

Appendix 1:

Proposal:

STATUTORY CONSULTATION PROPOSAL - The relocation of St Andrew's School within the Inverurie Community campus

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A copy of this document is available on the Aberdeenshire Council website:
<http://www.aberdeenshire.gov.uk/schools/education-consultations/>

Or by e-mailing:

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This document will be provided to:

- Friends of St Andrew's School, parent group
- Parent Councils of all schools within Inverurie, Westhill and Kemnay clusters
- Parents of the pupils of St Andrew's School
- Parents of pupils of Inverurie Academy
- Pupils at St Andrew's School
- Pupils at Inverurie Academy
- Staff at St Andrew's School
- Staff at Inverurie Academy
- Pupil Councils of all schools in the Inverurie, Westhill and Kemnay clusters
- Staff of all schools within the Inverurie, Westhill and Kemnay clusters
- Educational Psychology Team
- Community Child Development Team
- Quality Improvement Officers for the Inverurie, Westhill and Kemnay clusters
- Trade union representatives of the above staff – teaching and non-teaching
- Business Support Officer
- Area Manager
- Local Area Councillors
- Garioch Area Committee
- Community Council Chairs
- Education Learning and Leisure Committee
- Education Scotland

A copy of this document is also available from:

- **Council Headquarters, Woodhill House, Westburn Road, Aberdeen, AB16 5GB**
- **St Andrew's School, Inverurie Academy and all other schools in the Inverurie, Westhill and Kemnay clusters**
- **Inverurie Library**

STATUTORY CONSULTATION PROPOSAL - The relocation of St Andrew's School within the Inverurie Community campus

1. Introduction

Aberdeenshire Council strives to allocate its resources in a way that ensures the quality of all of its services. It attaches particular importance to providing the best possible educational experience for all of the pupils in its schools.

The Council's aims for Education and Children's Services are:

- the building of capacity
- the realisation of potential
- the achievement of excellence

In order to fulfil the above vision it is necessary to adapt to changing circumstances. It is essential that the Council regularly reviews the pattern of educational provision across all establishments, with a particular focus on school rolls, accommodation and quality of education.

2. The Proposal

The proposal is to relocate St Andrew's School from the current site to the new Inverurie Community Campus and into a purpose-built all-through (3-18) facility co-located with Inverurie Academy and the community/leisure facilities.

3. Background to the proposal and engagement to date

3.1. Learning Estate strategy: Inverurie / Garioch

This proposal for relocation of St Andrew's School from its current site to the new Inverurie Community Campus has emerged from a wider engagement process regarding secondary school provision along the A96 corridor, between Blackburn and Inverurie and local community development. In particular, the Council has approved the replacement of the current Inverurie Academy as part of a new campus development, part-funded by the Scottish Government. To ensure a holistic approach has been adopted, it was important to engage widely and consider ways to improve educational, social and related opportunities for all children, young people and wider community. Accordingly, engagement with St Andrew's School staff, parents and carers was an essential part of this process. This engagement process identified possible opportunities for St Andrew's School in the emerging A96 solution.

3.2. A96 corridor: secondary provision solutions

On 4 June 2014, officers met with St Andrew's School parents to outline and discuss the range of A96 corridor options. At this stage this included a development of a 3-18 campus in Kintore, a secondary provision extension to Kemnay Academy, and a new-build Inverurie Academy within a community campus. It was considered that all of these options presented opportunities for a relocation of St Andrew's School.

On 23 June 2014, officers and parent representatives from the Friends of St Andrew's School visited sites options. At this stage, the parent representatives expressed an interest in St Andrew's School remaining within the Inverurie community due to established linkages and ready access to a wide-range of community-based services and resources. It was also acknowledged that there would be opportunities for relocation to a new 3-18 campus in Kintore. There was limited interest in the opportunities to relocate to an extended Kemnay Academy.

3.3. Inverurie Community Campus

On 24 February 2015, the Garioch Area Committee identified a rebuild of Inverurie Academy within a new Inverurie Community Campus as the preferred solution to meet the needs of pupils in the area. It was further noted there may be opportunities to relocate the St Andrew's School secondary provision within the new Inverurie Community Campus.

On 5 March 2015, a Garioch Academy Assessment Study was considered by P&R Committee. The preferred option at this stage did not include the co-location of St Andrew's School. However the report did recognise that, as part of an integrated model, secondary school pupils could be accommodated within the replacement Inverurie Academy with primary pupils retained within St Andrew's School.

Developing Requirements

A consultant was engaged between June-October 2015 to facilitate the delivery of a strategic brief for the whole community campus, which included the requirements of pupils with complex additional support needs, albeit at this stage focused on secondary-aged pupils. The process involved reviewing existing accommodation and interviewing officers, school management and staff to develop a brief for the design. The specific St Andrew's School outcomes of the brief were subject to a workshop during which the proposals were discussed and tested before being finalised into the final brief.

To ensure all options were considered, officers proceeded to also explore possible opportunities for relocation of the St Andrew's School pre-school and primary provision to a primary school campus, and began to scope out possible options.

3.4. St Andrew's School opportunities: informal engagement process

- **May 2015**

On 5 May 2015, officers met with the Friends of St Andrews School and school management to update on the current discussions and decision-making process. The opportunity to explore possible relocation of the St Andrew's School secondary provision within the new Inverurie Community Campus was discussed and agreed upon. It was further determined that further work would be required to determine the approach to St Andrew's School pre-school and primary provision, including possible relocation to a primary school campus.

- **January 2016**

On 26 January 2016, officers again met with the Friends of St Andrews School to update on progress. Officers committed to developing an 'options appraisal' of a range of possible solutions for St Andrew's School pre-school and primary provision, and to facilitate a meeting with the wider parent forum. Options to be considered included relocation to a number of primary school sites, relocation to the new Inverurie Community Campus and leaving the pre-school and primary provision at the current St Andrew's School.

- **April 2016**

On 20 April 2016, meetings were held between officers, staff and parents of St Andrews School to share the options appraisal. The purpose of the meeting was to: give an update on the Educational Provision in Inverurie; gather further feedback from wider parents/carers community about the options of relocating the St Andrew's education provision into new build facilities on a campus mode; and gather views on possible site selection and agree on what to progress for further development. Staff also submitted written questions to which officers subsequently provided a written response. Meetings were also organised between officers, staff and parents of Kellands and Strathburn schools, the 2 primary school sites identified as possible options for relocation.

Feedback from the meeting with staff and parents of Kellands and Strathburn schools was largely positive although some concerns around transport and capacity were identified. However, feedback from the meetings with staff and parents of St Andrews School included a general preference to maintain the St Andrew's School community and not to explore a split-site solution. Parents provided feedback to the options presented and suggested further options to be considered.

No.	Summary of possible options proposed at April 2016 engagement event
1	Leave St Andrew's School (P/S, P and S) on its current site with improvements to the current site as required.
2	Leave St Andrew's School nursery and primary provision on its current site and build new St Andrew's School secondary provision on the Inverurie Academy campus
3	Build a new St Andrew's School (P/S, P and S) on the same site.
4	Build a new St Andrew's School (P/S, P and S) on a new site as a stand-alone facility not linked to a mainstream campus.
5	Build a new St Andrew's School (P/S, P and S) on the Inverurie Academy campus as a stand-alone facility.
6	Build a new St Andrew's School (P/S, P and S) on the Inverurie campus as an integrated facility (with appropriate access to other campus facilities).
7	Build a new St Andrew's School nursery and primary provision on a primary site and a new St Andrew's School secondary provision as part of the Inverurie campus.

A public engagement event around the wider Inverurie Community Campus project was held on 28 April 2016. Although no specific plans around relocation of St Andrew's School were presented, feedback was received from stakeholders.

- **June 2016**

On 15 June 2016, a further meeting was held with staff and parents of St Andrews School. The purpose of the meeting was to provide a summary of feedback from the April meeting and to facilitate a workshop to explore in more detail the different options for relocation of the St Andrew's School pre-school, primary and secondary provision. At the April engagement event, officers had presented a number of options for exploration, and staff and parents had in turn contributed further options, resulting in a set of 7 options.

At the engagement event, officers talked through the resulting set of options and explained which of those options were viable for further exploration, resulting in 4 options:

No.	Options
a	Leave St Andrew's School (P/S, P and S) on its current site with improvements to the current site as required.
b	Leave St Andrew's School nursery and primary provision on its current site and build new St Andrew's School secondary provision on the Inverurie Academy campus
c	Build a new St Andrew's School (P/S, P and S) on the Inverurie campus with appropriate access to campus facilities
d	Build a new St Andrew's School nursery and primary provision on a primary site and a new St Andrew's School secondary provision as part of the Inverurie campus.

Given lack of parent support for a split-site solution, it was decided by the officers and attending parent body to focus on 2 options, namely:

- *Option 1: Leave St Andrew's School (Pre-School, Primary and Secondary) on its current site with improvements to the current site as required.*
- *Option 4: Build a new St Andrew's School (Pre-School, Primary and Secondary) on the Inverurie campus with appropriate access to campus facilities*

Those who attended split into 2 groups which considered key opportunities and issues with reference to each option. At the subsequent plenary session, the consensus of those attending the meeting was that the option to build a new St Andrew's School on the Inverurie community campus was an option for further exploration and discussion. This would include provision for pre-school, primary and secondary pupils, with the opportunity to also incorporate other associated facilities/services, e.g. Health.

Officers committed to progress thinking and develop proposals for a possible relocation of St Andrew's School within the Inverurie community campus.

- **August 2016**

On 30 August 2016, a drop-in session was arranged to share the possible designs proposals, and to outline educational benefits across a number of themes. There was a reasonable level of staff and parent attendance. In general terms the feedback was largely positive. Staff and parents identified a number of opportunities and challenges against each theme of educational benefit, which in turn informed ongoing design and planning.

- **October 2016**

A further informal meeting was held on 7 October 2016 with parents and staff to update and share new developments in the plans and designs. There was limited staff and parent attendance but those who did attend were largely positive.

3.5. Informal engagement with partners and other stakeholder groups

Informal engagement with partners and stakeholders has been facilitated throughout the above process, including NHS Grampian.

3.6. External research

Officers have engaged with Education Scotland, Scottish Futures Trust and with officers in other authorities to explore good practice in the development of complex needs facilities within co-location and community campus models, including Inverclyde Council, Highland Council, Falkirk Council, Aberdeen City Council and Fife Council. This included review of planning and design documents, site visits and engagement with relevant stakeholder groups. This research will both inform ongoing design and development, but also opportunities for St Andrew's School stakeholders to engage with their counterparts in other authorities if the proposal to relocate St Andrew's School progresses.

3.7. Education, Learning and Leisure (ELL) Committee: 27 October 2016

On 27 October 2016, officers provided a verbal briefing to Aberdeenshire Council's Education, Learning and Leisure (ELL) Committee. The briefing included an update on the informal engagement process and the latest proposed plans for St Andrew's School. Further, officers advised Committee members of the intention to bring a paper to the ELL Committee in December 2016, seeking approval to progress statutory consultation for the relocation of St Andrew's School within the new Inverurie Community Campus.

Subject to ELL Committee approval, the proposed statutory consultation will run between 9 January 2017 and 24 February 2016.

3.8. Ongoing informal engagement and proposal development (October to December 2016)

Prior to any formal statutory consultation process from January 2017, officers have and will continue to facilitate further informal engagement activity to gather stakeholder views to inform ongoing proposal development. Further, a number of development workshop activities will be planned, bringing together key stakeholders and officers to co-produce specific elements of the proposal and design.

Informal engagement

- Informal engagement with St Andrew's School staff and parents to update on progress (27 October 2016)
- Informal engagement with Inverurie Academy Pupil Council
- Informal engagement with St Andrew's School Pupil Council
- Informal engagement with cluster Head Teachers (Kemnay, Inverurie, Westhill)
- Informal engagement with cluster Parent Council Chairs (Kemnay, Inverurie, Westhill)
- Informal engagement with NHS Grampian Allied Health Professionals
- Informal engagement with NHS Grampian Child Development Team
- Informal engagement with PAMIS
- Informal engagement with Care Inspectorate

Development workshops

- Development workshop with teaching and non-teaching staff re configuration of classrooms
- Development workshop with staff, partner professionals and parents re allocation and use of sensory spaces

4. Current position

4.1. Context

4.1.1. National legislation / policy context

Curriculum for Excellence

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future, and to appreciate their place in the world.

Within Curriculum for Excellence every child and young person is entitled to experience:

- a curriculum that is coherent from 3 to 18
- a broad general education (from early years to S3)
- a senior phase (S4-S6) where he or she can obtain qualifications
- opportunities to develop skills for learning, skills for life and skills for work, focusing on literacy, numeracy and health and wellbeing
- personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide support in moving into positive and sustained destinations beyond school.

An achievement pathway describes an individual's successes, awards and qualifications as they progress in their learning. To increase achievement and raise attainment for all, schools and their partners are developing new curriculum approaches that provide flexible achievement pathways at the Senior Phase. Aberdeenshire Council recognise the opportunities for delivering Curriculum for Excellence through community campus models and the co-location services.

Getting it Right for Every Child (GIRFEC)

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them. It puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools, and the NHS – to ensure that everyone works together to improve outcomes for a child or young person. Aberdeenshire Council recognise the opportunities for delivering on GIRFEC through community campus models and the co-location services.

4.1.2. Aberdeenshire context

Learning Estate strategy

Aberdeenshire Council's Learning Estate strategy promotes "equity of provision throughout Aberdeenshire's learning estate, promoting a cohesive community"

- All children and young people will be educated in, and community users will use, schools that are 'fit for purpose' in terms of condition, suitability and sufficiency
- Schools are well-designed, accessible, inclusive learning environments that inspire and drive new thinking and change and which support the delivery of high quality educational experiences through *Curriculum for Excellence*;
- Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities.

Nine Area Model of Enhanced Provision

Aberdeenshire Council is implementing a Nine Area Model of Enhanced Provision to ensure fair, equitable and transparent provision across Aberdeenshire for children and young people with additional support needs.

Map of Nine Area Model:

https://www.aberdeenshire.gov.uk/media/16389/ecs_9_areas_a4_map.pdf

The Nine Area Model of Enhanced Provision aims to provide a continuum of support in each Area and ensuring we provide the right support, in the right place, at the right time:

<https://www.aberdeenshire.gov.uk/media/16803/right-support-right-place-right-time-a-guide-for-parents.pdf>

The special schools are a key element of this nine area model as they evolve into Community Resource Hubs alongside 10 other designated academies/primary schools, providing both in-reach and outreach services and support to children and young people with more complex needs in our schools and communities. The role and remit of Community Resource Hubs would be best served by a community campus approach, for example in Alford and Ellon academies.

St Andrew's School is the Community Resource Hub for the Inverurie, Kemnay and Westhill clusters.

4.1.3. School context: St Andrew's School

St Andrew's School in Inverurie is a special school in central Aberdeenshire which makes provision for pre-school, primary and secondary education for children with complex needs through full-time, part-time and assessment placements.

Within Aberdeenshire Council's nine area model for Enhanced Provision, St Andrew's School is the Community Resource Hub for the Inverurie, Kemnay and Westhill clusters, providing both in-reach and outreach support and services for pupils with complex needs.

St Andrew's School roll has fluctuated over recent years with a minimum roll of 86 (August 2016) and a maximum roll of 107 (June 2013). The recent drop in roll may coincide with the implementation of the 9 area model of Enhanced Provision and the establishment of Community Resource Hubs across Aberdeenshire, perhaps reflecting increased confidence of professionals and parents to place children with complex needs in more local settings.

St Andrew's School has made provision for children with complex needs from across Aberdeenshire. Currently, St Andrew's Schools makes provision for Aberdeenshire children and young people from 12 of the 17 Aberdeenshire academy school zones and 2 Aberdeen City academy school zones.

With the implementation of the nine area model of Enhanced Provision, it would be anticipated that over time and as the capacity of the other Community Resource Hubs develops, St Andrew's School would largely make provision for children within the 3 cluster area i.e. Inverurie, Kemnay and Westhill. Currently, 47 pupils (54%) on the St Andrew's School roll have home addresses within the Kemnay, Westhill and Inverurie academy zones.

There is a commitment to ensure all children currently accessing St Andrew's School will continue on the school roll of St Andrew's School beyond any relocation, regardless of their home address. Any changes to school placement would only happen through ongoing assessment and planning processes in partnership with parents and professional and in response to a child or young person's evolving additional support needs.

4.2. Current St Andrew's School accommodation and facilities

St Andrew's School is located on St Andrew's Gardens in Inverurie, and is set in approx. 2.853 acres of grounds. The distance from the town centre (Inverurie Town Hall) is 0.4 miles by car or by foot.

4.2.1. Building condition, suitability, capacity and occupancy

The current St Andrew's School building is 60 years old and not future-fit. The wider Inverurie learning estate developments offer opportunities for improving the St Andrew's School learning environment and facilities. The condition and suitability of all school buildings are reported to the Scottish Government on an annual basis. The 2016 return for St Andrew's School gave a condition rating of B (Satisfactory) and a suitability rating of B (Satisfactory).

4.2.2. Staffing

St. Andrews Staffing:		
Role	Number	FTE
Head Teacher	1	1
Depute Head Teacher	2	2
Teacher	21	16.2
Pupil Support Assistant	31	25.8
Early Years Practitioner	8	6
Swimming Instructor	1	0.8
Administration	2	2
Janitorial	1	1
TOTAL	67	54.8

5. Proposed new arrangements

The proposal is to relocate St Andrew's School from the current site to the new Inverurie Community Campus and into a purpose-built all-through (3-18) facility co-located with Inverurie Academy and the community/leisure facilities.

The proposed new build St Andrew's School will be a distinct facility, with a distinct management and staffing structure/organisation so in effect a distinct school, co-located on the same site as a mainstream secondary school and community/leisure facilities and NHS accommodation. Despite being co-located these schools would have distinct identities, although develop shared values and ethos through an inclusive community.

This community campus model will provide the full continuum of ASN provision within an inclusive environment (from mainstream to complex needs, from universal to specialist support).

5.1. Proposed accommodation

The proposal aims to improve on the current accommodation with purpose-built facilities and resources that reflect current thinking and best practice, an enhanced rather than an equivalent provision. In real terms, the proposal involves a larger footprint than the current school provision.

The accommodation schedule for the proposal includes a range of teaching and shared spaces, sensory suites, outdoor spaces, therapy spaces, and personal care:

Space	Qty
Senior Suite	
Class base	2
Class base	2
Class base	2
Equipment & resource store	3
Therapy Room	1
Life skills	1
Breakout / Dining	1
Junior Suite	
Class base	2
Class base	2
Equipment & resource store	3
Therapy Room	1
Life skills	1
Breakout / Dining	1
Early Years	
Class base	2
Class base	1
Equipment & resource store	2

Therapy Room	1
Shared Spaces	
Soft play	3
Sensory room (snoozelen)	3
White room	3
1 to 1 focus teaching / therapy	3
Changing places toilets	5
Accessible wc	11
Independent toilets	4
Laundry	3
Dispersed mobility stores	1
Pool Areas	
Warm Water Pool	1
Hydrotherapy Pool	1
Changing Areas	5
Mobility Store	1
Admin & Management	
Admin/reception office	1
Head Teacher office	1
Depute Head Teacher office	1

5.2. Capacity

The capacity of the proposed relocated St Andrew's School would reflect the current roll, but also make accommodation for fluctuations in the roll over the past 10 years, with a standard occupancy of 88 pupils and a maximum occupancy of 114. It should be emphasised that these figures are indicative only, and subject to the evolving profile of needs of the pupil cohort and configuration of classes.

Class (size)	Size	Standard occupancy
Early Years Suite		
Class base	56.25m ²	8
Class base	56.25m ²	8
Class base	45m ²	4
Junior Suite		
Class base	56.25m ²	4
Class base	56.25m ²	8
Class base	45m ²	8
Class base	45m ²	8
Senior Suite		
Class base	56.25m ²	8
Class base	56.25m ²	8
Class base	56.25m ²	4
Class base	56.25m ²	4
Class base	45m ²	8
Class base	45m ²	8
Total		88

5.3. Organisation of space

Provision will be made across 3 suites: Early Years; Junior; and Senior. This is to reflect recent thinking on best practice on the delivery of education and move beyond traditional (special school) class configuration. It will allow for flexible and responsive grouping of children across stages of learning and development.

The proposed facility will incorporate a range of teaching, sensory and specialist shared spaces, with an emphasis on flexible and responsive use of space to reflect the evolving interests, abilities and needs of the St Andrew's School pupil cohort. Further the proposed facility will be co-located with a range of learning and leisure spaces across the wider community campus.

5.4. Co-located services with St Andrew's School

In March 2016, discussions with NHS Grampian explored the possibility of integrating the Child Development Team currently based in Inverurie Hospital, which covers physiotherapy, occupational, therapy and speech and language therapy in support of children with complex needs. The team extends to 8-10 professionals. The following accommodation has been incorporated into the Inverurie Community Campus: office for 10 staff; space for file storage within the office; treatment room; group treatment room; and store.

5.5. Access

There will be a sole access way to the St Andrew's School entrance and reception via Jackson Street with St Andrew's School specific parking areas, with the level of parking calculated on the basis of current school transport and staff/visitor parking requirements.

5.6. Travel and transport context and implications of the proposal

Pupils at St Andrew's School currently travel to school through a variety of modes of transport:

Mode of transport	Number of pupils
Authority-provided transport	86
Private transport	2
Public transport	0
Walking	0
Cycling	0

The majority of pupils at St Andrew's School are transported to school by authority-provided transport, including: taxi; accessible taxi; minibus; and accessible minibus.

Given that the new Inverurie Community Campus is 0.3 miles from the current site of St Andrew's School, it is not anticipated there will be significant implications for school transport arrangements.

5.7. Outdoor space

A range of outdoor spaces have been identified for St Andrew's School, including both private, invited and shared spaces: enclosed outdoor courtyard with sensory garden; Early Years play area; Grounds for Learning / landscaped play area; and a shared play area. It is proposed that further development of these spaces will be co-produced with pupils from both Inverurie Academy and St Andrew's School.

6. Educational benefits statement

Aberdeenshire Council believes this proposal will provide a range of educational benefits and enhance the Council's efforts to meet statutory obligations enshrined in:

- The Education (Scotland) Act 1980;
- The Standards in Scotland's Schools etc. Act 2000;
- The Local Government in Scotland Act 2003;
- The Education (Additional Support for Learning) (Scotland) Act 2004;
- The Educational (Additional Support for Learning) (Scotland) Act 2009;
- The Equality Act 2010; and
- The Children and Young People Act 2014

6.1. Likely educational effects and benefits on pupils of the affected school(s)

The following educational benefits have been identified for the pupil groups below:

- Pre-school, primary and secondary aged pupils at St Andrew's School
- Secondary aged pupils attending the Inverurie Community Campus
- Pre-school, primary and secondary aged pupils from the Inverurie, Kemnay and Westhill clusters

6.1.1. Inclusion: inclusive education and the inclusive community

The proposal presents an opportunity to develop a sense of belonging, engagement and ownership for all pupils and staff across an inclusive campus with a richer cultural and learning experience. Co-location of specialist and mainstream schools could promote wider staff awareness, understanding and celebration of diversity and raise expectations of professional behaviours and practice.

Opportunities for inclusive and collaborative learning (where appropriate) through access to flexible learning spaces can further promote positive attitudes to diversity and difference.

It is recognised that the proposal to co-locate a specialist and a mainstream will present both opportunity and challenge alike to both school's management and staff teams, and for parent and pupil bodies. However, there is a commitment to collaborate to develop positive relationships and sense of mutual respect and responsibility within and across peer groups.

Inclusion for pre-school / primary pupils

Some St Andrew's School parents identified concerns about the vulnerability of their children accessing a more mainstream environment, with particular reference to the attitudes and behaviours of academy pupils. However, other parents identified possible approaches to address such concerns by initiating early engagement with and between pupils from St Andrew's School and Inverurie Academy, to explore and develop a shared vision and strategy for inclusion and positive relationships.

There would also be benefits for pre-school, primary and secondary-aged pupils across the Area (Kemnay, Westhill and Inverurie clusters) would benefit from accessing inreach and outreach services and programmes through St Andrew's School within an extended inclusive environment.

6.1.2. Learning environment

Pupils at St Andrew's School will have access to a purpose built, fit-for-purpose and future-fit facilities for meeting complex additional support needs, with a range of appropriate accommodation and facilities including both St Andrew's School-specific facilities and shared access to facilities across the wider Inverurie Community campus. The proposal would provide a structured, supported and specialist learning environment for those St Andrew's School pupils who require it, and on-site access to mainstream/inclusive learning opportunities which may be beneficial.

The current accommodation and facilities would be both improved and increased, with the proposed St Andrew's School offering purpose-built classroom bases and a range of break-out, general purpose, life-skills, individual and therapy spaces. Further the current and inadequate offer of sensory and soft-play facilities will be both increased and improved with the provision of state-of-the-art white rooms (3), sensory (Snoezelen) rooms (3) and soft-play suites (3).

The proposal would provide improved wireless-enabled learning environment to allow the use of mobile devices throughout the campus, and to promote digital literacy and independence in learning for all pupils learning on the ICC. Further, the increased use of mobile devices would promote the use of specialist, alternative and augmentative technologies for pupils with speech, language and communication needs as they access the wider learning environment across the campus.

Pupils at St Andrew's School would also have on-site access to the full range of learning, community and sport facilities across the Inverurie Community Campus. The current on-site offer of sport facilities is limited to a warm water pool and a inadequate gym hall with limited equipment. Access to wider facilities involves traveling 1.3 miles to the Garioch Sports Centre, which for many pupils would involve transport in the school minibus.

The proposal would both improve and increase on-site access to state-of-the-art leisure and sporting facilities, including: fitness suite; dance studios; sports hall (including basketball and badminton); Multi-Use Games Area and playing fields; and an accessible 25m / 6 lane swimming pool, training pool, warm water pool and hydrotherapy pool.

The proposal would also mean on-site access for St Andrew's School pupils to a range of community facilities including a youth café, an enterprise kitchen and CLD services.

Pupils attending Inverurie Academy would have access to the range of sensory, soft-play, life-skills and therapy facilities. Although, there are such facilities with exclusive access to St Andrew's School pupils, there is also a shared suite adjacent to the Learning Plaza for Guidance and Support for Learning.

Bespoke and specialist learning and therapy spaces designed in collaboration with NHS agencies would allow for more effective therapeutic interventions across the learning environment for pupils at St Andrew's School and indeed for pupils from Inverurie Academy and all schools within the area. For example, physiotherapist can deliver specialist programmes for pupils with motor needs using the hydrotherapy pool and soft-play suites, OT can carry sensory programmes using the sensory suites and garden.

There would also be benefits for pre-school, primary and secondary-aged pupils across the Area (Kemnay, Westhill and Inverurie clusters) would continue to benefit from accessing inreach services and programmes through St Andrew's School but within the proposed purpose-built range of teaching, sensory, therapeutic and community/leisure spaces

6.1.3. Curriculum

The proposal has the potential to enhance the quality of the learning for all pupils across the campus by improving the depth, breadth, coherence, relevance, challenge and enjoyment provided by the curriculum.

The proposal will ensure higher quality learning experiences for all pupils through sensory approaches and sensory curriculum with an improved suite of sensory spaces (white rooms, sensory rooms, soft-play suites and a sensory garden).

Specialist and campus facilities including sensory suites, life-skills areas, community/enterprise kitchen and Youth Café will provide opportunities for intensive and extended interventions for pupils, for example social and communication skills development, sensory learning, independent and life-skills development.

Both secondary-aged pupils and staff at St Andrew's School would enjoy increased access to a range of learning spaces and resources, including: science labs and technology workshops; drama suites; dance studios; and libraries. Not only would they be able to access spaces and resources, there would be increased opportunities for those pupils who can benefit from access to mainstream/Enhanced Provision learning arrangements across the wider campus. It should also be noted

that pre-school and primary-aged St Andrew's School pupils would also have access to the spaces and facilities across the campus, although consideration would need to be given to how the movement of younger children around the campus could be facilitated through careful timetabling.

Both pupils and staff at St Andrew's School would have more ready access to subject specialist staff providing increased opportunities for accredited courses and qualifications (pupils), and for professional consultation and collaboration (staff). In a similar way, pupils at Inverurie Academy will have access to National 1 and 2 level qualifications, and other specialist programmes and courses.

Staff at Inverurie Academy would have access to specialist experience and expertise in meeting needs of Inverurie Academy pupils with additional support needs.

The proposal would promote an emphasis on personalisation and choice, rather than 'specialist' standardisation through the provision of flexible and shared learning spaces, and access to a wider range of curricular facilities. For example, pupils with complex needs can access state-of-the-art music facilities to enhance and intensify their learning experience.

There would also be benefits for pre-school, primary and secondary-aged pupils across the Area (Kemnay, Westhill and Inverurie clusters) who would continue to benefit from accessing inreach and outreach services and programmes through St Andrew's School by accessing an enhanced curricular offer across a community campus.

6.1.4. Raising attainment and achievement

The proposal to co-locate a complex needs school and a secondary school on a community campus alongside community and leisure facilities could improve levels of pupils' achievements and broaden the range of opportunities for young people to develop their skills for life, work and learning. This would be the case for pupils from both St Andrew's School and Inverurie Academy pupils.

There would be improved opportunities for flexible Senior Phase pathways for S4-S6 St Andrew's School pupils through improved opportunities to access:

- Appropriate qualifications/courses in a wider range of subject areas
- On-site supported work experience and volunteering opportunities
- On-site Community Learning and Development (CLD) programmes

There would be improved access to an extra-curricular programmes and wrap-around care to promote wider achievement. There would be increased potential for more flexible and responsive Senior Pathways delivered in more mainstream experiences and environments which could contribute to improved post-school destinations that promote independence and inclusion in the community.

The proposal has the potential to promote more seamless transitions for secondary-aged pupils between specialist and mainstream learning environments, based on responsiveness to pupil needs and interests rather than administrative and staffing arrangements.

It is acknowledged there may be a challenge for both school management teams to collaborate to ensure complementarity in staffing and timetabling to ensure the fullest access to the range of learning, specialist and community spaces.

There would also be benefits for pre-school, primary and secondary-aged pupils across the Area (Kemnay, Westhill and Inverurie clusters) would benefit from accessing inreach services and programmes through St Andrew's School with an increased range of opportunities to attain and achieve.

6.1.5. Integrated services

Mainstream / Enhanced Provision

Co-location with mainstream/Enhanced Provision would ensure all secondary-aged pupils on the campus can access the right support, in the right place, at the right time through a continuum of support, namely universal, targeted and specialist support. The proposal would provide a structured, supported and specialist learning environment for those St Andrew's School secondary-aged pupils who require it, and access to mainstream/inclusive learning environments for those who can benefit.

It is recognised that pre-school and primary-aged St Andrew's School pupils would not benefit from the same co-location of services. However, it is proposed that formalised links be established with a nearby primary school offering mainstream and/or Enhanced Provision for those St Andrew's School pupils who could benefit from opportunities for inclusive provision. Further, the proposal would also offer increased and improved opportunities for pre-school and primary-aged pupils from across the area (Kemnay, Westhill and Inverurie clusters) to access in-reach programmes alongside St Andrew's School pupils, due to increased/improved facilities (sensory and soft-play rooms, swimming pool and hydrotherapy pool) and co-location with NHS services.

Community Learning and Development (CLD)

Co-location with the CLD team will allow for timely and responsive collaboration between school and CLD staff around the development of community learning programmes for individual and groups of children and young people.

NHS Child Development Team (CDT)

Co-location with child health therapy services (Occupational Therapy, Physiotherapy and Speech and Language Therapy) will improve access to these teams by reducing travel time for therapists, children/families and education services and provide better facilities which will widen the range of interventions therapists can offer, improving quality and standard of care to St Andrew's School pupils and Inverurie Academy pupils. Due to the above efficiencies, more resources might be available for children in both the Inverurie and other areas.

Experience has shown where improved facilities are provided a wider range of therapeutic activities can be made available, enhancing the engagement and participation for children and families. There would be more opportunities for groups and clinics to meet locally, for example Cygnet, SLT and DCD groups

Co-located NHS CDT services will provide greater opportunities for shared learning and informal communication between staff, which will positively impact on children's education and development.

There would also be the possibility of more specialist therapy-led clinics being delivered locally, meaning children and families making fewer trips to Aberdeen Royal Infirmary/Royal Aberdeen Children's Hospital and in turn less time at school missed for attendance at such clinics.

However, it would be important not to overstate benefits and create false expectations. There would not necessarily be an increase in service to individual children, but there would be a better use of NHS CDT resource and enhanced collaboration and communication in the teams working around the child.

6.1.6. Professional development

The proposal to relocate St Andrew's School within a new Inverurie Community Campus has the potential to promote increased opportunities for professional development for St Andrew's School, academy, community and partner staffing.

The proposal will provide an improved working environment and access to modern resources and facilities. Being part of a larger professional community, will promote opportunities for joint professional development and increased opportunities for leadership development. A greater concentration of teaching staffing in one location, with a broader range of staff experience will allow for better sharing of good practice and a broader range of materials and resources. Staff will be able to work more collaboratively and effectively on improving professional and reflective practice and self-evaluation

The co-location of related professionals from different professional backgrounds and disciplines will promote more holistic understanding of child development and early intervention approaches. Further, improved interchange of information – "soft intelligence".

6.2. Likely educational effects and benefits on any other users of the school's facilities

Children and young people with additional support needs across the wider community who access Wrap-Around Care services will have improved access to improved facilities through after-school, weekend and holiday respite/clubs hosted at the new Inverurie Community Campus, including specialist, community and leisure facilities.

Families of children and young people with additional support needs across the wider community will have improved access to improved specialist, community and leisure facilities after school, at weekends and during school holidays. The range of facilities will allow for whole family engagement in a range of activities within the community campus. For example, parents and siblings could access community and leisure activities while children and young people with complex needs could access specialist facilities, for example the hydrotherapy pool.

Adults with complex needs living in the locality will benefit from the above proposed relocation through improved access to improved specialist facilities (i.e. hydrotherapy pool) through community letting, perhaps through SDS packages.

NHS Child Development Team clients and their families from the wider community will benefit from improved access to improved specialist facilities in delivering therapeutic services and programmes in a more accessible location.

7. Mitigating approaches

During the informal engagement process, stakeholders identified a range of challenges and issues for consideration during any development and planning process. At the drop-in engagement event on 30 August 2016, staff and parents were given the opportunity to review and discuss the proposed plans and to consider opportunities and challenges against the following themes of educational benefits: inclusion, learning environment, curriculum; integrated services; and professional development. Many of these issues have been responded to through the ongoing development and design process, including issues around management, administration and general purpose spaces.

It is acknowledged that mitigating approaches will be required to address some of the issues identified. These approaches will be developed through the informal engagement process (October-December 2016) and beyond, through ongoing engagement and collaboration with stakeholders to co-produce solutions and strategies to promote identified opportunities and address identified issues.

Possible mitigation strategies could include:

- Co-production through joint stakeholder groups and workshops, bringing together staff, pupils and parents from both schools:
 - Vision and values statements for the wider community campus, and strategies promoting positive relationships and respect/celebration of diversity
 - Outdoor space specifications and designs
- Review of planning and design specifications to ensure environmental solutions to ensure privacy and sensitivity in St Andrew's School spaces, and inclusive access to wider community campus spaces
- Establishment of stakeholder group involving St Andrew's School, Inverurie Academy, partner and community stakeholders
- Facilitation of stakeholder field trips to other examples of community campus with complex needs provisions for site visits and engagement with staff and parent groups

- Development workshop with teaching and non-teaching staff re configuration of classrooms and related spaces
- Development workshop with staff, partner professionals and parents re allocation and use of sensory spaces
- Liaison with officers from Education to determine access and availability to shared community learning spaces and resources for curriculum and timetabling arrangements
- Liaison with officers from Sports and Leisure re arrangements for letting of specialist pool areas etc

8. Alternatives to the proposal

Over the course of the informal engagement process, both officers and staff/parents have proposed up to 6 alternatives to the proposal, as detailed in Section 3.4.5.

The authority's initial proposal was to explore split-site solutions (Options 2 and 7). It was felt by many staff and parents that this not feasible as there were concerns this would undermine the integrity of the St Andrew's School community.

Some staff and parents also proposed a new-build St Andrew's School on either the existing site or on a new site, on a stand-alone basis (Option 3 and 4). Such alternatives would not be in alignment with both national and local policy and recognised practice in the promotion of campus models, and of promoting social and educational inclusion.

A further alternative was proposed by staff and parents for a new-build on the Inverurie Community Campus, on a stand-alone basis (Option 5), but such an alternative would not be feasible given the footprint of the site, and the ambition to promote a community campus model and the flexible shared use of space.

As such the only alternative to the proposal is to leave St Andrew's School (pre-school, primary and secondary) on its current site with improvements to the current site as required.

9. Sustainability

The proposal offers a sustainable solution that will provide improved services and supports through the Community Resource Hub of St Andrew's School to both current and future St Andrew's School pupils, and to school-aged children in the Inverurie, Kemnay and Westhill clusters.

By providing state-of-the art and future-fit facilities, the proposal offer a sustainable solution to providing both inreach and outreach supports and services to a generation of children and young people with complex needs. Further, the co-location with academy, health and community services will provide opportunities for operational efficiencies and for flexible and evolving use of space in response to emerging and changing community and learner needs.

Any changes to transport arrangements will be minimal with a minimal environmental impact. Shared facilities will also ensure more efficient and ecological resource management.

The new school will be built following Building Research Establishment Environmental Assessment Method (BREEAM) guidelines, which is a scheme that seeks to minimise the impact of new buildings on the environment. A target of a 'Very Good' BREEAM rating has been set for the new school. Sustainability is a key factor in the design of the new school and is being incorporated into every feasible aspect. This ranges from the materials used to the heating system and the lighting provided, and also to the landscaping of the external site to encourage biodiversity.

10. Equal Opportunities

An Equality Impact Assessment (EIA) is a statutory requirement of the Council to assess the policies and practices necessary to meet the requirements of anti-discrimination and equalities legislation. It also affords an opportunity for the Council to consider the impact on the education service. In addition an EIA can provide more information to develop and deliver services that meet the needs, in this case, of children and parents.

The aim of an EIA is to examine policies and practice in a structured way to make sure that adverse effects on equality target groups are avoided. It is also a tool to enable the Council to assess what positive steps it can take to promote equality of opportunity and measure the results of the actions that have been taken.

Having regard to the relocation of St Andrew's School, the negative impact identified for pupils around transition will be mitigated through sensitive and careful transition planning arrangements as detailed in the EIA.

As part of the consultation process the Council will consult with a range of stakeholders, including staff, parents/carers and children, and will address comments about equality during this consultation.

Under the Equalities Act 2010 education providers must not treat disabled pupil less favourably and should take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

11. Implications for staff

The management, teaching, non-teaching and administration staffing of St Andrew's School will continue to be allocated through central processes based on formula. There are no anticipated negative implications for school staffing beyond relocation of workplace. Officers will liaise with relevant authority and agency teams, including HR and unions to manage any emerging issues.

Indeed, it is considered that there will be significant benefits for teaching and non-teaching staffing through the proposal as outlined in Section 6.1.6.

Further consultation is required with reference to catering and janitorial staffing, and officers will liaise closely with relevant staff members within the context of the wider project development.

12. Financial and budgetary considerations

The overall capital costs for the Inverurie Community Campus are detailed in the report considered by Policy & Resources Committee on 17 November 2016. The cost of relocating St Andrew's School is included within the total capital cost.

Regarding revenue expenditure, the current staffing budget and related costs for St Andrew's School will not be affected by any relocation.

Any implications for property costs will be managed as part of the wider project.

13. The Consultation Process

At its meeting on 8 December 2016, Aberdeenshire Council's Education, Learning and Leisure Committee agreed that a proposal document should be issued as a basis for consultation. No decision will be taken by the Council on the proposal contained in the paper until after the end of the consultation period. The Council will then receive a report on the consultation and will reach a view on the proposal.

A copy of this document will be issued free of charge to all of the consultees listed on the first page of this document and it will also be published on the Council's website: <http://www.aberdeenshire.gov.uk/schools/education-consultations/>

The period for consultation will extend from **9 January 2017** until **24 February 2017** which covers a minimum period of 30 school days.

A public meeting will be held on 1st February 2017 at Inverurie Academy at 7pm. The meeting will be convened by the Council and the Council will present the reasons for bringing forward the proposal. There will be an opportunity for questions and comment. A note will be taken so that comments can later be summarised and considered.

Opportunities will be provided for staff to discuss the proposals during the consultation period. There will also be a range of opportunities for pupils to participate in the consultation during January and February 2017.

An online survey will be available as part of the consultation. This can be completed at the following address: <https://www.surveymonkey.co.uk/r/ProposedRelocationOfStAndrewsSchoolStatutoryConsultation>

The Council will also take into account written comments which should be sent to Anne Marie Davies, Quality Improvement Manager ASN, to be received no later than **5pm on Friday 24th February 2017**. They should be posted to Aberdeenshire Council, Education & Children's Services, Woodhill House, Westburn Road, Aberdeen, AB16 5GB or emailed to: LearningEstates@aberdeenshire.gov.uk

A copy of this document will be sent to Education Scotland (ES). ES will also receive a copy of any relevant written representations that are received by the Council during the consultation period. ES will further receive a copy of any oral representations made at the public meeting and a copy of any other relevant documentation. ES will then prepare a report on the educational aspects of the proposal. In preparing their report, ES may visit the school and make such reasonable enquiries as they consider appropriate.

14. Consideration of Consultation Responses

The Council will review the proposals having regard to the ES Report, survey results, written representations that it has received and oral representations made to it by any person at the public meeting. It will then prepare a report on the consultation. This report will be published in electronic and printed formats. It will be available on the Council website and from Council Headquarters, as well as at the schools, libraries and offices listed on page 1 of this document, free of charge.

Anyone who has made written representations during the consultation period will also be informed about the report.

The report will include a record of the total number of written representations made during the consultation period, a summary of the written responses and a summary of the comments made at the public meeting. The report will also include the Authority's response to the ES Report; a response to issues raised through any comments it has received; together with a copy of the ES Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled. The report will also contain a statement explaining how the Council has complied with the requirement to review the proposal in light of the ES Report and representations (both written and oral) that it received.

The last section of the report will include an officer recommendation as to which proposals should be adopted and implemented. The Consultation Report will be published at least 3 weeks prior to the Council making a decision.

15. Decision Making

The consultation report will be considered firstly by the Garioch Area Committee who will be asked to make a recommendation as to whether the proposed changes are implemented. This is expected to be in April 2017.

Following discussion and recommendation at the Garioch Area Committee, the Education & Children's Services Committee will consider the report and be asked to approve the officer recommendation in the report. This is expected to be in June 2017.