

ITEM No ...4.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 23 MAY 2016
REPORT ON: OFFSITE EDUCATION SERVICE CONSULTATION REPORT
REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE
REPORT NO: 184-2016

1.0 PURPOSE OF REPORT

1.1 This report contains the formal Consultation Report on the relocation and restructuring of the Offsite Educational Service under the terms of the Schools (Consultation) (Scotland) Act 2010. The proposal was 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

Committee members are asked to:

- i. note the contents of this Committee report;
- ii. note the accompanying Consultation Report, including the report by Her Majesty's Inspectorate of Education (HMIE) / Education Scotland on the proposal;
- iii. note the revised timescales for relocation set out in the report; and
- iv. instruct the Executive Director of Children and Families Service to proceed with the proposal.

3.0 FINANCIAL IMPLICATIONS

3.1 The implementation of this proposal would result in net savings of £497,000 in a full financial year. The part year saving in 2017-18 is £360,000 and full year savings of £497,000 from 2018-19. The savings will arise in Children and Families service and City Development as noted below.

3.2	Summary	2017-18	2018-19
	Children and Families Service	£306,000	£415,000
	City Development	£54,000	£82,000
	Total	£360,000	£497,000

4.0 BACKGROUND

4.1 At the meeting of the Education Committee on 23 November 2015 and in line with the Schools (Consultation) (Scotland) Act 2010 the Education Committee agreed the proposal, (Article II of the Minute of Meeting of the Education Committee of 23 November 2015, Report No 411-2015 refers) in principle and instructed the Executive Director of Children and Families Service to formally consult on the proposal.

4.2 The proposal was that the three Learning Centres of the Offsite Educational Service (OES) were 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 (Dryburgh Resource Centre) and Balerno (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.

- 4.3 HMle 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, (Article II of the Minute of Meeting of the Education Committee of 26 October 2015, Report no. 406-2015 refers) 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 the OES would be located and the main building.
- 4.4 A number of educational benefits were identified as part of this proposal:
- 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.

5.0 APPROVAL OF THE PROPOSAL

- 5.1 Two written representations were received on the proposal during the consultation period. One representation was against the proposal and the other suggested that greater use be made of gardening opportunities for young people accessing offsite education without expressing a view for or against the actual proposal.
- 5.2 A report from Education Scotland is required under the terms of the Act to address the educational aspects of the proposal. The report is attached **as Appendix 1 to the Consultation Report within Appendix A**. The report states that:
- “HM Inspectors agree with the council’s assertion that the proposal will improve young people’s educational experiences. There are clear educational benefits for young people in having a wider range of curriculum options available in the proposed accommodation, including access to practical subjects which have until now been difficult to provide. The council has recently invested in the Rockwell building to accommodate part of Harris Academy, while its buildings are upgraded. The building is in better condition than any of those currently occupied by the learning centres, therefore the learning environment will be significantly improved for young people attending the proposed site.”
- 5.3 The Executive Director of Children and Families has considered carefully the HMle report and its implications, in particular where the report highlights specific issues raised during the consultation period. Having reviewed the proposal in the light of the representations made, the points raised at meetings with the public, staff and pupils as well as the Education Scotland (HMle) report, it is clear that many of the highlighted issues were identified in the proposal, and those which were not are referred to directly in the consultation report which is included as Appendix A.
- 5.4 **The Executive Director of Children and Families notes the stakeholder views expressed and it is now proposed that a phased approach be adopted in relation to the moving of pupils and staff to the new Rockwell site. Paragraphs 3.4.2 to 3.4.4 in Appendix A Consultation Report provide the details.**

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.

6.2 There are no major issues.

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

May 2016

DUNDEE CITY COUNCIL

CONSULTATION REPORT

PROPOSAL:

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.

This Consultation Report is available on the Dundee City Council website - www.dundee.gov.uk/education - and also in printed form from the following locations: Customer Services Reception Area, Castlepark Centre (Dudhope Terrace), Balerno Centre, (Happyhillock Child and Family Centre) and Connect 5 (Dryburgh Resource Centre)

1.0 BACKGROUND

- 1.1 At the meeting of the Education Committee on 23 November 2015 and in line with the Schools (Consultation) (Scotland) Act 2010 the Education Committee agreed the proposal (Report No 411-2015 refers) in principle and instructed the Executive Director of Children and Families Service to formally consult on the proposal.
- 1.2 The proposal was that the three Learning Centres of the Offsite Educational Service (OES) were 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 were 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.
- 1.2 A number of educational benefits were identified as part of this proposal:
- 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 within Balerno and 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.

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.

1.4 As a result of the committee decision, the Executive Director of Children and Families was remitted to carry out the consultation procedures in terms of the Schools (Consultation) (Scotland) Act 2010 in respect of the proposal. The consultation programme is detailed in paragraph 2.1 below, and a summary of the main points raised is set out in section 3.

1.5 A report from Education Scotland is required under the terms of the Act to address the educational aspects of the proposal. The report is attached as Appendix 1. The report states that:

“HM Inspectors agree with the council’s assertion that the proposal will improve young people’s educational experiences. There are clear educational benefits for young people in having a wider range of curriculum options available in the proposed accommodation, including access to practical subjects which have until now been difficult to provide. The council has recently invested in the Rockwell building to accommodate part of Harris Academy, while its buildings are upgraded. The building is in better condition than any of those currently occupied by the learning centres, therefore the learning environment will be significantly improved for young people attending the proposed site.”

The report concludes that:

“The council’s proposal to bring together three learning centres in an upgraded building on a single site with a wider range of curriculum options has clear educational benefits for the young people involved. Similarly, there are potential educational benefits for all young people in secondary schools across the city if educational provision is to be more inclusive and can better meet the needs of young people with SEBN. The proposal will also assist the council to achieve best value by making efficient and effective use of its resources.”

- 1.6 The Executive Director of Children and Families has considered carefully the HMle report and its implications, in particular where the report highlights specific issues raised during the consultation period. Having reviewed the proposal in the light of the representations made, the points raised at meetings with the public, staff and pupils as well as the Education Scotland (HMle) report, it is clear that many of the highlighted issues were identified in the proposal or are referred to directly in this consultation report.

2.0 CONSULTATION

- 2.1 The formal consultation procedure included:

- giving notice of the proposals to the parents of pupils at the affected schools, and the parents of pupils expected to attend the affected schools within two years of the date of publication of the proposal paper (30th November 2015)
- giving notice of the proposals to the pupils at the affected schools (30th November 2015)
- giving notice of the proposals to the staff at the affected schools (30th November 2015)
- giving notice of the proposals to Trades Unions representing staff at the affected schools (30th November 2015)
- giving notice of the proposals to relevant Community Councils (30th November 2015)
- giving notice of the proposal to Local Community Planning Partnerships (30th November 2015)
- publication of the proposal on the Education Department's website (30th November 2015)
- an announcement of the proposal in the local press, inviting any person to make written representation to the Executive Director of Children and Families Service (30th November 2015)
- public meeting held on the 9th of December 2015

- 2.2 A summary note of all meetings held during the consultation period outlining questions asked, Education Department responses and key statements is attached as Appendix 2. A thematic summary of the issues raised at meetings is attached as Appendix 3.

- 2.3 2 written representations were received on the proposal during the consultation period. One representation was against the proposal and the other suggested that greater use be made of gardening opportunities for young people in offsite without expressing a view for or against the actual proposal.

- 2.6 In accordance with the Schools Consultation (Scotland) Act 2010 copies of all written representations and ‘Frequently Asked Questions/Comments’ were required to be submitted to HMle for their consideration in the preparation of their report.

- 2.7 No substantive errors in the Consultation Proposal document were identified as a result of the consultation process.

3.0 MAIN ISSUES ARISING FROM THE CONSULTATION, WITH RESPONSES

- 3.1 Education Scotland asked in the report for clarification in the final report as to why the retention of the status quo had not been considered. *Paragraph 3.4.1 of the original proposal paper outlines two options for consideration, as follows:*

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

- 3.11 Given the extensive educational benefits outlined within section 3 of the proposal paper, the council does not consider the status quo as a viable option. HMIE reports and a council review of SEBN services conducted in 2014 have highlighted the poor building provision in both Balerno and Connect 5 centres. The Children and Families Service firmly believes that in seeking to fulfil its legislative duty to ensure continuous improvement that a move to the much improved facilities within the Rockwell site will result in improved wellbeing, increased learning experiences and improved opportunities and outcomes for children and young people with social, emotional and behavioural needs.
- 3.12 Paragraph 2.8 of the proposal paper refers to the role of mainstream secondary schools in retaining responsibility for all S1/2 learners including those with social emotional and behavioural needs. This approach is consistent with the ongoing development of inclusive practice across mainstream secondary schools in line with statutory guidance outlined in the 'Supporting Children's Learning – code of practice' to adopt minimum/least intrusive interventions for such pupils. Central to such inclusive practice development has been the extension of teacher confidence and competence in better meeting pupils' learning needs through the use of the ABLe (Addressing Barriers to Learning) assessment and intervention framework. The continued need for secondary schools to place a growing emphasis on inclusion through effective pedagogy, the promotion of positive relationships and behaviour, and the employment of preventative approaches to exclusion is also consistent with pending revised national policy regarding the management of school exclusion as outlined in 'Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions' (April/May 2016). Such preventative work continues to be supported through effective self-evaluation activity by schools demonstrated by increasing use by schools of the DCC toolkit - 'How Nurturing Is Our School'.
- 3.13 School interventions in meeting pupils' learning needs beyond the classroom stage of intervention continue to be supported through council provision of additional staff resource and expertise to schools. Such additionality has included the direct engagement of Apex, Skillforce, Inclusion Plus and Princes Trust Fairbridge staff to support pupils in need of additional support. Continued support from the Outreach Team, under the auspices of Dundee Education Psychological Services (DEPS), coupled with the appointment of 12 transition teachers and 14 additional Includem staff for session 2016/17, is intended to enhance the resilience and capability of schools in meeting the needs of pupils with social, emotional and behavioural needs. It is further envisaged that staff within the restructured offsite education service, through improved partnership working with schools, particularly at points of pupil transition in and out of the offsite education service, will provide additional outreach support to pupils and staff. Such work, in addition to supporting smooth progression in pupils' learning and wellbeing, will support the capacity, confidence and competence of mainstream staff in better meeting the needs of pupils who require additional support as a result of their social, emotional and behavioural needs.
- 3.14 In summarising the above, the relocation and restructuring of the offsite education service is consistent with, and integral to, the shared aspirations and inclusive philosophy of the Children and Families Service. Secondary schools are committed to meeting the wellbeing and learning needs of all young people, including those who for whatever reason require additional support, within their local community/school setting.
- 3.2 Education Scotland has outlined the council's awareness of the limited time available to carry out additional building work to the Rockwell site in advance of the proposed relocation in August 2016. Whilst it is planned to ensure the completion of all key works by August 2016, including the provision of dining facilities, classrooms and IT infrastructure, the council is now proposing to adopt a phased approach to the relocation of all three centres to the new Rockwell site throughout the period 2016–2017. Such an approach will, through the initial presence of a reduced pupil cohort, allow for the completion of building works in conjunction with the provision of education services to children and young people. Details of the phased approach are outlines in paragraph 3.4.

- 3.3 Reference has been made by Education Scotland to the views of stakeholders articulated during the public meeting in relation to the continuation of pupils' skills in gardening.

Plans are in place to continue the provision of horticultural learning experiences for young people within the new Rockwell site and, with the support of new and existing partners, within the local community. The offsite education service currently provides the John Muir award within which young people currently participate in gardening activities. Green spaces currently in existence within the grounds of Rockwell will be further developed to provide on-site learning experiences for children and young people.

- 3.4 Education Scotland has raised a number of issues pertaining to the structure of the new service, timelines for implementation and associated plans for staff and pupil transition. An overview of a proposed revised structure is outlined in the Appendix 4. This proposed structure has been subject to consultation with local authority trade union representatives and offsite education staff.
- 3.4.1 In recognition of stakeholder views expressed during the consultation period, it is proposed that a phased approach be adopted in relation to the moving of pupils and staff to the new Rockwell site.
- 3.4.2 It is intended that during phase 1 (August 2016-June 2017) the Castlepark pupils will move to the new Rockwell site in August 2016 along with the pupils from Balerno Centre. This newly combined pupil cohort will form the initial intake to Rockwell and will be supported by the existing Balerno main-grade permanent staffing complement in its entirety.
- 3.4.3 In addition to the above, a teacher (primary, secondary, sfl), additional support needs assistant and assistant education resource worker will be appointed from the current Castlepark to primarily, but not exclusively, provide support in partnership with schools for identified S1/2 pupils. Existing Castlepark teaching, support and management staff, including the DHT and Centre Manager, will, where required, be redeployed in accordance with local staff redeployment agreements.
- 3.4.4 During phase 1 the current Connect 5 pupils will now remain within the Dryburgh building with their existing staff to continue their education until June 2017 at which point they will, in keeping with existing practice, progress as appropriate to their last 6 months destinations including Helm, PACE or the new Rockwell site. At this point in time (June 2017) all Connect 5 main-grade permanent staff will also move to the Rockwell site with holders of any excess management posts, possibly including the DHT and Centre Manager, redeployed in accordance with DNCT and local support staff agreements.
- 3.4.5 Supported by a new senior leadership team comprised of an OES Head Teacher, social work resource manager, depute head teacher, principal teacher, and senior education resource worker, the staff will provide bespoke education services for pupils with social, emotional and behavioural needs. Whilst the weighting of service provision will be targeted towards pupils within S3 – S5, as outlined in the initial proposal paper, a limited number of S1/2 pupils requiring support beyond the enhanced support available within mainstream secondary schools will be provided. It is envisaged, in line with recognised national practice, that this continuum of pupil support will include shared, time - limited pupil placements in partnership with secondary schools.
- 3.4.6 In establishing a new streamlined senior management team for a revised offsite education service, it is intended that the head teacher and depute head teacher posts are subject to recruitment following national advertisement. Staff from within the existing service may apply.
- 3.4.7 In an effort to further strengthen the quality of overall service provision experienced by young people accessing education services within the revised offsite education service, it is intended that an existing social work resource manager from within the Children and Families Service joins the new OES senior management team. It is envisaged that the post-holder will continue to maintain existing complementary responsibilities in aspects including looked after care.

This improved fusion of education and care services across aspects of the Children and Families Service will ultimately result in improved outcomes for children, young people and families.

- 3.4.8 In completing the senior leadership team, the posts of principal teacher and senior education resource worker will initially be ring-fenced to facilitate, if required, redeployment opportunities for existing OES staff. Where this is not required, the newly constituted posts will also be subject to national recruitment.
- 3.4.9 In Phase 2 (from August 2017) all offsite education learning centre services will be based in the Rockwell building.
- 3.4.10 The above revised proposals will ensure a phased transition for all OES pupils. Throughout the period August 2016 – June 2017 offsite education staff will be fully involved in the development of a new OES curriculum framework. In addition, throughout 2016-17 a planned series of visits by staff, pupils and parents/carers to the Rockwell site will be undertaken to further support smooth transition arrangements. In its report (paragraph 3.6), Education Scotland have requested clarification on how the new S3/4 service will manage pupil transitions between the broad general education (BGE) and the senior phase.
- 3.5 The provision to pupils of a broad general education and senior phase within a hybrid curriculum model (S3 to S4/5) located within a single site, is by its very design intended to ensure planned and effective continuity and progression in learning for all young people leading to positive pupil destinations. Following the conclusion of the S3 BGE year, pupils will commence their senior phase. This will continue to be delivered by staff with knowledge and understanding of pupils' prior learning, achievements, barriers to learning and compensating learning strategies. The council considers this model to be an improvement on existing practice whereby S1/2 pupils accessing services with Castlepark centre have their learning interrupted by a move to either Balerno or Connect 5 at the transition stage to S3.
- 3.6 Concerns have been raised by staff during consultation meetings pertaining to pupil staff/ratios. Whilst the above revised proposals include the introduction of a streamlined management structure, existing levels of staff/pupil ratios will be maintained in accordance with national guidelines.

4.0 THE SCHOOL PREMISES (GENERAL REQUIREMENTS AND STANDARDS) (SCOTLAND) REGULATIONS 1967

- 4.1 The proposal meets the requirements of the above Act, and accordingly the Director of Education is not required to apply to Scottish Ministers for dispensation from the standards.

5.0 CONCLUSION AND NEXT STEPS

- 5.1 Having reviewed the Education Scotland Report and looked at the consultation responses in detail including those issues raised at the public meeting, it is recommended that the proposal should go forward in its present form.

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Report by Education Scotland addressing educational aspects of the proposal by Dundee City Council to bring the three learning centres of the Offsite Educational Service together on a single site at the Rockwell Primary School building by 15 August 2016.

1. Introduction

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Dundee City Council's proposal to bring the three learning centres of the Offsite Educational Service (OES), Castlepark, Balerno and Connect 5, together on a single site at the Rockwell Primary School building by 15 August 2016. 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 a copy of 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 legislative 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 and young people of the centres; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and 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 Wednesday 9 December 2015 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;
- visits to the sites of Castlepark Centre, Balerno Centre, Connect 5 Centre and Rockwell Primary School, including discussion with relevant consultees.

2. Consultation Process

2.1 Dundee City Council undertook the consultation on its proposal(s) with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.

2.2 The consultation ran from 30 November 2015 until 29 January 2016. The council announced the consultation in the local press and information, including the proposal paper, was placed on the council website. Copies of the paper were handed out to parents of young people being educated in the learning centres. The council advertised in advance and held a public meeting in Dundee City Chambers on 9 December 2015. This was attended by ten people, but no parents/carers were present. The council held separate meetings with staff from the learning centres on 19, 22 and 26 January 2016. It also distributed an additional paper to parents/carers setting out the proposal in plain English and offered three additional meeting dates. A total of two parents/carers attended the additional meetings. The council made appropriate arrangements to consult with young people attending the learning centres. There were two written responses to the consultation.

3. Educational Aspects of the Proposal

3.1 The three current learning centres make provision for young people assessed as having social, emotional and behavioural needs (SEBN) from secondary schools across Dundee. Those in S1 and S2 attend Castlepark Centre and those in S3 and S4 attend either Balerno Centre or Connect 5 Centre. Whilst the proposed new provision will support secondary aged pupils with SEBN, its key focus will be S3 and S4. The council is keen to improve the likelihood of young people from the learning centres attaining sustained positive destinations after leaving school.

3.2 The council outlines two options to be considered in relation to the proposal to relocate the OES. However, the proposal paper concentrates on the option to relocate and restructure the service. In its final report, the council should clarify how it has considered each of the options it has outlined.

3.3 HM Inspectors agree with the council's assertion that the proposal will improve young people's educational experiences. There are clear educational benefits for young people in having a wider range of curriculum options available in the proposed accommodation, including access to practical subjects which have until now been difficult to provide. The council has recently invested in the Rockwell building to accommodate part of Harris Academy, while its buildings are upgraded. The building is in better condition than any of those currently occupied by the learning centres, therefore the learning environment will be significantly improved for young people attending the proposed site. The council has set aside funds for further enhancement of the building in order to accommodate the learning centres.

As Harris Academy will be using the building until 1 July 2016, the council is aware of the limited time available to carry out additional building work in time for the start of the school year. Some stakeholders attending the public meeting were keen to know whether it would be possible to create facilities for young people to continue to develop their skills in gardening as this is a popular aspect of current provision.

3.4 Staff from the learning centres who spoke to HM Inspectors were looking forward to having the opportunity to visit the site of the proposed new provision and to working with the council to shape the accommodation to ensure the best use of its facilities to benefit their pupils. They were keen to know what the management structure will be, how they will be deployed and how the proposed outreach service will work.

3.5 Parents and young people who spoke to HM Inspectors identified that in some individual cases, well-considered decisions had been made to place young people in separate learning centres. They were seeking information about how the transition to the proposed single site would be managed. In its final report, it will be helpful for the council to reassure parents and young people that arrangements are in place for high-quality transition planning, including familiarisation visits to the Rockwell building if appropriate.

3.6 The proposed provision will focus on S3 and S4. It will be helpful for the council to clarify in its final report, how it will manage curricular transitions for young people attending the provision who are moving between the broad general education and the senior phase.

3.7 The council has calculated that it can make significant financial savings through rationalisation of its estate. Its proposal paper provides detailed financial information indicating that there would be a

revenue saving of £430,000 and a projected saving of £80,000 in property costs. The proposal will therefore assist the council to secure best value from its resources.

Summary

The council's proposal to bring together three learning centres in an upgraded building on a single site with a wider range of curriculum options has clear educational benefits for the young people involved. Similarly, there are potential educational benefits for all young people in secondary schools across the city if educational provision is to be more inclusive and can better meet the needs of young people with SEBN. The proposal will also assist the council to achieve best value by making efficient and effective use of its resources. In preparing its final report, the council needs to show how it has taken account of any issues raised by stakeholders during the consultation, or in discussion with HM Inspectors. It also needs to fulfil its commitment to ensure that all stakeholders, including pupils, parents, learning centre staff and secondary schools, are fully involved in developing the revised service.

**HM Inspectors
Education Scotland**

February 2016

DUNDEE CITY COUNCIL CHILDREN AND FAMILIES SERVICE

SCHOOLS CONSULTATION (SCOTLAND) ACT 2010

**RECORD OF PUBLIC MEETING IN COMMITTEE ROOM 1 HELD ON
9 DECEMBER 2015 at 6.30PM**

In Attendance:

Michael Wood	Executive Director Children & Families service
Paul Clancy	Head of Secondary Education
Danny Webster	Education Manager
Stewart Hunter	Education Convener
Kenny McKeown	Education Officer
Moira Cumming	Area Lead Officer, Education Scotland

10 members of the public were present including Councillors Laurie Bidwell (Labour) and Georgia Cruickshank Labour), David Baxter (EIS Branch Secretary).

Note of Meeting (not verbatim)

The meeting was opened by Michael Wood who outlined the proposal as passed by the Education Committee on 23rd November 2015. The main areas covered were; the current condition of the buildings housing Balerno and Connect 5, the merger of both settings into the Rockwell primary building, the closure of Castlepark, the creation of an outreach team to include transition teachers and supported by school and family development workers. Michael indicated that discussions with Includem and the Robertson Trust were still ongoing to ascertain what level of additional support these organisations may be able to provide.

The meeting was then opened for questions.

- GC: Is there a plan to split the Rockwell building?
- MW: The building will be used in a way that is most appropriate for learning & Teaching. The style of the building could suit the teaching of different groups. Currently teaching staff are shared between the two centres. Merging the centres will negate the need for this to happen and allow staff to teach the appropriate groups in the one setting.
- PC: The Rockwell building offers the opportunity to work in ways that has not been possible up to this point.
- Public: The pupils accessing education in offsite centres are those who don't engage with school. Will putting them into what is an obvious school setting be unsettling for them?
- MW: Staff who work in offsite centres are very skilled at building relationships with young people who are disengaged with formal schooling or who have issues at home or in the community which impact on their learning. It is not the building that engages the young people. There will also be an opportunity to run a transition programme to ensure that the young people are familiar with the building before August.

- PC: The move to the Rockwell building will provide better facilities that are currently available in Balerno and Connect 5. There may also be an opportunity to run summer programmes for the young people.
- Floor: These are young people who don't engage in term time, how do you expect them to engage during the holidays?
- MW: Creating the conditions and the environment to be able to offer a good experience is essential.
- DW: It will be important to engage with the young people and parents/carers to talk through any issues or anxieties that they might have before the move in order to alleviate any fears or misconceptions.
- MW: The key to the success of the move will be early intervention with the staff and the pupils to allow for a smooth transition.
- LB: Currently there is an opportunity for main stream schools to have emergency places for S1/S2 pupils in Castlepark. How will this be addressed if Castlepark is closed?
- MW: This is currently an evolving situation with a willingness from the schools to support the young people in their own familiar setting. This is supplemented by a support team which does everything possible to maintain the young person in the school community. There are ongoing discussions with schools about offering the support which is most relevant at an individual child level. It is about creating the team around the child to ensure that the most relevant and appropriate support is available as necessary.
- PC: Planning the appropriate provision for the young person is important. This planning will remain the responsibility of the mainstream setting. There is a difference between offering a full time place in offsite and offering a different model of part time placements with support from other partners and agencies.
- Floor: There is evidence to suggest that outdoor education and exposure to green spaces impacts positively on young people. Currently there is no green space at Rockwell.
- MW: There is no doubt that that is the case; however there are alternatives that can be offered to ensure that young people understand about plants and growing vegetables.
- PC: This is something that all settings should be considering and not just offsite.
- DB: The proposal indicates a saving of £200 000 on the teaching staff budget. How is this to be achieved?
- MW: Teaching staff numbers will be retained. Castlepark staff will be redeployed. Other savings will be made through saving on rates, buildings etc.
- DB: What is the difference in attendance rates when pupils attend offsite compared to mainstream?
- MW: Overall attendance rates are better in mainstream than offsite. Individually the attendance of young people improves in offsite.
- DB: How much contact will transition teachers have with young people?
- MW: This will be a significant part of the roll of the transition teacher. They will be working with families, helping remove any barriers to learning. They will consider the individual needs of young people and support them to overcome any barriers they have.

- Floor: Currently reintegration of young people from offsite into mainstream is quite rare. Will this improve with the new model?
- PC: Offsite placements should be a positive step towards reintegration. The transition teacher will be support this by looking particularly at the curriculum for the young person and ensuring that there is the appropriate support available to reintegrate into the mainstream setting. There is also an enhanced transition model that operates.
- LB: The majority of young people attending offsite will be either looked after or in kinship care. Change can be a disruptive influence in these relationships. If the structures are not in place or the building is not ready this could have an effect on the young people.
- MW: The building is in good condition. £1 million has been spent on the building. Staff will have the opportunity to visit the building prior to moving in. Both centres will be working together to ensure there is a positive learning experience for the young people. The relationships which already exist between the young people and staff won't change because they are in a different building. Planning and discussion is important.
- PC: There won't be anytime to do much physical work on the building before the centres merge but the co-location will provide opportunities for other ways of working.
- LB: It looks like no parents or carers are present at the meeting tonight. What do you propose to do to try to further engage the parents/carers of the young people? A public meeting is not the most appropriate.
- Floor: I'm a carer for two young people and I agree that that early intervention and relationships are key to this proposal. I am heartened to hear what has been said this evening.
- PC: There are currently three meetings planned with staff from the centres. An invite can be sent to the parents/carers to attend after the staff meetings.
- Floor: Young people and their parents and carers will be anxious. The staff in the centres are skilled at building relationships with them.
- GC: What are the plans for Castlepark?
- MW: Currently the young people in Castlepark will transition into S3 in the Rockwell Building. The Castlepark building will revert to City Development.
- PC: This consultation process is about moving the buildings not about who will have access. There are established processes to determine which young people are eligible for places in offsite.
- LB: How are young people accessing Castlepark at the moment?
- PC: There are currently 17 places in Castlepark and these are filled through a referral process.
- DW: There is also the option for emergency placements should this be deemed necessary and be in the best interests of the young people. Only recently there were two examples of young people being admitted to Castlepark because in those particular circumstances it was the most appropriate response.
- LB: At the moment you are only accepting emergency placements.
- PC: That is the current situation.

DUNDEE CITY COUNCIL EDUCATION DEPARTMENT

SCHOOLS CONSULTATION (SCOTLAND) ACT 2010

**RECORD OF STAFF MEETING AT CONNECT 5 OFFSITE CENTRE HELD ON
TUESDAY 19TH JANUARY 2016 AT 1.30 PM**

Present: Paul Clancy, Stewart Hunter, Kenny McKeown, Connect 5 staff

Paul outlined the purpose of the meeting and the proposal

- Q. Is this a merger or a closure?
- PC It is neither. Connect 5 and Balerno are part of the offsite Service. They are both part of the same service. This discussion is about co locating Connect 5 and Balerno onto one site.
- Q. All three locations work in different ways. How will a successful co location occur if this is the case?
- PC There is one Head teacher for the Offsite Service. The management should therefore be similar. The management team should set out system across the service. Currently there might be stylistic differences and approaches in each location but principles and curriculum structures should be broadly similar. If this is currently not the case then it will evolve through dialogue and the development of clear plans.
- Q. In the consultation there appears to be £900,000 of savings to be made. This seems very high. How are these savings made? £416,000 of saving on staff.
- PC Total cost is £510,000. Based on 72 FTE places being reduced to 40 with the staffing reduction as a result. VER will be offered in offsite and across council if the proposal goes ahead. Confident that redeployment is the way forward.
- SH The SNP Administration is not looking at compulsory redundancies.
- PC Staff have not been identified but posts have. This is based on a how many teachers and how many support staff will be required in a co located service
- Q. What teachers will be going – will it be primary/secondary teachers?
- PC This will be dependant on the needs of the service. Will there be a need for as many GTC GTC registered subject teachers. This is an opportunity to look at the curriculum. This is not the only occasion where this can be discussed. There will be further opportunities.
- Comment Currently other Local Authorities look enviously at Dundee provision.
- Q. How will certain young people be separated?
- PC The building will be able to accommodate this. Lots of advantages but there will be some disadvantages.
- Q. Is there a possibility of running as separate centres in one building?

- PC This is something that can be looked at. If planning time is required to discuss these issues then we can take longer to move if necessary.
- SH It was stated at the public meeting that the priority is getting it right therefore the move can be delayed if it was felt necessary.
- Q. The BGE expectation is that pupils will be educated in their local school.
- Q. By closing Castlepark the numbers of pupils going into residential will increase.
- PC Castlepark used to take in P6 and P7. Now this has stopped these young people are educated in their mainstream school. As soon as S1/S2 is removed then mainstream has to pick up the issue.
- Q There is an anxiety of staff around redeployment into mainstream.
- PC Additional resources and training will be offered to help alleviate concerns. It is a good aspiration not to have S1 and S2 in Offsite
- Comment There needs to be a Clear steer on exclusion of LAC.
- Q Will this go ahead?
- SH There are no guarantees that this will go ahead as the composition of the Education Committee means that the SNP Administration does not have a majority.
- Q. Do you know enough about offsite to enable you to make these decisions?
- SH No that's why we are having this consultation.
- PC The consultation paper is to allow us to put in a structural position to support young people in nurturing mainstream schools.
- Q. What happens to young people in S1/2 that can't cope with mainstream?
- PC This primarily rests with schools but we need to look at how we can best support schools to cope with the changes. We are happy to have these types of discussion.
- Q. The nature of the young people in offsite means that for some of them moving premises will be traumatic. Some young people can't face big crowds/mixing with people from other parts of city. Has there been consideration from psychologists to look at perceived barriers?
- PC The Rockwell building is no different from Connect 5. They were both designed as schools yet currently the other part of Dryburgh is used for offices and meetings. This will be the same at Rockwell.
- Q. Can you use money if consultation doesn't happen?
- PC There is no saving if it doesn't happen.
- SH There are currently pressures around the continued suitability and quality of the building fabric in Dryburgh.
- Q When consultation is complete who is responsible?
- PC HMI will produce a report then a final consultation report will be written. If it falls, it goes that's end. If not it goes back to committee for a vote.
- Q There is a pressure to produce results in exams?

- PC One of the main benchmarks now is about young people entering a positive destination. That should be the aim everyone is trying to achieve.
- Q Is this a purely financial exercise?
- PC There is financial pressure to make savings however there is still a need for a fundamental change to the way we provide support to the most vulnerable young people.
- Q. who is working with schools to support them through this change?
- PC From the Director through to the expertise around this table. We are all part of the one service.
- Q. Why did you not bring us all together as one service for consultation about the service?
- PC There are more opportunities for dialogue in smaller groups.
- SH Smaller groups provide opportunities for people to have their say.
- Q What would help is a timeline
- PC It is very difficult to discuss structures before the consultation is finished. I can't make guarantees about timeline until we know whether the proposal is accepted.
- Comment Mainstream schools need to make themselves more accessible to parents of young people who are in offsite.
- PC There seems to be a broad agreement over proposal but recognition that there is still some discussion to take place on structures.

**DUNDEE CITY COUNCIL CHILDREN AND FAMILIES SERVICE
SCHOOLS CONSULTATION (SCOTLAND) ACT 2010**

**RECORD OF PARENT MEETING AT CONNECT 5 OFFSITE CENTRE HELD ON
TUESDAY 19 JANUARY 2016 AT 3.30 PM**

Present: Paul Clancy, Stewart Hunter, Kenny McKeown, Connect 5 staff

No parents turned up.

DUNDEE CITY COUNCIL CHILDREN AND FAMILIES SERVICE
SCHOOLS CONSULTATION (SCOTLAND) ACT 2010

**RECORD OF STAFF MEETING AT BALERNO OFFSITE CENTRE HELD ON
FRIDAY 22 JANUARY 2016 AT 1.30 PM**

Present: 13 staff

Also in attendance:

Mr Michael Wood, Executive Director, Children and Families Service (MW)

Mr Paul Clancy,

Mr Mark Sutherland

Mrs Tracey Stewart (Notetaker)

MW outlined the consultation proposal details. Highlighted the opportunity available and the issues apparent S1/S2 provision.

Highlighted issues raised at previous meetings – possibility of moving start date of October instead of August – listening to idea's coming forwards.

Positive/Barriers and what we need to do to make it work.

Staff Difficulties we see are different. 40 pupils in one building – disaster waiting to happen. Can't put siblings together, can't put certain pupils together.

MW Status Quo. Accept point of siblings. Got opportunity here. Visit Rockwell building – its how the building gets used.

Staff Rockwell, not fit for the purpose of these pupils. PE facilities

MW In main building there are facilities – pitch

How do we make it work? What lessons can we learn from other parts of the country?

Early intervention – support pupils in own school

Overtime – numbers will reduce

Sense – secondary schools haven't played the game – get the kids out. Instead what do we have to do to Get It Right.

HT body changing. Schools are looking at exclusions on line or below the national average, speaking to schools, support every child we are creating a culture.

How do we shape up a service that's fit for purpose? What are the pitfalls?

A priority we need to get you up to Rockwell building spent £1m

PC To back up. This is a new delivery. The paper outlines a new approach. A new culture – do something different to promote true inclusion.

Connect 5 meeting – clear feeling the centres are very different as managed differently. The main this is the philosophy should be the same a single service. The operating principles need to be the same.

What we have now is not what we need for the future.

PC SEBN review – Secondary schools wanted more offsite places – if we had 150 still

wouldn't be enough.

What do we do with the universal? Prepared to do something different to get the best outcome. This is not about money.

- Staff** Not about money? A bit cynical about that. If its not fundamentally about the money what budget would be required. That building would not be fit for purpose.
- MW** Money
Not about jobs – cards on table – we don't have the money to build anything new. Budget reduction £23m. We do have Rockwell, a lot of money spent on, a blank canvas. Yes it looks like a school – it was a school but you can do it up. It's not about the ethos, climate – that's what matters. What can we do?
- Staff** Great socialisation areas here – doesn't seem to be that hub in Rockwell. Here a good feel. We don't have violence here. We have the space here to make that happen.
- MW** Like looking at house – once in as a team – how well be best make that work for us. When you moved here – its not the same as it is now. You would do that I'm relaxed about getting that right.
- Staff** Difficulties not seeing the building. Having 24 kids is better than having 40 kids we've worked really hard o get them back.
- PC** Who says you will have groups of 40? You can still work with small groups.
Need to get curriculum mode right.
Setting this up for the future. Change is required.
At 16 – going out in the world – positive destinations can't be created by just a 2 year experience.
Accepting we will need some provision but 5 – 6 years down the line the nature of support may be different. What we do now is not mirroring the rest of the country who are getting better outcomes. Opportunities to offer more opportunities – different subjects and contexts.
- PC** We are prepared to spend more money on the building but it won't all happen overnight. What's more important is the staff – getting the right staff, blending together.
Being frank – not sure the management structure currently works.
Change to service and to mainstream – the work you do with them each year's capital budget – money available.
- MW** May be better to wait and discuss in 6 months time to decide what to spend on. It's not a back door way of saving money. How do we get it right.
- Staff** What about staff numbers ratios
- PC** 5 teaching staff, 5 support staff – a saving. We haven't said this person, that person. We need to have an honest conversation about what we want only types of post.
Hoping we can get the thinking of young people that school is not alien.
Hospitality kitchen in new Harris – need to be flexible and look at facilities elsewhere and look outwards not always inwards.
Could the kids be involved in hospitality in Rockwell – offer a service? Linked to real business opportunities.
- Staff** Need to have discussions on staffing – lots of worried people round the table.

- PC** Kind of caught right now but absolutely need to speak to staff. May need to have longer timescale – open for discussions about how to bring about the change. Consultation really needs to happen can't be presumptuous about it.
- MW** You are talking to people who are almost human clear protocols in place with unions.
- PC** School and Family Development Workers in other departments may be attractive to some people in VER. When all over – everyone will be in good jobs – confident £150,000 – build support for S1/S2 – look for staff to work in a shared way – support them.
- MW** A changing landscape. Eleven posts in secondary school – P6 – S2 transition teachers. Support year with the greatest challenge. Look at the S1 experience – support to support young people differently – explain the role.
- PC** Progressive posts will be available. Majority will be working in offsite.
- Staff** Have felt for long time – like hearing the flexibility eg 16 – need to go but they could possibly go back to school. Like the bridging way that offsite could be.
- Staff** Skillset around the table its phenomenal but mainstream and offsite needs to get better.
- MW** 9 secondary heads now – up for the challenge eg Braeview – cosmetology, car maintenance – lie empty. We could use it a satellite builder – hospitality suite. We should be able to use.
DDD Disaffected, Disengaged, disappointed – some teenagers.
I have got it wrong that 12/13 year olds can't go back.
- PC** What are your feelings about secondary's (5 didn't have lot of time for schools or SW). no way to run service if have these feelings. Bothering me that no trust is schools – hostility there.
- Staff** We don't have lot of contact but DHT stated that relationships are positive but would like it to be built upon a strength.
- MW** Gave update to HTs yesterday about new service. If it goes wrong I can only blame myself.
Children and Families Service developing – good opportunity to join dots.
- PC** Social Work and schools need to build relationships and build on these. Understanding the different perspectives.
- Staff** Generally – everyone is on board.
- MW** Need to get greater consistency.
- Staff** Skills round the table – mainstream can learn from these skills.
We are with these kids all the time – always someone for them to go to – like 15 guidance staff here.
- MW** The bigger picture – a lot of secondary staff frustrated at no of S1s who aren't socialised to school.
- PC** Been a fundamental shift of resource going to primary.
Secondaries are really working hard to ensure they get it right and looking at resources. Entering into discussion – that's a good thing to me.

Change generates thinking differently – what really matters. Budget reductions make you think things through.

- MW** Exclusions – if excluded you are not doing any favours. Shared 1 in 8 chance of being excluded. We were off the scale – against others in the country. Revolving door scenario. Get SfL to shadow offsite.
- PC** Tolerance levels – schools get used to what happens don't think about it and we had to challenge.
We created culture and we are paying the price – thankfully its changing.
This is part of the jigsaw to support Universal Provision.
- Staff** Headset of staff. Few exclusions. Have to have most of people on board – pupil not getting excluded – can get round the table and plan for the young people. It's about the ethos and you need to get that right before you get over the door of the new place.
Need to have the support of external agencies. The mindset of staff is crucial.
- PC** Why can't we have similar position in schools? Development work with Connect 5.
- Staff** More and more happening. Transition in S4 – a lot more happening.
- PC** Mainstream secondaries development work
- Staff** No – none
- PC** Why can't we have than happening? Need this to translate into mainstream – they need your help.
- Staff** Apex staff have been in to shadow.
- PC** Looking bigger picture. Is there going to be expectation to work with mainstream?
- PC** Initially in the paper S1/S2 but yet we should share things the best we can. Sharing, how we use expertise – we need to look at this – some outreach support but yet best practice and expertise should be shared and over period of time. This will be required. Need to support universal but we are starting.
- Staff** Structure? Future? Having uncertainty not good.
- MW** We need to address these.
Consultation – need to see this through to conclusion. Meeting Castlepark next Tuesday – last visit. Building – reassurance that time will be taken. Our commitment we want this to work. None will be losing job – need known faces at the helm.
Raising number by 16.
Once agreed – need to immediately get round the table structure, curriculum. Curriculum won't be huge changes by August – so will be next school session to take stock. Its not about transferring charge – its about an incremental change.
Structure – this will need to be discussed. Your day job is your day job.
Fund – is this the right thing to do – the right time.
We have an opportunity and we should take it I don't have any concerns about level of care here but we can make it overall better. We want to be up there doing well.
- PC** There's pragmatics
Need to make sure the young people don't suffer. My preference would be phased

approach. The centres will start separately and likely to follow curriculum for next session.

If its what it needs then will look at phased approach.

Overtime more for 2017/18

Bring people to the building in smaller drops. We would have to talk about it. We are having a consultation to move site and focus effort on S3 and S4.

MW Left meeting 2.40 pm we want to make this work.

Staff Managing structure

PC Up for discussion. At the moment I'm concentrating on principles. Thinking keeping 2 centres separate initially August start.

Consultation – it's the principles.

Staff Rockwell – no one else going in?

PC Will have Educational Psychology

Staff Would rather have Social Worker

PC This will be happening too

Staff Where did the saving figures come from red 25% teacher 45% support staff.

PC £216,000 teaching staff – 5 teachers

£179,000 5/6 support staff

Currently 18 support staff

3 central managers

3 DHTs

15 teachers

Reduction of 11 staff, staffing ratios based on number of young people.

2.2 young people per member of staff – healthy ratio swings only proportionate to no of pupils – some ratios of staff + £140,000 putting back in from savings to support mainstream with S1/S2. Need to talk about that model.

Staff Emergency places

PC Yes

Differentiation not changing ratio of staff to pupils

Staff Street Soccer using MUGA

PC No, you will get what you need. Maybe could make some changes internally looking at leaving all the IT.

Staff Is there an ICT room?

Mark No because they have Wi-fi spots

PC But you can change this – you can decide:

CDT equipment – but you would need a teacher – this would be a possibility, this would

benefit the kids.

MUGA and gym halls would be yours only.

Mark Big playground

PC We can look at all this – when Harris moves out.

Hospitality at Harris – City resource

Swimming – Gardyne Road

Discussion – Facebook !!

Staff What's the next steps?

HMIe and Pupil Consultation

PC Third party coming in to do consultation – The Helm. We were told to use a third party. Need to show the Education Benefit or what you are proposing.

Closes 29th January. Once closed – submit all noted to Education Scotland.

Ken McAra – 20th February we will receive report with feedback. He will ask us to add in anything to the consultation report.

Goes out in public domain for 3 weeks. Staff can make further responses. Anticipating going back to Committee end April or end May.

Would like to do some work with staff before end May but need to be careful but need to start talking. Meeting with all staff planned.

Staff We won't know what's happening to our jobs until end May at the earliest? We will apply for other jobs?

PC I'm telling you will have a job.

Staff I like to control my own destiny. I will be applying

PC I've tried to give you reassurance of things but I can't give any guarantees. If its not agreed – status quo if it is – we need to talk before. May but can't give any guarantees.

We don't want to lose staff, we would try and speak to people if they are thinking of moving. Reassured will have a job.

PC thanked group.

Meeting closed at 3.10 pm

Paul offered to meet again over next couple of weeks.

**DUNDEE CITY COUNCIL CHILDREN AND FAMILIES SERVICE
SCHOOLS CONSULTATION (SCOTLAND) ACT 2010**

**RECORD OF PARENT MEETING AT BALERNO OFFSITE CENTRE HELD ON
FRIDAY 22nd JANUARY 2016 AT 3.30 PM**

Present: Paul Clancy, Cllr Bidwell, Maureen Brown, Mark Sutherland, Tracey Stewart (Notetaker)

No parents turned up.

DUNDEE CITY COUNCIL CHILDREN AND FAMILIES SERVICE

SCHOOLS CONSULTATION (SCOTLAND) ACT 2010

**RECORD OF STAFF MEETING AT CASTLEPARK OFFSITE CENTRE HELD ON
26 JANUARY 2016 AT 3.00PM**

Present:			
Michael Wood, Executive Director Children & Families Service		MW	Key
Paul Clancy, Head of Secondary Education			PC
Stewart Hunter, Education Convener			SH
David Baxter, EIS			DB
Peter Thorburn, SSTA		PT	
Castlepark Staff Members (CSM)			
CSM			

Note-takers

Iris Thomson, Education Officer
Diana Weir, Education Finance Manager

Welcome and Introduction (MW)

Mr Wood welcomed everyone and introduced central staff. He then outlined the purpose of the meeting i.e. looking at the proposal on the table regarding the Offsite Education Service. This is the 3rd meeting of this type and each has had an 'end on' meeting for parents. Mr Wood went on to say that this is a fairly significant consultation looking at ways of doing things differently. He then highlighted a number of key issues including a much greater emphasis on early intervention in the primary school.

Mr Wood went on to talk about the 'status quo' and pupils coming into Offsite Education at a point of crisis (both school and home) and the need for much earlier intervention. He told the audience that he recognised that this would be a big challenge and a big ask. To support this, there would be an outreach team together with an increasing number of school and family development workers in place.

Speaker	Question/Comment
MW	So what does it mean for you? What does it look like? It's not about anyone losing their job e.g. transition teachers might be a role that some of you may be interested in
CSM	Do you envisage the outreach team being based somewhere?
MW	There are different ways of doing it e.g. Longhaugh (MW then went on to outline how Longhaugh operates). There is a need to constantly revisit this.
CSM	Do you think that this is not working – here at Castlepark? I don't understand – is it all about money?
CSM	They're (the pupils) achieving here, they're accepted here – they work in small groups
MW	If you can intervene and break the cycle... (interrupted) Is there a different way of doing this?
CSM	I think you are concentrating on Education. The social aspect would be difficult to replicate in another environment. You don't have time in a social setting in mainstream
PC	If you have a system which has an options system, people will just fill it up – is that what we really want for Dundee? As long as you have a system where schools can take someone out, the reliance will be there. We have to make sure the culture is right.
CSM	What about the ones that are sitting in mainstream – are they sitting in a base?
CSM	We had an outreach team before and it was disbanded. Schools found it difficult. It was

- deemed not to have worked. We are maybe moving too fast, the resources are not in place. We don't see anything in place that would indicate that this would be better than what we have. It is undeniable that some young people will never fit in to mainstream school. The needs in Dundee are more complex than ever – big big ask to ask mainstream to cope with that.
- CSM Reference to press report that Castlepark staff would be part of an outreach team and the fact that there had been no communication from the centre about this. Staff not happy about that
- PC Papers will write what they want to write
- CSM My experience in Angus is that the kids are disadvantaged / excluded in mainstream. They fit in here; they see themselves as being included. We all sing from the same hymn sheet
- MW There is a danger in saying that we have tried things in the past.(Interrupted)
- CSM Do you have a back-up plan?
- MW We are looking at the way we can do things differently in our schools. Mr Wood then went on to refer to the use of Skillforce and that fact that the exclusion figures across the city have come down. It's about making it work. Mr Wood referred to seeing a variety of models in place from his own experience as an HMI touring the country
- CSM Sometimes you just have to accept that some families will not move on.
- CSM Why the hurry? Why the rush? Why not have this running in parallel?
- MW This is an opportunity to do something new. There are no S1s...(interrupted)
- CSM There would have been if the schools had not been told not to refer them
- MW
- CSM Whatever suggestion or ideas we come up with, you're not going to implement it anyway, are you?
- MW Need to break the cycle, this is a consultation of what we want to do and the proposal of how we do it, it is a two way conversation
- CSM What is the proposal? I'm confused
- MW Well, I've already given out some information..... (interrupted)
- CSM There are lots of experienced staff here. Will Outreach team be protected or are we just going to be used to plug the gaps?
- MW Outreach team will have a clearly defined role and remit, School and family Development workers already started
- PC We are talking about retaining a significant level of Offsite Education Provision for S3 and S4. The Outreach team support across schools similar to Longhaugh PS
- CSM Is Longhaugh working?
- MW Model across Scotland, talking of retaining full offsite S3/S4. Learn from other authorities much more flexible approaches
- CSM We are not saying that we are the gold standard....
- PC Spoke about shared working arrangements
- CSM Staff need to be included in the process
- CSM What about a timescale? Would the Rockwell building be ready?
- MW There are discussions taking place. He then went on to speak about 50% of young people coming from Offsite Education going into Positive Destinations.
- PC We are setting out the principles of what we want to achieve. It is unlikely that we would be able to move in August and this may have to be staggered. We would want to make sure that transition occurs properly. It may take a full year to reshape S3/4. Mr Clancy went on to talk about the transition arrangements being in place for every young person across the city in P7 and that the proposal paper outlined the principles e.g. move of building; looking at Senior Phase model. He spoke about a number of young people have Flexible plans.
- CSM How are we different from Longhaugh?
- PC You are smaller. Paper talks about Off-site supporting mainstream schools.
- MW We are in a position where we want to stop people getting to crisis point
- PC There has been a culture change in leadership in our schools. Inclusion Plus has helped. We have flexible programmes e.g. Fairbridge, where young people are not in school.
- CSM There are some pupils who will never fit into mainstream. I think we are preventative but there is that cohort.

- MW You will also get these pupils. What do we do to support them? The earlier we can intervene, the better. Spoke about Pastoral Care; 11 Health and Wellbeing assistants in the Early Years; notion of being on a journey.
- CSM There are no S1s here but there would have been under normal processes.
- MW He had enquired about this and it was not his understanding however I will pursue this
- PC Schools will fill the resource no matter if there are pupils who, with a bit of cultural change, would manage in mainstream. Options will always fill up. There is a need to turn things around.
- CSM We have worked with some kids and sent them back to mainstream
- MW We need to try to support them in their own environment
- PC Is there an argument that suggests that when you take them out full time, it is very difficult to go back? Why can't we have a culture where a pupil could be in Offsite Education in S3, then go back into school in S4?
- CSM ...because schools don't want them back. Why don't you come in here and see what we do and how we do it? I haven't seen you here (to PC)
- MW Status quo is not an option looking at supporting youngsters earlier
- CSM I don't understand what you are actually proposing
- PC We have noted that
- CSM *Conveyed annoyance that they felt that they were being 'looked down on and not listened to'*
- CSM People seem to think that Support for Learning and Behaviour support can be done by anyone. How are you going to make sure that you get the right people? You need to build relationships with them (pupils) before you can do anything.
- MW Support doesn't necessarily need to be with one teacher. We are not talking about dozens of children – it's a fairly tight number. *MW went on to speak about a negative mind-set and building in enhanced transition model and a nurture-based approach which builds on learning experience.*
- CSM With certain kids, that will work but what are the options for the others?
- MW *Spoke about creating another layer of support*
- CSM We would welcome a range of resources but some young people need the security of Offsite Education. If you don't have the resource and you need it, what do you do? There is a perception that if you go to Castlepark than it's your problem.
- MW In August, what happens then?
- PC Mainstream school retains the responsibility for planning. No full-time Off-site Education places for S1/2 unless in emergency.
- CSM There is a danger that some young people may go straight to residential and there are cost implications for the council. There is a small cohort that we think should be supported. Maybe we could work with more young people? (17 at the moment)
- MW Equally, what you describe is not the 'status quo'(*acknowledgment voiced by a number of Castlepark staff at this point that things need to change*). This is an opportunity to step back and do things differently. Education Scotland and Ken McAra will come out to speak with you.
- CSM How are you going to appoint teachers?
- MW *At this stage, MW introduces David Baxter and Peter Thorburn to the staff and apologies for not having done so at the start of the meeting. Every post will be looked at e.g. length of service, current post, etc.*
- CSM The consultation closes this Friday. Ken McAra compiles a report (3 weeks for people to comment on this). Will convey anything of material consideration that we haven't mentioned. (*Question from staff member as to what this means. MW gave examples.*)
- MW/PC Went on to explain the process e.g. report on the website; comments coming in centrally and everything going to Education Scotland – all documented. Education Scotland have the ultimate say. This is not a closure. Timescale – end of May
- CSM Why the Rockwell building?
- MW It's a good quality building and has had a lot of money spent on it for the Harris decant.
- CSM Castlepark is a far superior building. There has been a lot of money spent on it. It is far superior in meeting the needs of young people. You are losing a big resource. Are you using Rockwell because it is there or because it is the right place?
- PC Undoubtedly, it will need some modifications to be made
- CSM Are there any concerns about the closeness of St. John's?
- PC No

- CSM Why not? *(PC went on to refer to similar circumstance with Morgan and that the proximity had been much closer to the other location)*
- DB Mr Baxter spoke about early intervention and asked if there was a chance of keeping Castlepark open and retaining the resources there i.e. not going ahead with the proposal but going ahead with transition teachers, etc.
- CSM You could set the tariff for access to Offsite Education
- CSM We do outreach as it is
- PC That is a considerable change to what we are proposing i.e. keeping Castlepark but changing the nature of how it works *(a number of staff present indicated at this point that they would be in favour)*.
- MW There would be clear ramifications for staff here if the building remains here in August e.g. number of children, no S1s. *Spoke about a paradox – outreach team in direct competition with Castlepark.*
- CSM Does Longhaugh work?
- PC Yes
- CSM Have you been in and seen it?
- PC I have, actually.
- MW Spoke about how outreach team would be competing.
- DB It's all about transition. Things take time to embed in.
- CSM Staff are asking to be heard.
- CSM WE are experienced staff and we'd like you to take this into consideration. You need to listen to the practitioners and take into account what we do.
- MW Mr Wood acknowledged the experience of staff and thanked them for coming along to the meeting to share their views. That being all business, the meeting closed at 4.45pm

DUNDEE CITY COUNCIL CHILDREN AND FAMILIES SERVICE

SCHOOLS CONSULTATION (SCOTLAND) ACT 2010

**RECORD OF PARENT/PUBLIC MEETING AT CASTLEPARK OFFSITE CENTRE HELD ON
26 JANUARY 2016 AT 4.45PM**

Present: Michael Wood, Executive Director Children & Families Service MW Key
Stewart Hunter, Education Convener SH

Laurie Bidwell, Education Spokesman (Labour)

Castlepark Parents/public (2) CP

Note-takers

Iris Thomson, Education Officer
Diana Weir, Education Finance Manager

Welcome and Introduction (MW)

Mr Wood welcomed everyone and did introductions. He then outlined the purpose of the meeting i.e. looking at the proposal on the table regarding the Offsite Education Service.

Speaker	Question/Comment
MW	We are proposing no change to S3/4, other than a move into the old Rockwell building. Spoke about the 'status quo and 'trying to break the cycle so that young people don't reach stage of crisis. Outreach team – out working in our schools. 9 P6-S2 Transition teachers supported by School and Family Development Workers. How can we keep kids in school? Evidence tells us that, at the end of Off-Site, 52% go into Positive Destinations. It is about getting schools to look at how they support pupils. The report has been taken to Committee and they have given approval to consult. It will go back to committee in May.
CP	
MW	Come August, there are implications. Potentially significant reduction in the numbers of kids. Staff are saying that they realise that there are things they could do differently.
CP	What about the pupils who would join in August - would they 'stick out'?
MW	Well, October might be a better 'window'. This would give time to look at the building.
CP	What about staff who are in here?
MW	There will be an outreach team – some might be part of this. <i>(Went on to speak about other possibilities such as VER, role of transition teacher, etc.).</i>
CP	Are there the same classroom sizes in Rockwell?
MW	There are bigger areas. Some money has been set aside for improvements. Went on to speak about potential other ways of integrating pupils back into mainstream experience (e.g. hospitality suites)
CP	How many staff would be in the outreach team?
MW	We haven't decided yet. The outreach team would have the skill set that staff have here already.
LB	What about the capacity to accommodate a child who can't be accommodated within mainstream?
MW	Spoke about a TATC (Team around the child) meeting being arranged, as we do at the moment. We would have to make a decision.
LB	Asked about emergency placements to Castlepark
MW	The reason for these is that Castlepark is here. We need to ask ourselves "Can we turn this around?" If the child is supported in school it changes the dynamics We need to think differently if we are going to do something different.

- CP Some young people respond better to small groups and an informal setting.
- MW What can we do in terms of nurture arrangements [in schools](#)? It is 'do-able' – have seen it across the country. It isn't acceptable that these young people work their way through off-site.
- CP Concerns expressed that some areas of the city (in terms of mainstream schools) may have added demands put on them. We need more resources in more places, although this can change from year to year.
- MW We are talking about a very small number of pupils but, yes, the arrangements would need to be 'fluid'. There is a need to keep coming back to 'check in'
There being no more questions, the meeting came to a close at approx. 5.30pm

Independent Young Person Consultation Report on Proposed Merger of Offsite Schools

Content:

Aforeword
Objective
Explanation of Independent Representative Role
Ground rules of meeting
Questions/concerns
Summary of Findings
Summary of Issues
Acknowledgements

Aforeword:

It is considered good practice to consult directly with young people on issues that will have a direct impact on their future and this is enshrined in the Schools (Consultation) (Scotland) Act 2010, which was recently amended by the Children and Young People (Scotland) Act 2014.

At the request of Dundee City Council (Education) this is an Independent report focusing on the opinions and concerns of the S2 – S4 pupils on the proposed merger of Castlepark, Balerno and Connect 5 Offsite Schools.

Objective:

To hold Focus group meetings with a representation of pupils affected by the merger in an independent environment, to allow them to freely express their views on the proposed merger.

Acknowledgement

On each visit to the 3 schools I was made to feel very welcome by the Head Teacher, staff and young people, and I extend my recognition and appreciation to all staff for their effort in preparing the young people in advance of my visit, this was so helpful on the day.

Explanation of an ‘Independent Representative’ Role

To allow the young people to express their views on the proposed merger, they were informed that my role was not that of a decision maker on their future, and that I was an independent representative appointed to gather their thoughts and feelings on the merger and that I would compile a report, which would be submitted back to education on their behalf.

Positioning & Ground Rules of Meeting

Before commencing each meeting, the meeting structure was discussed with the young people and the majority agreed some ground rules on how we would conduct the meeting, and how they could best contribute. This was to take in to account the social, emotional & behavioural difficulties that commonly affect this group of young people and to allow them all to have freedom to express their opinions and to respect each other's thoughts and feelings. The majority of young people were very vocal and passionate in expressing their views. It was also agreed by the majority of the young people at their request that they remain anonymous, however they stated that they would like their names added to the report in recognition of their input.

Pupils surveyed (proportionate representation) not all pupils available on day:

School	Pupils Surveyed	Year	Pupils relocating to new School	Pupils not relocating to new School
Castlepark	10	S2	10	-
Balerno	12	S3/S4	7	5 (May 16 leavers)
Connect 5	7	S3/S4	7	-
Total	29		24	5

Meetings & Questions

Questions were prepared in preparation for the meetings, however it was apparent very quickly that the young people wanted to discuss different topics under two themes:-

- 1) Their thoughts and feelings about the closure of their current schools
- 2) What they thought and felt about a new school.

The above themes then generated topics, along with opinions and questions from the young people themselves. These are grouped in to the table below:-

Topic	Opinions	Questions
Transport & School Site	<p>I'm just not going, no buses go there. It's too far away from where I live. I walk, I would have to get 2 buses. I go to this school because it's nearer to my house, I would have to get 2 buses.</p> <p>I try to be on time, I would be late it's too far away.</p> <p>It's not because it's that faraway, it's because you have to walk all the way to the Hilltown.</p> <p>There building new schools, we're getting dumped in Rockwell, because we're the idiots, they don't care.</p>	<p>How would I get there?</p> <p>Will there be a mini bus?</p> <p>Are we getting to see the new school?</p> <p>What's it going to look like inside?</p> <p>There's nothing wrong with the school I go to, why are you doing this to us?</p> <p>Rockwell is ancient, why can't the council build a new school?</p>
Staff & support	<p>I like the staff here, when I have problems at home, they take me out and help me.</p> <p>The staff help me, I've done more here at Castlepark than high school going to a bigger school scares me. Take some of the teachers and put them in the new school if you're going to do it.</p> <p>The staff really care about me at Balerno,</p> <p>I have problems at home that the staff help me with?</p> <p>The staff help me with my work, there the best, and make me feel better.</p>	<p>How many staff will be at the new school?</p> <p>Who would be the Head Teacher?</p> <p>If I have to go will the staff go to?</p> <p>My teachers like me and they understand, will it be like that at the new school?</p> <p>I need a good education to get a job will I get the same help?</p> <p>How long will the sessions be at the new school?</p> <p>I get help from the staff with my Autism, will this school be like mainstream, because I couldn't cope?</p> <p>Is it going to be the same staff or I am not going?</p> <p>Do we get to choose which staff go to</p>

		Rockwell? Will the staff lose their jobs?
Class Sizes	I like the smaller classes, less pupils. Better being here, because it's smaller and I do my work here. I can't sit with loads of people that's how I got kicked out of my big school. The teachers didn't like me in mainstream and I got kicked out of class all the time. There's going to be more fights if the classes are too big, I like it here, because it's the smaller classes.	Is it going to be big classes like school? If I have to go, will the groups small? I can't sit in a big class 4/6 is good for me, will that be the same at Rockwell?
Facilities & Activities	I like Balerno it's not like a school, we have a pool table & table tennis, it's not like being in a classroom. We go mountain biking and climbing at Castlepark. The staff at Connect 5 talk to me and spend time with me on my own if I need help. We get to go out with the Staff and choose what we want to do at Connect 5, it's great.	Would we have an xbox (COD/GTA/Fifa 16)? Will there be a games room and somewhere to chill? Will there be new computers that play games and music? Are we going to get techie if we move? I like making things (woodwork/metal work) Would the girls get hairdressing or beauty? Will we be able to do more cooking? I want to go to the army when I leave school, will we have a gym? Will we still get chill time? Will there be a swimming pool? We go to football, will we still be going and will there be more people want to play?
School Mergers	It's a bad idea putting us all together. I go to Balerno, because I don't get on with others at Connect 5 (same opinions for C5 v Balerno) I went to Balerno to stay out of bother, I will just get back into bother being with people I don't get on with. I'm feeling hurt and scared about all of this, I couldn't cope in the big school. What's going to happen to other people in mainstream, and are they going to the new school, I don't get on with lots of them and then we would be mixed, there's going to be lots of fights. I will be with people older and bigger than me that's scary, I was bullied at school. I would be better back at mainstream, less gangs. I feel there will be no support for us if we don't go to Rockwell, and you know that I can't cope in high school.	Do I need to go to this new school, why does it have to happen? Why are you shutting us down and putting the schemes together? I'm just confused, what's the point of this? What are you going to do about kids who can't cope at school, there's going to be too many of us? If I go to Rockwell and don't like it, will I have to go back to mainstream school? You get shorter days than mainstream, is that still going to be the same? Will we have to wear uniforms? My brother's going to Offsite, is he going to be at the same school as me? Will there be more PE, I don't get enough? Why are you moving us? We don't want it, I feel safe here. I don't feel like I am going to be

	<p>It might be better & more grown up with more mature people who behave.</p> <p>There's going to be fights every day. Your putting people together from different parts of the city who wouldn't get on.</p> <p>I like Balerno because you get to make a connection and friends with everybody.</p> <p>Why should our education be messed up, their spending money on the waterfront, they should be spending it on our education.</p> <p>I don't think it's for the best, the thing about Balerno is that you can have a good conversation with the teachers.</p> <p>I like Connect 5 you can make good relationships with the teachers.</p> <p>I feel safe here, less people at Connect 5.</p>	<p>excluded here (Balerno) would this be the same at the bigger school?</p> <p>What is education going to achieve by doing this, I want to know?</p> <p>Is it going to cause trouble with the pupils, how are going to deal with this?</p> <p>How is it going to work with lots of people with problems – ADHD, out of control?</p> <p>Will we get to go out for our own lunch, don't like the dinners?</p>
Community Issues	<p>There's going to be fighting with the scheme's (Hilltown)</p> <p>There's going to be fighting with the Hilltown, I can't go there (5)</p> <p>I would be worried about other gangs, healthy fighting.</p> <p>It's near to St John's there's going to be fighting.</p> <p>Your putting the scheme's together there's going to be nothing by bother.</p>	
Other	<p>I am not going, don't care what you say.</p> <p>The council are just making cuts on young people, they treat us bad.</p> <p>I am leaving school anyway so don't care.</p> <p>Glad I am leaving, because I wouldn't move anyway.</p> <p>Can't they just spend money on our school.</p>	

Pupils surveyed (proportionate representation)

Pupils were asked at the start of the meeting if they would be willing to move school.
Pupils were asked at the end of the meeting if they would like more information about the school merger.

Response:

School	Pupils Surveyed	Do you agree/disagree with moving school?			Would you like more information about the school merger?	
		Yes	No	No Opinion	Yes	No
Castlepark	10	0	8	2	8	2
Balerno	12	0	11	1	9	3
Connect 5	7	0	5	2	5	2
Total	29	0	24	5	22	7

Response: Do you agree/disagree with moving school?

83% of pupils surveyed are against moving school.

17% of pupils had no opinion.

0% of pupils agreed with moving school.

Response: Would you like more information about the school merger?

76% of pupils would like more information regarding the merger.

24% of pupils said no further information was required.

Summary of Findings:

The meetings with the young people gave them the opportunity to express their opinions and concerns on the proposed schools merger. 29 pupils attended the meetings and offered their perspective on how these moves would affect them. The young people expressed that they felt settled, safe, enthusiastic and proud of what they were achieving within their current schools. They also expressed their gratitude and need of the high level of pastoral care that they currently receive. However they also expressed their concerns that this would not be available at a larger school, and related this to why mainstream school did not work for them. They also mentioned that they thought that the merger would go ahead and expressed a need for more information and inclusiveness.

Summary of Issues Raised:

- (a) That the proposed site (Rockwell) was too far away to commute from where the pupils across the 3 schools currently live.
- (b) That there would not be the same level of pastoral care and support. The young people expressed that moving to a larger school, would feel like being back in a mainstream school environment and that this level of care and support would be lost.
- (c) That the young people were concerned for their safety in an area of Dundee, where they would not feel welcomed by the wider community (other young people/gang territory)
- (d) That the young people did not want to appear negative regarding the proposed changes in principle, and could see some clear benefits, however they were genuinely concerned that such a large change would have a negative impact on their lives and required further reassurance and clarification

Report Compiled by:

Ann Naughton,
Project Leader (Alternative Education)
Helm Training,
Dundee.

Date: 29th January, 2016

Thematic Summary of Submissions Received From Dundee Parents/Carers, Residents and Organisations

Submissions - 0 submissions were received from individual parents/carers and Dundee residents; 2 additional submissions were received from organisations and individuals as follows: Unison (Jim McFarlane, Branch secretary & Susan McLaren, Senior Education Steward) and Jenny Simpson (trellisscotland.org.uk).

Themes – Emergent themes and issues from the submissions included:

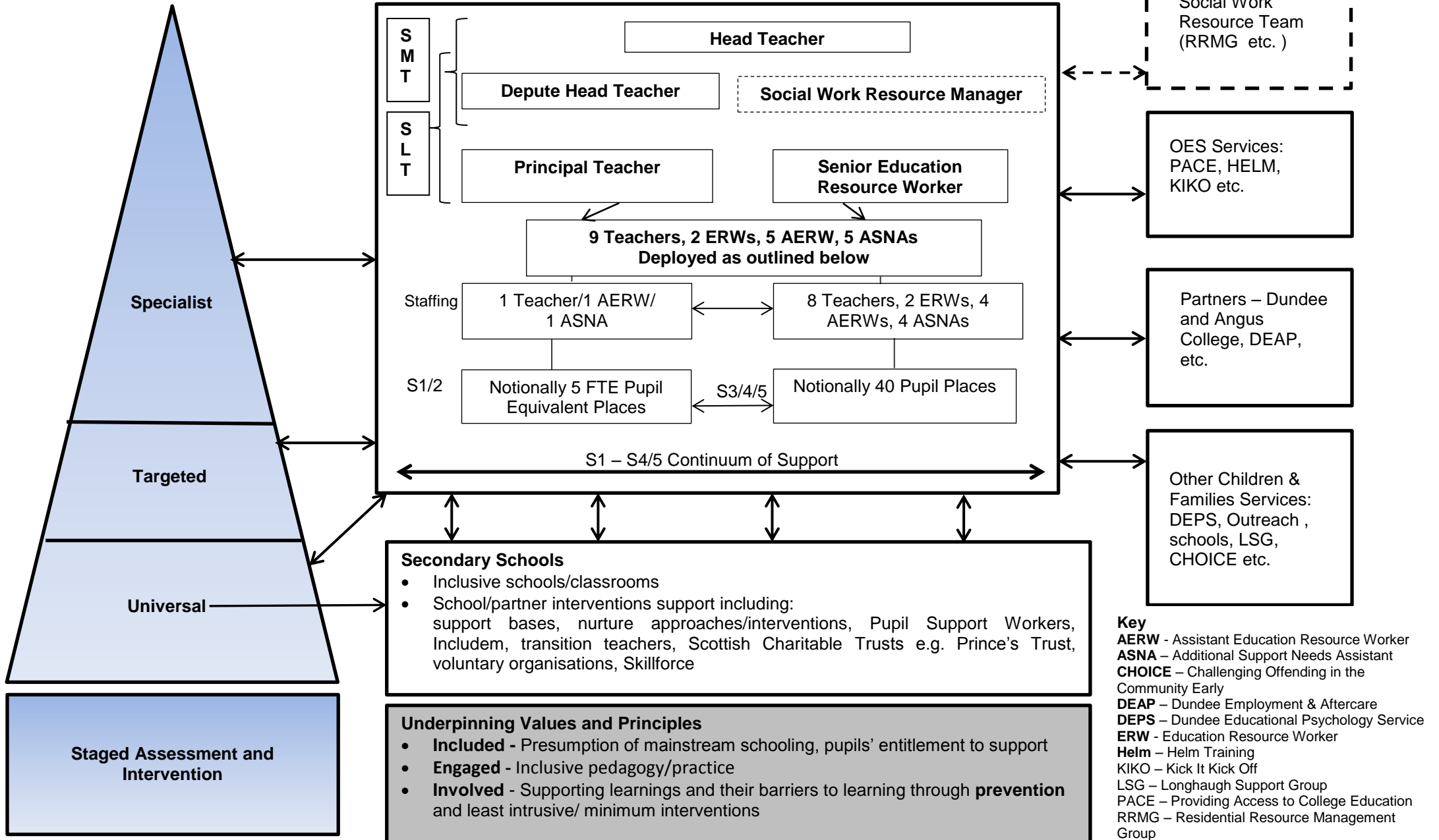
- Concern that any refurbishment of the Rockwell Primary building should be completed prior to pupils moving in
- Need to ensure that established pupil/teacher relationships continue through a transition process in to the new site
- Concern expressed over availability of emergency placements for S1/2 pupils within the proposed new structure
- Some anxiety expressed over potential redeployment of staff from existing offsite locations
- Concern over lack of outdoor space on the site of the proposed new location
- Concern that mainstream provision is not currently set up to meet the needs of the more vulnerable and challenging young people
- Concern that the proposal is based on financial savings rather than educational benefits

Thematic Summary of Consultation Meetings with Offsite staff

Themes – Emergent themes and issues from the meetings included:

- Anxiety over staff redeployment with an emphasis on the lack of clarity around proposed structure and function of outreach team
- Concerns around the proposed timescale for the move to the new building
- Concern that the new building will not be ready to meet the required purpose within the proposed timescale
- Concern that the proposal is based on financial savings rather than educational benefits
- Concern that staff are not being sufficiently consulted and proposals effectively communicated
- Concern around the ability of some S1/2 pupils to maintain mainstream education
- Concern that pupil/staff ratios would be increased under the new proposals

Proposed Revised Offsite Education Service (OES) Learning Centre Provision



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:	xxx-2016	
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		

	<p>attendance at OES learning centres; 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, 16+ and Support for Learners) Danny Webster, Education Manager (Secondary Schools) Tracey Stewart, Education Officer Iris Thomson, Education Officer Kenny McKeown, Education Officer</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 individual 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"/>

Manager Responsible	Author Responsible
Name: Paul Clancy	Name: Danny Webster
Designation: Head of Service (Secondary, Support for Learners and Inclusion)	Designation: Education Manager (Secondary)
Base: Dundee House	Base: Dundee House
Telephone: 01382 433088	Telephone: 01382 434647
Email: paul.clancy@dundee.gov.uk	Email: danny.webster@dundee.gov.uk

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