

# **Consultation on the proposals to close Merkland and Campsie View schools and establish a new build Additional Support Needs school in Kirkintilloch**



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**East Dunbartonshire Council**

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**Consultation on  
proposals to close  
Merkland and Campsie  
View schools and  
establish a new  
build ASN school in  
Kirkintilloch**



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## What is the proposal and consultation?

### 1. What is the proposal and consultation?

To improve support for children with Additional Support Needs (ASN) in East Dunbartonshire, it is proposed that:

- a) Campsie View and Merkland Schools will close; and
- b) A new build specialist school will be established on the current Waterside Road playing fields in Kirkintilloch.

It is expected that the new school would open in 2021/22.

### What is the purpose of this consultation?

This consultation is designed to gather your views on changes to school provision. The Council will use this information to help decide whether or not to proceed with the proposal. This document sets out the reasons for the proposal, and the educational benefits the Council believes will come from the proposal. This process is defined by the Schools (Consultation) (Scotland) Act 2010. The Act defines a process which all councils must follow if there is a proposed change to education provision.

The consultation will run from **23 April 2018** to **8 June 2018**. There will be public meetings held in both schools to discuss the proposals. Meetings will be held at the end of the school day and repeated in the evening as follows:

- **Campsie View School** –  
Tuesday 8 May 2018 at 3.30pm and again at 6.30pm
- **Merkland School** –  
Tuesday 15 May 2018 at 3.30pm and again at 6.30pm.

### Who is consulted?

In line with the legislation, the following stakeholders are consulted:

Parent Councils; parents of pupils currently attending the schools; parents of pupils expected to attend the schools within two years of publication of this proposal; Community Councils in the area; community planning partners; pupils of the schools; staff of the schools; Trade Unions and other users of the schools' facilities.

Working in partnership with parents and staff, children will be consulted about the proposal in school.

In addition, specialist groups representing ASN professionals and parents will be consulted.



**This is a formal proposal for consultation under the schools (Consultation) (Scotland) Act 2010. Please read it carefully and Return the consultation response form on page 19 to your school.**



## **Strategic Context – Review of provision for children with additional support needs**



### **2. Strategic Context – Review of provision for children with additional support needs**

This proposal is one of several changes to provision for children with additional support needs as a result of the ASN strategy, approved by the Council in February 2017. This section sets out the detail of the overall strategy.

In 2016, East Dunbartonshire Council carried out a review of education services for children and young people with additional support needs. This was based on work with parents, teaching staff, school management, educational psychologists and other professionals. The strategy documents can be seen on the ASN consultation website:

[www.eastdunbarton.gov.uk/council/consultations/additional-support-needs-consultation](http://www.eastdunbarton.gov.uk/council/consultations/additional-support-needs-consultation)

The review considered the strengths of current ASN provision, as well as opportunities for future development. The strategy states that:

- The number of children in standalone specialist provision should be reduced, and specialist provision should focus on supporting young people with the most profound needs;
- The criteria and assessment for allocation of places in specialist provision should be clearly defined, and robustly applied;
- Support for children with additional support needs should be increased in mainstream settings to support a greater number of pupils and meet a wider range of needs; and
- Support from specialist teams based within specialist settings should be expanded to support mainstream settings to deliver outcomes for all young people with ASN.

The Council agreed to adopt new assessment criteria to enable accurate and robust assessment of children's needs, leading to the most appropriate education arrangements. This will involve parents working with professionals to discuss their children's needs and agreement of placements by multi-disciplinary teams.

In order to achieve best outcomes for all learners there are a number of approaches that will be taken and these are described as Tier 1, 2 and 3 support needs:

- Tier 1 refers to learners who require support within mainstream school or nursery;
- Tier 2 refers to learners who require a specialist support provision which may include a mainstream component;
- Tier 3 refers to learners who require to attend a specialist resource full time.



## **Strategic Context – Review of provision for children with additional support needs**



### **Tier 1 Support**

Early years establishments and primary schools will continue to support children requiring minimal additional support. Secondary schools already provide a wide range of support and this is being further developed. This approach will ensure that, where possible, children and young people are supported within their school communities and local area as opposed to the present situation which can involve travel of considerable distance.

### **Tier 2 Support**

This level of support is for children and young people who may have: difficulties with language and communication; difficulties with social communication and interaction with peers and adults; difficulties with focus and attention; difficulties accessing the curriculum due to learning needs; or have challenging behaviour.

These young people will benefit from small group learning for a large proportion of the school day but will also be able to access mainstream school for either learning or social activities.

There will be dedicated ASN support in each geographic area in East Dunbartonshire, in both primary and secondary schools, to provide this support. Outreach support will also be available to help young people to maintain a place in their local school where possible. This will build on development work carried out at Gartconner Primary School and St. Ninian's High School, where young people from Merkland are working within mainstream schools.

In the primary sector, a new enhanced learning resource will open in Wester Cleddens Primary School in August 2018. This will provide up to 20 places for children who will benefit from individual curriculum planning and support from specialist staff. As appropriate this will involve inclusion in mainstream activity. The language and communication resource at Castlehill Primary School will also become an enhanced learning resource, and will provide a further 20 places. Further development in Gartconner Primary is planned to provide an enhanced learning resource in all three local areas within East Dunbartonshire.

From August 2018, at least 32 young people will benefit from new Tier 2 placements in the primary sector.

In the secondary sector there will continue to be language and communication resources (LCR) in Bearsden Academy, Bishopbriggs Academy and St Ninian's High School. These are being developed to provide a more individualised curriculum with support from specialist staff. At present 44 young people are supported in LCR placements.



## **Strategic Context – Review of provision for children with additional support needs**

### **Tier 3 Support**

At present this support is provided through full time attendance at Merkland School and Campsie View School.

Children and young people requiring this level of support have complex learning needs with high levels of support required to access their language / communication development and to develop social skills. These children and young people require significant and individualised curriculum planning and access to individual or small group learning.

As part of the review it was agreed that work should be done with staff and parents of both schools to develop a new specialist provision and to identify the educational benefits and impact of new provision. This proposal is the result of that work.





## Merkland and Campsie View Schools



### 3. Merkland and Campsie View Schools

Merkland and Campsie View Schools currently provide education for young people with a wide range of additional support needs. Merkland supports pupils with social and communication needs, autistic spectrum disorders, and moderate learning difficulties. Campsie View supports young people with more severe, complex, and often multiple needs.

The Merkland School building is not in good condition, and this can affect the suitability of spaces for learning and teaching. Campsie View School, while in better condition, is operating at maximum capacity, which reduces the suitability of the building for learning and teaching and associated healthcare needs.

Feasibility work by Education and Assets teams shows that these issues would be very difficult to resolve within existing buildings. Extensive refurbishment at Merkland School could marginally improve the condition of the building, and some aspects of suitability. This would require significant capital investment, and offer only limited aesthetic improvements without addressing fundamental issues such as building fabric and layout. At Campsie View, the current accommodation is too small for continued level of demand at the school, and the complexity of needs it serves. Extension of the school is not possible without impacting severely on outdoor space, as well as pick up and drop off areas.

#### Rolls and capacity

	2017/18 Actual	2018/19 Projected
<b>Merkland</b>		
<b>Primary</b>	32	
<b>Secondary</b>	81	
<b>Total</b>	<b>113</b>	<b>103</b>
<b>Campsie View</b>		
<b>Early Years</b>	27*	
<b>Primary</b>	59	
<b>Secondary</b>	20	
<b>Total</b>	<b>106</b>	<b>100</b>

\* Not all full-time places.

Projection of rolls in specialist provision is not precise, as enrolment is driven by need. However, there are clear trends in each school. The 2017/18 total of 113 pupils in Merkland School represents the high point of rolls since the school was established, and the maximum capacity of the school without



## **Merkland and Campsie View Schools**

significant investment. There are currently two satellite provisions for children who attend Merkland; these are at Gartconner Primary School and St Ninian's High School. The school has a high proportion of pupils in the secondary stage of the school, many of whom will leave school within the next three years and there are fewer pupils in the primary stage of the school. The Merkland roll is therefore expected to reduce in future years.

At present Campsie View School has 106 pupils. A number of young people in the secondary stage of the school are based mainly at Kirkintilloch High School. At present the majority of young people are in the primary stage of the school. The number of pupils in Campsie View represents the maximum capacity of the school. Adaptations have been made to the school to accommodate this and opportunities for further expansion are very limited.

There are 12 children projected to enter Campsie View in Primary One in Session 2018/19. Based on population projections and monitoring the number of pre-five pupils, enrolment is expected to continue at a high level, and relatively few pupils are due to leave the school in coming years.







## Consultation to date with parents and staff



### 4. Consultation to date with parents and staff

Since May 2017 officers have worked with staff and parents from Merkland and Campsie View to discuss what a new specialist ASN provision should provide for children and young people. A working group was established, comprising parents and staff from both schools. There were a number of meetings held, as well as visits to other authorities and schools.

Consultation and engagement work was replicated online to provide an opportunity for all parents to engage in the process. This recognised the particular circumstances of both schools, and the challenges for parents to attend meetings. A record of this consultation work, including timelines, presentations, meeting notes, and technical information is available on the ASN consultation webpage:

[www.eastdunbarton.gov.uk/council/consultations/additional-support-needs-consultation](http://www.eastdunbarton.gov.uk/council/consultations/additional-support-needs-consultation)

The working group discussed:

- **The requirement for new specialist provision**

The constraints of the existing buildings were discussed, as well as the impact of these on staff and young people. It was discussed that new buildings would be of benefit to the schools. It was also discussed that there were educational benefits to building one school that would meet the needs of all young people who require Tier 3 specialist support as this would provide the widest range of staff expertise, building facilities, and educational and social experiences for young people.

It was discussed that on site nursery places was an important part of future provision, particularly to support the transition for children and families to primary school. It was felt that not including nursery places within the provision would make this transition more difficult.

- **The size of specialist provision**

Initial Council projections had suggested that 150 places would be required in the future. Following discussion with staff, parents and the working group, these projections were reviewed. Based on the review, it is expected that up to 200 places would be required in specialist provision. Details of rolls and capacities can be found in Section 3.

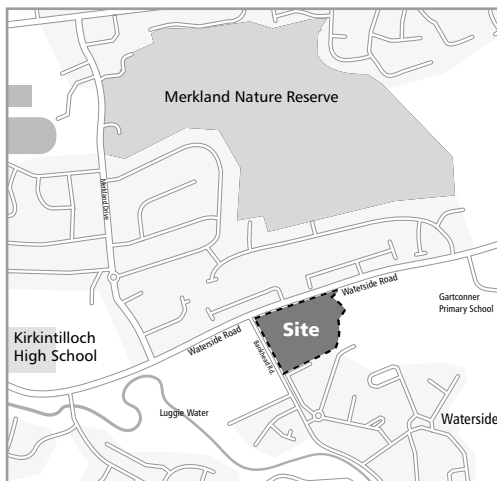
- **The facilities required for specialist provision**

Staff and parent workshops were held to identify what a new provision should aim to provide and what features might help achieve this in each part of the school. Questions from these workshops were circulated to all parents through an online survey. Visits were made by the working group to Craigmarloch School in Inverclyde, and the Isobel Mair School in East Renfrewshire. In each visit the working group met with school staff and discussed their experience of establishing a new provision. Following these discussions a detailed list of requirements for a new school was developed and used as the basis for informing the feasibility work by the Council's Assets Team.

The results of these workshops can be viewed on the ASN consultation webpage, as can the list of requirements developed with the working group.



## Consultation to date with parents and staff



- **The educational benefits of new specialist provision**

Parents and staff discussed the potential educational benefits for children and young people with ASN. These are detailed in Section 5. In addition, the working group also discussed any potential adverse impacts, and how these could be managed. This is detailed in Section 6.

- **Proposals for new specialist provision**

Based on work carried out with parents and staff in the joint working group, officers worked with architects and contractors to develop outline options for a new specialist provision. This feasibility work also took into account site options, project timescales and costs. Site options were discussed with the working group and staff in both schools. The Waterside Road site was agreed to be the most appropriate option due to its size and location. Consultation about this proposed site was subsequently approved by the Council in March 2018.

The timescale and costs of the new school were discussed. If the proposal were to proceed, work would begin immediately on the design and planning of the new school. The school would provide places for 200 young people whose additional support needs require a full time place at a specialist provision. This is defined as Tier 3 provision as detailed in Section 2. The new school would be expected to open in 2021/22, but this would be confirmed through the planning process. It is expected that the cost of the building would be approximately £23.5m.

- **Site options appraisal**

Hub West Scotland were commissioned to provide develop an accommodation schedule for the new school and outline building layout. Based on outline design requirements and principles, and incorporating best practice from other recently completed ASN school projects, the estimated building size was estimated to be in the region of 6,100m<sup>2</sup>. The required site size, including playground, parking, and associated external space was found to be in the region of 14,000m<sup>2</sup>.

A site options appraisal exercise was then undertaken to provide an objective assessment of potential development sites for the project. A total of 11 sites were shortlisted which met the minimum qualifying criteria of being at least 14,000m<sup>2</sup> in total area; additionally, the existing school sites at Campsie View and Merkland were also subject to assessment. Each site was assessed against eight weighted criteria to provide an overall rating of development feasibility.

Two sites were shortlisted through the appraisal process. These were the previous site of Auchinairn Primary School in Bishopbriggs, and the current site of the Waterside Road playing field in Kirkintilloch. Each site was found to be feasible and suitable. At this stage, the forecast capital cost of developing each site would be equivalent.

Both site options were discussed with the working group. Of the site options, parents and staff felt the Waterside Road site provided better opportunities to build on existing links to provision Kirkintilloch High School and Gartconner Primary School. In addition the size and topology of the Waterside Road site offers greater scope for outdoor learning and play, which was identified as a key aspiration for future provision.



## Educational Benefits

### 5. Educational Benefits

It is proposed that the new school will be a standalone provision and will be led by a Head Teacher supported by a senior management team. The team will lead the development of an appropriate range of learning pathways that will maximise the attainment and achievement of each individual child and young person.

The vision for the new school is that it will provide specialist provision for children with a range of additional support needs from across East Dunbartonshire. It will provide the highest quality learning experiences for children and young people in a new, vibrant and accessible building.

The proposed new school will offer a broad curriculum appropriately aligned with Curriculum for Excellence, Getting it Right for Every Child and Developing the Young Workforce. Current good practice in both schools will continue to ensure that there is a wide range of well-planned opportunities for achievement across a broad range of areas. The new facilities will provide enhanced opportunities through: provision of improved facilities; enhanced staff skills; flexible curricular pathways; new technologies; integrated health and care support; and enhanced transitions which will all lead to improved attainment and achievement.

Children and young people will be at the centre of the planning and development of the new provision and will be fully consulted in a manner that takes account of their age and stage of development on decisions that affect them. There will be a stronger more coherent pupil and parent voice on matters related to ASN and a valuable opportunity to play a critically influential role in the further development of policy and resources for ASN provision. The Council will continue to work with the parents and staff of both schools to plan and develop the new provision.

As with current provision there will continue to be an emphasis on an environment which: is safe and nurturing; has strong relationships; has an ethos of inclusion; has an emphasis on care and welfare; has breadth of experience; and is based on partnership working. This was recognised by parents as a key area of strength during the course of the strategic review. The new school will be a flexible, modern learning environment, 'fit for purpose', that will provide the space and resources for a range of activity designed to meet the needs of the learners in the broadest sense. Learning will be enriched by the availability of adaptable work spaces which can accommodate a variety of learning arrangements including one-to-one and small group learning as well as opportunities for activity involving larger groups of pupils e.g. dining/assembly/celebrations. The new school will be designed to have flexible and adaptable spaces to provide a suitable and safe learning environment which caters for the needs of all children and young people.





## Educational Benefits

The physical environment will provide a stimulating learning environment with opportunities to learn outdoors and in the local community, as appropriate, to develop skills for learning, life and work with a focus on vocational and life skills to support a successful and positive transition from school.

### Benefits of a new school building

A new school building will improve the quality and the range of spaces used by staff and children and young people aged 3 to 18. As determined through work with parents and staff the learning environment will include:

- Flexible learning spaces to support work in small groups, individual work and larger group work;
- A mix of general classrooms and specialist teaching areas;
- Direct access to outdoor spaces from all classrooms, including covered outdoor space;
- Dedicated spaces for development of life skills, including space for vocational education for example café/restaurant, workshop;
- Performance and assembly space;
- A range of social and communal spaces, including large and small dining spaces;
- Accessible and suitable access to specialist resources including sensory rooms, hydrotherapy and physiotherapy suite; and
- Areas to store specialist equipment required to support children's needs.

Outdoor space was highlighted as an important part of a new school design to ensure that all young people are able to benefit from this. Outdoor space will:

- Provide a variety of safe and secure play areas and outdoor spaces which offer sports, free play, social areas, growing spaces;
- Provide smaller, separate environments for small group learning outdoors, and for pupils to be active within safe and secure outdoor environments;
- Ensure all spaces are safe and accessible to pupils with a wide range of needs; and
- Provide outdoor storage areas suitable for a range of equipment.

Through workshops, practical options were identified to meet the needs of the school community to support greater participation in learning and in the life of the school, including:

- Extensive dedicated drop off and pick up space for school transport, taking account of the physical needs of users;
- Extensive staff and visitor parking;
- Toilet design that reflects the needs of users, including disabled access, hoists, and change facilities within easy reach of classrooms;





## Educational Benefits

- Meeting space and work spaces for a variety of uses, including meetings with parents, multi-agency meetings, review meetings;
- Workspace for visiting professionals, including nursing staff, physiotherapists, speech and language therapists;
- Extensive storage for equipment and resources, including charging points for powered equipment; and
- Well-designed signage and accessibility features to ensure ease of movement around the building for all users.

The proposed location of the new school will allow the school to build on existing links to St. Ninian's High School, Kirkintilloch High School and Gartconner Primary School.

### Benefits to children and young people

- The new provision will build on the strengths of both schools with particular emphasis on learning and support through an individualised approach. The ethos of both schools is strong and inclusive based on nurturing approaches. The new school will have children and families at the heart of its planning.
- The new school will be designed to have flexible and adaptable spaces to provide a suitable and safe learning environment which caters for the needs of all children and young people.
- The integrated provision will allow for smoother and improved transition arrangements across the stages from early years through to the senior phase and beyond.
- The provision of an early years' facility will provide effective, early and comprehensive multi-agency assessment of need. This will ensure greater access to individualised and effective targeted early intervention for children and support for parents and families;
- The new provision will provide more effective strategic allocation of resources bringing a broader availability of specialist teaching approaches matched to the needs of pupils with specific ASN needs. There will be increased staff capacity through co-ordinated, shared professional learning and peer support available across the larger staff team. This centre of expertise will benefit young people with ASN across East Dunbartonshire, both by working directly with young people in other schools, and also by acting as a hub for sharing best practice and knowledge.
- All curricular areas will be enhanced through the provision of new facilities. This will ensure appropriate learning pathways, with activities matched to individual needs in newly equipped and resourced facilities. This has the potential to increase curriculum choices at upper primary and secondary level spanning the broad general education and senior phase.
- The development of skills for life, learning and work will be increased with a focus on vocational pathways. These will be clearly focused on ensuring a positive post school destination for all young people.





## Educational Benefits

- Improved ICT infrastructure will provide a platform for new and emerging technologies to be used to support learning. Technology will be key to reducing barriers to learning and supporting all children and young people to engage in their learning.
- The new provision will provide early and effective support facilitated by co-ordinated multi-agency working delivered by health, social work and educational professionals.
- There will be access to a range of facilities that boost development of physical, social and cognitive skills through sporting and shared activities including: hydro-pool; soft play area; sensory rooms; and flexible communal eating and assembly areas. In turn this could lead to greater access to extra-curricular activity as resources of both existing schools are combined.
- The new school will have more suitable dining and social spaces. This will provide increased opportunities for the development of social skills and greater wellbeing.
- There will be increased opportunities for access to social and extra-curricular activity as part of the wider school community.
- There will be more family learning and engagement opportunities for parents of children and young people at the school and members of the wider community. This will allow access to specialist, professional advice and support on a range of issues and help to strengthen the sense of community and belonging amongst families and the local community.
- The new school will be fully accessible for children with mobility difficulties and significant additional support needs. A new building will have provision for intimate personal care to promote independence in life skills and the dignity of children and young people.

### Benefits at transition

It is well documented that children and young people with ASN can find transitions particularly challenging and movement to a new learning environment requires planning and gradual introduction. The creation of a single standalone ASN provision for pupils from early years through to the senior phase will improve the transition process for all pupils as there will be access to resources that are all within one integrated provision allowing for transitions to be managed at a pace that meets the individualised needs of all. This will be supported by streamlined communications between ASN staff and the wider multi-agency team to enhance the efficiency and effectiveness of all transitions.

### Benefits at transition to adulthood

The development of a new school will strengthen the relationship between the school and agencies responsible for transitions to adulthood. Young people and their families will be placed at the centre of the planning process and will benefit from a wide network of professionals and multi-agency staff to share advice and consider possibilities to increase a move from school to a positive destination.





## **How will the Council minimise any adverse effects of the proposal?**



### **6. How will the Council minimise any adverse effects of the proposal?**

A number of issues were considered by the working group, comprising parents and staff from both Merkland and Campsie View Schools, when discussing options for future provision.

#### **Maintaining the quality of education and school ethos**

Parents at both schools value the quality of education currently provided in each school. In particular, parents value the commitment, expertise and professionalism of school staff and leadership. While parents recognise the potential benefits of an improved learning environment, they are keen to ensure that staff are able to continue to provide the high quality of education and support currently available in both schools.

The group recognised that there were many similarities in the provision in both Merkland and Campsie View. This included individualised support for each child or young person. The needs of each child will be central to the planning of provision to ensure the highest standards of attainment and achievement.

The Council will work closely with schools to support staff in both schools. Ongoing support and engagement with staff will be fundamental to the successful establishment of this new school, as will the appointment of an experienced leadership team. A clear recommendation, based on previous experience, has been to start joint working between the two schools as early as possible, including staff shadowing each other across schools, joint learning activities, shared in-service training, and joint school improvement planning and social events. This will support development of a team approach, and help staff share experience, skills, expertise and strategies for learning and teaching. Engagement with the design and construction process will also support this.

The development work undertaken to date has identified that there is a need to provide a comprehensive professional learning programme for all specialist staff, both those in special schools and those who provide support in mainstream schools. This includes teaching staff and support staff. This will be provided from Session 2018/19 and will enhance the skills and capacity of all staff within specialist provision across the authority, as well as those supporting children and young people in mainstream settings.

The Council recognises that the level of staffing in ASN schools is directly related to the needs of the young people, and is clear that there is no expectation of reduced levels of staffing in any new school. There may be an impact on the senior management of the school, for example the move to a single Head Teacher. The Council will work with staff throughout the process of moving to the new school to make sure any issues are managed openly and in line with Council procedures and national agreements.



## **How will the council minimise any adverse effects of the proposal?**

### **The roll of the new school and placement of Merkland and Campsie View pupils**

If the proposal proceeds and a new school is built all pupils who are attending Merkland and Campsie View at that time will transfer to the new school.

The ASN Strategy ensures clearer assessment pathways for children with additional support needs. This means that the needs of individuals are appropriately assessed and places in specialist provision clearly allocated according to need.

Over the next five years, the ASN Strategy aims to reduce the number of children assessed as requiring a place in the new specialist provision.

The projected roll of the new school is 200. With the placement of some children in the enhanced learning resources in the primary and early years' sectors and the further development within secondary schools, the combined roll of Merkland and Campsie View is projected to decrease in 2018/19 to 203, and to below 200 in subsequent years.

The development of provision within mainstream schools, from early years to secondary, ensures there is more capacity within each local area. As previously detailed this is supported by a comprehensive professional learning programme to ensure effective leadership and highly skilled staff.

### **Transition planning for pupils**

The Council is committed to effectively managing transitions to the new school. School staff are very experienced in managing transition from nursery to primary, from primary to secondary and into adult life. In addition, staff have experience in managing transitions from mainstream to specialist placements. In partnership with parents and professionals, individual enhanced transition plans will be developed by schools based on each pupil's needs.

### **The design process**

The Council is committed to involving staff, parents, and young people in the design of the new school. This work has already started with the involvement of the working group in setting the requirements of the design. Architects will work directly with users of the school to ensure that the particular education, social and practical needs of the school are met. This school will be designed to meet the needs of ASN education in East Dunbartonshire. Where appropriate, the Council will invite representatives from other new build schools to give their views, as well as national agencies such as Architecture and Design Scotland and the Scottish Futures Trust to ensure that the design process reflects best practice.







## Financial impact of the proposal

### 7. Financial impact of the proposal

The Schools (Consultation) (Scotland) Act requires that the Council provides information about the financial implications of the proposal. Scottish Government guidance states that this is to “rigorously evidence any financial argument that is deployed”.

The Council is not making any financial argument to support this proposal. The proposal has not been made with any expectation of revenue saving based on staffing or building efficiencies. The Council recognises that the cost of delivery of ASN education is overwhelmingly driven by need, and that level of need will continue in the new school. Levels of teaching and support staffing will not be affected by the proposal, nor will the cost of supporting young people’s medical, dietary, transport and other needs. The revenue cost of delivery is expected to increase or decrease in line with the specific needs of the pupils in the school at any particular time with the Council making provision for this variation through its established budget setting process.

In addition, it is expected that based on the assessment criteria agreed through the ASN strategy, the profile of needs in the school will be different from the two existing schools. In the medium to long term, the school will support Tier 3 pupils, and Tier 2 pupils will be supported in other newly established provision.

This proposal is based on the educational benefits of the proposed new school, as discussed in Section 5 of the proposal document.

The Council approved capital investment in the development of new facilities for children and young people with additional support needs during February 2017. The specification, design and costs of the proposed new facility were to be met from the existing Primary School Improvement Programme budget and were to be subject to engagement with education services, social work services, pupils, parents, carers and other stakeholders. Officers from the Council’s Education and Assets & Facilities have subsequently worked on outline designs and established high level costs to deliver such a facility, which is estimated at £23.5m and is included within the Council’s 10 Year Capital Plan which was approved by Council in March 2018.





## What happens next?

Under the Schools (Consultation) (Scotland) Act 2010, the Council is required to publish a proposal, and allow at least 30 school days for consultees to respond and make representations. In that time, there must also be at least one public meeting. The consultation process reflects the Scottish Government's view that educational benefits should be at the heart of any proposal to make a change to a school. The Council must prepare an educational benefits statement, which is part of this proposal paper. Education Scotland will visit the schools involved and consider the educational aspects of the proposal. They will then submit a professional and independent report to the Council, which will take account of any representations which are made during the consultation. When the Council has completed the consultation, and received the Education Scotland report, it must consider whether to proceed with the proposal or not.

Scottish Ministers have the power to 'call-in' for review any decision involving the closure of a school. Ministers will 'call-in' a decision if they feel that the local authority may have failed to comply in a significant way with the requirements set out in the Act, or to take proper account of a material consideration relevant to its decision. The decision will then be reviewed by the independent School Closures Review Panel.

If the proposal proceeds to the next stage, a report on the consultation will be forwarded to the Scottish Government and there will be a period of three weeks to enable any further representations to be made to [schoolclosure@scotland.gsi.gov.uk](mailto:schoolclosure@scotland.gsi.gov.uk) or by post to:

The Scottish Government, School Infrastructure Unit, 2A (South), Victoria Quay, Edinburgh, EH6 6QQ.

Following this, there will be further five week period during which Scottish Ministers will be able to 'call in' the proposal for review.

Further information on the Schools (Consultation) (Scotland) Act 2010 and the consultation process can be found at the Scottish Government website.

**[www.scotland.gov.uk/Topics/Education/Schools/Buildings/changestoschoolestate](http://www.scotland.gov.uk/Topics/Education/Schools/Buildings/changestoschoolestate)**



**Consultation on proposals to close Merkland and Campsie View schools  
and establish a new build ASN school in Kirkintilloch**

I agree with the proposal as outlined in this consultation

☐

I disagree with the proposal as outlined in this consultation

☐

I would like to make the following representation for consideration:  
*(if required please continue on a separate sheet of paper)*

**Consultation  
response form**

Name:

Address:

Postcode:

Telephone Number:

Please return this form to your school, Council Headquarters or by email to  
[primaryimprovement@eastdunbarton.gov.uk](mailto:primaryimprovement@eastdunbarton.gov.uk) by **8 June 2018**

## Further Information

If you have any questions, comments or concerns about the consultation process or the information contained in this document, please contact:

Email: [primaryimprovement@eastdunbarton.gov.uk](mailto:primaryimprovement@eastdunbarton.gov.uk)  
Telephone: 0300 123 4510

## Other Formats & Translations

This document can be provided in large print, Braille or on CD and can be translated into other community languages. Please contact the Council's Corporate Communications Team at:

East Dunbartonshire Council  
12 Strathkelvin Place  
Kirkintilloch  
Glasgow, G66 1TJ

**Telephone: 0300 123 4510**

本文件可按要求翻譯成中文，如有此需要，請電 0300 123 4510。

اس دستاویز کا درخواست کرنے پر (اردو) زبان میں ترجمہ کیا جاسکتا ہے۔ براہ مہربانی فون نمبر 0300 123 4510 پر رابطہ کریں۔

ਇਸ ਦਸਤਾਵੇਜ਼ ਦਾ ਮੰਗ ਕਰਨ ਤੇ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ 0300 123 4510 ਫੋਨ ਕਰੋ।

Gabhaidh an sgriobhainn seo cur gu Gàidhlig ma tha sin a dhith oirbh. Cuiribh fòn gu 0300 123 4510

अनुप्रास करने पर यह दस्तावेज हिन्दी में भाषांतरित किया जा सकता है। कृपया 0300 123 4510 पर फोन कीजिए।

