

**REPORT TO EDUCATION & CHILDREN'S SERVICES COMMITTEE –
3 DECEMBER 2020**

**RELOCATION OF ANNA RITCHIE SCHOOL WITHIN PETERHEAD COMMUNITY
CAMPUS**

1 Reason for Report / Summary

1.1 Consultation regarding the relocation of Anna Ritchie School.

2 Recommendations

The Committee is recommended to:

2.1 Authorise a statutory consultation with local stakeholders (Parent Councils, Parents, Pupils, Staff and Local Community) on the proposal regarding the relocation of Anna Ritchie School as attached as Appendix 1; and

2.2 Agree to receive a further report on the outcomes of the consultation in Summer 2021.

3 Purpose and Decision Making Route

3.1 The Schools (Consultation) (Scotland) Act 2010 requires that local authorities undertake a formal consultation process whenever changes are proposed to the location or catchment area of a school; or when a school is being considered for closure.

3.2 The statutory consultation must run for at least 30 days during term time and it would conclude on 26 February 2021. The consultation exercise will ensure that in the event that concerns or questions arise regarding the proposed new school then these can be addressed before substantial progress is made in the construction phase of the project.

3.3 On 31 October 2013 Education, Learning and Leisure Committee approved the adoption of a set of principles in relation to the Learning Estate. It was agreed that a workshop should be held with elected members and stakeholders to apply strategic principles to the Peterhead network.

3.4 On 26 March 2015 the Learning Estates Strategy was presented at Education, Learning and Leisure Committee which stated the approach in Peterhead following extensive local engagement provides education and other benefits for pupils, parents and the wider community in a way which is sustainable in the longer term.

3.5 Peterhead Community Campus project has been a Council priority since 2016 and has been a project within the Education & Children's Services Service Plan 2016-2019.

- 3.6 Extensive engagement of stakeholder events have taken place since 2016 as part of the development process for the campus. In February 2017 Aberdeenshire Council agreed to bring the Peterhead Community Campus Project forward through the Asset Management Development Group and thereafter to Committee.
- 3.7 At Education & Children's Services Committee and at Communities Committee in March 2017 it was agreed that two options would be further explored.
- 3.8 At the full meeting of Aberdeenshire Council on 8 February 2018 the new community campus at Peterhead was agreed for the Aberdeenshire Council's Capital Plan and at its meeting on 27 June 2019 the site at Kinmundy was approved.
- 3.9 On 28 February and 6 March 2019 local stakeholders were given the opportunity to comment on the project scope and a preferred campus location.
- 3.10 Meetings were held with parents, carers and staff of Anna Ritchie School in 2019 to explore opportunities for incorporating Anna Ritchie School into the campus. On 29 January 2020 a workshop session was arranged for the Anna Ritchie School parents and carers to further explore these options.
- 3.11 At its meeting on 8 October 2020 Education & Children's Services Committee agreed to adopt the proposal to relocate Peterhead Academy to the new community campus at Kinmundy.
- 3.12 The proposal document (attached as **Appendix 1**) will be presented to elected members at Buchan Area Committee during the statutory consultation period on 12 January 2021.
- 3.13 Allowing for Education Scotland reporting and an analysis of the consultation responses, it is expected that a further report would be circulated for committee consideration in Summer 2021.

4. Discussion

- 4.1 This proposal for relocation of Anna Ritchie School from its current site to the Peterhead Community Campus has emerged from a wider engagement process regarding the campus and the secondary school provision in the Peterhead area.
- 4.2 To ensure a holistic approach has been adopted, officers engaged widely to explore ways to improve educational, social and related opportunities for all children, young people and wider community in Peterhead. Accordingly, engagement with Anna Ritchie School staff, parents and carers was an essential part of this process. This engagement process identified possible opportunities for Anna Ritchie School to be integrated in the new campus.
- 4.3 Following a number of engagement sessions, there was a strong feeling from parents, carers and staff of Anna Ritchie School around the option to relocate rather than to merge the school with other schools at the campus.

- 4.4 As a result, officers further explored the relocation of Anna Ritchie School to Kinmundy retaining its identity in a purpose-built area of the campus.
- 4.5 The appended proposal document on the relocation of Anna Ritchie School to the Peterhead Community Campus would be consulted on between 7 December 2020 and 26 February 2021. This covers the required minimum of 30 days term time consultation.

5 Council Priorities, Implications and Risk

- 5.1 This report helps deliver the following council priorities:

Pillar	Priority
Our People	Education Health & Wellbeing
Our Environment	Infrastructure
Our Economy	Estate Modernisation

Having regard the Council's key principles: right people, right places, right time; responsible finances; climate and sustainability; Community Planning Partnership Local Outcome Improvement Plans; human rights and public protection; tackling poverty and inequalities; digital infrastructure and economy, this report helps deliver the following Strategic Priorities: "Education", "Health & Wellbeing", "Infrastructure" and "Estate Modernisation".

- 5.2 This report helps deliver against Aberdeenshire Children's Services Plan Priority – Delivery of Peterhead Community Campus.
- 5.3 The table below shows whether risks and implications apply if the recommendations are agreed.

Subject	Yes	No	N/A
Financial	x		
Staffing	x		
Equalities	x		
Fairer Scotland Duty		x	
Town Centre First		x	
Sustainability	x		
Children and Young People's Rights and Wellbeing	x		

- 5.4 The financial implications of the consultation exercise are minimal, these are in terms of distribution of the consultation to consultees. As the majority will be distributed electronically where possible, this will be a small print run and postage costs for the remainder. This would be expected to cost in the region of £50.
- 5.5 There will be financial implications for the delivery of the new Anna Ritchie School as a part of the Peterhead Community Campus and these have already been assessed and agreed in February 2018 within Capital Plan. The borrowing costs

for the funding model and revenue costs of the new campus will need to be included in the revenue budget and Medium-Term Financial Strategy going forward.

- 5.6 There will be staffing implications regarding the actual consultation exercise. Officers will be required to attend public consultation meetings as part of the process. However, this will be undertaken alongside current duties.
- 5.7 The consultation exercise should not generate any staffing implications for the employees currently based at Anna Ritchie School. As the new school opens and the existing school closes, it is anticipated that staff will transfer to the new establishment in line with their existing contract and HR&OD policies and procedures.
- 5.8 An equality impact assessment (EIA) has been carried out as part of the development of the proposal set out above and is included as **Appendix 2**. A negative impact, which can be mitigated, has been identified for younger people and people with complex needs. However, the replacement of Anna Ritchie School will address issues relating to condition and suitability of the existing outdated building and facilities. There will be improved access to curriculum, information, environment and opportunities to ensure that children and young people with complex needs are included, engaged and involved in education.
- 5.9 The new school will have positive sustainability implications. As sustainability is the key factor in the new school design, the design itself, construction and operation will be environmentally and energy efficient, contributing directly to reductions in greenhouse gas emissions. The council ensure that where possible any procured items can be in use for as long as possible and then re-used, repaired and recycled in order to reduce any negative impact on our environment.
- 5.10 The following Risks have been identified as relevant to this matter on a Corporate Level: Operational Risk Management (including health & safety)
<https://www.aberdeenshire.gov.uk/media/24689/aberdeenshirecorporaterisks.pdf>
- 5.11 The following Risks have been identified as relevant to this matter on a Strategic Level: Peterhead Campus. This proposal would ensure that a stimulating and secure educational environment will be delivered. An integrated community campus will meet the needs of pupils in the Peterhead network and prepares them for work, life and lifelong learning in the 21st Century.
<https://www.aberdeenshire.gov.uk/media/23596/20181128-directorate-risks.pdf>

6 Scheme of Governance

- 6.1 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and their comments are incorporated within the report and are satisfied that the report complies with the [Scheme of Governance](#) and relevant legislation.
- 6.2 The Committee is able to consider and take a decision on this item in terms of Section E.3.3.3. of the [List of Committee Powers in Part 2A](#) of the Scheme of Governance as this relates to the statutory functions of the Council under the

Schools (Consultation) (Scotland) Act 2010 including those relating to approval of proposals and review of proposals following consultation, but with the exception of matters properly delegated to officers of the Council, and those matters reserved to any other Committee.

Laurence Findlay, Director of Education & Children's Services

Report prepared by Maxine Booth, Quality Improvement Manager, Learning Estates Team and Rachael Goldring, Learning Estates Team Leader
Date: November 2020

List of Appendices

Appendix 1 - Anna Ritchie School Relocation Proposal Document
Appendix 2 - EIA – Anna Ritchie School Relocation



EDUCATION & CHILDREN'S SERVICES

DECEMBER 2020

PROPOSAL DOCUMENT

**RELOCATION OF ANNA RITCHIE SCHOOL
WITHIN PETERHEAD COMMUNITY CAMPUS**

**Consultation open between
7 December 2020 – 26 February 2021**

**If you have difficulty reading this document please contact
the Learning Estates Team on 01771 676600 or
LearningEstates@aberdeenshire.gov.uk**

Proposal for the future provision of Additional Support Needs specialist education in the Peterhead and Mintlaw clusters

SUMMARY PROPOSAL

It is proposed that:

Education provision at the existing Anna Ritchie School should be discontinued with effect from July 2025;

Existing and future pupils of Anna Ritchie School should continue their education at the new Peterhead Community Campus located at Kinmundy Road, Peterhead from August 2025.

This document has been issued by Aberdeenshire Council in accordance with the Schools (Consultation) (Scotland) Act 2010. The Act requires that changes to the school estates, such as relocation, are subject to rigorous statutory consultation.

Relocation is a process when a new school building is to be built on a new site and all the pupils and staff will transfer to the new building. This is not considered as a closure.

The school affected by this proposal is:

Anna Ritchie School

DISTRIBUTION

A copy of this document is available on the Aberdeenshire Council website: <http://www.aberdeenshire.gov.uk/schools/education-consultations/> or by e-mailing: LearningEstates@aberdeenshire.gov.uk

This document will be provided to:

- Parent Council of Anna Ritchie School
- Parent Councils of all schools within Peterhead and Mintlaw clusters
- Parents of the pupils of Anna Ritchie School
- Parents of pupils of Peterhead Academy
- Pupils at Anna Ritchie School
- Pupils at Peterhead Academy
- Pupil Councils of all schools in the Peterhead and Mintlaw clusters
- Staff at Anna Ritchie School
- Staff at Peterhead Academy
- Staff of all schools within the Peterhead and Mintlaw clusters
- Trade union representatives of the above staff
- Early Years Partner Providers in Peterhead
- Educational Psychology Team
- Community Child Development Team
- Boddam Community Council
- Buchan East Community Council
- Cruden Community Council
- Longside and District Community Council
- Peterhead Community Council
- Relevant users of Anna Ritchie School
- Education Scotland

A copy of this document is also available from:

- Aberdeenshire Council, Buchan House, St Peter Street, Peterhead, AB42 1QF
- Peterhead Library, St Peter Street, Peterhead, AB42 1QD (subject to opening due to Covid-19 restrictions)
- Peterhead Leisure and Community Centre, Balmoor Terrace, Peterhead, AB42 1EP (subject to opening due to Covid-19 restrictions)
- Learning Estates Team (call 01771 676600 or email LearningEstates@aberdeenshire.gov.uk to arrange for a paper copy to be posted)

1 Legislative Background

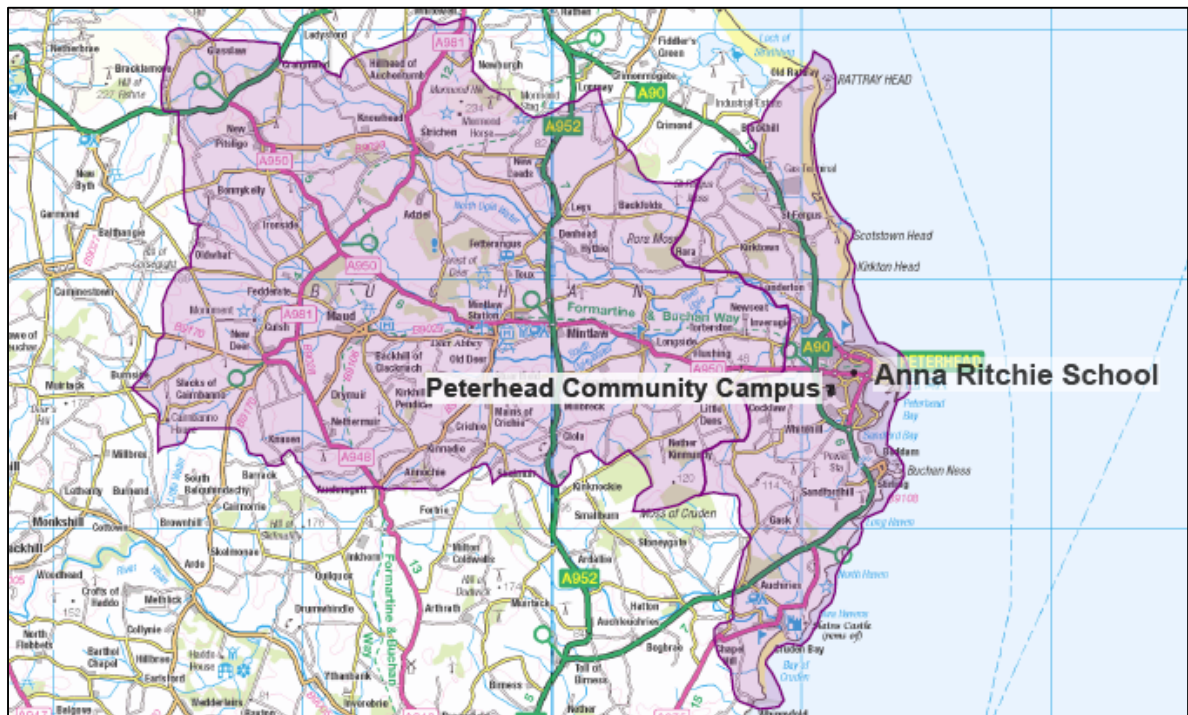
- 1.1 The proposal is advanced within the context of all applicable legislation. Amongst other duties, education authorities are required to secure adequate and efficient provision of school education (Section 1 of the Education Act 1980); and to endeavor to secure improvement in the quality of school education in schools that are managed by them (Section 3 of The Standards in Scotland's Schools Act 2000).

2 Introduction

- 2.1 Aberdeenshire Council strives to allocate its resources in a way that ensures the quality of all of its services. It attaches particular importance to providing the best possible educational experience for all of the pupils in its schools.
- 2.2 On 31 October 2013 Education, Learning and Leisure Committee approved the adoption of a set of principles in relation to the Learning Estate. It was agreed that a workshop should be held with elected members and stakeholders to apply strategic principles to the Peterhead network.
- 2.3 On 26 March 2015 the Learning Estates Strategy was presented at Education, Learning and Leisure Committee which stated the approach in Peterhead following extensive local engagement provides education and other benefits for pupils, parents and the wider community in a way which is sustainable in the longer term.
- 2.4 Peterhead Community Campus project has been a Council priority since 2016 and has been a project within the Education & Children's Services Service Plan 2016-2019.
- 2.5 At the full meeting of Aberdeenshire Council on 8 February 2018 a replacement community campus at Peterhead was agreed for the Aberdeenshire Council's Capital Plan and at its meeting on 27 June 2019 the site at Kinmundy was approved.
- 2.6 This proposal document is focused upon Anna Ritchie School. Located within the Buchan area of Aberdeenshire, Anna Ritchie School serves as the Community Resource Hub for the Peterhead and Mintlaw Community School Networks.
- 2.7 This proposal does not impact upon secondary provision at Peterhead Academy and primary provision at Boddam School, Buchanhaven School, Burnhaven School, Clerkhill School, Dales Park School, Longhaven School (currently mothballed), Meethill School, Peterhead Central School, Port Erroll School and St Fergus School. Other elements of the community campus will be subject to separate engagements.
- 2.8 The consultation will run from 7 December 2020 until 26 February 2021. A public meeting will be held to discuss the proposal on 20 January 2021. Details about the meeting will be published one week prior to the meeting on the Council's website: <http://www.aberdeenshire.gov.uk/schools/education-consultations/>
- 2.9 The consultation process for this proposal is set out in detail within Section 12.

3 Reason for Proposal

- 3.1 The proposal is to relocate Anna Ritchie School from the current site to Peterhead Community Campus and into a purpose-built all-through (4-18) facility to provide a co-located Community Resource Hub.
- 3.2 Anna Ritchie School is a Community Resource Hub in north Aberdeenshire, serving Peterhead and Mintlaw clusters, which provides pre-school, primary and secondary education for children with complex needs through full-time, part-time and assessment placements.
- 3.3 Below map shows the catchment area of Anna Ritchie School.



- 3.4 The school current roll of Anna Ritchie School 75 (SEEMIS extract as of 30 September 2020). The year group numbers for the current session are as follows:
 - P1–P7 – 43 pupils
 - S1–S6 – 32 pupils
- 3.5 The school provide pre-school Additional Support Needs specialist education for 3 pupils in total.
- 3.6 Blended placements are offered to pupils from Peterhead Academy and Mintlaw Academy.
- 3.7 The existing Anna Ritchie School building is scored B under both, condition and suitability, as outlined in the Core Facts returns required by the Scottish Government.
- 3.8 The Schools (Consultation) (Scotland) Act 2010 requires that when a school is to be relocated then a consultation must be undertaken with all relevant stakeholders.

4 Details of the Proposal

- 4.1 This proposal for relocation of Anna Ritchie School from its current site to the new Peterhead Community Campus has emerged from a wider engagement process regarding secondary school provision in the Peterhead area.
- 4.2 This proposal for relocation of Anna Ritchie School from its current site to the new Peterhead Community Campus has emerged from a wider engagement process regarding secondary school provision in the Peterhead area.
- 4.3 At its meeting on 8 October 2020 Education & Children's Services Committee agreed to adopt the proposal to relocate Peterhead Academy to the new community campus at Kinmundy.
- 4.4 To ensure a holistic approach has been adopted, it was important to engage widely and consider ways to improve educational, social and related opportunities for all children, young people and the wider community. Accordingly, informal engagement with Anna Ritchie School staff, parents and carers was an essential part of this process.
- 4.5 As part of the engagement process, two options were identified for Anna Ritchie School which were a merger with other schools located in the new campus or relocation into the new campus. This was investigated and meetings were held with parents, carers and staff of Anna Ritchie School in 2019. At that stage, there was a strong feeling from parents and staff of Anna Ritchie School around the option to relocate rather than to merge with other schools.
- 4.6 As a result, officers further explored the option to relocate Anna Ritchie School to Kinmundy retaining its identity in a purpose-built area of the campus.
- 4.7 On 29 January 2020 a workshop session was arranged for Anna Ritchie School parents and carers to discuss options for integrating the school into Peterhead Community Campus.
- 4.8 On 12 November 2020 Anna Ritchie School's Head Teacher and parents' representatives had an opportunity to visit St Andrew's School and shared spaces and facilities associated with the school located in Inverurie Community Campus.
- 4.9 Parents/carers and staff of Anna Ritchie School had an opportunity to view the designs and participate in virtual visit of St Andrew's School.
- 4.10 Developing Requirements

The replacement Anna Ritchie School will be fully accessible and specially designed and equipped with modern solutions to meet specific needs and ensure that the best learning opportunity is afforded to every Anna Ritchie School pupil.

It will be delivered using the accommodation model developed for St Andrew's School at Inverurie Community Campus and will comprise of purpose-built accommodation designed to meet the learning and care needs of pupils with complex additional support needs, such as:

- Separate ASN Entrance
- Class bases and learning spaces
- Life skills areas
- Therapy rooms
- Nurture Spaces
- Quiet Area
- Sensory support: white and dark rooms
- Medical room
- Soft play space
- Changing places and accessible toilets
- Equipment and resource storage
- Laundry
- Therapy pool
- Dedicated outdoor learning space and sensory garden
- Dedicated ASN parking

A consultation will be carried out to define requirements of pupils with complex additional support needs. The process will involve reviewing existing accommodation and interviewing officers, school management and staff to develop a brief for the design.

The outcomes of the brief will be a subject to a workshop during which the proposals will be discussed and tested before being finalised into the final brief. Parents and staff will be given an opportunity to review and discuss the proposed plans and to consider opportunities and challenges.

5 Educational Benefit Statement

5.1 Scotland's Learning Estate Strategy 'Connecting People, Places and Learning' developed by Scottish Government and COSLA contains ten guiding principles and Local Authorities are required to take account of these principles in planning changes to their school estate, namely:

- Learning environments should support and facilities excellent joined up learning and teaching to meet the needs of the learners;
- Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transition for all learners;
- The learning estates should be well managed and maintained, making the best of existing resources, maximizing occupancy and representing and delivering best value;
- The condition and suitability of learning environments should support and enhance their function;
- Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
- Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
- Outdoor learning and the use of outdoor learning environments should be maximized;
- Good consultation about learning environments, direct manage with learning and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;

- Collaboration across the learning estate, and collaboration with partners in localities, should support maximizing its full potential;
 - Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.
- 5.2 On 30 January 2020 Education and Children's Services Committee approved Accessibility Strategy which outlines the present and future developments to enhance and improve access to a quality education to all pupils.
- 5.3 Aberdeenshire Council believes this proposal will provide a range of educational benefits and enhance the Council's efforts to meet statutory obligations enshrined in:
- The Education (Scotland) Act 1980
 - The Standards in Scotland's Schools etc. Act 2000
 - The Local Government in Scotland Act 2003
 - The Education (Additional Support for Learning) (Scotland) Act 2004
 - The Educational (Additional Support for Learning) (Scotland) Act 2009
 - The Equality Act 2010 and
 - The Children and Young People Act 2014
- 5.4 The following educational benefits have been identified for the pupil groups below:
- Pre-school, primary and secondary aged pupils at Anna Ritchie School
 - Mainstream primary and secondary aged pupils attending Peterhead Community Campus
- 5.4.1 Inclusion: inclusive education and inclusive community

The proposal presents an opportunity to develop a sense of belonging, engagement and ownership for all pupils and staff across an inclusive campus offering both a richer cultural and learning experience. Co-location of specialist and mainstream schools could promote wider staff awareness, understanding and celebration of diversity and raise expectations of professional behaviours and practice.

Opportunities for inclusive and collaborative learning (where appropriate) through access to flexible learning spaces can further promote positive attitudes to diversity and difference.

It is recognised that the proposal to co-locate specialist and mainstream education will present both opportunity and challenge alike to both school's management and staff teams, and for parent and pupil bodies. However, there is a commitment to collaborate to develop positive relationships and sense of mutual respect and responsibility within and across peer groups.

5.4.2 Inclusion for pre-school / primary pupils

Some Anna Ritchie School parents identified concerns about the vulnerability of their children accessing a more mainstream environment, with particular reference to the attitudes and behaviours of academy pupils. However, other parents identified possible approaches to address such concerns by initiating early

engagement with and between pupils from Anna Ritchie School and Peterhead Academy, to explore and develop a shared vision and strategy for inclusion and positive relationships.

There would also be benefits for pre-school, primary and secondary-aged pupils across the area (Peterhead and Mintlaw clusters) would benefit from accessing inreach and outreach services and programmes through Anna Ritchie School within an extended inclusive environment.

5.4.3 Learning environment

Pupils at Anna Ritchie School will have access to a purpose built, fit-for-purpose and future-fit facilities for meeting complex additional support needs, with a range of appropriate accommodation and facilities including both Anna Ritchie School-specific facilities and shared access to facilities within Peterhead Community Campus. The proposal would provide a structured, supported and specialist learning environment for those Anna Ritchie School pupils who require it, and on-site access to mainstream/inclusive learning opportunities which may be beneficial.

The current accommodation and facilities would be both improved and increased, with the proposed Anna Ritchie School offering purpose-built classroom bases and a range of break-out, general purpose, life-skills, individual and therapy spaces. Further the current and inadequate offer of sensory and soft-play facilities will be both increased and improved with the provision of state-of-the-art white rooms, sensory rooms and soft-play suites.

The proposal would provide an improved wireless-enabled learning environment to allow the use of mobile devices throughout the campus, and to promote digital literacy and independence in learning for all pupils. The increased use of mobile devices would promote the use of specialist and alternative technologies for pupils with speech, language and communication needs as they access the wider learning environment across the campus.

Pupils at Anna Ritchie School would also have on-site access to the full range of learning, community and sport facilities across Peterhead Community Campus. The current on-site offer of sport facilities is limited to a warm water pool and an inadequate gym hall with limited equipment.

The proposal will provide a dedicated and distinct outdoor learning space and sensory garden to ensure that pupils' outdoor learning experiences are maximised.

The proposal would both improve and increase on-site access to state-of-the art leisure and sporting facilities, including: fitness suite; dance studios; sports hall; multi-use games area, playing fields, hydrotherapy pool and other pools that may possibly be located in the complex.

The proposal would also mean on-site access for Anna Ritchie School pupils to a range of community facilities and Community Learning and Development (CLD) services.

Pupils attending Peterhead Academy and the proposed primary schools would have scheduled access to the range of sensory, soft-play, life-skills and therapy facilities, albeit with a priority access to Anna Ritchie School pupils.

Pre-school, primary and secondary-aged pupils across the area (Peterhead and Mintlaw clusters) would continue to benefit from accessing inreach services and programmes through Anna Ritchie School but within the proposed purpose-built range of teaching, sensory, therapeutic and community/leisure spaces.

5.4.4 Curriculum

The proposal has the potential to enhance learning for all pupils by facilitating access to a more personalized and relevant curriculum. In being able to access state of the art learning spaces, including white rooms, sensory rooms, soft-play suites and a sensory garden, pupils are supported to add depth, breadth and challenge to learning.

Sensory suites, life-skills areas and community cafes will provide opportunities for intensive and extended interventions for pupils, facilitating experiences such as social and communication skill development, sensory learning, independent and life-skills development.

Facilities such as science labs, technology workshops, drama suites, dance studios and libraries will support and enhance learning as well as supporting transitions. These facilities will also benefit pupils who access mainstream/Enhanced Provision learning arrangements across the wider campus.

With carefully considered timetabling, pre-school and primary-aged Anna Ritchie School pupils would have access to these spaces and facilities across the campus.

Both pupils and staff at Anna Ritchie School would have more ready access to subject specialist staff providing increased opportunities for accredited courses and qualifications (pupils), and for professional consultation and collaboration (staff).

Staff at Peterhead Academy would have access to specialist experience and expertise to support Peterhead Academy pupils with additional support needs to access the curriculum.

The proposal would promote an emphasis on personalisation and choice, rather than 'specialist' standardisation through the provision of flexible and shared learning spaces and access to a wider range of curricular facilities. For example, pupils with complex needs can access state-of-the-art music facilities to enhance and intensify their learning experience.

There would also be benefits for pre-school, primary and secondary-aged pupils across the area (Peterhead and Mintlaw clusters) who would continue to benefit from accessing inreach and outreach services and programmes through Anna Ritchie School by accessing an enhanced curricular offer across the community campus.

5.4.5 Raising attainment and achievement

The proposal to co-locate a complex needs school and a secondary school on the community campus, alongside a potential primary school and community and leisure facilities, could improve levels of pupils' achievements and broaden the range of opportunities for young people to develop their skills for life, work and

learning. This would be the case for pupils from both Anna Ritchie School and mainstream secondary and primary pupils.

There would be improved opportunities for flexible Senior Phase pathways for S4-S6 Anna Ritchie School pupils through improved opportunities to access:

- Appropriate qualifications/courses in a wider range of subject areas
- On-site supported work experience and volunteering opportunities
- On-site Community Learning and Development (CLD) programmes

There would be improved access to an extra-curricular programmes and wrap-around care to promote wider achievement. There would be increased potential for more flexible and responsive Senior Pathways to be delivered in more mainstream experiences and environments which could contribute to improved post-school destinations that promote independence and inclusion in the community.

The proposal has the potential to promote more seamless transitions for secondary-aged pupils between specialist and mainstream learning environments, based on responsiveness to pupil needs and interests rather than administrative and staffing arrangements.

It is acknowledged there may be a challenge for both school management teams to collaborate to ensure staffing and timetabling procedures facilitate full access for all to resources available. It is anticipated however, that with effective collaboration that effective operating procedures could be identified to support this aim.

There would also be benefits for pre-school, primary and secondary-aged pupils across the area (Peterhead and Mintlaw clusters) who would benefit from accessing inreach services and programmes through Anna Ritchie School with an increased range of opportunities to attain and achieve.

5.4.6 Integrated services

Mainstream / Enhanced Provision

Co-location with mainstream/Enhanced Provision would ensure Anna Ritchie School pupils on the campus can access the right support, in the right place, at the right time through a universal, targeted and specialist support. The proposal would provide a structured, supported and specialist learning environment for those Anna Ritchie School pupils who require it and access to mainstream/inclusive learning environments for those who can benefit.

Community Learning and Development (CLD)

Co-location with the CLD team will allow for timely and responsive collaboration between school and CLD staff around the development of community learning programmes for individual and groups of children and young people.

5.4.7 Professional development

The proposal to relocate Anna Ritchie School within Peterhead Community Campus has the potential to promote increased opportunities for professional

development for Anna Ritchie School, academy, primary, community and partner staffing.

The proposal will provide an improved working environment and access to modern resources and facilities. Being part of a larger professional community, will promote opportunities for joint professional development and increased opportunities for leadership development. A greater concentration of teaching staff in one location, with a broader range of staff experience will allow for better sharing of good practice and a broader range of materials and resources. Staff will be able to work more collaboratively and effectively on improving professional and reflective practice and self-evaluation.

The co-location of related professionals from different professional backgrounds and disciplines will promote more holistic understanding of child development and early intervention approaches.

5.5 Likely educational effects and benefits on any other users of the school's facilities:

Children and young people with additional support needs across the wider community who access Wrap-Around Care services will have improved access to improved facilities through after-school, weekend and holiday respite/clubs hosted at the new campus, including specialist, community and leisure facilities.

Families of children and young people with additional support needs across the wider community will have improved access to improved specialist, community and leisure facilities after school, at weekends and during school holidays. The range of facilities will allow for whole family engagement in a range of activities within the community campus. For example, parents and siblings could access community and leisure activities while children and young people with complex needs could access specialist facilities, such as the hydrotherapy pool.

Adults with complex needs living in the locality will benefit from the above proposed relocation through improved access to improved specialist facilities (i.e. hydrotherapy pool) through community letting, perhaps through Skills Development Scotland packages.

6 Alternatives to the proposal

6.1 Over the course of the informal engagement process a range of alternative possibilities have been considered and discounted as noted below:

- Continuing the status quo with Anna Ritchie School remaining in situ. However, this would not meet the council's aims to provide the best possible education opportunities for the young people educated in Anna Ritchie School.
- Merging Anna Ritchie School with other mainstream schools located in the new campus. However, there was a strong feeling from parents and staff of Anna Ritchie School that merging would contribute to undermining the integrity of the school community and losing the positive impact Anna Ritchie School currently have on their pupils.
- Another alternative to the proposal was to leave Anna Ritchie School on its existing site with improvements to the current site as required. Such

alternatives would not be in alignment with both national and local policy and recognised practice in the promotion of campus models, and of promoting social and educational inclusion.

- A further alternative proposal was a new stand-alone build on the Peterhead Community Campus site, but such an alternative would not be feasible given the footprint of the site and the ambition to promote a community campus model and the flexible shared use of space.

7 Effect on the local community

- 7.1 This proposal will not negatively impact on local, social or economic activities.
- 7.2 The new school co-located in the community campus will have access to comprehensive purpose-built community and leisure facilities as part of the complex.
- 7.3 The community campus will extend and enhance availability for groups and individuals to make use of the facilities available through the letting system. Members of the community will be able to access the community and leisure facilities and a range of specific facilities located at the community campus.

8 School Transport

- 8.1 Given that Peterhead Community Campus is 0.8 miles from the current site of Anna Ritchie School, it is not anticipated there will be significant implications for school transport arrangements.
- 8.2 All nursery and primary pupils, and all secondary pupils at Anna Ritchie School are entitled to authority-provided home to school transport.
- 8.3 Any transport arrangements for Anna Ritchie School pupils would be made in line with the current Aberdeenshire Council School Transport Policy. Under this policy, free home to school transport to pupils with additional support needs will be provided if this has been authorised by the appropriate Head of Service.
- 8.4 Anna Ritchie School will be a distinct facility integrated within Peterhead Community Campus with a separate entrance and parking space to ensure pupils' safety during drop-offs and pick-ups, which will be fully controlled through an approved access strategy.
- 8.5 There will be safe walking routes across the community campus for any families who wish to use them.

9 Sustainability

- 9.1 Sustainability is a key factor in the design of the new school and is being incorporated into every feasible aspect. This ranges from the materials used, to the heating system, lighting and also landscaping of the external site to encourage biodiversity.

- 9.2 The new school's design, construction and operation will be environmentally and energy efficient; contributing directly to delivering the year-on-year reductions in greenhouse gas emissions introduced by the Climate Change (Scotland) Act 2009.
- 9.3 The Climate Change (Scotland) Act 2019 sets targets to reduce Scotland's emissions of all greenhouse gases to net-zero by 2045 at the latest, with short-term targets for reductions of at least 56% by 2020, 75% by 2030, 90% by 2040 and the Council have an essential role in supporting the Scottish Government in meeting its targets.
- 9.4 Managing and reducing carbon footprints forms a part of the Council's Carbon Reduction Strategy to ensure a substantial reduction of CO₂ emission and energy consumption and as a result significant costs savings.
- 9.5 Expansion of outdoor learning and increased use of outdoor learning environments will have an essential impact on reduction of energy consumption and greenhouse gas emissions. Sustainable learning environments will support adaptation to continuous climate changes.
- 9.6 Any changes to transport arrangements will be minor with a minimal environmental impact.
- 9.7 The proposal offers a sustainable solution that will provide improved services and supports through the Community Resource Hub of Anna Ritchie School to both current and future pupils, and to school-aged children with additional support needs in the Peterhead and Mintlaw clusters.
- 9.8 By providing state-of-the art and future-fit facilities, the proposal offers a sustainable solution to provide both inreach and outreach supports and services to a generation of children and young people with complex needs. Further, the close location to the academy, a proposed primary and community services will provide opportunities for operational efficiencies and for flexible and evolving use of space in response to emerging and changing community and learner needs.

10 Equal Opportunities

- 10.1 An Equality Impact Assessment (EIA) is a statutory requirement of the Council to assess the policies and practices necessary to meet the requirements of anti-discrimination and equalities legislation. It also affords an opportunity for the Council to consider the impact on the education service. In addition, an EIA can provide more information to develop and deliver services that meet the needs, in this case, of children and parents.
- 10.2 The aim of an EIA is to examine policies and practice in a structured way to make sure that adverse effects on equality target groups are avoided. It is also a tool to enable the Council to assess what positive steps it can take to promote equality of opportunity and measure the results of the actions that have been taken.
- 10.3 The relocation of Anna Ritchie School has been assessed as having a positive impact on *Disability* and a positive and negative impact on *Age - Younger/Older* protected groups. A neutral impact has been identified for remaining groups with protected characteristics.

- 10.4 The negative impact identified for Anna Ritchie School pupils around transitioning to the community campus will be mitigated through sensitive and careful transition planning arrangements as detailed in the EIA.
- 10.5 As part of the consultation process the Council will consult with a range of stakeholders, including staff, parents/carers and children, and will address comments about equality during the consultation period.
- 10.6 Under The Equality Act 2010 education providers must not treat disabled pupils less favourably and should take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Existing arrangements in place for pupils with additional support needs within the school will continue. The new school will be fully accessible and designed to be inclusive, and so would not have a negative impact on any child who has a disability.

11 Implications for staff

- 11.1 On completion of the new community campus at Kinmundy it is anticipated that teaching and support staff based at the existing school will transfer to the new school, in line with their existing contract and HR & OD policies and procedures.
- 11.2 There are no anticipated negative implications for school staffing beyond relocation of workplace.
- 11.3 Further consultation is required with reference to catering and janitorial staffing, and officers will liaise closely with relevant staff members within the context of the wider project development.
- 11.4 Consultation will take place with individual members of staff themselves and with Trade Unions representing these staff at a time closer to the opening of the new school, should this proposal be accepted.

12 Consultation Arrangements

- 12.1 At its meeting on 3 December 2020 Aberdeenshire Council's Education & Children's Services were asked to agree the commencement of a statutory consultation. No decision will be taken by the Council on the proposal contained in the paper until after the end of the consultation period. The Council will then receive a report on the consultation and will make a decision on the proposal.
- 12.2 As this consultation is occurring as part of wider capital building project, activity will continue in terms of the planning process to ensure that if this proposal is accepted the building programme will be able to finish within the timescales required set for securing the funding from the Scottish Government.
- 12.3 The period for consultation will extend from 7 December 2020 until 26 February 2021 which covers a minimum period of 30 school days.
- 12.4 A copy of this document will be issued free of charge to all of the consultees listed on the first page of this document and it will also be published on the Council's website: <http://www.aberdeenshire.gov.uk/schools/education-consultations/>.
- 12.5 A public meeting will be held to discuss the proposal on 20 January 2021. Anyone wishing to attend the meeting must book a place through Eventbrite. Details on

how to book a ticket at the face to face public meeting or to attend the virtual meeting will be available one week prior to the meeting on the Council's website: <http://www.aberdeenshire.gov.uk/schools/education-consultations/>. Anyone who has difficulties booking a place should contact the Learning Estates Team at LearningEstates@aberdeenshire.gov.uk or 01771 676600. The meeting will be convened by the Council and the Council will present the reasons for bringing forward the proposal. There will be an opportunity for questions and comments. Minutes will be taken so that comments can later be summarised and considered.

- 12.6 Anna Ritchie School staff will be invited to participate in the consultation and officers will work with the school to ensure appropriate engagement and involvement with pupils.
- 12.7 An online survey will be available as part of the consultation. This can be completed at the following address: [OnlineSurvey/AnnaRitchieRelocation](#)
- 12.8 The Council will also take into account written comments which should be emailed to LearningEstates@aberdeenshire.gov.uk. Alternatively, any comments can be hand delivered or sent to Buchan House, St Peter Street, Peterhead, AB42 1QF. Any comments should be received no later than 5pm on 26 February 2021.
- 12.9 A copy of this document will also be sent to Education Scotland. They will also receive a copy of any relevant written representations that are received by the Council during the consultation period. They will also receive a copy of any oral representations made at the public meeting and a copy of any other relevant documentation. Education Scotland will then prepare a report on the educational aspects of the proposal. In preparing their report, they may visit the school and make such reasonable enquiries as they consider appropriate.

Consideration of Consultation Responses

- 12.10 The Council will review the proposal having regard to the Education Scotland Report, written representations that it has received, and oral representations made to it by any person at the public meeting. It will then prepare a report on the consultation. This report will be published in electronic and printed formats. It will be available on the Council website and from Council Headquarters, as well as at Anna Ritchie School. Anyone who has made written representations during the consultation period will also be informed about the report.
- 12.11 The report will include a record of the total number of written representations made during the consultation period, a summary of the written representations, a summary of the oral representations made at the public meeting, the Authority's response to the Education Scotland Report as well as any written or oral representations it has received, together with a copy of the Education Scotland Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled. The report will also contain a statement explaining how the Council has complied with the requirement to review the proposal in light of the Education Scotland Report and representations (both written and oral) that it received.
- 12.12 The Consultation Report will be published at least 3 weeks prior to the Council making a decision.

13 Decision making

- 13.1 The consultation report will be considered firstly by the Buchan Area Committee who will be asked to make a recommendation as to whether the proposed changes are implemented.
- 13.2 Following discussion and recommendation at Buchan Area Committee, The Education and Children's Services Committee will consider the report and be asked to approve the officer recommendation in the report. This is expected to be in Summer 2021.

14 Conclusion

- 14.1 There are strong educational and financial arguments in favour of this proposal.
- 14.2 The Council believes that the measures proposed in this document will enhance the provision of Additional Support Needs specialist education in the Peterhead and Mintlaw clusters.

EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
0.1	29 October 2020	Anna Zadka-Labus	Initial draft submitted to the Director and Monitoring Officers

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions including those that affect services the council delivers).	
Service	Education & Children’s Services
Section	Learning Estates
Title of the activity etc.	Statutory consultation regarding the relocation of Anna Ritchie School to Peterhead Community Campus
Aims and desired outcomes of the activity	Education & Children Services are entering into a statutory consultation regarding the relocation of Anna Ritchie School to Peterhead Community Campus
Author(s) & Title(s)	Rachael Goldring, Learning Estates Team Leader

Stage 2: List the evidence that has been used in this assessment and explain what it means in relation to the activity you are assessing.		
Evidence	What does it say?	What does it mean?
<u>Internal data</u>		
Core Facts: Condition and Suitability Assessment	Current Anna Ritchie School building is scored B under both, condition and suitability	New school will provide opportunity to improve condition and suitability of a special education provision for children in the Peterhead and Mintlaw clusters
School Roll Data	The school roll in 2017 was 63 pupils, 61 in 2018, 69 in 2019 and 76 in 2020 (excluding nursery pupils)	Importance of monitoring school rolls and liaising with design colleagues to ensure that the design is flexible to support the roll changes in the future
Aberdeenshire Council School Design Briefs	Good practice from other projects and new builds within the learning estate	Importance of promotion of community campus models

<p>Accessibility Strategy</p> <p>Accessibility Design Brief</p>	<p>Improved access to curriculum, information, environment and opportunities to ensure that children and young people, also those with complex needs, are included, engaged and involved in education</p> <p>Puts disability equality at the heart of practices and improved accessibility and facilities for pupils, parents, staff and the community</p>	<p>Opportunity to provide a high-quality learning and teaching environment offering greater flexibility for all school activities</p> <p>Opportunity to provide a fully accessible learning environment for children, young people and the community with wide range of non-physical and physical disabilities</p>
<p><u>Internal consultation with staff and other services affected</u></p> <p>Dialogue with school Management and staff including from 2019 and 2020</p>	<p>Challenges with the existing outdated building and facilities</p> <p>Anna Ritchie pupils should have improved access to curriculum, information, environment and opportunities to ensure they are included, engaged and involved.</p>	<p>Opportunity to improve condition and suitability and as a result opportunity to enhance and improve access to a high-quality special education across the Peterhead and Mintlaw clusters</p>
<p><u>External consultation</u></p> <p>Engagement with stakeholders and public meetings undertaken in 2019 and 2020</p> <p>Feedback from an online survey regarding potential relocation to the new Campus</p>	<p>Challenges with the existing outdated building and facilities</p> <p>Anna Ritchie pupils should have improved access to curriculum, information, environment and opportunities to ensure they are included, engaged and involved</p> <p>Challenges with the existing outdated building and facilities</p> <p>Concerns about mixing Anna Ritchie pupils with mainstream children</p> <p>Three Anna Ritchie School parents agreed, four didn't and one was unsure about the relocation</p>	<p>Opportunity to improve condition and suitability and as a result opportunity to enhance and improve access to a high-quality special education across the Peterhead and Mintlaw clusters</p> <p>Opportunity to improve condition and suitability and as a result opportunity to enhance and improve access to a high-quality special education across the Peterhead and Mintlaw clusters</p> <p>New Anna Ritchie School will require a separate entrance and dedicated ASN areas</p>
<p><u>External data</u></p>		
<p>Other (general information as appropriate).</p>		

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	Any information gaps will be filled in through feedback received from parents, pupils, community groups, staff and stakeholders during the consultation period from 7 December 2020 until 26 February 2021.

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:
	Consultation on proposal as per committee report	7 December 2020 – 26 February 2021
	Public Meeting	20 January 2021
	Staff Consultation	January/February 2021
	Pupil Consultation	January/February 2021

Stage 5: What steps can be taken to promote good relations between various groups/areas?	
These should be included in the action plan.	Regular communication and engagement both pre and post consultation to ensure that all stakeholders are involved and kept informed.

Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?
New modern special school co-located in the community campus will provide the opportunity for all learners to achieve across all curricular areas and develop skills, attributes and capabilities through courses aligned with the design principles of Curriculum for Excellence. All pupils will benefit from a high quality fully accessible learning environment offering greater flexibility for all school activities.

Stage 7a:				
Are there potential impacts on protected groups?				
The protected groups covered by the equality duty are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.				
Who is affected by the activity or who is intended to benefit from the proposed activity and how? Complete the table below for each protected group by inserting “yes” in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger/Older	Yes	Yes		
Age - Older			Yes	

Disability	Yes			
Race – (includes Gypsy Travellers)			Yes	
Religion or Belief			Yes	
Sex			Yes	
Pregnancy and maternity			Yes	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			Yes	
Gender reassignment – (includes Transgender)			Yes	
Marriage and Civil Partnership			Yes	

Stage 7b: Do you have evidence or reason to believe that this policy, activity etc. will or may impact on socio-economic inequalities?

This is about trying to be fair to everyone. Part of that is realising that not everyone may be starting at the same place. Some individuals and families may have low income, may have very little or no savings which means they are living from month to month therefore changes to council policies/services may have a greater adverse impact on them.

On this basis you should consider potential impacts on individuals/families by:

- Place: on specific vulnerable areas or communities (SIMD, regeneration, rural) e.g. housing, transport.
- Pockets: household resources, (Income, benefits, outgoings) ability to access a service
- Prospects: peoples life chances e.g.access to, or ability to access: employment, training, services (such as council or health) or support.

Groups of people who may be impacted include, but not limited to:

<ul style="list-style-type: none"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities • People who live in rural areas 	<ul style="list-style-type: none"> • Pensioners • Looked after children • Carers including young carers • Veterans • Students • Single adult households • People who have experienced the asylum system 	<ul style="list-style-type: none"> • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristic
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Please complete by inserting “yes” in the applicable box/boxes below.

Socio-economic disadvantage	Positive	Negative	Neutral	Unknown
Pockets: Low income/income poverty – cannot afford to maintain regular payments such as bills, food, clothing			Yes	
Pockets: Low and/or no wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future			Yes	

Pockets: Material deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies			Yes	
Place: Area deprivation – where you live, where you work			Yes	
Prospects: Socioeconomic background – social class i.e. parents education, employment and income, educational achievement.			Yes	

Stage 8: What are the positive and negative impacts?		
Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts you have highlighted above. Detail the impacts and describe those affected.	Opportunity to improve condition and suitability of special education provision for children in Peterhead and Mintlaw clusters	Negative impact identified only around the transition period
	Opportunity to provide a high-quality learning and teaching environment offering greater flexibility for all school activities	
	Improved accessibility and facilities for pupils, staff, parents and the school community	
	Opportunity to provide a welcoming and open environment for disabled people and the community	
	Improved access to curriculum, information, environment and opportunities to ensure that children and young people with complex needs are included, engaged and involved in education	

Stage 9: Have any of the affected groups/areas been involved, engaged with or consulted?	
If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	<p>Initial engagement has been taking place with parents, pupils, staff and other community members through informal stakeholder engagement sessions since 2019.</p> <p>The most recent engagement event had place 29 January 2020 and further session will be delivered during the consultation period on 20 January 2021.</p> <p>Staff and pupil engagement will be an important stage of the statutory consultation.</p> <p>The wide consultation will support good relations with all identified groups.</p>

Stage 10: What mitigating steps will be taken to remove or reduce negative impacts?		
These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale
	These will be identified as part of the consultation process and will be incorporated into the final consultation report	7 December 2020 – 26 February 2021

Stage 11: What monitoring arrangements will be put in place? How the EIA will be used to monitor the proposal	
These should be included in any action plan (for example customer satisfaction questionnaires).	<ul style="list-style-type: none"> • Education Scotland involvement will ensure that all factors have been considered • All consultation responses will be carefully considered and any issues raised will be addressed in the final consultation report • Post Occupancy Evaluation process - pupil and staff feedback upon completion of the project to evaluate whether the school building adequately meets the needs of users • Care Inspectorate and HMIE inspection feedback • This EIA will form a part of a wider impact assessment for the whole community campus as the project progresses

Stage 12: What is the outcome of the Assessment?		
Please complete the appropriate box/boxes	1	No negative impacts have been identified – please explain.
	N/A	
	2	<p>Negative Impacts have been identified; these can be mitigated - please explain.</p> <p>* Please fill in Stage 13 if this option is chosen.</p>

<p>Under the Equality Act 2010 the Council must actively promote equality of opportunity for people with additional needs.</p> <p>It is anticipated that the relocation will not have a significant negative impact upon pupils of Anna Ritchie School, nor their parents/carers and staff.</p> <p>The only minor negative impact identified for the pupils is around transition, but this will be mitigated through sensitive and careful transition planning arrangements.</p> <p>The location of Peterhead Community Campus is approximately 0.8 mile away from the existing Anna Ritchie School. Therefore, it is not anticipated there will be significant implications for school transport arrangements. All nursery and primary pupils, and all secondary pupils except for one are transported to school by authority-provided transport.</p> <p>Further impact will become clearer throughout the formal consultation and reasonable adjustments will be made if necessary.</p>	
3	<p>The activity will have negative impacts which cannot be mitigated fully – please explain.</p> <p>* Please fill in Stage 13 if this option is chosen</p>
N/A	

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

The replacement of Anna Ritchie School will address issues relating to condition and suitability of the current outdated building and facilities. The new school will be a fundamental change in special education delivered in the Peterhead and Mintlaw clusters, ensuring holistic approach to more effective learning and teaching. Pupils will have improved access to state-of-the-art facilities and resources, will be taught in an environment more attractive to learners that inspires to engage with the curriculum.

The consultation will identify further impacts.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education & Children's Services Learning Estates Team	
	2) Title of Policy/Activity	Statutory consultation regarding the relocation of Anna Ritchie School to Peterhead Community Campus	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Rachael Goldring Position: Learning Estates Team Leader Date: 29 October 2020 Signature:	Name: Anna Zadka-Labus Position: Learning Estates Officer Date: 29 October 2020 Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:

	4) Consultation with Service Manager	Name: Date:	
	5) Authorisation by Director or Head of Service	Name: Craig Clement Position: Head of Resources and Performance Date: 29 October 2020	Name: Position: Date:
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee.		Date:
	7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk		Date:

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Consultation	07 December 2020	26 February 2021	Maxine Booth	Responses will need to be analysed and further report written	Learning Estates Team staff time
Public Meeting	20 January 2021	20 January 2021	Maxine Booth	Opportunity for stakeholders to engage in consultation process	Learning Estates Team staff time
Staff Engagement	January/February 2021	January/February 2021	Maxine Booth	Opportunity for staff at existing establishment to participate in consultation process	Learning Estates Team staff time
Pupil Engagement	January/February 2021	January/February 2021	Maxine Booth	Opportunities for pupils to participate in consultation process	Learning Estates Team staff time
Education Scotland Involvement	March 2021	March 2021	Maxine Booth	Feedback from Education Scotland will need to be incorporated into final consultation report	Learning Estates Team staff time
Final Consultation Report	Summer 2021	Summer 2021	Maxine Booth	Depends upon committee comments, recommendations and decision	Learning Estates Team staff time