

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 Stoneyhill Primary 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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educationconsultations@eastlothian.gov.uk

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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 Stoneyhill Primary 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 17 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. Stoneyhill Primary 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 - [Stoneyhill 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 Stoneyhill Primary 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 Stoneyhill Primary 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 Tuesday 17th March, bookable online drop-in sessions at various times of the day between Monday 30th March and Wednesday 1st April, officer attendance at the 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 Tuesday 17th March 2026.
- 5.2. 5 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 Stoneyhill Primary School are.
- 5.3. 18 members of the public attended, including parents and staff from Stoneyhill Primary School and members of the community.
- 5.4. A minute of the public meeting is available in [appendix 1](#). Attendee questions emerged in 4 main themes, note that the Education Authority response to the below themes is detailed in [section 10](#) of this report:
 1. The positive impact of ASN provisions for children with severe, complex and enduring need.
 2. Suitability of Stoneyhill Primary School for ASN specialist provision.
 3. Management of ASN provision.
 4. Perceived impact on the mainstream school.
- 5.5. **The positive impact of ASN provisions for children with severe, complex and enduring need** – several parents of children who attend other ASN specialist provisions in East Lothian were in attendance and highlighted the benefits of ASN provision for their own children and the support it provides them. One parent living in the catchment and whose child attends provision elsewhere in the county, spoke about the hugely positive impact attending a provision has for his son and how he would welcome being able to walk to school in his own local area, the same as other children do. He was supportive of additional space and within the Musselburgh locality.
- 5.6. **Suitability of Stoneyhill Primary School for ASN specialist provision** - Attendees were concerned about why Stoneyhill Primary School was identified for ASN specialist provision and asked why ASN provision was not considered for the recently opened new build schools. Attendees were concerned about the small car park and the increased traffic.
- 5.7. **Management of ASN provision** – Concern was raised about children settled in other ASN provision being made to move to Stoneyhill if it was closer,

officers confirmed this would not be the case. Some concerns were raised around how the school day would work alongside mainstream.

- 5.8. **Perceived impact on the mainstream school** - Some attendees were concerned that resource and existing support from the mainstream would be diverted to the ASN provision, officers confirmed this would not be the case. Some attendees raised concerns about the loss of facilities that would be incorporated into the ASN provision including toilets and storage. The head teacher expressed her confidence that the facilities needed for the mainstream school will be met by the proposed plans.
- 5.9. The public meeting was closed by the Head of Education who thanked those attending for their contributions. 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 Stoneyhill Primary School on Monday 16 March 2026. These consisted of a group of five P1-P3 pupils and a group of six P4-P7 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 Stoneyhill Primary School.
- 6.4. Children in attendance and asked questions about how it will affect their school, after school club, classes that currently are in the space proposed for ASN provision and what work would take place. They were keen to know if the children in the provision can join in with the mainstream school activities.
- 6.5. The children were very positive overall and commented on how they liked the proposal, that children can get the extra help they need, and it would make the school an enjoyable place for more people. Some pupils were concerned about the corridors becoming too busy and some just unsure what it would look like and felt they would need some time to get used to it.
- 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 444 responses to the survey during the consultation period, all of which were submitted online. All results are available in [appendix 3](#).
- 7.2 435 responses were from individuals and 9 were submitted on behalf of a group. 56% 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 171 “other” respondents, 153 used the provided box to elaborate. The majority of these respondents consisted of 96 local residents, 9 parents of children with additional support needs, 7 grandparents, 8 other relatives and 7 teachers. The remaining respondents were made up of other interested parties, former school staff, and third sector representatives.
- 7.4 29% of respondents live in the Stoneyhill Primary School catchment area and 19% from other Musselburgh catchments. 47% of respondents were from other areas. See [appendix 3](#), table 4 for a full breakdown.
- 7.5 Of the 248 respondents that indicated they were parents, 51% considered their child to have additional support needs (ASN) opposed to 41% who did not.
- 7.6 70% of parents that responded have primary school age children, 21% have only children under 5 and 9% have young people in secondary or 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 Stoneyhill Primary School, the response was overwhelmingly supportive with 87% of respondents that agree and strongly agree with the proposals.

Opinion	Responses	% of total
Strongly agree	354	80%
Agree	32	7%
Disagree	19	4%
Strongly disagree	36	8%
No opinion	3	1%

- 7.8 Of the 96 parents and future parents of Stoneyhill Primary School pupils, 53% agree or strongly agree with the proposals, 46% disagree or strongly disagree and 1% had no opinion.
- 7.9 Of the other stakeholder groups the following proportion agreed or strongly agreed with the proposal:

Stakeholder Group	% Positive
Member of Community Council	80%
Member of staff at Stoneyhill Primary School	75%
Other	97%
Parent / Carer of pupil(s) at another school	98%
Pupil at Stoneyhill Primary School	67%
Trade Union Member	100%

- 7.10 The survey provided space for respondents to leave further comments, of the 444 responses, 202 (45%) 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 3 themes show a broad support for the need of more provision and the benefits of opening a new ASN specialist provision which aligns with the strong response in support of this proposal. The Education Authority response is detailed in [section 10](#) of this report. Non-confidential comments are noted in [appendix 4](#), please see a summary of all the identified themes below:

Theme	Count
Benefit of inclusion / meeting individual needs	104
Benefit of ASN provision places more locally	68
Increasing need for provision	36
Concern of disruption to wider school	35
Too much space lost from mainstream	31
Positive impact	28
Car park too small	17
Benefit of specialist staff	16
Will benefit whole school	16
No provision in my area currently	14
Inadequate staff facilities	5
Access Control Important	3
Do not think it is needed	2

- 7.12 Of the parents or future parents of Stoneyhill Primary School that disagreed or strongly disagreed with the proposals, the majority of comments from this group were captured under 3 themes which were concern of disruption to the wider school, too much space lost from mainstream school, and the car park

is too small. See table 6 within [appendix 3](#) for a full breakdown of the themes and appendix 4 for all non-confidential comments. Some excerpts are noted below:

“Stoneyhill Primary School is far too limited in space both internally and externally to adapt to the proposed requirements and space provisions necessary.”

“Taking classrooms currently used as library, music room and nurture room will be detrimental to the children who access these daily.”

“The school itself isn't very big. Accomodating more staff and students isn't really feasible with the space that's there already. For example, the car park for the school is already tiny. Where would the additional staff park? Where would parents of children with mobility issues park to attend the school for meetings? Where would staff store wheelchairs? Where would new accessible toilets go? Finally, due to the open plan nature of Stoneyhill, I firmly believe that usage of the corridor would be detrimental to both ASN students and the current students, causing dysregulation and disruption. I know that it already causes issues for my child. In conclusion, while I understand the need for more ASN provision, I do not support Stoneyhill Primary School as a suitable location. Furthermore, I fail to understand why Craighall isn't suggested. It has more surrounding land to build onto and is currently half empty.”

“I agree fully that the provision is needed in the area but don't feel stoneyhill is the place to put it. The current school and pupils would lose alot of space and provisions that are essential to their education. It is a small school for this to happen with and feel another location with more space (indoor and outdoor) would be better suited. The surrounding area doesn't have the best parking for pick up/ drop off as it is. Having this at the school i presume would bring larger vehicles carrying specialised equipment etc which the area would struggle with.”

7.13 Parents and future parents of Stoneyhill could also see the clear benefits of the proposed provision. Some excerpts are noted below:

“This proposal if implemented would not only benefit the children placed in the setting but also have a positive impact on mainstream classes ensuring all children are learning in a suitable environment.”

“As a parent living in East Lothian, I am aware of the lack of provision for children with ASN and the increasing demand on existing supports [redacted

identifying remarks] I see first hand the value of specialist provisions including special schools and enhanced support bases. This can enable ASN children to access universal and targeted supports within their everyday environment and upskilling of the staff supporting these children. This creates sustainability within the workforce and greater consistency and outcomes for the children in these provisions. All children and young people should be able to access an appropriate learning environment within a reasonable distance of their home. An expectation for children to travel from Musselburgh to Dunbar for this support currently is unreasonable.”

“a new specialist ASN provision is so important to meet the basic needs of an education and by getting it right for every child. Mainstream is not a setting they will learn and thrive in so we need to expand, adapt and learn alternative learning styles to support our children.”

“At the end of the day it is simple supply and demand. If you have are at capacity in east Lothian for kids with special needs, then you need to improve the infrastructure and invest in this area to give these kids the best chance in life. It is that simple. Comments/concerns from constituents such as issues with parking, ‘paying to have a house next to a good school’ etc are superseded by the simple fact that there is a need for this investment. No consultation should be necessary - make the investment.”

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 Tuesday 17 March 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. They also noted there is a lack of provision in the local area and a new provision at Stoneyhill Primary School will provide children with opportunity to be educated in their local community.

- 8.5. It was noted that most stakeholders that met with the HM Inspector agreed that there is potential for Stoneyhill Primary School to provide a nurturing and supportive learning environment for children with additional support needs.
- 8.6. HM Inspectors highlight however the reservations of some parents and staff around loss of current space and facilities such as toilets and storage and disruption of noise of an open plan school.
- 8.7. The Education Service accepts HMIE's recommendations and will continue to work with the Head Teacher and her 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.

- 9.5. A reduction in mainstream space, in particular the sensory room which will be incorporated into the provision will have access planned for mainstream pupils who would benefit from access to it
- 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, 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 children through the changes, children will be kept informed and listened to.

10. Education Authority Response

- 10.1. 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 and survey responses.

- 10.2. Concerns about the suitability of Stoneyhill Primary School for ASN specialist provision:** Stoneyhill Primary School was selected for potential ASN specialist provision due to current available capacity and falling roll which is projected to continue to fall ([see section B, para. 38-42 of the proposal document](#)). The school also meets the suitability requirements with classrooms on the ground floor with access to outside space, a suitable door to locate an entrance and good accessibility. The new schools were designed before the significant increases we have experienced in demand for ASN specialist provision and was not designed into these projects at that time. Due to the extent of house building within the catchment of the new schools, they are projected to reach capacity in coming years and there is therefore no available space to create a provision within the new schools.
- 10.3. Management of ASN provision:** Children that are settled in a provision already will not be required to move to Stoneyhill ASN provision if it is closer to their home. Places are not determined on catchment and Education Resource Group (ERG) assess each referral individually on its own merit. A depute head teacher would be recruited to support the head teacher with the day to day running of the provision in line with the existing ASN provision staffing model. The ratio of support staff is also higher, in line with the levels of support needed in provision ([see section B para.15-16 and section D para. 10-14](#) of the proposal). There would be a dedicated entrance to the ASN provision and start / finish times can be flexible to work with the wider school. This will be determined and managed by the head teacher and depute head teacher once in post.
- 10.4. Perceived negative impact on mainstream pupils:** 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. The school which has been under capacity, has been utilising empty class bases for other things, however we have been working closely with the head teacher to plan the potential class organisation should the Council proceed with the proposal. Early plans have been made regarding the replacement of storage and better utilisation of general-purpose space with planned reconfiguration of rooms upstairs to make a larger space. Pupil toilets remaining accessible to the mainstream will meet the numbers required for the updated mainstream capacity as per the school premises regulations.

10.5. Car park is too small: The parking at Stoneyhill Primary School is limited and like many other schools and workplaces can be challenging. Initial sketch plans include provision of an enhanced drop off area to help manage the increase in drop off traffic. The Education Service 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 train station and bus routes.

10.6. Inadequate staff facilities: limited staff toilets available within the school was brought to our attention during the consultation, and this will be taken into consideration during the design process of the project if approved, in collaboration with the school leadership and wider staff.

10.7. Too much space lost from mainstream: The mainstream pupil roll at Stoneyhill is falling, with 8 classrooms required from 2026 onwards, projected to drop to 7 classrooms from 2028 ([see section B, para. 38-41 of proposal](#)). Stoneyhill Primary School consists of the original single storey, single stream, open plan designed school, built in 1996 and a two-storey extension that was added in 2006. Currently, the school has 11 classrooms as well as various general purpose spaces used for out of class teaching and learning. 3 classrooms and one general purpose room and some pupil toilets would be partitioned off from the rest of the school to form the ASN provision ([see section B, para. 42 of proposal](#)). Pupil toilets remaining in the mainstream side of the school will be an adequate number for the mainstream capacity in line with The School Premises (General Requirements and Standards) (Scotland) Regulations 1967. Further work planned on the first floor would repurpose two smaller rooms into a new general purpose room. This will mean the mainstream side of the school would have 8 classrooms and 2 general purpose rooms, as well as the multi-purpose hall, dining hall and various other open breakout spaces. Due to the falling roll of the school, surplus classrooms have previously been repurposed and used as general purpose spaces. Having dedicated general purpose rooms for certain activities such as play or music is not common across the learning estate, and most schools will utilise spaces flexibly for multiple purposes. This represents the most efficient use of a space and there would be sufficient space for the effective operation of the mainstream part of the school.

10.8. Perceived benefits: several positive themes emerged from the survey comments that align with the educational benefits outlined in the [Consultation Proposal Document](#), such as the addition of specialist staff to the team will provide opportunity for professional development of existing staff, through sharing of skills and ideas. 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. Alleged Omissions or Inaccuracies

11.1. 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

11.2. There were no inaccuracies or omissions within the Consultation Proposal Document either identified by the Council or raised by consultees during the consultation period

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

12.1. 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 10 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.

13. Conclusions

- 13.1. 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 Stoneyhill Primary School.
- 13.2. 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 10 of this report.
- 13.3. 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.
- 13.4. 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.
- 13.5. 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.
- 13.6. 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.

14. Recommendations

- 14.1. The recommendation of officers is that the Council should adopt the proposal to establish an ASN specialist provision at Stoneyhill Primary 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 **Stoneyhill ASN Consultation**

Tuesday 17th March 2026 @ 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.

Stephen Buggy (SB), Education Support Officer.

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

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

Louise Turnbull (LT) – HMIE Inspector.

18 Members of the public and Stoneyhill community:

(Consisting of parents and staff at Stoneyhill PS, East Lothian Council staff 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.

HMIE Involvement:

LT introduced herself to the group and explained that HMIE have a legally defined role in all public consultations when the opening of a new Additional Support Needs (ASN) Specialist Provision is being considered by Local Authority.

LT explained that once the consultation period ends, HMIE prepares an independent and impartial report evaluating the ELC proposal.

In forming their view, HMIE will review the council's proposal paper as well as taking into consideration all of the consultation materials and written representations made during the consultation period.

Specialist Education Provision in East Lothian:

JB explained that the consultation is to discuss the opening of new specialist provision at Stoneyhill PS. 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 Stoneyhill PS:

KR presented initial plans and drawings of the proposed location of the new specialist provision within Stoneyhill PS 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 Stoneyhill PS, 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.

Questions that arose during the meeting:

1. Why has there been such an increase in the numbers of children young people requiring specialist provision in ELC?

JB explained that there are multiple factors for the increased need for specialist provisions, such as:

- New houses being built, with ELC being the 2nd fastest growing local authority in Scotland.

- Across all local authorities there is a broader definition of ASN. ASN can arise from wider range of factors including, but not limited to, learning environment, family circumstances, health, disability, social and emotional factors, even short-term life events like bereavement or stress.
- Scottish Government data shows that rising ASN numbers are partly driven by improved awareness and identification of needs.

JB also commented that other societal and health-related factors are part of the reason for the rise in numbers, such as:

- Increasing prevalence of autism, ADHD, mental health needs, and other neurodevelopmental conditions.
- Poverty and associated stress impacting behaviour, attendance, and emotional wellbeing.
- Post-Covid impacts, including increased anxiety, trauma, and disrupted development, which amplify support needs.

2. Does the increased number of referrals (cited by JB in presentation) also include parental placing requests.

Yes. JB explained that the number of referrals cited earlier to ELC's placement panel (Education Resource Group) include both submissions by schools and parental placing requests.

3. If the specialist provision was to go ahead, would there be opportunities for inclusion between the provision and the mainstream school?

Yes. JB explained that there would be opportunities for Inclusion between the provision and the mainstream school. JB explained that once any new specialist provision is created within a school in ELC, the provision operates as part of the school led and managed by the Head Teacher (HT) of the school.

JB commented that, as is the case with our current specialist provisions, that should there be a specialist provision in Stoneyhill PS, there will be many opportunities for inclusion, sharing of resources and facilities between the provision and the mainstream school. There will also be the opportunity for staff to work together and benefit from the skills and experience found in both a specialist provision and mainstream school.

4. What management support would the specialist provision and the HT receive?

JB explained that all ELC specialist provisions have a Depute Head Teacher (DHT) and Principal Teacher (PT) in post. JB emphasised the importance of this structure to ensure that both the provision and the mainstream continue to have sufficient leadership capacity in place to support the whole school.

5. Why has Stoneyhill PS been chosen for a specialist provision?

JB explained that 2 main factors are a) the need to create specialist provision within the Musselburgh catchment as part of ELC's long term vision and b) long-term school roll projections have identified that there is physical space (classrooms and additional facilities) within Stoneyhill PS to make this proposal feasible.

6. There have been new schools (Craighall PS, Blindwells PS and Whitecraigs PS) built recently in ELC, why can these not be considered and used?

NMcD explained that space for specialist provisions was not included in the design and planning of these schools.

NMcD explained that all 3 of these new schools are projected to reach capacity in the coming years which means there is no long-term capacity to use existing spaces for a specialist provision.

7. Can the current existing capacity at these 3 new schools be used for a specialist provision now and when more classes are needed in the coming years, ELC build extensions to these new schools?

NMcD explained that the solutions to increase capacity for specialist provisions need to be found within the existing school building estate.

8. Has consideration been given to capture the views of those children and young people with communication needs?

It was explained that Stoneyhill PS asked for children to volunteer to attend pupil-specific consultation sessions with ELC staff to gather their views. The public survey is also available and allows parents to submit views on behalf of their child(ren).

9. What happens if following the consultation, ELC do not decide to open a new specialist provision at Stoneyhill PS?

If decision made is not to proceed with specialist provision at Stoneyhill PS, ELC staff will continue to consider schools in other areas of East Lothian, as appropriate, to potentially open a specialist provision. Not to go ahead with the specialist provision at Stoneyhill PS will mean that the Musselburgh area will continue to not have a specialist provision to support those primary aged children and young people with severe, complex and enduring ASN.

10. If provision at Stoneyhill PS is created, will parents from Musselburgh area with children placed in other specialist provisions in ELC be expected to move?

No. JB explained that no families will be expected or made to move from their existing provision / school. However, there would be scope to consider requests from families who do wish to move their child to a specialist provision that is newly created closer to their community and home.

11. Would pupils within the Stoneyhill PS catchment area be given priority for places within the Stoneyhill PS specialist provision?

No. JB explained that all places across all specialist provisions in East Lothian are allocated via the ERG panel. This panel considers and assesses the merits of each referral and the decisions to offer places based on the needs of each child and young person. Whilst the panel look to place children and young person as close to their local community as possible, there is not catchment process for specialist provision places.

12. Would Stoneyhill PS be affected and possible lose out financially if more support needs to be given to the specialist provision?

No. JB explained that there is very clear guidance and processes in place to ensure that the appropriate funding and resources are available separately to the mainstream school and to the specialist provision.

13. Where would all the current classes be located in the school if a specialist provision is added?

KR provided general overview about the proposed location of the specialist provision within the school.

It was explained that until the consultation is completed and a decision made, it is not possible to provide detailed drawings and plans about the new layout. However, the HT explained and provided reassurances, that based on roll projections, there are enough classrooms and spaces to make it work.

14. How would the entrances / exits to the school be affected by a new provision?

It was explained that the specialist provision would have its own designated entrance/exit.

Again, it was explained that until the consultation is completed and a decision made, it is not possible to provide detailed drawings and plans about the new layout. However, the HT explained that following initial discussions regarding likely changes to the flow and

movement within the school, the HT is confident that there is a positive solution for the school to make it work.

15. Would the times in the specialist provision be the same as the mainstream school?

Not necessarily. JB explained that due to the local context the HT and the DHT of the specialist provision would be able to set different start / finish times if this was felt to be in the best interest of all.

16. Would the level of supports e.g. support for learning, be reduced in Stoneyhill PS to meet the needs of the specialist provision?

No. JB explained that the funding process to support the mainstream school is different to the process for the specialist provisions. JB explained that there is clear governance and clarity for HTs around both processes.

17. How will the current facilities and storage areas be affected by a new provision?

The HT explained that although it is not possible to see final plans at this stage, she is confident that all of the school's requirements for classrooms, additional spaces and storage can be relocated and other areas of the school re-purposed to ensure the school does not lose out.

18. Has consideration been given to the increased requirements for storage (e.g. pupil's specialist health equipment) and facilities (e.g. adapted toilets) needed for a specialist provision?

Yes, it was explained that these requirements have been made very clear in initial discussions with the design and planning team.

19. Will there be enough toilets across the whole school for children and adults?

Yes. KR explained that there is clear statutory legislation regarding the toilet provision in all school buildings for children and adults. This includes accessible toilets. Any design and subsequent change to the Stoneyhill PS building would need to adhere to this.

20. Can additional car parking be created?

It was acknowledged that parking, like in many schools and workplaces, can be a challenge. It was explained that all possible solutions will be listened to and considered throughout the process should it be agreed to go ahead with the specialist provision.

21. Has there been consideration given to the impact on the drop-off area at front of school?

Yes. KR highlighted that initial sketches show the need to make changes and adaptations to the front of the school to accommodate an enhanced drop-off area. The final design and look of this will not be known until a decision is taken, following the consultation process, to go ahead with the creation of specialist provision.

22. Will the provision for the breakfast club and after school club be affected?

No. It is not foreseen that the creation of a specialist provision within Stoneyhill PS will have any impact on these clubs.

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

Stoneyhill Primary School ASN Consultation

Pupil Voice Group

Monday 16th March 2026 @ Stoneyhill PS

In attendance:

East Lothian Council representatives:

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

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

P1-3 Pupil Voice Group: 5 pupils attended / P4-7 Pupil Voice Group: 6 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 Stoneyhill PS.
- 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 Stoneyhill PS. 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 who are assessed to have severe, complex and long-term needs.

Proposed Specialist Provision for Stoneyhill PS:

LA presented initial plans and drawings of the proposed location of the new specialist provision within Stoneyhill PS 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 Stoneyhill PS, 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. Will it affect anything in the school?

We do not expect the new provision to change anything for the school or anything that is currently provided stopping.

The provision will have its own teaching and support staff separate from the school. Pupils in the provision may join classes and activities in the school and sometimes pupils in the school mainstream classes may join lessons or activities in the provision. This will only happen if it is what the pupils want, and the staff think this would be a good idea for everyone.

2. Will it affect the After School Club or the Breakfast Club?

No. We do not expect there will be any change for the Breakfast Club or After School Club.

3. What will happen to the classes in that space just now?

The classes currently using the space identified for the provision will move to another part of the school. One of the reasons, Stoneyhill PS 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.

4. When will the specialist provision open?

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

5. Will the pupils in the provision be able to join our classes or use our playgrounds?

Yes, this will be possible. Staff will think about 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.

6. 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 playground, some breakout spaces etc.

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.

It would make school a better place and more enjoyable for more pupils.

Some pupils were unsure and thought it would make the school very busy, especially the corridors.

Some pupils commented that it is difficult to know how it would look, and it would take time to get used to it.

Most pupils said they were excited and happy about a provision being at Stoneyhill, 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
Other	171	39%
Parent / Carer of pupil(s) at another school	152	34%
Parent / Carer of Stoneyhill Primary School pupil(s)	72	16%
Parent / Carer of future Stoneyhill Primary School pupil(s)	24	5%
Member of staff at Stoneyhill Primary School	8	2%
Pupil at Stoneyhill Primary School	6	1%
Trade Union Member	6	1%
Member of Community Council	5	1%
Grand Total	444	

Table 2 - Other Stakeholder	Responses
Local Resident	96
Parent of Child with ASN	9
Relative	8
Grandparent	7
Teacher	6
Member of the public	5
Staff member of another school	3
Resident of East Lothian	3
Former Staff at School	2
East Lothian Council Staff	2
Parent of Child at Other School	2
Parent of former Stoneyhill pupils	1
ASN Charity	1
Charity from other area	1
Community Dance Teacher	1
Friend of a parent	1
Local Foster Carer	1
Supporting local residents	1
Parent of Future Stoneyhill Pupil	1
Friend of Resident	1
Third Sector Organisation	1
Grand Total	153

Table 3 - Child stage of Education (note: selection of more than 1 category was possible)	
Not yet in Education	16
Pre-School Education (age 3-5)	56
P1 - P3	118
P4 - P7	68
S1 - S6	33
No longer in school Education	8

Table 4 - Currently Living in Catchment	Responses	% of total
Other	208	47%
Stoneyhill Primary School	130	29%
Campie Primary School	35	8%
Musselburgh Burgh Primary School	25	6%
Don't know	20	5%
Craighall Primary School	12	3%
Whitecraig Primary School	10	2%
Loretto RC Primary School	4	1%

Table 5 - Question: To what extent do you agree or disagree with the proposal to establish a new specialist ASN provision at Stoneyhill Primary School

Stakeholder	Agree	Strongly agree	No opinion	Disagree	Strongly disagree
Member of Community Council		4			1
Member of staff at Stoneyhill Primary School	2	4		1	1
Other	12	154		2	3
Parent / Carer of future Stoneyhill Primary School pupil(s)	3	17		1	3
Parent / Carer of pupil(s) at another school	5	144	2		1
Parent / Carer of Stoneyhill Primary School pupil(s)	7	24	1	13	27
Pupil at Stoneyhill Primary School	3	1		2	
Trade Union Member		6			
Grand Total	32	354	3	19	36

Table 6 - Qualitative Comments from Parents and future Parents who disagree or strongly disagree with the proposal	Response
Concern of disruption to wider school	25
Too much space lost from mainstream	25
Car park too small	13
Inadequate staff facilities	2
Benefit of ASN provision places more locally	1
Benefit of inclusion / meeting individual needs	1
Do not think its needed	1

Appendix 4 – Respondent Comments

Answered yes to "Are you happy for your response to be publicly available at the end of this consultation?"
Qualitative comments to question: To what extent do you agree or disagree with the proposal to establish a new Specialist ASN Provision at Stoneyhill Primary School?
A safe space where pupils can attend enter and exit, talk to regular staff about feelings and emotions and have a place wear hopefully they feel comfortable and secure.
This is great news for the Musselburgh area as there is no specialist provision nearby.
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
Having additional specialist ASN provisions in EL is essential to ensure that children and young people with severe and complex needs have more opportunity to access an educational establishment that has the specialist staff and resources to best meet their needs.
I would first like to emphasise that I fully support the need for high-quality provision for children with Additional Support Needs (ASN). However, I have serious concerns about whether Stoneyhill Primary School is an appropriate location for such a provision given the current limitations of the building and facilities. It is important that any decision fully considers the impact on the wellbeing, safety, and learning environment of all pupils and staff. One key concern relates to the adequacy of facilities. The proposal would result in the loss of toilets and handwashing spaces currently used by existing pupils. Local authorities have a duty to ensure that school buildings provide appropriate facilities for the number of pupils using them. Reducing these facilities risks leaving existing pupils without sufficient access to basic hygiene and sanitation, which raises concerns in relation to health, wellbeing, and safeguarding. The proposal would also reduce playground space. Outdoor areas are essential for pupils' physical health, social development, and emotional wellbeing. A reduction in available playground space would negatively impact pupils' opportunities for play and exercise during break and lunchtime. Consideration must be given to whether the school grounds will remain adequate for the total number of pupils using them. Another significant issue is the potential loss of breakout spaces within the school. These areas are currently crucial for supporting behaviour management and for maintaining our nurturing school ethos. They allow staff to support pupils who need time, space, or additional support to regulate and re-engage with learning. Removing these spaces would make it significantly more difficult for staff to support pupils effectively and maintain a positive learning environment. There are also serious practical concerns regarding staff facilities and infrastructure. The introduction of an ASN base would bring a substantial increase in staff numbers. However, the school currently has only two staff toilets and no designated male staff toilets. Male staff currently rely on the accessible toilet, which would likely be required for the ASN provision. Local authorities have responsibilities to ensure that workplaces provide adequate facilities for staff, and the current infrastructure does not appear sufficient to accommodate a significant increase in staffing.

Parking is another issue that requires consideration. The staff car park is already at full capacity. An increase in staff numbers without additional parking provision will create further practical difficulties and could also raise potential safety concerns around congestion and parking in surrounding areas. More broadly, Stoneyhill Primary School was not designed or built to accommodate such a specialised and significant additional provision. When planning ASN bases, it is important that the building and environment are suitable for the needs of the children who will attend, including access to appropriate spaces, facilities, and safe movement around the building. Finally, it is important to question why ASN provision was not incorporated into the two new schools that have been built in the local area in recent years. Purpose-built schools provide an opportunity to design spaces that properly meet the needs of pupils requiring additional support. Locating such provision in buildings that were not designed for it risks creating difficulties for both the pupils attending the base and the wider school community. For these reasons, I believe careful consideration must be given to whether Stoneyhill Primary School is an appropriate site for this provision. While the need for high-quality ASN provision is clear and important, it must be implemented in a way that ensures the wellbeing, safety, and learning environment of all pupils and staff are not compromised.
I am much in support of the proposal and the use of the school to create an ASN provision. I think it is wonderful to include this within Stoneyhill and for all children to be able to access education within their local community. However, I do feel there are things which need to be considered in order to make it a success. The playground needs to be safe and suitable for all users. Parking facilities for staff need increased as the number of staff will be considerably larger. Storage within the current mainstream school needs to be improved to ensure it can be housed and organised appropriately. Adjustment of current general purpose spaces to ensure children are still able to access music, library, nurture within the mainstream area. The current staff room and toilets are not adequate for a much larger staff number. Ensuring the cloakroom areas and pupil toilets are accessible especially for the infant children.
Son currently attends the cove. He went to Stoneyhill nursery and he loved it there. I would love if he could attend the specialist provision at Stoneyhill! The cove is great but it is far and Stoneyhill is familiar and close to home. It would make [name redacted] day much more pleasant.
My son is currently being diagnosed for non verbal autism and as a mother there is worry for where my son will go to school and what support there is for him and there will be other parents/carers out there with the same worry and I think it is amazing that the council have decided on having more ASN places for children to go and get the best support and it is more local as well.

I agree with creating more specialist ASN provisions in East Lothian.
I do not believe that Stoneyhill has the space nor capacity within the existing building, playground and car park to accommodate this size of ASN provision, without negatively effecting the current pupils and staff. The word “adaptations” is used but no detail on whether the building will be extended out (made bigger) and when the building works will take place. I think the plans around this provision have not been transparent enough to truly understand the changes and until this is made more clear I am not in support.

Our ASN kids are struggling in mainstream, government try to push for these kids to be in mainstream schools when they can’t cope in mainstream: more places need to be made to accommodate our children. I think it’s unbelievable that we even have to fight for these schools/get a place at these schools.

I feel that the school is too small and Intimate to be able to house this new proposal without it having a negative impact on the children currently attending.
While I appreciate there is a need for more ASN support I strongly believe Stoneyhill Primary school is not the right place for it. I really struggle to see where the school could allocate 4 rooms as well as a dedicated entrance and garden area - it’s a small school already so in order to accommodate this is would be removing facilities away from the rest of the pupils

“ The aim is to make sure every child and young person can learn in the way that suits them best.”

Disingenuous - airdropping an ANS function and inevitably challenging pupils into the middle of a small primary school in no way helps the existing pupils learn in an environment that suits them.

The school has already had experience of disruptive and violent ANS pupils in the estate for whom their exit was met with a sigh of relief from pupils who dreaded their presence.

This proposal is ludicrous, blinkered and will disrupt pupils significantly.

We’ve already heard from school leadership about budget constraints and funding the school doesn’t qualify for due to its location- this feels like a further strain and a punishment.

Also, cordoning off a section of the school grounds for this scheme? Again...how is this anything other than disruptive and punitive to the existing pupils.

Severe lack of services available for kids with asn across the county. These specialist facilities help kids with asn so much and to say no to something like this is ignorant and pritty naive.

There are not enough spaces for children with ASN and it isn’t fair to them or mainstream classes/teachers, every child deserves the right to be taught in an environment that suits them and times are changing and more children are getting the diagnosis they need, yes some children can manage in mainstream but others like my son cannot and they deserve the right to an education that can meet their needs

I strongly agree with the proposal to establish a new Specialist ASN Provision at Stoneyhill Primary School.

There is a clear and growing need for additional support for children with additional support needs, and this provision would ensure that pupils receive the tailored, consistent support they require to thrive both academically and emotionally. A

specialist provision would allow for more individualised approaches, appropriate staffing, and a learning environment better suited to meeting a wide range of needs. From experience within the classroom, it is evident that early, targeted intervention can make a significant difference to a child's confidence, behaviour, and overall progress. This proposal would not only benefit the children directly involved, but also support mainstream classrooms by ensuring all pupils can learn in an environment that meets their needs.

Failing to move forward with this would be a missed opportunity to provide inclusive, equitable education. Without such provision, many children risk not reaching their full potential due to a lack of appropriate support, which could have long-term impacts on their development and wellbeing.

This is a positive and necessary step forward, and one that will benefit pupils, staff, and the wider school community.

There is a serious lack of these provisions for children with asn across East Lothian and it is heartbreaking for the children and families involved. Anyone that would propose against this is clearly not thinking about others or the right for all children to receive an education.

There are not enough provisions for our children. My sons 6 non verbal and has autism, luckily he has a space in a provision but many children don't. Without my son having this he would have to be home schooled and miss out on education. He couldn't cope in mainstream and really struggled in mainstream nursery. Every child deserves the right to the right education.

I strongly agree with the proposal to establish a new specialist provision at Stoneyhill primary.

East Lothian has very limited spaces for children with specialist provision needs and more places are needed as there has been a clear and growing need for quite some time.

Children are being forced into a setting which is unsuitable for their needs which in turn is detrimental to both their emotional and academic welfare.

This proposal if implemented would not only benefit the children placed in the setting but also have a positive impact on mainstream classes ensuring all children are learning in a suitable environment.

This would be a positive and necessary step forward for East Lothian and would benefit both pupils and staff members.

As a parent living in East Lothian, I am aware of the lack of provision for children with ASN and the increasing demand on existing supports. [redacted identifying remarks], I see first hand the value of specialist provisions including special schools and enhanced support bases. This can enable ASN children to access universal and targeted supports within their everyday environment and upskilling of the staff supporting these children. This creates sustainability within the workforce and greater consistency and outcomes for the children in these provisions. All children and young people should be able to access an appropriate learning environment within a

reasonable distance of their home. An expectation for children to travel from Musselburgh to Dunbar for this support currently is unreasonable.
To help people in that area with children with autism and other conditions.
As a parent to an amazing little boy who is autistic and non-verbal, I want nothing more than to see him safe, supported, and thriving in education. He has the same right as any other child to have his needs understood and met, and to be given every opportunity to succeed. Families like mine already face significant challenges navigating the system. These provisions are a step toward reducing those barriers, not adding to them, and ensuring that children with additional support needs are given the consistent, compassionate, and effective support they deserve.
Mainstream education is not an option for most ASN children. The majority of ASN kids that are in mainstream are on a reduced timetable to avoid being suspended/excluded. Why should they have to miss out? Staff don't know how to cope and find that ASN children are a distraction to other children. These children are being failed by the system so a new specialist ASN provision is so important to meet the basic needs of an education and by getting it right for every child. Mainstream is not a setting they will learn and thrive in so we need to expand, adapt and learn alternative learning styles to support our children. My son is 3 and I am absolutely terrified for when the time comes for him to start school. I'm already looking into home schooling as I feel that's the path we will be heading the way the situation is at the moment. Why is everything such a fight for ASN parents?
Strongly agree as there is a need for in ASN as there is an increase in children that require extra support .
In an ideal world, every single state school should have adequate facilities to cater for every child's needs. It is unfortunate that this is not the case and many children who attend specialist provisions have to travel well outwith their local communities to get fundamental education. A consequence of this is that these children will grow up as aliens within their local communities. They will be at a severe disadvantage to develop communities ties as their peers making it much more difficult for them to integrate into community life. The additional provisions will go some way to rectifying this by offering more locally available education, however, the council must go even further and start bringing every catchment school to a standard where no child should be excluded due to their disability.
Any help that kids (who require help for a physical/mental health condition should be given it, in a safe environment, such as a local school / community centre.
All children have the right to an education that suits their individual needs. Expecting a child with ASN to thrive in an environment that does not meet those needs is unrealistic. For example, we would not expect any child to sit in pouring rain trying to complete an essay, as it would leave them uncomfortable, distracted, and unable to focus. In the same way, placing a child in a learning environment that feels overwhelming or unsuitable can create similar barriers to learning.

Our son used to attend Stoneyhill Nursery where he was given phenomenal support. They identified early on that more support was required that the school could not support as he had a number of additional support needs. Our son now travels to Dunbar which takes over an hour there and back. 2 hours travel per day! This is not an easy journey for a child with severe leaving disabilities. Dunbar however, is a great school. As his loving father I attended tonight's meeting that explained some of the adjustments that would be made to Stoneyhill Primary school to intake 4 classrooms for children with additional support needs. The school is currently underutilised and to hear that such a positive change is being considered is fantastic for all parents across East Lothian and Musselburgh. As one of the original Stoneyhill students joining in P2 when it opened I remember the school fondly. Looking at the plans tonight shows real consideration to making the ASN part of the school seperate but also inclusive to the mainstream school. I had concerns about Stoneyhills open plan setup but the changes have really taken this into consideration making seperate classrooms and joining gardens. Adjustments have even been considered to the car park for the small number of mini buses that may be required to enter the carpark. Stoneyhill has always been a fantastic school recently ranking 400 / 400 for its school score and high in national place. To think that it may now take its first steps into the future supporting the continually growing number of children with additional support needs in East Lothian is heart warming and progressive. Mainstream children will also benefit from this integration with them understanding more about disabilities and what it means to be truly inclusive. I fully support the plans and hope one day I may even be able to walk my son to school. Something I have never been able to do. Car parking concerns are reasonable but I cannot think of any school that has a perfect car park setup. Stoneyhill is one of the few that has a roundabout that would support drop offs. Hopefully more children will get the support they truly need and deserve and that the vote is successful. Even if my son is not able to attend I would be proud to know I supported a positive change in an area I have lived my life whole life.

I have worked in nursery provision in East and Midlothian and Social Work in Edinburgh, this provision should never have been taken away anywhere!

All children have the right to education, what ever their needs are.

I think this is a really good idea and something that's been needed in East Lothian for a long time. There just hasn't been enough ASN provision or support, and a lot of families have been left struggling to get the right help for their children. Having a specialist provision at Stoneyhill Primary School feels like a really positive step forward. It should make a big difference for children with more complex needs and help them get the support they actually need in the right environment. At the end of the day, children's needs should come before anything else, and it's important they're given the best chance to thrive.

I strong agree that there needs to be more provisions to support young children within East Lothian council. Not only to protect the children so parents know they're safe and looked after by caring nurturing people but to also ensure that everyone is supported by GIRFEC.

I also believe that where possible there sound be a space for pre-schooler children in the future as GIRFEC isn't always sustainable when trying to meet the needs of children needed extra support with no additional resources or funding.

As a parent of children with additional support needs, and a person who works with children with ASN, the need for additional provision, support, training and funding is obvious.

I have a slight concern that creation of these additional spaces could take funding away from other areas of ASN education, and feel strongly that this shouldn't be the case.

Saying this, I still believe that additional provisions are important. There are countless children at risk without the correct support, and if this can give them the best opportunities for education and inclusion, then the plans should go ahead.

There are currently not enough provisions within East Lothian for kids with additional support needs. Too often kids are forced into mainstream and then pushed out of school when mainstream inevitably does not work for the child. Every child should be able to access an education.

I strongly agree with this proposal to go ahead as children with ASN need somewhere safe to go. An environment that suits their needs because currently the system is not getting it right for every child and failing these children. There should be more settings in East Lothian that will help support children and give them the opportunity to thrive. Currently children in East Lothian are being failed massively (my nephew is one of these). The getting it right for every child document is there but unfortunately without these provisions they aren't getting it right for every child.

Children with additional support needs greatly require the care and attention they deserve and require this in order to thrive. They deserve the same opportunities that other children at mainstream schools do, but they do require more support and I therefore welcome the proposal to extend this.

Simply put GIRFEC- Getting it right for every child.

There needs to be more schools with asn units locally my daughter attends the brae at rosehill high in wallyford and we live at [redacted] which is just about an extra 2 hours travelling on top of her 6 hours school time

Specialist provision is lacking in east lothian. Many children are not getting the support they need. Those who have places have a long journey to access the provision which means a longer day early pick up etc.
Having provision at stoneyhill means all children can access education at their level of need in the area they live.

It is the local authorities responsibility to meet the needs of children within the area and ensure appropriate provisions are in place to ensure a quality learning experience.

There are many children that need this support desperately and cannot access the provisions. It would help these children so much to have the support they need to thrive

I think more schools need the provision for ASN kids. It would be a great opportunity to have another school to help the ASN community.

There is an increasing need for specialist provision to ensure girfec guidance is met both to support those with ASN and also to help others in their current classes whose learning is disrupted as staff are trying to meet the needs of all children without the

appropriate support they require leading to disruption and poor support for those who need it.
ASN provision is at capacity within East Lothian. There needs to be more ASN provisions to allow these children an education, they deserve the same as every other child.
Kids living locally should be entitled to be educated locally and not have to travel up to an hour away to meet their educational needs. The travel cannot be beneficial to children or parents/carers.
At the end of the day it is simple supply and demand. If you have are at capacity in east Lothian for kids with special needs, then you need to improve the infrastructure and invest in this area to give these kids the best chance in life. It is that simple. Comments/concerns from constituents such as issues with parking, 'paying to have a house next to a good school' etc are superseded by the simple fact that there is a need for this investment. No consultation should be necessary - make the investment.
My child would have wasted his P1-7 if we were not in an asn provision. I drive every day to Tranent, council don't supply us with transport. My child goes to school based off what I'm prepared to do to get him the education he deserves. Which in reality comes from my pocket not the people who are meant to be there to support him. The council need to set up more provisions so other parents are not abused by the their corrupt systems.
I agree with the proposal as we need to do what is best for the children with support needs so others can learn too.
Children living locally should be educated locally and not have to travel to different towns to meet their educational needs. This must put extra strain/stress on children, parents and carers.
A specialist ASN provision is required not just at Stoneyhill but in and surrounding areas in Musselburgh. The demand is certainly there.
Having worked in childcare there is a great need for this specialist provision within East Lothian and also much more ASN support is greatly needed within all schools
Every school should have this to allow children with additional needs in East Lothian to have the same opportunities as any other child who attends schools in these areas
The lack of provision in our area is shocking
We are a small school but we have a lot of children who need additional support. It's of my children need it so I strongly recommend more support for them.

I strongly agree with the need to increase specialist ASN provision within East Lothian, as demand has clearly outpaced current capacity. As a parent of a child with additional support needs, I have seen first-hand how important it is for children to have access to environments that are appropriately resourced, predictable, and tailored to their individual needs.

However, I would emphasise that increasing the number of spaces alone is not sufficient. The success of any new provision will depend on the quality of support, staff training, and the suitability of the environment for children with complex communication, sensory, and regulation needs.

It is essential that:

- staffing levels are adequate and staff are appropriately trained in neurodevelopmental profiles (including autism, communication differences, and sensory processing)
- the environment is designed to reduce overwhelm and support regulation
- there is strong collaboration with families and professionals to ensure individual needs are understood and met

In my experience, children with complex needs can struggle significantly in environments that are not properly adapted, even where support is intended. Therefore, careful planning and ongoing review of this provision will be crucial to ensure it truly meets the needs of the children it is designed to support.

I welcome this proposal and hope it leads to meaningful, well-resourced support for children and families across the area.

This would be amazing for parents with asn children as it gives them a sense of normality being able to take their children to and from school. Also takes some pressure off if another child was attending the other section of school. Unfortunately their isn't enough for children with asn and parents.

I believe that all children should have the right learn in an environment that suits their needs, as I feel there is not enough provision to meet these requirements in East Lothian

The need for additional support is necessary, but losing a substantial portion of the smallest school in the area is a terrible idea. With a brand new school just built at Craighall, why wasn't this identified as a need and built on to the school here, as was done at Rosehill (Wallyford) High School.

Much needed provision, though i would hope it would be carefully planned. Stoneyhill's open plan nature would have to be considered esp the impact on the existing pupils & staff. Lots of positive opportunities though!

We need to ensure there is enough provision for the children with ASN in the area

There is a distinct lack of specialist ASN provision in East Lothian, and mainstreaming children with significant specialist needs causes more problems for everyone; teachers, other pupils, other parents, etc.

There are a number of pupils at Campie that would benefit massively from this, and I'm sure there are others in the other Musselburgh schools, and surrounding areas.

Asking them to commute all the way to Dunbar in some cases is ridiculous.

We want to be proud of what our schools and local community can provide for all families, not just the lucky ones that haven't experienced a fraction of families with children requiring ASN provision. No child left behind.

Absolutely needed for children to have equal start of education in an environment where is suited.

It is absolutely fundamental that capacity increases for ASN children in this county. I have been so impressed with the teachers and learning assistants in our child's lives, but the mainstream presumption does not work for some children despite good intentions. It is simply not well enough resourced in mainstream, with appropriate break outs spaces and LA numbers. I would go as far as to say that it is damaging. The presence of children whose needs are not being met in the mainstream system sets everyone up for failure, and it forces teachers and LAs to live with failure. It is not fair. Also, it creates an atmosphere of loneliness for ASN families, who often feel like outsiders. We often have to battle resentment from parents who see our children as a drain on resources, while we see them struggling in a system that is just not for them.

Mainstreaming in future: every school needs staffed ASN space for this to work

Special schools in future: the needs and desires of families need to be taken into account much more. Finally, special provision needs to be more ambitious in its approach to ASN learning. These children should not be treated as being on a path to low achievement.

This provision: any new provision is positive. While resourcing is high for special provision, it may change the staffing dynamic from 1:1 to 1:4 for some children, who need far more support in mainstream than they would in special provision. This should be considered

Finally: a changed approach that created options for ASN (particularly ASD) kids to continue in a free flow environment akin to nursery for 2 more years (P1-2) would make a lot of sense. Hubs that allowed for more self-directed learning through play would give these children the space and autonomy they need to regulate themselves, rather than transitioning them straight into a learning dynamic that is never going to suit them.

Stoneyhill is a small school and should not be used for children with severe additional needs. There is a brand new school that is minutes away from Stoneyhill. It has a lot more space around it and would be a much better and bigger facility rather than Stoneyhill lose space for the children who are already in Stoneyhill and who will start. The space we have in Stoneyhill is limited as it is. My children have been in composite classes to meet the demands of pupil numbers. The children at Stoneyhill who have additional needs should be a priority and not lose their space for a facility that really needs proper space for meeting the needs of this proposal. The impact on the pupils would be negative impact their education and needs. There are other schools ie craighall who could have a centre added and without disruption to the

houses surrounding it unlike Stoneyhill which is right in the middle of the houses. Not only will it cause the house owners so much disruption for renovations to the school but also make it unsafe for the pupils walking to and from school.
I believe this area would benefit from using the extra space to support current and future ASN students. It would help with the struggle and length of time that the students who need to commute to specialist facilities and provide the necessary support within the community. Community is about caring for everyone and should reflect that within schools.
This journey for yp is hard enough and families need support
Children have to travel far and wide to make the schools available. A few more options round about can only help Surely. Less stress for Children and parents to have something closer to home. It's not fair the ASN Children should travel so far ,it's only good that we make more options available in more schools.
My autistic son was afforded no assistance at this school. The staff were not interested in learning what they could do to support him, I understand they had their hands full with 30 pupils per class however this would have helped my son. A specialised unit is very welcome.
Just to add my child is at Wallyford Primary and this wasn't an option to choose on the list?
There is a desperate need for a specialist provision in Musselburgh, we are a large town and children are having to go far to access education.
More ASN provisions are essential, children are being let down because there are not enough provisions locally. Sending a child 40 mins in a taxi there and 40 mins back is not good enough. We should have there provisions in every singe school and high school in East Lothian. Every child should have the could to attend there local school that SHOULD have a provision. My grandson goes to Tranent school but lives in port seton. Which is great he has a space but he has no friends in his local village because port seton mainstream school could not cater for his needs. It's 2026 it's about time every school enrolled this.
Having more specialised provisions can only support this growing community, which in turn helps all children to thrive.
I strong agree this is something that should be getting opened up amongst most schools if not all stoneyhill being one of them being suggested it's about inclusion for ALL children this will make life easier for parents of ASN children around the local area some parents have children been given a place in the Dunbar school which although amazing is too far incase of any emergencies children with ASN needs should have the same opportunities to schools just as a neurotypical child would closer to home giving parents the peace of mind knowing there child was given a fair place in there catchment area/area closest to them. This goes without saying, open up these schools to our children who deserve the same opportunities as any other child.
Some children are having to travel as far as Dunbar for a suitable education. Many ASN children find travelling extremely stressful. Every child has the right to available schools nearby.

As a parent and a childcare provider I strongly agree with this, there needs to be more provision in East Lothian. As a local authority we are massively behind other council areas with this, I personally know people who haven't moved to the area because of the lack of ASN provisions.
The need for ASN provision has increased and these children deserve the right to an education that meets their needs.
The need of asn units is absolutely essential for the benefit of both asn and mainstream schools, teachers and children will benefit massively with more specialised settings.
I think an established school with the additional support required to mange an ASN facility would be beneficial for Musselburgh. Whether it should be at Stoneyhill is debatable. Does it have the capacity.
Schools are letting our kids down head teacher that was a a school left after a year and when we finally get to meet her her words was I am sorry that the school let your grandson down she was not made aware of his complex needs apology given as my grandson needs were just mentioned to her prior to the meeting this head teacher was not aware of his complex needs deputy head was aware of everything also teacher and nothing was done after four years of tears x
Why should children in the Musselburgh cluster travel 30 minutes each day there and back to access school? Or be told theres 7 spaces but 35 children applying?? ASN learners and families need access to a provision without travel or stress and worrying their child has to mange survive in mainstream.
Currently a parent to a child struggling in main stream primary with no specialist provison and left behind his peers with a failing attendance level
The closest special ed school we have in the Musselburgh area is in Dalkeith which is part of Midlothian. For the East Lothian area it's through in Tranent, Musselburgh would be a far more inclusive area if we had something closer to home especially with all the builds cropping up.
Children with ASN deserve to have a place that is suitable to meet their needs. There definitely needs to be more places available to support them in a way they are entitled to!
It is essential for any neurodivergent child to be supported
It blows my mind that anyone would think otherwise.
If there is enough kids in this area with ASN then they are entitled to be supported in there catchment area, these kids are entitled to be part of there community and given all the help needed within that community
These proposed changes at Stoneyhill would create much-needed spaces for children with additional support needs something families like mine have struggled to access locally. Right now, children face long daily journeys just to get an education that meets their needs and are placed outside their comfort zones to access this.
This plan isn't about overcrowding the school, it's about using existing space to support a small number of children who deserve the same opportunities as everyone else. For many of them, school is the most important and fulfilling part of their lives.
I understand concerns have been raised, but this is a chance to do something meaningful for children who often don't have a voice. I'm simply asking you to

consider them and support the plans to move forward. I think those who do have concerns either don't have a SEN child or are selfishly not wanting children who are surrounding theirs which shouldn't be the reason to stop this fantastic opportunity.
There is a growing number of children desperately in need of more appropriate education to meet their needs. Mainstream does not work for everyone there needs to be an alternative, which in turn means mainstream will have their educational needs met too. Total separation isn't always the answer and we need to promote acceptance & this is achieved through education but the reality is we are placing children in education settings that are not meeting their needs. There is a definite need for more facilities like the one proposed.
Providing the environment is well planned with break out spaces to support emotional regulation/sensory needs, space to store special equipment, location of classrooms in regard to toilets/changing beds. Access to shared areas where social engagement between peers can happen. In addition the correct supports are in place for learning with suitably qualified/trained staff with working knowledge and experience of supporting children with complex needs. Support staff should include early years practitioners who's training and knowledge of child development is invaluable. Smooth well planned integration of new classes/pupils/staff so that the learning of the children already in school is not disrupted. Extra funding to ensure equality and equity for all children is acknowledged and respected.
Clearly needed within the musselburgh cluster
This is strongly recommended by me because I know of people with children with additional needs at that school who need this due to bullying of their additional needs children and it's becoming a major problem. ALL children should feel safe at school and the fact that it doesn't always happen is a major concern. There would be no reason to appose this
There is an ever increasing number of children with ASN, and mainstream classrooms are not the correct place for many of them, and also cause disruption to the learning of other children. In order to meet everyone's needs specialist provision is what is required. I have said agree as opposed to strongly agree as I do feel the newly built schools should have been built with this in mind. Or indeed been purpose built solely as an ASN school.
Every child In this world deserves the support they need and why should this happen further from their home than need be just because schools when built in the 90's did not accommodate or think they would need to.
I wish to formally object to the proposal to establish an Additional Support Needs (ASN) unit within the existing Stoneyhill Primary School footprint. At its core, this proposal asks one group of children — the current Stoneyhill pupils — to give up space, resources, and aspects of their school experience, in order to accommodate another. There appears to be no equivalent compromise from elsewhere and only excuses about why this can't be done at other far more obviously suitable sites. This imbalance is deeply concerning.

The proposal specifically targets provision for children with severe and acute needs. While these children absolutely deserve appropriate, high-quality support, the reality is that the changes required to accommodate such a unit will come at the direct expense of both mainstream pupils and those already within the school who have milder additional needs. These pupils rely on existing spaces and structures to make mainstream education viable. Removing or repurposing these spaces risks undermining their ability to cope and succeed.

Of particular concern is the planned loss and segregation of outdoor space. A significant portion of the current playground will be fenced off exclusively for ASN use. This will leave mainstream children with a reduced, more restricted environment — reportedly limited to a narrow area of painted tarmac. It is unrealistic to expect young children to understand why spaces they once freely accessed are now physically closed off, especially when those areas visibly contain new and engaging equipment they are not permitted to use. This risks frustration, confusion, and a sense of exclusion.

More broadly, the proposal effectively reduces the physical world of the mainstream pupils. By shrinking their usable space and introducing physical barriers within their own school, the environment risks becoming more confined and less enriching. This is likely to negatively impact wellbeing, behaviour, and overall school experience, replacing openness with a sense of limitation and claustrophobia.

The reduction in outdoor space also raises serious concerns about the future of outdoor learning. This is a valued and important part of primary education, contributing significantly to children's engagement, development, and enjoyment of school. Its loss or severe limitation would be a major step backwards.

In addition, the nature of provision for children with acute needs must be considered realistically. Such needs can involve unpredictable behaviours, loud vocalisations, or distress responses. While entirely understandable in context, these can be frightening and unsettling for very young children, particularly those as young as five, who are not developmentally equipped to process or feel secure around such disruptions. School should be a place where children feel safe, calm, and able to learn — not anxious or unsettled.

Overall, this proposal seeks to take away space, resources, and a sense of normality from the existing Stoneyhill pupils, while introducing elements that may cause discomfort and distress. This is not a balanced or equitable approach.

In the strongest possible terms, I urge that this proposal be reconsidered, and that alternative solutions be explored which do not compromise the wellbeing, experience, and environment of the current Stoneyhill Primary School children.

It is clear there has been huge increase in demand for assistance for children with additional learning needs across the whole spectrum of disabilities. The provision of facilities at Stoneyhill would be a welcome addition to children and parents in the local area, some of whom are having to travel long distances to get

additional support for their children.
I fully support the proposal.

My child attends wallyford which has been left off this list.
Musselburgh is the largest town in east lothian and is visibly underinvested in.

One of these is the lack of ASN provisioning. The nearest ASN school I can think of is Salters and its in another council area.

The geographic spread of resources such as schools (midlothian), groups (haddington, north berwick or edinburgh) creates undue logistical and financial burdens for families.

Having schooling integrated with the campus of a regular school thats much easier to reach will provide enourmous benefit to those children who need to avail themselves of such a resource.

Lack of good local facilities fir asn

Creating additional capacity to give kids with ASN is not just morally the right thing to do but potentially allows the local schools to support kids with ASN correctly. Conveniently kids with ASN are often classified as having behavioural issues because the state doesn't have capacity anywhere to give them the support they need.

There's just not enough places currently for children who need the ASN department and an extra department would be extremely beneficial to the community

Extra support for children and staff is needed to help those struggling with education and behaviour. I beleive putting support in place helps families to cope as if the child is getting help at school then they m8ght not be as atressed at home.

There are simply not enough facilities local for neurodivergent children. I am disgusted that members of the community would opposed to something like this opening.

Completed for my son in [stage redacted]

His comments below

I think it will be fun to have a different classroom but I will be really sad if we don't have the music room or room 31 anymore, it doesn't sound very good

I attended the consultation on Tuesday evening regarding the proposed ASN provision at Stoneyhill Primary School, and I would like to formally express several significant concerns.

While I fully recognise and support the clear and growing need for increased provision for children with additional support needs, I do not believe that Stoneyhill is a suitable location for this development.

A key concern is that the needs of the children currently attending Stoneyhill in a mainstream setting do not appear to have been adequately considered. Although it has been stated that the school has capacity, this comes at the expense of valuable spaces that are already in use. In particular, the current nurture room—used to support existing ASN pupils within the school—would be lost. During the consultation, this space was described as a “luxury”; however, for many children, it is an essential safe environment that enables them to cope within mainstream education. Removing such a resource risks undermining the support already in place for vulnerable pupils.

There are also serious practical concerns regarding traffic and access. The surrounding area already experiences congestion, with neighbours having raised complaints. The addition of approximately 25 staff members and up to 32 ASN pupils—many of whom may require transport via private taxis—would inevitably exacerbate this issue and place further strain on the local community.

In contrast, Craighall School is currently largely unoccupied. While I understand it is projected to be utilised in the coming years, at present it offers a far more suitable alternative. It provides significantly more space, adequate parking, and grounds that would allow for future expansion—options that are simply not available at Stoneyhill.

Although it has been suggested that Stoneyhill was selected due to available capacity, it is difficult to avoid the impression that this decision has been driven primarily by cost considerations, rather than a balanced assessment of what is best for all children involved.

I would be extremely disappointed if this proposal were to proceed at Stoneyhill Primary School without further consideration of these important factors.

Current support is limited and does not adequately meet the needs of many children and young people. This is particularly true across East Lothian. Stronger ASN provision is essential to ensure all learners can access education, achieve their potential, and feel included. Increased resources and better coordination would support earlier intervention and improve outcomes for pupils and families.

So many kids missing out or having to travel outside Musselburgh

It's badly needed and should have been in place years ago. East Lothian council should be ashamed of themselves for taking so long.

The reason I disagree is that I do help out with gardening fund raising etc at the school where my 2 grandsons were pupils and my granddaughter is a pupil I do not think

enough planning and clarity has went into this plan with viable questions not being answered. No walk through of the school to show how it is going to work
Mainstream education does not have the necessary staffing/ support in place to fully meet the needs of young people with additional support needs.
It is very very clear the need for these provisions not only for my children but many many other children. The fact that education should be readily available to all children but indeed isn't speaks volumes. It's a basic right for children to be given access to education, however and sadly this isn't the case. It's easy for parents who have no idea of the fight to make comments on something they actually don't live with on a day to day basis. Making comments about a provision that would give children and families a basic service that they take for granted.
i think more school should support children additionally support needs. As there are hardly any support for family's with children with additional needs. They have the right to correct and safe environment to support their individual needs.
All children deserve a space for education
All children deserve the correct education. It is very clear we need a specialist school to provide the right education to those that fall outwith mainstream learning. Needs, need to be met.
My Son, he is Autistic and struggles at school he needs way more support and understanding
Stoneyhill Primary School is far too limited in space both internally and externally to adapt to the proposed requirements and space provisions necessary. The proposals contradict themselves by saying the school would be wholly inclusive whilst segregating the internal and external space. These plans have been proposed under capacity review only and not against any real physical and environmental viability. A well rounded, researched and thorough proposal would have suggested enhancing the catchment area of Stoneyhill to free up space at newer, larger schools such as Craighall or Whitecraig which could provide the space to accommodate ASN pupils inclusively while providing the separation of spaces where needed. This is poor planning and not does provide a viable long-term solution for ASN pupils and will fail all existing and future pupils of Stoneyhill.
I agree that an asn provision is required but stoneyhill is not a suitable location
I attended the Stoneyhill consultation and I am more concerned following this. More consideration is needed on how the plans will impact on the children currently attending Stoneyhill. Taking classrooms currently used as library, music room and nurture room will be detrimental to the children who access these daily. There is no plan for if the proposed school roll drop is inaccurate. It would not be fair to mainstream catchment children not to get a place but also not fair to prioritise these kids and move the provision when other children are used to this being their school. There is are currently no planned additions to staff facilities. No expansion of parking (and this site does not allow that) Access is a big issue. As someone with experience working in ASN provisions and schools I do not think the plans for the ASN provision are inclusive of all children with ASN- there are not enough facilities for those who have physical disabilities. There are many aspects of classroom layout which I have seen work and not work and the team designing these classrooms should consult staff who are working in these settings to get an idea of

what works.

The fact that there have been so many new schools build none with provisions for those kids with complex needs suggests that these children were not thought about from the start: it is not good enough to say there was not a demand at the time: there was not a demand for mainstream schools at the time either! The predicted future needs for education provision should be inclusive of all. Other new school sites may allow more space for expansion and I think that more than Stoneyhill should be considered.

I would like to see the council be more transparent in their plans and better at informing/involving the community. Otherwise this is just a tokenistic consultation and not actually wanting the views of everyone. I would suggest the consultation period is extended and a full response given to the questions /concerns put forward.

Agree that it would be good. However I am concerned for those pupils not in need that they would be less of a focus. As it stands children who require additional support and can often be looked at as disruptive in some cases tend to be more looked after. I would hope that pupils not classed as ASN would also benefit from additional support in dealing with this. They can often be forgotten or asked to “ignore” certain behaviours and more is asked of them to adapt. It’s a fine line and thorough thought should be given to this.

While I agree that there should be specialist ASN provision within East Lothian, I don't feel that Stoneyhill Primary School is a suitable location for it.

From the consultation meeting, it appears that the students already at the school will suffer with an ASN provision being added, with, among other things, their nurture room, library, and music room all being removed. As a parent of someone with low support needs autism, my child depends upon access to the nurture room and the library in order to remain happy within school.

Additionally, the school itself isn't very big. Accomodating more staff and students isn't really feasible with the space that's there already. For example, the car park for the school is already tiny. Where would the additional staff park? Where would parents of children with mobility issues park to attend the school for meetings? Where would staff store wheelchairs? Where would new accessible toilets go?

Finally, due to the open plan nature of Stoneyhill, I firmly believe that usage of the corridor would be detrimental to both ASN students and the current students, causing dysregulation and disruption. I know that it already causes issues for my child.

In conclusion, while I understand the need for more ASN provision, I do not support Stoneyhill Primary School as a suitable location. Furthermore, I fail to understand why Craighall isn't suggested. It has more surrounding land to build onto and is currently half empty.

Having reviewed the plans it is clear that stoneyhill is not a suitable option for the new ASN provision. The impact to the mainstream pupils would be extremely detrimental and the council need to look at a larger facility to support this

Whilst I do understand the need for additional ASN provision in East Lothian I feel a lot of the existing school will building and outside space will be lost. My daughter loves the school including the open plan feel in the main area. I can't even imagine how it will feel for her with so many parts shut off. The area itself is already hard to get to by car and adding more cars and buses would be dangerous for local children
Specialist provision is lacking in east lothian as a whole and there is none in musselburgh except a small nursery room at pinkie. Stoneyhill is a small school with a falling roll and the building has never been near to capacity since it opened. There is plenty of space to provide specialist provision. Having a specialist provision here would mean children in musselburgh could go to school in there own community instead of travelling.
I agree fully that the provision is needed in the area but don't feel stoneyhill is the place to put it. The current school and pupils would lose alot of space and provisions that are essential to their education. It is a small school for this to happen with and feel another location with more space (indoor and outdoor) would be better suited. The surrounding area doesn't have the best parking for pick up/ drop off as it is. Having this at the school i presume would bring larger vehicles carrying specialised equipment etc which the area would struggle with.
Essential to support all children including specialist provision within the close local area.
Stoneyhill Primary School should be open to all children including those with special needs who live locally to reduce the need for long distance travel for special education needs.
It is required
Expansion of ASN Provision will be detriment of children who don't have special needs. This particular school is too small for these changes. A newly built school like Craighall or Wallyford high schools should have been considered instead.

STAND strongly supports the proposal to establish specialist ASN provision at Stoneyhill Primary School.

The need for additional specialist provision within East Lothian is well established and long-standing. Families across the county are already experiencing significant challenges in accessing appropriate education for their children, including delayed placements, unsuitable placements, and a lack of local provision. This is not a future issue, it is happening now.

For many children and young people with complex needs, the absence of appropriate provision has a direct impact on their ability to attend school, regulate, learn, and feel safe. Expanding specialist provision is therefore not optional — it is essential.

STAND is aware that concerns are sometimes raised about locating specialist provision within mainstream school environments. While we understand that change can feel uncertain for school communities, it is important that decisions are grounded in the rights and needs of children who require this support.

Specialist provision within mainstream settings, when delivered properly, can provide meaningful opportunities for inclusion, social connection, and shared community, while still meeting the individual needs of children with complex needs. It also reflects the principle that children with additional support needs are part of our communities and should not be excluded from them.

It is important that the development of this provision is not delayed or diluted due to opposition that is not based on the needs of children requiring specialist support. The current lack of provision is already having a significant impact on families, and further delay will continue to compound this.

However, as set out in our response to other consultations, 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, to ensure that children are not only allocated appropriate placements, but are able to attend them in practice.

STAND would welcome continued engagement to ensure that this provision is implemented in a way that is inclusive, well-supported, and delivers meaningful outcomes for children and families.

I strongly agree with this proposal.

As a parent, I feel very strongly that more specialist provision is needed, and that this needs to happen now.

There are already children in East Lothian who do not have access to the right support, and who are struggling every day in school environments that are not meeting their needs. Families are exhausted from trying to make systems work that simply aren't set up for their children.

While I understand that some parents may have concerns about change, it is important that decisions like this are made based on the needs of children who require this support. Without this type of provision, many children are left without a suitable education at all.

This is not about preference, it is about making sure every child has access to an education that works for them.

Specialist ASN provision is oversubscribed, meaning many children miss out on the support they need to thrive. Given the scale of new homes this side of East Lothian, increasing provision is essential. It also helps to avoid pupils having to travel quite far afield in order to be able to attend an ASN provision, such as Dunbar.

Pupils travelling very far for school like this has a negative impact on parents socialising with other families, which is an important support network.

The school is not big enough (both inside and outside) for this provision. Allocating the space which is being suggested will have a huge negative impact on the mainstream children both that are currently there and future children. The open plan space which stoneyhill
Is loved for will not work as well once the unit is in place. The primary one children are losing out in terms of space and safety among other things.

Mainstream children have not been appropriately considered in this and an impact on their education / wellbeing and future has not been adequately documented or explained when challenged in the consultations, the legality of this has also been called into question.

Additionally due to the consultation meetings taking place with both ASN families and non-ASN families, the consultation process has been compromised due to negative views being posted online without people's consent in an environment they cannot respond or stick up for themselves in.

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.

The expansion would be more inclusive to helping to keep asn children closer to home where they reside, would help upskill the staff workforce which benefits all children. Means that children are getting targeted support which may mean less disruption in mainstream for all learners

More ASN placements are desperately needed for our children to have the means to an education in a setting that at meets their needs

Children are entitled to the right support and an education. Too many children are without this support and this drastically needs to change. This will have a huge cost benefit to the economy as currently if a child doesn't attend school because the provision isn't right, a parent cannot work and has to care for the child at home.

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. Parents need more options to suit the needs of their child.

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



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 Stoneyhill Primary School
Timescale for Implementation	August 2027
IIA Completion Date	02 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 Stoneyhill Primary 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.

Stoneyhill Primary 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 an area without any specialist primary 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 Stoneyhill Primary School
- The parents / carers of pupil attending Stoneyhill Primary School
- The parents / carers of pupils expected to attend Stoneyhill Primary School
- The parent council of Stoneyhill Primary School
- The staff based at Stoneyhill Primary 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 17th February 2026 and again when the consultation went live on 3rd 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 17th March from 6pm-8pm at Musselburgh Grammar School.

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

Senior officers attended the Parent Council meeting on 25th March 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. Parking for staff and parents is limited in the school carpark. As the proposed provision will increase the numbers of parents and staff attending the school each day there could an increase in cars parking in streets near 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 within walking distance to Musselburgh train station and on the 30 and 106 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 surplus capacity available, however the school has been operating with a falling roll and have expanded the general purpose provision into the available empty spaces, so a reduction to the mainstream space may be perceived initially. The proposal includes reconfiguration up first floor spaces to improve the flexibility of existing rooms. Certain spaces, specifically the existing sensory room, would be incorporated into the provision, but access to this will be planned and managed for mainstream pupils that would benefit from access to it.
Increased traffic	In collaboration with transport colleagues, the drop off for provision will be carefully planned and monitored. The provision would be accessed from its own door which has a path directly to the turning circle at the front of the building (away from the car park and main entrance to the school). 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. Initiatives such as Living Streets Walk to School Week will also be promoted with support from colleagues in transport services.
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 train station and on the 30 and 106 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-experienced 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	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

include placement requests met, reduction of out of authority placements, reduction of ASN tribunals, attainment and wellbeing tracking, parent feedback.				

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 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 subject to judicial review determine, in accordance with the law and procedures, that separation is	Article 10 – immigration decisions about family reunification to be dealt with in a positive, humane and expeditious manner

		necessary for the best interests of the child	
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.			

What is a children's human rights approach?

A children's human rights based approach which is about placing the UNCRC at the core of planning and service delivery and integrating children's human rights into every aspect of decision-making, policy and practice. For example, the Welsh model is made up of five principles:

Embedding: Putting children's human rights at the core of planning and the delivery of services that affect children and young people

Equality and non-discrimination: Ensuring that every child or young person has an equal opportunity to make the most of their lives and talents

Empowerment: Giving children the knowledge and confidence to use their rights and hold organisations and individuals that affect their lives to account

Participation: Listening to children and taking their views seriously

Accountability: Organisations and individuals should be accountable to children for the decisions and actions which affect their lives

Screening template

Please complete all sections.

0.	Insert policy/measure name.
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	Proposal to establish a new additional support needs (ASN) specialist provision at Stoneyhill Primary 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. Stoneyhill Primary 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 primary 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. Primary aged children with severe, complex and enduring additional support needs. Children 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 Stoneyhill Primary 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. Children in mainstream can also benefit from accessing the provision where appropriate and planned. Similarly, children 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. Pupils asked about how things will change and if it would affect the after school club, officers reassured children that once the provision was up and running, there would be not much that is different but some pupils from the provision may join in with wider school activities if they want to and the staff feel it is appropriate. Children were mostly excited and positive about the proposed ASN provision and they understood that it would make school a better place for more pupils. 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 children's 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