

EAST AYRSHIRE COUNCIL DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

A PROPOSAL DOCUMENT

HILLSIDE SCHOOL

This proposal arises from representations made as part of the consultations on the future of Greenmill Primary School and Early Childhood Centre and Barshare Primary School and Supported Learning Centre and Early Childhood Centre made in June 2014 and before. In that part of the consultative process the Parent Council of Hillside School expressed the view that they would wish to retain the links established with Barshare Primary School and Supported Learning Centre and Early Childhood Centre and viewed co-location as important. Views were also expressed that consideration should be given to other sites for the new primary school in the Cumnock area. In coming forward with this new proposal, the Council has taken regard of these views.

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 - A) with a new Secondary School resulting from the merger of Auchinleck Academy and Cumnock Academy and Supported Learning Centre in addition to the newly merged Primary School, Supported Learning Centre and Early Childhood Centre resulting from the merger of Greenmill Primary School and Early Childhood Centre and Barshare Primary School and Supported Learning Centre and Early Childhood Centre. OR
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And

- The new build Hillside School will be situated in the Broomfield site.

This proposal also has implications for:

- Greenmill Primary School and Early Childhood Centre
- Barshare Primary School and Supported Learning Centre and Early Childhood Centre
- Cumnock Academy and Supported Learning Centre
- Auchinleck Academy

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DISTRIBUTION

A copy of this document, and its summary version, are available on the East Ayrshire Council web-site:

www.east-ayrshire.gov.uk

A summary copy of this document will be provided to:

- The Parent Councils of the affected schools
- The parents of the pupils at the affected schools
- Parents of children expected to attend the affected school within 2 years of the date of publication of this Proposal Document
- The pupils at the affected schools
- The teaching and ancillary staff, at the affected schools
- The trade unions representatives of the above staff
- The Community Councils
- Relevant users of the affected schools
- Relevant Community Associations
- The constituency MSP
- List MSPs for the area
- The Constituency MP
- Sub-Divisional Commander, Police Scotland
- Chief Executive, NHS Ayrshire and Arran
- Chief Executive Strathclyde Partnership for Transport (SPT)
- Area Commander, Scottish Fire and Rescue Service
- Executive Director of Neighbourhood Services, East Ayrshire Council
- Executive Director of Finance and Corporate Support, East Ayrshire Council
- Director of Health and Social Care Partnership
- South Ayrshire Council
- North Ayrshire Council
- Skills Development Scotland
- Community Planning Partnership Board
- Principal of Ayrshire College

A copy of this document is also available from:

- Council Headquarters, London Road, Kilmarnock, KA3 7BU
- Public libraries in the vicinity of the schools affected
- Local area offices in the vicinity of the schools affected
- The schools affected by the proposal

This document is also available in alternative formats or in translated form for readers whose first language is not English. Please apply in writing to the Department of Educational and Social Services, Council Headquarters, London Road, Kilmarnock, KA3 7BU, by telephone on 01563-576585; or by e-mail at education.consultation@east-ayrshire.gov.uk

SUMMARY OF PROCESS FOR THIS PROPOSAL DOCUMENT

Pre-consultation

1. Although not a statutory requirement, officers of the Council conducted a pre-consultation on the proposals contained in this document. This was done in November and December 2014 as a supplement to consultations already undertaken throughout 2014 and before. The pre-consultation involved discussion with heads of establishment, parent councils, staff and young people in addition to certain community groups. The comments resulting from this pre-consultation together with the Council response to them are given on the Council web-site at www.east-ayrshire.gov.uk and may be found through the "Consultations" section of the home page. A "Frequently Asked Questions" document has also been prepared which is also available at the same location on the Council web-site.

Consideration by the Cabinet (Education)

2. This Proposal Document has been issued as a result of a decision by the Cabinet (Education) of East Ayrshire Council. This is to seek views on the proposals in this paper.

Proposal Document issued to consultees and published on Council Web-site

3. A summary copy of this document will be issued free of charge to the consultees listed on the preceding page. Advice on where the complete Proposal Document can be obtained will be included and both the full version and summarised version will be published on the Council website: www.east-ayrshire.gov.uk. If requested, copies of both the full and summary versions will also be made available in alternative formats or in translated form for readers whose first language is not English.

Publication of advertisement in local newspapers

4. An advertisement will be placed in the relevant local newspapers and if necessary any national newspaper. In addition, there may be announcements related to the Proposal process on the local radio station, West Sound / West FM.

Length of Consultation period

5. An advertisement will be placed in local newspapers on **Thursday 5 February 2015**. The consultation will open thereafter from **Thursday 12 February 2015** and will run until close of business on **Friday 27 March 2015**, which includes a period of at least six weeks and includes at least thirty (30) school days.

Public meeting

6. A public meeting will be held, the details of which are set out below.

Date: Wednesday 25 February 2015
Venue: Hillside Special School
Time: 7.00 pm

Involvement of Education Scotland

7. When the Proposal Document is published, a copy will also be sent to Education Scotland by East Ayrshire Council. Education Scotland will also receive a copy of any relevant written representations that are received by the Council from any person during the consultation period or, if Education Scotland agree, a summary of them. Education Scotland will further receive a summary of any oral representations made to the Council at the public meeting that will be held and, as available (and so far as otherwise practicable), a copy of any other relevant documentation. Education Scotland will then prepare a report on the educational aspects of the proposal not later than 3 weeks after the Council has sent them all representations and documents mentioned above. In some cases, it is possible for them to extend the 3 weeks with the agreement of the Authority. However, for the avoidance of doubt, the 3 week period will not start until after the consultation period has ended. In preparing their report, Education Scotland may enter the affected school(s) and make such reasonable enquiries of such people there as they consider appropriate and may make such reasonable enquiries of such other people as they consider appropriate.

Preparation of Consultation Report

8. The Council will review the proposal having regard to the Education Scotland Report, written representations that it has received and oral representations made to it by any person at the public meeting. It will then prepare a Consultation Report. This report will be published in electronic and printed formats and will be advertised in local newspapers and, if necessary, any national newspaper. It will be available on the Council web-site and from Council Headquarters, public libraries in the vicinity of the affected schools, local offices in the vicinity of the affected schools as well as the affected schools, free of charge. Anyone who made written representations during the consultation period will also be informed about the report. The report will include a record of the total number of written representations made during the consultation period, a summary of the written representations, a summary of the oral representations made at the public meeting, the Authority's response to the Education Scotland Report as well as any written or oral representations it has received, together with a copy of the Education Scotland Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled. The Report will also contain a statement explaining how it complied with the requirement to review the proposal in light of the Education Scotland Report and representations (both written and oral) that it received. The Consultation Report will be published and available for further consideration for a period of 3 weeks.

Decision

9. This consultation report, together with any other relevant documentation, will be considered by the Cabinet (Education) who will come to a decision. This

decision is then subject to the Council's call-in procedures. Since this proposal is about the relocation of Hillside School it is not subject to the Ministerial call-in procedures under the Schools (Consultation) (Scotland) Act 2010, as amended.

Note on Corrections

10. If any inaccuracy or omission is discovered in this Proposal Document either by the Council or any person, the Council will determine if it is a material inaccuracy or omission. If the inaccuracy or omission is material then it must be corrected or the Proposal paper reissued or the timescale for the consultation period revised if appropriate. The individual who raised the issue must be invited to make any further representations if they disagree with the correction. Relevant consultees and Education Scotland will be advised of any material change or if the proposal paper is reissued. If it is determined that it is minor or not material then the Authority will inform the person who raised the matter. Regardless of the accuracy or otherwise of any comments made around corrections the authority will undertake to contact the individual(s) concerned.

Format of Public Meetings

11. A formal public meeting will be held to discuss these proposals. Anyone wishing to attend the public meeting is invited to do so. The meeting, which will be convened by East Ayrshire Council in consultation with the Parent Council of Hillside Special School will be addressed by the Executive Director of Educational and Social Services, and other senior officers of the Council.

The meeting will be an opportunity to:

- Hear more about the proposal
- Ask questions about the proposal
- Have your views recorded so that they can be taken into account as part of the Proposal process.

The meeting will be held at:

HILLSIDE SPECIAL SCHOOL: WEDNESDAY 25 FEBRUARY 2015 AT 7.00PM

12. A note will be taken at the meeting of comments, questions and officer responses. These notes will be published on the Council website, and a copy will be made available on request. These notes will also be forwarded to Education Scotland along with all other submissions and comments that are received by the Council during the consultation process. Given the above, officers concluded that the following proposals were to be put before Cabinet for approval.

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DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES**

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BACKGROUND

East Ayrshire Council Vision for Education

13. Community Planning is about a range of partners in the public and voluntary sectors working together to better plan, resource and deliver quality services that meet the needs of people who live and work in East Ayrshire.

The Community Plan is recognised by all partners as the sovereign strategic planning document for the delivery of public services in East Ayrshire over the 12 years from 2003 to 2015 and sets out the overall vision for the local area.

East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs

Promoting Life Long Learning

14. Recognising the importance of education to children, young people and adult learners, Lifelong Learning is threaded through the three Community Plan themes of:

- Economy and skills
- Community Safety
- Wellbeing

15. Key strategic objectives for the Education Service of East Ayrshire Council are:

- Improved literacy and numeracy skills for children, young people and adults;
- Positive and sustained destinations for learners; and
- Improved community capacity, spirit and cohesion is developed.

16. The provision of education is fundamental to economic regeneration of East Ayrshire and raising individual aspirations. East Ayrshire Council strives to ensure that all its citizens are equipped with the appropriate skills for life and the work place and to achieve these objectives the Council has raising educational attainment and equipping young people for the world of work as one of its strategic priorities.

Delivery of Curriculum for Excellence in East Ayrshire

17. Curriculum for Excellence is well embedded within all East Ayrshire schools and seeks to achieve a transformation in education by providing a coherent, more flexible and enriched curriculum from 3 to 18 years. There is now continuity of learning from age 2, building on: Pre-Birth to Three National Guidance. The curriculum includes the totality of experiences that are

planned for children and young people through their Learning and development, wherever they are being educated.

18. Curriculum for Excellence aims to ensure that all children and young people develop knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities:
- successful learners;
 - confident individuals;
 - responsible citizens; and
 - effective contributors.
19. At its meeting of 4 May 2011, the Cabinet of East Ayrshire agreed the priorities for the development of Curriculum for Excellence in East Ayrshire between 2011 and 2015. In summary, these are:
- Learning and Teaching (Pedagogy)
 - Assessment and Moderation, Recording and Reporting
 - Experiences and Outcomes
 - Literacy, Numeracy and Health and Wellbeing
 - Curriculum Structure
 - Senior Phase

National and Local Influences

Scottish Government Commitment for the National School Estate

20. The Scottish Government commitment and vision for national school estate was expressed jointly with COSLA, and resulted in the development of a new school estate strategy that was published in 2009.
21. This document, *Building Better Schools: Investing in Scotland's Future*, sets out national and local government's shared vision, aspirations and principles for the efficient and effective management of the school estate and the key aspirations for the school estate state:
- "All children and young people will be educated in, and community users will use, schools that are 'fit for purpose' in terms of condition, suitability and sufficiency;
 - Schools are well-designed, accessible, inclusive learning environments that inspire and drive new thinking and change and which support the delivery of high quality educational experiences through *Curriculum for Excellence*;
 - Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities;
 - Schools accommodate and provide a range of services, activities and facilities that make a difference to people's health and well being, to sustaining economic growth and to the strength and vibrancy of communities;
 - A sustainable school estate whose design, construction and operation is environmentally and energy efficient; contributes directly to delivering

the year-on-year reductions in greenhouse gas emissions introduced by the Climate Change (Scotland) Act 2009, which is resilient to the impact of climate change and which leads by example in matters of environmental performance;

- A school estate that is efficiently run and that delivers maximum value for money;
- A school estate which is flexible and responsive - both to changes in demand for school places and to learners' and teachers' requirements and wishes, and where the beneficial impact of change is maximised by thorough engagement with users and stakeholders.

22. This document has been framed taking account of these Scottish Government aspirations.

Local Factors

Pupil Roll

Table 1: Hillside School Roll 2004 - 2014

CENSUS	PUPIL NUMBERS
2014	23
2013	24
2012	23
2011	25
2010	21
2009	22
2008	22
2007	23
2006	27
2005	27
2004	31

Rural Schools / Small Schools

23. East Ayrshire Council has a number of primary schools and secondary schools considered as rural schools under the Scottish Government's classification. This means that special factors must be taken into account when an education authority considers the future of a rural school under Section 12 of the Schools (Consultation) (Scotland) Act 2010, as amended.
24. Hillside Special School is not considered to be a rural school under the Scottish Government's classification.

School Estate Suitability and Condition

25. The Cabinet of East Ayrshire Council approved the established vision for its school estate on 27 June 2012. This vision will ensure the delivery of Curriculum for Excellence in school buildings, which are suitable for that purpose. This vision further states:

East Ayrshire Council's Department of Educational and Social Services : committed to providing choice, maximising opportunity for all, developing the potential of individuals and meeting needs through inclusion"

26. This statement covers every aspect of the Department's work including the management and development of educational establishments. The Council's School Estate Management Plan states that development and improvement in the fabric of school buildings is a key component in the facilitation of the learning and teaching process. Section 1.2 of the document also sets out a summary of the Council's vision for our school estate. These are:

"To not only provide facilities that meet the practicalities of good buildings but also to create a positive impact on the learning experience and the value to the community through:

- *Developing the ethos of inclusion;*
- *Creating welcoming places for both students and staff;*
- *Facilitating a modern curriculum and learning experience;*
- *Encouraging enhanced community use; and*
- *Inspiring pride and ownership by communities*

However, in meeting these principles and aims the practicalities of the estate and determining investment strategies in line with the Council's Asset Management Plan the Council also requires to:

- *Achieve an average occupancy level of 85% of capacity;*
- *Address maintenance issues and condition;*
- *Meet statutory requirements including DDA legislation;*
- *Consider security implications; and*
- *Improve property flexibility and extended use."*

The continued upgrading of the school estate is seen as being essential in meeting the key strategic theme of raising educational attainment and preparing our young people for the world of work.

East Ayrshire Council is proud of the work undertaken to ensure that young people are educated in excellent school buildings, however there is more which needs to be done to further improve our school estate and ensure all young people are given the opportunity to learn in a building which meets the Council's objectives.

East Ayrshire Council's Transformation Strategy

27. The Council of East Ayrshire agreed the Transformation Strategy at its meeting of 28 June, 2012. Paragraph 19 of the covering report set out the 10 key strategic imperatives and stated:

*" ix **Asset Management** – A significant element of the cost of council services relates to the use of physical assets. These need to be employed to maximum effect and surplus and underperforming assets disposed of. The*

Asset Management Strategy needs to be reviewed to ensure that it is appropriately re-aligned to reflect changes to strategic priorities. Target occupancy, usage, accessibility levels and unit costs should be established for each category of building and the Transformation Strategy should thereafter include actions to achieve these targets.

The Schools Estate Management Plan has already set a total school occupancy target of 85% (average). The Scottish Futures Trust is working on an initial target reduction of 25% of the national estate. These targets should be adopted by the Council and pursued relentlessly with regular reports to Cabinet on their achievement. New capital projects should be expected to demonstrate net revenue savings over the lifetime of the asset.”

28. At Cabinet on 10 December 2014 approval was given for new developments in the general services capital investment programme 2013/14 – 2022/23. This includes provision for Hillside on a co-located campus in the Broomfield area, subject to statutory consultation.
29. The proposal contained within this document meets the stated objectives in relation to the Council’s Transformation Strategy as it relates to buildings.
30. The extensive public engagement exercise that followed the launch of the Transformation Plan was reported to Cabinet on 05 December 2012. Specifically in relation to the management of the school estate it was reported that school rationalisation could contribute £2.246M towards the overall savings target of £34.1M. Additionally, the report noted on page 47 that 86.6% of the respondents agreed that school buildings should be available for community use outside of school hours and during school holidays, compared to 6.2% who disagreed. Further, although 29.2% of respondents disagreed that the Council should improve school occupancy levels to ensure the effective and efficient delivery of education by reducing the number of educational buildings, 50.1% agreed with this strategy. The total number of respondents was 1,558, which is thought to be a representative sample. Therefore, on balance more East Ayrshire residents support school rationalisation than oppose it, and a significant majority wish to see school buildings available for community use.

Pre-Consultation

31. Pre-consultation took place with parents/carers of children and young people attending Hillside Special School on 25 November 2014. Parents/carers overall were very positive about the development. Information from the pre-consultation is available at www.east-ayrshire.gov.uk .

PROPOSAL

32. Taking the context set out in previous sections, it is therefore proposed that:

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PRESENT POSITION

AN OVERVIEW OF HILLSIDE SPECIAL SCHOOL

33. The future of educational provision of Hillside Special School will be considered in this Proposal Document:
34. The factors which have been considered in the development of this Proposal Document are:
- The opportunity for co-location on a fully inclusive learning campus for children and young people of all ages, irrespective of any additional support need, to serve the Cumnock and Auchinleck communities;
 - The need to develop inspirational learning environments which raise the aspirations of children and young people, staff and the wider community;
 - The need to have a state of the art, fit for purpose educational environment for children and young people with severe and complex learning difficulties;
 - The need to address significant under occupancy in the school estate and create a sustainable school estate for future generations;
 - The need to reduce the Council's carbon footprint; and
 - The need to reduce expenditure on Council properties and achieve the objectives of the Transformation Strategy and School Estate Management Plan.

Building Suitability and Condition

35. The table below details the condition and suitability of the school buildings of Hillside Special School, as presented to Cabinet in June 2012. The ratings are based on Scottish Government criteria and are measured on an A-D scale, representing:

A: Good	Performing well and operating efficiently
B: Satisfactory	Performing adequately but showing minor deterioration
C: Poor	Showing major defects and/or not operating adequately
D: Bad	Economic life expired and/or risk of failure

Table 2

ESTABLISHMENT	SUITABILITY	CONDITION
Hillside Special School	A	B

School Pupil Roll - Historical

36. The table below provides data on the pupil roll in Hillside School from 2004 to 2014 (taken at the census date in September each year).

Table 3

YEAR	HILLSIDE SPECIAL SCHOOL
2004	31
2005	27
2006	27
2007	23
2008	23
2009	22
2010	21
2011	25
2012	23
2013	24
2014	23

The above table highlights that the pupil roll has decreased slightly in the last ten years.

Projected Population Data and School Pupil Roll

37. The Council has taken a number of factors into account when projecting the pupil roll for Hillside Special School, gathering information from Community Planning Partners such as NHS Ayrshire and Arran and the Educational Psychology Service. The main factors included in this pupil roll projection include:
- The number of children born in the area who have profound and complex learning difficulties;
 - The number of placing requests into and out of the school.

Based on this, and the very small number of young people due to leave over the next ten years, it is anticipated that the roll will be relatively stable.

Building data - Capacity

38. There is no recognised space formula for special schools and the number of children and young people in any one classroom is dependent on the needs of the particular group of children. The design of the school will need to take into account the mobility of the children and young people and their very specific care and wellbeing needs.

Building Running Costs

39. Costs and potential savings are listed in section 9 of this document.

HILLSIDE SPECIAL SCHOOL

Delineated Area and Building Description

40. Hillside Special School, which opened in 1992, provides non-denominational special school education to children and young people from across East Ayrshire, although predominantly Auchinleck, Cumnock and Doon Learning Communities. The school accommodation includes:

- Entrance foyer
- Admin office
- Head Teacher's office
- Depute Head Teacher's office
- Staff resource area/staff room
- 8 teaching areas
- Medical room
- Speech and language therapy room
- Laundry room
- Hydrotherapy Pool/changing room
- Sensory room
- Calm room
- Soft play room
- Kitchen/Dining area
- Life skills room/teaching kitchen
- Bathroom/shower room (for teaching life skills)
- Personal care facilities
- Outdoor learning areas
- Storage areas/cupboards

School Structure

41. As at 1 October 2014, there were 23 pupils enrolled in Hillside Special School. The school structure, as at 1 October 2014, is presently made up of classes as follows:

Table 4

Class Stages	Pupil Numbers
Early Primary	4
Middle Primary	4
Upper Primary	4
Secondary (S1 – S3)	4
Senior Phase	7

Education Scotland

42. Hillside Special School was last inspected in February 2014. Education Scotland found the following strengths within the school:

- Teamwork of managers, teachers, instructors, ancillary staff and classroom assistants and its impact on the quality of learning in each class and throughout the school.
- The effective use by staff of a wide range of visual, signing and verbal communication approaches.
- The school's communication and relationships with parents.
- The use of the local community by the school for relevant and enjoyable learning experiences.
- The contribution of key partner agencies to the progress and attainment of children and young people.

The following areas were identified to assist the school to further improve:

- Use a wider range of certification to recognise children and young people's achievements.
- Continue to develop coherent programmes, and improve tracking of children's and young people's progress in literacy, numeracy and health and wellbeing across the school.
- Make self-evaluation more rigorous by bringing together the information from teachers' planning, the observation of learning and teaching and the progress made by children and young people in each class.

Community Use of Hillside Special School

43. Community use of Hillside Special School for 2012/2013 and 2013/14 has been school or authority activities such as parents' evenings, school discos, and particularly, the summer scheme which operates over the school summer holidays for children and young people attending Hillside.

OPTIONS FOR CONSULTATION

INTRODUCTION

44. Taking all of the information contained within section 3 of this consultative document it is clear that:

- Hillside Special School physical infrastructure can be improved, along with its suitability for learning and teaching in the 21st century;
- The needs of children and young people with severe and complex learning difficulties have changed and the way in which we can support children and young people with severe and complex learning difficulties has changed. Much greater use can be made of technology and an appropriate physical infrastructure to support both teaching and learning and care/wellbeing;
- There is the opportunity to achieve a vision of *'a fully inclusive learning and enterprise campus for children and young people of all ages,*

irrespective of any additional support need, to serve the Cumnock and Auchinleck communities'.

RELOCATION OF HILLSIDE SPECIAL SCHOOL TO THE KNOCKROON LEARNING AND ENTERPRISE CAMPUS

Within this proposal document, the Council is therefore seeking public comment and response on the following options relating to the relocation of Hillside Special School.

Should this proposal be accepted and implemented, a new school will be created and located on the Broomfield site known as Knockroon Learning and Enterprise Campus.

OPTION 1

45. Status Quo: no change to present special school, secondary schools and SLC, and primary schools and ECC arrangements. The benefits of Option 1 are:
- No disruption to existing learning and teaching;
 - Retains current place in its local neighborhood.

OPTION 2

46. Merger of two secondary schools and Cumnock Academy Supported Learning Centre: on the Broomfield site co-located with Barshare PS, SLC and ECC/Greenmill PS/ECC and Hillside School. This option would result in the following benefits:
- A new and purpose-built school for children and young people with profound and complex learning difficulties;
 - The opportunity to not only retain the very close relationship with Barshare Primary School, Early Childhood Centre and Supported Learning Centre but to further enhance that relationship for children, young people and staff with a newly merged Cumnock/Auchinleck Academy, pending the outcome of a separate statutory consultation;

OPTION 3

47. Merger of two primary schools, Barshare Supported Learning Centre and the two early childhood centres co-located with Hillside School but **without** the two secondary schools. This option would result in the following benefits:
- A new and purpose-built school for children and young people with profound and complex learning difficulties;
 - The opportunity to retain the very close relationship with Barshare Primary School, Early Childhood Centre and Supported Learning Centre; pending the outcome of a separate statutory consultation.

PREFERRED OPTION

48. Having taken account of the comments included in the 3 options above, the preferred option is that the new Hillside Special School is located within the new Campus, as a separate school, to be located in the present Broomfield site as set out in Option 2.

EDUCATIONAL BENEFITS

49. “On 6 January 2015 a meeting took place involving the headteachers of the schools affected by this proposal. At that meeting it was agreed that this development offered a significant opportunity for all of the establishments to develop a shared philosophy that would guide the development of the project if agreed, giving an enhanced educational experience for all learners through the principles of:
- progression in learning,
 - inclusion,
 - child-centred approaches, and
 - getting it right for every child.
50. The development of these principles, and what they should mean in practice, would be secured by the active involvement of parents, staff, young people and the community. This philosophy, its values and principles will then be applied to the campus design in order to develop an innovative, forward looking provision adapted to the learning needs of learners of all ages and needs into the future.”
51. The Educational Benefits Statement has been prepared having regard to the Guidance and Explanatory Notes published by the Scottish Government in association with the Schools (Consultation) (Scotland) Act, 2010 and which are available for reference at the following websites, respectively:

www.scotland.gov.uk/Resource/Doc/91982/0097130.doc

www.oqps.gov.uk/legislation/acts2010/en/aspen_20100002_en.pdf

“An education authority shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising Standards of education.”

As required by the Schools (Consultation) (Scotland) Act, 2010, this Education Benefits Statement is written from the perspective of benefits, should the proposal (Option 2) be implemented.

Hillside

52. East Ayrshire Council is committed to raising educational attainment and ensuring that all young people have the best opportunities in life.

The Educational benefits that will arise from this proposal relate to children currently attending Hillside School and those who are likely to attend the school within two years of the publication of this paper. The Educational Benefits are:

Outcomes for children and enabling them to do their best

53. The Council believes that the creation of a new-build Hillside School will assist children in their levels of attainment and achievement. It will do this by adopting the best practice in design of special schools both within and outwith East Ayrshire. The experience gained from the design and construction of Willowbank School, Kilmarnock will be particularly influential. The school will therefore be designed and constructed to incorporate design features in consultation with children/young people, staff, parents and the community. The type of features that will be considered in the design will include:

- A hydrotherapy pool.
- Outdoor learning spaces and sensory gardens.
- Outdoor play and exercise areas.
- Room design allowing maximum access for children with disabilities including tracking and hoist installations, design of built-in furniture.
- Account taken of visual and hearing impairments, safety of children and young people taking account of particular support needs.
- Access to the facilities and resources of the mainstream schools on the campus.
- Access to appropriate therapy areas (health).
- Access to music and art spaces.

Particular consideration will be given in the design to allow children to broaden their range of opportunities to develop skills for life, work and learning. The school will therefore include specific consideration of:

- Social dining in the canteen area of the school.
- Specific home economics and independent living areas.
- Social areas for use by young people.
- Sensory room.

It is further envisaged that the siting of the school in association with mainstream establishments will increase the possibilities for interaction with other children and a wider school community. A position nearer the town centre than at present will also ease access to shops, supermarkets, leisure facilities and public transport. This will better enable the promotion of life skills and real-life experiences for young people.

54. Quality of Curriculum

The new school will offer a more positive environment for effective learning and teaching. As indicated above the opportunity will be taken to create modern 21st century learning spaces. There will be a combination of traditional learning bases together with a range of different areas (as indicated above) that will offer a range of different experiences. These areas will use the best available knowledge on matters such as colour schemes, fixed

furniture, and room layout to meet the learning needs of children and young people.

Account will be taken in design of the range of modern equipment and resources, including the developments in Information Communication Technology

It is envisaged that the design of the mainstream schools that will share the campus will include consideration of the needs of Hillside pupils. In this way young people will have access, at all ages, to the maximum range of facilities and resources to meet their learning needs.

The Authority does not envisage any change in the role or purpose of the new school as compared to the old school. The name, for example will be retained. The opportunity will be taken to review the capacity of the school to see whether it requires to be adjusted in line with ascertainable roll projections. It is therefore not envisaged that there will be any changes to the curriculum of the new school in terms of depth, challenge, coherence, continuity and progression. The closer association with the other schools on the campus whether at primary or secondary stages should facilitate and further safeguard a curriculum that is relevant to all needs – for example through access to a range of musical or physical education experiences. The relevance and breadth of the curriculum will also be improved by access to a wider range of resources and opportunities in addition to facilities in the community by virtue of the changed location. It is similarly envisaged, and for the same reasons, that children will derive greater enjoyment from their school experience. Most of all, the juxtaposition of Hillside children with their peers in a unified campus must be of positive benefit to both groups of children and young people.

The existence of a campus will allow for greater personalisation and choice. This will come from the Council taking the opportunity to construct the new school to suit the profile of the children and young people's needs. Juxtaposition to mainstream schools will also improve the range of opportunities open to all children and young people by virtue of the facilities available in the other establishments sharing the campus. This advantage will extend to the newly created opportunities to form well-judged paired and group activities for children and young people from across the campus.

The new build school will address the personal, social, health and emotional needs of children and young people in a variety of ways. There will be specialist accommodation included in the design for allied health professionals to assess and, where necessary, provide therapy for children and young people. Experience gained at Willowbank School will allow the design and colour scheme to be bright and friendly but also restful for young people, ultimately providing a safe, calm but stimulating environment. For the same reason, space and breakout areas will be provided. Toilet and hygiene facilities will also be modern conforming to the latest standards.

55. Support for children with additional support needs

This new facility will be designed and built around the profile of additional support needs of the group of children and young people supported by

Hillside School. Account will also be taken of the needs of other children sharing the campus so that they can, as appropriate access the benefit of Hillside's facilities. Similarly, the other campus schools will be built with account being taken of the needs of the Hillside children and young people.

56. Morale and ethos

The Authority's experience of other new build facilities is that the provision of new, state of the art facilities makes a positive and concrete contribution to the morale and ethos of schools. This is helped by ensuring that all children and young people, staff and parents, together with the community play a role in the design of the school.

The morale and ethos of the school is set by the Head Teacher and staff. However, a well-designed environment can support and enhance this.

A key aspect of this is the provision of well-designed social and common areas of the school. There will also be dedicated provision for staff accommodation including CPD areas and a staff room. Provision of adequate storage areas contributes to the morale of staff and children by allowing for a tidy and ordered atmosphere in the school.

57. Care and welfare

As indicated above, the design of the school will include specific provision for the care and welfare of children and staff, including:

- Provision of accommodation for visiting specialists
- Social accommodation for children/young people and staff
- Fully accessible toilet, hygiene and changing accommodation
- Laundry facilities
- Parents' room
- Tracking and hoists

There will be specific accommodation to support children's personal and social development including home economics and life-skills areas. A site closer to the town centre will allow easier access to a range of retail, commercial, leisure and heritage facilities.

Experience of shared campuses which include dedicated resources for children and young people with additional support needs has shown that other children are attentive to the welfare needs of their peers. Caring attitudes are fostered.

58. Equality of opportunity

It is established practice that the design of the school will involve the Council's Disability Awareness Officer and the Access Panel. The design team will also undertake the Council's inclusive design programme. The opportunity of a new build will allow incorporation of specific features such as:

- Hearing loop systems
- Visual impairment friendly colour scheme
- Disabled parking bays
- Access for adapted vehicles

- In-built hoists/tracking
- Clozomat toilets
- Shower and laundry facilities
- Sensory garden areas/sensory rooms
- Accessible entry points

59. Inclusive educational experience

Incorporation of a new build Hillside School on the campus will allow development of an inclusive experience for all. Children and young people with the complete range of additional support needs will be on one site together with mainstream children. This experience in its own right will be of direct benefit to all children and young people in that it will allow for the fostering of understanding and tolerant attitudes and a sense of “no difference” between young people. It will give access to the widest range of resources and experiences for all young people and staff.

It will put children, young people and the support of those with additional support needs at the heart of the community.

60. Improved accommodation on learning experiences

The impact of the improved accommodation on children and young people’s learning experiences are outlined in the above paragraphs through improvements to the curriculum, learning and teaching, resourcing and the wider issues in school life.

61. Leadership and Leadership Capacity

The provision of modern accommodation with lower maintenance should release senior manager and staff time to better concentrate on the curriculum. The design of the school will take account of its curricular planning intentions. Specialist and dedicated accommodation for staff should facilitate planning, whether this be lesson planning, planning for children’s needs or improvement planning. Provision of modern resources and accommodation will release resources, and staff energy, to concentrate on educational improvement. The Authority’s experience is that a new school build provides an excellent focus for staff and parents in creating the best environment for the children.

This focus on the future, together with the release of attention from maintenance issues leads to a new impetus to effective self-evaluation leading to improvements with an impact on learners. It will be easier to involve staff from the rest of the campus in self-evaluation and continuous improvement exercises by shared discussion, peer review and involvement in the observation of practice.

62. Improvement Planning, Partnership working and liaison between schools

The campus location will assist in improvement planning, by juxtaposition of a number of schools close together. This will lead to a sharing of staff expertise and CPD resources. By shared professional discussion and reflection it is more likely that genuine school improvements for all participants will emerge. Possibilities will emerge naturally for the development of common and shared policies and approaches and the elimination of the duplication of effort.

63. Impact on other children

The presence of Hillside School on a shared campus will be of direct benefit to the children and young people in the other schools in the same location. These benefits will be particularly apparent for children and young people with moderate learning difficulties who will have access to the widest possible range of facilities and resources including staff expertise and experience.

It is particularly important that all children develop an awareness and understanding of their own peer group. As a consequence of this it is more likely that tolerant, understanding and caring attitudes will develop. The experience of the Authority is that this occurs naturally and spontaneously. Sometimes parents of children with additional support needs are understandably concerned that their own children may be subject to negative attitudes or bullying behaviours; this is not the routine experience of the Authority.

A new build school will be constructed to the latest construction standards. This means that there will be savings on matters such as energy and water costs. This is achieved by the incorporation of efficient heating systems, high specification installation and the possibility of using “green” energy sources and grey water recycling. A campus location also reduces facilities management costs arising from sharing janitation, cleaning and catering resources. The release of these resources means that the pressure on education resources is reduced. This in turn means that the wider pressure on staffing and other resources throughout the Authority area is also reduced, thereby further safeguarding the quality of educational provision for all children and young people throughout the Authority area.

64. Other users of the school

This proposal will result in a changed location for the school. The impact on any users should be positive given the opportunities which will be made available through co-location.

65. Community Impact

This proposal will see a key resource being removed from the present location. A site, however, nearer to Cumnock Town Centre will be of substantial benefit to the Cumnock community, which will be putting a significant additional support needs resource close to its heart. The facilities of Hillside School will be available to the community, with the prospect of a Changing Places toilet being available to visitors to the town and publicised as such.

In addition, the closer proximity to Riverside Resource Centre will enhance opportunities for transition into adult life.

The Cumnock community has a very proud tradition of embracing children with additional support needs. This proposal continues that tradition.

66. Disadvantages of Co-location

Set out above are some of the key points in terms of the advantages of co-location. But, there are disadvantages. Often of key concern to

parents/carers and the community are the issues created by the size and diversity of such a campus. Either at the general level, or in relation to an individual child or young person, parents and carers are often anxious about how they will cope in such a large enterprise. That perception, which is critical to the confidence of parents and carers, and through them to their child, is a disadvantage in its own right.

Any campus development is also accompanied by anxieties from parents and carers about bullying which they perceive as being associated as arising from the interface between primary and secondary schools, mainstream and additional support needs provision, or through community rivalries being imported into the campus. Such concerns can also be undermining to confidence

At the pre-consultation stage for this, and the allied proposals, the issue was raised about the relationship between this proposed campus development and other associated establishments, which would not have the advantages of co-location. This point is specifically addressed above.

In the Authority's experience one of the significant challenges in a campus development is in the management of different co-located establishments and how they relate to one another. For the campus to work effectively there requires to be a harmonisation of policies and approaches and shared values and sometimes this may be challenging for senior staff. This is particularly the case in ensuring equitable access to shared resources.

In simplest and most practical terms one of the most significant challenges is created by the large numbers of children and young people on the campus. This can create logistical problems at particular times of day – at start and finish, but also at lunch and morning intervals. Again this can create challenges by requiring that the different establishments are flexible in timings and setting up their daily routine to avoid choke points.

67. Option 3

The previous paragraphs relate to the educational benefits of adopting Option 2. If Option 3 was adopted the benefits associated with the range of opportunities available to young people attending Hillside School, particularly of secondary age, will not be realised. This includes but not exhaustively, curricular, improvement planning and the positive impact on other children.

Summary - Balancing Educational Benefits against Disadvantages

- 68.** In considering how educational benefits weigh against the disadvantages reference should be made to the proposal documents for the other establishments potentially involved in the campus development.

In achieving a balanced view here, it is important to understand that the Authority acknowledges that this is not a matter of absolute arguments, so much as degree. All of the establishments involved in this set of proposals currently provide an effective education for their children and young people. If there is no change, they will continue to deliver effective education and plan for improvement. The issue here therefore is about the opportunity offered by

these proposals to enhance that learning opportunity and to deliver a project that is of benefit to the community and at a greater rate.

The list of educational benefits which is based on the Authority's experience is comprehensive. But, there are disadvantages which arise from the size of the campus and the interrelationship between establishments and which is acknowledged. The Authority's experience, based on its existing developments is that children on a campus do have a rich and varied experience and the advantages significantly outweigh the disadvantages. Any issues arising from size and the number of establishments involved can be managed by setting up a joint campus user's group at the implementation stage. It is also critical that all key stakeholders – headteachers, staff, parents, children, and the community – are involved in the campus design, particularly where shared facilities are envisaged. The Authority is committed to both stakeholder involvement in the design and the establishment of a joint user group. Already, a meeting has taken place between the headteachers involved at which the idea of a common and shared vision and set of values was agreed with their own freely given personal commitment to work together. It is therefore the view that this set of issues can be overcome to the direct advantage of the children involved.

Parental perceptions of how their children may be affected by the size and complexity of the development can also be addressed. Again the Authority's experience is that the perceived difficulties caused by the size and complexity of the development rarely, if ever, manifest themselves. Similarly, the experience is that children coming to such a campus are excited by the prospect of new experiences and making new friends. Instances of bullying and inter community rivalries rarely occur and are dealt with in the normal way. In contrast many children and young people do relish the opportunity to adopt a caring role for younger pupils and the more vulnerable. This has been seen as part of normal practice in our existing campuses.

The issue about schools not on the campus exists already in the sense that the Authority has joint campuses and so is neither new nor a reason not to proceed. The Authority already has strong cluster group and hub arrangements which will be developed further as indicated above in response to this and other developments in facilities and the curriculum.

Therefore, in summary, the Authority's view is that the advantages substantially outweigh any disadvantages. Whilst acknowledging there will be challenges, the experience is that these can be overcome, and that they should not stand in the way of what has the prospect of being a unique and overwhelming opportunity for the children, young people and community that it will serve.

OPTIONS APPRAISAL

69. An options appraisal exercise on the three options was undertaken by officers and the results of this work were approved by the Department of Educational and Social Services management team. The options appraisal took account of the educational benefits that will be delivered, the financial implications arising from those and recognising the benefits for children and young people. As a

result it was agreed that since the options were fixed in terms of scope and impact for Hillside no formal appraisal process was necessary. The financial information is provided in section 9 of this document.

70. Since costs are calculated based on the full area of the campus it is not possible to give full costs/savings associated with individual establishments.

OTHER ISSUES

Likely effect caused by different travelling arrangements

71. All children attending Hillside Special School are transported to school and therefore there is not considered to be any impact on those arrangements. In addition, the design of the new campus will ensure safe drop off and pick up arrangements for children and young people attending Hillside Special School.

Management of Proposals

72. It is intended that pupils from Hillside Special School will continue to be educated and cared for in a relocated Hillside Special School within the new Learning Campus on the present Broomfield site, depending on the outcome of parallel statutory consultation.
73. It is acknowledged that should the proposal be approved and implemented, forward planning will be required from the Department of Educational and Social Services and school senior staff, as a matter of good management practice. This planning is necessary in respect of curriculum delivery, staff management and associated issues. Particular attention will be given to the needs of the children and young people attending Hillside Special School given their complex additional support needs. These management arrangements will be secured under the normal management practices for such projects.
74. There is no intention at this stage to rename the Hillside Special School. However, if this were to transpire this would be determined in consultation with parents, staff, and children and young people.

FINANCIAL IMPLICATIONS

75. **Table 5: Current Budget for Hillside School**

Budget Heading	£
Employee Costs	£612,577
Property Costs	£31,530
Supplies and Services	£17,220
Staff Travel	£820
Administration supplies	£590
CPD	£2,960
Parent Council	£330
Total	£666,027

Table 6: The new Hillside School budget when the school is part of the Knockroon Learning and Enterprise Campus

Budget Heading	£
Employee Costs	£612,577
Property Costs	£2,730
Supplies and Services	£17,220
Staff Travel	£820
Administration supplies	£590
CPD	£2,960
Parent Council	£330
Total	£637,227

76. As you can see only the property budget will be affected by the school moving to the new Knockroon Learning and Enterprise Campus. As with Grange and St Joseph's campus we budget for rates, energy and water in the largest school in the campus. Hillside do not pay rates as they are a special school and meet the criteria to be exempt.

Existing School Sites

77. If the outcome of this consultation is that Hillside Special School is relocated onto the new Learning Campus on the existing Broomfield site then the existing building on the current site will be declared surplus to educational requirements, following normal council procedures.

RESPONDING TO THE PROPOSAL

78. Interested parties are invited to respond to the Proposal by making written or electronic submissions on the proposal to:
- The Executive Director of Educational & Social Services, East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU; or
 - education.consultation@east-ayrshire.gov.uk
79. For the convenience of those wishing to respond, a form is provided at Appendix 3, and is also available on the council's website at:

www.east-ayrshire.gov.uk

Those wishing to respond are invited to state their relationship with the school – for example, "Pupil of Hillside Special School", "Parent of a child at Hillside Special School", "Grandparent of a child at Hillside Special School", "Former pupil of Hillside Special School", "Teacher of Hillside Special School", "Member of the Community" etc. Responses from the Parent Councils, staff, and Pupil Council are particularly welcome.

80. Those sending in a response, whether by letter or electronically should know that their response will be open to public scrutiny and may have to be supplied to anyone making a reasonable request to see it. If they do not wish

their response to be publicly available, they should clearly write on the document:

“I wish my response to be considered as confidential with access restricted to elected members and council officers of East Ayrshire Council.”

Otherwise, it will be assumed that the person making the response agrees to it being made publicly available.

RECOMMENDATIONS

81. On 28 January 2015, the Cabinet of East Ayrshire Council:

- (i) agree to issue a proposal document for consultation on the merger of Auchinleck and Cumnock Academies with consideration of location of any new secondary being at the site;
- (ii) agree to issue a proposal document on the relocation of Hillside School to the Broomfield site;
- (iii) agree to continue the consultation on the merger of Barshare Primary School, Supported Learning Centre and Early Childhood Centre and Greenmill Primary School and Early Childhood Centre by considering the location of any resulting new establishment;
- (iv) approve the proposal documents attached as Appendices 1, 2 and 3 of this report;
- (v) agree that the EDESS issues the Proposal Documents for public consultation in line with legislative requirements;
- (vi) Agree that the Depute Chief Executive Economy and Skills gathers and analyses comments and feedback obtained during the consultation periods and prepares Consultation Reports to be submitted to a future Cabinet in 2015; and
- (vii) otherwise note the contents of this report.

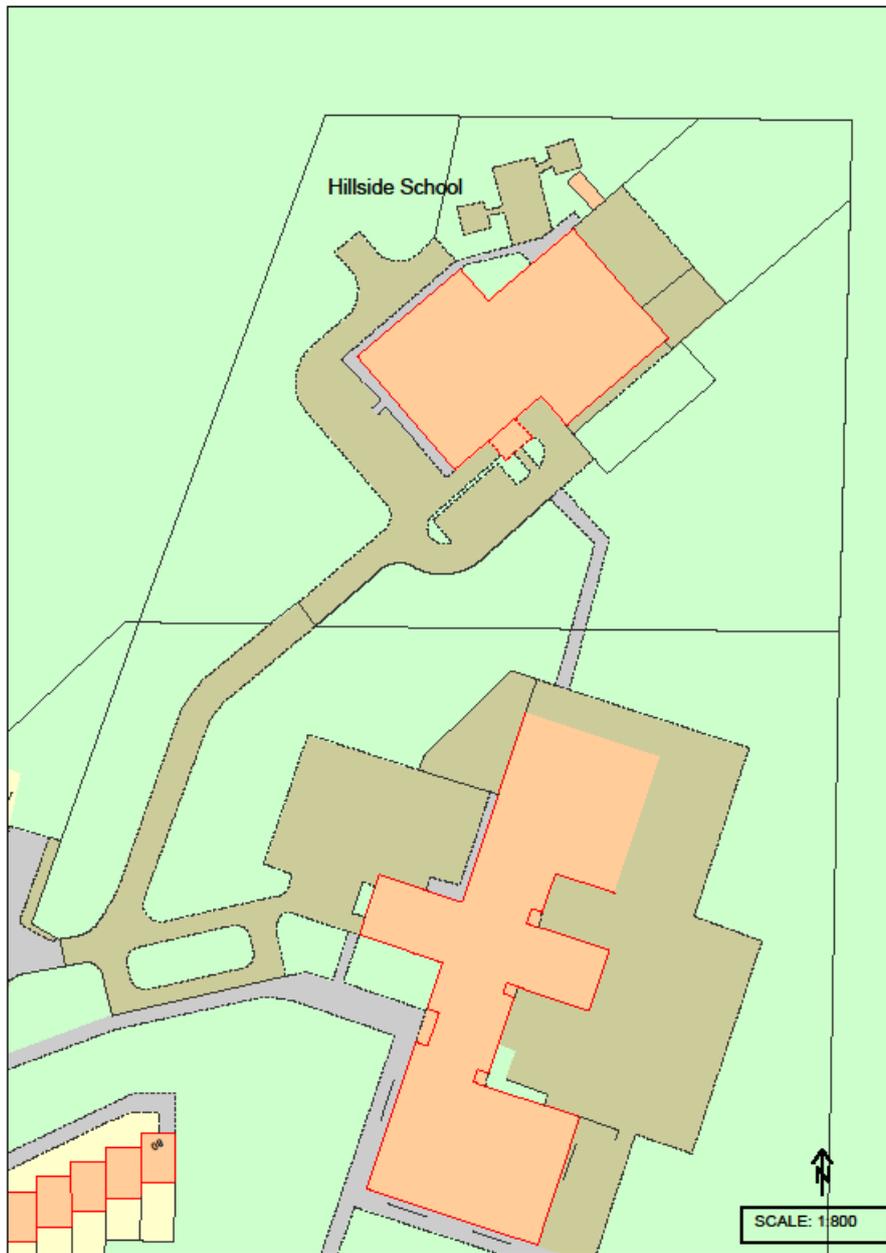
82. It is also recommended that:

- (i) Interested parties be invited to make written or electronic submissions on the proposal to:
 - the Executive Director of Educational & Social Services, East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU; or
 - education.consultation@east-ayrshire.gov.uk

no later than close of business on 27 March 2015.

Graham Short
Executive Director of Educational and Social Services

HILLSIDE SPECIAL SCHOOL SITE LAYOUT



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**EDUCATION AND SOCIAL SERVICE DEPARTMENT
CONSULTATION PROPOSAL RESPONSE FORM
HILLSIDE SCHOOL**

PROPOSAL

That subject to the outcome of this consultation exercise:

- Education provision at the current location of Hillside school should be discontinued with effect from June 2018, or as soon as possible thereafter.
- The children and young people attending Hillside School should transfer to a new build Hillside school with effect from August 2018 or as soon as possible thereafter.
- Views are also sought on the proposal that the new build Hillside School should be co-located EITHER
 - A) with a new Secondary School resulting from the merger of Auchinleck Academy and Cumnock Academy and Supported Learning Centre in addition to the newly merged Primary School, Supported Learning Centre and Early Childhood Centre resulting from the merger of Greenmill Primary School and Early Childhood Centre and Barshare Primary School and Supported Learning Centre and Early Childhood Centre. OR
 - B) with a new Primary School, resulting from the merger of Greenmill Primary School and Early Childhood Centre and Barshare Primary School, Supported Learning Centre and Early Childhood Centre.

And

- The new build Hillside School will be situated in the Broomfield site.
This proposal also has implications for:
 - Greenmill Primary School and Early Childhood Centre
 - Barshare Primary School and Supported Learning Centre and Early Childhood Centre
 - Cumnock Academy and Supported Learning Centre
 - Auchinleck Academy

The consultation and response form is available online at www.east-ayrshire.gov.uk/consultations

MUST BE COMPLETED FOR A VALID RESPONSE	
Name (Please Print)	Address
	Postcode
CONFIDENTIALITY OF RESPONSE	
I wish my response to be considered as confidential with access restricted to elected members and council officers of East Ayrshire Council <input type="checkbox"/>	

PLEASE CONFIRM THAT YOU HAVE READ THE STATUTORY CONSULTATION DOCUMENT (FULL DOCUMENT) BY TICKING THIS BOX

YOUR INTEREST: Please tick the most relevant box below				
Hillside School	1. Parent / Carer <input type="checkbox"/>	2. Staff <input type="checkbox"/>	3. Child <input type="checkbox"/>	4. Former Pupil <input type="checkbox"/>
Other School not associated with St Hillside School	5. Parent / Carer <input type="checkbox"/>	6. Staff <input type="checkbox"/>	7. Child <input type="checkbox"/>	8. Former Pupil <input type="checkbox"/>
Others	9. Grandparent of a Hillside Pupil <input type="checkbox"/>	10. Parent Council Member <input type="checkbox"/>	11. Elected member / MSP / MP <input type="checkbox"/>	12. Community Planning Partner <input type="checkbox"/>
	13. Member of Community Council <input type="checkbox"/>	14. Resident East Ayrshire <input type="checkbox"/>	Other (please specify) <input type="checkbox"/>	

SUMMARY OF REPORT – Please refer to the statutory consultation document for the full details of the proposal		
1. Do you agree with the proposal to co-locate Hillside School with a new Secondary School resulting from the merger of Auchinleck Academy and Cumnock Academy and Supported Learning Centre in addition to the newly merged Primary School, Supported Learning Centre and Early Childhood Centre resulting from the merger of Greenmill Primary School and Early Childhood Centre ad Barshare Primary School and Supported Learning Centre and Early Childhood Centre? or	AGREE <input type="checkbox"/>	DISAGREE <input type="checkbox"/>
2. Do you agree with the proposal to co-locate Hillside School with a new Primary School, resulting from the merger of Greenmill Primary School and Early Childhood Centre and Barshare Primary School, Supported Learning Centre and Early Childhood Centre?	AGREE <input type="checkbox"/>	DISAGREE <input type="checkbox"/>

3. Do you agree that the merged school should be in the area of Cumnock on the Broomfield site?	AGREE <input type="checkbox"/>	DISAGREE <input type="checkbox"/>
Please comment, listing the main reasons for your view agree / disagree to the above proposals.		
Comment 1		
Comment 2		
Comment 3		

(Please continue on a separate sheet if necessary)

Office use: