

North Lanarkshire Council

Report

Education and Families Committee

approval noting

Ref DB/JP/AR

Date 17/09/19

Proposal for a statutory consultation on the relocation of Willowbank School

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Executive Summary

Willowbank school is a non-denomination, co-educational secondary school for pupils with social, emotional and behavioural additional support needs. The school roll for session 2019/20 is 49 pupils. Historically the school has operated over two campuses; the main site in Coatbridge, which has been closed since August 2018 due to structural damage to the roof, rendering the building unsafe and an annexe in the grounds of Cardinal Newman High School, Bellshill.

Both campuses are no longer fit for the purpose of providing educational services. The poor quality of the learning and teaching environments have been highlighted in previous Education Scotland inspection reports as presenting significant barriers to delivering a rich and diverse school based curriculum. The infrastructure presents challenges to Head teacher and staff to be able to offer a board general and senior phase curriculum in line with the principles of Curriculum or Excellence.

St Margaret's High school, Airdrie has the internal and external capacity to create a dedicated facility for the pupils of Willowbank school. The new facility will offer access to a range of general classroom spaces and dedicated teaching areas, enabling full participation and experiences and opportunities offered by a more appropriate curriculum delivery.

The proposal is to relocate the pupils currently on the role of Willowbank School to the more fit for purpose education facility within St Margaret's High School Campus, Airdrie, by session 2020/21. Future pupils of Willowbank would attend the new facility and the current spaces would be declared surplus to the requirements of the Education and Families service.

Recommendations

It is recommended that the Education and Families Committee:

- (1) To approve a formal statutory consultation on the proposal to relocate the pupils currently enrolled in Willowbank School to a more fit for purpose education facility within St Margaret's High school campus, Airdrie from April 2020.
- (2) To approve that the attached statutory consultation document (Appendix 1) be issued and made available to all interested parties.

- (3) To request that all statutory consultees be invited to return consultation forms to the Education and Families, Willowbank School Consultation , Municipal Buildings, Kildonan Street, Coatbridge, ML5 3 BT no later than 7 November 2019.
- (4) To request that the Executive Director, Education and Families submits a report, summarising the responses to the consultation, to a future meeting of the Education Committee. This will allow committee to determine if the proposal should proceed to implementation.

The Plan for North Lanarkshire

Priority Support all children and young people to realise their full potential

Ambition statement (10) Engage with children, young people, parents, carers, and families to help all children and young people reach their full potential

1. Background

1.1 Schools (Consultation) (Scotland) Act 2010

The provisions of the above Act place a statutory duty on education authorities to carry out formal consultations on new build proposals for schools when the proposal is to relocate the existing school. In addition, there is a requirement to consult on any proposals to close (or in this case realign) a nursery.

1.2 The Act requires education authorities to: prepare an educational benefits Statement; prepare (and publish) a proposal paper in respect of any proposal which falls within the terms of the Act; gives notice of the proposal to the relevant consultees (and invite representations) in accordance with the Act; hold (and gives notice of) a public meeting; and, involve Education Scotland.

1.3 Following the period of consultation, the education authority must review the proposal in accordance with the Act and prepare (and publish) a consultation report in accordance with relevant sections of the Act.

1.4 There are five phases linked to a statutory education consultation. Only phases two to five apply as consultation does not involve a closure of a rural school:

- Phase two is the consultation period and production of report;
- Phase three is consideration and comment from Education Scotland;
- Phase four is NLC reflection on Education Scotland comments and publication of final report.
- Phase five is council making a decision regarding recommendation

2. Report

2.1 A comprehensive review of Addition Support Needs (ASN) provision in North Lanarkshire was undertaken between October 2018 and June 2019. An implementation strategy is being finalised and will include short, medium and long term actions that will support the redesign of specialist provision to better meet the needs and improve outcomes for pupils with additional support needs.

- 2.2 Integral to the review is an infrastructure plan which will focus on strengthening the capacity and capability of mainstream schools to deliver more inclusive accessible education services, complimented by a remodelled ASN estate for those pupils who are unable to access mainstream education as a result of their significant additional support needs.
- 2.3 Willowbank School is a non-denominational, co-educational secondary school for pupils with a range of social, emotional and behavioural additional support needs and has been identified as a priority within the ASN infrastructure plan as requiring immediate and urgent action.
- 2.4 Willowbank school operates from two sites, one in the town of Coatbridge and the other in Bellshill. Both buildings are not fit for purpose; the Coatbridge site is structurally unsound and staff and pupils were decanted in August 2018 following concerns with the structure of the roof. The Bellshill annexe is a former janitors house and has limited capacity to deliver the range and breath experiences of Curriculum for Excellence.
- 2.5 St Margaret's High school, Airdrie has accommodation which could be readily adapted to create a more fit for purpose education space that would meet the needs of the pupils at Willowbank. The Service's commitment to inclusive education will be supported by this proposal, the co-location with a mainstream school will facilitate and support the development of a range of inclusive education opportunities.
- 2.6 A statutory consultation is required to determine if this proposal can proceed. The proposal in the form of a statutory consultation document is attached at appendix 1 and permission is sought from the Education Committee to carry out this consultation.
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3. Equality and Diversity

3.1 Fairer Scotland Duty

A Fairer Scotland assessment is not applicable to this proposal. The wider strategic review of ASN in North Lanarkshire Council will be subject to a Fairer Scotland Assessment in the context of public sector reform and improving outcomes for people and communities.

3.2 Equality Impact Assessment

An Equality Impact Assessment has commenced and will be updated to reflect additional information gathered during the consultation process and will inform the assessment of impact on affected groups. The Equality Impact Assessment will inform the post consultation stage if the proposal is adopted. A copy of the stage 1 Equality impact Assessment is attached to the consultation document.

4. Implications

4.1 Financial Impact

This proposal has not been designed as an efficiency exercise. Revenue expenditure will be incurred as a result of the adaptations required to St Margaret's and these will be one off costs. The resultant improvements will improve the overall condition and

suitability of the school estate. The closure of the current campuses will realise natural savings in the form of ongoing operational costs, heating lighting, cleaning etc.

4.2 HR/Policy/Legislative Impact

The proposal should not have any significant implications for teaching or staffing. Any matters which arises will be addressed within the terms of local and national agreements.

4.3 Environmental Impact

A positive environmental impact should result from this project once completed. Overall there will be a smaller carbon footprint for the school estate, realised by the closure of two sites and the integration of Willowbank School within an existing mainstream school. This proposal will be more energy efficient with Willowbank being located in a building that will be more energy efficient than the current two campuses.

4.4 Risk Impact

The service will be in a stronger position to deliver successful and effective learning and teaching in a more fit for purpose facility for pupils with additional support needs. If the proposal is not approved then risk to the service in meeting its statutory obligations to delivery education to pupils with addition support needs would be significant and would need to be managed though the councils approved risk management strategy.

5. Measures of success

- 5.1 Consultation process which discharges the Council statutory requirement under the terms of the Schools (Consultation) (Scotland) Act 2010.
- 5.2 A consultation process which ensures effective engagement with statutory consulates, other stakeholder and all interested parties
- 5.3 A consultation report which accurately captures the views of all interested parties who engage in the consultative process.

6. Supporting documents

- 6.1 Appendix 1 – Statutory Consultation

Gerard S. McLaughlin

Gerard McLaughlin
Head of Education (Central)
Education and Families

Appendix 1

Proposal to consult on the relocation of the pupils currently enrolled in Willowbank School to a more fit for purpose education facility within St Margaret's High School Campus, Airdrie from April 2020.

Education and Families

Statutory consultation

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NORTH LANARKSHIRE COUNCIL: EDUCATION AND FAMILIES

Proposal to consult on the relocation of pupils currently enrolled in Willowbank School to a more fit for purpose education facility within St Margaret's High School Campus, Airdrie from April 2020.

1 INTRODUCTION

- 1.1 A comprehensive review of Additional Support Needs (ASN) provision in North Lanarkshire was completed in June 2019. An implementation strategy is being finalised and will include short, medium and long term actions that will support the redesign of specialist provision to better meet the needs and improve outcomes for pupil with additional support needs.
- 1.2 Integral to the review is an infrastructure plan which will focus on strengthening the capacity and capability of mainstream schools to deliver more inclusive accessible education services complimented by a remodelled ASN estate for those pupils who are unable to access mainstream education as a result of their significant additional support needs.
- 1.3 Willowbank School is a non-denominational, co-educational secondary school for pupils with a range of social, emotional and behavioural additional support needs and has been identified as a priority within the ASN infrastructure plan as requiring immediate and urgent action.
- 1.4 Willowbank School historically operated across a split campus: the main campus in Coatbridge and an annexe in the grounds of Cardinal Newman High School, Bellshill. The school roll for session 2019/20 is 49 pupils ranging from S1-S6. A breakdown of the roll is detailed in Table 1 below:

Table 1 Willowbank Roll Session 2019/20, by stage

Stage	Roll
S1	5
S2	12
S3	8
S4	11
S5	13
S6	1
Total	49

- 1.5 In August 2018 staff and pupils based at the main school campus in Coatbridge had to be decanted after routine maintenance on the roof identified structural damage that would require further investigation to ensure the building was safe for occupancy. As a temporary measure, staff and pupils were able to access an area within Cardinal Newman High School, Bellshill which was available until the end of June 2019.

- 1.6 The service subsequently decided that it would not be in the best interest of staff and pupils to return to the Coatbridge campus and that the opportunity to utilise the space in St Margaret's High School, which previously had been occupied by a primary school, should be explored. The rationale for this decision was both the safety of staff and pupils alongside the prohibitive costs of repairing the building, which had already been identified as not being fit for educational purposes.
- 1.7 On 24 June 2019 a meeting with parents and pupils took place where it was agreed that pupils in S1-S3, following a broad general education, should transition to the space within St Margaret's High School from August 2019, on a temporary basis, pending the outcome of the full statutory consultation. Pupils in S4-S6 should remain based at the Bellshill annexe and continue to follow a community based/outreach curriculum including participation in externally assessed qualifications.
- 1.8 During this meeting parents/carers raised concerns regarding the current school accommodation. Initial reservations were expressed regarding Willowbank School being co-located within a mainstream school and the possible impact on pupils with social and emotional needs, however, parents generally accepted that the facility within St Margaret's would be a more appropriate teaching and learning environment and offer pupils a greater breadth of experiences. Some parents and carers of the S4-S6 cohort were keen to move their children to St. Margaret's High School immediately.
- 1.9 Pupils who attended the meeting seemed accepting of the proposal. In the week that followed, before the summer break, there were no concerns raised formally or informally by parents/carers or pupils regarding the temporary relocation.
- 1.10 It should be noted that the Bellshill Annexe is in a building which was formerly a janitor's house and a medical centre. The building comprises a main office, 3 small classrooms, a general purpose room, an open plan art area, a small staffroom, with a single unisex staff toilet and a small kitchen area.
- 1.11 Neither campus is fit for purpose, both environments fall well below the condition and suitability required to provide an education fit for the 21st century. Education Scotland highlighted in previous inspection reports that the split site accommodation and limited facilities available presented significant barriers to delivering a rich and diverse school based curriculum. The poor quality of the accommodation challenges staff in delivering aspects of the core curriculum particularly science, physical education and expressive arts. The strong recommendation from Education Scotland was that accommodation issues across both sites should be addressed to ensure that staff and pupils have safe and appropriate spaces to work and learn.
- 1.12 The consultation is on the proposal to permanently close both the Coatbridge and Bellshill campuses and relocate all pupils on the roll of Willowbank School to a refurbished and more suitable educational facility within St Margaret's High School, Airdrie from April 2020.

2 CONSULTATION REQUIREMENTS

- 2.1 In terms of the Schools (Consultation) (Scotland) Act 2010, the Education Authority is required to publish details of, and consult on, a proposal to relocate a school.
- 2.2 The consultation period will be a total of 42 weekdays, which includes 30 school days. It begins on 18 September 2019 and finishes on 07 November 2019.
- 2.3 The consultation will involve pupils, parent/carers, Parent Councils and staff of the schools involved as well as other associated stakeholders and statutory consultees.
- 2.4 A public meeting will be held in the following location on the following date:

Tuesday 8 October 2019
7pm-9pm,
St Andrews Community Centre
9 Old Monkland Rd,
Coatbridge
ML5 5EA

- 2.5 Senior officers from Education and Families will be present at the public meeting to discuss the proposal. Oral representations can be made at the meeting or written questions/ representations can be submitted up to two days in advance of the meeting by writing to Willowbank School Consultation – Inclusion Section, Education & Families, Kildonan Street, Motherwell, ML5 3BT; 01236 812837; or by emailing Willowbankconsultation@northlan.gov.uk
- 2.6 At the end of the consultation process, North Lanarkshire Council will review the proposal in light of the representations made and the report prepared from Education Scotland on the educational aspects of the proposal, and prepare a report. It is envisaged that the report will be published in January 2020. The consultation timeline is set out in Appendix 1.
- 2.7 Copies of the report will be available at:
- (1) Municipal Buildings, Kildonan Street, Coatbridge, ML5 3BT
 - (2) Civic Centre, Windmillhill Street, Motherwell, ML1 1AB,
 - (3) the affected schools:
 - Willowbank School, 299 Bank St, Coatbridge ML5 1EG
 - St Margaret's High School, Waverley Drive, Airdrie ML6 6EU
 - Cardinal Newman High School, Main St, Bellshill ML4 3DW
 - (4) the local libraries:
 - Airdrie Library, Wellwynd, Airdrie ML6 0AG
 - Coatbridge Library, Buchanan Centre, 126 Main St, Coatbridge ML5 3BJ
 - Bellshill Cultural Centre, John St, Bellshill ML4 1RJ

- (4) An online version of the document and other items related to the consultation can be found online www.northlanarkshire.gov.uk/willowbankconsultation
- 2.8 Further information on the proposal can be obtained by writing to Willowbank School Consultation – Inclusion Section, Education & Families, Kildonan Street, Coatbridge, ML5 3BT, or by emailing Willowbankconsultation@northlan.gov.uk
- 2.9 All interested parties are invited to submit their comments on or before 7 November 2019.

3 Proposal

- 3.1 The proposal is to permanently close both the Coatbridge and Bellshill campuses of Willowbank School and relocate all young people on the roll of the school to a refurbished and more suitable educational facility within St Margaret's High School campus, Airdrie from April 2020.
- 3.2 Willowbank School would remain autonomous and teaching and learning would continue to be managed by the current Head Teacher and delivered by the current staffing cohort: teaching and non-teaching.
- 3.3 The space within St Margaret's High School identified as being suitable was previously occupied by a primary school that was decanted when their school was damaged beyond repair, due to a fire. Adaptations were made to St Margaret's High School to accommodate the primary school and further refurbishment will be scheduled if the proposal is subsequently agreed.
- 3.4 The proposal has been fully discussed and explored with all three affected Head Teachers and discussions have taken place regarding how both Willowbank and St Margaret's schools would work together to meet the needs of the wider pupil population.
- 3.5 The identified space that would be available consists of:
- (1) A dedicated entrance area (that will be refurbished to create a warm and welcoming environment for the school)
 - (2) A separate social space for young people to meet at key transition points throughout the day, to relax or to take some quiet time.
 - (3) A separate dining space for break times
 - (4) 5 general teaching spaces
 - (5) Timetabled access to specialist facilities e.g. science labs, home economics rooms, IT, art, technical and physical education spaces
 - (6) Dedicated outdoor space, including garden area with easy access and areas ready for development providing further vocational opportunities consistent with developing the young workforce
 - (7) Facilities such as pupil and staff toilets, staffrooms, storage, office space, dedicated car park with turning point for taxis, buses and staff
- 3.6 The reasons for this proposal are:
- (1) That the physical infrastructure of Willowbank School is no longer fit for purpose. The suitability assessment for Willowbank highlighted that neither site is

accessible to young people with mobility difficulties. Both the internal facilities and internal social spaces would seriously impede the delivery of effective learning and teaching and there are general issues with safety and security.

(2) that due to the physical infrastructure limitations the Head Teacher and staff are unable to design and deliver a curriculum that is built on the following 7 principles within Curriculum for Excellence:

- Challenge and enjoyment
- Breath
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

(3) that it is becoming increasingly challenging to deliver both a board general education for S1-S3 young people and a more specialist senior phase for S4-S6 pupils across the following 8 curricular areas of the Curriculum for Excellence:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gaidhlig, Gaelic learners and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies.

(4) that the physical infrastructure limits the opportunities for staff and partner agencies to work effectively on a multi-agency basis to meet the health and wellbeing needs of young people with social emotional and behavioural additional support needs. There is limited opportunity to provide the early and effective therapeutic interventions that are crucial to support pupils build positive relationships with staff and peers and help them feel confident and emotionally resilient and ensure they are ready to learn and benefit from their educational experiences.

4 EDUCATION BENEFITS STATEMENT

4.1 The education benefits associated with the proposal are outlined below in terms of the following:

- (1) Curriculum for Excellence
- (2) Supporting Learners with Social, Emotional and Behaviour Needs
- (3) Accommodation
- (4) Developing the Young Workforce (DYW) / Wider achievement opportunities

- (5) Transitions
- (6) Inclusive education
- (7) Developing the Young Workforce
- (8) School Management and Staff teams

4.2 Curriculum for Excellence

4.2.1 The refurbished facility within St Margaret's High School will offer appropriate, flexible learning experiences which will contribute to the following four contexts for learning:

- (1) Ethos and life of the school
- (2) Curriculum
- (3) Inter-disciplinary learning
- (4) Personal achievement

4.2.2 As outlined in para 3.6 (2) the Curriculum for Excellence outlines 7 principles which should underpin the design and delivery of the curriculum. This proposal will remove the current barriers that the Willowbank School management team face in delivering a fully appropriate curriculum and that pupils face in not being able to access a full curriculum that is able to meet their needs.

4.2.3 In addition to having more general classroom spaces, the pupils enrolled in Willowbank will also be able to participate in a more varied skills based curriculum. This will support them to maximise their talent and realise their full potential and ultimately prepare them for future engagement in labour market relevant pathways.

4.2.4 The availability of additional teaching spaces will be able to be utilised in such a way as to allow a range of teaching styles and approaches including: active learning, interdisciplinary learning, and outdoor learning.

4.2.5 Co-location within a secondary high school will provide opportunities to timetable access to specialist teaching spaces including; home economics, IT, science, art, music and physical education, ensuring access to a balanced curriculum, allowing more options for exercising personal choice and developing individual interests.

4.2.6 The improved facilities will enable the Head Teacher and school staff to be more creative and flexible when establishing school improvement plans aligned to national and local priorities including options and choices for developing the young workforce.

4.2.7 A flexible approach to timetabling and the curriculum that offers young people opportunities to experience both outreach and in-reach support; accessing mainstream classes where and when it is appropriate with the support of teaching and support staff from Willowbank School and St Margaret's High school.

4.2.8 Access to a curriculum that provides choice and challenge for young people and provides them with the opportunity to work towards recognised qualifications, in specialist subject areas, that will ensure ultimately a positive post school destination and access to future employment opportunities in the world of work.

4.2.9 A single site for pupils and staff will enable teaching and learning activities to be delivered more coherently, linking knowledge and understanding from one subject area to another, supporting pupils to make connections, enhance their learning and make sense of their environment and the wider world around them.

4.2.10 Access to information technology learning facilities will provide the potential to transform ways of learning and teaching by giving pupils and staff access to a fully digital learning environment.

4.3 Supporting Learners with Social, Emotional and Behavioural Needs

4.3.1 Pupils attend Willowbank School as a result of their social, emotional and behaviour needs which present significant barriers to their learning and ability to participate and benefit fully from their education.

4.3.2 To address the barriers to education Willowbank staff along with partner agencies will work together to

- (1) support pupils emotionally and socially to understand and talk about how they are feeling,
- (2) identify strategies that will enable pupils to regulate their behaviours so that they are constructive and positive,
- (3) establish positive relationships with peers and staff
- (4) help pupils understand that their actions impact on others
- (5) build in pupils self-confidence, empathy and emotional wellbeing.

4.3.3 Environmental factors can play a significant role in supporting the wellbeing of pupils with social, emotional and behavioural needs. The new facilities will provide dedicated spaces for staff and partner agencies to work with pupils on a one to one basis or in small groups. Pupils with social, emotional and behaviour needs should feel safe and know that when they are feeling distressed that there are quieter or more comfortable spaces where they will have the time and space to regulate their emotions and behaviours.

4.4 Accommodation

4.4.1 Young people attending Willowbank will have their own dedicated entrance separate and discrete from the mainstream which is a necessary prerequisite as many of the pupils have high levels of anxiety and school phobia as a result of their social and emotional additional support needs. The classroom areas will be self-contained from the mainstream high school.

4.4.2 The accommodation, once fully refurbished will comprise of:

- (1) A dedicated entrance area (that will be refurbished to create a warm and welcoming environment for the school)
- (2) A separate social space for young people to meet at key transition points throughout the day, to relax or to take some quiet time.
- (3) A separate dining space for break times
- (4) 5 large general teaching spaces
- (5) Timetabled access to science labs, home economics, IT, art, technical and physical education spaces

- (6) Dedicated outdoor space with easy access and areas ready for development providing further vocational opportunities consistent with developing the young workforce
- (7) Facilities such as pupil and staff toilets, staff rooms, storage, office space, car park for taxis, buses and staff

4.4.3 Teaching spaces will be large, bright and conducive to supporting teaching and learning

4.4.4 Pupils will be provided with a broad range of opportunities for personal achievement and interdisciplinary learning across all curricular areas by building on best practice in curriculum design in North Lanarkshire Schools.

4.5 Developing the Young Workforce (DYW)/Wider Achievement Opportunities

4.5.1 Evidence demonstrates that young people with additional support needs have a similar level of career aspiration at school to their wider peer group. By the time they are 26 years old they are 4 times more likely to be unemployed.

4.5.2 Willowbank School is developing a focus on DYW and is building links with employers, voluntary organisations and tertiary education providers to support the individual needs of young people. Willowbank School also benefits from enhanced support from Skills Development Scotland.

4.5.3 St Margaret's High School has DYW at the centre of the curriculum. They have a broad and diverse senior phase of learning which includes a wide range of vocational, work based learning opportunities as well as wider achievement. They have a dedicated DYW room sponsored by a partner employer and have a number of strong school/employer partnerships established.

4.5.4 Through working in a shared campus, where appropriate, young people from Willowbank School can benefit from aspects of the senior phase curriculum and DYW activities within St Margaret's HS. Placing career aspiration at the centre of the curriculum may help to make a meaningful long term difference in how young people see themselves while impacting positively on the choices they make as they move forward and into work

4.5.5 In a shared campus there will be increased opportunities for those pupils, who wish, to participate in after school clubs and activities and get benefit from curricular trips and activities within and out-with the school.

4.5.6 In addition to working on national qualifications and awards, young people will have access to a wide range of nationally and internationally recognised awards linked to the world of work. These will include the Princes Trust, Duke of Edinburgh Awards, Dynamic Youth and Youth Achievement Awards. These 'wider achievement' awards and enterprise and leadership qualifications develop skills and provide opportunities for young people to develop core skills, life skills and skills required to succeed in life beyond school and in the world of work.

4.6 Transitions

- 4.6.1 Transitions can be difficult and challenging for young people and their families. Successful transition to the new facility will be achieved through appropriate and individualised planning for each young person.
- 4.6.2 Throughout their time in school young people may experience other transitions: transition back to a mainstream school, if appropriate, transition to and from their mainstream school if they are following a flexible pattern of attendance and transition to life beyond school. Having a single school campus will support the planning of transition programmes and continuity of learning for young people on an individual basis. The Head Teacher will have the benefit of the full staff team present on one site which will offer flexibility in terms of deployment of staff.
- 4.6.3 To support the transition young people will have the opportunity to make visits and become familiar with their new school environment prior to the start of the school session in August 2020.
- 4.6.4 The young people who attend Willowbank School are entitled to free school transport, the majority of which elect to use the transport offered. Contracts will be amended to reflect the change of destination and to ensure that transport is not an issue.

4.7 Inclusive Education

- 4.7.1 Inclusive education is at the foundation of any education system and whilst it is recognised that for some young people mainstream schooling is not conducive to meeting their needs this does not prevent those young people experiencing an education where they feel included and respected, one which helps them develop self-confidence and resilience.
- 4.7.2 The proposal will offer scope and opportunity for both schools to work closely together and develop a culture built on inclusive school values and ethos which recognises diversity, meets individual needs and includes a strong commitment to enabling and supporting young people to achieve to their fullest potential.
- 4.7.2 Inclusive opportunities and providing experience of a positive mainstream environment will be assessed and planned for based on individual need. Any opportunities to be present and participating within a mainstream setting will require to be set at the pace of the young person, regularly reviewed and will only be successful if the young person's wellbeing needs are being met.
- 4.7.3 For some young people it is recognised that mainstream experiences may not be an option and if through planning and assessment this is identified then the curriculum will be fully delivered within the specialist setting and there will be no expectation for young people to engage with the mainstream environment. The joint campus proposal where both school remain autonomous will facilitate the meeting of individual need.
- 4.7.4 It is anticipated that the pupils attending St Margaret's High School will also benefit from being co-located with a school for pupils with social, emotional and behavioural needs:
- 1) by learning in an environment that recognises and promotes diversity
 - 2) respecting and learning from the skills, talents and attributes of each other
 - 3) increased opportunities for participation in joint activities e.g. pupil leadership and whole school fundraising events

- 4.7.5 Staff in St Margaret's will also benefit from having access to the specialist skills, knowledge and guidance of the staff in Willowbank School to support any young people within the mainstream who require more intensive support and planning to meet their needs.
- 4.7.6 Pupils from St Margaret's will be able to benefit from the extensive links that Willowbank School have with a range of training providers offering a variety of accredited vocational training opportunities.
- 4.4.7 It is anticipated that a small number of pupils from St Margaret's may on occasion require additional support for short periods of time to ensure that they continue to engage in their education. Willowbank School with the range of knowledge and expertise will be able to support the mainstream in this regard.

School Management and Staff Teams

- 4.8.1 The working environment for the whole school staff team from Willowbank will improve immeasurably as a result of this proposal. Staff will be able to teach their subject area in learning environments that are large, flexible, welcoming, and bright. It is anticipated that staff morale and wellbeing will improve as a result of the change in the working environment which in turn will have a positive effect on the young people.
- 4.8.2 The location of the whole staff team on one site will enable the Head Teacher to deploy staff more effectively to meet the needs of the pupils and to provide more effective communication links and further opportunities for effective use of whole school collegiate time.
- 4.8.3 Working in close proximity but still discreetly from the mainstream high school will provide staff with increased opportunities for joint training/networking, moderation and assessment, staff development and sharing of good practice, skills and resources.
- 4.8.4 Willowbank staff will have a dedicated staffroom and preparation area which will improve health and wellbeing. The lack of this facility in the previous school together with lack of space resulted in, at times, a challenging working environment.

5. COMMUNITY IMPACT

- 5.1.1 It is anticipated that there will be no negative effects associated with this proposal on the communities of Coatbridge, Airdrie and Bellshill. The current sites are not let to community groups when not in use by the school. Pupils attending both the main campus in Coatbridge and the annexe in Bellshill are transported to and from their home address directly to the school on a daily basis. As a result of the transport arrangements in place there is limited contact with the local communities during school hours.
- 5.1.2 If the proposal to close both sites is adopted the current assets in terms of the infrastructure will become surplus to the requirements of Education and Families service. These asset will be disposed of in line with the Organisations asset review process which is further subject to council approval.
- 5.1.3 St Margaret's High school community will benefit from the creation and the associated adaptations of Willowbank School within their campus. The external ground works will create additional car parking, pick up and drop off points that the both schools will be

able to utilise. The additional internal fabric upgrades will further improve the aesthetic appearance to the benefit of the wider school.

6. IMPLICATIONS OF THE PROPOSAL

- 6.1.1 It is recognised that for existing Willowbank pupils the change of location may be challenging and consideration has been given to how best to support pupils to make the transition as seamless as possible. Pupils who have attended Willowbank for a longer period of time may require a greater level of support and from the start they will remain in the current facility at the Bellshill Annexe.

Staff will work collaboratively with parents and pupils to support pupils in preparing for the transition to the new space within St Margaret's High School. Each pupil will be offered individualised support to ensure they are completely comfortable to complete the transition. This may involve numerous visits during and after school.

- 6.1.2 The new facility is within a mainstream campus as outlined in Para 4.4 Accommodation, it is independent from the mainstream with its own dedicated entrance. Pupils will be fully supported to alleviate any anxieties associated with the relocation.
- 6.1.3 Apart from the change of building it is not envisaged that the St Margaret's campus would affect young people's social, emotional and behavioural needs adversely due to it being located on mainstream campus as the current Willowbank annexe in Bellshill is also on a mainstream campus.
- 6.1.4 Pupil will continue to be transported from home to school. Transport contracts will be updated to reflect the different drop off and pick up point. As a result there is no anticipated impact with regard to transport.

6.2 Financial implications

- 6.2.1 It is anticipated that following the initial cost of the necessary adaptations there will be no financial implications associated with this proposal. The closure of the two current sites will realise a reduction in the revenue budgets aligned to the normal running costs associated with the two sites.

7 EQUALITY IMPACT ASSESSMENT

- 7.1.1 A Public Sector Equality Duty and Fairer Scotland Duty Equality Impact Assessment, will be carried out and updated at regular periods to reflect the feedback from the consultation and in particular the views expressed at the public meeting. The representation made during the consultation process will inform the final proposal to committee. A copy of the Equality Impact Assessment to date is attached at Appendix 3.

8 INNACCURACIES OR OMISSIONS

- 8.1.1 There is a statutory requirement for the Council to consider any allegation of an inaccuracy or omission in the proposal paper and determine whether the allegation has foundation. Where inaccuracies or omissions are notified to or discovered by the Council within this proposal document, the Council will determine if relevant information has, in its opinion been omitted or whether there is in fact an inaccuracy.

Notifiers of any omissions or inaccuracies will be informed of the Council's decision and the reasons for that decision. Notifiers will also be informed of any action. The

Council will invite the notifiers to make further representations to the council if they disagree with the Council's determination or its decision as to whether to take action.

- 8.1.2 If the authority has found, either itself or through a concern being raised, that there is an inaccuracy or omission in the proposal paper, it must decide whether it relates to a material consideration relevant to the proposal. Where the confirmed inaccuracy or omission relates to a material consideration, there is a duty on the Council to correct it.
- 8.1.3 Appropriate action will then be taken by the Council depending on whether the inaccuracy or omission relates to a material consideration. Such action may include withdrawing the proposal and issuing a revised proposal paper for the whole consultation period; or issuing a corrected proposal paper with, if appropriate, an extension of the consultation period. In any of these eventualities, all relevant consultees (and, where applicable, the notifier(s) of any omissions or inaccuracies) and HMIE (Education Scotland) will be advised of the appropriate action.
- 8.1.4 Where inaccuracies or omissions are discovered within the proposal document, the Council will determine whether relevant information has been omitted or, if there has been an inaccuracy. Appropriate action will then be taken by the Council which may include issuing corrections, issuing a corrected proposal document, or an extension of the consultation period. In any of these eventualities, all relevant consultees (and where applicable, the notifier(s) of any appropriate action) will be advised.
- 8.1.5 Notifiers of any omissions or inaccuracies will also be given the opportunity to make representations if they disagree with the Council's determination of any action on the matter, which may result in the Council making a further determination/decision on the matter.

9 THE STATUTORY CONSULTATION PROCESS – ADDITIONAL INFORMATION

- 9.1 The current requirements for consulting are set out in the Schools (Consultation) (Scotland) Act 2010. This consultation will be carried out in accordance with the Act.
- 9.2 This consultation has been planned in order to meet the following statutory requirements:
 - 9.2.1 The consultation document sets out the details of the proposal.
 - 9.2.2 The proposal paper details the educational benefits of the proposal and other relevant information.
 - 9.2.3 The proposal paper will be published and widely advertised.
 - 9.2.4 North Lanarkshire Council will seek to determine whether there are inaccuracies or omissions within the proposal paper and take such action as it considers necessary.
 - 9.2.5 The consultation period will be a period of at least 6 weeks including at least 30 school days.
 - 9.2.6 Prior to the commencement of the consultation period, the authority will give notice of the proposal to the relevant consultees. The relevant consultees are defined in the Schools (Consultation) (Scotland) Act 2010, and are as follows:
 - 1. The parent council or combined parent council of any affected school,
 - 2. The parents of the pupils at any affected school,

3. The parents of any children expected by the education authority to attend the affected school within two years of the date of publication of the proposed paper,
4. The pupils at any affected school (in so far as the education authority considers them to be of suitable age and maturity).
5. The staff (teaching and other) at any of the affected school(s),
6. Any trade union which appears to the education authority to be representative of the persons mentioned above,
7. The community council (if any),
8. The community planning partnership (within the meaning of section 4(5) of the Community Empowerments (Scotland) Act 2015 for the area of the local authority in which any affected school is situated.
9. Any other community planning partnership that the education authority considers relevant,
10. Any other education authority that the education authority considers relevant,
11. Any other users of any affected school that the education authority considers relevant.

9.2.7 During the consultation period, the authority will hold and be represented at a public meeting on the relevant proposal.

9.2.8 The council will involve Education Scotland in the consultation process. This will culminate in Education Scotland preparing and submitting an independent report on the educational aspects of the proposal.

9.2.9 Following the consultation period, the council will prepare and publish a consultation report. The report will be published at least three weeks before a final decision is taken on the proposal.

9.2.10 The consultation timeline provides further information on the timescales for various stages in the statutory process.

Stages	Date
Phase One	
1. Committee Date	17 September 2019
2. Consultation starts	18 September 2019
3. Public meeting	8 October 2019
4. Consultation ends	7 November 2019
Phase Two	
5. Report to Education Scotland	21 November 2019 (2 weeks after consultation ends)
6. Education Scotland Engagement Week with stakeholders	21-28 November 2019
7. Education Scotland produce report	19 December 2019
Phase Three	
8. Consultation report published	9 January 2020
9. Time for further consideration	30 January 2020
Phase Four	
10. Final Committee Decision	February 2020
11. Full Council ratification	March 2020
12. Council Implement Decision	April 2020

Consultation Response Form

Proposal to consult on the relocation of the pupils currently enrolled in Willowbank School to a more fit for purpose education facility within St Margaret’s High School Campus, Airdrie from session 2020/21.

I am a parent/carer of a pupil attending Willowbank HS	<input type="checkbox"/>
I am a parent/carer of a pupil due to attend Willowbank HS	<input type="checkbox"/>
I am a parent/carer of a pupil attending St Margaret’s HS	<input type="checkbox"/>
I am a parent/carer of a pupil due to attend St Margaret’s HS	<input type="checkbox"/>
I am a pupil attending Willowbank HS	<input type="checkbox"/>
I am a pupil due to attend Willowbank HS	<input type="checkbox"/>
I am a pupil attending St Margaret’s HS	<input type="checkbox"/>
I am a pupil due to attend St Margaret’s HS	<input type="checkbox"/>
Other interested party	<input type="checkbox"/>

Your Views

1. Do you support the proposal to relocate pupil attending Willowbank School to a more appropriate educational facility within St Margaret’s High School

Yes No Unsure

2. Do you have any comments you would like to make regarding this?

3. If you have any further comments you wish to make please provide in space below:

4.1 Please return to School Consultation – Willowbank School Consultation, Education & Families, Municipal Building, Kildonan Street, Coatbridge, ML5 3BT or email to Willowbankconsultation@northlan.gov.uk Email on or before 7 November 2019

**NLC Interim Impact Assessment form
Public Sector Equality Duty and Fairer Scotland Duty**

Section 1. About the Policy

1.1 Name of the policy / strategy / function / procedure: Willowbank School – relocation to more fit for purpose facility located within St Margaret’s High School Airdrie from April 2020

Is this a: -

A new policy /strategy / function / procedure / service

Budget saving

Review of policy /strategy / function / procedure

Review of Service

Other (please specify)

Is this a key strategic decision subject to the Fairer Scotland Duty Yes

No

1.2 Person Responsible for the policy etc.

Name:

Job Title and Service / Team:

Derek Brown

Executive Director, Education and Families

1.3 What is the scope of the assessment?	✓	Detail where appropriate
Whole of the organisation		
Service specific	x	Relocation of school for pupils with Social, Emotional and Behaviours Needs
Discipline specific		
Other		

1.4 What is the policy/ strategy/ function/ saving trying to achieve / do?

The current infrastructure of Willowbank School has been highlighted internally (suitability survey) and externally (Education Scotland Inspection Reports) as not fit for purpose. This proposal, if adopted, would relocate Willowbank from its existing location to a more fit for purpose facility, where the depth and breadth of curriculum for excellence could be delivered. The new facility would also provide the scope for early and effective intervention strategies to meet the individual health and wellbeing needs of the pupils who are enrolled in Willowbank. The new service would also provide the infrastructure to meet the needs of future pupils. The co-location with a mainstream secondary would provide the basis for delivering, at a pace to meet individual need, better inclusive education practices.

1.5 If this is a budget saving, how will the saving be achieved?

This is not a budget saving proposal.

Section 2. *What do I know now?*

2.1 Who are the stakeholders and beneficiaries?

The main stakeholders and beneficiaries are the pupils of Willowbank School, the pupils of cardinal Newman High School and St Margret's High school will also be affected by this proposal

2.2 What data, consultation, research and other evidence or information is available relevant to this assessment? (This is a desktop exercise)

Education Scotland Inspection Reports, accommodation suitability surveys, information from Head teacher on physical limitations aligned to curriculum delivery, high number of pupils accessing interventions externally due to limited facilities available and recent structural work required on Coatbridge campus resulting in a closure of the building. Informal consultation with parents of Willowbank school in June 2019.

2.3 Considering the information in Section 1 and 2.1 and 2.2

2.3.1 If this policy is subject to the FSD what does it suggest about the impact or potential impact on socio-economic disadvantage? (please refer to FSD Interim Guidance)

Low income	N/A
Low wealth	N/A
Material deprivation	N/A
Area deprivation	N/A

2.3.2 Are any of the people communities listed below likely to be more affected by this policy than others?

People who share one or more of the protected characteristics of the Equality Act 2010	Yes	Details	No	Details	Don't Know
Age (a particular age or range of ages)	x	Secondary Aged pupils			
Disabled people and people with long term health conditions	x	Secondary aged pupils with social emotional and behaviour needs			
Women and men, girls and boys	x	Secondary Aged Pupils, staff at Willowbank School			
People defined by their race, colour and nationality, ethnic or national origins.					x
Married people and civil partners					x
Pregnant women and new mothers					x
Lesbian, gay and bisexual people					x
People transitioning from one gender to another					x
People of different religions or beliefs or non-beliefs					x
<u>Other groups</u>					
Children and families	x	Secondary aged pupils and their families			

Homeless people					
Looked after and accommodated people	x	Secondary Aged Pupil's			
Care leavers					x
Carers – paid / unpaid, family members					x
Homeless people					x
Asylum seekers					x
Employees – full and part time. Including SES, MAs etc.	x	Staff at Willowbank School			
Others		Staff and pupils from Cardinal Newman and St Margaret's High Schools			

2.4 Do you have evidence or reason to believe that this policy will, or may potentially affect the Council's duty to: (Please tick all that apply).

	Yes	No	Don't Know
1. Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010?		x	
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not	x		
3. Foster good relations between people who share a protected characteristic and those who do not?	x		
4. Protect and promote human rights?		x	
5. Reduce socio-economic disadvantage			

Please provide details.

Pupils with social emotional and behaviour additional support needs are more likely to live in areas of deprivation which can exacerbate negative outcomes. 49% of pupils on the roll of Willowbank live in SMID 1-2. Mainstream schooling was likely to have been disruptive and they are more like to experience higher levels of exclusion and non-attendance. This proposal will :-

- (1) Deliver better outcomes for pupils who are socio-economically disadvantaged
- (2) Deliver better inclusive educational opportunities
- (3) Enable the service to fully comply with its duties under the equalities legislation

Section 3. What else do I need to know /find out?

3.1 Further consultation – Please use the table directly below to say who you will consult with (tick Yes or No). Consider those groups from section 2.3 where you ticked yes or don't know. Once consultation has taken place provide the details below.

<u>People and communities</u>	Yes	No	Describe what you did, with whom and when. Please provide a brief summary of the responses gained and links to relevant documents, as well as any actions
Age (a particular age or range of ages)	x		<p>A full statutory consultation will be undertaken that will provide the platform for all consultees to express their views on the proposal. As part of the statutory consultation a public meeting will be held and widely publicised. Pupils and parents views will be elicited and inform the decision making process.</p> <p>This section will be updated to reflect the consultation responses.</p>
Disabled people and people with long term health conditions	x		<p>A full statutory consultation will be undertaken that will provide the platform for all consultees to express their views on the proposal. As part of the statutory consultation a public meeting will be held and widely publicised. Pupils and parents views will be elicited and inform the decision making process.</p> <p>This section will be updated to reflect the consultation responses.</p>
Women and men, girls and boys	x		<p>A full statutory consultation will be undertaken that will provide the platform for all consultees to express their views on the proposal. As part of the statutory consultation a public meeting will be held and widely publicised. Pupils and parents views will be elicited and inform the decision making process.</p>

			This section will be updated to reflect the consultation responses.
People defined by their race, colour and nationality, ethnic or national origins.		x	
Married people and civil partners		x	
Pregnant women and new mothers		x	
Lesbian, gay and bisexual people		x	
People transitioning from one gender to another		x	
People of different religions or beliefs or non-beliefs		x	
<u>Other groups</u>			
Children and families	x		<p>A full statutory consultation will be undertaken that will provide the platform for all consultees to express their views on the proposal. As part of the statutory consultation a public meeting will be held and widely publicised. Pupils and parents views will be elicited and inform the decision making process.</p> <p>This section will be updated to reflect the consultation responses.</p>
Homeless people		x	
Looked after and accommodated people	x		<p>A full statutory consultation will be undertaken that will provide the platform for all consultees to express their views on the proposal. As part of the statutory consultation a public meeting will be held and widely publicised. Pupils and parents views will be elicited and inform the decision making process.</p> <p>This section will be updated to reflect the consultation responses.</p>

Care leavers		x	
Carers – paid / unpaid, family members		x	
Trade Unions	x		In line with the requirements of a statutory consultation relevant trade unions will be consulted. This section will be updated to reflect the consultation responses.
Employee Equality Forum		x	.
Others		x	

3.2 What additional research or data is required?

Feedback from stakeholders via the consultation process with regard to any concerns they or their families may have with regard to the proposal.

3.3 What does the additional research and data tell you about potential or known effects?

N/A pending the feedback from the consultation

Section 4. *Assessing the impact and strengthening the policy*

Considering all the evidence you now have from section 1-3, how will the policy affect different people and communities in relation to equality, socio-economic disadvantage and human rights?

4.1 How does/will the policy and resulting activity affect those with the characteristics listed below (including employees)? Please use the table below to provide details.

	Detail any Positive impact	Detail any adverse impact	If adverse how can we mitigate this? Where
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			no mitigating action is planned please say why not
Age (a particular age or range of ages)	Improve access to appropriate learning and teaching facilities in line with Curriculum for Excellence. Access to interventions to support implementation of individual GIRFMe plans for pupils with SEB needs	Accessing a facility co-located with a mainstream school could increase levels of anxiety	Careful individualised transition planning, dedicated entrance separate to mainstream, no requirement for inclusive experiences
Disabled people and people with long term health conditions	Improve access to appropriate learning and teaching facilities in line with curriculum for Excellence. Access to interventions to support implementation of individual GIRFMe plans for pupils with SEB needs Improve accessibility through adaptations and compliance with duties under equalities legislation. Accessibility strategy 2019/22		
Women and men, girls and boys	Improve access to appropriate learning and teaching facilities in line with curriculum for Excellence. Access to interventions to support implementation of individual GIRFMe plans for pupils with SEB needs		

	Improved working environment and access to dedicated staff room areas for teaching and non-teaching staff		
People defined by their race, colour and nationality, ethnic or national origins.			
Married people and civil partners			
Pregnant women and new mothers			
Lesbian, gay and bisexual people			
People transitioning from one gender to another			
People of different religions or beliefs or non-beliefs			
<u>Other groups</u>			
Children and families	Improve access to appropriate learning and teaching facilities in line with curriculum for Excellence. Access to interventions to support implementation of individual GIRFMe plans for pupils with SEB needs		
Homeless people			
Looked after and accommodated people			

Care leavers			
Carers – paid / unpaid, family members			
Employees – full and part time. Including SES, MAs etc.	Access to general and specialised teaching areas to improve teaching and learning. Better working environments for staff resulting in improvements in Health and Wellbeing		
Others			

4.2 What measures could be taken to strengthen the policy / strategy to help advance equality of opportunity, foster good relations, promote human rights and reduce socio-economic disadvantage.

Continued consultation with relevant stakeholders throughout the period of the consultation process and if the policy is adopted beyond.

4.3 Considering questions 4.1 and 4.2 what actions / measures will be put in place before introducing this policy please provide details.

Action	Timescales	Responsible Officer	Review details (include timescales)
Statutory consultation	September 2019 – March 2020	Judi Pollock, Education Officer	

Section 5. Monitoring, evaluating and reviewing

5.1. How will you monitor the impact and effectiveness of the new policy?

- Through How Good is our School 4 self-evaluation,
- Success of implementation of school improvement plans,
- Improved outcomes and positive destinations for young people on the role of Willowbank School.
- Increased access to experiences and opportunities for pupils
- Better inclusive education practices

Section 6. Making a decision and sign-off

Recommendation	Tick	Comment (where applicable, please give more information e.g. where to pilot, what modifications, etc.)	Timescales
Introduce the policy	x		April 2020
Adjust the policy then introduce			
Introduce the policy with justification regarding potential adverse impact			
Stop and withdraw the policy			

Name of Policy	Willowbank School – relocation to more fit for purpose facility located within St Margaret’s High School Airdrie		
Head of Service /Senior Manager sign-off:			
Name	Job title and division/ team	Date	Signature
Derek Brown	Executive Director – Education and Families		

For further information please contact:

Name:	Judi Pollock
Job title:	Education Officer (South)
Service:	Education and Families
Contact details:	lssf1@northlan.gov.uk