

# North Lanarkshire Council Report

## Education, Children and Families Committee

Does this report require to be approved?  Yes  No

Ref JMcP/AH

Date 26/05/26

## Additional Support Needs – School Consultations

**From** James McParland, Chief Officer (Education South)

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### Executive Summary

This report updates elected members on the outcome of the statutory consultation process, agreed on 18 November 2025, with regard to the proposed relocation of Fallside School and Portland School at the vacated Mavisbank School building in Airdrie. In particular the report provides:

Formal feedback from His Majesty's Inspectors of Education (HMIE) addressing the educational aspects of the proposal and the service response to the key points raised by HMIE as part of the Final Outcome Report (FOR).

Next steps for this proposal, should final approval to proceed be granted by Committee.

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### Recommendations

It is recommended that the Education, Children and Families Committee:

- (1) Reflect upon the formal feedback report from HMIE
- (2) Review the Statutory Consultation Final Outcome Report; and
- (3) Approve the relocation of Fallside School and Portland School to the vacated Mavisbank School building in Airdrie.

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### The Plan for North Lanarkshire

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|--------------------|--|
| Priority           | Support all children and young people to realise their full potential  |
| Ambition statement | (9) Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people |
| Programme of Work  | Brighter Futures   |

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## 1. Background

1.1 The key reason for this proposal is:

To expand opportunities for wider learning experiences and outcomes for children and young people with social, emotional and behavioural needs (SEBN) across all clusters in North Lanarkshire. The aim of the relocation is to provide modern facilities that are fit for purpose with safe spaces to reduce anxiety, improve focus and create a welcoming atmosphere while fostering inclusion by encouraging positive peer relationships and reducing social isolation.

By relocating Fallside and Portland Schools to one shared campus the proposal will strengthen leadership, enabling greater depth and breadth of staffing expertise and a shared sense of purpose. This will allow for more rigorous quality assurance to support the implementation of consistent high standards, improved outcomes and provide an equitable service for children and young people with SEBN.

- 1.2 Fallside Secondary and Portland High School are two of the three secondary provisions within the We Aspire College (WAC) estate. The WAC estate also includes Pentland Primary School and Willowbank Secondary School, alongside an expanding Outreach service supporting both SEBN and Additional Support Needs (ASN) pupils.

We Aspire College provides tailored educational support for children and young people in North Lanarkshire with a variety of complex needs including ASD, ADHD and SEBN, while promoting the presumption of mainstream education.

- 1.3 The WAC Outreach team collaborates with the Team Around the Child, including key cluster staff, school staff, families, and agencies using GIRFEC planning and staged intervention to maintain mainstream placements, reduce exclusions, and improve attendance and attainment. Since its inception, the WAC Outreach model has significantly reduced out-of-authority placements, resulting in a reduction in associated costs while supporting positive educational outcomes, including the withdrawal of ASN Tribunal cases. It has also been successful in reducing the number of placements required at Fallside and Portland Schools as an increasing number of pupils can now be successfully supported in their mainstream placement. This has been achieved through building capacity within the mainstream sector through effective Continuous Lifelong Professional Learning (CLPL) and more robust planning for individual children and young people

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## **2. Report**

### **2.1 Consultation Process**

The statutory consultation opened on Monday 24 November 2025 with the closing date on Monday 19 January 2026. A formal public consultation was held Tuesday 9 December 2025, where all affected stakeholders were invited (staff, parents and pupils) with representation from His Majesty's Inspectorate of Education (HMIE).

These meetings were publicised extensively through various media platforms including the NLC webpage and SMS messages. Communication with stakeholders included sharing direct links to NLC consultation webpage to encourage all stakeholders to participate in the process.

The staff meeting commenced at 3.30pm and was well attended. All key points raised were addressed and incorporate into the Frequently Asked Questions document which was shared with all stakeholders.

The public meeting was advertised to commence at 6pm, both in person and online via a Teams link but due to non-attendance from any wider stakeholders (parents/carers, third party and any other stakeholders), it was agreed in conjunction with the HMIE inspector that the meeting should be concluded at 6.20pm.

### **2.2 Key themes across the staff consultations are noted below:**

- School location

- Traffic and parking
- Walking routes
- Community facilities

### 2.3 Educational Benefits

In the report presented to the Education, Children and Families Committee on 18 November 2025, the Service reported on a number of anticipated and clear educational benefits to the proposals. In respect of the relocation of Fallside School and Portland School, the Service believes the benefits to be as follows:

- Senior Leadership & staff teams will have increased opportunities for joint planning to improve pedagogy and measure impact
- The curriculum offer will provide greater breadth and depth including increased vocational opportunities supported by partner agencies
- The facilities across the campus will be designed to support and enhance positive mental health and wellbeing of staff and pupils
- Inclusive and welcoming environment to foster effective partnership working and improve outcomes for children, young people and their families
- Increased opportunity to strengthen transition supports at key stages of transition keeping the emotional wellbeing of the young people at the centre of good practice
- A greater sense of shared school community with young people from both schools participating in a broad range of opportunities supporting them with personal and wider achievement
- Reduction in social isolation by providing greater opportunity to develop positive peer relationships across the campus
- Improved outdoor space for learning and extra-curricular experiences

### 2.4 Community Benefits

Fallside and Portland School sites are both in poor condition and the council consider them to be beyond repair. Closure of these school buildings will provide the respective communities with opportunities to embrace alternative options for these sites.

Consideration is currently underway to mitigate any adverse impact on external service users who previously accessed facilities at Fallside and Portland Schools, including the potential identification of suitable alternative facilities within the local area where available.

Education and Families and Enterprise and Communities will collaborate on the following key points:

- Assess the impact on community use
- Assess the budget implications i.e., any impact on NLC on income streams
- Engage effectively/co-producing the approach with communities/users

### 2.5 Summary of Response from Education Scotland

In the January 2026 evaluation, HM Inspectors concluded that the proposal to relocate Fallside School and Portland School to the vacated Mavisbank School building offers clear potential educational benefits.

Education Scotland identified the following key potential educational benefits:

- Improved learning environments: The current Portland School building is in poor repair, and the Fallside School site is presently unusable. In contrast, the Mavisbank site provides the space and suitability required to accommodate both schools more effectively.

- Enhanced professional collaboration: While staff teams from both schools already work together, a permanent shared campus would further strengthen opportunities for professional learning, staff development, and mutual support.
- Positive stakeholder perception: HM Inspectors reported that the stakeholders they consulted also recognised the potential benefits of the proposed relocation.

## 2.6 Education Scotland Recommendations

HM Inspectors recommend the council work closely with the headteacher and the staff teams to plan the timeline for moving. This will help staff to deliver bespoke transitions for each young person to support continuity of learning.

As per the statutory requirements, the Service has published the full reports for stakeholders to view on the website and provides the full report for members in (Appendix ii).

## 2.7 Next Steps

If approved by Committee, the following issues will be progressed as a matter of priority:

### Communication

A stakeholder communication plan will be developed, in order to ensure that all stakeholders understand and have opportunities to contribute to the benefits of this proposal during implementation.

### Transitions and the safety of children and young people

The Service will liaise appropriately to inform staff, parents/carers and pupils regarding the location of the new school, timescales for the move and safe walking routes.

## 2.8 Programme of Work

If approved, the timeline for the Programme of Work will be developed through the Learning Estates Team.

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## 3. Measures of success

- 3.1 Increased opportunities for wider learning experiences and more positive outcomes for Children and Young People with SEBN.
- 3.2 Enhanced modern facilities that are fit for purpose with safe spaces promoting improved health and wellbeing for staff and pupils.
- 3.3 Greater inclusive practices improving opportunities for positive peer relationships and a reduction in social isolation.
- 3.4 More effective transitions resulting in improved attainment and attendance for pupils.

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## 4. Supporting documentation

- 4.1 Appendix 1 – Final Outcome Report
- 4.2 Appendix 2 – Slide pack showing the materials prepared for public meeting

*James McParland*

**James McParland**  
**Chief Officer (Education - South)**

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## 5. Impacts

### 5.1 Public Sector Equality Duty and Fairer Scotland Duty

Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty?

Yes  No

If Yes, please provide a brief summary of the impact?

An equality impact assessment has been completed and will underpin planning for these proposals.

If Yes, has an assessment been carried out and published on the council's website? <https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments>

Yes  No

### 5.2 Financial impact

Does the report contain any financial impacts?

Yes  No

If Yes, have all relevant financial impacts been discussed and agreed with Finance?

Yes  No

If Yes, please provide a brief summary of the impact?

The relevant approvals are in place to take this project forward, subject to statutory education approval.

### 5.3 HR policy impact

Does the report contain any HR policy or procedure impacts?

Yes  No

If Yes, have all relevant HR impacts been discussed and agreed with People Resources?

Yes  No

If Yes, please provide a brief summary of the impact?

Affected staff will be managed in accordance with the appropriate Workforce Change Policies and in with the signatory Trade Unions. Considerations would include compulsory transfer, premature/early retirement. Redundancy and redeployment.

The Service would be required to follow the requirements for consulting as set out in the Schools (Consultation)(Scotland) Act 2010. Further stakeholders, community and parental consultation would be required in the vent that the service proceeds with any of the recommendations.

### 5.4 Legal impact

Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)?

Yes  No

If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic?

Yes  No

If Yes, please provide a brief summary of the impact?

All statutory duties will be complied with and advice sought, where appropriate, from Legal Services.

|      |  |
|------|--|
| 5.5  | <p><b>Data protection impact</b><br/>Does the report / project / practice contain or involve the processing of personal data?<br/>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If Yes, is the processing of this personal data likely to result in a high risk to the data subject?<br/>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to <a href="mailto:dataprotection@northlan.gov.uk">dataprotection@northlan.gov.uk</a><br/>Yes <input type="checkbox"/> No <input type="checkbox"/></p>  |
| 5.6  | <p><b>Technology / Digital impact</b><br/>Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi?<br/>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If Yes, please provide a brief summary of the impact?</p> <p>Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)?<br/>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> |
| 5.7  | <p><b>Environmental / Carbon impact</b><br/>Does the report / project / practice contain information that has an impact on any environmental or carbon matters?<br/>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If Yes, please provide a brief summary of the impact?</p> <p>The carbon footprint will reduce if the numbers of establishments operating was reduced and pupils were catered for in one building.</p>   |
| 5.8  | <p><b>Communications impact</b><br/>Does the report contain any information that has an impact on the council's communications activities?<br/>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If Yes, please provide a brief summary of the impact?</p> <p>Communications will be managed by the Service.</p>  |
| 5.9  | <p><b>Risk impact</b><br/>Is there a risk impact?<br/>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?</p> <p>All capital works are managed through the council's capital governance model. Reporting into SCDG and Committee where required.</p>   |
| 5.10 | <p><b>Armed Forces Covenant Duty</b><br/>Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)?<br/>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.</p>                            |

**5.11 Children's rights and wellbeing impact**

Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these?

Yes  No

If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC).

The right to an education is embedded in statute and the council applies these rights without discrimination (Article 2) • the child's wellbeing under GIRFEC is a consistent framework and shared language that promotes supports and safeguards the wellbeing of our children and young people (Article 6) • the council's priorities have been shaped by listening to children and young people and their families and pupil views were gathered and taken into account as part of the statutory consultation (Article 12)

If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out?

Yes  No



**Appendix 1 – Final Outcome Report**

**North Lanarkshire Council**

**Statutory Consultation – Final Outcome Report**

proposal by North Lanarkshire Council to relocate Fallside School and Portland School to the vacated Mavisbank School building.

**EDUCATION, CHILDREN AND  
FAMILIES**

Published March 2026

This report has been prepared having regard (in particular) to:

- (a) relevant written representation received by the council (from any persons) during the consultation period;
- (b) oral representations made to the council (by any person) at an online public meeting; and
- (c) Report by Education Scotland prepared by His Majesty's Inspectors of Education

This report is available for inspection at:

- (a) [www.northlanarkshire.gov.uk/consultation](http://www.northlanarkshire.gov.uk/consultation)
- (b) Education and Families Headquarters, Civic Centre, Motherwell, ML1 1AB

**This document has been issued by North Lanarkshire Council in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and amendments contained in the Children and Young People (Scotland) Act 2014**

## 1. BACKGROUND

- 1.1 North Lanarkshire Council has made significant progress in transforming ASN provision, aligning local practice with national policy and legislation. The work completed provides a strong foundation for future policy development, with a growing emphasis on wellbeing, inclusion, and sustainability. As demand continues to rise, future programmes focused on refining systems, expanding capacity, and embedding inclusive practice across all sectors will be required.
- 1.2 North Lanarkshire Council (NLC) continues to undertake a strategic review and a far-reaching reform of its Additional Support Needs (ASN) and Inclusion Services. This reform is driven by a commitment to the presumption of mainstreaming, the principles of Getting It Right for Every Child (GIRFEC), and recommendations from the Morgan Review (2020), Audit Scotland reports on Additional Support for Learning (2020 & 2025), and NLC's 2019 ASN Review. These reviews called for greater equity, accountability, inclusive practice, and improved outcomes for all learners, particularly those with complex or co-occurring needs.
- 1.3 This report outlines proposals relevant to the statutory consultations which is required to continue with improvements in ASN provision and will support the new five-year ASN strategy which will be presented to Committee in March 2026
- 1.4 Following the formation of We Aspire College, which was borne from the 2019 ASN review, the service proposes to relocate Fallside and Portland schools, within the existing Mavisbank school to ensure better support and access to therapeutic and skills-based programmes. The service did not implement the previous proposals due changing demographics of young people within North Lanarkshire.
- 1.5 In August 2025, the new Woodlands Park Secondary School and St Aidan's Primary LCSC opened at the former site of the Edward Lawson Centre, Coltness Road, Wishaw. Within the new facility, an Early Years Assessment Centre is also located. The service is seeking approval for an operational change to the assessment centre for the centre to become operational from January 2026, and to support children and families through assessing the level of need for learners in advance of transition to a primary setting.
- 1.6 The key reasons for the proposal, as set out in the Committee paper, were;
  - To meet the needs of its learning communities, provide an effective educational service and to support teachers and pupils with the best resources, the education service must evaluate and amend its school estate as appropriate. Having identified the requirement to meet the needs of the pupils at Fallside and Portland Schools, this paper sets out the reasons for the proposal to relocate Fallside School and Portland School, close these school buildings and relocate the vacant Mavisbank School in Airdrie. Mavisbank School in Airdrie is relocating to the new refurbished Carnbroe Primary School in Coatbridge by January 2026.
  - We Aspire College provides tailored educational support for children and young people in North Lanarkshire with significant social, emotional, and behavioural needs (SEBN), while promoting the presumption of mainstream education. The College includes Fallside School, Portland School, Pentland Primary School and Willowbank School, alongside a growing Outreach service supporting both SEBN and Additional Support Needs (ASN) pupils.
  - The Outreach team collaborates with schools, families, and agencies using GIRFEC planning to maintain mainstream placements, reduce exclusions, and improve attendance and attainment. Since its inception, the Outreach model has successfully reduced out-of-authority placements and supported positive educational outcomes,

including the withdrawal of ASN Tribunal cases due to effective interventions. It has also been successful in reducing the number of placements at Fallside and Portland Schools, whereby the service now deems it would be more effective for staff and pupils to relocate these two schools to share communities and resources.

- This move is anticipated to enhance inclusive practice, reduce reliance on external placements, and improve outcomes for our more vulnerable learners

1.7 Appendix (i) of this report contains the consultation report as issued.

## 2. THE CONSULTATION PROCESS

### 2.1 Consultation Framework

2.1.1 The consultation process was carried out in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and the amendments contained in the Children and Young People (Scotland) Act 2014. It is within this statutory framework that Education and Families, has engaged in a consultation exercise with all relevant consultees.

The consultation document developed for consideration included information on:-

- the proposal;
- the consultation process;
- the arrangements for public meetings;
- relevant school data;
- the educational benefits of the proposal;
- community benefits statement;
- equality impact assessment; and
- consultation timeline.

2.1.2 The Head Teacher of Fallside School and Portland School were notified of the consultation.

2.1.3 The consultation period commenced on Monday 24 November 2025 and concluded on Monday 19 January 2026, a total of 56 days, which included 30 school days.

2.1.4 Details of the consultation process were made available on a dedicated area of the North Lanarkshire Council website at [www.northlanarkshire.gov.uk/consultation](http://www.northlanarkshire.gov.uk/consultation)

2.1.5 A face-to-face staff meeting was held on Tuesday 9 December 2025 from 4.00pm until 5.00pm at Chapelside Community Centre.

2.1.6 A face-to-face public meeting was held on Tuesday 9 December 2025 from 6.00pm until 8.00pm at Chapelside Community Centre.

2.1.7 Responses to the proposal could be made electronically to [ef.fallsideandportland@northlan.gov.uk](mailto:ef.fallsideandportland@northlan.gov.uk) or in writing posted to the council.

### 2.2 Relevant Consultees

Consultees were identified according to Schedule 2 of the Schools (Consultation)(Scotland)Act 2010. The relevant consultees included:-

- Parents/Carers and pupils of Fallside School and Portland School

- Staff of Fallside School and Portland School
- Anybody or organisation which has been established by North Lanarkshire Council, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government Act 2003;
- HMIE
- Elected members
- Trade Unions
- Community Councils

### **3. RESPONSES TO THE CONSULTATION**

#### **3.1 Overview of Level of Response to the Consultation**

During the consultation period the numbers of consultee who engaged in the process were as follows:-

- Staff meeting held on Tuesday 9 December 2025 – 9 attendees.
- Public meeting held on Tuesday 9 December 2025 - 0 attendees. There was representation from HMIE.
- The total number of individual consultee email responses received was 1.

The matters raised by stakeholders are summarised in Appendix (iv) of this report and form the basis for the areas listed below. Copies of the full consultation responses and notes from the on-line meetings can be found at [www.northlanarkshire.gov.uk/consultation](http://www.northlanarkshire.gov.uk/consultation)

#### **3.2 Consultation and Channels and views expressed**

Following the public meeting the council produced a Frequently Asked Questions (FAQs) document that was published on-line.

There was 1 email response in total to the proposal.

Pupils voice for Fallside and Portland School for each stage was collected to engage and discuss their ideas on the proposed new building.

The total number of individual consultee responses received was 1.

Further analysis of opinion is included at Appendix (iii) through the FAQs.

### **4. SUMMARY OF ISSUES RAISED BY STAKEHOLDERS AND EDUCATION & FAMILIES RESPONSE**

The issues raised by participants in the staff consultation have been grouped and considered by Education and Families, with input from other Council officers with appropriate specialisms, under the following headings with the response from the service added in each case:-

- School location
- Traffic and parking concerns
- Community facilities

#### **4.1 School location**

Stakeholders asked if there was potential for the catchment area to change and further clarification on the location chosen for proposed new school build and whether it would be best to hold out for a different location.

##### Response

Any change in location would result in a change to the catchment area and the proposal is modelled on the existing catchment. The site is the best central location which is a very inspiring space which will allow for a creative design. The Service and design team will make best use of every space available.

#### 4.2 Traffic and parking concerns

Stakeholders raised concerns about the surrounding roads and traffic issues as well as safe routes for pupils and families to walk.

##### Response

The Contracts & Provisions Service within Education, Children & Families will oversee the process that will assess the walking routes to ensure they are acceptable. Any assessment is evaluated under consideration that pupils would be accompanied to school by an adult. Education, Planning and Roads services will be involved in assessing the road and parking requirements for the school site at all entrances.

#### 4.3 Community Facilities

Queries were raised about community facilities that will be available and if current community facilities will be retained.

##### Response

When the current community centre is decanted to the new building, the old building will become part of the council's surplus assets. The operating model and aspiration for all NLC Community Hubs is that they are open from dawn till dusk for the wider community.

### 5. SUMMARY OF EDUCATION SCOTLAND REPORT AND RESPONSE OFFERED BY THE SERVICE

The full report provided by Education Scotland is attached in Appendix (ii). Please see this report for full commentary. The main points are as follows:-

- HM Inspectors agree there are potential educational benefits in permanently moving the schools to a shared campus
- Both schools operate within North Lanarkshire Council's We Aspire College, which provides educational support to children and young people with significant social, emotional, and behavioural needs.
- They have a shared headteacher and staff use the same approaches to planning and delivery of the curriculum.
- Being part of a permanent, shared campus creates the potential to extend this shared approach further and increase opportunities for joint profession learning and support.

In response to the observations of HMIE, Education, Children & Families agree that these findings are consistent with those of the Service.

North Lanarkshire Council has a strong track record in engaging with all stakeholders in the aspects of school design, management, and operation. The Service will continue to engagement with all stakeholders both formally (statutory planning process) and informally (through the school's management and parent councils) with regard to the proposals as they proceed, should this proposal be implemented.

### 6. ALLEGED OMISSIONS OR INACCURACIES

No alleged omissions or inaccuracies

### 7. EQUALITY CONSIDERATIONS

Assessments have been carried out in accordance with the following statutory duties:

Public Sector Equality Duty

Fairer Scotland Duty

Armed Forces Covenant Duty

Childrens' Rights and Wellbeing Act

The assessments concluded that the main groups impacted are:-

- Pupils of Fallside and Portland Schools
- Parents/carers of those pupils;
- Staff who work at Fallside and Portland Schools

The assessment summary is attached at Appendix (iv).

## **8. NEXT STEPS**

Following the publication of this Report, time is allowed for further considerations. A three-week period will lapse before North Lanarkshire Council takes a final decision on whether to implement a final proposal.

The report on this consultation is due to be considered by North Lanarkshire Council's, Education, Children & Families Committee on Tuesday 26 May 2026.

If approved, an implementation group consisting of members of the senior management from Fallside School and Portland School and pupils, will be established to ensure continued engagement of all stakeholders throughout the relocation.

## Appendix (i) – Statutory Proposal to Consult

### **Statutory Consultation**

#### **Proposed relocation**

Proposal by North Lanarkshire Council to relocate Fallside School and Portland School to the vacated Mavisbank School

**EDUCATION, CHILDREN AND FAMILIES**



### **Proposal by North Lanarkshire Council to relocate Fallside School and Portland School to the vacated Mavisbank School building.**

#### 1. INTRODUCTION

- 1.1 The service proposes the relocation of Portland and Fallside schools to establish a joint campus at the former Mavisbank site, to better support learning and vocational programmes. This will provide shared resource opportunities for young people to work within, between and beyond a range of establishments and services such as the Skills Academy, Cumbernauld Theatre and 7 Day Centre.
- 1.2 It will facilitate increased collaboration of staff, agencies and others to make more effective use of existing expertise which supports the achievement of the best possible outcomes.
- 1.3 Fallside and Portland pupils are already incorporated into the We Aspire College (WAC), that provides school-based programmes of education and support for young people between the ages of 5-18 years. Importantly, the role of the service should be to both enable the semi-permanent and indeed permanent education of children in intensive arrangements, but where possible, promote a pathway back to mainstream for those who are capable of it and a pathway beyond to employment and training.
- 1.4 The Service will also support the Fallside and Portland pupils across the clusters by providing intensive support, within WAC outreach provisions within Bothwellpark ASN Outreach and Skills Academy, subject to the outcome of the proposed statutory consultation. This campus will also improve the accessibility to the wider We Aspire College facilities vocational opportunities for young people.
- 1.5 Education and vocational provision within the Community Alternative and Skills Academy settings will also continue to be linked with the WAC portfolio, enhancing the ability to provide tailored support to those young people experiencing a range of adversities who may benefit from an alternative setting. Inclusion of these services as part of the We Aspire College will also strengthen opportunities and pathways for these young people and better connect provision to the wider service.

#### 2. CONSULTATION REQUIREMENTS

In terms of the Schools (Consultation) (Scotland) Act 2010, the Education Authority is required to publish details of, and consult on any proposal to establish a new school and on any proposal to establish, terminate or otherwise alter the catchment area of a school.

- 2.1 North Lanarkshire Council will not make any decision, or put any changes into effect, until the consultation period has been concluded in line with statutory requirements.
- 2.2 The consultation period will be a minimum of 56 days, which include 30 school days. It begins on 24 November 2025 and finishes on 19 January 2026.
- 2.3 The consultation will involve pupils, parent/carers, Parent Councils and staff of the schools involved, as well as other associated stakeholder and statutory consultees.
- 2.4 A public meeting will be held on the evening of Tuesday 9th December 2025 for both schools.
- 2.5 Council officers will be present at the public meeting to discuss the proposal. There will be

limited time at the meeting to discuss all issues fully. To ensure that all issues are covered and that those who may be uncomfortable with speaking publicly are heard, advance notice of specific questions or issues to be raised will be accepted in writing up to two days in advance of the meeting – see contact details at 2.9.

- 2.6 At the end of the consultation process, a report will be prepared for North Lanarkshire Council detailing all responses received, summaries of their content and a statement from HMIE (Education Scotland) on the educational aspects of the proposal. Responses to the issues raised through the consultation will also be incorporated in the report. Copies of the report will be available, prior to consideration by the council, in the affected schools and online. It is envisaged that the report will be published on 5 March 2026.
- 2.7 An online version of the document and other items related to the consultation can be found online at [www.northlanarkshire.gov.uk/fallsideandportland-consultation](http://www.northlanarkshire.gov.uk/fallsideandportland-consultation)
- 2.8 Further information on the proposal can be obtained by sending an email to [ef.fallsideandportland@northlan.gov.uk](mailto:ef.fallsideandportland@northlan.gov.uk)
- 2.9 All interested parties are invited to submit their comments on or before 19 January 2026

### 3. PROPOSAL

- 3.1 The proposal is that Fallside School and Portland School are relocated to the vacated Mavisbank School site to establish a new school.
- 3.2 This will enhance the current alignment of all vocational education activity within the purview of the We Aspire College, including access to the Skills Academy and 7 Day Centre.
- 3.3 The reasons for this proposal are:

- The success of the various interventions and initiatives over the last couple of years have resulted in a fall in the school roll in both schools.

| School   | 2023/24 | 2024/25 | 2025/26 |
|----------|---------|---------|---------|
| Fallside | 15      | 10      | 9       |
| Portland | 14      | 14      | 12      |

- To improve the availability of shared resources, increase the sense of identity and community for staff and pupils and be more efficient in the use of the school estate.
- To strengthen leadership, provide greater depth and breadth of staffing and improve the offering to secondary aged children with a range of complex Emotional Behaviour Needs within localities.
- The historic ASN estate provision of North Lanarkshire has meant that Fallside and Portland Schools are smaller, more isolated ASN schools which can be more susceptible to challenges in recruiting appropriate staff and are less easy to naturally integrate with wider services, which can make them less sustainable.
- The relocation of Fallside and Portland School to the existing Mavisbank school will provide an equitable service for children with SEBN needs across localities.

### 4. EDUCATION BENEFITS STATEMENT

- 4.1 Through the planned proposals it is expected that several educational benefits will be achieved on behalf of children and young people with the requirement for intensive services to meet their needs. These points were clearly established in the findings of the ASN Review and include:

- Empowerment of practitioners and local ownership of resources to meet needs •
- Improved access to high quality facilities
- Strengthened leadership, provide greater depth and breadth of staffing and management of learning for those with additional needs
- Strengthened transition arrangements at all key points of transition, under the leadership of a single head teacher
- Increased opportunities for professional learning and sharing good practice, through strengthened workforce arrangements
- Strengthened practice in planning to meet the needs of learners
- Strengthened practice in pedagogy and learning and teaching
- Clearer pathways to mainstream for those who can access such provision
- A broad range of opportunities for personal achievement and interdisciplinary learning
- Strengthened integrated planning with partners

4.2 Experience in new joint campus demonstrates a flexible learning environment, inspires staff and pupils and has a positive impact on the general health and wellbeing of stakeholders. Further, it increases learners' aspirations, attainment, achievement and positive destinations at a later stage in their education. This is evident through improving trends in attainment and achievement of our young people.

4.3 Spaces for learning will be designated in such a way as to allow a range of teaching styles and approaches, including active learning, interdisciplinary learning and outdoor learning.

4.4 The curriculum will provide the opportunity for learners to achieve across all curricular areas and to develop skills, attributes and capabilities through courses aligned with the design principles of Curriculum for Excellence: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

4.5 Children and young people will be provided with a broad range of opportunities for personal achievement and interdisciplinary learning across all curricular areas by building on best practice in curriculum design in North Lanarkshire Schools.

4.6 The provision of high-quality technology for learning will provide the potential to transform ways of learning and teaching by giving young people and staff flexible and embedded access to a fully digital learning environment.

## 5. COMMUNITY IMPACT

5.1 Both Fallside and Portland Schools are beyond maintaining and repairing. Closure of these school buildings will provide the respective communities with the opportunities to embrace alternative options for these sites.

5.2 Work is being done to determine mitigation of any adverse impact on those using the facilities (wider access to school spaces may be possible in the evenings for example, or use of other facilities in the locality where available).

5.3 Work will now be done between Education and Families and Enterprise and Communities to:

- Assess the impact on community use
- Assess the budget implications i.e., any impact on NLC on income streams
- Engage effectively/co-producing the approach with communities/users

## 6. IMPLICATIONS OF THE PROPOSALS

6.1 It is recognised that for existing Fallside and Portland pupils the change of location may be challenging, and consideration has been given to how best to support pupils to make the transition as seamless as possible. Staff will work collaboratively with parents/carers and pupils to support pupils in preparing for the transition. Each pupil will be offered individualised support to ensure they are completely comfortable to complete the transition. This may involve numerous visits during and after school.

6.2 Transport

Pupils will continue to be transported from home to school. Transport contracts will be updated to reflect the different drop off and pick up point. As a result, there is no anticipated impact with regard to transport.

6.3 HR Implications

Affected staff will be managed in accordance with the appropriate Workforce Change Policies of the Council, and in consultation with the signatory trades unions. Considerations would include Compulsory Transfer, Premature/Early Retirement, Redundancy/ Redeployment.

## 7. EQUALITY IMPACT ASSESSMENT

7.1 An Equality Impact Assessment has been completed and will underpin planning for these proposals, since a number of the young people involved are considered as being from a protected group, due to disability.

## 8. INACCURACIES OR OMISSIONS

8.1 There is a statutory requirement for the Council to consider any allegation of an inaccuracy or omission in the proposal paper and determine whether the allegation has foundation. Where inaccuracies or omissions are notified to, or discovered by, the Council within this proposal document, the Council will determine if relevant information has, in its opinion been omitted or whether there is in fact an inaccuracy.

Notifiers of any omissions or inaccuracies will be informed of the Council's decision and the reasons for that decision. Notifiers will also be informed of any action. The Council will invite the notifiers to make further representations to the Council should they disagree with the Council's determination or its decision as to whether to take action.

8.2 If the Council has found, either itself or through a concern being raised, that there is an inaccuracy or omission in the proposal paper, it must decide whether this relates to a material consideration relevant to the proposal.

Where the confirmed inaccuracy or omission relates to a material consideration, there is a duty on the Council to correct it.

- 8.3 Appropriate action will then be taken by the Council depending on whether the inaccuracy or omission relates to a material consideration.

Such action may include withdrawing the proposal and issuing a revised proposal paper for the whole consultation period, or issuing a corrected proposal paper with, if, an extension of the consultation period. In any of these eventualities, all relevant consultees (and, where applicable, the notifier(s) of any omissions or inaccuracies) and HMIE (Education Scotland) will be advised of the action.

Where inaccuracies or omissions are discovered within the proposal document, the Council will determine whether relevant information has been omitted or if there has been an inaccuracy. action will then be taken by the Council, which may include issuing corrections, issuing a corrected proposal document, or an extension of the consultation period. In any of these eventualities, all relevant consultees (and where applicable, the notifiers(s) of any action) will be advised.

- 8.4 Notifiers of any omissions or inaccuracies will also be given the opportunity to make representations if they disagree with the Council's determination of any action on the matter, which may result in the Council making a further determination/decision on the matter.

## 9. THE STATUTORY CONSULTATION PROCESS – ADDITIONAL INFORMATION

- 9.1 The current requirements for consulting are set out in the Schools (Consultation) (Scotland) Act 2010. This consultation will be carried out in accordance with the Act.

- 9.2 This consultation has been planned in order to meet the statutory requirements.

- 9.3 The consultation document sets out the details of the proposal.

- The proposal paper details the educational benefits of the proposal and other relevant information.
- The proposal paper will be published and widely advertised.
- North Lanarkshire Council will seek to determine whether there are inaccuracies or omissions within the proposal paper and take such action as it considers necessary.
- The consultation period will be a period of at least 6 weeks including at least 30 school days.

- 9.4 Prior to the commencement of the consultation period, the authority will give notice of the proposal to the relevant consultees. The relevant consultees are defined in the Schools (Consultation) (Scotland) Act 2010, and are as follows:

- (a) The parent council or combined parent council of any affected school
- (b) The parents of the pupils at any affected school
- (c) The parents of any children expected by the education authority to attend the affected school within two years of the date of publication of the proposed paper
- (d) The pupils at any affected school (in so far as the education authority considers them to be of suitable age and maturity)
- (e) The staff (teaching and other) at any of the affected school(s)
- (f) Any trade union which appears to the education authority to be representative of the persons mentioned above
- (g) The community council (if any)

- (h) The community planning partnership (within the meaning of section 4(5) of the Community Empowerments (Scotland) Act 2015 for the area of the local authority in which any affected school is situated
  - (i) Any other community planning partnership that the education authority considers relevant
  - (j) Any other education authority that the education authority considers relevant
  - (k) Any other users of any affected school that the education authority considers relevant.
- 9.5 During the consultation period, the authority will hold and be represented at public meetings on the relevant proposal.
- 9.6 The council will involve HMle (Education Scotland) in the consultation process. This will culminate in HMle (Education Scotland) preparing and submitting an independent report on the educational aspects of the proposal.
- 9.7 Following the consultation period, the council will prepare and publish a consultation report. The report will be published at least three weeks before a final decision is taken on the proposal.
- 9.8 The consultation timeline provides further information on the timescales for various stages in the statutory process.

Please click on the link below to share your views on the proposal (Ctrl + Click to follow link)  
[www.northlanarkshire.gov.uk/fallsideandportland-consultation](http://www.northlanarkshire.gov.uk/fallsideandportland-consultation)

### Appendix 1 Indicative Timeline

| <b>Stages</b>                                  | <b>Timeline</b>                                   | <b>Date</b>                |
|--|---|----------------------------|
| 1. Committee Date                              |   | 18 November 2025           |
| 2. Consultation Starts<br>Phase 1              | Minimum of 6 weeks<br>To include 30 calendar days | 24 November 2025           |
| 3. Public Meeting                              | Mid way through consultation                      | 9 December 2025            |
| 4. Consultation Ends                           | 30 Days   | 19 January 2026            |
| 5. Report to Education Scotland Phase2         | 3 weeks   | 22 January 2026            |
| 6. Education Scotland produce report           | 3 weeks   | Tues 12 February 2026      |
| 7. Consultation report published Phase 3       |   | 5 March 2026               |
| 8. Time for further consideration              | 3 weeks from publication date                     | 26 March 2026              |
| 9. Final Committee Decision                    |   | 26 May 2026                |
| 10. Council implements outcome of consultation | 3 weeks   | Following council Approval |

**Appendix (ii) Education Scotland Report**



**Schools (Consultation) (Scotland) Act 2010**

**Report by HMIE addressing educational aspects of the proposal by North Lanarkshire Council to relocate Fallside School and Portland School to the vacated Mavisbank School building.**

**January 2026**

## 1. Introduction

### 1.1 This report from HMIE has been prepared by His Majesty's Inspectors of Education

(HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of a proposal by North Lanarkshire Council to relocate Fallside School and Portland School to the vacated Mavisbank School building. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' view. Upon receipt of this report, the Act requires the council to consider it alongside any relevant considerations the council received and then prepare its consultation report. The council's consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its consultation report at least three weeks before it takes its final decision. With all proposals the council needs to follow all statutory obligations set out in the 2010 Act.

### 1.2 HM Inspectors considered:

- the likely effects of the proposal for young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

### 1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 9 December 2025 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Portland, Fallside and Mavisbank Schools, including discussion with relevant consultees.

## 2. Consultation process

2.1 North Lanarkshire Council undertook the consultation on its proposal with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The public consultation ran from 24 November 2025 to 19 January 2026. Copies of the proposal were made available to stakeholders and on the council website. The council held a public meeting on 9 December 2025. No stakeholders attended the public meeting. The council received one written query. Young people at both Fallside and Portland School were supported to complete forms on their views of the proposal. They were aware that both the current staff and their peers will move to the new site if the proposal is agreed. Partly due to this, most were in support of or unconcerned about the proposal. The council held a focus group with staff. Staff recognise the poor condition and limitations of the Portland site where both schools are currently based. They are in favour of moving to a site in better condition. They raised several practical questions around the proposed school site including the teaching facilities that will be available and parking.

### **3 Educational aspects of proposal**

3.1 Fallside School has recently moved to a shared site with Portland School following a failure in the heating system. Both Fallside and Portland School sites are both in poor condition and the council consider them to be beyond repair. HM Inspectors agree the Mavisbank site is in better state of repair and could provide a suitable space for both schools. The Mavisbank site has the potential to be developed to provide enhanced learning facilities that better meet the needs of the young people in both schools. Partly as a result of interventions and projects, both Fallside and Portland Schools have seen a reduction in their rolls over that last three years. Fallside School currently has nine young people and Portland School has 12 young people. HM Inspectors agree that following refurbishment there should be sufficient space at the Mavisbank School site to accommodate both schools successfully.

3.2 HM Inspectors agree there are potential educational benefits in permanently moving the schools to a shared campus. Both schools operate within North Lanarkshire Council's We Aspire College, which provides educational support to children and young people with significant social, emotional, and behavioural needs. They have a shared headteacher and staff use the same approaches to planning and delivery of the curriculum. Being part of a permanent, shared campus creates the potential to extend this shared approach further and increase opportunities for joint professional learning and support.

3.3 Young people who spoke to HM Inspectors recognise that the current building is in poor condition. They are positive about the potential for the Mavisbank site to provide improved outdoor opportunities, particularly for sports including football. The Portland site only has a hard surface area for play. The Mavisbank site has a mix of outdoor areas, including some covered and green outdoor spaces. Young people want to ensure, that if the proposal is agreed, that space for learning using technology is maintained and that there are cooking areas. The

council have confirmed that these are planned. Young people would like to visit the Mavisbank site and then be involved in the design of the space. HM Inspectors agree that such involvement would help them to feel ownership of their schools.

- 3.4 Parents and staff who spoke to HM Inspectors recognise the potential benefits of the proposal. However, they are aware that if the proposal is agreed this will involve moving young people for whom change can be difficult. This may be particularly the case for those young people attending Fallside School, for whom this will be a second move having recently moved to the Portland School site. HM Inspectors agree, that if the proposal is agreed, there will be a need to plan bespoke transitions for each young person to reduce the risk of any disruption to attendance and learning. HM Inspectors recommend that the council progress its plans to involve staff closely in the timeline for any move. This should support staff to involve young people and their families well in making the transition. It would also support them to meet each young person's needs and reduce the risk of disengagement during this change in location.

#### **4 Summary**

HM Inspectors agree there are potential education benefits to this proposal. The current Portland School site is in poor repair, the Fallside School site is currently unusable and the Mavisbank site has the space to be a more suitable venue for both schools. The staff teams of both schools are already working together. However, a permanent shared campus could enhance opportunities for professional learning and support. If the proposal is agreed, HM Inspectors recommend the council work closely with the headteacher and the staff teams to plan the timeline for moving. This will help staff to deliver bespoke transitions for each young person to support continuity of learning.

## Appendix (iii) – Public and Staff Consultations Notes and FAQs

Public Consultation Meeting –

Fallside and Portland Schools Relocation to Mavisbank Site

Date: 9 December 2025 At: 6.00pm Venue: Chapelside Community Centre

Notes/Frequently Asked Questions (FAQs)

Present:

A Henry (AH) Senior Education and Families Manager (Panel Chair)

M Dolan (MD) Education and Families Manager (Consultation Lead)

S Stevenson Inclusion Manager

M McGorry Project Manager

C McShane Cluster Integration and Improvement Lead

H Mulholland HM Inspector of Education

Y McBean Assistant Principal Officer (Inclusion) (notes)

L Macpherson Project Coordinator – Learning Environment (notes)

D Lees Project Coordinator – Learning Environment (notes)

It should be noted that the public meeting was advertised to commence at 6pm, both in person and online via a Teams link. At 6:20pm, we had no public attendance at the meeting, either in person or via the Teams link. The team took the decision that given no one had registered their attendance in advance, that it was likely that no stakeholders were going to attend and therefore the meeting was concluded. It is the intention of the consultation team to consider other options to engage stakeholders, and this will be communicated in due course.

Staff Consultation Meeting

Fallside/Portland

9<sup>th</sup> December 2025

Chapelside Community Centre

Notes/Frequently Asked Questions( FAQs) Start 16:04 End 16:54

Present:

A Henry (AH) Senior Education and Families Manager

|              |  |
|--------------|--|
| M Dolan (MD) | Education and Families Manager                         |
| S Stevenson  | Inclusion Manager                                      |
| M McGorry    | Project Manager  |
| C McShane    | Cluster Improvement and Integration Lead               |
| Y McBean     | Assistant Principal Officer (Inclusion) (minute taker) |
| L Macpherson | Project Coordinator (minute taker)                     |
| D Lees       | Project Coordinator (minute taker)                     |

AH welcomed and introduced the panel, AH explained the reason for the proposal and outlined the statutory process AH presented the proposal to staff including Education benefits.

MD presented the floorplan. Portland and Fallside buildings are currently suitability statement D and Mavisbank is currently a B. MD advised if approved, works would be age and stage appropriate. MD explained the current outdoor space at Mavisbank, in comparison to Portland and Fallside. MD passed back to AH who opened the floor for questions.

**Q** Question

**A** Answer

**S** Statement

**Q** Why is it a joint campus and not a merger?

**A** That would involve two separate consultations, and the timelines would not fit for school moving. If schools merged there could be some detrimental impact on staffing, Staffing would remain unaffected keeping both schools with individual seed codes and funding.

**Q** Will management structure remain the same?

**A** Yes, It will be a copy and paste of present structure, the flexibility will not change as the model remains the same

**Q** The virtual schools service will be next door, would they have pupils in there and do we anticipate any problems with this?

**A** This will be risk assessed and managed by the HT and HT Virtual Schools

**Q** Questions arose around staffing commutes and reliant on public transport

**A** If approved in May the HR process starts and conversations will be held with individual colleagues, there is mobility clause in your contract to go where the need is, however, each case will be considered on its own merit.

**Q** The committee meets in May, what is the timeline for moving?

**A** We can work at risk in terms of design process and will seek advice from Education Scotland colleagues and ascertain works to be include Summer programme (cosmetic works) the building is a good standard, and we would encourage you to put forward suggestions.

**Q** We currently have 8 classrooms and Mavisbank only have 5, how will this work?

**A** Occupancy is for 50 children, HT and inclusion will discuss

HT there are lots of individual spaces which gives more options than currently have at Portland which gives scope to develop, nurture, sensory and bespoke rooms

**Q** What are the cooking facilities?

**A** we will engage and work with staff on the design

**S** There are also ample parking spaces, drop off and secure external storage. The building is all on the one level and we have previously invested in the outdoors of Mavisbank and there is potential for more.

**Q** Are all staff moving?

**A** We anticipate everyone will move to the new site, but conversations will be held around personal circumstances

**Q**What is the best use of the space

**A** We will work with you on the best use of the space. The project manager will discuss requirements with inclusion, they all have a previous history of engagement on past projects

**Q**When will the physical works start?

**A** Cosmetic works would be included within the six-week summer programme. Due to capacity, we do not want to phase the works, we want it to be 99% of what you require, if the works are phased the building will not be ready to move into

**Q**Would we have to move in August?

**A** If approved we do allow transitions within reason, however, the building has been declared as surplus and is no longer fit for purpose.

**Q** We had enhanced transitions with Pentland?

**A** If it benefits the young people then its palatable and there will be a pupil consultation (pupil voice) in house. We encourage feedback and may have another meeting and will keep you up to date with further information in the new year

**A** Why is Education Scotland involved.

**Q** They are a stakeholder and independent body, and it is a statutory requirement to have them involved.

**Q** Do Education Scotland always agree?

**A** No, not always, we have previously been asked for further information sessions

**Q** What will the name of the campus be?

**A** Both schools will retain their name and identity

**S** Staff are encouraged to share their views and comments by contacting the mailbox

No further questions, AH closed the meeting at 16:54

## Appendix (iv) Equality Impact Assessment Form

**Reconfiguring Intensive ASN Systems and Services**

|                                      |  |
|--------------------------------------|--|
| <b>Author</b> <i>Maryann McGorry</i> | <b>Contact details</b> <i>mcgorrym@northlan.gov.uk</i> |
| <b>Owner</b> <i>Michael Dolan</i>    | <i>dolanp@northlan.gov.uk</i>                          |

|                            |           |                    |                 |                             |          |
|----------------------------|-----------|--------------------|-----------------|-----------------------------|----------|
| <b>EqlA version number</b> | <i>01</i> | <b>EqlA status</b> | <i>Complete</i> | <i>Incomplete (Ongoing)</i> | <i>X</i> |
|----------------------------|-----------|--------------------|-----------------|-----------------------------|----------|

|  |  |
|--|--|
| <i>If Incomplete please say why - for instance pending further consultation / research</i> | <i>Implementation and staging to be continuously reviewed.</i> |
|--|--|

|                             |  |                      |                    |
|-----------------------------|--|----------------------|--------------------|
| <b>Governance Committee</b> |  | <b>Date approved</b> | <i>insert date</i> |
|-----------------------------|--|----------------------|--------------------|

### Section 1. About the Policy

|   |   |
|---|---|
| <b>1. Name of the policy / strategy / function / procedure:</b>   |   |
| Proposal to relocate Bothwellpark High School to the Edward Lawson Centre.  |   |
| Is this a: -  |   |
| A new policy /strategy / function / procedure / service   | <input type="checkbox"/>                          |
| Budget saving   | <input type="checkbox"/>                          |
| Review of policy /strategy / function / procedure   | <input type="checkbox"/>                          |
| Review of Service   | <input type="checkbox"/>                          |
| Other (please specify) Community Asset Transfer   | <input type="checkbox"/>                          |
| Is this a key strategic decision subject to the Fairer Scotland Duty Yes, in relation to the Fairer Scotland Duty requirement for public bodies “to actively consider how they could reduce inequalities of outcome in any major strategic decision they make.” | <input type="checkbox"/> <input type="checkbox"/> |

| 1.2 Person Responsible for the policy etc. |                               |
|--|-------------------------------|
| Name:                                      | Job Title and Service / Team: |
| Michael Dolan                              | Education & Families Manager  |

| 1.3 What is the scope of the assessment? | P | Detail where appropriate  |
|--|---|---|
| Whole of the organisation                |   |   |
| Service specific                         | Y | Education specific reconfiguration of ASN services  |
| Discipline specific                      | Y |   |
| Other                                    | Y | Proposal to merge Fallside School and Portland School and to relocate to the current Mavisbank School, Airdrie. |

| 4. What is the policy/ strategy/ function/ saving trying to achieve / do?  |
|--|
| <ul style="list-style-type: none"> <li>• The strategic reconfiguration of the intensive ASN systems and services to support children and young people with intensive additional EB needs, within Fallside and Portland Schools, to realise their full potential.</li> <li>• Empowerment of practitioners and local ownership of resources to meet needs</li> <li>• Improved access to high quality facilities</li> <li>• Strengthened leadership, provide greater depth and breadth of staffing and management of learning for those with additional needs</li> <li>• Strengthened transition arrangements at all key points of transition, under the leadership of a single head teacher.</li> <li>• Increased opportunities for professional learning and sharing good practice, through strengthened workforce arrangements.</li> <li>• Strengthened practice in planning to meet the needs of learners</li> <li>• Strengthened practice in pedagogy and learning and teaching</li> <li>• Clearer pathways to mainstream for those who can access such provision</li> <li>• a broad range of opportunities for personal achievement and interdisciplinary learning</li> <li>• Strengthened integrated planning with partners</li> <li>• Experience in new school buildings has demonstrated that a new and flexible learning environment inspires staff and pupils and has a positive impact on the general health and wellbeing of stakeholders. Further, it increases learners' aspirations,</li> </ul> |

attainment, achievement and positive destinations at a later stage in their education. This is evident through improving trends in attainment and achievement of our young people.

- Spaces for learning will be designated in such a way as to allow a range of teaching styles and approaches, including active learning, interdisciplinary learning and outdoor learning.
- The curriculum will provide the opportunity for learners to achieve across all curricular areas and to develop skills, attributes and capabilities through courses aligned with the design principles of Curriculum for Excellence: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.
- Young people will be provided with a broad range of opportunities for personal achievement and interdisciplinary learning across all curricular areas by building on best practice in curriculum design in North Lanarkshire Schools.
- The provision of high-quality technology for learning will provide the potential to transform ways of learning and teaching by giving young people and staff flexible and embedded access to a fully digital learning environment.

#### 1.5 If this is a budget saving, how will the saving be achieved?

n/a

## Section 2. What do I know now?

### 2.1 Who are the stakeholders and beneficiaries?

- Pupils who attend Fallside and Portland Schools.
- Parents/Carers of pupils who attend Fallside and Portland Schools.
- All pupils with an EB additional support need across NLC
- Employees: Head Teachers, Cluster Support Teachers (CSTs), CIILs, teaching and non-teaching staff and the Inclusion team
- Managers: The Operational Team that will project manage this strategy, Programme Board that will oversee it, and managers across the departments who will be asked to provide their views and input throughout the review process
- Third sector partners who support pupils in Portland and Fallside Schools
- Partner teams/departments at NLC: Social Work, Educational Psychology, Estates, and HR colleagues

- **Owners: The Project Sponsor, James McParland, Chief Officer (South); Alan Henry, Senior Responsible Officer; Michael Dolan, Resource Officer.**

**2.2 What data, consultation, research and other evidence or information is available relevant to this assessment? (This is a desktop exercise)**

A council-wide review of the additional support needs sector has been undertaken. It is recognised that fundamental changes are required, including higher quality facilities and increased collaboration between schools and services to benefit pupils and their families, staff and the delivery of a full and robust learning experience. The new facilities will offer intensive support for children and young people who attend Portland and Fallside Schools.

A consultation process will be carried out in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and the amendments contained in the Children and Young People (Scotland) Act 2014. It is within this statutory framework that Education and Families, has engaged in a consultation exercise with all relevant consultees.

Young people who attend both Fallside and Portland Schools and their families will be consulted throughout the process to hear views.

Statutory Consultation is due to begin on 24 November 2025 and will end on 19 January 2026.

A public Consultation Meeting will be held on Tuesday, 9 December 2025.

**2.3 Considering the information in Section 1 and 2.1 and 2.2**

**2.3.1 If this policy is subject to the FSD what does it suggest about the impact or potential impact on socio-economic disadvantage? (please refer to FSD Interim Guidance)**

|             |          |     |
|-------------|----------|-----|
| income      | Low      | n/a |
| wealth      | Low      | n/a |
| deprivation | Material | n/a |
| deprivation | Area     | n/a |

**2.3.2 Are any of the people communities listed below likely to be more affected by this policy than others?**

| People who share one or more of the protected characteristics of the Equality Act 2010 | Yes | Details   | No | Details | Don't Know |
|--|-----|---|----|---------|------------|
| Age (a particular age or range of ages)  | Y   | 12-18 years   |    |         |            |
| Disabled people and people with long term health conditions                            | Y   | <p>The relocation is aimed at improving the support given to pupils who attend Portland and Fallside Schools.</p> <p>For some pupils with EB additional support needs moving to an alternative school estate may be more affected than others when experiencing a change to their school environment.</p> |    |         |            |
| Women and men, girls and boys  | Y   |   |    |         |            |
| People defined by their race, colour and nationality, ethnic or national origins.      | N   |   |    |         |            |
| Married people and civil partners  | N   |   |    |         |            |
| Pregnant women and new mothers (including breastfeeding women)                         | N   |   |    |         |            |
| Lesbian, gay and bisexual people   | N   |   |    |         |            |
| People transitioning from one gender to another  | N   |   |    |         |            |
| People of different religions or beliefs or non-beliefs                                | N   |   |    |         |            |
| <u>Other groups</u>  |     |   |    |         |            |

|   |   |   |  |  |  |
|---|---|---|--|--|--|
| Children and families                                   | Y | <p>The relocation is aimed at improving the support given to pupils who attend Portland and Fallside Schools.</p> <p>For some pupils with EB additional support needs moving to an alternative school estate may be more affected than others when experiencing a change to their school environment.</p>   |  |  |  |
| Homeless people   | N |   |  |  |  |
| People who are care experienced                         | Y | <p>The relocation is aimed at improving the support given to pupils who attend Portland and Fallside Schools.</p> <p>For some pupils with EB additional support needs moving to an alternative school estate may be more affected than others when experiencing a change to their school environment.</p>   |  |  |  |
| Care leavers  | Y | <p>The relocation is aimed at improving the support given to pupils who attend Fallside School and Portland School including those who are care experienced.</p> <p>Some pupils with severe and complex additional support needs moving to an alternative school estate may be more affected than others when experiencing a change to their school environment, including pupils who are care experienced.</p> |  |  |  |
| Carers – paid / unpaid, family members                  | N |   |  |  |  |
| Asylum seekers  | N |   |  |  |  |
| Employees – full and part time. Including SES, MAs etc. | Y | <p>Management roles will be reviewed under the council’s job sizing and other Human Resource policies.</p> <p>Teaching staff from Fallside School and Portland School may</p>   |  |  |  |

|        |   |   |  |  |
|--------|---|---|--|--|
|        |   | <p>experience a change to their location.</p> <p>Non-teaching staff from Bothwellpark High School may experience a change to their location.</p>  |  |  |
| Others | Y | <p>Mavisbank Primary School is not, and has not been, a community centre with community access.</p> <p>Environmental services staff may experience changes to existing transport arrangements</p> <p>Taxi and bus contractors may experience changes to existing contracts.</p> |  |  |

| <b>2.4 Do you have evidence or reason to believe that this policy will, or may potentially affect the Council's duty to: (Please tick all that apply).</b>   |     |    |            |
|--|-----|----|------------|
|  | Yes | No | Don't Know |
| <b>1. Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010?</b>   | Yes |    |            |
| <b>2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not</b>  | Yes |    |            |
| <b>3. Foster good relations between people who share a protected characteristic and those who do not?</b>  | Yes |    |            |
| <b>4. Protect and promote human rights?</b>  | Yes |    |            |
| <b>5. Reduce socio-economic disadvantage</b>   | Yes |    |            |
| <p>It is expected that pupils who attend Fallside School and Portland School will benefit from an improvement in the quality of individualised teaching and learning and future life opportunities. Supporting a focus on the future of the ASN estate and specialist provision around the campus model of the future.</p> |     |    |            |

Notably, long-term socioeconomic advantage is expected to be fostered across North Lanarkshire due to the investment in school estates.

### Section 3. What else do I need to know /find out?

**3.1 Further consultation – Please use the table directly below to say who you will consult with (tick Yes or No). Consider those groups from section 2.3 where you ticked yes or don't know. Once consultation has taken place provide the details below.**

| <u>People and communities</u>                               | Yes | No | Describe what you did, with whom and when. Please provide a brief summary of the responses gained and links to relevant documents, as well as any actions  |
|---|-----|----|--|
| Age (a particular age or range of ages)                     | Y   |    | <p>Children under the age of 18 and families will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation commenced on 24 November 2025 and will end on 19 January 2026.</p> <p>Public Consultation Meeting will be held on 9 December 2025.</p> <p>Staff and Parents will be met with separately but will also be invited to the public meeting.</p> <p>The Consultation Final Outcome Report will be presented to Education &amp; Families Committee week beginning for approval and decision published thereafter.</p> |
| Disabled people and people with long term health conditions | Y   |    | <p>Children under the age of 18 and families will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation commenced on 24 November 2025 and will end on 19 January 2026.</p> <p>Public Consultation Meeting was held on 9 December 2025.</p>  |
| Women and men, girls and boys                               | Y   |    | <p>Teaching staff have and will continue to be consulted about proposed asset rationalisation changes that are due to be carried out.</p> <p>Statutory Consultation commenced on 24 November 2025 and will end on 19 January 2026.</p> <p>Public Consultation Meeting was held on 9 December 2025.</p> <p>There will be Trade Union and HR consultations where appropriate.</p>  |

|   |   |   |  |
|---|---|---|--|
| People defined by their race, colour and nationality, ethnic or national origins. |   | N |  |
| Married people and civil partners   |   | N |  |
| Pregnant women and new mothers and breastfeeding women.                           |   | N |  |
| Lesbian, gay and bisexual people  |   | N |  |
| People transitioning from one gender to another                                   |   | N |  |
| People of different religions or beliefs or non-beliefs                           |   | N |  |
| <u>Other groups</u>   |   | N |  |
| Children and families   | Y |   | <p>Pupils from Portland School and Fallside School and their parents/carers will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation commenced on 24 November 2025 and will end on 19 January 2026.</p> <p>Public Consultation Meeting was held on 9 December 2025.</p>   |
| Homeless people   |   |   | n/a  |
| Care Experienced people   | Y |   | <p>Pupils from Portland School and Fallside School including those who are care-experienced.</p> <p>Parents/carers, who themselves may be care experienced, will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation commenced on 24 November 2025 and will end on 19 January 2026.</p> <p>Public Consultation Meeting was held on 9 December 2025.</p> |

|  |   |   |  |
|--|---|---|--|
| Care leavers                           | Y |   | <p>Pupils from Portland School and Fallside School including those who are care-experienced.</p> <p>Parents/carers, who themselves may be care experienced, will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation commenced on 24 November 2025 and will end on 19 January 2026.</p> <p>Public Consultation Meeting was held on 9 December 2025.</p> |
| Carers – paid / unpaid, family members | Y |   | <p>Pupils from Fallside School and Portland School and their parents/carers will be consulted throughout the ASN reconfiguration process to hear views across all of North Lanarkshire.</p> <p>Statutory Consultation commenced on 24 November 2025 and will end on 19 January 2026.</p> <p>Public Consultation Meeting was held on 9 December 2025.</p>   |
| Asylum Seekers                         |   | N |  |
| Trade Unions                           | Y |   | <p>Teaching staff have and will continue to be consulted about proposed asset rationalisation changes that are due to be carried out.</p> <p>There will be Trade Union and HR consultations with affected staff members from Portland School and Fallside School.</p> <p>Statutory Consultation commenced on 24 November 2025 and will end on 19 January 2026.</p> <p>Public Consultation Meeting was held on 9 December 2025.</p>       |
| Employee Equality Forum                |   | N |  |
| Others                                 |   | N |  |

### 3.2 What additional research or data is required?

Continuous consultation with all stakeholders to transition pupils

Statutory Consultation commenced on 24 November 2025 and will end on 19 January 2026.

Public Consultation Meeting was held on 9 December 2025.

Information gained through the consultation process will be analysed and, where views align with 1.4 above, will be taken into account.

Thorough monitoring and review of building works to ensure timelines can be met for placements allocated to pupils.

### 3.3 What does the additional research and data tell you about potential or known effects?

FAQs based on feedback from Stakeholders along with questions raised at the public consultation meetings on 9 December 2025 will allow further analysis of the effects. This EQIA will continue to be reviewed throughout the process.

## Section 4. Assessing the impact and strengthening the policy

Considering all the evidence you now have from section 1-3, how will the policy affect different people and communities in relation to equality, socio-economic disadvantage and human rights?

### 4.1 How does/will the policy and resulting activity affect those with the characteristics listed below (including employees)? Please use the table below to provide details.

|   | Detail any Positive impact  | Detail any adverse impact   | If adverse, how can we mitigate this? Where no mitigating action is planned, please say why not   |
|---|---|---|---|
| Age (a particular age or range of ages) | Pupils Portland School and Fallside School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential. | Pupils moving to the Mavisbank School site may have a negative experience due to the impact of change being more significant for some pupils. | Extensive statutory consultation processes with pupils and families from Portland and Fallside Schools<br><br>Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin May 2026. Please refer to Appendix A. |

|  |  |  |  |
|--|--|--|--|
| <b>Disabled people and people with long term health conditions</b>                       | <b>Pupils Portland School and Fallside School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential.</b> | <b>As above, there may be adverse experiences for some pupils should their teaching environment change.</b>  | <b>As above.</b>   |
| <b>Women and men, girls and boys</b>   |  |  |  |
| <b>People defined by their race, colour and nationality, ethnic or national origins.</b> | n/a  |  |  |
| <b>Married people and civil partners</b>   | n/a  |  |  |
| <b>Pregnant women and new mothers (including breastfeeding women)</b>                    | n/a  |  |  |
| <b>Lesbian, gay and bisexual people</b>  | n/a  |  |  |
| <b>People transitioning from one gender to another</b>                                   | n/a  |  |  |
| <b>People of different religions or beliefs or non-beliefs</b>                           | n/a  |  |  |
| <b><u>Other groups</u></b>   |  |  |  |
| <b>Children and families</b>   | <b>Pupils Portland School and Fallside School will be placed in high quality facilities whereby pupils of all abilities are encouraged to reach their fullest potential.</b> | <b>Pupils moving to the Mavisbank School site may have a negative experience due to the impact of change being more significant for some pupils.</b> | <b>Extensive statutory consultation processes with pupils and families from Fallside School and Portland School. Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin May 2026. Please refer to Appendix A.</b> |

|   |  |  |  |
|---|--|--|--|
|   |  |  |  |
| Homeless people   | n/a  |  |  |
| Looked after and accommodated people                    | Pupils, including care-experienced children, in Portland and Fallside Schools will receive robust needs-based support promptly when required. Support will end when the requirement ceases, thus encouraging the independence of pupils and supporting an inclusive pedagogy within schools whereby pupils of all abilities are encouraged to reach their fullest potential. | As above, there may be adverse experiences for some pupils should their teaching environment change. | Extensive statutory consultation processes with pupils and families from Portland School and Fallside School.<br><br>Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin May 2026. Please refer to Appendix A. |
| Care leavers  | Pupils, including care-experienced children, in Portland and Fallside Schools will receive robust needs-based support promptly when required. Support will end when the requirement ceases, thus encouraging the independence of pupils and supporting an inclusive pedagogy within schools whereby pupils of all abilities are encouraged to reach their fullest potential. | As above, there may be adverse experiences for some pupils should their teaching environment change. | Extensive statutory consultation processes with pupils and families from Portland School and Fallside School.<br><br>Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin May 2026. Please refer to Appendix A. |
| Carers – paid / unpaid, family members                  | n/a  |  |  |
| Asylum Seekers  | n/a  |  |  |
| Employees – full and part time. Including SES, MAs etc. | Access to quality teaching areas to improve teaching and learning. Better working environments for staff   | Staff may experience adverse experience by being asked to change work location                       | Continue to work closely with Trade Unions and HR Business Partners to review the proposed upcoming changes.   |

|        |  |  |  |
|--------|--|--|--|
|        | resulting in improvements in Health and Wellbeing. |  |  |
| Others |  |  |  |

**4.2 What measures could be taken to strengthen the policy / strategy to help advance equality of opportunity, foster good relations, promote human rights and reduce socio-economic disadvantage.**

Continued consultation with relevant stakeholders throughout the consultation process and beyond if the policy is adopted.

Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin August 2022. Please refer to Appendix A.

**4.3 Considering questions 4.1 and 4.2 what actions / measures will be put in place before introducing this policy please provide details.**

| Action  | Timescales                    | Responsible Officer  | Review details (include timescales)  |
|---|-------------------------------|--|--|
| Statutory consultation process for relocation of staff and pupils from Portland School and Fallside School. | September 2021- November 2021 | Responsible Officer, Jennifer O'Hara; Project Manager, Yazmin Raven. | Extensive statutory consultation processes with pupils and families from Portland School and Fallside School.<br><br>Enhanced transition planning to allow pupils to anticipate the changes. Transition arrangements begin May 2026. Please refer to Appendix A. |
| An ongoing thorough review of proposed building works.  | Present and ongoing           | Responsible Officer, Michael Dolan Project Manager, Maryann McGorry. | Continued liaison with Asset & Procurement specialists on designs.<br><br>Ensuring design meets the needs of pupils and staff.   |

**Section 5. Monitoring, evaluating and reviewing**

**5.1. How will you monitor the impact and effectiveness of the new policy?**

- **Monitoring and evaluating the quality of the learning outcomes of Fallside School and Portland School pupils and the increased access to experiences and opportunities for pupils.**
- **Measuring and evaluating the wider range of partnership working and their delivery of curricular and therapeutic services.**
- **Evaluate and monitor the reduction on the current demands on the ASN complex needs sector when allocating ASN places.**

**Section 6. Making a decision and sign-off**

| <b>Recommendation</b>   | <b>Tick</b> | <b>Comment (where applicable, please give more information e.g. where to pilot, what modifications, etc.)</b> | <b>Timescales</b>   |
|---|-------------|---|---|
| <b>Introduce the policy</b>   |             |   | <b>Completion date of May 2026.</b><br><br><b>Implementation date August 2026 and onwards</b> |
| <b>Adjust the policy then introduce</b>   |             |   |   |
| <b>Introduce the policy with justification regarding potential adverse impact</b> |             |   |   |
| <b>Stop and withdraw the policy</b>   |             |   |   |

|  |                                     |                    |                  |
|--|-------------------------------------|--------------------|------------------|
| <b>Name of Policy</b>                            |                                     |                    |                  |
| <b>Head of Service /Senior Manager sign-off:</b> |                                     |                    |                  |
| <b>Name</b>                                      | <b>Job title and division/ team</b> | <b>Date</b>        | <b>Signature</b> |
| Michael Dolan                                    | Education & Families<br>Manager     | 10 October<br>2026 |                  |

For further information please contact:

|                         |  |
|-------------------------|--|
| <b>Name:</b>            | Maryann McGorry  |
| <b>Job title:</b>       | Project Manager – Education  |
| <b>Service:</b>         | Education and Families   |
| <b>Contact details:</b> | <a href="mailto:mcgorrym@northlan.gov.uk">mcgorrym@northlan.gov.uk</a> |

**Appendix 2 – Slide pack showing the materials prepared for public meeting**




# Public Consultation Meeting

Relocation of Portland School and Fallside School  
to the Mavisbank Campus

9 December 2025  
Chapelside Community Centre



**Proposal to relocate Portland High School and  
Fallside High School to the existing Mavisbank  
School. Providing one campus for both schools.**



• **Public Meeting:**  
9 December 2025  
Chapelside  
Community Centre  
6-8pm

## Purpose of Meeting

To outline the  
proposal via  
presentation

To answer  
questions  
regarding the  
proposal

To gather  
comments and  
views on the  
proposal

# Consultation

This proposal is subject to statutory consultation over a period of 56 days that include 30 school days

## Period of Consultation

- 24<sup>th</sup> November 2025 – 19<sup>th</sup> January 2026
- Consultation documents issued to stakeholders and made available on Council website at:  
<http://www.northlanarkshire.gov.uk/your-community/working-communities/consultations/live-consultations>

# Proposals

Proposal to relocate Portland High School and Fallside High School to the existing Mavisbank site. Providing one campus for both schools.

There are reasons for this proposal.....

# Reasons for Proposal

Expand opportunities for wider learning experiences and outcomes for Children and Young People

Provide an equitable service to children with Social, Emotional and Behavioural Needs in North Lanarkshire

Foster inclusion by encouraging positive peer relationships and reducing social isolation

Provide modern facilities that are fit for purpose with safe spaces to reduce anxiety, improve focus and create a welcoming atmosphere

Strengthen leadership, along with greater depth and breadth of staffing and a shared sense of purpose

Allow for more rigorous quality assurance to support the implementation of consistent high standards and improved outcomes for Children and Young People

# The Existing Site: Portland School



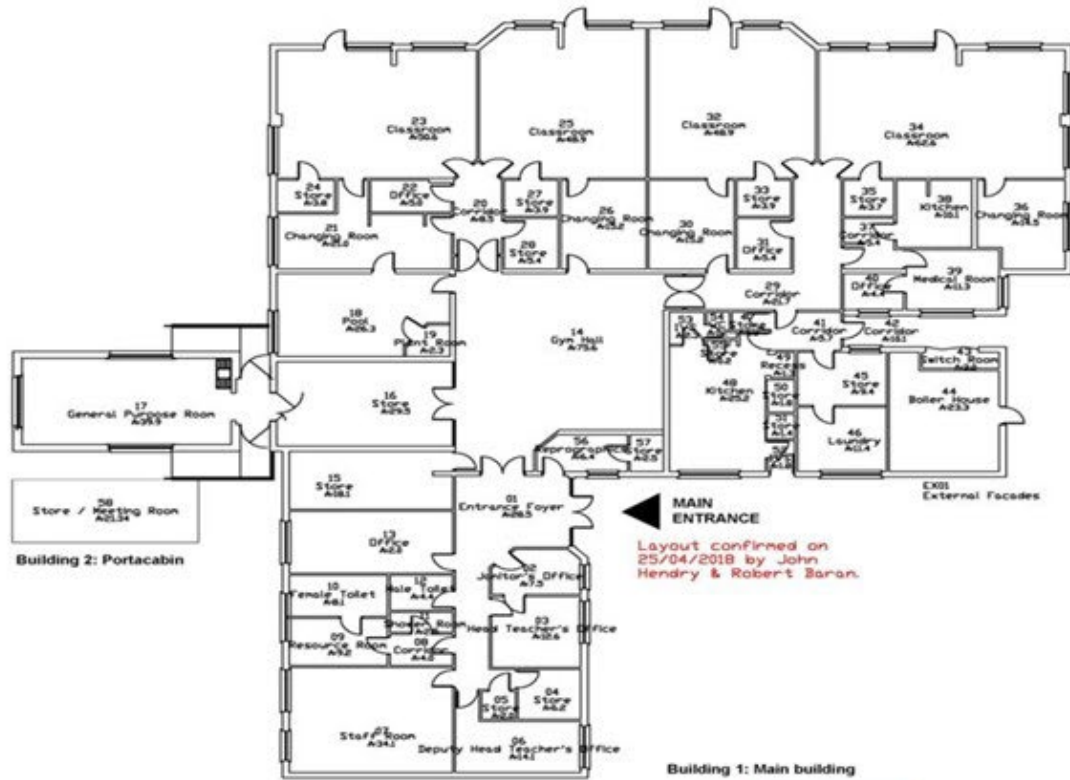
# The Existing Site: Fallside School



# The New Site: Mavisbank School



## Mavisbank Floor Plan (current)



# Why move?

Portland & Fallside  
Schools:

\*Suitability Score

D

Older building  
requiring significant  
investment to bring  
up to date

Day to day running  
costs not sustainable

B = Good Suitability D = Poor Suitability

No direct access to  
natural outdoor areas

Mavisbank School:

\*Suitability Score

B

Small cosmetic  
works required to  
provide  
improvements

Provision of  
appropriate sensory  
facilities

Direct access to  
natural outdoor areas

# Learning Environment

New Campus - Mavisbank School Site.

\*Suitability Score **B**

- Flexible curriculum and vocational spaces
- Direct access to natural outdoor and sensory areas
- Digital learning environment
- Physical recreation facilities
- Sensory and retreat spaces

# mplications of the

## The school community

- Transitioning pupils as seamlessly as possible: Enhanced transition for all pupils through group activities and individualised bespoke arrangements in accordance with pupils' needs.
  - Transitioning staff using the appropriate workforce change policies and in consultation with Trade Unions.
- 
- Relocation and provision of space for external stakeholders: discussions with community groups and visiting services to plan effectively for use of shared spaces.

# Educational Benefits

Senior Leadership & staff teams will have increased opportunities for joint planning to improve pedagogy and measure impact

The curriculum offer will provide greater breadth and depth including increased vocational opportunities supported by partner agencies

Digital resources for learning will allow for a broader curriculum offer and range of tailored teaching approaches

The facilities across the campus will be designed to support and enhance positive mental health and wellbeing of staff and pupils

Child Centred approach with a focus on the UNCRC [Article 3 & 29](#)  
[convention-rights-child-text-child-friendly-version.pdf](#)

Inclusive and welcoming environment to foster effective partnership working and improve outcomes for children, young people and their families

# Educational Benefits

Increased opportunities for flexible support strategies to enhance a needs driven, collaborative approach to meet the specific emotional and behavioural needs of individual pupils

Bespoke resources to support a solution focused approach to meet the individual needs of the young people on the campus

Increased opportunity to strengthen transition supports at key stages of transition keeping the emotional wellbeing of the young people at the centre of good practice

A greater sense of shared school community with young people from both schools participating in a broad range of opportunities supporting them with personal and wider achievement

Strengthen flexibility of GIRFEC practices and integrated working to ensure a needs driven approach for children and young people that aligns with their assessment and wellbeing plan

Reduction in social isolation by providing greater opportunity to develop positive peer relationships across the campus

# Educational Benefits

Collaboration across both schools to support shared responsibilities for school improvement and professional planning across the campus

Increased opportunities for professional learning and sharing good practice

Wider opportunities for vocational learning improving positive destination outcomes and post school pathways for school leavers

Improved outdoor space for learning and extra-curricular experiences

Sustainable environment and carbon impact will be considered across the campus

## Statutory Consultation Process

Consultation period  
closes on  
19<sup>th</sup> January 2026

Education Scotland  
(ES) sends its report  
on its findings by  
12 February 2026

Council publishes  
Final Outcome  
Report including ES  
Report 5 March  
2026

After a further period  
of reflection, the  
Council makes a  
formal decision on  
the proposal

## Have Your Say

The Statutory Consultation provides an opportunity for all stakeholders to become informed about the proposal and to make their views known by email to: [ef.fallsideandportland@northlan.gov.uk](mailto:ef.fallsideandportland@northlan.gov.uk)

Website address  
<http://www.northlanarkshire.gov.uk/your-community/working-communities/consultations/live-consultations>

and/or in writing to the Council at:

School Consultations-  
Education & Families,  
2<sup>nd</sup> Floor, Civic Square  
Windmillhill Street,  
Motherwell, ML1 1AB;

Questions that have  
arisen so far during the  
consultation

Questions you would like  
to ask today

