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EXECUTIVE COMMITTEE TUESDAY, 24TH MAY, 2016

A MEETING of the EXECUTIVE COMMITTEE will be held in the COUNCIL CHAMBER, COUNCIL HEADQUARTERS, NEWTOWN ST BOSWELLS, TD6 0SA on TUESDAY, 24 MAY 2016 at 10.00 am

J. J. WILKINSON,
Clerk to the Council,

17 May 2016

BUSINESS		
1.	Apologies for Absence	
2.	Order of Business	
3.	Declarations of Interest	
	EDUCATION BUSINESS	
4.	Additional Support Needs Provision in Earlston (Pages 1 - 24) Consider report by Service Director Children & Young People. (Copy attached.)	20 mins
5.	Eccles/Leitholm Primary School (Pages 25 - 30) Consider report by Service Director Children & Young People. (Copy attached.)	10 mins
6.	Presentation - Update on Online Payments for Schools	20 mins
7.	Any Other Education Items Previously Circulated	
8.	Any Other Education Items which the Chairman Decides are Urgent	
	Education Theme additional Membership of Committee:- Mr G. Donald, Mr J. Walsh, Mr G. Jarvie, Jeanette Aitchison (Parent Representative), Alison Ferahi (Parent Representative)	
	OTHER BUSINESS	
9.	Minute (Pages 31 - 36) Minute of Meeting of Executive Committee of 10 May 2016 to be approved and signed by the Chairman. (Copy attached.)	2 mins

10.	Synthetic Pitch Programme - Peebles 3G Project (Pages 37 - 40) Consider report by Corporate Transformation and Services Director. (Copy attached.)	20 mins
11.	Any Other Items Previously Circulated	
12.	Any Other Item which the Chairman Decides are Urgent	

NOTES

1. **Timings given above are only indicative and not intended to inhibit Members' discussions.**
2. **Members are reminded that, if they have a pecuniary or non-pecuniary interest in any item of business coming before the meeting, that interest should be declared prior to commencement of discussion on that item. Such declaration will be recorded in the Minute of the meeting.**

Membership of Committee:- Councillors D. Parker (Chairman), S. Aitchison, S. Bell, C. Bhatia, J. Brown, M. J. Cook, V. M. Davidson, G. Edgar, J. G. Mitchell, D. Moffat, D. Paterson, F. Renton and R. Smith

Please direct any enquiries to Fiona Henderson Tel:- 01835 826502
Email:- fhenderson@scotborders.gov.uk

ADDITIONAL SUPPORT NEEDS PROVISION IN EARLSTON

Report by Service Director Children & Young People

EXECUTIVE COMMITTEE

24 May 2016

1 PURPOSE AND SUMMARY

- 1.1 **The purpose of this report is to inform Elected Members of the preparation work which will now be carried out in advance of the opening of the Additional Support Needs provision in Earlston.**

2 RECOMMENDATIONS

2.1 **I recommend that the Executive Committee:-**

(a) **Note that the Additional Support Needs (ASN) provision in Earlston is expected to open in January 2017.**

(b) **Note the continuation of the following ASN provisions in the Scottish Borders:**

Nursery/Primary Age Enhanced Provision:

- i. **Early Learning and Childcare ASN Provision in Langlee.**
- ii. **Teviot Primary Complex Needs Provision situated in Wilton Primary School.**
- iii. **Eildon Primary Complex Needs Provision situated in Langlee Primary School.**
- iv. **Berwickshire Primary Complex Needs Provision situated in Chirnside Primary School (to be housed in the new Duns Primary School provision).**
- v. **Tweeddale Primary Complex Needs Provision situated in Halyrude Primary School.**

Secondary Age Enhanced Provision:

- i. **Teviot Secondary Complex Needs Provision situated in Hawick High School.**
- ii. **Eildon Secondary Complex Needs Provision situated in Galashiels Academy.**
- iii. **Berwickshire Secondary Complex Needs Provision situated in Berwickshire High School.**
- iv. **Tweeddale Secondary Complex Needs Provision situated in Peebles High School.**
- v. **Howdenburn Schoolhouse, Jedburgh**

- (c) Agree to informal engagement from May 2016, which shares the opportunities the Earlston provision presents, with:**
 - i. Children with profound and complex needs and their families.**
 - ii. The community of Earlston and the school communities of Earlston Primary School and Earlston High School.**
 - iii. Staff groups.**

- (d) Agree to informal engagement with the stakeholders above regarding the naming of the provision in Earlston.**

- (e) Bring relevant formal statutory consultation papers in respect of the Schools (Consultation) (Scotland) Act 2010 to the Executive Committee in August 2016 regarding:**
 - i. The relocation of the existing provision of spectrum classes in Innerleithen Primary School and Wilton Primary School grounds.**
 - ii. The establishment of the new provision in Earlston.**

3 PROPOSAL AND BACKGROUND

Inclusion for All

- 3.1 In line with the Standards in Scotland's Schools Act 2000 Scottish Borders Council (SBC) recognises the right of all children and young people to be educated alongside their peers in mainstream schools known as the presumption of mainstream. There is benefit to all children when the inclusion of pupils with additional support needs with their peers is well-supported within a positive ethos. SBC also acknowledges that the needs of some children may be best met through specialist provision and that parents' views must be taken into account when it comes to the matter of school placement. To fulfil our duties SBC must have both high quality universal school provision and specialist provision able to meet the learning, support and care needs of our children with complex needs. In 2015 as part of the re-structuring within the Children and Young People's Directorate it was recognised that additional support needs would be best returning to education line management from social work to drive forward the performance of our inclusion quality indicators. This resulted in a renewed strategic approach with key messages aimed at delivering high quality 'Inclusion for All'. Clear expectations were set out for all our schools to develop inclusive practice fit for purpose for the whole range of children with additional support needs from mild to moderate to complex and profound (definitions in Appendix 1).
- 3.2 In our discussions with Headteachers, including engagement sessions where we invited the Headteacher of the school with the best inclusion outcomes in Scotland to present their success, we heard how to improve practice and the following priorities were identified as part of an 'Inclusion for All' commitment:
Together we will:
- a) Create an ethos of achievement for all pupils within a climate of high expectation.
 - b) Value a broad range of talents, abilities and achievements.
 - c) Promote success and self-esteem by taking action to remove barriers to learning.
 - d) Counter conscious and unconscious discrimination that may prevent individuals, or pupils from any particular groups, from thriving in their education.
 - e) Actively promoting understanding and a positive appreciation of the diversity of individuals and groups within society.
- 3.3 It was identified that there were key areas for consideration in taking forward the 'Inclusion for All' commitment :
- a) Reduction in transport time for learners.
 - b) Ensure flexibility and respond directly to all learners' needs.
 - c) A 3-18 approach ensuring effective transitions and progression in

learning, with early intervention.

- d) Enhanced secondary provisions which facilitate a broad range of opportunities for attainment, achievement and skills for learning, life and work.
- e) Staff up-skilled to meet the needs of all learners.
- f) Responsive model.
- g) Holistic view of the child/young person.

3.4 A significant shift in culture has been achieved in a short period of time. We have moved forward significantly since the beginning of the academic year, with a 'hearts and mind' change in our schools. We have examples of schools becoming more inclusive, not excluding pupils and developing key strengths in supporting a wide variety of vulnerable young people. There is a real philosophical and cultural shift in school leaders who have not only demonstrated a commitment to 'inclusion for all' but have delivered outcomes which indicate much more inclusive practice. As a result our schools are better equipped to respond to children with additional support needs. However, we are ambitious to deliver the highest quality of service in meeting the needs of all learners including those with additional support needs and this will continue to be a key priority in all our improvement plans, eg staff training and professional learning is a key focus moving forward including the development of specialist expertise and support in key areas such as visual/hearing impairment.

Model for Enhanced Educational Provisions for Children with Additional Support Needs(ASN)

3.5 In Scottish Borders Council we do not currently have "special" or "ASN" schools. However, we have a wide range of enhanced learning provisions which are designed to meet the needs of our learners with complex and profound needs, for those parents who make the choice to have their children educated in a specialist provision to best meet the needs of their child. Through the service moving to a more responsive model with highly skilled practitioners, we will develop the quality of all provisions. Our model for meeting the needs of our learners with complex and profound needs is through shared placements in our enhanced provisions and the pupil's mainstream school. These enhanced provisions are now governed and monitored within the same Quality Improvement frameworks as mainstream schools.

3.6 Nationally, almost all children with ASN are expected to receive their Early Learning and Childcare in a local setting with support. In the Scottish Borders that does happen in the main. Originally Langlee Special Needs Nursery was set up for non-ambulant pre-school children with complex needs. Recently Langlee has received the majority of referrals from the Eildon area, whereas nursery children with complex needs across the Borders have attended local nurseries with support. Moving forward, Wilton Complex Needs Primary provision, Langlee Primary Complex Needs provision and the ASN provision in the new Duns Primary School will all have enhanced environments, where we will develop ASN links across the Nursery

and the Primary Complex Needs provision. At nursery level it is about considering the individual needs of the child, the family circumstances and creating a local package of support and staff expertise. This is likely to result in the child being supported in a mainstream nursery with links to the enhanced complex primary needs provision, but could lead to a placement in any of the Complex Needs provisions, if this is deemed appropriate to meet the needs of the child, eg if there was a sizeable peer group for the child.

3.7 We currently have four primary age enhanced provisions:

- a) Teviot Primary Complex Needs Provision situated in Wilton Primary School.
- b) Eildon Primary Complex Needs Provision situated in Langlee Primary School.
- c) Berwickshire Primary Complex Needs Provision situated in Chirnside Primary School (to be housed in the new Duns Primary School provision when it opens).
- d) Tweeddale Primary Complex Needs Provision situated in Halyrude Primary School.

3.8 Although all our secondary schools are inclusive and do provide for children with complex and profound learning needs, we also have ASN bases for complex and profound learners that mirror the Primary Schools in location. This provides strong transitions for our vulnerable learners into a 3-18 targeted model for delivery of support and curricular progression. The other five Secondary Schools continue to be inclusive to all learners, taking into account the presumption of mainstream access. This is supported by a 3-18 universal support model, including support for learning teachers, the behaviour support service and a range of partners, eg health, social work, community learning and development and the police.

3.9 The Secondary Schools with dedicated enhanced provisions are:

- a) Teviot Secondary Complex Needs Provision situated in Hawick High School.
- b) Eildon Secondary Complex Needs Provision situated in Galashiels Academy.
- c) Berwickshire Secondary Complex Needs Provision situated in Berwickshire High School.
- d) Tweeddale Secondary Complex Needs Provision situated in Peebles High School.

- 3.10 We also have specialist provision available in Howdenburn Schoolhouse in Jedburgh. This provision currently provides life skills for S5 and S6 pupils with a range of moderate and complex needs who currently attend their local secondary school and enhanced secondary provisions. The young people practise their skills for learning, life and work and attend the Schoolhouse a few sessions per week.
- 3.11 In 2014 the Scottish Government set out clear ambitions within the 'Developing the Young Workforce' strategy which is fundamentally about ensuring a work relevant educational experience for our young people. It is about all of us valuing and understanding what a rich blend of learning, including vocational education, can offer. It is about employers playing an active role, both shaping and benefiting from Scotland's education system by helping to create the talent pool they need and recruiting young employees. Ultimately, it is about the future workforce, all our young people, making informed and ambitious choices about jobs and careers, ready to take their place in the world as effective contributors. In Scottish Borders we identified how we would deliver the ambitions within 'Developing the Young Workforce' within our 'Senior Phase Strategy'. Every secondary school has focused on this priority and significant progress has been made. The capacity of each school to provide appropriate vocational learning experiences for our children with additional support needs has improved. Although Howdenburn Schoolhouse has continued to support a small group of young people in developing their skills for learning, life and work it has to be acknowledged that the young people, who are all on shared placements and attend a provision within a secondary school will now be offered a skills for learning, life and work experience within their enhanced provision as part of the secondary school's 'Developing the Young Workforce' programme. We must now consider how 'Developing the Young Workforce' strategy and the provision at Howdenburn Schoolhouse could be developed to ensure there are clear pathways for skills development and work experience opportunities for our learners with complex needs. We must also involve our partners to ensure these pathways link into adult learning and employability or further education.

Improving and Developing our Additional Support Needs Provision

3.12 New Additional Support Needs Provision in Earlston

In 2013 SBC identified the need to develop a full time purpose built specialist education and care centre for young people with complex needs, both physical and learning within the Scottish Borders. At the Executive Committee on 17 January 2013 it was agreed to develop a central Borders Additional Support Needs (ASN) provision. It was recommended that the location be in Central Borders to increase accessibility and to reduce travelling times for children. The aim of the Additional Support Needs provision is to offer a service that will reduce the number of children who access very specialist provision out of the Scottish Borders and prevent the need for children to be educated outside the authority, as well as provide an enhanced level of provision for our children with the most profound and complex needs within the Scottish Borders. Baseline information intimated that our outwith educational placements were above the national average. The educational and well-being benefits of having this specialist provision have been identified as follows:

- a) A purpose built learning environment which provides our children and

young people with profound and complex needs with an environment which will support their learning and their well-being.

- b) Reduce travelling times for children.
- c) Enhance opportunities for partner agencies to provide specialist services to our children with profound and complex needs, eg health services.
- d) A staff team who will specialise in meeting the learning needs of our children and young people with the most profound and complex needs and can offer advice, guidance and professional learning opportunities for their colleagues.
- e) Nearby Primary and Secondary provisions which will create further skills for learning, life and work opportunities within the child's individual learning plan.
- f) Support to services already provided in locality enhanced support provisions, mainstream schools and outreach specialist teams.
- g) Maximise the potential for integration in mainstream and better transition planning to adulthood services.
- h) Reduction in the need for some children and young people to be placed outwith Scottish Borders for their education.

3.13 At the Executive Committee in 2013 it was intimated that the Earlston provision is suitable to meet the Social, Emotional and Behavioural Needs (SEBN) of the small number of young people unable to be met within mainstream education; this matter was to be the subject of a further report. However, it is important to note that there has been significant progress in meeting the needs of children with social, emotional and behavioural needs within our mainstream schools with the creation of bases such as the Connect Zone within Galashiels Academy, the Connect Base in Hawick High School and inclusive approaches developing across all Secondary Schools. A focus on inclusive practice has also had an impact upon success in supporting children with SEBN in all our Primary Schools. For example, the early intervention and nurturing schools approach at Burnfoot Primary School has led to dramatic reductions in exclusions to zero in school session 2015/16 and a significant reduction of referrals to the Behaviour Support Service, as the change in practice has impacted upon the school's approach and capacity to support children with SEBN within the school.

3.14 The current SEBN resource is a service which is responsive to the needs of children and young people. It operates out of Wilton Centre in Hawick offering in-reach and outreach support to children and young people. The service has to be responsive as some children require support in their existing schools and some benefit from spending some time in the Wilton Centre. The Wilton Centre will continue alongside the focus on developing inclusive practice in our schools to provide children with SEBN with appropriate support.

3.15 The additional support needs provision in Earlston will offer education for our children with the most complex and profound needs. We must recognise that we have families who will wish for their child to be educated in their

locality and have connections with their local education provision. To this end it is important to note that we have existing enhanced ASN provision within the Scottish Borders and to make any changes to these would have to be consulted upon within the guidance set out in the Schools (Consultation) (Scotland) Act 2010. This report sets out how we wish to engage with a range of appropriate stakeholders prior to any formal consultation regarding possible changes to existing provision whilst making families aware of the choice that will be open to them with the opening of the provision at Earlston in 2017. Appendix 2 outlines our current provision and proposed future provision.

- 3.16 Scottish Borders Council, in building the provision at Earlston, is responding to concerns raised about the existing provision for the Primary 1-4 children with autistic spectrum needs and profound complex needs who are located within a portacabin in the grounds of Wilton Primary School, and the Primary 4-7 children in a basic classroom in Innerleithen. Although all of the children are on shared placements, it was recognised that they need purpose built provision. This provision will initially be for the primary aged children currently attending the existing provisions in the spectrum classes in St Ronan's, Innerleithen and in the grounds of Wilton Primary School. The new provision at Earlston, will not only house the children who will be re-located from the existing spectrum classes but will also be able to support children with complex needs not only on the Autistic Spectrum but also those children who may have complex sensory impairments and be on placements outwith Scottish Borders.
- 3.17 At the time of the development of the new build, brief engagement with families did take place with current families accessing provision at St Ronan's and Wilton who are now expecting their children to access the provision at Earlston. We have also had discussions with parents who have children in specialised placements outwith the Borders and they are positive about accessing the new provision at Earlston too. All staff members within the existing spectrum classes are line managed by one team leader and they too are aware of the provision at Earlston and expect to be based there.

The Provision

- 3.18 Visual images of the provision at Earlston are attached in Appendix 3. The provision has been designed to provide flexible and adaptable spaces. There are 3 large classrooms, all with direct access to safe outdoor space. An activity space which is the same size as the classrooms provides opportunities for practical experiences and arts/crafts. There are several smaller rooms which are intended for small groups or individuals to access meetings, therapy and tuition.
- 3.19 The building also features a breakout space which can support the development of lifeskills and independent learning in a café style space which has provision for kitchen workspace and equipment. The sensory/soft play space will be fitted out with equipment for specialised therapy. All these areas will be tailored to provide the best conditions for learning possible for the pupils attending and the décor and soft furnishings are being carefully planned to suit learning needs. As well as a welcoming reception area, appropriate ancillary accommodation for hygiene, administration and storage is provided. The large outdoor space is secure and will be landscaped to provide safe play, multi-sensory experience and attractive surroundings. Parking for staff is available onsite and there will be a safe area for pupil drop off and collection. Pupils attending the provision will be

able to access wider facilities, if required, and in liaison with the staff team at Earlston Primary School.

- 3.20 The provision will provide a first class learning environment for our children with complex and profound needs. The accommodation will provide us with an opportunity to develop our staff skill set in areas such as visual and hearing impairment, as well as creating a sensory environment tailored to non-verbal communication approaches as well as verbal.

Engagement with Stakeholders

- 3.21 It is proposed that engagement takes place in May and June 2016 with:

- a) Children with profound and complex needs and their families attending Innerleithen and Wilton spectrum provision and families attending external provision.
- b) The community of Earlston, the Community Council of Earlston and the school communities of Earlston Primary School and Earlston High School.
- c) The school communities of Innerleithen Primary School and Wilton Primary School.
- d) Staff groups.

- 3.22 Engagement will include:

- a) A newsletter informing stakeholders of the provision opening at Earlston: the aims, the purpose, the service, the facilities, the educational benefits.
- b) Attendance at Parent Council Meetings.
- c) Attendance at Community Council Meetings.
- d) An invitation to attend a 'find out more and have your say' open event in Earlston Primary School, Wilton Spectrum Provision and Innerleithen Spectrum Provision.

- 3.23 The Eildon Complex Needs Enhanced Provision base in Galashiels Academy currently has complex and profound secondary aged young people. This provision has expanded in recent years and an extra class has successfully developed which currently provides for our children with learning needs very well. It is expected that the children at Earlston would transition to this provision in Galashiels and that staff would develop close links and specialisms. The provision in Galashiels Academy is very successfully meeting the needs of the secondary aged young people with spectrum and complex sensory additional support needs. It is also recognised that some children may transition to the enhanced secondary provision in their locality. Both the Earlston and the Galashiels provisions will also provide a base for outreach, training and resources to help maintain children within their own community, which will up-skill, staff, and ensure that children learn their skills for life in their local settings and continue to be a part of their own communities as well as receive specialist support in the provisions. In response to concerns about the quality of the fabric and attractiveness of the

provision at Galashiels Academy, we have identified investment opportunities which will result in the upgrading of the provision in 2016/17.

Next Steps

- 3.24 During the proposed engagement activities set out above we will have been able to provide key stakeholders with information which will reassure them that the provision at Earlston will provide a first class learning environment for our children with complex and profound needs currently attending spectrum classes at St Ronan's and Wilton. By August 2016 we will have had an opportunity to outline how the provision will support the development of staff skills in areas such as visual and hearing impairment as well as enhance our delivery of education to children on the autistic spectrum. We will have had an initial discussion with all stakeholders about the naming of the provision which will guide us in preparing statutory consultation papers regarding the establishment of the new provision.
- 3.25 In August 2016 we will then bring relevant formal statutory consultation papers in respect of the Schools (Consultation) (Scotland) Act 2010 to the Executive in August 2016 regarding:
- a) The re-location of the existing provision of the spectrum classes in Innerleithen Primary School and Wilton Primary School grounds.
 - b) The establishment and naming of the new provision in Earlston.

4 IMPLICATIONS

4.1 Financial

- a) The provision at Earlston is within the approved capital plan and is profiled to match the construction programme:
 - 2015/2016- 481 k
 - 2016/2017- 1156 k
 - 2017/2018 – 6 k
- b) The revenue consequences of the new facility are being fully developed. It is anticipated these will be met from within existing budgets by transferring existing costs within the current spectrum provisions and within the overall ASN design process. There may be savings from reduced travel costs for pupils who currently require transport outwith the Authority. If pupils who might otherwise be placed outside of the Authority to meet their educational needs choose to stay within the Authority in the new facility ,then significant savings would be accrued as external placement costs are significantly higher than our own placements.

4.2 Risk and Mitigations

- (a) There is a risk that parents continue to request to place children outwith the Authority. This risk is mitigated by consulting as widely as possible with parents of children who may be able to benefit from the facility.

- (b) It is important that parents in the Borders believe that we have the facilities and highly skilled staff to meet the needs of our children with complex needs or it creates reputational risk and anxiety for parents. The provision at Earlston highlights our investment in this vulnerable group of learners and will reassure parents of our commitment to getting it right for every child with complex needs.

4.3 **Equalities**

The provision at Earlston will have a positive impact upon children and young people within the Scottish Borders irrespective of age, gender, ability, by providing fully accessible Borders based facilities for a very vulnerable group of learners.

4.4 **Acting Sustainably**

The provision at Earlston aims to provide families who have children with complex needs with service level provision which will support them in educating their children within the Scottish Borders and prevent them from considering living elsewhere.

4.5 **Carbon Management**

There may be a slightly negative effect on carbon emissions by increasing the Council's building footprint however, this is mitigated by a reduction in the number and frequency of journeys by young people being transported out of the Scottish Borders as a consequence of the recommendations, which will have a positive impact on the Council's Carbon footprint.

4.6 **Rural Proofing**

This report does not propose any changes to any existing policies or strategy with regards to rurality. We transport learners with additional support needs to local schools or enhanced provisions. We would expect that the links between the primary and secondary enhanced provisions and the centrality of the new provision in Earlston will ensure that learner transport journeys are reduced including those children living designated rural areas.

4.7 **Changes to Scheme of Administration or Scheme of Delegation**

There are no changes proposed to the Scheme of Administration or Scheme of delegation.

5 CONSULTATION

- 5.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Service Director Strategy and Policy, the Chief Officer Audit and Risk, the Chief Officer HR, and the Clerk to the Council have been consulted and their comments have been incorporated into the final report.

Approved by

Donna Manson
Service Director Children & Young People

Signature

Author(s)

Name	Designation and Contact Number
Donna Manson	Service Director Children and Young People

Background Papers:

Developing the Young Workforce, Scottish Government 2014

Previous Minute Reference:

Social Work and Housing Committee, March 2013 : Item 11 –Complex Needs Options Appraisal

Social Work and Housing Committee , March 2014 : Item 8 – Complex Needs Education Base Update

Executive Committee, May 2014: Item 6 – Complex Needs Education Base Preferred Site

Appendices:

Appendix 1 – Scottish Borders Council Additional Support Needs Definitions

Appendix 2 – Our proposed plan for ASN provision in the Scottish Borders

Appendix 3 – Earlston Complex Needs Provision, new build images

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Donna Manson can also give information on other language translations as well as providing additional copies.

Contact us at Council Headquarters, Newtown St Boswells TD6 0SA, Tel 01835 824000.

New Additional Support Needs Provision in Earlston**Executive Committee – 24 May 2016****Profound and Complex Learning Difficulties**

There is no nationally agreed definition but for our purposes we will take the term to mean: “Any person whose intellectual development is under eighteen months when compared to a conventionally developing child (and usually considerably under eighteen months), irrespective of their actual age” Peter Imray, 2005

Defining characteristics of a person with profound and complex learning difficulties include most of the following, and will be lifelong:

- Pre-verbal in terms of intent
- May communicate for needs and wants only
- Highly unlikely to understand abstract concepts
- Limited understanding of cause and effect
- Need a sensory and process based approach to learning
- Little or no working memory
- Physically reliant on others for the majority of their needs
- Support with all personal care needs
- Complex medical needs
- Associated challenging behaviour, may include self-injury

There is a very high chance that there will be attendant physical and/or cortical sensory (hearing and sight) impairment.

The term profound and complex learning difficulties can include a number of students who may not be considered by some to have profound learning difficulties. These are pupils who will probably be ambulant and will have well or partly established self-care skills in being able for example, to feed themselves and at least partly dress themselves. They are likely to have a rudimentary understanding of cause and effect, and may even have attained at least partial contingency awareness. They may have additional learning difficulties such as autism, but will not generally suffer from the attendant physical and multiple disabilities. Nonetheless, the intellectual and cognitive impairments of this group will restrict their development to a very early level which may be considered pre early Curriculum for Excellence.

When planning support arrangements for the child/young person the following points should be considered:

- To spend all, or a significant percentage of their educational experience in a specialist, small group setting
- A specialised learning environment tailored to meet the physical, communication and sensory needs of each child or young person
- Safe and accessible indoor and outdoor space
- A total communication environment
- A highly personalised curriculum
- An ongoing coordinated approach with outside agencies
- Support for physical, medical, communication and cognitive needs from highly skilled, trained and informed staff
- Core equipment and furniture to meet individual need, e.g. specialist seating,

standing frames, adjustable height tables, personal care facilities, and accessible space to store them

- High levels of support throughout the school day (including mealtimes and breaktimes).
- Adult support need to understand approaches to learning and also be trained to meet individual physical and medical needs.
- High levels of support for personal care
- Support, encouragement and opportunities to make realistic and relevant choices

Severe and Complex Learning Difficulties

Defining characteristics of a person with severe and complex needs are likely to include many or most of the following, and will be lifelong:

- Significant cognitive impairment
- Communicate (receptive and expressive) through use of AAC systems – sign, gesture, words, pictures, symbols, environmental cues and clues
- Significant difficulties with reading, writing and comprehension - most will never read or write with any kind of fluency
- Significant difficulties with basic mathematical skills and concepts
- A short attention span
- An atypical, inconsistent and ‘spikey’ learning profile
- Significant challenges with working memory
- Physical impairments and under developed co-ordination skills
- Mobility difficulties
- Some degree of sensory impairment and/or sensory integration difficulties
- Significant support with personal care needs and steps towards independence
- Significant support to develop social skills
- Associated challenging behaviours

These children’s development will generally be at early or first level within Curriculum for Excellence, although they may have experienced some Es and Os at a higher level. However the Es and Os will need significant derivation to plan for, and demonstrate, progress in learning.

Young people at Senior Phase will be working towards National 1 or National 2. Those at FE College will be working towards SCQF 1 and/or 2

When planning support arrangements for the child/young person the following points should be considered:

- A total communication environment
- A specialist, small group educational environment for a significant part of their week
- Significant support throughout the school day (including mealtimes and breaktimes and personal care)
- A highly personalised curriculum
- Planned and organised strategies to support building social relationships with mainstream peers
- An on-going coordinated approach with outside agencies
- Personal care facilities
- Safe and accessible indoor and outdoor space
- Support for physical, medical, communication and cognitive needs from a highly trained and informed staff
- Core equipment and furniture to meet individual need, e.g. specialist seating,

- standing frames, adjustable height tables and accessible space to store them
- Adult support need to understand approaches to learning and also be trained to meet individual physical and medical needs.
 - Support, encouragement and opportunities to make realistic and relevant choices

Children with moderate learning needs will be supported in their mainstream setting and clusters will consider and may allocate resources where appropriate to meet the needs of individual SBC settings.

Moderate Learning Difficulties

Defining characteristics for a person with moderate learning difficulties will include some or many of the following:

Have attainments significantly below expected levels (in terms of age) in most areas of the curriculum despite appropriate interventions

Have much greater difficulty than their peers in acquiring basic numeracy and literacy skills and in understanding concepts

Challenges with abstract learning

Needs generally met through extended differentiation

May have associated speech, language and communication difficulties

Low levels of concentration

Under developed social skills and/or social awareness

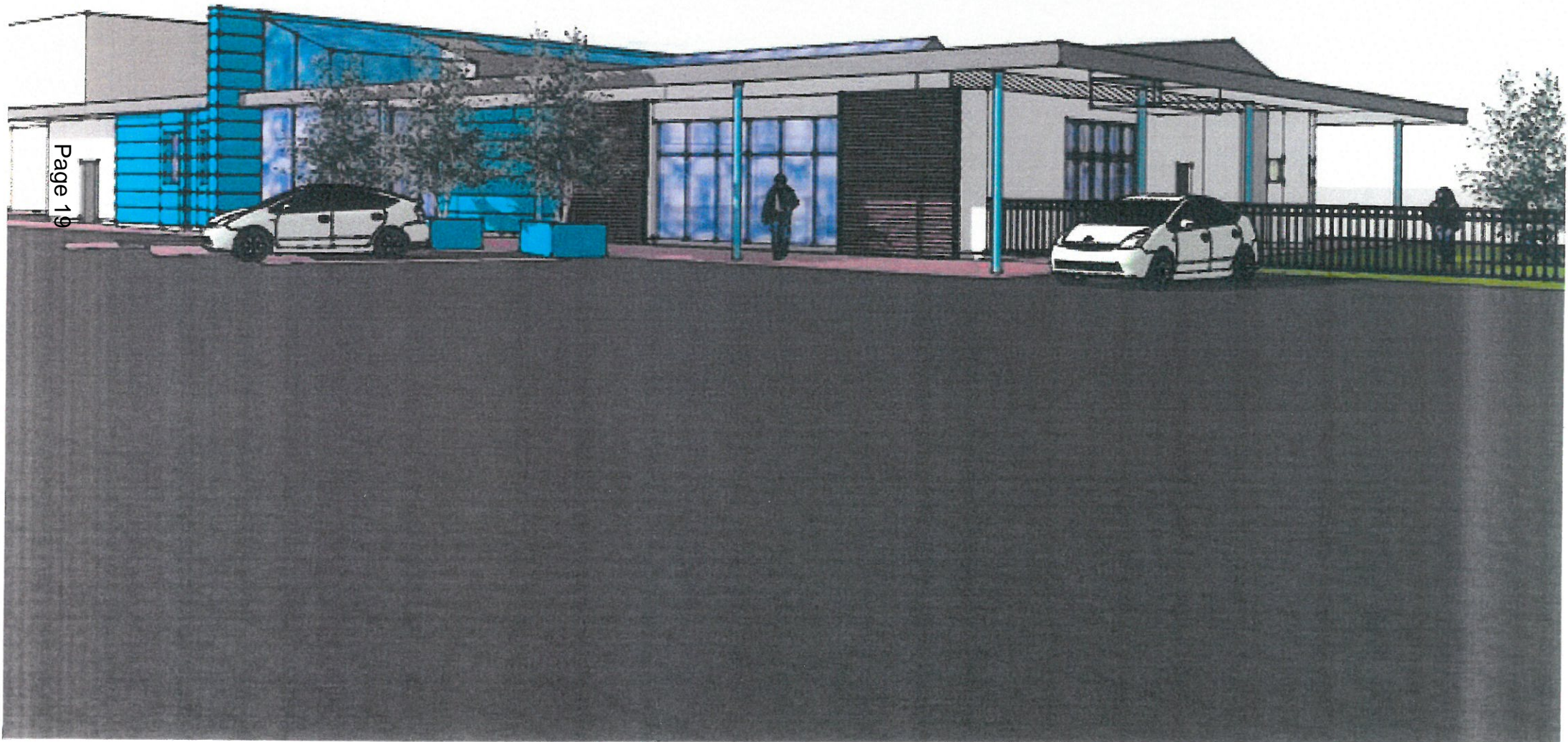
May have low self esteem

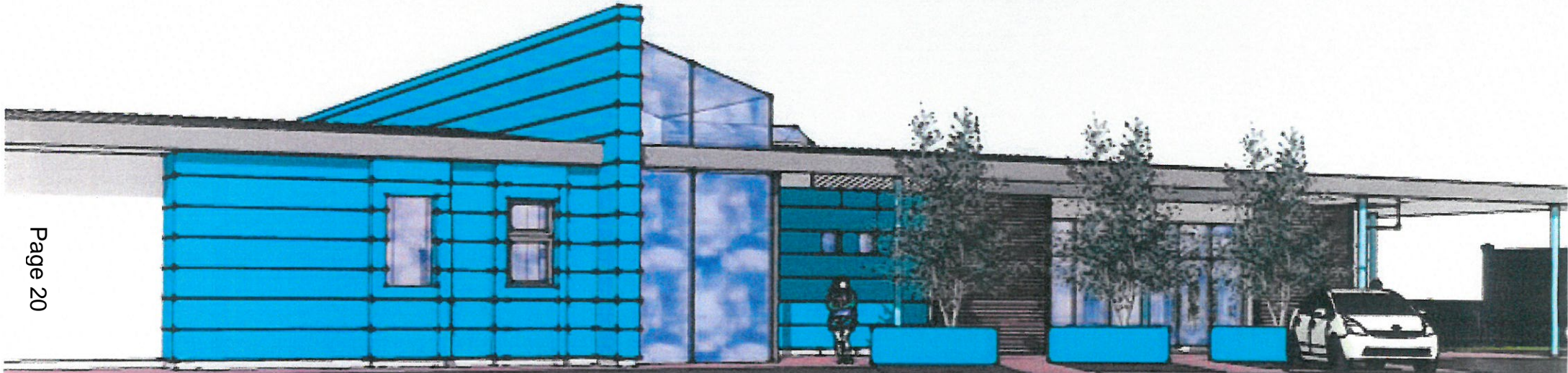
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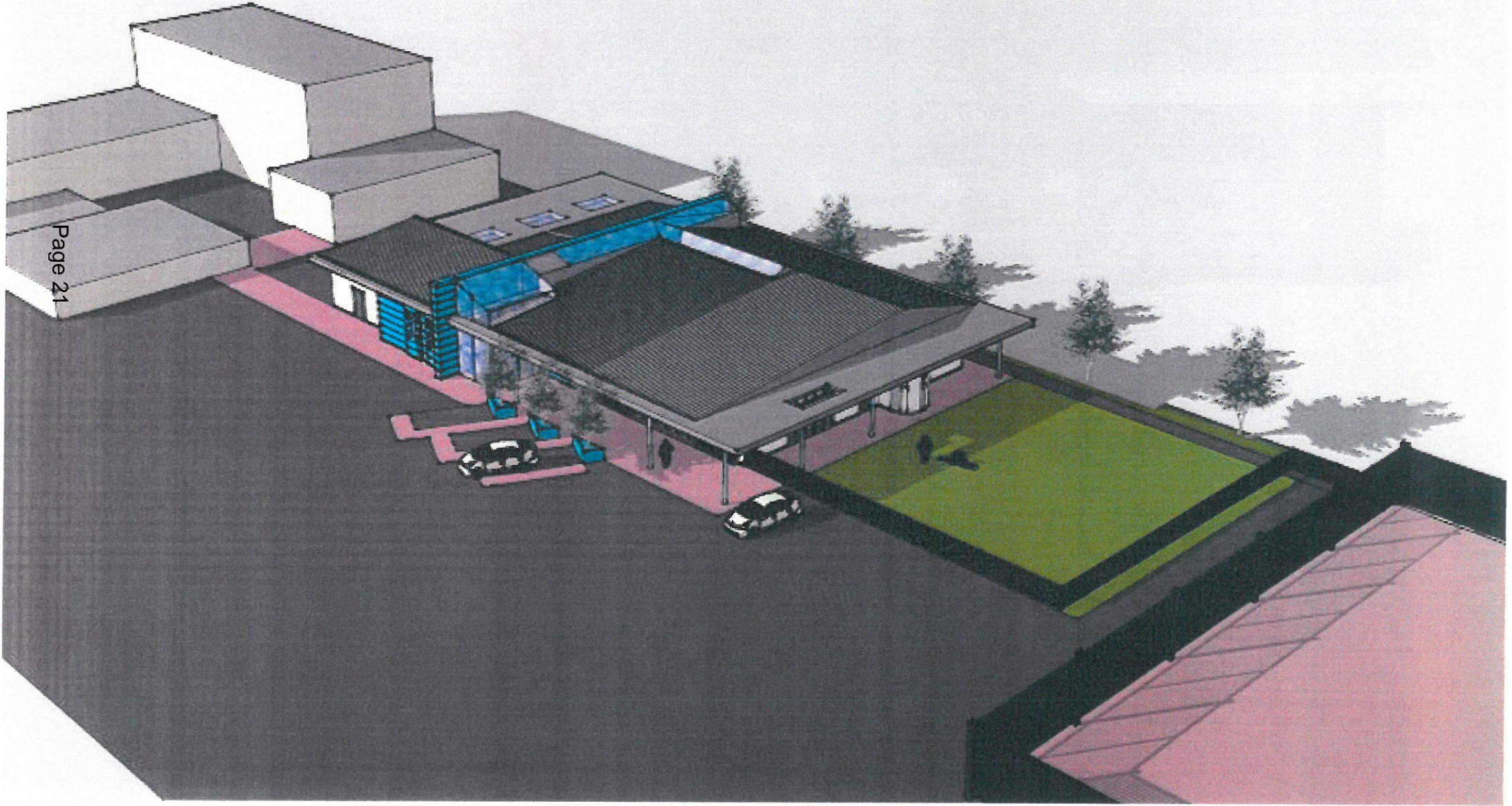
Proposed ASN Provision in the Scottish Borders

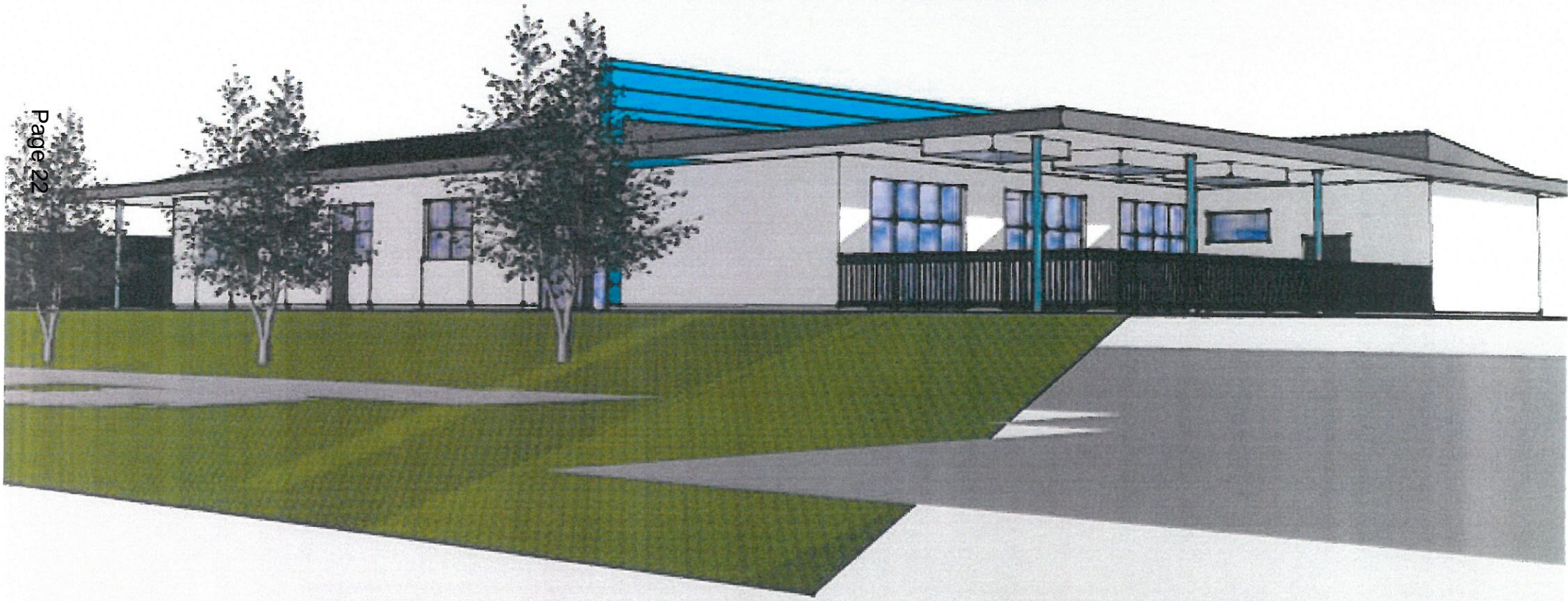
	Current ASN Provision (May 2016)	Proposed ASN Provision
Early Learning and Childcare	<ul style="list-style-type: none"> ○ Local Nurseries ○ Langlee Nursery (pupil dependant) 	<ul style="list-style-type: none"> ○ Local Nurseries ○ Langlee Nursery in the new Langlee Primary School (pupil dependant) ○ Links with Nursery and the Primary ASN Provision
Primary	<ul style="list-style-type: none"> ○ Teviot Primary Complex Needs Provision situated in Wilton Primary School ○ Eildon Primary Complex Needs Provision situated in Langlee Primary School ○ Berwickshire Primary Complex Needs Provision situated in Chirnside Primary School ○ Tweeddale Primary Complex Needs Provision situated in Halyrude Primary School 	<ul style="list-style-type: none"> ○ Teviot Primary Complex Needs Provision situated in Wilton Primary School ○ Eildon Primary Complex Needs Provision situated in new Langlee Primary School ○ Berwickshire Primary Complex Needs Provision situated in new Duns Primary School ○ Tweeddale Primary Complex Needs Provision situated in Halyrude Primary School ○ Earlston ASN Provision ○ Links with Nursery to be developed
Secondary	<ul style="list-style-type: none"> ○ Teviot Secondary Complex Needs Provision situated in Hawick High School ○ Eildon Secondary Complex Needs Provision situated in Galashiels Academy ○ Berwickshire Secondary Complex Needs Provision situated in Berwickshire High School 	<ul style="list-style-type: none"> ○ Teviot Secondary Complex Needs Provision situated in Hawick High School ○ Eildon Secondary Complex Needs Provision situated in Galashiels Academy ○ Berwickshire Secondary Complex Needs Provision situated in Berwickshire High School

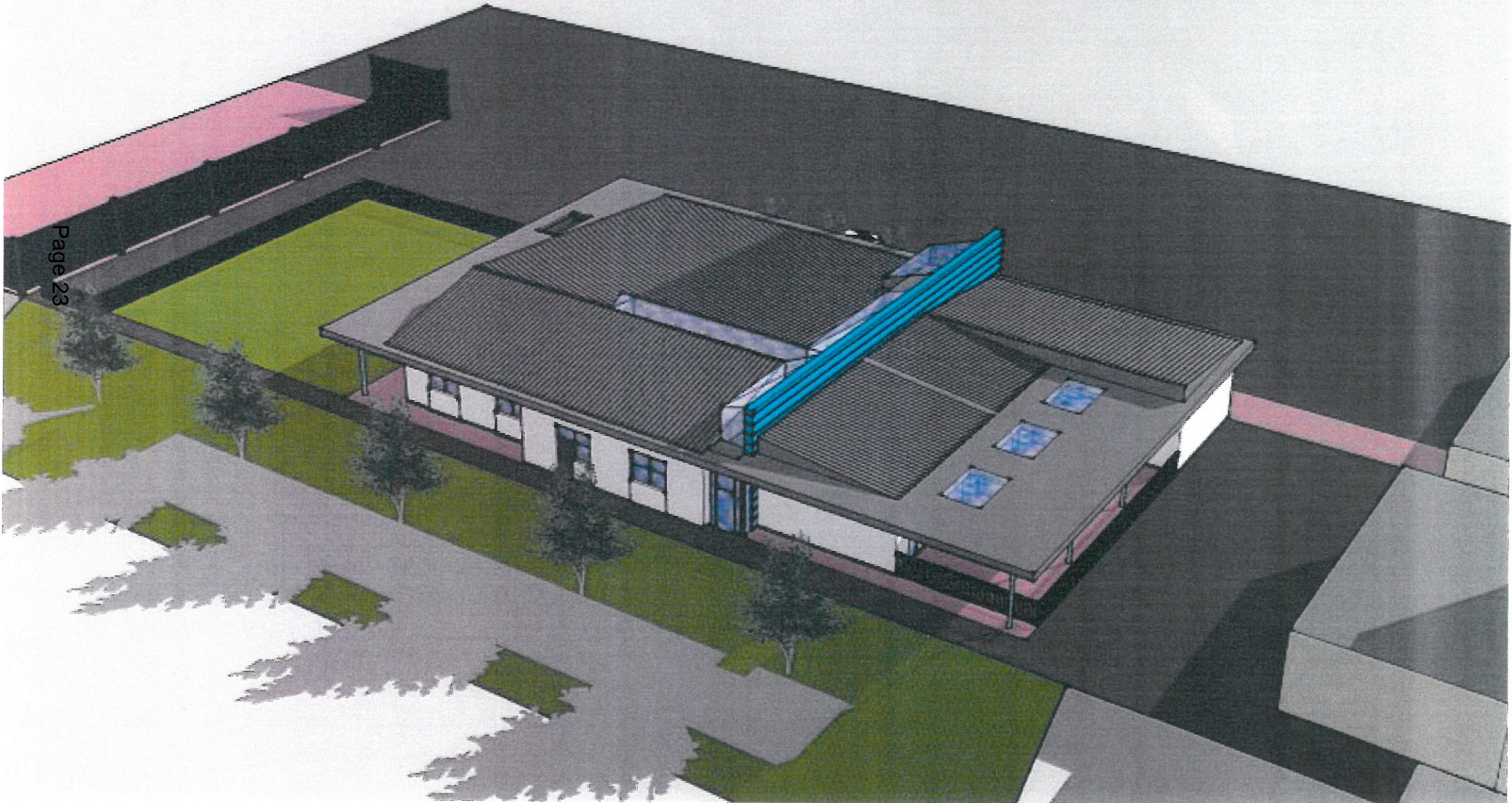
	<ul style="list-style-type: none"> ○ Tweeddale Secondary Complex Needs Provision situated in Peebles High School 	<ul style="list-style-type: none"> ○ Tweeddale Secondary Complex Needs Provision situated in Peebles High School
Transitions	<ul style="list-style-type: none"> ○ Howdenburn Schoolhouse, Jedburgh ○ Local Secondary Schools with Partners 	<ul style="list-style-type: none"> ○ Howdenburn Schoolhouse, Jedburgh ○ Local Secondary Schools with partners

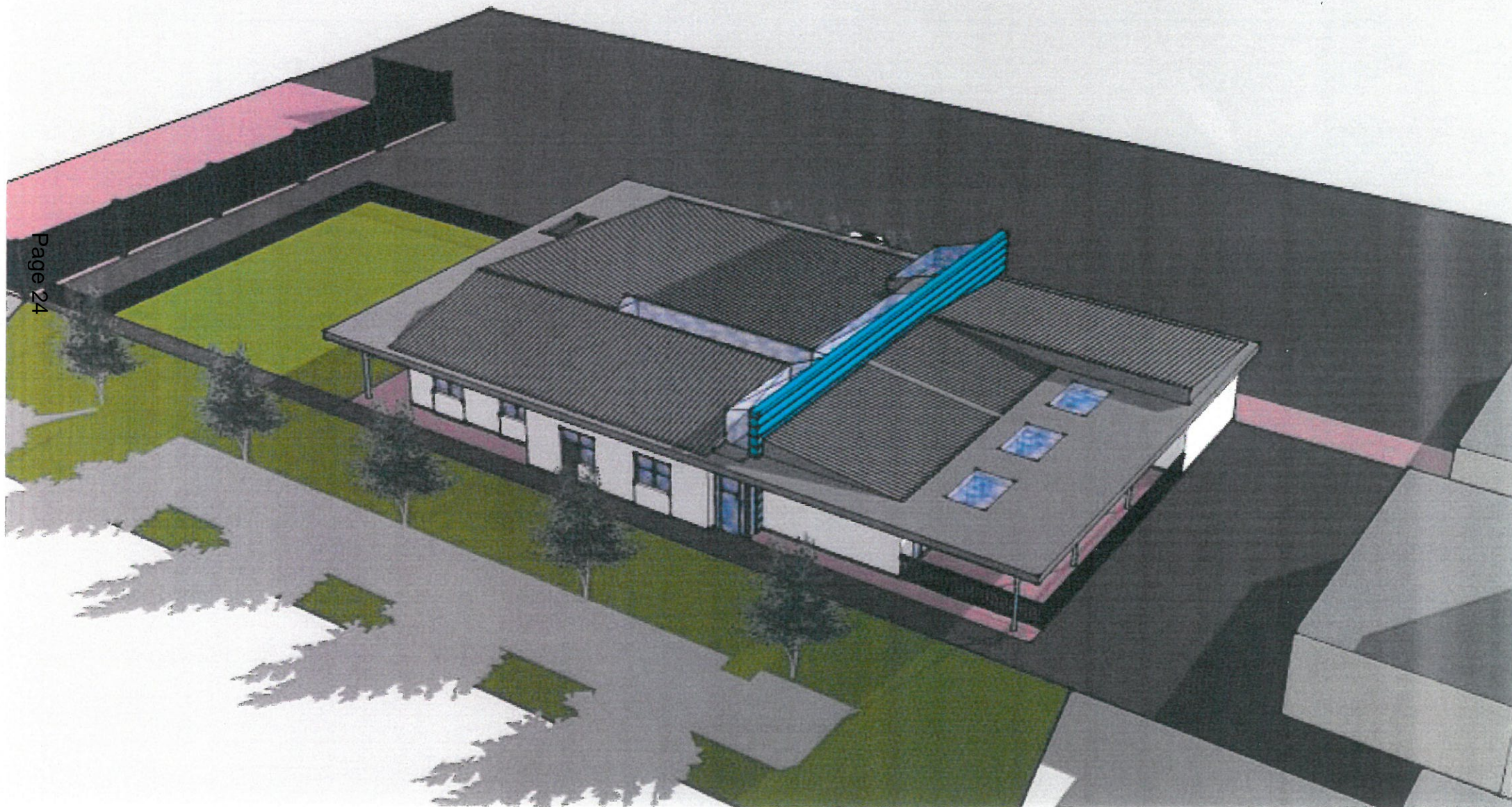












ECCLES/LEITHOLM PRIMARY SCHOOL

Report by Service Director Children & Young People

EXECUTIVE COMMITTEE**24 May 2016**

1 PURPOSE AND SUMMARY

- 1.1 This report proposes changes to the status of Eccles/Leitholm Primary School in that it is proposed the school be mothballed for a temporary period and that the decision to do so be reviewed within 12 months.**
- 1.2 The report outlines the background to the falling pupil roll at Eccles/Leitholm Primary School, leaving 3 pupils at the school for school session 2016/17. Arrangements for accommodating the pupils within Scottish Borders Schools are described and include transport, staffing and the educational and social benefits to be achieved through the process.
- 1.3 The Statutory Guidance issued pursuant to the Schools (Consultation) (Scotland) Act 2010 recognises that on occasions a Local Authority might consider it appropriate to mothball a school. This decision does not need to be subject to the formal requirements of that Act. However, the guidance emphasises that mothballing is temporary and any decision to do so must be kept under review.

2 RECOMMENDATIONS

- 2.1 I recommend that the Executive Committee agrees:-**
 - (a) To recommend to Council that Eccles/Leitholm Primary School be mothballed with immediate effect for a temporary period; and**
 - (b) To review the status of the school within the next 12 months.**
 - (c) In the interim that a decision be taken to provide transport to Coldstream Primary School for any new pupils who move into the existing catchment of Eccles/Leitholm area.**

3 BACKGROUND

- 3.1 In August 2013 the roll at Eccles/Leitholm Primary was 29 pupils in 2 classes. There is no Early Learning and Childcare, ie nursery provision and no 4 or 5 year old children in the catchment area.
- 3.2 In Session 2014-15 the roll dropped to 14 pupils despite only 3 Primary 7s from the previous session transferring to Secondary School. 6 placing requests were made to other schools and 6 pupils left the area.
- 3.3 Session 2015-16 started with a roll of 8 which decreased to 5 by April 2016. With 2 Primary 7s ready to transfer to Berwickshire High School in August and no enrolment of pupils for Primary 1, the new session (2016-17) would start with just 3 pupils.
- 3.4 The placing requests year-on-year are to a range of neighbouring schools:

<i>Year</i>	<i>Number of Placement Requests</i>	<i>School Roll</i>
2013-2014	4 Requests – 1 to Broomlands PS	29
	1 to Duns PS	
	2 to Edenside PS	
2014-2015	6 Requests – 3 to Duns PS	14
	2 to Ednam PS	
	1 to Swinton PS	
2015-2016	5 Requests – 1 to Coldstream PS	8
	2 to Duns PS	
	1 to Edenside PS	
	1 to Swinton PS	
2016-2017	Not Applicable	Projected roll of 3

- Pupil Roll
- 3.5 The roll in May 2016 at Eccles/Leitholm Primary School is currently 5 pupils:

Primary 4	2 pupils
Primary 5	1 pupil
Primary 7	2 pupil

- 3.6 Staffing
The staffing complement in Eccles/Leitholm Primary School is currently 0.5 Headteacher, 1.07 FTE class teachers, 1 cleaner/playground supervisor and a member of staff who serves as classroom assistant and administrator.
- 3.7 Community Use
Eccles/Leitholm Primary School building is used by a Sunday School. Discussions have taken place with the representatives and they can provide the Sunday School in the Village Hall.

- 3.8 **Consultation**
- (a) Following concerns raised by Officers about the children’s learning experiences at Eccles/Leitholm Primary this school session, a meeting took place between Scottish Borders Council Officers and local Councillors. They recognised the challenges in providing a positive school experience for the pupils and supported Officers’ view that parental opinion should be sought.

- (b) Parents recognised a number of issues relating to the size of Eccles/Leitholm and the effects on their children's education. These include: difficulty for children to find a wide friendship group with similar interests; anticipated difficulties with transition to Secondary School; lack of opportunities for games and team sports and lack of links into wider network of clubs and activities. The parents also identified a number of educational benefits, should their children be able to attend a larger Primary School; greater opportunities to experience the skills and abilities of a wider staff group; greater opportunities for social learning and collaborative learning; greater opportunities for participation in team activities.
 - (c) There was also an acceptance from parents that their children were not able to participate fully in the Curriculum for Excellence due to the requirement for collaboration and peer working among learners and this is difficult to achieve with very small numbers at each stage.
 - (d) During discussions, parents requested individual placing requests to a Primary School of their choice. The 3 individual requests were for Coldstream Primary School, Duns Primary School and either Broomlands or Edenside Primary School.
- 3.9
- (a) As there is capacity within these schools to accommodate an extra pupil, the Service Director, Children & Young People Services, under delegated authority, would be able to grant these requests. The Service Director recognises the educational benefits for the children. Moreover, Section 28A of the Education (Scotland) Act 1980 requires that a placing request be granted unless specific grounds detailed in Section 28A (3) apply. There would be no grounds for refusing the placing requests.
 - (b) The majority of parental placing requests out of Eccles/Leitholm Primary School are to a variety of Primary Schools, therefore parental preference is being responded to in granting the places requested for the existing 3 pupils.
 - (c) Eccles/Leitholm Primary School became a partner school to Coldstream Primary School under Transforming Children's Services and as such the Headteacher works across the 2 schools. Pupils from Eccles/Leitholm already access facilities and activities in Coldstream Primary School on a regular basis. The distance between the 2 schools is 6.6 miles on main routes.
 - (d) Both schools are in the same secondary catchment area and work in the same Learning Community. Improvement plans are aligned across the 2 schools, as are curricular programmes and teaching plans. This will support an easy transition for the Eccles/Leitholm pupils into classes in Coldstream with continuity and progression in learning effectively supported.
 - (e) In school session 2016/2017 and prior to the review of the permanent status of Eccles/Leitholm Primary School, any pupils who move into the existing Eccles/Leitholm Primary School catchment area will transfer into the appropriate classes for their individual year groups at Coldstream Primary School. Transport will be arranged for the pupils

transferring.

- (f) If a placing request is made for any pupil who moves into the area, then it will be considered under the Placing Request Guidance and within the delegated authority of the Service Director, Children & Young People.
- (g) HR procedures and policies will be implemented in managing next steps for the staff currently employed at Eccles/Leitholm Primary School.
- (h) It is important to note that during the pre-consultation of the School Estates Review we have engaged with school communities who currently have a pupil roll of less than 20 pupils regarding future sustainability. These ongoing discussions will be represented within the report going to Council in June 2016.

4 PROPOSAL

- 4.1 As a result of the granting of Placing Requests to all of the children who were on the Eccles/Leitholm Primary School roll, the school roll from August 2016 would be zero. Scottish Borders Council being in this position has considered the Schools Consultation (Scotland) Act 2010 and proposes that Eccles/Leitholm Primary School be mothballed as from Thursday, 30 June 2016. The Statutory Guidance states that "mothballing" is a 'temporary closure which does not lead to a consultation under the 2010 Act'.
- 4.2 In accordance with the Schools Consultation (Scotland) Act 2010 Statutory Guidance, the decision to mothball the school will be formally reviewed within a 12 month period of this arrangement being implemented.

5 IMPLICATIONS

5.1 Financial

Whilst there may be slight financial implications relating to transport, it is anticipated that this be offset by savings relating to utilities at Eccles/Leitholm Primary School.

5.2 Risk and Mitigations

(a) Building Deterioration

There is a risk that the empty building falls into a state of disrepair when unoccupied. To mitigate this, there will be a caretaking arrangement undertaken to provide regular checks on the building and maintain it to appropriate standards.

(b) Transport

The rural location of the journey to Coldstream will be mitigated through the use of approved providers and journeys being undertaken on main routes.

(c) Financial

As an interim measure this does not present any financial pressures. Longer term finances would be considered as part of any future statutory consultation process.

(d) Staff

If mothballing is approved that creates a redundancy situation in terms of the Employment Rights Act, all steps will be taken to find suitable redeployment for the staff at the school, and they may be eligible for a disturbance payment. If staff cannot be successfully redeployed, the Council's Redundancy Policy will be followed. We have met with staff to share the contents of this report.

(e) Stakeholders

Whilst the number of pupils transferring is too low to have any significant impact on the school, we have met the Coldstream Parent Council and informed them of this proposal. They were positive and raised no issues.

(f) Any existing parent/grandparent/community volunteers who currently support children at Eccles/Leitholm Primary School would be encouraged to continue as part of the Coldstream Primary School Community.

(g) We have advised the Eccles Community Council of the new arrangements. They were understanding and supportive.

5.3 **Equalities**

It is anticipated that there are no adverse impact due to race, disability, gender, age, sexual orientation or religion/belief arising from the proposals in this report.

5.4 **Acting Sustainably**

There are no significant impacts on the economy, community or environment.

5.5 **Carbon Management**

There are no significant effects on carbon emissions arising from the proposals contained in this report. We expect a carbon neutral position. Although there will be travel to the new school for all children, there will be significant reduction of existing travel activities, eg Headteacher visits between schools.

5.6 **Rural Proofing**

While this report does not propose any new Policy or Strategy, the Service Director, Children & Young People has considered the impact of the proposal in light of the Council's rural proofing policy. There are no children living in the area who intend to enrol in Eccles /Leitholm Primary 1 Class in August 2016 and there have been no Primary enrolments for the last 2 years. One community group makes use of the school facilities and are happy to re-locate to another venue within the Village Hall. It is therefore considered that the proposal does not create any negative rural impact.

5.7 **Changes to Scheme of Administration or Scheme of Delegation**

There are no changes to be made to either the Scheme of Administration contained in this report.

6 CONSULTATION

- 6.1 Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Chief Officer HR and the Clerk to the Council have been consulted and any comments received have been incorporated into the final report.

- 6.2 A meeting has taken place with the Councillors for Mid Berwickshire, individual meetings with existing parents, discussions held with the Community Council, a meeting held with the Parent Council of Coldstream Primary School and a meeting held with school staff.

Approved by

Donna Manson
Service Director Children & Young People

Signature

Author(s)

Name	Designation and Contact Number
Donna Manson	Service Director Children and Young People

Background Papers: Schools (Consultation) (Scotland) Act 2010
Previous Minute Reference: N/A

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Contact us at Council Headquarters, Newtown St Boswells TD6 0SA, Tel 01835 824000.

**SCOTTISH BORDERS COUNCIL
EXECUTIVE COMMITTEE**

MINUTE of Meeting of the EXECUTIVE COMMITTEE held in the Council Chamber, Council Headquarters, Newtown St Boswells, TD6 0SA on Tuesday, 10 May 2016 at 10 a.m.

Present:- Councillors S Bell (Chairman – Economic Development Business), C Bhatia (Chairman Other Business), S Aitchison, J Brown, M J Cook, V Davidson (from para 4), G Edgar, D Moffat, D Paterson, R Smith.

Also Present:- Councillors J. Fullarton, I Gillespie.

Apologies:- Councillor J. Mitchell, D. Parker, F Renton.

In Attendance:- Chief Executive, Corporate Transformation and Services Director, Chief Officer Economic Development, Service Director Regulatory Services, Group Manager Housing Strategy & Services, Democratic Services Team Leader, Democratic Services Officer (F. Henderson).

ECONOMIC DEVELOPMENT BUSINESS

Present: Mr J Clark, Mr G Henderson

CHAIRMAN

Councillor Bell chaired the meeting for consideration of the Economic Development business.

1. ECONOMIC DEVELOPMENT UPDATE

1.1 With reference to paragraph 4 of the Minute of 2 February 2106, there had been circulated copies of a briefing note providing an update on recent Economic Development activities. The Chief Officer Economic Development, Mr Bryan McGrath, referred to the paper and highlighted the main points. Under the Business section of the update it was reported that for the 3 month period 1 January 2016 to 31 March 2016 the Business gateway team assisted 77 business start-ups, of which 9 had the potential to be high growth. The advisers had delivered 23 start-up workshops and 26 Growth workshops with 273 attendees. During the same period four start-up workshops were held in Peebles, Hawick and Kelso with a total of 80 attendees. In 2015-2016, the Scottish Borders Business Fund received 43 applications and approved 37 grants valued at £107,960.65 supporting projects with a value of £243,947.02. These projects were forecast to create 43 jobs and safeguard 57.5 jobs with a forecast economic impact of £953,745 GVA. The Scottish Borders Business Loan Fund offered loans of between £1,000 and £20,000 over terms of up to three years. In 2015-16, the Loan Fund received 11 applications and approved 7 loans valued at £129,504. These loans were forecast to create 12.5 jobs and safeguard 29 jobs with a forecast economic impact of £393,420 GVA. Scotland's Employer Recruitment Incentive - SERI Scheme – The Scottish Government had confirmed funding for the SERI Scheme in 2016/17. The Scheme was re-launched on 1 April and was targeted at those furthest from the workplace. Eight additional places were available for the Scottish Borders and Barnardo's Works had been contracted to deliver this support.

1.2 In terms of Regeneration it was reported that the Scottish Borders Railway Ambassadors Pilot had been extended into the 2016 season. A weekend service would be provided in April, Fridays would be added for May and June, whilst Thursday would also be covered in July and August. The service would then taper off into the autumn and finish at the end of October. Support had been given to the National Archaeology conference in

Galashiels on 28 May and the forthcoming visit of the Flying Scotsman. Selkirk Business Improvement – Steering Group had appointed a new Project Manager, who was progressing the business plan development and consultation processes. A revised timescale for the BIDS ballot process had been identified, the ballots now scheduled for November 2016.

- 1.3 In terms of Tourism and Events, it was reported that the new walking site www.walkscottishborders.com was now live. This was the sister site to www.cyclescottishborders.com which had been running since 2012. Both sites were now 'mobile friendly' and were available for use by businesses wishing to link to the cycle and walk network or by visitors requiring access to route information and visitor information on tablets and mobile phones. In relation to Funding, The Leader Programme was open, with application deadlines set for 31 May and 31 August 2016. The programme Coordinator and Facilitator were continuing to work with a range of potential applicants. The new Forth Fisheries Local Action Group, covering the Scottish Borders, East Lothian and Fife, had received a funding allocation of just over £1m for the period 2014-2020. The new Action Group would make recommendations on European Maritime Fisheries Fund(EMFF) local development applications. Scottish Borders Council was the lead partner for the three areas and had employed EMFF Programme Co-ordinator, based in Eyemouth, to support the development of projects, and applications to the fund, from groups and businesses across the whole FLAG area. In response to a question from Elected Members in relation to Fishing, Shooting and Equestrian events, the Chief Officer Economic Development agreed to bring a more detailed report to the next meeting. The Committee welcomed the draft Cycling Strategy and a consultation event was suggested and expressed disappointment at the level of applications for the RSA Funding and noted that work would be undertaken to raise awareness of opportunities for local businesses.

DECISION

NOTED the update.

2. BUSINESS GATEWAY ANNUAL REPORT AND BUSINESS PLAN 2016-17

There had been circulated copies of a report by the Corporate Transformation and Services Director which summarised the Business Gateway Service's performance in 2015/16 and sought approval of the Business Plan for the delivery of Business Gateway Services in the Scottish Borders to 31 March 2017. The report explained that 2015/16 saw the majority of national targets being achieved by the Business Gateway team with a particularly good performance with business starts. Over 1500 business people attended Business Gateway events, an increase of 150% on the figure for 2014/15. In addition, Business Gateway advisers were heavily involved in other local actions, most notably the launch of the Borders Railway and the recent flood events. The Business Plan for 2016/17 fully uses the new European Regional Development Fund confirmed on 31 March 2016. The plan showed a boost to the start-up team as well as a new geographical focus for the Growth Advisers, using the Council's 'Localities' Map. There would be an increase in the number of events delivered across the whole area. Emphasis would be applied in the areas of Exporting and Innovation for local businesses. In the next 12 months Business Gateway would continue to deliver against the National Service Specification and would aim to achieve the outcomes set out in the new ERDF operation plan. Using EU Funds, the Business Plan would enhance service delivery at the local level by aligning to the priorities in the Local Outcome Improvement Plans (LOIP) and the Scottish Borders Economic Strategy 2023. Mr McCreadie, Principal Officer – Business (Acting) answered Members questions and the Chairman thanked Business Gateway for the help following the recent flooding.

DECISION

AGREED:-

- (a) **to acknowledge the strong performance and positive impact of the service in 2015-2016;**

- (b) to approve the 2016-2017 Business Plan for Business Gateway in line with the national service specification, including the proposed reporting indicators in Table 2 of the report; and
- (c) that an annual review meeting be organised in November 2016 with a range of Business Gateway customers to allow elected members to directly receive feedback on service delivery and areas for further improvement.

3. **SOUTH OF SCOTLAND COMPETITIVENESS STRATEGY 2016-2023**

There had been circulated copies of a report by the Corporate Transformation and Services Director which sought approval for the new South of Scotland Competitiveness Strategy 2016-2023 and its associated Action Plan. The report explained that the South of Scotland Alliance agreed to develop a new South of Scotland Competitiveness Strategy for the period 2016 to 2023. Work on the new Strategy had enabled the Alliance to analyse the up-to-date economic data for the region, reflect on the lessons learned from the successes and shortcomings of the last 10 years and consult with the partners and stakeholders on whom the successful delivery of any new Strategy would partly depend. It was highlighted that despite the notable successes of the South of Scotland Alliance and other partner agencies, the regional economy had continued to struggle in recent years. Growth had not kept pace with the rest of the country and GVA per head actually fell between 2007 and 2013, from 72% of the national average in 2007 to only 70% in 2013. Average weekly wages had also slipped over the same period, from 89% of the national average to 87% - in monetary terms, a gap of more than £65 per worker, per week. The finalised Strategy and its Action Plan were agreed by the Alliance on 15 April 2016 and the documents were set out in Appendix 1 and 2 of the report. Approval for the documents was now being sought from Scottish Borders and Dumfries & Galloway Councils. In response to questions the Chief Executive confirmed that while the Chief Financial officer was leading on the City Deal project he was kept apprised of the work of the South of Scotland Alliance. The Chief Officer Economic Development advised that the Action Plan recognised the importance of good broadband and a report on future broadband proposals would be presented to a future meeting.

DECISION

AGREED to:-

- (a) approve the new South of Scotland Competitiveness Strategy 2016 -2023 and its associated Action Plan as set out in Appendix 1 and 2 to the report; and
- (b) request that the South of Scotland Alliance regularly monitors progress on delivery of the actions set out in the Action Plan.

OTHER BUSINESS

CHAIRMAN

In the absence of Councillor Parker, Councillor Bhatia chaired the meeting.

4. **MINUTE**

The Minute of meeting of the Executive Committee of 19 April 2016 had been circulated.

DECISION

APPROVED for signature by the Chairman.

5. **STRATEGIC HOUSING INVESTMENT PLAN PROGRESS FOR 2015-2016**

There had been circulated copies of a report by the Service Director Regulatory Services to advise Members of the affordable housing completions, and progress made in the delivery of the Strategic Housing Investment Plan (SHIP) projects for the period 2015-2016. The Strategic Housing Investment Plan (SHIP) was the

sole document for targeting affordable housing investment in Scottish Borders. Annual updates had previously been submitted to the Scottish Government in November of each year with the current SHIP 2015-2020 being submitted in October 2014 when it changed to bi-annual submissions. This report advised Members that for the financial period 2015-2016, 220 new affordable houses were delivered. This meant that over the 4 year period 2012-2016, a total of 467 new affordable homes have been delivered, which averaged at 116 units per annum exceeding the Council's target of 100 new affordable homes per annum. The report further detailed the Strategic Housing Investment Plan Progress update and financial implications. Members welcomed the report and noted that a press release would be issued. The Group Manager Housing Strategy and Services and the Housing Strategy Manager answered Members questions.

DECISION

AGREED to endorse the progress made in the delivery of affordable housing projects in 2015-2016 as set out in the Strategic Housing Investment Plan 2015-2020

6. **LOCAL ACCESS AND TRANSPORT STRATEGY – CONSULTATION REPONSES**

There had been circulated copies of a report by the Service Director Regulatory Services to advise members on the results of a recent consultation exercise that would help provide advice on the development of a Local Access and Transport Strategy for the Scottish Borders. The report explained that the development of a Local Access and Transport Strategy (LATS) was a key document for the Scottish Borders, providing a focus for transport issues throughout the Local Authority area and beyond, whilst detailing key projects and longer term aspirations. A Main Issues Report (MIR) provided the basis for consultation with stakeholders and the general public and asked a number of specific questions that would help mould the Officers' overall approach to the main strategy document. A twelve week consultation period for the LATS concluded on 23 October 2015, with 31 responses received from statutory consultees, community councils and the general public. A list of the people and organisations that responded had been provided in Appendix A to the report. The Chairman expressed concern about the poor response to the consultation and in particular that there had been no comments received on a proposed new bridge for Peebles. In terms of de-criminalised parking it was noted that a report would be brought to Council in June. It was highlighted that integrated ticketing was an issue across Scotland and progress was slow as there were so many different operators. Members expressed particular concern regarding damage to roads caused by forestry traffic and the need for a more radical approach and make direct representation to the Scottish Government for more funding. The Service Director Regulatory Services advised that an Action Plan would be developed to accompany the Strategy

DECISION

- (a) **NOTED the lack of responses from the recent consultation exercise undertaken as part of the development of the Local Access and Transport Strategy for the Scottish Borders.**
- (b) **AGREED:-**
 - (i) **that an action plan would be developed to accompany the Strategy; and**

- (ii) that an options report on the issues caused by timber transport be brought to a future meeting and that the Timber Transport Officer be invited to attend.
- (c) **NOTED** that a report on de-criminalised parking would be presented to the Council meeting in June 2016.

7. **PRIVATE BUSINESS
DECISION**

AGREED under Section 50A(4) of the Local Government (Scotland) Act 1973 to exclude the public from the meeting during consideration of the business detailed in the Appendix to this minute on the grounds that it involved the likely disclosure of exempt information as defined in paragraph 9 of part 1 of schedule 7A to the Act.

8. **MINUTE**

The Committee approved the Private Minute of 19 April 2016.

The meeting concluded at 12 noon.

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SYNTHETIC PITCH PROGRAMME – PEEBLES 3G PROJECT

Report by Corporate Transformation and Services Director

EXECUTIVE COMMITTEE

24 May 2016

1 PURPOSE AND SUMMARY

- 1.1 **This report proposes the Planning Application Number 15/01460/FUL for the proposed pitch at Victoria Park in Peebles is withdrawn.**
- 1.2 Since its inception there have been significant issues in identifying a suitable site for a full-size, synthetic 3G pitch in Peebles. In total 24 different sites across the town have been considered and examined in detail with the current preferred site agreed by Executive as being the site at Victoria Park.
- 1.3 There continues to be significant public interest, both positive and negative, in the Planning Application for the new pitch at Victoria Park and difficulties faced by Tweeddale Councillors in respect of this issue.
- 1.4 Local Councillors have concluded that recommending to the Planning Application for the Pitch at Victoria Park should be withdrawn, in order to allow alternative sites to be investigated further and to provide adequate time for the Tweeddale Councillors to consult with the wider community of Peebles.

2 RECOMMENDATIONS

- 2.1 **I recommend that the Council**
 - (a) **In the light of the request by Tweeddale Councillors Executive agrees to withdraw the Planning Application for the new 3G Pitch at Victoria Park in Peebles to allow a further period of consultation.**
 - (b) **Agrees to Officers submitting a further report to the Executive in June setting out the way forward for the Peebles 3G Pitch.**

3 CURRENT POSITION

- 3.1 Tweeddale Ward Councillors wish additional time to consult with the community of Peebles. It is now the view of Ward Councillors that this is the best way to proceed and that proceeding with the existing programme is not possible.
- 3.2 Officers advised Tweeddale Councillors that in order not to prejudice other sites in Peebles the existing Planning Application lodged for the Victoria Park site in Peebles should be withdrawn. Were this not done then any future planning application on an alternative site would be highly unlikely to be approved as it would be almost certainly be impossible to demonstrate 'need' if there was an existing planning approval on another site.

4 IMPLICATIONS

4.1 Financial

The changes to the pitch programme discussed in this report would require a re-profiling of the capital plan as approved at Council on 11th February 2016. The current profile is below. This will be addressed in the recommended report to Executive in June.

Pitch		Previous	15/16	16/17	17/18	Total
		£'000	£'000	£'000	£'000	£'000
Peebles	Current Plan	41	90	1606	3	1740

4.2 Risk and Mitigations

- (a) The sportscotland letter of 11 March 2013 with regard to the £500,000 grant funding of Peebles High School facilities, contained a condition to 'deliver a full size 3G in Peebles within a timescale of 2 years'. There is a risk that if a 3G pitch is not delivered in Peebles, sportscotland will lose credibility in the Council and be less willing to fund future programmes. Officers are continuing to seek to remove this risk in discussions with sportscotland and are confident this can be addressed and the risk removed.
- (b) There is a risk that if an agreement cannot be reached around a suitable site that any monies already expended in capital terms will be written back to revenue, which will result in a revenue pressure. If this project continues this will not be necessary.

4.3 Equalities

An Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications.

4.4 Acting Sustainably

It is not anticipated that there will be any negative environmental impacts.

4.5 **Carbon Management**

It is not anticipated that there will be any effects on carbon emissions.

4.6 **Rural Proofing**

n/a

4.7 **Changes to Scheme of Administration or Scheme of Delegation**

n/a

5 CONSULTATION

5.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Service Director Strategy and Policy, the Chief Officer Audit and Risk, the Chief Officer HR, and the Clerk to the Council have been consulted and their comments have been incorporated into the final report.

5.2 Corporate Communications – if what you are proposing involves likely media interest or high public information dissemination.

Approved by

Rob Dickson
Corporate Transformation & Services Director

Signature

Author(s)

Name	Designation and Contact Number
Rob Dickson	Corporate Transformation and Services Director (01835 824 000)

Background Papers: APWG 19 April 2016

Previous Minute Reference: APWG 19 April 2016

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