

**Department of Business Operations and Partnerships**

**Director of Business Operations and Partnerships: Louise Pringle**

Council Headquarters, Eastwood Park, Giffnock, East Renfrewshire, G46 6UG

Phone: 0141 577 3000 Fax: 0141 577 3834

Website: [www.eastrenfrewshire.gov.uk](http://www.eastrenfrewshire.gov.uk)

Date: 2 December 2022

When calling please ask for: Jennifer Graham and John Burke, 0141 577 3016

E-mail: [jennifer.graham@eastrenfrewshire.gov.uk](mailto:jennifer.graham@eastrenfrewshire.gov.uk); [john.burke@eastrenfrewshire.gov.uk](mailto:john.burke@eastrenfrewshire.gov.uk)

TO: Councillors A. Anderson (Chair), K. Pragnell (Vice Chair), and Councillors T. Buchanan, K. Campbell, D. Devlin, C. Merrick, O. O'Donnell and G. Wallace; and Dr F. Angell; Ms F. Gilchrist; Ms D. Graham; and Mr D. Morris.

**EDUCATION COMMITTEE**

A meeting of the Education Committee will be held in the Council Chamber, Council Headquarters, Eastwood Park, Giffnock, on **Thursday, 8 December 2022 at 10.00am.**

The agenda of business is as listed below.

**LOUISE PRINGLE**

L PRINGLE

DIRECTOR OF BUSINESS OPERATIONS AND PARTNERSHIPS

**AGENDA**

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **Consultation Report on the Consultative Proposal Future Specialist Additional Support for Learning Provision for Children of East Renfrewshire Council – Report by Director of Education (copy attached, pages 3 - 130).**
4. **Consultation Report on the Consultative Proposal for the Establishment of Gaelic Medium Primary Education at Thornliebank Primary School from August 2023 and Beyond – Report by Director of Education (copy attached, pages 131 - 258).**

This document can be explained to you in other languages and can be provided in alternative formats such as large print and Braille. For further information, please contact Customer First on 0141 577 3001 or e-mail [customerservices@eastrenfrewshire.gov.uk](mailto:customerservices@eastrenfrewshire.gov.uk)

A recording of the meeting will also be available following the meeting on the Council's YouTube Channel <https://www.youtube.com/user/eastrenfrewshire/videos>

BLANK PAGE

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

8 December 2022

Report by Director of Education

CONSULTATION REPORT ON THE CONSULTATIVE PROPOSAL:  
FUTURE SPECIALIST ADDITIONAL SUPPORT FOR LEARNING PROVISION FOR  
CHILDREN OF EAST RENFREWSHIRE COUNCIL

**PURPOSE**

1. The purpose of the report is to update Education Committee on the results of the consultation exercise on the proposal for Future Specialist Additional Support for Learning Provision for Children in East Renfrewshire.

**RECOMMENDATION**

2. Education Committee is asked to:
- a. note and comment on the results of the consultation;
  - b. ask the director to progress the establishment of a Pre School Assessment and Development Unit and Communication Service in Carolside Primary School; and
  - c. transfer the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

**BACKGROUND.**

3. On Thursday 23 June 2022, the Education Committee approved the issue of a consultative document on the proposal to establish further provision for children and young people with additional support needs (ASN). This would be through the establishment of a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School and moving the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom. A copy of the original consultation document is included as Appendix A of the report on the consultation appended to this paper.

4. The proposal set out in the consultation was designed to consider:
- the establishment of a Pre School Assessment and Development Unit and Communication Service in Carolside Primary School; and,
  - move the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

## REPORT

5. A full report on the consultation is included in the Consultation Report on the consultative proposal in the appendix (A) to this paper.

6. There were 751 response in total to the consultation. 94% of all responses were from statutory consultees and of those 94% were from pupils. There were 59 returns from non-statutory respondents, mainly from local residents who have a family member with an additional support need.

7. An external independent consultant managed the consultation with children in Carolside and Carlibar primary schools and Carlibar Communication Centre. The results of the pupil consultation were analysed by the independent consultant and can be found as appendix 3 of the Consultation Report.

8. The vast majority of those who responded to the consultation were in favour of the proposal. 90% of pupils agreed with the proposal and 93% of statutory respondents other than children agreed with the proposal.

9. Of the views expressed in favour of the proposal, the main themes from comments made by statutory respondents include:

- Entitlement to specialist support;
- Need to increase ASN provision for children with Autism/ increasing number of children with ASN/Autism;
- Importance of early intervention;
- Increasing number of children with ASN/Autism leads to increased demand; and,
- Will support more trained/inclusive staff.

10. The main concerns raised by statutory respondents who disagreed with the proposal are paraphrased below:

- Carolside Primary is an unsuitable environment and doesn't have enough space;
- Need to develop a culture of 'Autism Acceptance' in every mainstream school/shouldn't be a culture where it is the view that only 'specialist units' can manage children with Autism;
- Capacity will not increase enough.

11. In line with their requirement under the relevant legislation concerning schools consultation, Education Scotland submitted a report in relation to the proposal. The full report is provided as appendix 5 of the Consultation Report.

12. In their summary report, Education Scotland note that "*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.*"

13. Education Scotland's report contains views expressed by consultees and a summary of these are noted below:

- Importance of an equivalent high quality learning environment in Carolside;
- Potential benefits and impact this could have for Carolside Primary School: and,
- Concerns regarding traffic management

14. Comments addressing the issues expressed are outlined in paragraphs 36 and 42 of the appended Consultation Report.

## **FINANCIAL AND EFFICIENCY IMPLICATIONS**

15. Initially the department will seek to establish the service from within existing budgets however as the service grows budget implications will be included in the annual budget setting exercise.

## **CONSULTATION**

16. The paper reports the results of a statutory education consultation.

## **IMPLICATIONS OF THE PROPOSAL**

17. In making this proposal an equalities, fairness and rights impact assessment (EFRIA) has been carried out and is provided as appendix 6 of the Consultation Report. EFRIA evaluated the proposal as having: no adverse impacts; the potential to advance equality and foster good relationships; and the potential to advance children's rights.

18. A Climate Change Impact Assessment (CCIA) has been undertaken for this project and is included as appendix 7. It is anticipated that the increase in ASN Specialist Provision will have a small detrimental impact on the Council's operations to achieving Get to Zero status. However the project will also have a small positive effect on community climate impact.

## **CONCLUSION**

19. It is accepted by the vast majority of respondents that the proposal will lead to benefits for the children of East Renfrewshire.

20. 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. The council received 100 responses from stakeholders to their online questionnaire. Ninety percent of respondents were in favour and 10% were against.

21. The Education Scotland report records that the *Future Specialist Additional Support for Learning Provision* has potential educational benefits and is welcomed by almost all stakeholders.

## **RECOMMENDATION**

22. Education Committee is asked to:

- a. note and comment on the results of the consultation;

- b. ask the director to progress the establishment of a Pre School Assessment and Development Unit and Communication Service in Carolside Primary School; and
- c. transfer the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

Mark Ratter  
Director of Education  
8 December 2022

**Convener Contact Details**

Councillor Anderson, Convener for Education and Equalities  
Tel: 07341 640 825  
Tel: 0141 577 3107  
[andrew.anderson@eastrenfrewshire.gov.uk](mailto:andrew.anderson@eastrenfrewshire.gov.uk)

**Report Author**

Siobhan McColgan, Head of Education Services (Equality and Equity)  
Tel: 0141 577 3253  
[Siobhan.McColgan2@eastrenfrewshire.gov.uk](mailto:Siobhan.McColgan2@eastrenfrewshire.gov.uk)

**Appendix**

Appendix A: Consultation Report

**EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT**

**CONSULTATION REPORT ON THE CONSULTATIVE PROPOSAL:  
FUTURE SPECIALIST ADDITIONAL SUPPORT FOR LEARNING PROVISION FOR  
CHILDREN OF EAST RENFREWSHIRE COUNCIL**

**REPORT BY DIRECTOR OF EDUCATION**

BLANK PAGE



**EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT****CONSULTATION REPORT ON THE CONSULTATIVE PROPOSAL:  
FUTURE SPECIALIST ADDITIONAL SUPPORT FOR LEARNING PROVISION FOR  
CHILDREN OF EAST RENFREWSHIRE COUNCIL****REPORT BY DIRECTOR OF EDUCATION****BACKGROUND**

1. On Thursday 23 June 2022, the Education Committee approved the issue of a consultative document on the proposal to establish further provision for children and young people with additional support needs (ASN). This would be through the establishment of a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School and moving the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom. A copy of the original consultative document is attached as Appendix 1.
2. The consultative document shares that in East Renfrewshire there are between 23% - 28% of school-aged children with a recorded ASN and that Autism and Social, Emotional and Behavioural Needs are the second and third most common additional support need. There continues to be an increase in the number of pupils who require specialist provision to support their additional support needs.
3. The consultative document notes that current specialist provision in East Renfrewshire is effective in supporting children with autism and social communication needs and includes the Pre School Assessment and Development Unit (PSADU), Carlibar Communication Centre (CCC) and outreach service, Williamwood Communication Support Service (WCSS) and Isobel Mair School. It notes that they are reaching full capacity.
4. East Renfrewshire's Review of ASN (Appendix 2), in response to the *National Review* of the implementation of additional support for learning in schools included a key recommendation to '*Increase the current capacity of specialist provision through expanding the specialist services across the authority*'. Accordingly it was proposed to increase capacity of ASN specialist provision, whilst ensuring the high quality experiences children and young people who attend the current specialist provisions receive are maintained.

**CONSULTATION PROCESS**

5. The Council undertook the consultation on its proposal with reference to the Schools Consultation (Scotland) Act 2010 and amendments in the Children and Young People (Scotland) Act 2014.
6. The formal consultative document was shared with statutory consultees along with an accompanying letter explaining the process and inviting views. It was also made publicly available at the Council office and online. The information included prior notice of a public meeting to discuss the proposal. The consultation was well publicised on the Council's website and engagement through its social media feed. Interested parties were encouraged to provide feedback on East Renfrewshire Council's website:  
<https://getinvolved.eastrenfrewshire.gov.uk/education/additional-support-for-learning->

[provision/](#) or alternatively by other means such as completing and returning the consultation response pro forma.

7. In accordance with statutory requirements, 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; staff (teaching and otherwise) of each affected setting; and trade unions representing staff employed in the affected settings were invited to respond to the proposal. Copies of the consultation material were also issued to members of the Education Committee and local elected members. Education Scotland was advised of the consultation and a copy of the consultation pack was shared.

8. Head teachers of affected schools were asked to ensure that they included the consultation on a staff meeting agenda and advise staff of the consultation period and that they could submit an individual and/or a group response or respond through their union representative(s).

9. The Schools (Consultation) (Scotland) Act 2010, as amended, requires that pupil voice is heard on this matter in so far as the authority considers them to be of suitable age and maturity. The Education Department followed the guidance for local authorities on pupil consultations provided by Scotland's Commissioner for Children and Young People, with the assistance of Children in Scotland, under the 2010 Act. The Education Department ensured that children's rights were upheld throughout the consultation by ensuring children's views were taken into account. An independent educational consultant was brought in to conduct the consultation exercise with children and young people in all the affected primary schools. This was done in an inclusive way through the creation of a Social Story, which can be found in Appendix 3, to ensure that the voice of children with Additional Support Needs were heard. The consultant independently managed the pupil consultation exercise and produced a report of all the results of the pupil consultations which is attached as Appendix 3.

10. The consultation period was from Wednesday 17 August 2022 to midnight on Friday 30 September 2022. However, due to school closure related to an additional public holiday following the death of Her Majesty the Queen, the consultation was extended to midnight on Monday 3<sup>rd</sup> October. All relevant consultees were notified of this change of date.

11. The existence of the consultative document was publicised via social media and copies were made available in both the Council Offices and in affected schools. A dedicated page on the Council's website was established to facilitate information and invite interested parties to respond to the proposal. Responses were invited to be submitted by completing an online form (<https://getinvolved.eastrenfrewshire.gov.uk/education/additional-support-for-learning-provision/>), or by posting a hard copy of the response form or by writing to the Education Department. Appendix A of the original consultative proposal document in Appendix 1 shows the pro forma to help consultees submit a response if they wished to use it.

12. Consultees were asked to be clear about who they were, where they lived and why they were interested including their relationship with the affected schools (e.g. parent of pupil in an affected school, member of staff at an affected school, relative of a pupil at an affected school etc.). They were also asked whether or not they agreed with the proposal, offered the opportunity to give reasons for their agreement or otherwise or if they had any additional comments. Consultees were advised that petitions would be treated as a single response.

13. To provide further background about the consultative proposal a public meeting was held at 7pm on 14 September 2022 in Eastwood High School. At the time of writing the consultation paper, this was scheduled for 7 September 2022 but as it coincided with an East

Renfrewshire Full Council Meeting, the date was changed and all consultees were notified. Three meetings with Parent Councils of the affected schools were arranged. Carlibar Parent Council meeting was held on 13 August at 1.30pm in Carlibar Primary School, CCC on 1 September at 5pm in CCC base within Carlibar Primary School and Carolside on 13 September at 7.00pm in Williamwood High School.

14. The main purpose of the meetings was to set out the proposal and provide further background and clarification. The same presentation was made at all meetings. Representatives from Carlibar, CCC and Carolside Parent Councils responded positively during their respective meetings. Parents discussed possible benefits and had an opportunity to ask questions specific to them. The meetings were well attended and the notes of these meetings are attached as Appendix 4.

15. All responses to the consultation were logged, numbered and acknowledgements sent.

#### THE CONSULTATION: NUMBER OF RESPONSES

16. This section of the report provides information on the number of written responses. Details from the consultation with pupils undertaken by the consultants are considered first, followed by all other written responses. The consultant notes that valid returns are all returns excluding any spoilt/ incomplete returns.

17. The actual number of valid returns by pupils is shown below:

Number of Pupil Responses: Valid Returns by School			
Carolside Primary	Carlibar Primary	CCC	Total
471	147	33	651

18. As noted, a copy of the consultant's report is provided in Appendix 3, and outlines the process of engaging pupils in Carolside, Carlibar and CCC. It summaries all responses and provides details on pupils' views expressed, which will be discussed later.

19. A total of 100 responses were made to the public consultation (all responses were received via the digital online survey); there did not appear to be any submission made by more than one person (other than by clearly recorded groups) and there did not appear to be any duplicate submissions received. This was in addition to the 651 pupil responses noted above in paragraph 17.

20. Table 1 shows the number of written responses including those submitted by pupils and whether or not the response is from a statutory consultee.

Total Number of Responses: Statutory/ Non-Statutory			
Respondent	From Statutory Respondents	From Non-Statutory Respondents	Total
Pupil	651	NA	651
All Other Respondents	41	59	100
Total	692	59	751

**Table 1**

22. Including pupils there were therefore 751 responses in total as shown in the table above. 94 % of all responses were from statutory consultees and of those 94% were from pupils and 6% from other individuals/groups.

### THE VIEWS EXPRESSED: SUMMARY OF VIEWS

23. This section provides a summary of the views within the written submissions.

24. As noted in paragraph 9, the views of pupils are recorded in the independent consultant's report in Appendix 3. Table 1 provides a summary of the views in the consultant's report in addition to an overall pupil total. It shows the percentage of pupils who made a valid return, who agreed with the "Specialist Provision" proposal and those who disagreed with the proposal. The consultant notes that 230 pupils chose not to make a response.

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%

**Table 2**

25. The highest rate of return was in in Carlubar Primary School with a 78% return. Of the valid returns made. Overall most pupils' responses are in favour of the proposal (90%), 89% in Carolside, 91% in Carlubar and 85% in CCC.

26. Table 3 provides an analysis of the views of all respondents, other than pupils, showing whether they are statutory or non-statutory.

Respondent (other than pupil)	Number of Responses by View		
	Agree	Disagree	Total
Parent/Carer*	30	3	33
Future Parent/Carer*	0	0	0
Group	1	0	1
Staff	7	0	7
Other	0	0	0
<b>Statutory Total</b>	<b>38</b>	<b>3</b>	<b>41</b>
Relative/Carer	6	2	8
Resident	45	5	50
Group	1	0	1
Other	0	0	0
<b>Non-Statutory Total</b>	<b>52</b>	<b>7</b>	<b>59</b>

**Table 3**

(\* where a carer means the responsible adult with whom the affected young person lives)

27. 93% of statutory respondents agreed with the proposal. Of the total number of parents/carers, 91% agreed with the proposal; and of 7 staff who responded, all agreed with the proposal. Overall, 90% of respondents agreed with the proposal.

28. Table 3 also shows the total number of non-statutory responses received (52), 88% agreed with the proposal and 12% disagreed.

### THE VIEWS EXPRESSED: MAIN POINTS

29. This section details the main points raised at the public meeting and within the written submissions. All submitted written responses were read by officers to ensure that the main points from respondents were included in this report.

#### Main Points – Pupils

30. The consultant's report (Appendix 3) provides the results of the written responses by pupils to the consultation and records any oral views that were expressed by pupils to the consultants.

31. The following is a summary of the main points arising from the written responses submitted by pupils in each school to the Future Additional Support for Learning Provision proposal. In the consultant's exercise of the views expressed by pupils in favour of the proposal, the main themes are paraphrased below:

#### Carolside Primary School

- It will provide support to children who need it/ improve inclusion / support children with disabilities / help children who are struggling;
- It will be good for people who live far away from Carlibar Communication Centre/children will spend less time on buses;
- It will help children enjoy their right to an education/right to communicate with each other/right to play; and,
- Carolside is a warm and welcoming space/Carolside would support others/space is available in Carolside.

#### Carlibar Primary School

- Other schools need CCCs/only fair for other schools to get this support/people further away can get this support;
- We need more nurture space/it would benefit children needing nurture/it would help pupils behave and work; and,
- It includes everyone/ people with special needs should get same opportunities as everyone.

#### Carlibar Communication Centre

- Good to have more space/less children/quieter.

32. Pupils who disagreed with the proposal shared concerns about Carolside becoming too busy/distracting; behaviour of children; how new children would interact with current pupils in Carolside; and that children are better supported within their mainstream class than in a specialist provision.

#### Main Points – Of All Statutory Respondents Other than Pupils

33. Various themes were highlighted by respondents to the proposal. The most popular themes were those expressed by statutory and non-statutory respondents in favour of the proposal.

34. Of the views expressed in favour of the proposal, the main themes by respondents are paraphrased below:

- Entitlement to specialist support;
- Need to increase ASN provision for children with Autism/ Increasing number of children with ASN/Autism;
- Importance of early intervention;
- Increasing number of children with ASN/Autism leads to increased demand; and,
- Will support more trained/inclusive staff.

All these reasons were cited by 10 or more statutory respondents. Any other issues expressed by respondents in favour of the proposal were raised by under 5 respondents.

35. The main concerns and issues raised by respondents who disagreed with the proposal can be paraphrased into the following reasons:

- Carolside is unsuitable environment and doesn't have enough space;
- Need to develop a culture of 'Autism Acceptance' in every mainstream school/shouldn't be a culture where it is the view that only 'specialist units' can manage children with Autism;
- Capacity will not increase enough.

All these reasons were raised by 3 or more respondents. Any other issues expressed by respondents against the proposal were raised by single respondents.

#### COMMENTS ON THE VIEWS EXPRESSED/ ISSUES RAISED

36. The points recorded in paragraph 35 are noted below with comment.

A. *Issue:* Carolside is an unsuitable environment and does not have enough space

*Discussion*

As highlighted in the consultation paper, Carolside has a planning capacity which equates to a 4 stream school (4 classes at each stage, planning capacity of 840 places) with a school roll recorded in the annual school pupil census in September 2021 of 691. Over the past 5 years the school roll in Carolside has steadily decreased and 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.

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 space and access to toilets in a self-contained area.

B. *Issue:* Need to develop culture of 'Autism Acceptance' in every mainstream school/shouldn't be culture where it is view that only 'specialist units' can manage children with Autism

*Discussion*

The Education Department is committed to the presumption of mainstream and teaching children and young people in their local mainstream schools with additional support being provided where appropriate. However, we recognise the need for more specific support and different special education provision to ensure some children and young people benefit from specialist teaching approaches and environments.

The demand for additional support for learning has grown significantly across the country with 30.9% of children and young people identified as having an additional support need, as recorded by the Scottish Government in the annual School Pupil census. This increase is evident within East Renfrewshire and has resulted in increased demand for specialist provision.

In East Renfrewshire we are committed to ensuring our workforce have the right values, knowledge and skills to support children with ASN, and that they understand inclusion is responsibility of all in order to create the right conditions for our learners.

In addition to increasing specialist provision within East Renfrewshire, the Education Department will continue to provide professional learning opportunities to ensure that the workforce has the appropriate values, knowledge and skills.

C. *Issue:* Capacity will not increase enough

*Discussion*

East Renfrewshire is committed to providing high quality support to children and young people with ASN in order to ensure that the East Renfrewshire Education Department vision of Everyone Attaining, Everyone Achieving through Excellent Experiences is realised. As part of the review of ASL in East Renfrewshire Council an in depth analysis of the current and potential needs for specialist provision was carried out. This data has informed the consultation and includes account of the pattern of increased numbers and the growing number of full time placements within CCC.

The establishment of an additional support service within Carolside, along with a commitment to ensuring high quality inclusive practice within all schools, will ensure that the needs of learners are met.

The Education Department will continually track and monitor learners' needs and experiences through the Education Department's self-evaluation and the Education Resource Group. Educational places for children and young people with ASN will be kept under review.

ALLEGED OMISSIONS AND INACCURACIES

37. The Schools (Consultation) (Scotland) Act 2010 as amended places a requirement on the Council to provide details of any inaccuracy or omission within the consultative document, which has been either discovered by the Education Department or suggested by any other person. The Education Department would then determine if relevant information has been omitted or if there has been an inaccuracy and then take appropriate action which 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 would be advised.

A. *Inaccuracy: Date of Public Meeting*

The initial consultation paper indicated that the public meeting would be held at 7pm on 7 September 2022 in Eastwood High School. As this coincided with an East Renfrewshire Full Council Meeting, the date was changed to 14 September and all relevant consultees and Education Scotland were notified.

B. *Inaccuracy: Consultation Period*

The consultation period was initially from Wednesday 17 August 2022 to midnight on Friday 30 September 2022. However, due to school closure related to an additional public holiday following the death of Her Majesty the Queen, the consultation was extended to midnight on Monday 3<sup>rd</sup> October. All relevant consultees and Education Scotland were advised.

38. Officers believe having considered the above, that they have complied with the 2010 Act and its 2014 amendments.

SUMMARY OF ISSUES RAISED BY EDUCATION SCOTLAND (HMIE) AND RESPONSES OFFERED

39. In line with the requirements of the terms of the Schools (Consultation) (Scotland) Act 2010 as amended, a report was provided by Education Scotland in relation to the proposal.

40. The full report submitted by Education Scotland with regard to the proposal is provided as Appendix 5. The department notes that Education Scotland has stated in their feedback that *“Overall, the proposal is welcomed by almost all stakeholders who recognise an immediate need to increase capacity across specialist provision within East Renfrewshire.”*

41. The report's summary also notes that *“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.”*

42. A Summary of issues raised in section 3 of the Education Scotland Report and the department's responses is noted below:

A. *Issue: Equivalent high quality learning environment in Carolside.*

*Discussion:*

East Renfrewshire has committed to ensuring that the new service will have high quality resources that meet the needs of ASN learners. This includes resources to meet their sensory and language needs. The expertise and experience of staff within CCC will be utilised to support the development of the new Carolside service. Staff will be provided with professional learning to ensure they have the appropriate skill set to meet learners' needs. A Specialist Support Services Network will be established in order to enhance and develop collegiate working between the various specialist support services and there will be secondment opportunities for staff within CCC to support the establishment of the service.

B. *Issue: Impact on mainstream primary school.*

*Discussion:*

As highlighted in the Consultation Document, Carolside school roll has reduced over time resulting in a number of available spaces. The space identified for the specialist



service is accessed from an area which has separate toilet and playground access and is located beside a separate corridor to the rest of the mainstream classrooms. There are still a number of additional spaces for the pupils of Carolside. Both parents and pupils in Carolside raised concerns that a recently developed 'Quiet Room' which supports children within Carolside, would be removed to accommodate the new provision. This room will remain in place for the use by Carolside Primary pupils. Additional staffing and management support will be provided to support the children within the specialist service. The Education Department is keen to involve the parents of Carolside in the design and development of the specialist service.

C. *Issue:* Lack of awareness of the educational benefits of enhanced nurture classroom

*Discussion:*

All schools employ nurturing approaches to meet the needs of their pupils however it is recognised that for a small number of pupils, more intensive support is required. Developing an enhanced nurture classroom will provide early intervention and support to primary pupils demonstrating social, emotional, behavioural needs and provide benefit to pupils within their own local authority. It is anticipated that following intensive support pupils will be able to successfully transition back to their mainstream school.

The outreach service is valued by schools, pupils and parents. It is proposed that the enhanced nurture classroom will operate alongside the already established SEBN Outreach Service and not replace it. It will be staffed by one of the SEBN teachers and an additional Pupil Support Assistant.

Parents/Carers and staff highlighted a lack of understanding of the proposal and how a nurture classroom would operate. The Education Department will ensure that there are clear lines of communication with all stakeholders.

The Education Department has committed to providing appropriate resources to create a nurture based classroom within CCC. The creation of a specialist provision within Carolside will create some additional space within Carlibar of which 1 classroom will be used to support nurture. Views of pupils, staff and parents will be taken into account when designing the layout and resources in the space.

D. *Issue:* Traffic management

*Discussion:*

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. However, within East Renfrewshire free transport is provided if a child lives more than 2 miles away from his or her local primary school by the shortest, safe walking route. As this is likely to take the form of a school bus and apply to a number of children who are allocated a place within the service, it is unlikely that traffic will increase in and around the school.

EQUALITIES CONSIDERATIONS

43. In making this proposal an equalities impact assessment has been carried out and is provided as Appendix 6.

44. The Council is aware of the Public Sector Equality Duty articulated in the Equality Act 2010 scheme which came into force on 6 April 2011. This provision requires that the Council in exercising its functions has regard to the need to:

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and,

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

1. 45. In summation the EFRIA evaluated the proposal as: having no adverse impacts; has the potential to advance equality and foster good relationships; and has the potential to advance children's rights. Paragraph 4 of the report by Education Scotland (Appendix 5), also commented upon the increased specialist provision meeting the needs to the growing number of children with ASN.

#### PROCEDURES FOR MINISTERIAL CALL-IN

46. Under the Schools (Consultation) (Scotland) Act 2010 and amendments in the Children and Young People (Scotland) Act 2014 this proposal is not subject to ministerial call in. As such the final decision on the proposal will be taken by East Renfrewshire Council's Education Committee, having due regard to the view of stakeholders expressed through the consultation exercise.

#### CONCLUSION

47. It is accepted by the vast majority of respondents that the proposal will lead to benefits for the children of East Renfrewshire.

48. 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. The council received 100 responses from stakeholders to their online questionnaire. Ninety percent of respondents were in favour and 10% were against.

49. The Education Scotland report records that the *Future Specialist Additional Support for Learning Provision* has potential educational benefits and is welcomed by almost all stakeholders.

50. Taking full account of the views expressed during this consultation, the following recommendations are made.

#### RECOMMENDATION

51. To take forward:

- The establishment of a Pre School Assessment and Development Unit and Communication Service in Carolside Primary School; and,

- Move the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.

Mark Ratter  
Director of Education  
November 2022

BLANK PAGE

**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.

BLANK PAGE

**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.”<sup>1</sup>*

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

---

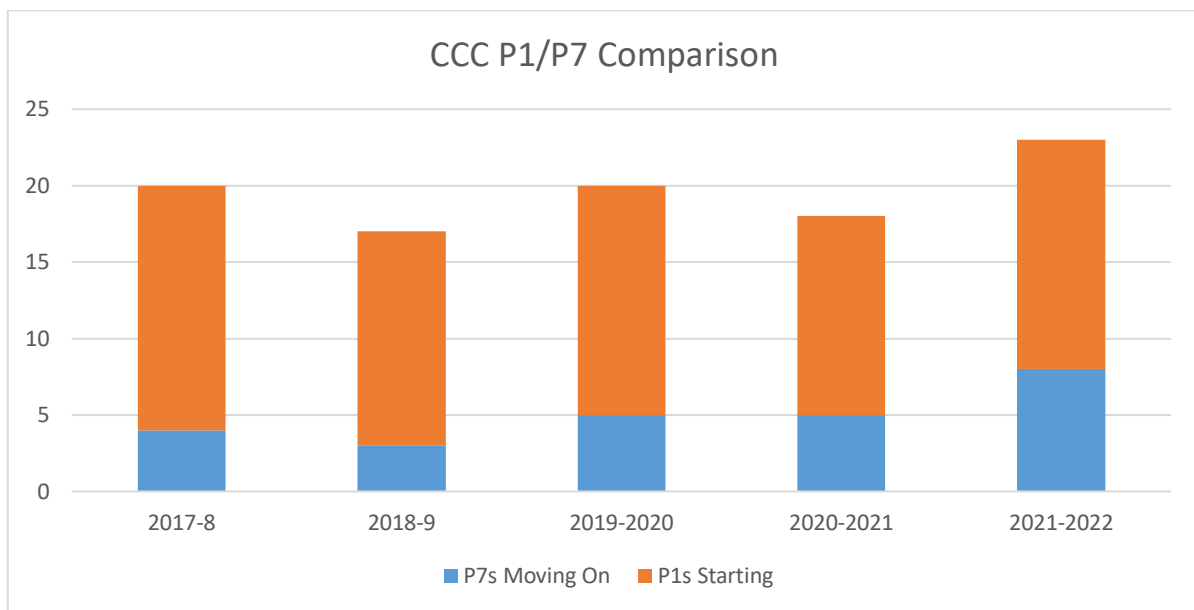
<sup>1</sup> Putting Learners at the Centre: Towards a Future Vision for Scottish Education: <https://www.gov.scot/publications/putting-learners-centre-towards-future-vision-scottish-education/documents/>



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.'*<sup>2</sup>

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.

<sup>2</sup> 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](mailto: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.

BLANK PAGE



## **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**

BLANK PAGE

## 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 30<sup>th</sup> 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 Carlubar 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.

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

**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 Carlibar 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 Carlibar Primary pupils agreed with the proposal.**

**The percentage of Carlibar 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.**

BLANK PAGE




# 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:
  - 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

### 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 8<sup>th</sup> December 2022
- A report on the responses will be written by the consultant for each school





27

### Any Questions?



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)

30


BLANK PAGE

## 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:
  - 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.

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 to Carolside 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 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 to Carolside Communication Centre to an enhanced nurture classroom.

**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 basis of the view of your child.

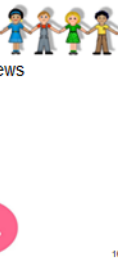
Name:

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.



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 8<sup>th</sup> 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=8213/F=76261=123>

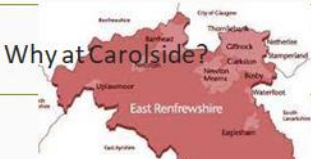
### What is a communication centre?



### 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 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.

BLANK PAGE



## Appendix 3 – Response Forms for Both Primary Schools

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

### PUPIL RESPONSE FORM A

## About You

Name:

Class:

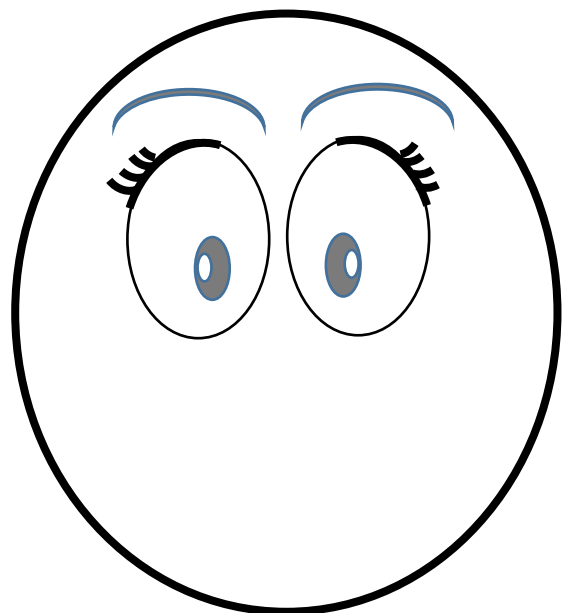
**Proposal:** (a) *To establish a Pre School Assessment and Development Unit and Primary Communication Service in Carolside Primary School.*  
 (b) *To move the current Social, Emotional and Behavioural Needs (SEBN) Outreach Service to Carlibar Communication Centre to an enhanced nurture classroom.*

## 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.

## 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

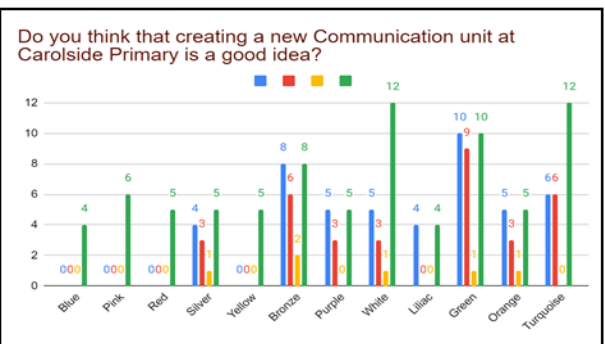


Pupils were asked to give their opinion on two issues.

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	8	6	2	8	
7	Purple	5	3	0	5	
8	White	5	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	



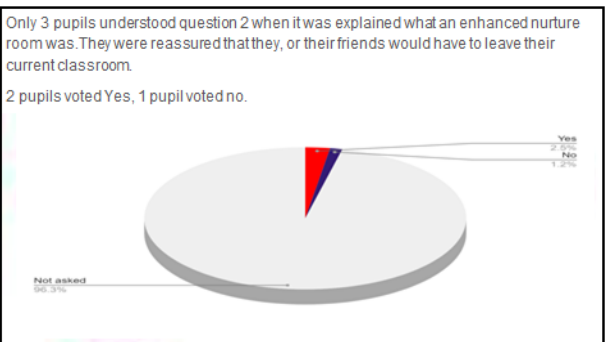
**70.2 % of pupils asked were in favour of the new Carolside unit.**

**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.



BLANK PAGE

## 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?

BLANK PAGE

## 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"> <li>• It will help people who find class harder.</li> <li>• It will be good for people who live far away from Carlibar.</li> <li>• So no new people need to drive all the way to Barrhead.</li> <li>• I agree because more people can learn.</li> <li>• I agree because children have the right to be treated the same</li> <li>• I think everyone should have the right to communicate.</li> <li>• It will help people communicate.</li> <li>• It will be a good idea because if Carlibar ran out of places.</li> <li>• I think it is a good idea for pupils from all over East Renfrewshire to learn, even if they have disabilities.</li> <li>• I think it is a great idea to move school if they want to move.</li> <li>• It will be good for the children and some people to be nicer to adults and children.</li> <li>• To make new friends.</li> <li>• It would be good if we had a communication centre, so we could learn different communications.</li> <li>• It gives people space for them to learn.</li> <li>• So everyone can come here.</li> <li>• Because they are just normal people.</li> <li>• I think it is a great idea so I think everyone should choose to agree.</li> </ul>	<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"> <li>• I do not like the idea because it will attract not the school, but other schools - busy.</li> </ul>	

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



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

Class	Agree	No. of Times	Disagree	No. of Times
P.5 Cont.	<ul style="list-style-type: none"> <li>• I think it would be good to have a place where everyone can feel comfortable and get the right care.</li> <li>• Because I want people that have autism to learn differently so they can be smarter than us!</li> <li>• 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.</li> <li>• 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.</li> </ul>	6		

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

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

Class	Agree	No. of Times	Disagree	No. of Times
P.6 Cont.	<ul style="list-style-type: none"> <li>• I think we should so that disabled people can come.</li> <li>• I think it won't affect us much, but it would be very good for the new children joining us.</li> <li>• I think it should happen because then people who need extra support</li> <li>• I think it would be a great idea to have more children. I think it's a wonderful idea!</li> <li>• I think it is a good thing, so we can communicate with other people.</li> <li>• I think it will be good for the other children.</li> <li>• I think it is a good idea because people with behavioural needs and learning disabilities need a better education.</li> <li>• 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.</li> <li>• 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.</li> <li>• I think it would be good because it will help people with disabilities.</li> <li>• I think it would be good to allow the SEBN a better spot for the people with help needed.</li> <li>• I think it is a good idea, but I would quite like to be in the P7 pod when I go into P7.</li> <li>• I think it would be good for other people to come school, but I don't know where the other classes would go.</li> <li>• 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.</li> <li>• 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.</li> </ul>	3	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I don't agree because it might cause a distraction for people. Where will the P7s go?</li> <li>• 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.</li> <li>• I think this wouldn't work because of the school moving around. The staff would have to move around lots of stuff.</li> <li>• 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.</li> <li>• I think children with special needs or disabilities should get to interact and socialise with other children.</li> </ul>	

Class	Unsure	No. of Times	Disagree	No. of Times
<b>P.6 Contd.</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I'm not sure about all of the changes.</li> </ul>			

Class	Agree	No. of Times	Disagree	No. of Times
<b>P.7</b>	<ul style="list-style-type: none"> <li>• People need support to learn and some people need help.</li> <li>• I think this should happen because SEBN is very important and I think it would be great for there to be one more local.</li> <li>• I agree because I believe that children have the right to have a place for different kinds of support.</li> <li>• I think it would help people.</li> <li>• I think it's important because people can't or shouldn't have to travel to Barrhead.</li> <li>• I think it is a good idea.</li> <li>• I think that it should be more accessible.</li> <li>• I feel all students should all have the same education.</li> <li>• I think everyone should have the right to be able to communicate and have a place to learn equally.</li> <li>• 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.</li> <li>• I think it will be good for people, but I think it will be even louder.</li> <li>• I think this would be a great idea to help people with their behavioural needs.</li> <li>• I agree with the proposal because some people might need a bit more help with work/ activities.</li> <li>• I agree with this proposal because I think it's important for people who need it.</li> </ul>	2	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
		3	<ul style="list-style-type: none"> <li>• I just don't think it is needed because the special needs kids get a good education mixed in with the other people.</li> </ul>	

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

Class	Agree	No. of Times	Disagree	No. of Times
P.7 Cont.	<ul style="list-style-type: none"> <li>• I think it would be nice for people to have somewhere to go like this.</li> <li>• It would be good to help the next generation.</li> <li>• 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.</li> <li>• It could be very beneficial for the schools nearby us.</li> <li>• Some people struggle in normal classes, so I think it would help.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• I think it would be good because it is closer than other places and I just think that it is a good idea.</li> <li>• I won't be here when it's up.</li> <li>• I would like one because everyone needs a chance to express themselves.</li> <li>• I agree because it will help other children learn with disabilities.</li> <li>• I think that since a lot of people that go to the Carlibar Communication Centre might not live near it.</li> <li>• Because it helps people far away.</li> <li>• 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.</li> <li>• I think that it is a good thing because it will be easier for people to go there.</li> </ul>			

### 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"> <li>• I agree with the proposal because other schools don't have CCCs and help other people.</li> <li>• Because I think it is good.</li> <li>• I agree because it is fair for the CCCs getting another classroom.</li> </ul>			
	<ul style="list-style-type: none"> <li>• I do agree.</li> <li>• Because they might need it.</li> <li>• Because it could help people.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Because I am a nice person and I always smile.</li> <li>• I think this is a good change.</li> <li>• Because I do.</li> </ul>			
	<ul style="list-style-type: none"> <li>• So people further away can get to go somewhere to help.</li> <li>• Because it would be good for school.</li> <li>• I want other people to have personal space and think.</li> </ul>			



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

BLANK PAGE

## 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.

BLANK PAGE

## Appendix 8 – Results of Pupils’ Views

### Results of Primary Pupils’ Views

School	Roll	P1				P2				P3				P4				P5				P6				P7				Overall			
		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
<b>TOTAL</b>	<b>845</b>	<b>53</b>	<b>12</b>	<b>3</b>	<b>16</b>	<b>77</b>	<b>17</b>	<b>2</b>	<b>15</b>	<b>82</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>76</b>	<b>5</b>	<b>1</b>	<b>36</b>	<b>99</b>	<b>5</b>	<b>0</b>	<b>39</b>	<b>97</b>	<b>16</b>	<b>2</b>	<b>33</b>	<b>80</b>	<b>3</b>	<b>0</b>	<b>64</b>	<b>564</b>	<b>63</b>	<b>9</b>	<b>209</b>

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
<b>Total</b>	<b>47</b>	<b>33</b>	<b>6</b>	<b>21</b>

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.

BLANK PAGE

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

Carolside Primary school  
Parent Council Meeting  
13<sup>th</sup> September 2022

BLANK PAGE

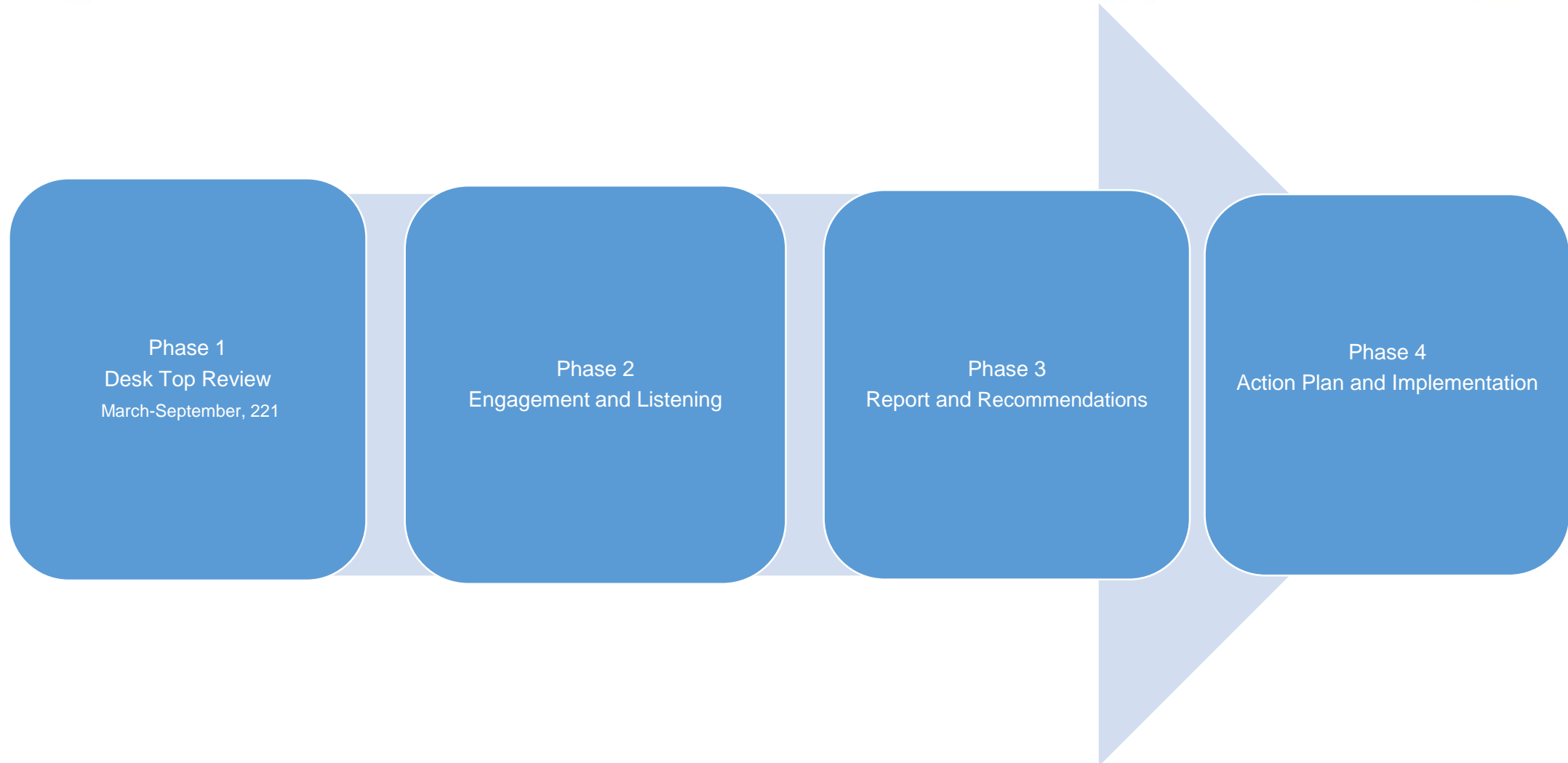


# Purpose of the <sup>81</sup> Consultation

*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*

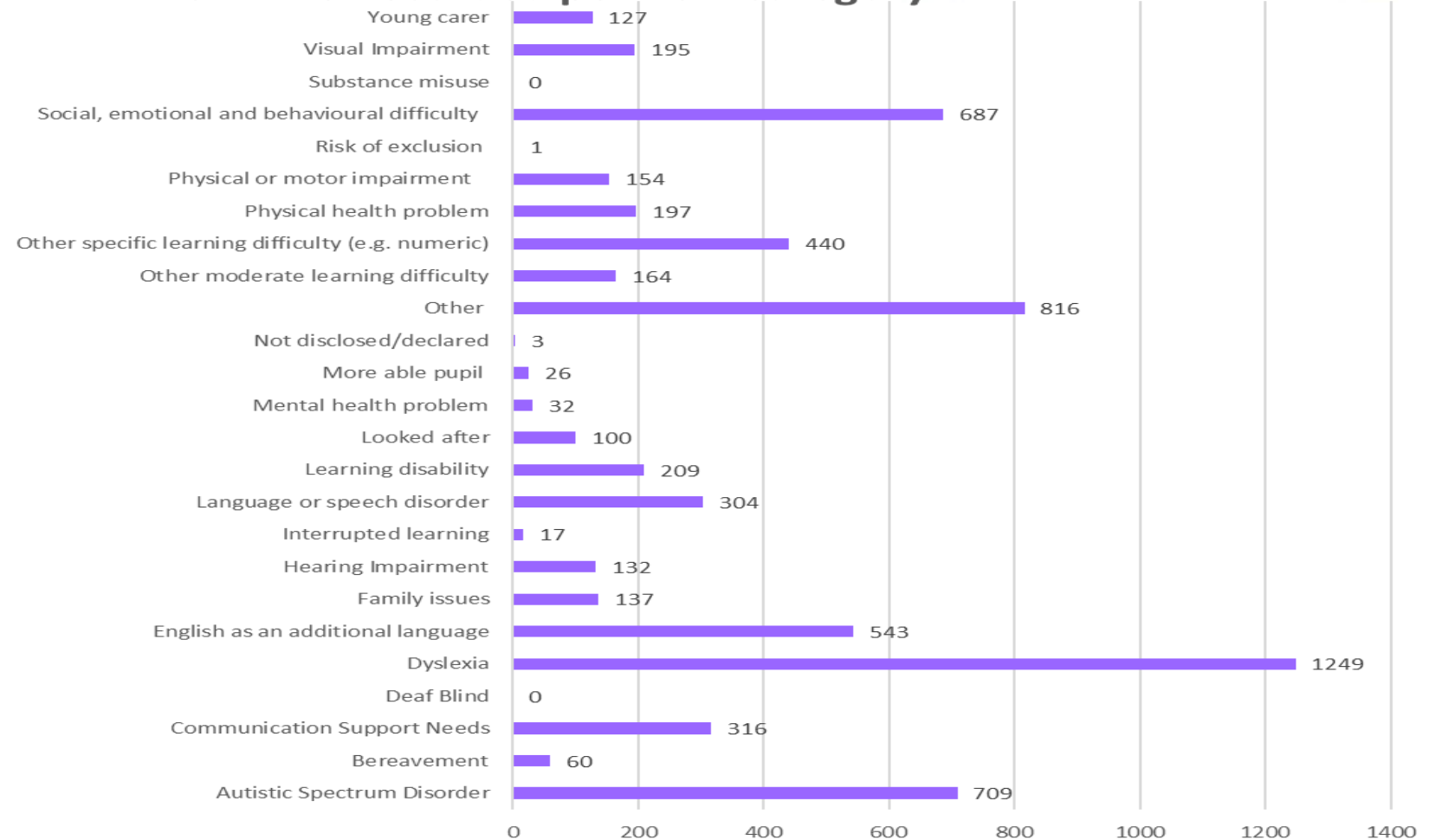
# ASL Review Process



# ASN Across ERC

83

## SEEMIS Recorded per ASN Category



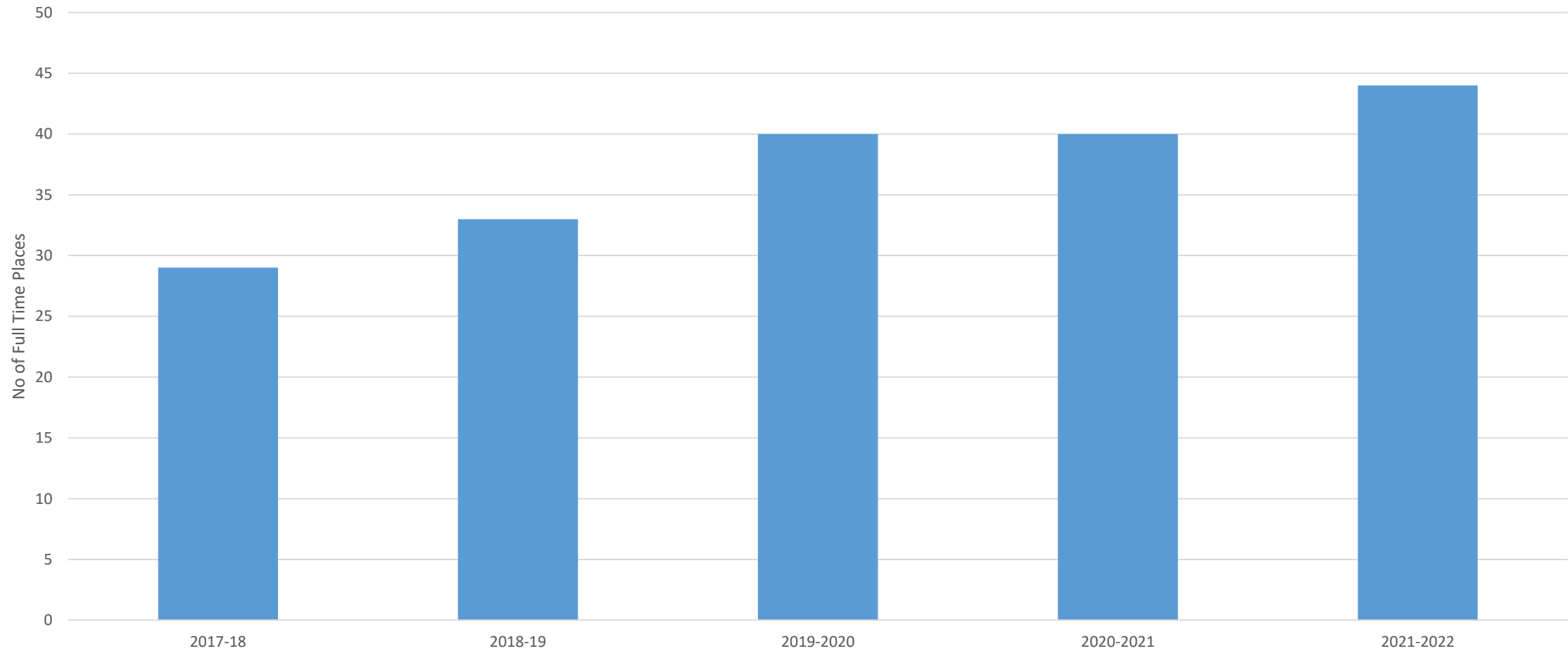
# ERC Specialist Provision

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

# Current Position - CCC

85

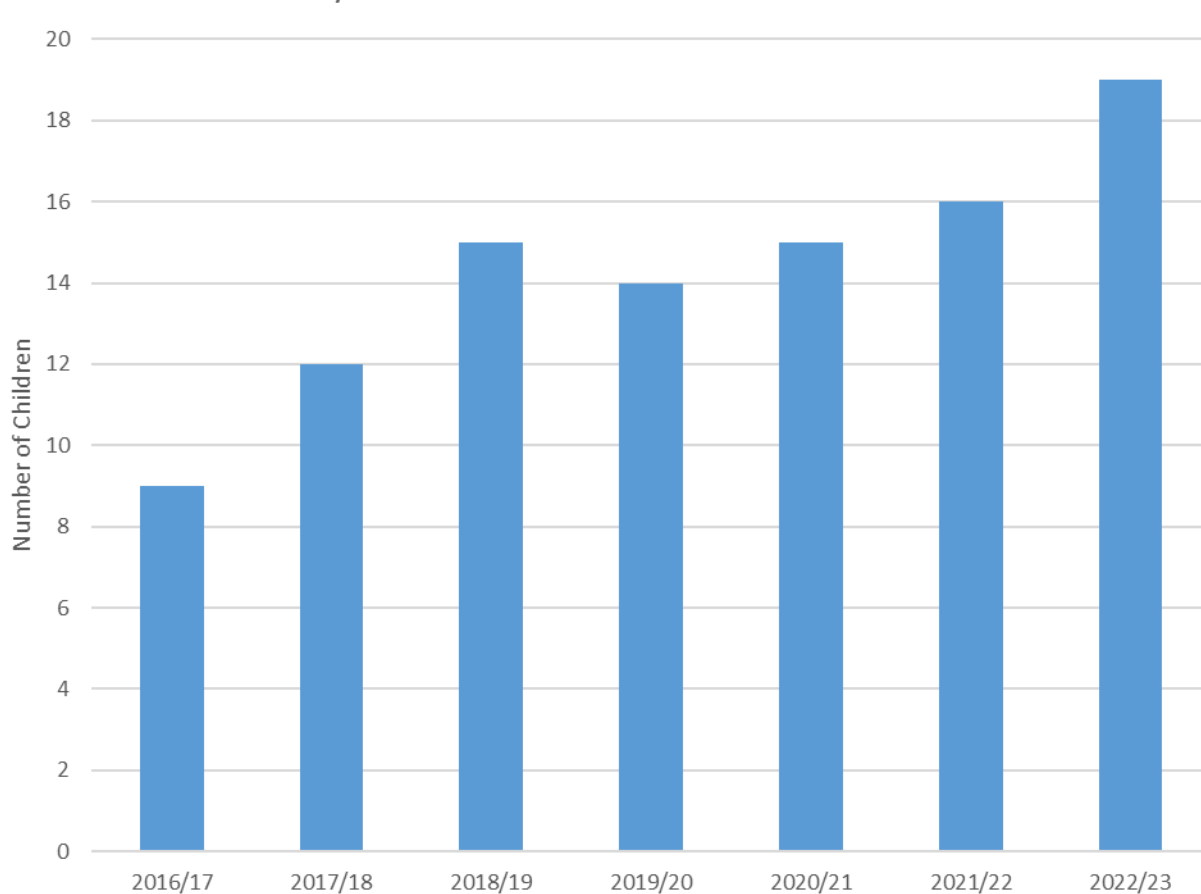
Full Time Places in CCC



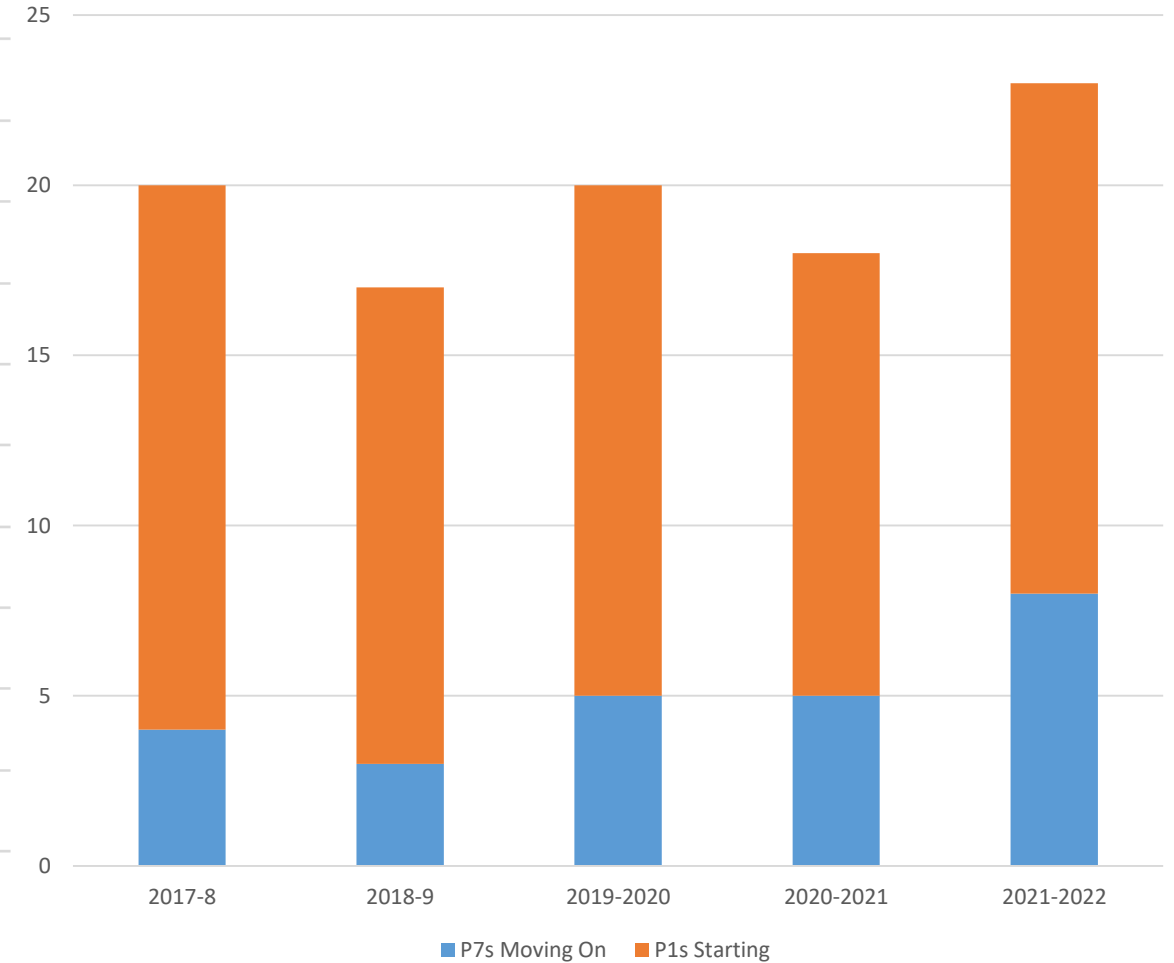
# Current Position - CCC

86

### Primary 1 Intake - Carlibar Communication Centre



### CCC P1/P7 Comparison



# Why Carolside?<sup>87</sup>

	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

88

- 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

89

- 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)

# 90 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 <sup>91</sup>

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

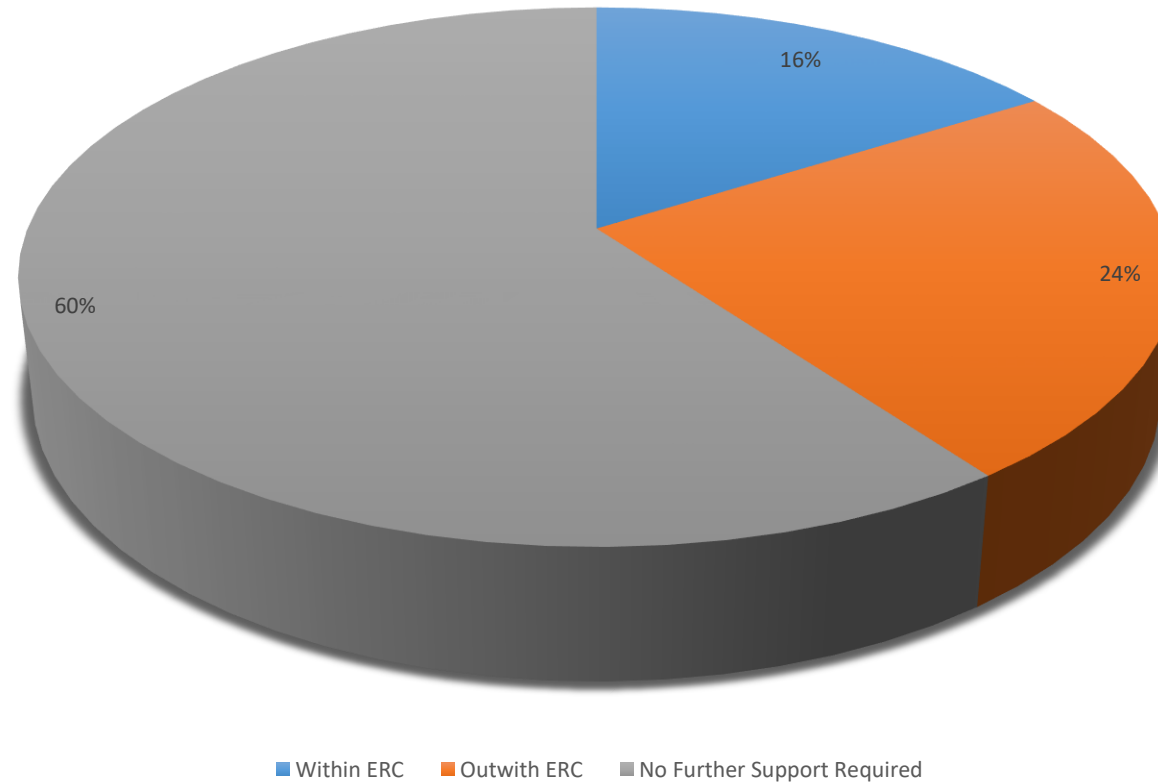
# Move Social, Emotional and Behavioural Needs Outreach Service to CCC to develop an enhanced nurture classroom

92

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<sup>93</sup> – SEBN Outreach

Pupil Pathway following SEBN Outreach Support



# 94 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?<sup>95</sup>

- 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<sup>96</sup>

- 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**  
**31<sup>st</sup> August 2022**

East Renfrewshire Council : Education Department

Meeting with Parent Council Members of Carlibar Primary School  
Wednesday 31<sup>st</sup> 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 1<sup>st</sup> 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.

BLANK PAGE



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.

BLANK PAGE

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.

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

<b>1.1 What is the nature of this policy?</b>
<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: <a href="#">Click or tap here to enter text.</a>
<input checked="" type="checkbox"/> New <input type="checkbox"/> Review or change to existing <input type="checkbox"/> Other. Please state: <a href="#">Click or tap here to enter text.</a>
<b>1.2 What would happen as a result of this policy? Select all that apply</b>
<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: <a href="#">Click or tap here to enter text.</a>
<b>1.3 How relevant is this policy to impact assessment?</b>
<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
<b>1.4 What people would be affected?</b>
<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

<b>2.1 How long will this policy be in place and when is it scheduled for review?</b>
Permanently/ongoing review within existing Education Department self-evaluation and quality assurance procedures.
<b>2.2 Are there known inequalities within the subject matter(s) of the policy?</b> 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.
<b>2.3 Are there known impacts on children and young people within the subject matter of the policy?</b> For example, changes to education services, employment support for parents, playparks.
Yes
<b>2.4 How have people who might be affected been consulted and involved in the development of the policy ?</b> Please provide dates and information
Public consultation 17 Aug – 3 <sup>rd</sup> October 2022
<b>2.5 Where children and young people will be affected, how have they been consulted and involved in the development of the policy?</b> 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><b>4.1 In what way would the policy alleviate or entrench inequalities from socioeconomic disadvantage?</b></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><b>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?</b></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><b>4.3 What will be done differently to focus on addressing the multiple inequalities experienced by some people in Auchenback, Barrhead, Neilston and Thornliebank?</b></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><b>Which General Principles of UNCRC are relevant to this policy/measure?</b>                  Tick all that apply.</p>	<p><b>Which additional articles are relevant to this policy/measure?</b>                  List all that apply</p>	<p><b>Which particular groups of children and young people are affected by this policy/measure?</b> (e.g. young children, disabled children, children living in poverty, children in care, young people who offend).</p>
--	---	--

<p><b>Article 2</b> <b>Non-discrimination</b> 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><b>Article 3</b> <b>Best interests of the child</b> 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><b>Article 6</b> <b>Life, survival and development</b> Every child has a right to life and to develop to their full potential.</p>	<input type="checkbox"/>		
<p><b>Article 12</b> <b>Respect for the views of the child</b> 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.			
---	--	--	--

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.

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

-
<b>6.3 In what ways, if any, would this policy foster or undermine good relations between groups of people?</b> 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.
<b>6.4 In what ways, if any, will this policy advance or undermine the rights of children and young people?</b>
The policy advances with a disability's right to live a full and decent life with dignity and, as far as possible, independence.
<b>6.5 In what ways, if any, will this policy protect and promote the wellbeing of children and young people?</b>
The policy promotes the wellbeing of children by creating inclusive and safe environments.
<b>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?</b>
Translations are available on request.
<b>6.7 Is this policy to be carried out wholly or partly by contractors?</b> If yes, how will you incorporate equality expectations into the contract?
-

## 7. Your Outcome

<b>7.1 Select the most appropriate</b>
<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

<b>7.2 Are there any significant and relevant information gaps that have not been filled during the development of this policy?</b>				
<b>7.3 What, in brief, does the evidence base underpinning the policy say about its potential impacts on inequalities of outcome?</b>				
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.				
<b>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?</b>				
The policy has the potential to advance children's rights.				
<b>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.</b>				
Identified adverse impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
No adverse impacts identified				

## 8. Approval

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

<b>Department:</b>	Education
--------------------	-----------

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><b>Declaration:</b>  <b>I confirm that the decision <u>not</u> to carry out an Equality, Fairness and Rights Impact Assessment has been authorised by:</b></p> <p><b>Name and Job Title:</b></p> <p><b>Date Authorisation given:</b></p>	



## Climate Change Impact Assessment Stage 2

Project Name: Carolside ASL

Statement to be used in report/form that is being proposed	<p>This will have a small detrimental impact on Council Operations achieving Get to Zero.</p> <p>This will have a small positive effect on Community climate impacts</p>
Score	1 (Negative)
Assumptions made in making this statement	<ul style="list-style-type: none"> <li>Existing area is heated and used occasionally. Will be used more often, assuming some increase in power and water demand.</li> <li>Reduction in vehicle journeys expected from provision of local service.</li> </ul>
Mitigation/enhancements to this project	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Other	None

BLANK PAGE

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

8 December 2022

Report by Director of Education

CONSULTATION REPORT ON THE CONSULTATIVE PROPOSAL:  
THE ESTABLISHMENT OF GAELIC MEDIUM PRIMARY EDUCATION  
AT THORNLIEBANK PRIMARY SCHOOL  
FROM AUGUST 2023 AND BEYOND

**PURPOSE**

1. The purpose of the report is to update Education Committee on the results of the consultation exercise on the proposal to establish Gaelic Medium Primary Education (GMPE) at Thornliebank Primary School from August 2023 and beyond.

**RECOMMENDATION**

2. Education Committee is asked to:
- a. note and comment on the results of the consultation;
  - b. adopt the proposal for Thornliebank Primary School Campus to be the location of Gaelic Medium Primary Education within East Renfrewshire Council from August 2023 and beyond;
  - c. request that the Director of Education continues to consider the extension of Gaelic provision to the early years and secondary sectors, in order to provide a 3-18 experience in the Gaelic medium.

**BACKGROUND**

3. On Thursday 23 June 2022, the Education Committee approved the issue of a consultative document on the proposal to introduce Gaelic Medium Primary Education (GMPE) at Thornliebank Primary School from August 2023 and beyond, following the decision by the Council to introduce GMPE on 16 February 2022. A copy of the original consultative document is attached as Appendix A of the Consultation Report (Appendix 1 to this report).

4. The proposal set out in the consultation was designed to consider:
- a. the establishment of a GMPE facility within East Renfrewshire Council at Thornliebank Primary School campus, which will have the Council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying the English medium primary schools.

**REPORT**

5. A full report on the consultation is provided in the Consultation Report on the consultative proposal; this is Appendix 1 of this report.

6. A total of 225 responses to the consultation were received. 76% of all responses were from statutory consultees and of those 84% were from pupils.

7. 80 responses were received from members of the public via the online consultation and of these, 53 (66%) returns were from non-statutory respondents. Of the 80 responses 59 (74%) recorded themselves as East Renfrewshire residents.

8. An external independent consultant managed the consultation with children in Thornliebank Primary School. The results of the pupil consultation were analysed by the independent consultant and can be found as appendix B of the Consultation Report.

9. The majority (64%) of all those (public and pupils) who responded to the consultation were in favour of the proposal. 66% of pupils agreed with the proposal; 74% of statutory respondents other than children, also agreed with the proposal.

10. There was a general consistency of views expressed in favour of the proposal, albeit with views being related more to the introduction of GMPE, rather than the location of the service:

- An interest in learning a new language and that being Gaelic;
- Opportunity for learners to become bilingual and to increase diversity and culture, and maintaining Scottish heritage;
- An increase in the provision (number of places) for Gaelic education, locally within East Renfrewshire Council.

11. A small number of respondents in favour related comments specifically to the proposal of the location of GMPE being that of Thornliebank Primary School:

- Possible opportunities to improve the school and its resources as a consequence of GMPE being introduced;
- Acknowledgement of challenges faced by the Council to identify a location with available space given the demands for school places in East Renfrewshire and the recognition of the possible extension to 3-18 provision of Gaelic education at a later date, given current spaces in early learning and childcare and secondary provision in the cluster;
- Ease of access to the school's location.

12. Similarly to the points made in favour of the proposal, main concerns raised by respondents related more generally to the introduction of GMPE rather than the location of GMPE being that of Thornliebank Primary School. Main themes included:

- The financial cost of implementing GMPE and that funds would be better used elsewhere;
- A perceived lack of value in being educated in Gaelic and concerns regarding possible impact on learning in other curricular areas as a consequence of being delivered in Gaelic;

- The ability to recruit suitably qualified staff;
- Lack of extended provision of Gaelic education across the 3-18 year stages.

13. More specific comments from those who disagreed with the proposal, which did relate to the location of GMPE at Thornliebank Primary School, included:

- a. Number of English medium school places being available in the locale and concerns regarding these being reduced at Thornliebank Primary School, and subsequently concern for the school continuing;
- b. An increase in traffic on the streets surrounding the school;
- c. Proposed location not being central within East Renfrewshire geographical area.

14. In accordance with the requirement of relevant legislation concerning schools consultations, Education Scotland submitted a report in relation to the proposal. The full report is provided as appendix D of the Consultation Report.

15. In their summary report, Education Scotland note that *'HM Inspectors agree that the proposal has potential to result in educational benefits.'* and that if the proposal is approved, *'This supports Gaelic language, equity, equality and inclusion outcomes at the primary stages through the medium of Gaelic.'*

16. Education Scotland's report contains views expressed by consultees and a summary of these are noted below:

- potential increase in traffic;
- access to any improved facilities as a consequence of the introduction of GMPE; and
- staffing concerns with regards to recruitment and ensuring full Gaelic immersion at all times for P1-P3 learners.

17. Paragraphs 55 and 56 of the Consultation Report address the points raised by respondents and Education Scotland.

## **FINANCIAL AND EFFICIENCY IMPLICATIONS**

18. At present funding is not yet available for modifications to the identified preferred location for the establishment of a GMPE school or for additional physical resources such as tables and chairs and IT equipment. However from early discussions with the Gaelic and Scots Team of the Learning Directorate at The Scottish Government, it is likely that the majority of capital funding required will be provided to the Council.

19. In order to support the Council to meet the additional revenue costs as a consequence of the introduction of GMPE, funding is available to all Scottish Local Authorities for up to 75% of the cost towards delivery of Gaelic education, via the Gaelic Specific Grant.

## **CONSULTATION**

20. The Consultation Report (Appendix 1), reports upon the results of a statutory education consultation.

### **IMPLICATIONS OF THE PROPOSAL**

21. In making this proposal an equalities, fairness and rights impact assessment (EFRIA) has been carried out and is provided as appendix E of the Consultation Report. EFRIA evaluated the proposal as having: no adverse impacts; the potential to advance equality and foster good relationships; and the potential to advance children's rights.

22. A Climate Change Impact Assessment (CCIA) has been undertaken for this project and is included as appendix F. It is anticipated that the introduction of GMPE will have a small detrimental impact on the Council's operations to achieving Get to Zero status. However the project will also have a small positive effect on community climate impact.

23. The Council's current school admissions and placing request arrangements for catchment East Renfrewshire Council families, and those from other local authorities, will be applicable for those who wish to apply for a place at the Gaelic Medium primary school and there will be no impact on families applying for school places in other schools under the Council's control.

### **CONCLUSION**

24. It is accepted by the majority of respondents that the proposal will lead to benefits for the children of East Renfrewshire.

25. Of the children of Thornliebank Primary School who responded to the consultation, 66% were in favour of the proposal. The council received 80 responses from stakeholders to its online questionnaire. 61% of respondents were in favour and 39% were against. Collectively, of all 225 responses, 64% of respondents were in agreement. 74% of statutory consultees were in favour of the proposal.

26. The Education Scotland report records '*...that the proposal has potential to result in educational benefits.*' and that the proposal '*...supports Gaelic language, equity, equality and inclusion outcomes at the primary stages through the medium of Gaelic.*'

### **RECOMMENDATIONS**

27. Education Committee is asked to:

- a. note and comment on the results of the consultation;
- b. adopt the proposal for Thornliebank Primary School Campus to be the location of Gaelic Medium Primary Education within East Renfrewshire Council from August 2023 and beyond;
- c. request that the Director of Education continues to consider the extension of Gaelic provision to the early years and secondary sectors, in order to provide a 3-18 experience in the Gaelic medium.

Mark Ratter  
Director of Education  
17 November 2022

#### **Convener Contact Details**

Councillor Anderson, Convener for Education and Equalities

Tel: 07341 640 825  
Tel: 0141 577 3107  
[andrew.anderson@eastrenfrewshire.gov.uk](mailto:andrew.anderson@eastrenfrewshire.gov.uk)

**Report Author**

Joe McCaig, Head of Education Services (Provision and Performance)  
Tel: 0141 577 8371  
[joe.mccaig@eastrenfrewshire.gov.uk](mailto:joe.mccaig@eastrenfrewshire.gov.uk)

**Appendix**

Appendix 1: Consultation Report

BLANK PAGE



**EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT**

**CONSULTATION REPORT ON THE CONSULTATIVE PROPOSAL:  
THE ESTABLISHMENT OF A GAELIC MEDIUM PRIMARY EDUCATION  
AT THORNLIBANK PRIMARY SCHOOL  
FROM AUGUST 2023 AND BEYOND**

**NOVEMBER 2022**

**REPORT BY DIRECTOR OF EDUCATION**

BLANK PAGE

**EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT**

**CONSULTATION REPORT ON THE CONSULTATIVE PROPOSAL:  
THE ESTABLISHMENT OF A GAELIC MEDIUM PRIMARY EDUCATION  
AT THORNLIEBANK PRIMARY SCHOOL  
FROM AUGUST 2023 AND BEYOND**

**REPORT BY DIRECTOR**

**BACKGROUND**

1. On Thursday 23 June 2022, the Education Committee approved the issue of a consultative document on the proposal to introduce Gaelic Medium Primary Education (GMPE) at Thornliebank Primary School from August 2023 and beyond, following the decision by the Council to introduce GMPE on 16 February 2022. A copy of the original consultative document is attached as Appendix A.
2. The consultative document discusses the legislative requirements with regards to GMPE, notably that the Education (Scotland) Act 2016 places a legislative duty on education authorities to promote and support Gaelic Medium Education (GME) and Gaelic Learner Education (GLE) and that parents can request GMPE from their education authority and that when a threshold of demand is evidenced there is, as described in Statutory Guidance, 'an effective entitlement to GMPE', and that local authorities will 'secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so'.
3. The consultative document details the receipt of a request for assessment of the demands for GMPE by parents / carers of children who reside within East Renfrewshire Council and the subsequent full assessment undertaken by the Education Department to determine demand for such a service. The proposal paper also provides details of how East Renfrewshire residents currently access GMPE provision within other local authorities, the difficulties that families are likely to face in future years given the increasing demands for GMPE and the educational benefits to having provision locally in East Renfrewshire.
4. Accordingly it was proposed that Thornliebank Primary School would be the optimal location for the introduction and delivery of GMPE when a variety of factors were considered. Factors considered, including those raised by statutory consultees, included: school capacity; centrality of location; potential to increase number of places on basis of demand; ability to support the extension of Gaelic provision to early years establishments and the secondary sector; and the ability to maintain the unique identity of the English medium and GMPE schools, whilst supporting integration, inclusion and a collective ethos across school communities.

5. The process of managing admissions to the GMPE school in accordance with the Council's current school admissions and placing request policies is also detailed in the consultative proposal document.

### CONSULTATION PROCESS

6. The Council undertook the consultation on its proposal with reference to the Schools (Consultation) (Scotland) Act 2010, as amended.
7. The formal consultative document was summarised and issued to statutory consultees with an accompanying letter explaining the process and inviting views, and made publicly available. The information included prior notice of a public meeting to discuss the proposal. The consultation was publicised on the Council's website and engagement through its social media channels. Interested parties were encouraged to provide feedback on East Renfrewshire Council's website [www.eastrenfrewshire.gov.uk/school](http://www.eastrenfrewshire.gov.uk/school) consultation; or alternatively by other means such as completing and returning the consultation response pro forma.
8. Written representations on the consultative proposal were sought from all interested parties including Bòrd na Gàidhlig, Comann nam Pàrant and the Parent Councils of all affected schools and early learning and childcare establishments. In addition pupils, parents/carers affected by the proposal, the Parent Council of Thornliebank Primary School and members of staff and unions representing staff in the affected schools, were invited to respond to the proposal. Education Scotland was advised of the consultation and a copy of the consultation pack was shared.
9. Head teachers of affected schools were asked to ensure that they advised staff of the consultation period and that they could submit an individual and/or a group response or respond through their union representative(s).
10. The Schools (Consultation) (Scotland) Act 2010 as amended requires that the pupil voice is heard on this matter in so far as the authority considers them to be of suitable age and maturity. The Education Department followed the guidance for local authorities on pupil consultations provided by Scotland's Commissioner for Children and Young People, with the assistance of Children in Scotland, and engaged an independent educational consultant to conduct the consultation exercise with children and young people in the affected primary school. The consultant independently managed the pupil consultation exercise and produced a report of all the results of the pupil consultations which is attached as Appendix B.
11. The consultation period was initially planned to take place from Wednesday 17 August 2022 until midnight on Friday 30 September 2022. However as a consequence of the death of Her Majesty the Queen, the consultation period was extended until Monday 3 October 2022. All relevant consultees were notified of this change of date.
12. The consultation process and consultative document was publicised and copies were made available in both the Council Offices and in affected schools and early learning and childcare establishments. A dedicated page on the Council's website was

established to facilitate information and invite interested parties to respond to the proposal. Responses were invited to be submitted by completing an online form (<https://bit.ly/ERCGMPE>), by posting a hard copy of the response form or by writing to the Education Department. Appendix D of the original consultative proposal document (Appendix A related to this report) shows the pro forma to help consultees submit a response if they wished to use it.

13. Consultees were asked to be clear about who they were, where they lived, why they were interested including their relationship with the affected schools (e.g. parent of pupil in an affected school, member of staff at an affected school, relative of a pupil at an affected school etc.). They were also asked whether or not they agreed with the proposal, offered the opportunity to give reasons for their agreement or otherwise or had any additional comments. Consultees were advised that petitions would be treated as a single response.
14. In order to provide further details of the proposal and to answer any questions, a public meeting was held at 7pm on 15 September 2022 at St Cadoc's Primary School, Newton Mearns. Furthermore a senior officer of the Education Department met with the Parent Council of Thornliebank Primary School at their regular meeting at 7pm on 7 September 2022 to discuss the proposal; this meeting took place remotely.
15. The public meeting was chaired by Councillor Andrew Anderson, Convener for Education and Equalities, with the Education Department represented by the Director of Education and senior officers. The Parent Council meeting was chaired by the Parent Council chair and the Education Department was represented by the Head of Education Services (Provision and Performance). A minute taker was also present. As already noted, the main purpose of the meetings was to set out the proposal and provide further background and clarification in answering questions from the audience. The same presentation was made at both the public and Parent Council meetings; notes of these meetings are attached as Appendix C.
16. All digital and written representations received by the Education Department up to and including midnight on 3 October 2022, have been considered.

## THE CONSULTATION: NUMBER OF RESPONSES

17. This section of the report provides information on the number of responses on the consultation received by the Education Department. Details from the consultation with pupils undertaken by the consultants are considered first, followed by all other responses. There were no responses by any school pupils gathered as part of the general consultation.
18. Statutory respondents include: parents/carers<sup>1</sup> of all pupils in the affected school; Parent Council of each affected school; parents of any child(ren) expected to attend an affected school within the next 2 school years; pupils of the affected school considered to be of suitable age and maturity; staff of the affected school; trade unions representing staff employed in the affected school; Bòrd na Gàidhlig and Education Scotland.

---

<sup>1</sup> Where a carer means the responsible adult with whom the affected young person lives

19. As noted in paragraph 10, an independent education consultant conducted the consultation exercise with children in the affected school. A copy of the consultant's report is provided in Appendix B, which outlines the process of engaging P1 to P7 pupils in the school and provides some detail of how learners (notably House and Vice House Captains with support of staff and the consultant) led the process with their peers in order to support genuine engagement. The report summarises all responses and provides details on pupils' views expressed, which will be expanded later.
20. At the time of the consultation there was a total of 188 pupils attending the school of which 145 pupils (77%) responded to the consultation; those who did not respond chose not to or were absent (6%) during the consultation.

	P1	P2	P3	P4	P5	P6	P7	Total
Roll	23	24	28	31	29	24	29	188
Responded	17	20	20	24	25	22	17	145

**Table 1**

21. A total of 80 responses were made to the public consultation (all responses were received via the digital online survey); there did not appear to be any submission made by more than one person (other than by clearly recorded groups) and there did not appear to be any duplicate submissions received.
22. Table 2 shows the total number of responses, inclusive of those from school children from the separate consultation, and indicates whether or not the response is from a statutory consultee:

Total number of responses: Statutory / Non-Statutory			
Respondent	Statutory	Non Statutory	Total
Pupil (consultant)	145	0	145
All other responses <sup>2</sup>	27	53	80
	172 (76%)	53 (24%)	225

**Table 2**

23. Of the total responses received (pupils and public consultation) 76% of responses were made by those regarded as statutory consultees with 24% submitted by other non-statutory groups.
24. Whilst not a statutory consultee, responses were also received from other relevant Gaelic groups such as Comann nam Parant and Gaelic at Eastwood House.
25. Of the 80 responses 59 (74%) indicated that they are resident within East Renfrewshire Council.

<sup>2</sup> Responses also received from Comann nam Parant and Gaelic at Eastwood House

26. Tables 3 and 4 provide details of the submissions from the public consultation only, with regards to location of residence and statutory non-statutory consultee:

Responses (all) Percentages			
Residence	Statutory	Non-Statutory	Total
ERC	25%	49%	74%
Non-ERC	9%	18%	26%
<b>Total</b>	<b>34%</b>	<b>66%</b>	<b>100%</b>

**Table 3**

Responses (all) Numbers			
Residence	Statutory	Non-Statutory	Total
ERC	20	39	59
Non-ERC	7	14	21
<b>Total</b>	<b>27</b>	<b>53</b>	<b>80</b>

**Table 4**

27. Tables 3 and 4 indicate the largest group to respond to the survey is East Renfrewshire residents comprising of almost three quarters of responses with around 25% of responses from East Renfrewshire residents regarded as statutory consultees. Around one third of all responses were from statutory consultees.

#### THE VIEWS EXPRESSED: SUMMARY OF VIEWS

28. This section provides a summary of the views within the written submissions.
29. The views of pupils are recorded in the independent consultant's report in Appendix B. Table 5 provides a summary of the views in the consultant's report. It shows the percentage of pupils who agreed with the proposal and those who disagreed with the proposal. The consultant notes that 43 pupils chose not to make a response/express a view. Their numbers are not included in the responses.

Stages	Number of Responses	% Responses who agree with proposal	% of Responses who disagree with proposal
P1-P3	57	84%	16%
P4-P7	88	53%	47%
Total	145	66%	34%

**Table 5**

30. Overall the majority of pupils' responses are in favour of the proposal; at the P1-P3 year stages most pupils are in favour of the proposal whilst in stages P4-P7 the majority are in favour.
31. The majority of pupils who responded at each stage agree with the proposal, with the exception of P5 (44%) and P6 (41%). Further details can be found in the consultant's report in Appendix B.
32. Table 6 provides an analysis of the views of all 80 respondents to the wider public consultation. The table shows whether responses are East Renfrewshire residents or non-East Renfrewshire residents, statutory or non-statutory respondents and whether they are in favour of the proposal or not.

Responses in Favour of Proposal			
Residence	Statutory	Non-Statutory	Total
ERC	65%	41%	49%
Non-ERC	100%	93%	95%
<b>Total</b>	<b>74%</b>	<b>55%</b>	<b>61%</b>

Table 6

33. Overall 61% of respondents agreed with the proposal. Around half (49%) of East Renfrewshire residents agree with the proposal with almost all (95%) non-East Renfrewshire residents in agreement.
34. Of those regarded as statutory consultees almost three quarters (74%) of respondents agree with the proposal; two thirds (65%) of East Renfrewshire statutory consultees agree, with all non-East Renfrewshire statutory consultees in agreement.
35. The largest group not in favour of the proposal is East Renfrewshire residents who are non-statutory consultees with 59% not in favour of the proposal.
36. Further details of the respondents, their statutory status and their position on the proposal is presented in table 7:

Category of respondent <sup>3</sup>	Statutory Consultee		Non-Statutory Consultee	
	Agree	Disagree	Agree	Disagree
Parent/Carer of child attending affected school	12	6		
Child will attend affected school in future years	1			
Staff Member in affected school/ELC	6	1		
Group	1		2	
General Interest in GME			8	1
No category recorded			2	
Related to a child of an affected school			2	2
Resident of East Renfrewshire			15	21
<b>Grand Total</b>	<b>20</b>	<b>7</b>	<b>29</b>	<b>24</b>

Table 7

37. The groups who responded to the consultation are Bòrd na Gàidhlig, Comann Nam Parant and Gaelic at Eastwood House. All groups who responded are in agreement of the proposal.
38. Of the statutory consultees, 19 responses were received from parents / carers of children who currently attend, or who will attend, the affected primary school; of these 13 are in favour of the proposal (68%). 7 members of staff of an affected establishment responded with 6 agreeing with the proposal (86%).

<sup>3</sup> Where a respondent recorded several categories, one of which was a statutory consultee category, this was recorded in the statutory category; where a member of staff recorded as also having a child at the affected school, this was categorised as having a child at the affected school. These categories may result in slightly differing figures to those in other tables as a consequence of multiple categories of respondent being recorded.



39. Of the non-statutory consultees, 4 of respondents are those related to a child who attends the affected school, with 2 of these agreeing with the proposal (50%). 36 respondents were recorded as East Renfrewshire residents with no other categorisation; of these 15 agreed with the proposal (42%). These are the only two groups not to have a majority in agreement with the proposal.

40. The table below summarises the responses from all respondents:

All Responses			
Respondent	Number of responses	% Responses who Agree with Proposal	% Responses who Do Disagree with Proposal
Pupils (via external consultant)	145	66%	34%
Public consultation	80	61%	39%
Total	225	64%	36%

**Table 8**

41. The majority of respondents are in agreement with the proposal.

#### THE VIEWS EXPRESSED: MAIN POINTS

42. This section details the main points raised at the public meetings and within the written submissions. All submitted written responses were read by officers to ensure that the main points from respondents were included in this report.

#### Main points: Pupils via Independent Consultants' Exercise

43. The views of pupils are recorded in the independent consultant's report in Appendix B. The consultant's report provides the results of the written responses by pupils to the consultation, recording their views expressed.

44. The following is a summary of the main points arising from the responses submitted by pupils to the proposal. Pupils across stages P1-P3 used a pictorial response sheet whilst those at stages P4-P7 used a text based response sheet. Consequently additional text comments were received from P4-P7 pupils only.

45. In the consultant's exercise the main themes expressed by pupils in favour of the proposal included:

- a. Many children commented upon an interest in learning a new language, and that being Gaelic;
- b. There are not many Gaelic schools and so this will assist in providing such a resource.

There were also more general comments recorded regarding an increase in the number of children attending the school and an opportunity to make more new friends.

46. Of those pupils who disagreed with the proposal, the main themes are paraphrased below:

- a. Concerns regarding an expectation of those children currently attending the school having to learn Gaelic;
- b. Potential difficulties communicating with children attending the Gaelic school;
- c. A lack of space in the school campus communal areas;
- d. A lack of funding for resources for the English medium school.

In addition comments were made regarding concerns related generally to change.

Main Points – Of All Respondents (Other than Pupils via Independent Consultant's Exercise)

47. Various themes were highlighted by respondents to the proposal.
48. The most popular themes expressed by respondents in favour of the proposal relate more generally to the introduction of GMPE provision within the Council area and are paraphrased below (14 respondents in favour did not provide an additional comment).
  - a. There was wide support for GMPE with respect to the opportunity for children to become multilingual and to increase diversity and culture, and to maintain Scottish heritage with over half of those who made comment referring to this;
  - b. The benefits of GMPE accessible locally within the Council area and a general increase in availability of GMPE places was commented upon by around 17% of those in favour;
  - c. Lack of places in GMPE provision in other local authorities.
49. A small number of respondents in favour of the proposal related comments specifically to the proposal regarding the location of GMPE being that of Thornliebank Primary School, commented upon:
  - a. Possible opportunities to improve the school and its resources as a consequence of GMPE being introduced;
  - b. Acknowledgement of challenges faced by the Council to identify a location with available space given the demands for school places in East Renfrewshire and the recognition of the possible extension to 3-18 provision of Gaelic education at a later date, given current spaces in early learning and childcare and secondary provision in the cluster;
  - c. Ease of access to the school's location.
50. Those in favour also commented upon areas of concern and these are detailed below:
  - a. The ongoing unique identity of Thornliebank Primary School as an English medium school;

- b. Possible impact on the English medium school's resources and learning and teaching spaces and staffing resources;
  - c. Potential increase in traffic around the school area and location not being central within East Renfrewshire;
  - d. The ability to recruit appropriately qualified staff and the planned staffing complement being sufficient.
51. Similarly to those who agreed with the proposal, the majority of main issues/concerns raised by the respondents who disagreed with the proposal did not relate directly to the proposal to locate GMPE at Thornliebank Primary School, but related more to the introduction of GMPE. Recorded comments from those not in favour of the proposal included:
- a. The financial costs of implementing GMPE and that funds should be used elsewhere – over a half (58%) of those against the proposal commented upon this;
  - b. More specifically, the cost of implementing the service for a relatively small number of children when other services are being underfunded or removed as a consequence of reduced budgets, with several comments relating this to the additional support needs sector;
  - c. Lack of value in learning Gaelic;
  - d. A small number of respondents (3) recorded general concerns of the impact on learners in developing skills and knowledge and understanding in other curricular areas as a consequence of Gaelic;
  - e. The ability to recruit suitably qualified teachers and support staff;
  - f. No guarantee of progression to Gaelic provision in the secondary sector within East Renfrewshire at this time.
52. More specific comments from those who disagree with the proposal, which did relate to the location of GMPE at Thornliebank Primary School, included:
- a. Number of English medium school places being available in the locale and concerns regarding these being reduced at Thornliebank Primary School as well concern for the school continuing;
  - b. Proposed location not being central within East Renfrewshire geographical area.
53. As noted in paragraph 11, a meeting of the Thornliebank Parent Council and a public meeting took place to advise of the proposal and to answer any questions. At these meetings, the points and concerns raised generally mirrored and included:
- a. Learning spaces at the school being overtaken by GMPE provision to the detriment of the Thornliebank Primary School and the extension to spaces allocated to GMPE as a consequence of increased future demand;

- b. Concerns regarding the planned staffing allocation for GMPE provision with regards to recruitment and, instances of staff absence and impact on learners;
  - c. Concerns of reduced resources being allocated to Thornliebank Primary School as a consequence of introduction and where funding for GMPE can be sought;
  - d. The use of financial resources to provide GMPE provision to a small number of children when budget cuts are being made to provision with significant additional support needs;
  - e. The continuation of provided transport for those children who will continue to attend GMPE provision within other local authorities;
  - f. Concerns regarding the long term plans for Thornliebank Primary School as an English Medium school;
  - g. The extension of 3-18 Gaelic provision; and
  - h. Any alternative locations for GMPE across East Renfrewshire.
54. GMPE admissions processes were raised by one respondent, who commented that they believed that all applications from within the council area should be afforded a GMPE place at the school by increasing capacity. No specific comments were raised with direct regard to the Council's current school admissions and placing request policies being applied to applications for GMPE.

#### COMMENTS ON THE VIEWS EXPRESSED / ISSUES RAISED

55. The points/concerns raised across paragraphs 51 to 54 which specifically relate to the proposal of locating GMPE provision at Thornliebank Primary School are commented upon below.
- a. *Sufficiency of non-denominational primary school places in the locale, ongoing concern for continuation of English medium education at Thornliebank Primary School and centrality of the school.*

##### *Discussion:*

Concerns relating to a decrease in the number of places available at Thornliebank Primary School for English medium learners and concerns regarding the ongoing viability of the school with the introduction of GMPE, were raised in all consultation forums.

As noted in the proposal paper in Appendix A, paragraph 38, the Education Department considered a number of factors, some of which were highlighted by statutory consultees, when determining the most appropriate location for GMPE provision within East Renfrewshire. Whilst all of the factors are important each has to be considered within the context of the local authority and the challenges it faces with regards to current and future demands for school places and the high level of

occupancy of our schools. Whilst the Council would have ideally been able to propose a location which is ideal with regards to all factors, this was not possible.

Thornliebank Primary School has a planning capacity which equates to a two-stream school (a school which has two classes at each stage); this means a planning capacity of 420 spaces. As detailed in table 2 (paragraph 40) of the proposal paper, the school has operated with a school roll of between 40% and 46% of the school's capacity in each of the last five years. Thornliebank Primary School has the lowest occupancy rate on the basis of the school planning capacity, of all schools across East Renfrewshire Council; and has very little planned residential developments for the area, with no real projected increase in pupil numbers from new residences.

Furthermore, as required by legislation, where a council has available places it is required to allocate those to placing request applicants who do not reside within a school's catchment area or within the local authority. As at September 2021 the School Pupil Census recorded that 50% of pupils in attendance at Thornliebank Primary School were residents of East Renfrewshire Council. Naturally, should the need for school places for catchment children increase, then the number of granted placing request applications will decrease.

Whilst it is recognised that Thornliebank Primary School is located on the border of the Council's boundary and therefore may be more challenging for learners to attend from other areas, any distance will likely be significantly less than travelling to other local authorities to access GMPE provision. Details of the reduced distance of travel (hypothetical) for those children who currently attend GMPE in other authorities, as well as for those who have indicated a desire for GMPE in 2023, is detailed in table 4 and table of 5 paragraphs 50 and 51 respectively in the initial proposal document, Appendix A. Additionally, whilst the school is not geographically central to the council area, there are very good transport links to the school with the local train station circa 4 minutes away by foot and bus stops located along Thornliebank Main Street adjacent to the school.

The low occupancy rate at Thornliebank Primary School, significant number of placing request applicants in attendance at the school and no real projection of future pupils from new residential developments, reassures the Education Department that the school would be able to accommodate the planned maximum of 50 places for GMPE provision (at this time on basis of indicated demand) without detrimentally impacting on the sufficiency of denominational school places to accommodate the community. This should reassure the community of the Education Department's ongoing commitment to the community of Thornliebank.

The Education Department regards the proposed introduction of GMPE at Thornliebank Primary School as an excellent opportunity to further enhance the school community, extending diversity and providing wider learning opportunities in language skills and cultural heritage via naturally occurring opportunities such as play and communal and social activities, dual language signage, whilst also being able to access specialist provision.

- b. Learning spaces at the school being overtaken by GMPE to the school's detriment*

### Discussion

At all meetings, concerns were raised as to the available learning and teaching spaces at the school, and these being overtaken by GMPE provision to the detriment of the school.

As has already been noted in paragraph 54a, the school is currently operating at under 50% of the school's planning capacity which indicates learning and teaching spaces, which whilst being utilised by the school, are not being operated to maximum capacity.

Based on the number of parents/carers who have indicated a desire for their children to be educated within GMPE provision as detailed in table 1 paragraph 19 of the proposal paper Appendix A, the Education Department is planning primarily over the medium term (4 years) for two dedicated learning and teaching spaces to be utilised for the delivery of GMPE. Initially one teaching space would be required for the first three years of the service with a composite class consisting of P1-P3 pupils. Thereafter in 2026-27 it is the department's proposal to introduce a second composite class at the school to accommodate pupils across the stages P4-P7, as children progress through their education. This would mean a reduction of two learning and teaching spaces available to the English medium school, but would also mean that up to 5 additional areas are still available to be utilised to meet the needs of pupils.

Whilst the demand for GMPE may increase, any increase in the planned GMPE provision would require to be considered very carefully with the needs of the English medium school learners afforded similar consideration, ensuring no negative impact on learners' experiences as a consequence. Any possible increase in the provision would also of course be affected by other factors such as recruiting appropriately qualified staff.

As per paragraph 4, one of the key considerations when identifying an appropriate location for GMPE was an ability for the both schools to have their own unique identity whilst also integrating with each other. As is also noted in paragraph 45 of the proposal paper (Appendix A), the layout of the school is conducive to the creation of a unique school for Gaelic medium whilst simultaneously facilitating the integration of the GMPE provision to whole school activities and accessing shared resources. This will ensure equal status of Gaelic, will encourage a positive and inclusive attitude environment in the school and will contribute to the fluency and confidence of young people learning through the medium of Gaelic.

Furthermore should the proposal be approved the Education Department will work alongside school pupils, staff and parents/carers to ensure the unique identity of each school is maintained whilst developing an inclusive ethos, integrating both schools appropriately.

#### *c. Increased traffic around the school*

Concerns were raised by respondents as to the current situation regarding traffic at the school and the possibility of increased traffic with the introduction of GMPE.

As previously noted, the school has a planning capacity of 420 pupils with a school roll currently at around 50% of this. If the school's roll was to be in keeping with

the planning capacity, traffic and movement about the school would already be significantly higher than at present, and more than is being proposed by introducing GMPE.

The proposed plan for two composite classes would result in an increase of up to 50 pupils, albeit these may be more likely to travel to the school by vehicle; this would likely be shared vehicle(s).

The Education Department would continue to monitor the situation with regards to traffic congestion. Alongside the school's own school travel plan, the department would work with the Roads Department to consider risk assessments and the safety of all service users and where required consider mitigations.

*d. Staffing: recruitment and cover arrangements*

In the meetings and the public consultation, the issue of staffing levels for GMPE provision and the ability to recruit suitably qualified staff was raised as a concern. Respondents commented upon their concerns regarding insufficient staffing being allocated to the school for GMPE with regards to ensuring ongoing full Gaelic immersion education during periods when the Gaelic speaking teacher is not in class, such as during contractual non-class contact time or in times of absence. Furthermore, concerns were raised regarding the ability to recruit Gaelic speaking staff.

The Education Department's intention is to employ a promoted teacher, a Principal Teacher of GMPE, who with the support of the school's leadership team would lead on the development and delivery of GMPE in the school. It is hoped that this promoted post would attract the best candidates given the opportunity to lead on the development of this exciting new service. In addition the Education Department would allocate additional funding for the recruitment of 0.5 fte class teacher appropriately qualified for delivery of GMPE, who would support the Principal Teacher and ensure the ongoing delivery of education during the Principal Teacher's non-class contact time. A 1fte Pupil Support Assistant would also be allocated to the service, for which the department hopes to recruit a Gaelic speaker. This multi staffed approach to the service would ensure that children are experience their education entirely through the medium of Gaelic across the P1-P3 year stages.

However the Education Department does recognise the national difficulties in recruiting Gaelic speaking teachers and support assistants. Bòrd na Gàidhlig recognises these challenges also but is of the view that recruiting staff should be possible. The Bòrd has offered to assist the department in the recruitment process and the department will work with the Bòrd to that end. The Education Department would seek to advertise the posts at the earliest opportunity and will promote these opportunities.

*e. Financial resources for GMPE and potential reduced resources for Thornliebank Primary School as a consequence. The resource being better used for other priorities.*

Across all consultation forums a number of respondents noted concerns regarding the cost of the introduction of GMPE in relation to the projected small number of children who will take up the service. Furthermore these comments were extended with reference to other services which the Education Department previously provided but which had to be removed or reduced due to a lack of funding, with specific reference to additional support needs services such as those which support children at Isobel Mair School.

Local authorities in Scotland are supported by the Scottish Government in meeting the costs associated with the introduction and delivery of Gaelic medium education. Up to 75% of revenue costs can be applied for via the Scottish Government's Gaelic Specific Grant; this will support the additional costs of delivering GMPE with regards to such areas as staffing costs, purchasing learning and teaching resources and transport costs. The Education Department would submit a bid for 75% of revenue costs associated with GMPE.

In order to ensure that GMPE provision integrates with the school whilst maintaining the unique identity of both schools, there would be requirement for capital funding to make material changes to areas of the building and to purchase appropriate facilities for the additional learners. The Education Department has been in discussion with the Scottish Government's Gaelic and Scots Team of the Learning Directorate in order to access capital funding to support these requirements.

It is recognised that parents and carers of children who previously accessed fully funded services which have been reduced/removed as a consequence of budget constraints, are frustrated when they see other areas/services being developed by the Council. However as noted, it is anticipated that the majority of funding for the delivery of GMPE provision would be provided to the Council; this funding is ring fenced purely for this purpose and cannot be utilised in other ways.

The introduction of GMPE at the campus would have no impact on the allocated budgeted resources to Thornliebank Primary School.

56. Additionally, pertinent points and concerns which did not relate directly to the proposal are commented upon below.

- a. *Continuation of transport for those who will continue to attend GMPE in other local authorities.*

Parents/carers of children who currently attend GMPE provision in other local authorities raised concern regarding their ongoing right to funded transport to and from school each day.

Those children who currently receive funded transport to attend GMPE in another local authority would continue to receive this entitlement whilst they continue to attend GMPE, given that there would not be any provision available to them with the proposed service commencing with P1 pupils only. This would be in accordance with the department's school transport policy.



However where a parent/carer of a child submits a placing request for GMPE in another local authority when provision is available locally, the Council would not meet the costs of transport for such children.

*b. Extension of Gaelic provision across the 3-18 age range*

Responders to the public consultation and at the public meeting raised requests for the extension of Gaelic provision to the early years and secondary sectors; this would allow future children to commence their education in Gaelic, and would allow those who attend GMPE to progress in their learning in the language onto secondary education. This issue was also raised by Bòrd na Gàidhlig and Education Scotland in their response to the full assessment of the demand for GMPE.

Whilst the Education Department is entirely focussed on ensuring an excellent experience for learners in GMPE, it does recognise that the introduction of GMPE is the first step in the wider delivery of education through the medium of Gaelic across the 3-18 age range. The identification of Thornliebank as an appropriate location for GMPE took cognisance of the demand and availability of places in both the Early Learning and Childcare and secondary sectors with consideration of future delivery in these sectors; details of this are contained in paragraphs 42 and 43 of the proposal paper, Appendix A.

The Education Department will revisit these considerations in future years.

*c. How will places available at the GMPE provision be allocated?*

The Education Department is planning for two composite class across the stages P1 to P3 and P4 to P7; composite classes can accommodate a maximum of 25 children. The department would plan for these places to meet the demands of its constituent applicants.

School admission and placing requests must be processed in accordance with relevant legislation. Should an East Renfrewshire parent/carer apply for a place at GMPE and one be available then the place would be allocated to that child. However with regards to the placing requests, the Education Department can determine a reasonable number of places as reserved places; these are places which can be held for future families who take up residence in the Council's areas at a later date and are regarded as allocated places for this purpose.

ALLEGED OMISSIONS AND INACCURACIES

57. The Schools (Consultation) (Scotland) Act 2010 as amended places a requirement on the Council to provide details of any inaccuracy or omission within the consultative document, which has been either discovered by the Education Department or suggested by any other person. The Education Department would then determine if relevant information has been omitted or if there has been an inaccuracy and then take appropriate action which 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 would be advised.

58. The consultation period was initially from Wednesday 17 August 2022 to midnight on Friday 30 September 2022. However, due to school closure related to an additional public holiday following the death of Her Majesty the Queen, the consultation was extended to midnight on Monday 3<sup>rd</sup> October. All relevant consultees and Education Scotland were advised.
59. Officers believe having considered the above, that they have complied with the 2010 Act and its 2014 amendments.

#### SUMMARY OF ISSUES RAISED BY EDUCATION SCOTLAND (HMIE) AND RESPONSES OFFERED

60. In accordance with the requirements of the terms of the Schools (Consultation) (Scotland) Act 2010 as amended, an independent and impartial report was provided by Education Scotland in relation to the proposal.
61. A full report submitted by Education Scotland with regard to the proposal is provided as Appendix D.
62. Within Education Scotland's report the department notes that *'HM Inspectors agree that the proposal has potential to result in educational benefits.'*
63. The Education Scotland report noted that the majority of pupils at the school (through responses to consultation and conversation with inspectors) were in favour of the proposal and that they identified the educational benefits. Comment was also made to the majority of parents and carers being in favour. Furthermore, agreement on the arrangements for admissions to the school was noted.
64. The reported highlighted that a minority of parents were not in favour of the proposal and of those, a number misunderstood the proposal and provided a response in relation to general opinion of GMPE.
65. Similar areas of concerns raised by respondents which have been addressed in the discussion section of this paper were raised in the Education Scotland report, most notably: potential increase in traffic and need for risk assessment; both schools should have access to any improved facilities as a consequence of the introduction of GMPE; and staffing concerns with regards to recruitment and ensuring full Gaelic immersion at all times for P1-P3 learners.
66. The Education Scotland report notes that if the proposal is approved, *'This supports Gaelic language, equity, equality and inclusion outcomes at the primary stages through the medium of Gaelic.'*

#### EQUALITIES CONSIDERATIONS

67. In making this proposal an Equality Fairness and Rights Impact Assessment (EFRIA) has been carried out and is provided as Appendix E.

68. The Council is aware of the Public Sector Equality Duty articulated in the Equality Act 2010 scheme which came into force on 6 April 2011. This provision requires that the Council in exercising its functions has regard to the need to:
- a. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
  - b. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
  - c. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
69. In summation the EFRIA evaluated the proposal as: having no adverse impacts; has the potential to advance equality and foster good relationships; and has the potential to advance children's rights. Paragraph 3.1 of the report by Education Scotland (Appendix D), also commented upon the introduction of GMPE supporting equity, equality and inclusion.
70. Consequently the EFRIA found that there are no changes required to the proposal.

#### PROCEDURES FOR MINISTERIAL CALL IN

71. Under the Schools (Consultation) (Scotland) Act 2010 as amended this proposal is not subject to ministerial call-in. As such the final decision on the proposal will be taken by East Renfrewshire Council's Education Committee, having due regard to the view of stakeholders expressed through the consultation exercise.

#### CONCLUSION

72. Following the decision to introduce GMPE within East Renfrewshire Council in February 2022, there was clearly a need to identify an appropriately suitable location at one of the Council's current educational establishments to host the school.
73. It is accepted that Thornliebank Primary School has the lowest school roll of all primary schools across East Renfrewshire on the basis of the school's planning capacity. Furthermore it is accepted that a significant proportion of the school's roll attends the school by means of successful placing request. Furthermore there is projected to be a very small increase in the number of children who will become resident within the school's catchment area from new residential developments. The repurposing of a small number (two) of learning and teaching spaces to be devoted to GMPE is the most cost efficient, and effective use of the current educational estate.
74. It is expected that the number of parents/carers who will request GMPE provision for their children will increase as the establishment develops. It is accepted that the number of places devoted to GMPE at the school must not adversely impact on the learners at the English medium school, if any decision on increasing provision is required to be made at a later date.

75. It is accepted that the Council's current school admissions and placing request arrangements are applicable for the administration and allocation of places at the GMPE provision as described in paragraphs 68 to 71 of the proposal paper.
76. There is the potential to extend Gaelic provision to early years and to the secondary school in future years given the availability of places across the sectors within the community of educational establishments.
77. A majority of respondents to the proposal were in agreement. 66% of pupils at the affected school and who responded to the consultation were in agreement, whilst 61% of those who responded to the public consultation were also in agreement.
78. Almost three quarters (74%) of statutory consultees agreed with the proposal; 67% of parents/carers with children currently attending the school agreed. 86% of staff at an affected establishment were in agreement. Bòrd na Gàidhlig, also a statutory consultee, was in agreement with the proposal.
79. Two other groups, Gaelic at Eastwood House and Comann Nam Parant, responded positively in agreement with the proposal.
80. The largest proportion of responses which disagreed with the proposal was received from those respondents who classified themselves as resident within East Renfrewshire (this does not include those who declared as parents/carers, staff etc) who made up 68% of the entire disagreed group; 58% of those who regarded themselves as East Renfrewshire residents only, disagreed with the proposal. Of the 21 East Renfrewshire residents who disagreed with the proposal, the most common reason (15) for this related to the financial cost of implementing GMPE and that finances could be better used elsewhere.
81. During consultation respondents referred to concerns regarding increased traffic as a consequence of the GMPE school. The Education Department would undertake a risk assessment of the impact of the introduction of GMPE on the safety around the school and would work with colleagues in the Council's Roads Department to mitigate against any risks.
82. Respondents also commented upon a desire for the school's facilities/resources to be improved upon if GMPE is introduced at the campus; the Education Department will look to improve areas at the school whenever possible and make better use of communal areas accessible to all.
83. Taking full account of the views expressed during this consultation, the following recommendations are made.

## RECOMMENDATIONS

84. It is recommended that the Education Committee adopts the proposal for Thornliebank Primary School Campus to be the location of Gaelic Medium Primary Education within East Renfrewshire Council from August 2023 and beyond.

85. In addition, request that the Director of Education continues to consider the extension of Gaelic provision to the early years and secondary sectors, in order to provide a 3-18 experience in the Gaelic medium.

Mark Ratter

Director of Education

November 2022

BLANK PAGE

**EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT**

**THIS IS A FORMAL CONSULTATIVE DOCUMENT**

**THE ESTABLISHMENT OF A GAELIC MEDIUM PRIMARY EDUCATION  
AT THORNLIBANK PRIMARY SCHOOL  
FROM AUGUST 2023 AND BEYOND**

**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.

BLANK PAGE



EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

THE ESTABLISHMENT OF A GAELIC MEDIUM PRIMARY EDUCATION  
AT THORNLIBANK PRIMARY SCHOOL  
FROM AUGUST 2023 AND BEYOND

1. The education estate across East Renfrewshire Council comprises of 23 early learning and childcare establishments and nursery classes. The Council has 24 primary and 7 secondary co-educational schools, of which 7 primary and 2 secondary schools are denominational Roman Catholic schools, with the Council having the only Jewish Faith based primary school in Scotland, Calderwood Lodge. Additionally the Council has a specialist school, Isobel Mair School, for supporting children and young people with additional support needs. The remainder of primary and secondary schools are non-denominational.
2. Currently East Renfrewshire Council does not make any provision for the delivery of Gaelic medium education across the Broad General Education, but does support families who wish such an experience for their children through the provision of transport, to Gaelic provision in other local authorities.
3. Whilst the Council supports families who attend Gaelic provision by means of transport, East Renfrewshire's families can only access Gaelic medium education if they are successful in being granted a placing request to schools in neighbouring local authorities. Given the ever increasing demands for Gaelic medium education in these authorities, it is now becoming more likely that applications from East Renfrewshire residents for such places in other local authorities will be refused.
4. The Education (Scotland) Act 2016 places a duty on education authorities to promote and support Gaelic Medium Education (GME) and Gaelic Learner Education (GLE) and establishes a process by which parents can request Gaelic Medium Primary Education (GMPE) from their education authority.

PURPOSE OF THE CONSULTATION

5. The purpose of this consultation is:
  - (a) to consult on the proposal to establish a GMPE facility within East Renfrewshire Council at Thornliebank Primary School campus, which will have the Council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying the English medium primary schools.

INTRODUCTION

*Background*

6. East Renfrewshire Education Department is committed to *Everyone Attaining, Everyone Achieving through Excellent Experiences*, and has a well-earned reputation for providing an excellent education for children. This is borne out in the reports received on our schools following inspection by Education Scotland.

*GMPE Legislation*

7. The Education (Scotland) Act 2016 places a legislative duty on education authorities to promote and support Gaelic Medium Education (GME) and Gaelic Learner Education (GLE). The act also establishes a process by which parents can request GMPE from their education authority and that when a threshold of demand is evidenced there is, as described in [Statutory Guidance](#)<sup>1</sup>, ‘an effective entitlement to GMPE’, and that local authorities will ‘secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so’. Furthermore the guidance is clear that an education authority cannot take or justify a decision not to provide GMPE on the basis of a single factor, for example, accommodation.

8. When an education authority receives a parental request made under the 2016 Act, it must designate the geographical area in relation to which it will undertake its assessment of the need for GMPE referred to as a ‘GMPE Assessment Area’.

9. The legislation and statutory guidance directs that parents of children under school age and who have not yet started to attend a primary school, have the right to request an assessment of the need for GMPE from the education authority in which the family resides. Any request must also set out or be accompanied by evidence of demand for GMPE from parents of other children resident in the same education authority area and who are in the same primary school commencement year group as the specified child. A parental request may also contain evidence that there is demand for GMPE from parents of other children under school age who will commence primary education in a different year.

10. The threshold for an obligatory full assessment under the 2016 Act is that an education authority is satisfied that there is demand in the assessment area from the parents of at least five children who are resident in the GMPE Assessment Area and that all are in the same pre-school year group.

11. Where any education authority determines that there is a potential need for GMPE in the GMPE assessment area, it has two possible options. It can:

- carry out a full assessment of the need for GMPE in the GMPE assessment area; or
- without carrying out a full assessment, exercise its discretion to take such steps as are necessary to secure the provision of such GMPE as it considers appropriate in the GMPE assessment area.

12. A full assessment requires local authorities to seek the views of [Education Scotland](#)<sup>2</sup>, [Bòrd na Gàidhlig](#)<sup>3</sup>, [Comann nam Pàrant](#)<sup>4</sup> and the [National Parent Forum of Scotland](#)<sup>5</sup>.

13. Additionally in accordance with the statutory guidance local authorities must consider the following factors when undertaking a full assessment:

- Views provided by statutory consultees;
- Initial assessment information in relation to demand;
- Existing GMPE provision in adjacent authorities and the availability of access;

---

<sup>1</sup> Statutory Guidance on Gaelic Education produced by Bòrd na Gàidhlig:

<https://www.gaidhlig.scot/wp-content/uploads/2017/01/Statutory-Guidance-for-Gaelic-Education.pdf>

<sup>2</sup> Education Scotland: <https://education.gov.scot/>

<sup>3</sup> Bòrd na Gàidhlig is the principal public body in Scotland responsible for promoting Gaelic development, including providing advice to Scottish Ministers on Gaelic issues: <https://www.gaidhlig.scot/en/>

<sup>4</sup> A network of around 30 local groups, representing the interests of parents whose children are educated through the medium of Gaelic at the various levels, from pre-school to secondary level. <https://www.parant.org.uk/>

<sup>5</sup> National Parent Forum of Scotland (NPFs): <https://www.npfs.org.uk/>

- Access to GMPE in East Renfrewshire from children in other Local Authorities;
- Accommodation;
- Costs;
- Teachers – including potential availability within East Renfrewshire and the potential to recruit; and,
- The East Renfrewshire Gaelic Language Plan.

14. Where an education authority decides to secure the provision of GMPE in the GMPE Assessment Area, it must take the necessary steps to secure the provision as it considers appropriate and within reasonable timescales.

#### *Requests for GMPE delivery within East Renfrewshire*

15. In April 2017, the Education Department received a request from a parent resident in East Renfrewshire seeking an assessment of the demand for GMPE in East Renfrewshire for her child. After carrying out the initial assessment, the department concluded that there was not the potential need for GMPE as the threshold for a full assessment had not been met. As a result no further action was taken.

16. In June 2019 Education Committee remitted the East Renfrewshire Gaelic Language Plan 2017-2022 to Cabinet for approval. This plan includes a commitment to assess requests for GMPE and determine the need for appropriate provision in line with the statutory guidance.

17. On 27 October 2021 the department received a request from a parent resident in East Renfrewshire seeking an assessment of the demand for GMPE within the council, with the objective of GMPE provision being available for their child for P1 commencing in August 2023. Included in the request were the names of a further 13 children across a range of year groups not yet of primary school age, whose parents expressed an interest in GMPE for their children.

18. The department wrote to each parent included in the request, inviting them to return confirmation of their wish for GMPE for their child. Given the Council's small geographical area, the designated GMPE Assessment Area (defined catchment area) was defined as the entirety of the area of East Renfrewshire Council.

19. In response, the department received 11 confirmations, including that of the lead child, by the deadline of 8 December 2021. The breakdown of positive responses and the year in which the children are likely to commence primary education is detailed as follows:

<b>Year Group P1 Starting</b>	<b>Number of Positive Responses</b>
2023 - 24	5
2024 - 25	2
2025 - 26	3
2026 - 27	1

**Table 1**

20. As such the required threshold for an obligatory full assessment of the desire for GMPE of five children in any one year group was met by those families of children who will commence primary education in 2023-24. Consequently, the department decided to undertake a full assessment (appendix C) of the need for GMPE with respect to this application.

21. Comann nam Pàrant recorded in its response to the full assessment that it was aware of an additional 5 children whose parents are interested in accessing GMPE. It is unclear from the response as to where these families are located, the primary school commencement year and confirmation status of desire for GMPE is not yet verified.

22. The department wrote to all parents who intimated a desire for GMPE to inform them that the department intended to carry out a full assessment.
23. Given the legislative timeframe for the completion of the full assessment of 10 weeks, the full assessment required to be completed by 16 February 2022, with a decision made to proceed or otherwise on the introduction of GMPE within East Renfrewshire and to consult accordingly. As a consequence of the full assessment completion deadline occurring before the next council Education Committee meeting, the committee approved the delegation of the decision to establish GMPE to the Director of Education, following consideration of the outcome of the full assessment, at Education Committee on 3 February 2022.
24. On 16 February 2022, the Education Department published the [Assessment Response to a Parental Request for Gaelic Medium Education \(GMPE\) in East Renfrewshire Council](#)<sup>6</sup> (full assessment) which confirmed the Education Department's decision to take forward a learning provision for Gaelic Medium Primary Education for the beginning of school session 2023 / 2024.
25. Given the decision to secure the provision of GMPE in the GMPE Assessment Area the Education Department is required to take the necessary steps to secure the provision as it considers appropriate and within reasonable timescales and to undertake a statutory consultation.
26. Responses to the GMPE full assessment by Comann nam Pàrant, Bòrd na Gàidhlig and Education Scotland suggest that the local authority should consult on the location of the proposed GMPE site and that the local authority should consider other factors such as central location and the ability for the service to be extended at a later date should GMPE increase in popularity in the council area.
27. Furthermore, whilst this proposal focuses on the introduction of GME for the primary sector, responses by Education Scotland, Comann nam Pàrant and The Bòrd na Gàidhlig recommended wider consideration at this time of future provision of immersive Gaelic Medium Education across the entire Broad General Education from 3-18. Therefore, whilst out with the scope of this proposal, the position of 3-18 resources has also been taken into consideration, in the event that any wider future provision is considered.
28. The focus of this consultation is only on GMPE and any future extension of Gaelic medium provision will be undertaken in accordance with legislation and appropriate consultation.

*GMPE for East Renfrewshire Residents: Current Position*

29. As detailed in paragraph 2, presently East Renfrewshire Council does not make GMPE provision available within the local authority area, however the Council supports families who wish such an experience for their children, and are successful in being granted a placing request to schools in neighbouring local authorities, through provision of transport.
30. The department is not aware of any placing requests being refused in recent years, however our statutory consultees (Bòrd na Gàidhlig, Comann nam Pàrant and Education Scotland) highlighted in their responses to the full assessment, that it is their understanding there is limited capacity within Glasgow City Council (which previously has accepted applications from East Renfrewshire residents) and that the authority has indicated it will no longer be able to provide places to non-Glasgow residents as a consequence of oversubscription from its residents.

---

<sup>6</sup> Full Assessment Report: [https://www.eastrenfrewshire.gov.uk/media/7380/GMPE-full-assessment-response/pdf/GMPE\\_full\\_assessment\\_response.pdf?m=637806074901130000](https://www.eastrenfrewshire.gov.uk/media/7380/GMPE-full-assessment-response/pdf/GMPE_full_assessment_response.pdf?m=637806074901130000)

31. Comann nam Pàrant further commented in response that it believes any location identified for the delivery of GMPE must also consider the ability to increase the number of learning and teaching spaces available, as it suggests demand will grow in future.

32. At the present time 9 children are accessing GMPE in the aforementioned neighbouring local authorities with 6 children attending an establishment in Glasgow City Council and 3 children attending an establishment in South Lanarkshire Council (East Kilbride).

33. In addition, 8 children access secondary Gaelic Education at Glasgow Gaelic Secondary School.

*East Renfrewshire School Estate: Identification of Proposed Establishment for Possible GMPE Provision*

34. Across East Renfrewshire, schools operate as a cluster of schools with early learning and childcare establishments, primary and secondary schools being associated as a family of establishments. This approach allows clusters to work effectively at points of transition with children to ensure seamless progression from one sector to another and allows associated establishments to collaborate in common endeavours to create and continuously develop a 3-18 experience for all learners which is bespoke to the needs of their community.

35. East Renfrewshire's schools and early learning and childcare establishments are exceptionally popular, with many families becoming resident within the Council area in order to allow their children to access the high quality learning experiences, achievements and outcomes which our establishments are known for. This has been further heightened by significant residential property developments within the council area as a consequence of the Council's strategic residential property development plan, Local Development Plan 1 and subsequent [Local Development Plan 2](#)<sup>7</sup>.

36. These factors have resulted in almost all East Renfrewshire primary schools having high occupancy rates which results in little scope for the introduction of GMPE provision even on a small scale. Furthermore, the same constraint can be applied to many early learning and childcare, and almost all secondary establishments.

37. The consideration of an appropriate location for GMPE must also 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.

38. In identifying an appropriate location for GMPE the Education Department has taken into consideration a variety of factors including:

- (a) sufficiency of school places for initial GMPE on the basis of current identified demand;
- (b) the availability of space to increase provision at a later date should it be required;
- (c) the opportunity to extend Gaelic provision at a later date to 3-18;
- (d) the location of the establishment with regards to ease of access;
- (e) the ability for the GMPE school to have its own unique identity whilst integrating with the non-GMPE school;
- (f) 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,*

---

<sup>7</sup> East Renfrewshire Council's Local Development Plan: <https://www.eastrenfrewshire.gov.uk/ldp>

*effectiveness, the equal opportunities requirement and to contribute to the achievement of sustainable development.*<sup>8</sup>

39. Thornliebank Primary School campus is located on Thornliebank Drive, to the north-west of the Council's area, and at the heart of the Thornliebank community within a residential area with good transport links.

40. The school is currently operating as a 1 stream school (1 class at each stage) with a school roll recorded in the annual school pupil census in September 2021 of 188. The school's current planning capacity on the basis of being 1 stream is 210, however the school has the ability to increase its planning capacity to 420 (2 stream school) given the number of learning and teaching bases available within the school. On the basis of a planning capacity for the school of 420, 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	169	176	186	192	188
Planning Capacity	40%	42%	44%	46%	45%

**Table 2**

41. There is a very small number of pupils projected to take up residence within the school's catchment area in the next 10 years or so from new residential developments.

42. Since August 2020, East Renfrewshire Council has offered families with children aged 3 and 4 years old access to 1140 hours of Early Learning and Childcare. The maximum capacity at Thornliebank Nursery Class is 40 children present at any one time. Since the introduction of 1140 hours the number of children recorded as attending the nursery class at the end of the academic year is 34 in years 2020-21 and 2021-22. This means that on average over the last two years there have been 6 places available within the nursery class.

43. Woodfarm High School, the associated secondary school of Thornliebank Primary School, has a school roll of 715 as recorded in the annual school pupil census of 2021 or 72% of the school's planning capacity; the lowest value recorded across all of East Renfrewshire's secondary schools. The school's catchment area has a very small number of planned residential property developments in the area and consequently current projections indicate a very small number of potential additional children requiring a place at the school in the next 10 years.

	2017-18	2018-19	2019-20	2020-21	2021-22
Roll	878	843	807	765	715
Planning Capacity	88%	84%	81%	77%	72%

**Table 3**

44. The proposed model for delivery of GMPE at Thornliebank campus is English & Gaelic being delivered in the same school under the leadership of one Head Teacher. For pupils attending Thornliebank Primary School, pupils will be taught entirely in English as is currently the case. For those in attendance at GMPE school, pupils will be taught entirely in Gaelic across P1 to P3, with English being introduced to pupils from P4 onwards, but with Gaelic still the predominate language in the classroom.

45. It is important that both schools have their own unique identity. The layout of the Thornliebank Primary School campus is conducive to the creation of a unique school for Gaelic medium whilst simultaneously facilitating the integration of the GMPE provision to whole school activities and accessing shared resources. This will ensure equal status of Gaelic, will

<sup>8</sup> Local Government in Scotland Act 2003: Best Value: Revised Statutory Guidance: 2020 <https://www.gov.scot/publications/best-value-revised-statutory-guidance-2020/>

encourage a positive and inclusive attitude environment in the school and will contribute to the fluency and confidence of young people learning through the medium of Gaelic.

### *Transport*

46. East Renfrewshire Council and all other local authorities in Scotland are duty bound to comply with the statutory requirement to provide home to school transport arrangements that are considered necessary when:

- (a) children are aged less than 8 years old and live more than two miles from their designated school; and
- (b) children aged 8 and over who live more than three miles from their designated school.

47. East Renfrewshire's [School Transport Policy](#)<sup>9</sup> complies with the statutory requirement and has additional conditions which may be met to allow children to access free transport to and from school each day. Specifically in relation to primary school education, an East Renfrewshire resident child is entitled to free transport when the child's catchment school is more than 2 miles from the family home, using the safest shortest walking route.

48. As East Renfrewshire Council does not provide GMPE locally at this time, those children who are successful in applying for a place in other local authority's GMPE provision are provided with free school transport. Free school transport for children attending GMPE takes the form of a taxi.

49. Any East Renfrewshire child who attends the proposed GMPE school and who resides more than 2 miles from the school would be provided with free transport, as the catchment area of the provision is the Council's boundary.

50. There are currently 9 children of primary school age attending GMPE provision in other local authorities either at Mount Cameron Primary School East Kilbride, the Glasgow Gaelic School (Govan) or The Glasgow Gaelic School (Berkley Street). Details of the schools currently being attended and the shortest, longest and average distance to each of those establishments by children is provided in table 4. Additionally distances which would be travelled had children been attending GMPE at Thornliebank Primary School, are also provided.

School Attending	Shortest round trip	Longest round trip	Average Round Trip	Shortest Round Trip to TPS <sup>10</sup>	Longest Round Trip to TPS <sup>10</sup>	Average Round Trip to TPS
Mount Cameron PS	14	19	16	7	8	8
Glasgow Gaelic School Govan	16	19	17	5	10	8
Glasgow Gaelic School Berkley Street	19	21	20	6	10	8

**Table 4**

<sup>9</sup> East Renfrewshire Free School Transport Policy: <https://www.eastrenfrewshire.gov.uk/free-school-transport>

<sup>10</sup> TPS: Thornliebank Primary School

51. As per Table 1, families of 5 children have recorded that they wish to access GMPE provision delivered by East Renfrewshire Council from August 2023 and beyond. Whilst it is not clear as to which GMPE provision outside East Renfrewshire each family would apply for a place at if provision is not provided within the Council, table 5 provides details of the average, shortest and longest distance for each establishment from the group of 5 children.

	Shortest Round Trip	Longest Round Trip	Average Round Trip
Mount Cameron PS	12	25	19
Glasgow Gaelic School (Govan)	10	26	18
Glasgow Gaelic School (Berkley Street)	14	21	17
Thornliebank PS	<1	10	6

**Table 5**

52. The allocation of school transport for any East Renfrewshire child who is allocated a place at the proposed GMPE school will be in accordance with the Council's school transport policy. Of the 5 children for which families have requested GMPE place from August 2023, two reside within 2 miles of the Thornliebank Primary School, and so it is likely would make their own way to school each day without the need for transport.

53. Where an East Renfrewshire resident is successful in a placing request to GMPE provision in another local authority, but did not apply for GMPE in East Renfrewshire, then the Council will not make arrangements for transporting that child to the GMPE provision in another local authority. Where a child's application for GMPE provision in East Renfrewshire cannot be accommodated due to oversubscription, and the child is successful in a placing request to another local authority, then the Education Department will provide transport in such cases.

54. Of the remaining 6 children who have requested GMPE for future years, 2 reside within 2 miles of the school.

55. Table 5 highlights the significant reduction in the distance which would require to be travelled by children each day should GMPE provision be made available at Thornliebank Primary School. Further benefits of this reduction in travel is provided in the education benefits statement section.

### *Staffing and Admission Arrangements*

56. 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.

57. 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."

58. In primary schools, the planning capacity is used to determine the number of pupils that the Education Department can plan to take at each stage in a school and informs the number of required teachers. The planning capacity is used to help monitor provision and demand and to support planning to provide an appropriate number of school places for children who reside within a school's catchment area.

59. The pupil teacher ratio as defined by the Scottish Negotiating Committee for Teachers (SNCT) defines the permissible number of pupils to a single General Teaching



Council for Scotland (GTCS) registered teacher. The pupil teacher ratios within the primary sector are defined by SNCT as follows:

P1:	25 pupils for every class teacher;
P2-P3:	30 pupils for every class teacher;
P4-P7:	33 pupils for every class teacher.

60. Composite classes allow children from different year stages to be educated together in the same class, by the same teacher. The SNCT agreement defines a teacher pupil ratio maximum of 1:25 (1 teacher to 25 pupils) for composite classes. Composite classes can assist the Education Department to effectively and efficiently manage the school estate and are common place in Scottish schools.

61. It is important that the Education Department plans accordingly to provide the maximum number of places within the GMPE school for those East Renfrewshire residents who request a place, whilst ensuring the Council meets its statutory duty of granting placing requests to those who stay in other local authorities, when it considers places are available.

62. The Education Department must also consider its ability to recruit fluent GTCS registered Gaelic speaking primary teacher(s) when determining the number of maximum pupils which can be accommodated. Bòrd na Gàidhlig recognises the challenge of recruiting appropriately qualified staff given the rising demand for GMPE but is of the view that recruiting staff should be possible. The challenges of recruiting suitably qualified staff and professional development of them, is also a matter raised by Ken Muir in his recent report<sup>11</sup> on education reform in Scotland. The Bòrd has offered to assist the department in the recruitment process.

63. The confirmed demand for a place at the proposed GMPE school records a requirement at this time of 11 places, with 5 places required for commencement in August 2023. However, Comann nam Pàrant indicated in its response to the full assessment that following 'minimal promotion' it was made aware of families of another 5 children who are interested in accessing GMPE and that it believes demand for GMPE will increase in the Council if a school is established.

64. Gaelic Medium Primary Education (GMPE) takes the form of immersion, i.e. children experience all their learning in the early years of primary school (P1 - P3) through the Gaelic language. Thereafter, immersion continues but in P4–P7 English is introduced, while Gaelic remains the predominant language of the classroom.

65. Given the number of children the Council is aware of who would request GMPE provision, the department proposes to initially plan for the employment of one GMPE teacher. This will allow a multi-stage composite class across the P1-P3 year stages, aligning with the Early and First Level of the Broad General Education and the approach to delivery of education in immersive Gaelic at P1-P3 and English being introduced from P4 onwards, albeit with Gaelic the predominate language of the classroom.

66. Currently 1 child in the P1 year stage is attending GMPE provision in another local authority. At the commencement of the proposed GMPE provision in August 2023, this child will be commencing the P3 year stage and may request to transfer to the proposed GMPE school in East Renfrewshire.

67. The data gathered thus far indicates that 17 places may be required at the school within the first 5 years of opening. It is also likely that demand will increase once the provision is in place.

---

<sup>11</sup> 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/>

68. The current [school admissions and placing request policies](#)<sup>12</sup> came into effect on 1 January 2017 following a full public consultation.

69. The school admissions policy is clear in that when a catchment child applies for a place in a catchment school, if there are places available, a place will be allocated.

70. In keeping with legislation, families can apply for their child to attend a school which is not the catchment school allocated to their location of residence or for a school place in another local authority. Where places are available after all catchment children are accommodated (and in excess of reserved places), these should be allocated to placing request applicants accordingly. If the number of placing request applications received is greater than the number of places available, places are allocated in accordance with the placing request priorities.

71. In the case of oversubscription by catchment, places are also allocated to catchment children in accordance with the placing request priorities.

72. Whilst the proposed location of GMPE provision within East Renfrewshire is Thornliebank Primary School, the defined catchment area for accessing the GMPE provision for East Renfrewshire residents is the Council's boundary.

73. In order to access a GMPE place, it is proposed that all East Renfrewshire residents will apply for a place as a catchment applicant to the GMPE school in accordance with the current school admissions and placing request policies.

74. Applicants will also indicate the preferred English medium catchment school (denominational / non-denominational) in the case that the child's GMPE application cannot be accommodated due to oversubscription.

75. At the time of school catchment application processing at the end of March, GMPE applications will be processed by the department first, identifying those who can or cannot be accommodated. In the case of oversubscription by catchment applicants the available places will be allocated in accordance with the placing request priorities as is the case for any catchment school across the Council.

76. All GMPE applicants will be included in the catchment processing of the English medium school recorded regardless of whether or not they have been allocated a place at the GMPE provision, along with all other non-GMPE applicants for that school.

77. Where a child has been granted a place in GMPE, the purpose of inclusion in the processing of applications for the recorded English medium catchment school is only to identify which English medium catchment school the child would have been allocated if a GMPE application had not been successful. The English medium primary school which would have been allocated will then identify the associated secondary school for the child for purpose of P7-S1 transfer applications. Any child allocated GMPE will of course not be allocated a place at the English medium school.

78. Any applicant who cannot be accommodated in GMPE due to oversubscription will have their English medium catchment school application processed alongside all other applicants for that school. At this time, the GMPE applicant will be treated like all other applicants for the English medium school and will be processed in accordance with the school admissions and placing request policies, with an appropriate non GMPE primary place allocated.

---

<sup>12</sup> <https://eastrenfrewshire.gov.uk/article/4436/School-Admissions>

79. At the point of transition to secondary school, any child who attends the proposed GMPE school will be assumed to transfer to the secondary school associated with the English medium catchment primary school as described in paragraphs 76 to 78. This is assuming catchment status is unchanged. However, in accordance with the school admissions and placing request policies, parents/carers of children attending the proposed GMPE school will have the option of applying for a place in either of the catchment secondary schools associated with the child's location of residence.

80. At the time of P7-S1 transition, should parents/carers of children attending GMPE wish to submit a placing request for a non-catchment secondary school, for the purposes of placing request applications, the associated secondary school of the GMPE school will be regarded as Woodfarm High School, as is the case with Thornliebank Primary School.

81. The Council's current school admissions and placing request arrangements for catchment East Renfrewshire Council families, and those from other local authorities, will be applicable for those who wish to apply for a place at the Gaelic Medium primary school and there will be no impact on families applying for school places in other schools under the Council's control.

### PROPOSAL

*To introduce Gaelic Medium Primary Education to East Renfrewshire Council to meet the demands for such provision from residents as confirmed by the full assessment of demand for GMPE, and to ensure the Council meets its statutory duty by doing so. It is proposed that GMPE will be provided at Thornliebank Primary School campus from August 2023 and beyond.*

82. The proposal is:

- (a) to consult on the proposal to establish a GMPE facility within East Renfrewshire Council at Thornliebank Primary School campus, which will have the Council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying the English medium primary schools.

### EDUCATIONAL BENEFITS STATEMENT

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

84. The aim of *Curriculum for Excellence* is to enable all children and young people to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society. The Department's vision and values embody these aims, which are furthered by *Curriculum for Excellence and Getting it Right for Every Child*.

85. The Education Department and schools work tirelessly to provide an educational experience which is wide and varied and is designed appropriately to the needs of all learners and our communities.

86. In the Council's Gaelic Language Plan there is a clear statement to the Council's commitment to the use and promotion of Gaelic language in recognition of its status as one of Scotland's national languages and to the encouragement of learning and using the Gaelic language. The plan reaffirms the Council's commitment to contribute towards developing and

sustaining the language in general and for its residents in particular, and the benefits that GMPE will bring.

87. Furthermore the Council's Gaelic Language Plan describes the Council's intention to consider the inclusion of Gaelic language within our 1+2 Languages strategy as an alternative language for learners.

88. Thornliebank Primary School English medium provision would be well placed to access the expertise of specialist Gaelic primary school practitioner(s) should GMPE be provided on the school's campus and could be considered as a language for inclusion in the school's 1+2 approaches.

89. For children who access English medium education at Thornliebank Primary School there will be opportunities to integrate and learn and play with children who would attend the GMPE provision at whole school activities, in the playground, lunch hall and during extra-curricular activities. The school communal areas, Gaelic teaching spaces and some areas of playground would have Gaelic language signage also. This will provide children of English medium the opportunity to develop language skills, knowledge and comprehension in a naturally occurring way and may heighten their interest in the language. The Gaelic and English medium provisions will be able to share in a collective vision, values and aims for the integrated school, creating a fully inclusive and equitable learning environment, which focuses on individual learners and their specific needs; a key feature of the future of education as described by Ken Muir in his recent report<sup>13</sup> on [education reform in Scotland](#).

90. The introduction of GMPE provision within the council will promote and highlight opportunities of Gaelic Medium Education within Scottish education and resultant benefits of bilingualism and will make learners more aware of how being a speaker of Gaelic is part of Scotland's identity, culture and heritage. Additionally, it improves all young people's access to local-based Gaelic Medium Education in pursuit of excellence, equity and equality in Scottish education. The recognition and celebration of Scotland's diversity and parity of esteem for Gaelic communities is another principle recognised by Ken Muir<sup>13</sup> as key in meeting the needs of current and future learners from the community.

91. East Renfrewshire has a similar proportion of Gaelic speaking residents to the national average and so it is of educational benefit for these families to be able to access GMPE within their own council area given the additional logistics families face when children have to travel to other local authorities.

92. Whilst at this time focus is on the introduction of GME within the primary sector, the creation of such a school is considered to be the first step towards the Council overtaking its commitment to actively seek and promote opportunities for children and young people from 3-18 to learn Gaelic in our schools and centres as defined within the Council's Gaelic Language Plan. This would benefit children's education as they would be able to access GME across the years 3-18, allowing children to develop their Gaelic acquisition at entry to early years education and to continue their learning journey in Gaelic medium in secondary school, providing a truly 3-18 progressive experience.

93. Should GMPE provision be provided within Thornliebank Primary School campus, the travelling time for young learners will reduce significantly from the current travelling times required to access other provision in Glasgow City Council and South Lanarkshire. In response to the full assessment consultation, Comann Nam Pàrant made reference to one parent who advised that their child spends around 1.5 hours per day travelling to and from school, which has an impact on children's time pre and post school. Furthermore, children's

---

<sup>13</sup> 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/>

ability to access extra-curricular activities at the school given the requirement for them to be transported large distances, are limited. Consequently it would be beneficial to children's education to be educated within the local authority.

94. Having GMPE provision within East Renfrewshire Council is likely to facilitate better parental engagement and involvement with school life given the reduced travelling distance to school; there are clear educational benefits to parents/carers having strong involvement and engagement with their child's school.

95. Encouraging active travel for children walking to school each day improves physical and mental wellbeing, reduces car usage within the vicinity of schools reducing pollution in the air and supports the Council's efforts towards being Carbon Neutral by 2040. Active travel will be possible for those who live within 2 miles of the proposed GMPE school.

96. 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.

97. 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

### FINANCIAL CONSIDERATIONS

98. At present funding is not yet available for modifications to the identified preferred location for the establishment of a GMPE school or for additional physical resources such as tables and chairs and IT equipment. However from early discussions with the Gaelic and Scots Team of the Learning Directorate at The Scottish Government, it is likely that the majority of capital funding required will be provided to the Council.

99. Initially, it is anticipated that the school will require the recruitment and employment of an additional fluent Gaelic speaking Principal Teacher and a Gaelic speaking pupil support assistant (PSA). This approach will support the objective of providing a totally immersive Gaelic language experience. There may be further job sizing considerations required given the expectation of additional management duties for the Head Teacher.

100. In order to support the Council to meet the additional revenue costs as a consequence of the introduction of GMPE, funding is available to all Scottish Local Authorities for up to 75% of the cost towards delivery of Gaelic education, via the Gaelic Specific Grant. Given that the grant can only meet up to 75% of all costs associated with the cost of GMPE, any costs in excess of the grant would be raised as a spending pressure from financial year 2022-23 and beyond.

101. Currently most of the revenue costs of transporting children each day to and from Gaelic provision in other local authorities (Glasgow and South Lanarkshire) are funded from the Gaelic Specific Grant, with the Council meeting the remainder of the costs.

102. There is potential, if Gaelic provision was established in East Renfrewshire, that some of the children who may attend and who live within a 2 mile radius of the provision, would not require to be transported to and from school each day. Furthermore, for children who reside

out with the 2 miles radius but who are East Renfrewshire residents, there could possibly be greater degree of flexibility in providing transport, as well as the distance required to travel. Consequently it is likely that transport costs which the Council currently meets will reduce over time and the experience for children will be improved. The Council would continue to seek funding for transportation costs for East Renfrewshire children to be transported to and from the facility from the Gaelic Specific Grant.

## CONSULTATION

103. The Council is required to formally consult on the arrangements for the establishment of a new school or a new stage of education in a school and the associated catchment area of a school. How this is carried out and who must be consulted is clearly set out in the Schools Consultation (Scotland) Act 2010 as amended.

104. This paper is issued as a formal consultative document and will be made available to all interested parties. A copy of the paper 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://www.eastrenfrewshire.gov.uk/GMPE>).

### *Settings affected*

105. Thornliebank Primary School and the early learning and childcare establishments of the Woodfarm Community area, namely Braidbar Primary School Nursery Class, Giffnock Primary School Nursery Class, Glenwood Family Centre and Thornliebank and Primary School Nursery Class.

### *Period of Consultation*

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

### *Relevant Consultees*

107. 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;
- Parents/ carers of any child(ren)/ young person (people) where parent/carers requested GMPE provision within the initial request and subsequent full assessment of the demand for GMPE;
- Bòrd na Gàidhlig;
- 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.

108. During the consultation period a public meeting will be held in St Cadoc's Primary School at 7:00 pm on 15 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.

109. 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*

110. 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://www.eastrenfrewshire.gov.uk/GMPE> or alternatively consultees can complete and return the consultation response proforma included as appendix D.

111. 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.

112. 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.

113. 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.

114. 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.

115. The Director of Education will report the results of this consultation exercise including the report submitted by Education Scotland to the Education Committee on 8 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.

116. Reasonable requests for alternative forms of consultation papers or response documents will be accommodated wherever possible e.g. audio support or language

## 176

translations. For this support please contact Aileen Vance via email [Aileen.Vance@eastrenfrewshire.gov.uk](mailto:Aileen.Vance@eastrenfrewshire.gov.uk) or write to the address in paragraph 113 above.

117. 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

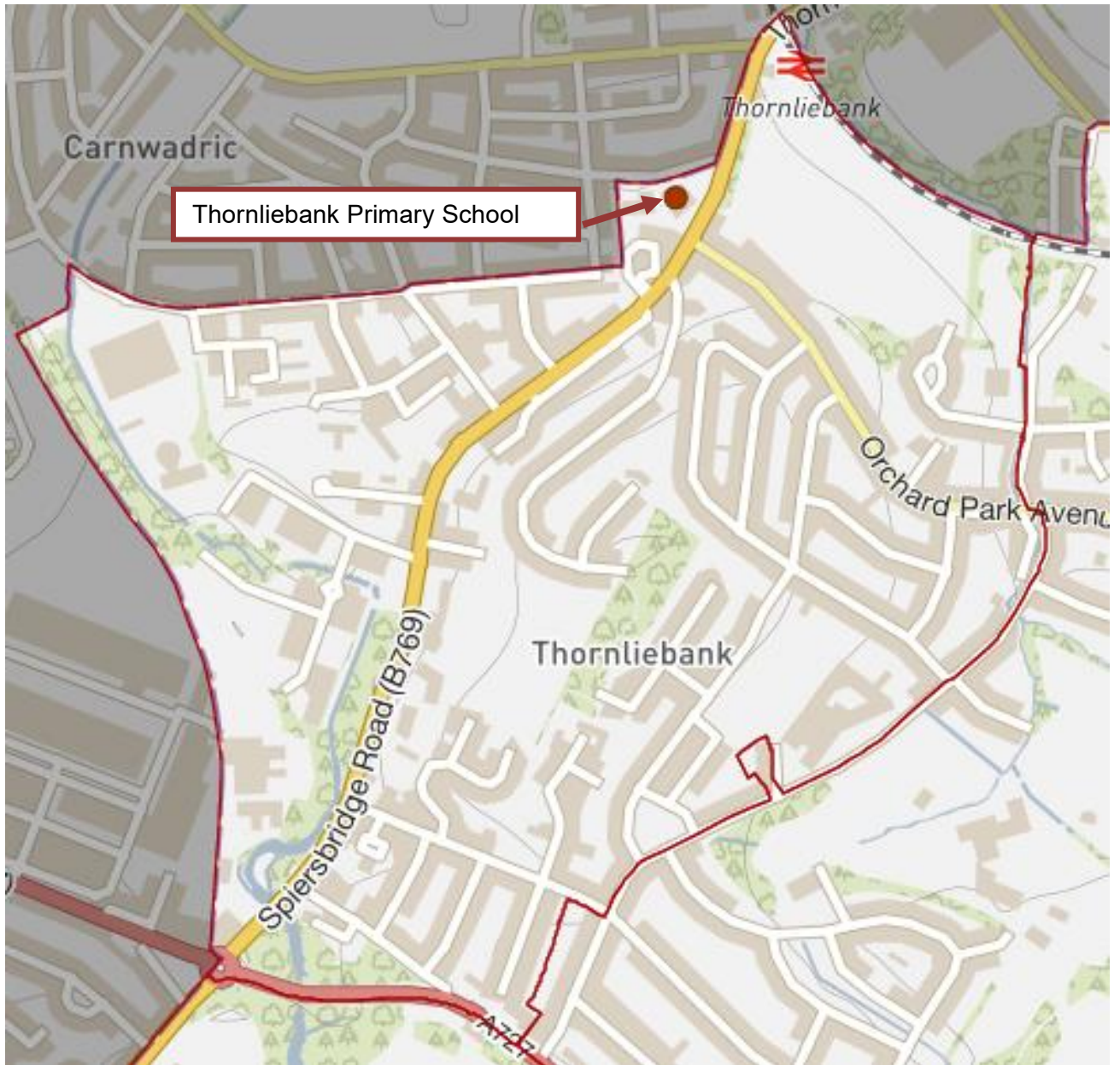


**Appendices**

- Appendix A – Thornliebank Primary School Location**
- Appendix B – GMPE Assessment Area (Catchment Area)**
- Appendix C – GMPE Full Assessment by East Renfrewshire Council: Education Department**
- Appendix D – Consultation response proforma**

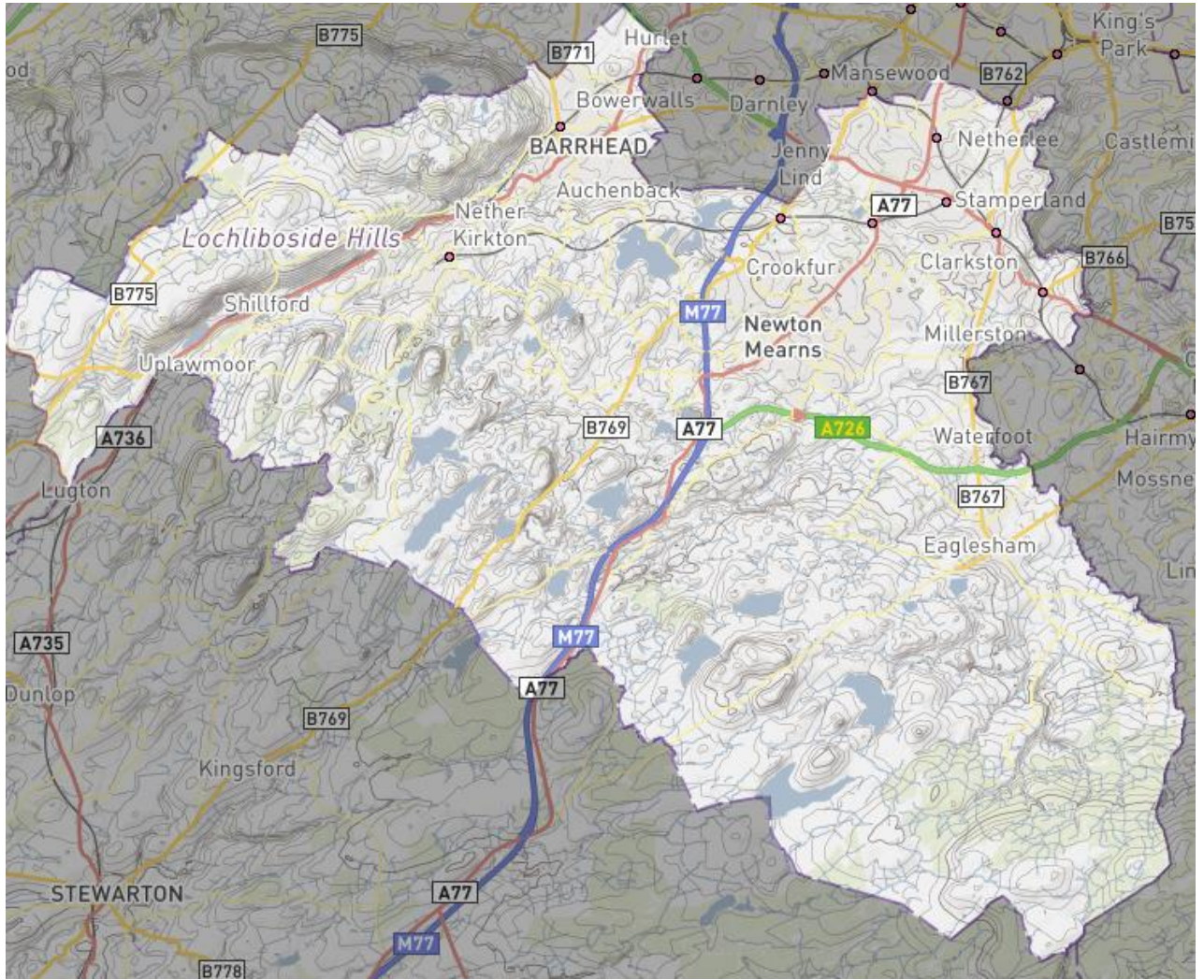
BLANK PAGE

**Appendix A: Thornliebank Primary School Location and Catchment Area**



BLANK PAGE

**Appendix B: Defined GMPE Assessment Area (Catchment Area): Council Boundary**



BLANK PAGE

**Assessment Response to a Parental Request for Gaelic  
Medium Education (GMPE)**

**in**

**East Renfrewshire Council**

**16 February 2022**

BLANK PAGE



**Contents**

**SECTION 1:** Background

**SECTION 2:** Request for GMPE and consultation process (Initial assessment)

**SECTION 3:** Full assessment - consideration of Mandatory Factors

**SECTION 5:** Conclusion

**SECTION 6:** Education Department Recommendation

**SECTION 7:** Next Steps

**APPENDICES**

- 1. Statutory Response - Bòrd na Gàidhlig,**
- 2. Statutory Response - Comann nam Pàrant**
- 3. Statutory Response - Education Scotland**

BLANK PAGE

## SECTION 1

### Background

1. The Education (Scotland) Act 2016 places a duty on education authorities to promote and support Gaelic Medium Education (GME) and Gaelic Learner Education (GLE) and establishes a process by which parents can request Gaelic Medium Primary Education (GMPE) from their education authority.
2. Gaelic Medium Primary Education (GMPE) takes the form of immersion, i.e. children experience all their learning in the early years of primary school (Pr. 1 - 3) through the Gaelic language. Thereafter, immersion continues but in Pr. 4 – 7 English is introduced, while Gaelic remains the predominant language of the classroom.
3. At present East Renfrewshire Council does not make such a provision but supports families who wish such an experience for their children, and are successful in being granted a placing request to schools in neighbouring local authorities, through provision of transport.
4. [Statutory guidance<sup>14</sup>](#), issued by the Bòrd na Gàidhlig came into force on 1 February 2017, Part 1 of which sets out the steps education authorities must take to assess demand on receipt of a request for GME.
5. Under the legislation and statutory guidance parents of children under school age, and who have not yet started to attend a primary school, have the right to request an assessment of the need for GMPE from the education authority in which the family resides. Any request must also set out or be accompanied by evidence of demand for GMPE from parents of other children resident in the same education authority area and who will commence primary school in the same year group as the specified child. An initial assessment should be completed within a 6 week window; a full assessment allows 10 weeks for the local authority to undertake and report on the exercise.
6. When an education authority receives a parental request made under the 2016 Act, it must designate the geographical area in relation to which it will undertake its assessment of the need for GMPE referred to as a 'GMPE assessment area'.
7. The threshold for an obligatory full assessment under the 2016 Act is that an education authority is satisfied that there is demand in the GMPE assessment area from the parents of at least five children who are resident in the GMPE assessment area and who are all in the same pre-school year group; the specified child should be counted in this total.

## SECTION 2

### Initial Assessment

8. On 27 October 2021 the department received a request from a parent resident in East Renfrewshire seeking an assessment of the demand for GMPE in East Renfrewshire for her child, known as the 'lead child', who is due to start primary school in August 2023.

---

<sup>14</sup> <https://www.gaidhlig.scot/wp-content/uploads/2017/01/Statutory-Guidance-for-Gaelic-Education.pdf>

9. Where any education authority determines that there is a potential need for GMPE in the GMPE assessment area, it has two possible options, it can:
  - carry out a full assessment of the need for GMPE in the GMPE assessment area; or
  - without carrying out a full assessment, exercise its discretion to take such steps as are necessary to secure the provision of such GMPE as it considers appropriate in the GMPE assessment area.
10. Following initial assessment of demand (as detailed in paragraphs 18 to 24), the department decided to carry out a full assessment of the need for GMPE. The statutory guidance requires that *'when carrying out a full assessment an education authority must have regard to a list of mandatory matters, and must decide to secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so'*.
11. The department has written to all parents whose names were provided as part of the initial request to indicate that we are carrying out a full assessment. We have also posted the outcome of the initial assessment on the Council's website as per the statutory guidance.

### SECTION 3

#### Full assessment - consideration of Mandatory Factors

12. When carrying out a full assessment, an education authority must have regard to a list of mandatory matters, and must decide to secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so.
13. The mandatory factors considered included:
  - Views provided by statutory consultees
  - Initial assessment information in relation to demand
  - Existing GMPE provision in adjacent authorities and the availability of access
  - Access to GMPE in East Renfrewshire from children in other Local Authorities
  - Accommodation
  - Costs
  - Teachers – including potential availability within East Renfrewshire and the potential to recruit
  - The East Renfrewshire Gaelic Language Plan.

#### Views provided by statutory consultees

14. It is required that when undertaking a full assessment the views of statutory consultees be sought and their response taken in to account. The department requested the views of Education Scotland, Bòrd na Gàidhlig, Comann nam Pàrant and The National Parent Forum of Scotland on Thursday 16<sup>th</sup> December 2021.
15. As per the full assessment protocol Education Scotland, Bòrd na Gàidhlig and Comann nam Pàrant all responded within four weeks of notification. It is not a statutory duty placed

upon The National Parent Forum of Scotland or Comann nam Pàrant to respond. All responses received from the statutory consultees were in favour of establishing GMPE in East Renfrewshire Council.

### THE VIEWS EXPRESSED: MAIN POINTS

16. The following is a summary of the main points arising from the written responses submitted by the statutory respondents.

#### *Bòrd na Gàidhlig*

- that there is a need for GMPE within East Renfrewshire from the commencement of Session 2023-24;
- that a Local Authority with a single GMPE service should deliver the service for all residents of the Local Authority;
- the Local Authority reviews provision of GMPE in the context of ultimately providing a 3-18 Gaelic Medium Education (GME) service for residents of East Renfrewshire; and,
- indicated that they would provide professional advice and support regarding possible staffing structures and recruitment processes.

#### *Comann nam Pàrant*

- the initial assessment has clearly identified the need for GMPE in East Renfrewshire;
- agree with the decision to designate the whole authority area as the GMPE assessment area;
- when deciding on location of provision the residency of families who have requested GMPE must be taken into consideration; and,
- once provision is established that demand will increase for Gaelic medium education in East Renfrewshire.

#### *Education Scotland*

- agree that there is sufficient demand for establishing Gaelic Medium Primary Education from 2023;
- parents should be consulted on the best available location of the proposed Gaelic Medium Education service;
- indicated that the education authority should strategically plan towards a 3-18 continuum of learning that overtakes all the statutory requirements of Gaelic Medium Education; and,
- the education authority should be clear, in consulting with parents, of their preferred future delivery model of high-quality immersion in East Renfrewshire Council.

17. A copy of all responses can be found as part of the appendix of this document.

### **Initial assessment information in relation to demand**

18. As detailed in paragraph 8, the department received a request on 27 October from a parent resident seeking an assessment of the demand for GMPE. Included in the request were the names of a further 13 children across a range of year groups, whose parents had expressed an interest in GMPE for their children.

19. The department wrote to each parent included in the request for assessment, inviting them to complete a proforma confirming their wish for GMPE for their child. Given the

Council's small geographical area, the designated GMPE assessment area was defined as the whole of the geographical area of East Renfrewshire.

20. The department received 11 positive responses, including that of the lead child, by the deadline of 8 December 2021. The breakdown of numbers for each year group is detailed in table 1 below.

Table 1

<b>Year Group P1 Starting</b>	<b>Number of Positive Responses</b>
2023 - 24	5
2024 - 25	2
2025 - 26	3
2026 - 27	1

21. As such the threshold of five children in any one year group is met.
22. At the time of assessment there was no request for provision prior to August 2023.
23. In April 2017, the Education Department received a request from a parent resident in East Renfrewshire seeking an assessment of the demand for GMPE in East Renfrewshire for her child. After carrying out the initial assessment, the department concluded that there was not the potential need for GMPE as the threshold for a full assessment had not been met. As a result no further action was taken.
24. The demand for 2023-24 is higher than the previous request in 2017 and above the current existing demand i.e. around 2 per stage.

#### **Existing GMPE provision in adjacent authorities and the availability of access**

25. As detailed in paragraph 3, presently East Renfrewshire Council does not make GMPE provision available within the local authority area, however the Council supports families who wish such an experience for their children, and are successful in being granted a placing request to schools in neighbouring local authorities, through provision of transport.
26. The department is not aware of any placing requests being refused in recent years, however our statutory consultees (Bòrd na Gàidhlig, Comann nam Pàrant and Education Scotland) as part of this process highlighted the limited capacity of a neighbouring authority and the likelihood of future placing requests being refused.
27. The number of children accessing GMPE in neighbouring local authorities has remained consistent over the past few years with 1 or 2 parents per year making successful placing requests to either Glasgow City Council or South Lanarkshire Council.
28. At the present time 8 children are accessing GMPE in the aforementioned neighbouring local authorities. Five children in Glasgow City Council and 3 children in South Lanarkshire Council.
29. In addition, 7 children access secondary Gaelic Education at Glasgow Gaelic Secondary School. With 2 pupils in S1, 4 pupils in S2, 5 pupils in S3 and 1 pupil in S6.

#### **Access to GMPE in East Renfrewshire from children in other Local Authorities**

30. As noted in paragraph 3 this is not currently available. The Education Department would require to update the current admission arrangements to take full account of any new provision.

### **Accommodation**

31. The Education Department must consider and identify an appropriate location for the delivery of GMPE.
32. Given that the catchment area for GMPE has been identified as the Council's boundary, this means that any current establishment identified as being most appropriate for the delivery of GMPE will be required to accommodate pupils from across the Council area, in accordance with relevant legislation.
33. Application for a place in a Gaelic service will be managed via the Council's placing request process.
34. In order to ensure an appropriate learning environment, and to ensure immersive Gaelic education across the P1-P3 stages, amendments will be required to an identified school facility. This will in effect create a separate provision within the school, having a separate entrance and signage, but with shared access to communal areas such as dining and physical education facilities.
35. On the basis of the number of families who have indicated a desire for their child(ren) to be educated in a GMPE facility, initially the provision for GMPE will require a small number of learning spaces. Consequently it is very likely that the class composition for GMPE will be structured on the basis of multi-stage composite classes; this is where children from across several stages are educated by the same teacher and a support assistant within a single learning space.
36. It has been suggested by the statutory consultee Comann nam Pàrant that once established, demand will continue or increase in future years for Gaelic Medium Education in East Renfrewshire, therefore any potential provision for GMPE, must give consideration to the ability to increase the number of learning and teaching spaces, as required.
37. Across the current school estate there is only a small number of current facilities which have the capacity to support the introduction of Gaelic provision.

### **Costs**

38. There will be capital costs associated with amendments to a current school building as well as additional physical resources such as tables and chairs and IT equipment. From early discussions with the Gaelic and Scots Team of the Learning Directorate at The Scottish Government, it is likely that a significant capital funding contribution from the Scottish Government will be available to the Council to develop the Gaelic school in these matters.
39. Initially, it is anticipated that the school will require the recruitment and employment of an additional fluent Gaelic speaking teacher and a Gaelic speaking pupil support assistant (PSA). There may be further job sizing considerations required given the expectation of additional management duties for the Head Teacher. These additional roles will result in additional revenue pressure for the Council however some of this may be offset by a Scottish Government Specific Grant for Gaelic education. As the demand for GMPE grows the costs per capita may reduce to be in line with the cost of current primary provision as the number of children attending the provision increases.

40. In order to prepare the school for the introduction of GMPE, staffing resource will be required to support the development of the Gaelic curriculum, learning teaching and assessment materials. This role will further support other actions such as: looking outwards to identify and learn from existing good GMPE practice elsewhere; communicate effectively with parents, families and other stakeholders as the provision is developed; and support newly appointed teaching and PSA staff with pedagogy and curriculum development. It is possible that the majority of the revenue costs associated with this post will be met by Scottish Government funding.
41. Currently most of the revenue costs of transporting children each day to and from Gaelic provision in other local authorities (Glasgow and South Lanarkshire) are funded by Scottish Government, with the Council meeting the remainder of the costs.
42. There is potential, if Gaelic provision was established in East Renfrewshire, that some of the children who may attend and who live within a 2 mile radius of the provision, would not require to be transported to and from school each day. Furthermore, for children who reside out with the 2 miles radius but who are East Renfrewshire residents, there could possibly be greater degree of flexibility in providing transport, as well as the distance required to travel. Consequently it is likely that transport costs which the Council currently meets will reduce over time and the experience for children will be improved; the Council will continue to seek funding for transportation costs for East Renfrewshire children to be transported to and from the facility.

### **Teachers**

43. At present no information exists relating to the number of East Renfrewshire Council employees who can speak, read, write or understand Gaelic. An action within our Gaelic Language Plan 2017 – 2022 is to audit and monitor this. A new HR and Payroll system was planned to help with this action, unfortunately there have been a number of delays in the implementation of this new system, therefore the data on the number of employees who are Gaelic speakers is not available at this time however this action will be overtaken in the lifetime of the Gaelic Language Plan.
44. East Renfrewshire contacted the General Teaching Council Scotland to request information on the number of existing East Renfrewshire teaching staff who are registered as Gaelic Teachers. This information is not yet available to the Education Department.
45. It is an assumption at this stage that at a minimum, a suitably qualified Gaelic speaking teacher would be required to establish GMPE provision from August 2023.
46. Any recruitment would be through the Council's existing recruitment process, with support sought from Bòrd na Gàidhlig to guarantee a successful outcome.

### **The East Renfrewshire Gaelic Language Plan.**

47. All public authorities in Scotland are required to have a Gaelic Language Plan under Section 3 of the Gaelic Language (Scotland) Act 2005. East Renfrewshire's current plan was approved in 2018 and is due to be renewed by 2023.
48. The Gaelic Language Plan sets out the Council's commitment to promote the Gaelic language in line with the National Gaelic Language Plan. The National Gaelic Language Plan 2018-23 sets out three priorities:



- Increasing the use of Gaelic
- Increasing the learning of Gaelic
- Promoting a positive image of Gaelic.

49. In terms of the learning of Gaelic in East Renfrewshire education establishments, the Council has committed within its Gaelic Language Plan to:

- assess any requests for GME and determine the need for appropriate provision in line with the statutory guidance
- actively seek and promote opportunities for children and young people from 3-18 to learn Gaelic in our schools and centres.

## SECTION 5

### Conclusion

50. Having carried out an initial and full assessment, the Education Department is clear that there is demand, as defined by the statutory guidance, for GMPE within East Renfrewshire Council from school session 2023 / 2024.
51. It is agreed by the statutory respondents that the whole of East Renfrewshire Council should be identified as the geographical assessment area.
52. There is a need to establish admission arrangements for any new provision within East Renfrewshire Council.
53. There is limited capacity for East Renfrewshire residents to access GMPE in neighbouring local authorities.
54. Recruitment of suitably qualified staff to any future GMPE provision is paramount to successful introduction.
55. There should be consideration to the continuum of learning for children by planning towards 3 – 18 provision.

## SECTION 6

### Education Department Recommendation

56. To take forward a learning provision for Gaelic Medium Primary Education for the beginning of school session 2023 / 2024.

### SECTION 7: Next Steps

57. The Education Department will:
- Identify available locations for GMPE and carry out a consultation with key stakeholders.
  - Develop a model of delivery for GMPE which is attractive, promotes the benefits of bilingualism and encourages children and families to attend.
  - Consult on admission arrangements for the new provision.
  - Continue to promote and share the successes of Gaelic Medium Education within Scottish education.
  - Work in partnership with Bòrd na Gàidhlig to recruit required staff.

BLANK PAGE

**APPENDICES**

BLANK PAGE

**Comann Nam Pàrant Response to Full Assessment  
 Education (Scotland) Act 2016  
 Requested by East Renfrewshire Council**

**The information provided by the local authority relating to the request**

Statutory Guidance is that, at the stage of full assessment, statutory consultees should be given details of the request. The information we received on the request had no detail other than that the request was for Gaelic Medium Primary Education (GMPE) from August 2023.

**The Initial Assessment**

Statutory Guidance is that statutory consultees should be given details of “any information which the education authority was required to take into account during the initial assessment about the demand for GMPE in the GMPE assessment area.”

The information on the initial assessment given to consultees was as follows, “In response to this request, an initial assessment was undertaken in November with the Education Department contacting the parent who made the request and those families who supported the request to determine demand and identify the child’s school year group.”

We have not been given any information on other factors listed in Statutory Guidance (1.28 and 1.29) to which an education authority must consider as part of the initial assessment so are unable to comment on these factors.

**The Potential need for GMPE in East Renfrewshire**

It is the opinion of Comann nam Pàrant that the initial assessment has clearly identified the need for GMPE in East Renfrewshire.

**Location of provision**

We agree with the decision to designate the whole authority area as the GMPE assessment area. However, when deciding on location of provision the residency of families who have requested GMPE must be taken into consideration. A local authority has an obligation to promote and support GME and provision which is accessible and attractive to families will make it easier for the authority to fulfil this obligation and achieve growth in GME. Given the large area and poor road infrastructure in more rural parts of East Renfrewshire, provision should be centrally located. Gaelic medium education is based on a 3-18 curriculum, and we recommend that the local authority consult with parents to establish a cohesive 3-18 structure for GME.

**Information relating to the demand for GMPE in the area of the authority from parents of children who are under school age and have not commenced attendance at a primary school**

Since the request was submitted Comann nam Pàrant have identified a further 5 children whose parents are interested in GMPE. This response from families is the result of minimal promotion via our social media and it is likely that if the local authority were to undertake a more robust assessment of demand that more families would be identified.

**The extent to which children resident in the area of an education authority adjacent to the area of the education authority in question could access GMPE in the GMPE assessment area**

Families from East Renfrewshire have been able for many years to access Gaelic medium education by submitting a placing request to Glasgow City Council. Due to oversubscription within Glasgow, this is no longer an option but if provision is established, to help meet the continuing high demand in Glasgow, it would be reasonable if families from Glasgow could access provision in East Renfrewshire if places were available.



**The extent to which children resident in the GMPE assessment area could access GMPE in the area of an adjacent education authority**

The two adjacent authorities to East Renfrewshire with GME provision are Glasgow and South Lanarkshire. Due to oversubscription for GME within Glasgow this is longer an option for families from East Renfrewshire. South Lanarkshire is the only other option, and this will be discounted by most parents for the following reasons:

- Distance and travel time – one parent with a child currently attending provision in South Lanarkshire has said her daughter’s travel time can be over 1.5 hours per day. Many parents would not regard this length of travel time as acceptable.
- Geography –working parents most probably travel to work in the opposite direction from South Lanarkshire, meaning that in an emergency they would be even further away from their child.
- Transport is not provided for after-school activities, so opportunities are limited for pupils to engage in these extra-curricular activities.

**Conclusion**

East Renfrewshire’s current Gaelic Language Plan includes a commitment to “actively seek and promote opportunities for children and young people from 3-18 to learn Gaelic in our schools and centres.” This parental request for GMPE, and subsequent finding on initial assessment that there is potential demand for GMPE in the local authority area, provides an opportunity for the council to fulfil this commitment in their Gaelic plan by making provision for Gaelic medium education within the authority.

We have no doubt that once provision is established that demand will increase for Gaelic medium education in East Renfrewshire. We would be happy to work with East Renfrewshire Council in further promotion of provision to families.

We look forward to seeing provision established in 2023, or in 2022 if the council finds that there is demand for the start of the next school year.

M Wentworth  
Comann nam Pàrant (Nàiseanta)  
13.01.2022



## Education (Scotland) Act 2016

Report by HM Inspectors of Schools to give an independent view of the determination for East Renfrewshire Council to establish Gaelic Medium Primary Education from August 2023, unless it would be unreasonable to do so. East Renfrewshire Council has designated the assessment area for which, it will assess the need for Gaelic Medium Primary Education, as the whole of the council.

January 2022

## 1. Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Schools (HM Inspectors) in accordance with the terms of the [Education \(Scotland\) Act 2016](#) (the 2016 Act). The purpose of the report is to provide an independent and impartial view of the determination to establish Gaelic Medium Primary Education in East Renfrewshire Council from August 2023. This is based on a request received by the education authority from parents of children under section 7 of the 2016 Act. The request is, as required, from parents of children under school age, whose children have not yet started to attend a primary school. The education authority has designated the whole council as the assessment area for which it will assess the need for Gaelic Medium Primary Education.

1.2 Section 2 of this report sets out brief details of the assessment process and HM inspectors' views on the determination for the education authority to establish Gaelic Medium Primary Education. This is in accordance with Section 12 and 13 of the 2016 Act. This section sets out HM Inspectors' consideration of:

- the details received from the council on the parental request;
- other information received from the education authority that they, as required, took into account during the initial assessment about the demand for Gaelic Medium Primary Education;
- HM Inspectors of Education's national expertise to comment on the potential need for and possibility of securing Gaelic Medium Primary Education in the designated assessment area. This national expertise draws on the wider parental, Gaelic and educational context in Scotland; and
- mandatory factors that must be considered by the education authority in its determination of the potential need for Gaelic Medium Primary Education. This is in accordance with section 1.52 of the Statutory Guidance on Gaelic Education 2017.

1.3 Section 3 of this report summarises HM Inspectors' overall view of the need to establish Gaelic Medium Primary Education. Upon receipt of this report, the 2016 Act requires the education authority to have regard to it in preparing their report on the determination to establish Gaelic Medium Primary Education. The education authority's report must include an explanation of how it has complied with its duty to secure the provision of Gaelic Medium Primary Education, unless it would be unreasonable to do so.

1.4 The education authority must publish its final report no later than ten weeks after deciding to carry out a full assessment. HM Inspectors will publish our report on our website at the same time as the education authority is publishing their final report.

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

- synthesis of all relevant documentation provided by the education authority in relation to the proposal;
- discussion with the local authority and relevant consultees; and
- review of the council's Gaelic Language Plan and other planning processes.

## 2. Assessment process and HM Inspectors' determination on establishing Gaelic Medium Primary Education

2.1 East Renfrewshire Council sent notification to HM Inspectors on 16 December 2021 that they had received a parental request for an assessment of the need for Gaelic Medium Primary Education. This request is for Gaelic Medium Primary Education to be established within the education authority from August 2023. The education authority advised HM Inspectors that they



had undertaken an initial assessment of this request in November 2021. This evidenced that there is a demand for Gaelic Medium Primary Education. HM Inspectors agree that there is sufficient demand for establishing Gaelic Medium Primary Education from 2023. We therefore strongly recommend that the education authority proceed with establishing Gaelic Medium Primary Education in 2023. In our discussions with the education authority, they shared with us some of their initial positive planning towards a full assessment. We agreed with the education authority that their future approach is taken forward in strong collaboration with parents as part of a planned, strategic approach to developing progressive Gaelic Medium Education.

**2.2** The information provided by the education authority shows parental interest in enrolling their children in Gaelic Medium Primary Education from 2023 and up to 2026. The education authority should continue to take forward its statutory duty to promote Gaelic Medium Education with the wider parental body as required by the 2016 Act. The availability of Gaelic Medium Education within the local authority would reduce the existing need for children to travel to a neighbouring authority for this option in Scottish education. This would make Gaelic Medium Education more attractive and could increase further the demand for Gaelic Medium Primary Education. The education authority should continue to promote and share the successes of Gaelic Medium Education within Scottish education. This promotion should include the resultant benefits of bilingualism and how being a speaker of Gaelic is part of Scotland's identity, culture and heritage.

**2.3** The education authority has a statutory Gaelic Language Plan, 2017-22. This has a supportive statement about making available Gaelic Medium and Learner Education to pupils within the education authority. The Gaelic Language Plan gives a commitment to "actively seek and promote opportunities for children and young people from 3-18 to learn Gaelic in our schools and centres. We will ensure access to information about East Renfrewshire Council's Gaelic educational provision is available to parents and the public. We will give consideration to the inclusion of Gaelic within our 1+2 Languages strategy as part of our ongoing monitoring and evaluation of this strategy." The education authority's initial assessment of parental demand for Gaelic Medium Primary Education identifies sufficient demand to now set up local provision. This also offers the education authority an opportunity to show further impact towards achieving statutory national targets for Gaelic. Additionally, it improves all young people's access to local-based Gaelic Medium Education in pursuit of excellence, equity and equality in Scottish education.

**2.4** The education authority has designated the whole of the council for the assessment area, for which it will assess the need for Gaelic Medium Primary Education. HM Inspectors are of the view that parents should be consulted on the best available location of the proposed Gaelic Medium Education service. This should make Gaelic Medium Education an attractive option that attracts year-on-year growth in enrolments. In 2017, Bòrd na Gàidhlig published Statutory Guidance on Gaelic Education asking that catchment areas, placing guidelines, and guidelines on enrolment and admissions be established for Gaelic Medium Education. The education authority should take forward these duties to enable equal and equitable access to Gaelic Medium Education. They should have a clear policy on how they will support equity through the provision of free transport to their Gaelic Medium Education provision. This is particularly pertinent should there only be one Gaelic Medium provision within the education authority. It would be important for the education authority to complete Equality and Human Rights Impact Assessments.

**2.5** The education authority is aware of the high-quality and distinctive approaches to Gaelic Medium Education detailed in the [Statutory Guidance on Gaelic Education, 2017](#), and best practice identified through inspections. The education authority should strategically plan towards a 3-18 continuum of learning that overtakes all the statutory requirements of Gaelic Medium Education. It would be well-judged to plan also for three to five early learning and childcare to

reduce any potential equity gap, raise attainment and enable children to access the curriculum from aged three. In taking this forward, the education authority may benefit from receipt of dedicated funding from Scottish Government. They may also benefit from Bòrd na Gàidhlig's support in setting up a provision, which includes appropriate staffing. It is recognised that the children who would enrol in Gaelic Medium Primary Education in 2023 will not necessarily benefit from early learning and childcare through total immersion.

2.6 The education authority's Gaelic Language Plan, 2017-2022 states that East Renfrewshire Council uses the Gaelic Medium Education services of two neighbouring education authorities to satisfy parental demand. These education authorities use two different delivery models for Gaelic Medium Education. One model delivers through total immersion in all Gaelic schools. The other model delivers through total immersion in dual medium schools, with learning through Gaelic and English occurring in the same school under the leadership of the one headteacher. The education authority should be clear, in consulting with parents, of their preferred future delivery model of high-quality immersion in East Renfrewshire Council.

2.7 One of the mandatory factors to be considered in full assessments is existing Gaelic Medium Primary Education provision. HM Inspectors, in taking forward duties for the Schools (Consultation) (Scotland) Act 2010, have reported on the growing demand for Gaelic Medium Education in Glasgow City Council. This has led to Glasgow City Council advising that they no longer can provide Gaelic Medium Education services to those out with their own authority. This is a further consideration for the education authority in meeting their statutory duty to provide Gaelic Medium Education.

### 3. Summary

3.1 HM Inspectors have assessed and commented on East Renfrewshire Council's determination of the potential need for securing Gaelic Medium Primary Education within the education authority from August 2023. We have drawn on our national expertise to comment on the potential need and possibility of securing Gaelic Medium Primary Education. This has taken account of the wider parental, Gaelic and educational context in Scotland. HM Inspectors are of the view that Gaelic Medium Primary Education needs to be set up in East Renfrewshire Council from August 2023. This will support the education authority's ambition to advance excellence and equity for all learners. We have summarised our views on a number of mandatory factors for the education authority to consider for successful implementation of Gaelic Medium Education.

HM Inspectors  
January 2022



## Bòrd na Gàidhlig Response to Full Assessment on the Provision of Gaelic Medium Primary Education

Local Authority: East Renfrewshire

Date: 13<sup>th</sup> January 2022

### Introduction.

Bòrd na Gàidhlig notes the following:

1. East Renfrewshire Council received a request from parents within the Local Authority seeking Gaelic Medium Primary Education (GMPE) commencing in the Session 2023-24 and that the threshold of 5 children had been reached for this request.
2. Following an initial assessment, the Local Authority proceeded to a Full Assessment (Sections 12 and 13 of the Education Act 2016). The Full Assessment has been initiated because the Local Authority has determined there is a potential need for GMPE following the initial assessment.
3. The views of Bòrd na Gàidhlig were sought by the Local Authority in a letter dated 16<sup>th</sup> December 2021 and a meeting between the Director of Education and other senior education officials in East Renfrewshire and the Director of Gaelic Education and the Education Manager at Bòrd na Gàidhlig took place on the 12<sup>th</sup> of January 2022.

### Response from Bòrd na Gàidhlig.

In accordance with the Statutory Guidance on Gaelic Education Sections 1.49 and 1.50 the Bòrd is of the view that there is a need for GMPE within East Renfrewshire from the commencement of Session 2023-24.

The principal reason for this is that the 5-child threshold has been met and that there is evidence of parents from East Renfrewshire seeking GMPE in previous sessions through placing requests to GMPE services in adjacent Local Authorities and that there is furthermore evidence of additional demand in sessions after 2023-24.

We also note the current oversubscription to GMPE services in Glasgow and the likelihood that placing requests from out with Glasgow will not be successful.

In our discussions on the 12<sup>th</sup> of January 2022 with the Director of Education and Education Senior Management Team members in East Renfrewshire, we note the following in the context of Section 1.52 of the Statutory Guidance on Gaelic Education:

- a) As part of the current review, the Local Authority is proposing that any resultant GMPE area is determined as being the whole of the Local Authority. Bòrd na Gàidhlig firmly supports this view. It is the view of Bòrd na Gàidhlig that a Local Authority with a single GMPE service should deliver the service for all residents of the Local Authority.



Bòrd na Gàidhlig,  
Taigh a' Ghlinne Mhòir, Rathad na Leacainn,  
Inbhir Nis, IV3 8NW

Bòrd na Gàidhlig,  
Great Glen House, Leachkin Road,  
Inverness, IV3 8NW

+44 [0] 1463 225454  
oifis@gaidhlig.scot  
www.gaidhlig.scot



- b) The Local Authority are currently reviewing potential sites for a GMPE service and would propose that, should GMPE provision be agreed, a public consultation will take place on the GMPE catchment.

Bòrd na Gàidhlig agrees with this course of action. The Bòrd recommends that the Local Authority reviews provision of GMPE in the context of ultimately providing a 3-18 Gaelic Medium Education (GME) service for residents of East Renfrewshire. This would entail therefore reflection on providing GME Early Years and Secondary provision at a future point. Bòrd na Gàidhlig is happy to provide professional advice and support for future strategic planning concerning a GME 3-18 service within East Renfrewshire.

- c) The Bòrd commends the Local Authority for its initial review of the potential for accessing funding support from the Specific Grant Scheme and Gaelic Education Capital Fund operated by the Scottish Government.
- d) In the meeting between East Renfrewshire Education officials and the Education Team at Bòrd na Gàidhlig on the 12<sup>th</sup> of January 2022 discussion to place regarding staffing. Despite the challenges in recruiting GMPE staffing due to the rising demand for these services across Scotland, the Bòrd is of the view that assigning and/or recruiting staff should be possible. The Bòrd Education team will be happy to provide professional advice and support regarding possible staffing structures and recruitment processes.
- e) The Bòrd notes that the Local Authority has a Gaelic Language Plan in place with the current edition detailing a set of actions for the period 2017-2022.

It is the view of Bòrd na Gàidhlig that delivery of GMPE will build on actions already undertaken within the current edition of the Gaelic Language Plan.

The Planning Team and Education Team at Bòrd na Gàidhlig will be happy to provide additional professional advice and support on the next edition of the Gaelic Language Plan for East Renfrewshire. The provision of GMPE within the Local Authority provides a focus for reflection on current progress and a vision for future development.

#### **Additional Comments:**

Following our discussions on the 12<sup>th</sup> of January 2022 with the Director of Education and Education Senior Management Team members in East Renfrewshire we note the following additional information:

- 1) In the context of the Statutory Guidance on Gaelic Education Bòrd na Gàidhlig has been working with several Local Authorities on promoting existing or potential GMPE service in the session 2021-22. In this regard local advertising of the benefits of GME has been commissioned by Bòrd na Gàidhlig and online Public Meetings hosted by the Bòrd and Local Authority Education staff have taken place. Bòrd na Gàidhlig will be happy to work with East Renfrewshire Council to provide similar support.
- 2) When other Local Authorities have set up GMPE services, the Education Team at Bòrd na Gàidhlig have provided tailored support for the Local Authority, GMPE staff, collocated English Medium staffing, parents and the local community. Bòrd na Gàidhlig will be happy to develop a tailored support program for the delivery of GMPE services in East Renfrewshire.
- 3) Should the Local Authority seek additional information or support regarding any aspect of the provision of GMPE within East Renfrewshire, Bòrd na Gàidhlig will be happy to arrange to meet to ascertain whether additional support could be provided.



Bòrd na Gàidhlig,  
Taigh a' Ghlinne Mhòir, Rathad na Leacainn,  
Inbhir Nis, IV3 8NW

Bòrd na Gàidhlig,  
Great Glen House, Leachkin Road,  
Inverness, IV3 8NW

+44 (0) 1463 225454  
oifis@gaidhlig.scot  
www.gaidhlig.scot



In the first instance please contact the Director of Gaelic Education whose details are noted below.

We look forward to working with East Renfrewshire Council in developing a new GMPE Service for residents of the Local Authority which will enrich and augment the Educational Provision already being delivered by the Authority.

Deagh dhùrachdan,

*Shona MacLennan*

Shona MacLennan  
Ceannard, Bòrd na Gàidhlig.  
E: [shona@gaidhlig.scot](mailto:shona@gaidhlig.scot)

Jim Whannel  
Director of Gaelic Education  
E: [seumas@gaidhlig.scot](mailto:seumas@gaidhlig.scot)



Bòrd na Gàidhlig,  
Taigh a' Ghlinne Mhòir, Rathad na Leacainn,  
Inbhir Nis, IV3 8NW

Bòrd na Gàidhlig,  
Great Glen House, Leachkin Road,  
Inverness, IV3 8NW

+44 [0] 1463 225454  
[ofis@gaidhlig.scot](mailto:ofis@gaidhlig.scot)  
[www.gaidhlig.scot](http://www.gaidhlig.scot)



BLANK PAGE

## EAST RENFREWSHIRE COUNCIL : EDUCATION DEPARTMENT

**THE ESTABLISHMENT OF A GAELIC MEDIUM PRIMARY EDUCATION  
AT THORNLIBANK PRIMARY SCHOOL  
FROM AUGUST 2023 AND BEYOND**

**FORM FOR YOUR RESPONSE**

*Please provide information to all sections. Should you not wish to specify some of the details in the ABOUT YOU section, we will still take your response into account.*

**ABOUT YOU**Name: Address: Post Code 

- Tick the box if we should keep your name and address confidential

***Please select all that apply and complete as appropriate:***

- I am a Parent/Carer of a child/ children attending an *affected school(s)* as noted below.  
***(Carer means the responsible adult with whom the young person lives)***

- Thornliebank PS  Thornliebank PS Nursery Class

- Braidbar PS Nursery Class  Giffnock PS Nursery Class

- Glenwood Family Centre

- My child/ children reside(s) in the delineated catchment area of the school or early learning and childcare community of the establishments above

Name(s) of my child(ren): 

- I am a pupil at

- I am a member of staff at

- I am responding on behalf of a group or organisation.

Name of group/organisation 

- I am related to a young person attending any of the *affected establishments*

- I provide care to a young person attending any of the *affected establishments*

- I reside within East Renfrewshire

- Other *(please specify)*

**WHAT YOU THINK** (*tick only one box*)

- I agree with the proposal.
- I do not agree with the proposal.

**PLEASE WRITE YOUR REASON(S)/ COMMENTS BELOW**

The reason(s) I have for reaching my decision is/are:

Any other additional comment:

Signed

Send your reply to East Renfrewshire Council, via the online consultation website or post to Education Department, Council Offices, 211 Main Street, Barrhead, East Renfrewshire, G78 1SY, no later than midnight **Tuesday 30 September 2022.**



## **Pupil Consultation on the Proposal**

***To establish a Gaelic Medium Primary Education facility within East Renfrewshire Council at Thornliebank Primary School campus, which will have the Council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying the English medium primary schools.***

## **Report to the Director of Education**

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

BLANK PAGE

## 1. Process for Consultation with Pupils

East Renfrewshire Council (ERC) Education Department undertook a consultation exercise on the proposal to establish a Gaelic Medium Primary Education facility within East Renfrewshire Council at Thornliebank Primary School campus, which will have the Council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying the English medium primary schools.

- 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 the school that would be affected by the proposal. Consequently, Primary One to Primary Seven pupils in Thornliebank Primary School 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 Acting Head Teacher to advise them of the appointment of the independent Consultant and the process for consultation with pupils.
- 1.5 The Acting Head Teacher informed their parent forum that P1 to P7 pupils would be consulted on the proposal and that pupil participation would be voluntary. The Acting Head Teacher informed their parent forums that House Captains and Vice Captains would manage the consultation exercise with pupils, supported by school 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 Pupil Representatives/House Captains in the affected school to conduct the consultation exercise.
- 1.7 The following principles were applied in developing the primary consultation process:
  - The Pupil Representatives/House Captains, 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 30<sup>th</sup> September (close of consultation period).
  - Pupil Representatives/House Captains should be supported by an identified member of staff 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 would receive feedback on the findings of the pupils of the school with a school report provided by the Consultant.
- The Pupil Representatives/House Captains would have responsibility to share the school report with all pupils within the 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, 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 House Captains were provided with a copy of the presentation, which they adapted with support from school staff to use at a whole school assembly and then during House Meetings. The House Captains were then well prepared to take on responsibility to deliver this PowerPoint presentation to all 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 the school. The House Captains decided to use Pupil Response Form A with pupils in Primary 1 to 3 and Pupil Response Form B for pupils in Primary 4 to 7. (Appendix 3).

**1.11** The Consultant visited Thornliebank Primary to:

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

**1.12** The Consultant returned to Thornliebank Primary School to meet with the House Captains and Vice 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 primary school.

**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 the school to report the findings of the pupils. The House Captains would have responsibility for sharing the report with all pupils within the school to provide feedback on the views expressed.

The report included information on:

- the follow-up visit to the school by the Consultant including the consultation methodology, questions made to the House Captains/Vice Captains during the presentations 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 School's Consultation Exercise

### *Briefing and Follow-up Meetings with House Captains/Vice Captains*

- 2.1 The briefing presentation to the primary House Captains/Vice Captains was 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 visit to the primary school provided the House Captains/Vice Captains with a very good opportunity to inform the Consultant in detail about their consultation process and also to share questions posed to them by pupils during their presentations.

### *Consultation Methodology*

- 2.2 Primary House Captains and Vice Captains carried out the consultation exercise by using appropriate organisational structures within their schools.

The House Captains and Vice Captains in Thornliebank Primary shared the delivery of a PowerPoint presentation to all pupils at the 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 Captains and Vice Captains responded well to questions during the presentation. The questions asked by pupils were:

- Do we have to learn Gaelic?
- When will it start?
- How do you say [something] in Gaelic?

The House Captains and Vice Captains explained how the response form could be completed on a voluntary basis.

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

The House Captains and Vice Captains reported that they were well supported and were confident in their delivery. They had also enjoyed the opportunity to lead the process in their school.

The school made very good use of the materials prepared by the Consultant.

The approaches used by the school 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 4. This appendix details the reasons / comments provided by the pupils on the ballot forms.

*Pupils' Verbal Views*

- 2.4** Appendix 5 details verbal views expressed by five primary pupils to the Consultant on their return to the school.

*Overall Conclusions*

- 2.5** Appendix 6 provides a detailed stage by stage breakdown of pupil responses – agree, disagree and no response.

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. There were 31 pupils who chose not to express a view on the proposal and a further 12 pupils who were absent which represented in total 22% of all the pupils consulted.

A summary table of pupil responses is provided below.

<b>Pupils</b>	<b>Total Agree</b>	<b>% Agree</b>	<b>Total Disagree</b>	<b>% Disagree</b>	<b>Total No Responses</b>	<b>% No Responses</b>
P1 to P7	95	51%	50	27%	43	22%

**The percentage of Thornliebank Primary pupils in Primary 1 to Primary 7 who responded to the consultation and who were in favour of the proposal was 66%. The majority of Thornliebank Primary pupils agreed with the proposal.**

## Appendix 1 – PowerPoint Presentation for Primary Representatives



# Pupil Consultation Exercise

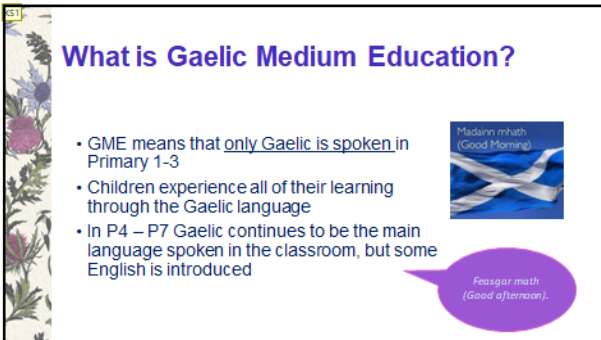
Primary Pupil Meetings  
September 2022




## 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 GMPE facility within East Renfrewshire Council at Thornliebank Primary School campus, which will have the Council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying the English medium primary schools.*



## What is Gaelic Medium Education?

- GME means that **only Gaelic is spoken** in Primary 1-3
- Children experience all of their learning through the Gaelic language
- In P4 – P7 Gaelic continues to be the main language spoken in the classroom, but some English is introduced





## Why are the Council proposing the change?

- All councils in Scotland have a duty to promote and support Gaelic Medium Education (GME) and Gaelic Learner Education (GLE)
- Parents of children who have not yet started Primary 1 can request an assessment of the need for GME from their local education authority. A request has been received.
- Currently there is no GME facility in East Renfrewshire
- Transport is provided by East Renfrewshire Council for pupils who have been granted placing requests to attend GME facilities in nearby councils




## Which settings are affected?

- Thornliebank Primary School
- Thornliebank PS Nursery Class
- Braidbar PS Nursery Class
- Giffnock PS Nursery Class
- Glenwood Family Centre




## Why has our school been proposed?

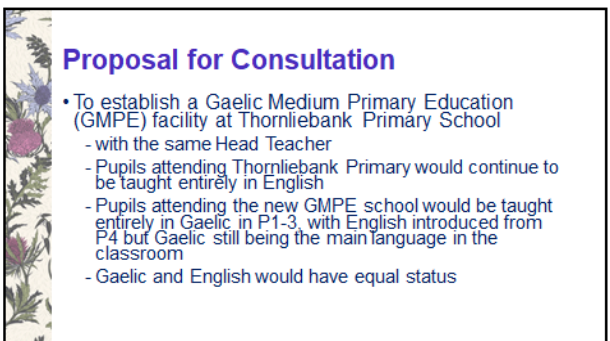
- East Renfrewshire Council considered all of its schools as a possible location. Thornliebank was proposed because:
  - there is enough space to introduce GME from August 2023
  - there is space to grow if more people want GME later on
  - there is space in the nursery and Woodfarm High School, so an opportunity exists to extend Gaelic provision at a later date to 3-18
  - the school is easy to access from all parts of the Council
  - the ability for the Gaelic Medium school to have its own identity whilst integrating with the non-GMPE school




## 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 establish a Gaelic Medium Primary Education (GMPE) facility at Thornliebank Primary School
  - with the same Head Teacher
  - Pupils attending Thornliebank Primary would continue to be taught entirely in English
  - Pupils attending the new GMPE school would be taught entirely in Gaelic in P1-3, with English introduced from P4 but Gaelic still being the main language in the classroom
  - Gaelic and English would have equal status

### Proposal for Consultation

[The GMPE facility within East Renfrewshire] will have the Council's boundary as the GMPE school's defined delineated catchment area

- The Council would provide a free taxi for any East Renfrewshire pupil who lives more than 2 miles from the GMPE school
- Placing requests would be considered from families who live in other local authorities
- Current information indicates 17 places may be required in the first 5 years, starting with 5 children due to start P1 in August 2023
- Initially there would be 1 Principal Teacher, teaching P1-3 and 1 Pupil Support Assistant. Both would be fluent Gaelic speakers.

### Proposal for Consultation

• If the proposal was accepted for establishing the Gaelic Medium Primary Education facility at Thornliebank PS:

- Gaelic and English would have equal status within the shared campus
- Children in Thornliebank Primary School English medium provision could have the opportunity to learn Gaelic as one of the 2 additional languages taught in the school
- Signs in Gaelic throughout the shared areas could help children in both schools to learn the language in a natural way
- Learners would become more aware of how speaking Gaelic is part of Scotland's identity, culture and heritage

### Proposal for Consultation

• If the proposal was accepted for establishing the Gaelic Medium Primary Education facility:

- There would be opportunities for children from both schools to learn and play together and to take part in whole school activities
- Children whose families wished them to have GME would have less distance to travel and more time at home to enjoy hobbies or after school activities
- Parents could be more involved in their child's school due to it being closer to home
- Gaelic Medium Education could be extended from 3-18 years.



### Proposal for Consultation

Under the proposal:

- The Council's school admissions and placing request arrangements would not change
- Thornliebank Primary would still serve the same community
- Woodfarm HS would still be the associated high school for Thornliebank Primary
- Parents across East Renfrewshire could apply for a place for their child at the Gaelic Medium school. They would also apply for their chosen English Medium school in case there were not enough places in the Gaelic school.
- P7 children moving from the Gaelic School would register with the high school associated with the English Medium primary on their application, or their parents could register them with either of the 2 high schools in their local area.

### 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

### Does everyone need to be involved?

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



### 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.



### What methods will you use for pupils to respond?



### 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)




### Response Form A

- There could be a simplified response form for some pupils.
- Completion of the response form would be voluntary.



### Response Form B



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

### 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...*

21

### 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)



22

### 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.




23

### 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 Department (teachers will help with this)



24

### 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



25

### 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 publish a report on the results of the consultation and will report to the Education Committee on 8<sup>th</sup> December
- A report on the responses will be written by the consultant for each school



26



27

Thank You For Listening



28

BLANK PAGE


## Appendix 2 – Primary House Captains' PowerPoint Presentations to Assembly



### Gaelic Language Classes at Thornliebank




Andrew



### What is the Gaelic language?

Gaelic is an ancient language which used to be widely spoken in the Western Islands of Scotland, and up North.



Lots of families in Scotland still speak Gaelic, and they are looking for an opportunity learn in Gaelic at school.

Sam



### How to speak Gaelic

How to say

Good morning - Madainn Mhath  
Pronounced - Matin va

Good afternoon - Feasgar Math  
Pronounced - Fesker ma

Emma

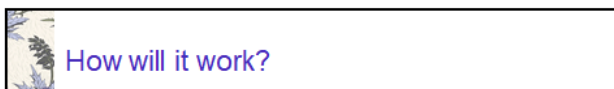


### The council have a question to ask you...

- We want to find out the views of pupils about East Renfrewshire Council's proposal:

*To establish a GMPE facility within East Renfrewshire Council at Thornliebank Primary School campus, which will have the Council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying the English medium primary schools.*

Haha



### How will it work?


There will only be one or two classes to start with who speak Gaelic.

They will have the same Headteacher as the English speaking classes.

The rest of the school will still speak English as usual.

The Gaelic classes will have their own classrooms (if it is in Thornliebank, they will use some of the rooms we have in the main building), but we share some areas in the school, like the playground and the lunch hall.

Ayaan



### What will happen in the Gaelic classes?

- GME means that only Gaelic is spoken in Primary 1-3
- Children experience all of their learning through the Gaelic language, including their science, RME etc.
- In P4 – P7 Gaelic continues to be the main language spoken in the classroom, but some English is introduced


Andrew




### Why is the council doing this?

- It is important to celebrate this ancient Scottish language.
- Some families have asked for their children be taught Gaelic.
- Legally they are entitled to it if enough families ask for it.

Sam




### Why Thornliebank?



- East Renfrewshire Council considered all of its schools as a possible location. Thornliebank was proposed because:
  - there is enough space
  - there is space in the nursery and Woodfarn High School, so they can expand
  - the school is easy to access from all parts of the Council

Emma

### Why might this be a good idea?



- Thornliebank will have something special that no other school in East Renfrewshire has.
- The children will get to learn about other cultures and make the school more diverse.
- Having the Gaelic Medium classes at Thornliebank might bring more money into the school overall
- For the children who learn Gaelic, they will have less distance to travel to get to school. At the moment, they need to travel to a different local authority.

Hafsa

### 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)

Ayizan


### What happens now?

- We are going to ask if you would like to vote. You don't have to, but the council think it is important to hear from as many people as possible.




Andrew

### P1- P3 Response Form



Sam

### P4 - P7 Response Form



Emma



Hafsa

Ayizan

## Thank You For Listening



## See you soon

## Appendix 3 – Pupil Response Forms

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

PUPIL RESPONSE FORM Primary 1 to Primary 3

**About You**

Name:

Class:

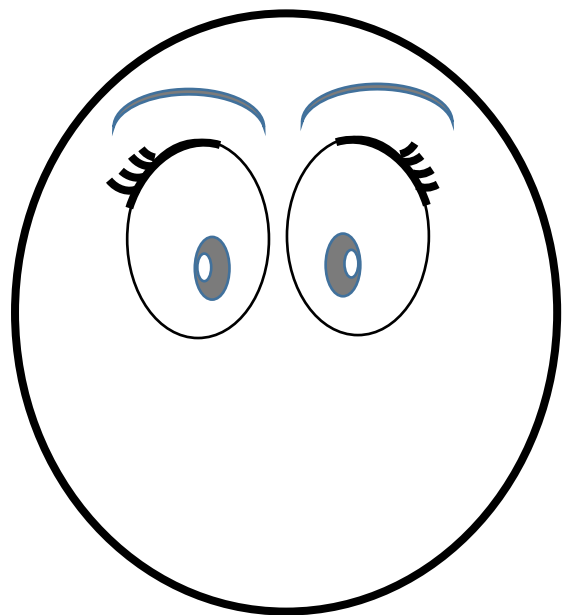
**Proposal:** *To establish a Gaelic Medium Primary Education facility within East Renfrewshire Council at Thornliebank Primary School campus, which will have the Council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying the English medium primary schools.*

**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 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.

**PUPIL RESPONSE FORM Primary 4 to Primary 7**

**About you**

**Name:**

**Class:**

**Proposal: *To establish a Gaelic Medium Primary Education facility within East Renfrewshire Council at Thornliebank Primary School campus, which will have the Council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying the English medium primary schools.***

**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 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.**



Class	Agree	No. of Times	Disagree	No. of Times
P.6 Cont.			<ul style="list-style-type: none"> <li>• I don't want changes to happen to our school and I like it the way it is.</li> <li>• I do not agree with this because other people in the school.</li> <li>• Because I don't want another school.</li> <li>• I think that we shouldn't because I think our school will struggle to afford it and our school is too small for more people.</li> <li>• The playground is too small; not enough resources; not enough space inside the classes. Just my personal opinion.</li> <li>• I don't think there is enough space in the school.</li> <li>• School is too small and our playground is also very small.</li> <li>• They might not understand us and we do not have a lot of space in our school!</li> <li>• I do not agree to this proposal because our playground is already quite full and there would be more people.</li> </ul>	2
P.7	<ul style="list-style-type: none"> <li>• I think this would be a good idea because people will have something to do after school and it's cool to know.</li> <li>• I think that it is a great idea because we need to keep Gaelic alive.</li> <li>• I think yes because this would be a cool addition for our school.</li> <li>• It is good to include everyone.</li> </ul>		<ul style="list-style-type: none"> <li>• I don't think we need it.</li> </ul>	



## Appendix 5 – Pupils’ Verbal Views

Five pupils visited the Consultant during the follow-up visit to the school. The pupils posed three questions which the Consultant responded to. Four of the pupils expressed the following verbal views:

• I would like to find out more about Gaelic.
• I’d like to learn Gaelic.
• It’s important to learn to speak other languages. It can help your brain.
• I don’t want to learn Gaelic because I can already speak some Spanish when I go on holiday and that’s enough.

BLANK PAGE

## Appendix 6 – Results of Pupils' Views by Stage

		P1			P2			P3			P4			P5			P6			P7			Overall		
School	Roll	A	DA	NR	A	DA	NR	A	DA	NR	A	DA	NR	A	DA	NR	A	DA	NR	A	DA	NR	A	DA	NR
Thornliebank Primary	188	17	0	6	15	5	4	16	4	8	16	8	7	11	14	4	9	13	2	11	6	12	95	50	43

Key: A = Agree

DA = Disagree

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

BLANK PAGE

**East Renfrewshire Council: Education Department****Meeting with Parent Council Members of Thornliebank Primary School  
Wednesday 7 September 2022 at 7pm: Online Teams Meeting****Consultation on the Establishment of  
Gaelic Medium Primary Education (GMPE)  
At Thornliebank Primary School From August 2023 and Beyond**

Andrea Shaarani, Chair of Thornliebank Primary School, welcomed everyone to the meeting and introduced Joe McCaig, Head of Education Services, Provision and Performance, and invited him to present to the group the details of the consultation proposal.

Mr McCaig started by thanking the group for the opportunity to address them regarding the statutory consultation. He indicated that he would give a short presentation and then invite questions and comments. He explained that the consultation is a formal process and as such Mary Hart from the Education Department would take a formal minute of the meeting which would be shared with Education Scotland. Mr McCaig advised that the consultation proposal is regarding the location of GMPE provision and that the decision to introduce GMPE within East Renfrewshire had already been made. Mr McCaig continued, Thornliebank Primary School is the proposed location of the Gaelic Medium Primary Education in East Renfrewshire and that the consultation commenced on 17 August 2022 and will close at midnight on 30 September 2022. Mr McCaig advised that currently there is no Gaelic medium provision available within East Renfrewshire Council and that parents and carers who wish for their children to be educated in the Gaelic medium are required to submit a placing request to other local authorities where provision is available. Mr McCaig advised that whilst East Renfrewshire parents have been successful in placing requests in the past, more recently it is reported that other local authorities have indicated they will no longer be able to provide places to non-residents as a consequence of oversubscription from their own residents. Mr McCaig advised that those granted places are required to travel significant distances. It was noted that currently nine primary pupils and eight secondary pupils resident in East Renfrewshire Council attend Gaelic medium provision in other authorities.

Mr McCaig advised that the Education (Scotland) Act 2016 places a legislative duty on education authorities to promote Gaelic Medium Education (GME) and Gaelic Learner Education (GLE) and the Council is required to produce a Gaelic Language Plan that requires to be updated every four years. It was noted that the Act also sets out the process whereby parents can request an assessment of the demand for GMPE in a local authority area; Mr McCaig advised that such a request was not progressed in 2017 as the threshold of demand criteria was not met. The threshold of interest for an obligatory assessment is at least five children in the same pre-school year group, who have not yet commenced their primary education and who are resident in the council area. Mr McCaig advised that the Education Department had received a request for a full assessment of interest in GMPE in October 2021 and that following initial investigations, it was clear that the threshold of demand was met. This led to the department undertaking a full assessments with the boundary of East Renfrewshire defined as the assessment area or the proposed catchment area for any potential GMPE provision. The full assessment was carried out from December 2021 until February 2022, including consultation with statutory consultees, which resulted in the decision to establish a GMPE facility in East Renfrewshire.

Mr McCaig advised that in identifying an appropriate location for a facility in East Renfrewshire, consideration was given to sufficiency of school places, the opportunity to increase provision at a later date if required, the location of the facility and the ability of the GMPE school to have its own identity while still integrating with the non GMPE school; this was on the advice of statutory

consultees in response to the full assessment. Account was also taken of the Council's duty to secure continuous improvement. Mr McCaig was heard in explanation of the capacity and current rolls at Thornliebank Primary School and Nursery Class and Woodfarm High School. Mr McCaig noted that statutory consultees also advised it good practice to consider the future expansion of GMPE across early years and secondary education when considering an appropriate location, given this is the natural progression for GMPE, in order to provide a full 3-18 experience in the medium. It was noted that Thornliebank Primary School is currently operating as a one stream school but has capacity to be a two stream school. The layout of the school would provide opportunities for the Gaelic facility to have its own discrete identity but also to integrate with the English medium school. The Chair of the Parent Council asked where the data came from as the school would not want to lose for example the ICT suite, she would like a guarantee that the school would not lose out on the spaces they currently enjoy. Mr McCaig responded that this is calculated on the basis of the number of learning and teaching areas available at the school with a class defined under SNCT agreement that stipulates that P1 has a maximum of class of 25 pupils, P2 & P3, 30 pupils and P4 to P7 have a maximum of 33 pupils per class. Mr McCaig also advised that for composite classes, consisting of children across many year stages, the maximum teacher pupil ratio is 1teacher to 25 pupils.

Mr McCaig confirmed that the proposal is to have two teaching and learning for GMPE. In accordance with statutory guidance It is planned that GMPE in East Renfrewshire would be delivered by full immersion in Gaelic across P1 to P3 year stages and in P4 to P7 English language is introduced but with Gaelic the dominant language, Therefore the plan is for two teaching spaces to be utilised, with one class for P1 to P3 and the other for the upper primary stages. Initially it is planned to employ one Gaelic speaking Principal Teacher and one Gaelic speaking Pupil Support Assistant, with one teaching and learning space being required from August 2023 for the P1 to P3 year stages. Mr McCaig advised that the Education Department would continue to monitor demand for GMPE and would plan the number of required places accordingly in order maintain to provide places for East Renfrewshire residents wherever possible. Mr McCaig did advised that the facility would be open to placing requests for GMPE from residents from other authorities and that where these are available in excess of places required for local residents, these would be granted. Mr McCaig reiterated that the maximum class size for P1 is 25 pupils and that is the same maxima for composite classes.

The current School Admissions and Placing Request policies will apply to applications for Thornliebank Primary School and to the Gaelic school; there is no requirement for these to be altered and there is no impact on any other school applicant as a consequence of the introduction of GMPE at Thornliebank Primary School. Mr McCaig advised that for the purpose of transitions to secondary school, the secondary school associated with the child's location of residence and the English medium catchment school the child would have attended, will be assumed.

Mr McCaig detailed the educational benefits of GMPE at Thornliebank Primary School allowing both sets of pupils to integrate, learn and play with each other. It would also make learners more aware that Gaelic is part of Scotland's identity, culture and heritage. It was further noted that establishing the GMPE facility at Thornliebank Primary School would reduce significantly travelling time for young learners, create better parental engagement and involvement with school life.

Mr McCaig advised that the consultation is open until 30 September 2022 and there will be opportunities for the learners to be consulted through the Pupil Council or House Captains. It was noted that the public meeting will be held on Thursday 15 September 2022 in St Cadoc's Primary School and that as part of their statutory role, a representative from Education Scotland may attend as an observer and hear the views shared at the meeting. At the end of the consultation period all documentation will be sent to Education Scotland who will prepare their report which will be included in the Director's report to Education Committee. At a meeting of the Education

Committee on 8 December 2022, elected members will consider the report of the consultation and approve or reject the proposal.

Mr McCaig concluded his presentation and reminded the group that they are invited to have their say and submit written representation or to complete the online survey.

Mr McCaig then invited questions from the group.

A question was asked about the teaching and staffing element of the GMPE provision indicated by Mr McCaig, specifically what would happen in times of sick absences? Mr McCaig responded that schools are allocated additionally to cover short term absences. If staff leave, while endeavouring to secure another teacher, there are short term solutions which will assist such as Esgoil, the online Gaelic school and having a Gaelic speaking PSA would help in this regard. Mr McCaig also commented that the West Partnership of schools have GMPE provision and that it may be possible to work in co-operation with other LAs; there may be opportunities to support each other in such instances. Mr McCaig advised that the Review of Scottish Education highlighted the need to encourage Gaelic speakers to come into the profession.

A member of the Parent Council highlighted that Thornliebank Primary School is not a central location and is on the boundary of Glasgow City Council. She indicated that it is unlikely that all the pupils will live locally which in turn will lead to increased drop offs. She highlighted that there is already an ongoing issue of congestion on Bangorshall Street and how would the Council deal with this. Mr McCaig responded that this is a challenge faced by the Council at a number of schools but he highlighted that the proposed numbers are small and two of the prospective pupils live within two miles of the school. It was noted that some actions as part of a test of change, had led to the closure of the road at certain times at Giffnock Primary School and this was enforced by Police Scotland. He indicated that we do have an agenda to reduce carbon omissions and he will raise this with colleagues in Roads department and indicated that staggered start and finish times for GMPE facility might alleviate traffic issues.

A question was asked about the use of St Cadoc's Primary School to host the public meeting and Mr McCaig responded that the school was identified as a suitable location given its central location within East Renfrewshire Council and given that the defined area for GMPE is the council's boundary. It was hoped this would encourage people to attend. Mr McCaig commented that similarly there is another consultation underway that directly affects schools in Barrhead and Clarkston and that a public meeting will be held in Eastwood High School, which is central to the Council.

A member of the group indicated that the school would want to protect the identity of Thornliebank Primary School and how would this work. Mr McCaig indicated that the department would strive to protect and promote the identities of both the mainstream school and the GMPE facility and promote the same values and ethos and encourage integration as appropriate. Members of staff have looked at facilities in another authority. Mrs McDonald indicated that she had visited the facility at Meadowburn Primary School in Bishopbriggs which operates a model similar to the proposal for Thornliebank. She was able to see it in practice. The head teacher commented that assemblies were delivered in English with an element of Gaelic, they have a shared playground and lunch hall and PE opportunities are timetabled. She indicated that the pupils greeted one another in Gaelic and this added another dimension to the school. The pupils all wear Meadowburn Primary polo tops and the GMPE pupils wear the same ones using the Gaelic translation. It was noted that Ruth Adams, Education Provision Manager, and Marilyn Brennan, Quality Improvement Officer, had also visited, Ruth from a building and estates perspective and Marilyn looking at learning and teaching.

The chair of the Parent Council asked about additional funding and if any would be available to the school. Mr McCaig responded that the Scottish Government has a Gaelic capital fund which

local authorities can access in order to prepare for GMPE provision and that it is the Council's intention to apply for appropriate funding. The Scottish Government also has a Gaelic revenue fund which supports school transport and can be requested of to support the cost of staffing etc.; it is anticipated that the Council will submit a bid to this fund to support the cost of a teacher and PSA. Mr McCaig indicated that the department is keen to make improvements to the school.

Mr McCaig was asked if the Parent Council would be consulted about the way forward and he confirmed that there would be conversation with the Parent Council and service users.

A PC member asked about the likelihood of GMPE provision extending to include a class at every stage and indicated that she would not wish to see Thornliebank Primary School diminish because of the potential expansion of the GMPE facility. Mr McCaig reassured the group that the department's initial intention is for a facility to provide two composite classes for P1 to P3 and P4 to P7 in two classes. Mr McCaig did comment that he would expect interest to grow once it is known that the service is available in the area, however any expansion would need to be considered along with other issues such as availability of resources including space and teachers.

The Parent Council chair thanked Mr McCaig for his presentation



**East Renfrewshire Council: Education Department**

**Public Meeting as part of the Formal Consultation regarding the establishment of a Gaelic Medium Primary Education facility at Thornliebank Primary School from August 2023 and Beyond**

**St Cadoc's Primary School  
Thursday 15 September 2022**

Present: Councillor Andrew Anderson, Convenor for Education and Equalities  
Mark Ratter, Director of Education  
Janice Collins, Head of Education Services  
Joe McCaig, Head of Education Services  
Mary Hart, Project Officer (Minute taker)

Councillor Anderson welcomed everyone to the meeting and introduced himself and asked that the panel introduce themselves. He advised that the purpose of this public meeting is to consult on the proposal to locate a GMPE facility within East Renfrewshire Council (ERC) at Thornliebank Primary School campus, which will have the Council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying the English medium primary schools. He explained the format for the meeting would be a presentation from Mr McCaig, Head of Education Services, (Provision), followed by an opportunity for the audience to ask questions or comment on the proposal. However, in view of the sad passing of Her Majesty Queen Elizabeth II he indicated that there would be a minute's silence as a mark of respect.

Councillor Anderson invited Mr McCaig to deliver his presentation.

Mr McCaig thanked the group for the opportunity to address them regarding the statutory consultation. He explained that the consultation is a formal process and as such Mary Hart from the Education Department would take a formal minute of the meeting which would be shared with Education Scotland. Thornliebank Primary School is the proposed location of the Gaelic Medium Primary Education in East Renfrewshire and the consultation commenced on 17 August 2022 and was initially due to end on 30 September; Mr McCaig advised that the consultation will now close at midnight on Monday 3 October 2022 due to the additional public holiday arising from the death of the Queen. Mr McCaig advised that currently there is no GMPE provision available within East Renfrewshire Council and that parents and carers who wish GMPE for their children are required to submit a placing request to other local authorities where there is provision. Mr McCaig indicated that Glasgow City Council and South Lanarkshire Council are the currently the other local authorities that East Renfrewshire residents attend. Mr McCaig recorded that whilst places have been allocated to East Renfrewshire residents previously, it is reported by statutory consultees that these local authorities have indicated it will be difficult to accept placing requests from other local authorities as a consequence of oversubscription from its residents. Mr McCaig advised that those currently attending GMPE are required to travel some distances and that currently nine primary pupils and eight secondary pupils resident in East Renfrewshire attend Gaelic medium provision in other authorities.

Mr McCaig advised that the Education (Scotland) Act 2016 places a legislative duty on education authorities to promote Gaelic Medium Education (GME) and Gaelic Learner Education (GLE) and the Council is required to produce a Gaelic Language Plan that requires to be updated every four years. It was noted that the Act also sets out the process whereby parents can request that an assessment of the need for GMPE in an authority be undertaken and that such a request was not progressed in 2017, as the threshold criteria of interested parents/children was not met. There is a threshold for an obligatory assessment of at least five children in the same pre-school year group and who are resident in the council area. Mr McCaig indicated that a request for a full

assessment of demand was received by the Education Department in October 2021 and that following an initial investigation the threshold of demand was met; the Education Department defined the assessment area as the entirety of the Council boundary. A full assessment of demand was carried out from December 2021 to February 2022 which resulted in the decision to introduce GMPE provision within East Renfrewshire.

Mr McCaig advised that in identifying an appropriate location for a facility in East Renfrewshire consideration was given to sufficiency of school places, the opportunity to increase provision at a later date if required, the location of the facility and the ability of the GMPE School to have its own identity while still integrating with the non GMPE school; these areas of focus were derived from feedback from statutory consultees. Account was also taken of the Council's duty to secure continuous improvement. Mr McCaig was heard in explanation of the capacity and current rolls at Thornliebank Primary School as well as the associated Nursery Class and high school, Woodfarm High School, given consideration of future opportunity to expand to a 3-18 provision. It was noted that Thornliebank Primary School is currently operating as a one stream school but has capacity to be a two stream school. The layout of the school would provide opportunities for the Gaelic facility to have its discrete identity whilst also integrating with the English medium school. The Chair of the Parent Council asked where the data came from as the school would not want to lose for example the ICT suite, she would like a guarantee that the school would not lose out on the spaces they currently enjoy. Mr McCaig responded that this is calculated on the basis of the number of learning and teaching areas available at the school with a class defined under SNCT agreement that stipulates that P1 has a maximum of class of 25 pupils, P2 & P3, 30 pupils and P4 to P7 have a maximum of 33 pupils per class. Mr McCaig also further advised that in the case of composite classes, the maximum pupil teacher ratio is 1 to 25 pupils.

Mr McCaig confirmed that the proposal is to have two discrete learning and teaching spaces for GMPE composite classes. It is planned that GMPE in East Renfrewshire, in accordance with statutory guidance, would be full immersion in Gaelic medium across P1 to P3 stages and across P4 to P7 year stages English language is introduced with Gaelic remaining the dominant language. Therefore the two teaching spaces would be for one class for P1 to P3 and the other for the upper primary stages. Initially it is planned to employ one Gaelic teacher (Principal Teacher) and one Gaelic PSA and to initially use one teaching space from August 2023. Mr McCaig was questioned as to the likelihood of increased interest in GMPE and in particular placing requests from children in other authorities. Mr McCaig advised that in accordance with local policy and national legislation the Council has a statutory duty to ensure sufficiency of school places for local residents and that placing requests from residents in other local authorities would only be granted when ERC residents are satisfied and places remain. Mr McCaig reiterated that the maximum class size for P1 is 25 pupils and that is the same maxima for composite classes.

The current School Admissions and Placing Request policies will apply to applications for Thornliebank Primary School and to applications for the Gaelic medium school; Mr McCaig advised there would be no impact on the current policy or applicants as a consequence of the introduction of GMPE. It was noted that where there are places available for East Renfrewshire residents these would be allocated to applicants and then would look to grant places to any placing request applicants, should places in excess of those planned for ERC residents still be available. Mr McCaig reminded that the consultation is on the location of GMPE only and not for secondary or early years provisions at this time. For the purpose of transferring to secondary school, the secondary associated with the child's location of residence and the English medium catchment school they would have attended, will be assumed.

Mr McCaig detailed the educational benefits of GMPE at Thornliebank Primary School allowing both sets of pupils to integrate, learn and play with each other. It would also make learners more aware that Gaelic is part of Scotland's identity, culture and heritage. It was further noted that establishing the GMPE facility at Thornliebank Primary School would reduce significantly

travelling time for young learners, create better parental engagement and involvement with school life.

Mr McCaig advised that there will be opportunities for learners at the school to be consulted through the Pupil Council or House Captains. At the end of the consultation period all documentation will be sent to Education Scotland who will prepare their evaluation report. At the meeting of the Education Committee on 8 December 2022 elected members will consider the report on the outcome of the consultation.

Mr McCaig concluded his presentation and reminded the group that they are invited to have their say and submit written representation or to complete the online survey.

Councillor Anderson thanked Mr McCaig for his presentation and opened up the floor to comments and questions.

A member of the audience expressed concern at the proposed staffing of one teacher and one PSA for GMPE, as to what would happen in times of sick absences and non-class contact time. It was noted that the department would provide management time and non-contact time through additional Gaelic speaking teachers and were in the process of identifying any current staff who were qualified to do so. It also was noted that the Department has been in touch with the General Teaching Council for Scotland as well as Bòrd na Gàidhlig to advise of the potential vacancy and will work with these organisations to secure a member of staff who is a fluent Gaelic speaker, and provide opportunities for training. If staff leave, while endeavouring to secure another teacher, Esgoil, the online Gaelic school may be able to support in the short term and having a Gaelic speaking PSA would help this. Mr McCaig also commented that the West Partnership of schools have GMPE provision and the in co-operation with other LAs, there may be opportunities to support each other in such instances. Mr McCaig advised that the Review of Scottish Education highlighted the need to encourage Gaelic speakers to come into the profession.

A member of the audience advised that she knew of former East Renfrewshire residents who had moved to Glasgow to ensure access to Gaelic Medium Education for their children and she felt that if provision was established, they would wish to return to live in East Renfrewshire and asked if the Department would be prepared for a larger number of applicants than had been reported as part of the earlier assessment exercise. It was advised that in the first instance the department will only be making provision for children across the P1-P3 year stages. Mr McCaig advised that the department was only aware of one current resident attending GMPE in another local authority who would be within that groups at the time of the provision opening. It was confirmed that where there is demand the department would seek to meet demand whenever possible.

In response to a question from the audience, Mrs Collins confirmed that the Gaelic School would be led by a Principal Teacher under the overall management of the Head Teacher of Thornliebank Primary School. It was noted that there would be a public advert for the teaching post and that as a member of the school's management team the post would be attractive. It was shared that visits had been to other authorities to look at Gaelic Medium schools and units to see the models used and learn from their best practice had been undertaken.

Concern was expressed that the resources of Thornliebank Primary School would suffer as a result of the proposal as there is the potential for GMPE to grow very fast. It was acknowledge that interest in GMPE provision is likely to grow once the school is established, however this will not be at the detriment of and Thornliebank Primary School. Whilst it was acknowledged that should further space be required at the school in medium to long term, then areas would be repurposed to ensure continuation of current provision at the school. The ICT room was given as an example where fixed desktop devices could be replaced with mobile devices.

A member of the audience advised that her child attends Isobel Mair School and that whilst recognised that this is a fantastic opportunity to introduce Gaelic Medium Primary Education in East Renfrewshire, the parents and pupils at Isobel Mair have been impacted by cuts to the extended school term provision and a significant increase in the cost of after school care. She advised that this was her only opportunity to be heard and questioned why such provision was proposed for such a small number of pupils, whilst at the same time, reducing provision for pupils with additional support needs. She advised that in her opinion the Council was contravening the Disability and Equality Acts. Councillor Anderson acknowledged and noted the comments made.

In response to a question regarding transport to other Gaelic medium schools it was confirmed that East Renfrewshire Council would continue to honour the transport arrangements for pupils currently attending Gaelic Medium provision in other local authorities. It was also noted that the Council would not meet the transport costs of children commencing GMPE provision in other local authorities, where provision is available locally, from August 2023.

A question was asked regarding demand for P4 places from August 2023. Mr McCaig confirmed that GMPE from August 2023 will focus on P1 to P3 year stages only. Should the child currently attending GMPE provision wish to access P3 provision within East Renfrewshire from August 2023, then this would afford the Council a year to plan for the introduction of later stage provision.

A member of the audience asked about future early years' provision and a member of the panel responded that the department's focus is on GMPE only at this time, and the department's intention to ensure an excellent experience in the primary setting first and foremost. However it was acknowledged by department representatives that expansion of GMPE to early years and secondary education was the natural progression and that the consultation addresses this.

A member of the audience asked if there is a guarantee to continue English provision at Thornliebank Primary School and it was noted that there is no intention to close Thornliebank Primary School and that any such proposal would require a full public consultation. It was highlighted that there is still a demand from the Thornliebank community for school places and that the English medium school is also part of the wider provision across the area.

A member of the audience asked what would happen if the proposal for Thornliebank Primary School is rejected and if there is an alternative. The department representatives responded that there are very few schools in East Renfrewshire which have available capacity to host GMPE and whilst there are a small number of alternatives, they are less attractive than Thornliebank Primary School with regards to the areas of consideration.

It was highlighted by a member of the audience that the proposal, if approved, would have the potential to exacerbate the current traffic issues at the school. Bangorshill Street is managed by Glasgow City Council and it has been difficult to secure support to manage the traffic resulting in a couple of near misses where pupils could have been injured. Mr McCaig advised that risk assessments would be carried out and the department would raise this with colleagues in Environment Department and ask them to engage with Glasgow City Council Roads Department.

A question was asked if East Renfrewshire Council has an agreement with Glasgow City Council to accept placing requests from their residents. Mr McCaig indicated that there is no agreement in place and that the granting of placing requests is set out within local policy and national legislation frameworks.

A member of the audience asked about the capacity in the nursery class and Mrs Collins advised that capacity in early years' establishments is determined by Care Inspectorate regulations, with the staffing ratio for children aged 3 to 5 being one adult to eight children. Whilst there were 34 children in the nursery only 12 joined P1 from the nursery. This is a consequence of the way in which early learning and childcare establishments across East Renfrewshire are grouped in one

of four communities and so not all children who attended the nursery class will be living within the catchment area of the school or they may transfer to a different primary school by means of a placing request.

Councillor Anderson drew the meeting to a close, he thanked everyone for their attendance and urged the audience to submit their views or comments formally either online or in writing.

BLANK PAGE

## **Schools (Consultation) (Scotland) Act 2010**

**Report by HM Inspectors addressing educational aspects of the proposal by East Renfrewshire Council to establish Gaelic Medium Education at Thornliebank Primary School from August 2023. This will have the council's boundary as the Gaelic Medium Primary Education (GMPE) school's defined delineated catchment area, overlaying that of the English medium primary schools. The proposal also sets admission arrangements.**

October 2022

BLANK PAGE



## 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 Gaelic Medium Primary Education (GMPE) at Thornliebank Primary School from August 2023. This will have the council's boundary as the Gaelic Medium Education school's defined delineated catchment area, overlaying the catchment areas for English medium primary schools. The proposal also sets admission arrangements. Section two of the report sets out brief details of the consultation process. Section three of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section four summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the 2010 Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

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

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

- attendance at the public meeting held on 15 September 2022 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- discussions 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 formal consultation ran from 17 August 2022 until midnight on 3 October 2022. The proposal paper was available for inspection online, and as a hard copy at the school, schools impacted and at multiple council's Head Office. The council's social media platforms were used to advertise the consultation and raise awareness. A public meeting was held in St Cadoc's Primary School. Elected members and council senior officers were present to discuss the proposal to 15 people who were in attendance. Attendees raised a number of questions at the public meeting. These included how places in Gaelic Medium Education would be allocated, and how resources,

such as staffing, would be allocated. Representatives from the local authority also held a meeting with Thornliebank Primary School's Parent Council to discuss the proposal. East Renfrewshire Council's website had a dedicated area, with information, the proposal paper and an opportunity to respond to the statutory consultation.

2.3 The council's Education Department undertook a consultation exercise with all pupils at Thornliebank Primary School. Children were invited to give their views on establishing Gaelic Medium Education at the school. House and vice captains managed the consultation exercise, supported by school staff and an independent consultant from the local authority education department. A summary report was prepared of pupils' views. The majority of pupils at Thornliebank Primary School agreed with the proposal.

2.4 The council received 80 online responses to the consultation. The council's staff views were sought. The majority of the respondents (61%), including Bòrd na Gàidhlig and Comann nam Pàrant, support the proposal. These Gaelic organisations were supportive of the proposal as they believe it will provide children with the benefits of Gaelic in education, bilingualism and encourage cultural diversity. All respondents to the consultation agreed with the proposed catchment area to encompass the full geographical area of East Renfrewshire Council. Respondees agreed that access to Gaelic Medium Education would be in accordance with the council's school admissions and placing request policies.

2.5 A minority (39%) did not agree with the proposal. A number of these respondents misunderstood the purpose of the consultation and gave their views on Gaelic Medium Education. The statutory consultation was about the location of a new provision for Gaelic. The education authority is taking forward a duty to promote and support Gaelic Education. They should continue to work on promoting an understanding of Gaelic Medium Education.

2.6 A substantial number of consultees' concerns centred on issues in implementing Gaelic Medium Education. A few felt the proposal may exacerbate current traffic arrangements at the school. The council should produce a risk assessment of the potential impact of their proposal on traffic management and safety, particularly as enrolments increase. A number of respondents expressed a view to HM Inspectors that any changes to the school's accommodation and resources should benefit children in both English Medium and Gaelic Medium classes.

### 3. Educational aspects of proposal

3.1 The council has produced a clear educational statement on the resulting benefits from their proposal. The council does not currently provide Gaelic Medium Education. At present, families who wish Gaelic Medium Education access this in neighbouring local authorities. The council's full assessment of the demand for Gaelic Medium Education demonstrated sufficient interest to establish this type of education. The proposal, if agreed, will provide access to Gaelic Medium Education at the primary stages at Thornliebank Primary School, East Renfrewshire. This supports Gaelic language, equity, equality and inclusion outcomes at the primary stages through the medium of Gaelic.

3.2 In setting up of the provision for Gaelic Medium Education through total immersion, the council will contribute towards developing and sustaining the Gaelic language for its residents. The council plan to consider Gaelic language within their 1+2 Languages strategy. This would increase further and deepen the educational benefits from this proposal, as well as assist the council in meeting national outcomes for Gaelic Education and the objectives of their local authority Gaelic Language Plan.

3.3 The majority of children who expressed their views through the school survey, or spoke directly to HM Inspectors, agree with the proposal. They believe that children at Thornliebank

Primary School will benefit from learners in Gaelic Medium Education attending their school. Most parents requesting Gaelic Medium Education, or as future users, welcome the proposal. In finalising the proposal, and in preparing and publishing its final consultation report, the council should continue to communicate with staff and parents at Thornliebank Primary School. This should aim to develop a more consistent, shared understanding of Gaelic Medium Education, the implications for all of this new option and to support transition arrangements into the school.

3.4 HM Inspectors welcome that the council are, in the future, planning Gaelic Medium Education as a progressive 3 to 18 experience. At this juncture, their plans meet the legislative duty to establish Gaelic Medium Education at P1. It is important that the intended outcomes of the free early learning and childcare are available to users of Gaelic Medium Education. A few respondees have referenced challenges in recruiting and retaining staff. This is also detailed in the council's proposal paper. A few respondees have raised a question on how total immersion will be delivered, while ensuring teachers' non-contact time and the resultant impact on educational benefits.

3.5 HM Inspectors agree with the council's plan to undertake a children's rights, fairness and equality impact assessment on the proposal. This information would be referenced when making a final decision. The council, staff and pupils have made a positive start to discussing the implications of having the authority's first provision for Gaelic Medium Education. They should continue, as planned, to reflect this in their school's vision, values, aims and rationale for the curriculum to increase even further the high-quality benefits and outcomes of their proposal. This should include having well-informed attitudes that demonstrate equity, equality and inclusion for all learners.

## 4. Summary

HM Inspectors evaluated East Renfrewshire Council's proposal to establish Gaelic Medium Education at Thornliebank Primary School from August 2023 and beyond; set up a delineated catchment area for GMPE; and set admission arrangements. HM Inspectors agree that the proposal has potential to result in educational benefits. In taking forward the proposal, the council should continue to involve stakeholders in their plans for the provision. In its final report, the council should, as planned, complete a risk assessment for road safety and consider carefully plans for traffic management. They should also consider the few points raised by stakeholders, as detailed in section three, to ensure the best possible equity and equality outcomes for learners.

**HM Inspectors  
October 2022**

BLANK PAGE

## 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.

<b>Name of policy*:</b>	Establish Gaelic Medium Education Provision
<b>Completion date:</b>	29/9/22
<b>Completed by:</b>	Marilyn Brennan
<b>Lead officer:</b>	Joe McCaig
<b>Department:</b>	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

<b>1.1 What is the nature of this policy?</b>
<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: <a href="#">Click or tap here to enter text.</a>
<input checked="" type="checkbox"/> New <input type="checkbox"/> Review or change to existing <input type="checkbox"/> Other. Please state: <a href="#">Click or tap here to enter text.</a>
<b>1.2 What would happen as a result of this policy? Select all that apply</b>
<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: <a href="#">Click or tap here to enter text.</a>
<b>1.3 How relevant is this policy to impact assessment?</b>
<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
<b>1.4 What people would be affected?</b>
<input 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
  - x 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
  - 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

<b>2.1 How long will this policy be in place and when is it scheduled for review?</b>
Permanently/ongoing review within existing Education Department self-evaluation and quality assurance procedures.
<b>2.2 Are there known inequalities within the subject matter(s) of the policy?</b> For example: access to transport; organisational pay and composition; or bullying in schools.
Equal access to Gaelic Medium Education for speakers of Gaelic
<b>2.3 Are there known impacts on children and young people within the subject matter of the policy?</b> For example, changes to education services, employment support for parents, playparks.
Yes
<b>2.4 How have people who might be affected been consulted and involved in the development of the policy ?</b> Please provide dates and information
Public consultation 17 Aug – 3 Oct 2022
<b>2.5 Where children and young people will be affected, how have they been consulted and involved in the development of the policy?</b> Please provide dates and information
To be undertaken following public consultation

## 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		-
Age	Children wishing to access GMPE currently must travel outwith ERC.	Positive impact
Disability or long term health condition		
Ethnicity	Speakers of non-indigenous languages may also require support to enjoy their right to use and learn home languages.	Neutral The needs of different ethnic communities are addressed by existing policies on parental engagement, learning, teaching and assessment, and supporting bilingual learners. The ability of the school to meet the needs of other groups of children is unlikely to be negatively impacted by the establishment of GMPS.
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.	Speakers of Gaelic who wish for their children to access GMPE must currently apply for provision outwith ERC. This creates an additional barrier to accessing GMPE which may intersect with digital inequality, literacy inequality and employment inequality.	Positive

#### 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.

##### **4.1 In what way would the policy alleviate or entrench inequalities from socioeconomic disadvantage?**

*Guidance note*

*Consider common inequalities such as poorer skills and attainment; lower paid and less secure work; greater chance of being a victim of crime; less*

<i>chance of being treated with dignity and respect; lower healthy life expectancy; lower feeling of control over decisions that affect you.</i>
The establishment of GMPE within a more deprived area creates the opportunity for children in this area to access GMPE more easily.
<b>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?</b>
-
<b>4.3 What will be done differently to focus on addressing the multiple inequalities experienced by some people in Auchenback, Barrhead, Neilston and Thornliebank?</b>
The location of the provision in Thornliebank 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.

## 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

Which General Principles of UNCRC are relevant to this policy/measure? Tick all that apply.	Which additional articles are relevant to this policy/measure? List all that apply	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).
<b>Article 2</b> <b>Non-discrimination</b> 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).	x Article 30 (children from minority or indigenous groups)	Children who are Gaelic speakers
<b>Article 3</b> <b>Best interests of the child</b> Every decision and action taken relating to a child must be in their best interests. Governments	x	All children accessing GMPS in East Renfrewshire

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.			
<b>Article 6</b> <b>Life, survival and development</b> Every child has a right to life and to develop to their full potential.	<input type="checkbox"/>		
<b>Article 12</b> <b>Respect for the views of the child</b> 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 provided with the opportunity to be heard, either directly or through a representative or appropriate body.	<input type="checkbox"/>		

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 Gaelic speakers will be able to access education through the medium of their home language. Parents who are Gaelic speakers will be able to participate equally in the life and work of the school.
Article 3	Positive	The establishment of a dedicated GME provision with appropriate facilities within East Renfrewshire will protect the best interests of children accessing GME. Transport outwith the authority area will no longer be necessary.

Article 30 (children from minority groups)	Positive	Children from Gaelic-speaking families will be able to learn and use the Gaelic language and participate in the culture of their community within school.
--	----------	---

## 6. Your results

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

<b>6.1 In what ways, if any, would this policy help to eliminate discrimination or undermine it? Consider any potential adverse impact identified above.</b>
The policy will help to eliminate discrimination by promoting understanding of Gaelic language and culture.
<b>6.2 In what ways, if any, would this policy advance or undermine equality of opportunity?</b>
-
<b>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.</b>
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 community is involved and well supported, and that the equal value and importance of all community languages is emphasised.
<b>6.4 In what ways, if any, will this policy advance or undermine the rights of children and young people?</b>
The policy advances children's right to speak the language of their family.
<b>6.5 In what ways, if any, will this policy protect and promote the wellbeing of children and young people?</b>
The policy promotes the wellbeing of children by creating stronger links between home and school via language and culture.
<b>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?</b>
Translations are available on request. Recruitment will identify Gaelic language school staff who will liaise with the Gaelic-speaking community in Gaelic.
<b>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?</b>

## 7. Your Outcome

### 7.1 Select the most appropriate

- No major change
- Adjust the policy
- Continue the policy
- Stop the policy

### 7.2 Are there any significant and relevant information gaps that have not been filled during the development of this policy?

The Schools (Consultation) (Scotland) Act 2010 as amended requires that the pupil voice is heard on this matter in so far as the authority considers them to be of suitable age and maturity. The Education Department followed the guidance for local authorities on pupil consultations provided by Scotland's Commissioner for Children and Young People, with the assistance of Children in Scotland, and engaged an independent educational consultant to conduct the consultation exercise with children and young people in the affected primary school. The consultant independently managed the pupil consultation exercise and produced a report of all the results of the pupil consultations which is included in the full public consultation report as Appendix B.

### 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 wider community is thorough and sensitively managed.

### 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

<b>Name of policy/proposal:</b>	Establish Gaelic Medium Education
<b>Approval date:</b>	10/11/2022
<b>Approved by:</b>	Joe McCaig
<b>Department:</b>	Education

## 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><b>Declaration:</b> I confirm that the decision <u>not</u> to carry out an Equality, Fairness and Rights Impact Assessment has been authorised by:</p> <p><b>Name and Job Title:</b></p> <p><b>Date Authorisation given:</b></p>	



## Climate Change Impact Assessment Stage 2

**Project Name:** GMPE at Thornliebank Primary

Statement to be used in report/form that is being proposed	<p>This will have a small detrimental impact on Council Operations achieving Get to Zero.</p> <p>This will have a small positive effect on Community climate impacts</p>
Score	1 (Negative)
Assumptions made in making this statement	<ul style="list-style-type: none"> <li>• Existing area is heated and used occasionally. Will be used more often, assuming some increase in power and water demand.</li> <li>• Reduction in vehicle journeys expected from provision of local service.</li> </ul>
Mitigation/enhancements to this project	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Other	None

BLANK PAGE