



**North Lanarkshire Council**

**Statutory Consultation – Final Outcome Report**

Proposal to Establish an Enhanced Support Provision  
in John Paul II Primary

**Education, Children & Families**

Published February 2026

This report is available for inspection at:

- (a) [www.northlanarkshire.gov.uk/consultation](http://www.northlanarkshire.gov.uk/consultation)
- (b) Education, Children and Families Headquarters, 2<sup>nd</sup> Floor, Civic Square, Motherwell, ML1 1AB
- (c) John Paul II Primary School

This report has been prepared having regard (in particular) to:

- (a) relevant written representation received by the council (from any persons) during the consultation period;
  - (b) oral representations made to the council (by any person) at an online public meeting;
- and
- (c) Report by His Majesty's Inspectors of Education

**This document has been issued by North Lanarkshire Council in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and amendments contained in the Children and Young People (Scotland) Act 2014**

## 1. BACKGROUND

- 1.1 In 2019 North Lanarkshire undertook a comprehensive review of Additional Support Needs (ASN) provision, resulting in twelve strategic recommendations, broadly categorised under four themes: improving ASN management, empowering staff, future resource planning and strengthening governance and strategic oversight.
  
- 1.2 The ASN Plan (2019-2024) delivered measurable improvements across five key areas:
  - Enhanced quality of service and provision for pupils and families.
  - Increased numbers of children supported within their local communities.
  - Improved staff satisfaction through training and fairer resource allocation.
  - Reduced ASN budget overspend.
  - Improved ASN school inspection reports from HMIE
  
- 1.2 Over the last six years, Scotland has experienced a continued and accelerating rise in the number of children identified with ASN. In 2019, around 30–31% of pupils were recorded as having an ASN. This increased to 34.2% in 2022, 36.7% in 2023 (259,036 pupils) and rose sharply again to 40.5% in the 2024/25 census (284,448 pupils). It now sits at 43% displaying a continual increase year on year.
- 1.3 Importantly, in line with the priorities of the ASN Strategy the service has identified additional funding to help improve outcomes for all children and young people with additional support needs, along with an acknowledgement that the funding is to augment existing resources to ensure the broadest possible reach within enacted ASN service delivery models.
- 1.4 In order to strengthen the mainstream provision of education for pupils with ASN, the service is seeking approval for the permanency of John Paul II Enhanced Support Provision.

## 2. THE CONSULTATION PROCESS

### 2.1 Consultation Framework

- 2.1.1 The consultation process was carried out in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and the amendments contained in the Children and Young People (Scotland) Act 2014. It is within this statutory framework that Education and Families, has engaged in a consultation exercise with all relevant consultees.

The consultation document developed for consideration included information on:-

- the proposal;
- the consultation process;
- the arrangements for public meetings;
- relevant school data;
- the educational benefits of the proposal;
- community benefits statement;
- equality impact assessment; and
- consultation timeline.

- 2.1.2 Consultation packs were made available on-line and paper copies on request to all relevant consultees.

- 2.1.3 The Head Teacher of John Paul II Primary School was notified of the

consultation.

- 2.1.4 The consultation period commenced on Monday 8 December 2025 and closed on Monday 9 February 2026, a total of 60 days, which included 30 school days.
  - 2.1.5 Details of the consultation process were made available on a dedicated area of the North Lanarkshire Council website at [www.northlanarkshire.gov.uk/consultation](http://www.northlanarkshire.gov.uk/consultation)
  - 2.1.6 A face-to-face staff meeting was held on Wednesday 21<sup>st</sup> January 2026 from 3.30pm until 4.30pm at John Paul II Primary School.
  - 2.1.7 A face-to-face public meeting was held on Wednesday 21<sup>st</sup> January 2026 from 6.00pm until 8.00pm at John Paul II Primary School.
  - 2.1.9 Responses to the proposal could be made electronically to [ef.JPIIpilot@northlan.gov.uk](mailto:ef.JPIIpilot@northlan.gov.uk) , or in writing posted to the council.
- 2.2 Relevant Consultees

Consultees were identified according to Schedule 2 of the Schools (Consultation)(Scotland)Act 2010. The relevant consultees included:-

- Parent Council of John Paul II Primary School
- Parents/Carers and pupils of John Paul II Primary School
- Staff of John Paul II Primary School
- Any body or organisation which has been established by North Lanarkshire Council, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government Act 2003;
- HMIE
- Elected members
- Trade Unions
- Community Councils

### **3. RESPONSES TO THE CONSULTATION**

#### **3.1 Overview of Level of Response to the Consultation**

During the consultation period the numbers of consultee who engaged in the process were as follows:-

- Staff meeting held on Wednesday 21<sup>st</sup> January – 24 attendees.
- Public meeting held on Wednesday 21<sup>st</sup> January – 12 attendees. There was representation from HMIE.
- The total number of individual consultee email responses received was 0

The matters raised by stakeholders are summarised in Appendix (iii) of this report and form the basis for the areas listed below. Copies of the full consultation responses and notes from the on-line meetings can be found at [www.northlanarkshire.gov.uk/consultation](http://www.northlanarkshire.gov.uk/consultation)

#### **3.2 Consultation and Channels and views expressed**

Following the public meeting and drop in session the council produced a Frequently Asked Questions (FAQs) document that was published on-line.

There were 0 email responses in total to the proposal.

Various pupils engaged with the proposal.

The total number of individual consultee responses received was 0

Further analysis of opinion is include at Appendix (iii) through the FAQs/Notes.

#### **4. SUMMARY OF ISSUES RAISED BY STAKEHOLDERS AND EDUCATION & FAMILIES RESPONSE**

The issues raised by participants in the consultation have been grouped and considered by Education, Children & Families, with input from other Council officers with appropriate specialisms, under the following headings with the response from the service added in each case:-

- Facilities
- Effects on young people if not approved
- Equipment and resources
- Staffing arrangements
- Availability of external agencies
- Impact on future transition (secondary)

##### 4.1 Facilities & Capacity of Provision

Questions were asked about the current classroom being used for the enhanced support class, the number of pupils who would be in the provision and future considerations if the proposal was approved.

##### Response

If the proposal is approved, the council design teams will work collaboratively with the school's senior leadership teams to ensure that the environment meets all pupils' needs. This will include other areas within the school eg multi-agency staff requirements. Classes will be configured to suit pupil needs, zones developed, and security of site considered in the design which will ensure the school will be safe.

The class size is capped at 10 pupils and cannot exceed this number.

##### 4.2 Effects on young people if proposal is not approved

Questions were asked about the plans for the contingency plans for the young people if the proposal was not approved.

##### Response

If the proposal is not approved, the service will convene an emergency Cluster Review for Enhanced Support for Transition (CREST) panel to identify suitable placements for all young people.

The service acknowledged parent/carer concerns, who expressed that this could have a negative impact on the young people if they had to move to another school.

##### 4.3 Staffing arrangements

Questions were asked regarding the continuation of the current staffing ratios and the recruitment process if the proposal was approved.

##### Response

The expectation is that the current staffing model will continue if the proposal is approved. If approved, the current posts will become permanent and the Headteacher will be responsible for the recruitment process.

Recruitment will be in line with North Lanarkshire policies, and all existing staff will be able to apply for the permanent posts.

HR will meet with all staff on a one to one basis.

## **5. SUMMARY OF HMIE REPORT AND RESPONSE OFFERED BY THE SERVICE**

The full report provided by HMIE is attached in Appendix (ii). Please see this report for full commentary. The main points are as follows:-

- HM Inspectors agree that the proposal has the potential for the intended educational benefits to be realised for the children currently placed there.
- All stakeholders who responded to the consultation and who met with HM Inspectors support the council's proposal to establish an enhanced provision within St John Paul II Primary School.
- The council should explain more clearly to stakeholders how its overarching vision and strategy for ASN will work in practice, and how the educational benefits for other children who require intensive support will be met. The council needs to ensure that if the proposal is agreed that the enhanced support provision in St John Paul II Primary School is resourced sufficiently to meet children's needs.
- The council should also continue to work closely with stakeholders to review regularly children's needs and to plan and adapt the provision appropriately.
- HM Inspectors also recognise the positive work of staff within the pilot, particularly their nurturing approaches and strong relationships, which have helped almost all children settle well. As a result, most children are now managing routines appropriate to their needs and showing early signs of increased interaction with peers and staff, with a few beginning to engage with mainstream peers.

5.1 In response to the observations of HMIE, Education, Children & Families agree that these findings are consistent with those of the Service.

North Lanarkshire Council has a strong track record in engaging with all stakeholders in the aspects of school design, management, and operation. The Service will continue to engage with all stakeholders both formally (statutory planning process) and informally (through the school's management and parent councils) with regard to the proposals as they proceed, should this proposal be implemented.

## **6. ALLEGED OMISSIONS OR INACCURACIES**

No alleged omissions or inaccuracies

## **7. EQUALITY CONSIDERATIONS**

Assessments have been carried out in accordance with the following statutory duties:

Public Sector Equality Duty

Fairer Scotland Duty

Armed Forces Covenant Duty

Children's Rights and Wellbeing Act

The assessments concluded that the main groups impacted are:-

- Pupils of John Paul II Primary School
- Parents/carers of those pupils;
- Staff who work at John Paul II Primary School

The assessment summary is attached at Appendix (v)

## **8. NEXT STEPS**

Following the publication of this Report time is allowed for further considerations. A three-week period will lapse before North Lanarkshire Council will take a final decision on whether to implement a final proposal.

The report on this consultation is due to be considered by North Lanarkshire Council's Education, Children & Families Committee on Thursday 26 May 2026.

**Appendix (i) –**

**Statutory Consultation**

**Proposal**

**to establish five enhanced provisions within  
John Paul II, Berryhill, Holycross, Muirhouse and  
Shawhead Primary Schools**

**9. Education, Children & Families**

# NORTH LANARKSHIRE COUNCIL – EDUCATION & FAMILIES

## 1. BACKGROUND

- 1.1 With Local Government re-organisation, North Lanarkshire Council (previously Strathclyde Region) inherited an ASN model which consisted of language and communication units (LCSCs) attached to mainstream schools where children and young people with complex language and communication needs “could be educated with their peers, either in a fully integrated or locationally integrated setting”.
- 1.2 The Education (Additional Support for Learning) (Scotland) Act 2004, as amended by the 2009 Act expanded the definition of additional support needs to include needs such as mental health issues, looked-after children, and children impacted by social or emotional factors.
- 1.3 In recent years, due to an increasing number of pupils presenting with additional support needs, the volume of pupils requiring to be placed within ASN and LCSC settings has become untenable.

## 2. INTRODUCTION

### 2.1 Current Operating Model

- 2.1.1 Within early years establishments, children requiring additional support are given a placement within an ASN room. This provision has been expanded, and there are currently 11 ASN rooms across the Authority.
- 2.1.2 Following subsequent reviews, the LCSC estate in North Lanarkshire has increased in size and currently consists of 8 primary LCSC units and 3 secondary LCSCs located within mainstream schools. A further primary LCSC will be opened in 2026 within the newbuild of Gartcosh primary school.
- 2.1.3 Within mainstream schools, rising numbers of pupils presenting with additional support needs, contributes to challenges around, dysregulated behaviour, low attendance and attainment levels amongst pupils. Establishments have sought to address this through creative approaches to curriculum offers, part time timetables and support from Virtual school and the We Aspire Outreach team.
- 2.1.4 In line with national trends, the local authority has experienced an increasing number of requests for specialist ASN and LCSC primary and secondary placements over the last 4 years. The number of applications for a specialist primary one placement to Transition Pathway Review (TPR) formerly (NBPR), have continued to rise.

<b>Placing Requests</b>				
<b>Year</b>	<b>ASN Prim ary</b>	<b>ASN Sec o ndar y</b>	<b>LCSC Prim ary</b>	<b>LCSC Sec o ndar y</b>
<b>2021/22</b>	131	122	131	48
<b>2022/23</b>	144	125	161	56
<b>2023/24</b>	192	135	196	66
<b>2024/25*</b>	67	101	77	63

\*additional 53 applications received – who are moving into new enhanced provision

*Table 5 number of specialist applications received for ASN & LCSC Primary and Secondary each academic session from 2021/22 to 2024/25*

2.1.5 A prevailing perception has emerged in North Lanarkshire that mainstream schools are unable to adequately meet additional support needs. This is reflected in the increasing number of placing requests, mediation cases, and tribunal references submitted by parents seeking placements in ASN (Additional Support Needs) establishments.

Placing Requests		
Year	ASN	LCSC
2021/22	26	17
2022/23	16	51
2023/24	59	56
2024/25	114	91

*Table 6 placing requests, mediation cases and ASN tribunal references each academic session from 2021/22 to 2024/25*

2.2 The Pilot model

2.2.1 There is an increasing number of requests being submitted for secondary ASN and LCSC placements via TPR, placing requests and tribunal references, for pupils who have completed primary education in a mainstream school.

Applications from Mainstream		
Year	ASN Seco ndary	LCSC Seco ndary
2021/22	28	29
2022/23	125	56
2023/24	141	65
2024/25	28	59

*Table 7 total number of mainstream applications for secondary ASN & LCSC each academic session from 2021/22 to 2024/25*

2.2.2 An increasing number of pupils being allocated to ASN rooms in early years establishments and primary LCSC and ASN provisions over the last 4 years, means that parental expectations of an LCSC or ASN secondary placement are set from an early age.

2.2.3 The current secondary LCSC estate is not equipped to meet this level of demand. Table 4 assumes that children follow a 'single route' pathway, e.g. LCSC Primary progressing to LCSC Secondary. This shows that if there is no change to the current Secondary LCSC model there would be a potential increase of 111 pupils between 2023 to 2029 across 3 establishments.

Year	S1	S2	S3	S4	S5	S6	Total LCSC roll static
2023							
2024							
2025							
2026	38	62	56	52	44	40	292
2027	50	38	62	56	52	44	302
2028	59	50	38	62	56	52	317
2029	59	59	50	38	62	56	324

*Table 8 static projections for Secondary LCSC provision with no further/limited placements in LCSC from 2023 to 2029*

- 2.2.4 Due to the level of demand for support, the LCSC units are seeing a year-on-year increase in pupil numbers coupled with a more complex pupil profile. This is impacting on the current delivery model of LCSC support available and has placed increasing pressure on resource within the mainstream schools they are located.
- 2.2.5 Increasing pupil numbers are having a detrimental impact on both the young people placed within the LCSC and the wider school community. Operating a mixed model of full-time support within the LCSC base, support within both the mainstream and the LCSC base and supporting pupils who are accessing only mainstream classes is proving difficult with current staffing allocations. To meet pupil needs and facilitate this model, staffing is having to be drawn from the mainstream allocation.
- 2.2.6 Over the last two years secondary LCSCs have piloted an enhanced operating model of support to meet the diverse needs of learners. This has proved successful in supporting the inclusion of young people within mainstream classes, and meeting pupil needs at an appropriate pace. Classes are supported by a mixture of primary and secondary teaching and support staff. Pupils are initially educated in a class set. The proposal is that the service moves towards an Enhanced Support Provision model within all clusters to meet the additional support needs of most pupils within their own community. This would be introduced over a period of 5 years. (2025-2030) of 6 pupils within the LCSC and integrate during the session to mainstream classes. Almost all pupils are integrated within mainstream classes with ASNA support by the end of S1. This approach whilst labour intensive has been positively received by pupils and parents.

- 2.2.7 Current research demonstrates that when children and young people with ASN are placed in mainstream education it can have effective positive outcomes for their academic attainment (Wagner et al, 2005).
- 2.2.8 The development of enhanced provisions, encompasses Scottish educational priorities relating to inclusion, children's rights and statutory duties placed on local authorities. e.g. Education (Additional Support for Learning) (Scotland) Act, The Standards in Scotland's Schools etc. Act 2000, as amended GIRFEC (Scottish Executive, 2006) and the Education (Scotland) Act 2016.
- 2.2.9 In order to identify a new model of support within primary school settings based on solid evidence, the service began a new Enhanced Support Provision model within the following primary schools:
- John Paul II PS
  - Berryhill PS
  - Muirhouse PS
  - Holycross PS
  - Shawhead PS
- 2.2.10 Each of the pilot Enhanced Support Provision provides appropriate space including a teaching classroom(s), small spaces to support regulation and sensory requirements, plus access to separate accessible toilet facilities.
- 2.2.11 To support pupils' access to both mainstream classes additional staffing of 1 Principal Teacher, Classroom Teacher and 2 Learning Assistants has been provided.
- 2.2.12 Following the initial review and evaluation of impact, it is requested that a statutory consultation takes place to make permanent these provisions to continue to support the pupils currently within these settings and to evaluate the longer-term impact.
- 2.3 Consultation Process
- 2.3.1 In terms of the schools (Consultation) (Scotland) Act 2010, the Education Authority is required to publish details of and consult on any proposal to vary arrangements for the constitution of a special class in a school other than a special school. Schedule 1 Section 7 [Schools \(Consultation\) \(Scotland\) Act 2010](#)
- 2.3.2 North Lanarkshire Council will not make any decision, or put any changes into effect, until the consultation period has been concluded in line with statutory requirements.
- 2.3.3 The consultation period will be a minimum of 30 school days. It begins on 8 December 2025 and finishes on 9 February 2026.
- 2.3.4 The consultation will involve pupils, parent/carers, Parent Councils and staff of the schools involved, as well as other associated stakeholder and statutory consultees.
- 2.3.5 A public meeting will be held week beginning 19 January 2026 for each school to ensure individual learning communities questions and comments are addressed.
- 2.3.6 Council officers will be present at each public meeting to discuss the proposal. There will be limited time at the meeting to discuss all issues fully. To ensure that all issues are covered and that those who may be uncomfortable with speaking publicly are heard, advance notice of specific questions or issues to be raised will be accepted in writing up to two days in advance of the meeting – see contact details at 2.3.9.

- 2.3.7 At the end of the consultation process, a report will be prepared for North Lanarkshire Committee detailing all responses received, summaries of their content and a statement from Education Scotland on the educational aspects of the proposal. Responses to the issues raised through the consultation will also be incorporated in the report. Copies of the report will be available, prior to consideration by the council, in the affected schools and online. It is envisaged that the report will be published on 30 March 2026. The key dates are set out in Appendix 2.
- 2.3.8 An online version of the document and other items related to the consultation can be found online:
- [www.northlanarkshire.gov.uk/EnhancedPilot-consultation](http://www.northlanarkshire.gov.uk/EnhancedPilot-consultation) (not live)
- 2.3.9 Further information on the proposal can be obtained by sending an email to:
- [ef.JPIIpilot@northlan.gov.uk](mailto:ef.JPIIpilot@northlan.gov.uk) (not live)
- [ef.Muirhousepilot@northlan.gov.uk](mailto:ef.Muirhousepilot@northlan.gov.uk) (not live)
- [ef.Berryhillpilot@northlan.gov.uk](mailto:ef.Berryhillpilot@northlan.gov.uk) (not live)
- [ef.HolyCrosspilot@northlan.gov.uk](mailto:ef.HolyCrosspilot@northlan.gov.uk) (not live)
- [ef.Shawheadpilot@northlan.gov.uk](mailto:ef.Shawheadpilot@northlan.gov.uk) (not live)
- 2.3.10 All interested parties are invited to submit their comments on or before 19 January 2026.

### 3. EDUCATION BENEFITS STATEMENT

- 3.1 Through the pilots it is expected that several educational benefits will be achieved on behalf of children and young people with the requirement for intensive services to meet their needs. These points were clearly established in the findings of the council's ASN Review of 2019 and include:
- Empowerment of practitioners and local ownership of resources to meet needs
  - Improved access to high quality facilities
  - Strengthened leadership, provide greater depth and breadth of staffing and management of learning for those with additional needs
  - Strengthened transition arrangements at all key points of transition, under the leadership of a single head teacher.
  - Increased opportunities for professional learning and sharing good practice, through strengthened workforce arrangements.
  - Strengthened practice in planning to meet the needs of learners
  - Strengthened practice in pedagogy and learning and teaching
  - Clearer pathways to mainstream for those who can access such provision
  - a broad range of opportunities for personal achievement and interdisciplinary learning
  - Strengthened integrated planning with partners
- 3.2 Spaces for learning are designated in such a way as to allow a range of teaching styles and approaches, including active learning, interdisciplinary learning and outdoor learning.

- 3.3 The curriculum provides the opportunity for learners to achieve across all curricular areas and to develop skills, attributes and capabilities through courses aligned with the design principles of Curriculum for Excellence: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.
- 3.4 Pupils are provided with a broad range of opportunities for personal achievement and interdisciplinary learning across all curricular areas by building on best practice in curriculum design in North Lanarkshire Schools.
- 3.5 The provision of high-quality technology for learning provides the potential to transform ways of learning and teaching by giving young people and staff flexible and embedded access to a fully digital learning environment.

#### **4. COMMUNITY IMPACT**

- 4.1 There is limited impact for traffic management due to the small number of pupils involved in the delivery of the pilot.
- 4.2 It is anticipated that any community impacts that come from the consultations will be mitigated.

#### **5. IMPLICATIONS OF THE PROPOSAL**

##### **5.2 Transport**

Pupils will continue to be transported from home to school. Transport contracts will be updated to reflect the different drop off and pick up point. As a result, there is no anticipated impact with regard to transport.

##### **5.3 Financial Implications**

The Service has developed the five enhanced classrooms through the existing capital budget envelope.

##### **5.4 HR Implications**

Affected staff will be managed in accordance with the appropriate Workforce Change Policies of the Council, and in consultation with the signatory trades unions. Considerations would include Compulsory Transfer, Premature/Early Retirement, Redundancy/ Redeployment.

#### **6. EQUALITY IMPACT ASSESSMENT**

An Equality Impact Assessment has been completed and will underpin planning for these proposals, since a few of the young people involved are considered as being from a protected group, due to disability.

#### **7. CONSULTATION REQUIREMENTS**

- 7.1 In terms of the schools (Consultation) (Scotland) Act 2010, the Education Authority is required to publish details of and consult on any proposal to establish a new school

and on any proposal to establish, terminate or otherwise alter the catchment area of a school.

- 7.2 North Lanarkshire Council will not make any decision, or put any changes into effect, until the consultation period has been concluded in line with statutory requirements.
- 7.3 The consultation period will be a minimum of 30 school days. It begins on 8 December 2025 and ends on 9 February 2026.
- 7.4 The consultation will involve pupils, parent/carers, Parent Councils and staff of the schools involved, as well as other associated stakeholder and statutory consultees.
- 7.5 A public meeting will be held week beginning 19 January 2026 for each school to ensure individual learning communities' questions and comments are addressed.
- 7.6 Council officers will be present at each public meeting to discuss the proposal. There will be limited time at the meeting to discuss all issues fully. To ensure that all issues are covered and that those who may be uncomfortable with speaking publicly are heard, advance notice of specific questions or issues to be raised will be accepted in writing up to two days in advance of the meeting – see contact details at 7.9.
- 7.7 At the end of the consultation process, a report will be prepared for North Lanarkshire Council detailing all responses received, summaries of their content and a statement from Education Scotland on the educational aspects of the proposal. Responses to the issues raised through the consultation will also be incorporated in the report. Copies of the report will be available, prior to consideration by the council, in the affected schools and online. It is envisaged that the report will be published on 30 March 2026. The key dates are set out in Appendix 2.
- 7.8 An online version of the document and other items related to the consultation can be found online: [Proposal to establish five enhanced provisions | North Lanarkshire Council](#) (not live)
- 7.9 Further information on the proposal can be obtained by sending an email to [ef.JPIIpilot@northlan.gov.uk](mailto:ef.JPIIpilot@northlan.gov.uk) (not live)
- 7.10 All interested parties are invited to submit their comments on or before 9 February 2026.

## 8. INACCURACIES OR OMISSIONS

- 8.1 There is a statutory requirement for the Council to consider any allegation of an inaccuracy or omission in the proposal paper and determine whether the allegation has foundation. Where inaccuracies or omissions are notified to, or discovered by, the Council within this proposal document, the Council will determine if relevant information has, in its opinion been omitted or whether there is in fact an inaccuracy.
- 8.2 Notifiers of any omissions or inaccuracies will be informed of the Council's decision and the reasons for that decision. Notifiers will also be informed of any action. The

Council will invite the notifiers to make further representations to the Council should they disagree with the Council's determination or its decision as to whether to take action.

- 8.3 If the Council has found, either itself or through a concern being raised, that there is an inaccuracy or omission in the proposal paper, it must decide whether this relates to a material consideration relevant to the proposal.
- 8.4 Where the confirmed inaccuracy or omission relates to a material consideration, there is a duty on the Council to correct it.
- 8.5 Appropriate action will then be taken by the Council depending on whether the inaccuracy or omission relates to a material consideration.

Such action may include withdrawing the proposal and issuing a revised proposal paper for the whole consultation period, or issuing a corrected proposal paper with, if appropriate, an extension of the consultation period. In any of these eventualities, all relevant consultees (and, where applicable, the notifier(s) of any omissions or inaccuracies) and HMIE (Education Scotland) will be advised of the appropriate action.

- 8.6 Where inaccuracies or omissions are discovered within the proposal document, the Council will determine whether relevant information has been omitted or if there has been an inaccuracy. Appropriate action will then be taken by the Council, which may include issuing corrections, issuing a corrected proposal document, or an extension of the consultation period. In any of these eventualities, all relevant consultees (and where applicable, the notifiers(s) of any appropriate action) will be advised.
- 8.7 Notifiers of any omissions or inaccuracies will also be given the opportunity to make representations if they disagree with the Council's determination of any action on the matter, which may result in the Council making a further determination/decision on the matter.

## **9. THE STATUTORY CONSULTATION PROCESS – ADDITIONAL INFORMATION**

- 9.1 The current requirements for consulting are set out in the schools (Consultation) (Scotland) Act 2010. This consultation will be carried out in accordance with the Act.
- 9.2 This consultation has been planned in order to meet the following statutory requirements:
- 9.3 The consultation document sets out the details of the proposal.
- 9.4 The proposal paper details the educational benefits of the proposal and other relevant information.
- 9.5 The proposal paper will be published and widely advertised.
- 9.6 North Lanarkshire Council will seek to determine whether there are inaccuracies or omissions within the proposal paper and take such action as it considers necessary.

- 9.7 The consultation period will be a period of at least 6 weeks including at least 30 school days.
- 9.8 Prior to the commencement of the consultation period, the authority will give notice of the proposal to the relevant consultees. The relevant consultees are defined in the schools (Consultation) (Scotland) Act 2010, and are as follows:
- (a) The parent council or combined parent council of any affected school
  - (b) The parents of the pupils at any affected school
  - (c) The parents of any children expected by the education authority to attend the affected school within two years of the date of publication of the proposed paper
  - (d) The pupils at any affected school (in so far as the education authority considers them to be of suitable age and maturity)
  - (e) The staff (teaching and other) at any of the affected school(s)
  - (f) Any trade union which appears to the education authority to be representative of the persons mentioned above
  - (g) The community council (if any)
  - (h) The community planning partnership (within the meaning of section 4(5) of the Community Empowerments (Scotland) Act 2015 for the area of the local authority in which any affected school is situated
  - (i) Any other community planning partnership that the education authority considers relevant
  - (j) Any other education authority that the education authority considers relevant
  - (k) Any other users of any affected school that the education authority considers relevant

During the consultation period, the authority will hold and be represented at public meetings on the relevant proposal.

- 9.9 The council will involve Education Scotland in the consultation process. This will culminate in Education Scotland preparing and submitting an independent report on the educational aspects of the proposal.
- 9.10 Following the consultation period, the council will prepare and publish a consultation report. The report will be published at least three weeks before a final decision is taken on the proposal.
- 9.11 The consultation timeline provides further information on the timescales for various staged in the statutory process.

## 9.1 Appendix 2 of the Proposal Paper to provide five enhanced provisions

### Tentative Consultation Timeline

Proposal to Consult on the proposal that five enhanced provisions JP11, Muirhouse, Berryhill, Holycross and Shawhead Primary Schools are made permanent

9.2	Stages	Dates
1.	Committee Date	18 November 2025
2.	Consultation starts	8 December 2025
3.	Public meetings	Week beginning 19 January 2026
4.	Consultation Ends	9 February 2026
5.	Data to Education Scotland	13 February 2026
6.	Education Scotland produce report	2 March 2026
7.	Consultation Report Published	30 March 2026
8.	Time for further consideration – end	20 April 2026
9.	Final Committee Decision	26 May 2026
10.	Council implements outcome of consultation	Following council approval

Appendix 1

**Indicative Timeline for Reconfiguring Intensive ASN Systems and Services**

<b>Stages</b>	<b>Timeline</b>	<b>Date</b>
1. Committee Date		Tuesday 18 November 2025
2. Consultation Starts Phase 1	Minimum of 6 weeks To include 30 calendar days	Monday 8 December 2025
3. Public Meetings	John Paul II Primary School	Wednesday 21 January 2026
4. Consultation Ends	30 Days	Monday 9 February 2026
5. Report to HMIE Phase2	3 weeks*	Friday 13 February 2026
6. HMIE produce report	3 weeks*	Monday 2 March 2026
7. Consultation report published Phase 3	No specified timescale*	Monday 30 March 2026
8. Time for further consideration	3 weeks from publication date	(This 3 weeks will be calculated once publication date known)
9. Final Committee Decision		Tuesday 26 May 2026
10. Implement proposal if approved by Committee	3 weeks	

\*timescales/dates to be agreed by HMIE

**Appendix (ii) – Education Scotland Report**



# Schools (Consultation) (Scotland) Act 2010

**Report by HMIE addressing educational aspects of the proposal  
by North Lanarkshire Council to establish an enhanced provision  
within St John Paul II Primary School.**

February 2026

## 10. Introduction

1.1 This report from HMIE has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of a proposal by North Lanarkshire Council to establish an enhanced provision within St John Paul II Primary School. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' view. Upon receipt of this report, the Act requires the council to consider it alongside any relevant considerations the council received and then prepare its consultation report. The council's consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its consultation report at least three weeks before it takes its final decision. With all proposals the council needs to follow all statutory obligations set out in the 2010 Act.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children of the school; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 21 January 2026 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- consideration of further information on all schools affected; and
- visits to the site of St John Paul II Primary School, a meeting with local authority representatives, a meeting with a representative of the Roman Catholic diocese, including discussion with relevant consultees.

## **11. Consultation process**

2.1 North Lanarkshire Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The public consultation ran from 8 December 2025 to 9 February 2026. Copies of the proposal were made available to stakeholders and on the council website. The proposal to establish an enhanced provision within St John Paul II Primary School also proposes to establish similar provision in four other primary schools. A public meeting was held on 21 January 2026 at St John Paul II Primary School, which was attended by 11 members of the public and one member of staff. Questions at the public meeting were around the contingency plan if the proposal was rejected by North Lanarkshire Council. Attendees asked whether the provision would remain as enhanced provision and about recruitment and resources. Attendees also expressed their support for the proposal. The council received no email submissions in relation to this proposal.

2.3 In addition to the online consultation and public meeting, the council held a series of focus groups with staff, parents, children in the pilot enhanced support provision and children from the wider school community. Questions from staff focused on the practical arrangements for the provision, such as additional staff to cover break time and the need for resources as the children grow. Parents and children were very positive about the experience of the pilot enhanced provision.

## **12. Educational aspects of proposal**

3.1 The council outlines several educational benefits in the proposal that it expects will be achieved to meet the needs of children with the requirement for intensive support. This includes strengthened leadership, transition, learning and teaching practice and integrated planning with partners. The council also highlights the benefits of appropriately designed spaces for learning, the use of technology and an appropriately personalised curriculum. That the enhanced provision will allow children to remain within their local communities and attend school with their local peers. The council states that the proposal will provide educational benefits in line with the findings of its additional support needs (ASN) Review 2019. HM Inspectors agree that the enhanced support provision has the potential for these educational benefits to be realised. However, the council has not set out clearly in the proposal for stakeholders what its vision, strategy and operational plan for ASN means for how this enhanced support provision will develop over time. Therefore, it is difficult for stakeholders to understand how the council plans to effectively and efficiently meet the rising demand for places that they have identified. In taking forward this proposal, the council should explain clearly to stakeholders how, when taken together, this and other enhanced support provision will meet the needs of all children who require intensive support.

3.2 HM Inspectors met with children, parents, and a variety of staff across the school and in the enhanced support provision. All stakeholders who met with HM Inspectors support the council's proposal. Parents are generally happy with the current level of support, effective communication and wider positive impact on the school community.

3.3 Stakeholders spoke positively about the way the pilot has strengthened the school community with mainstream pupils supporting and including children from the enhanced support provision through whole school activities and a buddying programme. HM Inspectors also recognise the positive work of staff within the pilot, particularly their nurturing approaches and strong relationships, which have helped almost all children settle well. As a result, most children are

now managing routines appropriate to their needs and showing early signs of increased interaction with peers and staff, with a few beginning to engage with mainstream peers. However, staff have lots of questions about how the provision will develop in the coming years. They would like clearer information about how children's needs will continue to be met as they progress through their education.

3.4 The bright and welcoming building has the potential to offer a rich educational experience for children accessing the enhanced provision. However, staff are concerned that they are sometimes restricted in how they can adapt or use the building. This is due to the public private partnership contract and that facility management is provided by an external company. Staff also noted that the furniture in the room is aimed at a younger age group. They would like assurance that building and the resources can adapt over time. If the council goes ahead with the proposal, it will be important they ensure that the enhanced provision is appropriately resourced. There is also a need to ensure that the indoor and outdoor spaces and facilities are regularly reviewed to ensure that they can adapt as the children grow and their needs change.

3.5 During the early stages of the pilot, school staff highlighted to the council the need for some additional staffing to provide adequate operational staff cover throughout the day. The council have since taken steps to recruit more staff. Staff were clear that the additional hours are key to supporting wellbeing and maximising learning time. The current staffing is limiting the time that children could spend in mainstream classes or on participating in whole school activities. If the council goes ahead with the proposal, it will need to continue to review staffing levels to ensure that they are operationally adequate to meet children's needs. Otherwise, there is a risk that staff support for children across the wider school is negatively impacted. It will also be important to ensure that all staff within the enhanced support provision are suitably qualified and trained to meet the educational needs of children requiring intensive support.

3.6 HM Inspectors met with a representative of the diocese who expressed support for the proposal. They recognise the benefits to the school and local community of this inclusive approach. In line with the Charter for Catholic Schools in Scotland, the diocese expects that any staff appointed to the provision will be aware of the Catholic context of the school.

### **13. Summary**

HM Inspectors agree that the proposal has the potential for the intended educational benefits to be realised for the children currently placed there. All stakeholders who responded to the consultation and who met with HM Inspectors support the council's proposal to establish an enhanced provision within St John Paul II Primary School. However, the proposal does not provide sufficient clarity for stakeholders on how the increasing demand for enhanced support across early years, primary and secondary will be met in North Lanarkshire over time. The council should explain more clearly to stakeholders how its overarching vision and strategy for ASN will work in practice, and how the educational benefits for other children who require intensive support will be met. The council needs to ensure that if the proposal is agreed that the enhanced support provision in St John Paul II Primary School is resourced sufficiently to meet children's needs. The council should also continue to work closely with stakeholders to review regularly children's needs and to plan and adapt the provision appropriately.

**HM Inspectors**

**March 2026**

On behalf of His Majesty's Chief Inspector of Education in Scotland

**Appendix (iii) - Staff and Public Consultation Notes and FAQs**

**John Paul II Public Consultation Meeting**

**John Paul II PS School Enhanced Provision**

**Public Consultation Meeting –**

**John Paul II Primary School Enhanced Provision**

**Date: 21 January 2026**

**Start Time: 18:00 End Time: 19:01**

**Venue: St John Paul II Primary S**

**chool Notes/Frequently Asked Questions (FAQs)**

**Present: J McParland (JMCP)**

**Chief Officer (Education – South)**

**A Henry Senior Education and Families Manager**

**S Stevenson Inclusion Manager**

**C McShane Cluster Integration and Improvement Lead**

**J Foster Education Support Officer (Inclusion)**

**A McMillan HM Inspector of Education**

**Y MacBean Assistant Principal Officer (Inclusion) (notes)**

**L Macpherson Project Coordinator – Learning Environment (notes)**

**D Lees Project Coordinator – Learning Environment (notes)**

**JMcP welcomed everyone to the meeting and introduced the panel, JMcP presented the reason for the proposal and outlined the statutory process. JMcP presented the proposal to staff including educational benefits. JMcP then opened the floor for questions**

**Q Question**

**A Answer**

**S Statement**

**Q** What if this is not approved? Are you positive they will agree?

**A** I can't speak for the elected members, as they have the decision-making powers within the Council, and they will make their decision on 26 May 2026. I would say that members are aware of the proposal paper. I will present a recommendation to committee in March for further pilot proposals, as we would like to build on this pilot with a further three primary and 3 high schools enhanced provisions opening in August 2026. We have planned for every eventuality, if it is not approved, we need to have a Plan B.

**Q** What is Plan B?

**A** Plan B would be to return to CREST and look for another placement in May 2026. It is the same people who have been involved all the way through, it is the same committee who approved the proposal for the pilot. The committee can insist that The Chief Officer meets with individual political groups and it is then their opportunity to ask the Chief Officer for as much information as possible. The elected members are listening to the public and feedback. We make the recommendations as we work in Education. There is a lot going on locally and nationally with regards to ASN provision and the sharp rise in numbers. We have invested in the pilot project and will be recommending that it is made permanent

**Q** Will they children be here till P7?

**A** The class of 2025 will remain from P1-P7

**Q** Will the name always be enhanced provision? Will the structure stay the same if approved or will it become more like an ASN? We are not getting the same help from Ed Psych?

**A** There is a different staffing structure in the Enhanced provisions as it is a different setting. The children in the Enhance Provision require support at different levels. Learning Assistant (LA's) hours will be continued to be reviewed. At present there is one teacher and 2 learning Assistants. An additional 15 hour Learning Assistant post is being advertised just now to cover the middle part of the day. We meet with Speech and Language Therapy (SALT) every 4 four weeks, the five provisions have a speech and language therapist allocated.

**Q** S&L have not been in the school? They came in October to meet the children and have not returned

**A** We will ask speech and language to provide a written document explaining the new model. They are less likely to work with individuals one to one in primary school, however, they will work with the staff and teach the staff, that's what makes the difference with the children. Interventions are done every part of the day for 6 six hours per day by the classroom staff. This will have a greater impact than working with a specialist for one hour per week.

**S** The children in P1 have the same access to SALT as their mainstream peers. SALT have upskilled the teaching staff, this is a new NHS model of working due the surge in children with ASN. Children can apply for additional time with SALT via the Team Around the Child (TAC) meetings. We would work with the parent/carer and other agencies to decide if this is the best course of action, similar to how it works in mainstream

**Q** Will it always have the name enhanced provision not ASN?

**A** This proposal is called the Enhanced Provision class, we can't change the name

**S** Ed Psych works on the same structure as SALT, providing training and workshops to upskill the staff. Our LA's have a great knowledge and background in LCSC's

**Q** The teachers are fantastic and our child has come on well. Our child has been discharged from SALT and we feel our child is missing out?

**A** Children are discharged can work with school staff, but can be re-referred via TAC meetings.

**Q** Why are speech and language not working here?

**A** They don't have the number of staff for that now, they are teaching the school staff to teach to the children

**Q** Do the children get to learn Makaton in the classroom?

**A** Yes, visual timetables, Makaton and interactive routines are all included in the school day. Making choices and communicating through visuals is part of the daily routine.

**Q** Is there training for parents?

**A** We could ask SALT and Ed Psych if they could provide parent workshops, they are looking for ways to cleverly cover as many basis as they can.

**S** One point I made at the start, there is a huge growth with Children with additional support needs, there is a ninefold growth of children with ASN but resources have not increased nine fold. We need to think how do we build the capacity? If you upskill the teachers, it develops routines and structures. This will have the real impact.

**Q** How will future years access the enhanced provision? Do you register as normal?

**A** Places will be allocated as normal through the same CREST process

**Q** Are the other four enhanced provisions set up the same way?

**A** Yes, we have five identical pilots. We are proposing three high school pilots and three further primary enhanced provision

**Q** Is the high school something our children can access?

**A** All children will be considered the same, we look at the level of support and that determines their pathway to secondary, we start in P6 and we have started doing observations, it's a much fairer balanced system

**Q** That should have been done for years, I hope you have learned from that?

**A** We have learned lessons, we want to avoid the long wait for parents and children. We continue to improved our processes

**Q** Will the teachers stay in the class?

**A** If it is approved, the posts will be advertised as permanent. Whoever is successful with the recruitment will be appointed

**Q** Will their teacher change?

**A** If the proposal is approved, the Head Teacher will be responsible for recruitment, in accordance with the councils recruitment processes.

**Q** Will there be a new P1

**A** No

**Q** Have you looked for a teacher with ASN experience?

**A** There is essential criteria on the job description which must be met. The current cohort of classroom teachers and Learning Assistants prove we choose well.

**Q** Do they want to stay on?

**A** Yes, as far as we understand

**S** In the earlier staff meeting they want to know what happens with their jobs, the staff are invested in the children and invested in the school. The staff felt they couldn't do this job without this time and these people.

**S** Office staff are learning Makaton to communicate with the children, and love to visit the children. One of the office staff calls it her happy place.

**Q** If it does go permanent and they apply who decides who gets the job?

**A** the Head Teacher of the school

**S** It's nice in the morning to see the HT standing at the gate, he is very welcoming

**S** There was a reason St John Paul II was chosen, there is very strong leadership, an inclusive Head Teacher and staff who are invested in getting the best out of their children. We also chose a Head Teacher who would tell us the truth and provide accurate feedback. We knew this was a very welcoming environment. The school is morally driven for getting the best from the children

**Q** If the enhanced provision was made wider and available in other schools would we be forced to move our child to another school nearer their home?

**A** No. We are talking about integration and support for the families, that would be diminished if we changed the process.

**Q** The timing of the committee is a bit tight again. When do we find out?

**A** 26th May is committee date

JMcP thanked all the parents for their attendance and the HMIe representative and all the panel team

Appendix (iv) – Equality Impact Assessment Form



Section 1. About the Policy

**1.1 Name of the policy / strategy / function / procedure:**

Service Redesign of the ASN Sector

Is this a: -

A new policy /strategy / function / procedure / service

Budget saving

Review of policy /strategy / function / procedure

Review of Service

Other (please specify) **Service Redesign**

Is this is a key strategic decision subject to the Fairer Scotland Duty  
Yes

No

**1.2 Person Responsible for the policy etc.****Name:****Job Title and Service / Team:**

James McParland

Chief Officer for Education (South)

**1.3 What is the scope of the assessment?**

✓

**Detail where appropriate**

Whole of the organisation

Service specific

✓

Discipline specific

Other

**1.4 What is the policy/ strategy/ function/ saving trying to achieve / do?**

As highlighted in the Educational Benefits section of the statutory consultation document.

In summary, to provide a better educational experience, within a better environment, for the children and young people involved.

**1.5 If this is a budget saving, how will the saving be achieved?**

Section 2. What do I know now?

**2.1 Who are the stakeholders and beneficiaries?**

Staff of the two establishments, children and young people at the two establishments and the parents of the children and young people.

**2.2 What data, consultation, research and other evidence or information is available relevant to this assessment? (This is a desktop exercise)**

There was a public consultation meeting. There were also separate consultation meetings for staff and parents. Where possible, the children and young people were consulted on their views.

**2.3 Considering the information in Section 1 and 2.1 and 2.2**

**2.3.1 If this policy is subject to the FSD what does it suggest about the impact or potential impact on socio-economic disadvantage? (please refer to FSD Interim Guidance)**

Low income	
Low wealth	
Material deprivation	
Area deprivation	

**2.3.2 Are any of the people communities listed below likely to be more affected by this policy than others?**

People who share one or more of the protected characteristics of the Equality Act 2010	Yes	Details	No	Details	Don't Know
Age (a particular age or range of ages)	✓	4-12 year old children			
Disabled people and people with long term health conditions	✓	4-12 year old children			
Women and men, girls and boys			✓		
People defined by their race, colour and nationality, ethnic or national origins.			✓		
Married people and civil partners			✓		
Pregnant women and new mothers (including breastfeeding women)			✓		
Lesbian, gay and bisexual people			✓		
People transitioning from one gender to another			✓		

People of different religions or beliefs or non-beliefs			✓		
<u>Other groups</u>					
Children and families			✓		
Homeless people			✓		
Looked after and accommodated people			✓		
Care leavers			✓		
Carers – paid / unpaid, family members			✓		
Asylum seekers			✓		
Employees – full and part time. Including SES, MAs etc.	✓	<b>Teaching, Ancillary and Learning Assistant staff</b>			
Others			✓		

**2.4 Do you have evidence or reason to believe that this policy will, or may potentially affect the Council's duty to: (Please tick all that apply).**

	Yes	No	Don't Know
1. Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010?		✓	
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not	✓		
3. Foster good relations between people who share a protected characteristic and those who do not?	✓		
4. Protect and promote human rights?		✓	
5. Reduce socio-economic disadvantage		✓	
Please provide details.			

The children attending John Paul II Enhanced Provision will have the opportunity to attend a school in their local area with their mainstream peers. This will help to promote integration and inclusion and provide opportunities to celebrate diversity.

Section 3. What else do I need to know /find out?

**3.1 Further consultation – Please use the table directly below to say who you will consult with (tick Yes or No). Consider those groups from section 2.3 where you ticked yes or don't know. Once consultation has taken place provide the details below.**

<u>People and communities</u>	Yes	No	Describe what you did, with whom and when. Please provide a brief summary of the responses gained and links to relevant documents, as well as any actions
Age (a particular age or range of ages)		No	
Disabled people and people with long term health conditions		No	
Women and men, girls and boys		No	
People defined by their race, colour and nationality, ethnic or national origins.		No	
Married people and civil partners		No	
Pregnant women and new mothers and breastfeeding women.		No	
Lesbian, gay and bisexual people		No	
People transitioning from one gender to another		No	
People of different religions or beliefs or non-beliefs		No	
<u>Other groups</u>			

Children and families		No	
Homeless people		No	
Looked after and accommodated people		No	
Care leavers		No	
Carers – paid / unpaid, family members		No	
Asylum Seekers		No	
Trade Unions	Yes		
Employee Equality Forum		No	
Others			

**3.2 What additional research or data is required?**

N/A

**3.3 What does the additional research and data tell you about potential or known effects?**

N/A

Section 4. Assessing the impact and strengthening the policy

Considering all the evidence you now have from section 1-3, how will the policy affect different people and communities in relation to equality, socio-economic disadvantage and human rights?

**4.1 How does/will the policy and resulting activity affect those with the characteristics listed below (including employees)? Please use the table below to provide details.**

	Detail any Positive impact	Detail any adverse impact	If adverse how can we mitigate this? Where no mitigating action is planned please say why not
Age (a particular age or range of ages)	Children and Young People (4-12yrs) with additional needs will benefit from a high quality education in high quality surroundings which have been carefully designed to meet their needs.		
Disabled people and people with long term health conditions	As above		
Women and men, girls and boys			
People defined by their race, colour and nationality, ethnic or national origins.			
Married people and civil partners			
Pregnant women and new mothers (including breastfeeding women)			
Lesbian, gay and bisexual people			
People transitioning from one gender to another			
People of different religions or beliefs or non-beliefs			
<u>Other groups</u>			

Children and families			
Homeless people			
Looked after and accommodated people			
Care leavers			
Carers – paid / unpaid, family members			
Asylum Seekers			
Employees – full and part time. Including SES, MAs etc.			
Others			

**4.2 What measures could be taken to strengthen the policy / strategy to help advance equality of opportunity, foster good relations, promote human rights and reduce socio-economic disadvantage.**

**N/A**

**4.3 Considering questions 4.1 and 4.2 what actions / measures will be put in place before introducing this policy please provide details.**

Action	Timescales	Responsible Officer	Review details (include timescales)
Consultation with staff, trade unions and Head Teachers	As appropriate	James McParland	

Section 5. Monitoring, evaluating and reviewing

**5.1. How will you monitor the impact and effectiveness of the new policy?**

Lessons learned, outcomes and impact and further requirements and improvements.

Section 6. Making a decision and sign-off

Recommendation	Tick	Comment (where applicable, please give more information e.g. where to pilot, what modifications, etc.)	Timescales
Introduce the policy			
Adjust the policy then introduce			
Introduce the policy with justification regarding potential adverse impact			
Stop and withdraw the policy			

<b>Name of Policy</b>			
<b>Head of Service /Senior Manager sign-off:</b>			
Name	Job title and division/ team	Date	Signature
James McParland	Chief Officer for Education (South)		

For further information please contact:

<b>1. Name:</b>	<b>2. Alan Henry</b>
<b>Job title:</b>	<b>3. Senior Education &amp; Families Manager</b>
<b>4. Service:</b>	<b>5. Education, Children &amp; Families</b>
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