Proposal to move St Joseph’s Hearing Impairment Unit from St Joseph’s Primary School to St Roch’s Primary School

<table>
<thead>
<tr>
<th>Schools</th>
<th>Ward</th>
<th>Strategic Planning Area</th>
<th>Learning Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Joseph’s Hearing Impairment Unit</td>
<td>11</td>
<td>West</td>
<td>John Paul</td>
</tr>
<tr>
<td>St Roch’s Primary School</td>
<td>17</td>
<td>North</td>
<td>St Roch’s</td>
</tr>
</tbody>
</table>

This document has been issued by Glasgow City Council for consultation in terms of the Schools (Consultation) (Scotland) Act 2010.

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Glasgow City Council has led the way in designing and refurbishing schools. Considerable investment has gone into building and refurbishing secondary schools via Project 2002 and building new primary schools and early years’ centres via the Pre-12 Strategy.

The Project 2002 and Pre-12 strategies have radically improved the condition and quality of the education estate over the past 10 years. The Council has invested in excess of £800m (capital equivalent including secondary) to ensure that children, young people and staff have high quality, vibrant learning and teaching environments that support the Council’s commitment to raising attainment and achievement.

A transformational approach was adopted which has dramatically altered the landscape of school provision and significantly reduced the number of schools across the city. Some Additional Support for Learning (ASL) provision is located on campuses with either early years, primary/secondary establishments, or a combination of establishments.

Education Services provides education for around 80,000 children and young people across the city. There are approximately 50 co-located or integrated units or schools which provide specialist settings for children and young people with a range of additional support needs. Education authorities surrounding Glasgow make use of these specialist services through placing requests to specific ASL schools.

The Standards in Scotland’s Schools Act 2000 includes a presumption of mainstreaming. Since this time, there has been an increase across Scotland in the numbers of children and young people with additional support needs being included in mainstream schools or receiving support from units located within mainstream schools. The Disability Discrimination Act requires new build establishments to be accessible to those with restricted mobility. These changes have resulted in a changing profile within our mainstream and ASL schools.

The current review of ASL establishments through the Education Estate Strategy 2009-2012 supports greater inclusion for children and young people matched to their specific learning and social needs. It allows more children and young people to access high quality specialist facilities through co-location with new built or refurbished schools across the city. It enables schools to deliver an exciting and varied curriculum in line with the principles of Curriculum for Excellence.

The principle of co-locating ASL schools within existing schools also delivers efficiencies through property costs and a more consistent and equitable approach to staff deployment, relative to assessed need, and allows funding to be directed to front line services to the benefit of children and young people.

1. Present Situation

1.1 St Joseph’s Hearing Impairment Unit

1.1.1 St Joseph’s Hearing Impairment Unit is located within St Joseph’s Primary School. It is a non denominational ASL unit serving the whole of the city.
1.1.2 The unit provides specialist support to children with a hearing impairment within an auditory oral methodology.

1.1.3 During session 2009-10, the roll of the Unit was 24 (15 children were resident in Glasgow, 9 were from other authorities such as Renfrewshire). The current roll from the start of August is 31, the locations of which are as indicated in Appendix C.

1.1.4 St Joseph’s Primary School building was built in 1964 and is a denominational primary school. The 2009/10 conditions’ survey of St Joseph’s Primary School rated the building as D condition. The Council has approved plans to improve the quality of the building to condition rating A, and design works are underway in relation to this. The suitability audit completed in December 2008 with the aid of the school rates the building as B.

1.1.5 St Joseph’s Hearing Impairment Unit currently has five teaching areas. The children join the mainstream classes in St Joseph’s Primary School as appropriate to their needs. They have access to the specialist facilities in the primary school such as the gym.

1.1.6 The location of St Joseph’s Hearing Impairment Unit is shown in Appendix B.

1.1.7 St Joseph’s Primary School is in the John Paul Academy Learning Community.

1.1.8 The postcode locations of the children currently attending St Joseph’s Hearing Impairment Unit is shown in Appendix C.

1.2 St Roch’s Primary School

1.2.1 St Roch’s Primary School was built in 1906. It is currently being improved by the Council in order to raise the condition of the building from Condition D to condition A.

1.2.2 The area served by St Roch’s Primary School is shown in Appendix D.

1.2.3 During session 2009-10, the roll of St Roch’s Primary School was 283 and the capacity is 564. The occupancy level is 50.2%. A detailed roll projection is shown in Appendix A.

1.2.4 A public consultation took place from 18 February 2010 to 1 April 2010 on the future provision for the children currently attending St Vincent’s (Tollcross) School. St Vincent’s (Tollcross) School provides support for deaf children in a total communication environment. On 25 June 2010 the Executive Committee approved the proposal that a new unit be established in St Roch’s Primary School to accommodate primary aged children from St Vincent’s (Tollcross) School. There are currently 8 primary aged children attending St Vincent’s (Tollcross) School.

2. Roll projection methodology

2.1 Planning for the demand for future school places is reviewed annually. Future school rolls are predicted taking into account the following factors:

- Birth rates in Glasgow
- Housing needs assessment, contained in strategic and local plans
- Migration of children in and out of Glasgow
- The progression of children through each stage (P1 to S6)
- The impact of placing requests (parental choice)

2.2 The level of incidence of deaf children is monitored in partnership with NHS Greater Glasgow and Clyde. The ‘Newborn Hearing Screening Programme’ enables deafness in newborn babies to be identified quickly and for them to be aided at between 3/4months. Late identification of children is mainly now due to ‘new Scots’ not previously identified at birth.

2.3 There are approximately eight new diagnoses every year in Glasgow. The vast majority of hearing impaired children in Glasgow attend their local mainstream nursery or school. Currently, there are 20 children in early years’ establishments, 81 in primary schools and 53 in secondary schools. (Figures accurate for 2009-10). The Sensory Support Service monitor their progress in partnership with the head of the nursery/school to ensure that their learning and communication needs are being met. The remainder are educated within St Joseph’s Hearing Impaired Unit and St Vincent’s School for the Deaf. However, numbers in the latter have reduced significantly over the years as technological improvements in aids and the increased use of cochlear implants have enabled children and young people to access their education more locally.

3. **Proposal**

3.1 It is proposed to move St Joseph’s Hearing Impairment Unit to St Roch’s Primary School. Six rooms have been identified (if they are required) within St Roch’s Primary School as a potential location suitable for children with hearing impairments. However there is no need for separate staff rooms and the main office would be large enough for common use.

3.2 The pupils would require one area for visiting services and one area for recharging and testing of specialist kit. The discussion/advice was that the pupils would be learning with the mainstream primary pupils.

4. **Educational Benefit**

Education Services has completed an educational benefits statement and this is outlined as follows:

4.1 **The Pupils**

4.1.1 Following a previous consultation on hearing impairment provision in Glasgow, a steering group was established. The membership of the steering group included representatives from Education Services, NHS Greater Glasgow and Clyde, the voluntary sector, and an elected member.
4.1.2 The group concluded that there are advantages in bringing the various groups of hearing impaired children together thereby providing more social and curricular opportunities for all. This would enable all children and young people to be taught in age-appropriate provision alongside their mainstream peers, as appropriate, and utilise whichever methodology is most effective for them. This would also ensure their language and audiological needs would be met regardless of previous methodology.

4.1.3 Overall, the chosen communication method should focus on the needs of the individual child. Giving a choice of methods of communication along with appropriate support when most needed is seen as being a positive step forward. The key aim is to improve communication for all hearing impaired children and young people.

4.1.4 The steering group considered it advantageous to have an overall service based in one Learning Community which would allow greater flexibility of meeting staffing requirements, better meet children's needs and would improve the continuity of their learning.

4.1.5 St Roch’s Primary School is a two-stream school, that is, there are two classes at each stage. Children who use oral/aural methodology would join the classes in one stream while the children who benefit from a total communication environment would join the classes in the other stream, as appropriate to their learning needs.

4.1.6 Expertise would increase in the provision of hearing impairment education within the St Roch’s Learning Community. In addition, the continuity of children’s learning would improve as all establishments would be located within the same Learning Community and children with a hearing impairment would be able to transfer with their mainstream peers to St Roch’s Secondary School.

4.1.7 The steering group recommended that the children are registered as part of the mainstream school and receive support in the designated base as appropriate to their individual learning needs. Each child would have an additional support plan which would clearly set out learning and developmental targets. Support from teachers of the deaf would be carefully planned to support the meeting of these targets. Parents and carers and children would be fully involved in setting targets and monitoring children’s progress towards achieving them.

4.2 Other users of the schools

4.2.1 An out of school care facility uses rooms in St Roch’s Primary School. We do not anticipate that there will be any adverse effects due to the capacity of St Roch’s Primary School.

4.3 Future users of the provision

4.3.1 This proposal would not affect any future placements to the Unit and the benefits outlined would enhance future provision for all enrolled.
4.4 Other schools/establishment in our authority

4.4.1 During 2008-09, Education Services undertook a consultation on the future of hearing impairment provision in the city. As part of that consultation, children and young people who currently attend educational establishments in Glasgow, as well as those who have now left the education system, were interviewed and asked about their educational and social experiences whilst at school. The overwhelming request was for there to be a larger social grouping and therefore more social networking opportunities as well as greater curricular satisfaction. Requests for more lunchtime and after-school clubs also reflect the desire to be more involved in social activities and skills development. The vast majority are happy with the breadth of curricular choice and levels of teaching. The proposal for the relocation of St Joseph’s Hearing Impairment Unit would address the views expressed.

4.5 Our assessment of any other likely effects of the proposal (if implemented),

4.5.1 The children attending St Joseph’s Hearing Impairment Unit receive free school transport and the proposal to move to St Roch’s Primary School would not affect their current entitlement.

4.5.2 The transfer of the Unit from St Joseph’s Primary School to St Roch’s Primary school would not have any adverse educational impact on St Joseph’s Primary School; however transition arrangements would be put in place to mitigate any possible social and relationship issues that could arise as a consequence of moving.

4.5.3 Teachers and support staff would be able to share expertise and learn from each other, in particular, the expertise of supporting children with a hearing impairment. Expertise would increase in the provision of hearing impairment education within the St Roch’s Learning Community.

4.5.4 In addition, the continuity of children’s learning would improve as all establishments would be located within the same Learning Community and children with a hearing impairment would be able to transfer with their mainstream peers to St Roch’s Secondary School.

4.5.6 It has been agreed with the Roman Catholic Church that, as the specialist teachers of the deaf are deployed as a city-wide resource, they would not require approval form the Church to teach children with a hearing impairment in St Roch’s Primary School. Education Services, will however, ensure that at least one of the specialist teachers is approved by the Archdiocese of Glasgow as qualified to teach religious education in a denominational primary school.
4.5.7 Parent partnership is essential to the success of children’s learning. The steering group recognised the key strengths in the existing partnerships among parents and carers and St Joseph’s, St Roch’s, St Vincent’s and the Sensory Support Service. The proposed reconfigured services would build on these strengths to develop further partnerships with parents and carers.

4.6 How we would intend to minimise or avoid any adverse effects that may arise from the proposal (if implemented)

4.6.1 The steering group recommended that the children are registered as part of the mainstream school and receive support in the designated base as appropriate to their individual learning needs. Each child would have an additional support plan which would clearly set out learning and developmental targets. Support from teachers of the deaf would be carefully planned to support the meeting of these targets. Parents and carers and children would be fully involved in setting targets and monitoring children’s progress towards achieving them.

4.6.2 A Transition Monitoring Group (TMG) would be established to review the specific needs of children in relation to the proposed move. This would ensure that all children would benefit and that any necessary pupil centric requirements were met.

4.7 The benefits which we believe would result from implementation of the proposal

4.7.1 The steering group concluded that there are advantages in bringing the various groups of hearing impaired children together thereby providing more social and curricular opportunities for all. This would enable all children and young people to be taught in age-appropriate provision alongside their mainstream peers, as appropriate, and utilise whichever methodology is most effective for them. This would also ensure their language and audiological needs would be met regardless of previous methodology. Overall, the chosen communication method should focus on the needs of the individual child. Giving a choice of methods of communication along with appropriate support when most needed is seen as being a positive step forward. The key aim is to improve communication for all hearing impaired children and young people.

4.7.2 The steering group also considered it advantageous to have an overall service based in one Learning Community which would allow greater flexibility of meeting staffing requirements, better meet children’s needs and would improve the continuity of their learning.

4.7.3 The location of the Unit in St Roch’s Primary School would allow the children to continue to be taught in age appropriate provision alongside their mainstream peers, as appropriate to their learning needs. Teachers and support staff would be able to share expertise and learn from each other. In particular, the expertise of supporting children with a hearing impairment Expertise would increase in the provision of hearing impairment education within the St Roch’s Learning Community. In addition, the continuity of children’s learning would improve as all establishments would be located within the same Learning Community and children with a hearing impairment
would be able to transfer with their mainstream peers to St Roch’s Secondary School.

4.8 Reasons for reaching this view

4.8.1 The group concluded that there are advantages in bringing the various groups of hearing impaired children together thereby providing more social and curricular opportunities for all. This would enable all children and young people to be taught in age-appropriate provision alongside their mainstream peers, as appropriate, and utilise whichever methodology is most effective for them. This would also ensure their language and audiological needs would be met regardless of previous methodology.

4.8.2 The steering group considered it advantageous to have an overall service based in one Learning Community which would allow greater flexibility of meeting staffing requirements, better meet children’s needs and would improve the continuity of their learning.

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4.9 Equality Statement

4.9.1 An Equality Impact assessment will be undertaken as part of the consultation exercise to assess if the proposal discriminates against anyone on the basis of:

- Age
- Gender
- Religion
- Racial Group
- Disability
- Sexual Orientation

In carrying out the equality impact assessment we will take account of (and address) any equality issues raised in written or oral representation made as part of the consultation process. The result of the equality impact assessment will be included in the response document and also be available on the Glasgow City Council website.
5. Personnel/Staffing

5.1 The proposal would have implications for teaching and support staff. All members of staff would be fully consulted about their future as would the appropriate trade unions. The particular wishes of each member of staff would be taken into consideration, within the context of appropriate personnel policies and agreements.

6. Travel

6.1 All children who attend St Joseph’s Hearing Impairment Unit receive free school transport. This provision would continue. An analysis would be carried out of travel routes from children’s homes to optimise travel routes as a result of the relocation.

7. Financial Implications

7.1 A major refurbishment of St Roch’s Primary School is currently underway as is the design work for the recently approved transfer of St Vincent’s (Tollcross) School pupils. It is anticipated that any adaptations required to meet the needs of the pupils currently attending St Joseph’s would be accommodated within the funding already approved for the St Vincent’s pupils.

7.2 Additional funds would be required for the decant from St Joseph’s to St Roch’s Primary School.

8. Consultation Process

8.1 Glasgow City Council consults in line with the requirements of the Schools (Consultation) (Scotland) Act 2010.

8.2 This consultative document has been made available to interested parties, including Parent Councils, HMIE, parents and carers of children attending the establishments affected, Student Councils, Staff, Trade Unions, Community Council(s), Community Planning Partners and any other users of the schools.

8.3 Consultation papers are distributed to a wide range of stakeholders and interested parties including:

- Parent Councils/Parent Forums
- Student Councils/Children in affected establishments
- Staff
- Trade Unions
- Community Councils
- Area Committees
- Other users of the school premises
8.4 Interested parties are invited to make written submissions on the proposal to the Executive Director of Education Services, Wheatley House, 25 Cochrane Street, Glasgow, G1 1HL or via:

Web site address:  www.glasgow.gov.uk/schoolestateconsultations

e-mail address:      Schoolconsultations@glasgow.gov.uk

The consultation period concludes on 5 November 2010

8.5 The indicative timetable for this consultation is as per the table below

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
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<tbody>
<tr>
<td>26 Aug 2010</td>
<td>Executive Committee</td>
</tr>
<tr>
<td>6 Sep 2010</td>
<td>Conclusion of Council call-in period</td>
</tr>
<tr>
<td>13 Sep 2010</td>
<td>Start of Public Consultation period (Advert)</td>
</tr>
<tr>
<td>w/b 27 Sep 2010</td>
<td>Public Meetings – 29 Sep in St Joseph’s Primary School and 30 Sep in St Roch’s Primary School</td>
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<tr>
<td>5 Nov 2010</td>
<td>End of Public Consultation period</td>
</tr>
<tr>
<td>8 Nov 2010</td>
<td>HMIE referral for report (3 week period)</td>
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<tr>
<td>20 Jan 2011</td>
<td>Executive Committee</td>
</tr>
<tr>
<td>31 Jan 2011</td>
<td>Notify Scottish Ministers if closure approved (after Council call-in period)</td>
</tr>
<tr>
<td>15 Mar 2011</td>
<td>If no call-in, Parents/Carers/Staff advised of closure</td>
</tr>
<tr>
<td>3 June 2011</td>
<td>Unit closes</td>
</tr>
<tr>
<td>6 June 2011</td>
<td>Children commence in receiving school</td>
</tr>
</tbody>
</table>

8.6 The Council’s cross party ASL monitoring group will form an integral part of the consultation process.

8.7 Initiatives and lessons learned from previous consultations have been applied in order to further enhance the inclusiveness of the process. For example, we have issued summary versions of this document and crèche facilities will be available at public meetings.

8.8 Anyone wishing to attend the public meeting(s) is invited to do so. The meetings will be an opportunity to:

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

8.9 We have sent a copy of this document to HMIE. HMIE will also receive a copy of written representations that are received by Education Services from any person during the consultation period or, if HMIE agree, a summary of them. HMIE will also receive a summary of any oral representation made to Education Services at the public meetings that will be held and a copy of any other relevant documentation. HMIE will then prepare a report on the educational aspects of the proposal after Education Services has sent them all representations and documents as above. In preparing their report, HMIE may visit the affected schools 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.
8.10 Education Services will review the proposal having regard to the HMIE Report, written representations received, and oral representations made by any person at the public meeting(s). It will then prepare a Consultation Response Report. This report will be published in both electronic and printed formats. It will be available on the Glasgow City Council web-site and from Education Services, Wheatley House, as well as at the affected schools, free of charge. 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 HMIE Report as well as any written or oral representations it has received, together with a copy of the HMIE 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 HMIE Report and representations (both written and oral) that it received. The Consultation Report will be published at least 3 weeks prior to the Executive Committee making a decision.

8.11 If any inaccuracy or omission is discovered in this Proposal Document either by Education Services or any person, Education Services will determine if relevant information has been omitted or, if there has been an inaccuracy. Education Services will then take appropriate action which may include the issue of a correction or the reissuing of the Proposal paper or the revision of the timescale for the consultation period if appropriate. In that event, relevant consultees and HMIE will be advised.

8.12 The Executive Director of Education will prepare a report on the results of the consultative process for consideration at a future meeting of the Executive Committee.

8.13 In the event that the Executive Committee decides to move the unit at this stage, the Council would be required to notify Scottish Ministers of that decision and provide them with a copy of the Proposal Document and Consultation Report in accordance with the Schools (Consultation) (Scotland) Act 2010 within 6 working days (after Council call-in period) of the decision being made. The Scottish Ministers would have a 6 week period from the date of that final decision to decide if they will call-in the proposal. If the Scottish Ministers call-in the proposal they may refuse to consent to the proposal or grant their consent to the proposal subject to conditions or unconditionally. Within the first 3 weeks of the 6 week period, the Scottish Ministers would take account of any relevant representations made to them by any person. Until the outcome of the 6 week call-in process has been notified to Education Services, the proposal would not be implemented.

8.14 Further information can be obtained via the addresses detailed in section 8.4
# Primary School Rolls and Capacities as at Census Sept 2008 and 2009 and Roll Projections 2010 to 2019

<table>
<thead>
<tr>
<th>ESTABLISHMENT</th>
<th>Actual Rolls</th>
<th>Projected Rolls based on 2008/09 Data*</th>
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<tbody>
<tr>
<td>St Roch's Primary School</td>
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<tr>
<td>St Roch's Primary School Capacity</td>
<td>564</td>
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<tr>
<td>% Occupancy</td>
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* Please note: the rolls shown above for 2010 to 2019 are projected rolls based on data as at 2008/09

The above projections were based on 2008/09 data. However in 2009/10 the roll was 78 higher than expected due to parental choices and pupil movement from closing schools. For the projected rolls from 2010 to 2019 an additional 78 has been added on each year to the 2008/09 projected base rolls to account for this movement.

# Secondary School Rolls and Capacities as at Census Sept 2008 and 2009 and Roll Projections 2010 to 2019

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<th>Actual Rolls</th>
<th>Projected Rolls based on 2008/09 Data*</th>
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<td>594</td>
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<tr>
<td>% Occupancy</td>
<td>62.5%</td>
<td>61.4%</td>
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* Please note: the rolls shown above for 2010 to 2019 are projected rolls based on data as at 2008/09

2009/10 Based Projections (Moderated based on School Projections)

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