

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	24 March 2011
DIRECTOR	Annette Bruton
TITLE OF REPORT:	Provision for children with additional support needs arising from complex factors
REPORT NUMBER:	ECS/11/023

1. PURPOSE OF REPORT

The purpose of this report is:

- To advise members of the Committee of the outcome of the statutory consultation on the proposals for children with additional support needs arising from complex needs.
- To seek approval to progress with the closure of Raeden Nursery School; decant of services to Braeside School and the three satellite additional support needs nursery provisions; and to eventually amalgamate Hazlewood, Woodlands and Raeden schools on a new purpose-built building on the site of the existing Raeden Centre.

2. RECOMMENDATIONS

It is recommended that the Committee:

(i) notes the outcome of the statutory consultation on the proposals for children with additional support needs arising from complex needs;

(ii) instructs officers to complete a full business case for the development of the new school and campus on the site of the existing Raeden Centre;

(iii) refers the business case to Finance and Resources Committee for a decision on the proposed funding methodology; and

(iv) agrees in principle to the closure of Raeden Nursery; the allocation of children to the three proposed developmental nurseries; the temporary decant of children to the former Braeside School; to enable the construction of the new school and campus on the site of the Raeden Centre subject to the approval of the business case by Finance and Resources Committee.

3. FINANCIAL IMPLICATIONS

3.1 At its meeting in June 2009 the Resources Management Committee took into account: the cost associated with running three schools, Hazlewood, Woodlands and Raeden; the costs associated with supporting children with disabilities in out of authority placements; and the capital receipts from the sale of Hazlewood. The committee approved funding for the new complex needs provision at an estimated cost of £16.675 million to be spread over five years.

3.2 This decision took into account that the annual property running costs of the three schools was in excess of £3.2 million, (based on 2007/08 costs), and planned maintenance costs for Hazlewood and Woodlands Schools over the next 4 – 6 years were predicted to amount to £2.07million, based information from condition surveys of both buildings. The rationalisation of the three schools into one would result in a reduction of revenue costs resulting from a revised senior management structure, reduced staff costs, reduced transport costs and reduced property and energy costs

3.3 In addition to the construction costs for the new campus on the Raeden site, there will be revenue costs associated with moving the nursery from the current site to the temporary site at Braeside School, and back into the new school and to move equipment into the 3 new local developmental nurseries. In addition, there will be minor refurbishment costs at Ashgrove Children's Centre. The Corporate Asset Group is currently reviewing the possible funding of these works, which it is anticipated should amount to no more than £150K, and if necessary this issue will be reported to the next Finance & Resources Committee as part of a wider update on the Capital Programme 2010/11 and 2011/12. Any revenue costs arising from these works will be met from within Education, Culture and Sport core budgets.

3.4 In line with the decision of the Resources Management Committee in June 2009, funding for the new complex on the Raeden site, at an estimated cost of £16.675 million had been built into the indicative non-housing capital programme, to be spread over five years. Since that decision, the capital programme has been reviewed in line with the reduced available capital, and this project was not able to be supported within the 2011/12 programme. Officers were however instructed to explore alternative funding options, and details of initial discussions with Hub Co. North organisation are included in this report. A briefing note on this organisation is included in the information bulletin.

4. SERVICE & COMMUNITY IMPACT

4.1 This proposal fits with the vision in the Community Plan to develop Aberdeen as a 'City of Learning'. It also links to the priorities set out in Vibrant Dynamic and Forward Looking Manifesto commitments to: ensure Aberdeen's pupils and teachers have school buildings fit for 21st century; ensuring expenditure on education delivers maximum benefit to pupils' education; continue to involve parents and pupils in their schools; ensure education is appropriate to pupils' needs; allocate additional resources to support for learning, target areas of greatest need; continue work to raise the achievement of vulnerable children and

close the attainment gap across the city and make greater provision within the city for young people with additional needs to avoid placements out of the area.

4.2 It relates to the requirement to report in the Single Outcome Agreement in particular Priority 5 - Our children have the best start in life and are ready to succeed; and Priority 8 - We have improved the life chances for children, young people and families at risk.

5. OTHER IMPLICATIONS

5.1 There will be property implications as a direct result of this report. No construction work will be required at Kaimhill Primary or the newly refurbished Seaton Family Centre. Minor works will be required at Ashgrove Children's Centre and may be required in the temporary accommodation at Braeside Primary School.

5.2 There will be implications for Information Technology, Human Resources, and Facilities Management and these will be reported to committee at a future date.

5.3 In order to begin the construction of the new school it is anticipated that the Raeden site will have to be vacated between April and June 2011 and the authority will have to provide alternative pre-school provision by this time. Given the complex nature of the children's additional support needs it will be crucial to minimise the disruption to the children who currently attend the nursery and to ensure staff and families have enough notice to enable them to manage the transition. It is therefore proposed to vacate the Raeden site at the end of the academic year July 2011.

5.4 It is also proposed that the new locally based developmental nurseries will be established by August 2011. The aim will be to minimise the disruption to any children currently attending the pre-school nursery at the Raeden Centre and to ensure we are able to offer new children places in the locally based special needs nurseries or in the full day care provision being commissioned from the voluntary sector.

6. REPORT

6.1 In September 2010, Education, Culture and Sport received a comprehensive report outlining the review of provision for children and young people with complex needs, and the proposed development of a new specialist school and campus for children and young people 3-18 years old with additional support needs resulting from complex needs on the current Raeden Centre site. Committee approved the development of the new school which will offer nursery, primary, and secondary school and related health provision for up to 120 children and young people. The new school will offer for 16 part time pre-school nursery places. The number of pre-school has been calculated on the number of children that currently transfer annually from Raeden to Woodlands. In addition it agreed that the school would provide wrap around family support including information and advice, and out of school care services on the school campus.

6.2 Policy and Strategy (Education) Committee in March 2009 and Resources Management Committee in June 2009 had approved the proposal to rationalise Hazlewood and Woodland School and Raeden Nursery and to develop a new facility for children and young people with additional support needs arising from complex factors on the current Raeden Centre site.

6.3 The proposals for the new school will provide 120 education places for children and young people aged 3 -18. This includes 8 full-time equivalent (16 part-time) places for pre-school children with the most complex needs. As the new school will have fewer pre-school places than is available at the current Raeden nursery, it was agreed by the Policy and Strategy (Education) Committee in October 2008 that the authority should review pre-school nursery education for children with the most complex needs. It was agreed by Committee that the new provision should be more accessible and locally based for families and that it should be designed to complement the provision in the complex needs school.

6.4 In order to ensure there is sufficient pre-school provision for children with additional support needs the Committee also recommended the development of a range of other special needs pre-school nursery services to address the reduction in the number of pre-school places in the new school. The Committee agreed to continue to offer the same number of places, but to expand the range of options for parents to better meet children's' needs and family circumstances.

6.5 At their meeting in September 2010, Education, Culture and Sport Committee instructed Officers to formally consult on the closure of Raeden Nursery School.

6.6 Given that all aspects of the proposals contained within the review of provision for children and young people with additional support needs arising from complex factors are inter-related, a statutory consultation exercise took place between Monday 6 December 2010 and Monday 31 January 2011, and was carried out in line with the new Schools (Consultation) (Scotland) Act 2010.

6.7 In general terms, the report prepared by HMIE under section 8 of the 2010 Act is very positive, with HMIE commenting:

“The proposal from Aberdeen City Council to redesign the service it provides for children and young people with complex needs offers educational benefits for those directly affected by the proposal. These benefits relate to the integrated educational and developmental support provided by the council and its partners which would be available at the proposed facility. The new facility would also provide space for specialist equipment and ensure that children and young people have privacy and respect. The larger facility would support a wider range of curricular opportunities and learning experiences, including the availability of high quality information and communication technology.

The council's proposal also relates to the establishment of three new nursery bases for children with additional support needs and a partner provision with VSA (Voluntary Service Aberdeen). This aspect of the proposal offers a degree of flexibility and choice that may help address some children's needs within their own communities.”

6.8 The consultation included four public meetings, which were held during January 2010, and at which detailed notes were taken. There was also the opportunity for people to submit written comments, and these were received from nine individuals, and details of both sets of feedback are included in the final Consultation Report.

6.9 The final Consultation Report, which is attached as an Appendix 1, was published on Monday 28 February 2011. This allows for the required three week period prior to the date of this Committee, as stipulated in Schools (Consultation) (Scotland) Act 2010. Once Education, Culture and Sport Committee have considered the report, there is a further six week period, during which Scottish Ministers will decide whether they intend to 'call-in' the proposal.

6.10 Following the decision of the Council meeting on 10 February 2011, about the non-housing capital programme for 2011/12, Officers were instructed to explore alternative funding models for a number of projects, including this one.

6.11 Since the Council meeting, Officers have a number of very positive initial meetings with representatives of the newly formed Hub Co. North organisation, who have indicated that they would be very keen to work with the Council to deliver this project, using a revenue funded approach. They have agreed to review the project in greater detail, in order to provide detailed costings, which would be available to report to Finance and Resources Committee on 21 April 2011. This would then enable Officers and the Committee to consider whether these additional revenue costs are affordable from the anticipated savings achieved from the rationalisation of the three schools into one.

6.12 In order to meet the fairly challenging timelines associated with this project, particularly in relation to the need to close the existing Raeden Nursery School at the end of the summer term in July 2011, there will be a need for Committee to have agreed to a chain of events, in order to allow the project to progress. Officers are therefore seeking approval, in principle, to the closure of Raeden Nursery; the allocation of children to the three developmental nurseries; the temporary decant of children to the former Braeside School, to enable the construction of the new school and campus on the site of the Raeden Centre, subject to the approval of the funding arrangements by Finance and Resources Committee.

7. BACKGROUND PAPERS

Review of the Provision for Children and Young People with Additional Support Needs Arising from Complex Factors June 2007

Brief for a New Specialist Facility for Children with Additional Support Needs Arising from Complex Factors October 2008

Review of Long Term Health Provision by NHS Grampian for Selected Categories of Children with Disabilities and Complex Needs (NHS Grampian 2003)

Review of Pre-school Services in Aberdeen City for Children with Special Needs (NHS Grampian and Aberdeen City Council 2004)

Aberdeen City Council's Nursery Admission Policy

The Standards in Scotland's Schools etc Act 2000

Early Years Framework 2008

Report and minutes of reports to the following Committees:

- Policy and Strategy (Education) Committee on 3 March 2009
- Resources Management Committee on 16 June 2009
- Education, Culture and Sport Committee on 16 September 2010

8. REPORT AUTHOR DETAILS

David Wright
Service Manager (Assets & Finance)
dwright@aberdeencity.gov.uk
01224 523042

Aberdeen City Council

Education, Culture and Sport Directorate

Consultation Report - Statutory consultation on the provision for children with severe and complex additional support needs in Aberdeen

The following Schools are affected by this Consultation Report:

- **Hazlewood School**
- **Raeden Nursery School**
- **Woodlands School**

This Consultation Report has been issued by Aberdeen City Council Education, Culture and Sport Directorate in accordance with the Schools (Consultation) (Scotland) Act 2010.

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1. Summary of Process for this Consultation Report

1.1 Consideration by Aberdeen City Council

This Consultation Report has been issued as a result of a decision by Aberdeen City Council, Education, Culture and Sport Committee on 16 September 2010.

1.2 A Proposal Paper issued to consultees and published on Council Website

A copy of the Proposal Paper was made available free of charge to the consultees listed under 1.11, Distribution. It was also published on the Council website: www.aberdeencity.gov.uk

1.3 Advertisement in local media

The publication of the Proposal Paper was advertised in the local media on 8 December 2010 providing the dates for the consultation period and public meetings.

1.4 Length of Consultation period

The consultation for the proposal ran from Monday 6 December 2010 until Monday 31 January 2011. This period allowed for the statutory minimum of 30 school days.

1.5 Public meetings

Public meetings were held on:

Monday 17 January 2011– Mile End School - 7.00 - 9.00 pm
Tuesday 18 January 2011 – Hazlewood School - 7.00 - 9.00 pm
Wednesday 19 January 2011 – Woodlands School - 7.00 - 9.00 pm
Thursday 20 January 2011 – Mile End Community Centre - 10.00am - 12.00pm

Notes of questions and views were taken at all the meetings. Copies are included as Appendix C to this report.

1.6 Involvement of Her Majesty's Inspectorate of Education

When the Proposal Paper was published, a copy was sent by Aberdeen City Council to Her Majesty's Inspectorate of Education (HMIE). HMIE received a copy of all relevant written representations received by the Council during the consultation period. HMIE attended three of the four public meetings, and received a summary of all oral representations made to the Council at the public meetings. HMIE has prepared a report on the educational aspects of the proposal, based on the representations and documents mentioned above. In preparing their report, HMIE visited the affected schools and made reasonable enquiries of people there as they considered appropriate and further made reasonable enquiries of such other people as they considered appropriate.

1.7 Preparation of Consultation Report

The City Council has reviewed the proposal having regard to the HMIE Report, the written representations that it has received and the oral representations made to it by any person at the public meetings. This Consultation Report has been prepared by Aberdeen City Council Education, Culture and Sport Directorate.

This report will be published in electronic and printed formats and has been advertised in the local media. It will be available on the Council website; to view at The Point, St Nicholas House; Aberdeen Central Library; as well as the affected schools, from Monday 28 February 2011. Anyone who made written and oral representations during the consultation period have been informed about the publication of this report. This report includes details of the written representations made during the consultation period; together with a copy of the HMIE Report; and the Authority's response to this. Also included is other relevant information; including details of any alleged inaccuracies and how these have been handled.

This Report also contains a statement explaining how the City Council complied with the requirement to review the proposal in light of HMIE Report and the written and oral representations that were received.

This Consultation Report will be published on Monday 28 February 2011 and is available for further consideration for a period of three weeks from that date. The intention is that interested parties should have time to see and digest the contents of the Consultation Report and also have time, if they so wish, to voice concerns, approach and lobby the Councillors who will shortly be deciding on the proposal.

1.8 Decision

This report together with any other relevant documentation will be considered by Aberdeen City Council, Education, Culture and Sport Committee who will come to a decision on Thursday 24 March 2011.

1.9 Scottish Ministers Call-in

As set out in the Schools (Consultation) (Scotland) Act 2010, Aberdeen City Council is required to notify Scottish Ministers of its decision and provide them with a copy of the Proposal Document and Consultation Report.

Scottish Ministers have a six week period from the date of the final decision on Thursday 24 March 2011 to decide if they will call-in the proposal. Within the first three weeks of that six week period, Scottish Ministers will take account of any relevant representations made to them. Until the outcome of the six week call-in process has been notified to the Council, it will not proceed to implement the proposal approved at Stage 1.8 above. Should Scottish Ministers call-in the proposal they may refuse consent to the proposal or may grant their consent to the proposal subject to conditions or unconditionally. The City Council is unable

to proceed to implement the proposal until the outcome of the call-in has been notified.

1.10 Note on Corrections

If any inaccuracy or omission is discovered in the Proposal Paper either by the Council or any person, the Council will determine whether relevant information has been omitted or, there has been an inaccuracy. The City Council will then take appropriate action which may include issuing a correction, reissuing the Proposal Paper, or revising the timescale for the consultation period, if appropriate. In that event, relevant consultees and Her Majesty's Inspectorate of Education would have been advised. This report highlights the actions taken and why.

1.11 Distribution

A copy of this Consultation Report is available on the Council website:
www.aberdeencity.gov.uk

Copies are also available to view at The Point, St Nicholas House; Aberdeen Central Library; as well as the affected schools.

The list of Consultees is:

- the Parent Councils of the affected schools;
- the parents of the pupils of the affected schools;
- the parents of any children expected by the Schools Service to attend any of the affected schools within two years of the date of the publication of the Proposal Paper;
- the staff (teaching and other) at any affected school;
- any trade union which is a representative of the staff;
- the Community Councils of the affected areas;
- the Community Planning Partnership;
- any other users of the affected schools that the Schools Service considers relevant;
- the constituency Member of the Scottish Parliament;
- the constituency Member of Parliament; and
- the list Members of the Scottish Parliament.

Copies of this Consultation Report are also available on request from:
Education, Culture and Sport Directorate
5th Floor
St Nicholas House
Broad Street
Aberdeen
AB10 1XJ

This Consultation Report can be made available in alternative formats or in translated form for readers whose first language is not English. Please apply to the above address, phone (01224) 523042 or email:
educationconsult@aberdeencity.gov.uk

**Aberdeen City Council
Education, Culture and Sport Directorate**

Consultation Report

2. Introduction

2.1 This is a Consultation Report prepared in compliance with the Schools (Consultation) (Scotland) Act 2010 on the following proposals to:

- redesign services for children aged 3 – 18 years with additional support needs arising from severe and complex factors;
- build a new specialist campus for those children on the site of the Raeden Development Centre. The campus would provide education for at least 120 pupils, to include 16 part-time nursery places and 104 places across primary and secondary;
- create three new nursery support bases for children with additional support needs at Kaimhill School; Seaton School; and Ashgrove Children's Centre;
- enter into partnership with Voluntary Service Aberdeen (VSA) for the provision of childcare and pre-school education at the Maisie Munro Centre; and
- close Raeden Nursery, Hazlewood School and Woodlands School.

2.2 The purpose of the report is to provide:

- a record of the total number of written responses made during the Statutory Consultation period;
- a summary of the written responses;
- a summary of oral representations made at the public meetings held on 17, 18, 19 & 20 January 2011;
- a statement of the Education, Culture and Sport Directorate's response to those written and oral representations;
- the full text of Her Majesty's Inspectorate of Education report and a statement of the Education, Culture and Sport Directorate's response to this report;
- details of any omission from, or inaccuracy in, the Proposal Paper and state how the Council acted upon it;
- an explanation of how representations can be made to the Scottish Ministers in terms of Section 15(4) of the Schools (Consultation) (Scotland) Act 2010;
- information how the Council reviewed the above proposal following the representations received during the Statutory Consultation period and the report from Her Majesty's Inspectorate of Education; and
- information how the Council has complied with the Schools (Consultation) (Scotland) Act 2010 when reviewing the above proposals.

3. Background

- 3.1 At its meeting on 16 September 2010 Aberdeen City Council Education, Culture and Sport Committee authorised the Director of Education, Culture and Sport to proceed to undertake the necessary statutory consultation with pupils, staff, parents and other interested parties affected by the proposal as required by the Schools (Consultation) (Scotland) Act 2010.
- 3.2 During the summer of 2007 Aberdeen City Council undertook a review of all its educational services for children and young people as part of a service Transformation Programme. This review identified that Aberdeen is over providing school places but is under providing support for children with additional support needs. Whilst the overall school population is declining, projections indicate that there may be an increase in the number of children with life long limiting illnesses and with complex needs.
- 3.3 The Council's aim is to develop:
- Fully integrated services for children and young people;
 - Services that meet the individual needs of children; and
 - Services that are of the highest standard.
- 3.4 The review of provision for children and young people with additional support needs arising from severe and complex factors recommended that there was a requirement for a purpose built specialised provision providing appropriate accommodation, facilities and resources.
- 3.5 The Transformation Programme undertaken during summer 2007 set the following objectives:
- modernise service delivery and ensure there is appropriate investment in staff, equipment and accommodation to deliver this;
 - ensure Aberdeen's pupils and teachers have school buildings fit for the 21st Century;
 - ensure expenditure on education delivers maximum benefit to pupils' education;
 - generate revenue and capital receipts by reducing the school estate and reinvesting funding in buildings and services for children and families;
 - increase the number of young people attending schools of optimum size to optimise curriculum choice and flexibility, and to deliver the full range of extra curricular activities;
 - increase the number of pupils attending new or refurbished schools;
 - reduce current running costs in schools that are under capacity by immediately mothballing surplus class bases; and
 - deliver budget savings and capital receipts by immediately disposing of school buildings which are already closed.
- 3.6 Priority 2 of the Education, Culture and Sport Directorate Improvement Plan 2010 – 2013 is to develop and implement the Learning Estate Strategy to ensure an affordable and sustainable learning estate that makes best use of resources, ensuring focus on areas of greatest need.

- 3.7 The Aberdeen Learning Strategy 'City of Learning' was approved as the policy framework for learning within Aberdeen, in September 2010. The strategy sets out 10 overall priorities for learning. The following two of these priorities particularly relate to this proposal:
- helping those with different needs; and
 - fit-for-purpose schools/ learning centres.
- 3.8 A comprehensive review of provision for children and young people with severe and complex additional support needs was conducted between June and December 2005. On 29 August 2006, the City Council's Education and Leisure Committee approved the recommendation that there was a need for a continuum of provision for children and young people with severe and complex needs. This would offer a range of facilities:
- first tier being mainstream school, possibly with a place within an Additional Support Needs (ASN) base. There are ASN Bases in all secondary schools and in 20 primary schools in the city;
 - second tier being the extended specialist facilities at the new Bucksburn Academy and Mile End Primary School; and
 - third tier being to maintain one freestanding Special School in the city.
- 3.9 The review recommended the development of a new specialist campus on the current Raeden Centre site for children and young people aged 3-18 years old with additional support needs arising from severe and complex factors. Approval was given for the proposal to rationalise Hazlewood and Woodlands Schools and Raeden Nursery and to develop a new campus on the current Raeden Centre site at the City Council's Policy and Strategy (Education) Committee March 2009 and Resources Management Committee in June 2009. This would offer nursery, primary, and secondary education and related health provision for 120 children and young people.
- 3.10 At its meeting in June 2009 the City Council's Resources Management Committee took into account:
- the costs associated with running the three schools, Hazlewood, Woodlands and Raeden Nursery;
 - the costs associated with supporting children with disabilities in 'out-of-city' placements; and
 - the capital receipts from the sale of the Hazlewood School site.
- 3.11 The Committee approved funding for the proposal for a new, modernised, pre-school nursery and family support service for children with severe and complex needs at an estimated cost of £16.675 million.
- 3.12 In order to ensure sufficient pre-school provision for children with additional support needs the Committee also recommended the development of a range of other special needs pre-school nursery services to address the reduction in the number of pre-school places in the new school. The Committee agreed to continue to offer the same number of places, but to

expand the range of options for parents to better meet children's needs and family circumstances.

3.13 The Raeden Centre for the provision of services for children under five is jointly run by NHS Grampian and Aberdeen City Council. In order to inform the development of the new pre-school provision for children with severe and complex needs a joint advisory group was set up to look specifically at the design of the pre-school provision for children, The Advisory Group included parent representatives and voluntary sector partners. This group agreed a set of principles that informed the redesign proposal. These included:

- alternative accommodation appropriate to the needs and ages of the children;
- services that are more locally based and accessible, where possible, by public transport;
- addressing parental needs for support, information and advice;
- considering childcare for working parents, as part of the overall proposal to avoid the current split placement arrangements;
- aligning proposals to the redesign of the health services for children with complex needs; and
- implementation plans that ensure minimum disruption for children who currently attend the nursery who will have to move from the Raeden site to accommodate the new build.

3.14 In September 2010 Elected Members approved the Education, Culture and Sport Directorate to progress to Statutory Consultation on the proposals to:

- build a new specialist campus on the site of the Raeden Centre for children aged 3 -18 years with additional support needs arising from severe and complex factors. The campus would provide education for at least 120 pupils, to include 16 part-time nursery places and 104 places across primary and secondary. The figure of 120 is based on an average requirement for 8 places per year group for children aged 3-18;
- provide 'wrap-around' family support including information and advice and 'out-of-school' care services on the campus;
- provide 24 part-time pre-school places for children with additional support needs in three nursery support bases within existing local authority early years settings. The proposed locations for these nursery support bases are:
 - Kaimhill School;
 - Seaton School;
 - Ashgrove Children's Centre
- secure the provision of pre-school education with a full day care service from an existing pre-school partner provider, Voluntary Service Aberdeen at the Maisie Munro Centre; and
- close Raeden Nursery, Hazlewood School and Woodlands School.

4. Consultation Process

- 4.1 The requirements for consulting on proposed school closures are set out in the Schools (Consultation) (Scotland) Act 2010:
- the proposal document was issued on Monday 6 December 2010, and is attached as Appendix A. This document or information on the proposal was made available to the consultees listed within the document;
 - copies were also available to view at The Point, St Nicholas House; Aberdeen Central Library; as well as the affected schools;
 - an advertisement ran in the Aberdeen Citizen free newspaper on 8 December 2010. A notice of consultation appeared on the Aberdeen City Council website and remained for the duration of the consultation;
 - four public meetings were held. These were on Monday 17 January 2011 at Mile End School; Tuesday 18 January 2011 at Hazlewood School; Wednesday 19 January 2011 at Woodlands School; and Thursday 20 January 2011 at Mile-End Community Centre. Notes of these meetings are attached as Appendix C;
 - a consultation meeting with staff of all three establishments took place on Thursday 27 January 2011 at Hazlewood School. Notes of this meeting are attached as Appendix D;
 - the Consultation period ended on 31 January 2011.
 - HMIE's involvement included the proposal document being sent to them; attendance at three of the four public meetings; and meetings with staff and parents. HMIE also received a copy of all written representations. HMIE then prepared a report on the educational aspects of the proposal, which is attached as Appendix B.
- 4.2 This Consultation Report is the Education, Culture and Sport Directorate's response to the issues raised during the consultation period including a response to identified inaccuracies in the Proposal document.
- 4.3 This Consultation Report will be published at least three weeks before a final decision is taken by Aberdeen City Council.

5. Consultation Meetings

- 5.1 Consultation meetings were held as follows:
- Monday 17 January 2011 - Mile End School
 - Tuesday 18 January 2011 - Hazlewood School
 - Wednesday 19 January 2011 - Woodlands School
 - Thursday 20 January 2011 - Mile End Community Centre

6. Representations

- 6.1 Attendances at all the public meetings comprised of a mixture of parents or guardians of children at the three establishments, local residents and representatives of staff from the whole range of professions involved in supporting children with severe and complex additional support needs.

Attendance at each of the meetings was as follows:

- Monday 17 January 2011 at Mile End School – 2 parents, 8 staff, plus 1 HMIE Inspector.
- Tuesday 18 January 2011 at Hazlewood School - 18 plus 1 HMIE Inspector.
- Wednesday 19 January 2011 at Woodlands School - 6 parents/ guardians, 12 others, plus 1 HMIE Inspector.
- Thursday 20 January 2011 at Mile End Community Centre – 7 parents/ guardians, 2 local residents, 12 others.

The notes from these public meetings are attached as Appendix C

6.2 A total of nine written representations were received during the consultation period, and are attached as Appendix E. These are summarised as follows:

Email responses to educationconsult@aberdeencity.gov.uk	
1) Parent of child at Raeden Nursery	Concern that the satellite pre-school provision may dilute the expertise and resources within the new campus, and potentially reduce the level of choice.
2) Parent of child at Raeden Nursery	Positive comments about the new campus, but strong belief that all pre-school provision for children with complex additional support needs should be provided on a single site, rather than satellites.
3) Parent of child at Woodlands School	Positive comments on the plans, but concern about the size of the proposed new campus, and a degree of sadness about the closure of Woodlands School, which the parent felt provided a very special environment.
4) Former employee at Raeden Nursery	Positive comments about the need for the new campus, but concern that children with less complex needs may not be so well catered for, and also concern about the integration and acceptance of ASN nursery staff by staff in other settings.
5) Former Social Worker from Raeden Centre	Comments about the need for meaningful stakeholder engagement and parental involvement throughout the process of developing the new provision, taking on board the concept of 'parents as partners'.
6) Local resident of Braeside Place	Request for careful planning of dropping off and collection arrangements for children attending the temporary decant provision at Braeside, so as to minimise disruption for local residents and road users.
7) Day Care Manager, VSA	Request that adequate space and storage is provided within the new campus for afterschool clubs and playschemes.

Responses posted to St Nicholas House, Aberdeen	
8) Chairperson of Hazlewood School Parent Council	Positive comments about the development, with some specific requests about design and transition arrangements, to ensure that children have adequate preparation for the moves to the new campus.
Response by Text	
9) Parent of child at Woodlands School	Seeking assurance that there will be adequate staff to pupil ratios in a merged school to meet his son's needs.

7. Summary of oral representations made at the statutory public summary of oral representations made at the public meetings held on 17, 18, 19 & 20 January 2011.

Question 1 - Concerns about 0 - 3 provision, as NHS have said that they will no longer make this provision available. At present children can do 5 day assessment under one roof at Raeden.

Question 2 - Currently Raeden provides 6-7 hours of child care for children under 3, what provision will there be for child care for children under three? Where will their needs be met?

Question 3- Children under three get lots of help with their learning and development in the day nursery? How will their needs be met in future?

Question 4 - Is satellite provision going to continue after new campus on Raeden site has been completed?

Question 5 - Concern that there may be a lack of ASN base spaces in some of the academies, (e.g. St Machar Academy).

Question 6 - Will there be flexibility of being able adapt elements of the building, in order to respond to, and cater for specific children? There have been some problems that have been experienced in 3Rs buildings, where even simple adaptations, such as moving door handles to a high level have been difficult, given the 3rd party responsibility for the building.

Question 7 - How many children with Complex Needs are there currently in the system? Are there more than 148?

Question 8 - What is the Authority planning for children who will move to the satellite provision in terms of visits by nursery staff to meet children at Raeden, in order to help get to know the children and staff ?

Question 9 - How many staff will we lose?

Question 10 - Is a 3 month period, (i.e. March - June 2011), adequate for training staff?

Question 11 - Are the staff going to be able to manage and maintain the building and service?

Question 12 - Is there academic research about the benefits of satellite provision compared with/ versus centralised provision ?

Question 13 - Parents would like the City Council to reflect the concerns of parents to the NHS about the loss of the 0 - 3 provision, in terms of early intervention.

Question 14 - What is Maisie Munro?

Question 15 - Will there be enough storage for all the equipment that children will need?

Question 16 - Is the nursery school at Raeden operated by NHS?

Question 17 - Will the new school be open in time to let children see around the new school before move in?

Question 18 - Where is the choice for Woodlands and Hazlewood parents? The new school is going to be very big and parents feel there is a need for smaller stand alone provision.

Question 19 - Will there be flexibility in the age zones to deal with changes to roles?

Question 20 - Will there be enough provision/space for buses etc for drop off

Question 21 - Will all children who are at Woodlands & Hazlewood get a place in the new school. I feel badly advised about the options and transition as the people at the school don't know the answers to my questions?

Question 22 - Where will children who don't fit into Woodlands & Hazlewood go?

Question 23 - Will children go to Mile End?

Question 24 - Range and number of children with additional support needs is increasing and research suggests growing numbers. Will there be enough room for them all?

Question 24 - What are the staffing implications – No need for 3 Headteachers?

Question 25 - Where will the nursery children go to Primary?

Question 26 - Will Raeden site be just for those with severe and complex ASN?

Question 27 - What do the current proposals mean?

Question 28 - How many places will be available at Maisie Munro Centre?

Question 29 - What will be the admission criteria? (without knowing this, how can we apply?)

Question 30 - Why isn't Airyhall being looked at, when it has a purpose-built hub for children with ASN?

Question 31 - New campus is a great idea, but one hub alongside mainstream would be better than splitting it up. What we have is really good, and the support and knowledge of Raeden staff is excellent. If children are spread out, we may lose that. Suggest two classes in one hub; one for children with severe and complex needs, and one for the other children. They could come together to participate in some activities, socialise etc. Also, you can't predict future need.

Question 32 - What about economic argument – would it be better financially to concentrate equipment and resources on two sites?

Question 33 - What about losing consistency of service and support?

Question 34 - Would the Sitter Service, Hazlewood still get use of new swimming pool?

Question 35 - Will staff at other settings welcome Raeden staff? These staff specialise in children with special needs, and not all staff may appreciate having a child with ASN.

Question 36 - Outreach work will be different to work at Raeden? There are 60 places at Raeden – there will be a shortfall of places.

Question 37 - Proposal says no transport will be provided?

Question 38 – Beechwood and Mile-End Schools have recently merged. It would therefore be a good idea to speak to the staff here to find out what issues they had to deal with

Question 39 - How will staff in hubs be managed?

Question 40 - With regard to information that Walled Garden is listed, (as a historic monument), are there any grants available to restore the walled garden?

Question 41 - Is there scope for expansion should the need arise in the future?

Question 42 - Will the sensory facilities and swimming pool areas be available to the children in the other schools?

Question 43 - There are currently hydrotherapy pools within all three schools. If all the children are in one unit, they will get less time in the pool.

Question 44 - The Community Council has been notified by the Council of plans to sell Braeside School site this year. How will this affect decant?

Question 45 - What is the projected cost?

Question 46- What provision do children in Aberdeenshire have?

Question 47- Traffic management at Mile-End is a disaster, so you need to consult road engineers, and look at transport/ parking/ traffic calming measures from the outset. Will children's transport times be staggered?

Question 48 - Traffic lights are being installed at the new Oakbank development. Will this affect your transport arrangements?

8. Education, Culture and Sport Directorate's response to those written and oral representations

8.1 This section details the relevant points raised in the written submissions and at the public meetings. Notes taken at the four public meetings are included as Appendix C. A copy of all written representations has been published on the Aberdeen City Council website and issued to all Aberdeen City Councillors.

Response to Written Representations

Answer to written response 1 – Points noted, and the City Council acknowledges the concerns, though the proposed satellite pre-school provision does respond to requests from many parents and carers. If proposals go ahead, particular care will be taken to ensure that there is no dilution of expertise and resources.

Answer to written response 2 – As above. However, if the quality of provision to pre-school children were to suffer, the model is sufficiently flexible to be reviewed, in order to ensure that it does meet the needs of children with additional support needs

Answer to written response 3 – The City Council acknowledges the excellent work done by all three schools and their staff over many years. However, the intention is to build on these strengths in developing the new provision. Issues about maintaining a friendly and non-intimidating environment are central to the detailed design of the new campus, despite its relatively large size.

Answer to written response 4 – Points are noted about children with less complex needs. In relation to integration and acceptance of staff, this will be addressed through visits, joint-training, awareness raising and leadership by line-management.

Answer to written response 5 – Points are noted about meaningful stakeholder and parent engagement. It is proposed that a variety of different means of engagement are used, including the establishment of a Stakeholder Reference Group, which would meet on a regular basis throughout the development of the proposals, and would advise on wider engagement activities.

Answer to written response 6 – Points are noted about seeking to minimise the traffic problems and disruption for local residents and road users in Braeside Place during the temporary decant to Braeside School.

Answer to written response 7 – Storage is recognised as a key issue in the design, and the needs of afterschool clubs and playschemes are being considered in the detailed design of the new campus.

Answer to written response 8 – Suggestions on aspects of the design have been noted, and will be reflected in the detailed design of the new campus. Points about parent engagement and planning for transitions will be implemented if the proposals progress.

Answer to written response 9 – The proposals are based on current staff ratios within existing schools, and in line with the specific needs of individual children with additional support needs.

Response to Oral Representations from Public Meetings

Answer 1 - This was a NHS decision. NHS are planning to increase the amount of assessment they undertake in the child's home context as often children respond better in their familiar surroundings.

Answer 2 - The decision to close the day nursery provision was a NHS decision. Aberdeen City does not provide day care for children under three. This is provided by partner providers. Maisie Munro will be able to offer education and childcare to children aged 3-5 and also offer provision for under 3s.

Answer 3 - NHS notify Aberdeen City of children under three when the child is two years old. The Education Psychology service work with families when the child is 2 ¹ / ₂ years old and plan for the child's future education provision. Information and support is also available to parents through staff at Raeden, Maisie Munro and through Family Information Service.

Answer 4 – Yes, absolutely. In order to offer a variety of provision and to maintain children's links to local communities.

Answer 5 - This is an issue that the Service Manager responsible for ASN is looking at on an ongoing basis.

Answer 6 - It is intended that the City Council would be coordinating the building of the new campus, it is hoped that this should not be a problem.

Answer 7 - The current numbers are tight. There will be flexibility of use in the new campus which will allow the numbers to fluctuate and the ability to accommodate peaks and troughs of numbers as they change. There will also be flexibility in the numbers of pre school places in the satellite provision as numbers fluctuate.

Answer 8 - Staff from Raeden with the knowledge and experience of working with children with pre-school aged children will be moving with the children into the new satellite provision. Communication with parents will be ongoing about transition arrangements. Individual meetings will be set up with parents in the next few months.

Answer 9 - There may be a reduction in senior management staffing. Currently there are three headteachers across the three schools, but there is no plan to reduce other staff as the allocation of staff is based upon numbers of children. Staff allocation will be based on the established staffing ratios.

Answer 10 - The authority has good experience of arranging transitions for children. The staff, who currently work at Raeden will be staffing the satellite provision. They will also be there if, and when, children move into mainstream for part of the day and they will train and support mainstream colleagues.

Answer 11 - Yes, we are confident that staff will be able to deliver the service and the authority has committed to delivering the building and the ongoing service. This project has all party support from all local councillors.

Answer 12 - There is lots of evidence that children learn from their peers and the intention is that children will be learning alongside mainstream peers. Raeden staff will be sharing their experience and mainstream children will learn lots about the needs of others. The cross- fertilization of ideas and experience should be of benefit to all.

Answer 13 - This will be done. The NHS shared the findings of the consultations they held with Aberdeen City Council and we will share the findings of this consultation with NHS.

Answer 14 - Playgroup and integrated nursery run by Voluntary Services Aberdeen (VSA). Includes autistic group and after school and has lots of expertise with additional support needs. A number of parents can't work because of lack of childcare. The Maisie Munro Centre will provide playgroup plus nursery. Will be for 3-5 years Curriculum for Excellence. Will provide wrap around care and will be open 7 am -6 pm from August 2011.

Answer 15 – Yes. The architects spent time in the schools to understand how they operate and what is required. They also visited Hazlewood Special School in Glasgow visited and a new special school in Inverness.

Answer 16 – No, it is an Aberdeen City Council service.

Answer 17 - Important to get staff familiar with new school so that children feel comfortable about the move. Summer is a long break for children – need to think about engagement prior to opening to make it as positive an experience as possible.

Answer 18 - The building is big, but provides opportunities, and can be subdivided into specific areas. It will be a stand-alone provision. It will be down to staff to make sure the environment is appropriate for the needs of the users, including small where necessary. The new school is about bringing the 3 schools together to provide seamless provision for young people. The building will be zoned for age groups.

Spaces will provide varied opportunities for teaching and learning.

Answer 19 – Yes, flexibility is the key.

Answer 20 – Yes, and architects have taken into account the provision required – Need for a lot as a bus can only accommodate a few children. Practice to be learned from other schools with similar volumes of traffic. One of the first questions architects asked was about traffic flows. The pre planning process will begin in February and it will deal with transport issues including the impact on the local environment so anything raised can be taken into account.

Answer 21 - The nature of provision is to bring the 3 centres together. The provision will be appropriate to the needs of the child.

Answer 22 - Depends on the needs of the child. There will be a range of provision across the city.

Answer 23 - If appropriate, including perhaps a shared placement. The nature of provision can be changed to best meet needs, including creating flexible packages designed specifically for each child.

Answer 24 - Aberdeen has stabilised at approximately 2%. About 3% of children will need some support at some time. Again this emphasises the need for flexibility in the design. All of the classroom spaces will be large and adaptable and there are lots of General Purpose spaces.

Answer 24 – Officers will be working over the next 2 years to design a structure.

Answer 25 - Depends on needs. Raeden will take those with the most complex needs. There will continue to be placement meetings and annual reviews. The process will stay the same.

Answer 26 - There will be a scale of need. The nursery provision is for ASN.

Answer 27 - Most of provision for early years ASN is at Raeden. Over the years, parents have told us the support is superb and that they want it to continue. However, other parents have said they would like more choice, and to have support nearer their own community. We are looking at having provision at 3 locations – Kaimhill, Seaton and Ashgrove, as well as looking at partner provision with Maisie Munro.

Answer 28 - 12 places part-time. 16 full-time, with 4-5 ASN places.

Answer 29 - Those already in pre-school at Raeden will have their meetings to discuss needs and move on as usual. We cannot pre-empt the results of the consultation, however any course of action for next year's pre-school would be in discussion with parents and best course of action for child's needs, which would include option of moving to new provisions. As these are besides mainstream schools, we will be able to assess how the children will cope with mainstream. Some parents have told us they think a smaller setting will be beneficial.

Answer 30 - We have at least one school in each Associated Schools Group with ASN provision, but not ASN nursery provision. The new provision at Airyhall is not appropriate, as it is set up as an ASN Base for the school, rather than as a nursery facility.

Answer 31 - We can be flexible with pre-school provision. It is helpful to hear your views in relation to one hub for children, who would benefit from being with mainstream. In mainstream the staffing ratio is 2 staff to every 10 children, so if we have significantly more children and there is space available we can increase places. We can move site of provision depending on the need. If the suggested sites don't fit in with the community's needs, we may re-think.

Answer 32 - We were driven by the best interests of the children, rather than economic reasons. Many children benefit from exposure to mainstream setting. There has been a lot of discussion on this and we have identified that parents want these satellite bases. We see them working together with the Raeden base, sharing specialisms.

Answer 33 - We will have a senior member of staff in charge to oversee and to maintain consistency. Aim to become a 'Centre of Excellence'.

Answer 34 – Yes.

Answer 35 - We will need to make sure that staff understand this is for the benefit of the children. Mainstream colleagues may sometimes be anxious; however it works well with the right support. Dundee City Council have put this model in place very successfully. We are currently in the consultation phase of the proposal. If it is agreed, we will have working groups to discuss all aspects of implementation.

Answer 36 - Provision will depend on need. There is still flexibility with places.

Answer 37 - We will be implementing the current Transport Policy. Each case will be considered on an individual basis. We recognise that it is essential that children get to their education provision.

Answer 38 - Absolutely. The Headteacher from Mile-End has recently attended a meeting to share experience. Raeden staff are very well respected and we will be very keen to welcome parents, children and staff. The managers in the satellite settings are very positive and supportive of the proposal.

Answer 39 - Still have to agree the detailed management arrangements, however we see them as part of the Raeden management arrangements. We view it as a secondment, with staff under the management of Raeden, but they would have to adhere to the day-to-day management arrangements of the establishment they were working in.

Answer 40 - This is something we will look into.

Answer 41 - There is space for some expansion within the building.

Answer 42 - We want to get maximise the use of the space, and the campus facilities will be available to all. Our Director is particularly keen that the building is used to full potential, which includes use by other groups, schools etc.

Answer 43 - It takes several members of staff to help the children, so with more staff on hand, it should actually be easier. Depending on the therapy, we will also be able to use the ordinary pool as well. At Woodlands, the pool is not used every day, because there are not enough staff resources, so this will make it easier.

Answer 44 - Officers are not aware of this, though this is probably just within the draft local development plan, and there is definitely intention of selling the site in the short-term. Officers will however speak to Planning Department.

Answer 45 - The estimated cost is between £16.5 - £17 million, to be funded from the Council's capital programme, or alternative means. All political parties support the new build.

Answer 46 - There is developmental progression. They have some access to Raeden, although Raeden is a City provision.

Answer 47 - We haven't gone into that level of detail yet. However we are aware the existing Raeden site has parking issues and will be looking at transport management. At Woodlands, there is a strict policy, and the school car park is a very controlled area. Most children will be arriving by transport and all have different start and finish times (nursery/ primary/ secondary), so the circumstances are different to standard primary school.

Answer 48 - We already have the Roads section involved. However we will note and look into the implications of the new traffic lights.

9. Summary of Consultation with Staff

- 9.1 A meeting was held on Thursday 27 January 2011 for all staff from each of the three schools directly affected by this proposal. This meeting was attended by 50 staff, who made the points, which are summarised below.
- 9.2 Once final confirmation is received on whether the project is progressing, detailed engagement will take place with staff at Hazlewood, Raeden and Woodlands, as well as the three satellite pre-school locations. This will help to ensure that all staff have the opportunity to contribute to the success of the project, and also allow any concerns to be addressed at an early stage.

Most of the questions and comments by staff were about their posts and working arrangements, (see Appendix D). However, staff did make the following comments about the proposal:

Question - Will the new school be big enough? There are not enough places here now.

Answer - Do we have a big enough resource for the need? Calculations predict

the size as planned but although we have restrictions there is still flexibility within the constraints of budget and the size of the site. Important to build in flexibility of the spaces to enable the buildings to cope with fluctuation in the numbers and need, year on year.

Question - Raeden currently accommodates 60 children, but new will only take 40. Where do the others go?

Answer - Actually 44. Will be 16 + 24 on other sites. Review ongoing of pre-school across the City. If demand increases and there is a need for more spaces there is scope in the provision to take them e.g. an afternoon nursery placement as well as a morning.

Question - Will the name be decided soon?

Answer - Smaller working group to look at the naming of facility. School naming policy requires to involve parents, children, staff, etc. Timescale still to be decided. The Stakeholder Reference Group may look at this.

Question - Will there be transition arrangements pre 2013 and in 2013.

Answer - Yes, there will be and these will include pre-transition arrangements. Individual programme for each child will be planned with parents and with Educational Psychologist etc. Support needed for both parents and children.

Question - Is the building programme tight or can it be achieved?

Answer - The programme is fairly tight, but we have learned a lot of lessons with the last 10 3Rs schools.

10. Summary of Consultation with Pupils

10.1 Due to the nature of their additional support needs, it was felt that detailed engagement would be premature until such time as the project is in progress. However, if the proposal goes ahead, it is intended that pupils will be engaged in a wide variety of ways, to ensure that they have input and ownership in the new campus and the services that it delivers, including decant arrangements. This will be undertaken within realistic timescales that pupils can comprehend.

10.2 In addition, informal engagement has taken place over many years with pupils, particularly at Woodlands and Hazlewood Schools, in relation to their comments on problems with the existing facilities.

11. Her Majesty's Inspectorate of Education Report

11.1 In line with the requirements of the Schools (Consultation) (Scotland) Act 2010, a report was provided by Her Majesty's Inspectorate of Education on the educational aspects of the proposal.

11.2 This report is attached as Appendix B.

11.3 This section details the relevant points raised in the report by Her Majesty's Inspectorate of Education and Education, Culture and Sport Directorate's response.

Relevant Point

It was pointed out that the timescale for the establishment of these new facilities is relatively short if they are to be ready to welcome the first children and their parents and carers in August 2011. It will be important for the council to plan this development in partnership with all stakeholders, including parents and staff, to ensure that all necessary arrangements are in place by that date. In particular it will be important to establish robust and transparent criteria for the admission of children to each of the facilities.

Response

Considerable planning work is already underway for the transition from the existing Raeden Centre Nursery to the new pre-school support bases, and the temporary decant provision at Braeside School between now and summer 2011. As soon as the final City Council approval for the project to proceed has been received, this work will become public, and will involve detailed engagement with all stakeholders, including pupils, staff, parents and the local community.

Relevant Point

It was suggested that the City Council needs to ensure that its proposals would provide sufficient places to meet present and future requirements.

Response

Whilst it has been indicated that the new campus on the Raeden site would accommodate at least 120 children, a key element of the ongoing design work has been to maximise the flexibility of use with rooms suitable for multiple purposes, enabling the building to be adapted to meet the demands put upon it. The building will therefore be able to accommodate a variable number of children as the numbers fluctuate from year to year.

Relevant Point

Some parents and carers of children who currently attend the Raeden Nursery were concerned that the level of provision and support at the three proposed pre-school support bases may not provide the quality of service provided at the proposed new facilities on the Raeden site.

Response

Aberdeen City Council is committed to providing a high quality service to children with additional support needs. The proposed satellite pre-school support bases at Seaton and Kaimhill Schools and Ashgrove Children's Centre are being provided in response to feedback from parents and carers who had requested greater opportunities for their children to work alongside children in mainstream education, in locations closer to home. The proposed service would be managed on an integrated basis, allowing staffing, resources and learning to be shared city-wide, to ensure that similar levels of service are provided regardless of the specific setting.

Relevant Point

It was suggested that attention needs to be paid to the safe management of any increase in traffic at the proposed new campus, particularly at the start and end of the school day.

Response

As part of the ongoing development of these proposals, detailed discussions have, and will continue to take place, with the City Council transport planners and engineers. It is acknowledged that parking and transport movement are key issues for the local community in this part of Aberdeen, particularly given the impact of the nearby Aberdeen Royal Infirmary, new housing developments, and another schools and various public services. These issues will be fully taken into account of within both the planning, and the future operation of the proposed new campus.

12. Review of the proposal

- 12.1 The Education, Culture and Sport Directorate has reviewed the proposal taking account of relevant written and oral representations and the report from HMIE.

13. Equality and Human Rights Impact Assessment

- 13.1 An Equality and Human Rights Impact Assessment, in line with statutory legislation, was undertaken in relation to the proposal, and is attached as Appendix F.

14. Omissions or Inaccuracies

- 14.1 Whilst it is not considered to be an omission, it was suggested that there was a slight lack of clarity within the Proposal Paper over the potential capacity for proposed Pre-School Nursery provision. The proposal indicates that there will be 16 part time pre-school places for children with additional support needs in the new campus and 8 part-time places in each of the three satellite bases at Kaimhill, Seaton and Ashgrove. However, should demand increase there could be up to an additional 8 part-time places offered in each of the satellite settings, making 16 part-time places in each satellite setting. There are currently 52 pre-school children at Raeden, though numbers vary year to year. The proposed arrangements could accommodate up to 64 pre-school children.

14.2 Similarly, whilst it is not considered to be an omission, particularly as it does not directly relate to the educational aspects of the proposals, a number of questions were raised during the consultation about the costs for the new campus, (on the existing Raeden site). The construction costs of the new 'all through' school and developmental campus were costed by construction and property consultants at £12.85 million in February 2010. Estimated fees, furniture, fittings and specialist equipment would take this total to approximately £16.675 million, which is the estimated cost approved by the City Council's Finance and Resources Committee in June 2009. Additions to this cost would include inflation, and the cost ICT infrastructure and equipment.

15. Compliance with the Schools (Consultation) (Scotland) Act 2010

15.1 Throughout this consultation the Education, Culture and Sport Directorate has given due regard to the provisions of the Schools (Consultation) (Scotland) Act 2010.

15.2 The specific aspects of the Act which have been considered are the proposals to:

- discontinue education at Hazlewood School, Raeden Nursery School, and Woodlands School;
- temporarily relocate Raeden Nursery School to Braeside School in August 2010; and
- establish a new school on the existing site of the Raeden Development Centre.

16. Representations to the Scottish Ministers in terms of Section 15(4) of the Schools (Consultation) (Scotland) Act 2010

16.1 The Scottish Ministers have six weeks to decide whether or not to issue a call-in notice to the Schools Service. The six weeks begin on the day Aberdeen City Council takes their final decision to implement a closure proposal.

16.2 There is a three week period during which anyone can make representations to Ministers requesting that they call in the Council's decision. This three week period begins on the day the Council takes their final decision to implement a closure proposal.

16.3 The Council cannot therefore implement its final decision until the six week period has elapsed, unless Ministers have earlier informed the Local Authority that they do not intend to call-in the decision.

17. Conclusion

17.1 In recognition of the importance of high quality education and health services to children with severe and complex additional support needs in Aberdeen, extensive informal consultation had been undertaken by both Aberdeen City Council and NHS Grampian, prior to determining the formal

proposals contained within this report. This meant that the views of the majority of key stakeholders had already been incorporated into these proposals.

- 17.2 The statutory consultation process was robust and provided an opportunity for all stakeholders to identify key issues of concern. These issues have been fully considered and the Schools Service response is detailed in earlier sections of this report.
- 17.3 The Standards in Schools (Scotland) Act 2000 requires local authorities:
- “to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential”.
- 17.4 Her Majesty’s Inspectorate of Education visited Hazlewood School; Raeden Nursery and Woodlands School to speak to parents, pupils and staff. They attended the public meetings on 17, 18 and 19 January 2011 and had the opportunity to review in detail the proposal document and all written responses. In addition, they visited two of the three locations for the proposed new nursery support bases for children with additional support needs, at Ashgrove Children’s Centre and Seaton School, and spoke to staff.
- 17.5 In summary, the report by Her Majesty’s Inspectorate of Education recognises:
- “The proposal from Aberdeen City Council to redesign the service it provides for children and young people with complex needs offers educational benefits for those directly affected by the proposal. These benefits relate to the integrated educational and developmental support provided by the council and its partners, which would be available at the proposed facility. The new facility would also provide space for specialist equipment and ensure that children and young people have privacy and respect. The larger facility would support a wider range of curricular opportunities and learning experiences, including the availability of high quality information and communication technology. The council’s proposal also relates to the establishment of three new nursery bases for children with additional support needs and a partner provision with VSA. This aspect of the proposal offers a degree of flexibility and choice that may help address some children’s needs within their own communities.”
- 17.6 Should the proposal be approved the Director of Education, Culture and Sport will work with pupils, parents and staff from Hazlewood School; Raeden Nursery and Woodlands School, to develop a transition plan that will ensure an effective transition for pupils into the new campus for children with severe and complex needs on the site of the existing Raeden Development Centre.



Public Consultation Document

Proposal:

- To build a new campus for children with severe and complex additional support needs on the site of the Raeden Development Centre to replace the existing Raeden Nursery, Hazlewood School and Woodlands School. In addition, the proposal is to create three new nursery support bases for children with additional support needs at Kaimhill School, Seaton School and Ashgrove Children's Centre, and partner provision for childcare and pre-school education at the Maisie Munro Centre.
- To close Raeden Nursery and Hazlewood and Woodlands Schools.

**Statutory Consultation Period:
Monday 6 December 2010 to Monday 31 January 2011**

All submissions expressing views on the proposal detailed in this document should be made in writing by 5.00pm on Monday 31 January 2011.

The issues raised from correspondence will be responded to within a report presented to the Education, Culture and Sport Committee on Thursday 24 March 2011.

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Section 1

Public Consultation (Statutory)

Aberdeen City Council

Public Consultation

A period of Statutory Consultation commences on **Monday 6 December 2010** and ends on **Monday 31 January 2011 (both dates inclusive)**.

A copy of a document with details of the proposal will be available for public consultation at:

- The Point, St Nicholas House
- Central Library
- Raeden School
- Hazlewood School
- Woodlands school
- Kaimhill School
- Seaton School
- Ashgrove Children's Centre
- Maisie Munro Centre
- Aberdeen City Council website: www.aberdeencity.gov.uk/consultation

Any written observations should be sent to:

Charlie Penman
Head of Education Development, Policy & Performance
5th Floor
St Nicholas House
Broad Street
Aberdeen
AB10 1XJ

Or by email to:
educationconsult@aberdeencity.gov.uk

By 5pm on **Monday 31 January 2011**

Section 2

Context of the Schools Estate Strategy

School Estate Strategy

Context

During the summer of 2007 Aberdeen City Council undertook a review of all its educational services for children and young people as part of a service Transformation Programme. This review identified that Aberdeen is over providing school places but is under providing support for children with additional support needs. Whilst the overall school population is declining, projections indicate that there may be an increase in the number of children with life long limiting illnesses and with complex needs.

The Council's aim is to develop

- Fully integrated services for children and young people
- Services that meet the individual needs of children
- Services that are of the highest standard

The review of provision for children and young people with additional support needs arising from severe and complex factors recommended that there was a requirement for a purpose built specialised provision providing appropriate accommodation, facilities and resources.

Aberdeen City Council's Transformation Programme

The Transformation Programme undertaken during summer 2007 set the following objectives:

- Modernise service delivery and ensure there is appropriate investment in staff, equipment and accommodation to deliver this (Vibrant, Dynamic and Forward Looking - Programme for Aberdeen – VD&FL);
- Ensure Aberdeen's pupils and teachers have school buildings fit for the 21st Century (VD&FL);
- Ensure expenditure on education delivers maximum benefit to pupils' education (VD&FL);
- Generates revenue and capital receipts by reducing the school estate and reinvesting funding in buildings and services for children and families;
- Increase the number of young people attending schools of optimum size to optimise curriculum choice and flexibility, and to deliver the full range of extra curricular activities;
- Increase the number of pupils attending new or refurbished schools;
- Reduce current running costs in schools that are under capacity by immediately mothballing surplus class bases;
- Deliver budget savings and capital receipts by immediately disposing of school buildings which are already closed.

Service Improvement Plan 2010 - 2013

Priority 2 of the Education Culture & Sport Service Improvement Plan 2010 – 2013 is to develop and implement the Learning Estate Strategy to ensure an affordable and sustainable learning estate which makes best use of resources, ensuring focus on areas of greatest need.

Aberdeen Learning Strategy 'City of Learning'

The Aberdeen Learning Strategy was approved as the policy framework for learning within Aberdeen, in September 2010. The strategy sets out 10 overall priorities for learning, and the following two of these priorities particularly relate to this proposal:

- Helping those with different needs.
- Fit-for-purpose schools/ learning centres.

Section 3

The Proposal

The Proposal

1 To build a new specialist campus for children with additional support needs arising from severe and complex factors aged from 3 -18 years on the site of the Raeden Development Centre. The campus would provide education for at least 120 pupils, to include 16 part-time nursery places and 104 places across primary and secondary. The figure of 120 is based on an average requirement for 8 places per year group for children aged 3-18.

2 To provide 'wrap-around' family support including information and advice and 'out-of-school' care services on the campus.

3 To provide 24 part-time pre-school places for children with additional support needs in three nursery support bases in existing local authority early years settings. The proposed locations for these nursery support bases are:

- Kaimhill School;
- Seaton School; and
- Ashgrove Children's Centre.

4 To secure the provision of pre-school education with a full day care service from an existing pre-school partner provider, Voluntary Service Aberdeen at the Maisie Munro Centre.

5 To close Raeden Nursery, Hazlewood School and Woodlands School.

Context of the Proposal

A comprehensive review of provision for children and young people with severe and complex additional support needs was conducted between June and December 2005. On 29 August 2006, the City Council's Education and Leisure Committee approved the recommendation that there was a need for a continuum of provision for children and young people with severe and complex needs. This would offer a range of facilities

- First tier being mainstream school, possibly with a place within an Additional Support Needs (ASN) base. There are ASN Bases in all secondary schools and in 20 primary schools in the city,
- Second tier being the extended specialist facilities at the new Bucksburn Academy and Mile End Primary School and
- Third tier being to maintain one freestanding Special School in the city.

The review recommended the development of a new specialist campus for children and young people 3-18 years old with additional support needs arising from severe and complex factors on the current Raeden Development Centre site. The City Council's Policy and Strategy (Education) Committee March 09 and Resources Management Committee in June 09 approved the proposal to rationalise Hazlewood and Woodlands Schools and Raeden Nursery and to develop a new campus, which would offer nursery, primary, and secondary education and related health provision for 120 children and young people, on the current Raeden Development Centre site.

At its meeting in June 2009 the Resources Management Committee took into account:

- the costs associated with running the three schools, Hazlewood, Woodlands and Raeden Nursery;
- the costs associated with supporting children with disabilities in 'out-of-city' placements; and
- the capital receipts from the sale of the Hazlewood School site.

The Committee approved funding for the proposal for a new, modernised, pre school nursery and family support service for children with severe and complex needs at an estimated cost of £16,675,000.

In order to ensure there is sufficient pre-school provision for children with additional support needs the Committee also recommended the development of a range of other special needs pre-school nursery services to address the reduction in the number of pre-school places in the new school. The Committee agreed to continue to offer the same number of places, but to expand the range of options for parents to better meet children's needs and family circumstances.

The Raeden Developmental Centre for the provision of services for children under five is jointly run by NHS Grampian and Aberdeen City Council. In order to inform the development of the new pre-school provision for children with severe and complex needs a joint advisory group was set up to look specifically at the design of the pre-school provision for children, The Advisory Group included parent representatives and voluntary sector partners. This group agreed a set of principles that informed the redesign proposal. These included:

- alternative accommodation being considered should be appropriate to the needs and ages of the children;
- services should be more locally based and where possible should be accessible by public transport;
- parental needs for support, information and advice should be addressed;
- childcare for working parents should be considered as part of the overall proposal to avoid the current split placement arrangements;
- proposals should be aligned to the redesign of the health services for children with complex needs; and
- implementation plans should ensure minimum disruption for the children who currently attend the nursery who will have to move off the Raeden site to accommodate the new build.

Equality and Human Rights Impact Assessment

An Equality and Human Rights Impact Assessment has been completed and indicates that there will be a positive impact on children and young people with additional support needs.

The Proposed Provision for Pre-School Children with ASN

The City Council's Education, Culture and Sport Committee on 16 September 2010 agreed to take forward the proposal to build a new specialist facility for children with additional support needs arising from severe and complex factors aged from 3 -18 years on the Raeden site. This facility would accommodate up to 120 pupils to include nursery, primary, and secondary.

The new campus for children and young people with additional support needs arising from severe and complex factors will offer places for 16 part time pre-school nursery places calculated on the number of children that currently transfer annually from Raeden Nursery to Woodlands School. In addition 'wrap-around' family support including information and advice and 'out-of-school' care services would be provided.

The proposed new service will also provide 24 additional part-time pre-school places in three nurseries based in existing local authority early years settings. The proposed locations for these nursery support bases are:

- Kaimhill School;
- Seaton School; and
- Ashgrove Children's Centre.

It is also proposed that provision of a full day care service with pre-school education is offered at the Maisie Munro Centre. This will be in partnership with Voluntary Services Aberdeen (VSA).

Consultation on the Proposal

The Policy and Strategy (Education) Committee on 29 April 2008 agreed that City Council officers would:

- enter into discussion with NHS Grampian on the long term use of the Raeden site; and
- begin a process of consultation with parents, pupils, staff and other stakeholders on the development of the new provision.

The Council held meetings with the parent councils and staff groups of all three schools about the development of the new complex needs school throughout the process and specifically about the proposed design of the complex needs facility and the development of the new modernised pre-school service between February and April 2010.

In addition NHS Grampian with support from the City Council consulted formally on the redesign of the health services for pre-school children with complex needs in June 2010. The interlinking nature of the health and education provision meant that the outcomes of the NHS consultation will inform the development of the new integrated health and education service.

Overall there is a great deal of support for the development, but there were some concerns over the detail. The recurring themes from the consultation events are listed below.

- A purpose built facility for children with severe and complex needs is supported and deemed necessary.
- The Raeden site is well situated for a city-wide provision, with its close proximity to Royal Aberdeen Children's Hospital and opportunities for inclusion with local schools.
- There is a strong preference for an all-through provision for children from 0 - 18 years from nursery to adulthood.
- The evaluation of the NHS pilot child development team would inform the development of appropriate provision for very young children.
- A transparent admission policy, with clear eligibility criteria is required.
- The development must be financially viable and be considered as part of the wider School Estate Strategy.
- There is a need to consider the development of respite provision on the site.
- Transition from children's to adults' services must be considered.

The NHS Board meeting on the 5 October 2010 confirmed they will be to move to a hub and cluster model of provision which will align to the proposed pre-school education proposals.

Section 4

The Scottish Government Requirements in relation to Consultation on School Closures

There is a new law in Scotland that sets out the consultation process that local authorities must follow when proposing a permanent change to any of their schools – such as a closure or change of catchment area.

LOCAL AUTHORITY ROLE AND RESPONSIBILITIES

When proposing a major change to a school(s) the local authority must:

- Publish a proposal paper, including a statement of the educational benefits of what's proposed.
- Set a consultation period of at least 6 weeks of term time.
- Let parents and the Parent Council know about the consultation and invite responses.
- Hold a public meeting.
- Invite Her Majesty's Inspectorate of Education (HMIE) to prepare a report on the educational aspects of the proposal.
- Publish a consultation report.

THE PARENTS/CARER'S ROLE

A consultation on a change to your child's school will often include more than one option, so your views and responses can really shape future decisions – you might even have a suggestion that the local authority hasn't thought of. You can play your part by:

- Submitting a written response to the local authority's consultation paper.
- Attending the public meeting and asking questions.
- Informing the local authority if you think that its consultation paper has significant inaccuracies or omissions.
- Reading the consultation report and HMIE's report.
- Speaking to your local councillors before they vote on a final decision.
- Your school's Parent Council can play a key role in engaging with the local authority early on and then throughout the process. It can also help during the consultation period by canvassing parents' views and setting up discussions and meetings.

SCOTTISH GOVERNMENT'S ROLE

Local authorities are locally elected and accountable and will therefore take the final decision on proposed changes in most cases. However, if the decision is to close a school and you think that your local authority has failed to follow the process properly or has failed to take account of an important issue in reaching its decision then you can ask Scottish Ministers to call in the decision. You must make your request within 3 weeks of the decision being taken by your local authority, and Ministers will then decide within 3 weeks whether or not to call in the decision. Scottish Ministers will only call in decisions where there is strong evidence that the local authority has failed significantly. After investigating further, Ministers will then decide whether or not to allow the closure to proceed.

WHERE CAN I GET MORE INFORMATION?

The Schools (Consultation) (Scotland) Act 2010 can be accessed at:

www.opsi.gov.uk/legislation/scotland/acts2010/pdf/asp_20100002_en.pdf

The Explanatory Notes that accompany the Act:

www.scotland.gov.uk/Topics/Education/Schools/Buildings/changestoschoolestate/explanatory/Q/editmode/on/forceupdate/on

The 'Changes to School Estate' page on the Scottish Government website:

www.scotland.gov.uk/Topics/Education/Schools/Buildings/changestoschoolestate/Q/editmode/on/forceupdate/on

Information on individual consultations and opportunities for public involvement should be sought from the relevant local authority

To request Scottish Ministers to call in a flawed school closure decision e-mail

schoolestates@scotland.gsi.gov.uk

or write to

James Newman, School Estates Team, Scottish Government,
2-D (S) Victoria Quay, Edinburgh EH6 6QQ

Section 5

Proposed Implementation Date

Proposed Implementation Date

Timescales

In order to begin the construction of the new campus it is proposed that Raeden Nursery closes immediately following the end of this academic year in July 2011. The service will resume at the beginning of the next academic year in August 2011 in the following locations, the temporary site at Braeside School, Braeside Place, Aberdeen; the three nursery support bases; and at the Maisie Munro Centre.

Given the complex nature of the children's additional support needs it will be crucial to minimise the disruption to the children who currently attend the nursery, and to ensure staff and families have adequate notice to enable them to manage the transition.

Details of relevant transitional arrangements; together with any building alterations, and external adjustments are currently being developed, and will be confirmed and communicated if the proposal is approved. Any staffing changes, which may be necessary, will also be put in place before the end of summer term 2011, in order to facilitate a smooth transition to the new settings at the beginning of the new school session.

Construction of the new school on the Raeden site would begin during the second half of 2011, with completion anticipated during 2013.

When the new school is completed the temporary arrangements at Braeside will cease, and children will be relocated to the new campus.

It is proposed that Hazlewood and Woodlands Schools will close in June 2013 and pupils will relocate to the new campus in August 2013.

Section 6

Service Information

Existing Provision

The existing provision for children with additional support needs arising from complex needs is a city-wide service, currently delivered in three locations.

Raeden Nursery at the Raeden Development Centre
Hazlewood School
Woodlands School



Existing Provision

Raeden Nursery



The location of the Raeden Centre recommends itself as the site of the new school. The site offers

- A central location to minimise travel
- Proximity to Royal Aberdeen Children's Hospital
- Availability of opportunities for integration of services
- A site of suitable size to allow development of a campus approach
- The walled garden which has the potential for development as an outdoor learning centre

Existing Provision

Woodlands School



Woodlands School is currently on a temporary site at the previous site of the School for the Deaf, adjoining the Linksfield campus.

In September 2010, there were 42 pupils with additional support needs arising from complex factors in Woodlands School.

The school was decanted from its former site at Cults, and the building was not designed for its current purpose. The building is adjacent to the site of the proposed new regional 50 metre pool, and has been identified for possible related developments.

Existing Provision

Hazlewood School



Hazlewood School currently accommodates 68 pupils with additional support needs arising from complex factors, (September 2010). The building is currently not fit for purpose with regard to the Disability Discrimination Act.

A recent inspection of Hazlewood School by HMIE has highlighted issues which will require refurbishment of the building to meet acceptable standards and also recommended that the roll of the school should be reduced.

Planned maintenance costs, as identified in the condition survey, for both Hazlewood and Woodlands Schools, identified work amounting to £2,068,625 over the next 4-6 years, with this figure increasing in the longer term. This cost would be significantly reduced if these schools were replaced with a new building. Within a new building, the design brief would also be developed to minimise maintenance requirements.

An extension to Hazlewood School is not a viable option, as the existing building is not fit for purpose, and the size of the site is not sufficient for redevelopment as a new specialist facility.

Proposed Locations of Provision

The proposed provision is for a purpose built school for children aged 3 – 18 years, three nursery support bases, and a full day care service for sixteen children aged 0 – 3 years.

Raeden Nursery
Ashgrove Children's Centre
Kaimhill School
Seaton School
Maisie Munro Centre



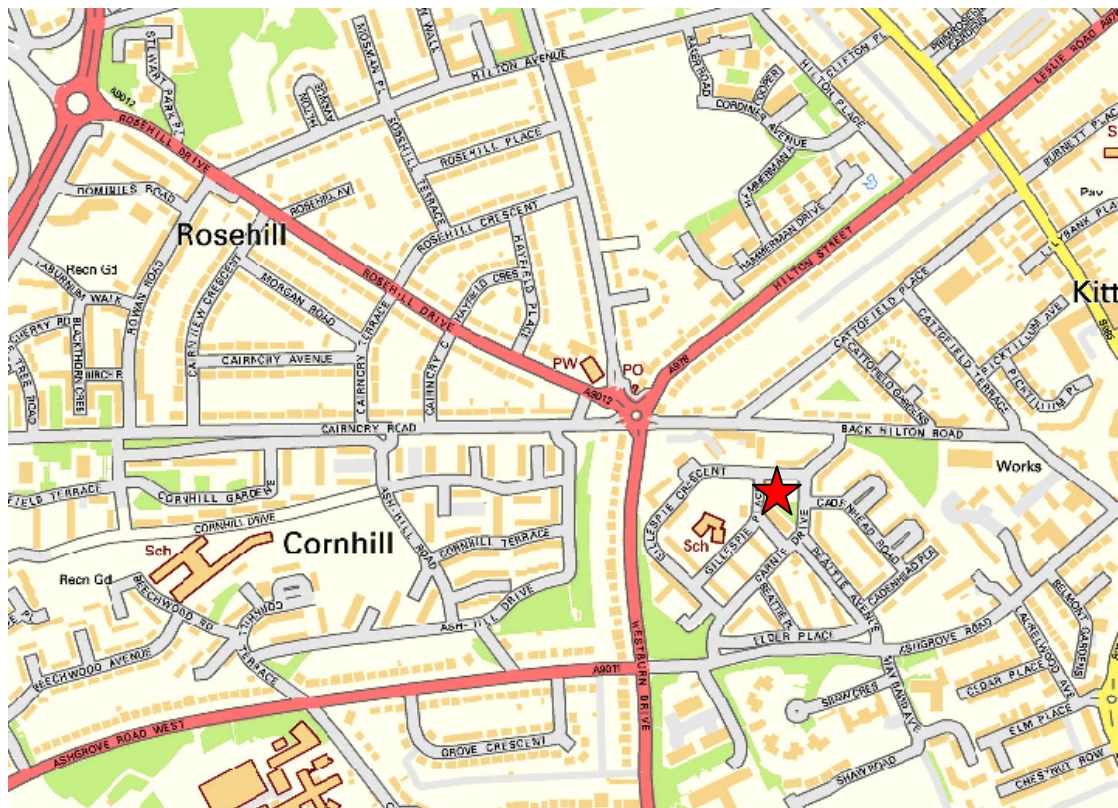
Proposed Location of Provision – School 3 – 18 years

New Raeden School & Nursery, Midstocket Road, Aberdeen AB15 5PD



Proposed Location of Provision – ASN Nursery

Ashgrove Children’s Centre, Gillespie Place, Aberdeen AB25 3BE



Proposed Location of Provision – ASN Nursery

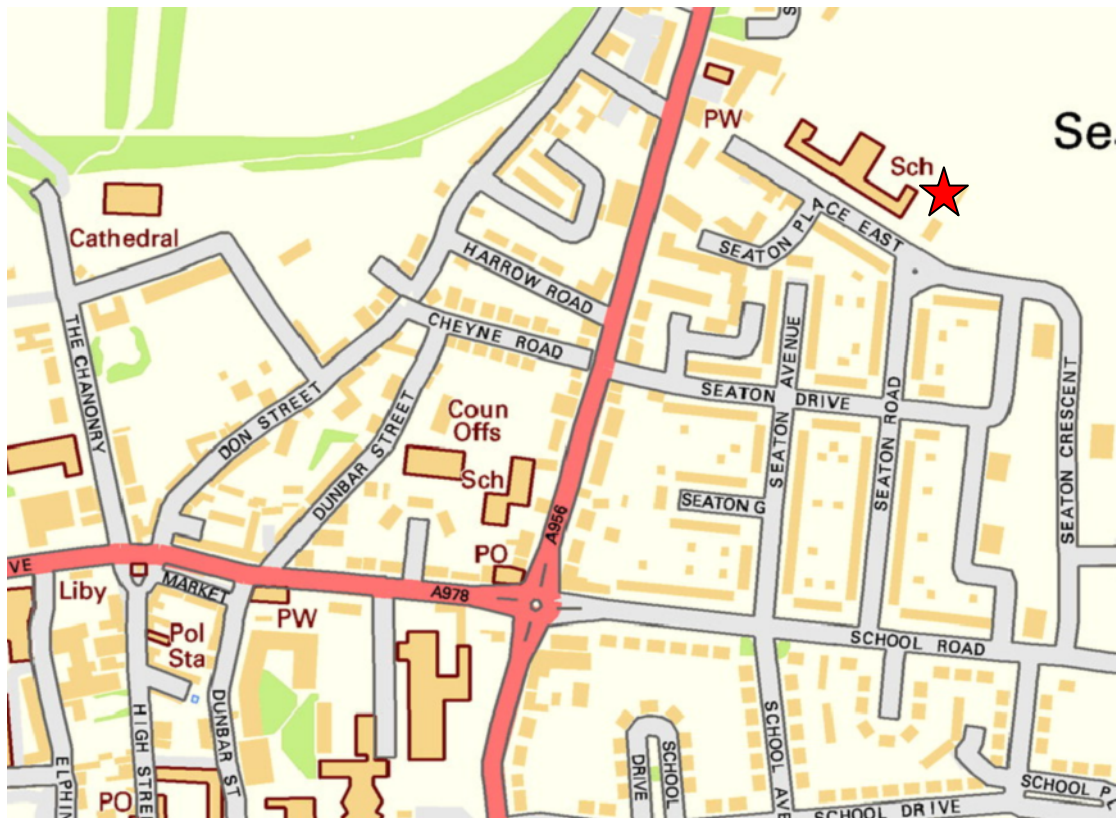
Kaimhill School, Pitmedden Terrace, Aberdeen AB10 7HR
(note – photograph taken prior to current rebuilding work)



Proposed Location of Provision – ASN Nursery

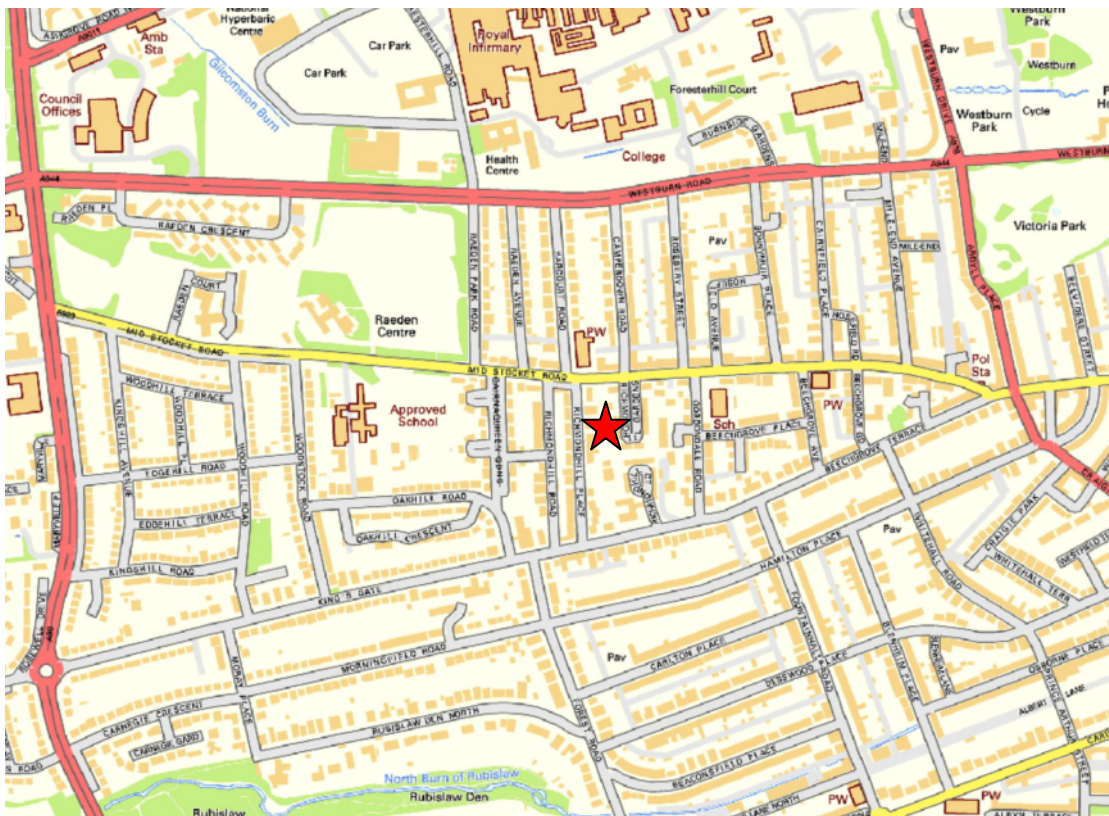
Seaton School, Seaton Place East, Aberdeen AB24 1XE

(note – photograph taken prior to recent refurbishment & extension)



Proposed Location – Partner Provision 0 – 3 years

Maisie Munro Centre, 14 Richmondhill Place, Aberdeen AB15 5EP



Section 7

School Information

School Profiles

- 1. Name of School:** Raeden Centre Nursery School
- 2. Address:** Midstocket Road, Aberdeen, AB15 5PD
- 3. Head Teacher:** Sheila MacGregor
- 4. Type of school:** ASN Nursery School
- 5. Capacity:** 60
- 6. Parent Organisations:** Raeden Parent Staff Association is for all parents and staff from both NHS Day Nursery and Nursery School. This provides the opportunity for families to meet for coffee/informal 'get togethers' in a relaxed environment. The Parent Staff Association also discuss topics of interest which relate to the Centre.
- 7. Neighbourhood context:** Raeden Centre Nursery School is situated within the Raeden Centre on Midstocket Road with easy access to Royal Aberdeen Children's Hospital. The centre was opened in 1973, and NHS Grampian and Aberdeen City Council have working in partnership over the years to meet the needs of young children with additional support needs.
- 8. Pupil Population:** The school provides pre-school education for up to 60 children with a variety of additional support needs (ASN) in line with the Curriculum for Excellence and a range of specialist support appropriate to the individual needs of the children. This provision covers the whole of Aberdeen City.

Children are allocated places at the nursery school following an initial assessment and/or placement in the day nursery within the Assessment Centre. Each child attending also has the opportunity to experience a shared placement with a mainstream nursery.

Children attend all day Monday and Tuesday and Wednesday morning or Wednesday afternoon and all day Thursday and Friday. There are three classes of up to 10 pupils attending daily. Transport to the Nursery

School is provided by the City Council's public transport unit (PTU), thus enabling the service to be easily accessed across Aberdeen City. Children's meals are provided by Cornhill Hospital

- 9. Site accommodation:** Raeden Centre Nursery School is an integral part of the Raeden Centre located in central Aberdeen. The Raeden Centre is a Child Assessment and Development Centre jointly funded by NHS Grampian and by Aberdeen City Council.

Room Use	Number
Nursery	3
Library	Area allocated in each playroom
Computer Suite	1
Resources and Teachers' Workroom	1

Building Use:

Raeden Centre Nursery School shares a building with NHS Grampian. The nursery school is situated downstairs with three playrooms utilized during term time for education purposes only during the times of 9.00 a.m. to 3.00 p.m. The playrooms are occasionally used during holiday time for Parent Workshops run by Speech and Language Therapists. Each playroom is well resourced and child-friendly with accessible bathroom facilities. The school reception area/hall is used for Together Times and Raeden Active Five A Day sessions. There is a teacher's resource room and library.

10. Staffing:

Teaching Staff

Position	Number
Head Teacher	1 FTE
Principal Teacher	1 FTE
Nursery Teacher	3 FTE

Support Staff

Position	Number
School Administrator	0.6 FTE
Pupil Support Assistant	4 FTE
Nursery Nurse	9 FTE
Catering Assistants	0.4 FTE

11. Multi-Agency Service Links:

We work very closely with:

- Medical Personnel, Administration Staff, Nurse Manager and the Day Nursery Teams, Clinical Psychology, Speech and Language Therapy, Occupational Therapy and Physiotherapy Services, Health Visitors and Social Workers.

- With split placement providers. Regular consultation ensures consistency of planning in relation to the differentiating of the curriculum and the setting of long term aims and short term targets.

Our most important partnership is working closely with parents, carers and families to ensure that the children are happy within their placement and their needs are appropriately met.

12. Curriculum

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, enriched and more flexible curriculum from 3 to 18, firmly focused on the needs of the child and young person.

The early level of Curriculum for Excellence spans pre-school and primary, as it is designed to meet the needs of most children from 3 years until the end of Primary 1, promoting better continuity and progression of learning across the sectors. The core messages of Curriculum for Excellence relate to the importance :

- Active, experimental learning
- A holistic approach to learning
- Smooth transitions
- Learning through play

Curricular activities are carefully differentiated to meet the individual needs of the children. Assessment Planning and Evaluation initiatives are framed by the recommendations of the Scottish Office and in line with Local Authority Guidelines. With parental permission The Raeden Centre Assessment Charts are also available to staff for guidance and to track individual progress.

A portfolio of each child's nursery experiences is gathered over the year, supporting assessment and future planning.

Staff try very hard to ensure the children have fun through learning and to make the most of "Golden Moments" of opportunity, led by the children and learning through play.

The children access sensory play through swimming, the white room and soft play-room. Staff share time-tabling of these resources with our colleagues in the Raeden Centre.

School Profiles

- 1 Name of School:** Woodlands School
- 2 Address:** Regent Walk, Aberdeen. AB24 1SX
- 3 Head Teacher:** Mrs Caroline Stirton
- 4 Type of school:** Free Standing Special School for Pupils with Severe and Complex Needs
- 5 Capacity:** 42
- 6 Parent Organisations:** Parent Council and Parent Staff Association
- 7 Neighbourhood context:** The school is situated on the edge of the Seaton neighbourhood, just off King Street. The area is adjacent to the Aberdeen University Campus and the surrounding housing is mainly Council or student accommodation, with some owner-occupier dwellings. It also adjacent to the Aberdeen Sports Village and proposed regional 50metre swimming pool. The location allows for good access to the local community, public transport and beach facilities.
- 8 Pupil Population:** The school has 43 pupils aged between 5 and 18 years old, all of whom have severe and complex needs. There are currently 6 pupils attending from the Aberdeenshire Council area, as a result of parental placing requests under the Education (Scotland) Act 2004. The remaining 37 pupils all live within the city.

9 Site accommodation: Woodlands School was originally situated in the Cults area of the city, but due to the poor condition of the building, the school was relocated to its present location. The present building was built for pupils with a hearing impairment, however the building has been adapted for the change of use. The building is in reasonable overall condition, and three new boilers were fitted in the summer of 2009. The location allows for good access to the local community, public transport, beach facilities, Aberdeen Sports Village, Church and a wide variety of local amenities.

Room Use	Number
Classrooms	8
Nursery	0
Library	Mobile units
Art	1 store
Support for Learning	0
Computer Suite	0
Resources and Teachers' Workroom	1

Narrative description of school building layout

The building is single storey with a 20m slope (fitted with platform lift) connecting the two halves of the school together. The main entrance is in the middle of the school with a reasonable sized foyer. On the left are the administration and Head Teacher's offices. The main hall and servery can be accessed from either side of the foyer. Directly behind the offices are two reasonable sized classrooms and two toileting areas. To the right of the foyer there are a further four classrooms on the right hand side of the corridor, all of which have adjoining toileting/hygiene areas and shared storage room. Along the left hand side of this corridor is the boiler room, art store, sensory room, laundry, nurse's room, staff toilets and staffroom. To the left of the foyer the corridor slopes gently for 20m. On the right hand side is a timeout/quiet room, MOVE/Moving & Handling Outreach Service Office, Deputy Headteacher's office, and a further three toileting/hygiene areas. Along the left hand side are a further two classrooms, Hydro Therapy Suite, Home Economics area, Staff Resource Base and Medical/Therapy team's room. There are also two cleaner's cupboards, one at either end of the school.

Building Use:

User	Area	Times
Voluntary Services Aberdeen Play Scheme	Hall, Rooms 5&6, Two toileting areas, Servery and outdoor play area and sensory garden	Summer holidays for 4 weeks.
St Mary's Church	Hall and Room 5	Sundays 10am-1pm
Deeside Pipe Band	Hall and Room 5	Mondays 7-10pm
Portlethen Pipe Band	Hall and Room 5	Tuesdays 7-10pm
Buchan Pipe Band	Hall and Room 5	Wednesdays 7-10pm
St Mary's Church	Hall and Room 5	Thursdays 6.30-8pm

10. Staffing: School FTE: 11.73 (inclusive of McCrone cover)

Teaching Staff

Position	Number
Head Teacher	1
Depute Head Teacher	1
Principal Teacher	0
Class Teacher	7
Swimming/PE	0.6

Support Staff

Position	Number
School Administrator	1
Support Assistant	0.5
Pupil Support Assistant	13.5
Nursery Nurse	11.5
Pupil Escorts Woodlands	20 Part-time
Janitor	4 hours per day
Cleaning Staff	2 Part-Time
Catering Assistants	1 Part-time

12. Multi-Agency Service Links:

School staff work very closely with colleagues from a variety of agencies. At present the school is responsible for implementing 27 Coordinated Support plans with a further 9 going through the assessment process at the moment. In order to achieve the best possible outcomes for pupils and to ensure that each of the pupils reach their full potential it is imperative that school staff work very closely with a wide range of colleagues.

12. Curriculum

Pupils at Woodlands School follow a curriculum appropriately adapted and differentiated to their needs. Curriculum for Excellence is central and is supported by the Elaborated Document, Routes For Learning and Quest For Learning. Pupils in our senior phase work through SQA Access 1&2 units as appropriate.

All pupils have an Individual Education Plan, which sets out a series of targets designed to meet their long-term objectives. Some targets may relate to the curricular areas, but others will encompass the additional needs of our pupils.

Some of the pupils continue to require a curriculum, which recognises their early level of cognitive development and/or degrees of sensory impairment. Such pupils are offered a range of activities, which stimulate sensory awareness and development. All members of staff are skilled at recognising responses and interpreting needs and they are supported in this work by visiting teachers from the Sensory Support Service, TASSCC (Technological Assessment and Support for Special Children and the Curriculum) and Speech and Language Therapists.

The school is a MOVE (Mobility Opportunities Via Education) Regional Centre for Excellence. This means pupils can access a high quality functional movement programme. The programme combines learning mobility skills with a teaching approach, designed to help pupils work towards more functional independence in adult life. It meets the needs of children and young adults who have not yet developed, or are working to regain, the physical skills necessary to sit independently, bear weight on their feet or take reciprocal steps. In addition the school facilitates a city-wide outreach service, which supports any pupil within any Aberdeen City school or nurseries who requires this specialist service. The outreach service also provides full training and support for all Aberdeen City educational staff in both MOVE and Moving and Handling.

School Profiles

1. **Name of School:** Hazlewood School
2. **Address:** Fernielea Road, Aberdeen AB15 6GU
3. **Head Teacher:** Jill Barry
4. **Type of school:** Special ASN
5. **Capacity:** 68
6. **Parent Organisations:** Parent Council and Friends of Hazlewood School
7. **Neighbourhood context:**

The school is situated in the Woodend area of Aberdeen, to the west of the City. The area is residential and close to Hazlehead Park. Pupils are transported to Hazlewood School from across Aberdeen City. The school is part of the Hazlehead Associated Schools Group (ASG) and works closely with local schools such as Hazlehead Academy, Fernielea School and Airyhall School.
8. **Pupil Population:**

The school has places for 68 pupils aged 5-18, all of whom have severe and complex additional support needs. There are 8 classes in school; 3 primary classes and 5 secondary classes. Demand for places at Hazlewood School is usually greater than the number of available places each year and the school is almost always full.

9. Site accommodation:

The school was built approximately 30 years ago for a population of pupils affected by mild or moderate additional support needs. The building was originally of open-plan design throughout. In 1998 the school at the time (Kingslea School) amalgamated with Pitfodels School and underwent some refurbishment and was renamed Hazlewood School. Classrooms in primary were created along with a sensory room, a separate pool entrance and a Home Economics room. The secondary department remains of an open plan design.

The building is no longer fit for its current purpose. Classrooms and teaching areas are very small, circulation space is limited and doorways and corridors are narrow. There is no break-out space for classes working in groups or for pupils requiring additional space due to behavioural challenges. Open plan teaching areas in secondary does not aid concentration or support learning for pupils with severe and complex needs.

Wheelchair users find the building very difficult to get around, and as a result their independence is hampered. Pupils requiring intimate care have to be hoisted in corridors to access the small hygiene units compromising safety and privacy. There is insufficient storage for equipment and some equipment has to be stored on corridors, which goes against current health and safety requirements. HMIE recommended in June 2009 that the City Council take steps to address the privacy issues caused by poor accommodation. Currently there are 5 classrooms and 3 open plan teaching areas. There is also a Home Economics Room, an Art and Craft area, 2 sensory rooms, a soft play room, 2 small libraries, (also used as a meeting room and a staff resource area), a medical room, a dining room, a small gym hall and a small swimming pool which is extensively used by the community and the school.

Room Use	Number
Classrooms	5 + 3 open plan teaching areas
Nursery	0
Library	2
Art area	1
Support for Learning	0
Computer Suite	0
Resources and Teachers' Workroom	1
Dining room	1
Swimming pool	1
Gym Hall	1
Therapy room	1 (very small)
Medical room	1
Garages	2

Building Use:

User	Area	Times
Hazlewood School	Whole	9.00-3.30 term time
Voluntary Services Aberdeen After School Club	Dining Room, Gym Hall, toilets and changing rooms, Home Economics Room, Art area, outside grounds	2.30-6.00 p.m. term time and during school holidays
Voluntary Services Aberdeen Friends for Life Club	Dining Room, Gym Hall, toilets and changing rooms, Home Economics Room, Art area, outside grounds	12.00-5.30 p.m. Saturdays and school holidays
Cornerstone Playscheme	3 Primary classrooms, Family room, toilets and hygiene unit, outside grounds	School holidays
Aberdeen Aquatics Swimming Lessons	Swimming pool, changing rooms	4.00-8.00 p.m. week days, term time 9.30-10.30 a.m. Thursdays and Fridays, term time 9.00-12.30 a.m. weekends, term time
Sitter Service Swimming Club	Swimming pool, changing rooms, dining room, Hall, outside grounds	1.30-4.30 p.m. Sundays
Pink Ladies Mastectomy group	Swimming pool, changing rooms	7.30-8.30 p.m. Thursdays

10. Staffing: School FTE: 15.97

Teaching Staff

Position	Number
Head Teacher	1
Depute Head teacher	1 (0.7 management, 0.3 teaching)
Principal Teacher	2 (0.3 management, 0.7 teaching)
Class Teacher	7.3 FTE
Specialist teachers	2.4 FTE

Support Staff

Position	Number
School Administrator	1
School Support Assistants	2 (job share)
Pupil Support Assistants/Nursery Nurses	27.05 FTE
Janitor	1 part time to this school
Cleaning Staff	2
Cook	1
Catering Assistants	1

13. Multi-Agency Service Links:

Child Development Team: School Doctor, Physiotherapy, Occupational Therapy, Speech and Language Therapy. Speech and language Therapy based at Airyhall Clinic, Therapists based at RACH, Child and Family Mental health Team, Pupil Support Service, Specialist Nurse Practitioner Team, Social Work Children with Disability Team, Hearing Support Teachers, Visual Support Teachers, Educational Psychology, Forest ranger team, Advocacy Aberdeen, Autism Outreach, TASSCC

14. Curriculum:

The school is implementing the Curriculum for Excellence guidelines and is developing new and exciting approaches to support children's learning. All pupils have a period of initial assessment on entry to the school, (at any stage), and an Individualised Educational Plan (IEP) is prepared for all pupils and shared with families.

The school has a total approach to communication, encouraging the use of objects, photographs, symbols and sign language with pupils in order to promote language development at all levels.

Movement education has a high priority and all pupils receive 2 hours of high quality PE each week. HMle commended the school on the impact of the movement programme for all pupils

Secondary pupils gain accreditation for learning through SQA at Access 1 and 2, ASDAN and City and Guilds. Some senior pupils attend Aberdeen College in their final year at school on the Link course and classes in Art or Music at Hazlehead Academy, Northfield Swimming Pool for swimming. The school has dedicated teachers for Science, Music, Art, Drama, Home Economics and PE/Swimming. Down Syndrome Scotland is working with the school on a pilot training programme for senior pupils.

The school was recently awarded its first Green Flag for work on the environment and Excellence as a Health Promoting School.

Section 8

Educational Benefits of the Proposal

Education Benefits statement for Raeden Nursery School, Hazlewood and Woodlands Special Schools.

The new Campus

The Scottish Government and Aberdeen City Council share the vision that every school should be an excellent school. The focus is on raising standards and ensuring each and every child reaches their full potential, in attainment, achievement, health and well being. The aspiration is that each child will experience their curriculum entitlement ensuring that they are well prepared to make the fullest contribution possible to the social and economic community in the world beyond school.

Children and young people with severe and complex needs require additional support to be provided by their families and a range of different professionals in order to gain most benefit from their education. The new campus aims to provide all the support services and educational opportunities on one site. This will be of benefit to children, young people and their families.

The campus would enable the staff to provide a more comprehensive curriculum, benefiting from economies of scale by having all the children with complex needs on one site. The new head teacher and staff would be able to construct a curriculum which allowed young people to benefit from reducing duplication across schools and using resources more economically and therefore allowing more resource for an increased range of opportunities.

Improved facilities

It is proposed that on the site there will be available a pool and hydrotherapy pool, therapy suites, ceiling tracking throughout the building, larger classrooms, a base for pupils with the greatest behavioural needs, meeting rooms, clinical rooms, offices for Social work and National Health Service colleagues including occupational therapy, physiotherapy, Community Child Health. There will also be a school kitchen and dining room. There will also be well designed facilities for changing and toileting which ensure children and young people have privacy and respect.

The new facilities for learning indoors and outdoors will provide the environment for the most up to date teaching and learning approaches and this will be supported by the most up to date information technology. The new build will enable pupils with mobility needs and wheelchair users the opportunity to develop much more independence. The larger classrooms will provide much better accommodation for group work.

The design will take account of the need to provide learning space both indoors and outdoors which allows children to be actively involved in their learning and where the child can influence the learning in a meaningful way. The well-designed building would include the ability to adapt the environment to provide a range of meaningful learning contexts and would be sufficiently flexible in design to enable it to respond to evolving needs. Opportunities for social interaction would be increased and areas where this would take place would be provided. The children would have greater opportunity to mix with a wider group of young people, both those at their own stage in learning and with others at different stages. The new building would make it possible to deliver the

benefits of the Curriculum for Excellence much more comprehensively to some of the city's most vulnerable children.

Benefits of co-location with range of other professionals

All three schools have developed high-quality partnership working across agencies such as health, social care and well being and those in the voluntary sector. The vision for the new campus would be to enable this joint working to be even more effective as all partners would be able to work from the one site. NHS colleagues are proposing to deliver a hub and spoke model of service from the new provision where health services are delivered to the children with additional support needs on site and to the children with additional support needs in other locations across the city.

Children and young people with severe and complex additional support needs tend to have a high number of appointments and clinics to attend. Their education will be disrupted far less with this provision on site.

Benefits of improved facilities for parents/carers and families

The partnership and support of parents and carers is crucial and the new build would have much improved space, resources and support for parents as it is planned to include a parents' room with appropriate resources to support parents and families as well as meeting rooms and clinical spaces. The local authority is also exploring the possibility of using the facilities to enable respite care to be available.

Benefit of co-location of education staff

Bringing the school populations onto one site would also increase consistency of approach and improve transition. The increased number of staff in one location will provide a wide range of staff knowledge and expertise and will provide the opportunity to reduce duplication of expertise, allowing for a greater range of expertise to be put into place over the long term.

Benefits of curriculum choice

The local authority requires that young people in special school education have the opportunity to achieve accredited learning opportunities through access to certification through National Qualifications (NQ) courses and units and awards through the Award Scheme and Accreditation Network (ASDAN), City and Guilds and the Duke of Edinburgh's Award scheme.

Increasingly young people are being given the opportunity to influence and shape their curricular experiences by being given choice. Pooling a the range of staff expertise into one setting would benefit all children and young people in terms of increasing curriculum choice and the range of therapies and opportunities available.

The local authority is currently exploring a range of approaches to delivering the 16+ curriculum across the city, through a common timetable of shared and blended learning. This will provide greater access to wider curriculum choice for young people being made available in a range of settings across the city, including collaborative work with further and higher education. The new campus would be a possible base for the delivery of some programmes available to young people across the city and this would enable more young people with severe and complex needs to study alongside mainstream peers.

Benefits for pre-school children with ASN arising from severe and complex needs who require special school education

It is recognised that a small proportion of pre-school children with additional support needs require a high level of support, which can only be provided in a specialist setting. It is for this reason that it is proposed that there will be 16 part time pre-school education places available on the new campus.

Benefit of pre-school children with ASN having the opportunity to engage with mainstream peers in nursery support bases

Currently for the children where it is agreed that they might benefit from working alongside mainstream peers some children access an additional shared placement in a local authority nursery class. Some parents choose to have their child attend a private provider in addition to their place at Raeden. All the children who have an additional period of time in a local authority nursery class or in a private nursery are required to cope with the demands of multiple placements. This involves relating to a wider group of adults and peers as well as having to familiarise themselves with two sets of routines.

For a substantial number of pre-school children with additional support needs at Raeden there would be increased benefit from having exposure to their mainstream peers for some or all of their time at nursery. The pre-school years are a vital period in a child's development and access to peers can have huge benefit in terms of the child's ongoing social and cognitive development. For many of the children at nursery in Raeden the decision about whether or not they would benefit from inclusive mainstream education or a long-term special school education has yet to be assessed or finalised. It is important that children with additional support needs are given the opportunity to experience inclusion in mainstream education before a final decision is made.

Benefits of provision in the community

Children should learn wherever possible at a setting which is at the heart of their community. It is for this reason that, whenever appropriate the child should have the opportunity of learning in a community with mainstream peers. The locating of nursery support bases in the north, south and centre of the city allows children to be located nearer to their homes and in a community of mainstream peers.

The proposal is to establish three nursery support bases of 8 children (16 part time places in each setting) alongside a mainstream nursery class. This would allow pupils to have a protected nursery environment with the opportunity to work alongside mainstream pupils for as much or as little time as would be most beneficial for the child. Successful transition to mainstream nursery and/or primary would be made all the more likely if this model were to be put in place.

Benefits of specialist staff supporting community provision

In addition the plan would be to ensure that specialist expertise and knowledge would be provided by staff from the Raeden Nursery team to settings in the wider community. Staff would move to work with the pupils in the three nursery support bases and at Maisie Munro and others would provide outreach support in other mainstream nurseries where children with ASN are based.

These nursery support bases include Ashgrove Children's Centre situated near the Children's Hospital in the centre of the city. Ashgrove Children's Centre includes a local authority nursery class, with 40 part-time places where there is currently spare capacity. In addition it offers a support service to children under three with additional support needs and their families. There is very good accommodation for work with families. There is also good access to a large outdoor area. This provision would allow some children who currently access the under three provision at Ashgrove Children's Centre to transfer on seamlessly into the nursery provision at Ashgrove.

Kaimhill School will be relocated to a brand new 3Rs school in the south of the city in April 2011. It has capacity for 80 part-time nursery places. Given the roll predictions there will be capacity for 16 part-time nursery placements for children with additional support needs.

Seaton School is situated towards the north of the city and it relocated to a brand new 3Rs refurbished building in October 2010. There is accommodation for 80 part-time nursery places. Currently it is running as a 70 place nursery. However, in addition to the nursery class there is the accommodation within the Community Learning and Development wing, adjacent to the nursery wing, which has surplus accommodation for nursery and crèche provision. It was initially intended that Seaton Family Centre would be relocating back with the school to the original site, but Social, Care and Wellbeing are no longer intending to use this accommodation.

Support for families who require full day care and pre-school education for their child

For parents of pre-school children with additional support needs who require extended hours child care and education Voluntary Services Aberdeen (VSA) are working in partnership with Aberdeen City Council and intend to offer this at the Maisie Munro Centre which is on Richmondhill Road, close to the Raeden site and to the Children's Hospital in the middle of the city.

Benefit of greater socialisation with mainstream peers

In all of these settings children with additional support needs will be able to socialise with a wider group of children from the mainstream sector. The children from the mainstream sector will also benefit from working and socialising with children with additional support needs. All children will have an increasing experience and understanding of the diverse range of attributes, abilities and capacities across a range of people.

Benefit for Community

There are a range of community groups which currently make use of Raeden, Hazlewood and Woodlands Schools. The use of the pools is especially popular. It is the intention to ensure that the new campus is a community facility which will be able to be hired to community groups. In addition community groups can make use of a range of other facilities within the local community.

Centre of Excellence

The new campus offers the opportunity to create a centre of excellence. The aim would be to attract high calibre staff who would work in partnership with staff from the University of Aberdeen, Robert Gordon University and NHS Grampian. Training facilities would be provided on site to enable good practice to be shared. Placements for students and links with academic research would bring new ideas and keep practice fresh and up to date. The building could serve as a base for training in moving and handling, manual handling for those working with children and MOVE (Mobility Opportunities Via Education), CALM training and other appropriate courses for a range of professionals within Aberdeen and beyond who work with children and young people with additional support needs arising from severe and complex factors.

Section 9

Education Culture & Sport Committee Report

COMMITTEE	Education Culture and Sport
DATE	16 September 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Pre-school Provision for Children with Additional Support Needs arising from Complex Factors
REPORT NUMBER	ECS/10/071

1. PURPOSE OF REPORT

- 1.1 Policy and Strategy (Education) Committee in March 09 and Resources Management Committee in June 09 approved the proposal to rationalise Hazlewood and Woodland School and Raeden Nursery and to develop a new facility for children and young people with additional support needs arising from complex factors on the current Raeden Centre site.
- 1.2 The proposals for the new school will provide 120 education places for children and young people aged 3 -18. This includes 8 full-time equivalent (16 part-time) places for pre-school children with the most complex needs. As the new school will have fewer pre-school places than is available at the current Raeden nursery, it was agreed by the Policy and Strategy (Education) Committee in October 2008 that the authority should review pre-school nursery education for children with the most complex needs. It was agreed by Committee that the new provision should be more accessible and locally based for families and that it should be designed to complement the provision in the complex needs school.
- 1.3 The purpose of this report is to:
- advise members of the committee of the approach that has been taken to involve families and staff in the redesign of pre-school and family support services for children with additional support needs as a result of complex factors;
 - provide the committee with information about the complementary work being done by NHS Grampian on the redesign of Health Service for Children with Complex Needs and their consultation process and timescales;
 - present the committee with a proposal for a new, modernised, pre-school nursery and family support service for children with complex needs. In summary the proposed new service will have part-time 0-3 and pre-school nursery places which will be based in the new school based on the Raeden complex. It will also have part-time pre-school provision at 3 locally based pre-school nurseries based in Kaimhill and Seaton Primary Schools and Ashgrove Children's Centre and full day care at an existing pre-school partner provider nursery at the Maisie Munro Centre; and to

- seek approval for the redesign of the service and to consult formally on the closure of Raeden Nursery School.

2. RECOMMENDATIONS

It is recommended that the Committee:

- (i) consider and, if appropriate approve, the proposal for the new modernised pre-school nursery and family support service;
- (ii) request that officers continue to collaborate with NHS Grampian, Aberdeen City Community Health Partnership to ensure that the redesign of health, family support and pre-school services are appropriately aligned to meet the needs of this group of children and their families; and
- (iii) instruct officers to consult formally on the closure of Raeden Nursery and the new proposal; and to report back to Committee in January 2011.

3. FINANCIAL IMPLICATIONS

- 3.1 At its meeting in June 2009 the Resources Management Committee took into account: the cost associated with running three schools, Hazlewood, Woodlands and Raeden; the costs associated with supporting children with disabilities in out of authority placements; and the capital receipts from the sale of Hazlewood. The committee approved funding for the new complex needs provision at an estimated cost of £16,675,000 to be spread over five years.
- 3.2 The unit cost per pupil at Raeden Nursery is £36,682. In addition to enable children to mix with their mainstream peers, some pupils also attend a mainstream local authority nursery (additional £2,100 per pupil). Some working parents also place their children in private nursery provision. It is anticipated that the redesigned pre-school service will not only provide a better service to families and their children but will be delivered within existing budget.
- 3.3 There will be costs associated with moving the nursery from the current site to the temporary site at Braeside School, and back into the new school and to move equipment into the 3 new local nurseries. (£20,000) In addition, there will be refurbishment costs at Ashgrove Children's Centre (£27,600). This will be built into the 2011/12 base budget.

4. SERVICE & COMMUNITY IMPACT

- 4.1 This proposal fits with the vision in the Community Plan to develop Aberdeen as a 'City of Learning'. It also links to the priorities set out in Vibrant Dynamic and Forward Looking Manifesto commitments to: ensure Aberdeen's pupils and teachers have school buildings fit for 21st century; ensuring expenditure on education delivers maximum benefit to pupils' education; continue to involve parents and pupils in their schools; ensure education is appropriate to pupils' needs; allocate additional resources to support for learning, target areas of greatest need; continue work to raise the achievement of vulnerable children and close the attainment gap across

the city and make greater provision within the city for young people with additional needs to avoid placements out of the area.

- 4.2 It relates to the requirement to report in the Single Outcome Agreement in particular Priority 5 - Our children have the best start in life and are ready to succeed; and Priority 8 - We have improved the life chances for children, young people and families at risk.

5. OTHER IMPLICATIONS

- 5.1 There will be property implications as a direct result of this report. No construction work will be required at Kaimhill Primary or the newly refurbished Seaton Family Centre. Minor works will be required at Ashgrove Children's Centre and may be required in the temporary accommodation at Braeside Primary School.
- 5.2 If Committee approve the proposed change to the pre-school service and the closure of Raeden Nursery there will be implications for Information Technology, Human Resources, and Facilities Management and these will be reported to committee at a future date.
- 5.3 In order to begin the construction of the new school it is anticipated that the Raeden site will have to be vacated between April and June 2011 and the authority will have to provide alternative pre-school provision by this time. Given the complex nature of the children's additional support needs it will be crucial to minimise the disruption to the children who currently attend the nursery and to ensure staff and families have enough notice to enable them to manage the transition. It is therefore proposed to vacate the Raeden site at the end of the academic year July 2011.
- 5.4 The new locally based developmental nurseries will be established by August 2011. The aim will be to minimise the disruption to any children currently attending the pre-school nursery at the Raeden Centre and to ensure we are able to offer new children places in the locally based special needs nurseries or in the full day care provision being commissioned from the voluntary sector.

6. REPORT

Background

- 6.1 A comprehensive review of provision for children and young people with complex needs was conducted between June to December 2005. The review recommended the development of a new specialist school for children and young people 3-18 years old with additional support needs resulting from complex needs on the current Raeden Development Centre site. Committee approved the development of the new school which will offer nursery, primary, and secondary school and related health provision for up to 120 children and young people. The new school will offer for 16 part time pre-school nursery places. The number of pre-school has been calculated on the number of children that currently transfer annually from Raeden to Woodlands. In addition it agreed that the school would provide wrap around family support including information and advice, and out of school care services on the school campus.

- 6.2 In order to ensure there is sufficient pre-school provision for children with additional support needs the Committee also recommended the development of a range of other special needs pre-school nursery services to address the reduction in the number of pre-school places in the new school. The Committee agreed to continue to offer the same number of places but to expand the range of options for parents to better meet children's' needs and family circumstances.
- 6.3 Work is now progressing on the development of the new facility at Raeden. A feasibility study has been completed and the site has been evaluated as suitable for the proposed new facility. A briefing session and presentation for elected members was held in the week beginning 24th May 2010.
- 6.4 The redesign of the school will also impact on the existing NHS provision at the Raeden Developmental Centre which currently comprises of day nursery provision for 0-3 year olds, assessment, outpatient clinics and a nursery school for 3-5 year olds which is jointly run by NHS and Aberdeen City Council.
- 6.5 NHS Grampian is currently redesigning its health service provision for children with complex needs. Workshops were conducted to identify options and this has resulted in a preference for a *Hub and Spoke* model of service delivery. The proposals were considered by the NHS Board in June 2010 who agreed to a formal consultation period between 7 June and 3 September 2010. Aberdeen City Council staff have supported NHS at the two public consultation events.
- 6.6 The process of scoping the review of pre-school nursery education for children with additional support needs as a result of complex factors began in the autumn of 2009. It was agreed to establish a joint advisory group that would include NHS, parent representatives and voluntary sector partners to consider and make recommendations about the more locally based pre-school provision that Committee had previously approved.
- 6.7 The brief given to the joint advisory group was to develop the proposal taking account of children and family needs; legislation and statutory entitlements; national priorities set out in the National Early Years Strategy; HMIE inspection and Care Commission regulation and requirements; and curriculum changes. The group was asked to ensure that the proposals mirrored the pre-school and childcare services offered to parents with children in mainstream local authority and partner provider provision and to take account of the NHS developing proposals for children 0-3 years old with complex health needs.
- 6.8 The Advisory Group met between January and June 2010 to consider the options, to visit the proposed sites and to prepare the redesign proposal. Meetings were held with parents and staff to discuss the proposal. The proposal outlined in the next section has incorporated staff and parents ideas and has addressed many of their concerns.
- 6.9 Pre-school education for children with additional support needs as a result of complex factors - Proposal**
- 6.9.1 The Standards in Scotland's Schools etc Act 2000 places a duty on local authorities to secure pre-school education for all eligible children from the school term following their third birthday. This duty allows local authorities to

provide pre-school education within its mainstream services but the guidance to the Act sets out the statutory requirement to secure provision from other providers to meet parental need.

- 6.9.2 Parents are eligible for 475 hours (12.5 hours weekly x 38 weeks) of funded pre-school provision. In addition, the Act allows local authorities to secure 'wraparound' childcare to complement the pre-school education it provides or secures. The approach taken by the Council in delivering mainstream pre-school education and childcare services has been to charge parents for any childcare elements of service. This approach makes best use of all the fiscal resources available (access to vouchers/working tax credits etc). Developing wrap around childcare will therefore be considered as part of the continuum of provision for pre-school children with additional support needs as a result of complex factors. Some parents will be eligible for financial support to contribute to the childcare elements of the costs.
- 6.9.3 The joint advisory group agreed a set of principles that informed the redesign proposal. These included:
- alternative accommodation being considered should be appropriate to the needs and ages of the children;
 - services should be more locally based and where possible should be accessible by public transport;
 - parental needs for support, information and advice should be addressed;
 - childcare for working parents should be considered as part of the overall proposal to avoid the current split placement arrangements;
 - proposals should be aligned to the redesign of the health services for children with complex needs; and
 - implementation plans should ensure minimum disruption for the children who currently attend the nursery who will have to move off the Raeden site to accommodate the new build.
- 6.9.4 The overall aim of the proposal is to retain the same number of pre-school nursery places for children with additional support needs overall, but to offer parents more choice of the type and location of service they would prefer and modernise and ensure a high standard of service across all services.
- 6.9.5 The school for children and young people with complex needs on the Raeden site will provide 16 part-time pre-school places for children with the most complex needs. The planned number of pre-school places was calculated on the known number of children with complex needs that currently transfer from Raeden to Woodlands annually. Access criteria to the pre-school nursery provision in the new school are currently being developed. The proposal will be to deliver the pre-school entitlement of 12.5 hours per child at the complex needs school over three days. Childcare for working parents could be commissioned from a specialist voluntary sector provider and delivered in the designated out of school care area of the new school.
- 6.9.6 The pre-school services delivered in the new school (the 'hub') will be developed as the centre of excellence and resource bank. It will also be accessible to parents and children using the complementary 'cluster' centres and partner centre services for parental support activities, networking events and training.

- 6.9.7 24 additional part-time pre-school places will be provided in three cluster nurseries based in existing local authority early years settings. Each nursery will be developed as either as a specialist nursery or as integrated pre-school services with the Social Care and Well Being Service. The proposal is to establish the cluster nurseries in the parts of the city with the highest level of need. Kaimhill Primary School, Ashgrove Children's Centre and Seaton Primary School/Family Centre have been identified as suitable sites for these nurseries. Braeside Primary School, which will be vacated when Kaimhill school moves into the new school has been identified as temporary accommodation for the children with the most complex needs when the Raeden Centre closes in July 2011.
- 6.9.8 In line with the Standards in Scotland's Schools etc. Act 2000 and the duty to secure pre-school education from other sectors and to offer parental choice, the authority proposes to commission a maximum of 20 places from the voluntary and private sector that deliver special pre-school provision for children with additional support needs for working parents. Where children have less severe support needs pre-school services would be placed in mainstream local authority nurseries or commissioned from mainstream private nursery providers. The voluntary sector will also be able to contribute to providing specialist training and support to parents.

6.10 Family Support Services

A range of family support services will be incorporated into the new service in the main school, the cluster nurseries and in full day care services. These services will be delivered in line with the principles of the Early Years Framework - 'to help children, families and communities to help themselves'. The support for families who have children with additional support needs as a result of complex factors reflect the consultation with parents and include the following:

- Support at diagnosis;
- Information and advice including health and more general service information through the Family Information Service;
- The development of mutual support networks;
- The implementation of community development parenting programmes such as PEEP Parents as Early Education Partners);
- 0-3 years provision childcare/crèche provision in the school complex and at other nominated sites.

- 6.11 The NHS Grampian Board is currently consulting on a set of proposals for health services for children with complex needs. In summary the proposal is based on a hub and spoke model, with a specialist resource centre based in the new school, providing health, medical and therapeutic services to children in an integrated way. In addition, they are proposing that three teams of specialist staff should be established to provide more community and home based health service to families. The pre-school nursery and family support proposals complement the NHS proposed hub and spoke model.

7. REPORT AUTHOR DETAILS

Sheila Sansbury
Service Manager (Families and Vulnerable Learners)
Tel: 01224 523882
ssansbury@aberdeencity.gov.uk

8. BACKGROUND PAPERS

Review of the Provision for Children and Young People with Additional Support Needs Arising from Complex Factors June 2007
Brief for a New Specialist Facility for Children with Additional Support Needs Arising from Complex Factors October 2008
Review of Long Term Health Provision by NHS Grampian for Selected Categories of Children with Disabilities and Complex Needs (NHS Grampian 2003)
Review of Pre-school Services in Aberdeen City for Children with Special Needs (NHS Grampian and Aberdeen City Council 2004)
Aberdeen City Council's Nursery Admission Policy
The Standards in Scotland's Schools etc Act 2000
Early Years Framework 2008

Section 10

Changes in School Travelling Routes

School Transport

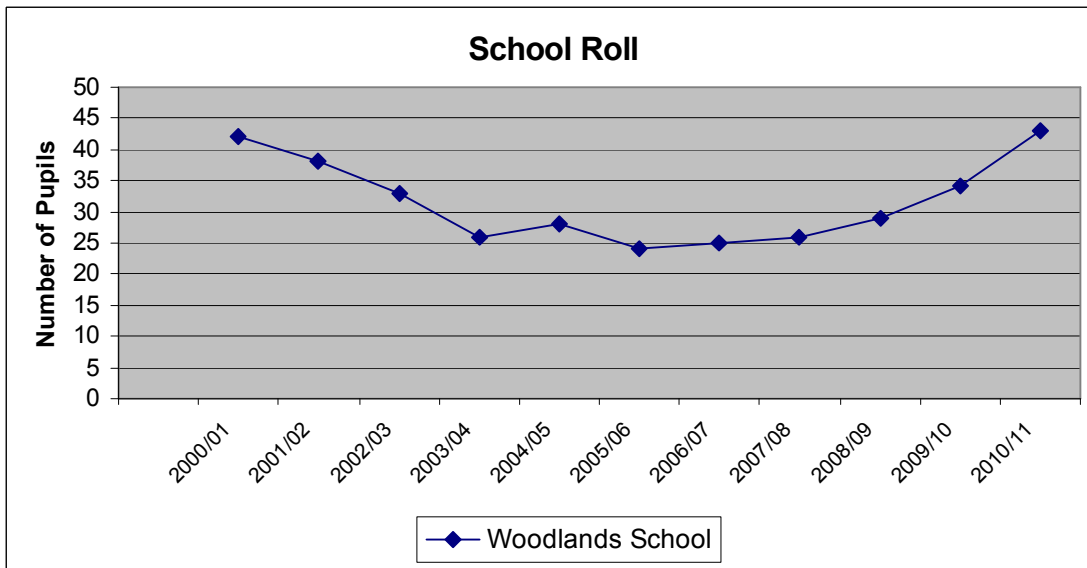
The City Council provides transport in accordance with its published policy as set out each year in 'A Guide to Education Services'. Many of the children currently attending Raeden, Woodlands and Hazlewood Schools receive free transport because of their needs.

The City Council will maintain this provision for any children transferring to the new school and in accordance with their needs. Much of this transport is currently provided through contracts with local taxi companies. Should the proposals eventually be agreed, then as part of the further detailed planning, the City Council will finalise the arrangements as they affect each child.

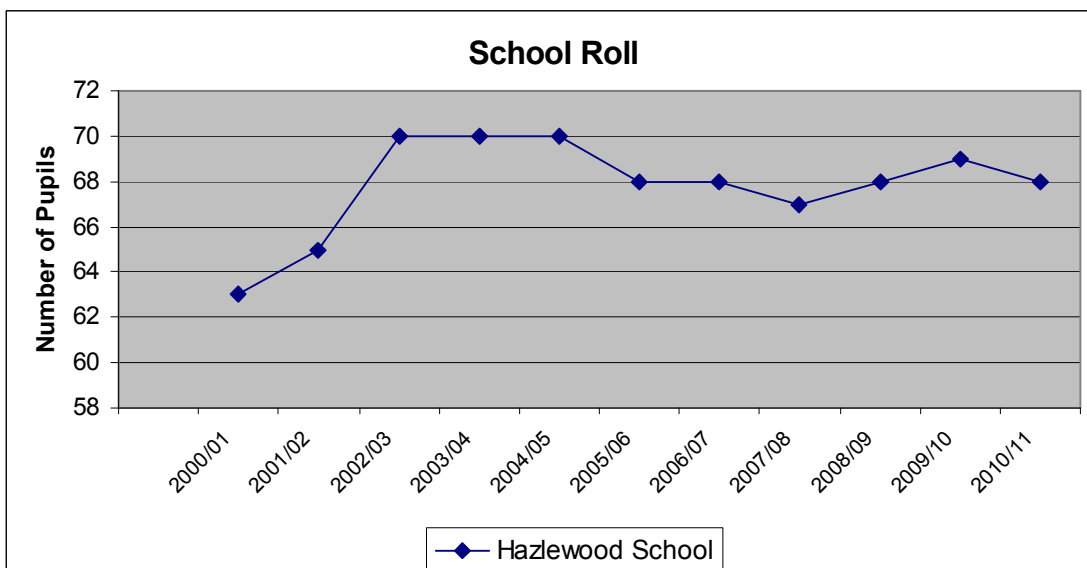
Section 11
School Rolls

School Rolls

Past Trends



School Roll	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Woodlands School	42	38	33	26	28	24	25	26	29	34	43



School Roll	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Hazlewood School	63	65	70	70	70	68	68	67	68	69	68

School Roll Forecasting

Given their city-wide remit, Aberdeen City Council does not undertake school roll forecasts for special schools, as the forecasting model is applicable to primary and secondary schools only, and involves rolling forward year by year each class roll.

There are a number of factors, which influence the likely population of a new special school:

The General Register Office for Scotland predicts a fall in population in Aberdeen city of 11.9% between 2002 and 2018. When this is broken down by age it shows a large fall of 17.8% of those aged between 0 and 4 and an even larger fall of 27.7% of those aged between 5 and 14 years. More recent indications are that this figure is stabilising.

The number of babies withdrawing from opioids in Aberdeen Maternity Hospital has grown from 1 or 2 per year in the 1980s to nearly 100 in 2005. (Hall and van Teijlingen)

Aberdeen has consistently had the highest incidence of low birth weight babies in the NHS Grampian area. Low birth weight is associated with delayed physical and intellectual development in early childhood, and in adolescence. (www.poverty.org)

Very premature babies are more likely to survive due to developments in medical care. Many of these children will have developmental delay.

All these factors suggest that although the number of children in Aberdeen may decline, the proportion of those with severe and profound learning difficulties may rise. Figures from PAMIS (Promoting a More Inclusive Society) suggest that the number of children with profound and complex needs will rise by 1%.

The Support Needs Service Database ISD Scotland for 2006 showed that Aberdeen had 278 children with complex needs in Aberdeen City. Assuming that the ASN bases at Mile End School and Bucksburn Academy will accommodate 70 primary and 80 secondary pupils, this leaves a gap between supply and demand of 62 primary and 42 secondary pupils. Some of these pupils may be accommodated in bases within mainstream schools but it is likely that many will have severe needs which require more specialised provision, with the only other option being 'out-of-city' placements.

It is difficult to predict the impact that the new ASN bases at Mile End School (70 pupils) and Bucksburn Academy (80 pupils) will have on admissions to a special school. The pilot Child Development Team, supported by appropriate community provision, may result in a drop in the number of children requiring a special nursery school place.

Section 12
Effects of Proposal

Effects of Proposal

The proposal is to build a new specialist campus for children with additional support needs arising from severe and complex factors. The new school will accommodate up to 120 pupils to include nursery, primary and secondary.

The school will provide 16 part-time pre-school places for children with the most complex needs. The planned number of pre-school places was calculated on the known number of children with complex needs that currently transfer from Raeden to Woodlands annually. Access criteria to the pre-school nursery provision in the new school are currently being developed. The proposal will be to deliver the pre-school entitlement of 12.5 hours per child at the new Raeden school over three days. Childcare for working parents could be commissioned from a specialist voluntary sector provider and delivered in the designated out of school care area of the new school.

24 additional part-time pre-school places will be provided in three nursery support bases. These nursery support bases will serve the parts of the city with the highest level of need. Kaimhill Primary School, Ashgrove Children's Centre and Seaton Primary School have been identified as suitable sites for these nursery support bases. VSA has committed to providing full day care and pre-school education at the Maisie Munro Centre.

Braeside Primary School, which will be vacated when Kaimhill School moves into the new school at Easter 2011, has been identified as temporary accommodation for the pre-school aged children with the most severe and complex needs when the Raeden Centre closes in July 2011.

In line with the Standards in Scotland's Schools etc. Act 2000 and the duty to secure pre-school education from other sectors and to offer parental choice, the City Council proposes to commission a maximum of 20 places from the voluntary and private sector that deliver special pre-school provision for children with additional support needs for working parents. Where children have less severe support needs pre-school services would be placed in mainstream local authority nurseries or commissioned from mainstream private nursery providers. The voluntary sector will also be able to contribute to providing specialist training and support to parents.

Children and young people with severe and complex needs will relocate to the new campus in 2013.

The name of the new campus will be determined according to the Local Authority policy on the naming of schools.

CONSULTATION PROPOSAL BY ABERDEEN CITY COUNCIL

REPORT BY HM INSPECTORATE OF EDUCATION (HMIE) ON THE EDUCATIONAL ASPECTS OF THE PROPOSAL BY ABERDEEN CITY COUNCIL TO REDESIGN ITS SERVICES FOR CHILDREN WITH SEVERE AND COMPLEX NEEDS AND BUILD A NEW CAMPUS FOR THOSE CHILDREN ON THE SITE OF THE EXISTING RAEDEN DEVELOPMENT CENTRE TO REPLACE RAEDEN NURSERY, HAZLEWOOD SCHOOL AND WOODLANDS SCHOOL. IN ADDITION, THE COUNCIL PROPOSES TO CREATE THREE NEW NURSERY SUPPORT BASES FOR CHILDREN WITH ADDITIONAL SUPPORT NEEDS AT KAIMHILL SCHOOL, SEATON SCHOOL AND ASHGROVE CHILDREN'S CENTRE AND ENTER INTO PARTNERSHIP WITH VOLUNTARY SERVICES ABERDEEN (VSA) FOR THE PROVISION OF CHILDCARE AND PRE-SCHOOL EDUCATION AT THE MAISIE MUNRO CENTRE.

1. Introduction

1.1 Aberdeen City Council proposes to close the existing Raeden Nursery, Hazlewood School and Woodlands School and replace them with a new campus for children with severe and complex needs on the site of the existing Raeden Development Centre that it currently operates in partnership with NHS Grampian. In addition the council proposes to establish new nursery support bases for children with additional needs at three locations within the city and to enter into partnership with Voluntary Services Aberdeen (VSA) to provide childcare and pre-school education at the Maisie Munro Centre.

1.2 This report has been prepared by HMIE in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010*.

1.3 HM Inspectors' role is to report on the educational aspects of the proposal. HM Inspectors undertook the following activities:

- attendance at public meetings held on 17, 18 and 19 January 2011 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 and written and oral submissions from parents and others;
- scrutiny of the plans for the proposed new developmental centre to be built on the site of the existing Raeden Development Centre; and
- visits to the sites of Raeden Nursery, Hazlewood School, Woodlands School, Seaton School, Ashgrove Children's Centre and the Maisie Munro Centre, including discussion with relevant consultees.

1.4 HMIE considered:

- the likely effects of the proposal for children and young people of the schools and centres; for any other users of the school buildings; for 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
- benefits which the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

2. Consultation process

2.1 Aberdeen City Council undertook the initial consultation on its proposals with reference to the *Schools (Consultation) (Scotland) Act 2010*. The consultation included invitations for written submissions and attendance at four public meetings, held in January 2011.

2.2 Parents and carers who attended the public meetings were generally supportive of the council's proposals to build a new campus for children and young people with severe and complex needs on the site of the existing Raeden Development Centre. Those who responded in writing during the consultation period were similarly generally positive. Almost all accepted that the proposed facility would provide those children and young people with significantly better accommodation and resources. They felt the presence of a wide range of health and education staff on a single site would provide a more complete and integrated service. However, a few regretted the loss of the current, smaller establishments. Several parents and carers wished reassurance that the new provision would be large enough to accommodate the number of children and young people who attend the establishments to be closed. A few, who met with HMIE and whose children currently attend the Raeden Nursery, were seriously concerned about what they believed to be the reduction in pre-school places for children with complex needs at the proposed new facility. They had particular concerns about the levels of provision and support that would be available at the three proposed nursery support bases.

One respondent favoured a single site development nursery for all children with support needs including those who, under the council's proposal, might not be accommodated in the new development.

The council and its architects had gone to considerable lengths to involve parents in planning and designing the proposed facility. It intends to continue to do so and to involve children and young people in the design process where possible and appropriate.

The council is working in partnership with NHS Grampian to prepare the proposal. NHS Grampian had conducted its own extensive consultation between June and September 2010 on 'Redesigning Health Services for Children with Complex Needs'. The outcome of that consultation contributed to NHS Grampian's decision to develop a 'Hub' provision on the Raeden site.

2.3 The council had arranged a meeting for school staff to explain the proposal and to address their questions and concerns. Staff were generally supportive of the council's proposals. However, some who work in the schools and centres where the proposed nursery support bases are to be established, would welcome more specific information on how the proposals would affect them.

2.4 A few members of the community who attended one of the public meetings, expressed concern about arrangements for traffic management at the proposed campus, particularly as further housing development is planned for the area.

3. Educational aspects of the proposal

3.1 The council's proposal offers significant educational benefit for the children and young people with severe and complex needs who would attend the new centre from August 2013. The proposed campus would provide a high quality facility representing a significant improvement on what is currently available. The proposed building is spacious, and would provide opportunities for a wider range of learning experiences in line with *Curriculum for Excellence*. In particular, dedicated areas for music and art would strengthen those aspects of the curriculum. Large external areas would provide opportunities for active outdoor learning. The planned facilities include a swimming pool, a hydrotherapy pool and an area for physical education which would contribute strongly to the development of all users of the centre.

The council's proposal to make extensive use of the facility beyond school hours and the school term would significantly enhance the provision of education and other services for the city in general.

The co-location of education staff, together with colleagues from Social Work and the National Health Service, would provide a rapid and integrated response to the learning and developmental needs of children and young people attending the proposed facility.

The centralisation of educational and other support services on a single site would be more cost effective than the current provision that is spread over three sites. The proposed building would meet more demanding environmental and ecological standards and require less expenditure on maintenance.

The size and scope of the proposed facility would provide the council with the opportunity to develop it as a centre of excellence providing expertise and support for other facilities across the city, including the proposed support nurseries and the Maisie Munro Centre.

The creation of support nurseries at three locations, where greatest need has been identified, would provide nursery places for some children with additional needs nearer to their homes and communities.

The partnership agreement with VSA would provide a degree of choice and flexibility, particularly for working parents who may require a placement that extends beyond the school day. The Maisie Munro Centre is conveniently located a short distance from the proposed new facility at Raeden.

3.2 The Raeden Nursery for children with additional needs would close in June 2011 to allow building work to begin. The council intends to provide temporary accommodation for displaced children and staff at another of its establishments. Staff are confident that the temporary arrangement will not disadvantage children who may be displaced.

3.3 At present, 60 part-time nursery places are available at the Raeden Nursery for children with additional support needs. The development of a 3-18 campus on the Raeden site would reduce the number of pre-school places currently available at Raeden Nursery for children with additional needs. The council intends to address any shortfall through other facilities in the city including the proposed nursery support bases at Seaton School, Kaimhill School, Ashgrove Children's Centre and the partnership provision with VSA at the Maisie Munro Centre.

3.4 The council proposes that the first children will enter the nursery support bases and the facility at the Maisie Munro Centre in August 2011. It will be important that effective transition arrangements are in place to ensure that the facilities and staff are fully prepared and resourced to accommodate children and staff at that time.

3.5 A wide range of community and other groups make extensive out of hours use of council facilities at Hazlewood School and Woodlands School. The majority of users are drawn from across the city and therefore could be accommodated at other locations including the proposed new facility at Raeden. Current users of the facilities should not be seriously disadvantaged as a result of the council's proposals to close Raeden Nursery, Hazlewood School and Woodlands School.

3.6 The proposal to provide additional pre-school places for children with additional support needs at locations across the city, would address any shortfall arising from the reduction of such places at the new campus. The council needs to ensure that the proposed facility and the new nursery support bases would allow the council to respond flexibly to fluctuating demand. The flexibility of the proposed building would help maintain the family atmosphere that is highly valued by users of current smaller schools and centres.

3.7 The council's proposal establishes a strong educational case for the new facility. The location of all educational and support services for children with severe and complex needs would provide coordinated and accessible support for children and young people and their parents and carers. The improved facilities and the range of professional staff would broaden the curriculum and enable children and young people to learn and develop in the company of a wider group of young people. The larger school would provide opportunities for more young people to follow accredited courses. Having the children on one site would reduce wasteful duplication and provide more consistent support especially at transition times.

The council has worked closely with NHS Grampian and VSA to provide a coordinated plan to provide integrated educational and support services on the Raeden site. The plan also seeks to provide support and expertise to other bases and centres across the city. The council's proposal could also provide more opportunity for pre-school children with additional needs to learn and develop in a mainstream setting.

4. Summary

4.1 The proposal from Aberdeen City Council to redesign the service it provides for children and young people with complex needs offers educational benefits for those directly affected by the proposal. These benefits relate to the integrated educational and developmental support provided by the council and its partners which would be available at the proposed facility. The new facility would also provide space for specialist equipment and ensure that children and young people have privacy and respect. The larger facility would support a wider range of curricular opportunities and learning experiences, including the availability of high quality information and communication technology.

4.2 The council's proposal also relates to the establishment of three new nursery bases for children with additional support needs and a partner provision with VSA. This aspect of the proposal offers a degree of flexibility and choice that may help address some children's needs within their own communities.

The timescale for the establishment of these new facilities is relatively short if they are to be ready to welcome the first children and their parents and carers in August 2011. It will be important for the council to plan this development in partnership with all stakeholders, including parents and staff, to ensure that all necessary arrangements are in place by that date. In particular it will be important to establish robust and transparent criteria for the admission of children to each of the facilities. The council needs to ensure that its proposals would provide sufficient places to meet present and future requirements.

To address the concerns of some parents, the council needs to take steps to ensure that its proposal resolves issues of accommodation, staffing, training, and resourcing so that the experiences of children attending the proposed nursery support bases and partner provision, are of a similar quality to those available at the proposed new facility on the Raeden site.

The council and its planners needs to ensure that sufficient attention is paid to the safe management of any increase in traffic at the proposed facility, particularly at the start and end of the school day.

**HM Inspectorate of Education
February 2011**

Notes of Public Consultation Meetings

Mile End Public Consultation Meeting – Monday 17 January 2011

Attendance: 2 parents, 8 staff, plus 1 HMIE Inspector, and 3 facilitators/ scribes

Questions

Question - Concerns about 0 - 3 provision, as NHS have said that they will no longer make this provision available. At present children can do 5 day assessment under one roof at Raeden.

Answer - This was a NHS decision. NHS are planning to increase the amount of assessment they undertake in the child's home context as often children respond better in their familiar surroundings.

Question - Currently Raeden provides 6-7 hours of child care for children under 3, what provision will there be for child care for children under three? Where will their needs be met?

Answer - The decision to close the day nursery provision was a NHS decision. Aberdeen City does not provide day care for children under three. This is provided by partner providers. Maisie Munro will be able to offer education and childcare to children aged 3-5 and also offer provision for under 3s.

Question - Children under three get lots of help with their learning and development in the day nursery? How will their needs be met in future?

Answer - NHS notify Aberdeen City of children under three when the child is two years old. The Education Psychology service work with families when the child is 2.5 years old and plan for the child's future education provision. Information and support is also available to parents through staff at Raeden, Maisie Munro and through Family Information Service.

Question - Is satellite provision going to continue after new campus on Raeden site has been completed?

Answer - Yes absolutely, in order to offer a variety of provision and to maintain children's links to local communities.

Question - Concern that there may be a lack of ASN base spaces in some of the academies, (eg. St Machar Academy).

Answer - This is an issue that the Service Manager responsible for ASN is looking at on an ongoing basis.

Question - Will there be flexibility of being able adapt elements of the building, in order to respond to, and cater for specific children? There have been some problems that have been experienced in 3Rs buildings, where even simple adaptations, such as moving door handles to a high level have been difficult, given the 3rd party responsibility for the building.

Answer - It is intended that the City Council would be coordinating the building of the new campus, it is hoped that this should not be a problem.

Question - How many children with Complex Needs are there currently in the system? Are there more than 148?

Answer - The current numbers are tight. There will be flexibility of use in the new campus which will allow the numbers to fluctuate and the ability to accommodate peaks and troughs of numbers as they change. There will also be flexibility in the numbers of pre school places in the satellite provision as numbers fluctuate.

Question - What is the Authority planning for children who will move to the satellite provision in terms of visits by nursery staff to meet children at Raeden, in order to help get to know the children and staff ?

Answer - Staff from Raeden with the knowledge and experience of working with children with pre-school aged children will be moving with the children into the new satellite provision. Communication with parents will be ongoing about transition arrangements. Individual meetings will be set up with parents in the next few months.

Question - How many staff will we lose?

Answer - There may be a reduction in senior management staffing, currently there are three headteachers across the three schools, but there is no plan to reduce other staff as the allocation of staff is based upon numbers of children. Staff allocation will be based on the established staffing ratios.

Question - Is a 3 month period, (i.e. March - June 2011), adequate for training staff?

Answer - The authority has good experience of arranging transitions for children. The staff who currently work at Raeden will be staffing the satellite provision. They will also be there if and when children move into mainstream for part of the day and they will train and support mainstream colleagues.

Question - Are the staff going to be able to manage and maintain the building and service?

Answer - Yes, we are confident that staff will be able to deliver the service and the authority has committed to delivering the building and the ongoing service. This project has all party support from all local councillors.

Question - Is there academic research about the benefits of satellite provision compared with/ versus centralised provision ?

Answer - There is lots of evidence that children learn from their peers and the intention is that children will be learning alongside mainstream peers. Raeden staff will be sharing their experience, mainstream children will learn lots about the needs of others and the cross- fertilization of ideas and experience should be of benefit to all.

Question - Parents would like the City Council to reflect the concerns of parents to the NHS about the loss of the 0 - 3 provision, in terms of early intervention.

Answer - This will be done. The NHS shared the findings of the consultations they held with Aberdeen City Council and we will share the findings of this consultation with NHS.

Hazlewood Public Consultation Meeting – Tuesday 18 January 2011

Attendance: 18 plus 1 HMIE Inspector, and 3 facilitators/ scribes

Question - What is Maisie Munro?

Answer - Playgroup and integrated nursery run by VSA. Includes autistic group and after school and has lots of expertise with additional support needs. A number parents can't work because of lack of childcare. The Maisie Munro Centre will provide playgroup plus nursery. Will be for 3-5 years Curriculum for Excellence. Will provide wrap around care and will be open 7 am -6 pm from August 2011.

Question - Where is Maisie Munro?

Answer - Near the Atholl Hotel, and provides a continuity of care and staffing.

Question - I have a daughter H.W and a son at Raeden. When he is allocated to nursery next year will transport be provided – over 5 days?

Answer - 2 miles. Decided on a case-by-case basis. Sheila Macgregor from Raeden Nursery confirmed that the more severe & complex at Braeside will be 2 full days rather than 5 half. Individual meetings with parents to decide what provisions would be most suitable working with Educational Psychologists Work on planning as soon as decision is taken

Question - Will staff move to new provisions?

Answer - Yes

Question - How many children at present?

Answer - Hazlewood – 68, Woodlands – 45. Flexible space designed into the plan to enable school to manage a flexible intake. Design capacity to grow to reflect demand. Numbers can vary – built into

Question - Friends of Raeden will disband in June. What will happen to the special equipment? Is there money in budget for this?

Answer - Yes, there is money plus external charitable organisations prepared to donate

Question - What about the bus?

Answer - Yes – Friends of Raeden greatly appreciated. Resources & equipment will be used in the outreach/new provision

Question - Will Aberdeen City Council pick up costs of running the bus that Friends of Raeden provide?

Answer – Yes.

General Comments

Added value of charitable giving eg Friends of Raeden very important. Political commitment as well as community.

Questions & points raised will feed into report.
Submissions back by 31 January 2011.

It is proposed to organise a Stakeholders Reference Group.

Request for Push pads on doors for wheelchairs – Missed at Bucksburn Academy.

Transport – Proposed to provide a 'Drop off' area – Create a sheltered area – drive through car parks.

Request that Swimming pool should have a central drain with a slopping floor in the changing area.

Corridors should be wider.

Woodlands Public Consultation Meeting – Wednesday 19 January 2011

Attendance: 6 parents/ guardians, 12 others, plus 1 HMIE Inspector, and 3 facilitators/ scribes

Question - Where is the school in relation to Mile End?

Answer - Adjacent site

Question - What outdoor space is there?

Answer - Walled garden – development centre?

Question - Is the building going to be flatter than the existing building?

Answer - Much the same with the nursery level being the car parking space.

Question - What equipment is in the courtyard?

Answer - This will be designed in consultation with children. Design in the video is only indicative. Need for flexibility of spaces for various uses.

Question - Will there be enough storage for all the equipment that children will need?

Answer - Yes the architects spent time in the schools to understand how they operate and what is required. They also visited Hazlewood Special School in Glasgow visited and a new special school in Inverness.

Question - Is the nursery school at Raeden operated by NHS?

Answer - No it is a Aberdeen City Council service.

Question - Will the new school be open in time to let children see around the new school before move in?

Answer - Important to get staff familiar with new school so that children feel comfortable about the move. Summer is a long break for children – need to think about engagement prior to opening to make it as positive an experience as possible.

Question - Where is the choice for Woodlands and Hazlewood parents? The new school is going to be very big and parents feel there is a need for smaller stand alone provision.

Answer - The building is big, but provides opportunities, and can be subdivided into specific areas. It will be a stand-alone provision. It will be down to staff to make sure the environment is appropriate for the needs of the users, including small where necessary. The new school is about bringing the 3 schools together to provide seamless provision for young people. The building will be zoned for age groups. Spaces will provide varied opportunities for teaching and learning.

Question - Will there be flexibility in the age zones to deal with changes to roles?

Answer - Yes flexibility is the key.

Question - Will there be enough provision/space for buses etc for drop off

Answer - Yes and architects have taken into account the provision required – Need for a lot as a bus can only accommodate a few children. Practice to be learned from other schools with similar volumes of traffic. One of the first questions architects asked was about traffic flows. The pre planning process will begin in February and it will deal with transport issues including the impact on the local environment so anything raised can be taken into account.

Question - Where do you get 8 children per year group from?

Answer - Based on the numbers coming out of Raeden to Woodlands & Hazlewood. It is an average figure and will vary from year to year.

Question - Will all children who are at Woodlands & Hazlewood get a place in the new school. I feel badly advised about the options and transition as the people at the school don't know the answers to my questions?

Answer - The nature of provision is to bring the 3 centres together. The provision will be appropriate to the needs of the child.

Question - Where will children who don't fit into Woodlands & Hazlewood go?

Answer - Depends on the needs of the child. There will be a range of provision across the city.

Question - Will children go to Mile End?

Answer - If appropriate, including perhaps a shared placement. The nature of provision can be changed to best meet needs, including creating flexible packages designed specifically for each child

Question - Range and number of children with additional support needs is increasing and research suggests growing numbers. Will there be enough room for them all?

Answer - Aberdeen has stabilised at approximately 2%. About 3% of children will need some support at some time. Again this emphasises the need for flexibility in the design. All of the classroom spaces will be large and adaptable and there are lots of General Purpose spaces

Question - What are the staffing implications – No need for 3 Headteachers ?

Answer – Officers will be working over the next 2 years to design a structure.

Question - Will staffing levels remain as they are now?

Answer - Yes. Staff will also be working with the satellite provision staff as part of the wider planned provision.

Question - Where will the nursery children go to Primary?

Answer - Depends on needs. Raeden will take those with the most complex needs. There will continue to be placement meetings and annual reviews. The process will stay the same.

Comments

It does look fab! It is very impressive but sad that Woodlands is going to close.

Air conditioning needed. But not too hot!

Mile End Public Consultation Meeting – Thursday 20 January 2011

Attendance: 7 parents/ guardians, 2 local residents, 12 others, plus 3 facilitators/ scribes

Question - Will Raeden site be just for those with severe and complex ASN?

Answer - There will be a scale of need. The nursery provision is for ASN.

Question - What do the current proposals mean?

Answer - Most of provision for early years ASN is at Raeden. Over the years, parents have told us the support is superb and that they want it to continue. However, other parents have said they would like more choice, and to have support nearer their own community. We are looking at having provision at 3 locations – Kaimhill, Seaton and Ashgrove, as well as looking at partner provision with Maisie Munro.

Question - How many places will be available at Maisie Munro Centre?

Answer - 12 places part-time. 16 full-time, with 4-5 ASN places.

Question - What will be the admission criteria? (without knowing this, how can we apply?)

Answer - Those already in pre-school at Raeden will have their meetings to discuss needs and move on as usual. Cannot pre-empt the results of the consultation, however any course of action for next year's pre-school would be in discussion with parents and best course of action for child's needs, which would include option of moving to new provisions. As these are besides mainstream schools, we will be able to assess how the children will cope with mainstream. Some parents have told us they think a smaller setting will be beneficial. Plans for Kaimhill, Seaton & Ashgrove are available today to look at.

Question - Split placement –benefits of child being besides mainstream – concern that this will be lost.

Answer - Mainstream is an option, we will have in depth discussions with you.

Question - Why isn't Airyhall being looked at, when it has a purpose-built hub for children with ASN?

Answer - We have at least one school in each Associated Schools Group with ASN provision, but not ASN nursery provision. This is however something that we can investigate.

Question - New campus is a great idea but one hub alongside mainstream would be better than splitting it up. What we have is really good, and the support and knowledge of Raeden staff is excellent. If children are spread out, we may lose that. Suggest two classes in one hub; one for children with severe and complex needs, and one for the other children. They could come together to participate in some activities, socialise etc. Also, you can't predict future need.

Answer - We can be flexible with pre-school provision. It is helpful to hear your views in relation to one hub for children who would benefit from being with mainstream. In mainstream the staffing ratio is 2 staff to every 10 children, so if we have significantly more children and there is space available we can increase places. We can move site of provision depending on the need. If the suggested sites don't fit in with the community's needs, we may re-think.

Question - What about economic argument – would it be better financially to concentrate equipment and resources on two sites?

Answer - We were driven by the best interests of the children, rather than economic reasons. Many children benefit from exposure to mainstream setting. There has been a lot of discussion on this and we have identified that parents want these satellite bases. We see them working together with the Raeden base, sharing specialisms.

Question - What about losing consistency of service and support?

Answer - We will have a senior member of staff in charge to oversee and to maintain consistency. Aim to become a 'Centre of Excellence'.

Question - Would the Sitter Service, Hazlewood still get use of new swimming pool?

Answer – Yes.

Question - Will staff at other settings welcome Raeden staff? These staff specialise in children with special needs, and not all staff may appreciate having a child with ASN.

Answer - We will need to make sure staff understand this is for the benefit of the children. Mainstream colleagues may sometimes be anxious; however it works well with the right support. Dundee City Council have put this model in place very successfully. We are currently in the consultation phase of the proposal. If it is agreed, we will have working groups to discuss all aspects of implementation.

Question - Outreach work will be different to work at Raeden? There are 60 places at Raeden – there will be a shortfall of places.

Answer - Provision will depend on need. There is still flexibility with places.

Question - Proposal says no transport will be provided?

Answer - We will be implementing the current Transport Policy. Each case will be considered on an individual basis. We recognise that it is essential that children get to their education provision.

Question – Beechwood and Mile-End Schools have recently merged. It would therefore be a good idea to speak to the staff here to find out what issues they had to deal with

Answer - Absolutely. The Headteacher from Mile-End has recently attended a meeting to share experience. Raeden staff are very well respected and we will be very keen to welcome parents, children and staff. The managers in the satellite settings are very positive and supportive of the proposal.

Question - How will staff in hubs be managed?

Answer - Still have to agree the detailed management arrangements, however we see them as part of the Raeden management arrangements. We view it as a secondment, with staff under the management of Raeden, but they would have to adhere to the day-to-day management arrangements of the establishment they were working in.

Question - With regard to information that Walled Garden is listed, (as a historic monument), are there any grants available to restore the walled garden?

Answer - This is something we will look into.

Question - Is there scope for expansion should the need arise in the future?

Answer - There is space for some expansion within the building.

Question - Will the sensory facilities and swimming pool areas be available to the children in the other schools?

Answer - We want to get maximise the use of the space, and the campus facilities will be available to all. Our Director is particularly keen that the building is used to full potential, which includes use by other groups, schools etc.

Question - There are currently hydrotherapy pools within all three schools. If all the children are in one unit, they will get less time in the pool.

Answer - It takes several members of staff to help the children, so with more staff on hand, it should actually be easier. Depending on the therapy, we will also be able to use the ordinary pool as well. At Woodlands, the pool is not used every day, because there are not enough staff resources, so this will make it easier.

Question - The Community Council has been notified by the Council of plans to sell Braeside School site this year. How will this affect decant?

Answer - Officers are not aware of this, though this is probably just within the draft local development plan, and there is definitely intention of selling the site in the short-term. Officers will however speak to Planning Department.

Question - What is the projected cost?

Answer - The estimated cost is between £16.5 - £17 million, to be funded from the Council's capital programme. All political parties support the new build.

Question - What will be the admission criteria for the satellite hubs? (Specific question regarding individual child)

Answer - Suggested that you discuss this with the Head Teacher at Ashgrove and ensure you get an Educational Psychologists referral.

Question - What provision do children in Aberdeenshire have?

Answer - There is developmental progression. They have some access to Raeden, although Raeden is a City provision.

Question - The Director of Education, Culture & Sport has proposed merging Shire and City. If this happens, will there still be enough provision?

Answer – Whilst this may have been proposed, no decision made about merging City and Shire. We would still need to ensure that we have sufficient provision.

Question - Traffic management at Mile-end is a disaster, so you need to consult road engineers, and look at transport/ parking/ traffic calming measures from the outset. Will children's transport times be staggered?

Answer - We haven't gone into that level of detail yet. However we are aware the existing Raeden site has parking issues and will be looking at transport management. At Woodlands, we have a strict policy, and the school car park is a very controlled area. Most children will be arriving by Transport and all have different start and finish times (nursery/ primary/ secondary), so the circumstances are different to standard primary school.

Question - Traffic lights are being installed at the new Oakbank development – will this affect your transport arrangements

Answer - We already have the Roads section involved. However we will note and look into the implications of the new traffic lights.

Consultation Meeting with Staff from Hazlewood School, Woodlands School and Raeden Nursery held at Hazlewood School – Thursday 27 January 2011

Question - I didn't understand the staffing.

Answer - One Nursery Nurse and one PSA/Nursery Nurse Assistant to each site Kaimhill/Seaton/Ashgrove. Linked to Raeden staffing model. Work with mainstream staff dependent on need. Akin to EAL and Sensory Support. Day to day as part of school but still aligned to ASN staffing.

Question - Will this only last till 2013 when the new school opens?

Answer - No

Question - How many staff will there be at Braeside and who?

Answer - Working with HT and HR to decide who goes where. This will be done in discussion with staff. The staffing allocation will follow children. Depends on how many children go where, how many and which staff will go where.

Question - Will any staff be losing their jobs?

Answer - No. Numbers of children will not change and staffing calculated around numbers of children. INT 3NN and PSA support for 8.

Question - I am administrator at Raeden how will be job be affected?

Answer - Probably your job will become more complicated as you will have staff in different locations. Project is not a budget driven project so no staff are under threat as a result of this proposal.

Question - Are staff accounted to Raeden or to other schools?

Answer - Staff are core ASN staffing.

Question - Will children decanted to Braeside go back to Raeden and will the staff from Braeside Pre-School also go to new provision.

Answer - Expertise will stay where it is needed. HT of new school will decide on the deployment of staff. Not possible to say if you get Kaimhill you will stay there.

Question - Will staff in new school be part of that staff team or can they move around to other sites.

Answer - Committed to staff satisfaction. Yes there will be that flexibility. Service will encompass all sites not just the new school.

Question - Will the new school be big enough? There are not enough places here now.

Answer - Do we have a big enough resource for the need? Calculations predict the size as planned but although we have restrictions there is still flexibility within the constraints of budget and the size of the site. Important to build in flexibility of the spaces to enable the buildings to cope with fluctuation in the numbers need/year on year.

Question - Raeden accommodates 60 – New will only take 40. Where do the others go?

Answer - Actually 44. Will be 16 + 24 on other sites. Review ongoing of pre-school across the City. If demand increases and there is a need for more spaces there is scope in the provision to take them e.g. an afternoon nursery placement as well as a morning.

Question - When will the name be decided? Soon?

Answer - Smaller working group to look at the naming of facility – policy includes parents, children, staff, etc. Time to be decided.

Reference group may look at this.
Next few months the priority.

Committee in March. Can Government call it in? Yes. There is a timeline. HMle are already involved so there would not be delay.

Question - Will there be transition arrangements pre 2013 and in 2013.

Answer - Yes, there will be and these will include pre-transition arrangements. Individual programme for each child planned with parents and with Educational Psychologists etc. Support needed for both parents and children.

Question - Is the building programme tight or can it be achieved?

Answer - We have learned a lot of lessons with the last 10 schools. If delays happen we must build into the plan where we can.

Question - Will there be decant/planning/transition days like with Beechwood Mile-End?

Answer - Up to HMle and yes if we can.

Question - What are the options for Raeden moving into 4 sites.

Answer - Nearer the time when needs identified we will make an application.

Question - Is there money?

Answer - There is money in the capital plan. This is a priority project for Education, Culture and Sport and is in the plan. We don't have a contractor yet etc. Although we have to make savings there is still money and we need to keep the project on top of priority list.

Question - Will there be money to maintain?

Answer - Hopefully there won't be much maintenance needed in the early years.

Question - Raeden moving four ways. What about communal equipment.

Answer - This is same budget but we will need to identify specialist equipment that may be needed.

Question – Equipment such as standing frames, trays, etc. - may be needed elsewhere.

Answer - Need to identify where new equipment is needed.

Offer that Sensory Service has a store of equipment that could be shared at Braeside during Bucksburn/Newhills decant.

Question - What are the implications of transport options eg if you have one child in mainstream and one at say Braeside. Transport is needed.

Answer - Impossible demands will not be made on families. Transport budget very strained. Need to apply the policy more vigorously. Each case on its merits. No one blanket provision for definite but a case-by-case basis. Some parents may be aggrieved by the process but not possible to say yet.

Question - Some parents may not send to school if the transport is not available.

Answer - No blank cheque. Work with Social Work, Educational Psychologists, etc, to make sure the right choice/decisions for all.

Question - What about janitorial support, cooks etc.

Answer - Not a 3Rs so there will still be a facilities team providing these services.

Question - Will I have to apply for my own job – kitchen?

Answer - No – you have your job. It's just a case of deciding where you will be working.

Written Responses received during the statutory consultation period of Monday 6 December 2010 – Monday 31 January 2011

1) Response from Parent of child at Raeden Nursery

I write to you as a parent of a child who has ASN and attend Raeden nursery with a split placement at our local nursery. The current provision my child receives from Raeden Nursery School is of an excellent standard in both quality and quantity of learning services. This excellent service provides my child with a provision which meets their specific needs. I would like to respond to the 5 points in your proposal along with some comments and questions.

1. Whilst I know the new campus will be an excellent service within Aberdeen and will provide a superb service for those with the most complex needs I must highlight how unfortunate it is that this new campus doesn't look to accommodate all the children currently served by Raeden centre. These children have access to the best resources, staff and services and can only state my disappointment that your proposal doesn't provide the same level of service for these children.

2. The family support provision will provide a much needed hub to allow parents access to information and advice.

3. I understand the consultation on the changes to the services for children with complex needs which recommended a hub and spoke model was the way to provide services for the future. However these "support" bases will be of a much lesser standard to the current Raeden provision. The staff experience, resources and services will be severely diluted across these areas. The 44 children (the remaining number from the current role of 60 who will not be provided for in the new Raeden campus) isn't a large enough number where the use of a hub and spoke would provide the best service. None of these areas or the provision within them would be my choice, therefore what choice are you giving me? Take it or leave it? I cannot understand why the New Raeden campus was not simply "made larger" which would allow ACC to retain the staff with years of experience, the services and resources in one centre to allow for the best possible service. The VSA and Maise Munro could then be retained to support the "spoke" for those who require it. From reading the consultation paper it would appear as though the closure of the Raeden nursery goes against one of the defining principles laid out as the benefit of its very existence. That being the "Early intervention and Key Stage Support", which was defined as the no1 benefit as agreed by parents and staff in the earlier phase of the consultation process. Has the order of importance now changed?

As a personal example my child has been given the best possible chance to "catch-up" with his peer group. Children in these circumstances only get this chance once and I am hugely grateful for giving my child the best thus far. As a parent I never want to look back and think "What If?" and I feel that you are now taking a gamble on the future of many children. I feel that the long term prospects for these children will be severely limited and feel this decision is short sighted as a large proportion of the children could go on to become "Effective Contributors" and pay back the investment you make in them, and in many more ways than simply paying their way in society. In addition does it look to cater for the working family where both parents are in full time

employment. The new proposal would likely force a reduction in those hours and with that a reduction in the service and choice.

4. With the introduction of VSA and Maise Munros whilst this would provide an element of day care where will the actual educational learning needs of the children be provided? Have the parents or carers of the current Raeden provision actually been consulted as to whether this is a service which they want?

5. Whilst its clear that the closure of Woodlands and Hazelwood with the move of these services to the New Raeden campus makes sense, the changes to the pre-schools services and the closure of the Raeden Nursery don't appear to make sense and I do not support these as a parent of a child who is currently benefiting and flourishing from the current provision. When I see the progress my child has made and to think how limited the proposed provision will be then I'm extremely anxious and worried.

In regards to section 8 Educational Benefits of the Proposal. There are a number of points made in support of the New Raeden centre which are then contradicted for those ASN children, specifically.

1) Benefit of co-location of education staff. If this is a benefit for New Raeden centre then can you please explain how this is anything other than a disadvantage for those ASN children? The diution of the staff, resources and services across a number of sites can only be to the detriment of ASN children. Given this, how are ACC going to address this?

2) Benefit of Curriculum Choice in the New Campus. Again pooling staff into one setting for the New Raeden centre whilst diluting the experience staff and resources across these multiple sites for ASN children. Again how do the ACC propose to minimise the affect of this further dilution of service?

Turning to other points in section 8

1) Benefit of pre-school children with ASN having the opportunity to engage with mainstream peers in nusery support bases. Children do have the ability to mix with mainstream in their own residential areas through the provision of a split placement. This gives children the ability to have both social interaction as well as the educational services. In the proposal you intend to make this mainstream exposure available at the developmental nurseries but this would not be in the community setting should they transition into mainstream. These ASN children are missing out on building relationships with the "age appropriate" peer groups or their siblings. For ASN children this is very important and something we should be provided.

2) Centre of Excellence. If Raeden is so widely recognised as a centre of excellence where the model works because the centre does fragment or dilute services how do ACC justify not letting children who currently benefit from the model be parts of its future.

I look forward to these points being addressed in the report being presented in late March.

2) Response from Parent of child at Raeden Nursery

I am a parent of 3-year-old twins; one child has ASN and attends Raeden nursery with a split placement at our local mainstream provision. This allows both children to go to nursery together for some part of the week. It is a fabulous bonding time for them, where they can have their independence from their parents but still have the comfort and security of each other.

I see the challenges an ASN child has compared to their direct mainstream peers 24 x 7. My children are the same age, they have the same family background, the same standard of living, the same parental input, the same learning opportunities at home and the only differentiating factor is the challenges one faces as a result of ASN.

I feel very strongly that the current provision my child receives from Raeden Nursery School is of an excellent standard both in quality and range of learning opportunities. This first class service helps keep my children on an even footing whilst ensuring their individual needs are met.

I feel that I am very well placed to comment on the differences between age peers and developmental peers, integration with mainstream and the benefits of having this in your own community.

I have structured my response into three sections, Response to the 5 key points of the Proposal, Comments & Questions on Section 8 Educational Benefits of the Proposal and my Alternative Proposal for one Single Site Developmental Nursery.

I look forward to hearing ACC's response.

Response to the 5 key points of the Proposal

1. I am a supporter of the New Campus and from the detailed plans and the information given I feel that this is will be wonderful facility for the city. From the plans I particularly like the walled garden being part of the building, bringing nature inside and providing the children with additional learning opportunities. Also the suggestion that young adults who can not access courses in their local area will be able to attend the New Campus widening the curriculum on offer to all is great.

The Campus will offer some fantastic facilities which will be available for public use out of school hours, however I feel that these should be available during school time to those children in the developmental nurseries who will lose out on these additional learning opportunities.

I am disappointed that the new school will not be able to accommodate all of the children currently provided for at Raeden. These children currently have access to great staff; excellent resources and additional learning opportunities and I feel that they are being short-changed by the proposal.

A child's nursery years are the foundation for their learning and I feel that at present we are investing in our children to give them the best opportunity for future integration. To be fully inclusive means a child should be actively participating not just included by physical presence. These children need help to develop them to a level where full inclusion is possible and this should not happen until they are ready.

2. I think the provision of a family support centre is excellent and something that is currently lacking. When parents don't know what is available it's hard for them to find out any information; hopefully this will help alleviate parental anxieties. An area for out-of-school services will help maintain continuity for the children and ensure that we maximise the use of the new facility.
3. The Option Appraisal for Health Service Redesign for Children with Complex Needs carried out by NHS Grampian concluded that a Hub & Spoke Model was the best way to provide services going forward. I agree that given the number of children receiving health services that this is a viable model.

However when we consider the group of 60 children currently receiving nursery provision at Raeden Nursery School I strongly feel that the Hub & Spoke model is not the best solution. The nursery children represent 35% of the combined school roles of Raeden, Hazlewood and Woodlands, where those children not accessing the new campus represent 26%. These are both significant proportions of children effected by the proposal however as a real number 44 children in developmental nurseries is not a large group. I feel that applying a Hub & Spoke model to this group will produce a very fragmented service that will result in a dilution in the quality of service provided.

I suggest that Aberdeen City have one single site developmental nursery, which would accommodate 2 classes each with 10 part-time spaces. This along with the New Campus and the provision at Maisie Munro would deliver a pseudo Hub & Spoke model on a viable scale. Please find attached document 'Single Site Developmental Nursery' containing my thoughts on this option.

The proposal document states that "The proposal is to establish the cluster nurseries in the parts of the city with the highest level of need." I believe that ACC has confused 'areas in need' with 'children who have needs'. The underlying social issues inherent within these communities in need do not provide the best environment for development. This group of children have their own challenges to face without being distracted or influenced by the these underlying issues. In particular, as a parent, I want to ensure that my children receive an equal learning experience in a similar environment even though one child has ASN.

Those parents who participated in the focus groups, run in connection with NHS Grampian, made it clear that they did not accept the use of family centres in delivering provision.

The proposal is to provide children in developmental nurseries with mainstream exposure within this setting not within their own communities. I agree that many children within this group would benefit from mainstream exposure at their own pace as and when they are able to cope. However the only way to determine if a child will cope with mainstream inclusion at their local school is to provide this opportunity within the exact setting. The experience an ASN child has in mainstream does vary depending on the nursery and not necessary the child. I strongly feel that on this basis the split placement option should be maintained. However my experience of this has shown this could be managed better to save costs and avoid mainstream nursery places being unused for part of the week.

The proposal states that the developmental nurseries will give parents more choice. However I believe that "choice" is defined as 'something that is preferred or preferable to others; the best part of something'. Whilst the proposal contains various options of pre-school provision I don't feel that any one is more preferable

than another, or than the current provision, and so I strongly feel that parents are being given a dilemma not a choice.

I am a supporter of the New Campus and would not want this project to be delayed by the re-consideration of the pre-school provision. Therefore I suggest that Raeden Nursery in its entirety decant to Braeside as planned in July 2011. This would avoid any unnecessary renovation costs at the proposed Ashgrove, Kaimhill & Seaton sites and would allow more time to fully explore the options available for developmental nurseries. Let's get it right for **EVERY** child.

4. I agree that wrap around care would be beneficial to some parents but am unclear as to who would provide the educational part of the service at the Maisie Munro Centre. Would this group of children have access to existing Raeden expertise? It has been raised that VSA hope to provide 4/5 full time places, I would recommend that a survey be conducted of the current Raeden parents/carers to ascertain the demand for this service.

5. I support the closure of Hazlewood and Woodlands schools. However as a result of the reduction in service in the proposed pre-school provision I do not support the closure of Raeden Nursery.

Comments & Questions on Section 8 - Educational Benefits of the Proposal

Page 46 *Education Benefits statement for Raeden Nursery School, Hazlewood and Woodlands Special Schools.*

The New Campus

"..The aspiration is that each child will experience their curriculum entitlement ensuring that they are well prepared to make the fullest contribution possible to the social and economic community in the world beyond school."

This is a fantastic opportunity for those children who are going forward to the New Campus, what are ACC doing to ensure that the pre-school children are well prepared to make the fullest contribution possible to the social and economic community in the world beyond school?

"The new campus aims to provide all the support services and educational opportunities on one site. This will be of benefit to children, young people and their families "

This is a benefit to those attending the New Campus but not those who are currently at Raeden and who are having their services fragmented

"The New Campus will....benefit from reducing duplication across schools and using resources more economically and therefore allowing more resource for an increased range of opportunities."

This is not the case for the fragmented pre-school provision proposal and as such these economic gains and increased range of opportunities for children will be lost.

Page 47 *Benefit of co-location of education staff (New Campus)*

"Bringing the school populations onto one site would also increase consistency of approach and improve transition. The increased number of staff in one location will provide a wide range of staff knowledge and expertise and will provide the opportunity

to reduce duplication of expertise, allowing for a greater range of expertise to be put into place over the long term.

The children who are to have their service fragmented across several nursery sites are to lose this benefit, the proposal does not state that there are to be any adverse effects and hence there appear to be no plans to minimise this effect.

Does ACC acknowledge that there is adverse effect on the pre-school children not catered for at the New Campus? How do you propose to address these?

Page 48 Benefit of Curriculum Choice in the New Campus

“...Pooling a the range of staff expertise into one setting would benefit all children and young people in terms of increasing curriculum choice and the range of therapies and opportunities available.”

Fragmenting the range of staff expertise in the developmental nurseries will have an adverse effect on the choice and range of therapies and opportunities available to the pre-school children.

In pre-school setting this could translate to additional learning opportunities in music therapy, soft play, sensory room, swimming pool, regular outings.

Does ACC acknowledge this adverse effect and what is it proposing to do to minimise the effects?

Page 48 Benefit of pre-school children with ASN having the opportunity to engage with mainstream peers in nursery support bases

“Currently for the children where it is agreed that they might benefit from working alongside mainstream peers some children access an additional shared placement in a local authority nursery class. Some parents choose to have their child attend a private provider in addition to their place a Raeden. All the children who have an additional period of time in a local authority nursery class or in a private nursery are required to cope with the demands of multiple placements. This involves relating to a wider group of adults and peers as well as having to familiarise themselves with two sets of routines.

For a substantial number of pre-school children with additional support needs at Raeden there would be increased benefit from having exposure to their mainstream peers for some or all of their time at nursery. The pre-school years are a vital period in a child’s development and access to peers can have huge benefit in terms of the child’s ongoing social and cognitive development. For many of the children at nursery in Raeden the decision about whether or not they would benefit from inclusive mainstream education or a long-term special school education has yet to be assessed or finalised. It is important that children with additional support needs are given the opportunity to experience inclusion in mainstream education before a final decision is made.”

At present children have the opportunity to mix with mainstream in their own communities which is a true reflection of their immediate age peer group. Having to

learn 2 sets of routines is not a negative infact it shows how well the child would cope with mainstream in their own community.

You propose that this mainstream exposure would be made available at the developmental nursery, however for the majority this would not be the setting they would go on to attend should they transition into mainstream. They are not being given the opportunity to form relationships with their real age peers in their own community, nor are they being given the opportunity to attend the same local provision as their siblings.

Page 49 Benefits of provision in the community

“Children should learn wherever possible at a setting which is at the heart of their community. It is for this reason that, whenever appropriate the child should have the opportunity of learning in a community with mainstream peers. The locating of nursery support bases in the north, south and centre of the city allows children to be located nearer to their homes and in a community of mainstream peers.

The proposal is to establish three nursery support bases of 8 children (16 part time places in each setting) alongside a mainstream nursery class. This would allow pupils to have a protected nursery environment with the opportunity to work alongside mainstream pupils for as much or as little time as would be most beneficial for the child. Successful transition to mainstream nursery and/or primary would be made all the more likely if this model were to be put in place.”

The setting at the heart of a child’s community is the exact mainstream provision they would attend. It doesn’t matter if the developmental nursery is ½ mile, 1 mile or 5 miles closer to the child’s home, if it is not their local setting that their siblings, neighbours and immediate peers attend then there is no community benefit.

Please explain how you derive that transition to a LOCAL mainstream is more likely with the proposal than the existing split placement arrangement?

Page 49 Benefits of specialist staff supporting community provision

“In addition the plan would be to ensure that specialist expertise and knowledge would be provided by staff from the Raeden Nursery team to settings in the wider community. Staff would move to work with the pupils in the three nursery support bases and at Maisie Munro and others would provide outreach support in other mainstream nurseries where children with ASN are based.”

If the children where not dispersed across the city then there would be no requirement for staff to go to these bases, I do not see this as a benefit over the existing provision. All it indicates is that by fragmenting the current service, there will be a reduction in the number of staff with the relevant knowledge and expertise in each setting compared to the current provision. This is not a benefit to the children

Can you confirm the proposed staffing ratios for each developmental nursery, detailing how many existing Raeden staff are expected to be in each location?

“The new campus offers the opportunity to create a centre of excellence. The aim would be to attract high calibre staff who would work in partnership with staff from the University of Aberdeen, Robert Gordon University and NHS Grampian.”

Over the years Raeden has evolved into a centre of excellence that ACC & the NHS should be proud of, the model works because the centre as a whole is greater than the sum of its' parts.

I strongly feel that by fragmenting the service the essence of the model will be destroyed. It's people that make the difference not buildings; our children will be housed in different buildings but will not have access to the same “people resource”.

It appears as if Raeden is a failure because of it's own success. What justification do ACC have for not letting the children who currently benefit from the model be part of it's future?

Alternative Proposal for one Single Site Developmental Nursery

Problem

The proposal states a benefit of the new campus for those with the most complex needs, under the heading *Benefit of co-location of education staff* is

”Bringing the school populations onto one site would also increase consistency of approach and improve transition. The increased number of staff in one location will provide a wide range of staff knowledge and expertise and will provide the opportunity to reduce duplication of expertise, allowing for a greater range of expertise to be put into place over the long term.”

This benefit is not available for those Raeden nursery children who are having their provision fragmented over 4 sites. As this co-location is already in place at their current provision, the proposal will have an adverse effect on these children.

There is neither the quantity nor expertise of staff, resources and services available to provide the same level of provision whilst maintaining the staff to pupil ratio at the necessary level of expertise.

Solution

The diagram below shows ACCs proposed Tier 1, Tier 2 and Tier 3 provision.

In addition I have suggested an alternative Tier 2 provision, highlighted in blue, in which there is a single site developmental nursery for the 44 nursery children who are not accommodated in the new campus.

At present there are 3 nursery classes at Raeden providing for up to 60 children, I propose that this should be re-structured as 1 class moving to the new campus with the other 2 classes forming a new single site developmental nursery.

This solution would maintain the co-location of educational staff and retain the centre of excellence.

It would keep this group of children together with their developmental peers, retain friendships they have built and would avoid the dispersion and dilution of staff, resources, knowledge and experience across several sites.

It would mitigate the risk of lack of consistency in provision across several sites.

It would remove any potential issues from fluctuating requirements from different areas of the city.

It would maintain the curriculum choice and is better placed to achieve the Curriculum for Excellence.

There would be cost savings in admin, IT and running costs.

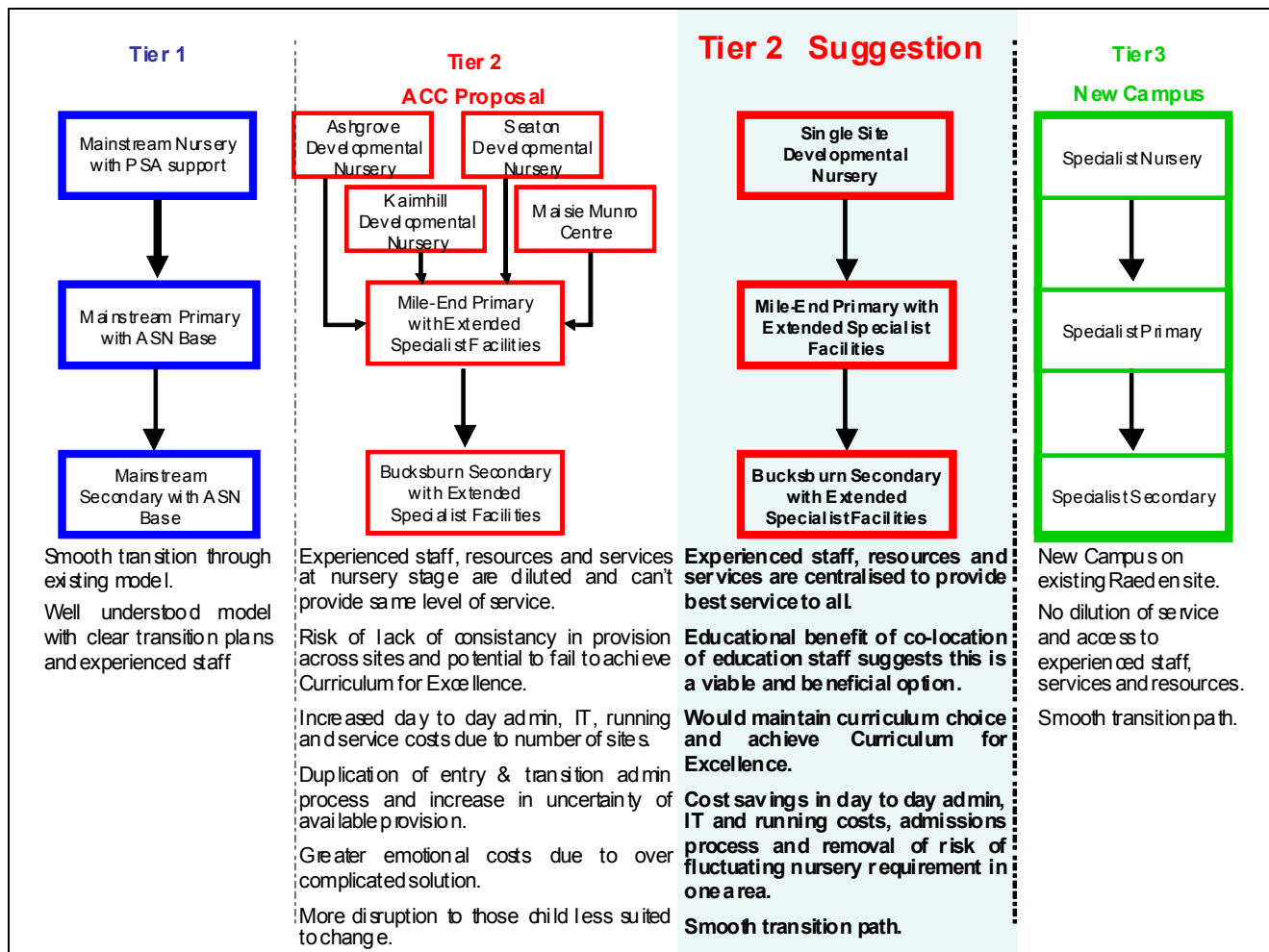
The current provision of 12.5 hours over 2.5 days could be maintained in order to provide the children with real focused learning opportunities.

The solution is inline with ACCs streamlined approach to Tiers 1 & 3. It avoids confusion for parents and alleviates anxieties.

It would maintain the parent support network and transfer of knowledge between staff and parents.

This group of children would benefit from mainstream exposure at their own pace as and when they are able to cope. However the only way to determine if a child will cope with mainstream inclusion at their local school is to provide this opportunity within the exact setting. I strongly feel that on this basis the split placement option should be maintained. However my experience of this has shown this could be managed better to save costs and avoid mainstream nursery places being unused for part of the week.

These children are most in need of stability and routine and they are being denied this by the current proposal.



Concerns

My main area of concern is that section 8 of the proposal focuses, almost entirely, on the new campus provision and the impression given is that the developmental nurseries have been an after thought. There appears to have been no real assessment of viable options for those not accommodated for in the new campus. The headings within this section refer to

“Improved Facilities”, I don't see how these are improved for those children going to the developmental nurseries

“Benefits of co-location with range of other professional”, this method of working is clearly a benefit and one which this group of nursery children are losing.

“Benefits of provision in the community”, if a child is not able to have their needs met at their local mainstream provision in their own community, where they can attend alongside their siblings and neighbors then the provision is not in the community.

I understand from the legislation on school consultation as outlined in “Section 3 – Educational Benefits Statement”, that ACC must provide “an explanation of how the authority intends to minimise or avoid any adverse effects that may arise from the proposal”. I cannot see where this legal statute has been addressed in the proposal.

Section 8 of the proposal refers to the Centre of Excellence, making reference to attract “high calibre staff”, and provision for training to enable “good practice to be shared”. The existing centre at Raeden is already well recognised as a centre of excellence and by creating one single site developmental nursery as per my suggestion this would maintain this reputation and staff retention factor.

Conclusion

I believe that Raeden in it’s current form, has developed into a centre of excellence which everyone should be proud of, the model works because the centre as a whole is greater than the sum of its parts. I strongly feel that by fragmenting the service ACC will destroy the essence of the model. It’s people that make the difference not the buildings; our children will be housed in different buildings but will not have access to the same “people resource”.

I strongly believe that the children’s needs should be at the centre of any proposal or decision and the solution I have suggested will ensure that all the existing benefits and services of co-location are retained alongside the economic and emotional benefits.

I believe my solution is a viable option that should be given serious consideration.

I hope you take time to consider the points above and look forward to hearing your thoughts.

3) Response from Parent of child at Woodlands School

I think that it is a shame that Woodlands school has to close as the proposed school on Raeden site will be the only option for parents of children who have severe and complex needs, I believe that for a certain group of children a small school environment is the best choice and I believe that by having one big school the choice is being taken away from parents and children.

I know that staff at the new school will give all the children the support, care and education that they have a right to but I am concerned that some children will "get lost" in this huge environment.

I believe that the new school should have no bells and that staff/ child ratios should be maintained at a high level in order to support each child to enable each child to attain its full potential.

Having seen the plans I think that the new school looks lovely and have no doubt that it will be a credit to the staff and children. It is with sadness that I will see Woodlands close and that the very special environment there will be lost to this city.

4) Response from a former employee at Raeden Nursery

I felt I had to write to you regarding the closure of the Raeden Centre and the proposals which have been put forward.

I was employed at Raeden for 15 years and therefore feel I am able to comment with some degree of knowledge on the plans that are being put in place.

I was 10 years in Nursery School and am very familiar with the process for assessment and curriculum input.

I only recently decided to retire from the education and childcare sector having been involved in care and education of pre school children for 47 years and having studied to degree level and gained a BA in Early Child Hood Studies.

While I agree that the proposal for a new centre is long over due, I am concerned that the children with complex needs are the ones who are having their needs met.

I would ask : What about the children who have less complex but none the less very definite needs?

- What about the children who with the RIGHT help could blossom and become productive members of society?
- What about the expertise of the staff within Raeden ?

I am very aware of what is being proposed but feel that many assumptions are being made.

It is being assumed that the above mentioned children will slot very nicely thank you, into what ever setting is deemed appropriate. This decision made most likely by staff who are unfamiliar with their very individual needs. Indeed perhaps the decision will be taken by individuals who have never actually worked with children not to mention children with additional support needs. Very worrying.

My fear is that you will ` lump` these children together in settings where either the staff will feel threatened by them or feel that they are being foisted on them.

In many cases this `inclusion` will to be to the detriment of the other children in the mainstream settings.

I am also aware that it is proposed that the staff will do outreach work:

Assumptions are again being made that all staff would like to do this type of work or are able to do this. Assumptions are also being made that they will be welcomed by staff in other settings who will be grateful and pleased that these experts are willing to share their knowledge and expertise. Not so!

Yes some staff in some settings will be more than happy to take onboard what the staff imparts but many others will resent the intrusion and a culture of ` we know best` pervades many establishments in Aberdeen.

This is being said with the best of intentions and with the vulnerable children in mind.

I have been in settings where children with ASN have been encouraged to do very little as nothing is expected of them. As long as they `conform` and do not upset the routine they will be welcome.

To work with Pre 5 children who have ASN is extremely difficult. It is a vocation and I dread to think what will happen if these children are `fitted` into settings which have `spaces`. This is what I believe the consultation document is saying.

It really is totally unacceptable.

Please think long and hard about this group of children and please do not allow assumptions to be the deciding factor in the future education of these extremely vulnerable children.

I do not understand why there cannot be a `hub` within the new build, but with these children in mind and which when completed would very easily emulate what is already the environment the majority of these vulnerable children blossom in.

5) Response from a former Social Worker at the Raeden Centre

Raeden Proposal Consultation

Developing Relationships & Parental Involvement

- The Proposal to build a new campus on the site of Raeden Centre presents a unique opportunity to initiate and develop new ways of working with parents.
- As envisaged, in addition to its own provision, the campus will be linked to a network of pre-school and childcare provision on other sites.
- These plans are seen to complement the specialist facilities provided within the new Mile End School and Bucksburn Academy.
- Over the past 40 years, children with special needs have been defined in a number of ways.
- These have included 'mental handicap' 'special educational needs' and 'learning disability'.
- A significant number of children described in these ways also have additional medical conditions and disabilities.
- Within current thinking and terminology, all such children are now embraced within the wider concept of 'additional support needs'.
- The dilemma with such terminology is that it appears to arise from changes within regulation and legislation.
- Once adopted within practice and educational systems, it ascribes an 'organisational identity' to the child.
- That categorisation of the child may differ in significant ways to the understanding, knowledge and experience of the child as held by the parents.
- In addition, 'organisational language' then begins to prescribe the ways in which practitioners and parents enter into a dialogue in relation to a specific child.
- Such terminology does not arise from or properly describe the nature and extent of what lies within each child and impedes learning and development.
- The use of terminology may also diminish how the child is understood and perceived and may impede practice which seeks to be concerned with the wholeness of the child.
- In reality, whatever terminology or language is used to describe each child, that son or daughter can never exist for the professionals involved.
- Nevertheless, there is a conscious or unconscious pressure on parents to re-define the child's identity to reflect professional opinion and assessments.
- That process can be seen to take place in the concept of a 'professional child'. (Appendix 2)
- Major changes have also taken place over several decades within the structure and management of health care, education and social work services.
- Following the UK wide introduction of the concept of 'special educational need', a more structured approach to parental involvement began to take place.
- Methods were devised and implemented to enable communication between staff and parents at classroom level.
- The concept of Annual Review ensured that staff, parents and representatives from other agencies came together at least once per year. Identifying and recording gaps in provision was an integral part of that system.
- Parents also began to take part within discussions concerning the planning of future provision for their own children.

- The extension of this process saw parents being invited to take part in consultation activities when changes were being proposed and implemented within a specific area of service provision.
- There was also recognition that parents should become involved within reviews and planning concerned with the re-organisation and development of services.
- Specific concepts have come into being to reflect these changes and have been reflected in the use of such terms such as 'stakeholders' and 'parents as partners'.
- Nevertheless, it is evident that the process of parental participation has not taken place to the extent implied by the language used within current practice.
- However well intended, involvement in service planning and consultation has tended to create a reactive rather than a proactive role for parents.
- Consequently, at all levels within special education services, there appears to be an unintended tendency to involve parents in ways which seem to hinder their ability to contribute to planning and decision making in respect of their own children.
- A similar process appears to occur when parents are asked to take part in discussions and consultations regarding wider service issues.
- That sense of a reactive role for parents appears linked to the timing of their participation and the extent to which that is determined by others.
- In turn, that timing appears to arise from the ways in which policy and operational decisions are made within local authority education services.
- Hence, parents can be left feeling that their involvement has a sense of 'tokenism' 'going through the motions' and 'after the event', as illustrated by these comments from a parent.

"This leads to a growing sense of mistrust and resentment among families who feel that their opinions are not being taken on board when a major decision is being made. This is why families – when asked to participate in any consultation – seem indifferent and uninterested and therefore don't "bother" to turn up to meetings. This gives the impression that they just don't care which is entirely wrong."

"Also, when planning consultation meetings, officials don't always seem to realise how difficult it is to find appropriate "childcare" (for the want of a better word) for people who live with a disability. We often find it difficult to attend consultation meetings for that very reason, giving a perception of disinterest among parents/carers."

- Staff within education services, managers and elected members may also feel that what they are seeking to achieve is given little value and subsequently only experience the 'grievances' of parents as arising from their sense of 'hurt and anger'.
- It seems reasonable to consider that this pattern of interaction has arisen from a concept of parental involvement which, unintentionally, places the parent in a reactive role and inhibits the development of more meaningful partnerships.
- Hence, the concept of 'parents as partners' requires all the participants to move away from and relinquish the safety of established roles.
- It can be argued that the onus to start that process of change lies with the professionals involved.
- For the vast majority of parents with children with special needs, the decision they made - at one point in their lives - was to have a child.
- They did not choose to have a child with special needs.

- Each and every individual in a professional role – whether employed or elected – comes into that relationship with a parent on the basis of a very different kind of choice.
- At the end of every working day, each professional essentially steps out of that role.
- At any given time, the professional also has the choice to move from that role or to give it up entirely.
- The nature and kinds of choices which exist for parents are significantly different.
- In addition, within a network of relationships with professionals across a range of agencies, on a daily basis parents can experience a recurring sense of loss.
- They live constantly with the reality of the ways in which their children differ from others and with the demands on themselves and on family life which arise from that reality.
- Each time a parent is in conversation with any professional or any other in respect of that child, the experience of difference and loss will be occurring again to some extent.
- That sense of difference and loss is further heightened when parents feel they are placed in the position of advocate in respect of their own child.
- Likewise, it is significantly lessened when parents feel that the other is truly listening and receptive to their concerns.

“It doesn’t have to be like that. Given the right support – with resources targeted appropriately – our experience can actually be a real positive. My son is happy and settled in a special school and is lucky enough to have access to appropriate respite in the form of a weekend fun club and multi-gym. But this didn’t just happen on its’ own. I have had to shout, scream, kick and spit to get the support that R needs (most ASN parents have a pair of virtual reality boxing gloves tucked away in their handbag).”

“The downside is that I never lose the feeling that because, R has received a certain support, it means that some other child is missing out as a result. I firmly believe in early intervention. If a child receives the appropriate support as early as possible, then everyone benefits. A far more cost-effective approach than targeting money and resources at those in crises. If help is given at an earlier stage, then less people would have to face a crisis.”

- The nature and needs of a child with special needs makes a significant impact on family life and on the choices available to parents and siblings.
- Given those restrictions, parents can be disabled further when placed, unintentionally, by professionals and by organisations, into a role which the parent might not choose or wish to have.

“Those parents/carers who are more vocal - i.e. who complain a lot - tend to be branded as a "nuisance" (ACC words, not mine) and the local authority have to spend a great deal of their time and resources in dealing with such parents.

These were (almost) the exact words used some years ago at a meeting by a Senior Manager who used to oversee the SEN portion of Education (ACC).

My response at the time?

Parents have no desire to be deliberately difficult or obtuse.

Perhaps if families were given (i.e. not have to ask for) the appropriate support at the appropriate time then there's a good chance they wouldn't end up having to be a "nuisance" to the local authority."

- Living with and caring for a child with special needs is also characterised by the theme of uncertainty at different stages in the life of the child and the family.
- Nevertheless, from that kind of reality and from that way of living, a significant number of parents are able to look beyond themselves and their own experiences.
- That ability does not come readily to other parents who may tend to perceive and comment on wider issues primarily as an extension of their own experience.
- Irrespective of such ability, in each parent a body of knowledge, experience and skills has come to exist and has been developed over the lifetime to date of each child.
- Within the spectrum of education services, what lies within parents therefore constitutes a significant resource which can be drawn upon in a wider range of ways.
- However, the ways in which education services are organised and managed currently inhibits the ability of the authority to harness and draw upon what parents have come to understand and know.
- The organisation of pre-school and school provision based on chronological age bands may or may not be the most appropriate structure for children with special needs.
- When parents are being consulted, at present that process tends to be based upon and reflect these existing educational structures.
- Hence, parents will be involved in discussions which relate primarily to the age their child is at the time of a particular consultation.
- They are less likely to be asked to look ahead and anticipate what forms of provision may be needed in the future.
- As children become older, parents become more experienced and more able to identify what helped and hindered when their children were younger.
- However, as a consultation process tends to be structured in ways that tie into each child's existing educational provision, it would appear that such opportunities to draw upon the cumulative knowledge and experience of parents are, unintentionally, being overlooked.
- Initiating, sustaining and developing relationships with parents and parental involvement will also be enabled when the dialogue enables all the participants to contribute other kinds of knowledge and understanding.
- By definition, a parent is an adult undertaking a specific role and that role will, in a myriad of ways, reflect the personality of the adult.
- All parents also undertake a variety of other roles within networks of other relationships.
- Consequently, all of that knowledge, experience and skills can be brought by a parent into the dialogue with the range of professionals involved with children with special needs.
- Likewise, each person acting in a role within any profession or organisation is a unique individual undertaking a specific role on behalf of the agency concerned.
- What that individual brings to that role, as a person and from other parts of their life, at any given time may also help or hinder the relationship with a particular parent.

- Consequently, the process of enabling and nurturing all such relationships between professionals and parents needs to become a more conscious and active process.
- Consideration also needs to be given to the kinds of dynamics and factors which can enable and impede the development of these relationships.
(Appendix 1)
- The kinds of changes envisaged also appear to have implications for a number of areas of practice within the existing professional and organisational culture.
- However, the concept of 'parents as partners' can be extended from the outset and become more meaningful when the role of parent within the partnership is enabled and becomes more proactive.
- For that development to take place, all the participants will need to become more willing to enter into different ways of working with each other.
- The implementation and development of such ways of thinking and working will also require significant changes to occur at all levels within the education authority.
- The recognition that such changes can take place and will be beneficial to all participants may, in itself, constitute the first stage of that process,

Appendix 1

Factors & Dynamics which Help or Hinder the Partnership

Concept of the Professional Child:

The parent's son or daughter can never be the professional child.
(Appendix 2)

Concept of the Professional Stranger

Practitioners enter the lives of parents initially as a professional stranger. Parents are then asked to accept what that person says about their son or daughter.
Why should they believe a professional stranger?

Concept of ISA

Within practice and within all groups and organisations, there are always differences between what is intended, stated and what actually occurs. Part of the professional remit is working to close the gaps.
(Appendix 3)

Doubting Thomas Syndrome

"Until I see it with my own eyes ... "

Parents are disabled further by the recurring experience of not being believed.

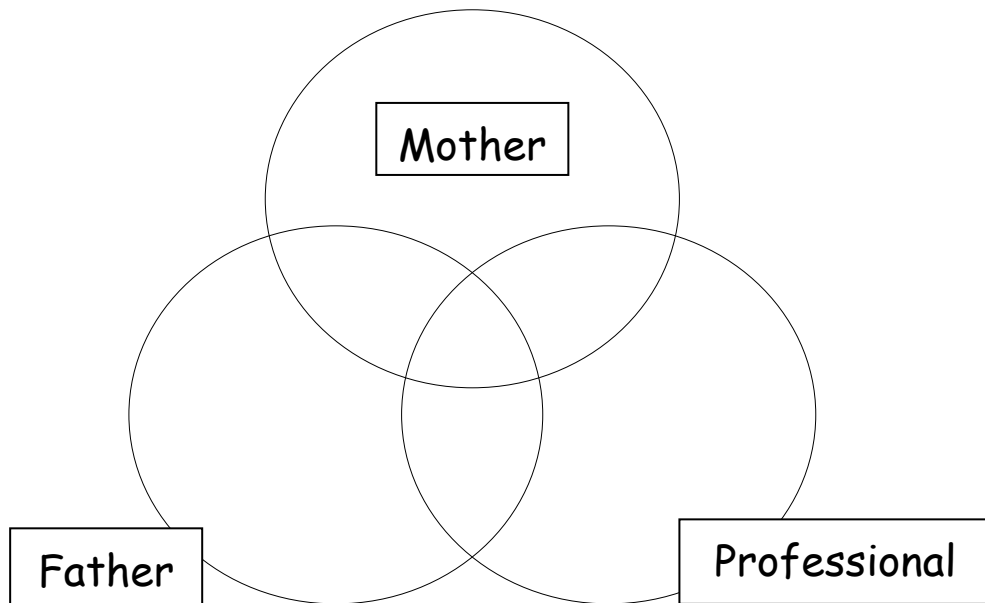
Iceberg Syndrome:

Based on what is visible, assumptions are made about the wholeness of the child, parent, practitioner and the other.

The Better Parent Syndrome

There may be conscious and unconscious agendas as to who is acting as the 'better parent' – the practitioner, the organisation or the actual parent.

The Concept of the Professional Child



The concept of the professional child seeks to demonstrate that a single, common understanding and perception of a given child can never exist.

The illustration used considers the child as seen by the mother, the father and the professionals involved.

Even in the closest of families, the child as seen by the mother can never be identical to the child seen by the father.

For the parent, each child is also either a son or daughter.

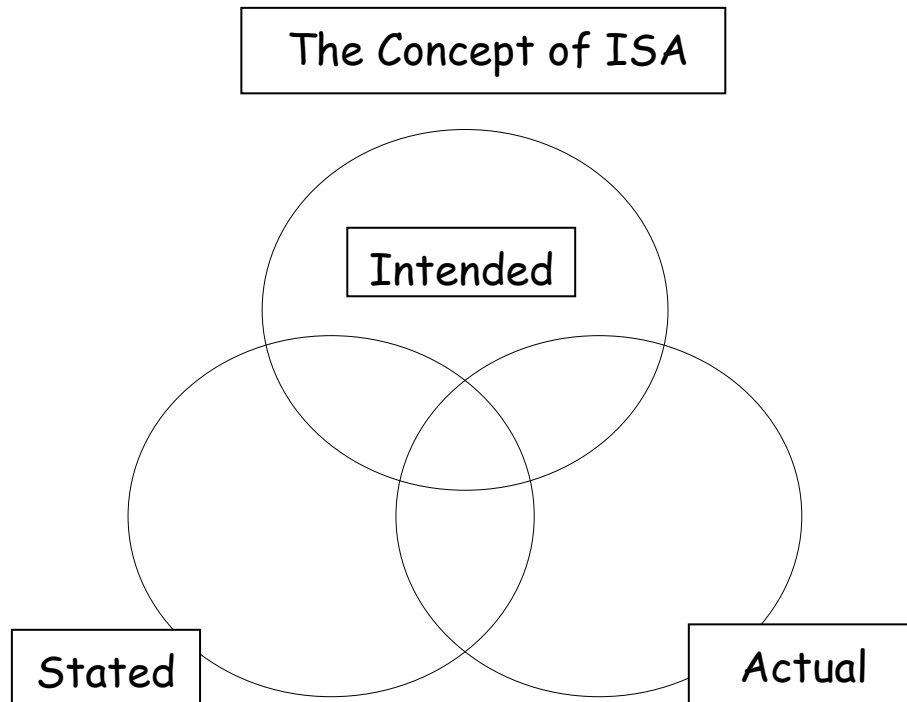
By definition, that son or daughter cannot exist for any individual professional.

For ease of comparison, the professional child is represented by a single circle. In reality, that circle will consist of several circles.

These circles will reflect the fact that a single, consensual professional view of the child also does not exist.

Developing the partnership between parents and professionals enables a greater, shared understanding of the child.

This consensus is illustrated by the part that is common to all the circles.



Within practice and within all groups and organisations, there are always differences between what is intended, stated and what actually occurs.

Part of the professional remit is working towards increasing the extent of overlap and thereby seeking to bring intended, stated and actual more closely together.

Related Concepts & Themes

Doubting Thomas Syndrome

"Until I see it with my own eyes ... "

Iceberg Syndrome

Based on what is visible, assumptions are made about the wholeness of the individual, group or organisation

The Better Parent Syndrome

There may be conscious and unconscious agendas as to who is acting as the 'better parent' - the practitioner, the organisation or the actual parent

6) Response from a local resident of Braeside Place

I note from the Aberdeen City Website that there is a proposal to replace Raeden Nursery, Hazlewood School and Woodlands school.

While my comment is not about the actual replacement of these schools, I note within the proposal that the children currently at Raeden, will be decanted to the former Braeside Infant School in Braeside Place, Aberdeen from August 2011, once the children from Kaimhill School (who presently occupy this site) are returned to their new school building early next year.

While I have no issues whatsoever about the children from Raeden moving to the former Braeside Infant School, I would ask that the travel arrangements for these children are looked at and a suitable plan of action is in place before these children move to the School in Braeside Place. I am aware that the majority of these children arrive by taxi due to their special needs and requirements, and there may be an issue if there is to be a significant increase in the number of vehicles dropping children off at the school. The road was made one way when the children from Airyhall school originally occupied this site and this does help. I would hope that the road would remain one way, but there would not be room for a large amount of cars/taxis to arrive at the school, drop off children and then exit from the school, without creating a queue of traffic waiting to get in and out of the school gates, or having insufficient room on Braeside Place to park and get the children into the school safely.

As you can probably ascertain, I live on Braeside Place, and have already had to speak to the Head Teacher, City Wardens and my local councillor on the parking that was already taking place with parents dropping children off at Kaimhill School, thankfully with a positive result and of late there have been very few issues with the parking on the road.

I would therefore ask that proper arrangements are put in place so that the dropping off and picking up of these children is able to be done with the minimum of disruption, not only for the taxi drivers and parents and the children themselves, but for the other road users that require to use Braeside Place.

7) Response from Day Care Manager, VSA

I would just like to ensure that there is enough space for the afterschool club which requires direct access to large storage cupboard, changing areas and outside play . This was highlighted when the plans were on show at St Nicholas House and it was suggested that an area nearer the walled garden would be more suitable as it was larger and better placed.

We run, from Hazlewood School, an After School Club, HASC Playscheme, Saturday Fun Club, and the Holiday Fun Club. (HASC, Cornerstone and HFC playschemes run at the same time) This would all be happening from the new build. Is there allocated space as all these schemes would require storage and large areas to accommodate their schemes?

Should you require more information regards my concerns please do not hesitate to get in touch?

I think this is a fabulous new school and we are all very excited at the prospect. Well done Aberdeen City Council and fingers crossed that this proposal goes ahead.

8) Response Chairperson of Hazlewood School Parent Council

As a result of the meeting at Hazlewood school on Tuesday 18th January, and following discussions with parents, I am writing to give you feedback.

- As a group of parents who's children will be attending the new school, we believe it is essential that those involved in the decision making process learn from others experience i.e. Mile-End school and Bucksburn Academy.
- Flexible classroom space is essential as is suitable storage space.
- Enough breakout space housed in the correct location is also essential.
- The dining hall has to have space for children who have issues with eating/ noise.
- Following the Inspection report in June 2009 where it was identified that poor accommodation has caused privacy issues for the children, we would hope that the bathroom facilities have built in tracking hoists that are user friendly and ensure privacy.
- We are aware of the staffing cuts and the impact this has had on the service. We hope that in the new school, staffing levels will be at an acceptable level to meet the needs of the pupils.
- Another concern for parents is that there may not be enough places for all the children who need one.
- Parents also want to be involved and kept informed as the process develops.
- One question raised was about having enough accommodation for the children with the most challenging needs as this is essential for the smooth running of the school.
- We also want reassurance that the children are prepared for this move in advance, Schools knowing what staff are moving to the new school would help greatly with the transition.
- We hope that the wheelchair equipment from the play area at Hazlewood will be moved to the new school or alternative equipment is purchased.

We hope you find the above comments relevant.

9) Text response from parent of a child at Woodlands School

Question

- If these 3 institutions are merging, will there still be enough staff to cover the needs of the children?
- When Beechwood joined with Mile End the class went from 7 pupils to 20 in class. This is unacceptable and we do not want our son to go through that again, after being so well settled at Woodlands.

Equality and Human Rights Impact Assessment - the Form

There are separate guidance notes to accompany this form – “Equality and Human Rights Impact Assessment – the Guide.” Please use these guidance notes as you complete this form. Throughout the form, **proposal** refers to policy, strategy, plan, procedure or report.

STEP 1: Identify essential information

1. Committee Report No.

2. Name of proposal.

To build a new campus and provide community services for children and young people with additional support needs arising from severe and complex factors.

3. Officers completing this form.

Name	Designation	Service	Directorate
Liz Gillies	Service Manager 0-7 and School Improvement	Education	Education Culture and Sport

4. Date of Impact Assessment.

3 December 2010

5. When is the proposal next due for review?

Report to Education, Culture and Sport Committee on 24 March 2011.

6. Committee Name.

Education, Culture and Sport Committee

7. Date the Committee is due to meet.

24 March 2010

8. Identify the Lead Council Service and who else is involved in the delivery of this proposal. (for example other Council services or partner agencies)

Education, Culture and Sport
Other services: Social Care and Wellbeing, NHS Grampian, Voluntary Services Aberdeen.

9. Please summarise this Equality and Human Rights Impact Assessment, (EHRIA). This must include any practical actions you intend to take / have taken to reduce, justify or remove any adverse negative impacts (if necessary continue on blank sheet of paper). **Please return to this question after completing EHRIA.**

9. Where will you publish the results of the Equality and Human Rights Impact Assessment? Tick all that apply.

Summary of EHRIA will be published in committee report under section "Equality Impact Assessment"

Summary of EHRIA to be published on Council website within relevant service pages

STEP 2: Outline the aims of the proposal

11. What are the main aims of the proposal?

To build a new campus for children with severe and complex additional support needs on the site of the Raeden Development Centre to replace the existing Raeden Nursery, Hazlewood School and Woodlands School. In addition, the proposal is to create three new nursery support bases for children with additional support needs at Kaimhill School, Seaton School and Ashgrove Children's Centre. To work with colleagues from NHS Grampian, Social Care and Wellbeing and voluntary organisations to provide a 'one stop shop' model of services for children, with ASN arising from severe and complex factors, and their families. In addition to provide 'hub and spoke' provision to the nursery support bases and to mainstream settings where children with ASN are placed. In partnership with VSA to offer education and childcare for pre school children at Maisie Munro.

To close Raeden Nursery and Hazlewood and Woodlands Schools.

12. Who will benefit most from the proposal?

Children and young people with additional support needs arising from severe and complex factors and pre-school children with additional support needs. Parents and carers and staff will also benefit from having resources and support available at a central point.

13. Tell us if and how the proposal will increase equality of opportunity by permitting positive action to redress disadvantage?

Children and young people with ASN will be provided with a much higher standard of environment for learning and will have up to date facilities which better meet their needs. Increased opportunity will be available for working with peers. Facilities to support the social, educational and physical needs of children will be enhanced.

14. What impact will the proposal have on promoting good relations and wider community cohesion?

Some community group users will have to relocate to other facilities. However, the new campus will be available for community lets. The pool, hydrotherapy pools and other facilities will be available to community groups.

STEP 3: Gather and consider evidence

15. What evidence is there to identify any potential positive or negative impacts in terms of consultation, research officer knowledge and experience, equality monitoring data, user feedback and other?

There has been extensive consultation with the families and communities affected by this proposal over a number of years. Generally consultation feedback has welcomed the proposal. Issues which need to be addressed have been identified and will be addressed as the work plan rolls out. A formal statutory consultation will take place between 6 Dec 2010 and 31 Jan 2011.

STEP 4: Assess likely impacts on equality strands

16. Which, if any, equality target groups and others could be affected positively or negatively by this proposal? Place the symbol in the relevant box.

(Positive +, neutral 0, - negative)

Equality Target Group					
Race*	0	Disability	+	Gender**	+
LGB***	0	Belief	0	Younger	+
Older	0	Others e.g. poverty -	+		

* Race includes Gypsies/Travellers

** Gender includes women, men, Transgender

*** LGB: Lesbian, Gay and Bisexual

17. Please detail the potential positive and/or negative impacts on the groups you have highlighted above? Detail the impacts and describe the groups affected.

<p>Positive impacts (describe groups affected) The new provision and service will benefit children and young people with ASN. There will be excellent facilities available to support their educational, health and social needs.</p>	<p>Negative Impacts (describe groups affected)</p>
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STEP 5: Apply the three key assessment tests for compliance assurance

18. Does this policy/procedure have the potential to interfere with an individual's rights as set out in the Human Rights Act 1998? State which rights might be affected by ticking the appropriate box(es) and how. **If you answer "no", go to question 22.**
NO

- Article 3 – Right not to be subjected to torture, inhumane or degrading treatment or punishment
- Article 6 – Right to a fair and public hearing
- Article 8 – Right to respect for private and family life, home and correspondence
- Article 10 – freedom of expression
- Other article not listed above

How?

Legality

19. Where there is a potential negative impact is there a legal basis in the relevant domestic law?

Legitimate aim

20. Is the aim of the policy a legitimate aim being served in terms of the relevant equality legislation or the Human Rights Act?

Proportionality

21. Is the impact of the policy proportionate to the legitimate aim being pursued? Is it the minimum necessary interference to achieve the legitimate aim?

STEP 6: Monitor and review

22. How will you monitor the implementation of the proposal? (For example, customer satisfaction questionnaires)

The children, young people, their families and the communities will be involved in the ongoing self evaluation of the service, through discussions, questionnaires and feedback. There will be regular Parent Council meetings. Pupils, parents, staff and members of the community will be involved in future service planning.

23. How will the results of this impact assessment and any further monitoring be used to develop the proposal?

The results of this impact assessment will feed into the Committee Report for 24th March 2011 and the ongoing planning for the new campus and linked services, should the Committee agree to the proposals.

STEP 7 SIGN OFF

The final stage of the EHRIA is formally to sign off the document as being a complete, rigorous and robust assessment.

Person(s) completing the impact assessment.

Name	Date	Signature
Liz Gillies	3 Dec 2010	

Quality check: document has been checked by

Name	Date	Signature
Derek Samson		

Head of Service (Sign-off)

Name	Date	Signature
David Leng		

Now –

Please send a copy of your completed EHRIA together with the proposal to:
Head of Service
Customer Service and Performance
Aberdeen City Council
St. Nicholas House, Broad Street
Aberdeen, AB10 1GZ