

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

THIS IS A FORMAL CONSULTATIVE DOCUMENT

**FUTURE SPECIALIST ADDITIONAL SUPPORT FOR LEARNING PROVISION FOR
CHILDREN OF EAST RENFREWSHIRE COUNCIL**

JUNE 2022

This document has been issued by the Education Committee of East Renfrewshire Council for consultation in terms of the Schools Consultation (Scotland) Act 2010 as amended.

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

FUTURE SPECIALIST ADDITIONAL SUPPORT FOR LEARNING PROVISION FOR CHILDREN OF EAST RENFREWSHIRE COUNCIL

1. The Education Department takes an inclusive approach to supporting and meeting learners' needs. There are a number of different specialist services across East Renfrewshire to meet the range of learners' needs, as we know some children and young people benefit from specialist teaching methods.
2. The specialist Additional Support for Learning (ASL) Provision in East Renfrewshire Council currently consists of Isobel Mair School and Family Centre; Isobel Mair Satellite in Woodfarm High School; Williamwood Communication Support Service; Carlibar Communication Service, which comprises of a Pre School Assessment and Development Unit, Carlibar Communication Centre and Outreach Support; Social, Emotional and Behavioural Needs Outreach Support Service and Sensory Support Service.
3. During the East Renfrewshire Review of ASL, analysis of current and predicted future capacity highlighted the need to extend the current provision in order to meet future needs.

PURPOSE OF THE CONSULTATION

4. The purpose is:
 - (a) To consult on the proposal to establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School.
 - (b) To move the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

INTRODUCTION

Background

5. East Renfrewshire Education Department's vision is *Everyone Attaining, Everyone Achieving through Excellent Experiences*. East Renfrewshire Council has a well-earned reputation for providing an excellent education for children and young people ensuring that Article 28 the Right to an Education, of the United Nations Convention on the Rights of a Child (UNCRC), is at the heart of decisions made.
6. Our vision is supported by providing quality educational surroundings in which all children, young people and staff can excel. The Council recognises that a quality environment signals the value it places on learning and teaching and the experience of all who use the facilities.
7. All councils must ensure effective management of their school places and have a statutory duty to provide adequate and efficient provision of school education for their area.
8. Local authorities also have a "... *duty to secure best value by continuous improvement in performance of the authority's functions, while maintaining an appropriate balance between*

quality and cost and having regard to economy, efficiency, effectiveness, equal opportunities and the achievement of sustainable development.”¹

9. East Renfrewshire Council's Community Plan outlines the local outcomes that will be delivered for its residents. In particular this proposal would contribute to the realisation of the following outcomes:

(a) Strategic Outcome: All children in East Renfrewshire experience a stable and secure childhood and succeed; and,

(b) Strategic Outcome: East Renfrewshire residents are fit and active and have the skills for learning, life and work.

10. There are 5 capabilities (Prevention, Digital, Community Engagement, Data and Modernisation) that East Renfrewshire Council prioritises to develop excellence in as an organisation to further the vision: A modern, ambitious council creating a fairer future with all.

11. East Renfrewshire Council adheres to relevant legislation and guidance that underpins education provision, duties of best value and asset management. It recognises the importance of effective asset management with it being intrinsic to one of the council's 5 capabilities, Modernising How We Work.

12. A *National Review* of the implementation of additional support for learning in schools was carried out by Angela Morgan (2020); it considered the implementation of the Additional Support for Learning legislation and how this is applied to practice across authorities. In seeking to take forward improvements to the education provision for learners with additional support needs, the Education Department undertook a review of Additional Support for Learning in 2021. (Education Committee Paper ASN Consultation Appendix 1)

13. Key outcomes and recommendations from the review included the need to '*Increase the current capacity of specialist provision through expanding the specialist services across the authority*'.

PRESENT POSITION

14. Where a child's additional support needs require additional specialist support, a referral is made to the Early Years Intervention Group (EYIG) or Education Resource Group (ERG) and following assessment and consultation on their needs, they may be allocated specialist support.

Carlibar Communication Service

15. Carlibar Communication Support Service (CCS) is an East Renfrewshire resource for Early Learning and Childcare (ELC) and Primary aged children who require intensive additional support for language and communication needs, social interaction, rigidity and flexibility of thinking and/or emotional and sensory regulation. It comprises of a Pre School Assessment and Development Unit, Communication Centre and Outreach Support. It is based within Carlibar Campus and is managed by the Head Teacher of Carlibar.

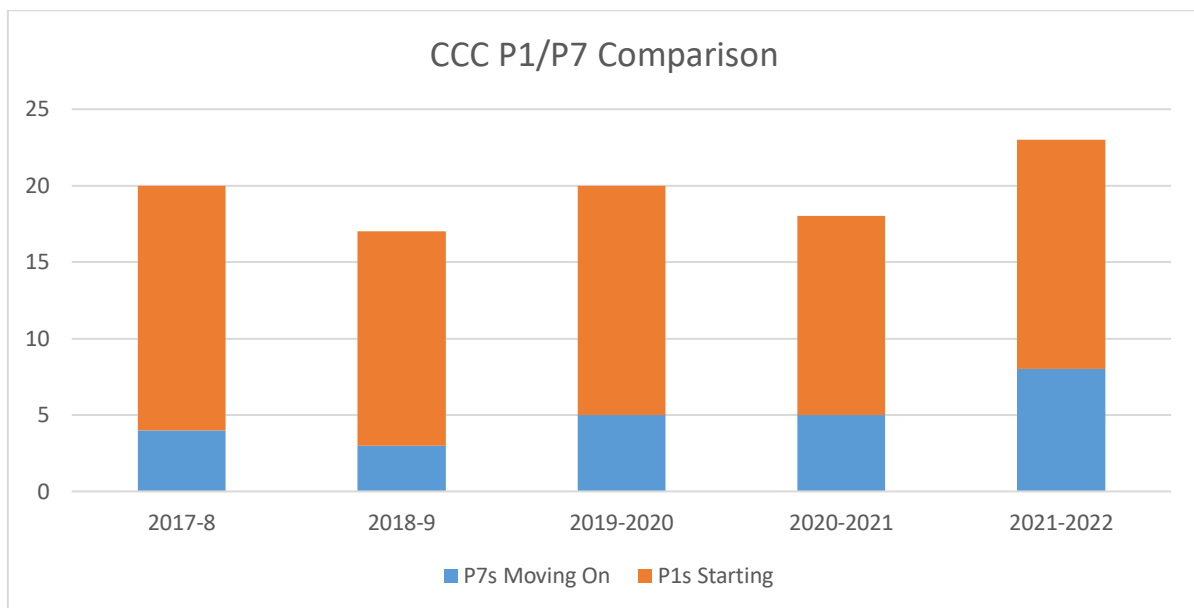
16. The additional support needs of children attending Carlibar Communication Service (CCS) has changed over time with children presenting with increasingly more complex social

¹ Putting Learners at the Centre: Towards a Future Vision for Scottish Education: <https://www.gov.scot/publications/putting-learners-centre-towards-future-vision-scottish-education/documents/>

communication needs that require full time continued support within Carlibar Communication Centre (CCC).

17. In 2017-18, there were 29 children being supported within the CCC on a full time basis; this increased to 44 by 2020/21. As a result, the number of children being supported via a split placement has reduced from 58 in 2017/18 to 37 in 2020/21. Given that capacity in terms of space has not increased, this has provided a challenge in ensuring support is in place for all pupils who require it.

18. There continues to be significantly more P1 children requiring a placement with the CCC than there are P7s moving on either to secondary school, Williamwood Communication Support Service or Isobel Mair.



SEBN Outreach

19. Social Emotional Behavioural Needs (SEBN) Outreach Support is currently based in St John's Primary School. There are 3 SEBN teachers who provide SEBN outreach support to primary and secondary pupils across East Renfrewshire.

20. Over the past 3 years, 37 children and young people have been supported via outreach support. Of those, 16% have gone on to receive further support from Carlibar Communication Service and 24% have gone on to educational provisions out with East Renfrewshire Council. There has been an increase in the number of primary aged children being placed in specialist education establishments out with East Renfrewshire.

21. Research indicates that the number of children requiring additional support related to SEBN difficulties is higher in areas of deprivation. This is evident with 54% of children supported in the last 3 years attending Carlibar PS, St Mark's PS, Thornliebank PS or St John's PS.

Williamwood Communication and Support Service (WCSS)

22. WCSS is based within Williamwood High School and is managed by the Head Teacher of Williamwood. There are currently 43 young people who attend WCSS and of those, just under two thirds have transitioned from CCC. There is an increasing number of young people

who presenting with challenges in accessing mainstream settings that manifest following transition to secondary school.

23. This session 3 young people moved on from WCSS. However following a similar trend to CCC, there were significantly more children joining in S1 than there were leaving. Given the increasing number of children with significant needs in CCC, continued house building and families who have children with additional support needs moving into East Renfrewshire the number of children and young people requiring support in WCSS will continue to increase further.

Transport

24. Education authorities have a statutory responsibility to provide and finance the transport of school pupils who live specified distances from school under the Education (Scotland) Act 1980 as amended. There is no specific legislative requirement that covers Additional Support Needs Transport, with the above legislation covering all children in education.

25. As most of our specialist education establishments are out with the catchment area of those pupils who attend them, most of our children and young people attending a specialist provision are automatically covered due to the distance they live from the specialist provision. Currently pupils are collected from their house to the specialist provision and returned to their home.

26. There are currently 3 buses and a people carrier transporting 45 children to and from Carlibar daily, 10 buses transporting 126 children and young people to and from IMS daily and 14 taxis transporting 31 young people to WCSS.

Consultation as part of the ASN Review

27. As part of the engagement and listening phase of the East Renfrewshire Additional Support for Learning Review, which took place between March-June 2021, there was consultation with more than 350 teachers and support staff involved in the delivery of ASN provision, consultation with unions and engagement with more than 600 parents and carers of children and young people with ASN who attend specialist provision or mainstream schools in East Renfrewshire. In addition to this, and consistent with Article 12 of the UN Convention of the Rights of the Child, ASN pupil focus groups were carried out to ensure that the voices and experiences of children and young people were key to informing and implementing the actions and recommendations made as a result of this review.

28. The majority of parents/carers surveyed believe that either a specialist provision or blend of specialist provision and school would best meet the needs of children and young people with severe and complex needs.

29. A significant number of parents and carers highlighted that they feel there is a need for an increase in this type of specialist provision, where there is specialist knowledge and teaching approaches. *“More facilities like Carlibar CCC are desperately needed in the authority, children are missing out on the tailored support they need due to a lack of available spaces. This is having a detrimental effect on ASN children who are in mainstream and also the children who don’t have ASN.”*

PROPOSAL

30. The purpose is:

(a) To consult on the proposal to establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School.

(b) To move the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to establish an enhanced nurture classroom.

EDUCATIONAL BENEFITS STATEMENT

31. The vision of the Education Department *Everyone Attaining, Everyone Achieving through Excellent Experiences*, is at the heart of the work that department and school staff undertake as they seek to provide the highest quality education and services to develop the whole individual.

32. In our schools it is recognised that all children and young people need support to help them learn and develop to be the best they can be. This Education Department's continued commitment to inclusion focuses on the provision of high quality support that leads to positive outcomes for all children and young people.

33. The practice of inclusion within our schools and early learning and childcare settings continues to sit alongside the principles of key national drivers. *Curriculum for Excellence* has the central purpose of ensuring that all children and young people develop as successful learners, confident individuals, responsible citizens and effective contributors and therefore must be central to an inclusive approach. The Additional Support for Learning (Education) (Scotland) Act (2004) as amended (2009) remains the principal legal framework for driving practice. The Standards in Scotland's Schools Etc. Act 2000, Equality Act 2010, Children and Young People Act 2014 and UNCRC are also key. Getting it Right for Every Child (GIRFEC) is the national programme for all who work with children and young people, which underpins these and broader related frameworks.

34. The expansion of ASL provision would result in a number of educational benefits, in particular providing suitable high quality environments resourced with specialist staff will help realise the department's vision for children and young people with additional support needs and offer a high quality educational experience to meet the needs of the increasing number of children and young people with ASN that require specialist provision.

35. Increased accommodation and resources associated with the proposed new provision are likely to have a positive impact on the motivation, aspirations and enjoyment of children, staff and the wider schools community. At all stages, children would benefit from enhanced resources and pedagogy related to ASL.

36. The proposed increase in specialist staff supporting new services working within mainstream buildings would be advantageous and provide more effective support to the career-long professional learning of staff. In particular mainstream staff will benefit from the expertise of specialist staff in upskilling in inclusive pedagogy. In addition to this it would enable staff across specialist provisions to develop support networks in order to reflect, share and develop good practice in order to learn together and plan for improvement. This would lead to improved quality of learning, teaching and achievement for children both within and out with the specialist provisions.

37. Across our settings and schools we recognise the importance of adopting nurturing approaches in order to support behaviour, wellbeing, attainment and achievement of our children and young people. The 5 key indicators of the national Strategic Equity Fund (SEF) are attainment, attendance, inclusion, engagement and participation. The development of an enhanced nurture provision within Carlibar Communication Centre will support the development of relationship and attachment based approaches in a safe environment for primary aged children who are demonstrating high levels of social, emotional and behavioural needs. It would support any SEF funds being used to support nurturing approaches across all our schools via the specialist nurture provision.

38. Placing the Social, Emotional and Behavioural Needs (SEBN) Outreach Team within Carlibar will have the added benefit of aligning key primary outreach services under the headship of 1 person ensuring a co-ordinated approach to outreach support.

39. Following a review of our school estate, we have identified that there is sufficient space in terms of rooms, communal spaces and outdoor areas to support the development of an additional Early Years and Primary and provision based in Carolside Primary School under phase 1 of our ASN provision enhancement. Phase 2, to be planned at a later date would consider additional secondary provision. These would be located in opposite sides of the authority to the current provisions. This additional capacity would reduce the distance that pupils would require to travel on a daily basis to attend a specialist provision, providing a significantly better pupil experience.

40. It is proposed, following the results of consultation, this service would be operational from August 2023 with a phased introduction starting with new P1 children. The Education Resource Group will continue to allocate places to the specialist support services based on assessment of needs. However, where pupils reside will inform whether children are offered support in either Carlibar Communication Service or the new Carolside provision. (Education Committee Paper ASN Consultation Appendix 2)

41. Currently it is not considered that there would be any adverse impacts on children attending Carolside Primary School by implementing the proposal. There is currently additional space and capacity to establish this provision within the school. Additional staffing and resources will be allocated to support this new service. In addition, the wider benefit to pupils of Carolside includes opportunities for further development of inclusive practice across the whole school thus ensuring a joint ethos, based on clear vision and inclusive values in Carolside.

42. Pupils currently attending Carlibar Communication Centre will not be adversely affected as this new provision will adopt a phased approach to admissions with primary 1 catchment pupils starting at Carolside Communication and Support Centre from August 2023. Pupils currently attending Carlibar Communication Centre will continue to do so.

43. The enhanced nurture provision located within the CCC will not adversely impact children currently attending Carlibar Communication Centre or the pupils who will be supported there as the environment has been designed to offer a safe and nurturing space and will be led by trauma informed, experienced staff.

44. Pupils who live within the catchment of the new service will not be adversely impacted by attending the new service as the environment and staffing will be appropriate to their needs. An added benefit is that they will spend less time traveling to the specialist provision.

45. The authority will continue to monitor the provision in schools and early learning and childcare centres in accordance with established procedures and will provide support and challenge in order to secure continuous improvement in the quality of education. Should the proposed new ASL Specialist Provision proposal be approved the department would ensure that standards and quality would continue to improve for all learners.

46. The Education Department considers that the proposals would not have an adverse impact on any child or staff member in terms of age, gender, religion, race, and disability.

47. A Children's Rights, Fairness and Equality Impact Assessment will be undertaken as part of the consultation exercise. In carrying out this assessment the department will take account of (or address) any rights, fairness or equality issues raised as part of the consultation process. The Children's Rights, Fairness and Equality Impact Assessment will be included in the consultation report on the results.

IMPLICATIONS OF THE PROPOSAL

48. The consideration of an appropriate location for additional specialist provision must be cognisant of not only an establishment's current school roll, but also its projected school roll as a consequence of planned local residential developments. East Renfrewshire like all councils, must ensure effective management of its school places as it has a statutory duty to provide adequate and efficient provision of school education for its area.

49. In identifying an appropriate location for specialist learning provision the Education Department has taken into consideration a variety of factors including:

- (a) the availability of space to increase provision at a later date should it be required;
- (b) the location of the establishment with regards to ease of access;
- (c) the ability for Carolside Communication Service to have its own unique area whilst integrating with Carolside Primary School;
- (d) the Council's duty to *'secure continuous improvement in performance (while maintaining an appropriate balance between quality and cost); and, in making those arrangements and securing that balance, to have regard to economy, efficiency, effectiveness, the equal opportunities requirement and to contribute to the achievement of sustainable development.'*²

50. Carolside Primary School is located on Ashfield Road, to the north-east of the Council's area, and at the heart of the Clarkston community.

51. The school is currently operating as a 4 stream school (4 classes at each stage) with a school roll recorded in the annual school pupil census in September 2021 of 691. The school's current planning capacity on the basis of being 4 stream is 840, the school's roll over each of the last 5 years is detailed in table 2:

	2017-18	2018-19	2019-20	2020-21	2021-22
Roll	836	828	801	739	691
Planning Capacity	100%	99%	95%	88%	82%

Table 2

52. Currently, pupil projections do not indicate any new pupils taking up residence within the school's catchment area over the next 7 years as a consequence of planned new residential property developments.

² Local Government in Scotland Act 2003: Best Value: Revised Statutory Guidance: 2020 <https://www.gov.scot/publications/best-value-revised-statutory-guidance-2020/>

53. The layout of the Carolside Primary School is conducive to the creation of a specialist service whilst supporting the integration of the specialist service to whole school activities and accessing shared resources. It is proposed that the service would be located in the enclosed area within the ground floor of the school where there are 3 classrooms, a pod area and access to toilets in a self-contained area.

54. Carlibar Communication Centre is located within Carlibar Primary School, on Carlibar Road. There are 11 classrooms within the Communication Centre and places are allocated via the ERG. The enhanced nurture provision will be housed in 1 classroom within the ground floor of CCC which can be accessed via the CCC entrance. Creating additional space within Carolside Primary School will facilitate space to enable this.

Admissions and Transfer Arrangements

55. Under the proposal, there would be no change to primary school admission arrangements and it would not affect any change to Carolside's associated secondary school. Carolside Primary would still serve the same community.

56. It is proposed that there will be no changes to the allocation of specialist support places as a result of the proposed setting. Places will continue to be allocated as a result of assessment and consultation, as part of the Education Resource Group process, with children remaining on the school roll of the school they have been granted a place in to allow for split placements and transition back into mainstream education.

Traffic Management

57. It is not envisaged that there would be any material changes to walking/cycling distances to children and young people currently attending Carolside as a consequence of this proposal. It is predicted that there will be a positive impact on the length of travel time for children accessing the specialist service for those who are entitled to transport as the service will be located nearer their community. There will be no negative impact in terms of school traffic management as the majority of the children accessing the new service will be brought to school via a school bus.

Timescale, Transition, Management Arrangements and Support

58. The legislative timescales required for the various elements of statutory consultation as defined by the Schools (Consultation) (Scotland) Act 2010, means that it is difficult to align the process of consultation with planned local governance processes and timelines such as Education Committee. As a consequence of the required timescales, the report on the results of the proposal will not be available for consideration by the next Education Committee (17 November 2022), following the end of the Consultation on 30 September 2022. This means that a decision on the proposal and associated findings of the consultation by Education Committee cannot be progressed for some time, and likely no earlier than January 2023.

59. If the proposed new arrangements for Specialist Additional Support for Learning provision are ultimately approved by Education Committee when they consider the outcome of this consultation, then transition and support would be carefully considered to manage the transfer to and the establishment of the new provisions. There would be support from the Quality Improvement Manager for Inclusion and Educational Psychology Service working with senior school staff to ensure that pupils are not disadvantaged during the transition. It is very likely that there will be the need for an extended period of transition for children and young people accessing the service, with staff working with parents/carers to ensure that the

transition is as smooth as possible. As part of the transition for the P1 cohort who would be starting at the new service, children, parents and staff would have the opportunity to familiarise themselves with the buildings including social areas, classrooms, play areas and entry/exit points. This is in line with existing transition arrangements for children moving from Nursery to CCC.

60. There are no implications for lets as any current lets at Carolside Primary School and Carlibar Communication Centre could continue.

Current & Future Provision

61. Should the proposal be accepted, East Renfrewshire Council will continue to provide high quality support to the growing number of children and young people who present with complex social, communication and behavioural needs. Subject to necessary approvals, there would be the opportunity to expand the specialist provision across both sides of the authority within the existing educational estate. This would ensure that class sizes, pedagogical approaches and the learning environment can best meet the needs of pupils with ASN. This would also reduce transport requirements and minimise lengthy journeys for children and young people who attend provision at the opposite side of the authority from where they live.

62. As part of this consultative process, consideration has been given to the findings from East Renfrewshire's ASL review. This provided an analysis of ASN data across the authority and highlighted the increasing number of children with more complex additional support needs. It is noted that the availability of and demand for educational places for children and young people with ASN will continue to be subject to ongoing monitoring and review. This will take into account changes to local/national educational policy such as the outcome of the national ASL review (the Morgan review), expansion of early years, or changes in class size.

63. Consideration will also be given to the new housing estates, and other demographic changes such as the number of families with children with ASN moving into the authority, which may lead to discussion about the need for any relevant modifications to the educational estate. Any future required changes to education estate provision would be subject to the procedures and approaches for such requests for capital investment, via the capital investment strategy and the Corporate Asset Management Group and subsequent future committee and council reports and any necessary consultation.

FINANCIAL CONSIDERATIONS

64. At present there is no identified finance to take forward the proposal to increase capacity of specialist provision so the department will direct funding from its delegated budget to support the recommendations as outlined in ASL review.

65. Additional staffing in each establishment will be required to deliver the service however any additional costs will come from existing authority staffing budgets and may involve a redistribution of staffing ratios across the school estate.

CONSULTATION

66. The Council is required to formally consult on a variation to the arrangements for the constitution of a special class in a school other than a special school. How this is carried out and who must be consulted is clearly set out in the Schools Consultation (Scotland) Act 2010 as amended.

67. This report is issued as a formal consultative document and will be made available to all interested parties. A copy of the report is available for inspection at the settings and schools and at the Council's Head Office, Eastwood Park, Rouken Glen Road, Giffnock, East Renfrewshire, G46 6UG; and at the Council Offices, 211 Main Street, Barrhead, East Renfrewshire, G78 1SY. An electronic version can be accessed at the East Renfrewshire Council website (<https://getinvolved.eastrenfrewshire.gov.uk/>).

Settings affected

68. Carolside Primary School, Carlibar Communication Centre and the early learning and childcare establishments of the Clarkston and Busby Community area.

Period of Consultation

69. The consultation period will last from Wednesday 17 August 2022 to midnight on Friday 30 September 2022.

Relevant Consultees

70. We will consult with the following:

- Parents/ carers of all children/ young people in the affected settings;
- Parent Councils of the affected settings;
- Parents/ carers of any child(ren)/ young person (people) expected to attend an affected setting within the next 2 school years;
- Pupils of each affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- Staff (teaching and otherwise) of each affected setting;
- Trade unions representing staff employed in the affected settings; and
- Any other education authority that the education authority considers relevant.

71. During the consultation period a public meeting will be held in Eastwood High School at 7:00 pm on Wednesday 14 September 2022. Elected members and senior officers of East Renfrewshire Council will be present to discuss the proposal and there will be an opportunity to ask questions at the meeting.

72. Note on Corrections: If any possible inaccuracy or omission in the Consultative Document is discovered by the Education Department or is suggested by any other person, the department will determine if relevant information has been omitted or if there has been an inaccuracy. The Education Department will then take appropriate action that may include the issue of a correction or the reissuing of the Proposal paper or the revision of the timescale for the consultation period as appropriate. In that event, relevant consultees and Education Scotland will be advised.

Responding to the Consultation

73. East Renfrewshire Council invites all interested parties to make written representation on the consultative proposal. Interested parties are encouraged to provide feedback on East Renfrewshire Council's website <https://getinvolved.eastrenfrewshire.gov.uk> or alternatively consultees can complete and return the consultation response proforma attached (Appendix A).

74. Written responses regarding the proposal will also be accepted by post. Such responses should be clear about who you are, where you live, why you are interested including your relationship with the affected settings (e.g. parent/ carer of pupil in an affected setting, member of staff at an affected setting, relative of a pupil at an affected setting etc.) and whether or not you agree with the proposal, or have any alternative solutions or comments. Petitions will be treated as a single response.

75. Education Scotland is entitled to copies of all responses received. We would therefore advise that your personal information will be supplied to Education Scotland if they request it. Separately, other interested parties may also seek sight of the responses received and accordingly you should advise if you wish your personal details withheld in respect of these requests.

76. Please send all written representation on the proposal to East Renfrewshire Council no later than midnight on Friday 30 September 2022 via the Council's consultation website, or postal address for hard copies to East Renfrewshire Council, Education Department, Council Offices, 211 Main Street, Barrhead, East Renfrewshire, G78 1SY.

77. Education Scotland will be sent details of the consultation responses including issues raised at the public meeting and other relevant documentation. Education Scotland will then prepare and submit a report to the Director of Education within three weeks. In preparing their report Education Scotland may visit the affected schools.

78. The Director of Education will report the results of this consultation exercise including the report submitted by Education Scotland to the Education Committee on 1 December 2022. The consultation report on the results will be available for public inspection at least 3 weeks before that date. The report will be available at all reasonable times at Council Offices at Eastwood Park, and Barrhead Main Street, in the affected school, local library and published on the Council's website.

79. Reasonable requests for alternative forms of consultation papers or response documents will be accommodated wherever possible e.g. audio support or language translations. For this support please contact Education via email Educationresponse@eastrenfrewshire.gov.uk or write to the address in paragraph 65 above.

80. The final report and the decision taken by the Education Committee will be made available on the Council's website. Printed copies of the report will be made available on request to anyone who has responded to the consultative document.

Mark Ratter
Director of Education
June 2022

Appendices
Appendix A: Consultation Pro-forma

Additional Support for Learning (ASL) Review in East Renfrewshire Council December 2021 Executive Summary

Aims, Nature and Scope of the Review

The rationale for Additional Support for Learning (ASL) is set in a national context following the publication of the [National Review](#) of ASL and subsequent recommendations made through the [National Action Plan](#). The purpose of ERC's review of ASL is to consider how we can provide high quality support to children and young people with Additional Support Needs (ASN) who attend specialist provision whilst also providing enhanced ASN provision in our mainstream schools through sharing of specialist knowledge, training and resources to ensure that the East Renfrewshire Education Department vision of Everyone Attaining, Everyone Achieving through Excellent Experiences is realised. Fundamental to this will be making improvements within existing resources and funding. Key priorities of the review include:

- Support the implementation of recommendations of the Angela Morgan Review – *All Our Children and All Their Potential*;
- Identify service gaps and barriers and recommend potential solutions in relation to ASL provision within ERC establishments;
- Plan and develop an ERC Additional Support for Learning Action Plan;
- Ensure that children, young people, and families are engaged in reviewing, planning and evaluating ASL in ERC.

In order to gather evidence the Review Team:

- Carried out an in depth desktop analysis, including a review of the relevant literature and an analysis of ASN data from all establishments across the authority;
- Consulted with more than 350 teachers and support staff involved in the delivery of ASN provision;
- Met with Head Teachers, ASN Co-ordinators and Educational Psychologists;
- Engaged with more than 600 parents and carers of children and young people with ASN who attend specialist provision or mainstream schools in East Renfrewshire;
- Consulted with and listened to views of key partners
- Established ASN pupil focus groups to ensure that the voices and experiences of children and young people were key to informing and implementing the actions and recommendations made as a result of this review.

The review considered 4 main themes:

- Vision and Values: Interpretation of Additional Support Needs;
- Curriculum and Attainment;
- Specialist Provision and Specialist Services;
- Relationships between Schools, Children and young people and parents and carers.

The review was planned in 4 stages, 3 of which are contained in this summary. The table below, outlines the stages:



Key Findings from Phase 1: Desk Top Review

- ASN Overviews and SEEMiS highlight approximately 23% - 28% of school-aged children have a recorded ASN in East Renfrewshire – this is lower than the national figure given in the Morgan ASL Review;
- There is a link between economic and social disadvantage and the incidence of recorded additional support needs across schools in ERC;
- The percentage of a school population with a recorded ASN can vary very widely between schools. There appears to be more consistency in the recording of ASN within secondary schools;
- The number of individuals recorded with ASN rises through primary school and then remains fairly stable at secondary school;
- More boys than girls are recorded as having an ASN – this is in keeping with national data;
- Literacy difficulties/dyslexia is the most frequently recorded ASN – this may be because schools find this to be the most straightforward ASN to identify, record and address;
- Excluding literacy difficulties/dyslexia, ASD/Social Communication Needs, Social, Emotional and Behavioural Needs and English as an Additional Language are the most frequently recorded ASN. Social, Emotional and Behavioural needs is likely to include a large number of individuals whose primary need is in relation to mental and emotional wellbeing;
- Almost all young people who are recorded as having an additional support need move on to a positive leaver destination;
- The review highlighted many strengths of existing specialist services and provision, however, it also highlighted the increasing number of children and young people who access such resources and the subsequent growing pressure on capacity of such services;
- Over the past 3 years 37 children and young people have been supported via SEBN Outreach Support Service. Of those 16% have gone on to receive further support from Carlibar Communication Service/WCSS and 24% to educational provisions out with East Renfrewshire Council. There are significantly more boys receiving support from behaviour outreach than there are girls; 81% of children and young people being supported are male;
- There has been a significant increase in children requiring input from the Sensory Support Service and new referrals for both Hearing Impairment (HI) and Visual Impairment (VI) are likely to follow this trend of increasing numbers. Currently there are 146 children and young people who are being supported for their HI with 71 receiving support for VI;
- The additional support needs of children attending Carlibar Communication Service (CCS) have changed over time with children presenting with increasingly more complex social communication needs that require full time continued support within Carlibar Communication Centre (CCC). There continues to be significantly more P1 children requiring a placement within the CCC than there are P7s moving on either to secondary school, Williamwood Communication Support Service or Isobel Mair. This places pressure on the capacity of the CCC in supporting children who require

specialist support and in turn highlights future pressures that will be placed on WCSS. In the past 5 years, 73 P1 children have been given a placement in the CCC whilst only 25 P7 children have left;

- There are currently 43 young people who attend Williamwood Communication Support Service and of those, just under two thirds have transitioned from Carlibar Communication Centre. This session 3 young people moved on from WCSS, however following a similar trend to CCC, there were significantly more children joining in S1 than there were leaving;
- In the past 10 years the number of children who are enrolled at Isobel Mair School (IMS) has increased by over 50%. Detailed analysis of the school roll in IMS indicates an increasing number of families have moved into the authority area with the specific aim of accessing the school. Currently 31% of pupils attending IMS moved into the school from another local authority.

Key Findings from Phase 2: Engagement and Listening

Staff:

- Most staff who responded to the consultation highlighted their commitment to supporting children with ASN within their home setting. However, there is a small minority of school leadership and staff who do not fully understand the principles of inclusion and presumption of mainstream and this is recognised by children and young people and their parents and carers;
- The majority of staff surveyed recognise that there is a lot of extra support in place for children and young people with ASN within East Renfrewshire and are aware of the specialist provision, support and resources available and know how to seek support from colleagues as appropriate. However, most staff also identified increased staffing as a key priority, with almost all suggesting that more PSAs and specialist staff across all sectors would lead to improvements;
- All staff highlighted the importance of professional learning in order to understand and meet the needs of pupils with ASN and the majority of those who responded have received appropriate professional learning which has impacted on their ability to meet the needs of pupils with ASN;
- Some respondents highlighted the importance of a more flexible curriculum as having the potential to improve experiences for children and young people with ASN, recognising the importance of outdoor learning for example and broader opportunities for successful attainment and achievement beyond SQA;
- Some PSAs highlighted that they don't feel recognised or respected within the system for the role that they play. This is evidenced through more than half of the PSA respondents highlighting that they are not involved in contributing to wellbeing plans and target setting.

Pupils

- Almost all pupils at mainstream primary and secondary schools who participated in the various focus groups stated that they like going to school with some highlighting they would not change anything about their school. All specifically mentioned enjoying spending time with their friends and teachers. A few said they liked learning new things and enjoyed being challenged;
- Pupils within specialist provisions said they liked being with their friends, playing outside, learning life skills, and topics such as sport, music and art. Most said that there was nothing they did not like about their school;
- Pupils at mainstream and special schools, generally feel included in all aspects of school life including by their peers, teachers and friends. They feel included both within and out with the school building;

- The children and young people who participated in the focus groups shared the importance of schools taking an individualised approach depending on their specific needs in order to put the best support in place;
- A few highlighted the importance of making sure other children and parents understand what it is like for children who have an additional support need;
- A few pupils in mainstream schools said they did not always feel involved in the life of the school and want their school to do more to include them. '*Sometimes I feel like I am invisible*'.

Parents/Carers

- Responses were much more positive than negative in all areas;
- Almost all parents/carers said they feel their child/young person is treated fairly and with respect;
- Most parents/carers believe staff know their child/young person as an individual;
- The majority of parents/carers believe that their children get extra support with their learning and/or wellbeing when they need it;
- The majority of respondents reported they are happy with the information they receive from their child's school. However, communication was highlighted as an area that needs to be improved. This included communication between school and parents, with children and young people and between staff within schools and at points of transition;
- Most parents/carers reported that their child's school made "reasonable adjustments" to enable their child to participate in school activities, whilst the majority agreed this was the case out with school and on residential trips;
- There was a strong opinion and concern that many Head Teachers, teachers and pupil support assistants do not have the appropriate training, knowledge or skills to provide appropriate support for children and young people with an additional support need. Whilst feedback related to all areas of additional support needs, comments predominantly related specifically to supporting children and young people with neurodevelopmental difficulties;
- During the review there were many examples of excellent partnerships between school and home and it was recognised that this joint working is often what makes the difference in ensuring positive outcomes for children and young people;
- Some parents and carers reported a belief that at times schools did not recognise the value of their knowledge of their own child and urged schools to be open and willing to listen to their views in terms of the best approaches to support their children and young people. Where parents and carers had positive experiences, they highlighted the value of school staff listening to them and taking them seriously, enabling trust to be developed;
- Some parents and carers highlighted a frustration around the length of time it took for their child or young person to be diagnosed and the feeling of having to 'fight' for a diagnosis. There was also a call for greater support given after diagnosis, with some parents reporting they felt unprepared, alone and unsure of how best to support their child;
- A few parents and carers highlighted a concern that there can be a reduction in aspiration or ambition for those with additional support needs to achieve to the best of their abilities. Some parents/carers highlighted that the recording and measuring of achievements and success did not align to suit children with additional support needs.

Key Recommendations

1. Develop an ERC ASL vision for success (and interpretation of Inclusion) with the involvement of children and young people, parents and carers and staff, based on the principles of the UNCRC and ensure this vision is communicated to all stakeholders and partners;
2. Review how we measure and celebrate the achievements and success of children and young people with additional support needs in line with national developments;
3. Develop effective systems to ensure consistent recording and moderation of ASN needs at school and authority level;
4. ASL to be fully included in the ERC review of the Curriculum to ensure it meets the needs of all learners;
5. Implement trauma informed practices and nurturing approaches across all schools and early years establishments, underpinned by relationship-based approaches;
6. Redesign and extend SEBN Outreach Service to support behaviour and wellbeing including support for emotionally based school avoidance and enhanced nurture provision;
7. Develop provision to meet the wellbeing and learning needs of high school pupils with non-attendance and social and emotional needs;
8. Review support in place for EAL learners and guide schools to engage with 'Supporting Bilingual Learners' and undertake professional learning on how best to support EAL learners;
9. Review Sensory Support Service provision to address increasing demands in terms of numbers and emerging requirements including CLPL needs;
10. Increase the current capacity of specialist provision through expanding the specialist services across the authority;
11. Undertake consultation with stakeholders regarding the specialist services of CCC and WCSS and creation of a Communication Support Service Specification ensuring consistency across service provision;
12. Review staffing within specialist provision to ensure equity of resources and appropriate support in place;
13. Review current transport arrangements and update ERC School Transport Policy to ensure children and young people receive their entitlement to education;
14. Through engaging with CLPL and continually reviewing their vision, values and aims, senior leaders ensure ASN provision in schools is underpinned by values driven leadership;
15. Continue to develop and evaluate a CLPL Inclusion Programme for teachers, CDOs and PSAs to support inclusion of all learners;
16. Support school leaders to review the role of PSA including guidance on how classroom teacher and pupil support assistant roles interact and complement each other and how PSAs are allocated;
17. Involve children and young people and parents and carers in the refresh of ERC GIRFEC Framework in light of refreshed national guidelines;
18. Schools should continue to work in partnership with parents to develop approaches to promoting positive relationships and communication around ASN;
19. In partnership with children and young people and parents/carers, update the Promoting Positive Behaviour Policy including seclusion and restraint guidelines which take account of national guidelines currently being produced.

The authority will disseminate the findings of the review and will share the good practices identified. The Quality Improvement Service will devise an action plan to address the recommendations outlined above and will work closely with settings and schools across the authority to support them to make the necessary improvements to practice.

Pupil Consultation on the Proposal

To establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School and to move the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

Report to the Director of Education

**Prepared by:
Karen Shepherd
External Consultant
October 2022**

1. Process for Consultation with Pupils

East Renfrewshire Council (ERC) Education Department undertook a consultation exercise on the proposal to establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School and to move the current Social, Emotional and Behavioural Needs (SEBN) Outreach service to Carlibar Communication Centre to an enhanced nurture classroom.

- 1.1** The consultation was initially planned to be conducted over the period between 17 August, 2022 and 30 September, 2022. However, as a consequence of the death of the Queen and subsequent period of mourning and public holiday, the consultation period was extended until 3 October 2022.
- 1.2** As part of this process, ERC Education Department decided to consult with, and seek the views of pupils in each school that would be affected by the proposal. Consequently, Primary One to Primary Seven pupils in Carolside and Carlibar Primary Schools and pupils in Carlibar Communication Centre (CCC) were consulted.
- 1.3** An independent Education Consultant was tasked by the Education Department of the Council to carry out the consultation with the stages identified above in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and the amendments contained in the Children and Young People (Scotland) Act 2014.
- 1.4** ERC Education Department e-mailed the two Head Teachers to advise them of the appointment of the independent Consultant and the process for consultation with pupils.
- 1.5** The Head Teachers informed their parent forums that P1 to P7 pupils and some CCC pupils would be consulted on the proposal and that pupil participation would be voluntary. The Head Teachers informed their parent forums that Pupil Representatives/House Captains within each school would manage the consultation exercise with pupils, supported by their own staff and the independent Consultant.
- 1.6** In structuring the consultation process with primary pupils, the Consultant agreed with the Education Department that engagement of all Primary One to Primary Seven pupils would be best achieved through the involvement of the Pupil Representatives/House Captains in the two affected schools and the CCC to conduct the consultation exercise.
- 1.7** The following principles were applied in developing the primary consultation process:
 - The Pupil Representatives/House Captains in each school, supported by the Consultant, should be given and take responsibility for managing the consultation exercise with pupils as best suited the structure for pupil voice within the school.
 - The timeframe should be sufficient to allow meaningful engagement with Pupil Representatives/House Captains in order to involve and prepare them in planning and carrying out the consultation exercise. The Consultant would provide background information about the proposal, advice and support for the Pupil Representatives/House Captains including a PowerPoint with notes.
 - The Pupil Representatives/House Captains would put in place easily understood procedures to provide an opportunity for all affected pupils to become informed with an opportunity to share their views.
 - There would be an appropriate timeframe to ensure that all pupils would have a reasonable and objective opportunity to participate in the consultation.
 - Participation by pupils in the consultation exercise would be voluntary and not mandatory.
 - Pupils would also be advised that alternatively they could respond using the ERC on-line consultation process or complete a hard paper copy of the response form and send it by post to the Education Department to arrive by 30th September (close of consultation period).

- Pupil Representatives/House Captains should be supported by an identified member of staff within each school to make the necessary arrangements within the school for the consultation exercise. The staff would support pupils objectively.
- It was emphasised that school staff should not influence the views of Pupil Representatives/House Captains or pupils within the school.
- In addition, the Consultant would meet the Pupil Representatives/House Captains to allow them to give verbal feedback on the consultation process and listen to and record the oral views of any other pupils who wished to make their views known.
- As part of the reporting process, the Pupil Representatives/House Captains in each school would receive feedback on the findings of the pupils of the school with an individual school report provided by the Consultant.
- The Pupil Representatives/House Captains would have responsibility to share the individual school reports with all pupils within their school.

1.8 In line with the four capacities that underpin *Curriculum for Excellence*, it was envisaged that Pupil Representatives/House Captains would have a central role in the process and that they would ensure that pupils would perceive the consultation to be fair and without a pre-determined conclusion.

1.9 In order to support the primary Pupil Representatives/House Captains to deliver consistent and accurate information across all of the affected schools, the Consultant prepared a standard PowerPoint presentation to inform the Pupil Representatives/House Captains about the key aspects of the proposal and to support them to deliver the key information to their peers (Appendix 1). The presentation also included advice for the Pupil Representatives/House Captains about how to carry out the consultation with their peers. Information was also provided on how the pupils' responses would be reported.

The Pupil Representatives/House Captains in each school were then provided with a copy of the presentation, which they adapted with support from school staff to use at pupil assemblies in school. The Pupil Representatives/House Captains were then well prepared to take on responsibility to deliver this PowerPoint presentation to pupils within their school, explaining the proposal and how pupils could respond to the consultation if they so wished (Appendix 2).

1.10 The Consultant devised two example pupil response forms for pupils in both primary schools. In Carolside Primary, Form A was used with pupils in Primary 1 to 3 and Form B for pupils in Primary 4 to 7. In Carlibar Primary, the House Captains decided to use Form A with pupils in Primary 1 to 5 and Form B with pupils in Primary 6 and 7 (Appendix 3).

1.11 The Consultant visited each primary school and the CCC to:

- meet with the Head Teachers to explain the process and make dates for further visits in relation to the pupil consultation;
- meet with the Pupil Representatives/House Captains and the member(s) of staff with responsibility for the Pupil Representatives/House Captains, to deliver a presentation and explain the tasks and activities they were being asked to undertake;
- provide the Pupil Representatives/House Captains in each school with a PowerPoint presentation;
- provide example response forms and discuss other options for gathering pupils' responses
- answer any questions that the Pupil Representatives/House Captains might have.

1.12 The Consultant returned to both primary schools and the CCC to meet with the Pupil Representatives/House Captains to receive feedback on the consultation process and to hear oral views of any other pupils who wished to express them.

1.13 The Consultant collected the completed response forms from the two primary schools. A presentation on the consultation process within the CCC and results of the CCC consultation was shared by pupils and staff in the Green Room during the Consultant's visit (Appendix 4).

- 1.14** Following the conclusion of the consultation, the pupils' responses to the consultation were collated and analysed by the Consultant and a written report prepared for the Director of Education.

An individual report was prepared for each of the two schools and the CCC to report the findings of the pupils. The schools would have responsibility for sharing the report with all pupils within the school and the CCC to provide feedback on the views expressed. Each report included information on:

- the follow-up visits to the primary schools by the Consultant including the consultation methodology, questions made to the Pupil Representatives/House Captains during the presentation and the questions expressed by pupils to the Consultant;
- the results of the ballot by stage;
- the overall results; and
- the written responses on the ballot forms by stage.

2. Outcome of the Schools' Consultation Exercise

Briefing and Follow-up Meetings with Primary Representatives/House Captains

- 2.1** The briefing presentations to the primary Pupil Representatives/House Captains were very successful. Pupils were enthusiastic and looked forward to the prospect of their leadership of the consultation exercise. Both pupils and staff were aware of the need for meaningful engagement with pupils in this consultation exercise.

The follow-up meetings to the primary schools and CCC provided the Pupil Representatives/House Captains with a very good opportunity to inform the Consultant in detail about their consultation process and also to share questions made by pupils during their presentations.

Consultation Methodology

- 2.2** Primary Pupil Representatives/House Captains carried out the consultation exercise by using appropriate organisational structures within their schools.

Carolside Primary

In Carolside Primary School, Pupil Representatives gave a PowerPoint presentation to pupils as follows:

- Two Primary 7 Representatives delivered to the P1 to P3 Assembly.
- Two Primary 6 Representatives delivered to the P4 to P7 Assembly.

The Pupil Representatives responded well to questions during the presentations. The questions asked by pupils were:

- Where in the school would the PSADU and CCC be located?
- When would it open?
- Will there be new teachers?
- How many classes and teachers will there be?
- How many pupils would be in a class?
- What kinds of learning needs would the pupils have?
- Would anyone with Additional Support Needs in our class have to move?
- What will happen if you already go to Carlibar CCC?
- Would we be in school while any building work was happening?
- Do you have to complete a form?

Vocabulary that pupils found difficult to understand was explained by the class teacher. Response forms were completed back in class - when pupils had time to think about their response - and placed in the ballot box.

Carlibar Primary

In Carlibar Primary School, House Captains and Vice Captains shared the delivery of a Google Slides presentation to pupils at a whole school assembly.

In preparation for delivery, the House Captains and Vice Captains used the notes pages in the PowerPoint presentation provided by the external Consultant to simplify some of the slides and the language that they used in their oral delivery. The House Captain and Vice-Captain of each house then repeated the presentation to all house members at individual House Meetings. They allowed time for questions and provided additional explanations of some of the terms in the presentation.

The House Captains and Vice Captains responded well to questions during the House Meetings. The questions asked by pupils were:

- What will the Nurture Room be like?
- Where will it be?
- When will it happen?
- Do we have to vote?

The House Captains and Vice Captains explained how the response form could be completed on a voluntary basis. Pupils had time to think about their response and the forms were placed in a ballot box for each house.

Carlibar Communication Centre

In Carlibar Communication Centre (CCC), the Depute Head Teacher prepared a social story to explain the proposal in terms most of the pupils could understand (Appendix 5). Four classes were not consulted as the proposal was too difficult for the pupils to understand. Class teachers from the CCC read the social story to the pupils in their classroom. Pupils were then asked if they thought creating a new CCC at Carolside Primary is a good idea. One full-time pupil in the Green Room took lead responsibility for visiting the other classes in the CCC to record their responses. Pupils responded by using either a red or a green paper circle marked with symbols to indicate whether or not they agreed with Part 1 of the proposal. The pupil from the Green Room recorded the results for each class and the teachers recorded any verbal comments from the pupils.

Questions pupils asked included:

- Do I need to move class?
- Do any of my friends need to change class?

Consultation on the second part of the proposal took place in the Green Room only, as the concept of an enhanced nurture room was too difficult for most of the pupils to understand. The class teacher in the Green Room used the social story to explain what was meant by an enhanced nurture room, then asked the pupils if there should be an enhanced nurture room in Carlibar. Three pupils in the Green Room understood and were able to respond verbally.

The Pupil Representatives of both primary schools reported that they were well supported and were confident in their delivery. They had also enjoyed the opportunity to lead the process in their schools. The pupil from the Green Room who took the lead responsibility for visiting the other classes in the CCC and collecting the pupil responses said he was happy to be chosen for this task.

The primary schools made very good use of the materials prepared by the Consultant. The materials were adapted by the Depute Head Teacher to meet the needs of the CCC pupils.

The approaches used by the schools and CCC were robust in obtaining pupils' views.

Pupil Responses

Pupils' Written Views

- 2.3** The written responses of pupils to the Consultation Exercise are collated in Appendix 6. This appendix details the reasons / comments provided by the pupils on the ballot forms for the schools concerned.

Pupils' Verbal Views

- 2.4** Appendix 7 details 2 verbal views expressed by two primary pupils to the Consultant on their return to the school and 3 verbal views expressed by three pupils in the CCC to the Consultant.

Overall Conclusions

- 2.5** Appendix 8 provides a detailed stage by stage breakdown of pupil responses from each of the two primary schools and the CCC – agree, disagree, unclear and no response.

A small number of pupils adapted the response form to indicate that they neither agreed nor disagreed with the proposal.

The 'no response' figure consists of the number of pupils who chose not to express a view on the proposal and the number of pupils who were absent. Across the two primary schools and the CCC there were 176 pupils who chose not to express a view on the proposal and a further 54 pupils who were absent which represented in total 24% of all the pupils consulted.

A summary table of pupil responses for each setting is provided below.

Pupils	Total Agree	% Agree	Total Disagree	% Disagree	Total Unclear	% Unclear	Total No Response	% No Response
Carolside PS	471	65%	49	8%	8	1%	163	26%
Carlubar PS	147	71%	14	7%	1	0.2%	46	22%
CCC	33	54%	6	10%	0	0%	21	36%
All Pupils	651	68%	69	7%	9	1%	230	24%

The percentage of Carolside Primary pupils in Primary 1 to Primary 7 who responded to the consultation and who were in favour of the proposal was 89%. The majority of Carolside Primary pupils agreed with the proposal.

The percentage of Carlubar Primary pupils in Primary 1 to Primary 7 who responded to the consultation and who were in favour of the proposal was 91%. The majority of Carlubar Primary pupils agreed with the proposal.

The percentage of Carlubar Communication Centre (CCC) pupils who responded to the consultation and who were in favour of the proposal was 85%. The majority of CCC pupils agreed with the proposal.

The overall percentage of all pupils who responded to the consultation and were in favour with the proposal was 90%. Overall, the majority of the pupils agreed with the proposal.

Appendix 1 – PowerPoint Presentation for Primary Representatives

Pupil Consultation Exercise

Primary Pupil Meetings
September 2022



What is this exercise about?




- It is a consultation exercise to find out the views of pupils about East Renfrewshire Council's proposal:
 - To establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School
 - To move the current Social, Emotional and Behavioural Needs Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom

Why are the Council proposing the change?

- All councils have a duty to provide enough and efficient school education for their area
- A national review in 2020 and a review carried out in East Renfrewshire in 2021 identified the need for more specialist provision for learners with Additional Support Needs

Which settings are affected?


The settings affected by the proposal are:

- Carolside Primary School 
- Carlibar Communication Centre (CCC) and the early learning and childcare settings of the Clarkston and Busby Community Area  

Carolside Primary



Carlibar Communication Centre



Why do we need to know what pupils think?

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously


United Nations Convention on the Rights of the Child, Article 12 (respect for the views of the child)

Proposal for Consultation

- To move the current Social, Emotional and Behavioural Needs SEBN) Outreach Service to Carlibar Communication Centre (CCC) to establish an enhanced nurture classroom
 - under the leadership and management of the Head Teacher of Carlibar Primary School
 - part of the same building and sharing the same approaches to support children within the specialist provision and mainstream schools/nurseries

Proposal for Consultation

- In establishing the new enhanced nurture classroom
 - children currently attending the CCC would continue to attend and be supported by experienced staff who know them well understand their needs
 - Primary aged children who are demonstrating high levels of emotional and behavioural needs would benefit from an environment that has been designed to offer a safe and nurturing space



Proposal for Consultation

- To establish a Pre School Assessment and Development Unit and Primary Communication Service at Carolside Primary
 - with additional staff and resources to support this new service
 - under the leadership and management of the Head Teacher of Carolside Primary School
 - part of the same building, located in the enclosed area on the ground floor
 - included in whole school activities



Proposal for Consultation

- Phase 1
 - Starting with new Primary 1 children from August 2023
 - The Education Resource Group would allocate places to Carlibar or Carolside Communication Service based on the assessment of children's needs and where they live
- Phase 2 to consider secondary provision will be planned at a later date



11

Proposal for Consultation

- In establishing the new provision at Carolside:
 - Children with Additional Support Needs who require specialist provision would benefit from more high quality learning environments and specialist staff
- The wider school would benefit from enhanced resources and inclusive teaching methods



12

Proposal for Consultation

- Under the proposal:
 - there would be no change to admissions arrangements
 - it would not affect any change to the associated secondary schools
 - Carolside Primary would still serve the same community
 - Specialist support places would continue to be allocated as a result of assessment of children's needs and consultation
 - Children would remain on the roll of the school they have been granted a place in

13

Why am I here today?

- East Renfrewshire Council has issued a Consultation Document with the proposal outlined in this presentation.
- This consultation exercise is about letting pupils:
 - know about the proposal
 - think about the proposal
 - have a say as to whether they agree or do not agree with the proposal.



14

Does everyone need to be involved?

- Participation is voluntary – no one has to take part if they do not want to.



15

How are we going to do the pupil consultation?

- The Pupil Council or House Captains will work with me to seek the views of P1 to P7 pupils across the school.
- Following on from today's meeting I would like Pupil Council representatives or House Captains to take the main points of this consultation to pupils and give them an opportunity to discuss them.



16

What methods will you use for pupils to respond?



17

How could pupils share their views?

- Once pupils have had time to think about their response, if they wish they could:
 - make their views known to the Pupil Council
 - or
 - complete a pupil response form and post it in a locked ballot box
 - or
 - go on-line and complete an electronic response form
 - or
 - post the response form to the Education Department (teachers will help with this).



18

P1-P3 Response Form

- There could be a response form for P1-P3 pupils.
- Completion of the response form would be voluntary.

19

How else could children share their views?



Place a glass bead or marble in either a Yes or No jar, to show whether they agree with the proposal or not.

20

P4-P7 Response Form

- Let's look at a possible response form for P4-P7 pupils.
- Completion of the response form is voluntary.

21

What will the consultant do?

- The consultant will return to the school to:
 - meet with the Pupil Council/House Captains to receive views about the consultation process
 - meet with, listen to and record the views of any other pupils who wish to express them
 - collect the responses so they can analyse the contents



Tell us what you think...

22

How are you going to do the pupil consultation?

- When you speak to the pupils you will need to communicate:
 - what the consultation is about
 - make clear that a response is voluntary and anyone can choose not to participate or opt out at any point
 - give the main points surrounding the proposal (the presentation today)



23

How are you going to do the pupil consultation?

- When you speak to the pupils you will need to communicate that the views expressed will:
 - be treated as anonymous
 - nobody will know the names of anyone who has responded
- Spoken views will be noted and reported back to the consultants by the Pupil Council or House Captains



24

How are you going to do the pupil consultation?

- When you speak to the pupils you will need to:
 - give out pupil response forms to anyone who wants one
 - let the pupils know that they complete their response form and place it in the locked ballot box **or**
 - go on-line and complete an electronic response form **or**
 - post the response form to the Education Education Department (teachers will help with this).



25

How are you going to do the pupil consultation?

- When you speak to the pupils you will also need to let them know the date and time when the consultant will return to the school to:
 - meet with the Pupil Council/House Captains
 - meet with, listen to and record the views of any pupils who wish to express them
 - collect the ballot box or other evidence



26

How will pupils' views be used?

- Pupils' responses to the consultation will be gathered and analysed (looked at in detail and interpreted) by the consultant
- A report on the responses will be written by the consultant and passed to East Renfrewshire Council
- The Director of Education will report on the results of the consultation to the Education Committee on 8th December 2022
- A report on the responses will be written by the consultant for each school



27



28

Thank you for listening



29

Resources

- *Future Specialist Additional Support for Learning Provision for Children in East Renfrewshire Council*, ERC Education Dept. June 2022
- [Best Free Nurture classroom Stock Photos & Images - 100% Royalty-Free HD Downloads \(pexels.com\)](https://www.pexels.com/)


30

Appendix 2 – Primary Representatives' PowerPoint Presentations to Assemblies

Carlibar House Captains' Presentation.


Pupil Meeting 2022

Primary 1-7



Why are we here today?

- Our local council has put out a plan that will allow all of us in Carlibar Primary School to have our say.
- This assembly is about letting you the pupils:
 - know about the plan
 - think about the plan
 - have a say as to whether you agree or do not agree with the plan.



2

What is this exercise about?

- It is a consultation exercise to find out the views of pupils about East Renfrewshire Council's proposal:
 - a) To establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School.
 - b) To move the current Social, Emotional and Behavioural Needs Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

3

Why are the council thinking about changing?





- All councils have to provide balanced and well planned education.
- A report identified the need for more services for learners with Additional Support Needs.

4

Who is affected?

The schools affected by the proposal are:

- Carolside Primary School
- Carlibar Communication Centre (CCC)
- Clarkston
- Busby Community Area.

5

Carlibar Communication Centre



6


Carolside Primary



7

What is the plan?

- To move the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre (CCC) to create a new nurture classroom for primary aged children.
 - This will be overseen by Mr Gillies (the head teacher of Carlibar)
 - This will be in the same building and will share Carlibar Primary resources.



8

What is the plan?

- To create a new nurture classroom in the CCC.




9

What is the plan ?


- To create a Pre-School Assessment and Development Unit and a Primary Communication Service at Carolside Primary




10

How the plan should go

- Phase 1
 - Starting with Primary 1 in August 2023.
- Phase 2
 - A possible secondary provision will be planned at a later date.



11

Why do we need to know what pupils think?

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously


United Nations Convention on the Rights of the Child, Article 12

12

12

Does everyone need to take part?



- No-one has to take part if they do not want to.



13

How could you share your ideas?

- You can:
 - make your views known to the House Captains.
 - Filling in a pupil reply form and put it in the voting box. (during our first house meeting. P7s and teachers will help you if you need help)

14

EAST RENFREWSHIRE COUNCIL, EDUCATION DEPARTMENT


About You


Name:

Class:

Proposal: To establish a Pre-School Assessment and Development Unit and Primary Communication Service in Carolside Primary School. To create the current Social, Emotional and Behavioural Needs Outreach Service in Carolside Communication Centre to an enhanced nurture provision.

What to do

Add a smile on the picture if this is a good idea. 

Add a sad face on the picture if this is a bad idea. 

Please give this form to your school's Head Council or give your reply in the ballot box provided. Alternatively, your teacher will help you with how your response can be posted.

EAST RENFREWSHIRE COUNCIL, EDUCATION DEPARTMENT

About you

Name:

Proposal: To establish a Pre-School Assessment and Development Unit and Primary Communication Service in Carolside Primary School. To create the current Social, Emotional and Behavioural Needs Outreach Service in Carolside Communication Centre to an enhanced nurture provision.

What do you think? (Use only one box)

Agree with the proposal

Do not agree with the proposal

Write your reasons/ comments below.

Not an adult: If you have been asked, you can only vote on the box of the school in your proposal.


Name:

Please give this form to your school's Head Council or give your reply in the ballot box provided. Alternatively, your teacher will help you with how your response can be posted.

15

The consultant

- The consultant will return to the school to:
 - meet with the House Captains to receive views about the voting process.
 - Collect all the replies.



Tell us what you think...

16



How will pupils' views be used?

- Pupils' replies will be gathered and explained by the consultant.
- A report on the replies will be written by the consultant and passed to East Renfrewshire Council.
- The Director of Education will report on the results to the Education Committee on 8th December 2022
- A report on the results will be written by the consultant for each school.



17

Thank you for listening

18

Carolside Pupil Representatives' Presentation

Proposal

It is a consultation exercise to find out the views of pupils about East Renfrewshire Council's proposal:

To establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School

<https://www.carolside.sch.uk/media/2=8231/F=76261=123>


What is a communication centre?



Why are the Council proposing the change?

- All councils have a duty to provide enough and efficient school education for their area
- A national review in 2020 and a review carried out in East Renfrewshire in 2021 identified the need for more specialist provision for learners with Additional Support Needs

Why at Carolside?



In establishing the new provision at Carolside:

- Children with Additional Support Needs who require specialist provision would benefit from more high quality learning environments and specialist staff
- The wider school would benefit from enhanced resources and inclusive teaching methods

Why do we need to know what pupils think?

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously

United Nations Convention on the Rights of the Child, Article 12 (respect for the views of the child)

What we need to know!

To establish a Pre School Assessment and Development Unit and Primary Communication Service at Carolside Primary

- with additional staff and resources to support this new service
- under the leadership and management of the Head Teacher of Carolside Primary School
- part of the same building
- included in whole school activities

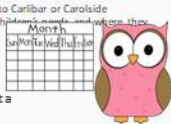
When would this happen?

Phase 1

- Starting with new Primary 1 children from August 2023
- The Education Resource Group would allocate places to Carlibar or Carolside Communication Service based on the assessment of children's needs, where they live

Phase 2


- to consider secondary provision will be planned at a later date



Does everyone need to be involved?




P1-P3 Response Form



- Completion of the response form would be voluntary.

P4-P7 Response Form



- Completion of the response form is voluntary.

Appendix 3 – Response Forms for Both Primary Schools

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

PUPIL RESPONSE FORM A

About You

Name:

Class:

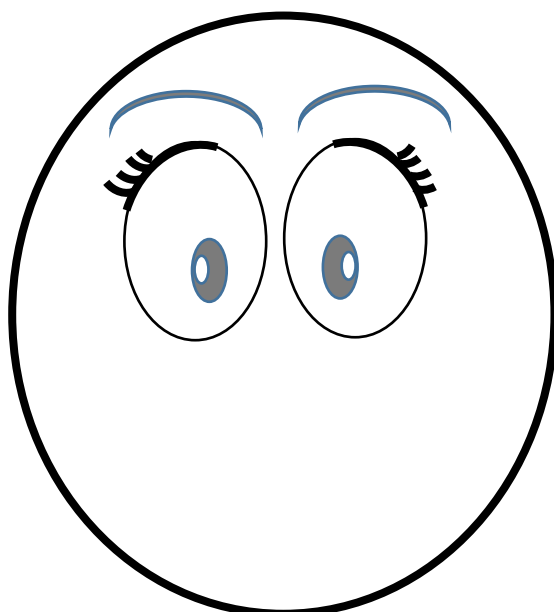
Proposal: (a) *To establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School.*
(b) *To move the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.*

What to do

Add a smile on the picture if this is a good idea.



Add a sad face on the picture if this is a bad idea.



Please give this form to your Pupil Representative/House Captain/Vice Captain or post your reply in the ballot box provided. Your teacher will help you if you prefer to post your reply to the Council.

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

PUPIL RESPONSE FORM B

About you

Name:

Class:

**Proposal: (a) To establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School.
(b) To move the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.**

What do you think? (Tick only one box)

I agree with the proposal.

I do not agree with the proposal.

Write your reason(s) / comments below.

Tell us why. If you need more space, you can write more on the back of this sheet or use more paper.

Signed:

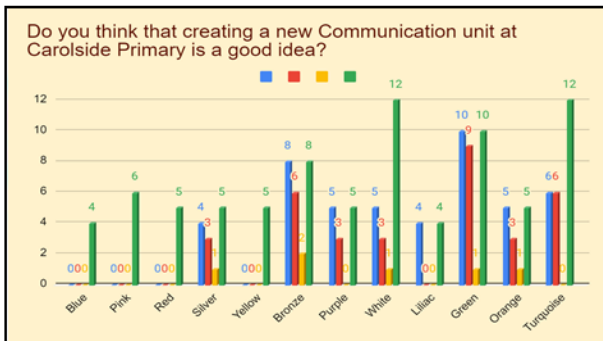
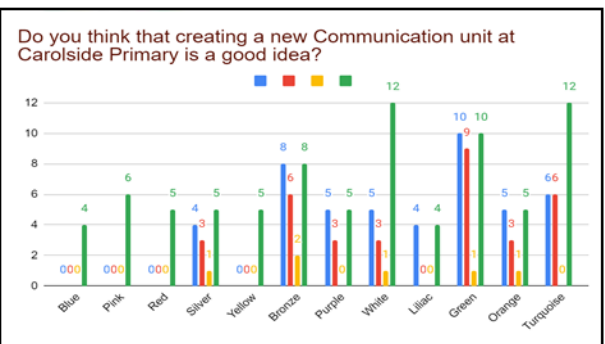
Please give this form to your Pupil Representative/House Captain/Vice Captain or post your reply in the ballot box provided. Alternatively you can post this to East Renfrewshire Council, Education Department, Council Offices, 211 Main Street, Barrhead, East Renfrewshire, G78 1SY, to arrive no later than **Friday 30 September, 2022.**

Appendix 4 – CCC Presentation to Share Pupil Responses



Pupils were asked to give their opinion on two issues.
 1. Whether there should be an additional communication centre in Carolside Primary school.
 2. If there should be an enhanced nurture room in Carlibar Primary school.
 Pupils were explained the question via a social story and asked the question by Pupil Council members from The Green Room. It was made clear to pupils that they would not have to leave Carlibar CC, that they were voting for new pupils, unknown to them. This is important as some pupils were concerned that they or their friends would be asked to leave.

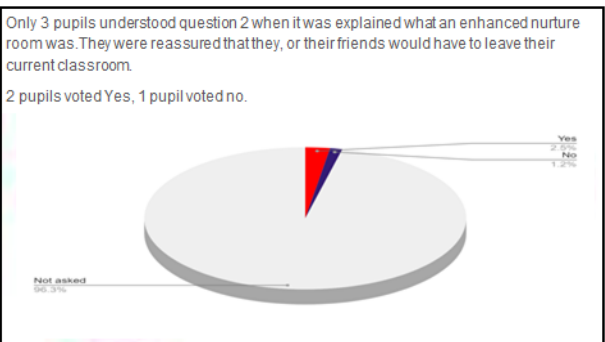
	A	B	C	D	E	F
1	Blue	0	0	0	4	
2	Pink	0	0	0	6	
3	Red	0	0	0	5	
4	Silver	4	3	1	5	
5	Yellow	0	0	0	5	
6	Bronze	5	6	2	8	
7	Purple	5	3	0	5	
8	White	8	3	1	12	
9	Lilac	4	0	0	4	
10	Green	10	9	1	10	
11	Orange	5	3	1	5	
12	Turquoise	6	6	0	12	
13						
14						
15						
16		Asked 47	Yes 33	No 6	Total 81	
17		Blue	Red	Yellow	Green	
18						



70.2 % of pupils asked were in favour of the new Carolside unit.
29.8 % of the pupils were not in favour of the new Carolside unit.
 Some reasons offered for rejecting the proposal were that they personally liked being on the bus for a long time, simply no, or they preferred the red circle.

Reasons not all pupils were asked were down to two main factors:

1. Pupils are on split placement and were not in CCC when the ballot was taking place.
2. They were unable to comprehend the question and communicate their opinions. This was the reasons for some classes having a 0 vote and others having a discrepancy in number asked Vs total answered.



Appendix 5 - Social Story to explain the proposal to CCC Pupils

PART 1

There are lots of children who come to the CCC.

Every year there are more children who need to come to the CCC.

We are running out of classrooms.

This year we have 12 classes in the CCC.

Most children spend most of the school week in the CCC.

Every child has a home school.

Our home school is close to our homes.

Sometimes children have to spend a long time on the bus.

Some children could go to a school closer to their house.

Some children could be part of their home school more and join clubs and spend more time with their friends.

This year there are 16 Primary 1 children

Next year some of the new Primary 1 children might not come to Carlibar. There would be fewer children.

Is that a good idea?

PART 2

Some children use their behaviour to tell others how they are feeling.

Some children cannot always use their words or the right words to tell the adults how they are feeling.

They might leave the class.

They might use their actions to tell the adults - for example shouting; hurting others; hurting themselves; breaking things.

They are finding things too hard.

Maybe things are hard at home. Maybe things are hard at school.

Maybe they are really unhappy and angry.

It's okay that they feel like this but we need to try and help them to make some right choices and be safe.

Some children come to the CCC and their mainstream school.

There are other children in other schools who do not come to the CCC but can find things tough.

The schools are trying really hard to help them.

Sometimes they go to a nurture room some of the time.

Sometimes other teachers come to work with them in school.

These teachers are called outreach teachers.

Sometimes even though everyone is trying really hard to help, they are still finding things tough.

There is a plan that some of these children might begin to come to a new class in the CCC called Enhanced Nurture.

They would come to the Enhanced Nurture room some of the time and their mainstream school some of the time.

They would work with the outreach teacher in the CCC.

This would be like some of the children who already come to the CCC.

Do you think that would be a good idea?

Appendix 6 – Pupils’ Written Responses on Ballot Forms

Carolside Primary School – Written Responses on the Ballot Forms by Stage

There were no written responses on the ballot forms for all of the P1, P2 and P3 classes. It should be noted that some pupils expressed more than one reason for their viewpoint and these reasons are recorded in the written responses below.

Class	Agree	No. of Times	Disagree	No. of Times
P.4	<ul style="list-style-type: none"> • It will help people who find class harder. • It will be good for people who live far away from Carlibar. • So no new people need to drive all the way to Barrhead. • I agree because more people can learn. • I agree because children have the right to be treated the same • I think everyone should have the right to communicate. • It will help people communicate. • It will be a good idea because if Carlibar ran out of places. • I think it is a good idea for pupils from all over East Renfrewshire to learn, even if they have disabilities. • I think it is a great idea to move school if they want to move. • It will be good for the children and some people to be nicer to adults and children. • To make new friends. • It would be good if we had a communication centre, so we could learn different communications. • It gives people space for them to learn. • So everyone can come here. • Because they are just normal people. • I think it is a great idea so I think everyone should choose to agree. 	<p>15</p> <p>5</p> <p>7</p> <p>7</p> <p>3</p> <p>5</p> <p>8</p> <p>2</p>	<ul style="list-style-type: none"> • I do not like the idea because it will attract not the school, but other schools - busy. 	

Class	Agree	No. of Times	Disagree	No. of Times			
P.5	<ul style="list-style-type: none"> • I think this is a good idea so people do not have to travel long distances to get to places like Carlibar. 	3	<ul style="list-style-type: none"> • [Someone] said they swear. 				
			2	<ul style="list-style-type: none"> • I do not agree because I don't like communicating. 			
		<ul style="list-style-type: none"> • It is good for people in need • Because I think lots of kids should have the chance to be at a normal school. • I think it's good because people will be able to learn better. • Because I think it is really helpful to move the Emotional and Behavioural Needs (SEBN) to Carlibar. • I think you should do that. • I think we should help children who need a bit more help. • Because football people take too much room. • Because I just think it's a good idea • I think it would be great to have a communication centre inside the school because I know a lot of people in and out of school who have a disability or a need a bit of extra help. It would also be good to have some extra people in school – the more the merrier • A communication centre is something we could use in school. • I agree to this proposal because it can help our community and all of East Renfrewshire. • I think it is a good idea but I don't completely understand. • I agree because I think that people with needs shouldn't have to travel all the way to Barrhead; so I think Carolside could have a few classrooms to chill out. • Because it would be good for them. • So people could help, like people don't know how to speak our language and people who are deaf, I think. • I would like a communication service in Carolside because I'm not good at speaking to people and I have sensitive hearing. 	2	2	2	2	5

Class	Agree	No. of Times	Disagree	No. of Times
P.5 Cont.	<ul style="list-style-type: none"> • I think this is a good idea so people do not have to travel long distances to get to places like Carlibar. 	3	<ul style="list-style-type: none"> • [Someone] said they swear. 	
	<ul style="list-style-type: none"> • It is good for people in need 	2	<ul style="list-style-type: none"> • I do not agree because I don't like communicating. 	
	<ul style="list-style-type: none"> • Because I think lots of kids should have the chance to be at a normal school. • I think it's good because people will be able to learn better. • Because I think it is really helpful to move the Emotional and Behavioural Needs (SEBN) to Carlibar. • I think you should do that. • I think we should help children who need a bit more help. • Because football people take too much room. • Because I just think it's a good idea • I think it would be great to have a communication centre inside the school because I know a lot of people in and out of school who have a disability or a need a bit of extra help. It would also be good to have some extra people in school – the more the merrier • A communication centre is something we could use in school. • I agree to this proposal because it can help our community and all of East Renfrewshire. • I think it is a good idea but I don't completely understand. • I agree because I think that people with needs shouldn't have to travel all the way to Barrhead; so I think Carolside could have a few classrooms to chill out. • Because it would be good for them. • So people could help, like people don't know how to speak our language and people who are deaf, I think. • I would like a communication service in Carolside because I'm not good at speaking to people and I have sensitive hearing. 	2 2 2 5		

Class	Agree	No. of Times	Disagree	No. of Times
P.5 Cont.	<ul style="list-style-type: none"> • I think it would be good to have a place where everyone can feel comfortable and get the right care. • Because I want people that have autism to learn differently so they can be smarter than us! • I think it is important to have one because we want to let people know that we can help people who can hardly speak our language or even can't speak or anything that you think would need help. • Because you can help people read, write and talk. It would help a lot of people who are new and it's really helpful. You can show people how to do stuff on the computer. 	6		

Class	Agree	No. of Times	Disagree	No. of Times
P.6	<ul style="list-style-type: none"> • I think all children should have an education. • To give people a place to make friends. • I think that people should get a good education with help that isn't too far away. • It is kind to everyone. • To help people learn and to get better at communicating. • I agree with the proposal because I think it will be good for people. • Because people that move countries won't speak English. • I think this is a great idea because people really need this. • I think it's a great idea for children who have autism. It gives children a chance to have attention who need it. • Because our school should be open for all. • For people to get more friends and help people. • I think it's important for people who live nearby so that they don't need a long drive to Carlibar. 	3	<ul style="list-style-type: none"> • You should just live closer and some people might not feel comfortable with it there. 	
		2	<ul style="list-style-type: none"> • Because you're supposed to live close to the school. 	
		2	<ul style="list-style-type: none"> • I don't know 	
		2	<ul style="list-style-type: none"> • I do not agree because we have already got enough schools. We have a school only 1 school. 	
		3	<ul style="list-style-type: none"> • I think you should do more dyslexia or taking people out of class. 	
		3	<ul style="list-style-type: none"> • I don't agree with the proposal because lots of problems will start between children that already have needs and the new children. 	
		2		

Class	Agree	No. of Times	Disagree	No. of Times
P.6 Cont.	<ul style="list-style-type: none"> • I think it would be a good idea for some children who struggle with learning. • Why not? • I think it's such a great idea. Carolside is such a great place with nice pupils and a great community. • I think it is just good for kids' minds, because people get to be sort of social. • It's great to give people a learning opportunity! • I agree, as I find everyone should be able to work their own way. • I think people can learn to communicate if they want to, instead of not being able to. • I think it would help a lot of people in East Renfrewshire. • So people in East Renfrewshire don't have to travel to Carlibar • I think you should be able to have extra room in schools so people can learn more. • If children don't have enough education and to voice their opinion, this could help them. • I think it would be good because it would fill the school back up again and they could make some more friends. • It will help people who are struggling and find a use for spare space. • I agree to this because it would help people with SEBN. • It will help kids that need some help and care. • They're new and they need help. • I think it will help a lot of people • I think people should come here for extra work! • I think designating extra space to East Renfrewshire Communications is a great idea! I can't wait! • Some people need silent time and not too noisy in a classroom. • Children deserve to have more education if they need it. • I think they should come here because they might need help with some stuff. 	<p>3</p> <p>3</p>		

Class	Agree	No. of Times	Disagree	No. of Times
P.6 Cont.	<ul style="list-style-type: none"> • I think we should so that disabled people can come. • I think it won't affect us much, but it would be very good for the new children joining us. • I think it should happen because then people who need extra support • I think it would be a great idea to have more children. I think it's a wonderful idea! • I think it is a good thing, so we can communicate with other people. • I think it will be good for the other children. • I think it is a good idea because people with behavioural needs and learning disabilities need a better education. • I think this is a good idea because you never know who is going to come into the school and someone with disabilities could come to the school. • I am saying I don't know, but mostly I am saying yes because it would be good for even more people to go to Carolside. • I think it would be good because it will help people with disabilities. • I think it would be good to allow the SEBN a better spot for the people with help needed. • I think it is a good idea, but I would quite like to be in the P7 pod when I go into P7. • I think it would be good for other people to come school, but I don't know where the other classes would go. • I think it would be great for children who need it, but we might not have the opportunities like creative learning or the music room. • I think it is a good idea because people with disabilities are working with people without disabilities and they are working with other people with disabilities. 	3	<ul style="list-style-type: none"> • I think children that are disabled will benefit more from being in the classroom with more children that are not disabled than being more isolated in a classroom with not much kids. 	
			<ul style="list-style-type: none"> • I don't agree because it might cause a distraction for people. Where will the P7s go? 	
			<ul style="list-style-type: none"> • I don't agree because we would need to change classes and a lot of people look forward to going into Primary 7 classes. If it is [going to be in] P7 classes, people would miss out on that. 	
			<ul style="list-style-type: none"> • I think this wouldn't work because of the school moving around. The staff would have to move around lots of stuff. 	
			<ul style="list-style-type: none"> • I don't agree with it because the people with disabilities are doing perfectly. It will distract other people and it will have to use a lot of moving. It will just be very distracting. 	
			<ul style="list-style-type: none"> • I think children with special needs or disabilities should get to interact and socialise with other children. 	

Class	Unsure	No. of Times	Disagree	No. of Times
P.6 Contd.	<ul style="list-style-type: none"> • I think it is not that fair because the P6 then don't get to use the bigger class and all the other P7 have, but I also think it is a good idea because it lets other kids learn more and it is also fair on them. • I'm not sure about all of the changes. 			

Class	Agree	No. of Times	Disagree	No. of Times
P.7	<ul style="list-style-type: none"> • People need support to learn and some people need help. • I think this should happen because SEBN is very important and I think it would be great for there to be one more local. • I agree because I believe that children have the right to have a place for different kinds of support. • I think it would help people. • I think it's important because people can't or shouldn't have to travel to Barrhead. • I think it is a good idea. • I think that it should be more accessible. • I feel all students should all have the same education. • I think everyone should have the right to be able to communicate and have a place to learn equally. • I think this idea will make school more pretty. If [we do] not do that, then maybe so many people will turn to not good. • I think it will be good for people, but I think it will be even louder. • I think this would be a great idea to help people with their behavioural needs. • I agree with the proposal because some people might need a bit more help with work/ activities. • I agree with this proposal because I think it's important for people who need it. 	2	<ul style="list-style-type: none"> • If we do not have the pod, where will we calm down when we are angry or sad? Because sometimes I feel over-powered from some people and when I'm angry I want to be by myself and the pod is the best place for that. Please keep the pod. 	
		3	<ul style="list-style-type: none"> • I just don't think it is needed because the special needs kids get a good education mixed in with the other people. 	

Class	Agree	No. of Times	Disagree	No. of Times
P.7 Cont.	<ul style="list-style-type: none"> • It will help people with their emotional state. • I agree with the proposal because I think it is the perfect opportunity to help the community. • It's good to help children who need a bit more help. • I think we should have a communication centre to help people with special needs to have more support. • I think it is good because it can help people feel better. • I agree because if a child needs more support, they can get more support at the centre. • I think it will be good for the children. • I think that people with additional needs have a right to learn. • I agree because this is going to help people with special needs. • I agree with this proposal because it provides better learning opportunities for people who need it. • I agree because it might be easier and faster for people with needs. • I agree because people who have a disability or need lots of help, then they know that the communication centre is there. • So they don't have to go so far to get to a communication centre. • I agree because this will benefit pupils in Carolside that have extra needs. • I think children with different needs should have a place to learn and explore. • I think it would be good because if you want to talk you can go there. • I think it's good because if people are having troubles with school work or maybe friend problems • I think it is good because there is loads of free space in the school and Carlibar is quite far away. • I agree with the proposal because I think it will really help the community. 	<p>2</p> <p>2</p> <p>2</p> <p>2</p>		

Class	Agree	No. of Times	Disagree	No. of Times
P.7 Cont.	<ul style="list-style-type: none"> • I think it would be nice for people to have somewhere to go like this. • It would be good to help the next generation. • I think it is important because some children travel far to get there, but if we have one closer then it saves them travelling far. It will help a lot of children. • It could be very beneficial for the schools nearby us. • Some people struggle in normal classes, so I think it would help. • I think that we should have a communication centre because it would be good to have one closer to us and it would be a good use of space. • I think it's a good idea because it will help more children and means children don't have to travel as much to learn and more schools are close to Carolside. • I think it would be good because, rather than just having empty rooms, we are putting them to use for people who need it more. Also, so they do not need to travel so far. • I think it would be good because it is closer than other places and I just think that it is a good idea. • I won't be here when it's up. • I would like one because everyone needs a chance to express themselves. • I agree because it will help other children learn with disabilities. • I think that since a lot of people that go to the Carlibar Communication Centre might not live near it. • Because it helps people far away. • Even though it won't affect me and I am an only child, I don't see why not as it would be helpful for access. • I think that it is a good thing because it will be easier for people to go there. 			

Carlibar Primary School – Written Responses on the Ballot Forms by Stage

There were no written responses on the ballot forms for all of the P1 to P5 classes. Some of the Primary 6 and 7 pupils gave a reason for their viewpoint and these reasons are recorded in the written responses below.

Class	Agree	No. of Times	Disagree	No. of Times
P.6	<ul style="list-style-type: none"> • I agree with the proposal because other schools don't have CCCs and help other people. • Because I think it is good. • I agree because it is fair for the CCCs getting another classroom. 			
	<ul style="list-style-type: none"> • I do agree. • Because they might need it. • Because it could help people. 			
	<ul style="list-style-type: none"> • Because I am a nice person and I always smile. • I think this is a good change. • Because I do. 			
	<ul style="list-style-type: none"> • So people further away can get to go somewhere to help. • Because it would be good for school. • I want other people to have personal space and think. 			

Class	Agree	No. of Times	Disagree	No. of Times
P.7	<ul style="list-style-type: none"> • I agree with it because it's a good change. • Because it would help children if we had a nurture classroom. • I think the education should be developed to help more kids learn. 			
	<ul style="list-style-type: none"> • I think it will be good to have more help for CCCs. • I think it is a good idea to have another classroom in the CCC. • Because we can help eco. 			
	<ul style="list-style-type: none"> • I think it would benefit us all to have an enhanced nurture classroom. • It helps people learn in school. • Because it could help pupil behaviour or work. 	3 3		
	<ul style="list-style-type: none"> • Because we need more places. • I agree because I think it's nice they're making nurture. • Yes, I agree strongly. I think children in CCC should get the best opportunities and a nurture classroom. 			
	<ul style="list-style-type: none"> • Yes, I agree because people with special needs should get the same opportunity as anyone else. • It will help so many people. • I agree because it is nicer. 			
	<ul style="list-style-type: none"> • I think it would be a very good proposal. • I think it's a good idea because it includes everyone. • For people who need help. 			
	<ul style="list-style-type: none"> • I think this is a good proposal to have a good change. 			

Appendix 7 – Pupils’ Verbal Views

Carolside Primary School – Verbal Views Expressed to the Consultant

No pupil visited the Consultant during the follow-up visit to the school.

Carlibar Primary School – Verbal Views Expressed to the Consultant

Two pupils visited the Consultant during the follow-up visit to the school. The pupils posed two questions which the Consultant responded to. One of the pupils stated that they agreed with the proposal as having two communication centres in different parts of East Renfrewshire would benefit pupils who attended the centres because it would reduce travel time. The other pupil stated that it would be better for the environment if pupils lived within walking distance of the communication centre or had shorter bus journeys.

Carlibar Communication Centre – Verbal Views Expressed

Three pupils expressed their views to the Consultant and four expressed their views to their class teacher. Their views are recorded below:

• It’s good because there will be more space.
• Good idea because it will be a small number.
• I think it’s a good idea because there will be less children and it will be quieter.
• No. (2)
• I like the red circle.
• I like being on the bus for a long time.

Appendix 8 – Results of Pupils’ Views

Results of Primary Pupils’ Views

		P1				P2				P3				P4				P5				P6				P7				Overall			
School	Roll	A	DA	U	NR	A	DA	U	NR	A	DA	U	NR	A	DA	U	NR	A	DA	U	NR	A	DA	U	NR	A	DA	U	NR	A	DA	U	NR
Carolside PS	637	40	11	3	11	57	12	2	11	67	4	1	3	59	1	0	28	63	4	0	29	77	15	2	24	54	2	0	57	417	49	8	163
Carlibar PS	208	13	1	0	5	20	5	0	4	15	1	0	3	17	4	1	8	36	1	0	10	20	1	0	9	26	1	0	7	147	14	1	46
TOTAL	845	53	12	3	16	77	17	2	15	82	5	1	6	76	5	1	36	99	5	0	39	97	16	2	33	80	3	0	64	564	63	9	209

Key: A = Agree

DA = Disagree

U = Unclear

NR = Pupils who chose not to express a view and absentees

Results of CCC Pupils’ Views

Room	No. of pupils asked	Agree	Disagree	No response
Silver	4	3	1	1
Bronze	8	6	2	0
Purple	5	3	0	2
White	5	3	1	8
Lilac	4	0	0	4
Green	10	9	1	0
Orange	5	3	1	0
Turquoise	6	6	0	6
Total	47	33	6	21

The ‘No Response’ figure consists of the number of pupils who chose not to express a view on the proposal and the number of pupils who were absent.

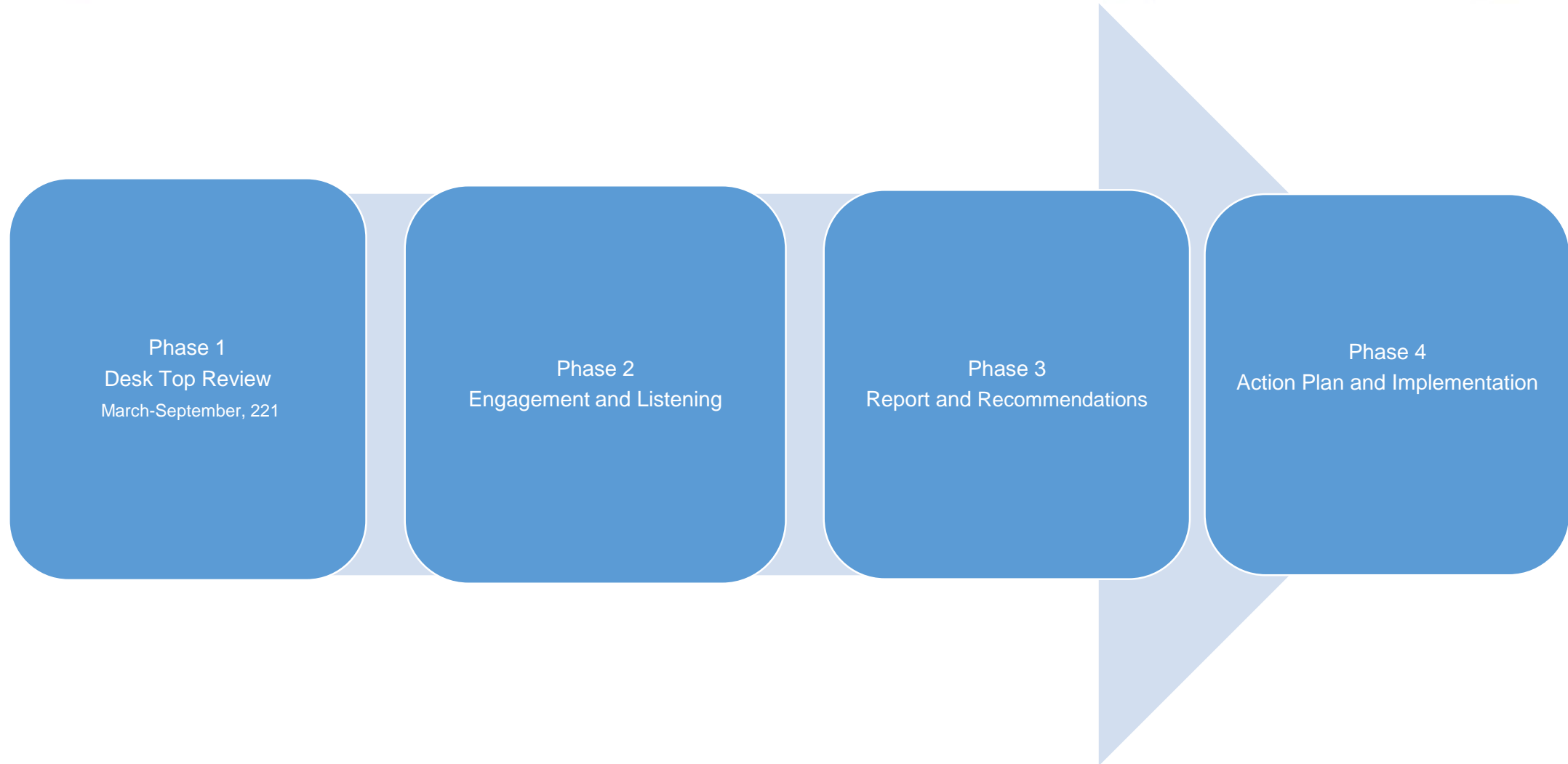
FUTURE SPECIALIST ADDITIONAL SUPPORT FOR LEARNING PROVISION FOR CHILDREN OF EAST RENFREWSHIRE COUNCIL

Carolside Primary school
Parent Council Meeting
13th September 2022

Purpose of the Consultation

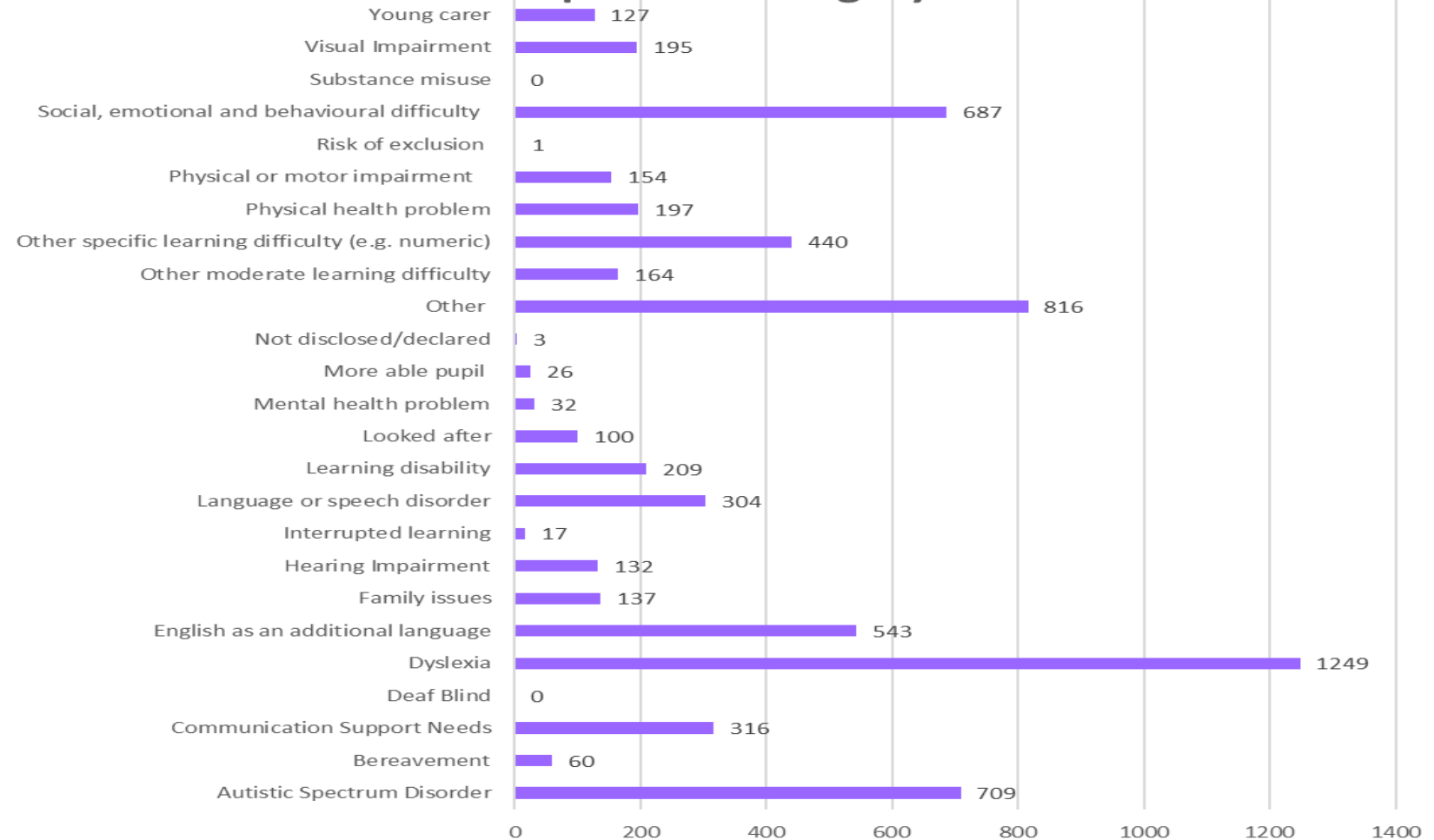
- a) To establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School*
- b) To move the current Social, Emotional and Behavioural Needs Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom*

ASL Review Process



ASN Across ERC

SEEMIS Recorded per ASN Category

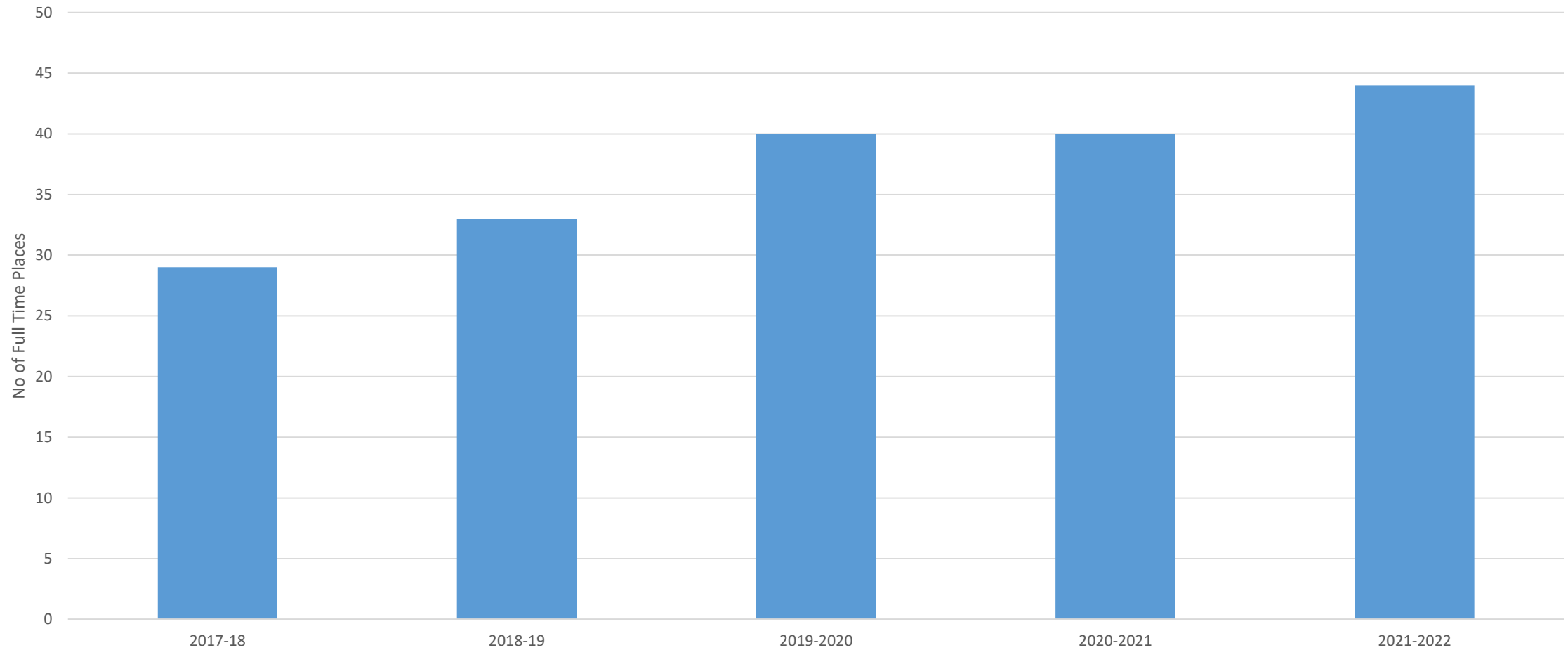


ERC Specialist Provision

- Carlibar Communication Service (CCC, PSADU, Outreach)
- Williamwood Communication and Support Service
- Isobel Mair School
- SEBN Behaviour Outreach
- Sensory Support Service

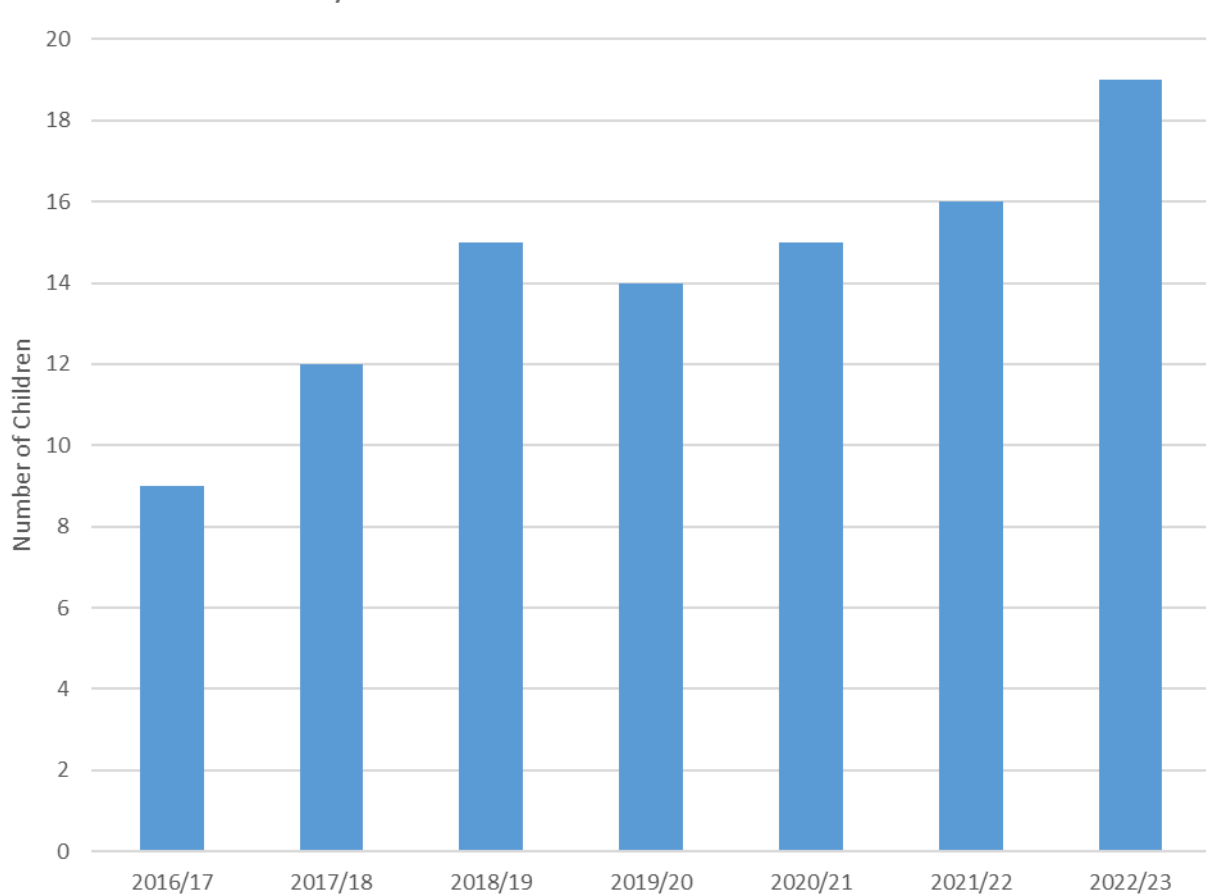
Current Position - CCC

Full Time Places in CCC

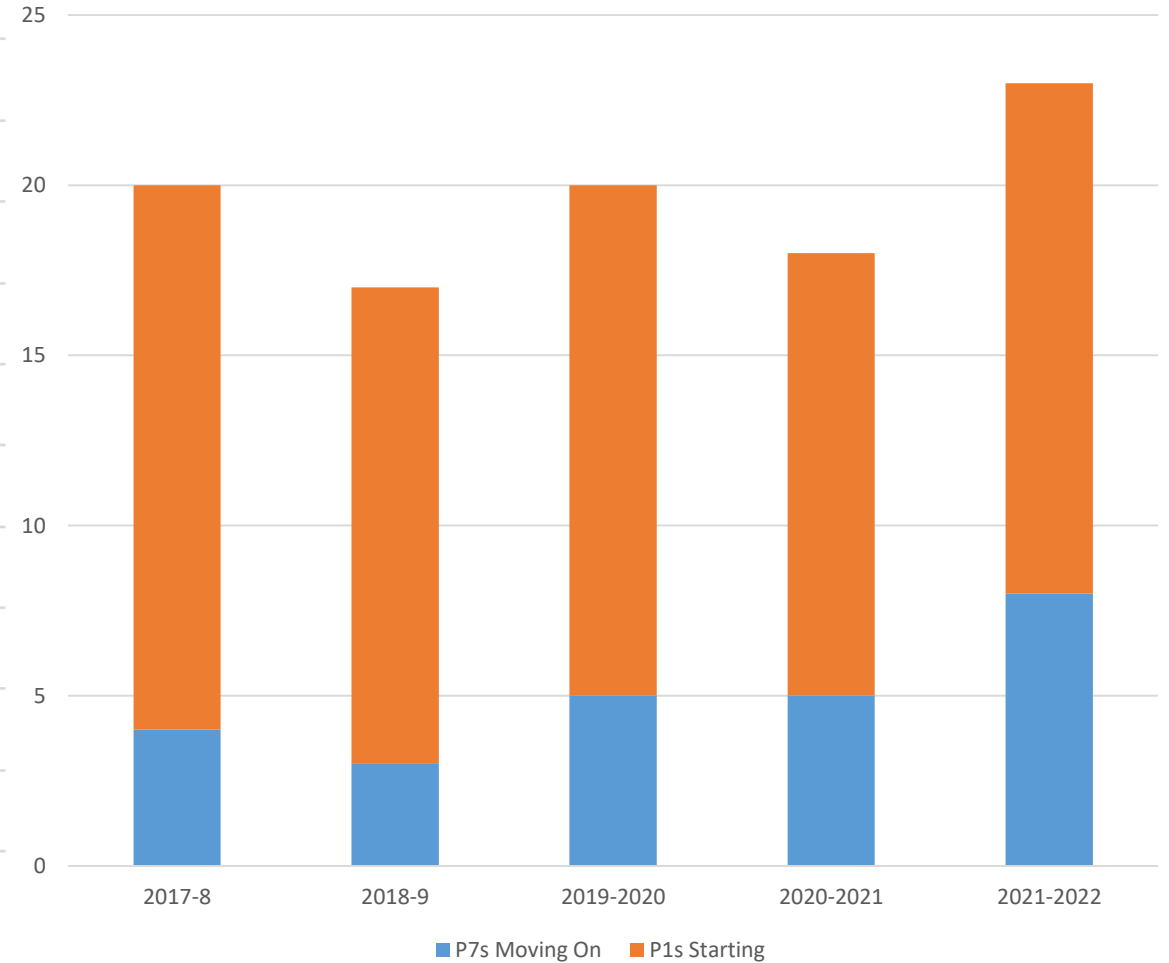


Current Position - CCC

Primary 1 Intake - Carlibar Communication Centre



CCC P1/P7 Comparison



Why Carolside?

	2017-18	2018-19	2019-20	2020-21	2021-22
Roll	836	828	801	739	691
Planning Capacity	100%	99%	95%	88%	82%

Establishment of Communication Service at Carolside

- Additional staff and resources to support this new service
- Leadership and management by Head Teacher of Carolside Primary School
- Part of the same building, located in the enclosed area on the ground floor
- Included in whole school activities
- Starting with new Primary 1 children from August 2023

Establishment of Communication Service at Carolside

- No change to admissions arrangements
- No change to the associated secondary school
- Carolside Primary would still serve the same community
- Specialist support places would continue to be allocated as a result of assessment of children's needs and consultation via the Education Resource Group
- Children would remain on the roll of the school they have been granted a place in (ie Home School)

Benefits

- Children with Additional Support Needs who require specialist provision would benefit from more high quality learning environments and specialist staff
- The wider school would benefit from enhanced resources and inclusive teaching methods
- Mainstream staff will benefit from the expertise of specialist staff in upskilling in inclusive pedagogy
- Staff across specialist provisions will be able to develop support networks in order to reflect, share and develop good practice in order to learn together and plan for improvement
- More localised support should result in less time spent transporting children to school

Catchment Overview

The Education Resource Group would allocate places to Carlibar or Carolside Communication Service based on the assessment of children's needs and where they live

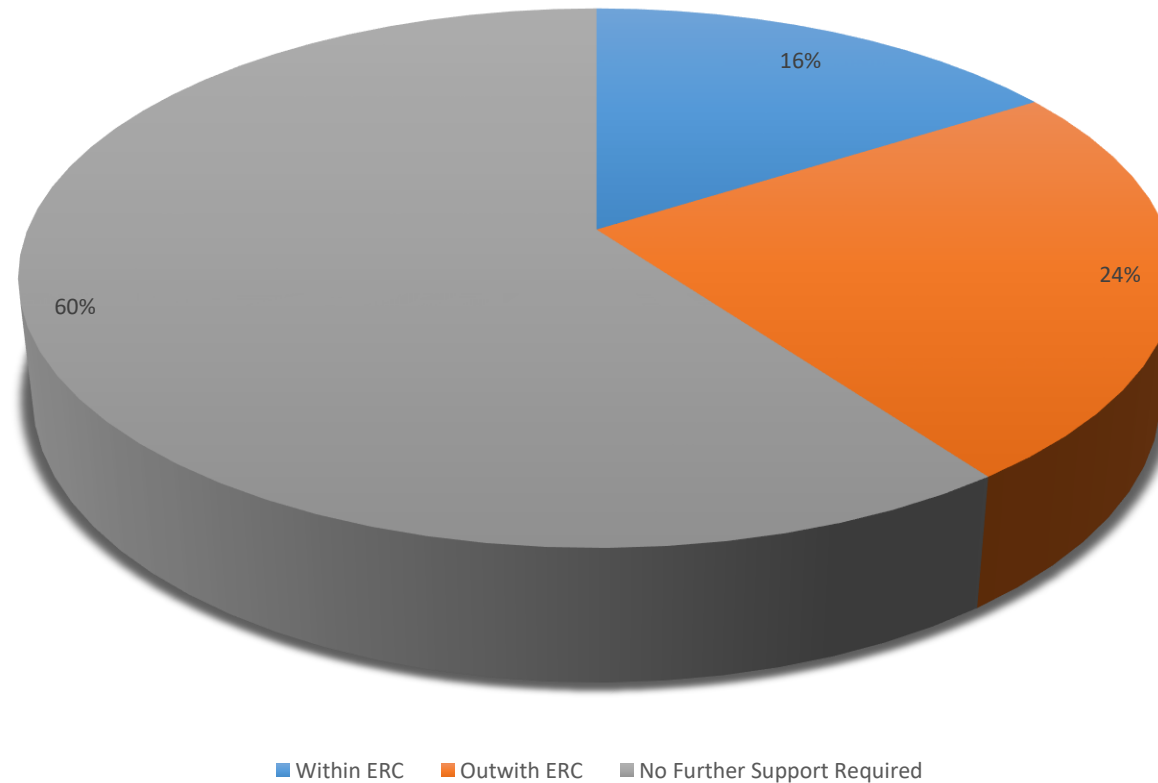
Home School	Community	Proposed ASN Establishment
Crookfur Primary School	Newton Mearns	Carlibar
Carlibar Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
Cross Arthurlie Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
Hillview Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
Neilston Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
St John's Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
St Mark's Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
St Thomas' Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
Uplawmoor Primary School	Barrhead/Neilston/Uplawmoor	Carlibar
Braidbar Primary School	Giffnock/Thornliebank	Carlibar
Giffnock Primary School	Giffnock/Thornliebank	Carlibar
Our Lady of the Missions	Giffnock/Thornliebank	Carlibar
Thornliebank Primary School	Giffnock/Thornliebank	Carlibar
Mearns Primary School	Newton Mearns	Carlibar
St Cadoc's Primary School	Newton Mearns	Carlibar
Maidenhill Primary School	Newton Mearns	Carlibar
Busby Primary School	Busby/Clarkston/Eglesham	Carolside
Carolside Primary School	Busby/Clarkston/Eglesham	Carolside
Eglesham Primary School	Busby/Clarkston/Eglesham	Carolside
Netherlee Primary School	Busby/Clarkston/Eglesham	Carolside
St Joseph's Primary School	Busby/Clarkston/Eglesham	Carolside
Calderwood Lodge	Newton Mearns	Carolside
Kirkhill Primary School	Newton Mearns	Carolside
St Clare's Primary School	Newton Mearns	Carolside

Move Social, Emotional and Behavioural Needs Outreach Service to CCC to develop an enhanced nurture classroom

Research indicates that the number of children requiring additional support related to social and emotional behavioural difficulties is higher in areas with increased poverty. This is evident with 54% of children supported in the last 3 years attending Carlibar PS, St Mark's PS, Thornliebank PS or St John's PS.

Current Position – SEBN Outreach

Pupil Pathway following SEBN Outreach Support



What Next?

The consultation period will last from Wednesday 17 August 2022 to midnight on Friday 30 September 2022.

As required by legislation, anyone with a direct interest in the specialist provision will be invited to have their say. In particular we will consult with individuals and groups including:

- Parents/carers of all children/pupils in the affected schools
- Parents/carers of children who expect to attend an affected school in the next two years
- Pupils attending each affected school of suitable age and maturity
- Parent council of each affected school
- Teachers and other staff and their trade unions in each affected school
- Community Councils, Elected Members, MPs and MSPs representing residents in the affected catchment areas
- Education Scotland

What Next?

- Public Meeting – Eastwood High School, 7pm, Wednesday 14 September
- Education Scotland – statutory role in process
- Education Committee on 8 December 2022.
- Depending on the results of the consultation and subsequent elected member approval, discussion with stakeholders on arrangements moving forward from Jan 23 onwards

How to Respond

- Have your say on the proposal - written representation
- Visit the Council's website and complete your response online:
<https://getinvolved.eastrenfrewshire.gov.uk/education/additional-support-for-learning-provision/>

Write to us at: East Renfrewshire Council
Education Department
Council Offices
211 Main Street
East Renfrewshire G78 1SY

Carlibar Parent Council
ASL Review Consultation
31st August 2022

East Renfrewshire Council : Education Department

Meeting with Parent Council Members of Carlibar Primary School
Wednesday 31st August 2022 at 1.30pm in Carlibar Primary School

Re, Future Specialist Additional Support for Learning for Children of East Renfrewshire
Council

Claire McKechnie, Chair of Carlibar Parent Council welcomed everyone to the meeting. She advised that Siobhan McColgan, Head of Education Services and Nick Smiley were attending to advise the group of the consultation relating to the proposal for future specialist additional support for learning provision for the children of East Renfrewshire.

Miss McColgan thanked the group for the opportunity to present to the group and advised that as the consultation is a formal process Nick would take a formal minute of the meeting. The purpose of the consultation is to establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School and to move the current Social, Emotional and Behavioural Needs Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

Miss McColgan advised that as a result of the Angela Morgan Review, All of Our Children and All Their Potential, the Department had undertaken a review of Additional Support for Learning, gathering data, seeking the views of staff, parents and young people. The findings were reported to the Education Committee for approval and this consultation is as a result of the action plan following the recommendations of the report as the department feels that there is a need to enhance the provision. It was noted that there is a need for greater support for children with autism and Social, Emotional and Behavioural Difficulties. 27% of children in East Renfrewshire schools have an additional support need (ASN) with the national average being 33%. Miss McColgan highlight the correlation of ASN and poverty and while East Renfrewshire is below the national average this is still a significant number of children and there is a need to ensure that their needs are met. It was highlighted that there is an presumption that children will attend a mainstream school but for some that is not always the correct setting and more specialist support is required.

Miss McColgan advised having previously been Head Teacher at Carlibar Primary School, personally she is aware that the pattern of children's attendance at Carlibar CC is changing. Traditionally children had a split placement with perhaps them spending the morning at CCC and the afternoon in mainstream school, now pupils needs are more significant and they require to attend CCC full time and this is leading a bit of a strain on the service as CCC is almost at full capacity. Places at the CCC are allocated by the Education Resource Group which is made up of a Head of Service, Quality Improvement Manager, Primary Head Teacher, Principal Educational Psychologist, Depute Head Teacher Secondary with the referral to the group usually coming from the link educational psychologist.

Miss McColgan reported that an exercise had been conducted to look at school rolls over the past five years and predicted school rolls and Carolside was identified where the roll had fallen and there was no predicted house building or increased birth rates. It was noted that there is

another consultation underway to seek to establish Gaelic Medium Primary Education facility in Thornliebank Primary School.

It was noted that if the proposal is approved then additional teaching and PSA staff as well as additional management staff would be allocated to Carolside which would be and managed and led by Brian McLaughlin, head teacher. If agreed, the new service will be within the school building and initially it was thought that it could be housed on the ground floor of the school near the main entrance and there would be opportunities for the pupils to be included in whole school activities such as assemblies and school shows as appropriate. She highlighted that routine is very important for those on the autistic spectrum and change can be distressing for them. Therefore, it is proposed that that if agreed there would be P1 pupils from August 2023 and that the pupils currently in Carlibar CC would stay there. This proposal had reassured the Carlibar CC parents as they had been concerned what the proposal would mean for their children.

Miss McColgan reported that the catchment arrangements would remain the same. Parents looking for a place at the new CC would apply to their local catchment school and entry to Carolside CC would be by referral to the Education Resource Group. If granted a place they would always remain on the register of their mainstream school as our aim is always the presumption of mainstream.

Miss McColgan was heard in explanation of the potential educational benefits of the proposal. The ASN pupils will benefit from specialist staff and the wider school will benefit from enhanced resources and inclusive teaching as staff become more confident in supporting children with additional support needs. The department is keen to build a specialist provision network, with real opportunities to collaborate and moderate together. It was also noted that having the new facility in the east of the authority would reduce significantly the length of time the children are travelling on the bus and can access provision nearer their communities. It was further noted that consideration of the data and given that Carlibar is significantly bigger it is proposed that there is a 65/35 split between the two facilities and the Education Resource Group would allocate places to Carlibar or Carolside Communication Service based on the assessment of children's needs and where they live.

Miss McColgan explained that there are three outreach staff supporting pupils with Social Emotional and Behavioural Needs. There have been occasions where children are supported simultaneously by SEBN Outreach Support and by Carlibar Communication Service. However, feedback from staff is that approaches to supporting children do not always consistently align or complement each other which can be confusing to the child or young person. It is felt that it would be beneficial to base the service in Carlibar under the management of the head teacher of Carlibar.

Last session, 2020/21, a number of children and young people were placed in educational establishments out with ERC. The development of an enhanced nurture provision within Carlibar Communication Centre will support the development of relationship and attachment based approaches in a safe environment for primary aged children who are demonstrating high levels of social, emotional and behavioural needs. This early intervention approach will enhance support and provision in keeping children within our communities.

Miss McColgan advised of the next steps and it was noted that the consultation period runs from 17 August to midnight on 30 September 2022. All responses need to be received by midnight on 30 September. It was further noted that a number of groups and individuals are included as formal consultees and the department is keen to hear what everyone has to say in response to the proposal.

There will be a number of opportunities designed to encourage stakeholder involvement including a public meeting on 14 September. Education Scotland have a statutory role in the process. They will be sent details of the responses including issues raised at the public meeting and other relevant documentation. Education Scotland may visit the schools. They will then prepare and submit a report to the Director of Education, this will be included in the final report. The final report will also summarise the main issues raised during the consultation and the response to the report will be considered by the Education Committee on 8 December but will be available for scrutiny 3 weeks before. Depending on the result of the consultation and subsequent elected member approval, discussion with stakeholders including the Parent Council would take place from January 2023 onwards.

Miss McColgan concluded her presentation and invited comments or questions from the group.

A parent enquired if there any plans for a new secondary base as well as Williamwood and Miss McColgan explained that there a two phases to the process of developing new provision. The second phase will involve extending the provision that we have available at a secondary school stage. A supplementary question on capacity of this was asked and Miss McColgan shared it would be likely to be one service additional to our existing Communication Support Service at Williamwood High.

A parent raised a concern about children not being given a place at CCC and then struggling to cope at Secondary School, often becoming non-attenders. Miss McColgan explained the new EBSA (emotionally-based school absence) service and approach that is being developed to support children and young people who are struggling to cope in secondary schools which would offer support to identified children (including those with Autism)

A parent raised concerns about the enhanced nurture classroom being for pupils out with Carlibar when there is already a high level of need within Carlibar. Miss McColgan explained that the creation of the new service within Carolside Primary will free up space in the CCC and its capacity and this would be used to support 1 enhanced nurture classroom.

A member of the Parent Council enquired if there would be more full time or split placements in the new provision at Carolside. Miss McColgan advised it would be difficult to predict this as it will depend on the needs of the children entering P1.

It was suggested by a parent that the model instead of being similar to CCC should include a provision for children whose needs were not as complex as those attending CCC resulting in tiered approach in that Carolside would support children with mild needs, CCC medium and IMS complex needs.

A parent queried what facilities will be available at Carolside compared to the existing set up at CCC and how it would be decided who goes to Carolside, would it be based on needs or location. Miss McColgan advised the department would look at providing resources to ensure that children attending Carolside service has the same access to sensory support and that children who we identify as requiring this level of support will attend the Carolside provision based on where they live. A parent commented that breakout spaces for children to use are extremely important.

A parent noted that she is a parent who moved to East Renfrewshire so that her child could attend the CCC. Her child has had a fantastic experience at Carlibar. The Scottish Government should look closely at what East Renfrewshire are doing and learn about what a brilliant job they do.

A parent asked if children who are currently attending CCC would be moved to Carolside. Miss McColgan responded that it would be new entering P1 next year, not children who are currently at CCC, who will attend Carolside. Not all the classes in Carolside will necessarily be used in the first year.

Ms McKechnie thanked everyone for their attendance.

East Renfrewshire Council : Education Department

Meeting with Parent Council Members of Carlibar Communication Centre
Thursday 1st September 2022 at 5pm in Carlibar Communication Centre

Re, Future Specialist Additional Support for Learning for Children of East Renfrewshire
Council

Miss McColgan thanked parents for the opportunity to present to the group and she introduced Mrs Clare Creighton, Quality Improvement Manager. She advised that as the consultation is a formal process Mrs Creighton will take a formal minute of the meeting. The purpose of the consultation is to establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School and to move the current Social, Emotional and Behavioural Needs Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

Miss McColgan advised that as a result of the Angela Morgan Review, All of Our Children and All Their Potential, the Department had undertaken a review of Additional Support for Learning, gathering data, seeking the views of staff, parents and young people. The findings were reported to the Education Committee for approval and this consultation is as a result of the action plan following the recommendations of the report as the department feels that there is a need to enhance the provision. It was noted that there is a need for greater support for children with autism and Social, Emotional and Behavioural Difficulties. 27% of children in East Renfrewshire schools have an additional support need (ASN) with the national average being 33%. Miss McColgan highlight the correlation of ASN and poverty and while East Renfrewshire is below the national average this is still a significant number of children and there is a need to ensure that their needs are met. It was highlighted that there is a presumption that children will attend a mainstream school but for some that is not always the correct setting and more specialist support is required.

Miss McColgan advised that she was previously Head Teacher at Carlibar Primary School and that personally she is aware that the pattern of children's attendance at Carlibar CC is changing. Traditionally children had a split placement with perhaps them spending the morning at CCC and the afternoon in mainstream school, now pupils needs are more significant and they require to attend CCC full time and this is leading a bit of a strain on the service as CCC is almost at full capacity. Places at the CCC are allocated by the Education Resource Group which is made up of a Head of Service, Quality Improvement Manager, Primary Head Teacher, Principal Educational Psychologist, Depute Head Teacher Secondary with the referral to the group usually coming from the link educational psychologist.

Miss McColgan reported that an exercise had been conducted to look at school rolls over the past five years and predicted school rolls and Carolside was identified where the roll had fallen and there was no predicted house building or increased birth rates.

It was noted that if the proposal is approved then additional teaching and PSA staff as well as additional management staff would be allocated to Carolside which would be and managed and led by Brian McLaughlin, head teacher. If agreed, the new service will be within the school building and initially it was thought that it could be housed on the ground floor of the school near the main entrance and there would be opportunities for the pupils to be included in whole school activities such as assemblies and school shows as appropriate. She highlighted that routine is very important for those on the autistic spectrum and change can be distressing for them. Therefore, it is proposed that that if agreed there would be P1 pupils from August 2023 and that the pupils currently in Carlibar CC would stay there.

Miss McColgan reported that the catchment arrangements would remain the same. Parents looking for a place at the new CC would apply to their local catchment school and entry to Carolside CC would be by referral to the Education Resource Group. If granted a place they would always remain on the register of their mainstream school as our aim is always the presumption of mainstream.

Miss McColgan was heard in explanation of the potential educational benefits of the proposal. The ASN pupils will benefit from specialist staff and the wider school will benefit from enhanced resources and inclusive teaching as staff become more confident in supporting children with additional support needs. The department is keen to build a specialist provision network, with real opportunities to collaborate and moderate together. It was also noted that having the new facility in the east of the authority would reduce significantly the length of time the children are travelling on the bus and can access provision nearer their communities. It was further noted that consideration of the data and given that Carlibar is significantly bigger it is proposed that there is a 65/35 split between the two facilities and the Education Resource Group would allocate places to Carlibar or Carolside Communication Service based on the assessment of children's needs and where they live.

A parent noted concerns about the current transport arrangements at this time and length of time children are currently on the bus being transported to and from CCC.

Miss McColgan advised of the next steps and it was noted that the consultation period runs from 17 August to midnight on 30 September 2022. It was further noted that a number of groups and individuals are included as formal consultees and the department is keen to hear what everyone has to say in response to the proposal.

There will be a number of opportunities designed to encourage stakeholder involvement including a public meeting on 14 September. Education Scotland have a statutory role in the process. They will be sent details of the responses including issues raised at the public meeting and other relevant documentation. Education Scotland may visit the schools. They will then prepare and submit a report to the Director of Education, this will be included in the final report. The final report will also summarise the main issues raised during the consultation and the response to the report will be considered by the Education Committee on 8 December but will be available for scrutiny 3 weeks before. Depending on the result of the consultation and subsequent elected member approval, discussion with stakeholders including the Parent Council would take place from January 2023 onwards.

Miss McColgan concluded her presentation and invited comments or questions from the group.

A parent raised some concerns regarding staffing levels in CCC and whether the development of a new provision in Carolside PS would have an impact on the service in CCC. Miss McColgan reassured parents that there was no intention to dilute the service provision currently in place at Carlibar, rather the introduction of a new service at Carolside PS would supplement this provision.

A parent highlighted that she would like to see more support put in CCC in terms of PSA support. Miss McColgan informed that as capacity has increased in CCC, so has the allocated of support staff. The parent acknowledged this but shared that she felt there was not enough support in CCC classes and that class sizes were bigger than they had been previously.

There was some discussion about the possible inclusion of secondment opportunities for staff to build capacity of teachers across the school estate to support children and young people with ASD needs.

A Parent highlighted the excellent provision within Carlibar and felt it was important that Carolside had access to the same high quality resources and staff expertise.

A parent asked whether there were any plans to change arrangements/pathways for children attending CCC when they transition to secondary school/provision. Parents asked about what plans were in place to extend the provision for children transitioning from CCC and whether there would be a similar transition pathway in place for those children who would be attending Carolside PS. Miss McColgan shared that secondary provision would be looked at as Phase 2 of increasing specialist provision and that the current transitions arrangements in place via the ERG would continue.

It was suggested by a parent that the model instead of being similar to CCC should include a provision for children whose needs were not as complex as those attending CCC resulting in tiered approach in that Carolside would support children with mild needs, CCC medium and IMS complex needs.

Parents also raised concerns about provision generally in ERC and identified the need to extend the existing provision in Isobel Mair School or to build a new special school. Miss McColgan shared that there are current plans to increase the capacity of IMS through the installation of temporary accommodation and that analysis of need and data related to increasing special schools in ERC would be used to inform future developments outlined in Local Development Plan 3 (LDP3).

A parent noted concern related to the lack of transition pathways from P7 to S1 and the general lack of options which could directly address the individual needs of all children with additional support needs. They suggested that Williamwood Communication Support Service and IMS was not enough and there should be a further specialist provision to support children whose needs would not be met in either provision.

Parents were keen to explore ERC's vision for specialist provision and had some concerns about what the longer term plan was as there was a view that the development of the three classroom areas in Carolside was short sighted, given the projections in numbers over the next few years and parents sought reassurance that extending provision in Carolside PS would not be looked at in isolation.

East Renfrewshire Council : Education Department

Meeting with Parent Council Members of Carolside Primary School
Tuesday 13 September 2022 at 7pm in Williamwood High School

Re, Future Specialist Additional Support for Learning for Children of East Renfrewshire Council

Linda Dillon, Chair of Carolside Parent Council welcomed everyone to the meeting. She advised that Siobhan McColgan, Head of Education Services, was attending to advise the group of the consultation relating to the proposal for future specialist additional support for learning provision for the children of East Renfrewshire.

Miss McColgan thanked the group for the opportunity to present to the group and she introduced Kirsty Rees, Depute Principal Educational Psychologist. She advised that as the consultation is a formal process Mary Hart, Project Officer, from the Education Department will take a formal minute of the meeting. The purpose of the consultation is to establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School and to move the current Social, Emotional and Behavioural Needs Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

Miss McColgan advised that as a result of the Angela Morgan Review, All of Our Children and All Their Potential, the Department had undertaken a review of Additional Support for Learning, gathering data, seeking the views of staff, parents and young people. The findings were reported to the Education Committee for approval and this consultation is as a result of the action plan following the recommendations of the report as the department feels that there is a need to enhance the provision. It was noted that there is a need for greater support for children with autism and Social, Emotional and Behavioural Difficulties. 27% of children in East Renfrewshire schools have an additional support need (ASN) with the national average being 33%. Miss McColgan highlight the correlation of ASN and poverty and while East Renfrewshire is below the national average this is still a significant number of children and there is a need to ensure that their needs are met. It was highlighted that there is a presumption that children will attend a mainstream school but for some that is not always the correct setting and more specialist support is required.

Miss McColgan advised that she was previously Head Teacher at Carlibar Primary School and that personally she is aware that the pattern of children's attendance at Carlibar CC is changing. Traditionally children had a split placement with perhaps them spending the morning at CCC and the afternoon in mainstream school, now pupils needs are more significant and they require to attend CCC full time and this is leading a bit of a strain on the service as CCC is almost at full capacity. Places at the CCC are allocated by the Education Resource Group which is made up of a Head of Service, Quality Improvement Manager, Primary Head Teacher, Principal Educational Psychologist, Depute Head Teacher Secondary with the referral to the group usually coming from the link educational psychologist.

Miss McColgan reported that an exercise had been conducted to look at school rolls over the past five years and predicted school rolls and Carolside was identified where the roll had fallen and there was no predicted house building or increased birth rates. It was noted that there is another consultation underway to seek to establish Gaelic Medium Primary Education facility in Thornliebank Primary School.

It was noted that if the proposal is approved then additional teaching and PSA staff as well as additional management staff would be allocated to Carolside which would be and managed and led by Brian McLaughlin, head teacher. If agreed, the new service will be within the school

building and initially it was thought that it could be housed on the ground floor of the school near the main entrance and there would be opportunities for the pupils to be included in whole school activities such as assemblies and school shows as appropriate. She highlighted that routine is very important for those on the autistic spectrum and change can be distressing for them. Therefore, it is proposed that that if agreed there would be P1 pupils from August 2023 and that the pupils currently in Carlibar CC would stay there. This proposal had reassured the Carlibar CC parents as they had been concerned what the proposal would mean for their children.

Miss McColgan reported that the catchment arrangements would remain the same. Parents looking for a place at the new CC would apply to their local catchment school and entry to Carolside CC would be by referral to the Education Resource Group. If granted a place they would always remain on the register of their mainstream school as our aim is always the presumption of mainstream.

Miss McColgan was heard in explanation of the potential educational benefits of the proposal. The ASN pupils will benefit from specialist staff and the wider school will benefit from enhanced resources and inclusive teaching as staff become more confident in supporting children with additional support needs. The department is keen to build a specialist provision network, with real opportunities to collaborate and moderate together. It was also noted that having the new facility in the east of the authority would reduce significantly the length of time the children are travelling on the bus and can access provision nearer their communities. It was further noted that consideration of the data and given that Carlibar is significantly bigger it is proposed that there is a 65/35 split between the two facilities and the Education Resource Group would allocate places to Carlibar or Carolside Communication Service based on the assessment of children's needs and where they live.

Miss McColgan explained that there are three outreach staff supporting pupils with Social Emotional and Behavioural Needs. There have been occasions where children are supported simultaneously by SEBN Outreach Support and by Carlibar Communication Service. However, feedback from staff is that approaches to supporting children do not always consistently align or complement each other which can be confusing to the child or young person. It is felt that it would be beneficial to base the service in Carlibar under the management of the head teacher of Carlibar.

Last session, 2020/21, a number of children and young people were placed in educational establishments out with ERC. The development of an enhanced nurture provision within Carlibar Communication Centre will support the development of relationship and attachment based approaches in a safe environment for primary aged children who are demonstrating high levels of social, emotional and behavioural needs. This early intervention approach will enhance support and provision in keeping children within our communities.

Miss McColgan advised of the next steps and it was noted that the consultation period runs from 17 August to midnight on 3 October 2022 as an additional school day required to be added to the consultation period due to the recent additional public holiday. All responses need to be received by midnight on Monday 3 October. It was further noted that a number of groups and individuals are included as formal consultees and the department is keen to hear what everyone has to say in response to the proposal.

There will be a number of opportunities designed to encourage stakeholder involvement including a public meeting on 14 September. Education Scotland have a statutory role in the process. They will be sent details of the responses including issues raised at the public meeting and other relevant documentation. Education Scotland may visit the schools. They will then prepare and submit a report to the Director of Education, this will be included in the final report. The final report will also summarise the main issues raised during the consultation and the response to the report will be considered by the Education Committee on 8 December but will be available for scrutiny

3 weeks before. Depending on the result of the consultation and subsequent elected member approval, discussion with stakeholders including the Parent Council would take place from January 2023 onwards.

Miss McColgan concluded her presentation and invited comments or questions from the group.

A member of the Parent Council indicated that she would not wish to see resources taken away from Carolside to support the establishment of the Communication Unit. Miss McColgan confirmed that this would not be the case as there would be two separate budget lines.

A member of the group indicated that she personally is aware of the stress that some families have in accessing appropriate support for their children and is happy to support the expansion of provision. Miss McColgan reiterated that if pupils require to access provision it would be by way of the Education Resources Group.

A member of the Parent Council indicated that Carolside Primary School has recently introduced a quiet room and asked if this would remain with the establishment of the Communication Centre? The head teacher confirmed that there would be no disruption to current provision at Carolside.

Miss McColgan advised that if the consultation is approved she would be happy to attend a future meeting of the group as the department would be keen to progress this matter in partnership and involvement of the Parent Council.

Mrs Dillon thanked everyone for their attendance.

East Renfrewshire Council : Education Department

Public Meeting held on Wednesday 14 September 2022 at 7pm in Eastwood High School

Re, Future Specialist Additional Support for Learning for Children of East Renfrewshire Council

Present Councillor Andrew Anderson, Convenor for Education and Equalities
 Mark Ratter, Director of Education
 Siobhan McColgan, Head of Education Services
 Clare Creighton, Quality Improvement Manager
 Nick Smiley, Principal Educational Psychologist
 Mary Hart, Project Officer (minute taker)

Councillor Andrew Anderson, Convenor for Education and Equalities, welcomed everyone to the public meeting to advise the group of the consultation relating to the proposal for future specialist additional support for learning provision for the children of East Renfrewshire.

Miss McColgan thanked the group for the opportunity to present to them and advised that the purpose of the consultation is to establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School and to move the current Social, Emotional and Behavioural Needs Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

Miss McColgan advised that as a result of the Angela Morgan Review, All of Our Children and All Their Potential, the Department had undertaken a review of Additional Support for Learning, gathering data, seeking the views of staff, parents and young people. The findings were reported to the Education Committee for approval and this consultation is as a result of the action plan following the recommendations of the report as the department feels that there is a need to enhance the provision. It was noted that there is a need for greater support for children with autism and Social, Emotional and Behavioural Difficulties. 27% of children in East Renfrewshire schools have an additional support need (ASN) with the national average being 33%. Miss McColgan highlights the correlation of ASN and poverty and while East Renfrewshire is below the national average this is still a significant number of children and there is a need to ensure that their needs are met. It was highlighted that there are 709 children on the autistic spectrum and 687 pupils have social, emotional and behavioural difficulties. It was noted that there is a presumption that children will attend a mainstream school but for some that is not always the correct setting and more specialist support is required.

Miss McColgan advised that she was previously Head Teacher at Carlibar Primary School and that personally she is aware that the pattern of children's attendance at Carlibar CC is changing. Traditionally, children had a split placement with perhaps them spending the morning at CCC and the afternoon in mainstream school, now pupils needs are more significant and they require to attend CCC full time and this is leading a bit of a strain on the service as CCC is almost at full capacity. She highlighted that in 2016 there were nine P1 pupils and in 2021 there were 19 P1 pupils. Places at the CCC are allocated by the Education Resource Group which is made up of a Head of Service, Quality Improvement Manager, Primary Head Teacher, Principal Educational Psychologist, a Secondary Depute Head Teacher and the Head Teacher of Isobel Mair School with the referral to the group usually coming from the link educational psychologist.

Miss McColgan reported that an exercise had been conducted to look at school rolls over the past five years and predicted school rolls and Carolside was identified where the roll had fallen and there was no predicted house building or increased birth rates to ensure that there continued to be capacity for pupils for Carolside catchment going forward.

It was noted that if the proposal is approved then additional teaching and PSA staff as well as additional management staff would be allocated to Carolside which would be and managed and led by Brian McLaughlin, head teacher. If agreed, the new service will be within the school building and initially it was thought that it could be housed on the ground floor of the school near the main entrance and there would be opportunities for the pupils to be included in whole school activities such as assemblies and school shows as appropriate. She highlighted that routine is very important for those on the autistic spectrum and change can be distressing for them. Therefore, it is proposed that that if agreed there would be P1 pupils from August 2023 and that the pupils currently in Carlibar CC would stay there. This proposal had reassured the Carlibar CC parents as they had been concerned what the proposal would mean for their children.

Miss McColgan reported that the catchment arrangements would remain the same. Parents looking for a place at the new CC would apply to their local catchment school and entry to Carolside CC would be by referral to the Education Resource Group. If granted a place they would always remain on the register of their mainstream school as our aim is always the presumption of mainstream.

Miss McColgan was heard in explanation of the potential educational benefits of the proposal. The ASN pupils will benefit from specialist staff and the wider school will benefit from enhanced resources and inclusive teaching as staff become more confident in supporting children with additional support needs. The department is keen to build a specialist provision network, with real opportunities to collaborate and moderate together. It was also noted that having the new facility in the east of the authority would reduce significantly the length of time the children are travelling on the bus and can access provision nearer their communities. It was further noted that consideration of the data and given that Carlibar is significantly bigger it is proposed that there is a 65/35 split between the two facilities and the Education Resource Group would allocate places to Carlibar or Carolside Communication Service based on the assessment of children's needs and where they live.

Miss McColgan explained that there are three outreach staff supporting pupils with Social Emotional and Behavioural Needs. There have been occasions where children are supported simultaneously by SEBN Outreach Support and by Carlibar Communication Service. However, feedback from staff is that approaches to supporting children do not always consistently align or complement each other which can be confusing to the child or young person. It is felt that it would be beneficial to base the service in Carlibar under the management of the head teacher of Carlibar.

Last session, 2020/21, a number of children and young people were placed in educational establishments out with ERC. The development of an enhanced nurture provision within Carlibar Communication Centre will support the development of relationship and attachment based approaches in a safe environment for primary aged children who are demonstrating high levels of social, emotional and behavioural needs. This early intervention approach will enhance support and provision in keeping children within our communities.

Miss McColgan advised of the next steps and it was noted that the consultation period runs from 17 August to midnight on 3 October 2022 as an additional school day required to be added to the consultation period due to the recent additional public holiday. All responses need to be received by midnight on Monday 3 October. It was further noted that a number of groups and individuals are included as formal consultees and the department is keen to hear what everyone has to say in response to the proposal.

Education Scotland have a statutory role in the process. They will be sent details of the responses including issues raised at the public meeting and other relevant documentation. Education Scotland may visit the schools. They will then prepare and submit a report to the Director of

Education, this will be included in the final report. The final report will also summarise the main issues raised during the consultation and the response to the report will be considered by the Education Committee on 8 December but will be available for scrutiny 3 weeks before to ensure that it captures the views represented. She encouraged everyone to have their say and record their views as part of the consultation process.

Miss McColgan concluded her presentation.

Councillor Anderson indicated that this is a proposal at this stage and that Education Scotland has a role in the process to ensure that the consultation process is managed correctly and that all relevant parties have had the opportunity to express and record their views. He emphasised that it is important for the panel to hear your views and comments and invited questions from the floor.

A member of the audience indicated that her daughter has additional support need and has mobility issues. She is concerned that the mainstream primary school will not have the appropriate ramps to allow her daughter to move around the school. Mrs Creighton advised that as the department becomes aware of a pupil's needs it can plan adaptations to support the pupil, whether that is ramps, raising toilets or lowering sinks. It was noted that things don't happen overnight so the sooner we are aware of pupil's intended school the appropriate adaptations can be planned.

Another member of the audience noted that no pupils from Carlibar Communication Centre would transfer to Carolside and wanted to know how long it would take so see the pressure relieved at Carlibar. Miss McColgan advised last year there had been twenty one referrals resulting in three classes this will reduce to two classrooms and there will be more capacity. It was noted that people move into East Renfrewshire to access the excellent provision and that fulltime placements had increased in the last three years. The enhanced nurture room is one classroom with perhaps P1 to P3 having access in the morning and P4 to P7 in the afternoon and the department is keen to continue with the outreach service. It was highlighted that the placements are always driven by the needs of the young person.

A question was asked about the potential physical space at Carolside and if there is a plan as there was concern if it is three classrooms would there be space for breakout rooms? Reassurance was given that wherever they are placed pupils would have the same access to sensory resources and supports and working with the school and the head teacher is key to this.

Another lady who had a child at Carolside advised that the school now had a quiet room and was concerned that this resource would be lost due to the proposal. It was confirmed that this would not be the case as no resources would be removed from Carolside.

A member of the group advised that while her child was coping reasonably well in mainstream at present asked if this situation was to change would he be eligible to attend Carolside Communication Centre? It was noted that applications for places at the Communication Centre would be considered by the Education Resources group with the referral made by the link psychologist as part of their ongoing assessment. The child's assessment is the priority.

Another member of the audience asked what the difference is between Carlibar Communication Centre and Isobel Mair School. It was noted that Carlibar Communication Unit is the bridge between mainstream for children with social, emotional and communication needs and those with neurodevelopmental needs. In Isobel Mair School the pupils' needs are more complex and they have profound difficulties, language and communication difficulties and medical conditions.

In response to a question regarding applying to school from nursery it was noted that an application should still be made to their catchment school and if there is currently psychological

service with the child in one of our early learning establishments there will be plans regarding the transition to primary school and plans to put things in place as necessary.

It was highlighted that there is only one lift at Carlibar and this has an impact on one of the pupils in the CCC as she tires easily and the lift is at the other end of the school. Councillor Pragnall advised that this was the situation at Williamwood High School and this has a big impact on her time there.

Councillor Anderson concluded the public meeting indicating that this is an excellent proposal which will hopefully be approved and allow the Department to continue to enhance the provision available to pupils with additional support needs in East Renfrewshire.

Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by East Renfrewshire Council to: establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School; and to move the current Social Emotional and Behavioural Needs Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

October 2022

1. Introduction

1.1 This report from Education Scotland has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of East Renfrewshire Council's proposal to establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School and to move the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children of the settings; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Carlibar Primary School, Carlibar Communication Centre and Carolside Primary School, including discussion with relevant consultees.

2. Consultation process

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

2.2 The consultation ran from 17 August to 3 October 2022. Copies of the consultation proposal document were made available in local council buildings, the three settings most directly affected and via the council website and social media. A public meeting was held on 14 September 2022. In addition, three Parent Council meetings were held between 31 August and 13 September 2022, one in each of the three settings most directly affected by the proposal. At each meeting, officers from East Renfrewshire Council shared a presentation offering further information on the proposal and included the council's views of educational benefits. The council answered queries and responded to any concerns raised. The council received 100 responses from stakeholders to their online questionnaire. Ninety percent of respondents were in favour and 10% were against.

2.3 The council engaged the services of a consultant to gather the views of children in the three settings most directly affected by the proposal. The consultation was simplified using a social story to enable children within Carlibar Communication Centre to participate. Of the children who responded to the consultation, 91% in Carlibar Primary School, 85% in Carlibar Communication Centre and 89% in Carolside Primary School were in favour of the proposal.

3. Educational aspects of proposal

3.1 East Renfrewshire Council sets out a number of educational benefits in its proposal to establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School. Stakeholders who met with HM Inspectors share the view that there are potential benefits from the creation of this new unit based within Carolside Primary School.

3.2 In its proposal, the council highlights the benefits of expanding specialist provision to meet the needs of an increasing number of children with additional support needs by providing additional suitable high quality learning environments and more specialist staff. Stakeholders who met with HM Inspectors agree that increasing specialist capacity is essential. However, parents and staff would like further assurance that any adaptations to Carolside Primary School will provide an equivalent high quality learning environment, such as sensory support, to that currently provided in Carlibar Communication Centre. Parents of children in Carolside Primary School share the view that the new provision would enhance inclusive practice and ethos across the school. However, they would like further assurance that any changes to the school building and grounds will not have any negative impact on the experiences and outcomes for children in the mainstream primary school.

3.3 In the educational benefits statement, the council provides less detail on the anticipated benefits of moving the current SEBN Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom. For example, how any transition arrangements and part-time placements will be managed to support inclusion and entitlements. As a result, most stakeholders who met with HM Inspectors were less clear about the potential benefits from setting up this new classroom within Carlibar Communication Centre under the management of the headteacher. Parents of children in Carlibar Communication Centre highlighted their concerns about establishing an enhanced nurture classroom within the unit. They are worried about the potential impact of how the needs of individual and cohorts of children will be met. Staff who spoke to HM Inspectors are currently unclear of how the new classroom will operate alongside the continuation of the SEBN Outreach Service.

3.4 Stakeholders who met with HM Inspectors recognise the potential educational benefits that can be gained through specialist staff sharing their expertise with mainstream staff and the establishment of support networks to share inclusive pedagogy and good practice. They agree that, with appropriate time for staff to share inclusive pedagogy, this will lead to improved quality of learning, teaching and achievement for children both within and out with specialist provisions. Stakeholders also agree that by reducing the need for some children to spend less time travelling across the area to access provision, they can benefit from more time to learn, play and socialise with their peers. A few parents in Carolside Primary School shared some slight concerns around traffic management in and around the grounds which may add to longer standing local issues.

3.5 Overall, the proposal is welcomed by almost all stakeholders who recognise an immediate need to increase capacity across specialist provision within East Renfrewshire. However, a few stakeholders questioned the sustainability of the current proposals. They asked what plans the council has in place to best meet the educational needs of all children and young people in the longer term and how they will build further capacity across the school estate. While the current

proposal does not provide detail on future provision, it does state that educational places for children and young people with additional support needs will be kept under review.

4. Summary

HM Inspectors agree that the proposal has potential educational benefits. The proposal will, if approved, provide much needed additional capacity to meet the increasing number of children with additional support needs in East Renfrewshire. The new unit in Carolside Primary School will, over time, reduce travel for children and families who will benefit from specialist provision closer to their own community. If approved, the council should continue to work closely with staff, parents and children to ensure that they are fully and clearly informed and involved in the implementation of the proposal. The council could provide more detail outlining the specific educational benefits of moving the current SEBN Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

**HM Inspectors
October 2022**

Equality, Fairness and Rights Impact Assessment

The purpose of this assessment is to consider how your policy could impact on the needs of those protected by the Public Sector Equality Duty, the Fairer Scotland Duty and the UN Convention of the Rights of the Child.

- [Public Sector Equality Duty](#)
- [Fairer Scotland Duty](#)
- [United Nations Convention of the Rights of the Child](#)

In making the assessment you must consider relevant evidence, including evidence received from equality groups. Having considered all of these elements, you must take account of the results of such assessments. This requires you to consider taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. If any adverse impact amounts to unlawful discrimination, the policy must be amended to avert this.

Name of policy*:	Establish PSADU/Communication Centre in Carolside Primary School and Enhanced Nurture in Carlibar Primary School
Completion date:	29/9/22
Completed by:	Siobhan McColgan
Lead officer:	Siobhan McColgan
Department:	Education

**The term 'policy' should be understood as activity of East Renfrewshire Council i.e. all policies, provisions, criteria, functions, practices and activities including the delivery of services; essentially everything we do.*

You should complete the Screening Section (1) to establish if a full assessment is required.

1. Screening

1.1 What is the nature of this policy?
<input type="checkbox"/> Policy or Strategy <input type="checkbox"/> Programme or Plan <input type="checkbox"/> Project <input checked="" type="checkbox"/> Service or Function <input type="checkbox"/> Budget proposal <input type="checkbox"/> Another decision. Please state: Click or tap here to enter text.
<input checked="" type="checkbox"/> New <input type="checkbox"/> Review or change to existing <input type="checkbox"/> Other. Please state: Click or tap here to enter text.
1.2 What would happen as a result of this policy? Select all that apply
<input type="checkbox"/> Change to charging arrangements (including introduction, removal, increase or decrease) <input checked="" type="checkbox"/> Change to how a service is delivered (including addition, change or removal of practice/procedures/processes) <input type="checkbox"/> Change to options or entitlements <input type="checkbox"/> Change to priorities or criteria <input type="checkbox"/> Other. Please detail: Click or tap here to enter text.
1.3 How relevant is this policy to impact assessment?
<input checked="" type="checkbox"/> The policy would have consequences for people (positive/neutral/negative) <input checked="" type="checkbox"/> The policy has potential to advance equality for people <input checked="" type="checkbox"/> The policy will affect children and young people up to the age of 18 <input type="checkbox"/> The policy has no impact on people
1.4 What people would be affected?
<input checked="" type="checkbox"/> East Renfrewshire Council employees <input type="checkbox"/> Organisations or individuals carrying out a service on behalf of the Council

- Voluntary sector groups/organisations
- People living in a specific area of East Renfrewshire. Please detail: [Click or tap here to enter text.](#)
- x Everyone living in East Renfrewshire
- People working, studying or volunteering in East Renfrewshire
- Visitors to East Renfrewshire
- A group of people with a shared interest:
 - Experiencing socioeconomic disadvantage (this includes low/no wealth, low income, area deprivation or material deprivation)
 - Being in a particular age category
 - Being from a black or minority ethnic group e.g. Gypsy/Travellers
 - Speaking a language other than English
 - Women/girls
 - Identifying as Lesbian, Gay Bisexual or Transgender
 - Belonging to a particular religion or belief
 - Pregnant women or those on maternity/paternity leave
 - X Having a long term limiting health condition or disability
 - Providing unpaid care for others
 - Another group e.g. those experiencing homelessness, offenders/ex-offenders. Please detail: [Click or tap here to enter text.](#)
- x Children and young people living in East Renfrewshire
- x Children and young people using East Renfrewshire Council services
- Children and young people visiting East Renfrewshire
- None of the above

Review your answers above.

- If the policy has no impact on people, an impact assessment is not required. **GO TO SECTION 9**
- If the policy will have an impact on people, you should complete the full assessment. **GO TO SECTION 2**

2. The Assessment: Your scoping

2.1 How long will this policy be in place and when is it scheduled for review?
Permanently/ongoing review within existing Education Department self-evaluation and quality assurance procedures.
2.2 Are there known inequalities within the subject matter(s) of the policy? For example: access to transport; organisational pay and composition; or bullying in schools.
Involves children with additional support needs through either neurodiversity or social, emotional, behavioural difficulties.
2.3 Are there known impacts on children and young people within the subject matter of the policy? For example, changes to education services, employment support for parents, playparks.
Yes
2.4 How have people who might be affected been consulted and involved in the development of the policy ? Please provide dates and information
Public consultation 17 Aug – 3 rd October 2022
2.5 Where children and young people will be affected, how have they been consulted and involved in the development of the policy? Please provide dates and information
To be undertaken as part of the formal consultation process

3. Impact on Equalities

In order to impact assess any new or existing policy it's important to consider the evidence about how it may affect people. Log information about the experiences and needs of people on the basis of different characteristics/circumstances, and whether the proposed policy could have a positive or adverse impact on that.

You may wish to refer to the following sources:

- Input from local Councillors
- Findings from engagement or involvement activities
- Information or feedback from groups of people, such as equality interest organisations and groups who speak on behalf of others
- National, regional or local statistics
- Analysis of enquiries or complaints from customers
- Recommendations from inspections or audits
- National or regional research to identify similar issues
- Comparisons with similar policies in other departments or authorities to identify similar issues

Is it possible to collect new evidence that you don't have but think will be relevant? For example: speaking to colleagues; adapting engagement approaches; setting up meetings or focus groups; and consulting interest organisations.

Characteristics/circumstances	Experience and needs (include sources)	Impact category (positive/neutral/negative) and assessment of impact
Socioeconomic disadvantage	Children living in poverty are more likely to have an additional support need such as Attachment or social communication.	Positive Increasing capacity in other area of authority will reduce pressure of places available in CCC.
Age		
Disability or long term health condition	Children with autistic type difficulties currently attend CCC which is now at full capacity. CCC is located in Barrhead, whilst children who attend reside in all areas of ERC. Establishing an other service will reduce travelling time. Children with SEBN difficulties are supported in school or via outreach support. A small number of young children would benefit from enhanced nurture support within a specialist setting.	Positive - children will spend less time travelling on bus across authority -children will be supported closer to local community -increase capacity so more children will receive support - early enhanced nurture intervention will provide high quality support within ERC
Ethnicity	Children from ethnic minorities may also have additional support needs and require support. Where this is related to neurodevelopmental	Positive The needs of different ethnic communities are addressed by existing policies on parental

	needs or nurture, support would be provided via the specialist service.	engagement, learning, teaching and assessment, and supporting bilingual learners. Where specialist support is required, increased capacity as highlighted in box above will benefit this group of learners.
Gender (including gender reassignment)		
Marriage/Civil Partnership (only applicable to Council employment policy)		
Pregnancy / Maternity		
Religion / Belief		
Sexual orientation		
Providing unpaid care		
Any other relevant groups e.g. unemployed people, people experiencing homelessness, care leavers, people involved in the criminal justice system, people with literacy/numeracy barriers, people living in rural communities.		

4. Impact on socio-economic disadvantage

Socio-economic disadvantage means living on a low income compared to others in Scotland, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services. Socio-economic disadvantage can be experienced in both places and communities of interest. East Renfrewshire communities where people are at greater risk of experiencing socioeconomic disadvantage and where resources must be targeted to meet needs are the localities of:

- Barrhead – Dunterlie, East Arthurlie and Dovecothall (ADD2)

- Auchenback
- Neilston
- Thornliebank

Consider the policy itself and the way it will be implemented. How may this result in different experiences for people in East Renfrewshire.

<p>4.1 In what way would the policy alleviate or entrench inequalities from socioeconomic disadvantage?</p> <p><i>Guidance note</i> <i>Consider common inequalities such as poorer skills and attainment; lower paid and less secure work; greater chance of being a victim of crime; less chance of being treated with dignity and respect; lower healthy life expectancy; lower feeling of control over decisions that affect you.</i></p>
<p>The establishment of an enhanced nurture base within a more deprived area creates the opportunity for children in this area to access support more easily. Establishing a communication centre in a more affluent area will remove pressure of places within CCC and provide more opportunity for children in this area.</p>
<p>4.2 What opportunities are there within this policy and the way it will be implemented to promote inclusion, participation, dignity and empowerment of people experiencing socioeconomic disadvantage?</p>
<p>Both services will provide high quality support to children in order to support their inclusion in education whilst keeping a place within their base school open with the aim of supporting their return to mainstream education.</p>
<p>4.3 What will be done differently to focus on addressing the multiple inequalities experienced by some people in Auchenback, Barrhead, Neilston and Thornliebank?</p>
<p>The location of the nurture provision in Barrhead will enhance its accessibility for people experiencing multiple inequalities in Thornliebank, Barrhead and Auchenback. Transport will be provided for pupils wishing to access the provision from further afield.</p>

5. Impact on Children’s Rights

This section must be completed if any potential impact on children and young people up to the age of 18 has been identified in sections 1-3.

If there are no impacts on children and young people GO TO SECTION 6

<p>Which General Principles of UNCRC are relevant to this policy/measure? Tick all that apply.</p>	<p>Which additional articles are relevant to this policy/measure? List all that apply</p>	<p>Which particular groups of children and young people are affected by this policy/measure? (e.g. young children, disabled children, children living in poverty, children in care, young people who offend).</p>
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<p>Article 2 Non-discrimination Children should not be discriminated against in the enjoyment of their rights. No child should be discriminated against because of the situation or status of their parent/carer(s).</p>	x	<p>Links to Article 23 (children with a disability) <i>A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.</i></p> <p>Links to 31 (leisure, play and culture) <i>Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i></p>	Children who have additional support needs
<p>Article 3 Best interests of the child Every decision and action taken relating to a child must be in their best interests. Governments must take all appropriate legislative and administrative measures to ensure that children have the protection and care necessary for their wellbeing - and that the institutions, services and facilities responsible for their care and protection conform with established standards.</p>	x	<p>Links to Article 29 (goals of education) <i>Education must develop every child's personality, talents and abilities to the full.</i></p>	Children who have additional support needs
<p>Article 6 Life, survival and development Every child has a right to life and to develop to their full potential.</p>	<input type="checkbox"/>		
<p>Article 12 Respect for the views of the child Every child has a right to express their views and have them given due weight in accordance with their age and maturity. Children should be</p>	x	<p>Through the use of Social Stories, children and young people with additional support needs have been consulted as well as all other children attending affected schools.</p>	

provided with the opportunity to be heard, either directly or through a representative or appropriate body.			
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In relation to the articles identified above, please explain how the impact will be positive, negative or neutral.

Relevant identified Article of UNCRC	Impact category (Positive/Negative/Neutral)	Assessment of impact (including consideration of whether the policy/measure might impact differently on different groups of children and young people affected).
Article 2	Positive	Children who are have additional support needs will be able to access education through within a specialist setting.
Article 3	Positive	The establishment of a specialist ASN provision with appropriate facilities within East Renfrewshire will protect the best interests of children with a disability. Longer transport times will no longer be necessary.
Article 23 (children with a disability)	Positive	Children with a disability will be supported to develop within an appropriate setting with specialist staff.
Article 29 (goals of education)	Positive	Children will access their right to an education through specialist staff and equipment and early intervention.
Article 31 (play)	Positive	Children on a split placement will spend less time travelling between schools which will positively impact on their right to play during lunch breaks.

6. Your results

Considering the evidence logged above, complete the following questions where possible.

6.1 In what ways, if any, would this policy help to eliminate discrimination or undermine it? Consider any potential adverse impact identified above.
The policy will help to eliminate discrimination by promoting understanding of inclusion and disabilities.
6.2 In what ways, if any, would this policy advance or undermine equality of opportunity?

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6.3 In what ways, if any, would this policy foster or undermine good relations between groups of people? Consider aspects that may tackle prejudice or promote understanding between different groups.
The policy has the potential to foster good relations between groups of people. It will be important that in the implementation of the policy, the wider school communities are involved and well supported.
6.4 In what ways, if any, will this policy advance or undermine the rights of children and young people?
The policy advances with a disability's right to live a full and decent life with dignity and, as far as possible, independence.
6.5 In what ways, if any, will this policy protect and promote the wellbeing of children and young people?
The policy promotes the wellbeing of children by creating inclusive and safe environments.
6.6 How will you communicate information about this policy to people who have: hearing and/or sight loss; English as a second language; are digitally excluded; have literacy/numeracy barriers?
Translations are available on request.
6.7 Is this policy to be carried out wholly or partly by contractors? If yes, how will you incorporate equality expectations into the contract?
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7. Your Outcome

7.1 Select the most appropriate
<input checked="" type="checkbox"/> No major change <input type="checkbox"/> Adjust the policy <input type="checkbox"/> Continue the policy <input type="checkbox"/> Stop the policy

7.2 Are there any significant and relevant information gaps that have not been filled during the development of this policy?				
7.3 What, in brief, does the evidence base underpinning the policy say about its potential impacts on inequalities of outcome?				
The policy has the potential to advance equality and foster good relations. It will be important that engagement with the school communities is thorough and sensitively managed should the proposal go ahead.				
7.4 What, in brief, does the evidence base underpinning the policy say about its potential impacts on the rights of children and young people?				
The policy has the potential to advance children’s rights.				
7.5 Consider all evidence and findings of your assessment and complete this short action plan for addressing any potential adverse impact on people, including children and young people, in the policy itself, and in the way it is communicated/ implemented.				
Identified adverse impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
No adverse impacts identified				

8. Approval

Name of policy/proposal:	Establish PSADU/Communication Centre in Carolside Primary School and Enhanced Nurture in Carlibar Primary School
Approval date:	18/10/22
Approved by:	Mark Ratter

Department:	Education
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9. No assessment required

Policy/Decision Title	
Department/ Service	
Responsible officer for taking decision	
Rationale for decision	Please record why an assessment is not required and what your justification is for making that decision. This must include confirmation that the policy/programme concerned does not constitute a strategic decision and/or has no relevance re protected characteristics, human rights or socio-economic inequalities
<p>Declaration: I confirm that the decision <u>not</u> to carry out an Equality, Fairness and Rights Impact Assessment has been authorised by:</p> <p>Name and Job Title:</p> <p>Date Authorisation given:</p>	