**GLASGOW CITY COUNCIL**

**EDUCATION SERVICES**

**THIS IS A FORMAL CONSULTATIVE**

**DOCUMENT**

**Proposal to close the Enhanced Vocational Inclusion Project (EVIP)**

**as a school and establish it as a service within Education Services.**

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| **School(s)** | **Ward(s)** | **Strategic Planning Area** | **Learning Communities** |
| All Mainstream Secondary Schools | City-Wide | City-Wide | All Learning Communities |

***REPORT BY EXECUTIVE DIRECTOR OF EDUCATION***

*This document has been issued by Glasgow City Council for consultation in terms of the Schools (Consultation) (Scotland) Act 2010.*

# Background and Context

* 1. EVIP was started around 20 years ago. It was initially managed by Social Work Services and was a partnership between them, Building Services & Culture & Leisure Services. At that time, young people were predominantly referred by Social Work staff and there were two intakes, August for full-time provision, and January for part-time provision.
	2. Young people remained on the school roll and attended EVIP, which is based in colleges across Glasgow, Monday PM, all day Tuesday, Wednesday, Thursday, and Friday AM. Young people were supported by an EVIP Coach and were taxied to/from college.
	3. When Building Services was moving to become an ALEO, a decision was made to transfer the management of EVIP to Education Services. It was at this point that the delivery was looked at and redesigned to support the young people’s educational attainment to help support them into positive post-school destinations. The Senior Leadership Team within EVIP were able to look at the suite of SQA qualifications and work with colleges to deliver these to young people across the academic year. Young people worked towards a relevant Skills for Work qualification at Level 4 alongside SQA Core Skills in Literacy, Numeracy, and ICT.
	4. Over the years there have been a number of changes such as removal of taxis in favour of independent travel, removal of the S3 part-time provision, introduction of formal qualifications in English and Maths, EVIP coaches delivering a formal PSE programme and offering young people SQA qualifications in Employability and Wellbeing, and the allocation of a Careers Advisor to work with the young people to support their progression to a positive destination.
	5. Currently, young people attend EVIP a maximum of 3.5 days each week. EVIP now offer the following qualifications:
* Relevant Skills for Work (AfW)qualification - Level 4
* Employability Award – Level 3 or 4
* Wellbeing Award – Level 3 or 4
* Steps to Work Award – Level 4 (if pupil attained SfW and Employability Award at Level 4)

There is no actual school building for EVIP and young people attend the college which supports their vocational programme.

1.6 To access a place on EVIP, schools work with young people to complete an application. Parents and carers are also contacted as this point to seek approval This is followed up by an interview with staff from EVIP. If a place is offered there is an induction activity prior to starting. This process would remain in place if EVIP moved from being a school to a service within Glasgow’s Virtual School.

1. **Proposal**
	1. The main proposal is that EVIP would no longer be a school but would return to being a service as part of Glasgow’s Virtual School.
	2. Last session the decision was taken to remove the English and Maths teachers from EVIP and return them to a school. There were different reasons for this but an important factor in this decision was to try to encourage some engagement between young people who had been in a school for three years and had built relationships, including peer relationships, to continue to have support from their school. This would also allow for continuity with a young person’s Pastoral Care teacher who would have been a support over the years and known well by the young person and their family.

2.3 After the 3.5 days when the young people study at college, they are expected to return to their school the remaining days each week to work on core qualifications including English and Maths. By formally closing EVIP as a ‘school’, young people will now remain on their own school roll and benefit from maintaining relationships and support from their school but still benefit from the support of EVIP staff when in college. This was actually how EVIP worked prior to 2017.

2.4 EVIP would become a service located within Glasgow’s Virtual School (GVS). Many of the young people involved with EVIP are care experienced and others can have disrupted learning for a variety of other reasons. Being part of GVS structure will, furthermore, ensure access to different supports and will also result in better access to multi agency support, especially HSCP. The EVIP coaches who support young people have a skill set which could support other young people involved with GVS but also benefit from the professional learning and development being part of GVS offers.

2.5 At the same time as EVIP has been changing, so too have secondary schools. Latterly the changes to curriculum, particularly at the Senior Phase, have resulted in a broader range of subjects on offer, many of which have a life and work skills focus. Most schools have partnership teams which work directly with young people who prefer a more vocational pathway and also offer bespoke opportunities sometimes through linking with the Towards Better Futures team and links with the Third sector. It is primarily due to the changing context that it is now time to review the offer from EVIP. This is already underway with consultation of young people involved with EVIP at present, parents and school staff. It is hoped that the learning from this will improve the Service further.

1. **Educational Benefit Statement for the Proposal**
	1. **The Young People**
		1. Young people would benefit from remaining connected to their school and continue to receive support from Pastoral Care staff where appropriate. They would also have a bespoke provision for English and Mathematics qualifications, and potentially any other qualification. If they requested it, they would also be able to continue with peer relationships and engage with some school activities.
		2. As part of Glasgow’s Virtual School they would be able to access further support from partners and agencies.
	2. **Parents and Carers**
		1. Parents and carers would be able to continue a relationship with their child’s school and update them directly on any issues affecting the family of the young person. Staff at school would work with EVIP colleagues to share information where appropriate.
	3. **Staff in EVIP**
		1. Staff would benefit from the support and training provided by being part of Glasgow’s Virtual School.
	4. **Colleges who support EVIP**

3.4.1 There would be no impact on college providers with this change.

1. **Equality Statement**
	1. An Equality Impact assessment will be undertaken as part of the consultation exercise to assess if the proposal discriminates against anyone on the basis of:
* Age
* Gender
* Religion
* Racial Group
* Disability
* Sexual Orientation

In carrying out the equality impact assessment, we will take account of (and address) any equality issues raised in written or oral representation made as part of the consultation process. The result of the equality impact assessment will be included in the consultation response document and will also be available on the Glasgow City Council website.

1. **Proposed Date for Implementation**
	1. It is intended that, if agreed, the proposal would be progressed when the Scottish Government confirms that the change can be actioned which is likely to be around October 2024.
2. **The Consultation Process**
* Parents and carers
* Young people
* Staff
* Trade Unions
* Partnership colleges

Notices to advise of the consultation arrangements will be on the Council website. A survey has been developed to allow interested parties to give their views and this can be accessed using this link :<https://www.smartsurvey.co.uk/s/EVIP24/>

Consultation responses will be gathered using this survey and a further consultation response document will be produced.

1. **Timetable**
	1. The indicative timetable for the consultation is:

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| **Date** | **Action** | **Location** |
| 21st March 2024 | Report to City Administration Committee (CAC) |  |
| 25th March 2024 | Start of Public Consultation Period |  |
| 18th April 2024 | Public Meeting 7pm | City Chambers |
| 26th May 2024 | End of Public consultation period |  |
| 20th June 2024 | Response to consultation available on website |  |
| 22nd August 2024 | Report with outcome of consultation and recommendation to CAC |  |
| 17th October 2024 | Ministers call in period Ends |  |

* 1. As stated above, a public meeting will be held on 18th April at 7pm in the City Chambers. Anyone wishing to attend the public meeting is welcome to:
* Hear more about the proposal.
* Ask questions about the proposal.
* Have their views noted so that they can be taken into account as part of the consultation response.
* Ask officers about the various ways in which they can respond to the proposal.
1. **Involvement of Education Scotland (HMIe)**
	1. The consultation is within the Schools (Consultation)(Scotland) Act 2010. A copy of the consultation proposal will be sent to Education Scotland by Education Services. They will also receive a copy of any written representations that are received by Education Services from any person during the consultation period or, if Education Scotland agree, a summary of them. They will also receive a summary of any oral representation made to Education Services at the public meeting and a copy of any other relevant documentation.
	2. Education Scotland will then prepare a report on the educational aspects of the proposals no later than three weeks after Education Services has sent them all representations and documents as mentioned above.
	3. In preparing their report, they may wish to meet with EVIP staff and young people and make such reasonable enquiries of such other people as they consider appropriate.
2. **Preparation of Consultation Response**
	1. Education Services will review the proposals having regard to the Education Scotland report, responses to the consultation and oral representations made at the public meeting. Education Services will then prepare a consultation response report for consideration by the Council’s City Administration Committee.
	2. This consultation report will be published in electronic and printed formats and be available on the Glasgow City Council website, Education Services, City Chambers East Building, 40 John Street, Glasgow G1 1JL. All those who received direct notification of the consultation will either be sent a full or summary response document. All those who responded and provided contact details through the consultation process will also receive a copy of the full or summary response document as appropriate.
	3. The response report will include a record of the total number of written representations made during the consultation period, a summary of the oral representations made at the public meeting, the council’s response to the Education Scotland report and any other relevant information, including details of any alleged inaccuracies and how these have been handled. The report will also contain a statement explaining how it complied with the requirements to review the proposal in light of the Education Scotland report and representations (both oral and written) that are received. The Consultation Response Report will be published at least three weeks prior to the City Administration Committee making a decision.
	4. Reasonable requests for alternative forms of consultation papers or response documents will be accommodated wherever possible. Should you wish a copy in any other format please contact Education Services;
* Online at schoolconsultations@education.glasgow.gov.uk
* At Education Services, City Chambers East Building, 40 John St, Glasgow, G1 1JL
* Or by calling 0141 287 4327
1. **Note on Corrections**
	1. If any inaccuracy or omission is discovered in this proposal document and/or during the consultation either by Education Services or any person, Education Services will determine if relevant information has been omitted or, if there has been an inaccuracy. Education Services will then take appropriate action, which may include the issue of correction of reissuing of the proposal document or the revision of the timescale for the consultation period as appropriate. In that event, relevant consultees and Education Scotland will be advised.
2. **Conclusions from the Consultation Exercise**
	1. The conclusions and outcomes of the Consultation exercise will be presented to the Council City Administration Committee.
3. **Scottish Ministers’ Call-In**

12.1 The School (Consultation) (Scotland) Act 2010; If the proposal is approved (that is to close EVIP as a school) there is a three week period, which begins on the date the decision is made, for anyone to make representations to Scottish Ministers requesting the case to be called in. There is a further five week period for Ministers to reach a decision on whether or not to call in the case. Once a decision has been reached, the local authority in question and each individual who had requested a call in will be notified of the decision.