



Midlothian Council

Children, Young People and Partnerships Directorate

Statutory School Consultation

THIS IS A PROPOSAL DOCUMENT

This consultation is on the following proposal:

Proposal to establish an Additional Support Needs (ASN) stage at Woodburn Primary School.

Subject to the outcome of this consultation exercise, Midlothian Council proposes that:

- An Additional Support Needs (ASN) stage will be formally established at Woodburn Primary School from August 2026;
- The ASN stage will be under the leadership of the Head Teacher of Woodburn Primary School;

The following schools are directly affected by the proposal:

- Woodburn Primary School

In accordance with the *Schools (Consultation) (Scotland) Act 2010*, Midlothian Council wants to hear your views on the proposal to establish an additional needs provision at Woodburn Primary School.

Within this consultation paper you will find information about the proposal, the reasons behind it, its likely impact and how you can tell us what you think about it. A short questionnaire is included within the proposal. (Appendix 2)

Midlothian Council hopes that as many of you as possible will complete the questionnaire and would like to thank you in advance for taking the time to share your views as they are extremely important to us.

We would like to be as open as possible with the results of this consultation so please note that your response will be anonymised and made public at the end of the consultation period. You may wish to ensure that you do not give any identifying details in your response.

If you do not wish your response to be made public, you can specify this in the questionnaire and within any written response.

Distribution

A copy of this document is available on the Midlothian Council website:

<https://midlothiancouncil.citizenspace.com/education/woodburn-asn-consultation>

A summary of the proposals will be provided to:

- The Parent Councils of the affected school
- The parents/carers of the pupils at the affected school
- Parents of children expected to attend an affected school within 2 years of the date of publication of this Proposal Document
- The pupils, deemed to be of suitable age and maturity to be able to communicate a view on the proposal, at the affected schools
- The teaching and ancillary staff at the affected schools
- The trade union representatives of the above staff
- Midlothian Councillors
- Community Council of Dalkeith and District
- Community Planning Partnership
- Relevant users of the affected schools
- Constituency MP and MSP
- His Majesty's Inspectorate of Education in Scotland

A copy of this document is also available from:

- Woodburn Primary School, 5 Cousland Road Dalkeith · EH22 2PS
- Dalkeith Library and Arts Centre, 2 White Hart Street, Dalkeith, EH22 1AE
- Fairfield House, 8 Lothian Road, Dalkeith, EH22 3ZG

This document can be made available in alternative formats or in translated form for readers whose first language is not English.

If you would like this document in another language or format, or if you require the services of an interpreter, please call 0131 270 7500 or email: enquiries@midlothian.gov.uk

To be taken into consideration, responses to the consultation must be received by Thursday 2 April 2026. These can be made electronically through the online consultation questionnaire at <https://midlothiancouncil.citizenspace.com/education/woodburn-asn-consultation> or emailed to EducationConsultation@midlothian.gov.uk.

Written responses can be returned to:

Woodburn ASN Consultation, Freepost SCO 622, Midlothian Council, Dalkeith EH22 3ZG

The affected consultees are:

The pupils attending Woodburn Primary School

The pupils attending the additional support needs provision

The Parent Council of Woodburn Primary School

The parents / carers of pupils and children expected to attend Woodburn Primary School within two years of the date of publication of the proposal paper

The staff employed by the Council and based at Woodburn Primary School

The Trade Union and Professional Associations Representatives of the above staff
The Community Council of Dalkeith and District
Community Planning Partnership

Consultation with Children and Young People

Children in the directly affected schools will be consulted on this proposal in accordance with the Children's Commissioner Guidance and further information will be provided to parents/carers via their child's school.

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SECTION A: SUMMARY OF PROCESS FOR THIS PROPOSAL DOCUMENT

Schools (Consultation) (Scotland) Act 2010

1. The Council has a number of statutory duties relating to the provision of education in its area including the statutory consultation that must be undertaken when proposing a permanent change to any of its schools, including Nursery Schools, such as closure, relocation or change of catchment area. The *Schools (Consultation) (Scotland) Act 2010* principle purpose is:

“to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools.”

2. This Proposal Document has been prepared in accordance with the Schools (Consultation) (Scotland) Act 2010, having regard to the statutory guidance published by the Scottish Government on 14 May 2015 and the complementary guidance published by His Majesty’s Inspectorate of Education in Scotland (revised July 2023), which are available for reference at the following websites:

Schools (Consultation) (Scotland) Act 2010:

<http://www.legislation.gov.uk/asp/2010/2/contents>

Statutory Guidance (14 May 2015):

<http://www.gov.scot/Publications/2015/05/4615>

Education Consultation Guidance for Local Authorities (revised July 2023)

<https://education.gov.scot/media/rh0jzhvo/external-schools-consultation-education-scotland-guide-for-local-authorities-july-2023.pdf>

3. The process for consultation, summarised in this section, details how the Council is undertaking this consultation.

Consideration by Council

4. The Education (Scotland) Act 1980 places a legislative duty on the Council to ensure the adequate and efficient provision of school education in their area. This duty applies in respect of both the current school population and anticipated pattern of demand. In addition, Councils have a statutory duty to secure best value in terms of the Local Government in Scotland Act 2003.
5. This Proposal Document has been issued to seek views on the proposals in this paper and report back to Midlothian Council on the outcome of the consultation in order that the Council can make a decision on any proposed changes.

Proposal Document issued to consultees and published on Midlothian’s website

6. An information leaflet setting out details about the proposal and consultation meetings will be issued to the consultees listed on page 3. Advice on where the complete Proposal Document can be obtained will be included and published on <https://midlothiancouncil.citizenspace.com/education/woodburn-asn-consultation>

7. If requested, copies of the Proposal Document will also be made available in alternative formats or translated for readers whose first language is not English.

Publication of advertisement

8. An announcement will be made on the Council's website and social media platforms.

Length of Consultation Period.

9. The consultation period will commence on Thursday 12 February 2026 and will last until Thursday 2 April 2026 being a period of 7 weeks, which also includes the minimum 30 school days.

Format of Public Meetings

10. A public meeting will be held on, Wednesday 18 March 2026 at Dalkeith High School at 6:30pm, the details of which are set out below in paragraphs 18-22.

Involvement of His Majesty's Inspectorate of Education in Scotland

11. When the Proposal Document is published, a copy will be sent to His Majesty's Inspectorate of Education in Scotland by Midlothian Council. His Majesty's Inspectorate of Education in Scotland will also receive a copy of any relevant written representations that are received by the Council from any person during the consultation period, or if His Majesty's Inspectorate of Education in Scotland agree, a summary of them. Additionally, His Majesty's Inspectorate of Education in Scotland will receive a summary of any oral representations made to the Council at the public meetings and drop-in sessions that will be held and, as available, a copy of any other relevant documentation.
12. His Majesty's Inspectorate of Education in Scotland require three weeks within which to prepare a report on the educational aspects of the proposal after the Council has sent them all the representations and documents as mentioned above. The three-week period will not start until after the consultation period has ended. In preparing their report, His Majesty's Inspectorate of Education in Scotland may visit the affected schools and make such reasonable enquiries of such people there as they consider appropriate.

Preparation of the Consultation Report

13. The Council will review the proposal having regard to the His Majesty's Inspectorate of Education in Scotland report, written representations that it has received and oral representations made to it by any person at the public meeting and drop in session. It will then prepare a final Consultation Report. The report will be published in electronic and printed formats and will be advertised in the local newspaper. It will be available on the Council website, from the affected schools and by request from Council Headquarters, Fairfield House, Dalkeith. Anyone who has made written representations during the consultation period will also be informed about the report. The Consultation Report will include a record of the total number of written representations made at the public meetings and drop-in sessions, the Council's response to the His Majesty's Inspectorate of Education in Scotland report as well as any written or oral representations it has received,

together with the His Majesty's Inspectorate of Education in Scotland report and other relevant information. It will also set out the actions the Council has taken to address any alleged inaccuracies and omissions notified to it. The Consultation Report will also contain a statement explaining how it complied with the requirement to review the proposal in light of the His Majesty's Inspectorate of Education in Scotland Report and representations (both written and oral) that it received. The Consultation Report will be published and be available for further consideration for a period of 3 weeks.

Decision

14. The Consultation Report together with any other documentation will be considered after the end of the 3-week period, by the Council who will come to a final decision on this matter.

Scottish Ministers Call-in

15. This proposal does not concern a school closure and as such does not require the Council to notify Scottish Ministers after the Council takes its final decision.

Note on Corrections

16. If any inaccuracy or omission is discovered in this Proposal Document either by the Council or any person, the Council will determine if relevant information has been omitted or there has been an inaccuracy. It may then take appropriate action which may include the issue of a correction or the reissuing of a Proposal Paper or the revision of the timescale for the consultation period if appropriate. In that event, relevant consultees and His Majesty's Inspectorate of Education in Scotland will be advised. The person, or persons who have raised concerns will receive an individual response to their submission.

Public Meeting and Drop-In Session

17. A formal in person public meeting and virtual public drop-in sessions will be held to discuss the proposal. The public meeting, which will be convened by Midlothian Council, will be addressed by the Chief Education Officer, Young People and Partnerships and other senior officers of the Council, and chaired by an independent person.
18. The public meeting will be an opportunity to:
 - Hear more about the proposal
 - Ask questions about the proposal
 - Have your views minuted so that they can be taken into account as part of the consultation process
19. The public meeting will be held in person at 6:30pm in Dalkeith High School on Wednesday 18 March 2026.

20. A virtual drop-in session will be held on Thursday 26 February 2026 and Tuesday 3 March 2026 there will be 20-minute time slots available from 2pm to 4pm and 5pm to 7pm please contact EducationConsultation@midlothian.gov.uk to book a time.
21. A minute will be taken at the public meetings of comments, questions and officer responses. A summary of the points raised and responded to will be added to the FAQs published on the Council website. The minute will be forwarded to His Majesty's Inspectorate of Education in Scotland along with all other submissions and comments that are received by the Council during the consultation process as explained above.

SECTION B: PROPOSAL FOR CONSULTATION

Introduction

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.
2. Section 3D of the *Standards in Scotland's Schools etc. Act 2000* (as inserted by Section 2 of the *Education (Scotland) Act 2016*) introduces a requirement on education authorities to carry out their duty to ensure the delivery of improvement in the quality of school education which is provided in the schools they manage, with a view to achieving the strategic priorities of the National Improvement Framework. It is, therefore, 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.
3. A National Review of the implementation of additional support for learning in schools was carried out by Angela Morgan (2020) on behalf of the Scottish Government. It considered the implementation of additional support for learning legislation and how this applied to practice across authorities. In seeking to take forward improvements to the education provision for learners with additional support needs, the Education Service undertook a review of Additional Support for Learning including specialist provisions within its schools ([Midlothian Council > Meetings \(cmis.uk.com\)](https://www.midlothian.gov.uk/Meetings))
4. In addition, Councils have a statutory duty to secure best value in terms of the *Local Government in Scotland Act 2003* by continuous improvement in performance of the local authority's functions, while maintaining an appropriate balance between quality and cost and having regard to economy, efficiency, effectiveness, equal opportunities and the achievement of sustainable development. To achieve best value and optimum efficiency, the organisation of the school estate is therefore kept under regular review, including the need for school provision and other factors, such as altering catchment areas.

Midlothian's Vision for Education

5. The Council is ambitious for the future of Midlothian. By working together as a Community Planning Partnership, individuals and communities will be able to lead healthier, safer and greener and successful lives by 2030. No child or household need live in poverty. Midlothian will be a Great Green Place to Grow by achieving our net zero carbon ambitions and supporting local people to strengthen the skills they need for learning, life and work.
6. Our outcomes for the next 4 years are:
 - Individuals and communities have improved health and skills for learning, life and work
 - No child or household living in poverty
 - Significant progress is made towards net zero carbon emissions by 2030
7. We continue to aspire to deliver a world-class education system through equity and excellence. Our vision is to provide the highest quality inclusive education, learning and employability service for all individuals and families in Midlothian. To realise this vision we will support the priorities set out in the Single Midlothian Plan, Getting it Right for Every Child and will:
 - give all our children the best possible start in life, providing an inclusive learning environment that builds resilience;
 - ensure that every young person has the opportunity to be a successful learner, confident individual, responsible citizen and an effective contributor who is healthy and happy, especially those who are care experienced;
 - work with our communities to promote high expectations which deliver the best educational outcomes for all learners; and
 - celebrate diversity, reduce inequalities and remove barriers to learning.

Background and context

8. Midlothian Council has identified a sustained increase in the number of children and young people requiring Additional Support Needs (ASN) provision. In response, and as part of the Council's strategic approach to inclusive education, it is proposed that a dedicated ASN stage be established at Woodburn Primary School.
9. An ASN stage for Woodburn Primary School was being hosted in Easthouses Primary School prior to a planned consultation exercise. Due to the sudden relocation of Mayfield Primary School to Easthouses Primary School, the Woodburn Primary School ASN classes needed to move into the school earlier than planned. This consultation exercise is being undertaken to formalise this arrangement as planned. Woodburn Primary School is also currently hosting Mayfield Primary School ASN classes, these will move to the new Mayfield Schools Campus when it opens in 2027.
10. Over recent years, Midlothian has experienced a significant rise in the number of children identified as requiring ASN support. Currently, ASN provision in the area is delivered through a combination of mainstream inclusion, enhanced resource bases, and specialist settings. While this model has supported many learners

effectively, the Council recognises the need to strengthen and expand local provision to meet growing demand.

11. This proposal seeks to enhance support for children and young people with a range of additional needs by creating a dedicated, nurturing ASN stage within the existing mainstream environment at Woodburn Primary School. The development of this provision would reinforce the Council's commitment to delivering high-quality, inclusive education that meets the needs of all learners across Midlothian.
12. Woodburn Primary School has recently benefited from a major capital investment project, completed in 2024. This included the construction of new classrooms, a purpose-built activity hall, and the redevelopment of outdoor spaces. These modern facilities provide an adaptable environment that is well-suited to supporting children with a wide range of additional needs.
13. The proposal aligns directly with Midlothian Council's Learning Estate Strategy 2017–2047, which sets out a long-term vision for inclusive, sustainable, and community-focused education. The strategy emphasises designing all new and extended schools to support inclusive education, with flexible learning environments that can adapt to the needs of ASN learners.
14. The Head Teacher at Woodburn PS has overall responsibility for the leadership and management of the school, including the hosted ASN provision outlined above.
15. By formally establishing the ASN provision within Woodburn Primary School under the leadership of its Head Teacher, this will continue to ensure that children receive consistent, high-quality support in line with the principles of the United Nations Convention on the Rights of the Child (UNCRC). This approach will foster an inclusive environment where every child's right to education, protection, and development is upheld, thereby enhancing their overall well-being and educational success.
16. Creating a permanent ASN provision within a primary school setting offers significant educational benefits. It supports continuity of learning, strengthens inclusive practice, and enables children to learn within their local community. This approach promotes emotional well-being, social development, and access to a broad curriculum tailored to individual needs. It also ensures that staff can develop specialist expertise within a whole-school inclusive ethos, benefiting both ASN learners and the wider school population through improved differentiation and collaborative approaches.

Midlothian Council Learning Estate Strategy 2017-2047 (Update):

17. The Learning Estate is a significant and valuable resource for the communities of Midlothian.
18. Education remains a key priority for the Council and The Learning Estate Strategy plays an integral role in supporting the National Strategy and informs the Council's Strategic Priorities.

19. The Strategic Plan commits to increasing skills for learning, life and work as well as enhancing life opportunities, aligning with the national aim to give every child and young person the best possible start in life.
20. The Learning Estate Strategy seeks to provide improved, flexible and adaptable learning environments to deliver 21st century education as part of a wider place making agenda. This vision is key to meet the principles of Scotland's Learning Estate Strategy and to address the three key national education and skills priorities:
- *Getting it Right for Every Child (GIRFEC)*
 - *Curriculum for Excellence (CfE)*
 - *Developing the Young Workforce (DYW)*
21. The following core principles are to be embedded into Midlothian Council's Learning Estate and underpin the proposals for formally establishing an ASN stage within Woodburn PS.
- Promoting excellence and equity by delivering a more equitable distribution in learning opportunities by ensuring that every one of our children has the right to aim for excellence and to attain excellence in multiple ways;
 - Interrupting the cycle of poverty by school hubs having a role at the heart of their community to help address the inequalities that reduce life chances;
 - Getting it right for every Midlothian child by utilising the school estate to deliver early intervention strategies through, where possible, the co-location of services together with a family learning approach;
 - Taking a community-based approach to building schools which meet the needs of communities and enhance the lives of all those who live in those communities.
22. In short, we aspire to create a learning estate that enhances communities and at its heart supports children and young people through their learning journey from additional support needs, primary and secondary school, college or university to the world of employment, education or training equipped with the skills for life, work and learning both they and society will need to succeed in the growing global knowledge economy of the 21st century.

Midlothian Council – Equipped for Learning Project

“Midlothian will take full advantage of the opportunities offered by technology to equip children and young people with the knowledge and skills essential for learning, life and work in the 21st century.”

23. Midlothian's award-nominated Equipped for Learning project is the Council's £10.5 million investment in ensuring every learner has the digital skills and knowledge they need to thrive in learning, in life and in work. Delivered outcomes include:
- Equipping every school-age pupil with a device for learning
 - Upgrading wifi networks to provide fast and reliable internet access
 - Equipping every learning space with an interactive SMART panel
 - Establishing a Google Workspace tenancy for collaborative learning and teaching

24. Supporting children and young people with additional support needs requires effective partnership working. Midlothian's Digital Inclusion and Learning Team works closely with schools and partners to identify assistive technology that is bespoke and will meet learners' needs. The team works closely with Digital Services to overcome technical barriers where these arise, plans for improvement and facilitates quality training for pupils, families and staff to ensure assistive technology is used to its full potential.
25. Midlothian's partnership with Texthelp has brought accessibility tools to every learner in Midlothian through the Read&Write toolbar. 90.7% of pupils and staff now regularly use key tools such as text to speech, screen reader, translate and interactive dictionaries, direct from their device. This work, provided alongside boots-on-the-ground support in all schools and settings, has reduced referrals for assistive technology by 90.6% in the last eighteen months.
26. Midlothian has also secured a world-first Free for Families offer that will see every Midlothian family able to download the Read&Write toolbar at home on up to five devices, free of charge.
27. More about Midlothian's Equipped for Learning project can be found at: [Equipped for Learning | Equipped for Learning \(midlothian.education\)](https://www.midlothian.education/Equipped-for-Learning)

Rights Respecting Schools (RRS)

28. Midlothian Council's Vision seeks to put the UN Convention on the Rights of the Child at the heart of each and every school's ethos and culture. Midlothian Council's aim is to improve well-being and develop every child's talents and abilities to their full potential.
29. Teaching children about their rights can reduce exclusions and bullying, improve teacher-pupil relationships, raise attainment and make for more mature, responsible students according to research published by UNICEF UK.
30. Within Midlothian, a number of schools are embracing this approach and embedding the Right Respecting Schools (RRS) principles in their school improvement plans, for example featuring it within the curriculum programme, promoting children's rights on a daily basis in class and displaying class charters.
31. As stated in [Included, Engaged and Involved, Part 1](#), every child has the right to grow up fully included in their learning experience and to be treated with respect. A positive school ethos and culture is essential to developing good relationships and positive behaviour in the classroom, playground and wider community.
32. These principles and their implementation will be integral to the vision and values of the establishment of an ASN stage within Woodburn PS.

Meeting National Outcomes

33. The National strategy recognises the importance of the learning estate in supporting outcomes that are necessary for a more successful Scotland. This vision is for: *'A learning estate which supports excellence and equity for all.'*
34. The National Learning Estate Strategy is aligned to the education policy aims set out in the *National Improvement Framework* (NIF) of achieving excellence and equity for all children and young people and closing the poverty related attainment gap.
35. The National strategy sets out ten guiding principles which are:
- Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
 - Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners;
 - The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy, representing, and delivering best value;
 - The condition and suitability of learning environments should support and enhance their function;
 - Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
 - Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
 - Outdoor learning and the use of outdoor learning environments should be maximised;
 - Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
 - Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential; and finally,
 - Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.
36. This proposal incorporates the Midlothian Learning Estate Strategy and National Learning Estate Strategy Principles.

The proposed permanent provision for primary-aged children with additional support needs (ASN)

37. Woodburn Primary School currently hosts an Additional Support Needs (ASN) provision designed to support learners with complex needs. The provision has the capacity to accommodate four Complex Needs (CN) classes, each with a maximum of eight learners, allowing for a total of 32 pupils. At present, two of these classes are made up of Woodburn pupils, while the remaining two are hosted

classes from Mayfield Primary School, reflecting a collaborative approach to meeting the needs of children across the local area.

38. The learners supported within the Woodburn ASN provision typically present with complex additional support needs. According to Midlothian Council's working description, these needs arise from multiple or long-term factors that significantly impact a child's development. These may include pre-verbal communication, reliance on behaviour as a primary form of expression, sensory processing difficulties, physical dependency for personal care, and substantial cognitive impairments. Most learners operate at Foundation, Pre-Early, or Early levels within the Curriculum for Excellence, with older pupils working towards National 1 or National 2 qualifications. The provision is tailored to meet these diverse and intensive needs through a highly personalised and supportive environment.
39. The facilities at Woodburn ASN provision are purpose-built to support learners with complex needs. There are four dedicated complex needs classrooms, each with access to safe outdoor spaces that promote sensory and physical engagement. In addition, the provision includes three changing facility spaces to support personal care requirements. The learning environment is designed to be safe, accessible, and responsive to the individual needs of each child.
40. Staffing within the ASN provision is structured to ensure high levels of support and expertise. The team includes one Principal Teacher, four Class Teachers, and nine Learning Assistants. The Headteacher of Woodburn and one Depute Headteacher also provide day-to-day leadership and oversight of the provision. This staffing model ensures that learners receive consistent, informed, and compassionate support throughout the school day.
41. Woodburn Primary School has been extended to include nine new classrooms and an additional gym hall, while the dining hall and kitchen have been upgraded and extended to accommodate the expansion. Outdoor improvements feature new play areas, a sensory and activity garden using locally sourced materials, shrubs and wildflower seeds, while log seating has been crafted from trees removed during construction.
42. The proposed ASN provision will continue to be led and managed overall by the Head Teacher at Woodburn Primary School.
43. The establishment of an ASN stage at Woodburn Primary School will directly affect the following schools and is considered in this Proposal Document:
 - Woodburn Primary School
44. The factors which have been considered in the development of this Proposal Document are:
 - The responsibilities associated with the National Improvement Framework and the new duties imposed on Education Authorities by the Standards in Scotland's Schools etc. Act 2000 as amended by the 2016 Act.

- The agreed principles underpinning the development of an empowered school led system set out in the 'Education Bill Policy Ambition- Joint Agreement', June 2018 <https://www.gov.scot/Publications/2018/06/8745/downloads>
- The duties placed on local authorities in relation to the adequate and efficient provision of school education in their area
- The duties placed on local authorities to secure best value in the delivery of services

45. If approved, implementation of the proposal will mean:

- An ASN stage will be established at Woodburn Primary School;
- The ASN stage will be under the leadership of the Headteacher of Woodburn Primary School;

SECTION C - EDUCATIONAL BENEFITS STATEMENT

Assessment of Likely Educational Benefits on Pupils

- A. The Educational Benefits Statement for this proposal has been prepared having regard to the guidance and explanatory notes published by the Scottish Government in association with the Schools (Consultation) (Scotland) Act 2010 and which are available for reference at the following websites respectively:

www.scotland.gov.uk/Resource/Doc/91982/0097130.doc
<http://www.legislation.gov.uk/asp/2010/2/contents>

'An education authority shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising standards of education.'

- B. As required by the Schools (Consultation) (Scotland) Act 2010 this Educational Benefits Statement is written from the perspective of benefits, should the proposal be implemented. Additionally, the self-evaluation tool provided by His Majesty's Inspectorate of Education in Scotland is used to ensure compliance with the amended procedures now in place from the Act.
- C. If this proposal is implemented, the Council believes that there will be considerable educational benefits arising from this. These centre around:
- Learning environment;
 - Inclusion;
 - Learning Teaching and Achievement;
 - Health and Wellbeing
 - Curriculum
 - Local Community
- D. Curriculum for Excellence (CfE) sits at the heart of what Midlothian Council is committed to achieving in terms of raising attainment and achievement and improving educational outcomes for all children. CfE is intended to nurture

successful, effective, confident and responsible children, able to learn and utilise learning in a way that helps them reach their full potential and to respond to the increased variety and pace of change in today's and tomorrow's world. The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community while delivering their entitlement to a broad general education.

- E. The inclusion of an additional needs provision at Woodburn Primary School will result in a number of educational benefits. It will provide suitable, high quality learning environments resourced with specialist staff to ensure the development of the personality, talents and mental and physical abilities of learners to their fullest potential. It will increase the number of available specialist placements for learners with additional support needs living in Midlothian.

Learning Environment

- F. The Woodburn ASN provision offers a purpose-built, safe, and accessible learning environment designed to meet the complex needs of its learners. With four dedicated classrooms and access to secure outdoor spaces, pupils benefit from sensory-rich and physically engaging settings that support regulation and exploration. The inclusion of three changing facilities ensures dignity and comfort in personal care, reflecting Midlothian Council's commitment to wellbeing and equity. This environment fosters a sense of safety and belonging, which is foundational to learning and development.
- G. The proposed additional support needs provision will provide a nurturing high-quality learning environment designed to support the specific additional support needs of the learners through a differentiated curriculum including life skills and therapeutic approaches. The three nurture classrooms, sensory room, and the life skills-based atrium space are resources that can be used to promote high quality learning through relational and attachment-based approaches, in a safe environment for primary-aged children with additional support needs. This nurturing environment will further enhance multi-agency working to support children to achieve.

Inclusion

- H. Midlothian Council's continued commitment to inclusion focuses on the provision of high-quality support that leads to positive outcomes for all children. The practice of inclusion within our schools and early learning and childcare provisions continues to sit alongside the principles of key national drivers. Curriculum for Excellence has the central purpose of ensuring that all children develop as successful learners, confident individuals, responsible citizens and effective contributors and therefore must be central to an inclusive approach. The (2004) as amended (2009) remains the principal legal framework for driving practice.
- I. Inclusion is central to the ethos of the Woodburn ASN provision. For some learners, particularly those for whom Woodburn is their mainstream school, transition into mainstream classes may be appropriate depending on individual progress. Learners

from the Dalkeith Associated School Group maintain links with their own locality schools, with transitions supported where suitable. This flexible and responsive approach ensures that all children are given opportunities to participate meaningfully in mainstream education, promoting social integration and reducing isolation. It aligns with Midlothian's inclusive education strategy, which prioritises access, participation, and achievement for all.

Learning and Teaching and Achievement

- J. Teaching within the provision is highly personalised, with curriculum planning tailored to each learner's developmental profile. Pupils typically work within Foundation, Pre-Early, or Early levels of Curriculum for Excellence, with older learners progressing towards First Level. Staff use adapted teaching strategies and total communication approaches to ensure engagement and progress. Achievement is measured in terms of individual growth, life and social skills, independence, and communication, rather than traditional academic benchmarks, ensuring that every learner experiences success.

Health and Wellbeing

- K. Previous experience and knowledge of establishing an ASN provision within an existing school demonstrated that a modern and flexible learning environment inspires and motivates children and has a positive impact on the general health and wellbeing of learners.
- L. The provision places a strong emphasis on health and wellbeing, recognising the interdependence of emotional, physical, and cognitive development. Learners receive consistent support from skilled staff who understand the importance of regulation, sensory needs, and emotional safety. The nurturing environment, combined with high staff-to-pupil ratios, allows for responsive care and intervention. This supports Midlothian Council's wellbeing agenda, which prioritises resilience, relationships, and readiness to learn.

Curriculum

- M. The curriculum is designed to be flexible, relevant, and accessible. It incorporates sensory experiences, life skills, and communication development, with significant derivation of Experiences and Outcomes to reflect individual needs. Pupils are supported to make realistic and meaningful choices, promoting autonomy and engagement. The curriculum is enriched through collaboration with external agencies and reflects the principles of Curriculum for Excellence, adapted to ensure inclusivity and personalisation.

Local Community

- N. Woodburn ASN provision plays a vital role in the local community by supporting learners from both Woodburn and the wider Dalkeith Associated School Group. This collaborative model strengthens community ties and ensures that learners remain connected to their local peers and schools. It promotes shared responsibility for

inclusion and reflects Midlothian's vision of community-based support for children with complex needs.

Staffing

- O. The staffing model is robust and responsive, comprising one Principal Teacher, four Class Teachers, and nine Learning Assistants. Leadership support is provided by the Headteacher and a Depute Headteacher, ensuring strategic oversight and day-to-day continuity. Staff are trained in supporting complex needs, including communication, personal care, and medical requirements. This ensures that learners receive consistent, informed, and compassionate support, which is critical to their development and wellbeing.

SECTION D: Consideration of Alternative Options and Other Implications

1. The proposed establishment of an additional support needs provision at Woodburn Primary School will represent best value through the effective and efficient use of Council resources.
2. Maintaining the ASN provision within Woodburn Primary School offers significant educational and social benefits. Firstly, it ensures continuity and stability for the children, allowing them to learn and develop within a familiar environment. This consistency is crucial for their emotional well-being and academic progress.
3. The Midlothian review of Additional Support Needs (ASN) in November 2022 highlighted the increasing numbers of children with more complex additional support needs. Accordingly, the availability of and demand for educational places for children with ASN will continue to be subject to ongoing monitoring and review.
4. Consideration will also be given to any new housing developments and other demographic changes such as the number of families with children with additional support needs moving into the authority which may lead to discussion about the need for any relevant modifications to the educational estate.

Transition Arrangements

5. It is proposed that there will be no change to the current process for referrals and the allocation of specialist primary support spaces.
6. An enhanced transition to secondary education will be offered to all children attending the ASN provision based on the individual needs of each child.
7. Children will be supported to transition to their catchment area secondary school.
8. Where a child's additional support needs continue to require additional specialist support, a referral will be made to the Education Resource Group and following assessment and consultation on their needs, they may be allocated specialist support in one of our provisions.

Transport

9. Owing to the location of the established ASN provision with Woodburn primary school, there should be no significant changes to school transport setting for eligible pupils.

Financial Implications

10. Midlothian Council does not envisage any financial impacts from establishing the ASN provision within Woodburn PS.

Staffing Implications

11. The proposed ASN provision will be led and managed overall by the Head Teacher at Woodburn Primary School.
12. The staffing levels will principally be determined by the number of children. The Education Resource Group will continue to allocate places to the specialist provisions based on assessment of their needs in partnership with the Head Teacher.
13. If this proposal is implemented, the Council does not envisage any adverse effects from the proposal in respect of staffing. Should issues arise however, these will be mitigated through the Council's Education Leadership Team support structure.
14. It is acknowledged that should the proposal be approved and implemented, forward planning will be required from the Education Service as a matter of good management practice in ensuring the required staffing is in place. Staffing arrangements for the ASN provision will be consistent with Midlothian Council's recruitment policies and other local arrangements.

Integrated Impact Assessment

15. The Council as a public authority has a duty under the Equality Act 2010, the Public Sector Equality Duty 2011, and the Fairer Scotland Duty (Part one of the Equality Act) to have due regard to their provisions when making strategic financial decisions. This is done through assessing the potential impact of the decision on equality through an Equality Impact Assessment. The Council will undertake the process of assessment during the consultation process in respect of this proposal to ensure that due regard is given to such matters in the decision-making process.
16. The result of the Integrated Impact Assessment will be included in the final Consultation Report document.

Equal Opportunities

17. The Council must also consider its duty in respect of socio-economic impact. Having the new provision in the community means that remains accessible for those who may be economically disadvantaged.
18. As part of the consultation process the Council will consult with a wide range of stakeholders, including staff, parents/carers and children and young people and will address comments about equality during this consultation.

19. Under the *Equality Act 2010*, education providers must not treat disabled pupils less favourably and should take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. The new additional support needs provision will comply with accessibility requirements and therefore would positively promote equal opportunities for any child who has a disability.

SECTION E: Conclusion

1. The Council believes that the measures proposed in this document will enhance provision for children with additional support needs (ASN) in Midlothian.
2. This proposal of establishing the ASN provision within Woodburn Primary School is educationally beneficial for several compelling reasons. It ensures that children with additional support needs receive consistent, high-quality support in a familiar and stable environment, which is crucial for their emotional and academic development.
3. The integration of ASN provision within Woodburn Primary School fosters inclusivity, allowing children to interact and build relationships with their mainstream peers, promoting social integration and a sense of community. The established leadership and specialised staff at Woodburn Primary School are well-equipped to provide tailored support, ensuring that each child's individual needs are met effectively.
4. The continuity and stability are essential for fostering a conducive learning environment where children can thrive. Moving the provision elsewhere could disrupt these established relationships and support systems, potentially hindering the children's progress and well-being. Therefore, by having an ASN provision at Woodburn Primary School is the most beneficial option for the children's educational and social development, ensuring their right to a high-quality, inclusive education is upheld.
5. This proposal will bring educational benefits to both current and future users of the additional support needs provision. It will ensure that children's learning experiences and achievements are consistently assessed and enhanced as needed, fostering continuous improvement and development.
6. Overall, there are strong educational arguments in favour of this proposal.

Appendix 1: Woodburn Additional Support Needs (ASN) Consultation Timeline

	Date beginning	Date ending	Duration
Statutory consultation period Including: <ul style="list-style-type: none"> • Initial consultation report • Public meetings • Drop-in sessions • Engagement with staff, pupils, and parent councils 	12/02/2026	02/04/2026	7 weeks
His Majesty's Inspectorate of Education in Scotland engagement period	21/04/2026	12/05/2026	3 weeks
Publication of consultation report	01/06/2026		
Further considerations after publication of the reports	01/06/2026	22/06/2026	3 weeks
Consideration of Consultation Reports by Midlothian Council	23/06/2026	23/06/2026	1 day

Appendix 2: WOODBURN ADDITIONAL SUPPORT NEEDS (ASN) CONSULTATION RESPONSE FORM

I wish my response to be considered as confidential with access restricted to Elected Members and Council Officers of Midlothian Council.

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Proposal to establish an ASN stage at Woodburn Primary School.

Further detailed information about the proposal, which you are encouraged to read to help inform your response, can be found at

<https://midlothiancouncil.citizenspace.com/education/woodburn-asn-consultation>

Please note the closing date for submission of completed questionnaires is **2 April 2026**.

You can return this electronically to EducationConsultation@midlothian.gov.uk or by post to Woodburn ASN Consultation, Freepost SCO 622, Midlothian Council, Dalkeith EH22 3ZG

About You

1. Are you responding to this questionnaire as an individual or on behalf of an organisation?

Individual ☐

Organisation (please give details below) ☐

2. Which category best describes you?

	Woodburn PS	Woodburn ASN	Other
Parent of current pupil(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent of future pupil(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please give details)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. To what extent do you agree or disagree with the proposal to formally establish an ASN stage at Woodburn Primary School?

Strongly agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
No opinion	<input type="checkbox"/>

4. To what extent do you agree or disagree with the proposal to place the ASN stage under the leadership of the Head Teacher of Woodburn Primary School?

Strongly agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
No opinion	<input type="checkbox"/>

5. Please use this box if you wish to give a reason(s) for your view or if you wish to make any further comment on the proposal (if you need to continue on a separate sheet, please attach.)

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Thank you for completing this Consultation Questionnaire.