

ITEM No ...1.....

REPORT TO: EDUCATION COMMITTEE –23 NOVEMBER2015

REPORT ON: OFFSITE EDUCATION SERVICE CONSULTATION PROPOSAL

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 411-2015

1.0 PURPOSE OF REPORT

1.1 The purpose of this report is to seek Education Committee approval for the Executive Director to formally consult on the relocation and restructuring of the Offsite Educational Service under the terms of the Schools (Consultation) (Scotland) Act 2010. The proposal is that the three Learning Centres of the Offsite Educational Service (OES) are brought together on a single site at Rockwell Primary School building, Lawton Road, from the beginning of school session 2016/17 on 15 August 2016. The three centres are currently located at Castlepark Centre (Dudhope Terrace), Connect 5 (located at Dryburgh Resource Centre) and Balerno (located at the Happyhillock Child and Family Centre).

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee agree in principle with the proposal and instruct the Executive Director to formally consult and report the outcomes in due course:

3.0 FINANCIAL IMPLICATIONS

3.1 Financial implications are set out in the proposal paper within Appendix 1, Section 4.

4.0 BACKGROUND

4.1 The 'Getting It Right For Every Child' (GIRFEC) agenda sits at heart of Curriculum for Excellence. All pupils are entitled to a curriculum designed to meet their individual needs. It is in the context of promoting effective learning and teaching and developing positive relationships that Dundee City Council is committed to maintaining all pupils in their local school.

4.2 In the last eight years, and particularly since the development of our Promoting Inclusion-Reducing Exclusion Guidelines in 2012, a variety of approaches have been put in place to further support schools in meeting full-time needs of all young people.

4.3 This proposal will see the OES improve the focus and relevance of the senior phase of secondary education for appropriate pupils by concentrating efforts on literacy and numeracy as well as preparing pupils to move in to sustained positive destinations.

4.4 As part of a social, educational and behavioural needs review undertaken by the Council in April 2014 it was clear that OES was highly regarded by staff, although it was noted that there was a need to improve the quality of accommodation and increase the focus on the S3 and S4 stages. Mainstream schools however would still retain the prime responsibility for providing support for all young people within their own school community.

4.5 Mainstream schools already have significant expertise in dealing with pupils with social, emotional and behavioural needs. This strategic direction is consistent with the department's inclusive philosophy which extends beyond integration and promotes the disposition of schools to continually adapt in meeting individual learner's needs. In addition to the team of

staff in Offsite, the authority has recently strengthened its own Outreach Service (0-18). The Outreach team working under the direction of the Educational Psychology Service along with OES staff will provide ongoing support to schools and staff in dealing with vulnerable and challenging pupils. These supports will assist schools in creating the right conditions to provide education for as many pupils as possible, including S1/2 pupils, within their own community, working within the 'Relationships for Learning & Wellbeing' strategy. A fulltime Educational Psychologist post (part funded from the Attainment Challenge) will be created to support implementation of the strategy.

- 4.6 HMIe reports have made specific reference and recommendations for action in relation to the poor quality of the building provision in Balerno and Dryburgh. This is reinforced at departmental level, with recognition in the annual School Estate report to the Education Committee that these buildings, as well as the building at Castlepark are in a poor condition. The Rockwell premises have seen significant improvements in recent years and further investment is planned both for the primary building where OES would be located and the main building.

5.0 FORMAL CONSULTATION PROCESS AND THE PUBLICATIONS OF THE FORMAL PROPOSAL PAPER

- 5.1 If approved, the formal proposal paper must be published and advertised at the start of the consultation process. The consultation will begin on Monday 30 November 2015.
- 5.2 The consultation process will end on 29 January 2016.
- 5.3 Formal consultation will include:
- the staff at of the OES;
 - a formal public meetings at the Offsite Educational Service in Dryburgh ERC;
 - information, including the Proposal Paper, placed on the Education Department's website;
 - an announcement of the proposal in the local press, inviting any person to make written representation to the Executive Director of Children and Family Services;
 - consultation with the parents of pupils currently attending the OES;
 - consultation with trades unions representing staff at the affected school;
 - consultation with pupils; and
 - consultation with local community planning partnerships located in the areas where the present OES sites are located and where the future site is planned.
- 5.4 At the end of the consultation period, the Executive Director will draft a report for the proposal, incorporating copies of written representations and a summary of oral representations from key stakeholders. This will then go to Education Scotland for consideration and comment. A maximum of three weeks will be set aside for this part of the process.
- 5.5 On receipt of the Education Scotland report, it will be necessary to review the proposal, and thereafter, the Executive Director, on behalf of the local authority, will prepare and publish a Consultation Report for the proposal, containing the views of Education Scotland. After a period of no less than three weeks, the Education Committee will consider the consultation report and decide whether or not to approve the proposal.
- 5.6 It is anticipated that the Education Committee will be able to take a final decision to approve or reject the proposal at its meeting on 23 May 2016.

6.0 POLICY IMPLICATIONS

- 6.1 This report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and is attached to this report.

7.0 CONSULTATIONS

- 7.1 The Chief Executive, Executive Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the preparation of this report.

8.0 BACKGROUND PAPERS

- 8.1 None.

MICHAEL WOOD
Executive Director of Children and Families Service

November 2015

Appendix 1**1.0 THE PROPOSAL**

- 1.1 The proposal is that the three Learning Centres of the Offsite Educational Service (OES) are brought together on a single site at Rockwell Primary School building, Lawton Road, from the beginning of school session 2016/17 on 15 August 2016. The three centres are currently located at Castlepark Centre (Dudhope Terrace), Connect 5 (located at Dryburgh Resource Centre) and Balerno (located at the Happyhillock Child and Family Centre). The new provision would be renamed in discussion with young people and would support secondary aged pupils with a range of social, emotional and behavioural needs with a key focus on the S3 and S4 stages.

2.0 BACKGROUND

- 2.1 The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) provides the legislative framework within which all Dundee schools/centres identify and address the additional support needs of pupils. All 'additional support' in Dundee is provided within classroom, school and local authority learning contexts. To address individual learning needs for some of our most vulnerable young people, a range of targeted educational and partner support services are in place. OES forms a part of this support delivery package.
- 2.2 The OES was formed in 2007 following a review of the city's Alternative Education Provision. The OES aims to improve the life chances of some of the city's most vulnerable young people when their social, emotional and/or behavioural needs cannot be adequately and efficiently addressed within mainstream school settings. In doing so, the OES plays a critical role in keeping significant numbers of vulnerable young people within an educational setting. This is achievable through the provision of relevant, challenging and enjoyable learning experiences commensurate with pupils' learning needs. Ongoing review procedures and inspection activity by Education Scotland have highlighted the effective leadership of the centres by the Head Teacher and identified the following key strengths:
- most young people are motivated and engaged in their learning;
 - the high quality relationships among young people and staff;
 - the successful promotion of health and well-being; and
 - the effective approaches to self-evaluation to improve learning.
- 2.3 HMIE reports have made specific reference and recommendations for action in relation to the poor quality of the building provision in Balerno and Dryburgh. This is reinforced at departmental level, with recognition in the annual School Estate report to the Education Committee that these buildings are in a poor condition. The Rockwell premises have seen significant improvements in recent years and further investment is planned both for the primary building where OES would be located and the main building. It is anticipated future council plans will bring services such as Educational Psychology and other relevant groups from within the wider Children and Families Service structure. This co-location model will provide better support opportunities for pupils accessing OES as well as allowing for opportunities for improved joint working. The full benefits associated with the move to a new building are outlined in Section 3 of this proposal.
- 2.4 As part of a social, educational and behavioural needs review undertaken by the Council in April 2014 it was clear that OES was highly regarded by staff, although it was noted that there was a need to improve the quality of accommodation and increase the focus on the S3 and S4 stages. Mainstream schools however would still retain the prime responsibility for providing support for all young people within their own school community.
- 2.5 In the last eight years, and particularly since the development of our Promoting Inclusion-Reducing Exclusion Guidelines in 2012, a variety of approaches have been put in place to further support schools in meeting full-time needs of all young people. Data analysis

indicates that the majority of secondary school exclusions are in relation to persistent and offensive verbal behaviour.

Exclusions in relation to serious and violent behaviour are low, in line with the 'Behaviour in Scottish Schools Research' (2012). In Dundee we have implemented a priority action likely to have a very positive impact on reducing exclusions. This relates to the creation of 'Learning Communities' - across early years, primary, secondary and special sectors. These focus on social and emotional wellbeing and the creation of a positive school ethos based on mutual respect and trust. Our Supporting Learners Management Groups (SLMGs) bring schools together three times a year to share good and emerging practice in relation to children and young people's wellbeing.

As part of the Children and Families Service, close links are being established with a range of partners who have regular involvement with some of the pupils who currently attend OES. The new provision will promote strategic planning between these services to build diversionary and developmental activities into programmes which ensure early and effective intervention and thus minimise the potential for young people becoming persistent offenders.

- 2.6 The 'Getting It Right For Every Child' (GIRFEC) agenda sits at heart of Curriculum for Excellence. All pupils are entitled to a curriculum designed to meet their individual needs. It is in the context of promoting effective learning and teaching and developing positive relationships that Dundee City Council is committed to maintaining all pupils in their local school. The emphasis is very much on promoting inclusion through effective learning and teaching and the use of preventative approaches which reduce the need to consider any provision outwith the school. For GIRFEC to fully operate in schools, consideration needs to be given to successful joint working with partner agencies to provide preventative approaches and to improvement inclusion and engagement. This includes a focus on prevention, early intervention and response to individual need. Coordinated planning and cooperation provide a helpful and supportive framework within which individual schools can work effectively with learners and parents to maintain positive relationships, behaviour and enhance pupils' safety in schools. A key priority for the 2015-18 cycle of school improvement planning is the 'Relationships for Learning & Wellbeing' strategy.

The overall aim of 'Relationships for Learning & Wellbeing' is to develop confidence and responsibility of all staff in meeting universal and targeted learning and wellbeing needs through:

- impact and implementation of the Addressing Barriers to Learning approach (ABLE) within Dundee's staged intervention model;
- whole school approaches to Nurture; and
- implementation and impact of Supporting Learners Management Groups.

Dundee's Relationships for Learning and Wellbeing strategy has potential for wider implementation to Integrated Children's Services across Dundee, thereby providing a consistent and coherent approach to improving outcomes for Dundee's children and young people, regardless of role or agency

- 2.7 This proposal will see the OES improve the focus and relevance of the senior phase of secondary education for appropriate pupils by concentrating efforts on literacy and numeracy as well as preparing pupils to move in to sustained positive destinations. As part of the OES, the Head Teacher has responsibility for the management of external links to other major vocational and FE programmes within Dundee and Angus College. These programmes will continue to be facilitated through OES and will provide alternative enhanced opportunities for young people to develop the skill set needed to ensure appropriate sustained positive destinations.
- 2.8 Mainstream schools as a result of this proposal will plan to manage all S1/2 pupils within school. Mainstream schools already have significant expertise in dealing with pupils with social, emotional and behavioural needs. This strategic direction is consistent with the department's inclusive philosophy which extends beyond integration and promotes the

disposition of schools to continually adapt in meeting individual learner's needs. In addition to the team of staff in Offsite, the authority has recently strengthened its own Outreach Service (0-18). The Outreach team working under the direction of the Educational Psychology Service along with OES staff will provide ongoing support to schools and staff in dealing with vulnerable and challenging pupils. These supports will assist schools in creating the right conditions to provide education for as many pupils as possible within their own community, working within the 'Relationships for Learning & Wellbeing' strategy. A fulltime Educational Psychologist post (part funded from the Attainment Challenge) will be created to support implementation of the strategy.

As part of the restructuring arrangements the role of current OES staff will be reviewed with an emphasis on using staff expertise to provide additional resources, where required, for mainstream schools during the initial stages of the restructuring.

As part of the restructuring arrangements the nature of the OES staff team will be reviewed. Where appropriate the expertise of staff will be used across the council with some of this expertise being used where possible to provide additional resources for mainstream schools. In addition to this through the Attainment Challenge funding a teacher will be appointed in every secondary to support the transition process. This will include, importantly the transition of P7 pupils with social, emotional and behavioural needs. This resource will allow the planning and implementation of successful transitions to secondary. In addition to this provision will be made, if the proposal goes ahead with third sector providers to increase outreach capacity to support mainstream schools further.

- 2.9 The OES label and related references to 'off-site provisions' or 'projects' are no longer considered appropriate or inclusive. The new provision will be a flexible, inclusive and responsive service designed to meet the needs of a small but significant group of pupils whose presenting challenging behaviour has contributed to them being excluded, often repeatedly, from school. The new service though will retain its status as a school and will present pupils for examinations.

3.0 EDUCATIONAL BENEFITS STATEMENT

Likely Benefits for Current and Future OES Pupils

- 3.1 This proposal will provide significant educational benefit for pupils and staff including:
- the provision of an improved educational experience for relevant pupils commensurate with their bespoke needs for additional support
 - a more diverse and better co-ordinated provision to support the service's efforts to deliver the aims of 'inclusive' schools and provide extended support in the city; and
 - the provision of improved facilities for staff and pupils including a building more suited to their needs.

Some of the advantages in the new accommodation are listed below:

- Direct access to gym/games hall (no such facilities available at Balerno Centre).
- Direct access to large external playground which incorporates a synthetic grass multi purpose games area (very limited external facilities at Balerno very limited in size).
- Rockwell primary building is a school with adequate number of modest size classrooms suitable for the smaller off- site classroom size rather than the limitations of the existing accommodation which within Balerno was amended from a family and children's centre and the large classrooms within Connect 5.
- The Rockwell buildings have been recently rewired with adequate IT facilities and data points in each classroom.
- The Rockwell buildings will be subject to a fabric refurbishment whilst the existing Balerno and Connect 5 buildings are in a poor condition.
- The Rockwell building offers a better education use of space with more flexibility.

- Rockwell Primary building offers an independent building not shared with other service users but is in close location to other agencies that form important partnerships with OES
- The provision of high quality additional support to meet the needs of young people across Dundee whose behaviour has become a barrier to learning and achievement
- Ensuring that the most challenging young people are in receipt of full time learning and remain in the city.
- The prevention, where possible, of young people in Dundee, from being placed in residential schools
- Allowing pupils to complete the broad general education in their local school and utilise where appropriate the new provision as a positive transition to senior phase planning.
- To improve the achievement and attainment of this challenging and vulnerable group of young people
- The provision of a single co-ordinated resource led by a co-located service would enable staff expertise to be deployed more effectively than at present. It would also foster greater teamwork and extend their ability to provide flexible responses to the varied and challenging needs of the young people who use the service.
- The provision of greater support to local schools by staff in the new provision and the Inclusion Team through training and practical support.

3.2 **The benefits for OES Staff**

One staff team, located at Rockwell, would be better placed to provide high quality learning experiences for the young people. With an extended team, there would be improved opportunities to:

- deploy staff effectively taking account of their individual knowledge, specialist skills, interests and talents;
- undertake joint planning, moderation and assessment activities to better meet the needs of all young people;
- offer a broader range of learning experiences than can be provided in any one of the current separate centres;
- provide team-based responses to managing difficult situations;
- plan and deliver joint training and staff development opportunities in support of a broader more flexible curriculum for pupils; and
- monitor and evaluate the quality of the service.

3.3 **Likely Effects for Families**

3.3.1 The Offsite Educational Service works with pupils across the city and all pupils are provided with free transport to and from the current centres. This provision will continue. The Rockwell site is central to Dundee and is in easy walking distance of major bus routes in the city.

3.3.2 The new location will provide more extensive and better quality accommodation for the pupils.

3.3.3 **Likely Effects on Other users of the Schools Facilities**

The current offsite facilities are not accessed by members of the public or community groups at present so these proposals will have a neutral effect.

3.3.4 **Likely Effects on Children and Young People in other Dundee City Council Schools**

OES supports young people from across the city and is not restricted to any catchment area. The proposal allows OES to access better quality facilities, and this along with the other general educational benefits of the proposal will have a positive impact for young people and families across the city

3.3.5 How the Council intends to minimise or avoid potential adverse effects

Any change in location and restructure will provide challenges for staff and pupils as the changes are implemented. To support these changes further the council would intend to:

- ensure that staff, pupils and families are consulted with on a regular basis during the change process;
- provide additional time for staff meetings to allow the necessary organisational changes to be agreed, understood and implemented;
- provide specific time for the purposes of planning the decant; and
- allocate an enhanced staffing allowance for the decant period to allow the process to be effectively managed.

3.4 Options to be Considered

3.4.1 There are two options to be considered in relation to the proposal to relocate the OES:

- supporting the relocation and restructuring of the service; or
- not supporting the relocation and restructuring of the service.

3.5 Benefits resulting from implementation of this proposal

3.5.1 The benefits are all highlighted in the preceding paragraphs, but they can be summarised as follows:

- i An improved educational experience for pupils accessing the provision
- ii Higher standard of accommodation for pupils and staff that will improve learning and staff and pupil interaction.
- iii A more focused and positive approach to the new service as a senior phase provision, providing clearer opportunities for young people to achieve positive sustained destinations post school
- iv Significant financial savings through rationalisation of property.

3.5.2 In delivering these broad benefits, the authority is confident that it is discharging its duty to secure best value by continuous improvement in the performance of its functions, as required in the Local Government in Scotland Act 2003, and meeting its duty to provide adequate and efficient provision of school education as required by the Education (Scotland) Act 1980.

4.0 FINANCIAL IMPLICATIONS

The relocation and restructuring of the OES will result in a revenue saving of £430,000 in the Children and Families Service budget and an estimated additional saving of £80,000 in property costs. Full details of the financial implications are detailed in Appendix 2.

5.0 THE CONSULTATION PROCESS

5.1 Formal consultation will start on Monday 30 November 2015 and end on Friday 29 January 2016.

5.2 Formal consultation includes:

- the staff at of the OES;
- a formal public meetings at the Offsite Educational Service in Dryburgh ERC;
- information, including the Proposal Paper, placed on the Education Department's website;
- an announcement of the proposal in the local press, inviting any person to make written representation to the Executive Director of Children and Family Services;
- consultation with the parents of pupils currently attending the OES;

- consultation with Trades Unions representing staff at the affected school; and
 - consultation with pupils.
 - consultation with community councils located in the areas where the present OES sites are located and where the future site is planned.
 - consultation with local community planning partnerships located in the areas where the present OES sites are located and where the future site is planned.
- 5.3 At the end of the consultation period the Executive Director Children and Families Service will draft a report, incorporating copies of written representations and a summary of oral representations, which will then be submitted to Education Scotland for consideration and to enable any issues to be raised. A maximum of three weeks will need to be set aside for this part of the process.
- 5.4 On receipt of the Education Scotland report, it will be necessary to review the proposal having regard to representations received during the Consultation period, to Education Scotland's report and any other relevant circumstances and thereafter, the Executive Director Children and Families Service, on behalf of the local authority, will prepare and publish a Consultation Report, containing the views of Education Scotland and including an explanation of how the Council proposes to deal with any issues raised. After a period of no less than three weeks, the Education Committee will consider the consultation report and decide whether or not to approve the proposal.
- 5.5 Formal Consultation Meetings are arranged as follows:

Date	Venue	Time
Wednesday 9 December 2015	Committee Room 1, 14 City Square, Dundee	6.30pm

The Financial template for proposed relocation and restructuring of the offsite educational service are:

Table 1

Current revenue costs for school proposed for closure				
	Costs for full financial year of existing sites (projected annual costs)	Estimated costs for new site	Additional financial impact on secondary schools	Annual recurring savings
School costs				
<i>Employee costs</i>	£1,413,792	£857,361	£140,431	£416,000
teaching staff	£828,437	£546,555	£65,000	£216,882
support staff	£542,355	£287,806	£75,431	£179,118
Supply costs	£43,000	£23,000		£20,000
<i>Building costs:</i>	£198,218	£118,218	£0	£80,000
non domestic rates	£77,567	£57,108		£20,459
water & sewerage charges	£8,373	£5,755		£2,618
energy costs	£42,516	£25,334		£17,182
cleaning (contract or inhouse)	£33,631	£15,325		£18,306
building repair & maintenance	£25,214	£10,239		£14,975
other - Health and safety /maintenance contracts	£10,917	£4,457		£6,460
<i>School operational costs:</i>	£68,961	£44,706	£20,255	£4,000
learning materials	£15,033	£6,033	£5,000	£4,000
catering (contract or inhouse)	£33,050	£22,295	£10,755	£0
other school operational costs (e.g. licences)	£20,878	£16,378	£4,500	£0
<i>Transport costs:</i>	£34,485	£23,464	£1,021	£10,000
home to school	£8,124	£7,103	£1,021	£0
other pupil transport costs	£3,402	£3,402		£0
staff travel	£22,959	£12,959		£10,000
TOTAL COSTS	£1,715,456	£1,043,749	£161,707	£510,000
UNIT COST PER PUPIL PER YEAR	£14,788	£10,872	£8,085	

Table 2

Capital costs	School proposed for relocation	Receiving school
Demolition costs	£80,000	
Capital Life Cycle cost	Nil	
Third party contributions to capital costs	Nil	

Table 3

Annual Property costs incurred (moth-balling) until disposal	
non domestic rates	£26,323
energy costs	£5,610
security costs	£2,800
building repair & maintenance	£3,000
TOTAL ANNUAL COST UNTIL DISPOSAL	£37,733

Table 4

Non-recurring revenue costs	
Removal and decommissioning costs	£10,000
Boarding property and anti vandalism costs	£6,000
TOTAL NON-RECURRING REVENUE COSTS	£16,000

Table 5

Impact on GAE	
GAE IMPACT	Nil

EQUALITY IMPACT ASSESSMENT TOOL

Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is this a Full Equality Impact Assessment (EQIA)?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Date of Assessment: 02/11/15	Committee Report Number:	411-2015	
Title of document being assessed:	The Relocation and Restructuring of the Offsite Education Service		
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) <input checked="" type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please check box) <input type="checkbox"/>		
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report outlines proposed arrangements for the assimilation of the existing three Offsite Education Centres (Castlepark, Balerno and Connect 5) to a single site within the Rockwell Primary School Building.		
3. What is the intended outcome of this policy, procedure, strategy or practice?	The new provision would be renamed and will support secondary aged pupils with a range of social, emotional and behavioural needs to secure a positive and sustained destination. The new provision will have a focus on S3/4 pupils and will in meeting the individual learning needs of pupils provide bespoke support in key areas including literacy and numeracy to secure sustained destinations for pupils on leaving school education to employment, further education or training.		
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009) Behaviour in Scottish Schools Research (2012) DCC Review of Targeted Support/Provision For Pupils with Social, Emotional and Behavioural Needs (SEBN) (March 2014) DCC Promoting Inclusion Reducing Exclusion Guidelines (2012) DCC Relationships for Learning and Wellbeing Strategy		
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	Formal consultation will commence on 30 November 2015 and end on Friday 29 January 2016. In adopting an inclusive consultative approach key activity will include: publication of the proposal paper with a request for written representations; a formal public meeting within the OES in Dryburgh ERC; consultation with pupils; consultation with parents/cares of pupils in attendance at OES learning centres;		

	<p>consultation with staff; consultation with Trade Union representatives; and consultation with Community Councils located in existing OES sites and the planned future site.</p> <p>Importantly, the above process is intended to fully embrace individuals and groups with protected characteristics.</p>
<p>6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc)</p>	<p>Paul Clancy, Head of Service (Secondary, Support for Learners and Inclusion) Danny Webster, Education Manager (Secondary Schools) Tracey Stewart, Education Officer Iris Thomson, Education Officer Kenny McKeown, Education Officer</p> <p>A public consultation meeting will take place within Committee Room 1 at 6.30pmon Wednesday 9 December 2015.</p>
<p>7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?</p> <p>(Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)</p>	<p>As at present, the proposed service will not be accessed by community groups. Given the consultation process outlined above, it is not envisaged that further evidence or consultation will be required. Potential impact on the local community will be assessed as an outcome of the consultation process including the public meeting and engagement with Community Councils. It is not without significance that the local community has experienced the relocation of Harris academy to this site with no adverse impact noted.</p>

Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Impacts/Monitoring

<p>1. Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>The proposal will be of positive impact to the targetted young people with a range of SEBN through the provision of an improved educational experience within a much improved educational setting. It is of particular significance that an HMIE inspection of Balerno Offsite and Connect 5 Offsite Centres(21/8/12) noted in their feedback to Dundee City Council Education Department the need to address what was considered inadequate accomodation. In addition, the new service will support the aspirations of the Children and Families Service to further develop inclusive mainstream schools which in adapting to the needs of individal learners maintain children and young people within their local community school.</p>
<p>2. Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>No negative impact have been identified.</p>
<p>3. What action is proposed to overcome any negative impacts?</p> <p>(e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)</p>	<p>Not applicable.</p>
<p>4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>Not applicable</p>
<p>5. Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)</p>	<p>No.</p>
<p>6. How will the policy be monitored?</p> <p>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	<p>The Offsite Education Service is currently part of the Children and Families Service - Framework for Improvement. As such the new provision will be supported through quality assurance and improvement activity including: an annual review of service outcomes and an annual review of attainment and achievement. If approved, the new service will be subject to an extended review of service provision in session 2018/19.</p>

Part 4: Contact Information

Name of Department or Partnership	Children and Families Service
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Type of Document	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

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Signature of author of the policy:		Date: 02/11/15
Signature of Director/Head of Service:		Date: 02/11/15
Name of Director/Head of Service:	Michael Wood	
Date of Next Policy Review:		