

A special meeting of the Education & Communities Committee will be held on Tuesday 22 April 2025 at 4pm.

Members may attend the meeting in person at Greenock Municipal Buildings or via remote online access. Webex joining details will be sent to Members and officers prior to the meeting. Members are requested to notify Committee Services by 12 noon on Monday 21 April 2025 how they intend to access the meeting.

In the event of connectivity issues, Members are asked to use the *join by phone* number in the Webex invitation and as noted above.

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Information relating to the recording of meetings can be found at the end of this notice.

LYNSEY BROWN
Head of Legal, Democratic, Digital & Customer Services

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Enquiries to – **Diane Sweeney** – Tel 01475 712147

Report To:	Education & Communities Committee	Date:	22 April 2025
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/28/25/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Outcome of Statutory Consultation Regarding Future Leadership Model – Newark Nursery School		

1.0 PURPOSE AND SUMMARY

- 1.1 ☒ For Decision ☐ For Information/Noting
- 1.2 The purpose of this report is to update members on the outcome of the statutory consultation process relating to the future leadership model of Newark Nursery school.
- 1.3 The Education Service carried out a pre formal consultation process with key stakeholders on the future leadership and status of Newark Nursery School in Port Glasgow during November and December 2024. It was agreed at the January Education Committee meeting to move to a statutory consultation taking one proposal from the pre-consultation forward i.e., that of changing Newark from a school to an Early Learning Centre.
- 1.4 The statutory consultation process ran from 23 January until 10 March 2025, with a public meeting held on 20 of February 2025.
- 1.5 Education Scotland then began their work to engage with the service and stakeholders, with HM Inspectors making a visit to Newark Nursery on 12 March 2025. HM Inspectors also attended the public meeting.
- 1.6 In fully considering the feedback received from all stakeholders during the statutory consultation process, it has been determined that whilst there is a majority view that Newark should remain as a separate entity as a school, a large number of respondents also feel that a change to a standalone Early Learning Centre would be best. Education Scotland's report (Appendix 1) also concurs that there are education benefits from the Education Service's proposal. Given Officer's experience and knowledge of the of the challenges in recruiting for a Head teacher of a Nursery School, officers continue to recommend that the proposal to change Newark Nursery School to Newark Early Learning Centre is made.

2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee is asked to:

- approve that Newark Nursery School becomes a standalone Early Learning Centre under the leadership of a Head of Centre. The name shall be Newark Early Learning Centre.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Newark Nursery School is located in upper Port Glasgow. It shares a campus with Newark Primary School. The school provides Early Learning and Childcare for 80 children aged 3-5 years. Family support services are provided within the school and the community.
- 3.2 The service provides high quality care and learning. This is evidenced by internal self-evaluation processes, education service quality assurance processes and external evaluations such as the recent Care Inspection visit, reported to the Education Committee in January 2025.
- 3.3 The current Head teacher retires in April 2025 allowing the service to consider, with the community, the best way forward for the leadership of the school.
- 3.4 Across Inverclyde there are a variety of models of Early Years establishments, however there is now only on nursery school i.e. Newark, with all others established as standalone early years family and children's centres and nursery classes as part of primary schools.
- 3.5 The Education Service identified that the option of the nursery school becoming a standalone Early Learning Centre under the leadership of a Head of Centre, should be taken to a statutory consultation after an informal pre-consultation held in November / December 2024.

Consultation process and outcome:

- 3.6 The statutory consultation process ran from 23 January until 10 March 2025. This included a public meeting which was held on Thursday 20 February 2025 from 6.30 pm to 7.30 pm at Newark Primary school. Nobody attended the meeting other than a representative from Education Scotland.
- 3.7 A survey link was shared widely during this time period with 31 people responding to it. Details of the survey are outlined below.

3.8	Total number of respondents	31
	Number of respondents agreeing with the proposal to move to Newark becoming an Early Learning Centre (ELC) with its own Head of Centre	11
	Number of respondents disagreeing with the proposal to move to Newark becoming an ELC with its own Head of Centre	19
	Number of respondents undecided	1

3.9	Respondents included:	
	Inverclyde partner childminder	1
	Member of staff at an early years' setting	2
	Member of staff at primary school	2
	Member of staff at secondary school	1
	Member of the public	1
	Outreach officer	1
	Parent/carer of a child at primary school	8
	Parent/carer of a child at nursery school	14

Key Points and Themes of those agreeing with the proposal:

- 3.10 **Flexibility for Working Parents:** Some respondents believe that a standalone ELC could offer more flexible hours, which would benefit working parents. However, there is no proposal to change anything other than the leadership structure / posts going forwards.

- 3.11 **Focused Leadership:** A few comments suggest that having a dedicated head for the ELC could ensure focused attention on early years education.
- 3.12 **Maintaining standalone status:** Some respondents want the nursery to remain as a separate entity to Newark Primary School and see ELC status with a separate Head of Centre as the best option.

Opposition to the Proposal:

- 3.13 **Status quo:** Many respondents believe the current setup is effective, has resulted in high quality early years experiences for their children and see no need for change.
- 3.14 **Value of Current Leadership:** Several comments highlight the exceptional leadership of the current Head teacher, and express concerns about losing this leadership. However, it should be noted that any change of leadership, whether it be a Head teacher or Head of Centre will not mean that the same leadership can be maintained as the current Head cannot be replaced as they are.
- 3.15 A few respondents suggest that current staff should take over from the current Head teacher. Currently the staff in the Nursery are all non-teachers i.e. the current Head teacher is the only qualified teacher within the establishment. In order for existing staff to be considered for the leadership of the nursery the status of the school would need to change to an ELC.
- 3.16 **Smooth Transition:** Parents appreciate the smooth transition from nursery to primary school under the current system and fear this might be disrupted.
- 3.17 **Impact on Quality:** There are worries that the quality of care and education might decline if the nursery becomes a standalone ELC. Some respondents shared concerns that becoming an ELC would mean more children, including 2-year-olds, would join the nursery. The consultation document made it clear that the only change being proposed was that of the leadership model, and so there would be no increase to the numbers of children attend nor any change to the age range e.g. the introduction of 2-year-old places.
- 3.18 **Staffing and Continuity:** Concerns were raised about potential changes in staffing and the impact on children's routines and relationships with key workers. The proposal would see no change to the staffing other than that of a new Head of Centre and the introduction of a Depute Head of Centre post. There are no plans to change the timings of the day, nor the routines of the running of the nursery.
- 3.19 **Nursery class option:** a number of respondents (5) did not agree with the proposal because they believe that the nursery school should become part of the primary school thus allowing for smoother transitions and closer parentship working than already exists.

4.0 PROPOSALS AND SUMMARY

- 4.1 Despite more respondents not agreeing with the consultation proposal than agreeing, it should be noted that 5 of those who did not agree, actually proposed another alternative i.e. that of the nursery being part of the primary school; this was an option shared in the pre-consultation and put to the side as it was the least preferred option. Given this, the numbers in full agreement are 11 and those not agreeing is 14, if those who voted no but proposed another alternative i.e. the nursery class and taken out of the overall count.

- 4.2 It is clear that the overall feeling remains that Newark Nursery should remain a separate entity from the school, whether it be as a school or ELC.
- 4.3 The Education Scotland report on the consultation (Appendix 1) found that *“HM Inspectors agree that the proposal allows for continuity of the education provision within a standalone ELC. Children who attend Newark Nursery School and their families will continue to benefit from support and well-established relationships with their peers and staff. It will be important to continue to engage with parents to reassure them that this proposal does not include changes to the population or timing of the standalone ELC. A new Head of Centre should have the opportunity to continue with the strengths of the current nursery. Inverclyde Council should ensure that ongoing links with teaching staff in primary schools continue, supporting the ongoing development and delivery of the curriculum and opportunities for professional learning.”*
- 4.4 As above in 4.3, the education service has already engaged with staff post the formal consultation and through the handover to the Acting Head of Newark, to ensure that the focus remains on the quality of the existing provision and over the summer period i.e. a focus on transitions as above. Whatever the outcome we will continue to link with parents to communicate the outcome of the consultation and any subsequent reassurances that are required.
- 4.5 It is clear that some of those respondents who voted against the proposal, were unclear as to the detail of the proposal i.e. that the changes would be more than just the leadership roles including changes to opening hours and that this influenced their decision.
- 4.6 The Education Service remains of the view that the best option for Newark is to become an ELC. This option maintains the status of a separate entity that most parents want. Some parents who have voted against the proposal actually want the current staff to take over the leadership and this is not possible as they are not qualified teachers.
- 4.7 The challenge the service will have is to recruit a Head teacher. Within Inverclyde all staff who work within early years settings, whether they are standalone, or nursery classes are non-teachers. All of the Deputies we have within Inverclyde are non-teachers. There are no middle leader teacher roles within our structures e.g. Principal teachers (PT) and Depute Head teachers (DHT) of early years and not all PTs and DHTs have a remit for early years such as a Nursery class or even work in school setting that has one. This would make it difficult to recruit a teacher with relevant Senior Leadership ELC experience.
- 4.8 When trying to recruit an acting Head teacher to cover the leadership of the nursery for the summer term 2024/25, we were unable to appoint an acting Head teacher and so have had to appoint an acting Head of Centre, who is currently a Depute Head of Centre in an ELC.
- 4.9 A move to an ELC, would retain the separate entity status of Newark, ensure that we can recruit a Head of Centre to lead it as such. We have other standalone ELCs, where the quality of the education experience is similar to that at Newark i.e. very good evaluations across all QIs from the Care Inspectorate and Education Scotland.

5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk	X	
Human Resources	X	
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

The proposed change to a standalone ELC would save approx. £17k.

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
Newark Nursery School	Employee costs	April 2025	(£30,931)	N/a	This is the salary differential between a Head teacher and a Head of Centre – if the change is taken forward.

5.3 Legal/Risk

Any proposed proposals to discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or all nursery classes in a primary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision); are subject to statutory consultation through the Schools (Consultation)(Scotland) Act 2010. This process has been followed.

5.4 Human Resources

As above.

5.5 Strategic

N/A.

5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

Y	YES – Assessed as relevant and an EqIA is required. This will be produced after the consultation process.
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

Y	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

Y	YES – Assessed as relevant and a CRWIA is required.
	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 **Data Protection**

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 **CONSULTATION**

6.1 This report outlines the outcome from the formal consultation process as above.

7.0 **BACKGROUND PAPERS**

7.1 The related Education Scotland report is attached as Appendix 1.

Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Inverclyde Council to change the current Newark Nursery School to a standalone Early Learning Centre (ELC) under the leadership of a Head of Centre.

March 2025

1. Introduction

1.1 This report from Education Scotland has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Inverclyde Council's proposal to change the current Newark Nursery School to a standalone Early Learning Centre (ELC) under the leadership of a Head of Centre. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all statutory obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

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

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

- attendance at the public meeting held on 20 February 2025 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Newark Nursery School and Newark Primary School, including discussion with relevant consultees.

2. Consultation process

2.1 Inverclyde Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The proposal to change the current Newark Nursery School to a standalone ELC under the leadership of a Head of Centre is the preferred option of Inverclyde Council following a pre-consultation process. During the pre-consultation process, stakeholders were asked to consider three options. These were: to maintain the nursery as a school and seek a replacement headteacher; to incorporate the nursery into Newark Primary School under the leadership of its headteacher; or to become a standalone ELC under the leadership of a Head of Centre. The

pre-consultation survey had 141 respondents with 54 respondents in favour of maintaining the nursery school and seeking a new headteacher, 40 respondents in favour of incorporating the nursery into Newark Primary School and 47 respondents in favour of Inverclyde Council's preferred option of the nursery becoming a standalone ELC under the leadership of a Head of Centre.

2.3 Inverclyde Council carried out a formal consultation on the option to become a standalone ELC in accordance with statutory guidance between 23 January and 10 March 2025. A public meeting was held at Newark Primary School on 20 February 2025. Notice of this meeting was shared with stakeholders through parental emails, local newspapers and online. No stakeholders attended this meeting. An online survey generated 31 responses. Across all the responses, 11 were in favour, 19 were not and one was undecided. A minority of survey respondents are in favour of the proposal. Those in favour were generally in favour of the ELC being a standalone establishment. Those against were generally in favour of the current standalone nursery, and were very concerned with the thought that an ELC may lead to a change in hours and an increase in the number of children in attendance. The council did not receive any other direct communication in relation to the proposal.

3. Educational aspects of proposal

3.1 HM Inspectors agree that this proposal allows for continuity of educational provision. The change from a nursery school to an ELC will be implemented through the recruitment of a Head of Centre instead of a headteacher. This is the only change proposed within this consultation. As a result, children attending the nursery school should not experience any disruption to their learning.

3.2 As the council have stated, the implementation of this change will bring Newark Nursery School in line with other settings in Inverclyde. Newark Nursery School is the only establishment still operating as a nursery school in Inverclyde Council. The well-regarded current headteacher is due to retire in April 2025. Following a positive Care Inspectorate inspection, stakeholders are keen to ensure that the new leader is as effective, regardless of their position as a headteacher or a Head of Centre. The council notes that whilst primary teachers can undertake the role of nursery headteacher, there are decreasing numbers of available teachers interested in such a post. This lack of availability poses challenges for recruitment and therefore effective continuity of the centre. This consultation does acknowledge that ELCs are able to change operating hours or expand the range of children attending such a centre. However, these changes are not planned as part of this consultation.

3.3 Children attending the nursery school enjoy being able to play indoors and outdoors. They have access to a varied range of activities to support learning. Well-established relationships with staff are important to them. Parents who met with HM Inspectors value very highly the helpful and respectful relationships they have with staff in the nursery, including the headteacher. Parents highlighted the importance of continuity and the nature of the provision for their children and are very clear that they do not wish this to change. Parents who met with HM Inspectors are particularly concerned that changing the nursery to an ELC may bring further associated changes to the hours and age range of the centre. Parents fear this would have a negative impact on their children. Parents are seeking further reassurance from the local authority that the opening hours and age ranges will not change. If the proposal is implemented, Inverclyde Council staff should engage further with parents to discuss their concerns.

3.4 All Newark Nursery School staff who met with HM Inspectors felt, no matter what the centre's leadership structure was like, their working practice and processes would not change. All staff were aware of the headteacher's upcoming retiral. They are happy to remain as a standalone establishment, either as a nursery or an ELC. A few staff expressed an understanding of existing

recruitment pressures, which may make a switch to an ELC more practical. All staff agree that it is important to continue to have good links with teaching staff to support transitions from nursery to school and did not see that this proposal would change that. All staff felt that they would benefit from greater reassurance and clarity with regard to the number of staff and the proposed structure of the team. Newark Primary School and St Francis Primary School staff who met with HM Inspectors also expressed a confidence that work with the centre would continue as an ELC.

4. Summary

HM Inspectors agree that the proposal allows for continuity of the education provision within a standalone ELC. Children who attend Newark Nursery School and their families will continue to benefit from support and well-established relationships with their peers and staff. It will be important to continue to engage with parents to reassure them that this proposal does not include changes to the population or timing of the standalone ELC. A new Head of Centre should have the opportunity to continue with the strengths of the current nursery. Inverclyde Council should ensure that ongoing links with teaching staff in primary schools continue, supporting the ongoing development and delivery of the curriculum and opportunities for professional learning.

HM Inspectors
March 2025

Report To:	Education & Communities Committee	Date:	22 April 2025
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/29/25/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Outcome of Statutory Consultation – ASN Provision at Clydeview Academy		

1.0 PURPOSE AND SUMMARY

1.1 ☒ For Decision ☐ For Information/Noting

- 1.2 The purpose of this report is to update members of the Education and Communities Committee on the outcome of a statutory consultation relating to introducing a new Additional Support Needs (ASN) provision at Clydeview Academy and seek approval to introduce the provision from August 2025.
- 1.3 There is an increasing level of need amongst our learners which requires support from specialist provisions. As a result, the number of places required in current specialist settings is increasing for August 2025. Places at Stella Maris at Notre Dame High School have increased over the previous academic years and it has reached the point where it is necessary to consider a second similar provision at another secondary school. The Education Committee agreed to the Education Service carrying out a statutory consultation to introduce a new secondary provision at Clydeview Academy from 2025.
- 1.4 The consultation ran from 23 January until 10 March 2025 with a public meeting being held on 11 February 2025.
- 1.5 Education Scotland then began its work to engage with the service and stakeholders, with HM Inspectors making a visit to Clydeview Academy on 11 March 2025 and Notre Dame High School on 12 March 2025. HM Inspectors also attended the public meeting.
- 1.6 In fully considering the feedback received from all stakeholders during the statutory consultation process, the service is seeking approval for the ASN provision at Clydeview Academy to progress in readiness for August 2025. Education Scotland's report (Appendix 2) also concurs that there are educational benefits from the Education Service's proposal.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee is asked to:
- approve that the proposed ASN provision at Clydeview Academy as outlined in Section 9 of this report proceeds from August 2025.

Ruth Binks, Corporate Director Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Clydeview Academy is located in Gourock. The school provides secondary education for 1027 (Dec 2024) young people aged 11 - 18 years. The school also has a provision to support deaf learners (Garvel), shared with Moorfoot Primary School.
- 3.2 Over time the number of young people across Inverclyde who require support from specialist teaching within specialist provisions in order to best meet their needs is increasing. This includes support from ASN provisions within mainstream settings.
- 3.3 Currently within Inverclyde there is one specialist ASN provision within a mainstream secondary setting based at Notre Dame High School called the Stella Maris provision. This provision provides support for learners who have a language and communication profile which requires the support of specialist staff and teaching. The provision allows pupils to learn both within the provision, as well as being supported to access their learning in mainstream classes.
- 3.4 Currently the Stella Maris provision provides places to approximately 10 pupils per year group and is now full. The projected number of pupils who will need to attend this provision for August 2025 now exceeds the number of places on offer.
- 3.5 The Education and Communities Committee agreed for officers to undertake statutory consultation on a proposal to introduce an ASN provision to Clydeview Academy from August 2025. The provision would offer spaces for up to 10 pupils per year group for young people who have a language and communication profile which requires the support of specialist staff and teaching. Pupils would be supported in their learning within the provision as well as accessing their learning within mainstream classes.

4.0 CONSULTATION PROCESS AND OUTCOME

- 4.1 In order to introduce specialist ASN provision into a school the education authority must undertake statutory consultation. The statutory consultation process for the proposal outlined in Appendix 1 of this report ran from the 23 January until 10 March 2025. This included a public meeting which was held on Thursday the 11th of February 2025 from 6.30pm to 7.30 pm at Clydeview Academy. 48 stakeholders attended the meeting, as well as an HMI from Education Scotland.
- 4.2 A survey link was shared widely during this time period with 371 people responding to it. Details of the survey are outlined below:

Total number of respondents	371
Number of respondents agreeing with the proposal to introduce an ASN provision at Clydeview Academy	329
Number of respondents disagreeing with the proposal to introduce an ASN provision at Clydeview Academy	21
Number of respondents undecided	21

Respondents included:	
Parent/carer of a child at early years setting	22
Parent/carer of a child at primary school	113
Parent/carer of a child at secondary school	166
Member of staff at an early years setting	<5
Member of staff at primary school	13
Member of staff at secondary school	8
Member of Parent Council (Primary)	2
Member of Parent Council (Secondary)	4

Worker in residential setting	<5
Family member	4
Charity	<5
Outreach officer	<5
Member of the public	22
Full time carer	<5
Former pupil / young person	3
Elected member	<5

5.0 KEY POINTS AND THEMES OF THOSE AGREEING WITH THE PROPOSAL

- 5.1 The vast majority of respondents support the introduction of ASN provision at Clydeview Academy. Many believe it will benefit students with additional needs by providing necessary support within a mainstream school environment.
- 5.2 Many respondents emphasize the importance of inclusivity and the benefits of integrating ASN students with their peers.
- 5.3 Some suggest that every school should have an ASN unit to ensure all children can attend their local school with appropriate support.
- 5.4 Some respondents, whilst supportive of the proposal, were concerned about the school's capacity to handle the additional needs without affecting the quality of education for all students.
- 5.5 Again, whilst supportive, some respondents shared concerns about the adequacy of current staffing and resources to support the new provision.

6.0 OPPOSITION TO THE PROPOSAL

- 6.1 Some respondents were concerned about the potential negative impact on existing students, including increased workload for teachers and possible disruptions. Some parents worry about the impact on their children who do not have additional needs.
- 6.2 Several respondents were undecided due to what they felt was a lack of detailed information about the proposal and its implementation. This included questions about funding, staffing, and the specific nature of the ASN provision.
- 6.3 A few respondents cited concerns about the reduction of places available at Clydeview Academy each year going forwards.
- 6.4 A few parents and staff raised concerns that the opening of a new provision will result in a loss of space and facilities for young people attending Clydeview school and the Garvel centre.

7.0 FEEDBACK FROM EDUCATION SCOTLAND

- 7.1 The overall outcome of the report for Education Scotland is attached as Appendix 2 to this report. Education Scotland found that the proposals have clear educational benefits for the pupils who will attend the provision.
- 7.2 The report states that the view of the HMI who visited the school is that the space identified for the provision is sufficient in the first few years of the development of it however that it may not be sufficient for future growth.

8.0 RESPONSE TO FEEDBACK

- 8.1 The school will be given additional teaching and support staff for the provision. A Principal Teacher will be appointed if the proposal is approved. The staffing for the provision will not come from the existing Clydeview Academy staffing team. Links have already been established with the team at Stella Maris at Notre Dame High School to support the initial planning and set up of the provision.
- 8.2 All other set up costs will be met by the central education budget and not be drawn from the existing Clydeview Academy school budget.
- 8.3 Clydeview Academy is already an inclusive school, meeting a wide range of needs very well. Existing staff expertise will be further enhanced by having a team of specialist staff within the school. This is exemplified by the already successful inclusion of pupils from the Garvel provision. The school has a successful track record in this area.
- 8.4 HMI is of the opinion that in the longer term the space for the provision would not be adequate for 60 young people. In response to this concern, it would be highly unlikely that 60 young people would be accessing the base at the same time for the following reasons: pupils will be accessing mainstream classes, senior pupils learning out with the school / provision as part of the varied senior phase pathways e.g. college placements etc.
- 8.5 Since the feedback from HMI, Education Officers have attended the school again to review the identified spaces required and have a clear plan for the growth of the provision over future years and the learning spaces that will be required. The education service will continue to evaluate the provision in line with future use and consider potential appropriate space.
- 8.6 All schools have inclusion at their heart and that appropriate support and curricular timetabling will be in place to meet the needs of all young people. This includes the allocation and use of space. At this stage there is no plan to remove space from the Garvel provision however, if this were required, alternative space within the school would be made available. At this stage there is the possibility for collaboration between the two specialist provisions, with the possibility that in future years some pupils could have their needs met by both.
- 8.7 In terms of the needs that will be met by the provision it is difficult and indeed inappropriate to create a definitive list of ASN related diagnosable labels. The broad profile of learner would be those with either learning or language and communication needs that require support from specialist services. The service will work with the school to provide clear communication about the provision and the level of support and resources it offers, as well as the needs that can be met; this will also be kept under review.

9.0 PROPOSALS

- 9.1 The proposal is to introduce an ASN provision to Clydeview Academy from August 2025. The provision would offer spaces for up to 10 pupils per year group for young people who have a language and communication profile which requires the support of specialist staff and teaching. Pupils would be supported in their learning within the provision as well as accessing their learning within mainstream classes.
- 9.2 The provision would provide places for pupils who live within the catchment areas of Clydeview Academy, St Columba's High School and Inverclyde Academy.
- 9.3 The provision would be led by a principal teacher, along with other teaching and support staff.
- 9.4 The provision would be housed within existing learning space already within the building at Clydeview Academy that has been identified as being fit for purpose.

9.5 Decisions about places for pupils to attend the provision would be made via a referral process made by the pupil's current school to the Additional Support Needs Monitoring Forum (ASNMF), chaired by the Principal Educational Psychologist.

9.6 Clydeview Academy can accommodate 180 pupils per year group. Currently, not all of these places are taken up by pupils from within the school's catchment area, with the remaining places being allocated through placing requests made to the school. This means that the school has rooms or places that can be assigned to pupils to attend a new ASN provision. This is the same approach taken for the Stella Maris provision at Notre Dame High School.

10.0 IMPLICATIONS

10.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial	X	
Legal/Risk	X	
Human Resources	X	
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

10.2 Finance

It is anticipated that any revenue costs will be contained in existing budgets.

Staffing

Final figures have been identified, with the additional staffing required coming from within the existing education budget, partly by reassigning existing teaching posts to the new provision.

Capital

The provision at Clydeview Academy will use existing spaces and as such will not require significant capital investment, namely possible adjustments to security.

Transport

Work is under way to identify the impact of the increased number of pupils being transported to the provision but it must be stressed that this will vary on a year to year basis.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if Applicable)	Other Comments
N/A					

10.3 Legal/Risk

If the local authority is unable to make provision to meet the needs to its learners, including through specialist placements, then there is a risk that the council could be taken to ASN tribunal by families and ordered to either provide this within its own estate or by paying for pupils to attend costly out of authority placements.

10.4 Human Resources

As above.

10.5 Strategic

N/A.

10.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

Y	YES – Assessed as relevant and an EqIA is required, a copy of which will be made available on the Council website: https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

Y	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
	NO – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

Y	YES – Assessed as relevant and a CRWIA is required.
	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

10.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

10.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

11.0 CONSULTATION

- 11.1 As above a statutory consultation involving Education Scotland was required to introduce the ASN provision at Clydeview Academy.

12.0 BACKGROUND PAPERS

- 12.1 Appendix 1 is the proposal document for statutory consultation.
Appendix 2 is the report from Education Scotland on the statutory consultation.

Education Services Proposal to introduce an ASN provision to Clydeview Academy

Any proposals to discontinue or introduce permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or all nursery classes in a primary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision); are subject to statutory consultation through the Schools (Consultation)(Scotland) Act 2010.

Inverclyde Council are looking for your views on our proposal to introduce an ASN provision to Clydeview Academy.

Any proposals to discontinue or introduce permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or all nursery classes in a primary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision); are subject to statutory consultation through the Schools (Consultation)(Scotland) Act 2010.

Closing date for responses on this consultation will be:

- **Monday 10th March 2025**

There will be a public meeting held on:

- **11th of February 2025 at 18:30 at Clydeview Academy**

This document has been issued by Inverclyde Council for consultation under the terms of the Schools (Consultation) (Scotland) Act 2010.

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone: (01475) 712850.

Contents

List of Consultees and how to access the proposal document

- 1. Background to the proposed changes and pre-consultation process**
- 2. Proposed Options**
- 3. The consultation process**
- 4. Implementation date for the proposal**
- 5. Educational benefits – assessment of the likely effects of the proposal**
- 6. Employee implications**
- 7. Financial implications**
- 8. Responding to the proposal**
- 9. Appendix 1 – Consultation response form**

Communication list and how to access the proposal document:

Statutory consultees:

- The Parent Council of affected schools
- The parents/carers of the pupils at the affected schools
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document
- Pupils (where they are considered to be of suitable age and maturity)
- Council employees at the affected schools
- Trade Union representatives
- Church representatives

Other stakeholders who will be contacted:

- Education Scotland
- Elected members
- Local Members of Parliament and local members of Scottish Parliament
- General Public (Inverclyde)
- Community Councils

Consultees will be informed that in order for their views to be taken into account, they must complete and submit a copy of the Consultation Response Form. Interested parties are invited to respond to the proposal by making an online submission using the link:

www.inverclyde.gov.uk/yoursay

Alternatively, written submissions should be made using the form attached at the end of this document no later than Monday 10th March 2025.

Accessing the proposal document

The steps listed below have been taken to ensure that the proposal document is widely available.

- Notice of the proposal and of publication of this proposal document have been placed in the Greenock Telegraph to engage with the general community.
- The proposal document has been published on the Inverclyde Council website:
www.inverclyde.gov.uk/yoursay
- This document can be made available in alternative forms or translated by contacting Education Services on (01475) 712850.
- The proposal document will also be available for inspection at all educational establishments, Council Customer Services and libraries.

1.0 BACKGROUND TO THE PROPOSED CHANGES

- 1.1 Clydeview Academy is located in Gourrock. The school provides secondary education for 1027 (Dec 2024) young people aged 11 - 18 years. The school also has a provision to support deaf learners, shared with Moorfoot Primary School.
- 1.2 Over time the number of young people across Inverclyde who require support from specialist teaching within specialist provisions in order to best meet their needs is increasing. This includes support from ASN provisions within mainstream settings.
- 1.3 Currently within Inverclyde there is one specialist ASN provision within a mainstream secondary setting based at Notre Dame High School called the Stella Maris provision. This provision provides support for learners who have a language and communication profile which requires the support of specialist staff and teaching. The provision allows pupils to learn both within the provision, as well as being supported to access their learning in mainstream classes.
- 1.4 Currently the Stella Maris provision provides places to approx. 10 pupils per year group and is now full. The projected number of pupils who will need to attend this provision for August 2025 now exceeds the number of places on offer.

2.0 PROPOSED OPTION

- 2.1 The proposal of this consultation process is to introduce an ASN provision to Clydeview Academy from August 2025. The provision would offer spaces for up to 10 pupils per year group for young people who have a language and communication profile which requires the support of specialist staff and teaching. Pupils would be supported in their learning within the provision as well as accessing their learning within mainstream classes.
- 2.2 The provision would provide places for pupils who live within the catchment areas of Clydeview Academy, St Columba's High School and Inverclyde Academy.
- 2.3 The provision would be led by a Principal teacher, along with other teaching and support staff.
- 2.4 The provision would be housed within existing learning space already within the building at Clydeview Academy that has been identified as being fit for purpose.
- 2.5 Decisions about places for pupils to attend the provision would be made via a referral process made by the pupil's current school to the Additional Support Needs Monitoring Forum (ASNMF), chaired by the Principal Educational Psychologist.
- 2.6 Clydeview Academy can accommodate 180 pupils per year group. Currently, not all of these places are taken up by pupils from within the school's catchment area, with the remaining places being allocated through placing requests made to the school. This means that the school has rooms or places that can be assigned to pupils to attend a new ASN provision. This is the same approach taken for the Stella Maris provision at Notre Dame High School.

3.0 THE CONSULTATION PROCESS

3.1 The formal consultation on the proposal within this document will be undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010 as amended. The consultation requires to run for 30 school days and will start on 23rd January 2025 and will end on 10th March 2025. Written representations must be received by this date in order to be taken into account.

3.2 The schools affected by this proposal are:

Clydeview Academy

3.3 Public Meeting

There will be 1 public meeting to held on:

- 11th February 2025 at 18:30 at Clydeview Academy

The meetings will provide those in attendance with an opportunity to:

- Hear about the proposal.
- Ask questions about the proposal.
- Express views about the proposal.

A note will be taken of the views expressed during the public meeting and of any questions asked. In addition to the public meeting, written representations including online responses will be able to be made during the consultation period.

3.4 Who will be consulted?

Statutory consultees:

- The Parent Partnership (or equivalent) of the school.
- The parents/carers of the pupils at the affected school.
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document.
- Pupils (where they are considered to be of suitable age and maturity).
- Council employees at the affected schools.
- Trade Union representatives.
- Church representatives.

Other stakeholders who will be contacted:

- Education Scotland
- Elected members
- Local Members of Parliament and local members of Scottish Parliament
- General Public (Inverclyde)
- Community Councils

Consultees will be informed that in order for their views to be taken into account, they must complete and submit a copy of the Consultation Response Form.

3.5 Involvement of Education Scotland

The Council will provide the proposal document to Education Scotland at the start of the consultation period. When the consultation period has ended, the Council will

collate all of the written and oral representations. Thereafter, the following information will be provided to Education Scotland:

- A copy of relevant written representations made to the Council on the proposal (or summary of them if agreed within Education Scotland).
- A summary of oral representations made at the public meetings.
- Other relevant documentation, as far as is practicable.

Education Scotland will prepare a report on the educational aspects of the proposal taking account of the above, the Educational Benefits Statement contained in this proposal document and in so far that Education Scotland considers them relevant, any written representations made directly to them. Education Scotland may also visit the schools affected by the proposal and make reasonable inquiries of persons there and of such other persons as they consider appropriate. Education Scotland require to send their report to the Council no later than 3 weeks (or longer if agreed with the Council) after having received the information from the Council.

3.6 Consultation Report

After receiving Education Scotland's report, the Council will review the proposal taking account of relevant written representations received during the consultation period, oral representations made during the public meeting and Education Scotland's report. The Council will then prepare and publish a consultation report which will include a recommendation on the proposal.

The Council will notify key stakeholders of the publication of the consultation report, which will be made available on the Council website, in schools and at Council Headquarters.

The consultation report will be published 3 weeks before it is formally considered by the Council.

3.7 Inaccuracies or omissions

Where inaccuracies or omissions are discovered within this 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 events all relevant consultees (and where applicable the notifier(s) of any omissions or inaccuracies) and Education Scotland will be advised of the appropriate action. Notifiers of any omissions or inaccuracies will also be given the opportunity to make representations if they disagree with the Council's determination of and any action on the matter, which may result in the Council making a further determination / decision on the matter.

4.0 **IMPLEMENTATION DATE FOR THE PROPOSAL**

- 4.1 It is expected that the proposal, if accepted, would be implemented from the start of the school term in August 2025.

5.0 EDUCATIONAL BENEFITS – ASSESSMENT OF THE LIKELY EFFECTS OF THE PROPOSAL

Education is a key priority of Inverclyde Council.

- 5.1 Inverclyde Council is firmly committed to delivering a high-quality education provision in learning environments fit for learning and teaching in the 21st century. Environments that nurture ambition and aspirations, improve attainment and achievement, and create and widen opportunities for all children and young people to achieve their full potential and move into positive and sustained destinations when they leave school. The Council also demonstrates its strong belief in the value of education through financial investment to allow full implementation of Curriculum for Excellence and Getting it Right for Every Child (GIRFEC) and supporting programmes and activities that focus on removing barriers to learning and closing the attainment gap.
- 5.2 The Education Service takes an inclusive approach to supporting and meeting learners' needs. The service follows national policy in relation to Additional Support for Learning, including the presumption of mainstreaming for pupils. There are a number of different specialist services across Inverclyde which support meeting the range of learners' needs, however some children and young people benefit from specialist teaching methods.
- 5.3 The Education Service offers outreach services such as Inverclyde Communication Outreach service (ICOS), the English as an Additional Language service (EAL), the Visual Impairment Service (VI), Hearing Impairment service as part of the Garvel provision and the outreach service linked to NEST as part of Lomond View Academy to support pupils with Social, Emotional and Mental Health.
- 5.4 The specialist Additional Support for Learning (ASL) Provision in Inverclyde Council currently consists of Craigmarloch School, Hillend Children's Centre, the Communication and Language Base (CLB) at All Saints Primary School, the Stella Maris provision at Notre Dame High School, Lomond View Academy and the Garvel provision to support deaf learners at Moorfoot Primary and Clydevue Academy.
- 5.5 Over the last 4 years the Education Service has gradually increased capacity within the existing ASL specialist provision as the number of learners requiring places in specialist provision has increased. This has seen the opening of the Onesery (nursery / P1) at Craigmarloch, the adaptation of internal spaces at Craigmarloch and across the campus in order to create new learning spaces and the opening of a fourth class at the CLB at All Saints Primary School in August 2024.
- 5.6 Currently all secondary pupils who require additional specialist support for their learning relating to a language and communication profile, but who don't require the specialist input for more complex needs of Craigmarloch, are offered places at the Stella Marris provision at Notre Dame High School.
- 5.7 Notre Dame High school accommodates 160 pupils in each year group. Approx. 10 pupils in each year make up the total population of the Stella Marris provision. The number of current P7 pupils who will require a placement in such provision for August 2025, now exceeds this number.

- 5.8 It is therefore proposed than rather than extend the number of pupils entering Stella Maris, that a new provision, making a similar offer, is opened at a second school i.e. Clydeview Academy.
- 5.9 Clydeview has been identified as the preferred option due to the fact that the school currently has capacity for 180 pupils in each year group and after it has served its catchment in recent years, has filled up its S1 intake with placing requests from other schools. Therefore, there is capacity for 10 places per year to be assigned to a new specialist provision. This would reduce the number of places that could be offered to families making a placing request into the school.
- 5.10 The overall roll projections for Clydeview in the coming years are for the catchment numbers to decrease.
- 5.11 The education benefits of the proposal will mean that more pupils can be best supported to access their learning in a mainstream setting in line with national and local policies. The local authority has a duty to meet pupils' needs by providing appropriate education provision and this provision will support the education service to ensure this is the case.
- 5.12 An equality impact assessment has been undertaken in the preparation of this proposal and any equality issues that are raised during the consultation period will be taken into account.

6.0 EMPLOYEE IMPLICATIONS

- 6.1 As above the provision will be led by a Principal teacher, as well as specialist teaching staff and Pupil Support Assistants.

7.0 FINANCIAL IMPLICATIONS

- 7.1 The cost of the related staffing for the provision will be met from within the education service's core budget. There are limited costs related to the repurposing of the existing accommodation at the school.

8.0 RESPONDING TO THE PROPOSAL

- 8.1 Page 4 of this document provides details on how to access a copy of the proposal document.
- 8.2 Interested parties are invited to respond to the proposal by making an online submission using the link:

www.inverclyde.gov.uk/yoursay

Alternatively, written submissions should be made using the form attached at the end of this document no later than Tuesday 10th March 2025.

9.0 Appendix 1 – Consultation response form



Appendix 1

Education Services

Consultation on the introduction of an ASN provision at Clydeview Academy

CONSULTATION RESPONSE FORM

Please use this form to let us know what you think about this proposal

The closing date for responses is **10th March 2025**.

This form should be returned to:

Education Services
Wallace Place
Greenock
PA15 1JB

Inverclyde Council are looking for your views on our proposal to introduce an ASN provision to Clydeview Academy.

Any proposals to discontinue or introduce permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or all nursery classes in a primary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision); are subject to statutory consultation through the Schools (Consultation)(Scotland) Act 2010.

Q1 Do you agree with the proposal to introduce an ASN provision to Clydeview Academy?

Yes ☐

No ☐

Undecided ☐

This box gives an opportunity to explain the reason for your response.

If you would like to make any comment on the proposal, or suggest an alternative option for consideration please do so in the space below:

In order to validate your response to this proposal please provide your details:
(this section must be completed in order for your views to be taken into account)

Name

Address

Q6 I am responding in my capacity as a (please indicate by selecting the appropriate answer below):

- | | |
|---|--------------------------|
| Parent/carer of a child at primary school | <input type="checkbox"/> |
| Parent/carer of a child at secondary school | <input type="checkbox"/> |
| Parent/carer of a child in nursery | <input type="checkbox"/> |
| Parent Council member (primary school) | <input type="checkbox"/> |
| Parent Council member (secondary school) | <input type="checkbox"/> |
| Member of staff at primary school | <input type="checkbox"/> |
| Member of staff at secondary school | <input type="checkbox"/> |
| Church representative | <input type="checkbox"/> |
| Elected member | <input type="checkbox"/> |
| Trade Union | <input type="checkbox"/> |
| Member of the public | <input type="checkbox"/> |
| Member of Community Council | <input type="checkbox"/> |

Other group (please specify)

Handling your response – Please note that:

We will use the information you provide for the purpose of this consultation, including statistical and analytical purposes.

We will pass a full copy of your response to Education Scotland, or a summary of it if agreed with them.

We are subject to the provisions of the Freedom of Information (Scotland) Act 2002 and therefore would have to consider any request made under the Act for information relating to written responses/records or oral representations made to us relating to this consultation.

Thank you for taking the time to respond.

Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Inverclyde Council to introduce an additional support needs (ASN) provision to Clydeview Academy

March 2025

1. Introduction

1.1 This report from Education Scotland has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of a proposal by Inverclyde Council to introduce an additional support needs (ASN) provision to Clydeview Academy. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' view. Upon receipt of this report, the Act requires the council to consider it alongside any relevant considerations the council received and then prepare its consultation report. The council's consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its consultation report at least three weeks before it takes its final decision. With all proposals the council needs to follow all statutory obligations set out in the 2010 Act.

1.2 HM Inspectors considered:

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

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

- attendance at the public meeting held on 11 February 2025 in connection with the council's proposals to introduce an ASN provision to Clydeview Academy.
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- visits to the site of Clydeview Academy, Garvel provision, Notre Dame High School and Stella Maris provision, including discussion with relevant consultees.

2. Consultation process

2.1 Inverclyde Council undertook the consultation on its proposal with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The consultation ran from 23 January until 10 March 2025. The council made the consultation paper available via its website. Paper copies were also available by request and from Clydeview Academy. A public meeting was held on 11 February 2025, which 48 members of the public attended. At the meeting, council representatives outlined the consultation process and the proposals, and answered questions raised by member of the public. The council received 371 responses to its online survey. Most were in favour of the proposal, sighting improved provision for meeting additional support needs and improved opportunities for inclusion. A few were undecided and a few were against the proposal sighting concerns about the reduction of

places available at Clydeview Academy. They also highlighted the potential reduction and limits to available space within Clydeview Academy.

3. Educational aspects of proposal

3.1 HM Inspectors agree that opening an ASN provision at Clydeview Academy has potential educational benefits. At the time of HM Inspectors' engagement, the council's ASN assessment processes had identified an increased number of children in the upper stages of primary school requiring an enhanced placement at the secondary school stage. Across Inverclyde, existing provision designed to meet the needs of children and young people who require specialist placements are at capacity. From August 2025, the new ASN provision could support the council in meeting the projected increase in the needs of children and young people requiring specialist support. Should the provision be located within Clydeview Academy, there are potential educational benefits for young people assessed as requiring enhanced support to access opportunities appropriate for inclusion in a range of mainstream school activities.

3.2 HM Inspectors agree that the proposed space for the new ASN provision at Clydeview could provide appropriate learning areas for young people with a range of additional support needs from August 2025. If the council agrees to move forward with the proposal to establish a new ASN provision, young people will begin to access the new ASN provision from August 2025. Starting with an intake of up to 10 young people in S1, with a projected maximum of 60 places across all year groups. HM Inspectors believe that although this is achievable for the first few intake years. In the longer term, the proposed environment and its current use is not suitable for supporting the needs of 60 young people. The council should consider additional accommodation to meet all young people's needs to provide a high-quality learning environment as the provision grows each year. The council should ensure that the educational benefits as outlined in the consultation reflect the educational experiences for any young person attending and do not negatively impact the learning experiences of other cohorts of learners currently using the space, including those with additional support needs. HM Inspectors recommend that the council should continue to work with staff and relevant therapy and health partners to consider how to meet best the needs of young people accessing the provision as it develops. This will ensure all cohorts have access to high-quality quality, appropriate learning spaces to meet their needs, including outdoors.

3.3 A few parents and staff raised concerned that the opening of a new provision will result in a loss of space and facilities for young people attending Clydeview school and the Garvel centre. They also raised concerns about the uncertainty of the range of additional support needs that would be supported within the provision. The council should work with stakeholders to address these concerns and ensure its provision for meeting the needs of young people who require additional support within provision is more fully understood. This should include providing assurance on the staffing structure and learning environment assigned to the provision.

4. Summary

HM Inspectors agree that the proposal has potential educational benefits for young people with additional support needs across the council. In opening a new provision at Clydeview Academy, more young people should receive the right support at the right time. This should help the council to meet the national requirements of the presumption of mainstreaming. Young people will have, where appropriate, opportunities to be included within the mainstream school. The new ASN provision in Clydeview Academy will further support the council in meeting the projected increase of young people with a range additional support needs requiring specialist provision.

HM Inspectors
March 2025

Report To:	Education & Communities Committee	Date:	22 April 2025
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/30/2025/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Update Report: Future of Additional Support Needs Specialist Provision		

1.0 PURPOSE AND SUMMARY

- 1.1 ☐ For Decision ☒ For Information/Noting
- 1.2 The purpose of this report is to update members on the report taken to committee in January 2025 on the future requirements of ASN provision from August 2025 and beyond.
- 1.3 There is an increasing level of need amongst our learners which requires support from specialist teaching within specialist provisions. As a result, the number of places required in current specialist settings is increasing for August 2025, requiring the service to increase places at both Craigmarloch and the All Saints Communication and Language base. Stella Maris places at Notre Dame High School have increased over the previous academic years and as reported separately, a consultation has been completed regrading a new secondary provision Clydeview Academy.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee is asked to:
- note the content of the report and update on progress with planning for ASN provision for August 2025
 - note that further work in relation to an options appraisal is being carried out relating to ASN provision from August 2026 onwards.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 The Education Service takes an inclusive approach to supporting and meeting learners' needs. The service follows national policy in relation to Additional Support for Learning, including the presumption of mainstreaming for pupils. There are a number of different specialist services across Inverclyde which support meeting the range of learners' needs, however some children and young people benefit from specialist teaching methods.
- 3.2 The Education Service offers outreach services such as Inverclyde Communication Outreach service (ICOS), the English as an Additional Language service (EAL), the Visual Impairment Service (VI), Hearing Impairment Service as part of the Garvel provision (HI) and the outreach service linked to NEST as part of Lomond View Academy to support pupils with Social, Emotional and Mental Health.
- 3.3 The specialist Additional Support for Learning (ASL) Provision in Inverclyde Council currently consists of Craigmarloch School, Hillend Children's Centre, the Communication and Language Base (CLB) at All Saints Primary School, the Stella Marris provision at Notre Dame High School, Lomond View Academy and the Garvel provision to support deaf learners at Moorfoot Primary and Clydeview Academy.
- 3.4 Over the last four years the Education Service has gradually increased capacity within the existing ASL specialist provision as the number of learners requiring places in specialist provision has increased. This has seen the opening of the Onesery (nursery / P1) at Craigmarloch, the adaptation of internal spaces at Craigmarloch and across the campus in order to create new learning spaces, and the opening of a fourth class at the All Saints CLB in August 2024.
- 3.5 The rising numbers of learners who require support through a specialist placement has been an identified risk as part of the service's risk register for a number of years and features as part of the Council's Corporate Risk Register.
- 3.6 In October of each year the Education Service's Additional Support Needs Monitoring Forum (ASNMF) requests referrals from all education establishments for pupils who may require specialist provision for the following school session.
- 3.7 Prior to October 2024 officers from the service began to scope out the numbers of pupils who would require specialist settings with senior leaders, including carrying out contextualised assessment of pupils to be clear on the right provision that would be required. This intensive work has identified that there is a further increase in the numbers of learners who will require specialist support.
- 3.8 In order to meet these needs across the sectors, work will need to be carried out to enhance and extend existing specialist provision, as well as opening new provision, initially within the secondary sector.

4.0 PROPOSALS

- 4.1 An initial options appraisal has been carried out by officers to identify the best options open to the service to meet this rising need for August 2025. This process has identified the best options to meet the rising level of need. As a result, the service is taking forward the following for August 2025:

1. Extend the capacity of Craigmarloch School on the current site by seeking options to create new learning spaces at the campus, including the Enterprise Centre. This is to meet an increased number of pupils requiring to enter the Onesery in August 2025.
2. Open a 5th class at the CLB at All Saints for August 2025, ahead of carrying out a further options appraisal and potential consultation in order to open a second CLB in another primary school for August 2026.
3. Open a second secondary based ASN provision, similar to Stella Marris, at Clydeview Academy, for August 2025.
4. The co-location of the primary NEST provision and Lomond View Academy.

4.2 Update on progress towards the delivery of the options for August 2025

A management oversight group has been established in order to monitor the progress of the works being carried out and is meeting on a fortnightly basis. The group is chaired by the Head of Education and membership includes officers from the Education Services, Property Services and IT.

Craigmarloch

Work to expand learning spaces for pupils at Craigmarloch is underway with works to alter the layout of the Enterprise Centre due to commence at the start of May 2025. A review of staffing at Craigmarloch has also been undertaken to ensure sufficient teaching and non-teaching staff are in place.

Communication and Language Base (CLB) at All Saints Primary School

From August 2025, as above, an additional class will be introduced to the CLB at All Saints. An existing learning space within the school has been identified, with limited alterations required. Appropriate additional staffing has also been assigned through the annual staffing exercise currently underway.

NEST provision / Lomond View Academy

Currently the primary enhanced nurture provision called NEST (formally Thrive) is housed at St Michael's Primary School. Previously, the fostering and adoptions / HSCP team have been based at Lomond View Academy and have now moved into the new HSCP premises at the James Watt building thus freeing up space at Lomond View. This has provided the opportunity to now move NEST to Lomond View and it will occupy the vacant space on the ground floor and collocate the provision as part of Lomond View. The move will take place for August 2025.

5.0 FUTURE ASN NEEDS AND PROVISION REQUIRED

- 5.1 Officers are currently working on projections of future pupil numbers and their related needs for August 2026 onwards. What is clear is that the number of pupils requiring specialist provision is unlikely to decline in 2026, but at this stage it looks unlikely that it will increase from the numbers in 2025.
- 5.2 It is therefore expected that the current provision in place will broadly meet the needs of most learners, however given that there will be space left vacant at St Michael's Primary School because of the removal of the NEST provision, there may be an opportunity to consider a second CLB type provision at St Michael's.
- 5.3 Current numbers at Craigmarloch, whilst accommodated through the expansion work underway, will require to be reviewed and an options appraisal carried out to identify how future needs can be accommodated from August 2026 onwards.
- 5.4 A future report on ASN provision from August 2026 will be brought back to a future committee.

6.0 IMPLICATIONS

- 6.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial	X	
Legal/Risk	X	
Human Resources	X	
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

6.2 Finance

It is anticipated that any revenue costs will be contained in existing budgets or within the Council's share of the extra £28 million allocated to ASL as part of the 2025/26 Budget. The Council's share has been confirmed as £343,000.

Staffing

Final figures have been identified, with the additional staffing required coming from within the existing education budget, partly by reassigning existing teaching posts to the new provisions.

Capital

The provisions Craigmarloch, All Saints and NEST at LVA will all use existing spaces and as such will not require significant capital investment, mainly interval configuration of the space at the Enterprise Centre and adjustments to security at All Saints and LVA.

Work is underway with colleagues with the estates team to adapt the accommodation as outlined above.

Transport

Work is under way to identify the impact of the increased number of pupils being transported to these provisions.

6.3 Legal/Risk

If the local authority is unable to make provision to meet the needs to its learners, including through specialist placements, then there is a risk that the council could be taken to ASN tribunal by families and ordered to either provide this within its own estate or by paying for pupils to attend costly out of authority placements.

6.4 Human Resources

As above.

6.5 Strategic

N/A.

6.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

Y	YES – Assessed as relevant and an EqIA is required. This will be produced after the consultation process.
	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

Y	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

Y	YES – Assessed as relevant and a CRWIA is required.
	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

6.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

6.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

7.0 CONSULTATION

7.1 N/A.

8.0 BACKGROUND PAPERS

8.1 N/A.