



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

RELOCATION OF CEDARBANK SCHOOL, LIVINGSTON

REPORT BY HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)

A. PURPOSE OF REPORT

To inform the Panel of the proposal to commence formal public consultation, including a pre-consultation exercise, to relocate Cedarbank School to purpose built accommodation within the estate of The James Young High School, Livingston.

To present to Panel the draft consultation document prepared by West Lothian Council officers.

B. RECOMMENDATION

It is recommended that Panel note the proposal which is intended for submission to the Education Executive for consideration.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Focusing on our customers' needs; being honest, open and accountable; making best use of our resources; working in partnership
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	<p>The consultation does not change any existing policies.</p> <p>Legal</p> <p>The Local Government Etc. (Scotland) Act 1994. Education (Scotland) Act 1980 and related regulations. The Standards in Schools (Scotland) Act 2000. The School Education (Amendment) (Scotland) Act 2002 and School (Consultation) (Scotland) Act 2010. It is also necessary to consider primary and secondary school provision and catchment area arrangements in the context of the West Lothian Local Development Plan.</p>
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance	None

Indicators

V	Relevance to Single Outcome Agreement	<p>Outcome 2: We are better educated and have access to increased and better quality learning and employment opportunities.</p> <p>Outcome 3: Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business.</p>
VI	Resources - (Financial, Staffing and Property)	<p>Financial resources required are for printing and postage, costs associated with public meetings, for advertisements for the public meetings and for dedicated staff time required for this process.</p> <p>Capital budget provision of £21m has been included in the Capital Programme for development of the special needs school estate with £6m specifically allocated for the proposed relocation of Cedarbank school</p>
VII	Consideration at PDSP	18 December 2018.
VIII	Other consultations	<p>Finance and Property Services, Operational Services, Planning Economic Development and Regeneration Services, Legal Services.</p> <p>Formal consultations involve Parent Councils, parent/carers, pupils, staff and trade unions at affected schools. Community Councils within the catchment areas of the affected schools will also be consulted.</p>

D. TERMS OF REPORT

Cedarbank School is a secondary education establishment for children with a range of additional support needs related to learning difficulties and social communication needs. The school is currently located over 3 sites:

Cedarbank School Building – 41 pupils (generally S1 to S3)
Deans Community High School – 36 pupils (generally S4 and S5)
Armada Academy – 13 pupils (generally S6)

Whilst the annexe model has shown to have offered significant educational benefits for Cedarbank School pupils it is also recognised that this provision may for some impact on the delivery of curriculum and also the development of school community and peer socialisation. Transporting pupils and staff between the 3 Cedarbank sites could be considered as an inefficient use of resources and reduce the time spent by pupils in a learning environment.

Investigation was initiated by West Lothian Council Education Services into reviewing the condition, suitability and capacities of existing property assets establishing feasible modification and relocation options to inform decisions on future delivery.

The outcome of this investigation was the recognition that there was a need to consider options for relocation of Cedarbank School related to (i) existing property

asset performance and (ii) the delivery of a single S1-S6 education establishment for pupils with a range of additional support needs related to learning difficulties and social communication needs.

Key determinants for site selection and implementation of said proposal were:

- the school to be located in an existing mainstream secondary school campus central to Livingston
- the selected mainstream school not to be a Public Private Partnership (PPP) funded establishment
- provision of a defined school with separate entrance to that of the mainstream school
- maintain the Cedarbank School identity

E. CONCLUSION

By relocating to separate purpose built accommodation within the estate of The James Young High School, Cedarbank School would maintain its identity and facilitate a single S1 to S6 provision for pupils with a range of additional support needs related to learning difficulties and social communication needs.

Under the management of the Head Teacher of Cedarbank School, pupils would be rooted within their own school community having access to smaller group settings that meet individual needs as required together with access to all the appropriate educational advantages of secondary stage education.

The changes outlined in the draft consultation paper will acknowledge demand for placement within specialist education establishments, support school estate property asset performance and make best use of existing and future school capacities.

F. BACKGROUND REFERENCES

Schools (Consultation) (Scotland) Act 2010

Appendices/Attachments:

Appendix 1 Draft Timeline

Appendix 2 Draft Consultation Paper

Contact Person:

Melanie Laurie, Education Project Officer, West Lothian Civic Centre, Howden South Road, Livingston, West Lothian, EH54 6FF, Tel: 01506 281666

James Cameron, Head of Education (Learning, Policy and Resources)

Date of meeting: 18 December 2018

Appendix1

DRAFT Statutory Consultation Timeline - Cedarbank

Date	Event	Description
18 December 2018	Education PDSP	To seek Panel recommendation for submission to Education Executive on proposal to commence formal public consultation
15 January 2019	Education Executive Meeting	Meeting to discuss proposal and agree continuation to statutory consultation phase
End January 2019	Pre Consultation	Gather and share information in advance of statutory consultation
February 2019	Start of Consultation	Beginning of formal public consultation (min 6 continuous weeks consultation period including min of 30 school days)
February 2019	Public Meeting Period	Public Meetings to discuss proposal
Mid-Late March 2019	End of Consultation	End of Public Consultation
Mon 29 April 2019*	Submit report to Education Scotland	West Lothian Council Education Services relays report on proposal and consultation findings to Education Scotland
Wed 22 May 2019*	Deadline for Education Scotland three week period for reporting back to Education Services (Education Scotland do not include any schools holiday periods within their 3 week timeframe)	Education Scotland response to West Lothian Council submission
July 2019	Give Education Scotland at least 5 days notice prior to publishing final report	Upon receipt of response from Education Scotland and on consideration of previous consultation period representations, Authority will prepare and publish final consultation report
July 2019	Publication of final consultation report	A minimum of three weeks after publication of consultation report Authority will make final decision
Aug/Sept 2019	Education Executive Meeting	Decision made

*Dates agreed with Education Scotland

WEST LOTHIAN COUNCIL, EDUCATION SERVICES

RELOCATION OF CEDARBANK SCHOOL, LIVINGSTON

DRAFT CONSULTATION DOCUMENT February 2019

SECTION 1: Purpose of this document

SECTION 2: The Proposal

SECTION 3: The Educational Benefit Statement

SECTION 4: Integrated Impact Assessment

SECTION 5: Consultation Process and How To Have Your Say

SECTION 1: PURPOSE OF THE DOCUMENT

The purpose of this document is to give information on:

- West Lothian Council's proposal to relocate Cedarbank School, Livingston as part of the council's continuing commitment to ensure equitable, quality and sustainable provision for pupils with additional support needs;
- the educational benefits to be gained through the implementation of this proposal; and
- how you can give your views and take part in the consultation process.

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

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

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

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

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

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

SECTION 2: PROPOSAL AND BACKGROUND TO THE PROPOSAL

2.1. THE PROPOSAL:- TO RELOCATE CEDARBANK SCHOOL, LIVINGSTON

West Lothian Council, Education Services proposes to relocate Cedarbank School, Livingston.

It is proposed that S1-S6 education for pupils with a range of additional support needs related to learning difficulties and social communication needs will be delivered by means of a separate provision within the estate of The James Young High School, Livingston.

Cedarbank School will remain a defined school having a separate entrance to that of the mainstream school, it will maintain its identity and will continue to operate under the management of the Head Teacher of Cedarbank School.

West Lothian Council do not foresee any impact to the existing Cedarbank School roll capacity as a result of implementation of this proposal.

Education authorities have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their area. This duty applies in respect of both the current school population and anticipated pattern of demand.

Furthermore, the Standards in Scotland's Schools Act 2000 details the education authority has a duty to provide every child or young person an education aimed at developing their personality, talents, mental and physical abilities to their fullest potential therefore to this regard, West Lothian Council have a duty to provide support to children and young people who have additional needs which may cause a barrier to their learning. Most pupils who experience barriers to learning can be supported in their mainstream school with specialist intervention, staff training and/or direct support. However, a number of pupils require more intensive support with specialised education and care. This is provided within specialist educational establishments and is in line with the council's commitment to promoting fairness and equality.

West Lothian Council wishes to optimise the educational experience for every pupil by providing the best possible education which meets the need of all learners. The relocation of Cedarbank School from the current sites at Cedarbank School building, Deans Community High School and Armadale Academy to an all-purpose facility will create a single inspiring learning environment for secondary stage pupils that meet the needs of existing and projected pupils with a range of additional support needs related to learning difficulties, Autism Spectrum Disorder and social communication needs.

The proposal will ensure that accommodation at Cedarbank School will be fully accessible and equipped with modern solutions to provide opportunities for learners to achieve across all curricular areas, develop skills, attributes and capabilities through secondary education based courses that are aligned with the key principles of Curriculum for Excellence.

2.2 BACKGROUND TO THE PROPOSAL

West Lothian Council undertook public consultation regarding Additional Support

Needs (ASN) provision during 2013 to 2015. Extensive consultation with stakeholders took place and contributions provided valuable feedback on the requirements for future provision.

It was acknowledged at that time, the council's commitment to undertake the necessary consultation process on the delivery of secondary stage education for pupils with a range of additional support needs related to learning difficulties and social communication needs. The Council remains committed to this vision.

Subsequent investigations were initiated by West Lothian Council Education Services into reviewing the condition, suitability and capacities of the existing ASN properties, establishing feasible modification and relocation options to inform decisions on future delivery.

The outcome of these investigations was the recognition that there was a need to consider options for relocation of Cedarbank School related to (i) existing property asset performance and (ii) the delivery of a single S1-S6 education establishment for pupils with a range of additional support needs related to learning difficulties and social communication needs.

2.3 SITE LOCATION

The proposal by council officers is the relocation of Cedarbank School to separate purpose built accommodation within the estate of The James Young High School.

Key determinants considered during the site assessment process were:

- Review of existing property assets within West Lothian with the main focus being delivery of an efficient, sustainable specialist school.
- Preference was for the new Cedarbank School to be located within an existing mainstream secondary school campus central to Livingston.
- The selected mainstream school not to be a Public Private Partnership (PPP) funded establishment.
- Mainstream school estate must have available capacity to accommodate an independent learning facility with a 13 class base structure.
- Provision of a defined school with separate entrance to that of the mainstream school.
- West Lothian Councils duty and commitment to best value by maintaining regard to quality and cost.

On evaluation of existing school estates and review of available land within the authority for relocation, it was considered that the site and provisions within The James Young High School estate offered best opportunity for expansion both internally and externally.

Initial design plans show future accommodation can incorporate all the required functions for the delivery secondary phase education in a personalised specialist environment.

West Lothian Council offers a range of specialist establishments within the ASN School Estate. Each special school has a clear purpose that caters for the specific need of the child or young person attending. Cedarbank School, having embedded excellent support to those pupils with a range of additional support needs related to learning difficulties and social communication needs is in an excellent position to continue to facilitate this dedicated approach.

Should the proposal be agreed and progressed and on completion of proposed works, the newly constructed Cedarbank School will have capacity to accommodate on a defined purpose built provision within The James Young High School estate, a 13 class base facility for secondary year stages S1 to S6 with an anticipated capacity of 10 pupils per class.

Intended delivery of proposed facilities and relocation of Cedarbank School is August 2022.

Whilst the Councils proposals for building the extension to The James young High School are being developed with the intention of avoiding the necessity for children and young people to decant during the construction, an unforeseen situation may arise that does require decant of pupils to another facility within the authority, the existing West Lothian Council contingency for such an eventuality will be implemented. This would be managed and communicated sensitively and appropriately with all parties involved.

2.4 ADMISSION CRITERIA

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

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

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

2.5 SCHOOL CATCHMENT AREA

Specialist provision (special schools and classes) are managed by West Lothian Council and have a single catchment area covering the whole of West Lothian. There will be no amendment to the current catchment arrangements for specialist provision as a result of this proposal.

The existing school catchment area for The James Young High School will be unaffected under the terms of the proposal.

2.6 NON-DENOMINATIONAL EDUCATION PROVISIONS

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

2.7 PRE-CONSULTATION EXERCISE

As recommended in Education Scotland statutory guidance West Lothian Council

will engage with all key stakeholders and conduct a pre-consultation exercise. This valuable exercise offers opportunity at an early stage for dialogue between West Lothian Council and Stakeholders to outline possible options, address identified issues and finalise aspects of the proposal to take forward to Statutory Consultation. It is proposed the pre-consultation exercise will commence January 2019.

2.8 THE JAMES YOUNG HIGH SCHOOL

Should the proposal to relocate Cedarbank School to a provision within the estate of The James Young High School be progressed the impact to pupils, parents/carers, staff and other relative stakeholders at The James Young High School are considered minimal.

2.8.1 SCHOOL MANAGEMENT AND STAFF TEAMS

The James Young High School will continue to be a defined education establishment with its own identity, management and staff structure. There are no anticipated amendments to existing staff structure, pupil roll and school capacity as a result of this proposal.

2.8.2 CURRICULUM FOR EXCELLENCE

The James Young High School will remain fully equipped to ensure that curricular provisions offer opportunities for learners to achieve across all curricular areas and develop skills, attributes and capabilities through courses aligned with the key principles of Curriculum for Excellence: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance

2.8.3 ADMISSION

Criteria for admission and school catchment area for The James Young High School will continue as is and be in accordance with West Lothian Councils current admission arrangements

2.8.4 SCHOOL TRANSPORT

West Lothian Council do not foresee any amendments to existing transport provisions as a result of this proposal. Any requests for school transport provisions will be considered in accordance with West Lothian Councils School Transport Policy.

[https://www.westlothian.gov.uk/media/2152/Transport-to-and-from-School---Mainstream/pdf/Transport to and from School - Mainstream.pdf](https://www.westlothian.gov.uk/media/2152/Transport-to-and-from-School---Mainstream/pdf/Transport%20to%20and%20from%20School%20-%20Mainstream.pdf)

2.8.5 TRANSITION

Effective primary to secondary transition programmes offering stability and continuity of education during this key stage of education will continue to be offered to those pupils attending the The James Young High School.

SECTION 3: THE EDUCATIONAL BENEFIT STATEMENT

The current proposal if agreed and implemented would result in the relocation of Cedarbank School providing additional support for secondary aged pupils with a range of additional support needs related to learning difficulties and social communication needs.

The secondary provision at Cedarbank School will allow pupils to access the curriculum in an alternative environment to their mainstream school environment.

Pupils would be rooted within their own school community having opportunity to work in smaller group settings that meet individual needs together with access to all the appropriate educational advantages of secondary stage education.

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

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

3.1 CURRICULUM FOR EXCELLENCE

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

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

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

The curriculum for pupils with a range of additional support needs related to learning difficulties and social communication needs is based on the same principles as all educational establishments across West Lothian. Design of the curriculum, taking cognisance of these principles will depend on the nature and complexity of the needs of the children and young people. Progression can be achieved through a well-

planned, joint and individualised learning programme. In Cedarbank School, staff will develop and refresh the curriculum on a regular basis and manage curriculum change and innovation to improve the range and quality of experiences and outcomes for children and young people and ensure delivery of curriculum entitlements.

The proposed relocation of Cedarbank School to The James Young High School will enhance full and progressive participation in the curriculum and will support a clear strategy to provide entitlement to a broad general education and senior phase education. Delivery of secondary education at Cedarbank School will enhance access for pupils (both current and future) to a balanced curriculum that provides the best possible learning opportunities and experiences and will enable pupils to enjoy their education within a supportive specialist setting and develop positive attitudes towards learning.

As an additional support needs secondary school provision, Cedarbank School will be well placed to ensure that the pupils experience challenge and progression through consistent, well-planned teaching which is flexible and responsive to distinctive geographical, cultural, social and special needs contexts.

Every young person is entitled to benefit from a senior phase education. The Senior Phase within Cedarbank School will provide the opportunity for learners to achieve their maximum potential through their learning experiences, awards and qualifications.

Within Cedarbank School this entitlement will involve working with a wider range of partnerships that broaden the scope for attainment and achievement. The skills and attributes which the pupils will develop will help them reach their full potential and the ability to become lifelong learners. Pupils will benefit from relevant experiences in learning at an appropriate level and will progress in achieving learning outcomes in National Qualification alongside other forms of certification.

The breadth of the curriculum will afford opportunities for exercising responsible personal choice as pupils move through their secondary education. This includes opportunities for achievement and celebration of success.

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

By focusing on the above concepts, the relocation of Cedarbank school to combine all existing three sites (Cedarbank Building, Deans Community High School and Armadale Academy) to one single location can provide the highest quality of individualised learning and teaching experiences that enable young people to thrive and achieve in their education through the development of positive attitudes towards learning.

3.2 TRANSITION

West Lothian Council will endeavour to maintain effective straightforward transition for all pupils progressing through the key stages of their education.

It is recognised that the transition stage in a pupil's education may be difficult therefore all measures will be considered and actioned to negate any possible anxieties and ensure a less traumatic and arbitrary transition process for the individual.

For those pupils with a range of additional support needs related to learning difficulties and social communication needs, adopting a coordinated approach ensures a continuum of support that addresses individual needs.

3.3 TRANSPORT

The school transport provisions currently in place for pupils attending Cedarbank School will remain. No alterations to existing entitlements and schedule of provisions are anticipated as a result of the proposal. All provisions offered will continue to be in conjunction with West Lothian Councils policy on transport. https://www.westlothian.gov.uk/media/2246/Transport-to-and-from-School---Special-Needs/pdf/Transport_to_and_from_School_-_Special_Needs.pdf

3.4 MAINSTREAM LINKS

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

Strong partnerships between West Lothian Council and outside agencies are helping continue to improve and increase appropriate choices and challenges for the pupils of Cedarbank School with effective procedures and initiatives helping pupils move on from school successfully.

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

The proposal to relocate Cedarbank School to a single provision within The James Young High School will encourage good collaborative practice between both schools and will enable Education Services to build upon, and to further embed, the positive approaches to relationships, attainment and achievement already developed within Cedarbank School. Pupils will be encouraged to become involved in as many aspects of secondary school life as is possible to develop ownership of their learning and to become full members of the school community.

Furthermore, the proposal increases opportunities for providing a balance between the equally important elements of academic attainment and social development.

Where pupils with moderate learning difficulties and vulnerability feel included and respected they are more likely to develop self-confidence, resilience and positive views about themselves and others.

Any integration between Cedarbank School and The James Young High School will only be progressed when timings are appropriate and convenient to both the establishments. Integration will be implemented through appropriate assessment of individual needs in line with the councils Child's Planning Process.

3.5 SCHOOL MANAGEMENT

Should the proposal be agreed and implemented Cedarbank School will continue to be managed by the schools current Head Teacher who will have responsibility for the

day-to-day operational management of the school.

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

3.6 STAFF TEAMS

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

It is not anticipated that there would be implications for any staff currently employed at Cedarbank School as a result of this proposal. Current staffing levels would be maintained or enhanced to meet the needs of children and young people appropriately.

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

- Educational Psychology
- School community paediatrician
- School nurse
- Speech and language therapy
- Physiotherapy
- Occupational Therapy

Staffing arrangements will be consistent with West Lothian Council's local agreements. Detailed consultation will be undertaken with members of staff, Trade Unions and Professional Associations for staffing the relocated Cedarbank School.

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

3.7 ACCOMMODATION

West Lothian Council believe that the needs of secondary pupils with a range of additional support needs related to learning difficulties, Autism Spectrum Disorder and social communication needs are best met in a facility designed specifically to support the nature of their needs.

Future accommodation at Cedarbank School will be compliant with the Council's obligations under the Equality Act 2010, fully accessible, specially built and equipped with modern solutions to meet the learning and care needs of pupils and will provide opportunities for a wide range of learning experiences in line with Curriculum for Excellence.

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

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

flexibly to meet pupil needs.

In summary the pupils and parents of Cedarbank School will have access to an educational establishment which will provide a high level of support relevant to meeting the needs of all pupils attending the specialist provision with moderate learning difficulties and vulnerability.

3.8 OUTDOOR LEARNING

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

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

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

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

Within Cedarbank School the outdoor classroom is already used to support interdisciplinary learning, PE, Science, literacy and numeracy across the curriculum. Should the proposal be agreed these learning episodes would be further built upon throughout the secondary phase of the young person's education.

3.9 PLAYGROUND

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

Playground improvements would be created as safe areas to deliver a variety of activities relevant to secondary aged pupils. Further design of the playground will be taken forward in consultation with staff and pupils.

Cedarbank pupils will also have the opportunity to make use of The James Young High School external facilities and social areas as and when appropriate in relation to their individual needs.

3.10 COMMUNITY LINKS

A wide range of community links is available to Cedarbank School. The existing strong community links will be built upon further as the children progress through their secondary education.

The relocation of Cedarbank School to a single provision will enable pupils to further benefit from existing strong community links. Acquired skills will be practiced and applied in real life contexts.

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

- Links with local mainstream primary and secondary schools
- Community Police Officer
- West Lothian College
- Local church

The existing strong community links shall remain and be further developed. For the pupils, this facilitates active involvement within communities where excellent support for pupils with additional support needs is acknowledged.

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

3.11 MENTORING AND BULLYING

Activities within Cedarbank School, and in the school playgrounds, will lend themselves well to the establishment of whole school buddying/mentoring programmes.

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

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

3.12 BENEFITS FOR ANY OTHER SCHOOL USERS

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

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

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

SECTION 4: INTEGRATED IMPACT ASSESSMENT

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

The aim of an IIA is to examine policies and practices in a structured way taking account of equality, human rights and socioeconomic disadvantage (poverty)

implications when making decisions, ensuring the impact within the community is recognised and addressed accordingly.

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

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

The outcome of the Integrated Impact Assessment will inform the Report on the Outcome of Consultation and the council's consideration of the proposed changes prior to reaching a decision on whether they should be implemented.

SECTION 5: CONSULTATION PROCESS:HAVE YOUR SAY

This section provides information on how West Lothian Council has organised the consultation process for the proposal contained within this document. It also provides information on how you can take part and give your views

In terms of the Schools (Consultation) (Scotland) Act 2010, any proposal to open a stage of education within a school requires a formal consultation process.

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

The statutory consultees for a proposal to establish a stage of education are prescribed as follows:

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

considers relevant

- in relation to any relevant proposal which affects a denominational school, the Church, Denominational Body or Scottish Hierarchy of the Roman Catholic Church

Council officers will be present at the public meetings to outline the proposals, facilitate discussions and answer questions.

The Consultation meetings will give interested parties a formal opportunity to express their views.

It is appreciated that there is a limited time at meetings to discuss the subject matter fully and not everyone is comfortable with speaking at a public meeting. Therefore, to make sure that all issues are covered, and everyone gets the opportunity to contribute to the discussion, advance notice of specific questions or issues to be raised will be accepted, in writing only, up to 2 days in advance of the meetings.

The consultation period will incorporate a period of 30 school days (excluding any school holiday) from TBC until TBC 2019. This timescale adheres to the statutory consultation period for such circumstances which is a minimum of 6 consecutive weeks and include at least 30 school days.

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

Public meetings will be held in respect of the proposals at the venue listed below:

Location: TBC	Date/Time: TBC
------------------	-------------------

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

Melanie Laurie, Education Services, Civic Centre, Howden Road South, EH54 6FF

Responses can also be made by e-mail to Education.Consultation@westlothian.gov.uk

All interested parties are invited to submit their comments by close of business TBC.

An on-line version of this document and other items related to the consultation can be found on the West Lothian Council website using this link:

www.westlothian.gov.uk/education

Consultation Timeline:

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

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

Education Scotland will consider the Council submission and advise their response

accordingly.

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

West Lothian Council will not make any decision, or put any changes into effect, until the final Consultation Report has been concluded, published and subsequently presented to the Education Executive on August/September 2019 – date to be confirmed.

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

Details on Translation Services Provisions to follow