confidence and social skills.

Staff leadership opportunities will be increased for all staff as they participate in joint staff development activities and share expertise across mainstream and specialist schools, taking forward improvements through effective self-evaluation.

## **ACCOMMODATION**

Connolly School Campus will be developed as an ASN school. Its spacious accommodation will provide opportunities for a wider range of learning experiences in line with Curriculum for Excellence. For example, a dedicated area for personal study in the Hub will facilitate individual/small group practical activities. Quality facilities and resources will empower staff and enable them to teach more creatively.

Small class sizes with a high staff to pupil ratio and a number of additional teaching areas will allow staff to plan flexibly for pupils who may need their own space at times during the day.

Accommodation improvements will be completed and fitted out timeously and will ensure parity of provision with Ogilvie School Campus. Quality accommodation and resources will enable the pupils to be provided with a complete and integrated service.

The sizeable car park at Connolly House will facilitate the safe and efficient dropping

off/uplift of pupils by school transport contractors. Minor modifications may be required and will be completed for August 2015.

The Head Teachers of Connolly School Campus and Our Lady of Lourdes Primary School will liaise to facilitate access to Our Lady of Lourdes Primary School gym and dining halls under arrangements that will suit all stakeholders well and not disrupt existing routines.

Connolly School Campus will include meeting rooms to support partnership working with families, multi-agency partners and community partners.

Classrooms will feature up to date Information and Communications Technology to support learning and teaching. The quality facilities and resources outlined above will empower staff and enable them to teach creatively.

## **SCHOOL GROUNDS / OUTDOOR LEARNING**

Proposed relocation to Connolly School Campus will provide the benefit of access to safe outdoor spaces. This will enable learning to take place in the outside world, not only in the formal classroom.

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

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

For pupils with SEBN, outdoor learning is an integral feature of their education. For example, outdoor learning may be used to support interdisciplinary learning, PE, Science, literacy and numeracy across the curriculum. On a programmed basis, pupils will be given regular opportunities to take their education outdoors into the local countryside and further afield.

## **PLAYGROUND**

SEBN pupils will access the Connolly School Campus playground over breaks. All breaks are supervised.

The playground will promote social interaction and health and wellbeing. The design of the playground will be taken forward in liaison with the pupils.

## **COMMUNITY LINKS**

A wide range of community links is available in the Blackburn area e.g. the library, local competitions, shops and gala day activities. The welcoming ethos of the community of Blackburn is acknowledged and strong community links already exist between the community and local mainstream and specialist schools. Relocation to Connolly School Campus will enable pupils with SEBN to benefit from these strong links. Acquired skills will be practised and applied in real life contexts. The pupils from Connolly School Campus will have the opportunity to participate in Blackburn Community Council's school conferences and its annual poster competition.

## **BENEFITS FOR MAINSTREAM PUPILS**

Connolly School Campus will provide high quality provision for pupils who have been, and may be, assessed as requiring a period of intensive support to address SEBN. This consequently increases the likelihood of both part time and full time reintegration for pupils into their own local mainstream schools.

The benefits for mainstream pupils are as follows:

- raising awareness of differences across the pupil population
- an increased understanding and acceptance of diversity
- learning from each other and accepting each others' attributes and skills.
- valuing a broad range of talents, abilities and achievements
- recognising that not all children and young people will follow the routes in the same way or at the same pace
- countering conscious and unconscious discrimination that may prevent individuals, or pupils from any particular groups, from thriving in the school
- promotion of the values of respect for all people, understanding and tolerance
- preparing all students for adult life in an inclusive society
- opportunities to master activities by practicing and teaching others
- opportunities to empathise and benefit from a stronger understanding of equality issues, the wider needs of society and their role as citizens
- meaningful interaction with peers.

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

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

## **IMPACT OF IMPLEMENTATION**

West Lothian Council will monitor the impact of the implementation of the proposal to ensure it leads to sustained educational benefits through ongoing quality improvement process and support.

## PROPOSAL 3

A proposal to establish 3 primary special classes at St Mary's Primary School, Polbeth (for the provision of primary education for children with Autism Spectrum Disorder (ASD) across P1 to P7) under the management of the Head Teacher of St Mary's Primary School, Polbeth; 2 classes commencing from August 2015 and a 3<sup>rd</sup> class commencing from August 2018.

It is proposed that the ASD classes based within St Mary's Primary School (Polbeth) will provide additional support for pupils whose needs arise from significant social and communication difficulties, and who may have a diagnosis of Autism Spectrum Disorder. The school will have the capacity for 3 ASD classes with a maximum of 6 pupils in each (total capacity 18). Pupils who are allocated a placement in the ASD classes at St Mary's Primary School Polbeth will join the roll of St Mary's Primary School. ASD provision seeks to enable pupils who require significant additional support to access the mainstream curriculum and environment to be included, as appropriate, in the wider life of the school.

The ASD classes within St Mary's Primary School (Polbeth) will be a non-denominational specialist provision. All specialist provision within West Lothian is non-denominational. Any Roman Catholic School which has a specialist provision unreservedly retains its Roman Catholic identity and culture.

The key features of provision within the ASD classes of St Mary's Primary School (Polbeth) will be:

- small group setting from which to support access to the wider mainstream school environment in line with pupil need
- access to mainstream learning experiences as appropriate
- integrated support from the Speech and Language Therapy Service
- significant differentiation of the curriculum using autism friendly strategies
- a visual approach to learning and communication
- a high ratio of teaching and support staff who are skilled in supporting ASN associated with social communication difficulties.

The provision at St Mary's Primary School (Polbeth) will be available to meet the needs of pupils across West Lothian who have been, or may be, assessed as having recognised social and communication needs (with or without formal diagnosis) and assessed as requiring significant additional support to access the curriculum.

Pupils may be allocated a place within the provision, subject to the council's placing arrangements. Places may be allocated on the basis of a placing request, or as required following referral from the child's or young person's mainstream school. All access to the council's specialist provision, whether by way of placing request or referral, is considered and determined by the council's Senior Officer Review Group (SORG). Placement in a specialist provision is carried out through an assessment process. This process will specify the individual needs of the pupil and the support strategies required to ensure an appropriate learning environment. The information collated will be considered by SORG in its determination of allocation to special classes within St Mary's Primary School (Polbeth).

SORG also has the responsibility of determining parental Placing Requests for special classes within St Mary's Primary School (Polbeth). SORG's decision on any parental Placing Request is based on the outcome of assessment.

## **EDUCATIONAL BENEFIT STATEMENT**

Central to the educational benefits of the establishment of ASD special classes within St Mary's Primary School, Polbeth is the opportunity to deliver, for pupils with ASD, a Curriculum for Excellence in a modern, fully equipped mainstream educational setting. The special classes will have the appropriate staffing levels and management structure to ensure a high quality of specialist education to meet the individual needs of the pupils (current and future). The welcoming ethos of St Mary's Primary School is an acknowledged key strength of this proposal. In addition to expansive grounds and playground, St Mary's Primary School has available capacity to accommodate 3 special classes by 2018. The school benefits from separate gym and dining halls and available general purpose space. The proposed establishment of ASD classes within St Mary's Primary School will support the educational and social benefits of inclusion and increased access to mainstream peers for pupils with ASD.

The ASD classes will provide high quality provision for pupils who have been assessed as requiring a placement within specialist provision for ASD.

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

West Lothian Council will monitor the impact of the implementation of the proposal to ensure it leads to sustained educational benefits by through ongoing quality improvement process and support.

## PROPOSAL 4

A proposal to re-locate the existing P1 to P3 pupils from the Autism Spectrum Disorder (ASD) special classes at Ogilvie School Campus, Knightsridge, Livingston to St Mary's Primary School, Polbeth with effect from August 2015; the existing P4 to P6 pupils from the ASD classes at Ogilvie School Campus to complete their primary schooling within Ogilvie School Campus.

(This will necessitate an additional 1 class staffing structure at Ogilvie School Campus for a temporary period (academic year 2015/16 to 2017/18); the transition for the existing P4 to P6 pupils to their secondary stage of education will be complete by August 2018, thereby completing the relocation of the ASD classes from Ogilvie School Campus to St Mary's Primary School, Polbeth by August 2018.)

It is proposed that the ASD classes based within St Mary's Primary School (Polbeth) will provide additional support for pupils whose needs arise from significant social and communication difficulties, and who may have a diagnosis of Autism Spectrum Disorder by 2018. The school will have the capacity for 3 ASD classes with a maximum of 6 pupils in each (total capacity 18). Pupils who are allocated a placement in the ASD classes at St Mary's Primary School Polbeth will join the roll of St Mary's Primary School. ASD provision seeks to enable pupils who require significant additional support to access the mainstream curriculum and environment to be included as appropriate in the wider life of the school.

The ASD classes within St Mary's Primary School (Polbeth) will be a non-denominational specialist provision. All specialist provision within West Lothian is non-denominational. Any Roman Catholic School which has a specialist provision unreservedly retains its Roman Catholic identity and ethos.

The key features of provision within the ASD classes of St Mary's Primary School (Polbeth) will be:

- small group setting from which to support access to the wider mainstream school environment in line with pupil need
- access to mainstream learning experiences as appropriate
- integrated support from the Speech and Language Therapy Service
- significant differentiation of the curriculum using autism friendly strategies
- a visual approach to learning and communication
- a high ratio of teaching and support staff who are skilled in supporting additional support needs associated with social communication difficulties.

The provision at St Mary's Primary School (Polbeth) will be available to meet the needs of pupils across West Lothian who have been, or may be, assessed as having recognised social and communication needs (with or without formal diagnosis) and assessed as requiring significant additional support to access the curriculum.

Pupils may be allocated a place within the provision, subject to the council's placing arrangements. Places may be allocated on the basis of a placing request, or as required following referral from the child's or young person's mainstream school. All access to the council's specialist provision, whether by way of placing request or referral, is considered and determined by the council's Senior Officer Review Group (SORG). Placement in a specialist provision is carried out through an assessment process. This process will specify the individual needs of the pupil and the support strategies required to ensure an appropriate learning environment. The information collated will be considered by SORG in its determination of allocation to special classes within St Mary's Primary School (Polbeth). SORG also has the responsibility of determining parental Placing Requests for special classes within St Mary's Primary School (Polbeth). SORG's decision on any parental Placing Request is based on the outcome of assessment.

The proposal to relocate pupils with ASD from Ogilvie School Campus to St Mary's Primary School, Polbeth will facilitate the educational and social benefits of inclusion and create opportunities for access to mainstream peers. The proposal will necessitate an additional class of pupils at Ogilvie School Campus for a temporary period (potentially academic year 2015/16 to 2017/18). The reason for this is explained as follows:

The staffing structure of the ASD classes is 1 teacher (with appropriate level of support staff) for up to 6 pupils in any one class. It is normal practice for every class within an ASD specialist provision to be a composite class i.e. comprising of pupils of different ages and stages. The ASD specialist provision proposed to relocate is made up of 3 composite classes with a range from P1 to P7 pupils:

- There are 2 P7 pupils currently in the provision who will transition to secondary school in June 2015 and have therefore been included in the plans for a phased relocation of the provision.
- There are 10 P4 to P6 pupils in the provision. These pupils are considered to be at a stage within their education when relocation so close to their key transition stage to secondary provision may impact on their progress. It is therefore recommended that the families of these pupils are given the opportunity to have the pupils complete their primary education at Ogilvie School Campus. By August 2018 at the latest, all these pupils will have completed their primary school education and will have transitioned to secondary school.
- There are currently 5 P1 to P3 pupils in the provision. It is recommended that these pupils relocate to St Mary's Primary School (Polbeth) ASD classes as of August 2015 to ensure their access to the educational benefits (as detailed in the consultation document) of the proposed relocation to St Mary's Primary School (Polbeth).

To allow the existing 10 P4 to P6 pupils to remain in Ogilvie School Campus will require two classes as the maximum class size is 6 pupils. It is to be proposed that ASD provision in Ogilvie School Campus ceases as of June 2018 when the oldest pupils (by then P7) will transition to secondary school. Under this arrangement, for August 2015, August 2016, August 2017 any pupils entering the ASD provision in Ogilvie School Campus would require to be in P5, P6 or P7 (August 2015), P6 or P7 (August 2016) or P7 (August 2017).

Given the need to have a restricted intake at Ogilvie School Campus from 2015-2018 it is recommended that an additional class is established within St Mary's Primary School (Polbeth) to ensure adequate availability for the placement of P1-P4 pupils with ASD over this 3 year period.



The proposed management of existing and future pupil intake across Ogilvie School Campus and St Mary's Primary School ASD provision is illustrated in the table below. The Head Teachers of Ogilvie School Campus and St Mary's Primary School, Polbeth will manage the ASD classes located within their own schools.

<b>2014/15 (Current Situation)</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
<b>Ogilvie School Campus</b>	<b>Ogilvie School Campus</b>	<b>Ogilvie School Campus</b>	<b>Ogilvie School Campus</b>	<b>Ogilvie School Campus</b>
3 classes (capacity 18)	2 classes (capacity 12)	2 classes (capacity 12)	2 classes (capacity 12)	Nil
<b>St Mary's Polbeth</b>	<b>St Mary's Polbeth</b>	<b>St Mary's Polbeth</b>	<b>St Mary's Polbeth</b>	<b>St Mary's Polbeth</b>
Nil	2 classes (capacity 12)	2 classes (capacity 12)	2 classes (capacity 12)	3 classes (capacity 18)

The ASD classes within St Mary's Primary School, Polbeth are provision for P1 to P7. This is equivalent to ASD primary provision in other locations across the authority, namely the ASD classes within Balbardie, Blackburn and Dedridge primary schools.

## EDUCATIONAL BENEFIT STATEMENT

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

- Curriculum For Excellence
- Transition
- Mainstream Links
- School Management
- Staff Teams
- Accommodation
- School Grounds/Outdoor Learning
- Playground
- Community Links
- Breakfast Club
- Mentoring and Buddying
- Benefits for Mainstream Pupils
- Benefits for Other School Users

## CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is the national programme of learning for all pupils, 3 – 18 years. The guidance from Education Scotland encourages education authorities to ensure that the Curriculum for Excellence within their schools is designed on the basis of the following 7 principles:

- Challenge and enjoyment

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

West Lothian Council acknowledges the importance of the principles of Curriculum for Excellence. The following educational benefits have been developed with a specific focus on the 7 principles.

The proposed relocation of the ASD classes from Ogilvie School Campus to the special class provision within St Mary's Primary School (Polbeth) will help reduce barriers to full participation in the curriculum and will support a clear strategy to provide those with ASD with their entitlement to a broad general education. Being part of St Mary's Primary School (Polbeth) will enhance access for the pupils (current and future) to a balanced curriculum that provides young people with the best possible learning opportunities and experiences and will enable pupils to enjoy their education and develop positive attitudes towards learning.

The skills and attributes which the pupils will develop will provide them with a sound basis for lifelong learning in their adult, social and working lives, enabling them to reach their full potential.

The proposed relocation to St Mary's Primary School (Polbeth) will enable pupils to experience appropriate levels of challenging and interesting tasks within a broad and balanced curriculum. St Mary's Primary School (Polbeth) is well placed to ensure that young people experience challenge through consistent, well-planned teaching which is flexible and responsive to their distinctive geographical, cultural, social and additional support needs contexts.

Pupils will be encouraged to have high aspirations by giving them motivating tasks and developing a "can do" approach. Practical activities will be planned to engage pupils in their learning, developing skills so that pupils can think for themselves, make sound judgements, enquire and find solutions. Pupils will encounter a broad range of experiences and will learn through a variety of contexts within the classroom and within other aspects of school life. Pupils will experience a continuous progression in their learning.

Learning opportunities will be provided for pupils to develop to their full capacity, drawing their learning together and achieving greater levels of understanding.

The breadth of the curriculum will afford opportunities for exercising responsible personal choice as they move through St Mary's Primary School (Polbeth) to their secondary education. This includes opportunities for achievement and celebration of success.

Learning activities will be combined to form a coherent experience, linking knowledge in one subject area to another, helping children understand the world and make connections. This approach includes interdisciplinary learning, a wide range of learning and teaching approaches, developing independence and enabling pupils to be fully involved in their learning and the identification of next steps.

Pupils will see that what they are learning matters in their lives and for their futures. Meaningful real life activities in St Mary's Primary School (Polbeth) and the local community such as cooking and recycling will be used for this purpose.

## **TRANSITION**

West Lothian Council recognises that any transition can be difficult for both pupils and their families. Successful transition requires appropriate and individualised planning. Consequently the council has undertaken substantial pre consultation stakeholder engagement in appreciation that for vulnerable children concerns of pupils and their families may be heightened.

All children and young people will experience transitions as they move through the various stages of schooling. It is important to ensure that any changes make sense to the pupils concerned and are as smooth as possible. The additional support needs arising from a pupil having ASD makes the transition process challenging for both the child and the parent/carer. With an effective transition programme and a supportive staff, however, the transition experience can be well managed and the continuity of learning can be assured. As with any change, it is inevitable that there will be a settling in period for staff and pupils. The proposal's timescales allow for effective communication with parents, staff and pupils.

The proposal includes a plan to allow the older pupils within the ASD resource to continue and complete their primary education within Ogilvie School Campus. Ogilvie School Campus staff will plan, in partnership with others involved in learning, how to best jointly enable children to transition smoothly between establishments, building on prior learning and achievement in a manner appropriate to the learning needs of the individual pupil. St Mary's Primary School (Polbeth) will be fully prepared and resourced to accommodate pupils and staff within the specialist classes. To ensure continuity and progression and to minimise disruption, wherever possible staff would relocate with pupils.

Pupils will have appropriate individual transition plans. Transition plans will be shared with parents and carers. To ensure a smooth and seamless transition a programme of events will commence during the summer school term 2015. This will include appropriate preparation to be undertaken by parents/carers over the summer holiday period. Pupils will visit St Mary's Primary School (Polbeth) if beneficial to their individualised transition plan. This will provide the pupils with opportunities to get to know their new environment and a good working relationship can be developed with any staff unfamiliar to them. Over a phased period the pupils will build up a profile of their new school. Additionally pupils will have materials (e.g. photographs and social stories) to look over at weekends and holidays which will incorporate all aspects and excitement of life in their new school.

Parents /carers will be involved fully in the transition process. There will be open days and opportunities to visit St Mary's Primary School (Polbeth). An open door policy will be in place. Parents/carers will be actively encouraged to visit the school and to become involved in their child's life within the school

When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account, appropriate to their level of maturity.

This enhanced flexible, robust, transition planning will ensure the correct support will be in place for this next milestone in the lives of pupils and their families.

## **MAINSTREAM LINKS**

The proposals offer scope for primary pupils with ASD to work more closely and more

regularly and in an inclusive way with the mainstream school environment, to deliver better outcomes for pupils.

The proposal will create a genuinely inclusive culture for staff and pupils within both the mainstream setting and the specialist classes. Building on the welcoming ethos of St Mary's Primary School (Polbeth) and the acknowledged support of the pupils for welcoming pupils with additional support needs, the inclusive environment of the school will be further strengthened. Integration within a mainstream location will impact positively on pupil social and emotional wellbeing and create a positive school ethos based on mutual respect and trust.

Practice within Balbardie, Dedridge and Blackburn primary schools confirms there is considerable scope for specialist classes within a mainstream school to work closely with colleagues and partners to deliver better outcomes for pupils. Where and when appropriate, ASN pupils will be able to experience a positive mainstream school environment with access to peer role models. Mainstream schools provide a supportive ethos for young people. Appropriate experiences are provided and clear targets designed to help pupils progress steadily within the curriculum.

Access to mainstream provides a greater flexibility in grouping for learning and teaching and enables pupils to experience a wider range of learning and teaching approaches. Access to mainstream for a pupil within a specialist class is developed as an individual package and a "one size fits all" approach cannot be adopted. 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.

An inclusive setting can provide higher expectations and more stimulation to pupils with additional support needs. Inclusive environments encourage positive interactions and learning for all children, improving performance and promoting added motivation to learn. The proposal offers opportunities for the development of improved social skills, sharing and cooperating with other pupils and creating friendships. Pupils have the right to relax and play and to join in a wide range of cultural, artistic and other recreational activities. There will be wider access to these within the mainstream setting of St Mary's Primary School (Polbeth) e.g. visiting theatre groups, sports day, sports festival.

The proposal for relocation will enable Education Services to build upon, and to further embed, the positive approaches to relationships and learning developed at Ogilvie School Campus. The children will be encouraged to become involved in as many aspects of school life as is possible, to develop ownership of their learning and to become full members of their new school and local community.

## **SCHOOL MANAGEMENT**

The specialist ASD classes within St Mary's Primary School (Polbeth) will be managed by the school's Head Teacher. In line with the council's staffing structures, a highly experienced Principal Teacher will assist with the day-to-day operational management of the classes. The Principal Teacher will make a positive contribution to supporting pupils and to the development of staff in their new school. In partnership with the Head Teacher, the Principal Teacher will ensure clear guidance for the ongoing management of the classes, staff development, promotion of inclusive ethos and ensure support for pupils.

## **STAFF TEAMS**

The proposed relocation to St Mary's Primary School (Polbeth) will enhance staff expertise

and training, subsequently improving understanding of supporting pupils with additional support needs. There will be excellent opportunities for networking, staff development, mutual support and the sharing of skills and resources.

There will be staff leadership opportunities for all staff as they participate in joint staff development activities and share expertise across both mainstream and specialist provision. This sharing of practice will benefit the whole school community.

The proposed relocation to St Mary's Primary School (Polbeth) with staff who know the pupils well, will help develop the pupils' confidence and social skills and will support effective transition planning at key transition stages.

All specialist provision in West Lothian is non-denominational. Teaching staff in St Mary's Primary School (Polbeth) require church approval. For staff in the ASD classes this does not apply. All teaching staff attached to the specialist provision will only be teaching pupils attached to the ASD classes. St Mary's Primary School (Polbeth) unreservedly retains its Roman Catholic identity and culture.

The Autism Outreach service will continue to have a very positive impact and to build capacity of teaching and support staff within mainstream to support pupils with ASD.

By providing specialist staff and quality facilities and resources, the proposal aims to enhance provision for pupils with ASD, ensuring they are well supported in their education and in their social and emotional wellbeing.

## **ACCOMMODATION**

The proposed relocation to St Mary's Primary School (Polbeth) will ensure a quality service for the education of pupils within the ASD classes. Within a learning environment developed for the delivery of Curriculum for Excellence there will be opportunities for a wide range of learning experiences.

The provision within St Mary's Primary School (Polbeth) will operate in a similar way to the successful ASD classes within Dedridge Primary School in Livingston, Balbardie Primary School in Bathgate and Blackburn Primary School. All of these specialist classes benefit from ease of access to opportunities for inclusive practice. Accommodation improvements will be completed and fitted out timeously and will ensure parity of provision across the authority. The accommodation will enable the pupils to be provided with a complete and integrated service.

Proposed facilities within the specialist classes will include soft play, sensory room and kitchen area. These new facilities will also be accessed, as appropriate, by mainstream pupils on a timetabled basis.

Pupils will additionally benefit from dedicated areas such as quiet areas, break out areas for individual or small group practical activities and space for pupils to be supported alone if required. These areas, in addition to small class sizes with a high staff to pupil ratio, will allow staff to plan flexibly to meet pupil needs.

St Mary's Primary School (Polbeth) benefits from both a gym hall and dining hall, in addition to an extensive playground and playing field. Ease of access to physical activities in the school's gym hall and dining hall will strengthen curricular areas and facilitate access to Physical Education (PE) entitlements. These facilities will be timetabled by the Head

Teacher to ensure no detrimental effect on the opportunities currently available to those attending St Mary's Primary School (Polbeth). This will be managed under arrangements that will suit all stakeholders well and will not disrupt existing routines.

Classrooms will feature up to date Information and Communications Technology to support learning and teaching. The quality facilities and resources outlined above will empower staff and enable them to teach creatively.

The school already benefits from meeting rooms to facilitate partnership working with families, multi-agency and community partners.

Improved vehicular access will be undertaken to facilitate the safe and efficient dropping off / uplift of pupils by school transport contractors.

## **SCHOOL GROUNDS/ OUTDOOR LEARNING**

For schools that teach pupils with ASD, outdoor learning is an integral feature of the school's curriculum model. The proposed relocation to St Mary's Primary School (Polbeth) would provide access to safe outdoor spaces where active learning opportunities, in line with Curriculum for Excellence, could take place. This will have a positive impact on the learning environment for ASD pupils and it will help develop good relationships, not only in the classroom, but also in outdoor spaces and in the wider school community.

The extensive school grounds provide opportunities for spontaneous, planned and purposeful activities. This supports the development of literacy, numeracy, health and wellbeing and access to active outdoor learning. Outdoor learning will be used to support interdisciplinary activities, PE, Science, literacy and numeracy across the curriculum. Acquired skills can be practised and applied in real life contexts.

## **PLAYGROUND**

St Mary's Primary School (Polbeth) benefits from spacious outdoor play areas for the promotion of health and wellbeing. Pupils within the ASD classes will have the opportunity to access their own playground over breaks. This extended, covered area will have easy access to the mainstream playground. The outdoor play area will be modified to provide a safe social space for pupils who require a higher level of support over break times. The benefit of this arrangement is that it provides a secure playground as well as access to mainstream facilities. For younger mainstream pupils, or for pupils from Polbeth Nursery School, access to the covered outdoor area can be easily timetabled. Funding will be allocated for playground equipment and furniture. Choosing such items will be taken forward in consultation with the pupils.

## **COMMUNITY LINKS**

The welcoming ethos of the community of Polbeth and of the pupils and staff of St Mary's Primary School (Polbeth) is acknowledged. Strong community links already exist between the community and St Mary's Primary School (Polbeth) and pupils with ASD will also benefit from these strong links.

Acquired skills will be practised and applied in real life contexts.

## **BREAKFAST CLUB**

A breakfast club operates within St Mary's Primary School (Polbeth) and, with the appropriate level of support, will be available for all pupils. There is an opportunity therefore for pupils to enjoy the acknowledged social benefits of this activity.

## **MENTORING AND BUDDYING**

Activities within St Mary's Primary School (Polbeth), and in the school playgrounds, will lend themselves well to the establishment of a buddying/mentoring programme.

## **BENEFITS FOR MAINSTREAM PUPILS**

Benefits are achieved for mainstream pupils as follows:

- raise awareness of differences across the pupil population
- increased understanding and acceptance of diversity
- learning from each other and accepting each others' attributes and skills
- valuing a broad range of talents, abilities and achievements
- recognising that not all children and young people will follow the routes in the same way or at the same pace
- countering conscious and unconscious discrimination that may prevent individuals, or pupils from any particular groups, from thriving in the school
- promotion of the values of respect for all people, understanding and tolerance
- prepares all students for adult life in an inclusive society
- opportunities to master activities by practicing and teaching others
- opportunities to empathise and benefit from a stronger understanding of equality issues, the wider needs of society and their role as citizens
- meaningful interaction with peers.

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

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

## **IMPACT OF IMPLEMENTATION**

West Lothian Council will monitor the impact of the implementation of the proposal to ensure it leads to sustained educational benefits through ongoing quality improvement process and support.

## **SECTION THREE**

### **CONSULTATION PROCESS: HOW TO HAVE YOUR SAY**

This section provides information on how West Lothian Council has organised the consultation process for the proposals contained within this document. It also provides information on how you can take part and give your views.



## THE CONSULTATION PROCESS - HOW TO HAVE YOUR SAY

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

The statutory consultees are prescribed as follows:

- the Parent Council of the affected schools;
- the parents of the pupils at any affected school;
- the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- the staff (teaching and other) at any affected school;
- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- community councils;
- the Roman Catholic Church; and
- any other users of any affected school that the council considers relevant.

The consultation period will run for a period of 39 school days (excluding the October school holiday week) from Thursday 16 October 2014 until Thursday 18 December 2014. This is longer than the normal (statutory) consultation period for such circumstances which is 30 school days. The consultation paper will be made available electronically and in paper format.

Public meetings will be held in respect of the proposals at the venues listed below:

Public Meeting in West Calder High School	4 November 2014 at 7.00pm
Public Meeting in St Kentigern's Academy	6 November 2014 at 7.00pm
Public Meeting in Inveralmond Community High School	12 November 2014 at 7.00pm

These meetings will give interested parties a formal opportunity to express their views. Representatives of the council will be present at the meetings to outline the proposals, facilitate discussions and answer questions.

All comments received will be recorded and represented in the final consultation report, along with the council's response to those comments. The final consultation report will be made available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meetings along with the council response to representations made.

The council reports on the consultation progress to Education Scotland following the public consultation period and it is anticipated that the report on the outcome of the consultation will be presented to a meeting of West Lothian Council's Policy Development and Scrutiny Panel.

on 17 March 2015. The report will then be presented to the Education Executive on 24 March 2015.

The council website will contain information on the consultation and this will be updated as necessary. The web address is: [www.westlothian.gov.uk/asn-review](http://www.westlothian.gov.uk/asn-review)

During the consultation period any views on this proposal should be sent in writing to the address given below:

John Lockhart, Education Services  
Civic Centre, Howden Road South  
EH54 6FF

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

The proposals contained within this document are connected as part of a strategic review of ASN provision across West Lothian. It is, however, your right to make comment on each proposal individually. At the end of the consultation process a decision will be made on each proposal in its own right, independently of the others.

All responses to be received by no later than 5.00pm on **Thursday 18 December 2014.**

<p>هذه المعلومات متوفرة بلغة بريل وعلى شريط وبخط كبير ويلغات الجالية. الرجاء الإتصال بخدمة الترجمة على الهاتف <b>01506 280000</b></p> <hr/> <p>এই তথ্য আপনি ব্রেইল, টেপ, বড় অক্ষরে এবং কমিউনিটির বিভিন্ন ভাষায় লিখিত পাবেন। অনুগ্রহ করে ইন্টারপ্রেটেশন অ্যান্ড ট্রান্সলেশন সার্ভিসের সঙ্গে যোগাযোগ করুন। টেলি: <b>01506 280000</b></p> <hr/> <p>這份資料是可以凸字、錄音帶、大字印刷及社區語言的式本提供。請聯絡傳譯及翻譯服務部，電話：<b>01506 280000</b></p> <hr/> <p>ਇਹ ਜਾਣਕਾਰੀ (ਬ੍ਰੇਲ) ਟੈਪਟੂਨ ਦੇ ਪਤਰ ਹਾਸੀ ਸਿਪੀ, ਟੈਪ, ਵੱਡੇ ਫਿੰਟ ਅਤੇ ਸਮਾਜ ਦੀਆਂ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ। ਟ੍ਰਿਪਾ ਕਰਕੇ ਇੰਟਰਪ੍ਰੇਟੇਸ਼ਨ ਅਤੇ ਟਰਾਂਸਲੇਸ਼ਨ ਸਰਵਿਸ ਨੂੰ ਇਸ ਨੰਬਰ 'ਤੇ ਸੰਪਰਕ ਕਰੋ: <b>01506 280000</b></p> <hr/> <p>یہ معلومات بریل (اندھوں کے رسم الخط)، ٹیپ، بڑے حروف کی مطبعات اور کمیونٹی میں بولی جانے والی زبانوں میں دستیاب ہے۔ براہ مہربانی انٹریٹنگ اینڈ ٹرانسلیٹنگ سروس سے ٹیلیفون نمبر <b>01506 280000</b> پر رابطہ قائم کریں۔</p> <hr/> <p>Informacje te mogą być przelozzone na język Braille'a, dostępne na taśmie magnetofonowej lub wydane dużym drukiem oraz przetłumaczone na języki mniejszości narodowych. Prosimy o kontakt z Usługami Tłumaczeniowymi pod numerem <b>01506 280000</b></p>	<p>Information is available in Braille, tape, large print and community languages. Please contact the interpretation and translation service on <b>01506 280000.</b></p> <p>Text phones offer the opportunity for people with a hearing impairment to access the council. The text phone number is <b>01506 591652.</b></p> <p>A loop system is also available in all offices. Published by West Lothian Council.</p>
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## WEST LOTHIAN COUNCIL REVIEW OF ADDITIONAL SUPPORT NEEDS PROVISION

## Summary of Phase 1 Pre Consultation Stakeholder Engagement

Date	Venue	Meeting With
2 June 2014	Our Lady of Lourdes Primary School	Parent Council
2 June 2014	Our Lady of Lourdes Primary School	Staff
5 June 2014	Ogilvie School Campus	Staff
6 June 2014	Pinewood School Campus	Staff
9 June 2014	Pinewood School Campus	Parent Council
11 June 2014	Blackburn Primary School	Parent Council
12 June 2014	St Mary's Primary School (Polbeth)	Staff
12 June 2014	St Mary's Primary School (Polbeth)	Parent Council
16 June 2014	Blackburn Library	Blackburn Community Council
16 June 2014	Our Lady of Lourdes Primary School	Representatives from neighbourhood and church
19 June 2014	Civic Centre	Archdiocese of St Andrews and Edinburgh
20 June 2014	Polkemmet Primary School	Staff
20 June 2014	Polkemmet Primary School	Parent Council
20 June 2014	Civic Centre	LNCT
23 June 2014	Blackburn Primary School	Staff
24 June 2014	Ogilvie School Campus	Parents
3 July 2014	Civic Centre	Non-teaching Trade Unions
14 August 2014	Civic Centre	Interested Party
25 August 2014	Ability Centre, Carmondean	Disability Equality Forum

## Summary of Phase 2 Pre Consultation Stakeholder Engagement

Date	Venue	Meeting With
8 September 2014	St Mary's Primary School (Polbeth)	Parent Council
9 September 2014	Ogilvie School Campus	Staff
9 September 2014	Ogilvie School Campus	Individual meetings with parents of P1-3 pupils with Autism Spectrum Disorder
10 September 2014	Pinewood School Campus	Parent Council
10 September 2014	Our Lady of Lourdes Primary School	Representatives from neighbourhood
10 September 2014	Ogilvie School Campus	Parents
10 September 2014	Pinewood School Campus	Interested Party
10 September 2014	Our Lady of Lourdes Primary School	Staff
11 September 2014	Our Lady of Lourdes Primary School	Parent Council
11 September 2014	Blackburn Primary School	Parent Council
12 September 2014	Pinewood School Campus	Staff
12 September 2014	Blackburn Library	Blackburn Community Council
16 September 2014	Civic Centre	Archdiocese of St Andrews and Edinburgh
16 September 2014	Civic Centre	Non-Teaching Trade Unions
16 September 2014	St Marys Primary School (Polbeth)	Staff
19 September 2014	Polkemmet Primary School	Parent Council
19 September 2014	Polkemmet Primary School	Staff
22 September 2014	Civic Centre	LNCT
tbc	Disability Equality Forum	Ability Centre, Carmondean
22 September 2014	Blackburn Primary School	Staff
25 September 2014	Civic Centre	Depute Chief Executive and Head of Service meet UNISON and GMB representatives to update on arrangements for reporting to the Education Executive
26 September 2014	Civic Centre	Depute Chief Executive and Head of Service meet LNCT representatives to update on arrangements for reporting to the Education Executive
29 September	Our Lady of Lourdes Primary School	Representative from church

### Proposed Consultation Timeline

Date	Event	Description
14 October 2014	Education Executive Meeting	Meeting to discuss the proposal
16 October 2014	Start of consultation	Beginning of public consultation
4 November 2014	Public Meeting at West Calder High School	Public Meeting to discuss the proposal
6 November 2014	Public Meeting at St Kentigern's Academy	Public Meeting to discuss the proposal
12 November 2014	Public Meeting at Inveralmond Community High school	Public Meeting to discuss the proposal
18 December 2014	End of consultation	End of public consultation
8 January 2015	Submit report to Education Scotland	Education Services report on consultation progress to Education Scotland
28 January 2015	Deadline for Education Scotland three week period for reporting back to Education Services	Education Scotland report on Proposals.
29 January to 20 February 2015	Consideration of Education Scotland Findings	Prepare report
23 February 2015	Publication of recommendations by Education Services on Consultation Proposals	3 weeks publication of report
17 March 2015	Policy Development Scrutiny Panel	Meeting to consider proposals
24 March 2015	Education Executive meeting	Decision made
25 March 2015	Consultation process complete	All consultees informed of decision
From 25 March to August 2015	Planned transition period for implementation of Education Executive's decision	Summer School term to facilitate planned and supported transitions for pupils, families and staff.