

10.00am, Thursday, 29 June 2017

Outcome of the Consultation Process for the Proposal to Close Panmure St Ann's Special School

Item number

Report number

Executive/routine

Wards

Executive

All

Executive Summary

This report advises on the outcome of the statutory consultation carried out for the proposal to close Panmure St Ann's Special School with effect from July 2017; responds to questions raised during the consultation process and makes recommendations on how to proceed with the proposal.

Panmure St Ann's Special School currently offers secondary school places to young people from stages S3-S6 with additional social, emotional and behavioural support needs (SEBN). The proposal to close the school reflects the continuing improvement in school ethos, the curriculum, inclusive practice and partnership working whereby almost all children and young people in Edinburgh now have their needs met in mainstream schools. This continued progress has resulted in a reduced requirement for placements in special schools for learners with SEBN with the population in the secondary special school provision falling from 112 to 55 over the past five years.

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In the light of these changes, the Council proposed that Panmure St Ann's should close with the needs of the small number of young people who would remain on the school roll met more effectively through tailored, individual packages to enable them to complete their final stage of statutory school education within a mainstream school or, where appropriate, at Gorgie Mills Special School for secondary learners with SEBN.

In addition to the fall in the pupil population, the nature and quality of the education at Panmure St Ann's Special School has fundamental shortcomings, highlighted in the Education Scotland HMIE School Inspection Report that referred to multiple areas for improvement in both attainment and learners' experiences at the school. In addition, HM Inspectors agreed that the school roll numbers are now, due to a reduction in referrals, so low that it is no longer viable to continue as a school.

Issues identified through the consultation have either been addressed or plans are in place to do so. After taking account of the representations made and the issues arising, the Executive Director of Communities and Families considers that the case has been made for closure.

Outcome of the Consultation Process for the Proposal to Close Panmure St Ann's Special School

1. Recommendations

The Council is asked to:

- 1.1 Approve that Panmure St Ann's Special School should close in July 2017;
- 1.2 Note the statutory requirement to refer the Council's decision to Scottish Ministers;
- 1.3 Approve that the school site and buildings be declared surplus from the end of the 2016/17 school session and returned to the Council estate.

2. Background

- 2.1 Panmure St Ann's Special School was originally developed as an educational and social work service, for young people of secondary school age experiencing significant social, emotional and behavioural difficulties attending on a part-time basis whilst remaining on the register of a mainstream school. The service was formally recognised as a special school offering full-time school education from S3 to S6 in August 2013.
- 2.2 Since 2010 placement at any of Edinburgh's special schools has been managed through the Council's Case Management Review Group (CMRG) with the child's right to a mainstream education protected. Where exceptional circumstances require it, special school placements are agreed. However, there has been a very significant shift in favour of meeting the needs for children and young people over this period, that require additional social, emotional and behavioural support needs, in mainstream schools. Consequently, the number of referrals of children and young people to the CMRG for placements in primary and secondary special schools for SEBN has reduced substantially.
- 2.3 New starts at Panmure St Ann's Special School have remained very low, leading to a consistent fall in the school's roll as young people leave school. Panmure St Ann's continues to operate significantly below capacity which compromises its educational viability in terms of offering broad curriculum choice and results in exceptionally high per capita costs. In addition, its location in the Cowgate area of the city, within a building poorly suited to hosting a modern school caution, means that the school is restricted in its ability to provide the necessary learning environment to deliver the full curriculum.

3. Main report

- 3.1 In October 2016 the Council's Education, Children and Families Committee approved that a statutory consultation should be carried out regarding the proposed closure of Panmure St Ann's School. The statutory consultation period ran from 10 January to 27 February 2017. The full public consultation documentation is provided in Appendix 1.
- 3.2 During the week commencing 6 March 2017 HM Inspectors from Education Scotland carried out visits to Panmure St Ann's and Gorgie Mills Schools (as an affected school of the proposed closure) in preparation for their report on the educational aspects of the proposal to close Panmure St Ann's. The full report from Education Scotland and the Council's response to Education Scotland's report is provided in Appendix 2.
- 3.3 One public consultation meeting was held on 6 February 2017 at Waverley Court attended by 20 people. The meeting was independently chaired and a record of the meeting together with a note of attendee categories is provided in Appendix 3.
- 3.4 Extensive public consultation was carried out; a summary of consultation activities and responses, including the Council's online consultation survey is provided in Appendix 4. Consultation was also undertaken with young people, parents/carers and staff at Panmure St Ann's School and with young people at staff at Gorgie Mills School.
- 3.5 Opportunities were provided on an individual basis and collectively to discuss and express their views on the potential impacts would be on them and their schools. A full list of consultation methodology and results of the public consultation are included in Appendix 4.

Involvement of Education Scotland

- 3.6 In addition to the fall in the pupil population, the nature and quality of the education at Panmure St Ann's Special School has fundamental shortcomings, highlighted in the Education Scotland HMIE School Inspection Report, referred to multiple areas for improvement in both attainment and learners' experiences. These challenges have become more acute following the decline of the school roll. With such a small pupil population both the ability to deliver breadth of curriculum subjects and the viability of the learning community is compromised.
- 3.7 The Education Scotland report concluded that the Council's proposal to close Panmure School provides an opportunity to improve the educational outcomes for young people with particular social, emotional and behavioural needs in particular through gaining access to better facilities and opportunities for a more coherent senior phase through mainstream schools and their associated college and employer partnerships.
- 3.8 The report also agreed that through utilising council-wide services, the Council has the potential to devise effective, alternative individualised placements for young

people who would likely have become pupils of Panmure St Ann's Special School in the future.

- 3.9 HM Inspectors agree that pupil numbers are now, due to a reduction in referrals, so low that it is no longer viable as a school.

Response to Education Scotland

- 3.10 The issues raised by Education Scotland and the Council's response to them are set out in Appendix 2 which confirms that the issues identified have been addressed or that all required arrangements and plans are in place to ensure that any actions necessary to mitigate these issues are being taken.

Key Themes and issues and Council Responses

- 3.11 A number of points were recurrent in the public meeting; the consultation undertaken with pupils, parents and staff and in the responses to the public survey received during the consultation period. The main themes and issues together with the Council's response are summarised in Appendix 5.

Conclusions

The following conclusions have been drawn:

- 3.12 In light of the evidence considered in the consultation process Panmure St Ann's Special School no longer fulfils a meaningful role in meeting the needs of children and young people in Edinburgh. The arrangements for supporting learners in alternative provision are more effective and progressive, offering a sustainable basis for continued improvement in outcomes.
- 3.13 In all of the above circumstances the case for the closure of Panmure St Ann's is well founded.

Next Steps and Timescales

- 3.14 Appendix 6 provides a summary of the remaining key elements of the statutory consultation process and proposed closure timescale.

4. Measures of success

- 4.1 In the event that Council approves the recommendation to close Panmure St Ann's School with effect from July 2017 the key measures of success are:
- 4.1.1 The transition and integration process for any remaining pupils from Panmure St Ann's School to their new mainstream school or to Gorgie Mills School being as smooth as possible;
 - 4.1.2 Educational outcomes for young people with particular social, emotional and behavioural needs are improved specifically through gaining access to better facilities and opportunities for a more coherent senior phase through mainstream schools and Gorgie Mills School and their associated college and employer partnerships;

4.1.3 Effective, alternative individualised placements for young people attending an appropriate mainstream school or Gorgie Mills School are firmly in place for those young people who would likely have become pupils of Panmure St Ann's Special School in the future.

5. Financial impact

- 5.1 The annual cost of services at Panmure St Ann's School is £1.1m to support a capacity of 54 pupils.
- 5.2 In the 2016/17 budget process, the Council approved savings of £900K based on the proposed closure. This consists of £225K in 2016/17 with a further £675K in 2017/18. Total savings are £1.1m per year with £900K in approved savings and re-investment of £200K in additional support.
- 5.3 Should the consultation conclude that Panmure St Ann's should not close, approved savings of £900K will not be achievable and alternative savings will have to be identified.
- 5.4 The table 1 below sets out the forecast financial position for 2016/17, 2017/18 and 2018/19 on the assumption Panmure St Ann's closes in June 2017.

Table 1:

	2016/17 £m	2017/18 £m	2018/19 £m
Budget at full capacity of 54 pupils	1.100	1.100	1.100
Approved savings (cumulative)	0.225	0.900	0.900
Residual budget	0.875	0.200	0.200
Cost to deliver services of reduced roll	0.705	0.145	0.000
Balance available for re-investment	0.170	0.055	0.200

- 5.5 The above costs do not include the impact of empty property rates or any costs associated with security or on-going maintenance at the site. Work is ongoing with the estates section on the future use of the premises and any costs will be identified at that stage.
- 5.6 In addition to the above figures, £38K of property costs and £34K of business support costs would also be saved, contributing to approved savings in these service areas.
- 5.7 At full capacity (54 young people) this equates to education costs per school place of £20,370 a year. The average cost of a mainstream secondary school place is £4,221 a year.

- 5.8 Table 2 below sets out the cost of maintaining provision at Panmure St Ann's for a roll of six learners is £35,827 per learner.

Table 2:

Roll	Teaching Staff	Non Teaching Staff	Transport	Supplies and Services	3rd Party Costs	Total Budget	Cost per place
54	533,456	508,059	12,500	36,986	9,665	1,100,666	20,370
6	138,152	59,195	2,250	13,437	1,928	214,962	35,827

- 5.9 The reinvestment of £200K per annum from savings associated with the proposed closure would support individualised packages for pupils who need them in order to be educated in a mainstream school.
- 5.10 The Council will seek to re-deploy all affected staff at Panmure St Ann's School, however, should there be any early release costs these will be met through funding made available for the Council's transformation programme.

6. Risk, policy, compliance and governance impact

- 6.1 Key risks to the Council should the recommendations within this report be rejected include:
- 6.1.1 Should the consultation conclude that Panmure St Ann's should not close, approved savings of £900K will not be achievable and alternative savings will have to be identified.
- 6.1.2 The reinvestment of £200K per annum from savings associated with the proposed closure to support individualised packages for pupils who need them in order to be educated in a mainstream school would not be realised.

7. Equalities impact

- 7.1 A full equalities impact assessment has been carried out. There are considered to be no infringements of the rights of the young people in relation to the proposal to close Panmure St Ann's Special School.
- 7.2 The remaining pupils at Panmure St Ann's for the school session 2017/18 are of both sexes and would complete their schooling in December 2017 in an appropriate mainstream secondary school or at Gorgie Mills Special School. The impact on equalities will be positive as both this small group of pupils and those young people who would likely have become pupils of Panmure St Ann's Special School in the future will benefit from enhanced support alternatives available to both sexes with their needs met locally within Edinburgh.

8. Sustainability impact

- 8.1 There are positive impacts on the environment arising from this proposal. Most young people travel some distance to attend Panmure St Ann's School and its city centre location which can result in delays in starting the school day and prolonged journeys at the end of the day. Learners also experience additional disruption during the school day with the need travel across Edinburgh to access facilities and activities due to the lack of onsite provision within the Cowgate area of the city.
- 8.2 The proposal, if agreed, would be highly likely to reduce travel time for almost all young people leading to a more coherent educational experience provided for by more local provision.
- 8.3 The reduction of significant daily transport demands to the school and the subsequent reduction in fuel consumption would have a beneficial environmental impact.
- 8.4 The Panmure St Ann's building and site will no longer require maintenance and heating.

9. Consultation and engagement

- 9.1 The Council is required to carry out formal statutory consultation procedures with regard to the closure of school as prescribed in the Schools (Consultation) (Scotland) Act 2010. The consultation has been undertaken and this report sets out the Council's response.
- 9.2 The Council is further required to advertise and publish this report three weeks before its consideration on 25 May 2017 to allow those who made a response an opportunity to consider the report and its conclusion and give them time, if they so wish, to express their views.
- 9.3 The outcome to the consultation will be published on the Council website on the Consultation Hub and reference copies of it will be made available at Panmure St Ann's School and Gorgie Mills School; the Central Library and at Waverley Court Reception.

10. Background reading/external references

- 10.1 Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Panmure St Ann's Special School (11 October 2016)
- 10.2 Additional Support Needs and Special Schools Update 2016-17 (7 March 2017)
- 10.3 Panmure St Ann's Special school HM Inspection report February 2017.

Alistair Gaw

Executive Director of Communities and Families

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11. Links

Coalition Pledges

Council Priorities

Single Outcome Agreement

Appendices

- 1 Public consultation documentation
- 2 Education Scotland HMIE report and Council's response
- 3 Public consultation meeting recorded minutes
- 4 Public consultation and responses
- 5 Key themes and issues and Council response
- 6 Remaining statutory consultation process summary



Public Consultation on the proposed closure of Panmure St Ann's Special School

Summary Paper

The City of Edinburgh Council is consulting on a proposal to close Panmure St Ann's Special School (subject to the Scottish Government's statutory school closure process) at the end of June 2017.

Panmure St Ann's currently has a school roll of 6 learners, all in S4. The school offers secondary school places to young people experiencing significant social, emotional and behavioural difficulties from stages S3-S6.

This paper provides a summary of the proposal. A more detailed consultation paper is available at www.edinburgh.gov.uk/panmureconsultation; by telephoning 0131 469 6123 or emailing Panmurestanns.consultation@edinburgh.gov.uk.

Why is the Council considering the closure of Panmure St Ann's Special School?

It is a priority for the Council to provide high quality care and learning for children and young people and wherever possible to make effective provision within their own communities and schools within the City of Edinburgh.

Panmure St Ann's Special School was originally developed as an educational and social work service, for young people of secondary school age experiencing significant social, emotional and behavioural difficulties and attending on a part-time basis whilst remaining on the register of their host mainstream school. However, following a review Panmure St Ann's was formally recognised as a special school offering full-time school education from S3 to S6 in August 2013.

The proposal to close Panmure St Ann's Special School reflects the continuing improvement in school ethos, the curriculum, inclusive practice and partnership working whereby almost all learners in Edinburgh now have their needs met in mainstream schools. This has resulted in a reduced requirement for placements in special schools particularly for learners with additional social, emotional and behaviour support needs (SEBN). The population in the secondary special school provision for SEBN has fallen from 112 to 55 over the past five years.

In the light of these changes, the Council now proposes that Panmure St Ann's should close and the needs of the small number of 6 young people who would remain on the school roll as of January 2017 can be met more effectively through tailored,

individual packages within a mainstream school or, where appropriate, at Gorgie Mills Special School for secondary learners with social, emotional and behaviour support needs.

Panmure St Ann’s Special School – Case for closure

Placement at any of Edinburgh’s special schools is managed through the Council’s Case Management Review Group (CMRG) with the child’s right to a mainstream education protected and, where exceptional circumstances require it, special school placements are agreed.

Since this approach was introduced in 2010, there has been a very significant shift in favour of meeting the needs, and organising extensive and appropriate provision, for children and young people who require additional social, emotional and behavioural support needs in mainstream schools. Consequently, the number of referrals of children and young people to the CMRG for placements in primary and secondary special schools for SEBN have reduced substantially and this is reflected in the school rolls in Table 2.

Table 2: Special School Placements for social, emotional and behavioural support needs, 2013-17

Special School/Year	2013/14	2014/15	2015/16	2016/17	Jan 2017
<i>Primary</i> - Rowanfield	33	31	28	23	32
<i>Secondary</i>					
Gorgie Mills	55	53	53	46	51
Panmure St Ann’s	57	43	26	14	4
Secondary Total	112	96	79	60	55
Total	145	127	107	83	87

New starts at Panmure St Ann’s Special School have remained very low, leading to a consistent fall in the school’s roll as learner’s leave school.

Following reductions in the school roll at Rowanfield (primary) Special School the number of referrals for special school placements at P7-S1 for learners with additional social, emotional and behaviour support needs is now only 2-4 placements per year. Gorgie Mills Special School will continue to provide secondary special school placements for learners with social, emotional and behaviour support needs similar to Panmure St Ann’s. Gorgie Mills has a capacity of 72 places and by January 2017 it

will have around 51 learners on its roll and therefore has capacity for more learners should further placements be required.

Panmure St Ann's continues to operate significantly below capacity, which compromises its educational viability in terms of offering broad curriculum choice and results in exceptionally high per capita costs. Panmure St Ann's School is located in the Cowgate area of the city in a 19th century listed building that has proved poorly suited to hosting a modern school education, with no supervised outside space within the perimeter of the school. As a consequence the school is restricted in its ability to provide the necessary learning environment to deliver the full curriculum.

In light of this changing pattern of need the authority has concluded that despite the commitment of the staff, by the end of the 2016/17 school session, Panmure St Ann's Special School will no longer be viable as a school by August 2017 as there would be only 2 leavers by then on the school roll who would be December 2017 leavers.

Education Scotland HMIE School Inspection Report (April 2016)

In addition to the fall in the pupil population, the nature and quality of the education at Panmure St Ann's Special School has fundamental shortcomings, highlighted in the Education Scotland HMIE School Inspection Report¹ that referred to multiple areas for improvement in both attainment and learners' experiences at Panmure St Ann's Special School.

These challenges have become more acute following the decline of the school roll. With such a small pupil population both the ability to deliver breadth of curriculum subjects and the viability of the learning community is compromised.

Further details on Education Scotland's school inspection report and evidence that mainstream provision is likely to achieve better outcomes for learners are provided in the Section 4 Education Benefits Statement in the main public consultation document.

Travel and Transport

Most learners travel some distance to attend Panmure St Ann's School and its city centre location that can result in delays in starting the school day and prolonged journeys at the end of the day. Learners also experience additional disruption during the school day with the need travel across Edinburgh to access facilities and activities due to the lack of onsite provision within the Cowgate area of the city.

The proposal, if agreed, would be highly likely to reduce travel time for the remaining learners leading to a more coherent educational experience provided for by more local provision.

¹ <https://education.gov.scot/reports/edinburgh-city/1002945>

When would the proposed closure of Panmure St Ann's Special School happen?

It is proposed to close Panmure St Ann's at the end of the school session in June 2017.

What will happen to the remaining learners on Panmure St Ann's school roll?

We recognise that any transition is challenging for learners and their parents/carers and for staff; pupils and parents/carers may be concerned about how this will be managed. Engagement of young people, parents and staff in regular young people planning meetings will help to mitigate the risks and anxieties associated with this change.

Four of the 6 remaining learners are June 2017 school leavers with the remaining 2 being December 2017 leavers and therefore it is anticipated that there will be no learners on the roll at Panmure St Ann's Special School by August 2017.

To enable continuity in their individual progression, extensive individual support for these learners is in place and they are all actively engaged in preparations for transitions and towards positive destinations for school/college partnership and/or intensive support from the council's JET programme provision.

There will be a phased approach to transition of the 6 remaining learners to their new schools (either a mainstream secondary school or Gorgie Mills Special School prior to June 2017) and initially this will be targeted at specific areas of the curriculum that are of special interest; continuity of positive relationships will be provided by the Panmure St Ann's staff to support each of the 6 young people.

Timescales for this will be on an individual basis and, where appropriate, early transition will be arranged. The CMRG, managed by the Depute Educational Psychologist, will continue to monitor the progress of the 6 Panmure St Ann's learners throughout the transition and until they finish their school education, to ensure that any support or interventions are addressed and implemented quickly and responsively in the best interests of these young people

Proposed alternative provision

Maintaining the current provision, i.e. keeping Panmure St Ann's Special School open, is not specifically given as an option in this consultation, but the Council could decide on this course of action if deemed appropriate as a result of the consultation.

The proposed closure would not require changes to be made to existing secondary catchment areas as special school placements are allocated on a city-wide basis. More suitable alternative provision which in summary includes enhancing universal provision with networks of support; reinvesting £200k per annum of the savings from closing Panmure St Ann’s into additional support for secondary aged learners with social, emotional and behaviour support needs.

In addition, in view of the remaining capacity at Gorgie Mills the proposed closure of Panmure St Ann’s would not compromise the authority’s future provision for special school placements for secondary age learners with social, emotional and behaviour support needs where required as there is still significant capacity at Gorgie Mills Special School.

Where can I get more information or comment on the proposals?

The Council website www.edinburgh.gov.uk/panmureconsultation contains further information on the consultation.

During the consultation period, any views on this proposal should be sent in writing to the address given below. Responses can also be made by e-mail to Panmurestanns.consultation@edinburgh.gov.uk.

The consultation document is available electronically and in paper format.

All responses to the consultation paper should be received by 27 February 2017 and addressed to the Acting Executive Director of Communities and Families.

The consultation period will run for a minimum of 6 weeks (including 30 days of school term time) i.e. from 10 January 2017 to 27 February 2017.

A public meeting will be held in respect of the proposal at the venues listed below

Venue	Date	Time
Waverley Court (Room C.47) 4 East Market Street Edinburgh EH8 8BG	Monday 6 February 2017	6.00pm- 8.00pm

At the end of the consultation period, the Council will provide Education Scotland with a copy of this document; written representations received by the authority during the consultation period (or, if agreed, a summary of representations) and a record of the public meetings.

When will a decision be taken on whether to proceed with the proposed closure?

Following the statutory consultation period, officers will consider all the points that have been raised in writing or at the public meetings and will make a final recommendation to Councillors. This report will be discussed at the Council Meeting on 29 May 2017 when the final decision will be taken.

Alastair Gaw

Acting Executive Director of Communities and Families
The City of Edinburgh Council
Waverley Court
Business Centre 2.6
(Panmure St Ann's consultation)
4 East Market Street
Edinburgh
EH8 8BG



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Panmurestanns.consultation@edinburgh.gov.uk

Public Consultation on the proposed closure of Panmure St Ann's Special School

This paper sets out the Council's proposal to commence a consultation process to close Panmure St Ann's Special School which offers secondary school places to young people from stages S3-S6.

This proposal reflects the Council's Vision for Schools that are effective in meeting the diverse needs of their communities. Through continuing improvement in school ethos, the curriculum, inclusive practice and partnership working almost all learners in Edinburgh now have their needs met in mainstream schools, which has resulted in a reduced requirement for placements in special schools for learners with additional social, emotional and behaviour support needs (SEBN). The population in the secondary special school provision has fallen from 112 to 55 over the past five years.

In the light of these changes, the Council now proposes that Panmure St Ann's should close with the needs of the small number of 6 young people who would remain on the school roll met more effectively through tailored, individual packages to enable them to complete their final stage of statutory school education within a mainstream school or, where appropriate, at Gorgie Mills Special School for secondary learners with social, emotional and behaviour support needs.

The document also explains the consultation process and the timescales for representations and decisions.

The paper has been issued by the City of Edinburgh Council for consultation in terms of the Schools (Consultation) (Scotland) Act 2010.

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Appendix 1 Panmure St Ann's Special School: Site plan

Appendix 2 Panmure St Ann's Special School: Location map

Introduction

- 1.1 It is a priority for the Council to provide high quality care and learning for children and young people and wherever possible to make effective provision within their own communities and schools within the City of Edinburgh. This is consistent with the legal obligation in favour of the 'presumption of mainstream' which maintains the right of all children and young people to be educated alongside their peers in mainstream schools, unless there are exceptional reasons in law for not doing so (Standards in Scotland's Schools Etc. Act 2000). For learners who require a special school environment the Council offers a wide range of provision in special schools and classes.
- 1.2 Our aim is that as far as is possible, personal or social circumstances such as gender, ethnic origin or family background are not obstacles to learners achieving educational outcomes in Edinburgh's schools. Continuing progress in the presumption of mainstream is supported by the inclusive nature of Curriculum for Excellence and the National Improvement Framework priorities for school education.
- 1.3 We are committed to the continued strengthening of high quality inclusive provision, enabling proportionate support for learners and effective measures to address additional support needs. We prioritise wellbeing for all young people and the development of skills for learning, life and work and the best possible post-school destination.
- 1.4 The Council's Vision for Schools² was approved by the Education, Children and Families Committee on 8 October 2013 and updated in March 2015. The Vision for Schools recognises that where additional support is required it is most effective when it is built on a foundation of strong universal provision.
- 1.5 The Council's school priorities 2016-19, reflect those of the Scottish Government National Improvement Framework³
 - Improvement in children and young people's attainment/achievement, particularly in literacy and numeracy.
 - Closing the attainment gap between the most and least disadvantaged children and young people.
 - Improvement in children and young people's health and wellbeing.
 - Improvement in employability skills and sustained, positive school leaver destinations for all young people.

² http://www.edinburgh.gov.uk/meetings/meeting/3616/education_children_and_families_committee

³ <http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

1.6 In 2010 we adopted a three-phase redesign strategy for additional support needs:

Phase 1 Strengthening universal provision in our schools, this continues as a key element of the improvement strategy.

Phase 2 Integrating assessment and support for Additional Support Needs within a wider approach to supporting children in need (Getting It Right for Every Child), including the introduction of a single child's plan and streamlining access to support.

Phase 3 Enhancing collaborative networks of support within and around schools and school clusters. This includes cluster teams, Educational Psychologists, an Additional Support for Learning service team, Social Work teams, NHS and other partners. A procurement framework will provide a range of supports and extended opportunities for learners through a range of partnership services to schools and learners.

1.7 There is good evidence⁴ that generally, where learners with additional social, emotional and behaviour support needs are supported in mainstream settings, they achieve better outcomes. Through continuing improvement in school ethos, the curriculum inclusive practice and partnership working almost all learners with additional social, emotional and behaviour support needs in Edinburgh now have their needs met in mainstream schools. This will be further enhanced by ongoing and inclusive practice review for secondary schools which includes head teachers and other key partners.

1.8 As part of phase 3 of this strategy the proposal is to close Panmure St Ann's Special School and to further enhance inclusive provision through tailored programmes to meet individual needs in mainstream settings where appropriate.

2. Summary of Proposal

2.1 The proposal to close Panmure St Ann's Special School reflects:

- progress achieved in providing effective inclusive support in mainstream schools
- improving capacity to deliver enhanced services for young people with additional social, emotional and behaviour support needs through

⁴ (Restrictive educational placements increase adolescent risks for students with early-starting conduct problems. Powers CJ1, Bierman KL2, Coffman DL3. Journal of Child Psychology and Psychiatry 2016 Aug; 57(8):899-908).

individual programmes and partner support within local mainstream schools

- continued enhancement of provision at Gorgie Mills Special School for young people who may continue to require a special secondary school placement.

2.2 Subject to the Scottish Government's statutory school closure process, it is proposed that Panmure St Ann's Special School would close at the end of June 2017. The closure would take effect on a planned and phased basis taking account the needs of young people.

Table 1: Panmure St Ann's falling school roll 2016-17

August 2016	January 2017	August 2017
14	6	Likely 0

- 2.3 Despite the high levels of commitment of the Panmure St Ann's staff, a school of 6 learners cannot provide the range and quality of curricular experience that young people require in order to prepare them for adult life and the world of work. It was concluded, therefore, that it would be preferable to offer learners a positive alternative which actively promotes their personal and social development and educational progress.
- 2.4 Accordingly, it is proposed that the 6 learners who are on the roll of Panmure St Ann's in January 2017 will transition to other schools with individual packages of support to complete their school education. Four of the 6 remaining learners are June 2017 school leavers with the remaining 2 being December 2017 leavers and therefore it is anticipated that there will be no learners on the roll at Panmure St Ann's Special School by August 2017. Given these circumstances it is proposed to close Panmure St Ann's at the end of the school session in June 2017.
- 2.5 To enable continuity in their individual progression, it is planned that the remaining 6 learners will either join the roll of a mainstream secondary school or Gorgie Mills Special School prior to June 2017 with programmes tailored to meet their individual needs. Extensive individual support for these learners is in place and they are all actively engaged in preparations for transitions and towards positive destinations for school/college partnership and/or intensive support from JET⁵.

⁵ (Job, Education and Training) Academy, as part of the Edinburgh Guarantee (<https://www.edinburghguarantee.org>).

- 2.6 Maintaining the current provision, i.e. keeping Panmure St Ann's Special School open, is not specifically given as an option in this consultation, but the Council could decide on this course of action if deemed appropriate as a result of the consultation.

3. Panmure St Ann's Special School – Case for closure

Capacity, school roll and referrals

- 3.1 Panmure St Ann's Special School was originally developed as an educational and social work service, for young people of secondary school age experiencing significant social, emotional and behavioural difficulties. Young people attended Panmure St Ann's on a part-time basis whilst they remained on the register of their host mainstream school. However, in practice this meant that almost all learners did not access their entitlement to full-time school education of 190 days and 27.5 hours of education. Meanwhile, as it was not recognised as a school, the Panmure St Ann's service was not part of the national school inspection framework. To address these concerns, following a review Panmure St Ann's was formally recognised as a special school offering full-time school education from S3 to S6 in August 2013.
- 3.2 Placement at any of Edinburgh's special schools is managed through the Council's Case Management Review Group (CMRG). This process enables both school and family/community support to be tailored to need and delivered in a single package following the principles of Getting It Right for Every Child (GIRFEC)⁶ In this way, the child's right to a mainstream education is protected and, where exceptional circumstances require it, special school placements are agreed.
- 3.3 Since this approach was introduced, in 2010, there has been a very significant shift in favour of meeting the needs, and organizing extensive and appropriate provision, for children and young people who require additional social, emotional and behavioural support needs in mainstream schools. Consequently, the number of referrals of children and young people to the CMRG for placements in secondary and primary special schools for SEBN, have reduced substantially.
- 3.4 In 2010, the pupil population in Rowanfield, the city's only primary special school for social, emotional and behavioural support needs, was 59. Two years following the introduction of the case management approach, in 2013/14 the school population had been progressively reduced to around 30 pupils. Over the same period, a programme of improvements in Rowanfield Special School has significantly enhanced the quality of provision. This too is reflected in a shift in number of learners who successfully progress from Rowanfield back into a

⁶ <http://www.gov.scot/Topics/People/Young-People/gettingitright/what-is-girfec>
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mainstream school as a result of the support provided. It has also enabled the school to support children with more complex needs who would have previously been placed in provision outside the authority.

- 3.5 This approach has led to a fall in demand for special school placements in primary which is now impacting on secondary provision. The sustained reduction in referrals has had a significant impact on Panmure St Ann's school roll. As more young people leave Panmure St Ann's Special School, new starts have remained very low, leading to a consistent fall in the school's roll as learner's leave school (Table 2). In recent years the overall population in the secondary special school provision at Gorgie Mills Special School and Panmure St Ann's Special School has fallen from a high of 112 to 55.

Table 2: Special School Placements for social, emotional and behavioural support needs, 2013-17

Special School/Year	2013/14	2014/15	2015/16	2016/17	Jan 2017
<i>Primary</i> - Rowanfield	33	31	28	23	32
<i>Secondary</i>					
Gorgie Mills	55	53	53	46	51
Panmure St Ann's	57	43	26	14	4
Secondary Total	112	96	79	60	55
Total	145	127	107	83	87

- 3.6 Following reductions in the school roll at Rowanfield Special School the number of referrals for special school placements at P7-S1 for learners with additional social, emotional and behaviour support needs is now only 2-4 placements per year. Gorgie Mills Special School will continue to provide secondary special school placements for learners with social, emotional and behaviour support needs similar to Panmure St Ann's. Gorgie Mills has a capacity of 72 places and by January 2017 it will have around 51 learners on its roll.
- 3.7 In light of this changing pattern of need the authority has concluded that despite the commitment of the staff, by the end of the 2016/17 school session, Panmure St Ann's Special School will be no longer viable as a school by August 2017 as there would be only 2 leavers by then on the school roll. In addition, in view of the remaining capacity at Gorgie Mills the proposed closure of Panmure St Ann's would not compromise the authority's provision for special school

placements for secondary age learners with social, emotional and behaviour support needs where required.

- 3.8 In addition to the fall in the pupil population, the nature and quality of the education at Panmure St Ann's Special School has fundamental shortcomings, as highlighted in the Education Scotland HMIE School Inspection Report published April 2016⁷. These challenges have become more acute following the decline of the school roll. With such a small pupil population both the breadth of curriculum subjects and the viability of the learning community is compromised.
- 3.9 In addition, there are significant shortcomings in the school environment which have been taken into account in this proposal. Panmure St Ann's School is located in the Cowgate area of the city in a 19th century listed building with no supervised outside space within the perimeter of the school. As a consequence the school is restricted in its ability to provide the necessary learning environment to deliver the full curriculum. By contrast, Gorgie Mills is located in premises that were purpose built for a secondary SEBN special school in 2008 with good outdoor space including an all-weather sports pitch.
- 3.10 At the end of 2015, in light of the above, the conclusion was reached by Council officers that Panmure St Ann's Special School is no longer required and that in future it would be more appropriate to make provision for this population of young people within mainstream provision and where appropriate at Gorgie Mills Special School. The principal reasons for this conclusion were:
- There is good evidence that mainstream provision is likely to achieve better outcomes for learners and is consistent with the duty to secure best value and the presumption of mainstream.
 - There are fundamental shortcomings in the nature and quality of the education provided in the Panmure St Ann's Special School.
 - The school continues to operate significantly below capacity, which compromises its educational viability and results in exceptionally high per capita costs.
 - Education Scotland's Education Scotland HMIE School Inspection Report published in April 2016 highlighted multiple areas for improvement in both attainment and learners' experiences at Panmure St Ann's Special School.
 - The building and has proved poorly suited to hosting a modern school education.

⁷ <https://education.gov.scot/reports/edinburgh-city/1002945>
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Proposed alternative provision

- 3.11 The proposed closure would not require changes to be made to existing secondary catchment areas as special school placements are allocated on a city-wide basis.
- 3.12 More suitable alternative provision which in summary includes enhancing universal provision with networks of support; reinvesting £200k per annum of the savings from closing Panmure St Ann's into additional support for secondary aged learners with social, emotional and behaviour support needs.

4. Educational Benefits Statement

- 4.1 The educational benefits for learners who require additional support for social, emotional and behavioural needs are at the heart of the 3-phase strategy (see **Section 1.6**) that has enabled us to propose this closure.
- 4.2 The main benefits this strategy has delivered are:
- additional support needs are met earlier and more effectively
 - improvements in inclusive practice within schools builds capacity to the benefit of the wider school population
 - by remaining in mainstream settings learners have more equitable access to wider opportunities and better outcomes
 - strengthening of supports available to schools allows a wider population to benefit from more flexible use of resources that would otherwise remain tied up in running special school provision
 - focusing support around schools allows the nurturing of local resources and networks, fostering more resilient communities
 - investing in the continuing improvement of provision for the small number of learners who continue to require a special school environment
 - enabling best use of resources and best value.
- 4.3 These benefits, which have been evidenced in local practice as the strategy has unfolded, are consistent with authoritative international research⁸.

The findings of this longitudinal study followed a large sample of children from the early years to outcomes in high school, indicate that '*although intended to benefit students, restrictive placements may exacerbate the maladjustment of youth with conduct problems' and lead to poorer outcomes*'. The study concludes:

⁸ Restrictive educational placements increase adolescent risks for students with early-starting conduct problems. Powers CJ1, Bierman KL2, Coffman DL3. Journal of Child Psychology and Psychiatry 2016 Aug; 57(8):899-908

‘To avoid harm to students and to society, schools must find alternatives to restrictive placements for students with conduct problems in secondary school, particularly when these students do not have cognitive impairments that might warrant specialized educational supports.’

- 4.4 The Council has carefully considered the timing of the closure and concluded that there would be greater benefit in closing the school in June 2017, rather than attempting to operate a school with a very small number of pupils for the 2017-18 school session. It is proposed that it would be preferable to offer all learners a positive alternative which both provides an opportunity for learners to receive their full educational entitlement and promotes young people’s personal and social development and educational progress.
- 4.5 The Education Scotland HMIE School Inspection Report⁹ highlighted a number of areas for improvement in the attainment and learning experience for young people attending Panmure St Ann’s. The evaluations of the five quality indicators are shown in Table 3 below.

Table 3: HMIE Inspection quality indicators – Panmure St Ann’s School

Quality Indicator	2013-2014	2014-2015	HMIE April 2016
Improvements in performance	3 -Satisfactory	3 - Satisfactory	3 - Satisfactory
Learners’ experiences	4 – Good	4 - Good	3 - Satisfactory
Meeting learning needs	4 – Good	4 - Good	3 - Satisfactory
The curriculum	3 - Satisfactory	4 - Good	2 - Weak
Improvement through self evaluation	2 – Weak	3 - Satisfactory	2 - Weak

- 4.6 The HMIE recommendations for improvement following the inspection included:
1. As a matter of priority, take steps to improve young people’s attendance and timekeeping.
 2. Increase expectations of young people’s attainment and achievement.
 3. Develop the curriculum in line with national guidance to ensure young people receive their full entitlements to a broad general education and senior phase.
 4. Take a more rigorous approach to self-evaluation and tracking young people’s progress.

⁹ Published April 2016 (<https://education.gov.scot/reports/edinburgh-city/1002945>)
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After carefully profiling learner's individual needs, we assessed that, with the benefits of careful personalised planning and assured supports, the remaining learners would benefit from alternative placements. Our conclusion is that for existing pupils, the risk of continuing to attend the school with a depleted population, poor levels of attendance and a restricted range of facilities/ opportunities outweigh any risk of a change of placement.

4.7 In future, most learners with social and emotional needs will benefit from inclusive provision in mainstream offering wider opportunities and higher standards in terms of educational outcomes. More detailed evidence for this assessment are set out below with regard to:

- **Educational outcomes (Improvements in performance)**
- **Quality of education (Learners' experiences; meeting learning needs; Curriculum)**

Educational outcomes

4.8 All schools in Edinburgh gather and analyse data to evaluate improvements in performance on an annual basis. This includes national qualifications, attendance and exclusions. This process allows each school to identify trends and work with Council officers to reach an evaluation of overall performance and plan improvements.

4.9 In assessing educational outcomes for Panmure St Ann's, attainment in National Qualifications, positive destinations, attendance and exclusions were all considered. Data from the Scottish Government's 'Insight' benchmarking tool for secondary schools with learners in the senior phase (S4 to S6) was used to evaluate outcomes. As Panmure St Ann's was only registered as a school from August 2013, data from 2014/15 was used to enable a clear comparison to all secondary schools.

4.10 Almost all of the population of learners who would in past years possible have attended Panmure St Ann's Special School are being supported in mainstream schools. Accordingly, as the alternative provision for almost all future learners is in mainstream, we have compared outcomes for Panmure St Ann's with outcomes in mainstream provision.

4.11 The Scottish Index of Multiple Deprivation (SIMD) is a Scottish Government tool used to determine areas of multiple deprivation to aid planning, targeting resources and self evaluation. As learners attending Panmure St Ann's are more

likely to come from backgrounds with higher levels of deprivation than average, this has been taken into account for purposes of comparison.

4.12 Data for Panmure St Ann’s is considered alongside a high school serving an area of high socio-economic deprivation (low SIMD) and the city average. The data indicates that Panmure St Ann’s has 50% of learners in SIMD 1 and 2 (and 68% in 1 to 3), compared to Craigroyston Community High School with 73% in SIMD 1 and 2 (and 80% in 1 to 3). We can see therefore that Craigroyston has an even greater proportion of learners in SIMD 1 and 2 than Panmure St Ann’s (73% compared to 50%). As we will go on to describe, Craigroyston is achieving better outcomes for learners than Panmure St Ann’s despite a more deprived population.

Table 4: Scottish Index of Multiple Deprivation (SIMD) Percentage of Pupils on the school roll in each Decile (Decile 1: most deprived area; Decile 10: least deprived area)

School(s)	SIMD Deciles										Total Roll (No. of pupils)
	1	2	3	4	5	6	7	8	9	10	
Panmure St Ann’s	24%	26%	18%	13%	3%	0%	3%	5%	3%	5%	38
Craigroyston Community High School	47%	26%	7%	5%	11%	3%	0%	0%	0%	0%	473
City of Edinburgh	12%	7%	8%	6%	6%	8%	7%	8%	11%	27%	18,163

Attainment in National Qualifications

4.13 All Scottish educational qualifications are given national tariff points which are used to determine entry requirements for further education. The number of national tariff points determines a learner’s options in progression routes to the world of work and further education. The higher the level of course studied, the higher the tariff points awarded to the learner. National 4 awards are used as the minimum benchmark for pupils to enable them to access college courses however Panmure St Ann’s currently only offers National 3 awards.

4.14 Learners currently attending Panmure St Ann’s are presented for lower level qualifications than their peers in Craigroyston Community High school and other City of Edinburgh secondary schools (which offer National 3, 4 and above) and as a result Panmure St Ann’s learners are likely be disadvantaged by not being offered a wider range of study opportunities. In addition, learners at Panmure St Ann’s did not all receive full course awards, with only some units completed.

4.15 At all levels the achievement of Panmure St Ann’s’ learners is significantly below average for the city and in comparison with achievement at Craigroyston

Community High School. There is also very limited opportunity at Panmure St Ann's for learner progression to higher level qualifications, which is a constraint on young people's opportunities to progress. Attainment data relating to relative performance in National Qualifications in courses for 2014-2015 is summarised in Table 5.

Table 5: Attainment in National Qualifications: S4 young people 2014-15

% of S4 Achieving:	Panmure	Craigroyston HS	Craigroyston HS (LAC* Pupils)	City Average
National 4 Numeracy	4%	56%	50%	87%
National 4 Literacy	20%	82%	75%	91%
One or more SCQF level 3 Course Awards (at least qualification at National 3 or above)	52%	94%	88%	97%
One or more SCQF level 4 Course Awards (at least one qualification at National 4 or above)	52%	89%	88%	95%

Note

*LAC Pupils: The Council provides a range of care options for looked after and accommodated young people based on their needs.

4.16 Attainment in National Qualifications, in both course awards and unit awards, is significantly higher and more broadly based in the comparator mainstream school above (in Table 5) than in Panmure St Ann's. The established trend in favour of the presumption of mainstream offers significant benefits in terms of the range of opportunities for study and levels of attainment for learners.

4.17 In Panmure St Ann's the course awards offered are more restricted due to the small number of pupils, staffing and the accommodation. In 2015/16 learners were offered a choice of 5 course awards, including English and Mathematics, mainly at National 3 level, with units mainly being achieved. In almost all CEC mainstream schools a range of 6-8 full National course awards is offered from National 3 to National 5 in S4, with progression to Higher possible in most subjects and to Advanced Higher in some subjects. There were no learners from Panmure St Ann's who gained qualification at National 5, whereas the city average is 86%.

- 4.18 The underachievement of young people who attend Panmure St Ann's was noted in the Education Scotland HMIE School Inspection Report¹⁰ when improvements in performance (i.e. attainment and achievement), of young people was evaluated as weak. In their Report, Education Scotland concluded: *'...there are more weaknesses within this aspect of the school's work. While there may be some strengths, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school'*.
- 4.19 With the falling roll at Panmure St Ann's it is proposed that the remaining 6 learners from Panmure St Ann's, all of whom are currently in S4, will transfer to alternative provision and will be supported via bespoke personalised learning programmes, with opportunities to progress their attainment and achievement within a wider range of options to reflect individual interests and strengths. In particular, they will benefit from being involved in relevant college provision and relevant work experience where they develop their skills for life and work where appropriate.
- 4.20 Accessing alternative schools allows for greater opportunities for progression in these pupils' learning and they will be able to receive far more accreditation opportunities for their wider successes and achievements.

Positive Destinations

- 4.21 Post school destination is one of the main measures used by the Scottish Government as part of the implementation of the National Improvement Framework to determine how well schools are doing at closing the attainment gap. In March 2015 positive destinations for Edinburgh's school leavers was 92.3% overall (88% for Craigroyston). Special schools overall were at 57.6%, whereas only 50% of leavers from Panmure St Ann's were successful in securing a positive destination. There is therefore an immediate concern to secure better opportunities for the current cohort of 6 learners from Panmure St Ann's.
- 4.22 To address this increased provision has already been put in place since August 2016 to support Panmure St Ann's pupils this year through enhanced Council provision i.e. through JET (Job Education and Training) programmes, business mentoring and work with other business partners on a continuing basis.
- 4.23 In almost all mainstream schools, there are high quality learning experiences developed through many partnerships which enhance the overall quality of education, thus improving outcomes for all learners and raising attainment and achievement.

¹⁰ Published April 2016 (<https://education.gov.scot/reports/edinburgh-city/1002945>)
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4.24 In mainstream schools there are many partnerships already existing and these partnerships are available to support learners from Panmure St Ann’s in mainstream and to help raise attainment and achievement. Many of these partnerships with local businesses have been built up around the vocational studies and the Panmure St Ann’s learners will benefit from these. Another educational benefit for the Panmure St Ann’s learners will be increased opportunity to learn in the community, as most of the mainstream schools have good access to quality community facilities which increase course range and accreditation, raising attainment and achievement. These opportunities support positive and sustainable post school destinations for all. For the few learners for whom a mainstream setting is not appropriate, Gorgie Mills Special School offers a purpose built environment and support which enables learners’ personalised programmes, (e.g. work experience and college placements) to be sustained and developed.

Attendance and Exclusions

4.25 The Education Scotland HMIE School Inspection Report¹¹ identified that as a matter of priority the school needed to *‘take steps to improve young peoples’ attendance and timekeeping’* p3.

4.26 Attendance at Panmure St Ann’s for the school session 2015/16 was 72.44%; whilst this is similar to comparable special schools it is well below the City of Edinburgh average in mainstream schools, which was 92.51%. The overall attendance figures for 2014-16 are shown below in Table 6 below. Once again, despite its profile of higher deprivation, Craigmoyston has significantly higher levels of attendance than Panmure.

Table 6: Panmure St Ann’s School and Mainstream Comparators

Attendance	2014/15	2105/16
Panmure St Ann’s Special School	71.76%	72.44%
Gorgie Mills Special school	69.75%	71.30%
Craigmoyston Community High School	89.96%	90.31%
All mainstream Secondary Schools	92.54%	92.51%

4.27 Continued low attendance at Panmure St Ann’s Special School is impacting on learning and teaching. After periods of absence pupils have to catch up on work missed in class; this also slows down the pace of their own learning and that of other pupils. A similar pattern applies at Gorgie Mills Special School; in response to which a targeted programme is now underway to improve attendance at both schools.

¹¹ Published April 2016 (<https://education.gov.scot/reports/edinburgh-city/1002945>)
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4.28 One factor influencing the level of attendance at Panmure St Ann's is the limited access to the appropriate curriculum in line with Curriculum for Excellence. If learners do not find the curriculum sufficiently challenging and stimulating in depth, breadth, coherence, relevance, challenge and enjoyment they are likely to feel less motivated to attend school and engage in learning. The inspectors concluded that the curriculum at Panmure St Ann's was weak. There are many factors impacting on this, including the size of the school and the inflexibility of the school accommodation.

4.29 Many of the subjects and courses which would motivate the Panmure St Ann's learners to attend school, e.g. vocational studies, are not offered on the curriculum because of Panmure's restricted facilities, range of expertise and partnerships. Diminishing numbers and poor attendance has resulted in very restricted levels of social interaction with peers in lessons and in particular a significantly adverse impact on group discussion and appreciating other view points. In addition many learners at Panmure St Ann's would benefit from a larger group of peers and teachers for interaction and friendship opportunities, along with a stronger and more relevant curriculum to provide greater opportunities to lead in their learning.

Quality of education

Curriculum and learners experiences and supporting learners to progress

4.30 Young people have a more restricted curriculum at Panmure St Ann's in comparison with other special schools and all other secondary mainstream schools, some of which is due to the building and its city centre location. In particular:

- There are no CDT facilities; pupils are required to be taken by bus to physical education facilities and CDT in mainstreams schools, resulting in a loss of time for teaching and learning.
- The lack of provision of outdoor and indoor sports facilities has a major impact on all learners as very few receive their entitlement to fulfil two hours quality physical education per week.
- Classroom facilities are limited and much of the school accommodation is inflexible and not easily adapted to meet the requirements of a modern curriculum developing skills for life, learning and work.
- There is a limited range of subjects offered in the Senior Phase and the building is the major contributor to this.
- Most mainstream schools have embedded digital learning in supporting young people to prepare for life beyond school. Although ipads have been purchased and staff trained in the use of digital technology this is not being used by consistently by staff to improve the learner's experience.

- Almost all mainstream secondary schools offer vocational studies for example: hairdressing, painting and decorating, gardening, hospitality and in some, car mechanics. There is no opportunity for learners to take part in vocational studies due to the restrictive nature of the school accommodation at Panmure St Ann's. Any learner needing to access these opportunities in a mainstream school has to travel there from Panmure St Ann's, resulting in a loss of time for teaching and learning.
- 4.31 The 6 remaining learners on the Panmure St Ann's Special School roll as of January 2017 will have individualised educational packages provided for them in conjunction with mainstream school placements or at Gorgie Mills Special School, if required. This will ensure that pupils continue to progress in their learning. Learners will have the opportunity to continue with their National qualifications and, where appropriate, to progress to next levels or to continue to develop their skills for learning, life and work.
- 4.32 The vocational courses in mainstream schools are certificated up to National 5 level. This level of qualification prepares learners well for apprenticeships, college or the world of work. Through the proposed alternative of mainstream placements the 6 learners at Panmure St Ann's will have full access to these opportunities, currently unavailable to these young people.
- 4.33 The transition to settings in mainstream, where appropriate, would provide the Panmure St Ann's learners with access to a wider and more diverse peer group, enhancing opportunities for collaborative learning and social interaction in groups and pairs. This would greatly improve the quality of learning experiences for these young people.
- 4.34 The quality of education in mainstream secondary schools or Gorgie Mills Special School would increase opportunities for learners to benefit from a broad, balanced, relevant and challenging curriculum especially in the Senior Phase (S4-S6). Learners at this stage on their learning journey would have the opportunity to build up their learning portfolio gaining SQA qualifications at appropriate levels as well as other awards such as The Duke of Edinburgh Award, JET programme, Saltire award, ASDAN, (via a range of courses covering preparation for life and work, enrichment subjects, PSHE and Citizenship).
- 4.35 The link between curriculum and national qualifications at this stage is of critical importance in the Senior Phase. For the remaining learners at Panmure St Ann's the move to another school to complete their Senior Phase would offer far more opportunities to build their portfolios and support them towards a positive and sustainable destination and continue to engage in learning beyond school.

- 4.36 Opportunities for further personalisation and choice at another school will build on each learner's strength and therefore educational experiences will be more relevant to the individual. Planned courses of study will reflect each learner's interests enabling opportunities for learners to study a greater range of courses and subjects than are currently offered at Panmure St Ann's.
- 4.37 The Education Scotland HMIE School Inspection Report published April 2016¹² evaluated support to learners as a weakness at Panmure St Ann's. In similar special schools, and overall in secondary mainstream schools, evaluations of the extent to which learners are supported to progress are at least 'good'. A key reason why Education Scotland evaluated Panmure St Ann's as 'weak' was the limited options in the curriculum, as learners are not receiving their entitlements to a modern, relevant and challenging curriculum.
- 4.38 In Edinburgh's schools generally, learning is very well planned, progression is evident, the pace of learning is well judged, the range of learning and teaching approaches are well monitored and overall the quality of learning and teaching is better and well measured. Learners also have many more opportunities to lead in their learning and receive high quality feedback during learning situations. All of these strengths will support Panmure St Ann's learners to achieve more and build their learning portfolios preparing for life beyond school if the proposed closure is implemented.
- 4.39 All mainstream secondary schools offer opportunities for young people to follow a coherent curriculum and in doing so increase the depth, breadth, and challenge of their educational experience. In all secondary mainstream schools there is a strong focus on ensuring that all learners receive their entitlements and their curriculum for S4-S6 provides opportunities for the continuation of study in discrete subject areas for National Qualifications.
- 4.40 In Edinburgh's mainstream secondary schools and in Gorgie Mills (the special school with the most similar profile to Panmure St Ann's) learning opportunities are better, young people are achieving and school accommodation is better suited to learning. Gorgie Mills Special School is a relatively new, purpose built special school with a larger roll than Panmure St Ann's and is therefore able to offer a wider choice of curriculum, both in terms of courses and levels.
- 4.41 By transferring to alternative provision in Edinburgh's schools to conclude their Senior Phase, learners from Panmure St Ann's will benefit from an increased range of opportunities to choose subjects and courses at appropriate levels. Planned learner pathways will take into account individual abilities and future destinations, while making space for wider achievement and providing scope for taking qualifications over differing timescales.

¹² (<https://education.gov.scot/reports/edinburgh-city/1002945>)
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Morale

4.42 Overall the morale in Panmure St Ann's is understandably low; pupils would benefit from learning in a more positive ethos with access to a wider range of opportunities and higher expectations of achievement and attainment.

4.43 Other users of the school

There are no other users of Panmure St Ann's School. There has been no placement of a young person from any other authority since Panmure St Ann's became a school in August 2013.

Future users of the school

4.44 The proposal to close Panmure St Ann's School reflects the progress achieved in strengthening universal provision in our schools, integrating assessment and support those learners with Additional Support Needs within a wider approach to supporting children in need and enhancing collaborative networks of support within and around schools and school clusters.

4.45 The continuing development of high quality inclusive provision has enabled proportionate support for learners and effective measures to address additional support needs in mainstream schools. This has led to a sustained trend away from referrals for specialist provision and generally achieving better outcomes. In this context there is no requirement for the continuation of Panmure St Ann's provision for social, emotional and behaviour support needs as such needs could be met at Gorgie Mills Special School which has available capacity for future learners.

Other schools in our Authority

4.46 The reduction in pupil numbers at Panmure St Ann's, from 43 in 2014/15 to 6 in January 2017 is largely due to early intervention and the increasing capacity of the mainstream schools to meet these needs. The current proposals will enhance this capacity further via an additional investment of £200,000 per annum of the savings from closing Panmure St Ann's from April 2018; this will supplement the current investment of £500,000 per annum in Inclusion monies to ensure long-term support to future learners.

4.47 Whilst there has been a significant decline in the Panmure St Ann's population the population of Gorgie Mills Special School remains at an average of just over 50, well below its capacity of 72. Accordingly, with this available capacity, it is not anticipated that there will be any adverse impact on provision at Gorgie Mills. In future we anticipate that enhanced provision in mainstream will increase the options available to future learners at Gorgie Mills.

4.48 The transition of the remaining 6 learners to suitable alternative schools is principally an opportunity to improve their opportunities and outcomes. However, we recognise that any transition also brings its own element of uncertainty for the learners and their parents/carers and this will be reflected in the young people's individual support plans. We will also provide the receiving schools with the assurance that this will not stretch their existing resources. Accordingly, Panmure St Ann's pupils will have appropriate additional staffing and /or resources to provide support to them as required.

Supports in mainstream schools

4.49 A wider range of resources currently available in mainstream schools for supporting learners include:

- Secondary school staff teams comprising Support for Pupils and Support for Learning
- Young Person's planning that ensures educational attainment is measured and included in plans
- Learning bases in most secondary schools
- A proven literacy programme which supports improvement in reading in pupils and access to the curriculum
- Community Learning and Development partnership working
- Youth Work to support positive engagement in learning
- Education Welfare Service – support to schools, children and their families
- Psychological Services
- Additional Support for Learning (ASL) Services
- School Health Services
- Support from Social Work services (where appropriate)
- Support from commissioned voluntary sector services, other voluntary sector and community organisations
- School Link Officers form a partnership between police and education

4.50 A number of initiatives are currently underway to support further improvement in additional support for Secondary school learners including:

- An increased focus on collaborative working through cluster teams,
- A pathway of support for learners with Emotionally-Based School Refusal issues and anxiety, particularly among adolescents.
- The development of a Virtual Learning Environment, to support learners unable to attend school for health reasons, or due to family circumstances.
- School Support for Learning leaders are working with the ASL Service and Psychological Services to lead in the implementation of the CIRCLE resource for inclusive practice with all teachers across the authority.

- The Growing Confidence programme includes staff training to support children’s mental and emotional well-being alongside the resource Supporting Young People Guide. This aims to raise awareness and understanding of the reasons behind children’s behaviour, how staff can respond empathically and better support young people with the difficulties they may be facing. The team also offer complementary support for parents (Raising Teens with Confidence) and peer education programmes (Cool, Calm & Connected) for young people.
- Other supports that are being rolled out include the NHS Mental Health First Aid training, Rights Respecting Schools and 1 in 5: Raising Awareness of Child Poverty Work, highlighting how best we can support young people to fulfil their potential.
- A resilience and role models programme ‘Turn Your Life Around’ is under assessment where volunteers who struggled in school themselves (because of family circumstances – poverty/abuse/neglect) are being trained to speak to staff, pupils and families in order to increase awareness of the challenges facing many of our young people and how we can best help them to turn things around.

Exclusions

4.51 In 2015/16 the average rate of exclusion in City of Edinburgh mainstream schools was 3% compared with 45% for Panmure St Ann’s. In session 2014/15 the corresponding figures were an average rate 5% and 53.50% at Panmure St Ann’s. These calculations are based on the number of pupils excluded compared to number of pupils overall.

The Council’s assessment of the benefits and any likely adverse effects of the Proposal (if implemented)

Benefits

4.52 If the proposal is implemented there would be a number of identified benefits both for young people currently attending Panmure St Ann’s School and future learners. Young people will have access to a wider range of opportunities within schools that are well equipped to deliver the curriculum and are demonstrating high expectations for achievement and attainment. They will benefit from opportunities for an extended senior phase and extensive local partnerships between their schools, employers, and college and community resources.

4.53 For future learners the closure is the culmination of the latest phase in a strategic improvement programme. It is part of a process of building a progressive collaborative approach founded upon a shared vision and commitment to inclusive practice across the sector and partners. To complement this, we are currently undertaking a self-evaluation exercise with head teachers and key partners. This will consolidate a common vision, help

share effective practice, inform continuing improvement and enhance partnership working across schools, Edinburgh College and community partners.

4.54 Continued improvements in integrated programmes of school and family support for learners in mainstream schools will enable a wider population of children in need to benefit from the assurance that the right support is readily available. Furthermore, linking with more innovative social work practice in locality teams, will provide better integrated approaches to intervention and, where appropriate, intensive support preventing the need for learners to move schools. Enabling learners to sustain their placement in mainstream provision in this way is likely to further reduce the need for specialist provision in this area, releasing capacity for reinvestment in other areas.

4.55 The combined effect of these approaches to support positive outcomes (achievement, attainment and positive destinations) by enabling learners to benefit from effective supports through mainstream schools and their partners. This will contribute to achieving the Scottish Government's and the Authority's key priorities for schools 2016-19, which reflect those of the National Improvement Framework:

- Improvement in children and young people's attainment/achievement, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Transition arrangements and managing potential adverse effects of closure

4.56 We recognise that any transition is challenging for learners and their parents/carers and for staff; pupils and parents/carers may be concerned about how this will be managed. Engagement of young people, parents and staff in regular young people planning meetings will help to mitigate the risks and anxieties associated with this change.

4.57 There will be a phased approach to transition of the 6 remaining learners to their new schools and initially this will be targeted at specific areas of the curriculum that are of special interest; continuity of positive relationships will be provided by the Panmure St Ann's staff to support each of the 6 young people. Timescales for this will be on an individual basis and, where appropriate, early transition will be arranged. The CMRG, managed by the Depute Educational Psychologist, will continue to monitor the progress of the 6 Panmure St Ann's learners throughout

the transition until they finish their school education, to ensure that any support or interventions are addressed and implemented quickly and responsively in the best interests of these young people

5. Equality Statement

5.1 The Equality Act 2010 requires the Council to:

- Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

5.2 Protected characteristics include: Age, Disability, Gender Identity, Marriage/Civil Partnership, Pregnancy/Maternity, Race, Religion/Belief, Sex and Sexual Orientation.

5.3 The proposal to close Panmure St Ann's School will improve opportunities for pupils to attain a higher standard of education, to be fulfilled and stimulated intellectually and creatively, to develop skills for participation and to access education that meets individual needs.

5.4 Learners will have access to a broader range of courses in mainstream schools, more relevant learning experiences, and greater opportunity for increased personalisation with access to the senior phase as appropriate, all of which is expected to improve outcomes.

5.5 Special School provision from S1 to S5 will continue to be available at Gorgie Mills for any learners who may require specialist provision into the future.

5.6 An Equality and Rights Impact Assessment has commenced (and is available on request) but the views of the public are integral to its development and conclusion. All views gathered regarding the impact of the proposal on equality issues or on the rights of staff, pupils and others will be taken into account in the completion of this assessment.

6. Personnel/Staffing

6.1 As a result of the continuing reduction in the school roll at Panmure St Ann's School the management of the administrative and classroom support staff groups is underway in line with existing Council procedures.

6.2 Teaching staff resources are also currently being managed in light of the reducing school roll at Panmure St Ann’s School, in line with the LNCT (Local Negotiating Committee for Teachers) process and Council procedures,

7. Travel and Transport

7.1 Most learners travel some distance to attend Panmure St Ann’s School and its city centre location which can result in delays in starting the school day and prolonged journeys at the end of the day. Learners also experience additional disruption during the school day with the need travel across Edinburgh to access facilities and activities due to the lack of onsite provision within the Cowgate area of the city.

7.2 The proposal, if agreed, would be highly likely to reduce travel time for almost all learners leading to a more coherent educational experience provided for by more local provision.

8. Financial implications

8.1 The annual cost of services at Panmure St Ann’s School is £1.1m to support a capacity of 54 pupils.

8.2 In the 2016/17 budget process, the Council approved savings of £900K based on the proposed closure. This consists of £225K in 2016/17 with a further £675K in 2017/18. Total savings are £1.1m per year with £900K in approved savings and re-investment of £200K in additional support.

Should the consultation conclude that Panmure St Ann’s should not close, approved savings of £900K will not be achievable and alternative savings will have to be identified.

8.3 The table below sets out the forecast financial position for 2016/17, 2017/18 and 2018/19 on the assumption Panmure St Ann’s closes in June 2017.

	2016/17 £m	2017/18 £m	2018/19 £m
Budget at full capacity of 54 pupils	1.100	1.100	1.100
Approved savings (cumulative)	0.225	0.900	0.900
Residual budget	0.875	0.200	0.200
Cost to deliver services of reduced roll	0.705	0.145	0.000
Balance available for re-investment	0.170	0.055	0.200

The above costs do not include the impact of empty property rates or any costs associated with security or on-going maintenance at the site. Work is ongoing with the estates section on the future use of the premises and any costs will be identified at that stage.

In addition to the above figures, £38K of property costs and £34K of business support costs would also be saved, contributing to approved savings in these service areas.

- 8.4 At full capacity (54 young people) this equates to education costs per school place of £20,370 a year. The average cost of a mainstream secondary school place is £4,221 a year.

The cost of maintaining provision at Panmure St Ann's for a roll of 6 learners is £35,827 per learner.

Roll	Teaching Staff	Non Teaching Staff	Transport	Supplies and Services	3rd Party Costs	Total Budget	Cost per place
54	533,456	508,059	12,500	36,986	9,665	1,100,666	20,370
6	138,152	59,195	2,250	13,437	1,928	214,962	35,827

- 8.5 The reinvestment of £200K per annum from savings associated with the proposed closure would support individualised packages for pupils who need them in order to be educated in a mainstream school.
- 8.6 The Council will seek to re-deploy all affected staff at Panmure St Ann's School, however, should there be any early release costs these will be met through funding made available for the Council's transformation programme.

9. Conclusion

- 9.1 The rationale for the closure of Panmure St Ann's Special School can be summarised as follows:
- The reduced demand for special school placements has resulted in a reduction in referrals and an associated reduction in Panmure St Ann's school roll to the extent that by the end of the 2016/17 school session, it will be no longer viable as a school.
 - The school is restricted in its ability to provide the necessary learning environment to deliver the full curriculum.
 - Fundamental shortcomings in the nature and quality of the education provided in the Panmure St Ann's Special School became fully apparent once the service was required to fulfil all of the obligations of a school.

- Education Scotland's The Education Scotland HMIE School Inspection Report¹³ highlighted multiple areas for improvement in both attainment and learning experience.
- The school's location within the original Cowgate building has proved poorly suited to hosting modern school education.
- The school continues to operate significantly below capacity, which compromises its educational viability and results in exceptionally high per capita costs compared to alternate provision.
- Travelling time for learners is a barrier to attendance, achievement and participation.
- There is good evidence that local, less restricted provision is likely to achieve better outcomes for learners and is consistent with the duty to secure best value.

10. Consultation Process

10.1 It is proposed to close Panmure St Ann's School at the end of the school year, 30 June 2017.

10.2 The Schools (Consultation) (Scotland) Act 2010 sets out the statutory consultation requirements. For the closure of Panmure St Ann's Special School; the statutory consultees include:

- Education Scotland
- Panmure St Ann's Special School:
 - The 6 learners at the school from January 2017 transitioning to other schools by August 2017
 - Parents /carers of the 6 remaining learners at Panmure St Ann's
 - School senior management team and staff at Panmure St Ann's
 - Staff Trade Union representatives
- All other special school head teachers
- Gorgie Mills Special School (secondary)
 - Parents /carers
 - Pupils
 - Staff
 - Parent Council
 - Potential parents
- Edinburgh's mainstream secondary schools

- Secondary school head teachers
 - Pupil support deputy head teachers (responsible for managing CMRG referrals within their own school)
 - Parents/carers
- Parent Council chairs for all Edinburgh secondary schools and the special sector
 - Edinburgh councillors /representatives (Education, Children and Families Committee)
 - Archdiocese of St Andrews /Archdiocese of Edinburgh
 - Tollcross and Southside Community Councils

10.3 The consultation period will run for a minimum of 6 weeks (including 30 days of school term time) i.e. from 10 January 2017 to 27 February 2017.

10.4 The consultation document will be made available electronically and in paper format. A public meeting will be held in respect of the proposal at the venues listed below.

Venue	Date	Time
Waverley Court (Room C.47) 4 East Market Street Edinburgh EH8 8BG	Monday 6 February 2017	6.00pm- 8.00pm

10.5 At the end of the consultation period, the Council will provide Education Scotland with a copy of this document; written representations received by the authority during the consultation period (or, if agreed, a summary of representations) and a record of the public meetings.

10.6 Education Scotland is required to prepare a report on the educational aspects of the relevant proposals and must submit this report to the Council within three weeks (or longer if agreed). It is anticipated that their assessment would be undertaken during March 2017. The Council must then take account of this report in preparing the Consultation Report on the outcomes of the consultation.

10.7 This Consultation Report must be publicly available at least three weeks prior to its consideration by Council and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the

consultation period and representations made at the public meetings along with the Council response to representations made. It is anticipated that the consultation report will be presented to a meeting of the Council on 29 May 2017 setting out final recommendations.

10.8 Should the Council approve the closure of Panmure St Ann's School, then Scottish Ministers would have six weeks from the date of the Council decision to decide whether to call in the proposal for determination. Should Scottish Ministers decide not to call in the proposal, the Council could enact the decision. Based on a Council decision being taken on 29 May 2017, the Ministerial call in period (maximum of 8 weeks from the final Council decision, if closure, would conclude on 4 August 2017).

10.9 The Council website, www.edinburgh.gov.uk/panmureconsultation will contain information on the consultation. During the consultation period, any views on this proposal should be sent in writing to the address given below. Responses can also be made by e-mail to panmurestanns.consultation@edinburgh.gov.uk

All responses to the consultation paper should be received by 27 February 2017 and addressed to the Acting Executive Director of Communities and Families.

Alastair Gaw

Acting Executive Director of Communities and Families

The City of Edinburgh Council

Waverley Court

Business Centre 2.6

(Panmure St Ann's consultation)

4 East Market Street, Edinburgh, EH8 8BG



HAPPY TO TRANSLATE

ترجمہ کے لئے ہمارے
আমাদের সঙ্গে অনুবাদ করব
وسمعتنا نوافير الترجمة
MOŻEMY PRZETŁUMACZYĆ 很乐意翻译

You can get this document on tape, in Braille, large print and various computer formats if you ask us. Please contact Interpretation and Translation Service (ITS) on 0131 242 8181 and quote reference number 17-1003.

ITS can also give information on community language translations.

You can get more copies of this document by calling Children's Services Business Support on 0131 469 6123 or email your request to:

Panmurestanns.consultation@edinburgh.gov.uk

Panmure St Ann's

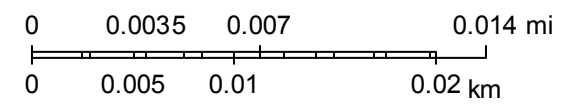


January 5, 2017

Transactions Out

- EDC-circle
- EDC-outline
- EDC-sold
- amendment-of-lea
- leased-out
- minute-of-waiver
- sale-def
- sale-un

1:375



Consultation on a Proposal to Close Panmure St Ann's Special School

The image shows a Google Maps browser window with the following elements:

- Browser Address Bar:** <https://www.google.co.uk/maps/place/Panmure+St.+Ann's+Centre/@55.950097,->
- Search Bar:** Panmure St. Ann's Centre
- Map:** A street map of Edinburgh, Scotland, with a red pin marking the location of Panmure St. Ann's Centre. The map shows surrounding areas like Leith Links, Warriston Cemetery, and the City of Edinburgh.
- Information Panel (Left Side):**
 - Title:** Panmure St. Ann's Centre
 - Image:** A photograph of the building's exterior.
 - Text:** No reviews, Community centre
 - Actions:** CALL, SAVE, WEBSITE
 - Address:** Cowgate, 6 S Gray's Cl, Edinburgh EH1 1TQ
 - Phone Number:** 0131 556 8833
 - Review Summary:** WRITE A REVIEW, See photos, and more...
- Map Controls (Bottom Right):** A pop-up menu with options: Directions from here, Directions to here, What's here?; a person icon; and zoom in (+) and zoom out (-) buttons.

Proposed closure of Panmure St Ann's Special School Education Scotland report and Council Response:

(1) Report by Education Scotland addressing educational aspects of the proposal by the City of Edinburgh Council to close Panmure St Ann's Special School

1. Introduction

- 1.1 This report from Education Scotland has been prepared by HM Inspectors 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*. The purpose of the report is to provide an independent and impartial consideration of The City of Edinburgh Council's proposal to close Panmure St Ann's Special School.
- 1.2 Section 2 of the report sets out brief details of the consultation process.
- 1.3 Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees.
- 1.4 Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report.
- 1.5 The council's final consultation report should include a copy of 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 final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.
- 1.6 HM Inspectors considered:
- the likely effects of the proposal for young people of the school; young people likely to become pupils within two years of the date of publication of the proposal paper; and other 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.
- 1.7 In preparing this report, HM Inspectors undertook the following activities:
- attendance at the public meeting held on 6 February 2017 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; and

- visits to the site of Panmure St Ann's Special School and Gorgie Mills School, including discussion with relevant consultees.

2. Consultation Process

- 2.1 The City of Edinburgh Council undertook the consultation on its proposal with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.
- 2.2 The consultation period ran from 10 January 2017 until 27 February 2017. The document was made available electronically and in paper format to a wide range of stakeholders as well as on the council website. A public meeting was held on 6 February 2017. It was attended by 20 stakeholders including parents. Almost all of the attendees were current or former pupils, parents of Panmure St Ann's Special School and current or former employees of The City of Edinburgh Council who have a connection with the school. Overall, significant opposition to the proposal was recorded at the meeting. The acting headteacher and council staff have engaged stakeholders well through discussing the proposal as appropriate during the consultation period. An online survey resulted in 40 responses. Thirty-nine of the respondees indicated that they do not agree that Panmure St Ann's Special School should close at the end of June 2017.

3. Educational Aspects of Proposal

- 3.1 HM Inspectors agree that the proposal to close Panmure St Ann's Special School does have the potential to bring about educational benefit for young people with social, emotional and behavioural needs. The current school building is lacking in key facilities resulting in a restricted curriculum. Therefore, young people have to spend time travelling to other venues during the school day to gain their entitlement to a broad curriculum in areas such as physical education, science, hospitality, design and manufacture. Opportunities for young people to progress at the senior phase are limited. Outdoor facilities are inadequate and offer no relaxation or social space for young people to interact with each other. HM Inspectors agree that pupil numbers are now, due to a reduction in referrals, so low that it is no longer viable as a school. However, the educational benefits for young people who would have continued to attend after June 2017 are not yet sufficiently robust. They need a clear plan which will provide the benefits of a bespoke curriculum and ensure attendance at school improves and is sustained.
- 3.2 Almost all stakeholders who responded to the survey are not in favour of the closure. Families who spoke with HM Inspectors agree the school building is not ideal and that the arrangements for young people to progress toward national qualifications are not strong. However, stakeholders including families, praised highly the school ethos and the work of staff in engaging and nurturing young people. They do not agree with the view of The City of Edinburgh Council outlined within the proposal that young people would have better learning opportunities and perform more successfully in a mainstream school with appropriate support or in Gorgie Mills School. In taking forward this proposal, The City of Edinburgh Council needs to ensure that young people will continue to receive a high level of personal support.
- 3.3 Young people who spoke with HM Inspectors praised the work of Panmure St Ann's Special School in nurturing and supporting them on an individual basis. They do not agree with the proposal to close the school. Young people feel the provision at the school is unique and alternative arrangements, as outlined by The City of Edinburgh Council, are not appropriate. They

do not have confidence in the proposals to provide them with individualised educational packages in conjunction with mainstream placements. However, all young people want to improve their national qualifications to secure a positive destination such as a place at college or apprenticeship. They recognise that this is likely to be achieved outwith Panmure St Ann’s Special School.

4. Summary

- 4.1 In taking forward the proposal, The City of Edinburgh Council has the opportunity to improve the educational outcomes for young people with particular social, emotional and behavioural needs. Young people would have access to better facilities within mainstream secondary schools and opportunities for a more coherent senior phase which could incorporate, as the proposal states, college and employer partnerships. HM Inspectors agree that through utilising council wide services, The City of Edinburgh Council has the potential to devise effective, alternative individualised placements for young people who would likely have become pupils of Panmure St Ann’s Special School in the future. However, the proposal needs to state more clearly how The City of Edinburgh Council will assure current and any potential future pupils of this school that the right support will be readily available.

- 4.2 Young people and their families oppose the closure of Panmure St Ann’s Special School. In finalising the consultation report, The City of Edinburgh Council will need to offer them further reassurance that improved educational outcomes can be achieved through working in close partnership with them. Young people also seek assurance that any individualised educational plans involving alternative placements will be negotiated with them and will offer a realistic chance of improving their attendance and qualifications.

HM Inspectors
 Education Scotland
 March 2017

(2) The Council’s Response to Education Scotland

- The Act requires that the Council’s consultation report include ‘a statement of the authority’s response to Education Scotland’s report’.
- The various issues, and the Council response to them, are set out below in the order in which they appear in the Education Scotland report with references quoted being to that report.
- The Council is confident that the issues identified have either already been addressed or that all required arrangements and plans are in place to ensure that any actions which are necessary to mitigate these issues will be taken timeously. As a consequence, the Council remains confident that the educational benefits identified in the proposal will be fully realised.

Issues raised	Council response
<p>Paragraph 3.1 The educational benefits for young people who would have continued to attend after June 2017 are not yet sufficiently robust. They need a clear plan which will provide the benefits of a bespoke curriculum and</p>	<p>The remaining small number of young people at Panmure St Ann’s who would have continued to attend after June 2017 are all Christmas 2017 leavers. The young people have been kept together as a group for peer support and all will transfer to the roll of Gorgie Mills school by May 2017 receiving full time education. Their</p>

<p>ensure attendance at school improves and is sustained.</p> <p>....In taking forward this proposal, The City of Edinburgh Council needs to ensure that young people will continue to receive a high level of personal support (within a mainstream school or in Gorgie Mills School).</p>	<p>parents/carers have been fully involved in these arrangements and are keen for their children to be a broader range of appropriate academic and employability/ college preparation support. A full and comprehensive handover is taking place between Panmure St Ann's and Gorgie Mills staff to support a strong and ongoing focus on individual timetables and plans for each young person within the GIRFEC and young persons planning structures.</p> <p>Each young person will be allocated a key adult (teaching lead professional) at Gorgie Mills School. The lead professional is supported by a dedicated resource from the Council's JET programme who has built good relationships with the young people whilst at Panmure St Ann's and will continue to provide support and resources to help them move forward to achieving positive destinations.</p>
<p>Section 4</p> <p>The Council's proposal (to devise effective, alternative individualised placements for young people who would likely have become pupils of Panmure St Ann's Special School in the future) needs to state more clearly how it will assure current and any potential future pupils of this school that the right support will be readily available.</p> <p>In finalising the consultation report, The City of Edinburgh Council will need to offer them further reassurance that improved educational outcomes can be achieved through working in close partnership with them.</p> <p>Young people also seek assurance that any individualised educational plans involving alternative placements will be negotiated with them and will offer a realistic chance of improving their attendance and qualifications.</p>	<p>Young people with additional social, emotional and behavioural needs who in future still require a special school placement will be accommodated within Gorgie Mills School which continues to have spare capacity given the number of referrals of children and young people to the CMRG for placements in primary and secondary special schools for SEBN has reduced substantially.</p> <p>The Council's JET Programme will continue to provide expertise and support to young people with SEBN attending Gorgie Mills or mainstream schools as part of the Council's ongoing tailored curriculum and support approach for individual young people delivered through the individual's school and external partners according to assessed need.</p> <p>The £200K as part of the proposed Panmure St Ann's closure will be available on an annual basis and its allocation and use to mainstream secondary schools will be determined through the Inclusive Practice Review Group as reported to Committee in March 2017.</p>

**Proposed Closure of Panmure St Ann's Special School
Public consultation and Responses**

(1) Attendee Categories at the Statutory Public Consultation Meeting (6 February 2017)

Category	No.
Current Panmure St Ann's Special School staff	4
Former Panmure St Ann's Special School staff	7
Panmure St Ann's current pupil (accompanied by family members)	1 (+3)
Former Panmure St Ann's Special School pupil	1
Member of general public	1
Education Institute of Scotland(EIS) teacher trade union representative	1
Interim Executive Director, Communities and Families, City of Edinburgh Council	1
Education Scotland representative	1
Total	20

(2) Recorded Minutes of the Statutory Public Consultation Meeting

Monday 6 February 2017 6.30pm-8.30pm at Waverley Court, 4 East Market Street Edinburgh

Panel:

Independent Chair: Tom Wood
 Andy Jeffries, Acting Head of Children's Services
 Councillor Cammy Day, Convenor, Education Children and Families Committee
 Martin Vallely, Senior Manager ASL Service and Special Schools
 Maria Lloyd, Quality Improvement Manager Special Schools

Also in attendance: Mandy Shiel, Acting Head Teacher, Panmure St Ann's Special School

Introduction

Tom Wood: My job here tonight is to ensure your voices on this proposed closure are heard; public consultation does not end until 27 February 2017 and if after tonight you have more questions/ views you can write in or email us via the contact details on the Council's website – on the Consultation Hub.

Any decision to close Panmure St Ann's School would only be taken at a full Council meeting and will be considered in the light of the merits of the case which will capture all the arguments and be made available to the general public.

The format of the evening tonight is:

- Introducing Council officers and the Convenor here tonight
- A short presentation
- Thereafter the evening is yours to make your points about the pros and cons of the proposed closure.

PowerPoint presentation

Martin Vallely: I have already met staff/pupils and parents at Panmure St Ann's and acknowledge the strong feelings regarding the proposed closure.

Be assured that what has been said already and what is said tonight will inform the decision on how to take things forward.

The presentation summarises key aspects of the consultation documents (copies are available here tonight and from the Council's website).

We also acknowledge the challenging transition for the remaining learners at Panmure St Ann's at the present time and going forward.

At the end of the presentation:

Tom Wood asked the Council panel if there was anything to add before the evening moved on to questions from the audience.

Tom asked that there be one question at a time and for individuals to speak clearly so that what is said could be recorded in the minutes. Priority for questions would be given to families and their children attending the school.

Question	Answer
<p>There are hardly any referrals (for young people to go to Panmure St Ann's)</p> <p>Why has it taken 8 months for Child A to get to Panmure St Ann's and in that time he has lost schooling?</p>	<p><i>Martin Vallely:</i> I can't speak about Child A's situation tonight but very happy to look into it. There are children who have breakdowns in timetables or are excluded and sometimes it takes too long to get them back into school.</p> <p>We want to restore relationships, get them back to school or change the school as quickly as possible.</p> <p>I apologise – it is not good enough. It has been a real challenge running Panmure St Ann's with just a few pupils.</p>
<p>(The closure) It's about saving money; type of education needed is more important than finance. Why take it (Panmure St Ann's) away from children who need it? They can't control emotions etc.</p> <p>(Closing the school) is taking opportunities away from us.</p> <p>Gorgie Mills (Special School) is completely different.</p>	<p><i>Tom:</i> You have made a very important point. It is a question of quality assurance during transition.</p> <p><i>Martin:</i> Gorgie Mills and Panmure St Ann's are different and have different environments and history but both do the same job - school education for young people with Social, Emotional and Behaviour Support (SEBN) Needs to provide education provision with the breath and balance that young people are entitled to. However we don't want to rest on our laurels and want to continually improve Gorgie Mills.</p>

<p>Why not (just) improve Panmure St Ann's?</p> <p>There are not enough referrals (to keep the school going) - you have stopped them. They have been told to say this.</p>	<p><i>Tom:</i> ...a huge issue...</p> <p><i>Martin:</i> We have been reviewing this issue; over accumulating years there have been less referrals.</p> <p>A central (Communities and Families) group run by one of our depute educational psychologists makes decisions on which special school a young person will attend. I understand there was space available in the time (Child A was out of school) although he did not get back to the school until September.</p>
<p>A lot of children in mainstream need Panmure support.</p>	<p><i>Maria Lloyd:</i> Not enough referrals are coming through (for a place at Panmure)</p>
<p>How could they cope with Child A in mainstream, in a class with 30 children?</p> <p>There are two ways of handling special need cases, in a separate class or through integration.</p> <p>Special classes – the trouble is they 'label' people Integration-other parents think children with special needs are keeping their own children back.</p> <p>Hence the argument for special schooling – I am a product of it; (the Council) really needs to decide what it is trying to do.</p>	<p><i>Tom:</i> Martin would you go over integration into mainstream and what support is provided there.</p> <p><i>Martin:</i> Overall we have more places than we need in special schools (for children and young people with SEBN). We provide a range of support (for this pupil population) including special school provision.</p> <p>Provision overall is built around the needs of different schools in different communities and involves different approaches.</p> <p>All schools have capacity to provide additional support for additional needs.</p> <p>We are working with head teachers to develop different models of partnership and local support to build on young people's interests; working with each school to develop the best model (for their school and their community) and sharing best practice across schools. This includes capacity outside schools to continue to work (with pupils) on an individual basis as a stepping stone back into school if required or to access wider opportunities in the community.</p>

<p>You have made your decision (to close Panmure)</p>	<p><i>Tom:</i> The decision will be made at the end of May at full Council.</p>
<p>Where's Child A's teacher gone?</p>	<p><i>Tom:</i> Child A is an individual case – it is not appropriate to discuss this in a public meeting.</p>
<p>Martin Vallely is painting a very rosy picture.....is it easy or difficult to place Panmure pupils who asked for mainstream?</p>	<p><i>Martin:</i> Work is underway and not without challenges but we are making progress.</p> <p>Panmure will not close until August 2017 if the decision is taken to close the school.</p> <p>In the meantime, we are looking to provide the best range of options on an individual basis which needs careful planning and working on it to ensure good support is provided in mainstream schools (during transition for the remaining pupils at Panmure).</p>
<p>Mainstream are reluctant to take up some of our pupils.</p>	<p><i>Martin:</i> There has been some caution and reluctance but there is commitment and the conversation has moved on and we are working closely with mainstream schools.</p> <p>One issue is that we have never re-integrated (pupils into mainstream) in the way we are trying to do now; we have never tried to move pupils from Panmure to mainstream in the last 2 years when it has been a full time school.</p> <p>This brings its challenges and we have been learning how best to do this.</p> <p>Some young people at Panmure have not got their qualifications and it is quite hard to move them into an S4 cohort with peers in mainstream who do have qualifications.</p>
<p>A crucial role - the involvement of young people and their families' future is that it follows the GIRFEC model.</p> <p>What is the scenario when mainstream is not best (for a pupil) or Gorgie Mills?</p> <p>Panmure provided yet another strand; (closure would) shoehorn (provision) into a narrower range of possible options.</p>	<p><i>Martin:</i> Some (Panmure pupils) have transferred from the school to Gorgie Mills or mainstream; it is not a question of shoe horning; it is a delicate situation.</p> <p>Given the way numbers have fallen (at Panmure) it can't meet the needs of young people who remain; we have to deal with matters on an individual basis which is the best plan.</p>

<p>Reference is made in the consultation main document to '2005' and 'better supports' - what is the evidence it is better?</p> <p>Can we access the evidence?</p>	<p><i>Martin:</i> When work started (on reviewing the future of Panmure St Ann's Special School) the evidence included the number of children requiring places in primary SEBN which at Rowanfield Special School has fallen by 50% and there have been a number of children going back to mainstream from Rowanfield as well.</p> <p>A range of supports including Barnardo's, community support teams are working closely with (our Additional Support for Learning) ASL and Rowanfield and this has led to a reduction in demand for new places at secondary level for SEBN.</p> <p>At the same time we have started to adopt similar approaches so we have had fewer referrals from secondary mainstream for SEBN special school provision. Evidence is based on what the children and young people population is within Edinburgh and our wider approach regarding young people with SEBN.</p>
<p>Can we access this?</p>	<p><i>Martin:</i> Yes.</p> <p><i>Tom:</i> Copies of the consultation documents are at the front.</p>
<p>Gangs of 40-50 youths in North Edinburgh are causing chaos; police are retreating and social workers are toiling and you are proposing to shut resources that helped to solve that.</p>	<p><i>Andy Jeffries:</i> The main point of the proposed closure is about the educational needs of young people. The evidence for the proposal is presented quite clearly in the consultation report; outcomes are better if supported in mainstream.</p> <p>The issues in North Edinburgh are not linked to Panmure St Ann's School.</p>
<p>It is not just about education; SEBN difficulties need addressed</p>	<p><i>Andy:</i> It is seen as part of Curriculum for Excellence to meet these needs.</p>
<p>..... I am an ex-pupil from Panmure. Why is it even been considered closing Panmure? The school picked me up and made me the person I am today. Children need this (school). I am 22 years old; without Panmure I would have no</p>	<p><i>Tom:</i> Points very well made.</p> <p>It is about maintenance of quality/ transition. How can we reassure the audience about maintaining the quality of special education?</p>

<p>no mortgage, qualifications; career.</p> <p>Go in and see how they work; it's like a family; you can't buy it.</p> <p>You are taking away young people's futures if it closes; taking away the teaching skills. I am a success story for the school; I am a chef with hundreds of qualifications. Think about Child A's future.</p>	
<p>Needs to be assured (on that) by Martin Vallely.</p>	<p><i>Martin:</i> Clearly there are great successes at Panmure and no one is diminishing that.</p> <p>We want to take their learning (from the school) and make it accessible locally at the time young people need it and so do not have to wait for the 8 months we were hearing about earlier tonight.</p> <p>We recognise the importance of relationships/support working with the school on how to make it available at the right time.</p>
<p>No Panmure St Ann's employee is restricted in what they can say...../no repercussions?</p>	<p><i>Andy:</i> Say what you think. However, if about individual employment then take it (to be discussed) away from the meeting</p> <p>Andy introduced Alistair Gaw, Interim Executive Director of Communities and Families</p> <p><i>Alistair:</i> Employees are bound by the Council's Code of Conduct; it is about behaviour not the reach of the questions.</p>
<p>There are a lot of statistics (in the consultation document) about referrals, money, costs, less people at PSA.</p> <p>I think all of stats are directly engineered by the department; I worked at Panmure St Ann's School before. The drop in referrals is due to the restrictions placed on referrals. Panmure used to provide a service (before it was made into a school). It has only been a school a short time.</p> <p>Self-engineering (by the Council) of stats is very interesting. Numbers are Dept. I worked at PSA</p>	<p><i>Martin:</i> I don't have that information to hand.</p>

<p>before. Drop in referrals. Used to provide as a service</p> <p>Numbers of young people, the SEBN population is growing; receiving education in mainstream – how many?</p>	
<p>How many of these are on part-time timetables?</p> <p>What is their attendance rate?</p> <p>In secondary mainstream there is a need for really specialised services which are not going to be satisfied by part-time timetables with (additional) services from Spartans, Barnardo's etc.</p> <p>Panmure had a school roll of 48 to 54 and waiting lists for places.</p> <p>What are we doing for ASL? Not meeting needs of children with SEBN – I know (that) for a fact.</p> <p>I think the question needs to be answered before any decision on the Panmure St Ann's service. It provided a much (more) specialised service and became less specialised when it became a school.</p> <p>We must not let Child A and his family down; they need more investment in them; not farmed out to external agencies we have to pay for.</p> <p>The Panmure philosophy was based on inclusion, relationships with young people and family. And working on their SEBN needs; building relationships. We have not been able to do this since Panmure became a school.</p> <p>I want to see the statistics – for young people with severe SEBN.</p>	<p><i>Martin:</i> That information cannot be given right now; it will be gathered and included in the report to Council (in May 17).</p> <p>In the consultation document there are comparisons between Panmure attendance and outcomes and those of Craigroyston Community High school. Taking into account the social background similarities these are far better at Craigroyston.</p> <p><i>Tom:</i> The Council's website provides detail of how to write in with specific questions.</p>
<p>In 2013 Panmure became a school. (The consultation document refers to) inappropriate building etc. Why it was not decided then that it deserved the full facilities that every child in mainstream had?</p>	<p>I was not in the same position then as I am now.</p> <p>The 2013 decision to make Panmure a school I understand is that when it was recognised it was functioning as school and been treated then – a 'no mans land'. As such it was not made into a school; it was done to protect learners in getting a full time education.</p>

<p>27.5 hrs a week is Ok for mainstream but not Ok for Panmure; not enough.</p> <p>There are 100s of pupils all over secondary getting part-time education.</p>	
<p>This is a political question so for Cammy Day</p> <p>I understand the drive for inclusion where possible but for many young people with multiple deprivations cannot manage mainstream school education.</p> <p>If when (Panmure) shuts what is the political drive to help young people with more support?</p> <p>Surely (there is a) need for schools like Panmure St Ann's?</p> <p>For their self esteem - for young people unable to manage mainstream – need intensive package (of support) and that progress (we) should be measuring.</p>	<p><i>Cammy Day:</i> I am here as Convenor (of the Council's Education, Children and Families Committee) not as a political appointment.</p> <p>Our job is to consider professional opinions and take on board deputations in public meetings so we can make a balanced view. Any decision will be taken in the best interests of young people.</p> <p>I agree with the GIRFEC model. Craigryston Community High School is not going to stop young people having to go to Panmure or Gorgie Mills School. There are models in the city which are working; I am going to talk to Craigryston, young people and their families.</p> <p>At the end of it all it will be a balanced decision.</p>
<p>How is inclusion defined up area of multiple deprivations; born with limited resources?</p> <p>What are they eligible to if close Panmure?</p> <p>What about GIRFEC?</p> <p>The inclusion model is a poor model if mainstream is the only solution to raise attainment.</p> <p>...Yes, base (provision) on young people needs. Mainstream is not the only provision</p> <p>It is easy (for the Council) to skew figures. Hard facts; numbers – Martin Vallely could not provide.</p>	<p><i>Cammy:</i> Martin will provide the information requested.</p> <p>The public are entitled to give opinions before the Council take as decision.</p>
<p>(The Council has) a flawed argument</p> <p>Panmure St Ann's as the support service that it was previously before it became a school was world renowned; educators from Indonesia came to see how it operated. At that time there was consultation to turn it into a school but that was stopped for the very same reason why mainstream schooling (for SEBN) is not</p>	

<p>working. We were proved right and the Council was proved wrong.</p>	
<p>Appendix 1 of the consultation document refers to Bernard's; Children First, Paws for Progress – need to have good evidence basis (for the Council using these services). They are not under the jurisdiction of Education Scotland.</p> <p>How rigorous are PVG checks etc. on their staff? 'Appear' is not enough (evidence).</p> <p>We are not being given hard facts just generalisations without SEBN being addressed in terms of getting their full capacity under C for E.</p> <p>Decision (to close Panmure) is purely a financial consideration (by the Council).</p>	<p><i>Martin:</i> The external agency contracts have to meet the needs required and we are working in partnership with schools to provide personalised flexible frameworks within which schools can access a range of supports.</p> <p>The vast majority of needs are met within mainstream schooling and we are still providing a special school environment (where required to meet a child's needs).</p> <p>If the organisation is working in conjunction with schools then the inspection process looks at the partnership the school is working with (as part of the overall inspection process).</p> <p><i>Maria Lloyd:</i> Education Scotland does not evaluate partnerships; to make an effective timetable we have to look at other providers and the totality of educational provision (in order to meet needs)</p>
<p>The school roll at Panmure St Ann's has been decimated in the last year or two whilst Gorgie Mills Special School roll has almost stood still.</p>	<p><i>Martin:</i> We will give full explanation in the consultation outcome report (to committee in May 17.) In broad terms provision is about making sure there is a viable alternative in mainstream to that provided by Panmure St Ann's.</p> <p>Gorgie Mills is able to provide a more rounded school experience in its own right (for secondary learners with SEBN).</p> <p><i>Maria:</i> A central service decides – with head teachers and Educational Psychologists, making decisions (in the best interests of the young person) where young people go, not me or Martin.</p>
<p>Yesterday referrals; then next 2 years none?</p>	<p><i>Maria:</i> There are other central (decision making) groups (for special schools referrals for different children's needs such as) autism.</p> <p>Gorgie Mills' school roll is fairly static but the</p>

	<p>school does provide for S1-S6. In the last few years Panmure St Ann's in reality has S3 school leavers.</p>
<p>A lot of (my) colleagues work in Communities and Families and they have been told do not refer to CMRG for Panmure St Ann's School places as it is closing. Educational Welfare Officers are referring to CMRG for mental health services – told by CMRG not available.</p> <p>Where is the help and support? When it all does not work -sit at home for 8 months with no (school) provision.</p>	<p><i>Martin:</i> The length of time out of school is not acceptable; we are learning how to get a clearer picture so that there are not these delays.</p>
<p>Professionals are being told don't refer as Panmure St Ann's closing; young people are sitting at home.</p>	<p><i>Andy Jeffries:</i> No instructions have been issued (to team managers) not to refer (for places at) Panmure St Ann's. However local managers may have made their own assumptions about outcome of consultation and relayed their views to practitioners.</p>
<p>(To Cammy Day) as a former member of Panmure staff and as Cammy Day's area is North Edinburgh, young people there are disaffected (and this has affected their) ability to access education.</p> <p>Craigroyston Community High school has some good cases but it is not a panacea for what is going on in North Edinburgh.</p> <p>(To Child B and Child A) give me one important thing about Panmure St Ann's.</p> <p>....Family; one to one's; shared load and care.</p> <p>...Made a future.</p> <p>How important to have consistency?</p> <p>...I grew every day.</p> <p>What makes Panmure special to you as opposed to mainstream or Gorgie Mills?</p> <p>I started (as a pupil) at Panmure 18 months ago - got care and support not like in any other school. Got me into college and work experience. Compassion is shared. (They) did not give up on you.</p>	

<p>That's what you (the Council) have to take on in taking away Panmure; work in a holistic way- education; relationship issues; SEBN needs; need to invest in these young people and their families.</p>	
<p>(To Child B and Child A) did you feel threatened or safe at Panmure?Safe.</p>	
<p>Look at provision for young people with SEBN and how (needs) are met by mainstream.</p> <p>My role was a group worker at Panmure; my experience of group work is conversations; how you feel; what choices you have and living experience. The best results are when they (pupils) could learn from one another in a small group environment, a nurturing environment in a place that they feel safe and has trust.</p> <p>I can't see how young people with (SEBN) can receive such one to one support in a mainstream school base.</p> <p>How can you teach them to speak to their peers without assaulting them; I don't feel a lot are able to speak for themselves in classes of 30; they won't manage as well.</p>	<p><i>Martin:</i> Work is in progress on how to integrate young people with SEBN in schools and providing training to staff etc.</p> <p>The group worker aspect – smaller groups - if already in mainstream they will have built up friendships. We need to build up e.g. Peer programmes and work with other organisations so young people can interact with others besides teachers; this (approach) is part of GIRFEC, looking at key adult provision.</p> <p>Trying to gather good practice and share learning in all areas of additional needs and change/improve all the time.</p> <p>(The aim is to) take good practice and use it.</p>
<p>In Martin's presentation reference was made to £200,000 (re-investment in SEBN services). When Wellington closed it was £500,000 over 23 secondary schools. That lasted for a year.</p> <p>Last year's budget – withdrawal was proposed but after consultation that was stopped. Can you give a guarantee that the £220,000 will be annual funding?</p>	<p><i>Andy Jeffries:</i> It would be foolish to say so; we live in a democracy subject to a political process. There will be a new Council in May for this coming financial year and beyond.</p> <p>It is strategically clear that we do and need to invest and the £200,000 is part of that.</p> <p><i>Maria:</i> Also schools will hold us accountable; any budget under proposal to stop – people can feed back (on proposals).</p> <p><i>Tom:</i> How many of the audience here tonight work at Panmure or did so in the past? (Majority show of hands). That's interesting; not a typical make up of a public (consultation) meeting.</p>

<p>If you compared Panmure to Oaklands special school – would you close Oaklands?</p>	<p><i>Martin:</i> It depends on the reason; we have just been through consultation on the future of Oaklands and agreed a way forward with parents and (associated) changes to Braidburn School.</p> <p>We have to keep looking at our special schools to meet the needs of changing child populations.</p>
<p>Can you compare a child in a wheelchair to me or Child B? There should not be any difference. ...child is unclear to me or Child B – should not be different.</p>	<p><i>Martin</i> We do ask the same questions for other groups of children with additional needs in terms of providing support in mainstream for a range of additional support needs.</p>
<p>What is the figure for the cost per young person at Panmure and how is it calculated?</p>	<p><i>Martin:</i> It is costed by our Finance department and we can provide the working behind it in the report.</p>
<p>Six young people with a full staff (how many) at Panmure?</p>	<p><i>Martin:</i> Staffing is based on reduced numbers given the fall in the school roll (4 young people) : 1.4 (FTE) teacher; Acting Head Teacher; Acting Depute Head Teacher Staffing levels are worked out in line with the Council's Devolved School Management formula.</p>
<p>Not real (figures).</p>	<p><i>Martin:</i> The real figure is in terms of how much (a placement at Panmure) costs (takes account of the numbers on the school roll)</p>
<p>The school is being dissolved drip by drip.</p>	<p><i>Martin:</i> The building and operational costs take up most of the money.</p>
<p>It is a privilege to Child B; several mainstream placements have not worked out.</p> <p>I am still passionate about Panmure.</p>	
<p>It offers a nurturing environment; no mainstream school (in my opinion) can provide this in the same way.</p> <p>I like to think of a football analogy – a Celtic fan going to a Rangers game. Rangers have the best facilities in the world. A ticket is left at the Celtic (fans) end but this is not in the right place. If mainstream is not for you there needs to be something else in place although I am not</p>	

saying it has to be Panmure.	
Any future plan needs to involve parents and pupils in terms of what it looks like; what locality working needs to look like.	
<p>... (I am making) a statement - can't fail to be impressed by staff enthusiasm and the young people.</p> <p>Going forward – need to think about their needs.</p> <p>When it comes to making savings look for something more than (just) functional for them ...passion of staff - they know how it worked.</p> <p>(Comment to Cammy Day) ... think really carefully about the decision (to close Panmure).</p>	
<p>Martin is in denial; any assessment provided that does not meet the outcome desired is not worth its salt.</p> <p>I will cover with (my own) money of anyone here who will bet on Panmure being left open.</p>	<p><i>Martin:</i> What we have discussed today has reflected very similar points that parents and staff (have made) and it not lost on me.</p> <p>If the decision goes ahead these are precious things to hold onto in other ways – support; relationships which have to be there if we cannot deliver these at Panmure we need to deliver these somewhere else.</p> <p><i>Tom:</i> Quite a number of elected member reports (submitted by Council officers for approval) are not accepted; any decision made will be fully informed (by the views of all interested parties).</p>
<p>I am the last (full-time) teacher at Panmure and I have been at Panmure for a very long time. When we were first told it was closing we did a survey of staff and 80% wanted it returned to a school support service.(that it was previously before it became a school)</p> <p>The public consultation document made lots of points.</p> <p>(To Cammy Day) Is there any mileages in us meeting so was can have more time to go through the document. The document does not (in my opinion) bear (evidence of) proper scrutiny.</p>	<p><i>Cammy Day:</i> I will meet with parents and young people at Panmure.</p> <p>We need to be careful on the role of staff; I am not averse to meeting with staff without making any promise to change things.</p>
The right decision is to keep the school open; if it closes it is closing everyone's future.	<p><i>Cammy Day:</i> I appreciate (the views) of who is here tonight. I would not waste my time coming here if a</p>

	<p>proper decision is not made.</p> <p>We need to provide the best for young people and what is the best we (councillors) will need to be persuaded of in May whether it is to be Panmure or Craigoyston Community High School or other provision in the city.</p> <p>My job is to persuade Labour and the SNP and the opposition that the question is fully answered in the (May) report. I would encourage you to feed your own questions in and to make deputation at the May meeting.</p> <p>If there is a genuine case for young people (one way or the other) then that is what we should be doing.</p>
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Panmure St Ann's Proposed Closure – Public Consultation Arrangements and Responses

1. Consultation arrangements summary during statutory consultation period 6 – 27 Feb 2017

- 1.1 Panmure St Ann's Special School
- 1.2 Other Council Stakeholders
- 1.3 Gorgie Mills Special School (in capacity as affected school)
- 1.4 External Stakeholders

2. Consultation recorded outcomes

- 2.1 Panmure St Ann's pupil consultation - 17 January 2017: venue – Panmure St Ann's School
- 2.2 Panmure St Ann's parent/carer consultation - 25 January 2017: venue – Panmure St Ann's School
- 2.3 Panmure St Ann's School Staff consultation - 1 February 2017: venue – Panmure St Ann's School
- 2.4 Gorgie Mills School pupil consultation - 8 February 2017: venue - Gorgie Mills School
- 2.5 Gorgie Mills School staff consultation - 30/01/17; venue - Gorgie Mills School
- 2.6 Panmure St Ann's consultation email address – response

3. Panmure St. Ann's Special School Closure Proposal – Online Council Survey

1. Consultation arrangements during statutory consultation period 6 – 27 Feb 2017

1.1 Panmure St Ann's Special School

Consultees	Consultation Activity	Consultation Outcome
Current pupils	17 Jan 2017: consultation group discussion with 3 pupils lead by the Principal Officer, Engagement and Consultation, Communities and Families	See minutes of meeting in Appendix 4
Current school staff	1 Feb 2017: Consultation briefing with Panmure school staff	See minutes of meeting in Appendix 4
Parent/carers	25 Jan 17: Panmure School consultation briefing/meeting with parents/carers.	See minutes of meeting in Appendix 4
Trade Unions	Ongoing briefings /liaison with teaching and support staff trade unions regarding Council's proposal to close Panmure St Ann's	

1.2 Other Council Stakeholders

Consultees	Consultation activity	Consultation outcome
Other special school head teachers; special class head	6/10 Jan 17: Email to all special school /special class head teachers and ASL Service advising Panmure consultation proposals and link to consultation papers	No feedback received during consultation period

	<p>Full set of consultation documents displayed on public notice board in Scottish Collection and the Reference Library within Central Library, Edinburgh during the public consultation period</p> <p>10 -27 Feb17: Panmure St Ann's School consultation email address provided for general public comment/feedback:</p> <p>10 Jan-27 Feb 17: Paper copies of consultation document made available for telephone requests via Children's Services Business Support, Waverly Court</p>	<p>One email received 5 Feb 2017 – forwarded to senior management</p> <p>No paper copies of consultation documents requested by telephone</p>
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2. Consultation recorded outcomes

- 2.1 Panmure St. Ann's pupil consultation - 17 January 2017: venue – Panmure St Ann's School
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- 2.4 Gorgie Mills pupil consultation - 8 February 2017: venue - Gorgie Mills School
- 2.5 Gorgie Mills school staff consultation - 30/01/17; venue - Gorgie Mills School
- 2.6 Panmure St Ann's consultation email address – response

2.1 Panmure St. Ann's pupil consultation in the school 17 January 2017: venue – Panmure St Ann's School

Session facilitated by David Maguire, Principal Officer, Engagement & Involvement, Communities and Families

Participants: 3 Panmure St Ann's current pupils

We decided to meet as a group as opposed to individually – everyone was OK with that.

Introductions and explanation of purpose and nature of discussion (no 'right/wrong' answers; anonymity/confidentiality; taking notes and why; your questions/thoughts)

What are the best things about Panmure? (maybe 'What are the two best things about Panmure?')

- *It's chilled/comfortable*
- *Feel at home here*
- *The teachers and other staff are better – they are easier to get on with than at other schools*
- *It's not a skive but it is more relaxed*

- *Opportunities to do things you haven't done before (like driving a speedboat under the Forth Bridge, go-karting)*
- *The food is better than elsewhere*
- *There's smaller classes which can be good*
- *Staff will organise for you to do things you want to do at other schools if you can't do it here*
- *It's better than other schools they've been at*
- *'Panmure is our second chance'*

And is there anything that isn't so good? (maybe two things as above)

- *For one pupil it takes 45 minutes to get to and from the school, the other two are much closer*
- *Having to go elsewhere for some subjects – good that staff organise it but it can take a while to get there and back*
- *There's no gym here and a lack of facilities*

(possible prompts - what do you think about: staff, support, learning/development, building, location/travel time, other pupils, number of other pupils, subjects available, other schools you might go to instead?)

How much do you know about the proposal to close Panmure?

- *One pupil hadn't been in that much recently so didn't know that much about the specifics of when the consultation takes place etc. but all are well aware of the closure proposal*
- *One pupil said the Council wants to buildings for its staff or to sell so we have to move*
- *The pupils felt that the decision to close Panmure had already been taken and these sorts of conversations with pupils and consultations with parents should have happened a long time ago – it doesn't seem right to do it now when the place already feels like it's already winding/closing down – staff are going, even furniture is going.*

(possible prompts: How were you told about it? Is there anything more that you need to know?)

Do you know how it might affect you personally? (Do you know what will be happening next for you – leaving school, going to a different school etc.?)

- *Pupils know that they're either going to college or to different schools – they will all be in different places.*

What do you think about the idea of closing Panmure? (Do you agree/disagree with it? Are you unsure about it?)

- *Is there anything that concerns or worries you about it?*
- *Is there anything that you think might be better for you if it closes?*
- *All three were against the idea – if not for themselves, then for future pupils - they feel that they've been lucky to have Panmure and that others could have a similar experience in future*
- *One did say that there would be more subjects in his new school; he's been there and knows some of the pupils there so isn't worried about going*

Is there anything else you'd like to say about Panmure or about the proposal to close it?

- *Nothing – all already covered.*

2.2 Consultation meeting with Parents and Carers - 25 January 2017: venue – Panmure St Ann's School

Present: 5 parents/carers; Martin Vallely, Senior Manager, ASL Service and Special Schools; Mandy Shiel, Acting Head Teacher, Panmure St Ann's School

Parent –We want to hear the truth –Not propaganda
MV- Referrals have been falling for Panmure

Parent –That's because it's difficult to get your young person in here, my child was out of school for over a year before getting a place here. The Ed Psych at Tynecastle backed us up saying our child could not cope in a mainstream environment.

MV – It's not acceptable for any child to be out of school for that long. We don't have the numbers coming to CMRG for Panmure

Parent –But there are still children who need it

Parent –Schools are toiling for facilities for excluded children

MV –No exclusions have gone down significantly – I do agree it is not acceptable for children to be out of school for long periods of time

Parent –My child was

Parent –You are forcing the issuing by closing it down before consultation

Parent –You are trying to keep kids in mainstream due to cost

MV-No exclusion rates have gone down along with referrals to Panmure

Parent -Disruptive children in mainstream school affects other kids taking the education away from that class, Panmure is designed to help those disruptive children to learn, helps to educate them and educate others

MV -Don't want to take away anything that's needed

Parent –this intensive support is needed as it has experienced staff –just selling Panmure as it is in a prime location –it is a valuable property and you can sell it as somethings else

MV-Not a Prime location

Parent –You close this place down what is there for our children?

Parent –Taking it away from personalities and facilities what about the other young people who need this place, closing here will disrupt the education of 100's of other young people

MV- This facility is no longer required, no longer provides good quality education

Parent -There are lots of kids who need a Special Ed provision

Parent –Mainstream school can't cope with kids disrupting classes in one school I know kids who disrupt a class get sent out to sit in a chair in the corridor-when this happens it's difficult to catch up with the work they've missed, lots of different subjects is difficult for them.

Parent –Mainstream employ teachers to educate children what Panmure does is re-educate them and help with social skills as well as academic.

Parent –What's currently left at Panmure?...so many staff have left due to the proposed closure staff who have lots of great skills, staff who are a Jack of all trades

Parent –Teachers in mainstream can't cope. How can a child cope who has a disability in mainstream for example a child with MS

Parent –Being disruptive is a form of disability-they can't cope with everyday things

MV –We do manage disability in mainstream –mainstream make adaptations to suit the needs

Parent –the adaptations mainstream does make, singles the young person out –other kids asking how come he/she gets that and I don't.

MV –We are supporting mainstream schools to offer a range of opportunities for all young people

Parent – That's exactly what Panmure offer-opportunities we can give 2 examples where mainstream schools are not providing the best opportunities for young people. My grandson is not even allowed to go to tutor group because he has to follow a process that is taking forever.

MV-I will contact the schools you are talking about to get increased support

Parent-My grandson had just finished his PE in the mainstream school and was chatting with his friends when he was asked where Gary was –he replied saying outside and the member of staff said well you better get to him then.

MV –We need to have a conversation about moving this on

Parent –Our son is experienced high in mainstream. He is lucky now as he has a college place but when I asked him if he was happy to be leaving Panmure he replied "Not really I am actually going to miss it" He is adamant he is not going to Gorgie Mills he feels there are too many drug situations there. Panmure have helped him with work experience opportunities –he is great when working with older people. Panmure have supported him to always have something in place. He has just started college and I hope he will be successful there.

Parent –Your son has been successful at Panmure because it's not like a school environment.

Parent –All our son's successes are because of Panmure.

Parent –Not everyone is academic – Panmure prepares them for fitting into society

Parent –It may not be a top class education place but it is better than no education that they would be getting if they were in mainstream education.

MV –Research says that outcomes are better for those who stay in mainstream

Parent –Mainstream school, private education, 1:1 tutor etc education wise is the way to go but if mainstream isn't working or the young person feels alienated it doesn't matter what you do it won't and can't change how the young person feels. If you have a dragon as a teacher you won't be educated [parent explained own school situation with a teacher and how he missed out on an English qualification due to this]

MV-Mainstream schools are changing

Parent –It doesn't matter how you change the school if someone can't cope they can't cope

Parent –I attended a Special ed school in Lancashire even that didn't work for me –some people just can't cope with a school environment –just get picked on and singled out. I have made my mind up this meeting is a waste of time

MV -Council made the proposal.

Parent –Okay but you have manipulated it to be closed down by running it down, no staff, no kids

MV –The council make the final decision

Parent –It's going, it's all about telling lies, slowly taken away kids and staff, all great teachers who have brought my son on leaps and bounds but because of the closure they have had to find other jobs. This has disrupted my son's education 100%. He has come on better with his learning in how to cope with other people, situations and life. This whole thing is about sod the kids, sod everyone. MV will get a bonus for saving the council money meanwhile our kids and staff have had to leave here. They are running the place down so it's not viable

MV –We want to get things right for all kids in mainstream

Parent –If you want to do that you need get Social workers, support workers and experienced teachers. All teachers in mainstream want is a class of 30 kids who want to learn they are not interested in the others. It is frustrating not to be able to educate a child I get that if they do place more focus on the child who doesn't want to learn what happens to the other 29 in the class

MV –Where a teacher can't meet the needs the can be supported through support for learning

Parent –Yeh or get sent to Base for 3 days

Parent –You ask any mainstream teacher in secondary what their main problem is and they will say disruptive kids –what can you do about them they will say nothing

Parent –Yeh that's when they are told just to sit outside the door for the rest of the time

MV -I would expect some proportionate responses to disruptive behaviour. Schools do have systems in place to deal with this

Parent – How long should something go on for? I have a grandson at Craigmount and he was stuck outside a class

MV –Systems in school look at why the child is being disruptive –the guidance teacher normally finds out why.

Parent –Some Guidance staff do this –they can support 1 or 2 properly but there are so many children in mainstream it's hard to support them all.

Parent –Mainstream does not work for all kids –invest money in this system [Panmure], this system re-educates to be able to cope with life, they can't cope in mainstream it doesn't matter what you do in mainstream –some children can't cope

MV -Need to provide a response to individuals who need a different environment but they don't need to leave the provision as this won't give them the appropriate valuable education

Parent –This is the biggest load of xxxx [excuse my language] –We need to do this, that and the other –clearly what is in place is here at Panmure at the moment for those children not coping in mainstream

MV – I understand that is what you feel

Parent -In mainstream it doesn't work –you want to shut down something that does work for something that doesn't work or needs improved

Parent –This school works

Parent –Even using Panmure as a respite.

Parent -The council manipulates numbers of kids have –telling mainstream to keep them in

Parent –It was the same as Drumbrae not enough kids –now a nursing home –now got to build extensions onto other schools and there are increasing numbers of children in Edinburgh therefore an increase in children requiring support.

Parent - I know there are kids in mainstream sitting quietly struggling or not attending because of anxiety. I could come back with 20-30 kids that would benefit from these facilities instead of being kept in mainstream in an environment where they don't feel comfortable and will never feel comfortable

MV –We are seeing fewer referrals in Primary and S1

Parent –Still have the same numbers in school being bullied this is all just down to costs

Parent – Panmure offers structure and social acceptance they can cope in this environment where it falls down is in mainstream, it's like when someone comes out of prison and they are trying to get a job but no-one wants to employ them –why not they have done their time –paid their consequence. Because our kids have been here they are more able to cope in mainstream.

Parent -This is an education facility that mainstream can't provide however mainstream don't want our kids. My son is having to be escorted back and forward to class this is not ideal and is socially unacceptable

Parent –We were told this is a social and emotional school who could support concerns in this area I know there are kids out there who are cutting, crying who are not strong enough to speak out in mainstream –this provision would be great for them, even use Panmure as respite.

Parent –What about every child that has been through Panmure –what about their successes

Parent –The council aren't bothered they just want to manage their budget –they don't care

Parent –Our children are approaching the end of their school careers but by the time something is in place it will be too late

Parent –My grandson is not stupid

Parent –Neither is mine

MV –Both your sons have the right to stay onto mainstream

Parent –What if that doesn't work –there is Gorgie Mills

Parent –It's all bloody nutters in there who teachers spend their time chasing them around

Parent –I heard there was a boy with a knife at Gorgie, my son said they all smoke dope outside the school

Parent –This is not something we want our children to do

MV –I would expect the school to be doing something about this

Parent –My son was told by Castlebrae that he couldn't go back and as a teacher it was one of the worst experiences they had ever had having him in school. He was only running about the corridors with his friends. My son will not go back to a mainstream school.

MV –We are trying to make the right plans for the future

Parent –I bet your kids don't have special needs –you don't know what this school does for our kids

MV –We want to get it right for the kids

Parent –You need to invest money in this place or another building

Parent –I believe you can't sell this building as its been donated

MV –I am not sure what the plans are

Parent -You should know –you are closing the facility down –you surely know what you are going to use the money for?

MV –We are effectively tenants its part of the whole council estate we will be looking at the best use of the property. I would be wasting my time looking into that-that is the estate management job

Parent –You are responsible for school education for children who have ASN –you are just shifting the problem to other services in other places –looking at mainstream that doesn't work at Panmure they are all the same community they don't stick out like a sore thumb like they do in mainstream

Parent –My son is being singled out in mainstream by being escorted to class he may as well be in handcuffs! This is all about money –Trams, Edinburgh wanting tourists, my food bin not

being collected, tattoo etc where does all this money go to –we don't see it –council couldn't run a piss up in a brewery

MV –We have built new schools

Parent –Where?

MV –Gracemount/Craigmount

Parent –Half the school was sold off to a private housing development –Craigmount was built in its old playing fields!

MV –The council has modified schools too

Parent –Forrester building houses there –houses people can't afford

Parent –they can build on green spaces when it suits them

Parent –And here we are they are closing down a good school

MV –This school is no longer needed we don't need to keep it open if it is no longer needed we have Gorgie Mills

Parent –Gorgie Mills is like a borstal my son will not go to it.

Parent –Mandy has knocked her pan in to support these children into a mainstream setting but it's not the same –yes in an ideal world but they don't have the facilities to support our children

MV –What are the right facilities?

Parent –Get teachers trained properly to stop children feeling victimised at Tynecastle we were judged before we even went into the school, he's like that because his parent's are like that, they have no clue how to deal with our children we used to get calls every day saying he was crying in the toilets or he had run out of school

MV –I understand

Parent – It is impossible for mainstreams to manage the support we have had from Panmure, Panmure has been great we can talk to them –get advice –look at solutions-my son has advanced massively since being here and we are trying our best at home

Parent –This is all a cost cutting exercise –previous years they had to save 47 million –they cut school milk, public libraries etc

Parent –Yeh but they managed to build themselves a beautiful new office building –what cuts what sacrifices have the council made, it doesn't matter about kids or parents –Our roads are like Beirut –smaller countries have better roads than ours -20 mile an hour speed limit –all to make money –Speed cameras etc

Parent –Going back to Panmure all the staff are amazing here and most have left, my sons whole routine has gone he is back to where he was 18months ago –here being taken away is all about saving money

Parent –you shouldn't be saving money you should be giving parents and kids hope -18 months ago he had no hope coming here gave us hope –he now attends college –work experience-gets up early comes into school on the bus –he is getting a good education

MV -We are looking at the money that costs to run this building and putting it into direct support for the child.

Parent –But mainstream cannot provide what Panmure does!

MV –It can provide more opportunities like ...”My Adventure”

Parent –Where is that happening? We were told that we don’t have facilities to educate a child like (pupil), this was from Primary onwards. A teacher can teach a child who wants to be taught but can’t teach a child in an environment where they don’t feel comfortable.

MV –A programme of support in mainstream was started in primary schools 5 years ago.

Parent –Well (pupil) and (pupil) would have been in Primary then –the only proper educational support (pupil) got was from here! The Edinburgh education department is not fit for purpose. Its not supporting the young people who struggle in mainstream education –you are not doing your job –you should resign.

MV –I know that mainstream education needs to get better and we need to take learning from Panmure into mainstream.

Parent -Schools are all working differently some chuck the kids out of class to sit in a corridor –some are doing very little to support the child –I know from current experience –Being kicked out of class is no form of education

MV - I do agree there are some children who won’t cope with a full day in school and we need to provide them with something

Parent –You have that here!

Parent –Panmure does offer kids a range of opportunities eg Bike maintenance etc

Parent –This is a safe place for them, they don’t feel safe in mainstream

Parent –I agree mainstream does not work –why are you taking this away! Imagine if you were a Celtic fan going to a Rangers game and it has the best facility toilet, police, food etc. but there is only one seat left and it is at the Rangers end –how would that make you feel throughout the game?!! – that’s how our children feel in mainstream .

Parent –You have good dedicated staff and workers here who have been manipulated –I am going to write to the papers-you are ruining our children’s education all to save money –Do you feel proud? My son was never accepted at Tynecastle – they treated him like a piece of shit –all the mainstream schools he has attended have –look at the one now he has to be chaperoned around –he doesn’t like that! –he feels safe, secure and wanted in Panmure
MV-Is there anything I can do to support (pupil)?

Parent –Is there a viable future for here given that it looks like you have made your mind up already?

MV-Your views have been noted and there is a public meeting on 6th of Feb –you will get a chance to speak to Education Scotland individually at the beginning of March. The council will make a decision about the closure.

2.3 Panmure St Ann's School staff consultation - 1 February 2017: venue – Panmure St Ann's School

Present: Martin Vallely (MV); Council Human Resources representatives x2 (HR); Mandy Shiel (Acting Head Teacher); 5 members of current school staff (STAFF)

MV –This meeting of part of the formal consultation procedure; there is a public consultation on 6/12/17 at 6pm at Waverley Court, this has been advertised on the council website, in the local newspaper and it has been networked through school and community councils.

Over the last 5 years we have been trying to bring about a new approach to support SEBN children in mainstream schools through the support of Barnardos, ASL Services etc, working in partnership looking at factors which require special support in mainstream schools-I acknowledge there will be some children who will be exceptions to this kind of support and will require something else.

We are keen to maintain opportunities in mainstream and research has shown that young people have better outcomes in mainstream. I also understand that some children do still require a special school place.

At Rowanfield the roll has reduced from 56 -30 children who require a special school provision this is due to the work currently going on in the Primary sector. We are now seeing a knock on effect of this in secondary schools with fewer children in S1 requiring an SEBN provision. Also early support being identified and put in place in secondary is reducing the demand for SEBN provision.

There are of course budget pressures too we need to look at services that meet current and future demands –we need to look at the correct provision and work within the resources the council already has. The Panmure closure will help the savings required to be made.

We believe this can be done by meeting the young peoples' needs at Gorgie Mills and in mainstream. Going forward we only need 1 SEBN school.

Gorgie Mills is a purpose built property with a wider range of facilities and that is why the proposal is to close Panmure at this time.

There is a small number of learners left in Panmure and staff are actively looking at supporting those learners in alternative provisions.

The feedback from Parents/Carers and Children placed a great deal of value on Panmure staff and the work that they do here.

It's the bigger strategic and financial changes which leads us to where we are today.

STAFF – Glad you brought up the financial situation; this is very honest of you instead of trying to justify the closure for another reason. The proposal to close the school is deeply flawed, there are so many arguments against what has been written. The consultation still has a while to run; parents and kids are against the closure. When you question that there is a need for Panmure –there is a huge demand! Across the North and South of Edinburgh there are umpteen kids never at school-we know the reality from other staff who work in these

areas. We also have first hand experience of mainstream schools unwilling to accommodate our young people. In mainstream kids are put on a reduced timetable, this is not dealing with the SEBN nature of the young people – mainstream schools mask their Seemis statistics to make it look like the children are attending when they are not!

Teachers who have left here are telling us that there is a vast number of children in mainstream schools on reduced timetables. Mainstream schools are coming up with figures to mask how children are being taught in school.

This is a short term saving but in the long term it's not dealing with the SEBN. It can't be supporting the 4 capacities of the Curriculum for Excellence leaving children out there with families who are not stable, suffering domestic abuse or in jail. It will cost the tax payer more in the future. This is a short term experiment and cut! The system does not work for our kids.

Other councils seem to get it better and have provision to suit the needs of SEBN children. For example, there is Newlands College in Glasgow which sounds like it works very similarly to how Panmure used to work with referrals being made directly from the school.

The CMRG process has stopped referrals being made to Panmure even when the children, parents and professionals stated it was the best option for them. There are plenty of kids out there who need this provision.

STAFF – I agree with a lot that (staff) has just expressed. The CMRG clogged up the referral system. We used to have a waiting list for the leavers course when schools were able to self refer. This is also a lot to do with Finance when schools could refer directly to Panmure the young person would stay on their school roll and the school would still get the money for them, this was very convenient for the school as the young person was no longer troublesome on their premises but they still got the money for that child however with the new referral process the school would no longer get the income so they were loathed to refer kids.

On a slightly different view this building was never fit for purpose and was unlikely to be sustainable in the long term due to basic services, facilities the young people don't even have a playground or specific work rooms for practical skills –having to transport the young people to the appropriate facilities it is inevitable that the provision will be deemed to be inadequate. There will be a need for an organisation in the future to support young people who will NOT go to mainstream education due to its culture and the fact that it is a big institution. What do you do with the young person then?

You do need somewhere to serve these young people which is a radically different environment to allow them to still leave and move into employment. It needs to be an environment that is more suitable for fragile, troubled and problematic behaviour. We need a provision for young people who simply will not go to school even on a reduced timetable.

MV – I agree that we should make this available in localities looking at an inclusive provision. We need to consider what works, what are the gaps, how to strengthen opportunities for young people in the school environment. We also need to look at the obstacles in mainstream –look at the flexibility of the curriculum offered in mainstream.

STAFF – When Panmure was a school support centre it worked perfectly fine. The staff raised numerous concerns when it was to be turned into a school, lack of playground, supervision at breaks and lunch, timetable in the afternoon these concerns are now being used as part of the proposals for the closure-the exact same reasons staff gave when it was being turned into a school. We explained that the kids wouldn't come here all day but we were told to be creative for the rest of the day they were require to attend. To be told to be creative and design a curriculum is a scandal. The local authority now using the same reasons to close us down as they did to open us as a school is a scandal for both the staff and the students. The previous provision was valued across the city-people came here to see how things worked from all over Scotland and Europe. A team of people came from Estonia to look at our good practice. Then we were told we had to change. The local authority wanted to change a world renowned service. Since turning into a school, month after month the resource has become more shambolic due to resources not being good enough.

The local authority has taken a well run place and closed it down. Is this the shortest lived school in Scottish History? I realise that the reasons for doing so are financial.

STAFF- I hope that in 3/4/5years down the line the LA are not sitting looking into ideas to support young people not accessing mainstream education. This school has never been fit for purpose and why it was allowed to continue as a school –it must have been closed in record time!

STAFF – If this happened in mainstream it would be absolutely scandalous! All the concerns raised by staff previously have been thrown back in our face.

STAFF- I agree with At one time we had as many as 50 young people in the building who we had to try and timetable/entertain with no PE/HE/CDT, a lack of outdoor space. We were also told we were in the centre of Edinburgh and to be creative but to be fair we are not in the best part of Edinburgh which also brought its challenges. I have been involved in creating a timetable which to be fair with no facilities was like trying to fit a square peg into a round hole. We did try and use mainstream schools but they were not particularly helpful, there were lots of different issues. It is frustrating when the proposal to close us is all the reasons staff gave in the first place as to why it wouldn't work.

STAFF – (a member of staff) was told yesterday that the place was getting shut down a week on Friday [10/2/17] and that all of us would be going to the ASL services. It is an abhorrent way to treat staff; (Senior management) sat and spoke to 3 different members of staff that day and said something completely different to the 3rd –First 2 were told absolute rubbish – (Senior management) has known the long term plan all along!

MV – The school can't close until a decision has been made by the Council –we do have a duty of care to staff –options for the future have to run in parallel to some degree with what is happening at the moment. Staff need to be given time to make appropriate decisions.

STAFF – Just being given 10 days to make decisions is not acceptable

STAFF- We have just been told and entirely different process about what is going to happen – its beggar's belief being told you are to be out the building by next week –this leaves me with no trust in any management.

STAFF – So is not true that we won't be moving out next week?

MV – If the young people are moving on, we need to ensure the right support follows them. The school cannot close until the process is complete.

STAFF – So what you are saying is that we can be used as a virtual school?

MV – Any school where the numbers fall needs to look at its staffing its position.

STAFF – Our numbers were manufactured to fall as the referrals to us were stopped.

STAFF – We had our water coolers removed today!

HR – The decision for a closure of the school has not been made

STAFF –We were told to close our doors next Friday! The building will obviously still be here but we were told staff wouldn't be needed if no students were in the building

STAFF –We are human beings what happened here yesterday is beyond belief. What is HR's take on all of this?

HR –Martin can raise this with (his colleague). There maybe opportunities for a solution and a person may be able to move but I can't make assumptions about a conversation that took place that I wasn't a part of.

STAFF –WE were told to pack up study books, jotters etc ...my worry about this is what if the consultation process says NO Panmure is not closing?

STAFF –How much will this cost? Surely Senior Management and HR, their first duty of care is to their employees – The mental stress that staff have been put through –feeling like the local authority has been making this up as they go along!

STAFF-I am really concerned as I only work 2 days a week and it doesn't really feel that any process is being followed.

HR–I can see where the stress is coming from – a service being created into a school another decision which was made by the Council. It would have been easier to justify in different circumstances. There is an obligation from HR to work out options for all if it is to close. I think what is lacking is clear communication. I can hear concerns being raised by staff who have raised concerns before but not felt listened too.

STAFF –We know what the plans are for this building-we have seen architects and builders plans –with where things are going to go etc

MV-There are people who are interested in the use of this building. Things should not be being removed at this time and I will share that with others following this meeting.

We don't want a situation where we don't have learners and pretend nothing has changed. We need to take due care of the views of staff.

People make best decisions at the time and due to the circumstances.

This is an establishment with shortcomings we have to make the best use of the facilities. Gorgie Mills can offer more opportunities than Panmure. Equally the comments that have been made re part-time timetables is not acceptable when we are trying to nurture our young people who are finding mainstream a challenge.

We need to allow your input at the HT Inclusive practice group as we don't want to lose anything that has been learnt at Panmure. The probability against the decision to close Panmure being overturned is subject to scrutiny by HMIE and this may lead to other decisions being made.

STAFF – I really worry about the teenagers of today as CLD aren't working with them as much –they are roaming the streets and becoming feral. The benefits Panmure gave to the kids will be forgotten some CLD places don't want to work with really challenging kids and if we don't have Panmure it's going to be really difficult.

MV – We need to look at Hubs in localities –things that are available more locally alongside the schools –what curriculum can be accessed providing more flexible and suitable ways to support the young people. It is not that what happens here isn't valued, We need to look at how we make it more accessible.

STAFF –Worry for staff in the SEBN sector as the people who were involved with turning Panmure into a school, the people who pushed through the agenda are still in the department and we have to put our trust in the same staff to take their judgement which is severely flawed –going to struggle to get behind them changing the service again when they were told our reasons for not changing it initially and they are the ones who are using the same reasons to shut us! The consultation process to change from a service to a school was closed –with no explanation why?

MV – The reason the consultation was stopped was because in effect it was already a school and it just needed a more formal recognition that it was a school-we had to deal with the issue that although they were attending Panmure they were not attending their mainstream school.

STAFF –Panmure maybe considered to be a school “maybe” does not seem a relevant term to allow a consultation to stop. Can we see the documentation which explains this reason? In the current documentation for the proposal to close Panmure it mentions a piece of research which explains that outcomes are better for young people in mainstream –I have read that research and it does not bear any scrutiny however there is plenty peer research which explains the benefits of SEBN provisions and other local authorities seem to be buying into this –look at Glasgow and the establishment of their Newlands college. I still think it's very worrying that this whole process is being driven by people whose judgement is totally flawed.

MV – We have been looking at how best we manage special schools provision better in Edinburgh. We have recently had a consultation on a proposed merger for another 2 schools, we consulted with staff, parents and partners and the decision from this took a different course. There is a general commitment by the Council to make the best decisions for our children going forward. In relation to SEBN there are a group of Head Teachers from mainstream looking into best practice in supporting young people to stay in mainstream. This closure was based around financial decisions, made over a year ago. We cannot operate 2 SEBN schools which are not fully utilised. Panmure is severely compromised and I do believe that this is for the best but I also accept how painful this is for staff.

We need to take the learning from Panmure and invest it into future provisions. It must be deeply frustrating for staff to have been proved right over all their concerns and now be told that the service is due for closure.

STAFF – It was the Council that created a failing school they have manipulated the numbers of referrals from 50+ to 3!

STAFF– I know colleagues who have presented papers to the CMRG process making it very clear that Panmure was the right place for the young person but they were diverted back to the school or elsewhere –this has been happening for the past 2½ years. This has allowed the statistics to run in favour of the closure, reducing the kids and staff.

STAFF – Manipulated; Kids are being failed by the Council.

STAFF –What’s the point in having an open meeting with so few kids left –this closure has been manufactured.

MV-I am not involved in the CMRG –I do know that they look to see if all steps have been taken by mainstream to support the young person and if not they offer further support and advice; if an SEBN provision is required Gorgie Mills do have spaces.

STAFF- Referrals to Gorgie Mills should have reduced also?!

MV-They have had a reduced rate of referrals

STAFF – Children and Families should be framing support around GIRFEC is that not what should be driving decisions not the senior management at the Council and their needs! Students, families want to go to Panmure, it goes to CMRG and they say no, that is failing GIRFEC if everyone agrees at a planning meeting Panmure is the best option then it should go ahead. CMRG is being used as a political tool to make and support decisions higher up.

HR –I hope that you get a decision to confirm a date for the closure to prevent further stress for staff. If there is anything I can do to support everyone at this time, please get in contact with me.

MS – I think we should bring this meeting to a close now.

2.4 Gorgie Mills School pupil consultation – 8 February 2017: venue – Gorgie Mills

Session facilitated by David Maguire, Principal Officer, Engagement & Involvement, Communities and Families

Participants: 6 current Gorgie Mills pupils.

We decided to meet as a group as opposed to individually – everyone was OK with that.

Introductions and explanation of purpose and nature of discussion
(no ‘right/wrong’ answers; anonymity/confidentiality; taking notes and why; your questions/thoughts)

What are the best things about Gorgie Mills?

- *The staff*
- *The base – it's the calmest place in the school*
- *Good relationships with staff – they care about you, you can trust them, they look out for you, they support you and treat you well*
- *Learning – maths (not everyone agreed!)*
- *Activities such as football, bikes, horse-riding, beauty room and trips – e.g. to LaserQuest and to Aviemore for a residential*
- *'Staff suggested I change class when I wasn't getting on well in one class and they knew that I knew someone in another one and would get on better there – the move has worked really well and shows they care about us. My work's better because of the move'*

If you were to rate it out of 10 (where 10 is the best), what score would you give it?

Three 10s, one 9.5 and two 8s

And is there anything that isn't so good?

- *Sometimes some pupils' behaviour can be a problem – some graffiti, broken equipment*
- *Food not as good as it used to be*

If pupils were to come here from Panmure, how welcoming would they find it? (How welcoming did you find it when you first came here?)

- *Heard a lot of scary stuff before I came here – it has a bad reputation but as soon as I got here, I realised it wasn't like that at all*
- *The staff go out of their way to make you feel welcome*
- *One pupil had been at Panmure and Gorgie Mills and was able to compare the two schools– 'Gorgie Mills is better – there's more people, more to do, it's calmer, it's a better school'*

Do you have any concerns or worries about what might happen if Panmure closes? Do you think it would affect you?

- *No concerns or worries about Panmure pupils coming to Gorgie Mills and general feeling that they would be welcomed and would get on well*
- *Some concern that Gorgie Mills might be next to close – one pupil asked, 'are we next?'*

Would you go back to a mainstream school if you had the opportunity?

- *Wouldn't want to go back – 'I would be in trouble right away, there would be too many people and you would have to prove yourself and get into fights. Here you don't have to.'*
- *There's more support here – didn't get that in mainstream.*

2.5 Gorgie Mills School staff consultation – 30/01/17; venue – Gorgie Mills

- Q** With Wellington and Panmure closing, what support would we be getting to deal with the higher tariff pupils from there?
- A** The plan is to join up support more effectively for young people and Social Work will provide the support that is necessary.

- Q** When Wellington closed, the Intensive Support Base was staffed with group workers and staff were CALMS trained. This is no longer the case.
- A** Gorgie Mills staff can influence intervention training. There are increased alternatives e.g. outreach and packages.
- Q** There is no access to Education Welfare Officer as there is no Family Support Team.
- A** Non-attending is not the criteria for special school placement. The aim is to support these pupils in mainstream with additional provision eg Early Intervention, Social Work Practice Team. Also, additional support will be put in where required.
- Q** There was an impact when Wellington School closed. Could this happen again with Panmure?
- A** Pupils at Panmure: This type of pupils are now maintained in mainstream. We should not see a future change to the profile of pupils in school.
- Q** There is a high level stress due to pupil behaviour every day. There will be increased pressure with higher tariff children.
- A** That was a result of changes in the pupil cohort due to Wellington closing. Panmure won't have the same impact. If there are high levels of stress, we need to work with Gorgie Mills staff to address how this can be managed.
- Q** Is there still a place for Gorgie Mills School in education or should it be all mainstream?
- A** Yes: long-term we cannot predict levels of need. Yes, there is still a place, but we should also look at developing ways for young people to work flexibly in the community and work experience.
- Q** Mainstream are keeping a lot of the children who would have been referred to us. Pupils now attending show a shift towards increased violence and inability to cope. Some pupils are not coping in school.
- A** We need to be more ambitious in outreach, making it as extensive and rich as possible, and we need to have a conversation with HMIE to make sure guidelines (e.g. hours of schooling) are met.
- Q** College and alternative placements of packages are supported by the Family Support Team. Without this it is difficult to maintain the placement.
- A** We need to look at service providers and all relevant partners to see how this could be improved/best supported. Terri Dwyer (HT Gorgie Mills) is involved in working with Head Office regarding strategic planning.
- Q** Will there be funding from Panmure to support improvement in how we support pupils?
- A** Yes, but we also need to look at resources available eg how we work with YPS, Social Work and third parties – e.g. JET and RUTS – to extend opportunities.

Staff letter (from 3 staff unable to attend the meeting) handed in at Gorgie Mills School staff consultation meeting:

Dear Mr Vallely

Unfortunately we are unable to stay for the meeting today Monday 30th January but would like to share some concerns surrounding the closure of Panmure School. When Wellington School was closed we were assured the impact on Gorgie Mills would be minimal and initially it was.

There were trained staff put in place who were able to interview and restrain if required and this was working, however the staff were later redeployed and not replaced which left a big gap in the intensive support base. The children who would normally have been referred to Wellington School are now being kept here at Gorgie Mills but without the support.

The removal of our family support team has impacted majorly on the school and the families as this was our link between school and home which was a vital resource. Since their removal our attendance has dropped and the lack of EWO intervention leaves us with a very poor record. Our concern is we will be the only SEBN school in Edinburgh and may not be equipped with the resources to meet the needs of the children.

2.6 Panmure St Ann's consultation email address

Email received on the Panmure St Ann's consultation email in box:

'Hello - Having been plagued by some unsavoury teenagers where I live I know a few that have gone on to get help from here.

Why would you close this service?! It's offering people a chance! They can make something of themselves.

I think it's a disgrace that you are even thinking of closing the place!!'

3. Panmure St. Ann's Special School Closure Proposal – Online Council Survey

As part of the overall consultation on the proposal to close Panmure St. Ann's, a short online survey was devised. The survey was open Tuesday 10 January to Monday 27 February 2017. 40 responses were received in total.

Respondents were initially asked to identify the capacity they were responding in from the list below:

*I am responding to this consultation as a:
(Please tick as many as apply)*

Response option	Number of respondents
Parent or carer of a pupil at Panmure St. Ann's Special School	0
Parent or carer of a pupil at Gorgie Mills Special School	0
Parent or carer of a pupil at another secondary school	7
Parent or carer of a pupil at another primary school	9
Other interested person (if possible, please say more about your interest in Panmure St. Ann's)	30

Those that selected '*other interested person*' were:

Children's Panel member	11
Former member of staff at Panmure St. Ann's	5
Secondary school teacher	3
'Work in education'	2
Worked with and supported the school over years	2
Current member of staff at Panmure St. Ann's	1
'Previously worked professionally with pupils, staff / supported ex-pupils'	1
Youth worker	1
Staff member of national charity working with pupils across country	1
Local resident	1
Former pupil of mainstream school with 'Panmure schooled individuals'	1

Respondents were asked to respond to four statements:

Please say how much you agree or disagree with the following statements about the closure proposal:

Statement	Agree*	Neither agree nor disagree	Disagree**
The reduced school roll at Panmure St. Ann's means it will no longer be viable as a school in future.	2 (5%***)	3 (8%)	35 (88%)
The remaining pupils at Panmure St. Ann's will have access to a broader range of courses and improved learning opportunities in mainstream schools or at Gorgie Mills Special School.	2 (5%)	7 (18%)	31 (78%)
Future pupils with social, emotional and behavioural support needs will benefit from an increased range of learning and personal and social development opportunities within suitable alternative schools in Edinburgh.	0	3 (8%)	37 (93%)
Panmure St. Ann's should close at the end of the current year i.e. June 2017.	1 (3%)	0	39 (98%)

- *a combination of 'strongly agree' and 'agree'
- ** a combination of 'disagree' and 'strongly disagree'
- *** percentages may not add up to 100 due to rounding

Finally, respondents were asked:

Is there anything you would like to say about Panmure St. Ann's Special School or any aspect of the Council's closure proposal?

There were 33 free text responses, with the following most frequently occurring themes and issues (with the number expressing them in brackets):

- Panmure is unique/an excellent resource/an invaluable support/a 'saviour' of many young people (12)
- Numbers are low because of a lack of referrals/pupils haven't been referred there/ a deliberate policy of running down numbers with some suggestions that this is to save on costs (11)
- Mainstream schools are not able to support this pupil group/pupils wouldn't cope in mainstream/mainstream can't provide the holistic support needed (8)
- Not enough alternative provision/lack of specialist places elsewhere (2)
- Panel members are told that there isn't enough specialist support so it doesn't make sense to close Panmure (2)
- The more options social workers have, the better care plans they can produce (2)

Some quotes:

- *The bigger the proposed school, the bigger the problems that are likely to ensue. The kind of youngsters that attend Panmure St Ann's need the smaller setting and good dedicated staff. This proposal smacks of a cost-saving exercise to the detriment of the very ones who need more intensive help. If yet another facility closes, it will make social workers job even more difficult that it is currently is.*
- *Panmure, and the girls group in particular, is a unique resource in Edinburgh. These are not young people that can cope in mainstream education, which is why they are at Panmure in the first place. Putting many back in mainstream sets them up to fail while disrupting others. Gorgie Mills does good work but its target is younger children with significant needs. Putting the two groups together sounds a recipe for disaster, designed only as a (short term) cash saving measure.*
- *As a teacher who has worked both at Panmure St Ann's and also in a support for learning capacity in a mainstream school since leaving Panmure, I have witnessed first-hand the effect that the running down of Panmure is having and will continue to have. Mainstream schools are doing their best to support and integrate students with complex social and emotional needs however they are being stretched beyond the resources and expertise which they have. Students are not being admitted to Panmure any longer but most secondary schools do not have behaviour bases or suitably experienced staff to deal with SEBN students. And there simply is not enough alternative provision in the city of Edinburgh to support the diversity of needs amongst the type of young people Panmure served. Packing every SEBN student into Gorgie Mills School is not the answer either. These young people need individual, bespoke attention often more than the academic. Simply pushing them into one corner of the city in order to tick a box and say that they are being provided for is not doing this. This is not providing, this is not addressing their drastically complex needs, this is not taking care of them. It's just letting*

them down as they have been most of their lives. In short, this is not inclusion. It's exclusion. By closing Panmure and shipping these young people to places where their needs may not be met you are risking their futures. This is creating neither a sustainable inclusion model for the future of education nor a sustainable Edinburgh for the future. We must look after the damaged young people of this city properly if we care about Edinburgh and if we care about people.

- *I worked in the girls' group at Panmure with some of the most damaged, vulnerable and intelligent young women I have ever met in my time as a teacher. Some of them had not been near any form of education for years. We looked to the needs they presented and because of the way Panmure and the group was managed we were able to help them and try to make them whole again. Educational attainment was not so important initially - settling them in, listening to them and making them feel safe and respected was the most important part of my role. They did settle to work and attained their standard grades in English maths and history*

**Public Consultation
Proposed Closure of Panmure St Ann's Special School**

Key Themes and Issues and Council Responses

1. If Panmure St Ann's has received more referrals since it became a school it could have continued as a viable school. Why have the referral numbers dropped?

The Council's strategy for Additional Support Needs, with its emphasis on inclusion and strengthening support in localities, has resulted in the need for fewer placements in special schools for learners with social, emotional and behaviour support needs. At the same time there has been a reduction in mainstream school exclusions.

Strong collaborative working between schools in all sectors, ASL Services, Psychological and third sector partners (particularly Barnardo's and Children First) has led to significant sustainable reductions in referrals for special schools for learners with social emotional and behaviour support needs.

Likewise, it has had significant impact on outcomes for children and young people and efficiency and effectiveness of practice.

In 2010/11, placements at Rowanfield School were 56. Following the introduction of the integrated case management approach this was reduced to around 30 on a sustainable basis. A similar trend is now evident in the secondary sector.

Taking into account the earlier reduction in Primary, overall special school placements for additional social, emotional and behaviour support needs have been reduced by almost 50%. This has made a significant contribution to shifting the balance of care and the proposal to close Panmure St Ann's.

Special School Placements for social, emotional and behavioural support needs, 2013-17

Special School/Year	2013/14	2014/15	2015/16	2016/17	Feb 2017
<i>Primary - Rowanfield</i>	33	31	28	23*	32
<i>Secondary</i>					
Gorgie Mills	55	53	53	46	51
Panmure St Ann's	57	43	26	14	3
Secondary Total	102	96	79	60	54
Total	145	127	107	83	86

2. If the school closes what arrangements are in place for the remaining pupils at Panmure St Ann's in terms of support and educational provision?

The few remaining pupils at Panmure are all December 2017 school leavers; they will transfer to the roll of Gorgie Mills Special School with effect from May 2017.

Intensive support and educational provision plans for these pupils are being put in place through the Young Person's Planning process as part of GIRFEC provision with each young person allocated a key adult teaching member of staff from Gorgie Mills. Additional support and resources are being provided by the Councils JET programme (in the form of a dedicated staff resource until December 2017) and external Council partnerships for each young person to develop bespoke packages of support and educational delivery appropriate for need and to assist towards achieving positive destinations when the group leave school in December 2017.

3. If the school closes what specific alternative provision is planned for young people with social, emotional and behavioural needs?

Against a background of sustained reduction in demand for secondary placements described in the Council's response to Issue 1 above and continued progress in the development of inclusive practice and support for learners in their local community, in October 2016 committee agreed to consult on the proposed closure of Panmure St Ann's School.

Redesign provision for social, emotional and behaviour support needs, including a new procurement framework.

In the latest phase the Inclusive Practice working group, comprised of Head Teachers from secondary and special schools and partners, is making very good progress reviewing inclusion this is also informing procurement of partnership services currently underway.

Proposal to Close Panmure St Ann’s Special School Remaining Statutory Consultation Processes

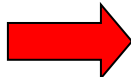
Scottish Ministers Call-In Powers

Should the Council approve the recommendation to close Panmure St Ann’s School, the Council is required to refer the decision to Scottish Ministers to allow them the opportunity to call in the proposals if they so wish.

A proposal will be called in by Scottish Ministers if they determine that the Council has either failed significantly to comply with the requirements of the Schools (Consultation) (Scotland) Act 2010 or has failed to “take proper account of a material consideration relevant to its decision to implement the proposal”.

In considering whether to call in the proposal, Scottish Ministers take account of representations made to them within the first three weeks of the six week call-in period.

The Council cannot proceed further with implementing the closure decision wholly or partly before the six week period has expired, unless the Scottish Ministers have given notice before the end of the period that they will not call the decision in.

Statutory Consultation Stage (June-August 2017)	Jun	Jul	Aug
Full Council decision on the proposal to close Panmure St Ann’s School	29th		
Council notifies Scottish Ministers of a closure decision within 6 working days (starting on and including the day on which the decision was made) and provides copy of the proposal paper / consultation outcome report.		7th	
From the date of the Authority’s decision 3 week period for any persons wishing to make representations to the Scottish Ministers that the decision should, or should not, be called in.		20th	
Scottish Ministers have 6 weeks from the date of the closure decision being made by the Council in which to decide whether to issue a call-in notice to the authority (which means Scottish Ministers may either refuse to consent to the closure proposal or grant their consent for the implementation of the proposal unconditionally or subject to certain conditions).			10th  Proposed closure

Timescales

Should the Council take a decision on 29 June 2017 to close Panmure St Ann’s School and if the Scottish Ministers do not call in the closure decision then the Council will enact the decision with the school ceasing to operate by the start of the new school session in August 2017.

Should Scottish Ministers decide to call in any decision to close Panmure St Ann’s School the Council would be unable to proceed until such time as Scottish Ministers issued their decision. No timescale is set out within the Act for a determination by Scottish Ministers if the Council decision is called in.