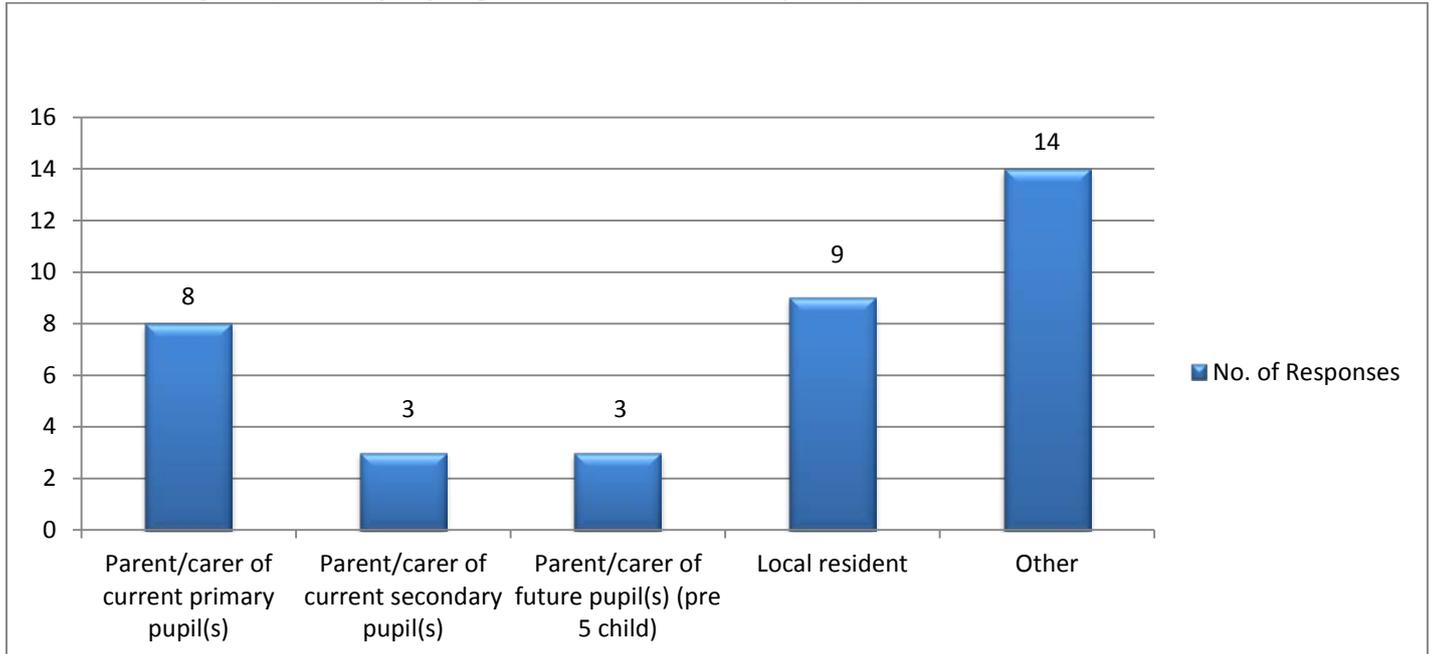


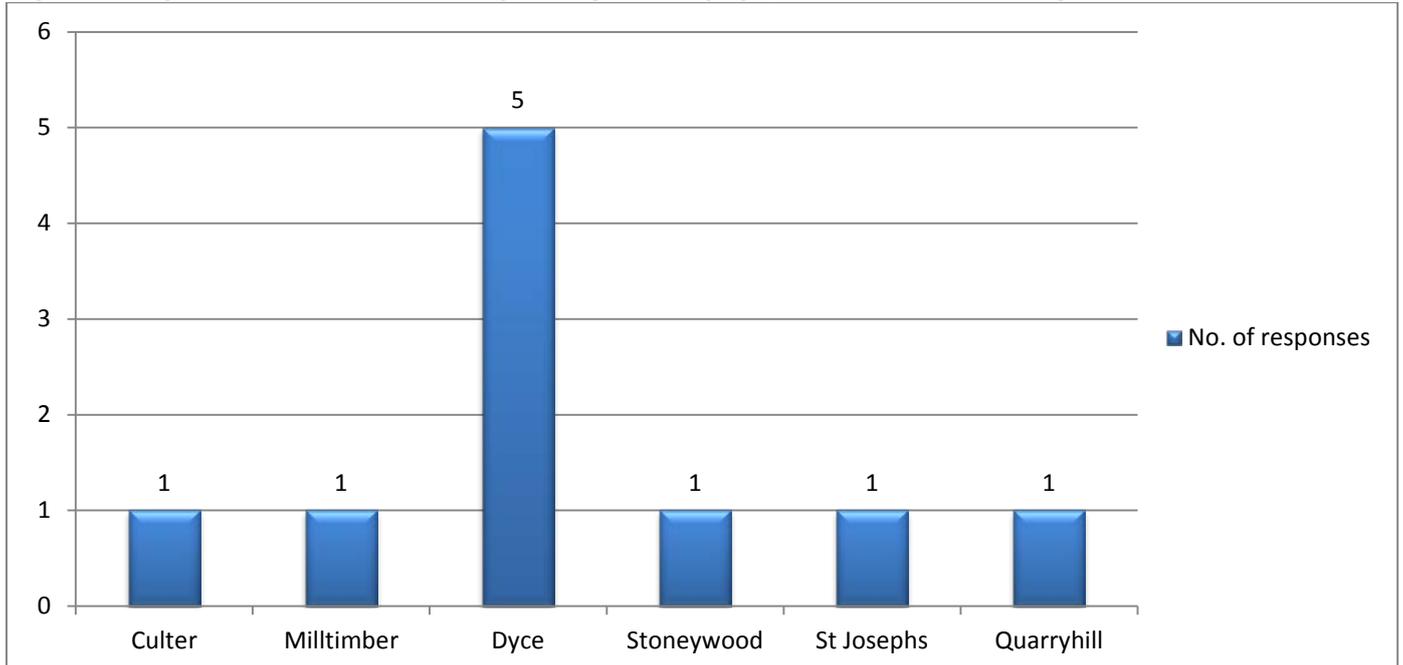
Cordyce School Proposal

The consultation ran from 30th August 2017 until 13th October 2017. There were 25 responses in total: 1 paper copy and 24 online.

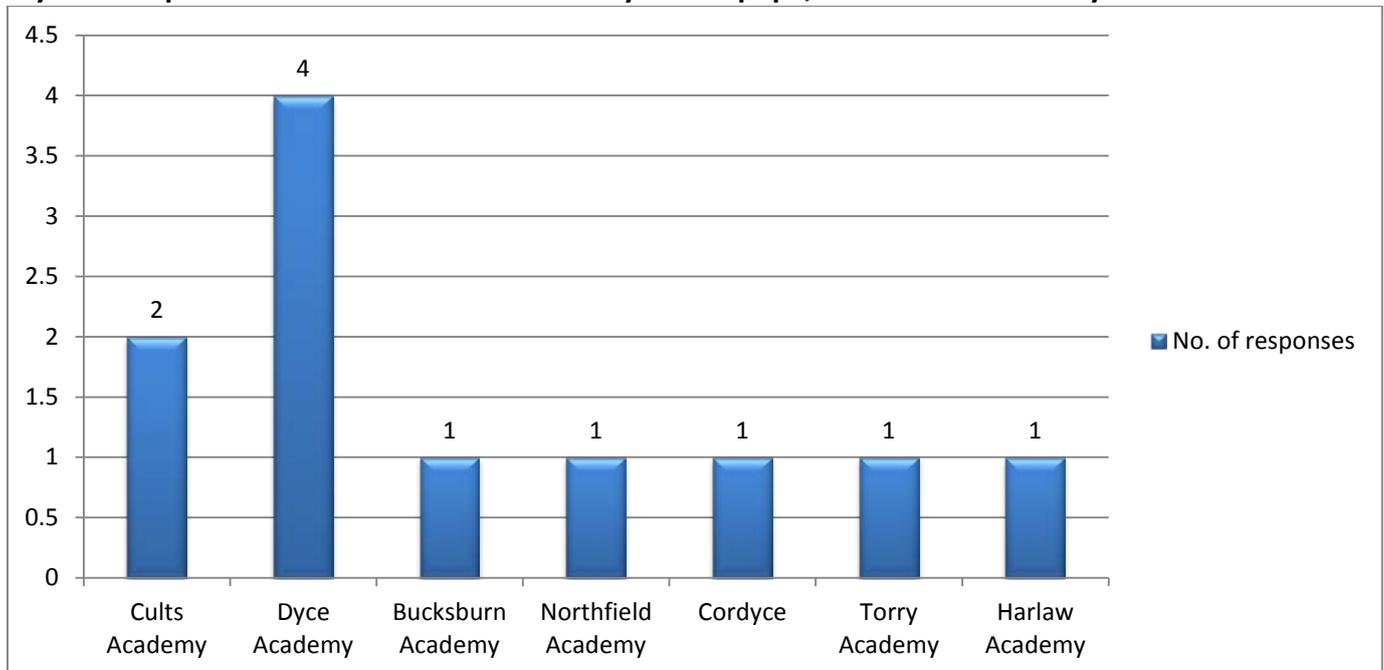
Q3 – Who are you? (Several people gave more than one response)



If you are a parent carer of a current primary school pupil, which school do they attend?



If you are a parent carer of a current secondary school pupil, which school do they attend?



If other, please describe:

Teacher
Community Development Worker
Ex pupil of Cordyce
Teacher
Camphill
Teacher
English teacher at Cordyce School
Trade Union representing staff at Cordyce/across the city.

Q4: What is the most positive part of the proposal (if any)?

The font choice was okay.
!!
None
Why are consulting now when the school is already closed and the last pupils were relocated last year.
Saving money
*The integration of children into mainstream education is always desirable IF schools have an appropriate base/support system or specialist staff onsite to deal with problems that may arise, and if the education and daily routine of other pupils is not disrupted and staff and students are not at risk. The cost saving implications are also advantageous in a city whose local authority spend is already overstretched.
Not sure there are any positives.
None, this is merely a cost cutting exercise
It's good that schools are managing to meet the needs of pupils who need extra support but why close a school that offers 1 to 1 support which is what majority of kids need our schools are over populated and lots of kids struggle to get support
I have no positive thoughts... it's an absolute joke. As you can tell, I'm very angry about this.
Nil. The lack of a stimulating environment is not a good enough reason to close this resource. It needs proper investment and staffing.

That children are being accommodated in mainstream schools along with their peers rather than being labelled and segregated.
Don't think there is anything positive kids are still struggling in mainstream and end up on part time timetables or flexi schooling or just not attending not enough support in mainstream for kids with needs teachers can't cope and kids end up playing up cause they are misunderstood left behind made fun of by other pupils at least at Cordyce they felt secure understood and supported right.
**I don't think it's positive for a lot of parents or the children affected. Some children do not cope in a mainstream environment even with support. It takes special trained staff to help some children. Teachers in mainstream are not trained to deal with complex need's and its damaging children's self-esteem. They feel failed and frustrated that they don't match up to their peers. Are there no children on the role because the council have decided because I find that awful. I'm getting told its ok to use seclusion rooms, lock children out of class and use restraint as staff aren't trained. I complained many times and my daughter was left with no education for over 6 months as she couldn't cope with the regimental ways. My son had to move school as he was distressed and frustrated that they didn't want to listen to us or him to support him. Bother of my children has asd. My daughter has PDA and adhd. She has been placed in a mainstream academy and I need to wait until it falls apart before I can challenge the local authority's decision. Then where does she go. We have been offered no suitable placement for her.
That children with emotional, social or behaviour problems are not segregated into a school just for this. I grew up knowing people who went to this school. When kids are around other kids who have issues they tend to follow rather than be different, if we have them in normal schools they can integrate with other pupils who may be in a better position which in my opinion could push the kids to do better.
There is none that comes to mind this is just an really bad idea and should be stopped now.
The only positive is that it has been recognised as in a poor state.
Some children's needs are met in mainstream schools.
Some dead wood may be shed. Costs may be kept in check with streamlining of service.

Q5 – What is/are your main concern(s) about the proposal?

That disruptive pupils will be making it harder for other pupils to access their learning and will no longer be accessing specialist provision for their needs.
Pupils at Cordyce have specific needs that can be catered for by trained staff within a controlled environment. Farming pupils out to mainstream schools can only have an impact on the learning and teaching of those classes. Support staff will have to spend extra time with individual pupils meaning they are less involved with others. Lessons may be more disrupted by behaviour or demands placed on staff which affects the quality and quantity of learning in the classroom. Mainstream staff do not always have the same level of training to handle the needs of all pupils whether it is deaf, disabled or suffering from emotional trauma. Support staff in school are being stretched more and more. The overall impact is a decline in quality learning and teaching.
Inclusion in mainstream schools is not working for pupils who require the skills that the teachers at Cordyce offered. An off-site provision is essential for pupils who should attend it and also for the pupils who do not as their education is greatly impacted by the inclusion agenda.
Impact on pupils who need support and the subsequent impact on pupils in the mainstream schools they have been allocated to.
Pupil needs not met, impact on other pupils, dilution of resources as each school provides for a small

number of pupils, third sector resources limited and diminishing, access to pathway planning limited and non-transparent, pathway planning resources limited.
*As above, if other pupils are put at risk in either a personal or detrimentally educational sense due to appropriate support systems for children with additional support needs not being understood or provisions made, then the proposal is not supportable.
My understanding is the Cordyce is used for children with additional needs that are difficult to fulfil in a normal teaching environment. Having these children in normal classes I believe puts additional strain on the teacher and can lead to disruption in the classroom. I truly believe that having a separate school environment where there are fewer distractions to the child with behavioural problems is the correct way to go.
It is not true that the needs of these children are being met in mainstream- far from it. These extreme behaviour pupils have an adverse effect on their peers. What about the other children's rights to a safe education? Many are not getting that if their classes are constantly disrupted by children with behavioural issues and teachers are having to spend the majority of their time dealing with behaviour, rather than teaching. The majority are being negatively affected in favour of a minority.
That schools will not provide enough support long term for pupils who need it.
***My daughter has spent the last 6 years of her school life (she's in p7 now, so will be attending Bucksburn next year) in an "inclusive" school environment, meaning that a number of children (all boys) in her class have additional needs, with a high incident of autism, add and adhd. She has suffered physically (been attacked including a sexual assault), mentally (the stress of having boys shouting, swearing in class and generally the fear of attack/overfamiliarity) and educationally (the poor teachers have absolutely no chance of teaching a class effectively when one or more of the children is constantly disrupting the class) because of it. It is clear to see that "inclusion" is not fair on either the children with additional needs or the rest of the class. The children at Cordyce are there for a variety of reasons, which won't disappear when the school closes. As Bucksburn is the nearest and I believe is under full capacity, I imagine that the majority of Cordyce pupils will be punted to Bucksburn.... into an environment where they can cause maximum disruption with a captive audience. I'm disgusted that this plan has so quietly come about. I don't believe a public consultation will make a lot of difference - the decision has already been made - but I wanted to voice my disgust at Aberdeen City Council.
Too many pupils with behavioural, social and emotional needs are not having a positive experience in mainstream. Pupils are disruptive of the education of others leading to ongoing problems with poor educational achievement. Specialist staff are not available in mainstream - closing this school and others like it are money saving exercises and it is disgraceful. Mainstream teachers are spending far too much of their time managing the behaviour of youngsters who are not able to function in a class of up to 30 pupils.
Although more targeted supported is supposed to be given in schools to pupils who would have traditionally gone to Cordyce, there has not been an increase in the availability of funding or staff to support the ever increasing needs of the learners that are entering education today. With the focus supposed to be Getting It Right For Every Child, if they are going to be in mainstream the level of support in schools is needed to be stepped up and schools should not be told they need to get 'creative' with how support is offered. Every child that needs support should have it available to them and learners that do not need support should not have their learning impacted due to teacher time being solely taken up by one or two pupils in a class as support can be not provided to them.
Main concern that current staffing will not allow for the level of support required to educate children along with addressing additional support needs without having a negative impact on children without these additional needs. I fear that there will not be enough specialist interaction with these children to ensure that there is no disruption to mainstream education. This cannot be seen or dealt with as a cost saving as our education system is deteriorating year upon year.
Not enough support in mainstream schooling for these pupils. Teachers already spread too thin.
Children having a vital school being taken away from them that kept them encouraged and they had hope.
**As above

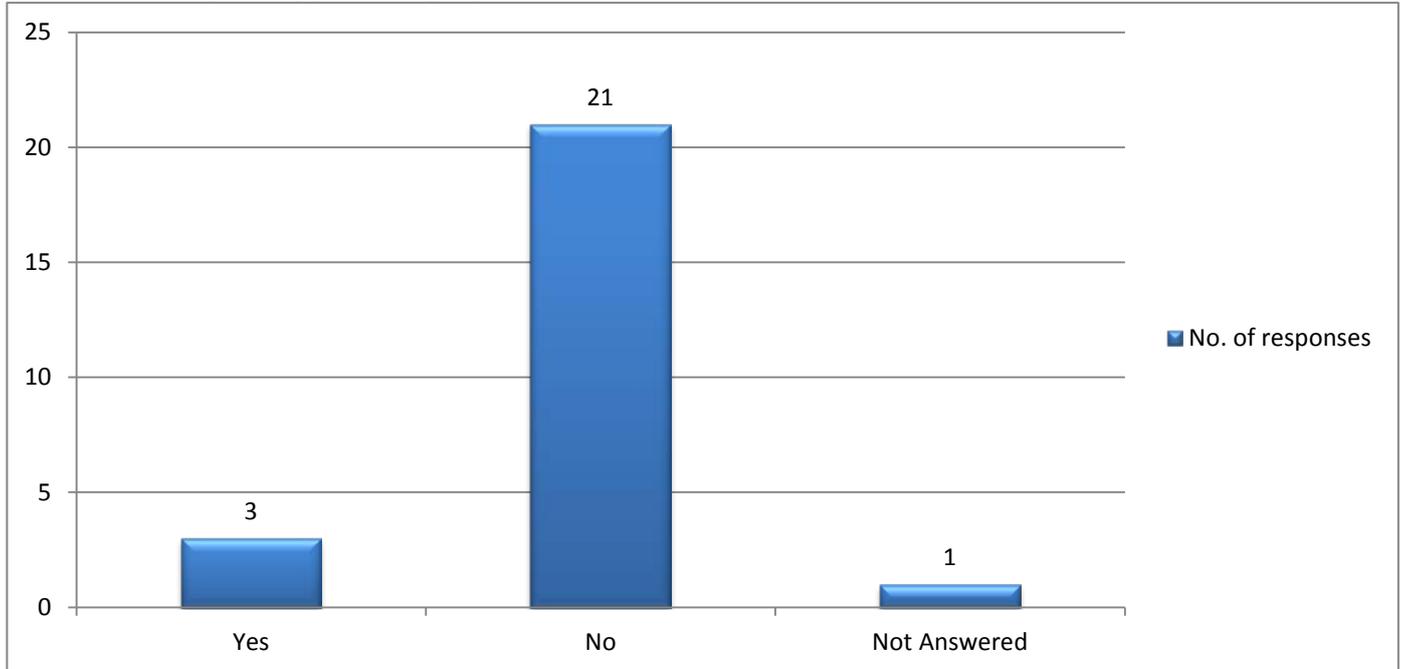
Nothing.
There is nowhere near enough places in this city to help young kids and teenagers with asd, asn or other disability's in this city and t have a school lying empty and looking to close it down as this city doesn't see fit to help the young of Aberdeen is just shocking . The people thinking about this should be ashamed for what they're doing to the people who need this in this city.
Secondary schools are not necessarily able to support all young people adequately. Attempting to address their specific needs often has a severe impact on other young learners in the class and is not in the best interest of the young people themselves. The expectations of the mainstream environment can stress them to such an extent that they are unable to function. Staff and pupils at the mainstream provision are also affected negatively.
I believe that despite the best efforts of the education department there are a substantial number of pupils who are not currently accessing any education. Cordyce at its best was able to positively affect and re-integrate pupils to mainstream schools. Even where such positive outcomes were not achieved pupils at the school did attend and receive a positive experience and educational outcomes.
The very difficult pupils will be FORCED into mainstream. What about all the pupils that did not attend mainstream then felt safe enough to attend Cordyce. Cordyce was always set up for the pupils and educating them when others let them down. What about the cost of sending pupils OUT of the city it says about the cost but I ask how much would it of cost to go out of the city.
That pupils who would benefit from have the attention needed to help give him or her develop within an environment which best fits the specific needs. The pupils who have specific requirements required attention that disadvantages other pupils therefore we are not doing our best for every child.
Inclusion only works for some. There are a great number of pupils not benefiting from inclusion who end up being continually excluded
The lack of transparency around the 'secret report' of 2014 which was never shared in any detail due to fears over what was contained and how it reflected on individuals who might be 'recognised' by readers. The 'inclusion' on offer with base work and ' bespoke elements' does not in my experience seem to offer the breadth of curriculum sought to replace what was available in Cordyce and formal education slots are often less than previously offered. The leasing of properties such as the Bishop's House for staffing and premises in Bon Accord Square to be developed as a classroom seem uncoordinated and cost effectiveness is not made clear.

Q6. What would you like the Council to know about the proposal?

That it's having a detrimental effect on the classes that these formerly extracted pupils are being put into.
Specialist schools are important to meet the specialised need of particular groups of children. These act as buffers between home and mainstream. Once pupils have reached a level where their needs can be met in mainstream then they can move on. Unless mainstream schools are supported appropriately or able to create and staff nurture bases there will be continued disruption to education. If we are to get it right for every child then the facilities must be in place to give every child the best opportunity to learn and progress. Saving money by closing buildings makes economic sense but to remove a safety net sends many children into freefall and the consequences are the potential futures of many others.
It is short sighted to close this provision. Mainstream schools are struggling to meet the needs of all pupils due to lack of support and resources. Cordyce offered both support and resources that far better met the needs of these pupils than the current situation.
Relying heavily on limited resources, teacher workload issues, teacher mental health issues.
I have been involved in the GIRFEC schedule for a child with additional support needs in a local primary school. Despite valiant efforts of staff and others involved, his needs were not met and he was eventually removed from the classroom and had to work in a corridor in isolation. He was not allowed to have lunchbreaks with the other children. He eventually had a system in place where he was placed at Cordyce three days a week and had a day or so at the local primary school. He missed out on most of

<p>the standard educational requirements and is not well situated to succeed at secondary school. He did not get his desired place in the base at Bucksburn Academy and is being put into supported mainstream at Harlaw, though a week after term started his timetable was still not sorted out.</p>
<p>Don't close Cordyce. Invest more time and resources to tackle these children and show them that you are doing all that you can to make them more valuable members of society.</p>
<p>Start actually thinking about how purposeful inclusion really is. It's gone too much the way of a minority of children dominating the teacher's time often with no positive outcome, whilst the rest of the class, who actually want to learn, are being neglected.</p>
<p>I think it's silly.</p>
<p>***Strange question.... all of what I said above?</p>
<p>Stop thinking about money, stop thinking about access and rights to mainstream education and start thinking about the detrimental effects inclusion is having on the majority of pupils exposed to bad behaviour, violent and threatening behaviour. I am a teacher and spend an inordinate amount of time on a handful of pupils every day when I should be educating my classes. Pupils with complex emotional needs deserve better than to be dumped in a school with poorly trained staff, staff shortages and wishy washy support plans devised by people in the know who never come to class to watch them disrupt classes.</p>
<p>Secondary Schools are already struggling to support every pupil and that if they are to close down Cordyce, each secondary school will require an increase in funding and staffing to support the needs of all young people in line with the GIRFEC legislation.</p>
<p>Hopefully they are already aware and dealing with the impact this is having on both the children who have been moved to mainstream education and their peers who already receive this service. In addition to this the implications on teaching staff and the continued need for the specialist professional intervention that these vulnerable individuals require.</p>
<p>That it's ridiculous they can keep failing children just to cut costs and the children and families then suffer.</p>
<p>Integrating children with social, emotional and behaviour problems into a school with other children and not segregating into another surely must benefit the kids.</p>
<p>To stop and do what it meant to do and look after all in this city. the council has a legal duty to care for and educate our young people and by closing this school and not taking pupils in is just another cost cutting message to people like me who see it as money first the helping others.</p>
<p>That inclusion only works when pupils want it to work you cannot force pupils to attend there local school if they don't want to. Also if schools put pupils off role then they are sent somewhere else so why close a school that did so much good for PUPILS.</p>
<p>I do not support the proposal for the above reasons. It assumes that a classroom teacher has the time and skills and expertise required to deal with a wide range of behaviour and emotional needs and this is absolutely not the case. Additionally, this is not what subject teachers trained to do. Inclusion does not work. The behaviour issues which arise for whatever reason is disruptive, and disadvantages every pupil.</p>
<p>Many pupils are missing out on the expertise of teachers who could teach them positive life skills dmd ate turning to criminal ways of life</p>
<p>It really is a retrospective consultation since the school has been closed for some months. Cordyce could still have been serving 44 young people and more with outreach services had the allocation system not been changed to suit the inclusion vision. I believe mainstreaming should always be the expectation but what is on offer at the current time is a dis-service to many of our most vulnerable young people and weighs heavily on teaching and support staff across this city.</p>

Q7. Overall do you support the proposal?



Q8 – Any other comments?

Spock said it best when he said that "The needs of the many outweigh the needs of the few or the one". For the sake of saving money the overall experience of the many is being degraded. Having the mixed classrooms with such extreme behaviours does not encourage progression for the more able and pulls resources away from the silent majority who could benefit from teacher attention.

Are you GIRFEC?

I support it but with provisions that full and appropriate support can be demonstrated at all schools which may be required to include children who may previously have benefited from specialist teaching.

This school used to provide a valuable role on this community and the council has deliberately and cynically cut funding to it. The education and wellbeing of our young people should not be about money

I support the proposal with the condition that the specialist help is still abundantly available to these children and that this responsibility is not allocated to the already difficult jobs our teachers already do.

Council needs to keep this vital support and stop relying on mainstream to pick up the mess closer will just mean more children out of school flexi schooling Cordyce has been a school since I went to Dyce academy and the kids that came on day release spoke very highly of the school. Oakbank was closed now Cordyce where are these kids meant to go if you keep taking it all away from them I used to work at Oakbank and these schools are vital for the community

They will get away with closing the school as council and education make their own laws and get to abuse our children and we have no rights to complain. Put up with it or remove your children from the abuse in schools. When children need medical assessment's for mental health schools ignore it and the local authorities sweep it under the carpet. Our children are not taken care of in schools and it's a disgrace

The council need to stop telling stories and actually speak to their staff (without them being gaged) I know there is still staff at the school as there is cars parked every day. Now that the COUNCIL decided to close it is the first time local kids go and cause damage."

I would welcome any opportunity to attend meetings concerning this matter.

2.6 - This refers to the reduction in the pupil roll at Cordyce.

The EIS does not dispute this reduction. However, it came about because schools were suddenly unable to refer pupils to Cordyce as a possible option when considering alternative placements. Some individuals were able to have their needs met in a mainstream environment but there were, and always will be, some pupils who would benefit from the type of alternative provision that Cordyce could offer. Schools were told some time ago that this option was no longer available to them. Does this mean that out of authority placements are the only route for these high tariff young people?

2.7 - It is anticipated that this work will continue.

The EIS would like to see a firm plan for how support for the most vulnerable young people will be taken forward. The 'hub' provision which was first spoken about have now changed considerably and schools are unclear about what is actually available and the process by which resource can be accessed. There have been no pupils enrolled at the school for some time now, not just since August 2017 and this is due to the fact that no enrolment process existed to allow schools to access Cordyce.

3.8 - How was the impact on schools measured? How was it determined that the impact on schools would be 'small'? The EIS would disagree that the impact of creating bespoke mainstream pathways for our most vulnerable learners in a staffing crisis with limited budgets would be 'small'. Reference to the 2014 Review of Inclusion is unhelpful in this paragraph as hubs were part of the new approach proposed by this review and they currently don't exist in the format recommended.

4.3 - A recent (2106) EIS survey on Inclusion in Aberdeen City highlighted that staff do not feel adequately trained to deal with the social and emotional difficulties presented by young people. They felt that there was little opportunity to engage in high-quality training as a result of the staffing crisis and the fast-paced implementation of presumption of mainstreaming. When asked what would help staff to address the issues they were finding most challenging almost all said that they required better training and staffing resources.

4.7 - The recruitment crisis is having an impact upon many schools in terms of their personalisation and choice that they are able to provide for young people. This is not an issue which is exclusive to Cordyce. Cordyce would have found it difficult to attract skilled staff since the Inclusion Review because the future of the school became very uncertain at that point.

4.11 - The continuum of provision is reduced by the loss of Cordyce as some of the city's most vulnerable learners may still require access to provision that is not part of a mainstream setting. They may require to do this for a longer period of time and the EIS questions that we have access to this type of support within the City. Ultimately this may mean we are unable to reduce out of authority placements.

4.14 and 4.15 The vision of satellite hubs has changed significantly from that recommended by the Review of Inclusion and subsequently presented to schools as the new way forward. Schools feel that their options have now been reduced further and that there are significant gaps in the provision available. The isolated 'learning environments' which appear to have replaced hubs do not allow ACC to capitalise in access to technology, in-house therapeutic approaches and the wider curriculum for personalisation and choice as mentioned in 4.7 of the document. It is the opinion of the EIS that pupil needs will not be best met by this new approach and that flexibility will be reduced as a result of the fragmented nature of the provision.

The EIS wholeheartedly supports the inclusion agenda but recognises that the significant limitations placed on schools as a result of staffing shortages and budget constraints make the process much more challenging in reality. There will always be a small percentage of young people who cannot be supported in mainstream due to their social, emotional and behavioural difficulties and it is vital that the type of support that was provided by Cordyce remains an option for those pupils in an effort to avoid out of city placements.

The closure of the building does not concern the EIS but the discontinuation of the service provided by Cordyce certainly does.

