

Appendix 1



SCOTTISH BORDERS COUNCIL CHILDREN AND YOUNG PEOPLE'S SERVICES PROPOSAL PAPER

AUGUST 2016

The following provisions are affected by the Proposals:

- Spectrum support provision at Wilton Primary School
- Spectrum support provision at St Ronan's Primary School
- The new build Additional Support Needs (ASN) School in the village of Earlston

The following schools are affected by the Proposals:

- Wilton Primary School
- St Ronan's Primary School
- Earlston Primary School
- Earlston High School

This Proposal Paper has been issued by Scottish Borders Council's Children and Young People's Services in terms of the Schools (Consultation) (Scotland) Act 2010.

The Proposals

This Proposal Paper has been prepared by Scottish Borders Council's Children and Young People's Services in accordance with the Schools (Consultation) (Scotland) Act 2010, as amended (the Act).

The Act sets out a consultation procedure which a Local Authority must follow for certain proposals affecting schools in their area. The current Proposals are the discontinuance of two special classes and the establishment of a new school and are therefore subject to the statutory consultation procedure.

This Proposal Paper sets out the details of the relevant Proposals and contains the Educational Benefits in respect of the Proposals.

Detail of the Proposal

That subject to the outcome of this Proposal exercise and statutory consultation process as set out in the Schools (Consultation) (Scotland) Act 2010, as amended:

1. Spectrum support class provision at Wilton Primary School is discontinued;
2. Spectrum support class provision at St Ronan's Primary School is discontinued
3. That the new Additional Support Needs(ASN) build in the village of Earlston is established as a school
4. That the naming of that school is consulted upon as a non-statutory simultaneous consultation within this process;
5. That children from the new school and children from Earlston Primary School and Earlston High School will have the opportunity to build curricular and facility links creating educational benefits for all children.

This proposal therefore also has implications for Wilton Primary School, St Ronan's Primary School, Earlston Primary School and Earlston High School.

The proposed date for the implementation of the Proposal to establish the new school is January 2017. However, there will be flexibility as the staff will transition the children to the new build according to their needs. Therefore the

discontinuation of spectrum support provision at St Ronan's Primary and Wilton Primary will be implemented from April 2017.

SUMMARY OF THE PROCESS FOR THIS PROPOSAL PAPER

PUBLICATION INFORMATION

Proposal Paper Published

1. The proposal paper will be available for inspection, free of charge, at:
 - Council Headquarters ,Newtown St Boswells,TD6 0SA
 - Wilton Primary School, Wellfield Road, Hawick TD9 7EN
 - St Ronan's Primary School, St Ronan's Road, Innerleithen EH44 6PB
 - Earlston Primary School, Earlston TD4 6HF
 - Earlston High School, East End, Earlston TD4 6JP
 - Hawick Library, North Bridge Street, Hawick
 - Innerleithen Library, Buccleuch Street, Innerleithen EH44 6LA
 - Earlston Library, based within Earlston High School, East End, Earlston TD4 6JP

and published on the Scottish Borders Council website:

www.scotborders.gov.uk/asnschool

2. Copies of this Proposal Paper are also available on request from:

Additional Support Needs School
Children and Young People's Services
Scottish Borders Council
Council Headquarters
Newtown St Boswells
Melrose
TD6 0SA

3. This Proposal Paper is available in alternative formats or in translated form for readers whose first language is not English. Please apply to:

Additional Support Needs School
Children & Young People's Services
Scottish Borders Council

Council Headquarters
Newtown St Boswells
Melrose
TD6 0SA

Telephone: 01835828046
E-mail: Imunro@scotborders.gov.uk

4. Formal notice of the Proposal and relevant information will be given and be made available, free of charge, to the consultees listed as follows:
- the parents/carers of the children who attend the spectrum support classes at Wilton Primary School and St Ronan's Primary School;
 - the Parent Councils of the affected schools;
 - the parent/carers of the pupils of the affected schools;
 - the parent/carers of any children likely to attend the new school or any affected school within two years of the date of the publication of the Proposal Paper;
 - the pupils attending the spectrum support classes and the affected schools insofar as the Education Authority considers them to be of a suitable age and maturity;
 - the staff (teaching and other) of the spectrum support classes, the wider team of staff who work in additional support needs specialist services in the Council and the staff at the affected schools;
 - any Trade Union which is representative of the staff;
 - the Community Council of Earlston; Hawick and Innerleithen;
 - Community Planning Partnership named partners
 - the constituency Member of the Scottish Parliament;
 - the constituency Member of Parliament;
 - the List Members of the Scottish Parliament.

Advertisement in Local Media

5. An advertisement will be placed in the relevant local media the week beginning 22 August 2016, giving the dates for the consultation period for public meetings.

Consultation Period

6. The consultation for this Proposal will run from Monday, 29 August 2016 and will end on Monday, 10 October 2016. This period allows for the statutory minimum of six weeks, including at least thirty days.

Public Meetings

7. Public meetings will be held, the details of which are set out below:

Tuesday, 12 September 2016

at

Wilton Primary School, School Hall

Wellfield Road

Hawick

TD9 7EN

7.00pm to 9.00pm

and

Wednesday, 13 September 2016

at

St Ronan's Primary School, School Hall

St Ronan's Road

Innerleithen

TD4 6JP

7.00pm to 9.00pm

and

Thursday, 14 September 2016

at

Earlston Primary School, School Hall

Earlston

TD9 9QT

7.00pm to 9.00pm

Format of Public Meetings

8. Anyone wishing to attend the public meetings is invited to do so. The meetings, which will be convened by Scottish Borders Council, will be

addressed by the Director Children and Young People's Services, and other Senior Officers of the Council.

The meetings will provide an opportunity to:

- Hear more about the Proposal
- Ask questions about the Proposal
- Have your views recorded so that they can be taken into account as part of the Proposal process

A note will be taken at the meeting of comments, questions and officer responses. These notes will be published on the Council website and a copy will be made available on request. These notes will be forwarded to Education Scotland, along with other submissions and comments received by the Council during the consultation process.

Meetings with Pupils and Staff

9. Meetings will be held with pupils (who are considered to be of a suitable age and maturity) and staff in the affected schools. Our pupils in the spectrum support classes will have their views represented by their parents and staff – this is viewed to be appropriate. A record of questions, responses and views will be taken and this will be published in the Consultation Report.

RESPONSES TO THE PROPOSAL

10. Interested parties are invited to respond to the Proposal by making written or electronic submissions on the Proposal to:

Additional Support Needs School
Children and Young People's Services
Scottish Borders Council
Council Headquarters
Newtown St Boswells
Melrose
TD6 0SA
or

Web Address: www.scotborders.gov.uk/asnschool

A response form is available from Additional Support Needs School Children & Young People's Services, Scottish Borders Council, Council Headquarters, Newtown St Boswells, Melrose TD6 0SA or online at www.scotborders.gov.uk/asnschool for the convenience of those wishing to respond. Its use is not compulsory. The response form is provided in Appendix 2.

If you wish to respond by letter or electronically, you are invited to state your relationship with the school – for example, “pupil”, “parent”, “carer”, “relative”, “former pupil”, “teacher in school”, “member of the community” etc. Responses from Parent Councils, staff and Pupil Councils are particularly welcome.

Those sending in a response, whether by letter or electronically, should know that their response will be open to public scrutiny and may have to be supplied to anyone making a reasonable request to see it. If they do not wish their response to be made publicly available, they should clearly write on the document: “I wish my response to be considered as confidential with access restricted to Councillors and Council Officers of Scottish Borders Council”. Otherwise, it will be assumed that the person making the response agrees to it being made publicly available.

All written responses must be received by the last day of the consultation period, Monday, 10 October 2016 at 5.00pm.

INVOLVEMENT OF EDUCATION SCOTLAND

11. When the Proposal document is published, a copy will also be sent to Education Scotland by Scottish Borders Council. Education Scotland will also receive a copy of any relevant written representations that are received by the Council from any person during the consultation period or, if Education Scotland agree, a summary of them. Education Scotland will further receive a summary of any oral representations made to the Council at the public meeting that will be held and, as available (and so far as otherwise practicable), a copy of any other relevant documentation.

Education Scotland will then prepare a report on the educational aspects of the proposal not later than 3 weeks after the Council has sent them all representations and documents mentioned above. In some cases, it is possible for them to extend the 3 weeks with the agreement of the Authority. However, for the avoidance of doubt, the 3 week period will not start until after the consultation period has ended. In preparing their report, Education Scotland may enter the affected school(s) and make such reasonable enquiries of such people there as they consider appropriate and may make such reasonable enquiries of such other people as they consider appropriate.

PREPARATION OF CONSULTATION REPORT

12. The Council will review the proposal having regard to the Education Scotland Report, written representations that it has received and oral representations made to it by any person at the public meeting. It will then prepare a Consultation Report. This Report will be published in electronic and printed formats and will be advertised in local newspapers. It will be available on the Council web-site and from Council Headquarters, public libraries in the vicinity of the affected schools, as well as the affected schools, free of charge. Anyone who made written representations during the consultation period will also be informed about the report. The report will include a record of the total number of written representations made during the consultation period, a summary of the written representations, a summary of the oral representations made at the public meeting, the Authority's response to the Education Scotland Report as well as any written or oral representations it has received, together with a copy of the Education Scotland Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled. The Report will also contain a statement explaining how it complied with the requirement to review the proposal in light of the Education Scotland Report and representations (both written and oral) that it received. The Consultation Report will be published and available for further consideration for a period of 3 weeks.

CONSULTATION REPORT

13. The Consultation Report will be published in electronic and printed formats. It will be available on the Scottish Borders Council website, from Council Headquarter and from the affected schools, free of charge.

Anyone who made written representations during the Consultation Period will also be informed about the Consultation Report. The Consultation Report will include a record of the total number of written representations made during the consultation period, a summary of the written representations and a summary of the oral representations made at the public meetings. It will also contain the Authority's response to Education Scotland's report and any other relevant information, including details of any alleged inaccuracies and how these have been handled.

The Consultation Report will also contain a statement explaining how it complied with the requirement to review the proposal in light of the report by Education Scotland and representations (both written and oral) that it received.

The Consultation Report will be published and available for further consideration for a period of three weeks, before it is presented to Full Council at the Council meeting on 15 December.

SCOTTISH BORDERS COUNCIL DECISION

14. The Consultation Report, together with any other relevant documentation, will be considered by Full Council, who will make a decision regarding the Proposals. The Proposals concerns the discontinuation of provision and the establishment and naming of a new school. It should be noted that the discontinuation of provision could be subject to ministerial call-in by Scottish Ministers.

NOTE ON CORRECTIONS

15. If any inaccuracy or omission is discovered in this Proposal Paper, either by Scottish Borders Council or any person, Scottish Borders Council will determine if relevant information has been omitted or there has been an inaccuracy. It will then take appropriate action which may include the issue of a correction or the re-issuing of the Proposal Paper, or the revision

of the timescale for the consultation period, if appropriate. In that event, relevant consultees and Education Scotland will be advised

16. Given the preparations made in formulating this document, Officers concluded that the Proposal below should be put to the Education Executive for approval.

SCOTTISH BORDERS COUNCIL
THIS IS A PROPOSAL DOCUMENT

ADDITIONAL SUPPORT NEEDS SCHOOL IN EARLSTON VILLAGE
PROPOSAL

That subject to the outcome of this Proposal exercise and statutory consultation process as set out in the Schools (Consultation) (Scotland) Act 2010, as amended:

- Spectrum support class provision at Wilton Primary School is discontinued;
- Spectrum class support provision at St Ronan's Primary School is discontinued ;
- That the new additional support needs build in the village of Earlston is established as a school ;

That the naming of that school is consulted upon simultaneously as a non-statutory consultation part of this proposal process;

- That children from the new school and children from Earlston Primary School and Earlston High School will have the opportunity to build curricular and facility links creating educational benefits for all children

This proposal therefore also has implications for :

- Wilton Primary School
- St Ronan's Primary School
- Earlston Primary School
- Earlston High School

INCLUSION FOR ALL SCOTTISH BORDERS COUNCIL

17. 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. 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.

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.

A significant shift in culture has been achieved in a short period of time. We have moved forward significantly 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 PROVISION FOR CHILDREN WITH ADDITIONAL SUPPORT NEEDS (ASN)

18. 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.

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. 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

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. 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.

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.

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 IN THE SCOTTISH BORDERS

19. 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.

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 leading to dramatic reductions in exclusions as the change in practice has impacted upon the schools' approach and capacity to support children with SEBN within the school. 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.

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. A number of children will have the opportunity for shared placements between Earlston and the child's local mainstream school. 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 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.

THE NEW ASN SCHOOL PROVISION IN THE VILLAGE OF EARLSTON

20. 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.

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/softplay 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.

The new ASN school 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.

The new ASN school provision will be set up to provide education for children from 3-12 years. There will be capacity for up to 50 children to attend the new ASN school.

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 2017.

PRESENT POSITION

21. An Overview of Spectrum Support Classes and the ASN Specialist Support Staff Team

Scottish Borders Council's Autistic Spectrum Disorder (ASD) support provision for nursery and primary aged pupils is currently housed in two locations:

- Wilton Primary School, Wellfield Road, Hawick, TD9 7EN in portacabins in the school grounds.

- St. Ronan's Primary School, Innerleithen, EH44 6PB in a classroom in the first floor of the school.
- The existing provision has capacity to provide education for 50 children. This meets the demand for provision.

Rolls:

St Ronan's Spectrum Support class

- School session 2015/2016- 5 pupils
- School session 2016/2017 –5 pupils

Wilton Spectrum Support class

- School session 2015/2016 – 10 pupils (2 classes 5 +5)
- School session 2016/2017 – 10 pupils (2 classes 5 +5)

It is important to note that 100 % of the pupil roll for session 2016/2017 have shared placements, i.e. that they attend the spectrum support classes and attend a local mainstream primary school.

The outreach spectrum support staff are based in an additional location:

- Balmoral Primary School, Balmoral Avenue, Galashiels, TD1 1JJ

The outreach team support the children and the staff in the mainstream aspect of their placement. They also provide support to children with spectrum additional support needs who have fulltime placements in mainstream primary schools.

The learning environments differ in both settings due to the available space in each location. Teaching staff are currently based in one of either location with the Principal Teacher covering both settings along with the provision based in Howdenburn Schoolhouse at Lothian Road, Jedburgh TD8 6LA for senior spectrum support class pupils. In addition to these teachers there are also outreach staff based at Balmoral Primary School, who form part of the Council's ASD service. All staff members are line managed by one team leader who is based in Galashiels. It is proposed that all staff above would be based in the new build situated in Earlston village at the new build ASN School, Berwickshire TD4 6HF.

The proposal is to discontinue the spectrum support classes at Wilton Primary School and St Ronan's Primary School; the ASD staff outreach team based at Balmoral Primary and specialist staff team working across the Scottish Borders will move into the new School build situated in the village of Earlston.

EDUCATIONAL BENEFITS

22. The Educational Benefits Statement has been prepared having regard to the Guidance and Explanatory Notes published by the Scottish Government in association with the Schools (Consultation) (Scotland) Act 2010 and which are available for reference at the following websites, respectively:

www.scotland.gov.uk/Resource/Doc/91982/0097130.doc

www.oqps.gov.uk/legislation/acts2010/en/aspn_20100002_en.pdf

“An education authority shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising Standards of education.”

As required by the Schools (Consultation) (Scotland) Act 2010, this Educational Benefits Statement is written from the perspective of benefits, should the proposal be implemented.

The Educational benefits of the proposal for all the children affected are as follows:

Scottish Borders Council's Business Plan identifies that we will, as a priority, 'Improve attainment and achievement levels for all our children and young people, both within and out with the formal curriculum' and we will, 'Provide high quality support, care and protection to children, young people, adults, families and older people'.

The purpose of this school is to provide appropriate educational facilities for those children with very complex educational needs and will reduce the need for children to have to use educational establishments outside Scottish Borders. The centre will provide full and part time school places, assessments, training and outreach. There are a number of children and

young people with Complex Needs educated outwith the Scottish Borders and it is anticipated that a new specialist resource will offer options for similar children in the future. However it is unlikely that all the children currently receiving a service outwith the area will return as they are settled in educational establishments. The service will help educate children and young people in the Borders and maximise the potential for re-integration to mainstream and better transition planning into their learning pathways in adulthood.

There is significant practitioner expertise within SBC in supporting pupils with complex needs, but provision for these pupils is currently compromised by the quality of available accommodation/physical infrastructure. Spectrum Support has been successful in managing to sustain primary aged children in the Borders in specialist support centres and with outreach support to mainstream, but the physical provision needs to be improved and centrally located so that the service is delivered from one site in terms of economy of scale. The school would 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.

We are committed to an earlier and more flexible response to our most vulnerable children in both school and community settings, we will achieve this through this re-design of support for our most vulnerable children and young people. The new build has 3 large classrooms, two breakout spaces, a large sensory/soft play room and an activity space along with skills for life area. There is also ample outdoor secure space. All these areas will be tailored to provide the best conditions for learning possible for the pupils attending.

Existing Sites

23. The current provision within Scottish Borders Council for pupils with Autistic Spectrum Disorder is located across two sites:

- 1) A portacabin in the grounds of Wilton Primary School in Hawick (P1 – 3 pupils)
- 2) A wing of St Ronan's primary School in Innerleithen (P 4- 7 pupils)

The current provisions have not been designed to meet the needs of pupils with complex needs and offer a poor quality learning environment. The fabric and condition of the resource in Wilton Primary School is particularly poor.

Young people and the community will benefit from a significantly better quality learning and teaching environment that meets the needs of learners in the 21st century through purpose built learning spaces that take account of Curriculum for Excellence, the sensory curriculum, moving and handling and the development of life skills and transitions to employment, education or further training. The new school will be bright, stimulating and a safe environment for learning and teaching, taking into account the needs of children and young people with complex additional support needs.

Wilton Primary School and St Ronan's Primary School will be able to utilise the space freed up by the specialist resource discontinuing.

Impact on Pupils

24.A single location offers many educational benefits to children, staff and families in the area. Specifically these are:

- ***Reduced transition requirements*** – pupils who attend the new school will be able to complete their primary education in one location. Currently the pupils have to move at the end of Primary 3 to a different location which involves significant changes to travelling time.
- ***Consistency of learning and teaching*** – a single location provides the ability to maximise resources (physical, parents, staff and community). All pupils will continue to enjoy a more enhanced curriculum with greater depth, breadth, coherence, relevance and challenge than within the existing ASN provisions at Wilton and St Ronan's Primary Schools. The opportunity to create learning opportunities for specific age/level of pupils can be maximised by looking at the needs of pupil groups based on learning and not school location.
- ***Enhanced Learning Environment*** – the new build will offer pupils better conditions and environments for learning, opportunities for outdoor education, new and improved additional resources in the form of a large

sensory/soft play space, a dedicated activity space and areas for development of life skills within the same building. Pupils will also be able to where appropriate share facilities with Earlston Primary School building even wider peer relationships.

- ***Children having as wide groups of peers and friends as possible*** – pupils will be working in appropriate peer groups in the enhanced provision, but also have the opportunity to work within their mainstream school through a more focused outreach team being overseen from one central location. Pupils will also be able to, where appropriate, share facilities with Earlston Primary School, building even wider peer relationships.
- ***Developing the Young Workforce*** – the citing of a new ASN school within Earlston will allow senior pupils from Earlston High School the opportunity to gain skills, knowledge and experience of working with young people with additional needs.

Impact on Staff

25.

- ***Developing expertise in staff*** – the Team Leader will maximise collegiate time for all staff that will allow for the sharing of practis support professional development of staff. Using the school as a learning hub for colleagues working within the shared placements will enhance the skills of staff and further develop the inclusion of all children in SBC schools.
- ***Maximising resources for the benefit of all*** – through the joining of staff, resilience is developed by the sharing of skills, time and resources both within and out with the provision linking directly to the inclusion for all agenda.

Impact on the Community

26.Scottish Borders Council places a strong emphasis on school/community partnerships. Earlston Primary and Earlston High Schools both currently have excellent relationships within their local community and the new school will provide further opportunities to develop these links. The specialist facilities will help encourage greater use of the school out with school hours particularly by parents of children and young people with additional support needs. It is envisaged that the new premises will

become an active and vibrant addition to the learning and activities across the whole community.

The community will benefit from a learning hub which is specifically designed to meet the needs of children and adults with complex additional support needs. There will be the space and appropriate facilities for parents to be involved in their children's learning and for the specialist delivery partnership supports such as Speech and Language Therapy, Physiotherapy and the school nurse in a purpose built therapeutic environment.

Impact on Transport and Travelling Arrangements

27. Currently all pupils are transported by taxi to the existing provisions. As the current provisions are located in the West and Southern areas of the Scottish Borders, this can involve long travelling time and distances for some pupils. The re-location of the provision to the new school in Earlston, which is in a central locality, will mean that transport for most pupils will be reduced. Parking for school transport will be improved.

Scottish Borders Council will ensure that they work in close partnership with the Safer Routes to School Team and the Safer Communities Team to ensure all aspects of safety are given due consideration.

Minimising Risk

28. Scottish Borders Council has a good history of working with staff, parents, children and young people and the wider community to identify and overcome issues relating major projects such as new schools. All stakeholders will be given a number of opportunities to participate in the project and the Community Council have already been given the opportunity to comment at evening meetings. We will continue to work closely with all stakeholders throughout this process.

FINANCIAL IMPLICATIONS

29. The provision at Earlston is within the approved Capital Plan and is profiled to match the construction programme:

- 2015/2016 – 481k
- 2016/2017 – 1156k
- 2017/2018 – 6k

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.

PRE-CONSULTATION AND ENGAGEMENT WITH STAKEHOLDERS

30. As the concept of the new build was progressed, parents and staff of children attending the spectrum support classes were consulted. There was full support for the new build.

A redesign of additional support needs provision was implemented during 2015/2016 when the management of additional support needs was brought back into education management within the Council rather than the existing social work line management. A review of the new ASN build provision was carried out as part of this re-design. Once clarity was reached about how the new provision would fit into the new structures, papers were taken to the Education Executive (Appendix 3) in May 2016 and further engagement was carried out with the community of Earlston and parents of children with spectrum support needs. During the engagement key stakeholders were provided with information about the new build, the nature of the provision, perceived educational benefits as well as 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. The responses from stakeholders were very positive both about the quality of the build and the expected educational benefits that the new ASN School will bring to all affected pupils.

NAMING OF THE NEW ASN SCHOOL

31. We have had an initial discussion with stakeholders during the recent engagement about the naming of the provision. No names were suggested during these discussions. It is proposed that during the statutory consultation period regarding the relocation of provision that stakeholders will be asked to suggest names for the new ASN School within the statutory 30 school day period, thereafter stakeholders will be asked to vote for their preference in relation to the names suggested by stakeholders. This process is not subject to statutory consultation guidance but will be conducted in a fair and transparent manner. The outcome of the school naming consultation will be brought forward as a separate report rather than within the main Consultation Report. In August 2016 we will bring relevant formal statutory consultation papers in respect of the Schools (Consultation) (Scotland) Act 2010 to the Executive regarding:

- a) The discontinuation of the existing provision of spectrum classes in Innerleithen Primary School and Wilton Primary School grounds.
- b) The establishment of the new additional support needs school situated within the village of Earlston.

RESPONDING TO THE PROPOSAL

32. Interested parties are invited to respond to the Proposals by making written or electronic submissions on the proposals to:

Additional Support Needs School
Service Director Children & Young People
Scottish Borders Council
Newtown St Boswells
Melrose
TD6 0SA

For the convenience of those wishing to respond, a form is provided at Appendix 2, and is also available on the Council's website at:

www.scotborders.gov.uk/asnschool

Those wishing to respond are invited to state their relationship with the school – for example, “Parent/Carer of a child at Wilton spectrum support

class”, “Relative of a child at Wilton spectrum support class”, “Teacher of spectrum support”.

Those sending in a response, whether by letter or electronically, should know that their response will be open to public scrutiny and may have to be supplied to anyone making a reasonable request to see it. If they do not wish their response to be publicly available, they should clearly write on the document:

“I wish my response to be considered as confidential with access restricted to elected members and council officers of Scottish Borders Council”.

Otherwise, it will be assumed that the person making the response agrees to it being made publicly available.

RECOMMENDATIONS

33. It is recommended that a statutory consultation in respect of the Schools (Consultation) (Scotland) Act 2010 is carried out regarding:

- a) The discontinuation of the existing spectrum support class in Innerleithen Primary School
- b) The discontinuation of the spectrum support class in Wilton Primary School grounds.
- c) The establishment of the new ASN School in the village of Earlston.

It is recommended that the results of the non-statutory formal consultation into the naming of the new ASN school in the village of Earlston is included as a separate report to the Executive.

Within this Proposal document, the Council is therefore seeking public comment and response on the proposal to discontinue the spectrum support classes at St Ronan’s Primary School and Wilton Primary School and establish a new ASN school in the village of Earlston.

Should this proposal be accepted and implemented, a new ASN school will be established, named and located in the village of Earlston.

APPENDICES

Appendix 1 – Consultation proposal response form

Appendix 2 – Designs of the new ASN build

Appendix 3 – Additional Support Needs School in Earlston, Executive May 2016