

CONSULTATION ON PROPOSAL TO ESTABLISH AN ENHANCED LEARNING RESOURCE AT HARESTANES PRIMARY SCHOOL

SECTION 1 - INTRODUCTION

As part of the Council's strategy for Additional Support Needs (ASN), East Dunbartonshire Council is considering a proposal to develop an Enhanced Learning Resource (ELR) base in Harestanes Primary School. This will support primary and early years aged children. Enhanced Learning Resource bases have already been introduced in Castlehill Primary School and Wester Cleddens Primary School and are running very successfully.

You are being asked to take part in a statutory consultation process that will help the Council in deciding whether or not to go ahead with the proposal. Please read this document and return the form on page 7 to your school, by **30 November 2018**.

1.1 What is the purpose of this consultation?

This consultation is designed to gather your views on changes to school provision. This process is defined by the Schools (Consultation) (Scotland) Act 2010, and is referred to as statutory consultation. The Act defines a process which all councils must follow if there is a proposed change to education provision.

1.2 What is the Council required to do?

The Council is required to publish a proposal, and allow at least 30 school days for consultees to respond and make representations. In that time, there must also be at least one public meeting. The consultation process reflects the Scottish Government's view that educational benefits should be at the heart of any proposal to make a change to a school. The Council must prepare an educational benefits statement, which is part of this proposal paper. Education Scotland will visit the school(s) involved and consider the educational aspects of the proposal. They will then submit a professional and independent report to the Council, which will take account of any representations which are made during the consultation. When the Council has completed the consultation, and received the Education Scotland report, it must consider whether to proceed with the proposal or not.

1.3 Who is consulted?

In line with the legislation, the following stakeholders are consulted: The Parent Council of relevant schools; the parents of the children at relevant schools; the parents of any children expected by the education authority to attend a relevant school within 2 years; the children involved, where appropriate; the staff at relevant schools; trade unions; and other education authorities as appropriate.

Where appropriate, children will be consulted about the proposal in school and further information about this will be provided to parents.

1.4 What are we proposing to do?

To more effectively meet the needs of a wider range of learners, it is proposed that:

An Enhanced Learning Resource base should be established at Harestanes Primary School, providing support to children with a range of additional support needs. The provision would be for children in the early years and primary stages.

This proposal will take effect from August 2019.

1.5 What happens next?

The consultation will run from **22 October 2018 to 30 November 2018**. There will be a public meeting held in Harestanes Primary School on 6th November 2018 at 6pm to discuss the proposals. In late 2018, Education Scotland will produce a report on the proposal and the Council will consider whether to proceed with the proposal.

Further information on the Schools (Consultation) (Scotland) Act 2010 and the consultation process can be found at:

The East Dunbartonshire Council website www.eastdunbarton.gov.uk

The Scottish Government website
www.scotland.gov.uk/Topics/Education/Schools/Buildings/changestoschoolestate

THIS IS A FORMAL PROPOSAL FOR CONSULTATION UNDER THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010. PLEASE READ IT CAREFULLY AND RETURN THE CONSULTATION RESPONSE FORM ON PAGE 7 TO YOUR SCHOOL.

SECTION 2 - ABOUT THE PROPOSAL

2.1 Current Provision

An extensive internal review of children with language and communication needs (including autism) was carried out by the authority. This involved detailed profiling of children in both LCRs and existing 'standalone' provision (Merkland and Campsie View Schools). This review identified that a very broad range of additional support needs were being met in all establishments and that teaching staff were drawn from a range of specialist educational fields to meet that need.

In August 2018, Enhanced Learning Resource bases (ELRs) were opened in Wester Cleddens Primary School and Castlehill Primary school to support primary and early years aged children

Currently Castlehill Primary School supports 21 children in the enhanced learning resource base and Wester Cleddens Primary School supports 17 children in the enhanced learning resource base.

2.2 Background and rationale for change

The Children and Young People's Act details clear requirements in line with Getting It Right for Every Child. This details how services should be restructured, ensuring that children and families are central to decisions and that professionals provide coordinated support where needed.

The Additional Support for Learning Act (Revised 2009) places a statutory requirement to ensure that barriers to learning are addressed in order that every child can reach their full potential.

A review of the provision for children with additional support needs has been undertaken by the Education Service. The new ASN strategy for East Dunbartonshire Council was approved by Council in February 2017. This strategy recommends that:

1. The number of children in standalone specialist provision should be reduced, and specialist provision should focus on supporting young people with the most profound needs.
2. Support for children with additional support needs should be increased in mainstream settings to support a greater number of children and meet a wider range of needs;
3. The criteria and assessment for allocation of places in specialist provision should be clearly defined, and robustly applied; and
4. Outreach, capacity building and support from specialist teams based within specialist setting should be expanded to support mainstream settings to deliver outcomes for all young people with ASN.

In order to meet recommendation 2, the strategy proposes that:

The provision of support within the primary sector should be developed with an Enhanced Learning Resource Base provided in each locality area. This would expand the range of needs accommodated within the current ELRs in Bearsden and Bishopbriggs, creating a new resource for the locality of Lenzie and Kirkintilloch.

2.3 Details of the proposal

To more effectively meet the needs of a wider range of learners, it is proposed that:

An Enhanced Learning Resource (ELR) should be established at Harestanes Primary School. This would provide support to children, with a range of additional support needs. The provision would be for children in the early years and primary stages within the Kirkintilloch/Lenzie locality.

The ELR at Harestanes Primary School will support approximately 20 primary aged children and 6 children in their early years education. There would be provision for support for children in early years on an assessment basis. Having the ELR within a mainstream primary allows for greater inclusion opportunities for learners. This would support children within their local area.

Currently the school is significantly under-occupied and suitable areas have been identified within the school to develop the ELR. The provision would require 3 classrooms within the school. Children would access mainstream facilities as required. Some dedicated outdoor space will also be required.

2.4 Enhanced Support Provision

ELRs are an important part of the Council's ASN strategy. Enhanced Learning Resources will therefore be provided in each locality area, to ensure that children can access support as close to home as possible. ELRs will support a wider range of needs and staff will have experience and training to support these needs.

The ELR will provide Tier 2 support to children with additional support needs. School aged children will access a full-time placement in the ELR. They will be on the Harestanes school roll and will access the mainstream classroom if or when appropriate. This will be based on an on-going assessment of pupil needs and will be fully supported by ELR staff. Tier 2 support is carefully defined in the ASN strategy including criteria for access, type of support offered, and impact of the support. This is attached in APPENDIX 1.

SECTION 3 - IMPACT OF THE PROPOSAL

3.1 What is the Educational benefit of the proposal?

This proposal will ensure:

- Locally accessible provision to meet children's needs in each locality;
- Reduction of time children spend being transported to school and associated reduction in costs, allowing resources to be directed to learning and teaching;
- Opportunities for inclusion within local community - which will enhance relationships, sense of belonging with peers at school and access to local community resources.
- Greater flexibility of provision which can be adapted to meet the needs of each child – a wider range of support and skills in each base will allow the base to respond to learners needs.
- Development of staff capacity - professionals with different areas of expertise will be able share their knowledge skills both within bases and with the host school
- Greater range of experiences and opportunities for all children.

This proposal is an important part of the overall ASN strategy in East Dunbartonshire Council. The educational benefits of this strategy have been identified as:

- Ensuring provision is in line with the principles of Getting it right for Every Child (GIRFEC) - proportionate to children with greatest needs, holistic and multi-agency.
- Ensuring all aspects of child's developmental needs are identified and taken into account.
- Ensuring parents of the most vulnerable members of school population have opportunity for engagement with professionals and can better understand their own child's developmental trajectory and needs.
- Recommendations are consistent with the priorities of EDC's Autism Strategy (2014-2024): mainstreaming, transitions, training and mainstreaming
- A continuum of educational provision within EDC that has a presumption of mainstream as well as offering specialist provision
- Capacity building across all educational establishments and sectors through increased mainstreaming and outreach, which will be complemented and supported by Autism Advisers and the Language and the Communication Friendly Establishment approach
- Substantially supports the accurate and robust assessment of children with a complexity of needs which in turn leads to appropriate and fully considered placement, provision and planning.

3.2 How will this proposal affect children in Harestanes Primary School?

Harestanes Primary School is currently significantly under-occupied and currently has 6 unoccupied classrooms. Out of 14 class bases, 8 are currently being used by mainstream pupils.

It is anticipated that due to the needs of children in the ELR, teaching groups will be small, and would use 3 classrooms. One additional space would be required for the early level learning and 1 additional room would be required for professional meetings and visiting specialist, and a staff office would be provided. A separate entrance would be required, and some investment will be required to ensure that class areas are suitable and appropriately furnished. Given current levels of occupancy at Harestanes Primary School, this can be accommodated without any adverse effects to the school.

Work is currently underway with the Council's Assets team, the school and ASN professionals, to confirm the specific adaptations required. These proposals will be discussed in detail with the Head teacher and the Parent Council before they are confirmed and implemented.

SECTION 4 – CONSULTATION RESPONSE FORM

CONSULTATION ON PROPOSAL TO ESTABLISH AN ENHANCED LEARNING RESOURCE BASE AT HARESTANES PRIMARY SCHOOL

Please return this form to your school by **30 November 2018**.

I agree with the proposal as outlined in this consultation

I disagree with the proposal as outlined in this consultation

I would like to make the following representation for consideration:

Name:

Address:

Postcode:

Telephone Number:

APPENDIX 1 - TIER 2 SUPPORT DEFINITION

Criteria

- Children who may have:
 - Delays or impairments in expressive and/or receptive language
 - Difficulties in the area of social communication, i.e. interactions with peers and adults, that cannot be supported solely within mainstream school
 - Difficulties with focus and attention
 - Significant difficulties accessing the curriculum due to learning needs
 - Extreme distress with behaviours that challenge, such as absconding or becoming upset.
- All children must require access to small group learning for a significant proportion of school week but must also be able to access mainstream school for either learning or social activities.
- Access to Enhanced Support base would be available for those children with higher levels of targeted intervention needs who do **not** meet the criteria for fulltime placement in specialist provision. Priority to be given to outreach support to allow child to maintain placement in catchment school where possible

Support Offered

- Small group sessions to develop language, concentration, play skills and/or social interaction for some children
- Small group sessions to develop learning and progress curriculum at earlier level than typically developing peers for some children.
- Inclusion in mainstream
- High level of parental involvement and support offered within the Enhanced Support bases e.g. parenting support
- Enhanced support during transition processes to identify suitable resource for secondary stage and to ensure secondary school staff have a full understanding of additional support needs and strategies which support those needs.

Anticipated impact

- Children have the benefits of both small group learning/a differentiated curriculum and inclusion in mainstream
- Ongoing process of assessment, planning, intervention and evaluations process via Pupil Support Groups (PSGs), Team Around the Child (TAC) meetings and Action Plans will provide rich information on all areas of the child's strengths and development needs
- Parental involvement in the process will result in a higher level of agreement between parents and professionals as to the child's developmental profile and appropriate educational provision at stage of secondary transition.
- Parental capacity will be built across a range of areas e.g. Triple P approach and/or Solihull Training
- Targeted interventions will support the development of children's skills in all areas
- With outreach, capacity will be raised within the child's mainstream school which will benefit all learners (e.g. Language and Communication Friendly Environment (LCFE), autism friendly environment)

