

WEST LOTHIAN COUNCIL EDUCATION SERVICES

**ESTABLISHMENT OF S3 AND SUBSEQUENT ROLL OUT
UP TO S6 YEAR STAGES OF EDUCATION WITHIN
OGILVIE SCHOOL CAMPUS**

SECTION 1: Purpose of this document

SECTION 2: The Proposal

SECTION 3: The Educational Benefit Statement

SECTION 4: Integrated Impact Assessment

SECTION 5: Consultation Process and How To Have Your Say

The purpose of this document is to give information on:

- West Lothian Council's proposal to establish S3 and subsequent roll out up to S6 year stages of education within Ogilvie School Campus as part of the Council's continuing commitment to ensure equitable, quality and sustainable provision for pupils with additional support needs;
- the educational benefits to be gained through the implementation of this proposal; and
- how you can give your views and take part in the consultation process.

West Lothian Council believes that thorough and effective consultation will support better outcomes for pupils and their families and will enable the vast majority of pupils with severe and complex needs to be educated within West Lothian with tailored support to meet their needs.

Public consultations are necessary when a local authority is proposing to make a significant change in this instance, the opening of a new stage in a school. To carry out a public consultation the Council requires to follow the statutory guidance outlined in the Schools (Consultation) (Scotland) Act 2010. With this in mind, this document is further organised into the following sections:

Section 2 details the proposal, and gives the background and rationale to the proposal.

Section 3 contains the educational benefits statement in relation to the proposal and provides an assessment of the effects of this proposal on the children/young people and their families of the affected school.

Section 4 provides information on the Integrated Impact Assessment undertaken in reference to the proposal. An Integrated Impact Assessment (IIA) is undertaken to ensure that the Council meets its statutory requirement to assess policies and practices and ensure that they meet the legislative requirements in relation to its equality, human rights and socioeconomic obligations.

Section 5 details how West Lothian Council has organised the consultation process to meet the requirements of the legislation, and how you can take part and give your views.

SECTION 2: PROPOSAL AND BACKGROUND TO THE PROPOSAL

2.1. THE PROPOSAL - TO ESTABLISH S3 SECONDARY STAGE OF EDUCATION AT OGILVIE SCHOOL CAMPUS AND SUBSEQUENT ROLL OUT UP TO S6

West Lothian Council is committed to the delivery of secondary stage education within Ogilvie School Campus creating an education provision that ensures equitable, quality and sustainable education for pupils with severe and complex needs.

The introduction of S3 education at Ogilvie School Campus and subsequent roll out up to S6 allows seamless progression through secondary education within an environment that fully supports the individual needs of the pupil and continues to offer opportunity to achieve across all curricular areas, develop skills, attributes and capabilities in secondary education-based courses.

This current proposal if agreed and implemented would result in Ogilvie School Campus providing S3 stage education commencing August 2021.

Moving forward, the Council's vision is to introduce all secondary stages of secondary education within Ogilvie School Campus on a phased basis in line with existing pupil transition requirements ensuring provision of S1-S6 secondary stage cohorts by August 2024.

2.2 BACKGROUND TO THE PROPOSAL

West Lothian Council Education Executive, at its meeting on 26 February 2019, approved Education Services proposal to introduce secondary stage education at Ogilvie School Campus creating an all-through (5-18) education establishment. The proposal detailed introduction of year stages on a phased basis in line with primary (P7) to secondary (S1) transition requirements with the initial introduction of S1 stage commencing in August 2019 when the existing P7 cohort have completed their primary education and require to transition to secondary education.

Statutory Consultation is required to propose establishment S3 year stage at Ogilvie School Campus commencing in August 2021 and subsequent roll out up to S6 year stage. Adopting this proposed approach allows the 2020/21 S2 cohort to progress to S3 stage education within Ogilvie School Campus and ensuring provision of S1-S6 secondary stage cohorts by August 2024.

2.3 ADMISSION CRITERIA

There will be no amendment to criteria for admission to specialist provision in West Lothian as a result of this consultation exercise.

Admission will continue to be in accordance with West Lothian Council's current admission arrangements for specialist provision, details of which are detailed via the attached link:

https://www.westlothian.gov.uk/media/9292/Admission-to-Specialist-Provision---Procedure/pdf/Admission_to_Specialist_Provision_-_Procedure.pdf

The primary and secondary provision at Ogilvie School Campus will be available to meet the needs of pupils across West Lothian who have been assessed as having severe and complex needs and requiring significant additional support to access the

curriculum in alternative provision to their mainstream school environment.

2.4 NON-DENOMINATIONAL EDUCATION PROVISIONS

All specialist education establishments in West Lothian are non-denominational therefore, the provisions offered to children and young people at Ogilvie School Campus are not affiliated to a particular religious denomination.

SECTION 3: THE EDUCATIONAL BENEFIT STATEMENT

The specific educational benefits of the proposal are outlined below in terms of the following:

- 3.1 Curriculum for Excellence
- 3.2 Transition
- 3.3 Transport
- 3.4 Mainstream Links
- 3.5 School Management
- 3.6 Staff Teams
- 3.7 Accommodation
- 3.8 School Grounds/ Outdoor Learning
- 3.9 Playground
- 3.10 Community Links
- 3.11 Mentoring and Buddying
- 3.12 Benefits for Any Other School Users

3.1 CURRICULUM FOR EXCELLENCE

Curriculum for Excellence is the national curriculum of experiences and outcomes for all pupils, 3–18 years. The national guidance from Education Scotland encourages education authorities to ensure that each school's curriculum is designed on 7 key principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance.

The key educational benefits of the proposal in relation to Curriculum for Excellence are stated below with a specific focus on the 7 principles:

The curriculum for pupils with severe and complex needs is based on the same principles as all educational establishments across West Lothian. Design of the curriculum, taking cognisance of these principles will depend on the nature and complexity of the needs of the children and young people. Progression can be achieved through a well-planned, joint and individualised learning programme. In Ogilvie School Campus, staff will develop and refresh the curriculum on a regular basis and manage curriculum change and innovation to improve the range and quality of experiences and outcomes for children and young people and ensure delivery of curriculum entitlements.

The proposed establishment of S3 secondary stage education for pupils with severe and complex needs within Ogilvie School Campus will enhance full and progressive participation in the curriculum and will support a clear strategy to provide entitlement to a broad general education. Location in Ogilvie School Campus will enhance access for pupils (both current and future) to a balanced curriculum that provides the best possible learning opportunities and experiences and will enable pupils to enjoy their education within a supportive specialist setting and develop positive attitudes

towards learning.

Good relationships and positive behaviour are key to the delivery of Curriculum for Excellence and pupils will be supported in this by experienced specialist teaching and non-teaching staff.

As pupils move through their secondary education at Ogilvie School Campus the breadth of curriculum offered will afford opportunities for exercising responsible personal choice. This includes opportunities for achievement and celebration of success.

Through meaningful real-life activities in Ogilvie School Campus and within the local community such as cooking, shopping and visits to local amenities, pupils will see that what they are learning matters in their lives.

By focusing on the above concepts, Ogilvie School Campus can provide the highest quality of individualised learning and teaching experiences that enable young people to thrive and achieve in their education through the development of positive attitudes towards learning.

3.2 TRANSITION

West Lothian Council Education Services is committed to the delivery of secondary stage education within Ogilvie School Campus.

It is proposed secondary year stages will be introduced on a phased basis in line with existing pupil transition requirements. The proposed phasing approach will culminate in delivery of an all-through (5-18 years) (P1-S6) school for August 2024.

A key benefit of the all-through school approach is that Ogilvie School Campus will continue to adopt individualised transition programmes ensuring movement between year stages is a positive and seamless process for the children and young people involved.

Furthermore, pupils at Ogilvie School Campus will benefit from having opportunity to continue their educational pathway in a supportive and familiar setting with minimal disruption.

3.3 TRANSPORT

The school transport provisions currently in place for pupils attending Ogilvie School Campus will remain. No alterations to existing entitlements and schedule of provisions are anticipated as a result of the proposal. All provisions offered will continue to be in conjunction with West Lothian Council's policy on transport.

3.4 MAINSTREAM LINKS

The Standards in Scotland's Schools etc Act 2000 indicates that education authorities should provide education to school age children within mainstream settings, unless certain exceptions apply such as where a mainstream school would not be suited to the ability or aptitude of the child.

Within Ogilvie School Campus pupils build skills and strategies to help them cope with social and personal relationships, thus enabling them to interact as fully as possible with their mainstream peers and the outside world.

Strong partnerships between West Lothian Council and outside agencies are helping

continue to improve and increase appropriate choices and challenges for the pupils of Ogilvie School Campus with effective procedures and initiatives helping pupils move on from school successfully.

The proposal for establishment of a secondary phase of education within Ogilvie School Campus will enable Education Services to build upon, and to further embed, the positive approaches to relationships, attainment and achievement already developed within the primary classes at Ogilvie School Campus. The children will be encouraged to become involved in as many aspects of secondary school life as is possible to develop ownership of their learning and to become full members of this new school community. The proposal increases opportunities for providing a balance between the equally important elements of academic attainment and social development.

Mainstream links can be developed with neighbouring primary and secondary schools. This integration with mainstream schools will however only take place when timings appropriate and convenient to all establishments involved and after full consultation with all parent/carers.

Opportunities for inclusion through proximity to a mainstream location can create a positive school ethos based on mutual respect.

Where pupils with severe and complex needs feel included and respected they are more likely to develop self-confidence, resilience and positive views about themselves and others.

3.5 SCHOOL MANAGEMENT

Should the proposal be agreed and implemented the establishment of S3 and subsequent roll out up to S6 secondary stage of education within Ogilvie School Campus (in addition to the existing S1 and primary stages) will be managed by the schools current Head Teacher who will have responsibility for the day-to-day operational management of the school.

Any changes to staffing and management structures would be taken forward in line with national staffing guidelines.

3.6 STAFF TEAMS

An effective staff team would be in place to ensure that the learning and care needs of pupils can be fully met. Teachers and support staff work together to meet the needs of pupils and to help them to learn.

It is not anticipated that there would be implications for any staff currently employed at Ogilvie School Campus as a result of this proposal. Current staffing levels would be maintained or enhanced to meet the needs of children and young people appropriately. Support staff and specialist staff of music, art, drama and PE would remain in the staffing structure.

Agencies and partners will continue to work closely together to support and inform the planning process for learners. This involves a range of agencies and staff to meet the individual needs of each child. These include:

- Educational Psychology
- School community paediatrician
- School nurse

- Speech and language therapy
- Physiotherapy
- Occupational Therapy

Staffing arrangements will be consistent with West Lothian Council's local agreements. Detailed consultation will be undertaken with members of staff, Trade Unions and Professional Associations for staffing the new classes within the secondary phase of Ogilvie School Campus.

Learning episodes delivered by well qualified and skilled staff with high levels of expertise, working in partnership with other agencies and staff to meet individual needs will lead to improvements in teaching and learning

Within the all through school of Ogilvie School Campus there would be scope for the establishment of a stable and unified team of specialist staff and learning support assistants working closely with professionals from NHS Lothian, Social Policy and family services. This has the potential to further improve the standards of care provided for pupils with severe and complex needs. For many of these children the continuum of care and support is more important than the chronological age of the pupil concerned and there are obvious advantages in prolonging the relationships, in to secondary education, between teachers and other adults with support roles. This continuity enables more positive relationships among school staff and stronger links with parents and the local community. Families and their children can maintain relationships with the school and other agencies and professionals, and parents can become more involved and remain better informed. The all-through school structure, therefore, would appear better able to extend opportunities for parental and community engagement and to promote continuity of teaching and support provision. Additionally, the proposed establishment of a secondary stage within Ogilvie School Campus with staff who know the pupils well, will help develop the pupils' confidence and social skills and will support effective transition planning at key transition stages.

By providing specialist staff and quality facilities and resources, the proposal aims to enhance provision for pupils with severe and complex needs, ensuring they are well supported in their education and in their social and emotional wellbeing. All through schools enable greater opportunity for collaboration between staff on curriculum development, learning and teaching, and professional development. Such professional dialogue can take place across stages within the primary and continue the secondary stages.

3.7 ACCOMMODATION

West Lothian Council believe that the needs of primary and secondary pupils with severe and complex needs are best met in a single integrated provision in a facility designed to support the severe and complex nature of their needs.

The present and future accommodation within Ogilvie School Campus will promote accessible, inclusive learning.

Ogilvie School Campus is in a strong position to become a primary through to secondary specialist school providing for pupils aged 5 years to 18 years as the benefits of this building already include:

- Compliant with the Councils obligations under the Equality Act 2010
- Automatic doors
- Structured play room/GP room

- Play room- therapeutic and structured play
- Home Economics classroom
- Interactive media and drama room
- Soft play room
- Sensory room
- Resource room
- Meeting rooms
- Flexible working areas for children

Should the proposal be agreed, Ogilvie School Campus will be modified and developed as a primary through to secondary school for pupils aged 5 to 18 years.

Future accommodation will be fully accessible, specially built and equipped with modern solutions to meet the learning and care needs of pupils and will provide opportunities for a wide range of learning experiences in line with Curriculum for Excellence.

Facilities would enable pupils to have full time placements to fulfil their entitlements to a broad, general education and senior phase education within a highly supportive environment.

Ogilvie School Campus will include meeting rooms to support partnership working with families, multi-agency partners and community partners. Dedicated teaching areas, in addition to small class sizes with a high staff to pupil ratio, will allow staff to plan flexibly to meet pupil needs.

In summary the pupils and parents of Ogilvie School Campus will have access to a purpose-built educational establishment which will provide a high level of support relevant to meeting the needs of all pupils attending the specialist provision with severe and complex needs.

3.8 OUTDOOR LEARNING

For pupils with severe and complex needs, outdoor learning is an integral feature of their education. On a programmed basis, pupils will be given regular opportunities to take their education outdoors into the local countryside and further afield.

The proposed establishment of secondary education within Ogilvie School Campus will provide the benefit of continued access to safe outdoor spaces that the pupils are already familiar with. This will enable learning to take place in the outside world, not only in the formal classroom.

There will be opportunities for spontaneous, planned and purposeful activities, use of the outdoors to develop literacy and numeracy, health and wellbeing and active outdoor learning. This will have a positive impact on the learning environment for pupils. Acquired skills can be applied in real life contexts.

The school grounds offer ample scope for development of the outdoor classroom. This will continue to have a positive impact on the learning environment for Ogilvie School Campus pupils and will support the development of good relationships and positive behaviour, not only in the classroom, but also outdoors and in the wider community.

Within Ogilvie School Campus the outdoor classroom is already used to support interdisciplinary learning, map reading skills, development of gross and fine motor

skills, PE, Science, literacy and numeracy across the curriculum, weather experiments, charity events, project and graph work. Should the proposal be agreed these learning episodes would be further built upon in the secondary phase of the young person's education.

3.9 PLAYGROUND

Ogilvie School Campus currently benefits from spacious outdoor space for the promotion of health and wellbeing. The outdoor play area already provides a safe and secure social space for more independent pupils in addition to pupils who require a higher level of support.

The playground will continue to promote social interaction and health and wellbeing and in order to maximise the opportunities for health promotion, all available space will be well utilised, with playground space being promoted, as appropriate, as an extension to the formal classroom.

The playground benefits from a secure fence which ensures that the playground is safe and secure for the pupils undertaking outdoor breaks and activities. Fencing also ensures out of hours, school security and reduces instances of vandalism for the school.

Multi Use Games Area (MUGA) can be accessed directly from the school and the playground. MUGA facilitates access to PE entitlements, increases opportunities for social inclusion, supports quality PE which meets the needs and talents of all, supports improvements in the PE curriculum, improves levels of participation, opportunities for learning out with the formal curriculum, experience positive aspects of healthy living and activity. To ensure pupil safety and security the MUGA is fully enclosed and benefits from line markings for a range of sports and games.

In addition to playground fixtures and fittings there is to be a range of portable play equipment and games that pupils will be responsible for taking care of setting up on a daily basis, within a programme of pupil responsibilities.

Pupils who attend Ogilvie School Campus have a range of playground facilities including:

- multi use sports area- MUGA
- soft top-area which promotes taking indoor learning outside (experiential learning- needs appropriate sand pit, musical instruments, gross and fine motor play equipment, role play)
- playground with trim track area
- pagoda structure for outdoor learning
- bottle greenhouse
- wide range of age and stage appropriate playground equipment

Planned playground improvements at Ogilvie School Campus would be created as safe, spacious areas to deliver a variety of activities in relation to both primary and secondary aged pupils. Further design of the playground will be taken forward in consultation with staff and pupils.

3.10 COMMUNITY LINKS

A wide range of community links is available in the vicinity of Ogilvie School Campus. The existing strong community links will be built upon further as the children get older

and progress through the school.

The welcoming ethos of the community of Knightsridge is acknowledged and strong community links already exist between the community and local schools.

The further establishment of additional secondary year stages within Ogilvie School Campus for pupils with severe and complex needs will enable pupils to further benefit from existing strong community links. Acquired skills will be practiced and applied in real life contexts.

Ogilvie School Campus has a wide range of existing strong community links including:

- Links with local mainstream primary and secondary schools
- Braid House Day Centre
- Deans Community High School Community Café
- Carmondean Library
- Horse Riding at Hopetoun House
- Swimming programme for all children at Deans Community High School
- The Vennie, shop, play park
- Community Skills Programme
- First Bus
- Business links- Pizza Express, Dobbies, Vue Cinema
- Morrison's Supermarket
- Post Office at Carmondean
- Community Police Officer
- Local church

The existing strong community links (many of which are within walking distance) shall remain and be further developed. For the pupils, this facilitates active involvement within communities where excellent support for pupils with additional support needs is acknowledged.

Community links facilitates the promotion of a wide range of skills, provides opportunities for new skills to be applied in real life contexts and enables learning to take place in the outside world as well as in the formal classroom.

3.11 MENTORING AND BUDDYING

As the school evolves into a primary through to secondary specialist provision, activities within Ogilvie School Campus, and in the school playgrounds, will lend themselves well to the establishment of whole school buddying/mentoring programmes.

Such interaction between older and younger pupils provides valuable life skills links. As a result, a supportive ethos for younger pupils is provided and responsibility for older pupils developed.

The larger combined roll will afford the pupils opportunities to broaden their social circles.

3.12 BENEFITS FOR ANY OTHER SCHOOL USERS

Changes to the proposed use of the accommodation would not impact on any other parties.

There is no proposed change to arrangements for any other users of the educational establishment outlined in this proposal.

Ogilvie School Campus is used for the sole purpose of education and there are no other users of the school facilities there would therefore be no impact on any community group or organisation.

SECTION 4: INTEGRATED IMPACT ASSESSMENT

To meet statutory equality duties, the Council conducts an Integrated Impact Assessment (IIA) to critically assess policies and practices and ensure compliance with all legislative requirements.

The aim of an IIA is to examine policies and practices in a structured way taking account of equality, human rights and socioeconomic disadvantage (poverty) implications when making decisions, ensuring the impact within the community is recognised and addressed accordingly.

IIA screening is completed using the Council's Integrated Impact Assessment Toolkit and allows the Authority to recognise positive steps it can take to promote fairness and equality of opportunity for all.

As part of the consultation process the Council will consult with a wide range of stakeholders, staff, parents/carers and young people and will welcome and address comments on the IIA process.

The outcome of the Integrated Impact Assessment will inform the Report on the Outcome of Consultation.

SECTION 5: CONSULTATION PROCESS: HAVE YOUR SAY

This section provides information on how West Lothian Council has organised the consultation process for the proposal to introduce S2 secondary stage education at Ogilvie School Campus. It also provides information on how you can take part and give your views

In terms of the Schools (Consultation) (Scotland) Act 2010, any proposal to establish new year stages of education in a school requires a formal consultation process.

The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements.

The statutory consultees are prescribed as follows:

- the Parent Council or Combined Parent Council of any affected school
- the parents of the pupils at any affected school
- the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity)
- the staff (teaching and other) at any affected school
- any trade union which appears to the education authority to be representative of the persons mentioned in bullet point above
- the community council (if any)
- the community planning partnership (within the meaning of section 4(5) of the Community Empowerment (Scotland) Act 2015 for the area the local authority in which any affected school is situated.
- any other community planning partnership that the education authority considers relevant
- any other education authority that the education authority considers relevant
- any other users of any affected school that the education authority considers relevant
- in relation to any relevant proposal which affects a denominational school, the Church, Denominational Body or Scottish Hierarchy of the Roman Catholic Church

As stated in the terms of the Schools (Consultation) (Scotland) Act 2010 statutory consultation periods should last a minimum of six weeks continuous and incorporate a minimum of 30 school days (excluding school holidays). Therefore, the consultation period for this particular proposal will run from **19 April 2021 until 4 June 2021**.

The consultation paper will be made available for reference electronically and in paper format.

A public meeting will be held in respect of the proposal:

Time: May 6, 2021 06:30 PM

Join Zoom Meeting

<https://us02web.zoom.us/j/86516671781?pwd=Zjd2NDZiZDJVUzhYRFRJK1FpY0lnUT09>

Meeting ID: 865 1667 1781

Passcode: Ogilvie

This meeting will give interested parties a formal opportunity to express their views.

Representatives of the Council will be present at the meeting to outline the proposal, facilitate discussions and answer questions.

The Council website will contain information on the consultation. The web address is:

<https://www.westlothian.gov.uk/article/49192/Schools-and-Education-Open-Consultations>

During the consultation period any views on this proposal should be sent in writing to:

Catherine Campbell, Senior Education Development Officer, Education Services, Civic Centre, Howden Road South, EH54 6FF

Responses can also be made by e-mail to:

Education.Consultation@westlothian.gov.uk

All responses to be received by no later than **5.00pm on Friday 4 June 2021**.

Consultation Timeline:

Following the end of the consultation period West Lothian Council must provide Education Scotland with a report detailing all findings pertaining to the Statutory Consultation.

All written and oral comments received during the consultation process are recorded and represented in said report, along with the Council's response to those comments.

Education Scotland will consider the Council submission and advise their response accordingly.

West Lothian Council will ensure that considerations received from Education Scotland are included in the Final Consultation Report. This Final Report will be made available and notification will be given to those individuals or groups that have made representations during the consultation period.

West Lothian Council will not make any decisions, or put any changes into effect until the final Consultation Report has been concluded, published and subsequently presented to the Education Executive in August 2021.

The above Consultation Timeline encompasses statutory legislative requirements detailed as per Schools (Consultation)(Scotland) Act 2010.

