



PERTH AND KINROSS COUNCIL
EDUCATION AND LEARNING
CONSULTATION REPORT

**REPORT ON THE OUTCOME OF THE CONSULTATION RELATING TO
THE PROPOSAL TO:**

**Permanently establish a new Intensive Support Provision in Community
School of Auchterarder for pupils with Additional Support Needs with
effect from August 2026.**

This Consultation Report has been issued by Perth and Kinross Council in accordance with
the Schools (Consultation) (Scotland) Act 2010.

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PERTH AND KINROSS COUNCIL**EDUCATION AND LEARNING**

This report has been prepared following consultation on the proposal that the Council:

Permanently establish a new Intensive Support Provision in Community School of Auchterarder for pupils with Additional Support Needs with effect from August 2026. Having had regard (in particular) to:

- (a) Relevant written representations received by the Council (from any person) during the consultation period;
- (b) Oral representations made to it (by any person) at the public meetings held on 18 November 2025
- (c) HMIE's report on the proposal.

1. INTRODUCTION

This is a consultation report prepared in compliance with the Schools (Consultation) (Scotland) Act 2010 on the above proposal.

1.1 The purpose of this report 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 18 November 2025;
- Provide a statement of the Council's response to those written and oral representations;
- Provide the full text of HMIE's 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; and
- Provide details of any omission from, or inaccuracy in, the [Proposal Paper](#) and state how the Council acted upon it.

2. BACKGROUND

2.1 The Learning and Families Committee on 29 January 2025 approved a report ([Report No. 25/19 refers](#)) on an Options Appraisal for the expansion of Intensive Support Provisions (ISPs) in Perth and Kinross Council primary and secondary schools. The Committee agreed to commence with an expansion of ISPs through three phases over a three-year period.

In preparation of Phase 2, the Learning and Families Committee approved [Report 25/214](#) on Wednesday 27 August 2025, which proposed to establish a new Intensive Support Provision (ISP) in the Community School of Auchterarder. This report presented an [Options Appraisal](#) following an assessment of building capacity.

- 2.2 In the report considered by the Learning and Families Committee on 27 August 2025, it was agreed that the Strategic Lead: Education and Learning (Chief Education Officer) commenced a statutory consultation in respect of the permanent establishment of a new Intensive Support Provision in the Community School of Auchterarder for pupils with Additional Support Needs with effect from August 2026.
- 2.3 The duties in undertaking a statutory consultation on a relevant school proposal are outlined in the [Schools \(Consultation\) \(Scotland\) Act 2010 and the accompanying Statutory Guidance](#).
- 2.4 Learning and Families Committee reports and the Proposal Paper referred to above are available on the Council's website www.pkc.gov.uk.

3. CONSIDERATIONS

- 3.1 The main considerations relating to the proposal are fully explained in the [Proposal Paper](#), and the main points are highlighted as follows:
- 3.2 Perth and Kinross Council is dedicated to fostering a community where everyone can thrive, free from poverty and inequality. Their vision focuses on making the best use of public resources and ensuring continuous improvement of services. The Council's Corporate Plan emphasises collaboration to achieve key priorities, including tackling poverty, addressing climate change, and supporting sustainable places. Perth and Kinross Council aims to create a resilient, stronger, and greener local economy; enable children and young people to reach their full potential; protect and care for the most vulnerable; and support physical and mental wellbeing. By working in partnership with communities, they strive to create vibrant and successful areas, safe and sustainable environments, and educated and responsible citizens, ensuring every child has the best start in life.
- 3.3 Perth and Kinross Council's Corporate Plan aims to tackle poverty, address climate change, and support sustainable places. This vision is further supported by the Council's Learning Estate Management Plan and the Education and Learning Policy Framework Maximising Resources, which aim to enhance the range and quality of learning experiences for all.
- 3.4 Councils have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand.
- 3.5 Councils also have a statutory responsibility in terms of the Local Government in Scotland Act 2003 to achieve best value. 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.

- 3.6 The [Schools \(Consultation\) \(Scotland\) Act 2010](#) provides a strong, accountable statutory consultation process that local authorities must apply to their handling of all proposals of major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland.
- 3.7 [The Education \(Scotland\) Act 2016](#) amends the Standards in Scotland's Schools Act 2000 by adding in new duties to address inequality of outcome. These duties apply in different ways to both Scottish Ministers and Education Authorities. Where the Education Authority is making or implementing strategic decisions about school education, it is required to have due regard to the need to carry out its functions in a way which is designed to reduce inequalities of outcome. This is particularly directed in the Act towards pupils who experience those inequalities through socio-economic disadvantage, but there is also a power to extend the range of pupils who are covered by this duty.

4. REASON FOR FORMULATING THE PROPOSAL

- 4.1 The proposal to permanently establish an Intensive Support Provision (ISP) at Community School of Auchterarder has been formulated in response to a growing and clearly evidenced need for enhanced local provision for pupils with complex and multiple Additional Support Needs (ASN) within the Community School of Auchterarder catchment area.
- 4.2 Currently, Community School of Auchterarder does not have an ISP in the primary or secondary stages. Young people requiring this level of support must travel to other schools within Perth and Kinross to access appropriate education. This results in longer travel times, reduced access to local community resources, and potential impact on social and emotional wellbeing due to separation from peers and familiar environments.
- 4.3 Perth and Kinross Council has a legal obligation under the Education (Scotland) Act 1980 and the Education (Additional Support for Learning) (Scotland) Act 2004 to provide adequate and efficient education, including for those with ASN. The proposal aligns with these responsibilities and supports the Council's commitment to inclusive education.
- 4.4 As of September 2025, 43.5% of children and young people in Perth and Kinross schools have ASNs, with a significant number presenting with complex needs. The capacity of the existing ISP network is under pressure, and the establishment of a new ISP at Community School of Auchterarder will help meet current and projected demand.
- 4.5 The proposal supports the Council's aim to reduce inequalities of outcome, particularly for pupils affected by socio-economic disadvantage or disability, as outlined in the Education (Scotland) Act 2016. Providing a local ISP ensures equitable access to high-quality education and support for children and young people requiring special education.

- 4.6 It is intended that the new ISP will utilise spaces within the school building that are already specialist-designed classrooms and areas tailored to meet the needs of young people with ASN.

5. SCHOOL INFORMATION

- 5.1 Community School of Auchterarder is located on New School Lane, Auchterarder PH3 1BL. The school provides all-through education from nursery to secondary level for both girls and boys, with capacity for 1,313 pupils and an enrolment of 913 pupils as at January 2026.

6. THE CONSULTATION PROCESS

- 6.1 A link to the [Proposal Paper](#) was issued by letter to those individuals and bodies listed under Distribution within the document. The Proposal Paper was also published on the Council's website: www.pkc.gov.uk
- 6.2 The Proposal Paper informed consultees that the consultation period would run from Wednesday 5 November 2025 until close of business on Friday 19 December 2025, which includes a period of 31 school days.
- 6.3 The proposal on which consultation took place was to:
- **Permanently establish a new Intensive Support Provision in Community School of Auchterarder for pupils with Additional Support Needs with effect from August 2026.**
- 6.4 The requirements for consulting on a relevant proposal relating to schools are set out in the Schools (Consultation) (Scotland) Act 2010. In accordance with these requirements:
- A Proposal Paper was published on 5 November 2025. All statutory consultees were written to, providing a link to the proposal paper and details of where and how to obtain a paper copy. A copy of the document was available free of charge to the consultees listed within the document.
 - The Proposal Paper was published on the Perth and Kinross Council website and was available in paper copy upon request.
 - A public meeting was held to discuss the proposal on Tuesday 18 November 2025 at Community School of Auchterarder.
 - The consultation period ended on Friday 19 December 2025.
 - HMIE's involvement consisted of receiving the options appraisal and proposal paper documents, attending the public meeting, and a visit to the school, which included engaging with relevant consultees. They also received a copy of all online and written representations and the minutes of the public meeting. HMIE then prepared a report on the educational aspects of the proposal, which is attached as Appendix 3.
- 6.5 The following school is directly affected by the proposal:
- Community School of Auchterarder

The parents and pupils who are expected to attend the affected school within 2 years at the following schools may also have an interest in the proposal and were consulted:

- Aberuthven Primary School
- Blackford Primary School
- Dunning Primary School

6.6 In accordance with statutory requirements and good practice, the following persons were consulted:

- The parents of the pupils and children at the affected school
- The parents of children expected to attend the affected school within 2 years of the date of publication of this proposal document
- The Parent Council of the affected schools
- Pupils at the affected school
- The teaching and support staff at the affected school
- The trade union and professional association representatives of the above staff
- The Community Council
- Relevant users of the affected school
- Elected Members of Perth and Kinross Council
- HMIE

6.7 The number of letters issued with details of the Proposal Paper was 1257.

6.8 During the consultation period, representations were sought from interested parties, either in oral or written form or electronically. An online response form and generic email account was set up by the Council to receive representations and enquiries on the proposal.

6.9 This Consultation Report is the Council's response to the issues raised during the consultation period on the Proposal Paper.

6.10 This Consultation Report is to be published on the Council's website for a period of no less than three weeks prior to final consideration by Learning & Families Committee on 27 May 2026

7 THE PUBLIC MEETING

7.1 A public meeting was held in Community School of Auchterarder on Tuesday 18 November 2025. Seventeen members of the public attended. A full note of the meeting is attached as Appendix 1 which details the questions and issues raised at the meeting.

8 RESPONSES TO THE CONSULTATION EXERCISE

8.1 A total of 13 online response forms were received during the statutory consultation period. Of these, 7 responses agreed with the Council's proposal to establish an Intensive Support Provision (ISP) at Community School of Auchterarder, while 6 responses disagreed. Written representations were also invited from statutory consultees and interested parties.

Seven written responses were received. One response agreed with the proposal and 6 responses agreed in principle with the proposal to establish a local ISP but had concerns and questions about the published proposal.

Consultation was also undertaken with children and young people, including pupils at Community School of Auchterarder and P1–P7 pupils across all associated primary schools, between 1 and 19 December 2025. In total, 159 responses were received from secondary pupils (132 individual responses, 21 class responses and 6 group responses supported by an adult). The majority of respondents (121) indicated they had no concerns about ISP classes being located within their school, and 99 pupils felt that the proposed ISP would not change their school day.

Details of respondents and the issues raised are contained within the Summary of Consultation Responses, attached as Appendix 2.

8.2 In summary, the oral and written responses and questions can be grouped broadly as follows:

Many respondents expressed support for having an Intensive Support Provision (ISP) at the Community School of Auchterarder, recognising the benefits of local specialist provision. However, the majority of responses, both written and during the public meeting, also raised concerns about the proposed location of the ISP.

Positives Identified

- Strong support for establishing an ISP locally, reducing long travel times and enabling children to attend education provision closer to home.
- Recognition that an ISP would increase fairness and access for pupils with complex ASN within the Auchterarder catchment.
- Support from pupils who identified benefits such as increased inclusion, new friendships, reduced travel, and calmer spaces for children who need them.
- Acknowledgement of educational benefits outlined by the Council, including targeted support, specialist staffing and structured environments.
- Support in principle from several respondents who agreed a new ISP is necessary within PKC, although not necessarily in the proposed form.

Questions Asked

- **Facilities & Infrastructure:** Questions about why the ISP is proposed for the first floor, including concerns regarding evacuation, accessibility, outdoor sensory access and movement through busy areas, as well as whether the school has sufficient space, specialist rooms and quiet areas to accommodate both the ISP and existing provision.
- **Education & Staffing:** Questions about whether staffing for the ISP will be additional and would not reduce existing ASN or Support for Learning (SfL) support, whether recruitment and training can be completed in time, and what contingency measures are in place if difficulties arise.
- **Operations & Management:** Questions regarding the timeline, including the readiness of building works, transitions and room relocations, and how movement and supervision will be safely managed within a busy campus.
- **Governance & Communication:** Questions seeking clarification on eligibility, placement decisions, and whether pupils currently attending other ISPs can remain where they are, alongside requests for transparency on alternative site options and the reasons they were not selected.

Overview of Concerns

- Concerns that the first-floor location is unsuitable due to safety, evacuation challenges, lack of direct outdoor access and the need for pupils to move through busy areas.
- Risk that establishing the ISP may reduce existing ASN and SfL support, particularly if staffing or resources are reallocated.
- Widespread worry about school capacity, including the loss of specialist rooms and the potential effect of relocating departments.
- Concerns about disruption to mainstream learning, including timetabling, access to specialist accommodation and exam arrangements.
- Ongoing issues with limited outdoor space, with fears that creating a dedicated ISP area may worsen inequalities across the wider school.
- Concerns that the timeline is tight, with risks around recruitment, building readiness and transition planning.

8.3 In summary, 1257 letters were issued to consultees inviting participation in the statutory consultation. A total of 13 online response forms were received, of which 7 agreed with the proposal and 6 disagreed. Seven written representations were submitted, including one in agreement and six expressing support in principle while raising concerns. A public meeting was held on 18 November 2025, attended by 17 members of the public, where oral representations and questions were recorded. Full details of the responses and feedback are provided at Appendix 1.

9 EDUCATION AUTHORITY RESPONSE TO WRITTEN AND ORAL REPRESENTATIONS

9.1 **Why is the ISP proposed for the first floor, and how will issues relating to safety, evacuation, accessibility, movement through busy areas and access to outdoor sensory space be addressed?**

In response to concerns raised during the Statutory Consultation, the Council undertook a further detailed review of the proposed first-floor location for the ISP and a comprehensive reassessment of the building layout was undertaken. As a result, the decision was made to relocate the ISP to the ground floor, using the space currently occupied by the school library. The library will move to the first floor, where the ISP had originally been proposed to be located.

9.2 **Does the school have sufficient capacity, including specialist rooms and quiet spaces, to accommodate the ISP without negatively impacting existing provision?**

Yes. The Proposal Paper confirms that Community School of Auchterarder has sufficient overall capacity to accommodate the ISP without reducing mainstream provision or specialist learning spaces.

The school's occupancy level is currently around 70%, with both the primary (81.7%) and secondary (61.7%) sectors operating below maximum capacity. This indicates that the school has the physical space required to host additional classrooms and associated accommodation.

The ISP will be specially designed, in line with the specification set out in the Proposal Paper, to create an appropriate, purpose-built environment for pupils with complex and multiple needs.

The ISP accommodation will include two ASN classrooms, a shared sensory room, a shared life skills room, a personal care/medical room and a dedicated outdoor area for ISP pupils. These spaces are intended to provide a high-quality learning environment tailored to sensory, emotional and curricular needs.

9.3 Will ISP staffing be fully additional, and how will the Council ensure that recruitment, training and planning do not reduce existing ASN or Support for Learning support?

The ISP will have its own dedicated staffing team. The provision will be staffed by a Principal Teacher, class teachers, and Pupil Support Assistants, forming a specialist team designed specifically to meet the needs of children requiring intensive support. These posts are in addition to the support staffing already in post.

Recruitment for these posts is undertaken in conjunction with the Inclusion Service to ensure high-quality specialist appointments. Each role has a specific job description, designed to attract practitioners with the appropriate experience, knowledge, and understanding of children with complex additional support needs.

9.4 What is the planned timeline for building works, transitions and room relocations, and how will pupil movement and supervision be safely managed across a busy campus?

Following review of feedback gathered through the Statutory Consultation, the Council reassessed the proposed accommodation for the ISP. As a result of this review, the ISP will now be located on the ground floor, with associated relocations of the Support for Learning (SfL) Department and the school library. This change in layout requires a longer period of building works than originally anticipated, to ensure that each area is designed and delivered to the required standard.

The revised programme of works will include:

- Relocating the Support for Learning Department into the main secondary building. It is important to note that this move had already been planned to strengthen inclusion and improve direct access to teaching areas for secondary pupils.
- Relocating and redesigning the school library on the first floor, in the space previously identified for the ISP.
- Creating the specially designed ISP accommodation on the ground floor, including access to dedicated outdoor and garden spaces.

Due to the scale and sequencing of these works, the ISP will not be able to open within the Community School of Auchterarder building for August 2026. Instead, it is planned that the Community School of Auchterarder ISP will be temporarily hosted within an alternative primary school setting, supporting a small group of primary-aged children. This will ensure that pupils who require intensive support can begin accessing the provision without delay, while construction works continue at Community School of Auchterarder.

It is anticipated that the new ISP accommodation at Community School of Auchterarder will be ready to open in August 2027, with staff and pupils transitioning into the completed setting as soon as it is safe and appropriate to do so.

Recruitment for the ISP will proceed to the original timeline. Staffing will be in post for August 2026, ensuring that the team is established ahead of opening in the temporary site. A Principal Teacher will be appointed for June 2026, allowing sufficient time to lead transition planning, coordinate across the temporary and permanent sites, and support families and pupils through the transition process.

Movement and supervision across the busy campus will be systematically planned as part of the wider programme of building works. Locating the ISP on the ground floor will significantly reduce movement through high-traffic areas and allow pupils direct access to outdoor space, enhancing safety and supporting regulation.

9.5 What are the eligibility criteria for ISP placement, can pupils currently attending other ISPs remain where they are, and what alternative site options were considered and discounted?

Eligibility for an ISP placement is based on a child's assessment profile clearly demonstrating a requirement for intensive-level support, where all interventions available through the Staged Intervention Framework have been fully implemented, reviewed and shown to be insufficient to meet the child's needs. As part of this process, an Educational Psychologist provides professional assessment and analysis, which forms part of the Child's Plan submitted to the Transitions Panel. The Transitions Panel, a multi-disciplinary group including senior officers, educational psychology, inclusion staff and school leaders, reviews the full assessment picture to reach transparent, consistent and equitable decisions about placement.

Children and young people from the Community School of Auchterarder catchment area who are currently attending an ISP in another locality are not required to move to the new provision. Families retain the choice to remain in their existing ISP placement, ensuring continuity where preferred and maintaining stability for learners already settled in specialist settings.

Community School of Auchterarder was reviewed alongside other educational settings within the locality as part of Perth and Kinross Council's phased expansion of specialist provision. It was identified as the most suitable location because the school currently has sufficient capacity, operating at approximately 70% occupancy, with both the primary and secondary sectors below capacity, ensuring that the ISP can be accommodated without impacting mainstream classroom provision. In addition, Community School of Auchterarder has space within the existing building that can be adapted for ASN use, including classrooms, sensory facilities, life-skills areas and personal care accommodation. The school's all-through structure, providing education from nursery through secondary, was also a key factor, as it supports continuity of learning and reduces transitions for children with complex needs.

10. HMIE REPORT

- 10.1 In accordance with the Schools (Consultation) (Scotland) Act 2010, a report was produced by HMIE on the educational aspects of the proposal. The HMIE report is reproduced in full at Appendix 3.
- 10.2 The purpose of the report is to provide an independent and impartial consideration of Perth and Kinross Council's proposal to permanently establish an ISP at Community School of Auchterarder for pupils with complex Additional Support Needs, effective from August 2026.
- 10.3 A HMIE Inspector visited Community School of Auchterarder, the old building, and Inch View Primary School ISP, attended the public meeting held on 18 November 2025, and engaged with pupils, parents, staff, and stakeholders.

The report supports the proposal and is summarised below:

- **Educational Benefits:** HM Inspectors agree that the proposal has clear potential to deliver educational benefits. Establishing an ISP at Community School of Auchterarder would provide an appropriate, high-quality learning environment for children and young people with multiple and complex needs. Inspectors note that the ISP would enhance learning experiences by enabling access to a broad curriculum across the Broad General Education and Senior Phase, delivered within a bright, stimulating and safe environment tailored to meet complex ASN needs.
- HM Inspectors highlight the importance of enabling children and young people with multiple and complex needs to be educated within their local community, avoiding the need for long journeys to specialist provision elsewhere. Children and young people consulted viewed this positively and felt strongly that pupils should not have to travel long distances to access appropriate support.
- Almost all stakeholders who met with HM Inspectors, including parents, staff, children and young people, agree with the proposal and recognise the educational benefits of establishing an ISP at Community School of Auchterarder. Parents and staff consider that, in the longer term, the ISP will help children and young people reach their potential. Staff also expressed interest in the ISP and were positive about its potential to better meet the needs of learners with complex and multiple needs.
- While supportive overall, stakeholders raised concerns requiring further clarification from the Council. These include the originally proposed first-floor location, access to outdoor learning space, staffing ratios, and practical access issues such as parking and drop-off arrangements. HM Inspectors agree that the Council should address these concerns as part of the next stages of planning and implementation.

10.4 **Perth and Kinross Council Response to Education Scotland's Report**

The Council welcomes the report from HMIE and accepts its findings.

In response to the findings contained within the HMIE report, Perth and Kinross response is as follows:

- 10.5 **HMIE Inspectors note that stakeholders seek further reassurance regarding the proposed location of the ISP.**

Perth and Kinross Council recognises the concerns raised by stakeholders regarding the originally proposed first-floor location of the ISP. Feedback gathered through the Statutory Consultation, and highlighted by HMIE Inspectors, made clear that families, staff and young people sought further reassurance about the suitability of this location, particularly in relation to accessibility, movement, evacuation and access to outdoor learning space.

In response, the Council undertook a further detailed review of available accommodation within the Community School of Auchterarder. As a result of this review, the ISP will now be located on the ground floor rather than the first floor.

This revised location provides improved accessibility for pupils with complex and multiple needs, removes dependency on stairs or lifts, and ensures direct access to outdoor space, which HMIE identified as an important consideration for learning and wellbeing.

The Council will continue to work closely with school staff, property services and the ISP design team to ensure the final layout fully aligns with the needs of the children and young people who will access the provision, thereby addressing the concerns highlighted by HMIE and the wider school community.

10.6 HMIE Inspectors highlight the need for clarity regarding staffing arrangements within the ISP.

In response, the Council confirms that the ISP will have its own dedicated staffing team, designed specifically to meet the needs of pupils requiring intensive support. The provision will be staffed by a Principal Teacher, class teachers and Pupil Support Assistants, forming a specialist team with the skills, experience and knowledge required to support children with complex additional support needs. These posts are in addition to the current Support for Learning and ASN staffing already in place within the school.

Staffing ratios within the ISP are aligned to Scottish Negotiating Committee for Teachers (SNCT) guidance, with an indicative ratio of one member of staff to every four pupils, ensuring that children receive the level of support required to learn safely and successfully. This ratio is not fixed, and is reviewed continuously in response to the individual needs of pupils. Where a child or group requires additional support, for example, due to medical, sensory, communication or behavioural needs, the Council will provide additional staffing to maintain a safe and supportive learning environment.

10.7 HMIE Inspectors indicate that more information is required about how the Council will ensure indoor and outdoor learning spaces meet the needs of children and young people.

In response, and following the move to a revised ground-floor location, the Council has ensured that the ISP design now includes direct access to outdoor space, addressing the concerns raised regarding the original first-floor proposal. The new layout provides immediate access to a safe, enclosed ISP garden space, enabling pupils to benefit from outdoor learning, sensory regulation and movement breaks without navigating busy circulation areas.

Indoor learning spaces will also be designed to provide bright, safe and flexible environments tailored to complex ASN needs, consistent with the educational benefits outlined in the proposal.

Quiet areas, sensory-responsive design features and adaptable layouts will ensure staff can tailor the environment to individual learners, supporting wellbeing, communication and engagement.

The Council will continue to work closely with school staff, property services and ASN specialists throughout the design and implementation phase to ensure that both indoor and outdoor environments fully meet the needs identified by HMIE and the wider school community.

10.8 HMIE Inspectors note that stakeholders raised questions about how the ISP may impact the wider school.

In response, the Council has undertaken a review of the ISP's location and revised the proposal to position the ISP on the ground floor. As part of this change, the ISP will utilise space within the existing school, ensuring that the provision is appropriately integrated into the current building layout. Locating the ISP on the ground floor reduces movement through busy areas, supports safer and more direct access routes, and ensures immediate access to outdoor learning and regulation spaces. These adjustments directly address the practical concerns identified by HMIE and provide reassurance that the ISP can be introduced in a way that supports safety, accessibility and continuity for the wider school community.

The Council will continue working closely with school leadership, staff, parents and property services to ensure that the introduction of the ISP is carefully planned and delivered, minimising disruption and supporting the positive functioning of the whole school.

11. ALLEGED OMISSIONS OR INACCURACIES

11.1 Section (10) (3) of the 2010 Act also places a requirement on the Council to provide details of any inaccuracy or omission within the Proposal Paper 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 In the course of the consultation exercise, there were no areas identified by respondents as being inaccurate or omitted from the Proposal Paper 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 HMIE'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 meetings; and
- (iii) HMIE's report.

- 12.2 Following receipt of the HMIE report, 13 online representations, 7 written representations and oral representations made at the one public meeting held during the consultation period, officers reviewed the proposals.
- 12.3 The feedback from the consultation was considered by officers where all the questions and comments raised were considered in detail. This ensured that the Council met the requirements to review the proposal under section 9(1) and 13(5) of the 2010 Act.
- 12.4 Officers of the Education Authority have listened carefully to the points made at the public meeting and have also considered equally carefully the HMIE report and the online and written representations. The proposal was reviewed to consider whether any of the representations led the Council to reconsider other options as being reasonable alternatives to the proposal.
- 12.5 The representations led officers to conclude that there were other reasonable alternatives to the proposal, and that the proposal should be reconsidered in respect of the proposed location of the ISP.
- 12.6 The educational benefits were reviewed in respect of the HMIE report and representations made.
- 12.7 There were no factors included in the HMIE report or representations made requiring any aspect of the educational benefits to be reconsidered.
- 12.8 Having reviewed the HMIE report and feedback from consultees, officers concluded that the basis of the original proposal required to be reviewed when establishing a new Intensive Support Provision (ISP) at Community School of Auchterarder. The location of the ISP contained within the original proposal has been amended to take account of the feedback received during the consultation. This proposal ensures that pupils with complex additional support needs in the Community School of Auchterarder catchment area will be able to access specialist education locally, enabling them to maintain connections with their peers and community. The Council remains committed to implementing the ISP in a way that enhances existing provision, supports inclusive practice, and delivers the educational benefits outlined in the proposal paper.

13. LEGAL ISSUES

- 13.1 The Council has complied in full with the requirements of the Schools (Consultation) (Scotland) Act 2010 throughout this statutory consultation.
- 13.2 The Council is mindful of its duties in respect of equality, and the Equality Impact Assessment did not identify that any parent, child or young person would be treated less favourably as a result of this proposal. The proposed Intensive Support Provision (ISP) at Community School of Auchterarder will comply with the Council's Accessibility Strategy and will positively promote equal opportunities for children and young people with disabilities.

- 13.3 In terms of Socio-Economic Impact, the assessment identified that establishing an ISP within Community School of Auchterarder will improve access to specialist education for pupils living in the local area, including those who may be economically disadvantaged. By reducing the need for long-distance travel to access appropriate support, the proposal enhances equity and inclusion for families across the community.
- 13.4 Under the terms of the Schools (Scotland) (Consultation) Act 2010, it is a legal requirement that the Council should not reach any formal decision without waiting until a period of three weeks starting on the day on which this Consultation Report is published in electronic and printed form has expired.
- 13.5 As it is the intention that this Consultation Report should be published, both electronically and in written form, if required, on 22 April 2026, this meets the statutory requirement to publish this report for more than three weeks before consideration of the proposal by Learning & Families Committee on 27 May 2026.

14. PERSONNEL IMPLICATIONS

- 14.1 Staffing arrangements for the new Intensive Support Provision (ISP) at Community School of will be consistent with Perth & Kinross Council's Staffing Standard and other relevant local agreements.
- 14.2 Consultation will be undertaken with school staff, Trade Unions, and professional associations where appropriate, to support the implementation plan for staffing the ISP. This will ensure that the provision is appropriately resourced and that staff are supported in delivering high-quality education for pupils with complex additional support needs.

15. CONCLUSION

- 15.1 The Council now has 4 broad options to consider, namely:
- (a) adopt the proposal.
 - (b) withdraw the proposal.
 - (c) amend the proposal in some way which allows the proposal to proceed; or
 - (d) amend the proposal significantly and undertake a further consultation exercise on a new proposal.
- 15.2 HMIE has identified that the proposal to establish a new Intensive Support Provision (ISP) at Community School of Auchterarder has clear educational benefits. The ISP has the potential to provide a high-quality learning environment for young people with complex additional support needs. The proposed design and location within the school will offer flexible learning and social spaces tailored to individual needs. Stakeholders recognise the value of the ISP to the local community, particularly in enabling pupils to be educated closer to home, maintain peer relationships, and access specialist support within a mainstream setting. HMIE Inspectors agree that the ISP will enhance inclusive practice and support improved outcomes for young people.
- 15.3 If the Council adopts the proposal, it is understood that the educational benefits set out in the Proposal Paper would likely materialise.

15.4 The key points that have been highlighted during the consultation period are as follows:

- HMIE's report confirms that the proposal to establish an Intensive Support Provision (ISP) at Community School of Auchterarder presents positive educational benefits. These include the creation of a high-quality learning environment tailored to the needs of young people with complex additional support needs, with opportunities for inclusion in mainstream activities and reduced travel time for pupils. The provision is expected to strengthen peer relationships and community connections by enabling pupils to be educated locally.
- HMIE Inspectors highlighted that, while the proposal was broadly welcomed, the Council should continue to engage with parents and staff to address concerns about the location of the ISP, access to outdoor learning space, staffing arrangements, and parking and drop-off at the school.
- Stakeholders raised questions about the originally proposed first-floor location, the need for flexible and appropriate indoor and outdoor learning spaces, and sought clearer information regarding staffing arrangements and safe access to the school, including parking and drop-off. HMIE noted these concerns and recommended that the Council provide further clarification.
- The proposal received overall support from stakeholders, with HMIE reporting that almost all stakeholders they met agreed with the proposal and recognised its educational benefits. The consultation summary shows a mixed response to the online survey (7 agreeing and 6 disagreeing), but written representations and public meeting feedback indicated support in principle, alongside concerns about location, space, staffing and access which consultees asked the Council to address.

15.5 The Council has amended its proposal to reflect the feedback received during the consultation regarding the location of the ISP in Community School of Auchterarder, to allow the proposal to proceed.

16. RECOMMENDATIONS

16.1 On the basis of the feedback received and responses provided, and taking account of the educational and social benefits of the proposal, it is recommended that the Council approves:

- To permanently establish a new Intensive Support Provision in Community School of Auchterarder for pupils with Additional Support Needs with effect from August 2026. Community School of Auchterarder ISP classes will be hosted in existing ISPs from August 2026, with an expectation of transitioning to the newly constructed ISP at Community School of Auchterarder by August 2027.

David Macluskey
Strategic Lead: Education & Learning (Education Chief Officer)
21 April 2026



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Statutory Consultation Public Meeting

**Minute of meeting held on Tuesday 18 November 2025
 at 7:00p.m. in Community School of Auchterarder**

Panel:

David Macluskey	Education & Learning Strategic Lead (Chief Education Officer)
Fiona MacKay	Quality Improvement Manager – Inclusion & Additional Support Needs
Sarah Stephen	Quality Improvement Officer - Inclusion
Samantha O'Mahoney-Magee	Depute Head Teacher – Support (Acting) Community School of Auchterarder
Karen Robertson	Service Manager – Business Services

Present:

Jaclyn Meikle – Minutes	ASN Transformation Programme Manager
Councillor John Rebbeck	Convenor, Learning & Families Committee

In addition:

- 2 x CSoA DHT
- 1 x Education Scotland Representative
- 17 x Parents / Members of the public

Welcome and Introductions

David Macluskey opened the meeting and welcomed the members of public in attendance to the Statutory Consultation Public Meeting.

David introduced himself and the panel to the members of the public and thanked them for attending.

Samantha O'Mahoney-Magee introduced herself and briefly outlined the positive impact she anticipated that an ISP would have for the Community School of Auchterarder.

Format of meeting

Fiona MacKay then explained the agenda the meeting would follow.

The proposal

Fiona MacKay explained the consultation proposal to the attendees. The Council proposes to:

- Permanently establish a new Intensive Support Provision at Community School of Auchterarder for pupils with Additional Support Needs with effect from August 2026.

Presentation

A presentation was provided that explored the proposal in further detail and explained the background to the proposal and the reasons a new ISP is required. The presentation to be available on the PKC website following the public meeting.

Fiona MacKay outlined:

- The PKC Vision
- Statutory duties of a local authority
- PKC & National ASN Data
- Explained the 4 levels of Staged Intervention (4-Intensive)
- The existing geographic spread of ISPs within PKC
- The requirement for an ISP at CSoA

Sarah Stephen outlined:

- What is an ISP
- Common profile of needs seen within an ISP
- How needs are met
- The placement of the ISP within the school and what it will include
- How the ISP will operate
- How the ISP will be staffed
- The educational benefits of an ISP

Karen Robertson outlined:

The statutory consultation process including the legal framework, consideration by Learning & Families Committee, the statutory consultation period and the different ways in which representations from interested parties could be made as the first part of the consultation process. Karen Robertson then explained the next stages of the process which includes the involvement of Education Scotland, the preparation and publication of the consultation report and the final decision made by the Learning & Families Committee, currently anticipated to be May 2026.

Fiona Mackay closed the presentation by directing attendees to the PKC website for additional information.

David Macluskey opened the meeting to any questions, comments or observations from the floor:

Q) If a child currently attends an ISP out with their catchment and does not want to return, will PKC continue to cover travel costs if the new ISP at CSoA is agreed?

A) Yes. There is no expectation for children who are already in placement elsewhere to move, although that option will be available to them. Existing arrangements remain in place, and decisions will be based on personal choice.

Q) With the increase in children recorded with ASN, will the number of classrooms planned be sufficient?

A) The design has been future proofed as far as possible within available resources and budget, following future scoping. While we cannot guarantee certainty over 10–15 years, the Staged Intervention Framework ensures needs are met in the least intrusive way, supporting as many children to remain in mainstream schools as possible. The ISP is specialist provision, and PKC is confident it will meet foreseeable needs. Although ASN numbers are rising nationally, pupils requiring intensive-level support remain relatively static. Pupils supported at lower stages of the intervention framework will not impact ISP capacity. Some current placements will age out, and forecast numbers for opening are around half capacity, leaving flexibility. We will monitor and adjust as required.

Q) If the statutory consultation report goes to Committee in May, will there be enough time for summer works, recruitment, and transition?

A) Committee approval is required first, which affects timelines. Once feedback is fully gathered from the statutory consultation process, we will have a clearer picture of requirements. Recruitment will be targeted for Term 3, aiming for key staff to be in place for Term 4. Mitigations will be planned in case of recruitment challenges. Pupils will have opportunities to visit, and videos will support transition. While timelines are tight, this is preferable to delaying until 2027, which would have greater anticipated impact on children. Perth High School successfully managed similar challenges when opening its new ISP in August at the same time as moving to a brand-new school building.

Q) Will there be interim placements for pupils who need more than mainstream but not ISP?

A) 'Intensive' support is highly specialist and requires allocation of placements by a Transition Panel. PKC Staged Intervention Framework 'enhanced' support offers mainstream settings with significant input, which will meet the needs of some pupils. We are available to discuss individual needs with parents and schools as appropriate.

Q) The proposed ISP is not on the ground floor—what about outdoor sensory needs and the requirement to use stairs?

A) Retro-fitting ISPs into existing buildings is challenging. For CSoA, we will provide a dedicated ISP playground and outdoor classroom and design suitable access routes. Accessibility will be prioritised and differences required for primary and secondary pupils will be considered.

Q) Are there safety risks associated with the first floor?

A) The PKC property team has assessed the site and planned mitigations. Safety remains paramount and will be addressed transparently.

S) There are noise concerns with the outdoor area planned near the nursery playground.

A) We will review this following tonight's meeting and consider additional soundproofing if required.

Q) What will happen to the current Support for Learning (SfL) provision?

A) It will relocate within the secondary building; the exact location is under discussion. SfL staff will be involved in planning.

Q) Will the ISP impact mainstream class space?

A) No. The school is currently at approximately 75% occupancy, so space is available and can be utilised to accommodate the ISP. Reconfiguration will maximise capacity.

Q) Will mainstream class sizes increase to make space?

A) No. Mainstream class sizes will remain the same. Some rooms will be used more efficiently, and staff may share spaces, but this will not impact on learning for pupils. This aligns with other schools and offers opportunities for collaboration. We aim for changes to benefit the whole school, including accessibility and quiet spaces.

Q) What happens if recruitment fails?

A) Recruitment for recently established ISPs has been straightforward, with strong interest, including from staff currently employed in other authorities. SISP PSAs are paid at a higher grade within ISPs and supported with training that is commensurate to this, which helps attract candidates. If difficulties arise, Inclusion peripatetic teams will provide temporary cover. We will not pull staff from existing school roles.

No further comments or statements.

Closing:

David Macluskey thanked everyone and reminded those attending that feedback can still be submitted up until Friday 19th December.



Perth & Kinross Council

Intensive Support Provision at Community School of Auchterarder

Summary of Consultation Responses

The statutory consultation on the proposal to establish a new Intensive Support Provision at Community School of Auchterarder commenced on Wednesday 5 November 2025 and closed on Friday 19 December 2025.

Details of the proposal document were issued to the list of consultees contained within the Proposal Paper. Letters were issued with a link to the proposal paper and details of where and how to obtain a paper copy. The Proposal Paper was also published on the Council website.

A specific email address was set up for representations and enquiries. This was in addition to the usual methods of submitting representations. An online response form was set up on the consultation webpage.

Online Response Forms

13 online response forms were received. 7 responses agreed with the Council's proposal and 6 disagreed with the Council's proposal.

RESPONDENT GROUP	NUMBER OF RESPONSES	AGREE	DISAGREE
Parents	3	1	2
Parent and Staff	3	3	-
Pupils	-	-	-
Staff	6	2	4
Elected Members	-	-	-
Parent Councils	-	-	-
Community Members	-	-	-
Grandparents	-	-	-
Trade Unions	-	-	-
Not Disclosed	1	1	-
Total	13	7	6

Representations made were around:

Concerns About the Proposed Location of the ISP (First Floor)

- Preference for a ground-floor location for safety, access, and emergency evacuation.
- Concerns about how pupils with mobility needs or in a state of dysregulation would safely move through busy areas and use stairs.
- Concerns that a first-floor location contradicts ISP design principles requiring immediate access to safe outdoor space.

Impact on Existing Support for Learning Provision

- Concern about relocating the Support for Learning Base into the main building.
- Belief that the current SfL space is effective because it is separate, calm and quieter.
- Concerns that relocation will reduce access to quiet spaces, increase anxiety for existing ASN pupils, reduce attendance and engagement and disrupt exam arrangements and Virtual Campus participation.
- Concern that the school lacks capacity to absorb displaced classes and staff.

Insufficient Space and School Capacity

- Concerns that the school is already full and lacks spare classrooms, suitable alternative spaces for decanted departments and specialist rooms that can't be "hot-desked."
- Concern that future housing developments will increase school roll further.

Outdoor Space, Safety and Security Issues

- Concern that current outdoor areas are unsafe, open to public access, flood-prone or unusable in winter and insufficient for current pupil numbers.
- Concern that an ISP secure outdoor area will further reduce already inadequate pupil play space.
- Belief that the new ISP would require securing the whole campus perimeter, upgrading and expanding outdoor areas for all pupils and fenced, dedicated outdoor learning zones.

Safety, Fire Evacuation & Accessibility Concerns

- Concern about fire doors.
- No safe evacuation route for level-4 ASN pupils from the first floor.
- Inadequate wheelchair access options in the main building.

Staffing & Resourcing Concerns

- Concern that ISP staffing will reduce support available to existing ASN pupils.
- Concerns about sufficient support staff and cleaning staff
- Need for assurance of additional staff and budget, not redistribution.

Impact on Whole-School Functioning & Culture

- Belief that the proposal is disruptive to hundreds of pupils to support a small group.
- Being "forced through" without fully considering consequences.
- Objection to pupils being required to enter by side doors rather than the main entrance.
- Concerns that relocating departments will harm collegiate working, departmental identity and space-based specialist learning (e.g. Home Economics).

Condition of the Current School Buildings

- Comments about existing disrepair, poor cleanliness, flooding and need for refurbishment.
- Concerns that new ISP facilities won't be maintained when existing buildings are not.

Suggestions for Alternative Locations

- Proposed alternatives include:
 - Using the top floor of the current Support Building.
 - Using the existing LRC (ground floor).
 - Relocating the library or merging it with the town library.
 - Using unused upper floors.
 - Creating an extension or using the PE building.
 - Reallocating spaces currently used by external/partner agencies.

Support in Principle but Not the Current Plan

- Respondents support establishing an ISP in principle with concerns that impacts on the broader school community have been underestimated and better options exist that would minimise disruption.

Written Representations

During the consultation period between 5 November 2025 and 19 December 2025, written representations were invited from statutory consultees and interested parties. 7 written responses were received. One response agreed with the proposal and 6 responses agreed in principle with the proposal but had concerns and questions. 2 respondents identified themselves as parents and 3 identified themselves as staff.

The written representations were around:

Strong Support in Principle for an ISP – But Concerns About the Current Proposal

- Respondents consistently expressed support for establishing local intensive ASN provision, recognising the benefits for young people and families. However, this support is accompanied by concerns about how the proposal is currently designed, communicated and resourced.

Location Concerns: First-Floor Placement Viewed as Unsafe and Impractical

A major theme throughout the responses is that the proposed first-floor location is unsuitable. Concerns include:

- Safety and practicality of evacuating pupils with mobility needs or dysregulation when lifts cannot be used.
- Lack of direct access to outdoor space, which is essential for ISP pupils.
- Having to cross busy concourse areas to reach the unit.
- Unclear rationale for locating a specialist ASN facility above ground level.
- Requests for reconsideration of alternative spaces (ground floor library area, second upper floor, whole Pupil Support building).

Insufficient Detail and Reassurance Around Safety, Fire Evacuation and Risk Management

- Fire safety planning specific to complex needs pupils.
- Evacuation routes, protocols and staffing assumptions.
- Risk assessments for shared spaces and transitions.
- Information about supervising movement around a large and busy campus.
- The lack of detail does not provide confidence that safety concerns have been adequately addressed.

Concerns About Space, Teaching Accommodation and Curriculum Impact

A recurring theme is that although the school may appear to have capacity “on paper,” its functional capacity is already constrained. Key concerns include:

- Loss of teaching rooms will reduce subject choice, create multi-level classes, and affect the senior phase curriculum.
- Insufficient specialist spaces (e.g., HE rooms, labs, quiet rooms).
- Impact on exam arrangements such as alternative accommodation (AAA) and Virtual Campus access.
- Risk that the proposal would create widespread disruption to classrooms across the secondary building.

Significant Disruption Anticipated if Support for Learning (SfL) is Relocated

Respondents strongly object to proposals that would relocate the existing SfL base into the main building, stating that:

- The current building is purpose-built and quieter, suiting pupils who rely on that environment.
- Relocation triggers a “domino effect,” displacing multiple teaching areas (Modern Languages, Maths, specialist bases).
- Noise levels and busier corridors in the main building would be unsuitable for many SfL users.
- Specialist accessible toilets may not exist in the proposed locations.

Resource Concerns – Fear of Dilution of Existing ASN Support

Respondents worry that establishing the ISP may reduce support to existing pupils by drawing on current:

- Learning support staff
- Assessment capacity
- Funding
- Specialist expertise

They ask for a commitment that ISP staffing and funding will be fully additional, not reallocated from existing provision.

Outdoor Space: Inadequate Current Provision and Risks of Further Inequity

Concerns regarding long-standing issues with outdoor provision across the campus.

Respondents emphasise:

- Older primary pupils already lack adequate, secure outdoor space.
- The proposed ISP outdoor area is undefined, may impact mainstream space, and could further entrench inequalities.
- Outdoor access for ISP pupils must be easy, safe and directly accessible (ideally from classrooms).
- If improvements are made for the ISP, improvements must also be made for the wider school.

Questions About Planning Process, Transparency and Timelines

Respondents note concerns about:

- Limited detail in the Proposal Paper.
- Lack of transparency around which alternative accommodation options were considered.
- A sense that decisions have already been made despite assurances.
- Unrealistic timelines for construction, relocation and readiness by August 2026.

Impact on Staff Workload, Morale and Working Conditions

Responses explain that relocating classrooms and bases will:

- Create heavy workloads due to moving resources built up over years.
- Negatively affect morale.
- Remove staff workspaces, leaving no quiet area for planning and non-teaching time.
- Disrupt established teaching environments and specialist setups.

Equity Concerns for the Whole School Community

- A strong theme is the sense that the proposal risks creating a perception of unequal resource allocation—improving provision for a very small number of pupils while existing issues affecting hundreds of primary and secondary pupils remain unresolved.
- Respondents request assurance that all pupils, including those with non-ISP ASN needs, will benefit from improved and equitable provision.

Alternative Solutions Proposed by Respondents

Common suggestions include:

- Locating the ISP on the ground floor (library space).
- Using the second upper floor of the Pupil Support building for the ISP.
- Relocating Social Work staff instead of displacing teaching departments.
- Minimising or avoiding disruption to mainstream teaching spaces.

Public Meeting

As part of the statutory consultation process, 1 public meeting was held on 18 November 2025 at Community School of Auchterarder.

Attended by 17 members of the public.

The questions and comments were around:

Travel, Access and Placement Arrangements

- Whether PKC will continue to fund travel costs for children who currently attend an ISP outside their catchment and do not wish to return if a new ISP opens at CSOA.
- Whether there will be interim placements for pupils who require more support than mainstream but do not meet ISP thresholds.

Suitability and Safety of the Proposed ISP Location (First Floor)

- Concerns about the ISP being on the first floor, including:
 - Access to outdoor sensory spaces.
 - The need for pupils to use stairs, especially those with mobility or dysregulation needs.
 - General safety risks associated with a first-floor location.
- Concerns about noise from the planned outdoor area near the nursery.

Capacity, Space and Impact on the Wider School

- Whether the number of classrooms planned will be sufficient given the increase in pupils with ASN.
- Possible impacts on mainstream class space and whether class sizes may have to increase to make room for the ISP.
- What will happen to the existing Support for Learning (SfL) provision and where it will be relocated.

Staffing and Recruitment

- Concerns about whether there will be enough time for:
 - Recruitment
 - Transition planning
 - Summer building works
- What happens if recruitment is unsuccessful or staffing cannot be secured in time.

Pupil Consultation

Consultation was undertaken with Community School of Auchterarder pupils and P1 – P7 pupils in all associated primary schools. The consultation took place between 1 and 19 December 2025.

Community School of Auchterarder Pupils

125 responses were received – 110 individual responses, 10 class responses and 5 group responses with an adult.

99 respondents indicated they had no concerns about having ISP classes at their school.

76 respondents did not think the new ISP classes would change their school day at school.

What do you think might be good about the new ISP classes at your school?

It will give people who have difficulties in school a chance for their education

People can go to school closer to home

More challenged kids have a better chance to learn and be successful in school and life

It gives people with additional needs more opportunitys

They can make more friends and maybe meet people with similar needs. Its good because children can play with people that they live near.

To show that we really want to let everyone have the best opportunities in life

This will help families in our catmintt areas

Children can go to local schools instead of travelling

It would be better for their ASN and their learning. They can't get too distracted - a safe space where they can be calm and get help when they need it. They probably won't be as distressed and protected from any bullies.

If they had to travel a long way it would be good because now they won't have too travel as far now

The people that come for the ISP classes might be happy making new friends here

It will be good for the community and the children who need the support

People can get help that they need. Parents won't need to travel far. Children can make new friends.

More inclusive

People that have needs can be welcomed and wont get to travel loads.

Associated Primary Schools

34 responses were received – 11 class responses, 1 group response with an adult and 22 individual responses.

22 respondents indicated they had no concerns about having ISP classes at their school.

23 respondents did not think the new ISP classes would change their school day at school.

What do you think might be good about the new ISP classes at your school?

It will be good because it will help other children with their learning.

I think it's a good idea so it is fair, even if you have difficulties you can still take part.

Good so pupils can be with their friends.

Me and my brother would be in the same school, and that would be easier for my mum

Friends who have similar struggles and have made friends in nursery can be together in primary

Other children can join in with the school. People that struggle with learning will get better support.

So they are more safe.

People will feel calmer instead of crowded in a classroom - it will be better for them

They are safe, they're respected, they are learning, we can share toys

It's good to help pupils with problems

I think it's good that if pupils have difficulties and they struggle the teachers will help them.

I think it will be quite good for them because people could make new friends all across PKC



Schools (Consultation) (Scotland) Act 2010

Report by HMIE addressing educational aspects of the proposal by Perth and Kinross Council to permanently establish a new Intensive Support Provision in Community School of Auchterarder for pupils with additional support needs with effect from August 2026.

January 2026

1. Introduction

1.1 This report from HMIE has been prepared by His Majesty’s Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) (“the 2010 Act”). The purpose of the report is to provide an independent and impartial consideration of a proposal by Perth and Kinross Council to permanently establish a new Intensive Support Provision (ISP) in Community School of Auchterarder for pupils with additional support needs with effect from August 2026. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors’ consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors’ view. Upon receipt of this report, the Act requires the council to consider it alongside any relevant considerations the council received and then prepare its consultation report. The council’s consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council’s response to them. The council has to publish its consultation report at least three weeks before it takes its final decision. With all proposals the council needs to follow all statutory obligations set out in the 2010 Act.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council’s reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 18 November 2025 in connection with the council’s proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the sites of Community School of Auchterarder, Aberuthven Primary School, Blackford Primary School and Dunning Primary School including discussion with relevant consultees.

2. Consultation process

2.1 Perth and Kinross Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The consultation ran from 5 November to 19 December 2025. A public meeting attended by 17

parents and members of the public was held at the Community School of Auchterarder on 18 November 2025. The council received 13 responses to the public consultation with just over half in favour of the proposal. In addition, the council received seven emails from staff and parents. Almost all of these responses expressed support for the proposal in principle. They also raised some concerns about the location of the ISP and the impact it may have on the school overall. The council held a staff meeting on 18 November 2025, which was attended by 36 people. They also consulted with children and young people about the proposal through focus groups.

3. Educational aspects of proposal

3.1 The council believes there are potential educational benefits for young people with additional support needs should the proposal go ahead. They feel that establishing the ISP in the Community School of Auchterarder will provide an appropriate learning environment for children and young people with additional support needs. They think that it will enhance learning experiences and outcomes by providing a broad curricular programme encompassing the Broad General Education and Senior Phase. They also believe that a bright, stimulating and safe environment will better meet the needs of young people, supporting them to achieve their potential. HM Inspectors agree that there are potential educational benefits in relation to the learning and teaching environment and young peoples' learning experiences. The establishment of the ISP in Auchterarder should ensure that young people with multiple and complex needs can be educated within their local community, negating the need to travel long distances.

3.2 Almost all stakeholders who met with HM Inspectors agree with the proposal. Parents, staff, children and young people all see the potential educational benefits of establishing an ISP in Auchterarder and HM Inspectors agree with this view. The majority of stakeholders agree that providing a high quality learning environment for those with multiple and complex needs should better meet their needs. Parents and staff agree with the council that, in the longer term, it should also help children and young people reach their potential. Having the ISP based in Auchterarder was viewed as important by almost all children and young people who met with HMI Inspectors. They think that young people with multiple and complex needs should not be traveling long distances to get to school.

3.3 Whilst almost all stakeholders agree with the proposal in principle, parents and staff, particularly in the Community School of Auchterarder, expressed concern about the practical arrangements. Several parents and staff have concerns about the ISP being based on the first floor. They believe it would be more advantageous to be located on the ground floor, allowing better access to outdoor space. They also have questions about staffing in the ISP and feel the council need to be clearer about the actual ratio of staff to children and young people. These issues were also raised in the responses received by the council in response to the public consultation. The issue of access to the Community School of Auchterarder is also a concern for staff and parents. Several are worried about parking and drop-off arrangements. HM Inspectors agree with stakeholders that the location of the ISP, staffing arrangements and access to the Community School of Auchterarder needs further clarification by the council.

4. Summary

HM Inspectors agree that there are potential educational benefits to the council's proposal to establish an ISP in the Community School of Auchterarder. Whilst the proposal is welcomed by almost all stakeholders, there are a range of concerns that the council needs to address should it be approved. The council should continue to engage with parents and staff of those schools impacted by the proposal to allay any fears they may have regarding the location and operation of the ISP. This includes the location of the ISP, staffing arrangements and access to outdoor spaces for learning. They should also consider how the current parking and drop-off arrangements at the Community School of Auchterarder could be improved to ensure that children and young people are safe.

HM Inspectors
January 2026