

# North Lanarkshire Council Report

## Education, Children & Families Committee

Does this report require to be approved?  Yes  No

Ref AH/JMP

Date 03/03/26

### Strengthening Inclusion: Next Steps

From James McParland, Chief Officer Education (South)

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#### Executive Summary

In 2019 North Lanarkshire Council undertook an in-depth evaluation of its Additional Support Needs (ASN) provision, which led to the development of twelve strategic recommendations. The review was shaped by key national legislation and policy frameworks and robust Service level self-evaluation information.

Following this evaluation, the Council committed to a five-year transformation programme (2019–2024), enacted through the ASN Implementation Plan. The plan focussed on creating inclusive, high-quality learning environments where every child and young person could reach their full potential.

Considerable progress was recognised during the Collaborative Improvement visit led by ADES and Education Scotland in 2023. Three strategic areas were identified as next steps, providing a clear direction for continued development.

Since 2019, there has been a significant growth in the number of children identified with ASN. This report outlines how the Council will now build on the initial successes achieved since 2019 to ensure that every child is provided with the necessary support and learning whilst at the same time ensuring that the correct resource and capacity is made available through a more effective use of existing budgets.

#### Recommendations

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

- (1) Approves the revised approach towards ASN provision focused around the 6 key priorities
- (2) Approves the extension of the Enhanced Learning Provision to an additional three primary schools and three secondary schools.
- (3) Approves the redesignation of ASN provision to a three-tier model.
- (4) Approves a temporary 1-year pilot, within St Margaret's of Scotland Primary Language and Communication Support Centre, extending the current model from Primary 1-3 to Primary 1-7
- (5) Approves a feasibility study/ business case to be undertaken relevant to the provision of a bespoke ASN educational facility within North Lanarkshire with a further report presented to Committee on the outcome.

- (6) Supports the proposal to realign Early Years Provision with a further report to be submitted to Committee outlining the detail and final recommendations.
- (7) Supports the review of the current Empowering Clusters Model with a further report to be brought back to Committee outlining the key proposals.
- (8) Acknowledges that all actions will be undertaken within available ASN budgets.

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## The Plan for North Lanarkshire

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	All Programmes of Work

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### 1. Background and Strategic Context

- 1.1 In 2019 North Lanarkshire undertook a comprehensive review of Additional Support Needs (ASN) provision, resulting in twelve strategic recommendations, broadly categorised under four themes: improving ASN management, empowering staff, future resource planning and strengthening governance and strategic oversight.
- 1.2 Guided by national legislation and policies, and aligned with key national drivers, the review led to a five-year ASN Implementation Plan (2019–2024) aimed at creating inclusive, high-quality learning environments.
- 1.3 The ASN Plan (2019-2024) delivered measurable improvements across five key areas:
  - Enhanced quality of service and provision for pupils and families.
  - Increased numbers of children supported within their local communities.
  - Improved staff satisfaction through training and fairer resource allocation.
  - Reduced ASN budget overspend.
  - Improved ASN school inspection reports from HMIE
- 1.4 Further information about the impact of the 2019-2024 ASN strategic plan is available at link [2019-2024 ASN strategic plan .docx](#)
- 1.5 Over the last six years, Scotland has experienced a continued and accelerating rise in the number of children identified with ASN. In 2019, around 30–31% of pupils were recorded as having an ASN. This increased to 34.2% in 2022, 36.7% in 2023 (259,036 pupils) and rose sharply again to 40.5% in the 2024/25 census (284,448 pupils). It now sits at 43% displaying a continual increase year on year.
- 1.6 Within North Lanarkshire, ASN numbers have continued to rise through to 2026 but remain below the national average proportionally. The current 2025/26 pupil roll confirmed 19,844 pupils with ASN, equivalent to 40.9% of the school population, compared with the national average of 43%.
- 1.7 The rise in ASN numbers continues to be driven primarily by broader definitions, earlier identification and improved recording practices, rather than a comparable rise in severe or complex needs alone. Mental health needs, social and emotional difficulties, autism,

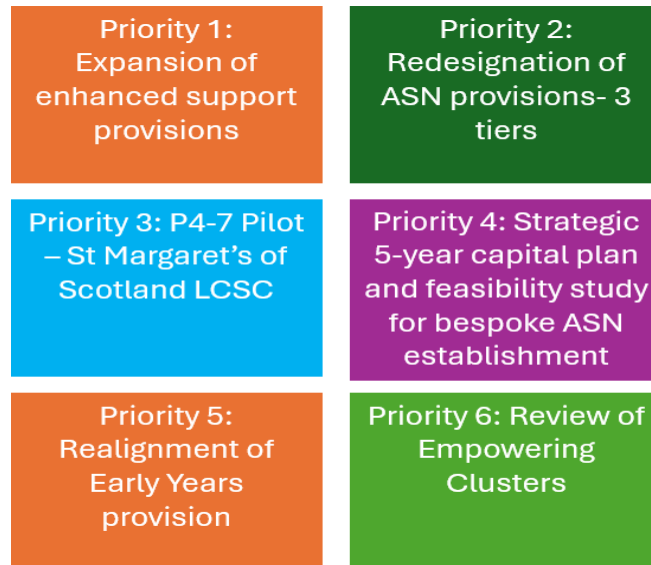
speech and language needs, English as an Additional Language and family related factors account for much of the growth. Since 2019, national guidance and enhanced local authority training have increased consistency in recording, leading to significant year on year increases.

- 1.8 By 2025, the scale of ASN identification has had a substantial impact on the education system. Through the 'presumption of mainstream', inclusion has strengthened and visibility of need has improved, but capacity has not always kept pace. National organisations and the Scottish Government's own inquiry findings highlight continuing pressure on class teachers, specialist staffing, and support services. Of particular concern is the continuing decline in the proportion of pupils supported by statutory Coordinated Support Plans (CSPs), despite rising levels of need. This has increased reliance on short-term, non- statutory arrangements and placed greater responsibility on mainstream schools to manage increasingly diverse and complex learning profiles.
- 1.9 In the 2025/26 Financial Year, from a funding and resources perspective, ASN service delivery within North Lanarkshire evidences a material resource base of c. £92.5m per annum. In light of the compositional shift and growth in ASN conveyed, this resource base includes material changes in the form of dedicated Council provision regarding continuing service pressures (£2.500m), in conjunction with increases in national allocations for Additional Support for Learning (£1.914m), both of which have been wholly directed to support service delivery aligned to ASN. In addition, to enable and support the priorities of the ASN Strategy, the Council's Medium Term Financial Plan includes a further £2.500m (effective 2026/27 Financial Year).
- 1.10 Importantly, in line with the priorities of the ASN Strategy (Section 2.1), this additional funding is placed to help improve outcomes for all children and young people with additional support needs, along with an acknowledgement that the funding is to augment existing resources to ensure the broadest possible reach within enacted ASN service delivery models.

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## **2. Report – Context**

- 2.1 As a result of progress made so far, a solid foundation is now in place for a more equitable, inclusive, and future-focused ASN system. Building on this foundation, the service now proposes to focus on 6 key priorities to deliver an ASN provision which meets the increasing demand, meets the individual needs of all children and provides the necessary infrastructure and capacity to do so:



**Priority 1: Expansion of Enhanced Learning Provisions in Mainstream Schools**

- 2.2 With the increasing number of learners attending mainstream schools (approximately 93%, locally and nationally), it is essential that we strengthen the mainstream offer and support the ‘closer to home’ agenda.
- 2.3 The Service is committed to embedding the four principles of inclusion: presence, participation, achievement, and support, within mainstream education. The vision is for children and young people with additional support needs to learn in their local schools, access a full curriculum, and receive the support necessary to overcome barriers and reach their potential.
- 2.4 In the 2025/26 academic session, as part of a one-year test of change programme, the Service has developed five Enhanced Learning Provision classrooms (10 pupils per class) across five primaries as follows:

John Paul II Primary School, Viewpark
Holy Cross Primary, Croy
Shawhead Primary, Coatbridge
Muirhouse Primary, Motherwell
Berryhill Primary, Wishaw

- 2.5 Initial feedback on the pilot programme has been very positive, with views gathered from the Enhanced Learning Provision pupils, their parent / carers and the wider school population. From the 50 Enhanced Learning Provision pupils who were offered placements for Primary 1, 32 had made placing requests to ASN or Language and Communication Support Centres (LCSC) settings which were refused based on capacity.
- 2.6 Accordingly, Committee are advised that the Enhanced Learning Provision model has not only been able to offer additional support for the pupil cohort in question within North Lanarkshire’s existing education estate, but it has also helped mitigate the potential increase in financial cost pressures associated with ASN tribunals if such cases were decided in favour of the appellant.
- 2.7 Following Committee approval in November 2025, statutory consultations are ongoing, seeking approval for permanent continuation of these provisions. A further paper will be brought back to Committee setting out the outcome of the consultations. Based on

prevailing resources assumptions, the current five pilots have an overall cost of c. £0.820m per annum.

- 2.8 Due to the success of the initial five pilots within the primary sector during the 2025/26 academic session, a further three primary schools have now been identified for expansion of this approach in the 2026/27 academic session. Based on prevailing resources assumptions, the proposed expansion of an additional three primary pilots have an overall cost of c. £0.490m per annum. The three establishments are as follows:

Eastfield Primary, Cumbernauld
New Monkland Primary, Coatbridge
St Thomas's Primary, Wishaw

- 2.9 In line with the approach and assessed success within the primary sector, Enhanced Learning Provision classrooms are also now being developed over three secondary establishments during the 2025/26 academic session for pupils transitioning to S1 in August 2026 as follows:

Braidhurst High School, Motherwell
Coltness High School, Wishaw
Our Lady's High School, Motherwell

- 2.10 Currently, there are three secondary LCSCs, and they are operating close to capacity. Furthermore, learners are transported significant distances to enable them to access the LCSC, with considerable costs incurred. Additionally, in some cases, learners are removed from their local communities and from the friendship groups they have formed throughout primary school. The additional three secondary Enhanced Learning Provision classrooms will build on the successes of the primary pilots, and enable learners to access mainstream with support, in settings closer to their home and community. Based on prevailing resources assumptions, the proposed expansion of an additional three secondary pilots have an overall cost of c. £1.003m per annum.
- 2.11 Committee are advised that whilst the current and proposed composition of the Enhanced Learning Provision classes are operating as pilots, and are therefore temporary at this juncture, this level of service provision can be supported via the allocation of directed, recurring ASN funding aligned to the Education and Families Service. Accordingly, cognisant of Priority 6 – Reviewing Empowering Clusters Model, the associated operational costs can be met from within the Service's existing resource base.

## **Priority 2: Redesignation of ASN Provision in North Lanarkshire**

- 2.12 This proposal outlines a strategic review of the classification and organisation of ASN schools and co-located provisions within North Lanarkshire. The current model, based on historical categories of need, is increasingly misaligned with the evolving complexity and prevalence of ASN profiles, particularly autism and co-occurring conditions. The emphasis on the presumption of mainstream and closer to home agenda, coupled with the exponential growth in the number of ASN learners since 2009, are indicative of the need for realignment of provision.
- 2.13 Currently, 93% of learners with Additional Support Needs in North Lanarkshire, attend mainstream establishments. The current classification system adopts a "single label" approach, which is increasingly outdated given that legislation such as the Education (Additional Support for Learning) (Scotland) Act 2004 supports recognition of multi-dimensional needs. Headteachers report that pupils previously identified as having

“moderate” needs now present with complexities more typical of “severe” needs, without corresponding adjustments in staffing ratios. In addition, national trends indicate a significant rise in ASN prevalence, reinforcing the need for a more flexible and inclusive model.

2.14 Therefore, the Service propose moving to a simplified three-tier operating model / structure, as outlined below:

1. **Mainstream Provision** – Most pupils supported within mainstream settings, enhanced by cluster and outreach support.
2. **Co-Located Provision** – Enhanced support within mainstream schools, including existing Language and Communication Support Centres (LCSCs) and new Enhanced Learning Provision classrooms.
3. **Severe and Complex Needs Provision** – Dedicated ASN schools focused solely on pupils with the most complex needs.

2.15 Committee are asked to acknowledge the following implementation considerations:

- Staffing models and funding implications must be reviewed and contained within the Service’s existing resources; and
- Clear capacity definitions and placement criteria are essential to manage placing requests and risks associated with ASN Tribunals.

2.16 In terms of resource allocations, Committee are advised that service delivery aligned to ASN straddles both the Council’s approved Devolved School Management (DSM) Scheme as well as HQ Functions within the Education and Families Service. Consequently, as part of the implementation of this priority, and as highlighted above, a comprehensive review of associated models will be undertaken to provide a clear demarcation of each tier within the wider ASN three-tier operating model.

2.17 Importantly, the redesignation of the ASN provision within a three-tier operating model is intended to mitigate ASN tribunal costs by ensuring that a mainstream offer, with support, is available for learners, in addition to specialist ASN provision. Furthermore, as stated, the redesignation also supports the closer to home agenda, and provision of mainstream learning, with support. From the current five pilot classrooms, there is strong evidence to support this approach, as well as provision being available in denominational and non-denominational settings. In session 2025/26, approximately 50 learners were allocated places within the Enhanced Learning Provision classrooms. Conceivably, a significant number could have proceeded to tribunal. In some cases, learners could have accessed Out of Authority placements, which come at a considerable cost to the Council, also resulting in children and young people being removed from their immediate communities.

**Priority 3: Establish a pilot primary 4-7 provision within St Margaret’s of Scotland Primary Language and Communication Support Centre (LCSC).**

2.18 St Margaret’s of Scotland Language and Communication Support Centre (LCSC) currently supports 44 pupils (2025–2026) from Primary 1 to Primary 3. Historically designed for Primary 1–3 learners with language and communication needs, the model offers two pathways at the end of Primary 3: enhanced transition to mainstream or referral for consideration of a specialist P4–7 placement. In line with SNCT guidelines the centre maintains a teacher-to-pupil ratio of 1:6, with a Learning Assistant in each class to provide additional support.

2.19 Due to the changing profile of needs across the authority, children placed in St. Margaret’s of Scotland LCSC now have more significant additional support needs, often with more than one long term additional support need identified. The needs of

these pupils rarely change after completing Primary 3, meaning the Service must make alternative arrangements for pupils. This often results in another transition / move to another establishment. This presents several challenges, including limited availability of Primary 4 spaces in other LCSC provisions, transitions to mainstream settings that still require intensive support, increased placing requests and ASN Tribunal references for specialist placements, and, on occasion, dissatisfaction among parents and carers.

- 2.20 This proposal seeks acknowledgement to establish a P4-7 pilot for the 2026-2027 session for the current cohort of pupils attending St Margaret's of Scotland LCSC. There are no additional costs associated with this proposal with accompanying changes being subsumed and supported within the setting's current resource allocations.

#### **Priority 4: Feasibility Study for Bespoke ASN Facility**

- 2.21 As previously mentioned, demand for ASN provision within North Lanarkshire continues to increase, reflecting national and local trends associated with the rising identification of complex and profound needs. Current provision, both within mainstream settings and existing specialist resources, is under increasing pressure. The development of a dedicated ASN school within the authority would directly respond to this demand and support the Council in meeting its statutory duties to provide appropriate education for all children and young people.
- 2.22 A purpose-built ASN school would deliver highly specialised, needs-led education within a bespoke hub designed to promote learning, wellbeing, family engagement, partnership working, and inclusion. This approach aligns with *The Plan for North Lanarkshire* and the approved operating and leadership model. Such provision enables appropriately sized classes, access to specialist facilities, sensory and therapeutic spaces, and the flexibility required to meet a wide range of complex needs. Embedding health and partner services within the setting enhances coordination, supports early intervention, ensures continuity of care, and drives improved outcomes for pupils, all of which embodies the wider principle of "Whole Family Support".
- 2.23 The absence of sufficient local ASN provision increases the likelihood of parents seeking placements outwith the authority or within independent settings. Where it can be demonstrated that appropriate local provision is not available, the Council is at increased risk of unsuccessful outcomes at ASN tribunals.
- 2.24 A dedicated ASN school strengthens the Council's position by evidencing the availability of high-quality, needs appropriate provision within North Lanarkshire. This reduces the risk of successful placing requests to independent or out of area schools, limits financial exposure, and supports the Council in evidencing compliance with its statutory duties under additional support needs legislation.
- 2.25 The dedication of our employees engaged in ASN provision must also be recognised. Daily, they deliver a level of care and education which although rewarding, can be exceptionally demanding, and it is important that we provide them with the best possible environment in which to provide this support.
- 2.26 The intention is for a feasibility study / business case to be undertaken to determine whether the commitment to the establishment of a dedicated ASN facility will address the risks detailed above; deliver the anticipated revenue cost reductions and operational efficiencies; and, most importantly, improve the overall educational experience of our most vulnerable children.

- 2.27 Due to the capital nature of this proposal, it is pertinent to highlight that the Council's current Strategic Capital Investment Programme, as approved by the Policy and Strategy Committee on 14 March 2024, covers the five-year planning period to 2028/29. In this regard, should Committee approve the recommendation to commission a feasibility study / business case, the findings of such will be reported back to Committee for a decision as to whether the development of a dedicated ASN facility should be put forward for consideration as part of the Council's future Strategic Capital Investment Programme.

#### **Priority 5: Realignment of Early Years Provision**

- 2.28 It is proposed that a full review of Early Years (EY) provision will be undertaken to analyse the current service delivery and provide recommendations for future improvements to the service. This review will be undertaken by an officer working group, comprised of officers from Education & Families SMT, Early Learning and Childcare Operations Manager, ELC Quality Officer, the Inclusion Team, HR and Finance.
- 2.29 Currently, the three Early Years assessment centres across North Lanarkshire play a vital role in assessing the suitability of either an ASN placement or mainstream placement for children moving from Early Years into primary education. However, with the emphasis on the presumption of mainstream, it is evident that work needs to be undertaken to change the culture and expectation pertaining to allocated ASN placements from Early Years to primary, given that 93% of learners with additional support needs are attending mainstream schools. This cultural shift has a significant bearing on the other priorities contained within the report.

#### **Priority 6: Reviewing Empowering Clusters Model**

- 2.30 North Lanarkshire plan to initiate a phased review of the Empowered Cluster Model, with a particular emphasis on its effectiveness in advancing the inclusion agenda. This review will draw on national guidance and emerging research on collaborative leadership and equity, ensuring that cluster arrangements continue to promote inclusive practice, reduce barriers to participation, and deliver improved outcomes for all learners. A dedicated paper relating to this priority will be brought to Committee, no later than September 2026, outlining the proposals for change to the Empowering Clusters Model.
- 2.31 As highlighted previously, contained with the Service's existing resource base, the associated operational assessment aligned to this priority will determine the permanent configuration of enacted ASN service delivery models, and indeed aspects of the wider education delivery model where appropriate.

#### **Finance and Resources Considerations**

- 2.32 Overall, in the 2025/26 Financial Year, the total recurring budget allocation for ASN currently sits at £92.5m represented by:

<b>Operational / Service Delivery Area</b>	<b>£m Funding</b>
Educational Sectors	44.3
ASN Transport (E&C Service)	15.2
Outreach and Enhanced Provision	3.6
Wellbeing Hubs	8.6
Out of Authority / External Provision	7.6
Cluster Learning Assistants	5.2

Psychological and Counselling Services	4.1
ASN / ASL HQ and Auxiliary	2.5
Aspects of 'Whole Family Support'	1.4
<b>Total</b>	<b>92.5</b>

2.33 Representing a material proportion of the Council's General Fund Revenue Budget, and with a particular focus on support and attainment, the budgets identified are considered pertinent and directly attributable to ASN service delivery within educational settings and / or core Education and Families HQ Functions, as well recognising direct budgets associated with ASN Home to School Transport contained within the Enterprise and Communities Service.

2.34 Moreover, from a funding perspective, over the two-year planning cycle (2025/26 to 2026/27), Committee are advised that £6.914m of additional funding has been provided for and / or allocated to ASN as follows:

- At the meeting of the Policy and Strategy Committee on 6 June 2024, the Council's 5-Year Medium Term Financial Plan (MTFP) – 2025/26 to 2029/30 – was approved. Contained within the Council's MTFP is a Continuing Service Pressures (CSP) provision of £5.000m linked to emerging and envisaged future demand aligned to the ASN sector. The allocation of this funding is assumed to be applied in two equal tranches (£2.500m | 25/26 and £2.500m | 26/27).
- Tranche 1 of this CSP (£2.500m | 25/26) was fully utilised to mitigate legacy cost pressures and burdens aligned to the ASN sector, with the overall reset of associated budgets to a neutral position.
- Tranche 2 of this CSP (£2.500m | 26/27) is placed to mitigate prevailing cost pressures and burdens aligned to the ASN sector, as well as enabling the delivery and implementation of the ASN Strategy and six priorities presented.
- Lastly, as part of the Scottish Government's budget announcement for 2025/26, a national increase of £28.000m for Additional Support for Learning was announced, of which, the Council received an allocation of £1.914m on a recurring basis. Overall, this funding is placed to help improve outcomes for all children and young people with additional support needs, along with an acknowledgement that the funding is to augment existing resources to ensure the broadest possible reach within enacted ASN service delivery models.

2.35 However, the overall challenge to the Service, and a key message of this report, will not be to simply to look at these additional sources of funding in isolation. To do this would simply lead to '*more of the same*', be very quickly subsumed into the existing ASN budget, and simply cover an ever-increasing cost base. Rather, driven by the six priority areas detailed above, the approach will be to strategically appraise the entire ASN operational budget with a view to reconfigure and subsequently redistribute core funding to support the associated operating model(s) retained. Ultimately, a key objective of this approach is to improve the educational experience and outcomes for our children and young people in a targeted and equitable manner.

2.36 Further detailed reports will be presented to Committee on the progress of the priority areas highlighted above, with a detailed financial statement which demonstrates that all actions being taken are contained within the available ASN budget, although this in turn may require a shifting of resource from one area to another when it is considered that this will lead to overall better outcomes.

#### **Further Information: Policy Development and Service Redesign**

- 2.37 Simultaneously as the changes detailed above, the Service continues to progress key areas of policy development and redesign, including:
- Strategic Response to Additional Support Needs Tribunal (ASNT) Challenges – implementing measures to reduce tribunal escalation and improve outcomes for children and families.
  - Reducing Violence in the Workplace (Education) – embedding policy and practice to enhance staff safety and wellbeing.
  - Reviewing Transition Pathway Review (TPR) Processes - ensuring compliance and consistency across procedures. The TPR process is the process which allocates specialist resources, following applications made via schools. However, the use of the term ‘pathway’ suggested a predetermined outcome, which is not always the case. A recent review of the TPR process, led by the Inclusion Team has resulted in initial changes in assessment of applications, allocation of resources and a more coherent Cluster approach, led via dialogue at Cluster level. The new approach is now entitled CREST – Cluster Review for Enhanced Support for Transition.
  - Stakeholder Engagement Strategy for Inclusion: A robust engagement strategy has been developed to place children, young people, and families at the centre of decision-making. Continued implementation will ensure alignment with national priorities and legislative frameworks, fostering collaboration and trust across all stakeholders.
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### 3. Measures of Success

- 3.1 Education & Families’ ambition is to create an inclusive and sustainable ASN system. As demonstrated in this report, a variety of measures are used to capture progress in key areas of health and wellbeing and learning and teaching. Measures of success include:
- **Strengthened mainstream provision:** Increased number of ASN learners supported within local schools through enhanced support models.
  - **Embedding inclusive practice:** Consistent implementation of inclusive approaches across all schools, evidenced by improved inspection outcomes and stakeholder feedback.
  - **Workforce capacity and empowerment:** High participation in professional learning programmes and successful rollout of new staffing structures (e.g. Learning Assistant role).
  - **Infrastructure investment:** continued reconfiguration of the ASN estate and progress toward a new ASN school within agreed timescales and budgets.
  - **Reduced reliance on external placements and tribunals:** Fewer placing requests and tribunal cases, indicating improved confidence in local provision.
  - **Alignment with national frameworks:** Demonstrable compliance with GIRFEC, UNCRC, and The Promise, through policy audits and positive external evaluations.
  - **Financial sustainability:** Evidence of cost avoidance and efficient resource allocation within approved budget resources while maintaining or improving outcomes
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### 4. Supporting Documentation

N/A

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*James McParland*

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

## 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?

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?

ASN provision represents a material resource base in excess of £92.5m which enables service delivery within educational settings and core E&F HQ Functions (£77.3m), as well as Home to School Transport (£15.2m).

As highlighted in the report, to maintain service delivery within approved resources, the principle of service delivery reconfiguration and subsequent redistribution of core funding to support the associated operating model(s) and strategy will be adopted.

### 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?

Additional staffing will be required to support the three Enhanced Classrooms, which will be undertaken via agreed recruitment processes.

### 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?

Statutory consultations will be required and will be undertaken in accordance with relevant legislation

<p><b>5.5</b></p>	<p><b>Data protection impact</b>  Does the report / project / practice contain or involve the processing of personal data?  Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If Yes, is the processing of this personal data likely to result in a high risk to the data subject?  Yes <input type="checkbox"/> No <input type="checkbox"/>  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>  Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p><b>5.6</b></p>	<p><b>Technology / Digital impact</b>  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?  Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If Yes, please provide a brief summary of the impact?   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)?  Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p><b>5.7</b></p>	<p><b>Environmental / Carbon impact</b>  Does the report / project / practice contain information that has an impact on any environmental or carbon matters?  Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If Yes, please provide a brief summary of the impact?</p>
<p><b>5.8</b></p>	<p><b>Communications impact</b>  Does the report contain any information that has an impact on the council's communications activities?  Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  If Yes, please provide a brief summary of the impact?   A communication strategy will be developed to ensure stakeholders are fully informed of the outcome of all proposals.</p>
<p><b>5.9</b></p>	<p><b>Risk impact</b>  Is there a risk impact?  Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  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><b>5.10</b></p>	<p><b>Armed Forces Covenant Duty</b>  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)?</p>

Yes  No

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.

**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).

All proposals contained within this report are enshrined with UNCRC legislation.

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

Yes  No