

East Lothian Council
Resources and People Services
Education

Statutory Consultation Report

**Report on the outcome of the consultation on the proposal
to establish a new Additional Support Needs (ASN)
specialist provision at Musselburgh Grammar School**

July 2026

This Consultation Report has been issued by East Lothian Council in accordance
with the Schools (Consultation) (Scotland) Act 2010.

If you have difficulty reading this document, please
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1. Introduction

- 1.1. This report has been prepared following a public consultation on the proposal to establish a new Additional Support Needs (ASN) specialist provision at Musselburgh Grammar School and in accordance with the Schools (Consultation) (Scotland) Act 2010 and the purpose of which is to:
- Provide a record of the total number of written responses made during the statutory consultation period.
 - Provide a summary of the written responses.
 - Provide a summary of oral representations made at the public meeting held on 26 March 2026
 - Provide a statement of the Council's response to those written and oral representations.
 - Provide the full text of His Majesty's Inspectorate of Education in Scotland (HMIE) report and a statement of the Council's response to this report.
 - State how the Council reviewed the above proposal following the representations received during the statutory consultation period and the report from HMIE.
 - Provide details of any omission from, or inaccuracy in, the proposal document and state how the Council acted upon it.
 - State how the Council has complied with Section 9(1) of the Schools (Consultation) (Scotland) Act 2010 when reviewing the above proposals.

2. Background

- 2.1. The Education (Scotland) Act 1980 places a legislative duty on the Council to make adequate and efficient provision of school education across its area. This duty applies in respect of both the current school population and anticipated pattern of demand. It is the duty of the education authority to ensure that the education it provides is directed to the development of the personality, talents and the mental and physical abilities of the children to their fullest potential.
- 2.2. The Education (Additional Support for Learning) (Scotland) Act 2004 places a legal duty on local authorities to identify and assess additional support needs and to make adequate and efficient provision tailored to meet individual needs.
- 2.3. The number of all children and young people with all levels of additional support needs (ASN) is rising. Nationally 43% of children and young people have an ASN and this figure is 40.5% in East Lothian.

- 2.4. For children and young people with severe, complex and enduring needs, which cannot be met within a mainstream school setting, East Lothian has six specialist ASN provisions attached to mainstream schools.
- 2.5. There has been a significant growth in demand for specialist ASN provision. Between 2020 and 2025 this demand has increased by 132%.
- 2.6. The existing specialist ASN provision is now at full capacity and in recognition of the increasing need for spaces and East Lothian's position as the second fastest growing local authority in Scotland, officers carried out an extensive scoping exercise to identify existing capacity within the learning estate, which was suitable for adaption to new specialist ASN provision.
- 2.7. Musselburgh Grammar School is one of 3 schools identified and is the subject of this consultation report. The full proposal is available on East Lothian Consultation hub here - [MGS ASN Proposal](#). If approved by East Lothian Council, implementation planning would commence immediately with the opening date of August 2027.

3. Considerations

- 3.1 The main considerations relating to the establishment of a new Additional Support Needs (ASN) provision at Musselburgh Grammar School are fully explained in the consultation proposal document and the main points are highlighted below:
 - Education Service's Vision for East Lothian to be an inclusive place to live and learn and all children are supported to have the very best start in life.
 - Belonging to East Lothian – as far as possible, provision should be available for children and young people in the localities in which they live.
 - Historic, current and projected population growth in the county.
 - National and local trends showing an increasing number of children and young people with ASN.
 - Capacity and location of current ASN Provision across the county.
 - Increase in referrals to the Education Resource Group (ERG) for children and young people with severe, complex and enduring needs.
 - Projected increase of future ASN provision rolls.
 - East Lothian Council's Learning Estate Strategy.
 - United Nations Convention on the Rights of the Child (UNCRC)
 - National approach of Getting it Right for Every Child (GIRFEC)
 - Local Development Plan (LDP2)

- Capacity within the mainstream learning estate that is suitable for adaption to ASN specialist provision.
- A need to increase the number of Additional Support Needs (ASN) provision spaces to meet demand across the authority.

4. The Consultation Process

- 4.1. On 17 February 2026, approval was given by East Lothian Council to undertake statutory consultations relating to proposals to establish new Additional Support Needs provisions in 3 schools, including Musselburgh Grammar School and to report back to Council on the findings.
- 4.2. The Consultation Proposal Document, along with information leaflet, younger person information leaflet, frequently asked questions, and public event information was published on East Lothian Council's Consultation Hub. A dedicated webpage on the Council's website included a brief overview and links to the Consultation Hub. Paper copies of the proposal were made available from the school and the local library. An initial sketch plan of the proposal was produced and displayed in the reception foyer of the school for stakeholders to view.
- 4.3. Notification was sent by email to all statutory consultees prior to the commencement of the consultation; this communication signposted to the proposal documentation, online survey and advised of the consultation period which ran from Tuesday 03 March 2026 – Tuesday 05 May 2026. Posters were displayed in all public buildings throughout the county advertising the consultation, these included a QR code linking to the dedicated Council webpage mentioned above, social media posts were scheduled throughout the consultation period, and a press release was issued.
- 4.4. Members of the public were offered a range of engagement events and response mechanisms to express their views and ask questions throughout the consultation period including, a public meeting on Thursday 26 March, bookable online drop-in sessions at various times of the day between Monday 30th March and Wednesday 1st April, officer attendance at the online parent council meeting, email response, postal response and an online survey.
- 4.5. The Council has met the requirements set out in the Schools (Consultation) (Scotland) Act 2010 with regards to ensuring the views of the community were listened to and their views are included in this report. It is for members of East Lothian Council to decide to adopt the proposal, withdraw it or seek to consult on another proposal

5. The Public Meeting

- 5.1. A public meeting was held at Musselburgh Grammar School from 6pm-8pm on Thursday 26 March 2026.
- 5.2. 4 East Lothian Council representatives were in attendance including the Head of Education. Council officers presented an overview of what ASN Specialist Provision is and what the proposals for Musselburgh Grammar School are.
- 5.3. 15 members of the public attended, including parents and staff from Musselburgh Grammar School and members of the community.
- 5.4. A minute of the public meeting is available in [appendix 1](#). Attendee questions emerged in 3 main themes, note that The Education Authority response to the below themes is detailed in [section 11](#) of this report:
 1. Concerns about the permanency of the ASN specialist provision.
 2. Staffing concerns.
 3. Perceived impact on the mainstream school.
- 5.5. **Concerns around the permanency of the ASN specialist provision:** attendees were concerned around the potential increase in the mainstream roll impacting the ASN provision in the future. There were worries expressed about young people starting provision and having to transition again in future. With 3 consultations running, an attendee wanted to know if we plan to open only one of the proposed provisions.
- 5.6. **Staffing concerns:** an attendee raised staff training and asked if additional training is given to staff who will be working in the ASN provision. Further concerns were raised about recruitment and retention of staff and dealing with staff absence.
- 5.7. **Perceived impact on the mainstream school** – attendees were concerned that the ASN provision would impact the existing Support for Learning (SFL) department in the school. Access for transport was raised and noted that there are lots of cars parked at the rear gate to the school.
- 5.8. The public meeting was closed by the Head of Education who thanked those attending for their contributions and noted that a draft plan for viewing would be displayed in the reception foyer of the school for the duration of the consultation. A QR code linking to the online survey was displayed for those who would like to share their views anonymously.

6. Pupil Voice

- 6.1. Two pupil voice focus groups were held at Musselburgh Grammar School on Monday 16 March 2026. These consisted of a group of five BGE pupils and a group of 7 senior phase pupils. For full note, see [appendix 2](#).
- 6.2. Sessions were led by the Principal Officer for Equity and Inclusion together with the Education Support Officer for Equity and Inclusion and were tailored to the developmental stage of the children in attendance.
- 6.3. The officers explained what a consultation is, what a specialist ASN provision is, how it would work at their school, and what the proposed adaptation plans are for Musselburgh Grammar School.
- 6.4. Young people in attendance and asked questions about how it will affect their school, classes that currently are in the space proposed for ASN provision and what work would take place. They were keen to know if the young people in the provision can join in with the mainstream school classes and activities.
- 6.5. The young people were positive overall and commented on how they liked the proposal, they were happy about a provision being at MGS and it would mean pupils can get the extra help they need. Some pupils were worried about the uncertainty of change. Some raised concerns about travelling around the school and the entrance that is proposed for the provision no longer being in use to mainstream pupils.
- 6.6. The Principal Officer for Equity and Inclusion closed the sessions by thanking the pupils for their contribution and signposting them to the survey which they could complete if they wish, and they could have support from a parent or teacher if needed.

7. Survey Responses

- 7.1 The survey could be completed on paper and returned by post using the questionnaire attached to the proposal or alternatively completed online. The Council received 119 responses to the survey during the consultation period, all of which were submitted online. All results are available in [appendix 3](#).

- 7.2 113 responses were from individuals and 6 were submitted on behalf of a group. 76% of responses were received from parents. The breakdown of the stakeholders that responded are detailed in table 1 of [appendix 3](#).
- 7.3 Of the 16 “other” respondents, 15 used the provided box to elaborate, these respondents consisted of local residents, relatives of pupils, third sector organisations, parents from other localities, teachers and former teachers.
- 7.4 53% of respondents live in the Musselburgh Grammar School catchment area and 33% from other East Lothian catchments. 14% of respondents were from other areas. See [appendix 3](#), table 3 for a full breakdown.
- 7.5 Of the 90 respondents that indicated they were parents, 62% considered their child to have additional support needs (ASN) opposed to 36% who did not and 2% didn’t know.
- 7.6 51% of parents that responded have secondary aged young people, 48% have only primary aged and younger and 1% their young people are no longer in education.
- 7.7 **Proposal Question** - when asked to what extent do you agree or disagree with the proposal to establish a new specialist ASN provision at Musselburgh Grammar School, the response was overwhelmingly supportive with 92% of respondents that agree and strongly agree with the proposals.

Opinion	Responses	% of total
Strongly agree	87	73.1%
Agree	22	18.5%
Disagree	6	5.0%
Strongly disagree	4	3.4%
No opinion	0	0%

- 7.8 Of the 68 parents and future parents of Musselburgh Grammar School pupils, 90% agree or strongly agree with the proposals with 10% that disagree or strongly disagree.
- 7.9 Of the other stakeholder groups the following proportion agreed or strongly agreed with the proposal:

Stakeholder Group	% Positive
Member of staff at Musselburgh Grammar School	70%
Other	100%
Parent / Carer of pupil(s) at another school	100%
Pupil at Musselburgh Grammar School	100%
Trade Union Member	100%

- 7.10 The survey provided space for respondents to leave further comments, of the 119 responses, 58 (49%) respondents chose to leave a free text comment.
- 7.11 A thematic analysis identified the below themes, which were counted only once per comment, but some comments spanned more than one theme. The top 2 themes show a broad support for the need of more provision and the benefits of opening a new ASN specialist provision in Musselburgh locality, which aligns with the strong response in support of this proposal. The Education Authority response is detailed in section 11 of this report. Non-confidential comments are noted in [appendix 4](#), please see a summary of all the identified themes below:

Theme	Count
New ASN provision is needed in East Lothian	42
Benefit of ASN provision places more locally	12
Concerned about relocation of science equipment, storage and staff facilities	7
Will negatively impact the wider school	6
Will benefit all pupils in the school	5
Concerned about diversion of mainstream resources	4
Would like provision classes out with the school, e.g. community centre	2
Concerned about transport to MGS	1

- 7.12 Sample of comments left by the respondents that disagreed or strongly disagreed:

"I do agree it will suit some children attending school, but for many they would not be able to go through the door. An Educational Hub at Stoneyhill Community Centre or classrooms at Fisherrow Community Centre would be more achievable for many. So many children are being let down and unable to achieve their goals and will be lost in joining society as an adult.."

"I have real concerns about all the specialised storage being removed from the science department. Without any plans being put in place for this. The specialised technician room will go. The dark room. The radioactive store (needs to be on an inside wall) and all of the physics and a1 store. Therefore no storage to avoid carrying chemical from upstairs so real health and safety issue and also the large physics equipment that is heavy has no where to go. The staff base is also lost which is also used for storing text books. The plans we have seen have no resolutions to any of these problems and we are concerned from a health and safety point of view."

“The addition of a specialised provision is super important for the community, however, the current proposal has not taken into consideration the needs of current and future staff and pupils within Science.”

- 7.13 The majority of respondents could see the clear benefits of the proposed provision. Some excerpts are noted below:

“Wonderful to see new specialist ASN provisions being opened in East Lothian, which is very much needed”

“Increasing the offer of specialist ASN provision for secondary pupils within ELC is essential in ensuring that the needs of our young people with severe and complex needs is being met appropriately. The presumption of mainstream is failing so many of our young people, it is also failing mainstream staff who do not have the sufficient and appropriate training to ensure they are able to meet the needs of the CYP to the best of their ability.”

“In many cases, families describe secondary school as the point at which the system stops working for their child. The development of additional specialist provision at secondary level is therefore essential, not only to increase capacity, but to ensure a broader range of provision that can meet differing needs and provide more local, accessible options for families. Without this, there is a significant risk that children and young people will continue to be placed in settings that are not appropriate for them, or will be unable to access provision due to distance or transport barriers.”

“More ASN spaces are desperately needed in schools for our children to be able to access the education they need and deserve.”

8. Report from His Majesty’s Inspectorate of Education in Scotland (HMIE)

- 8.1. In line with the Schools (Consultation) (Scotland) Act 2010, a report was produced by His Majesty’s Inspectorate of Education in Scotland (HMIE).
- 8.2. A representative from HMIE attended the public meeting on Thursday 26 March 2026 as an observer and following the end of the consultation period, reviewed the consultation responses and met independently with relevant stakeholders of the school.
- 8.3. The full text of the report prepared by HM Inspectors is available in [appendix 5](#) of this report.

- 8.4. HMIE agree that the Council's proposal should provide educational benefits for children with additional support needs such as inclusion, the learning environment, curriculum and health and wellbeing. They also noted there is a lack of provision in the local area and a new provision at Musselburgh Grammar School will provide children with opportunity to be educated in their local community in the same school as their peers.
- 8.5. Almost all the stakeholders that met with the HM Inspector agreed that there is a need for the growing number of people with severe, complex and enduring needs and most stakeholders agreed that the proposed ASN provision at Musselburgh Grammar School has potential to provide a nurturing and supportive learning environment for children with additional support needs. Young people who met with HM inspectors are positive about the proposal but had a few reservations about how it would work practically.
- 8.6. HM Inspectors highlight however the reservations of some staff who are concerned about the practicalities of locating the provision within the science department.
- 8.7. The Education Service accepts HMIE's recommendations and will continue to work with the Head Teacher and wider school community throughout the design and build process should the proposal be approved.

9. Integrated Impact Assessment and Child Rights

- 9.1. The Education Service has assessed the impact of our proposal on equalities groups and published the results on the East Lothian Council webpage for Integrated Impact Assessment (IIA). A copy can be found within [appendix 6](#). Our process sets equality considerations alongside our social policy objectives like tackling poverty. It also considers the impact of our proposal in relation to the environment and the economy. In summary below:
- 9.2. Children and young people with severe, complex and enduring needs are considered a protected and vulnerable group in line with the Equality Act 2010 with the protected characteristic of disability. For many of these children, mainstream education is not accessible, therefore access to ASN specialist provision greatly improves their ability to thrive and reach their full potential. Equity and inclusion are the fundamental objectives of the service.
- 9.3. The proposal may lead to a positive impact for women, since women are often the main carers for children, provision can potentially provide more support for

this group and for families at risk of poverty who may find it difficult to work due to full time caring responsibilities.

- 9.4. Potential to tackle climate change, by opening provision in an area which currently has none may reduce the need for travel to where provision is currently located. Conversely, there is potential for increased traffic with an increase in the number of staff and children traveling to the provision from surrounding areas. This will be mitigated by promoting active travel which may lead to less reliance on personal vehicles for commuting, and drop off for the provision will be carefully planned and managed with support from the school and colleagues in transport.
- 9.6. As a result of the Integrated Impact Assessment, officers have identified key success indicators to track the effectiveness of the proposal if implemented. This will be through monitoring pupil wellbeing and achievement tracking, which is already undertaken, tracking of referrals and placements of children in relation to where they live, as well as monitoring the number of disputes and tribunals and parent feedback.
- 9.7. United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act ("The Act") received Royal assent in January 2024. The Act sets out an expectation of a Scotland where children's human rights are embedded in all aspects of society, with children and young people empowered to give their views and be included in conversations on matters that affect them. A Children's Rights and Wellbeing Impact Assessment (CRWIA) on this proposal was also completed, which is summarised below:
- 9.8. The proposal was assessed to have a direct positive impact for children with severe complex and enduring needs by increasing the availability of spaces within the service. Mainstream children will also benefit from increased opportunities for inclusion and access to provision facilities, this protects the following rights of the child:
- Article 2, all children have these rights no matter what their differences.
 - Article 3, primary consideration is the best interests of the child.
 - Article 12, respect for the views of the child.
 - Article 23, mentally or physically disabled children should enjoy a full and decent life, in conditions that ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
 - Article 28, right to education
 - Article 29 – aim of education to develop the child's personality, talents, and mental and physical abilities to their fullest potential

- 9.9. Both mainstream and provision pupils may be impacted by change and the challenge of transition and uncertainty. The staff will plan for and support all young people through the changes, young people will be kept informed and listened to.

10. Written Representations

- 10.1. Officers received questions from the science department at Musselburgh Grammar School by email, through the head teacher. The questions with responses can be found in full within [appendix 8](#).
- 10.2. Questions and concerns were raised around the specialist storage located in the area identified for provision and the practicalities around the access to resources going forward.
- 10.3. No further written representations were received.

11. Education Authority Response

- 11.1. Oral and written comments received during the consultation period have been carefully considered with cognisance of the HMIE recommendations and outcomes of the Integrated Impact Assessment and Child Right's and Wellbeing Impact Assessment. The Council response is outlined below, grouped by the themes identified during public events, written representations received and survey responses.
- 11.2. **Perceived benefits:** several positive themes emerged from the survey comments that align with the educational benefits outlined in the [Consultation Proposal Document](#). The provision will benefit the whole school with access to resources for the mainstream pupils where appropriate. There was wide recognition of the need for inclusion and meeting the needs of all children and the increasing need for more provision spaces to meet the recent increases in demand. Having more provision in more localities, will in many cases, reduce the distance children need to travel for their education within the county.
- 11.3. **Concerns around the permanency of the ASN specialist provision:** the intention is that if the proposal is approved, the provision will be at the school for the long term. We do not want to move young people between provisions due to capacity. We have a track record of successfully operating secondary

ASN specialist provisions attached to other mainstream secondary schools in the county and are confident that experience and knowledge will support the successful establishment of the provision at Musselburgh Grammar School.

11.4. Selection of Musselburgh Grammar School for ASN specialist provision:

Musselburgh Grammar School was identified for potential ASN specialist provision due to current available capacity and falling roll which is projected to continue to fall ([see section B, para. 38-40 of the proposal document](#)). Officers worked closely with the Head Teacher and Depute Teacher to identify the most suitable location within the school for the proposed provision. The selected area meets the suitability requirements with classrooms on the ground floor near access to outside space, a suitable door to locate an entrance and good accessibility. Musselburgh currently has no ASN provision and The Education Service's long term vision is for ASN provision in every locality within the county.

11.5. Impact on the mainstream school: The ASN provision is funded separately and would have no impact on the funding of the mainstream school and support resource that is already in place. Preliminary financial discussions regarding capital and revenue funding have taken place in preparation of this proposal. Any inclusive activities where young people from the specialist provision attend mainstream activities are carefully planned and staffed appropriately to ensure success. This is evidenced in how our current specialist provisions operate. The provision operates as part of the school and will be led by the Head Teacher of the school, however day to day management of the ASN provision would be the responsibility of the dedicated Depute Head Teacher who will be recruited if the proposal is approved.

11.6. Concern about access: The proposed entrance at the back of the school has direct vehicle access, that is used currently for deliveries to the kitchen and waste collection vehicles. Initial high level discussions with design colleagues and school leadership on the suitability of access were had in preparation for this proposal. However, detailed design work is still required, which will be done in close collaboration with the school leadership team if the proposal is adopted. Officers will work with colleagues in transport and school leadership to carefully plan and manage drop-off for the provision, staggering arrival times if necessary. Active travel to work for staff will be promoted such as park and stride and use of the nearby bus routes to ease pressure on existing parking. The management of entrance and exit points will be discussed with the school leadership in light of the concerns raised, with a view to finding an acceptable mitigation.

- 11.7. **Concern about relocating of science resources:** an extensive scoping exercise had been carried out prior to preparation of this proposal, to determine that there was a suitable location within the building and sufficient capacity to relocate any resource storage or staff accommodation as required however, detailed design work, planning and programming is yet to happen, and will be carried out if the proposal is adopted. Officers will consult and collaborate with school leadership and relevant staff at the school to plan this thoroughly before any changes take place

12. Alleged Omissions or Inaccuracies

- 12.1. Section (10) (3) of the Schools (Consultation) (Scotland) Act 2010 places a requirement on the Council to provide details of any inaccuracy or omission within the Consultation Proposal Document which has either been identified by the Council or raised by consultees. This section of the 2010 Act also requires the Council to provide a statement on the action taken in respect of the inaccuracy or omission, or, if no action was taken, to state that fact and why
- 12.2. There were no inaccuracies or omissions within the Consultation Proposal Document either identified by the Council or raised by consultees during the consultation period

13. Compliance with Section 9(1) of the Schools (Consultation) (Scotland) Act 2010

- 13.1. Section 9(1) of the Schools (Consultation) (Scotland) Act 2010 states that:
- After the Education Authority has received Education Scotland's report, the Authority is to review the relevant proposal having regard (in particular) to:
- (i) written representations received by the Authority (from any person) during the consultation period,
 - (ii) oral representations made to it (by any person) at the public meeting,
 - (iii) HMIE's Report
- 12.2. The feedback from the consultation was considered by Officers and all the questions and comments raised were considered in detail. Advice and input were sought from other Council Services where needed to consider the issues

raised. This ensured that the Council met the requirements to review the proposal under Section 9(1) of the 2010 Act.

- 12.3. East Lothian Education Service officers have considered written and oral representations carefully, objectively and equally and the response is set out in section 11 of this report.
- 12.4. The educational benefits were reviewed in respect of the HMIE report and representations made. There were no factors included in the report or representations made requiring any aspect of the educational benefits to be reconsidered.

14. Conclusions

- 14.1. In review of the analysis of all oral and written comments to the statutory consultation and survey detailed in this report, it is clear there is strong support for the proposal to open a new ASN specialist provision at Musselburgh Grammar School.
- 14.2. Officers have carefully considered the issues and challenges raised through informal engagements with stakeholders and formal consultation processes and have outlined explanation and proposed mitigations in section 11 of this report.
- 14.3. The Council has three options, namely:
 - (i) Adopt the proposal;
 - (ii) Withdraw the proposal and maintain the status quo;
 - (iii) Undertake a further consultation exercise on a new proposal.
- 14.4. In withdrawing the proposal and not increasing the number of ASN specialist provision spaces in Musselburgh, then there is a risk that the Council could be taken to ASN Tribunal and ordered to provide this within its own estate or by paying for children and young people to attend costly out of authority placements.
- 14.5. HMIE agree that there are potential educational benefits to this proposal including increased opportunities for children with severe and complex needs to be taught in the same school as their peers.
- 14.6. If the Council adopts the proposal, it would be on the basis that the educational benefits set out in the Consultation Proposal Document would materialise. There would also be a requirement that close joint planning with

parents/carers, staff and pupils, is well managed in ways which are supportive to the pupils concerned, and in their long term interests.

15. Recommendations

- 14.1. The recommendation of officers is that the Council should adopt the proposal to establish an ASN specialist provision at Musselburgh Grammar School.
- 14.2. This is recommended on the basis of the feedback received during the consultation period and taking account of the education and social benefits of the proposal and the HMIE report.

Appendix 1 – Note of public meeting

Public Meeting **Musselburgh Grammar ASN Consultation**

Thursday 26th March @ Musselburgh Grammar School (6pm-8pm)

In attendance:

East Lothian Council representatives:

Nicola McDowell (NMCD), Head of Education.

Jennifer Boyle (JB), Quality Improvement Manager for Equity & Inclusion.

Kirsten Robinson (KR), Team Manager Learning Estate.

Hannah McBride (HB), Depute Head Teacher (Outreach) Education.

Representative from His Majesty's Inspectors of Education (HMIE):

Robert Hynd (RH) – HMIE Inspector.

15 Members of the public and Musselburgh Grammar community:

(Consisting of parents and staff at Musselburgh Grammar and members of the public).

Introduction:

NMCD gave welcome and provided overview of the evening and explained the steps involved in the public consultation as follows:

- All members of the public have the opportunity to share their views regarding the proposal today or online, via consultation survey.
- The consultation and survey remain open until 5th May 2026.
- A representative from HMIE (LT) has involvement in the consultation.
- The consultation report is planned to be published around July - August 2026.
- East Lothian Council's Council will make a decision around August – September 2026.

Specialist Education Provision in East Lothian:

JB explained that the consultation is to discuss the opening of new specialist provision at Musselburgh Grammar. In ELC, specialist provisions provide education for children and young people where it has been assessed, that their needs cannot be met in a mainstream school environment. Children and young people attend our specialist provisions where it is assessed that they have severe, complex and enduring needs.

JB provided an overview of the current specialist educational provision in East Lothian and outlined the proposed changes to this provision, which includes opening new specialist provisions within Stoneyhill Primary School, Law Primary School and Musselburgh Grammar School.

JB provided a summary of the drivers that have led to the need for increased ASN capacity across ELC and also outlined the long-term vision of creating specialist educational provision across all areas of ELC.

Proposed Specialist Provision for Musselburgh Grammar :

KR presented initial plans and drawings of the proposed location of the new specialist provision within Musselburgh Grammar and the likely impact on the current school building and layout.

KR explained that the drawings and sketches presented are only a basic outline. No architectural and planning work will be undertaken until after the consultation and ELC make decision on whether to go ahead with the proposal.

KR explained that should ELC decide to proceed with the plan to create the proposed specialist provision within Musselburgh Grammar, the architectural, design and planning team will work with the HT of the school and members of the Equity and Inclusion Team in creating and finalising the plans. Once completed the new plans and layout of the school building and surrounding playground will be shared with the school community.

Comments and Questions that arose during the meeting:

1. ELC ASN Data Slide : does this include young people on the ND pathway?

JB explained that the statistics on the ELC data slide take in to account children and young people currently on the ND pathway.

2. GIRFEC slide : The presumption of mainstream where did that come from? Makes me feel uncomfortable, presuming children and young people with additional support needs are able to be in mainstream classrooms.

JB explained that the presumption of a mainstream education is the law in Scotland.

Further comments from same audience member :

That makes me uncomfortable as well as if children and young people had the services they need they would be able to get out of a provision and in to mainstream

There is a lot of stigma including by the people making the decisions : the professionals

I was told by an EP : you need to really think about this (the decision to put a child in a provision) as when a child/young person is in specialist provision they won't get back out.

JB return comment on the above :

JB explained that conversations have taken place today regarding a child moving from provision back in to mainstream.

Further comment from same audience member :

Positive to have these conversations (going from provision back to mainstream if possible).

JB return comment on the above :

JB further explained that provisions are part of mainstream and are not isolated.

Further comment from same audience member :

I have seen that which is fantastic (provision connected to mainstream)

3. If provisions go ahead, when the class teachers are appointed in new provisions, are they provided with more training? Choking hazard was given as an example (training need)

Yes. JB explained we hope to have staff in post May/June 2027 for August 2027 opening of provisions to allow for training/development prior to opening.

JB also explained that the ERG process looks at needs and will plan for this in the transition/allocation

4. What's there just now? (Plans of where the provision will be in the building)

KR explained that the provision is planned to go where the Science Department currently is within Musselburgh Grammar.

5. Draft site plan slides, new entrance slide : That's terrible access, full of cars consistently. Provisions are for out of catchment, would you get a school bus in there? (person A)

KR explained the architects have looked at this. It is the current entrance for school buses/deliveries and it will be looked at in more detail if the consultations are approved.

Comment from another audience member (person B) in relation to the above question from an audience member :

Can I just say out of all the positive things and that's what you are commenting on

Further comment for audience member (person A) :

Current parking means there is 5 spaces, for 28 kids and it is dangerous with kids who have additional support needs

Further comment for audience member (person B)

They can only do so much (audience member)

Further comment for audience member (person A) :

We would walk if in Musselburgh. Provisions start at different times but staff don't come outside in our school (audience member)

Follow up from Education following the above interaction between audience members :

JB explained there is a focus on staffing and management solutions, these would be flexible solutions looked at by the DHT of the provision/the school. We do not want to set up anyone to be unsafe/stressed on their way in to school.

JB went on to explain the DHT of the provision will have key responsibilities to make this transition work/safe. We also don't want parents to feel stressed about getting their children/young people to school.

Finally JB added : we hear you and we would do our best to manage/mitigate this.

6. If there is space just now for the provision, what happens for years to come? Is there still going to be that space in years to come?

KR explained that ELC monitors school role projections therefore we would have at least a 5 year warning of changes. Unless there is significant development, this won't change the projections we have.

KR also explained that the current projections already take in to account the future building at the Craighall site.

JB added we don't want to have to move children and young people between provisions due to capacity.

7. Current Facebook feedback/comments on Consultations : The provisions will start and won't work and ELC will move kids out. Parents are worried that these kids are going to start and then they are going to be moved back out (person A).

Comment from audience member (person B) following the above :

Council say they don't have funding for this and that.

Further Comment from audience member (person C) following the above :

My child goes to a provision already and it works. When it is done right it works.

Follow up from Education following the above interaction between audience members and the initial question :

JB explained this is not something that we are planning for should this consultations be successful.

JB went on to add it is about getting the planning for each individual child right.

Finally JB added the enhanced staff in provisions means they will know the children and young people really well. Planning will be based around their needs. They won't come in at the same time as the other children, individual plans are our bread and butter.

8. Will you be able to keep the staff (The Brae staffing, staff sickness example given) Can you give guarantees for staff?

JB explained that the example given of The Brae was highly unusual. JB was aware at the time and was supporting.

JB also added we unfortunately can't stop staff from getting unwell and people want to work there (The Brae).

9. Staff refused to do catheter care. NHS had to come back in to support. Not my child, but another. If you are not getting it right for this one how can you get it right for another child?

JB explained that this is also something that she was aware of at the time.

JB went on to say we ensure a commitment to GIRFEC, otherwise all children/young people would be in mainstream.

NMcD explained we are clear in recruitment about what the responsibilities are in relation to posts, including with regards to personal care. We do our best to recruit the best possible staff. We are committed to getting it right.

10. Sounds fantastic on paper but it is about putting it in practice

JB explained that tonight is about looking about the plans

11. Will these plans impact the Support for Learning (SFL) Department at Musselburgh Grammar school?

JB explained there will be no impact. However, there will be an opportunity for staff from the provision and the mainstream to work together and share practice.

JB reaffirmed the provision will not result in the SFL department being taken away from Musselburgh Grammar School.

12. When is this decision happening?

NMCD explained that the decision will be finalised in August 2026 for provisions (if successful) to open in August 2027

13. Are you going for the three places? Is it three separate consultations?

JB & NMCD explained that it is three separate consultations and the results of each will determine if one, two or three open. However, they both added that we want all three opened if the consultations are successful.

14. Feedback separate for each location, what happens with objections that apply only to one location?

JB & NMCD explained that it could be we are only allowed to go ahead with specific provisions out of the three if objections apply.

15. There isn't staff to go around, we are starting to open 3 more. Is there genuinely staff out there?

JB explained yes, there is. We do not anticipate problems with recruitment.

Conclusion:

NMcD brought the meeting to a close by thanking everyone for their views and contributions. NMCD reminded everyone that the public survey is open and the QR code (displayed on screen) can be used to complete the survey.

Appendix 2 – Note of Pupil Voice Group

Musselburgh Grammar School ASN Consultation

Pupil Voice Group

Monday 16th March 2026 @ Musselburgh Grammar

In attendance:

East Lothian Council representatives:

Leanne Ayton (LA), Principal Officer – Equity and Inclusion.

Stephen Buggy (SB), Education Support Officer – Equity and Inclusion.

BGE Pupil Voice Group: 5 pupils attended

Senior Phase Pupil Voice Group: 7 pupils attended.

Introduction:

LA provided overview of the session, explaining the steps involved in the public consultation:

- Consultation is to consider opening a Specialist Provision at Musselburgh Grammar.
- All members of the public can share their views via the survey.
- The consultation report is planned to be published around July - August 2026.
- East Lothian Council's Council will make a decision around August – September 2026.

Specialist Education Provision in East Lothian:

LA explained the consultation is to discuss the opening of a specialist provision at Musselburgh Grammar. In ELC, specialist provisions provide education for pupils where it has been assessed, that their needs cannot be met in a mainstream school environment. Our specialist provisions are for pupils assessed to have severe, complex and long-term needs.

Proposed Specialist Provision for Musselburgh Grammar:

LA presented initial plans and drawings of the proposed location of the new specialist provision within Musselburgh Grammar and the likely impact on the current school building.

LA explained that the drawings and sketches presented are only a basic outline. No building or planning work will start until after the consultation and ELC make decision on whether to go ahead with the proposal.

LA explained that should ELC decide to proceed with the plan to create the proposed specialist provision within Musselburgh Grammar, the design and planning team will work with the HT of the school in creating and finalising the plans. Once completed, the new plans and layout of the school building and surrounding playground will be shared with the school community.

Questions that arose during both meetings:

1. What will happen to the current Science classrooms?

The Science classes currently using the space identified for the provision will move to another part of the school. One of the reasons Musselburgh Grammar has been chosen is because there are enough classes and spaces in the school to fit all the current classes and the new provision classes.

2. When will the specialist provision open?

The earliest time for classes to be open would be August 2027.

3. Will the pupils in the provision be able to join other classes across the school?

Yes, this will be possible. Staff will consider this for each pupil and if it is a good idea for some pupils and they want to do this, the staff in the provision will work with the staff in the mainstream classes to plan this.

4. What work will take place?

The provision would use existing classrooms and spaces. There would be no new classes built. The work needed would be internal fittings and decorating e.g. new toilets, new furniture, swipe access between the provision and mainstream school, new enclosed outdoor space, some breakout spaces etc.

5. Would pupils in the provision be able to just leave their class? Could pupils in mainstream classes walk into the provision?

No. Access in and out of the provision would be controlled. The door access would be via swipe access controlled by staff.

6. Will the current Nurture classes and Support for Learning class be affected?

No. What is currently available to pupils in Musselburgh Grammar for Nurture and/or Support for Learning will remain in place. There will be new funding and resources for the specialist provision.

7. Will the staff for the provision come from Musselburgh Grammar?

No. All staffing posts will be new and in addition to current staffing at the school. Staff in Musselburgh Grammar could apply for these jobs but only if this what they want.

8. How many pupils will be in the provision?

It is proposed that the provision will have 6 classes with maximum class size of 10 pupils – an overall maximum of 60 pupils.

Additional comments made by pupils:

Pupils commented that they liked this proposal. It is a good idea as it would mean pupils would get the extra help they need.

Some pupils commented that it may create problems for travelling around the school and entering / leaving the school – as the plans look to close off an entrance/exit.

Most pupils said they were happy about a provision being at Musselburgh Grammar, some were a bit worried as not sure how things would change.

Conclusion:

LA thanked all the pupils for their views and contributions. LA reminded everyone that the public survey is open for anyone to complete. Teachers and/or parents will be able to help them complete the survey.

Appendix 3 – Survey Results

Table 1 - Stakeholders	Responses	% of total
Member of staff at Musselburgh Grammar School	10	8%
Other	16	13%
Parent / Carer of future Musselburgh Grammar School pupil(s)	23	19%
Parent / Carer of Musselburgh Grammar School pupil(s)	45	38%
Parent / Carer of pupil(s) at another school	23	19%
Pupil at Musselburgh Grammar School	1	1%
Trade Union Member	1	1%
Grand total	119	

Table 2 - Child stage of Education (note: selection of more than 1 category was possible)	
S1 - S6	46
P4 - P7	32
P1 - P3	24
Pre-School Education (age 3-5)	4
No longer in school Education	3
Not yet in Education	2

Table 3 – Living in catchment	
Musselburgh Grammar School	53%
Other	14%
Rosehill High School	12%
Preston Lodge High School	6%
Knox Academy	6%
Ross High School	5%
North Berwick High School	3%
Dunbar Grammar School	2%

Table 5 - Question: To what extent do you agree or disagree with the proposal to establish a new specialist ASN provision at Musselburgh Grammar School				
Stakeholder	Agree	Strongly agree	Disagree	Strongly disagree
Member of staff at Musselburgh Grammar School	4	3	1	2
Other	2	14		
Parent / Carer of future Musselburgh Grammar School pupil(s)	4	17	1	1
Parent / Carer of Musselburgh Grammar School pupil(s)	11	29	4	1
Parent / Carer of pupil(s) at another school	1	22		
Pupil at Musselburgh Grammar School		1		
Trade Union Member		1		

Appendix 4 – Respondent Comments

Answered "Yes" to Question: Are you happy for your response to be publicly available at the end of this consultation?
To what extent do you agree or disagree with the proposal to establish a new Specialist ASN Provision at Musselburgh Grammar School?
Further provision is definitely required. I feel access to teachers and school work outwith the school grounds is also required as a matter of urgency. I know other council areas use rooms in community centres for this purpose. My child is academically capable and desperate to learn but is unable to enter the building due to high levels of school anxiety.
Wonderful to see new specialist ASN provisions being opened in East Lothian, which is very much needed.
Really needs to be such a school in Haddington for primary school. Considering it's the capital of East Lothian and the population of Haddington is growing
I do agree it will suit some children attending school, but for many they would not be able to go through the door. An Educational Hub at Stoneyhill Community Centre or classrooms at Fisherrow Community Centre would be more achievable for many. So many children are being let down and unable to achieve their goals and will be lost in joining society as an adult.
I work in early years in East Lothian and we are failing our asn learners. There's not enough funding or support available across the board.
I have an 8 year old daughter with Autism and ADHD and understand and appreciate the fundamental value of additional support needs. As much for her wellbeing and progression as well as others in her class.
Increasing the offer of specialist ASN provision for secondary pupils within ELC is essential in ensuring that the needs of our young people with severe and complex needs is being met appropriately. The presumption of mainstream is failing so many of our young people, it is also failing mainstream staff who do not have the sufficient and appropriate training to ensure they are able to meet the needs of the CYP to the best of their ability.
Current provision is in no way covering the needs.
My daughter could have done with more support with improved ASN provision. Thankfully her guidance teacher has been very supportive and gone above what I would have expected. I suspect that this is not the case for every child and family, especially for those with more need than my daughter. If there had been more provision perhaps other aspects of my daughters needs could have been met.
It will be a great benefit for all pupils with ASN throughout their time at school
Any support for pupils is great.
To help children who do have ASN' to learn alongside their peers but get the support they need.
After the struggles to get my son into an ASN primary school I do not want to go through this experience again and strongly agree that additional ASN provision is provided for the area

I have huge concerns regarding its effects on the current school (particularly the area of the school affected/science).

Clearly a great deal of time, effort and money has been spent considering the layout/plans of the new provision - which is fantastic. However the same cannot be said for the displacement of current areas of the school. How will this affect current staff/the science department? This includes everything from staff bases, storage of chemical/radioactive materials (tightly controlled due to regulations), and the impact/time available to teachers involved in the move.

Support is needed to help kids go and stay in school and feel they are achieving something.

I have real concerns about all the specialised storage being removed from the science department. Without any plans being put in place for this. The specialised technician room will go. The dark room. The radioactive store (needs to be on an inside wall) and all of the physics and a1 store. Therefore no storage to avoid carrying chemical from upstairs so real health and safety issue and also the large physics equipment that is heavy has no where to go. The staff base is also lost which is also used for storing text books.

The plans we have seen have no resolutions to any of these problems and we are concerned from a health and safety point of view.

Overall I would support a proposal for a new specialist ASN provision within MGS however I feel there are gaps in the current plan for the provision that has not taken into account the needs of current MGS staff and pupils.

The current plan for stage 1 is to use the A floor - 3 Physics classrooms, Science base, technicians base and 3 Physics. From what has been shared so far it seems there has not been a thought out plan of where all the resources will be relocated to, where the technicians base will be and where the new Science base will be. There is a need for multiple Chemistry and Physics stores as some equipment cannot be stored together.

Stage 2 if it goes ahead will incorporate the Biology rooms and stores but I am assuming no consideration has been given as to where these classrooms and stores will be relocated to.

It seemed from the initial consultation that the relocation if the Science Faculty had not been considered in the planning in this initial proposal which has felt very disappointing. Currently, our pupils access Science in fantastic labs. The rooms are large with lots of space, there are plenty of gas taps, electrical sockets and sinks so pupils can work in smaller groups during practical lessons. If stage 2 goes ahead, or the department expands then we will have no extra Science classrooms for staff to move into. This could involve science classes not kitted out for practical lessons, classes elsewhere around the building and issues with moving equipment between floors.

The addition of a specialised provision is super important for the community,

however, the current proposal has not taken into consideration the needs of current and future staff and pupils within Science.

I am supportive of the principle of expanding specialist ASN provision within East Lothian, and I recognise the growing need for places for young people with severe and complex needs. However, I do have concerns about the impact this may have on Musselburgh Grammar School as it currently stands.

MGS is already facing challenges around pupil behaviour and attainment. My concern is that creating a new specialist provision within the school may unintentionally draw resources, staffing capacity or leadership attention away from pupils who are already struggling but who would not meet the criteria for a severe or complex needs placement.

While the proposal may bring potential benefits, I believe it is important that the Council clearly demonstrates how the needs of the existing school population will continue to be met, and how the introduction of the new provision will not reduce the support available to pupils who fall below the threshold for specialist ASN placement but who nonetheless require consistent help to succeed.

I have heard very good things about the ethos and strength based approach currently at the Grammar, our daughter is likely to attend the grammar as our catchment highschool she would benefit from a dual based approach to her learning being integrated into the main school but having access to focused provision on fundamental life skills and the foundations of English and Maths and other topics to support her independence and inclusion. Also to support her to develop her strengths in motor cognitive skills and passions such as climbing, dancing, performing and horse riding.

STAND strongly supports the proposal to establish specialist ASN provision at Musselburgh Grammar School.

While there are existing specialist secondary provisions within East Lothian, our engagement with families clearly demonstrates that current provision is not sufficient in capacity, accessibility, or suitability to meet the range of needs across the county.

Families consistently report a “cliff edge” when children transition from primary to secondary school, where the level and type of support available does not match the complexity of need. As a result, many young people experience increased distress, reduced attendance, and, in some cases, are unable to access education at all.

In many cases, families describe secondary school as the point at which the system stops working for their child.

The development of additional specialist provision at secondary level is therefore essential, not only to increase capacity, but to ensure a broader range of provision that can meet differing needs and provide more local, accessible options for families.

Without this, there is a significant risk that children and young people will continue to be placed in settings that are not appropriate for them, or will be unable to access

provision due to distance or transport barriers.

As with primary provision, it is essential that alongside the creation of new provision, the Council addresses existing barriers to access, particularly in relation to transport and placement processes. There remains a clear and foreseeable risk that young people may be allocated appropriate placements but be unable to attend in practice due to transport limitations or inconsistencies in how placements are secured.

For this provision to be effective, it must be accessible in reality, not just in principle.

STAND would welcome continued engagement to ensure that this provision is delivered in a way that provides meaningful, consistent, and sustainable support for young people as they move through secondary education.

I strongly agree with this proposal.

As a parent, I am particularly concerned about what happens when children move from primary to secondary school. I hear time and time again that secondary school is where things start to fall apart for many children with additional support needs.

The level of support available often doesn't match the complexity of need, and as a result, young people can become overwhelmed, stop attending, or struggle significantly with their mental health.

Having more specialist provision at secondary level is essential to make sure young people don't lose the support they had in primary school, and are able to continue their education in a way that works for them.

Without this, too many young people are being left without the support they need at a really critical stage in their lives.

The proposal will disrupt the current set up at the primary school, to the detriment of the current student population. The proposal is poorly thought out and lacking any viable plan that will benefit all parties.

Out of School East Lothian is a parent led peer support network for parents and carers who have children struggling to access or engage within a school environment. We currently have 31 members within a closed WhatsApp group and 86 members within a closed Facebook group, to date over 50 parents and carers have attended our in person peer support group which meets monthly. For some of these families new additional support needs provisions within East Lothian will help to meet the need they are experiencing. In a report by the Parent Carer Assembly (Additional Support for Learning Survey Report Findings May 2025) there was a high proportion (95%) of parents stating that they would find additional provisions helpful when their children struggle in a mainstream setting.

Whilst we are happy to advocate for the new primary and secondary bases in Musselburgh and North Berwick we would also like to highlight that these bases will not meet the needs of all children currently struggling within mainstream settings.

Under the UNCRC, Articles 28 and 29 focus on a child's right to an education including the quality and content of the education. Similarly the Additional Support for Learning Act states that support should be provided to children who have additional support needs so that they can 'benefit fully' from their education. The Equality Act 2010 says that nobody should be put at a disadvantage or discriminated against because of their disability or any other protected characteristic. Sadly, Out of School East Lothian regularly speaks to parents and carers within East Lothian whose children are not receiving adequate and/or proportionate education or alternative provision and it is also common for families to experience delays in being offered such support or in the worst cases being denied support. Specialist ASN provisions are only one type of alternative provision, it would be great to have more options available.

We are aware that the Education Outreach Service has been put in place to address some of these gaps in provision. We know that for many children there are delays in accessing this service and once accessed the support can be limited, to as little as one period per week, and short term, ending after as little as 8 weeks, with some extensions possible. We know that many children are not meeting their full potential and the Education Outreach Service is only the smallest of sticking plasters. In addition there are some children who are unable to access this support as the breakdown in trust within the education service has deteriorated to such an extent that some children cannot engage with any school/education based supports offered.

We would welcome being included in any further consultation about support for families like ours and strongly advocate for a variety of alternative provisions, not just the ASN provisions being consulted on here. The 2025 Parent Carer Assembly report also showed high levels of support for provisions such as forest schools, therapy based settings, project based learning, inclusive classrooms with specialised staff and lower numbers of pupils as well as increased staff training. We fully acknowledge that there is unlikely to be a one-size-fits-all solution, but further consultation with families like the ones accessing support through Out of School East Lothian would help shed some light on what might work for their families outside of specialist ASN provisions.

Specialist provisions are essential. I've fought from P1 until now to try to get my child's needs heard, so having the ease of understanding and knowledge available at high school level is more than reassuring.

Its apparently that additional needs can be many things, but for children who require additional support it offers another option to support pupils at another school, there is many teenagers out of school due to struggling in mainstream who could be getting the appropriate support in school, if we know we need more nursery and primary school its only a given we need more high school provisions to ensure all pupils are being able to access support for learning.

More ASN spaces are desperately needed in schools for our children to be able to access the education they need and deserve

Every child has a right to education. Not investing in education now means huge problems down the line such as unemployment, crime, mental

Health issues. If a child with additional needs isn't in the right school it can cause trauma to them and their family. It means the parent then has to care for them if they become a school refusers due to the environment not being right. We really need to get it right for every child. There are many children without the right support currently this would be a brilliant opportunity to remedy that.

Creating more specialist places and separate bases doesn't automatically mean children are genuinely included. Sometimes it just moves them out of sight. Buildings don't equal inclusion. A child can sit in a brand-new classroom and still feel completely unsafe. If rigid behaviour systems, corridor expectations, attendance pressures, or zero-tolerance policies make neurodivergent children anxious or dysregulated, then the strategy isn't working in practice — no matter how much money is invested.

True inclusion isn't about bricks and mortar. It's about understanding child development, listening to families, and recognising that one size does not fit all. Many SEND children cannot simply be placed into environments designed around neurotypical expectations and expected to "cope." Survival is not the same as thriving.

We are desperate for a better provision for our autistic child.

Too many children attend schools that are not suited to their complex needs. An increasing number of these children are struggling to attend school or access their right to an education due to additional support needs that cannot be met in their current school environment.

There also is a gap in available provision for children who fail to thrive in a mainstream environment (including those with anxiety or EBSA) but currently do not meet the criteria for a place in a complex needs provision.

Appendix 5 – Report from His Majesty’s Inspectorate of Education in Scotland

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Supporting Good Decisions

**Promoting Equality and Human Rights;
Reducing Poverty; and
Protecting the Environment**

Integrated Impact Assessment Form

Integrated Impact Assessment Form

Promoting Equality and Human Rights; Reducing Poverty; and Protecting the Environment

Title of Policy/ Proposal	Proposal to establish a new Additional Support Needs (ASN) Specialist Provision at Musselburgh Grammar School
Timescale for Implementation	August 2027
IIA Completion Date	09 July 2026
Completed by	Kirsten Robinson
Lead officer	Jennifer Boyle

Section 1: Screening

1.1 Briefly describe the policy/proposal/activity you are assessing.

This assessment is on the proposal to form a new ASN Specialist Provision at Musselburgh Grammar School.

The proposed provision is required due to rising numbers of children and young people with severe, complex and enduring ASN in our schools. The existing specialist provision estate is now at capacity and not well distributed across the county.

Musselburgh Grammar School was identified because of a reducing roll providing sufficient capacity to accommodate the provision. The provision can be located on the ground floor, in an accessible location with access to the outside and in a locality without any specialist secondary provision currently. In line with best value, the work will involve alterations to the existing building, utilising existing capacity rather than new build or extension.

1.2 What will change as a result of this proposal?

An increase in capacity for targeted ASN support for children and young people with severe, complex and enduring needs. This will enable East Lothian Council to fulfil its statutory duties to meet the individual educational needs of more children and young people who need specialist support in order to reach their full potential.

1.3 Deciding if a full Impact Assessment is needed.

Please answer the following questions:

	Yes	No
1. The policy/ proposal has consequences for or affects people e.g. how they can access a service?	X	
2. The policy/proposal has potential to make a significant impact on equality and human rights, socio-economic disadvantage, the council's role as a corporate parent, children's rights, or the council's commitment to tackling climate change?	X	
3. The policy/proposal is likely to have a significant environmental impact as defined by the Environmental Impact Assessment (Scotland) Act 2005?		X
4. The policy/ proposal involves a data processing activity (storage / collection of personal data) that is likely to result in a high risk to individuals as determined by Article 35 of the General Data Protection Regulation?		X

- If you have answered yes to questions 1 and 2 above, please proceed to complete the Integrated Impact Assessment. If you have answered No then an IIA does not need to be completed. Please keep a copy of the screening paperwork.
- If you have answered yes to question 3, you will need to consider whether you need to complete a Strategic Environmental Assessment.
- If you have answered yes to question 4, you will need to consider whether you need to complete a Data Protection Impact Assessment. Please seek further advice from the Team Manager Information Governance.

Section 2: Integrated Impact Assessment

2.1 Have those who are directly affected by the policy had the opportunity to comment on new proposals?

A statutory consultation on this proposal, following the requirements outlined in the Schools (Consultation) (Scotland) Act 2010, has been carried out. The affected consultees have been identified as follows:

- The pupils attending Musselburgh Grammar School
- The parents / carers of pupil attending Musselburgh Grammar School
- The parents / carers of pupils expected to attend Musselburgh Grammar School
- The parent council of Musselburgh Grammar School
- The staff based at Musselburgh Grammar School and their trade union representatives.

The proposal (including the educational benefits), summary leaflet of the proposal and frequently asked questions were made publicly available on the East Lothian Consultation hub website, where an online survey was available for the public to share their views. Paper copies of the proposal and questionnaire were made available from the school and local library. The above consultees were notified of the consultation by email following the Council approval to consult on 17 February 2026 and again when the consultation went live on 03 March 2026. A press release and social media posts were also released. Posters advertising the consultation were displayed in public buildings across the county. Draft sketch plans of the proposed provision were displayed to view in the reception foyer of the school.

A public meeting was held on Thursday 26 March 2026 from 6pm-8pm at Musselburgh Grammar School.

A pupil focus group was held at the school on Monday 16 March 2026.

Senior officers attended the Parent Council meeting online on Wednesday 22 April 2026.

Bookable online drop-in sessions were held on 30th, 31st March and 1st April 2026 at various times of the day.

2.2 What information/data have you used to inform the development of the policy to date?

- Mainstream School and Specialist Provision Roll Projections.
- School capacity data and architectural drawings of the building.
- Current specialist provision capacity.
- National statistics on prevalence of pupils with additional support needs (ASN) published by the Scottish Government.

- East Lothian specific trends on the prevalence of pupils with additional support needs (ASN).
- Population estimates published by the National Records of Scotland (NRS).
- Number of new referrals to Education Resource Group (ERG) for placement of pupils in Specialist Provision from 2020-2025.
- Initial scoping visit and feasibility discussions with Council designers who produced an initial draft sketch plan of the proposed provision.
- Principles outlined in UN Convention on the Rights of the Child.
- Principles outlined in Getting it Right for Every Child (GIRFEC).
- Educational Benefits were also assessed and a statement written and included in the proposal.

2.3 What does the evidence/ research suggest about the policy's actual or likely impact on equality groups and those vulnerable/ or experiencing socio-economic disadvantage?

Evidence	Comment
Which groups are in particular need of this service?	Children and Young People with severe, complex and enduring additional support needs.
What level of service uptake/ access is there from protected and vulnerable groups?	This service purpose is the inclusion and equity of access to education for children and young people who need specialist educational support in order to reach their full potential. Therefore, all users of this service will be from a protected and vulnerable group.
Can you identify positive outcomes for service users	Yes. For many of these children and young people, a mainstream education is not accessible. Therefore, access to this service will greatly improve their ability to thrive and fulfil their full potential in relation to their achievement, attainment and health and wellbeing.
What is the service user experience of those from protected or vulnerable groups?	A high level of support staff in addition to teaching staff are available in a specialist provision. Class numbers are small. Teaching and learning is individualised and planned specifically to the unique needs of each child. Staff are highly trained and experienced. The environment is designed to be inclusive and accessible with wellbeing facilities to

	support the wellbeing needs of the children and young people using the service.
What opportunity have those from protected groups had to co-produce or comment on the service/ plans?	The survey, public meetings and drop-in sessions were open to and attended by parents of children from across the county with additional support needs. Children were invited to complete the survey with support from parents, if needed. The school promoted the consultation through assemblies and posters, and young person information leaflets were made available on the consultation hub and through the school. Two focus groups for children were also held in the school. These were split by stage to ensure age-appropriate content. They provided children with the opportunity to learn more about the proposed provision and ask any questions.

2.4 How does the policy meet the different needs of groups in the community? Please note that where children will be affected by the policy or activity a Children's Rights and Wellbeing Impact assessment must additionally be completed. [Children's Rights and Well-being Impact Assessment - completion guidance and template | East Lothian Intranet](#)

Equality Groups	Comments
Older people, people in the middle years	Unlikely to be impacted
Children and young people children	Ensuring children and young people's right to an education by providing bespoke specialist provision that supports children and young people with severe, complex and enduring needs to access education successfully.
Women, men and transgender people (includes issues relating to pregnancy and maternity)	It may be considered a positive impact for women, since women are often the main carers for children, the proposed provision provides the potential for more support. Parents with children in the mainstream of the school may perceive a negative impact on their child as it could restrict access to spaces in the school their children currently access.

Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems)	Positive impact by providing education through bespoke specialist provision that is flexible, carefully planned and adapted to support children and young people with severe, complex and enduring needs to access education successfully.
Minority ethnic people (includes Gypsy/Travellers, migrant workers)	Ensuring minority ethnic children and young people's right to an education by providing bespoke specialist provision that supports all children and young people with severe, complex and enduring needs to access education successfully
Refugees and asylum seekers	Ensuring refugee children and young people's right to an education by providing bespoke specialist provision that supports all children and young people with severe, complex and enduring needs to access education successfully
People with different religions or beliefs (includes people with no religion or belief)	Faith or cultural considerations may affect use of sensory spaces, communication approaches or family engagement
Lesbian, gay, bisexual and heterosexual people	Unlikely to be impacted
People who are unmarried, married or in a civil partnership	Unlikely to be impacted
Those vulnerable to falling into poverty • Unemployed • People on benefits • Lone Parents • Care experienced children and young people • Carers (including young carers) • Homeless people • Those involved in the community justice system • People with low literacy/numeracy • Families with 3 or more children • Those with a child/ children under 1	Supports parents who may find it difficult to work because of caring responsibilities. Attending a specialist provision can provide parents with respite that can have positive impacts on their wellbeing and mental health and could enable them to work. Provision also provides the children and young people who attend the best start in life, giving them access to education which otherwise would be difficult to provide in a mainstream setting.

Geographical communities • Rural/ semi rural communities • Urban Communities • Coastal communities • Those living in the most deprived communities (bottom 20% SIMD areas)	Current provision is in limited areas of the county, increasing provision into a new area will better support families, by creating more provision spaces closer to their home. As the proposed provision will increase the numbers of parents and staff attending the school each day there could an increase in cars parking at the school. There could also be an increase in traffic near the school at morning drop off and home time.
People with communication needs: • Gaelic Language Speakers {refer if necessary to the Council's Gaelic Language Plan} • British Sign Language (BSL) users {refer if necessary to the Council's BSL Plan} • English as a Second Language • Other e.g. Deafblind, Plain English, Large Print	By providing education, often through a total communication approach, which is bespoke, flexible and carefully planned and adapted to support children and young people with severe, complex and enduring needs to access education successfully.

2.5 Are there any other factors which will affect the way this policy impacts on the community or staff groups?

Internal alterations to create the provision will take into account increased staff numbers and the need for staff accommodation in the building, however there will be limited scope to increase onsite parking and so staff may need to park and stride to school, travel by more active means or utilise public transport. The school is near Musselburgh high street of which there is several bus routes. Consequently, this has potential to encourage increased levels of active travel which has a positive environmental impact.

Staff will benefit from the skills of new specialist staff working in the provision with opportunities for continued professional development and sharing of ideas.

2.6 Is any part of this policy/ service to be carried out wholly or partly by contractors? If yes, how have you included equality and human rights considerations into the contract?

Construction work required to establish the provision will be tendered and contracted following the Council's procurement process and procedures. The service will be delivered by East Lothian Council employees.

2.7 Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?

We have widely advertised through the statutory consultation that documentation is available in other formats and languages with telephone, email and address contact information to request this. The contact centre was also briefed to expect enquiries and where to direct them to.

2.8 Summary of Potential Impacts and Mitigations

Potential impact	Mitigation
Reduced mainstream space	The school was selected due to falling roll and surplus capacity available, the school can operate without the identified science labs so the impact should be minimal. Specialist science storage will be relocated in consultation with school leadership and relevant staff.
Increased traffic	In collaboration with transport colleagues, the drop off for provision will be carefully planned and monitored. The provision would be accessed from a door near the rear gate to the building away from the main car park at the front. Start and finish times of provision are flexible and can and will be adjusted if necessary to less busy times to support the smooth transition from transport to school for provision pupils.
Parking issues	There is no scope within the site to increase parking provision. Active travel of staff and pupils is and will continue to be promoted through the school's active travel planning.
Construction disruption	Works programme will be carefully planned and phased with as much work carried out during holiday periods as possible. The work area will be safely partitioned off with access strictly controlled.
Community concerns	Officers will continue to work with the Head Teacher and wider school community throughout the design and build process should the proposal be approved
Sharing spaces with mainstream	Provision pupil's access to shared spaces will be carefully planned and managed by the dedicated depute head teacher and only where appropriate for the individual pupil. Pupils will be closely supervised by high ratio of support staff when accessing shared spaces. Some provision pupils may use the dining hall, but this can be a staggered sitting with mainstream if needed.

2.9 Please consider how your policy will impact on each of the following?

Equality and Human rights

- Promotes / advances equality of opportunity e.g. improves access to and quality of services
- Promotes good relations within and between people with protected characteristics and tackles harassment
- Promotes participation, is inclusive and gives people control over decisions which affect them

• Preserves dignity and self-respect of individuals (does not lead to degrading treatment or stigma) • Builds support networks, resilience, community capacity
Comments: Inclusion is at the heart of the service, providing opportunity of access to education for children and young people with severe, complex and enduring needs. Increase in capacity for provision spaces and creating provision in an area which doesn't currently have any, will improve access to the service. Our policy, to open provision within a mainstream school, further promotes equality and inclusion by enabling access to mainstream and wider school events and opportunities to form relationships with mainstream peers.
Socio-Economic Disadvantage / reducing poverty • Maximises income and/or reduces income inequality • Helps young people into positive destinations • Aids those returning to and those progressing within the labour market • Improves employability skills, including literacy and numeracy • Reduces the costs of taking part in activities and opportunities • Reduces the cost of living
Comments: Provides the children and young people who attend the best start in life, giving them access to education which otherwise would be difficult in a mainstream setting.
Tackling Climate Change • Reduces the need to travel or increases access to sustainable forms of transport • Minimises waste / encourages resource efficiency / contributes to the circular economy • Ensures goods / services are from ethical, responsible and sustainable sources • Improves energy efficiency / uses low carbon energy sources • Protects and/or enhances natural environments / habitats / biodiversity • Promotes the transition to a low carbon economy • Prepares and/or adapts communities for climate change impacts
Comments: By opening provision in an area which has none, it can reduce the need for travel to where provision is currently located. Currently a pupil living in Musselburgh would need to travel to Tranent or Dunbar. Alterations are being made to an existing building, utilising capacity that would otherwise be under used. As parking is limited in the school car park, active travel will be promoted

via 'park and stride' to school. The use of public transport will also be promoted as the school is within walking distance to Musselburgh high street which is on several bus routes.

Corporate Parenting and Care Experienced Young People

- Impacts on care experienced young people
- Provides opportunities or reduces opportunities to participate in activities which are designed to promote the wellbeing of young people
- Adversely affects the wellbeing of young people
- Adversely impacts on outcomes for care experienced young people

Comments: No adverse effects for care experienced young people. Children and young people with care experience who also have complex, enduring and significant need would be able to access the provision. However, given the strong link between ASN and care experience, care-experience children and young people in particular may benefit from greater local provision, improved stability, reduced need for travel to distant placements and strengthened relationships and sense of belonging to East Lothian.

Section 3. Action Plan

What, if any changes will be made to the proposal/ policy as a result of the assessment?

Changes to be made	Expected outcome of the change	Resources Required	Timeline	Responsible person
Identify key success indicators that can be tracked to determine the effectiveness of the changes made. These will include placement requests met, reduction of out of authority placements, reduction of ASN tribunals, attainment and wellbeing tracking, parent feedback.	Ability to demonstrate the impact the proposed changes have had and key learning to take forward to future proposal development	To be included in consultation report	August 2026	Team Manager – Learning Estate

For consideration of the Head of Service

Can you identify any cumulative impacts on equality groups or vulnerable people arising from this policy, when considered alongside other changes across other services? - No

Sign off by Head of Service

Name: Nicola McDowell, Head of Education

Date:10/07/2026

Children's Rights and Well-being Impact Assessment

Children's Rights: an introduction

Human Rights provide fundamental protections for everyone, with children and young people specifically protected through the United Nations Convention on the Rights of the Child (UNCRC). These rights cover civil and political rights, and economic, social and cultural rights.

The UNCRC Articles are underpinned by four general principles:

non-discrimination of children and young people;

the best interests of the child as a primary consideration in decisions;

the right to life, survival and development; and

the child's right to have their views given due weight.

All children's rights and protocols can be viewed on the Children and Young People's Commissioner Scotland website: [UNCRC | The UN Convention on the Rights of the Child - The Children and Young People's Commissioner Scotland \(cypcs.org.uk\)](https://www.cypcs.org.uk/uncrc)

UNCRC Scotland animation: I am me Scotland [Bing Videos](#)

The following is a simplified version of those rights.

Article 1: Everyone under 18 has rights			
Article 2: All children have these rights no matter what their differences			
Article 3 – the best interests of the child shall be a primary consideration	Article 4 - measures to implement UNCRC rights	Article 5 – the responsibilities, rights and duties of parents or where applicable others, shall be respected in a manner consistent with the evolving capacities of the child, with the appropriate direction and guidance by the child	
Article 7 – to a name, nationality, and as far as possible to know and be cared for by their parents	Article 8 – to preserve their identity	Article 9 – not to be separated from their parents against their will, except when competent authorities	Article 10 – immigration decisions about family reunification to be dealt with in a

		subject to judicial review determine, in accordance with the law and procedures, that separation is necessary for the best interests of the child	positive, humane and expeditious manner
Article 11 – combat the illicit transfer and non-return of children abroad	Article 12 – the child who is capable of forming their own views shall have the right to express those views freely in all matters affecting the child	Article 13 – freedom of expression	Article 14 – freedom of thought, conscience, and religion
Article 15 – freedom of association and freedom of peaceful assembly	Article 16 – no child shall be subject to arbitrary or unlawful interference with his or her privacy, family, home or correspondence	Article 17 – access to mass media information from a diverse range of sources	Article 18 – both parents have common responsibilities for the upbringing and development of the child
Article 19 – protection from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation	Article 20 – a child temporarily or permanently deprived of their family environment, or because it is in their own best interests not to be allowed to remain in that environment, shall be entitled to special protection and assistance	Article 21 – system of adoption ensures best interests of child is paramount	Article 22 – take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights
Article 23 – a mentally or physically disabled child should enjoy a full and decent life, in conditions that ensure dignity, promote self-reliance, and facilitate the child's active participation in the community	Article 24 – enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. To strive to ensure that no child is deprived of their right to access such health care services	Article 25 – a child placed by competent authorities for the purposes of care, protection or treatment of their physical or mental health has right to a periodic review of treatment	Article 26 – to social security
Article 27 – to standard of living adequate for their development	Article 28 – right to education	Article 29 – direction of education	Article 30 – a child belonging to an ethnic, religious or linguistic minority

			group will not be denied the right... to enjoy their own culture, to profess or practice their own religion or to use their own language
Article 31 – to rest and leisure, to engage in play and recreational activities appropriate to their age and to participate freely in cultural life and the arts	Article 32 – protection from economic exploitation	Article 33 – protection from illicit use of narcotic drugs and psychotropic substances	Article 34 – protection from all forms of sexual exploitation and sexual abuse
Article 35 – prevention of addiction, sale or trafficking	Article 36 – protection against all forms of exploitation prejudicial to any aspect of their welfare	Article 37 – no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. No child shall be deprived of their liberty unlawfully or arbitrarily	Article 38 – respect for rules of international humanitarian law in armed conflict
Article 39 – to take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of any form of neglect, exploitation, or abuse, torture or any other form of cruel, inhuman or degrading treatment or punishment, or armed conflicts.			

Screening template

Please complete all sections.

0.	Insert policy/measure name. Proposal to establish a new additional support needs (ASN) specialist provision at Musselburgh Grammar School
1.	Brief Summary to include the policy name and overall aims. Establishment of a new specialist ASN provision is required due to rising numbers of children and young people with ASN in our schools. Existing specialist provision is now at capacity and not well distributed across the county. Musselburgh Grammar School was identified because of a reducing roll and sufficient capacity to accommodate the provision in a suitable ground floor, accessible location with access to the outside and located in an area without any specialist secondary provision currently. In line with best value, the work will involve alterations to the existing building, utilising existing capacity rather than new build or extension.
2.	What aspects of the policy/measure will affect children and young people Remember, the UNCRC articles include non-citizen and undocumented children and young people.

	The proposal will increase the number of specialist ASN provision spaces available meaning that we can provide a suitable educational service for more children with severe, complex and enduring need who require it.
3.	What likely impact will the policy/measure have on children and young people? Please consider both direct and indirect impacts. ‘Direct’ impact refers to policies/measures where children and young people are directly affected by the proposed changes, e.g., in early years, education, child protection or looked after children (children in care). ‘Indirect’ impact refers to policies/measures that are not directly aimed at children but will have an impact on them. Examples include welfare reforms, parental leave, housing supply, or local transport schemes. Impact can be positive or negative, specific or disproportionate. The proposal will have a direct and positive impact for children with severe, complex and enduring needs by increasing the availability of spaces within the service, which is currently at capacity. Without the proposed increase in specialist provision, children will either need to leave the county to be educated outwith the local authority area or risk not having their needs fully met in a mainstream educational setting. There may be direct impacts on mainstream pupils that may have to contend with sharing spaces with new children and feeling unsettled by uncertainty about change. This will be mitigated by the head teacher and her staff, who have already kept the children informed and will continue to do so and support the children through the changes. There is potential for disruption while necessary construction work is going ahead, however as much work disruptive work as possible will be done during holiday periods and the work area will be separated off carefully. ASN provision pupils will be directly impacted by challenges of transition and integrating to a new school community.
4.	Which groups of children and young people will be impacted? This can refer to any grouping of children or young people by a shared characteristic – not just age or setting but the circumstances in which they are living. Secondary aged young people with severe, complex and enduring additional support needs. Young people in the mainstream setting whose school will now also include a specialist provision.
5.	Is a Children’s Rights and Wellbeing Impact Assessment required? Please state if a CRWIA will be carried out or not. Please explain your reasons.

	Yes – this proposal if taken forward has a direct impact on both children and young people with severe, complex and enduring additional support needs and children from mainstream. If this proposal was not taken forward and capacity of specialist provision was not increased, this would have a direct impact on children and young people with severe, complex and enduring additional support needs because there is limited capacity in the estate so will limit their access to ASN provision spaces.
6	If you are not proceeding to a full CRWIA, please sign off. Head of Service signature: Date of Sign off:

Children's Rights and Wellbeing Impact Assessment Template

If your screening exercise indicates a full CRIWA is required, please complete the following questions. Please use the [Scottish Government's CRWIA guidance](#) when completing this section. Please complete all sections.

0.	Insert policy/measure name Proposal to establish a new additional support needs (ASN) provision at Musselburgh Grammar School
1.	Which articles of the UNCRC does this policy/measure impact on? Article 2 – All children have these rights no matter what their differences Article 3 – the best interests of the child shall be a primary consideration. Article 12 – respect for the views of the child Article 23 – a mentally or physically disabled child should enjoy a full and decent life, in conditions that ensure dignity, promote self-reliance, and facilitate the child's active participation in the community. Article 28 – right to education Article 29 – direction of education
2.	What impact will your policy/measure have on children's rights? The proposed new specialist provision will defend a child's right to education (Article 28) by ensuring they can access an education that is tailored to their needs in an environment which is adaptable for them (Article 23) and well supported by specialist staff, this will ensure that children are not discriminated because they are different (Article 2). The key aim of ASN provision is to support the development of the personalities and talents of these children to their full potential (Article 29) who would otherwise likely not thrive in a mainstream setting. The proposal will impact the children in the mainstream school. This is because the addition of a provision will provide the children with increased opportunities for inclusion (Article 2). It will also enhance the staffing expertise in the wider school through additional staffing with specific training and experience. There will be the opportunity for children, with additional support needs that are not severe and

	complex, that are educated in the mainstream setting, to have planned access to the provision, where appropriate (Article 3). Provision as part of a mainstream school promotes inclusion (Article 2), acceptance and provides opportunity for integration and relationships with mainstream peers. Both mainstream and provision pupils may be impacted by change and the challenge of transition and uncertainty. The staff will plan for and support all children through the changes, and children will be kept informed and listened to. Mainstream pupils may have to contend with sharing spaces with new children, however pupils who attended the pupil voice session said they will need some time to get used to it. Pupils also said they felt the proposal would make the school a more enjoyable place for more pupils (Article 12). Provision is underpinned by robust planning and imbeds the principles of Getting it Right for Every Child (GIRFEC) where the best interest of the child is central (Article 3). Having additional provision in East Lothian also supports the aspirations of The Promise and Belonging to East Lothian to ensure that needs are met locally, where possible. There is potential for disruption while necessary construction work is going ahead, however as much work disruptive work as possible will be done during holiday periods and the work area will be separated off carefully.
3.	Will there be different impacts on different groups of children and young people? Impact can be positive or negative. The wider school will benefit from the expertise of experienced staff with opportunities for professional development and sharing of ideas for the existing mainstream staff. Young people in mainstream can also benefit from accessing the provision were appropriate and planned. Similarly, young people in the provision, when planned and appropriate, can access mainstream opportunities.
4.	If a negative impact is assessed for any area of rights or any group of children and young people, can you explain why this is necessary and proportionate? What options have you considered to modify the proposal, or mitigate the impact? If the proposal is not approved, there will be negative impact because the current provision is at capacity and there is a significant risk that we may not be able to appropriately educate children who require a provision placement. The transition and period of change will impact both mainstream and provision pupils, officers will work closely with the school leadership to keep children informed on progress and timelines and the head teacher and team will support the children throughout the change period. Potential disruption during construction works will be mitigated through careful programme planning and scheduling of as much of the work as possible through the holiday periods.
5.	How will the policy/measure give better or further effect to the implementation of the UNCRC in Scotland? New specialist provision capacity in an area which currently has none will improve opportunities for access to appropriate educational opportunities.
6.	How have you consulted with relevant stakeholders, including involving children and young people in the development of the policy/measure? A statutory consultation was opened on 03 March 2026 and closed on 05 May 2026. The proposal, summary leaflet and frequently asked questions were published, and the public were invited to submit a response to our survey online, by post or email. A young person summary leaflet was also shared with pupils to help them understand the content of the proposal.

	A public meeting was held, officers attended the parent council meeting, draft plans were displayed in the school foyer and bookable 1:1 drop-in sessions were held online. Pupils were also invited to complete the online survey, and this was promoted by the school. Two pupil voice sessions were held in March as part of consultation. Young people asked about what work will take place and where will science be taught, officers assured pupils that the school was selected because the classrooms being adapted are not needed. Pupils were concerned about how the provision would affect their current support for learning and nurture provision, officers reassured them this would not change. Young people thought the proposal was a good idea however some were anxious about change and officers will work with the school leadership to ensure that children are kept informed throughout the process of construction and transition of the new pupils.
7.	What evidence have you used to inform your assessment? The proposal document (including educational benefits), statistics detailed in the proposal, East Lothian Council data detailed in the proposal, GIRFEC duties and ASL legislation and engagement to date with stakeholders.
8.	How will the impact of the policy/measure be monitored? Progress of young people attainment, wellbeing (SHANARRI indicators) and achievement and attendance measures are already monitored on a regular basis and will continue to be if proposals are taken forward. The impact will also be measured by referrals, placements and number of tribunals received. Further pupil voice feedback will be sought after the provision is open and opportunities for parent feedback will also be provided. A further review of rights outcomes will be undertaken post-implementation.
9.	How will you communicate to children and young people the impact of the policy/measure on their rights? This assessment will be detailed within our Consultation report of which we will provide a summary to be shared with the pupils of the school. A Child Friendly CRIWA will also be published.
10	Head of Service signature: Nicola McDowell, Head of Education Date of Sign off:10/07/26

Appendix 8 – Questions from MGS staff

Science Department - Questions regarding ASN provision

1. Will time be given to each member of staff involved in the move? (all equipment across all 3 sciences will likely need reorganised and sorted)

School Leadership to advise

2. Where will our staff base move?

School leadership to advise

3. We have radioactive sources that need to be stored in a very specific location - Unsure where these will be moved to.

Design has not been finalised and will not be until consultation concludes and we have permission to proceed from Council. New suitable location to be determined in consultation with science team and school leadership.

4. Has the schools Radiation Protection Advisor approved the move of the radioactive sources- can we see the written consent and risk assessments

Design has not been finalised and will not be until consultation concludes and we have permission to proceed from Council. Chemical stores have been moved in previous school project at Ross High and design team will consult with staff in this school as well as staff in Musselburgh Grammar if we have permission to proceed from Council.

5. The current layout of the science department is COSHH and risk assessed/ compliant- what evidence shows that moving the departments upstairs will not **increase** risk (HSAW 1974 act states employers are responsible for **reducing** risk)

Not at this stage of design, this assessment has not been carried out yet – see question 4.

6. Where will new science technician be based?

School leadership to advise

7. Fridge/freezer/cabinets and shelving in corridor behind A46, A47, A48 to be moved but where to? These are all in frequent use.

To be determined – will be kept within the science department.

8. Teacher and janitor time needed to move and organise at least two classrooms.

School leadership to advise

9. How will possible disruption to Science learning and teaching be reduced (due to proximity of ASN pupils with SEBN)?

School leadership to advise

10. We would need to get SSERC in for consultation?

Design team will refer to the SSERC guidance as they did in previous project at Ross High.

Is S1 store going? Where can this be moved to?

To be determined in consultation with school leadership – will be kept within the science department.

12. Where can liquids be stored downstairs to avoid constant movement of chemicals up and down stairs.

To be determined in consultation with school leadership

13. Can we please have a copy of the plans?

Previously shared with school leadership to share with staff.