

Appendix 18: Staff Responses Meeting Notes

Online Public (Staff Only) Meeting – 2 October 2025

62 Attendees

Officers Present

- Kerry Drinnan, Quality Improvement Manager – ASN & Inclusion
- Kirsty Ferguson, ASL Project Manager

Purpose of Meeting

To explain the Enhanced Provision proposal to school staff, ensure clarity on what has been presented to parents and carers, and gather staff questions and professional reflections as part of the statutory consultation. This session was recorded to support accurate reporting, and the recording will be deleted once FAQs are updated.

Officer Summary of Proposal

- The Enhanced Provision budget is protected; this is not a savings exercise.
- Enhanced Provisions currently exist in 15 schools and are used differently depending on pupil need.
- The proposal seeks to extend the Enhanced Provision model across all 47 primary schools to ensure more equitable access.
- No child currently attending an Enhanced Provision will be required to move.
- If a family chooses to move to catchment and the environment is ready, staffing and resources follow the child.
- Implementation would be gradual and guided by staff training, environment readiness, and family agreement.

Key Questions Raised by Staff and Officer Responses

- What training will be offered to meet learners' needs? Many staff have sourced their own training to date.
- Response: Training and capacity-building will be shaped by staff feedback. The approach would prioritise in-school coaching, modelling and outreach, rather than standalone training days.
- There has not been consultation with Enhanced Provision staff prior to this stage.
- Response: Statutory consultation requires a proposal to be issued before wider engagement. This stage is where staff input shapes the implementation detail.
- How will buildings be adapted to support enhanced provision in all schools?
- Response: Adaptations to support individual learners are already funded. Wider estate planning would take place through phased implementation with Property Services.
- What happens for learners at Stage 4?
- Response: The Stage 4 panel continues. No child moves without Team Around the Child agreement, preparation, parental involvement and evidence that the receiving school is ready.

Tone and Engagement

Staff raised questions regarding capacity, training, physical space and the sequencing of implementation. Officers acknowledged these concerns and emphasised that staff experience and professional expertise are essential to shaping any implementation model.

Key Assurances Stated

- No child currently attending Enhanced Provision will be required to move.
- Support remains needs-led and based on Team Around the Child decision-making.
- Resources follow the child where a move is requested and appropriate.
- Implementation would be phased to ensure staff confidence and environment readiness.
- Education Scotland will independently review consultation feedback before any decision is made.

Closing

Officers thanked staff for their contributions and encouraged further feedback via Participate+. Staff input from this session will be included in the consultation report submitted to Education Scotland and Elected Members.

Online Public (Staff Only) Meeting – 9 October 2025

37 Attendees

Officers Present

- Kerry Drinnan, Quality Improvement Manager – ASN & Inclusion
- Kirsty Ferguson, ASL Project Manager

Purpose of Meeting

To share the Enhanced Provision proposal with school staff, outline the consultation process, and gather questions and feedback related to Stage 3 enhanced support. This session mirrored the public consultation meetings to ensure consistent information and understanding. The meeting was recorded to support accurate transcription and will be deleted once the transcript is finalised. This is a consultation. No decisions have been made.

Officer Summary of Proposal

- The Enhanced Provision budget is protected; this is not a savings exercise.
- The proposal considers moving from 15 designated Enhanced Provisions to enhanced support available in all primary schools.
- Currently, 58% of children requiring Stage 3 support are already being supported in schools without EP designation.
- Children currently in Enhanced Provisions would not be required to move school.
- Any movement will only take place if families request it and if the receiving school is prepared to support the child.
- Consultation feedback will shape any final model; this is not a predetermined outcome.

Key Questions Raised by Staff and Officer Responses

- Children in Enhanced Provisions often require high staffing levels and individual support. How would this be sustained if a child moved?
- Response: Officers acknowledged the importance of ratios and stated that staffing planning and workforce considerations must be addressed before any final model is confirmed. The proposal does not reduce support levels.
- Enhanced Provisions provide peer groups and safe spaces. Not all schools have suitable environments.

- Response: Officers emphasised that environment and belonging are core to provision. No removal of the EP model is proposed. This concern directly informs planning.
- Some examples in the proposal do not reflect the intensity of EP needs.
- Response: Officers clarified that case studies were intended to illustrate creative resource use, not equivalence. Staff feedback reinforces the importance of retaining key EP features.
- How will quality and consistency be monitored across schools?
- Response: Officers noted increased central ASN capacity, coaching-based support, and clearer system oversight as part of quality assurance planning.
- Some children cannot easily express their needs. How will their experiences be represented?
- Response: Officers acknowledged this and reinforced the importance of staff advocacy. Feedback such as this directly informs the consultation analysis.
- Staff raised that there is an inconsistency across the authority right now with support and felt that 'taking away' EPs would make this worse.
- Response: Officers acknowledged this and explained that the current inconsistencies are the exact reason why we have to look at something like a model of enhanced support across all schools. We have to be able to support almost all children in their local school but also make sure that 'local' support is consistent across the council.

Tone and Engagement

Staff expressed concerns related to the protection of safe environments, staffing capacity, peer connections, and ensuring the needs of non-verbal or highly distressed learners are fully recognised. Officers acknowledged these concerns and reiterated that stability for children currently in Enhanced Provision remains central.

Key Assurances Stated

- No child currently placed in Enhanced Provision will be required to move.
- Staffing and resources will follow the child where a move is requested and appropriate.
- Implementation would be phased and based on readiness, not immediate or universal change.
- The Enhanced Provision model is not being removed; key features are to be retained and strengthened.
- Education Scotland will independently review consultation activity before any decision is made.

Closing

Officers thanked staff for their contributions and confirmed that all feedback gathered during this session will be included in the consultation report submitted to Education Scotland and Elected Members. Staff were encouraged to submit any additional reflections via Participate+ before the consultation closing date.