

## **Frequently Asked Questions (FAQs) - Proposal to Consult on 'Enhanced Provision (EP) in Falkirk Primary Schools' Model**

**Updated as of 07/10/2025**

### **1. How do schools calculate the number of Support for Learning Assistants (SFLAs) they need, and are schools guaranteed to receive the number required?**

Central oversight ensures that available SFLA core staffing is distributed fairly and consistently and is based on factors such as school roll, poverty and learning needs. In addition, some schools may request additional exceptional SFLA hours for specific pupil support based on disability/medical grounds.

### **2. What will building work look like in schools that need to adapt their space, and how will this affect pupils?**

Where adaptations are required, they would be carefully planned to minimise disruption to learning. Many schools have already created small, flexible spaces to support learners with Additional Support Needs and further adjustments would be made in line with demand and resources. Any building work would consider the needs of all children in the school and would be scheduled to limit impact on teaching and learning.

### **3. How will mainstream children be supported if EP pupils require more of the teacher's time, or if children experience outbursts?**

The needs of all pupils would continue to be met through effective teaching, support, and planning. Where children require additional regulation or support, staff would be trained to provide this while ensuring the wider class continues to learn. Risk assessments and pastoral support are already in place, where needed; this would not change. The proposal is designed so that both EP and mainstream pupils can learn safely and effectively together.

Furthermore, the proposal is not based on just current staffing, additional resource would be provided to schools to support the proposal

### **4. Why not create fully staffed EP cluster units or expand current units instead of embedding enhanced support in all schools?**

Current EP schools cannot continue to expand as they are constrained by the school roll and number of mainstream classes, and in line with policy, it is our ambition that children are educated in their local community wherever possible. The proposal seeks to extend the high-quality practice already seen in existing EPs so that every school can provide enhanced support. This would ensure that more children can stay in their local school, but we wish to stress that this does not mean that all children would be educated in a mainstream class only.

**5. Why wasn't a full Equality and Poverty Impact Assessment (EPIA) completed before the consultation began?**

A full EPIA will be carried out following the consultation, once all feedback has been gathered. This ensures that the assessment reflects the full range of views and potential impacts raised by families, staff, and partners. An initial scoping exercise was undertaken before consultation began, and this will now be expanded with the evidence gathered through the consultation process. An EPIA cannot be completed before the information is gathered from all stakeholders as this is the exact information required to complete the full EPIA.

**6. What happens if staff absence increases due to workload or stress?**

The wellbeing of staff is a priority. The proposed model is intended to ensure resources and expertise are more evenly distributed, reducing the pressures on individual staff and individual schools which can lead to illness and stress. Professional learning, coaching, and ongoing monitoring would support staff through any changes. We will continue to engage with trade unions and staff groups to ensure concerns are identified early and addressed appropriately.

**7. What role will Principal Teachers (PTs) have in the new model?**

Principal Teachers can play a key role in managing learning and supporting staff within schools. Schools are encouraged to structure their own leadership teams in ways that best support pupils with ASN.

**8. Will school security need to change if more children with complex needs are supported in mainstream settings?**

All schools are already required to ensure safe environments for children and staff. Where adaptations are needed - for example, changes to entrances, exits, or internal layouts - these would be planned carefully as part of the management of the school estate. Safety and wellbeing are central considerations, with appropriate measures always being taken in partnership with individual schools.

**9. What if the resources allocated to schools do not match the staffing actually available?**

We recognise that resourcing must not only be allocated but also delivered in practice. The proposal is designed to ensure permanency in staffing so that allocations are matched by staff on the ground, reducing reliance on temporary or late appointments. This would strengthen consistency across schools.

**10. Will there be a second consultation once the model is clearer to parents?**

This statutory consultation is the formal process required by law. This would ensure that the model develops in a transparent way and that parents have continued opportunities to contribute feedback.

**11. When will the model begin, and how will staff be trained in time?**

If the proposal is agreed, a phased implementation plan would be developed. This would include professional learning, coaching, and mentoring for staff. Training would take place ahead of and during any changes so that staff feel confident and supported throughout the transition. Models and timelines can only be determined following the end of the consultation, when all stakeholder information has been gathered.

**12. Parents have expressed that current EP staff are exceptional and that the proposal feels worrying. How do you respond?**

We highly value the expertise and commitment of all staff across our schools in supporting Stage 3 learners. Staff working in Enhanced Provision schools have developed particular skills and experience, and this proposal seeks to share and build on that expertise across all 47 primary schools. The intention of the proposal is to ensure, for now and the future, that good practice and specialist knowledge is extended more widely. In this way, all staff are supported to continue developing their skills to a high level, and all communities can benefit from the strengths that already exist.

**Updated as of 24/09/25**

**13. Is this proposal linked to the earlier Learning Week consultation or an attempt to make cuts to ASN and Enhanced Provision because that proposal was not agreed?**

This proposal is not connected to the Learning Week consultation. In session 2023/24, additional teachers were allocated to help reduce demand on Enhanced Provision places. An ASN Parent Forum was held in October 2023, providing an opportunity for parents to ask questions about the wider ASN service, including Enhanced Provision. It was at this forum that initial discussions about potential changes to the Enhanced Provision model took place.

The need for transformation was reinforced through further stakeholder engagement during our ASN review, which began in October 2024. Feedback highlighted clear calls for resources to be devolved directly to schools and for support to be delivered more equitably across all establishments. In response, this proposal focuses on how one specific area of support within schools is structured, with the aim of ensuring greater and more consistent support for all learners.

**14. What about parents who aren't online or don't use social media?**

The consultation is not being run through social media. All parents received information via Groupcall, and there were six public meetings open to all and six focus groups. Information is also available through the Participate+ website.

**15. Why wasn't a physical letter sent to every parent?**

A letter was issued to all parents at the start of the consultation via Groupcall (the same

system used for school texts/emails). All information was also published on Participate+. Families are asked to ensure school contact details are up to date.

**16. When will the full data from the Additional Support for Learning (ASL) Review be available?**

The ASL review is ongoing and will be published in stages due to its size and scope. Initial parent/carer survey findings have already been shared publicly, highlighting concerns about inconsistency of ASN support. The link to these can be found here: [Participate+ Falkirk](#). These have helped inform the Enhanced Provision consultation. The current consultation is a separate statutory process and not dependent on unpublished ASL review data.

**17. How are teachers and Support for Learning Assistants being consulted, and can they contribute safely?**

Staff are invited to provide feedback through the anonymous Participate+ survey, through their trade unions, and by attending scheduled meetings. Heads of Establishment are briefing their own staff and two staff only meetings have been scheduled. We are also engaging directly with schools to encourage staff to share views. All contributions are considered equally, and staff wellbeing and professional insight are essential to the process.

**18. Is the Participate+ survey really anonymous for staff?**

The Participate+ survey is fully anonymous for all contributors, including teachers and Support for Learning Assistants. Staff may also share views through staff only meetings, written submissions, or a dedicated staff consultation event.

**19. If I want my child to remain in their current Enhanced Provision, can I make a placing request?**

Parents and carers retain the right to make a placing request to any school they wish. This is a separate process but children who have a place in an Enhanced Provision would not need to complete this step to stay in the school they are already in.

**Updated as of 19/09/25**

**20. Why does the consultation document seem to contradict what was said in meetings?**

There is no contradiction as the consultation document sets out proposals for discussion only, no decisions have been made. The purpose of the meetings is to clarify, answer questions, and gather feedback so that the final proposal reflects the views of families, staff, partners and communities. Where clarification has been required, a statement has been provided for this purpose on the Participate + platform, where all materials are held.

The proposal sets out the ambition that, if every school is equipped with the staff and resource to provide enhanced support, children could be educated in their local school and community. The front-page wording sets out the proposal, not a decision.

Our FAQs and survey make it clear that no child will be forced to move. These sit alongside the consultation paper and survey as the key sources of information – and have been available throughout this process. The consultation paper is the formal statutory document and will not be re-issued.

**21. Will children be forced to attend their catchment school, or have to move schools?**

No child will be forced to attend a particular school. The aim is for every school to be equipped with enhanced support so that families feel confident their local school can meet their child's needs. If your child is currently in an Enhanced Provision outside their catchment area, they may return to their local school if that is desired. Views on this option will be sought during the consultation.

**22. Why not just offer more Enhanced Provision (EP) placements instead of changing the model?**

Current EP schools cannot continue to expand further over the coming years. National policy also directs local authorities to support children in their local community wherever possible. The proposed model is designed to be sustainable, inclusive, and aligned with the presumption of mainstreaming.

**23. What happens if the new model does not work for my child, or if my catchment school has not met needs in the past?**

Every child with ASN will continue to have an individual plan which would be reviewed regularly. If a placement is not working then the school, family, and central support team would work together to adjust the plan and provide the right support. The proposal is designed to ensure that every school has the right resource and expertise, giving families confidence that their child's needs can be met locally.

**24. Who ensures that all schools apply the model fairly and consistently?**

Headteachers are currently responsible for the delivery of support within their school, and this would continue under the proposed plans. Central officers would oversee the model across all schools to ensure consistency, equity of provision and allocation of resources.

**25. Have school staff been consulted about this proposal?**

Staff, trade unions, and other professionals are invited to contribute feedback through the consultation process. Heads of Establishment have also been asked to brief their own staff and a staff only meeting has been arranged. Ongoing professional engagement would continue beyond the consultation to ensure staff are fully supported.

**26. How will this affect mainstream classes, including disruption and support for high-achieving pupils?**

All pupils' needs will continue to be met through effective teaching, support, and differentiation. The proposal is designed to ensure that children with additional needs

receive help without reducing opportunities for other learners; with the aim that all learners can attend their catchment school together but receive the support which is right for them.

It is important to underline that formal Enhanced Provisions are contained within mainstream schools: some children attend the EP for only part of the time, spending the rest of the time in their mainstream class; some children stay in the EP at all times. This will not change, either within the current formal EPs or if pupils choose to move back to their catchment school.

**27. Do schools have, and will they continue to have, enough resources and space to deliver Enhanced Provision?**

We recognise the concerns raised about resources and space. The proposal is designed so that staffing and funding will follow children to their local school. Falling school rolls and careful estate planning will also support schools to create appropriate spaces. Where adaptations are needed, these would be planned in line with demand and available resources. Furthermore, 27 of our schools (without a formal EP space) have already created spaces which mirror or aim to replicate the environment and support seen in Enhanced Provisions and so we wish to be able to support all schools, officially, as they continue this journey.

**28. How will schools ensure accessibility for children with physical needs, such as wheelchair use?**

All schools are required to meet wider accessibility standards. Falkirk Council follows the National Guidance published by the Scottish Government on Accessibility which ensures that adaptations are planned and implemented based on the needs of pupils, alongside considerations of whether these adaptations are reasonable or whether we can continue to meet needs otherwise in accordance with the Equality Act 2010.

**29. Will children currently in Enhanced Provision be at risk of bullying or trauma if they move to their catchment school?**

No child would be moved without careful planning and agreement. Individual transition plans would be in place for every child, and wellbeing will always remain central to all decisions made for our young people. Schools always provide pastoral and specialist support to help children feel safe and included; this would not change under this proposal.

Most importantly, children from Enhanced Provision would not be placed in mainstream classes - they would continue to receive tailored support and access to specialist input to meet their individual needs.

**30. Will funding reduce over time if fewer children are in EPs?**

Funding is reviewed annually and would be redistributed fairly based on the number of children requiring support. Central oversight will ensure that resources remain sufficient to

meet the needs of all learners but there are no plans to reduce the overall budget which is currently used to support our Enhanced Provisions.

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### **31. What is being proposed?**

Falkirk Council is proposing to move from the current model of 15 designated Enhanced Provision (EP) primary schools to a model where all 47 primary schools have the staff, resources and expertise to deliver enhanced support for children with Additional Support Needs (ASN) within their local community.

This does not mean reducing staffing or budgets for existing pupils. All schools already receive additional resources to support Stage 3 learners, and many schools already mirror the approaches found in formal EPs. Schools with formal EPs have an extra allocation on top of this and that will remain. The proposal aims to ensure that every school has equitable resources and capacity to deliver the right support, in the right place, at the right time.

If a child currently in an EP chooses to move back to their catchment school, a portion of the resources attached to their EP place will transfer with them; allowing the catchment school to strengthen its own staffing and provision. This does not mean the child must be in a mainstream class as the same flexible approaches will apply, whether in a dedicated provision or their catchment school.

The aim is not to dilute support but to share it in a more equitable way across all schools, so that enhanced provision is available locally to all families.

### **32. What is the Enhanced Provision (EP) model within Falkirk Council's primary schools?**

Currently, Falkirk Council has 15 primary schools with formal Enhanced Provisions, supporting around 270 pupils. These provisions sit within mainstream schools, and children may attend them full-time or part-time, depending on their needs. For example, some children are based in an EP but spend part of the school week in their mainstream class; others attend their mainstream class full-time with additional support.

The proposal would move from having formal Enhanced Provisions in just 15 schools to a model where every primary school can provide enhanced support, aligned with Scottish Government guidance. When we discuss the model of resource 'following the child' this means that support is based on individual needs within each school and the total allocation of support to that school can be calculated based on the needs of the children enrolled.

Importantly, children who need enhanced support will continue to receive it. Whether they remain in their current EP school or attend their local catchment school, resources and staffing will continue to be directed to meet their individual needs. The change would ensure

equity across Falkirk, so that families in every community have access to the same level of support locally.

### **33. Why is a change needed?**

The number of children with ASN in Falkirk has risen since 2020/21 and continues to grow. The current model cannot meet the demand. It creates inequity between schools, leaves some families without access to support and often requires children to travel out of their catchment school, which can disrupt family life.

### **34. How does this align with national policy?**

This proposal is fully aligned with the Presumption of Mainstreaming (2019) and the Additional Support for Learning (Scotland) Act 2004, which state that children with ASN should be educated in mainstream schools wherever possible. It also supports Scotland's national priorities for inclusion, equity and Getting It Right for Every Child (GIRFEC).

### **35. Have any other local authorities made a similar change?**

Yes, there are other local authorities across the country who have either implemented or are considering implementing this type of change in order to meet the needs of learners mainly within their mainstream schools and settings. Some examples are:

#### **Aberdeenshire:**

Following its ASN review, Aberdeenshire moved to a model which sees most P1–P2 children attend and remain in their local mainstream school with additional resources and outreach support. Specialist provision may be considered later if significant and complex needs remain.

#### **East Ayrshire:**

In June 2025, East Ayrshire agreed to both expand ASL centres and increase flexible support spaces in mainstream schools. This dual approach combines maintaining centralised provision with strengthening local capacity and staff skills.

#### **West Lothian:**

West Lothian follows the Presumption of Mainstream Education, aiming to meet most ASN needs within catchment schools. Specialist provision is reserved for exceptional circumstances.

### **36. Will the level of support for my child be reduced?**

The aim of this proposal is not to reduce support in any of our schools. Resources currently concentrated in 15 schools would be redistributed so that every school can provide enhanced support tailored to the needs of its own pupils. There are currently also a high number of our primary schools who are using additional resources to support learners which a higher level of need and who are mirroring the small spaces and level of support seen within Enhanced Provisions. By ensuring that all schools could be supported to do this in a

consistent way, this would give more children access to the right help, at the right time, in their own school.

**37. What considerations are being made for a pupil's wellbeing?**

All our Falkirk children are at the centre of any proposed changes within Education and this change would provide more equitable access to support in each primary school. The views of our young people will also be sought during the consultation.

**38. How does this impact on my child's rights?**

All children in Scotland have a right to be provided with a school education from age 5 until they turn 16. School education must aim to develop your child's personality, talents, and mental and physical abilities to their fullest potential – this will continue to be the focus.

**39. Will an EPIA (Equality and Poverty Impact Assessment) be completed by the Council for this change?**

Yes, a full EPIA will be completed following the conclusion of the consultation.

**40. What impact will there be on the support schools are currently providing pupils?**

The intention of the proposal is to avoid negative impact on the current support within schools as this proposed model would aim to redistribute support and resource across all 47 primary schools. The current resources would be equitably spread, depending on the needs of the children.

**41. What are the benefits of the proposed model for children at school?**

Potential benefits if the proposal were agreed are as follows:

- Staying in their local school and community.
- Learning alongside siblings and friends.
- Reduced travel time and fewer disruptive transitions.
- Earlier and more flexible support.
- Potentially stronger, more consistent relationships with staff who know them well.
- Promotes stronger and more consistent community relationships.

**42. Will ASN transport be affected?**

Your child may have been provided with ASN transport within the current EP model and if any changes were to take place, these would be made in line with the Transport policy.

**43. Will any EP staff lose their jobs?**

No, there is no proposed reduction in staffing. Staff expertise would be redistributed across all 47 schools so that every community benefits from skilled professionals.

**44. How will staff be supported in this change?**

The proposal includes plans for ongoing professional learning, coaching and training. This

would build confidence and capacity in delivering enhanced support in every school, ensuring consistency across Falkirk.

#### **45. When is the consultation taking place?**

The statutory consultation will run from 25 August to 27 October 2025.

#### **46. Who can take part?**

Everyone with a stake in Falkirk's schools is invited to contribute, including:

- Parents/carers of all pupils
- Children and young people (where appropriate)
- School staff and trade unions
- Elected members, MSPs and MPs
- Community groups, advocacy organisations, and partner agencies
- Education Scotland

#### **47. How can I share my views?**

- Attend planned public meetings (in-person or online).
- Submit feedback through the online hub or Participate+ platform.
- Provide written responses.

#### **48. What happens after the consultation?**

All feedback will be carefully reviewed. Education Scotland will prepare an independent report. A final proposal will then be presented to Falkirk Council's Executive for decision.

#### **49. How will this affect children with the most significant needs who require intensive support?**

This proposal does not impact Stage 4 provisions such as ASL Wings, ASCs, IWBS, Windsor Park, or Carronrange High School. These specialist services will continue unchanged.

#### **50. Will this save money?**

There are no planned savings attached to this proposal. The aim would be to use existing resources more effectively so that every school is properly equipped to support its learners, ensuring fairness and sustainability.

#### **51. How will success be measured?**

We will monitor:

- Pupil wellbeing, inclusion and attainment.
- Levels of attendance and engagement.
- Feedback from children, families, and schools.
- Consistency of support across Falkirk.

**52. What about denominational schools?**

Currently, only one Catholic primary has Enhanced Provision. This proposal means Catholic families would have the same access to support within their own denominational school, ensuring equity of choice and faith-based inclusion.

**53. How will transitions be managed, and what if families or staff are worried about the changes?**

If agreed, transitions would be planned carefully with families and staff. Each child would have an individual plan, phased support where required and ongoing monitoring to ensure continuity of learning and wellbeing. We know that any proposed change can be unsettling and that is why consultation is essential - to listen, to understand concerns and to adapt where needed. Please use the available engagement methods to communicate any views.