

Child Rights and Wellbeing Impact Assessment (CRWIA)

Stage 2 for:

The proposal to make changes to Falkirk Council's model of Enhanced Provision (Primary) as set out in the 2025 statutory consultation

Disclaimer

This document is an assessment of the potential impact on children's rights and wellbeing of Falkirk Council's proposal to make changes to its Primary Enhanced Provision (EP) model, as set out in the 2025 statutory consultation.

The assessment is informed by evidence gathered through the statutory consultation process, alongside education data and relevant national policy and legislative frameworks. Falkirk Council will continue to review and update this document where required during the strategic decision-making process. Any future iterations will reflect an increased understanding of these impacts as the amount of data and research available continues to grow.

CRWIA Stage 2 – Assessment of Impact

1. What evidence has been used to inform the assessment? What does it tell about the impact on children's rights? (Guidance pages 12-14)

Research evidence supporting the initial proposal:

1. Professional Knowledge of the EP ERG Application Process

Long-standing experience with staged interventions, early years planning and ERG referrals has consistently shown that the EP application process is a significant source of anxiety for families, particularly for children who are moving into the P1 stage. The 'uncertainty' of the process is a recurring theme in professional observations.

This is evidenced by past:

- Direct engagement with families during transition planning.
- Feedback from early years practitioners and primary schools.
- Observed and conveyed anxiety from parents navigating the ERG cycles.
- Systemic delays inherent in the annual decision-making calendar due to P1 forward planning timescales and known availability of number of P1 EP spaces.

Reports from parents frequently highlight a perceived need to 'fight' for a placement, which adds emotional strain to an already sensitive transition.

2. Findings from the ASL Review (Oct 2024 – Jun 2025)

Data gathered during the ASL Review engagement period identified several systemic issues prior to the formal consultation:

- Inconsistency: notable variation in how schools approach Stage 3 needs, despite the positive work taking place across the authority.
- Family Concerns: frustration regarding differing levels of support between settings.
- Stability: a clear preference from both staff and parents to reduce the reliance on ERG panels, placing requests and school moves.
- Proactive Support: a demand for earlier intervention and more predictable communication.

This conclusion was not only rooted in earlier potential research and feedback but was directly reinforced through multiple strands of the recent review. The review

provided clear, updated evidence that enhanced support can be successfully delivered in mainstream settings over time. This included:

- Findings from schools already implementing elements of enhanced support within mainstream, where positive learner outcomes were observed.
- Consultation feedback from staff, many of whom highlighted a growing skill set within mainstream settings.
- Analysis of pupil needs and existing support patterns, showing that a significant proportion of pupils who require enhanced support are already being educated in their catchment schools with appropriate scaffolding in place.
- Alignment with national policy expectations, such as the presumption of mainstreaming and staged intervention, which supports the development of sustainable, adaptable provision within local schools.

These components formed a robust evidence base demonstrating that - with appropriate staffing, resourcing, and phased implementation - mainstream settings are well placed to deliver enhanced support effectively.

3. Case Study Evidence and Existing Practice

Internal case-study data gathered prior to the proposal demonstrates that the current model is not the only path to success. Evidence shows:

- A test-of-change approach demonstrated that enhanced support was effective for a broad range of pupils at Stage 3 - including those who did not receive an EP place as well as those who did not apply. Most children remained successfully supported within their mainstream setting without the need to apply or re-apply to ERG the following session, showing that strengthened Stage 3 provision can meet needs across both groups.
- Schools with high internal capacity (experienced staff and small-group environments) successfully meet significant needs without an EP designation.
- Some current EP placements involve children whose needs could be met in a well-resourced mainstream setting, as advised by EP Head Teachers. We have had parental requests to move children to full mainstream or catchment primary.

These findings support the move toward strengthening capacity across all schools to ensure a more equitable distribution of support.

4. Awareness of Inclusion Barriers and Stigma

Professional practice and discussions have highlighted different public perceptions regarding inclusion:

- Children with significant needs are sometimes labelled as 'too challenging' for mainstream environments.
- This mindset fosters stigma, suggesting that children with sensory or dysregulation needs require specialised, separate settings.
- Limiting enhanced support to a small number of schools can unintentionally reinforce segregation.

The proposal aimed to address these barriers by fostering more inclusive mainstream practices and reducing the structural triggers for stigma.

5. Known Limitations of the Current Model

The rationale for change is based on a clear understanding of existing pressures:

- Capacity: demand for EP spaces regularly exceeds the number of available places.
- Rigidity: the annual ERG cycle prevents a timely response to emerging needs.
- Inequity: whether a child can access an EP place in their catchment school is often determined by geography, rather than individual requirements.
- Informal solutions: the rise of 'shadow EPs' and informal nurture bases indicates that schools are already attempting to fill gaps in the official model.

6. Evidence-Based Vision

The vision behind the proposal was established well before the statutory consultation. It was grounded in ERG data and school-based evidence, focusing on:

- Reducing the burden: moving the emotional and administrative weight of applications away from schools and parents.
- Community Continuity: allowing children to remain with nursery peers/siblings in their local schools.
- Systemic Capacity: ensuring every school has the training and resources to provide high-level support. For example, the additional allocation of teacher resource to every primary school.
- Immediate Response: transitioning to a model where support is proactive and available at the point of need, rather than being dependent on a change of school.

This assessment draws on a broad range of quantitative and qualitative evidence gathered through the statutory consultation on the proposal to change Enhanced Provision. Key evidence sources include:

Consultation responses

1. Online survey responses from parents/carers, school staff, community members and other stakeholders collected via Participate+
2. Written submissions from stakeholders, including a Parent Council group and organisations
3. Summary notes of oral representations from public meetings, focus groups with parents, and online sessions with staff and partners

Education data

1. SEEMiS data on the number and proportion of children and young people with identified Additional Support Needs (ASN) across Falkirk, including those identified as requiring enhanced levels of support through the staged intervention process
2. Data on the location and use of Enhanced Provision places
3. Information from schools on localised enhanced support arrangements, including 'shadow Enhanced Provision (EP)' type spaces developed to meet need

National and local policy context

1. Statutory duties under the Education (Additional Support for Learning) (Scotland) Act 2004
2. The Equality Act 2010, including the Public Sector Equality Duty
3. The Children and Young People (Scotland) Act 2014
4. The Standards in Scotland's Schools etc. Act 2000 and Presumption of Mainstreaming guidance (2019)
5. The United Nations Convention on the Rights of the Child (UNCRC) and the GIRFEC practice model
6. Recent national reviews and reports on Additional Support for Learning and inclusion
7. Children and Young People's Commissioner Scotland
8. HGIOS 4
9. ARC Scotland Principles into Practice
10. Other authorities' practices and approaches

What the evidence indicates

This evidence indicates that:

- There has been a sustained increase in the number and range of needs of children with identified ASN, resulting in demand for enhanced support exceeding the number of available EP places in some localities.
- There is variation in consistency of enhanced support depending on a child's school, locality and access to an EP placement, raising issues of equity (UNCRC Articles 2, 3, 23, 28 and 29).
- There is good stakeholder support for the principle of strengthening support in every school.
- Consultation feedback highlighted concerns about the potential impact of the proposed changes on children currently attending EPs.
- Consistent messages emphasised the importance of stability, predictability, clear communication and gradual, well-supported transitions, particularly for neurodivergent, care-experienced and highly anxious learners.

The evidence suggests that, if the proposal were implemented, it would need to:

- Prioritise the best interests of the child (Article 3)
- Safeguard children's rights to education, support and inclusion (Articles 23, 28 and 29)
- Protect children's sense of safety, stability and wellbeing (Articles 6, 19 and 39)
- Uphold children's right to be heard and taken seriously (Article 12)

Evidence gaps and areas for further work:

While the consultation generated a substantial evidence base, some gaps remain:

Children and young people's direct views

1. Pupil voice activity was undertaken directly with an approx. 16% of EP pupils (44 children),
2. Mainstream children over the age of 12 could have responded via the participate+ survey.
3. If the proposal were to proceed, further structured, age-appropriate and accessible engagement with children and young people directly affected would be required, particularly in relation to transitions and changes to support arrangements.

Data for specific groups

1. The consultation demonstrated that specific groups, including disabled children, neurodivergent learners and care-experienced children, are more likely to be impacted by this proposal.



2. Further analysis of attendance, exclusions, attainment and staged intervention data would be required to understand differential impact should the proposal proceed.

Understanding impact over time

1. Current data largely describe existing patterns of need and provision.
2. Implementation of the proposal would require monitoring arrangements to assess longer-term impact on wellbeing, participation and educational outcomes.

Should the proposal proceed, these areas could be addressed through strengthened Team Around the Child (TAC) engagement, enhanced data analysis and a monitoring and evaluation framework.

[2. Evidence from stakeholders/partner organisations \(Guidance page 15\)](#)

Evidence from stakeholders and partners indicates the following:

Parents and carers

1. Concern about any change that might disrupt existing EP placements, transport arrangements, staff relationships or peer groups.
2. Emphasis on the importance of gradual, well-planned transitions and continuity of relationships and strategies for children already settled in EPs.
3. Anxiety about how children with significant needs would be supported in mainstream settings if EP arrangements were changed.
4. Concerns about communication, timing and the accessibility of information about the proposal and next steps.

School staff and leaders

1. Broad support for the principle of strengthening support in every school, linked to equity and early intervention.
2. Recognition that EPs alone cannot meet the current and projected level of need.
3. Concern about the capacity of some schools to meet more significant needs without sufficient staffing, training and specialist support.
4. Requests for clarity about roles, responsibilities and the relationship between any new model, existing EPs and central ASN services.

Partner agencies (e.g. NHS, Occupational Therapy, Social Work)

1. Support for a whole-system approach aligned with GIRFEC planning.
2. Emphasis on the rights of disabled children and those with significant needs to continuity of support and minimal disruption to care and support plans.

The evidence indicates that, while the aims of the proposal align with children's rights in principle, implementation could carry risks unless it is underpinned by a robust, person-centred and individualised approach to transition planning for each child. This would need to be supported by appropriate safeguards relating to stability, capacity and communication.

3. Evidence from children and young people (Guidance pages 15-17)

Children and young people's views were gathered through:

1. School-based discussions and activities facilitated by staff
2. Views shared at meetings and events, including views conveyed by parents on behalf of children

Key messages from children and young people included:

1. The importance of feeling safe, known and understood in school.
2. Strong attachment to trusted adults and peers, and anxiety about losing these relationships if changes were introduced.
3. A clear sense that support should be available where children are, not only in specific buildings or bases.
4. For some children attending EPs, a strong sense of belonging to their current placement.

This evidence highlights:

- Children's right to be heard in decisions affecting them (Article 12).
- The need to minimise disruption and uncertainty, particularly for children who experience anxiety or who have experienced multiple transitions.
- The importance of balancing equity of access with emotional security and stability.

4. How have the findings outlined in questions 1–3 influenced understanding of the potential impact of the proposal? (Guidance page 17)

The understanding of the proposal's impact has evolved from an initial evidence-based vision into a more nuanced assessment shaped by direct consultation.

- The proposal was originally based on knowledge that the current application process is a significant source of anxiety for families and that current systems - such as the annual ERG cycle – can prevent timely support. Case study data indicated that mainstream settings could effectively support Stage 3 needs through strengthening internal capacity.
- While the research supported the principle of equity, the consultation shifted the Council's focus toward the practical concerns which stakeholders felt would be important to any implementation. Feedback from parents, staff, and partners highlighted that for children currently in EP, who could be in scope

for transfer, the impact could be negative (increased anxiety and uncertainty) if not managed with extreme care.

- It is now understood that the potential positive impacts on a child's right to education are not automatic, but they are dependent on the feeling of system 'readiness.'

Strengthening Rights-Based Positives: The evidence gathering also highlighted several specific UNCRC rights that the proposal has the potential to strengthen:

- Article 5 & 18 (Parental Guidance/Support): The process respects the role of parents by ensuring they are central to decisions regarding their child's transition and recognizes the state's duty to support individual learners within their community.
- Article 12 & 13 (Views of the Child/Freedom of Expression): By engaging directly with children through age-appropriate methods during the consultation, the Council has reinforced the right of children to have their views heard and influence how support is delivered.

[**5. Impact on children and young people - assessing for impact against the UNCRC \(Guidance pages 17-18\)**](#)

The proposal has the potential for both positive and negative impacts on children's rights.

Potential positive impacts

- The evidence indicates that the proposal has the potential to strengthen the following rights:
- Article 2 (Non-discrimination): The proposal aims to reduce geographical variation in access to enhanced support, ensuring a child's school location does not determine their level of assistance. The proposal aims to ensure timely access to the right support at the right time so that children and families do not require ERG processes or change of placement.
- Article 3 (Best interests of the child): By enabling more children to have equitable access to specific resources, the proposal seeks to place the child's needs at the centre of service delivery.
- Article 5 (Parental guidance and a child's evolving capacities): The model includes parents as key partners in the decision-making process for any potential transition, respecting their role in guiding their child through changes.
- Article 12 (Respect for the views of the child): The consultation process ensured that children were included in a meaningful way, allowing their feelings about safety and belonging to influence the assessment.
- Article 13 (Freedom of expression): Children were engaged using age-appropriate and accessible methods, ensuring they could express their views in a way that worked for them. This would be a key feature of implementing any change or transition.
- Article 18 (Parental responsibilities and state assistance): The proposal respects the role of the parent while fulfilling the education authority's duty to support individual learners within their own community.

- Article 23 (Children with a disability): A more equitable system-wide approach could improve the consistency of quality of support and inclusion. Children with a disability would have improved access to the right support at the right time, improving their wellbeing and participation and engagement in their learning.
- Articles 28 and 29 (Right to education and goals of education): Providing earlier access to enhanced support in local schools can improve long-term engagement, participation, and educational outcomes.

Potential negative impacts and risks

- Article 3 (Best interests of the child): Disruption to established placements, routines and relationships could undermine wellbeing and learning for some children.
- Article 6 and 39: Increased uncertainty and anxiety regarding changes to support could negatively affect children's emotional wellbeing and development (Recovery from trauma and reintegration).
- Article 19 (Protection from violence, abuse and neglect): Concerns were raised about safety and supervision if schools were not fully prepared to meet significant needs.
- Article 12 (Respect for the views of the child): If children's views were not adequately reflected in implementation, trust in participation processes could be undermined.
- Article 18 (Parental responsibilities and state assistance): If there is a breakdown in communication or a lack of clarity during implementation, the authority may fail to uphold its duty to support parents in their role and provide the necessary assistance for the child.

6. Positive impact (Guidance pages 18-19)

The core of this proposal is to ensure that every child in Falkirk can access high-quality, skilled support within their own community. By moving away from a system dependent on prioritised applications and appeals for limited spaces, we are fulfilling the child's right to an education that develops their full potential (Article 29) in a way that is non-discriminatory (Article 2). This shift removes the 'postcode lottery' of support, ensuring that a child's needs - rather than their location or a parent's ability to navigate an appeal - determine the support they receive

In addition, the proposal will:

- Improve equity of access: Ensure that consistent and high quality enhanced support is available across all schools in Falkirk, removing geographical barriers to skilled resources (Article 23).
- Provide prompt access: Deliver the right resource at the right time by reducing reliance on rigid, multiple application cycles, fulfilling the duty to provide state assistance at the point of need (Article 18).

- Support inclusion and belonging: Enable more children to be supported within their local school communities, allowing them to remain with peers and siblings and protecting their sense of belonging.
- Maintain continuity of relationships: Avoid disruptive transitions and the breaking of established relationships that often occur when moving from a catchment school to an alternative location.
- Strengthen early intervention: Create a consistent standard of practice across all schools, ensuring that support is proactive rather than reactive.
- Involve parents and children: Ensure the roles of parents (Article 5) and the views of children (Article 12) are central to the planning of any necessary transitions or support adjustments.

7. Negative impact (Guidance pages 19-20)

Consultation evidence highlights potential negative impacts if the proposal were implemented:

- Increased anxiety and distress for some children currently settled in EP placements.
- Approx. 70% of children would be in scope for potential transfer back to catchment schools, if they chose to move. While this would be carefully planned and agreed, it is a number of young people who are currently settled in placement
- Risk of inconsistent quality and availability of support during periods of transition.
- Potential loss of trust among children, families and staff if implementation was perceived as rushed or insufficiently resourced.

8. Options for modification or mitigation of negative impact (Guidance pages 20-21)

The consultation process demonstrated some support for the intention to strengthen enhanced support across all primary schools. However, respondents were clear that implementation of the original proposal would only be feasible if essential safeguards were guaranteed. Across all engagement activity, stakeholders emphasised the importance of careful phasing, sufficient system capacity, clear communication, targeted professional learning and relationship-centred transition planning. These elements were viewed by them as critical in protecting children's rights and wellbeing throughout any period of change.

The mitigation record below separates each identified risk by the relevant UNCRC Article and outlines the actions that would have been required if implementation were to proceed. This aligns with the approach used within Equality and Poverty Impact Assessments, where negative impacts are explicitly linked to the characteristic they affect.

It is important to note that, following the assessment and wider analysis, the proposal will not proceed at this time. However, the themes raised through consultation - including equity of access, transition planning, staff expertise and participation - will inform future work.



Instead of the original proposal, our mitigating actions will focus on the following core themes:

- **Equity of Access and Inclusion:** We will continue to develop the 'enhanced support' model and similar shadow enhanced provision spaces to ensure children can access support within their local school communities. This protects the right to remain with peers and siblings (Article 16).
- **Strengthening Staff Expertise (Article 23):** Recognising that equity and success should be achievable for all, we will prioritise ASN specific professional learning for all staff. This ensures that even without a formal change in placement processes, the quality of support in every classroom is elevated.
- **Refining Transition Planning:** We will seek to embed consistency across a shared transitions model across the clusters, in order to ensure that the location of a child's home does not impact the type of support they receive around these times of change.
- **Participation and Pupil Voice (Article 12):** We will continue to empower ASN learners to advocate for themselves, ensuring their views are central to any future planning for support adjustments.
- **Optimising Existing Resources:** We will focus on revitalising the roles of SfLAs and other support staff to provide diverse interventions across all schools in the authority within current settings.

[Mitigation Record](#)

Issue or risk identified - Article 3 (Best interests of the child)

[Risk](#)

Children and young people - particularly those currently attending Enhanced Provision - may experience increased anxiety, dysregulation, or reduced emotional safety if changes to placement, staffing or routines were introduced without thorough preparation and individualised planning.

[Action taken / to be taken](#)

Following the CRWIA and consultation process, a decision was made not to proceed with the proposal as initially outlined. This action was taken specifically to protect children's rights and wellbeing in response to concerns regarding equity and potential disruption to established support systems.

If the proposal were to proceed, mitigation would require:

- A clear commitment that no child would experience unplanned or sudden changes to placement, staffing or support.

- A phased, carefully paced transition process, guided by individual readiness rather than system-level timelines.
- Person-centred planning involving children, parents/carers, school staff and partner agencies, with explicit focus on emotional wellbeing and continuity of relationships.
- Timely and accessible communication for children and families, including child-friendly explanations of any proposed changes.
- Ongoing monitoring of wellbeing throughout any transition, with the flexibility to pause or adapt plans where barriers were observed.

Date action taken / to be taken

These actions would have been required in advance of and throughout any implementation period.

Issue or risk identified - Article 6 (Life, survival and development)

Risk

Insufficient system-wide availability of skilled staffing could lead to inequitable access to enhanced support, risking disruption to children's learning and overall progress.

Action taken / to be taken

Consultation feedback highlighted staff confidence and skill set as being critical to mitigating this risk. If the proposal were to proceed, the following would be necessary:

- A programme of professional learning for all staff which is focused on meeting significant needs and is responsive to ongoing feedback from schools.
- Access to skilled expertise through school-based and central ASN teams, ensuring timely advice, modelling of practice and responsive problem-solving.
- Clear articulation of roles, responsibilities and pathways between mainstream schools, Enhanced Provisions and central ASN services.
- Use of evolving ASN data to prioritise support for schools with the greatest level of need and no existing EP-style provision.
- Ongoing evaluation to ensure variation in support across schools and localities was being reduced, not exacerbated.

Date action taken / to be taken

These measures would need to be in place prior to commencement and reviewed regularly throughout implementation.

Issue or risk identified - Article 12 (Right to be heard)

Risk

Children and young people may feel that their views and lived experiences were not fully considered if implementation progressed without sustained opportunities for participation and feedback.

Action taken / to be taken

Mitigation would include:

- Support for schools to utilise existing pupil forums and trusted relationships to facilitate meaningful engagement.
- A structured and accessible programme of ongoing engagement with children and young people - across Enhanced Provision, mainstream settings and mainstream classes - using age-appropriate and tailored methods.
- Clear feedback loops demonstrating how children's voices shaped planning ('you said, we did').
- Regular opportunities for children to express their views throughout implementation and review.

Date action taken / to be taken

Engagement would be required throughout the lifespan of the proposal, beginning prior to implementation.

Issue or risk identified - Article 19 (Protection from harm)

Risk

Insufficiently supported transitions could result in or increased anxiety - particularly for children reliant on consistent routines and trusted adult relationships.

Action taken / to be taken

Mitigation would require:

- Embedding trauma-informed practice throughout all transition planning.
- Ensuring continuity of relationships wherever possible.
- Monitoring for early signs of anxiety, with flexibility to delay or revise plans accordingly.
- Ensuring safeguarding considerations remain central to any proposed change.

Date action taken / to be taken

This would apply prior to and throughout the implementation of any transition.

Issue or risk identified - Article 39 (Recovery and reintegration)

Risk

Children with prior experience of trauma or adversity may experience regression in wellbeing if changes are introduced without sensitive, predictable and well-supported planning.

Action taken / to be taken

Mitigation would require:

- Trauma-sensitive approaches embedded within any transition framework.
- Prioritising relational stability and safe, predictable environments.
- Close monitoring of emotional wellbeing and timely access to support where required.

Date action taken / to be taken

These measures would need to be in place in advance of and throughout implementation.

Summary

While the principles underpinning the proposal aligned with children's rights to inclusion, equity and access to appropriate support, the consultation highlighted key areas requiring continued focus:

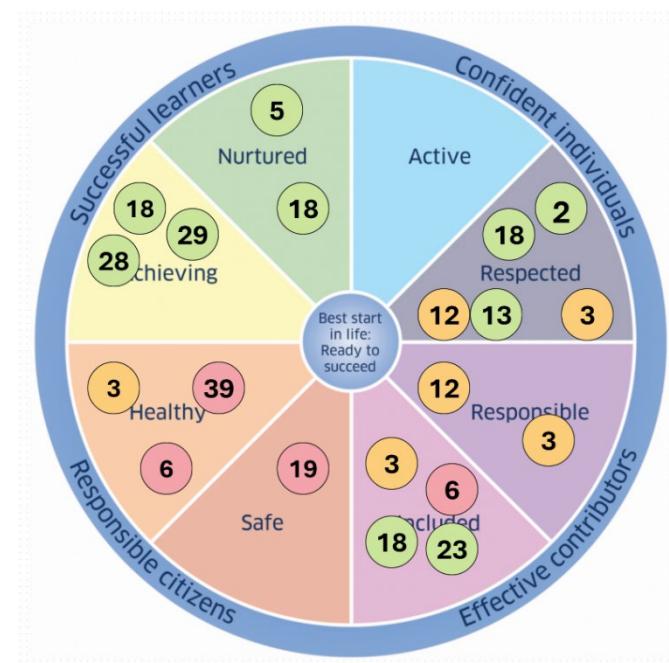
- equity of access to enhanced support
- system capacity and specialist expertise
- relationship-centred and well-sequenced transitions
- meaningful and consistent participation of children and young people.

These themes will continue to shape the next phase of improvement work to ensure that future developments fully uphold children's rights, wellbeing and stability.

9. Impact on wellbeing: will the proposal contribute to the wellbeing of children and young people in Scotland? (Guidance pages 21-24)

This section considers the likely impact on children and young people's wellbeing if the proposal to change Falkirk Council's model of Enhanced Provision proceeds, informed by evidence, the SHANARRI wellbeing wheel and indicators.

Article
2 Non-discrimination
3 Best interests of the child
5 Parental guidance and a child's evolving capacities
6 Life, survival and development
12 Respect for the views of the child
13 Freedom of expression
18 Parental responsibilities and state assistance
19 Protection from violence, abuse and neglect
23 Children with a disability
28 Right to education
29 Goals of education
39 Recovery from trauma and reintegration



Safe - Likely impact: Neutral

The proposal aimed to strengthen support within local schools, which could support children's sense of safety and belonging. Consultation evidence also highlighted that changes to placements, routines or staffing could increase anxiety for some children - particularly for those already attending Enhanced Provision or those who find change difficult. However, a positive impact on safety could be achieved through careful phasing and robust, person-centred, transition planning - which would mitigate risks to children's sense of safety.

Healthy - Likely impact: Neutral

Improved access to enhanced support has the potential to benefit children's emotional wellbeing. At the same time, consultation responses indicated that uncertainty around the change could negatively affect mental health - particularly for neurodivergent and highly anxious learners currently within EPs.

Achieving - Likely impact: Potentially positive

The proposal has the potential to improve engagement and attainment by enabling earlier and more consistent support within mainstream settings. Evidence suggests greater confidence is needed for the current system to have sufficient capacity.

Nurtured - Likely impact: Neutral

Supporting children within their local schools would strengthen nurturing relationships for some learners. Conversely, parents and staff emphasised the importance of existing relationships within Enhanced Provision and any disruption to these could have impacted children's emotional security.

Active - Likely impact: Potentially positive

While not a primary focus of the proposal, improved inclusion within local schools could support children's participation in play and wider school activities. Children attending EP who are transported are likely to miss out on after-school, extra-curricular activities at their EP school.

Respected - Likely impact: Neutral

The consultation demonstrated a commitment to hearing children's views; however, participation was variable.

Responsible - Likely impact: Potentially positive

Strengthening support within mainstream schools could support children to develop confidence and participation in learning and school life. With appropriate support and opportunities for involvement, the principles of the proposal would contribute to positive developments in responsibility - for example through increased engagement, self-regulation and participation in decision-making.

Included - Likely impact: Potentially positive

A core aim of the proposal was to improve inclusion and equity of access to enhanced support. Consultation evidence highlighted the belief that meaningful inclusion depends on sufficient capacity and support to avoid children feeling unsupported in practice.

Overall, evidence suggests that the original proposal has the potential to support wellbeing for many children, particularly in relation to achievement, active and responsible. It also supports greater equity. However, for children already attending Enhanced Provision, there were identified risks associated with disruption to established relationships, routines and wellbeing- particularly if change were not carefully phased and individually planned.

10. How will the organisation communicate to children and young people the impact that the proposal will have on their rights? (Guidance page 24)

If implemented, Falkirk Council would communicate the proposal and its potential impact through:

- Child-friendly accessible summaries shared via schools, using appropriate communication methods and formats to meet the needs of different children and young people.
- Clear, step by step guides and information for parents and carers
- School-level communication supported by staff
- Opportunities for children and young people to ask questions and provide feedback
- Consultation and engagement directly with affected children around transitions processes and changes.

11. Planning for the review of impact on child rights (Stage 3) (Guidance pages 24-26)



The impact of the proposal on children's rights would be monitored through:

- Ongoing monitoring of attendance, exclusions, staged intervention framework data and outcomes - alongside regular evaluation and review against agreed key measures.
- Quality Assurance of enhanced support approaches and inclusive strategies in education settings.
- Feedback from children, families, staff and partners
- Review at key milestones during implementation

A Stage 3 CRWIA would be completed following implementation or at points of significant change.

12. Sign-off

Name of individual signing off decision:

Signature: Jon Reid

Date: 06/02/2026