



CONSULTATION REPORT

**REPORT ON THE CONSULTATION RELATING TO THE PROPOSAL
TO ESTABLISH PRIMARY STAGE ADDITIONAL SUPPORT NEEDS
(ASN) PROVISION AT CARRONGRANGE HIGH SCHOOL TO
CREATE AN ALL-THROUGH 5-18 ASN CAMPUS AND AS A RESULT
PERMANENTLY DISCONTINUE CURRENT PROVISION AT
KINNAIRD PRIMARY SCHOOL THISTLE WING/THISTLE WING
ANNEXE AND MADDISTON PRIMARY SCHOOL TIMEZONE.**

7 August 2026

This document has been issued by Falkirk Council in accordance with the
Schools (Consultation) (Scotland) Act 2010



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1. THE PROPOSAL

Falkirk Council is proposing, subject to the outcome of the statutory consultation process, to:

- **establish Primary stage Additional Support Needs (ASN) provision at Carrongrange High School to create an all-through 5-18 ASN campus and as a result permanently discontinue current provision at Kinnaird Primary School Thistle Wing/Thistle Wing Annexe and Maddiston Primary School Timezone.**

The Proposal Paper referred to implementation from January 2029, or as soon as possible thereafter. This is dependent on completion of the construction project.

2. REASONS FOR THIS PROPOSAL

As part of the development of its Learning Estate Investment Programme (LEIP) funding application, the Council considered a range of options for meeting the increasing demand for specialist Additional Support Needs (ASN) provision. Following assessment of educational, operational and estate considerations, the Council concluded that the creation of a new and expanded Carrongrange 5-18 ASN Campus represented the most effective and sustainable option. The proposal will establish a specialist centre of excellence for children and young people with severe, profound and complex additional support needs, bringing together specialist expertise, purpose-built accommodation and integrated support services within a single campus. This model will strengthen continuity of learning, improve transition arrangements, increase capacity and enhance opportunities for multi-agency working, delivering significant educational benefits for pupils and their families.

In October 2023, Falkirk Council received confirmation from the Scottish Government that its bid to the Learning Estate Investment Programme (LEIP) for funding to support the development of a new Primary ASN Campus in Grangemouth had been successful.

Following confirmation of the LEIP funding award, Education Services commenced work to develop the proposal for a new Primary ASN provision as part of an expanded Carrongrange 5-18 ASN Campus. The proposal would replace the current ASN provision delivered through the Thistle Wing at Kinnaird Primary School, the Thistle Wing Annexe and Timezone at Maddiston Primary School.

The Schools (Consultation) (Scotland) Act 2010 requires a statutory consultation process to be undertaken where an education authority proposes to:

- a) establish a new stage of education in a school (Schedule 1, paragraph 2(b)); or

- b) discontinue a school or stage of education within a school (Schedule 1, paragraph 1(1)(a)).

Both provisions apply to the current proposal, and the consultation has therefore been undertaken in accordance with the requirements of the Act.

The proposed campus development will replace the existing ASN provision currently delivered across three separate locations with a single, purpose-built facility integrated with Carrongrange High School. The proposal responds to increasing demand for specialist ASN places and addresses the physical and operational limitations of the existing arrangements, where provision has operated at or near capacity for several years and opportunities for further expansion are constrained by the available accommodation and site capacity.

In addition to the creation of new Primary ASN provision, the wider campus development includes the replacement of temporary modular accommodation at Carrongrange High School through the provision of permanent secondary teaching accommodation. The proposals also include enhancements to the Green Hub, providing improved facilities and additional capacity for pupils with the most profound learning needs, significant physical disabilities and complex health and care requirements.

The creation of a new and expanded Carrongrange 5-18 ASN Campus is the principal driver for this proposal. It represents the Council's preferred option for meeting current and future demand for specialist provision, improving educational outcomes and ensuring the long-term sustainability of ASN services for children and young people with severe, profound and complex additional support needs. Subject to approval, the proposal will also enable the Council to maximise the benefits of the LEIP funding award.

3. INTRODUCTION

This consultation report has been prepared in accordance with the Schools (Consultation) (Scotland) Act 2010.

The purpose of this report is to:

- Provide a record of the total number of written representations made during the statutory consultation period;
- Provide a summary of the written representations;
- Provide details of the engagement carried out with pupils;
- Provide a summary of oral representations made at the Public Meetings held, and the various Focus Group sessions and other meetings held with stakeholder groups.
- Provide a statement of Education Services response to those written and oral representations;
- Provide the full text of Her Majesty's Inspectorate of Education (HMIE) report and a statement of Education Services response to this report;

- State how Education Services reviewed the above proposal with regard to the representations received during the statutory consultation period and the report from HMIE;
- Provide details of any omission from, or inaccuracy in, the Proposal Paper and state how Education Services acted upon it;
- Explain the opportunity that may arise to make representation to the Scottish Ministers in connection with Section 15(4) of the Schools (Consultation) (Scotland) Act 2010 with regard to the school closures associated with this proposal.

4. BACKGROUND

The principal purpose of the 2010 Act is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools. 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.

On 23rd April 2026 the Council's Executive (including Education) agreed to commence statutory consultation on this proposal in accordance with the Schools (Consultation) (Scotland) Act 2010.

Education Services published a Proposal Paper on 27 April 2026 (Appendix 1). Educational benefits of this proposal are set out in Section 3 of the Proposal Paper.

In highlighting these benefits, Education Services is not suggesting that high-quality learning, teaching and support are not currently provided within the existing ASN provisions. Rather, the educational benefits are assessed in the context of the opportunities afforded by the proposed purpose-built campus and the enhanced provision, facilities and integrated support that would be available through the new 5-18 model. The Council considers that this proposal provides the greatest opportunity to meet the holistic needs of children and young people and to improve educational outcomes over the longer term.

5. CONSULTATION PROCESS

The Proposal Paper was published on 27th April 2026 on the Falkirk Council website.

A copy of this document was provided to:

- Parents and carers of all pupils at each school directly affected by the proposal (Kinnaird Primary School, Maddiston Primary School, Moray Primary School and Carrongrange High School).
- Parents of all pre-school and primary age children who could attend any of the affected schools within the next 2 years.
- Parent Councils at all affected schools.

- Pupils at all affected schools.
- Staff and trade unions at all affected schools.
- Community groups/organisations across the Falkirk Council area (including Community Councils and relevant Community Planning partners).
- MPs, MSPs and Elected Members of Falkirk Council.
- Professional Partners (NHS, Social Work etc)

A copy of this document was also available on request, free of charge, from:

- Education Services, Suite 1A, Falkirk Community Stadium, 4 Stadium Way, Falkirk, FK2 9EE
- All Hubs and Libraries across Falkirk

The document was also available on request in alternative formats or in translated form for readers whose first language is not English.

A Notice of Consultation was emailed to the consultees listed above on or before 27th April 2026 (Appendix 2). This provided details of how to access the Proposal Paper and Educational Benefits Statement; how to submit responses via Falkirk Council website and in writing; and the date of the public meetings.

The Notice of Consultation, the Proposal Document and the Public Meetings were advertised on the Council's Participate+ platform, in the local newspaper (the Falkirk Herald).

The consultation period ran from 27 April 2026 to 12 June 2026, comprising 33 school days. This exceeded the statutory requirement within the 2010 Act for a consultation period of not less than 30 school days.

The online survey allowed members of the public to review the consultation documents and submit their responses online.

A public meeting took place at Carrongrange High School 19 May 2026 at 6.30pm. In addition, 2 online public meetings were held on 20 May 2026 at 6:30pm and 25 May 2026 at 12:30pm.

There were 4 Focus Groups held online to discuss the proposal with different groups of stakeholders:

- Health (and other) partners (1 June 2026)
- Primary ASN parents (1 June 2026)
- ASN school staff at affected schools (1 June 2026)
- Trade union representatives (4 June 2026)

There was also a meeting held with representatives of the Moray Primary School Parent Partnership on 12 May 2026.

This Consultation Report contains Falkirk Council's response to all the issues raised regarding the proposal during the consultation exercise. It will be published on Falkirk Council's website for a period of no less than 3 weeks prior to the final consideration of the proposal at Executive Committee (including Education) on 17 September 2026.

6. PUPIL ENGAGEMENT

Pupils' views are a significant part of the consultation process. There follows a summary of comments made by pupils attending Thistle Wing, Thistle Wing Annexe and Timezone, as well as Carrongrange High School.

CARRONGRANGE PUPILS

Pupils attending Carrongrange were consulted on the proposed campus, including the introduction of primary provision and the creation of new buildings. Engagement methods were adapted to ensure accessibility for pupils and questions were presented in a variety of formats to support communication, but responses show consistent themes across groups:

- Most pupils feel happy, excited, and positive about the proposed new building and campus changes.
- Pupils demonstrated a positive attitude towards the creation of a 5-18 campus and welcomed the opportunity to share their school community with younger pupils, with many expressing a desire to support and help them.
- Pupils value calm, sensory-friendly environments, supportive staff, and opportunities for social interaction.
- There is strong interest in enhanced facilities, particularly sensory spaces and outdoor play areas.
- A small number of pupils identified noise and change as potential challenges, highlighting the importance of maintaining supportive and regulated environments.

Overall, there was no concern expressed regarding the proposal, with many pupils indicating that the changes would be beneficial. The majority of pupils expressed positive emotions, most commonly describing themselves as "*happy*", "*excited*", or "*calm*" about the proposed changes.

Pupils provided clear and consistent suggestions for the new buildings and campus. The most common priorities include:

- Increased access to sensory rooms and quiet spaces
- Provision of soft play and calming environments
- Enhanced outdoor spaces, including gardens and playground equipment
- Additional classrooms and breakout areas

These responses reinforce the importance of designing environments that support both learning and wellbeing.

While feedback was largely positive, pupils identified some concerns:

- Sensitivity to loud noise during the construction phase was a recurring concern for several pupils
- Some pupils noted that change or unfamiliar situations can lead to feelings of sadness or uncertainty

These responses highlight the importance of ensuring the new environment supports sensory needs and smooth transitions.

Pupils engaged with the consultation and asked questions about the proposed development, including:

- The size and layout of the new building
- Practical aspects such as temperature and comfort within the building

TIMEZONE, THISTLE WING AND THISTLE WING ANNEXE PUPILS

Pupils attending the Primary ASN facilities were consulted on the proposed campus developments through observations gathered by staff and feedback provided by parents and carers. Pupil views were captured indirectly, with adults interpreting pupils' responses through behaviour, preferences, and communication methods.

There was a high level of consistency in the themes emerging from engagement with pupils by parent and staff:

- Pupils are generally happy, settled, and positive in their current school environment.
- Pupils strongly value routine, familiarity, and predictable structure.
- Sensory regulation, movement, and access to calm spaces are essential to pupil wellbeing.
- Pupils benefit significantly from trusted relationships with familiar adults and peers.
- Changes to routine, environment, or staffing can have a significant impact on regulation and engagement.

Overall, pupils were described as generally happy, settled and positively engaged in their current school environments. Parents and staff highlighted that pupils experience increased wellbeing where routines are predictable, environments are familiar, and relationships with trusted adults are strong. Where less positive responses were observed, these were typically linked to disruption of routine, sensory overload or unfamiliar situations rather than ongoing concerns.

Pupils' preferences show a clear emphasis on sensory, play-based and movement-focused experiences. Across both provisions, pupils engage most successfully when learning opportunities are tailored to their interests and

supported through appropriate environments. Commonly valued aspects of the school experience include:

- Sensory and play-based activities, such as water play, sand, music and tactile resources.
- Outdoor play and movement, including climbing, bikes, playground equipment and access to open space.
- Specialist environments, including soft play, sensory rooms and quiet or dark spaces.
- Interaction with familiar adults and peers, particularly through supported or 1:1 engagement.

These experiences support both learning and regulation, particularly where pupils can exercise choice and engage at their own pace.

A strong and consistent theme across all responses is the importance of regulation and emotional wellbeing. Pupils rely on a range of strategies to manage their sensory and emotional needs, and these are most effective within predictable and supportive environments. This includes:

- Access to sensory input, such as swinging, deep pressure, music or tactile materials
- Availability of quiet, low-stimulation spaces to reduce anxiety
- Opportunities for movement and physical activity throughout the day
- Support and reassurance from familiar adults

Pupils were most likely to feel calm and settled where environments are structured, expectations are clear, and their sensory needs are understood and met.

The importance of consistent relationships and support was emphasised throughout. Pupils are supported by teachers, Support for Learning Assistants and a range of specialist staff. Familiarity with both staff and peers is central to pupils' sense of safety and security and supports engagement, communication and wellbeing.

The feedback from Timezone, Thistle Wing and Thistle Wing Annexe highlighted pupils can be particularly sensitive to change, with some pupils demonstrating heightened anxiety in response to new environments or disruptions to established routines. The factors most likely to impact negatively on pupils include:

- Changes to routine or daily structure.
- Unfamiliar adults or new peer groups.
- Loud noise, busy or crowded environments.
- Unexpected transitions or lack of preparation.

For some pupils, these factors can lead to feelings of being overwhelmed, anxious or unsettled, particularly where communication barriers limit their

ability to express their needs. A number of responses also highlighted the importance of minimising transitions within the school day and ensuring that key facilities are easily accessible.

Feedback on the proposed new campus was consistent across both provisions, with a clear emphasis on environments that support both learning and wellbeing. Engagement with the pupils, the parents and staff (advocating for pupils) identified the importance of:

- Sensory rooms, quiet areas and calming environments to support regulation.
- Secure and accessible outdoor spaces with opportunities for movement and exploration.
- Soft play, climbing and motor activity spaces to meet physical and sensory needs.
- Breakout spaces located close to classrooms, reducing the need for lengthy transitions.
- Access to specialist facilities and well-resourced learning environments.

In addition, a number of responses emphasised practical considerations such as proximity of toilets to classrooms, clear layouts and ease of movement around the building, reflecting the needs of pupils who require immediate access to support and facilities.

Supporting pupils through transition was identified as a critical factor in ensuring positive outcomes. Both staff and parents highlighted the need for careful planning and preparation, including:

- Use of visual supports, communication systems and personalised information.
- Social stories, photos and videos to introduce new environments.
- Opportunities for visits and gradual familiarisation prior to transition.
- Maintaining familiar staff, peers and routines wherever possible.

A number of responses also highlighted the importance of sharing detailed information about each pupil, including communication profiles, sensory needs and individual preferences, to ensure continuity of support.

Overall, pupil engagement demonstrates that the educational principles underpinning the proposal closely reflect the needs identified by pupils, parents and staff. Consistent themes include the importance of continuity, familiar relationships, specialist environments, reduced transitions and access to purpose build facilities. These are reflected throughout the Educational Benefits Statement and reinforce the rationale for establishing a single 5-18 ASN campus.

7. RESPONSE TO THE CONSULTATION

7.1 KEY THEMES

Analysis of the consultation responses identified recurring themes. These

themes represent the principal matters raised by consultees and have informed Education Services' consideration of the proposal and the assessment of the consultation findings.

Supportive Feedback Received

a) Recognition of the Need for Expanded ASN Provision

Several respondents acknowledge that there is a clear and growing need for additional ASN capacity and improved facilities. While concerns were raised about the impact of the current proposal on Moray Primary School, there is general agreement that investment in ASN education is necessary and beneficial. Several stakeholders, particularly parents and carers, expressed support for the creation of an all-through 5–18 ASN campus, recognising its potential to improve outcomes for children and young people with additional support needs.

Feedback from pupil engagement further reinforces this position. Carrongrange pupils were overwhelmingly positive about the proposed development, with many describing themselves as “happy”, “excited” and “calm” about the prospect of a new campus. Pupils welcomed the opportunity to be part of a larger 5–18 school community and many expressed their enthusiasm about supporting younger pupils.

b) Opportunity to Improve Learning Environments

Responses from both professional stakeholders and members of the public highlight that the new campus presents a significant opportunity to enhance educational experiences for pupils with complex needs. This includes the potential for:

- Purpose-built, specialist learning environments
- Improved accessibility and inclusive design
- Sensory-informed and therapeutic spaces
- Flexible classrooms and breakout areas
- Hydrotherapy, PE and specialist facilities
- Facilities tailored to a wide range of ASN requirements
- Direct access to outdoor regulation and learning spaces

Stakeholders also welcomed the opportunity to create a modern ASN facility designed around the needs of learners.

Pupil engagement highlighted similar priorities, with pupils identifying increased access to sensory rooms, quiet spaces, soft play facilities, outdoor learning and play areas, additional classrooms and breakout spaces as key features they would value in the new campus. There was also interest in specialist and recreational facilities such as a swimming pool, football pitch and multi-use games area.

Across all ASN provisions, pupils demonstrated the importance of environments that support movement, play, choice and engagement. Outdoor learning opportunities, physical activity and play-based experiences

were consistently identified as important elements of both learning and wellbeing.

c) Continuity, Familiarity and Reduced Transitions

The all-through 5–18 model and the opportunities it provides to reduce transitions between primary and secondary stages was widely supported by those that responded, with a number of potential benefits identified, including:

- Reduced anxiety and disruption for pupils
- Greater continuity of learning and support
- Consistent and familiar environments
- Stable relationships with staff and peers
- Improved transition planning and support arrangements

Reassurance that pupils could move through the campus with familiar staff and carefully planned transition support was viewed positively and considered critical to the success of the proposal.

Pupil engagement strongly reinforced the importance of continuity, familiar relationships and reduced transitions. Feedback from Timezone and Thistle Wing/Thistle Wing Annexe highlighted that pupils benefit significantly from:

- Predictable routines and clear structures
- Familiar adults and established peer relationships
- Consistent approaches to support and communication
- Environments which minimise unnecessary change

Supporting pupils through planned and gradual transitions, maintaining familiar staff wherever possible and providing advance preparation were consistently identified as important factors in achieving positive outcomes.

d) Support for Regulation, Wellbeing and Specialist Approaches

Detailed feedback from stakeholders emphasised the value of sensory-led, therapeutic and creative learning approaches, including:

- Sensory rooms and immersive environments
- High-quality sound and light facilities
- Spaces designed to support pupils with visual and perceptual needs
- Outdoor sensory gardens and nature-based learning opportunities
- Calm, adaptable and sensory-informed learning environments

These suggestions reflect a constructive approach, with respondents proposing ways to maximise the benefits of the new campus and support a wide range of additional needs.

Pupil engagement further demonstrated the importance of environments which support emotional regulation and wellbeing. Across all ASN provisions, pupils were reported to engage most successfully in environments which provide:

- Access to sensory input and therapeutic activities
- Quiet, low-stimulation spaces
- Opportunities for movement and physical activity throughout the day
- Outdoor spaces which support regulation and wellbeing
- Support and reassurance from trusted adults

Parents, carers and staff consistently highlighted that pupils are most likely to feel calm, safe and engaged when sensory and emotional needs are understood and appropriately supported.

e) Improved Support and Multi-Agency Working

Some stakeholders identified opportunities for closer integration between education, health and support services. The proposal was seen as having the potential to strengthen multi-agency working, improve access to specialist expertise and enhance support for pupil wellbeing.

Feedback from parents, carers and staff supporting pupils in Timezone and Thistle Wing/Thistle Wing Annexe also highlighted the importance of coordinated support, continuity of information sharing and access to specialist facilities and staff.

Respondents emphasised the need for pupil communication profiles, sensory needs and individual preferences to be effectively shared to maintain continuity of support.

f) Positive Feedback on Design Principles

A number of consultees provided positive feedback on the proposed design principles, describing aspects of the concept as "impressive" and beneficial. Positive features highlighted included:

- Familiar and adaptable learning environments
- Calm, sensory-informed spaces
- Access to outdoor areas for regulation and wellbeing
- Flexible and inclusive design approaches

Pupil, parent and staff feedback further highlighted the importance of practical design considerations, including:

- Sensory rooms, quiet areas and calming environments
- Secure and accessible outdoor spaces
- Soft play, climbing and motor activity facilities
- Breakout spaces located close to classrooms
- Accessible layouts and ease of movement throughout the building
- Proximity of toilets and support facilities to teaching spaces

These features were viewed as important in supporting both learning and wellbeing, particularly for pupils with complex sensory and communication needs. Feedback also highlighted the importance of avoiding overly noisy,

crowded or overstimulating environments and ensuring that pupils can access support and regulation spaces quickly and easily when required.

g) Potential for Transformational Outcomes

Some respondents described the proposal as an opportunity to create “life-changing” educational provision, particularly if the campus design, facilities and teaching approaches are aligned with best practice in ASN education.

Overall, pupil engagement demonstrates that the educational principles underpinning the proposal closely reflect the needs identified by pupils, parents, carers and staff. Consistent themes include the importance of continuity, familiar relationships, predictable routines, emotional regulation, specialist environments, reduced transitions and access to purpose-built facilities.

Consultation responses indicate significant potential to improve educational experiences, wellbeing and long-term outcomes for pupils with additional support needs through the creation of a single 5–18 ASN campus. These findings strongly align with the Educational Benefits Statement and reinforce the rationale for establishing a single 5–18 ASN campus.

Key issues and Concerns Raised

a) Loss of Outdoor Space at Moray Primary School

The most consistent concern was from Moray Primary School parents and carers regarding the proposal to build the primary ASN campus building on the school’s grassed playing field which is viewed by respondents as essential for children’s physical activity, wellbeing and daily play. Concerns were also raised that the proposed 3G pitch investment would not sufficiently mitigate for the loss of the grassed playing field.

Some ASN stakeholders also stressed the importance of retaining high-quality outdoor environments, highlighting the role that outdoor spaces play in sensory regulation, learning and wellbeing for pupils with additional support needs.

b) Health and Wellbeing Impacts

Many responses link the loss of green space to negative impacts on physical health, mental wellbeing and social development, highlighting the importance of outdoor environments in supporting children’s overall development.

ASN parents, staff and professional partners also emphasised the importance of ensuring that the new campus provides sufficient quiet, sensory and regulation spaces to support pupils with complex needs and reduce anxiety.

c) Environmental and Community Impact

Several respondents that live locally expressed opposition to the loss of community green space for car parking, resulting in long-term loss of accessible open space. They also had concerns about reduced biodiversity,

increased pollution and a decline in local environmental quality.

d) Traffic, Transport and Safety Concerns

Respondents identify existing challenges with traffic congestion, parking pressures and road safety, particularly around school drop-off and pick-up times. There is concern that the proposed development would intensify these issues.

Similar concerns were raised by ASN parents, staff and health professionals regarding transport arrangements, parking provision and safe access to the campus for pupils, families and visiting professionals.

e) Capacity and Future Demand

A recurring concern amongst ASN parents and staff relates to whether the proposed development will provide sufficient capacity to meet increasing demand for ASN provision in the future.

Respondents questioned whether the planned expansion would be adequate in the longer term and highlighted the importance of ensuring that facilities, resources and staffing can accommodate future growth in pupil numbers and complexity of need.

f) Construction Disruption

Some respondents highlight the impact of construction, including noise, dust and safety concerns, particularly given the potential duration of the build.

Concerns were also raised regarding the potential impact of construction and environmental change on pupils who are sensitive to disruption, noise and changes to their routine.

g) Transition and Change Management

While there is widespread support for the educational benefits of the proposal, ASN parents, staff and professional partners consistently highlighted the challenges that significant change can present for some pupils.

There is concern that moving to a new campus may be unsettling for children who rely on routine, familiarity and established relationships. Respondents emphasised the importance of:

- Individualised transition planning
- Gradual familiarisation with the new environment
- Maintaining continuity of staff and peer relationships wherever possible
- Effective communication with families throughout implementation

Many consultees identified careful transition planning as a critical factor in the success of the proposal.

h) Design, Accessibility and Functionality

Staff, parents and professional partners highlighted a range of additional design considerations, including:

- Sufficient indoor and outdoor learning spaces
- Sensory-friendly environments and regulation spaces
- Appropriate accessibility features
- Adequate storage for specialist equipment
- Sufficient therapy and support spaces
- Ease of movement around the building
- Access to shared facilities without overcrowding

Respondents emphasised the importance of ensuring that the final design fully reflects the needs of pupils with complex additional support needs.

i) Operational and Resourcing Considerations

Staff and professional partners raised a number of practical considerations relating to the operation of the campus, including:

- Access to specialist facilities and equipment
- Availability of therapy and support spaces
- Parking for staff and visiting professionals
- Management of shared spaces and resources
- Maintaining effective systems and support arrangements during implementation

These issues were generally framed as matters to be addressed during the detailed design stage rather than objections to the proposal itself.

j) Questions and Requests for Clarification

A small number of respondents raised queries, including:

- Rationale for selecting Carronrange for expansion rather than other ASN schools
- How transition arrangements will be managed for individual pupils
- Availability of specialist facilities and support services

7.2 SUMMARY OF REPRESENTATION MADE THROUGH THE ONLINE SURVEY

There were 66 responses to the online survey.

Table 1: Total number of responses by type of respondent

Type of Respondent	No.	%
a) Parent / carer of a pupil currently attending an affected school	43	65%
b) Local resident / community member	13	20%
c) Member of staff at an affected school	3	5%
d) Professional partner (e.g. NHS, Social Work)	2	3%
e) Parent / carer of a pupil currently attending other Primary ASN Provision (ASC/Enhanced Provision)	1	2%
f) Parent / carer of all pre-school child who may require ASN provision in the future	1	2%
g) Pupil at an affected school	1	2%
h) Other	2	3%
Total	66	100%

Table 2: Total number of responses by school or provision

Which school or provision are you primarily responding in relation to?	No.	%
a) Moray Primary School	38	58%
b) Carrongrange High School	9	14%
c) More than one provision	7	11%
d) Kinnaird Primary School – Thistle Wing / Thistle Wing Annexe	4	6%
e) Maddiston Primary School – Timezone	2	3%
f) Not applicable/Did not provide an answer	6	9%
Total	66	100%

Respondents were asked to rank the main educational benefits set out in the proposal document ("What do you think the main benefits of the proposal are? (these options are based on the educational benefits set out in the proposal document)"). The proposed educational benefits were ranked by respondents as follows (most important first):

1. A broader range of opportunities, including access to digital and assistive technologies and flexible learning spaces
2. A fully accessible learning environment that supports wellbeing, engagement and participation in learning
3. Increased capacity and access to specialist ASN provision for more children and young people
4. Strong multi-agency working, with health, social work and other partners supporting children and families within the school environment

5. A 5-18 campus that allows children and young people to remain in the same provision, minimising transitions and supporting continuity in learning
6. Improved access to specialist resources and facilities, including therapy spaces, hydrotherapy and sensory areas
7. Strong relationships with staff and a consistent learning environment that helps children and young people feel safe and secure
8. Learning and teaching that is highly differentiated and often bespoke, delivered across a range of spaces including classrooms, sensory areas and outdoor environments

Responses to the consultation questionnaire reflect a range of perspectives across different stakeholder groups, including parents/carers, local residents, and staff. Feedback demonstrates strong support for the educational benefits of the proposal, alongside concerns about impact on Moray Primary School, local infrastructure, and delivery.

Responses to the online questionnaire can be read in full in Appendix 3 and are summarised below by stakeholder group.

a) Parent/Carers at Carrongrange High School

Responses from Carrongrange parent/carers are generally supportive of the proposal, with clear recognition of the educational benefits of a purpose-built 5–18 ASN campus. However, this is balanced with important practical concerns, particularly around implementation and transition.

There is strong support for the improvement of facilities, increased capacity, and access to specialist resources, with respondents highlighting that the proposal would provide *“a purpose-built environment, improved facilities and reduced transitions over time”* and *“equitable access to high-quality specialist facilities, therapeutic spaces and outdoor environments”*.

Positive views were also expressed about the 5–18 model, particularly in relation to reducing transitions and improving continuity for pupils. This was seen as supporting children who rely on routine and familiarity, with one response noting that the model would *“reduce the number of transitions children experience [and] support continuity of relationships with staff”*.

There is clear recognition of the potential to improve educational outcomes, wellbeing, and access to support services, with respondents highlighting benefits such as *“greater stability for learners who rely on routine”* and improved multi-agency working to support children and families.

Alongside this, some concerns were raised regarding capacity and future demand, particularly whether the proposed development will be sufficient to meet increasing need, with comments noting concern about *“whether*

the extension ends up not being able to accommodate the ever-growing demand for ASN children”.

There are also concerns about transition and change, particularly for children with complex needs. Respondents emphasised that moving to a new campus could be challenging, highlighting that for some pupils *“moving to a new building and location may be unsettling... if not carefully managed”*. This reinforces the importance of detailed, individualised transition planning and maintaining continuity of staff.

b) Parent/Carers at Thistle Wing, Thistle Wing Annexe and Timezone

Responses from ASN primary parent/carers are strongly supportive of the proposal, particularly in relation to the opportunity to provide a purpose-built environment and improve consistency of provision.

There is clear recognition of the benefits of improved facilities and specialist environments, with respondents highlighting that the proposal would provide *“a much-needed upgrade to the current learning spaces”* and better access to *“specialist equipment and adapted resources”* for children with complex needs.

A key theme is the importance of consistency and continuity, particularly in relation to staffing and daily routines. Parents emphasised that bringing provision together in one campus would help address current challenges, with one response noting that *“being in one facility will allow greater consistency”* and reduce disruption caused by frequent changes in staff and setting.

There is also strong support for the 5–18 model, particularly in reducing transitions. Respondents highlighted the long-term benefits of children remaining within a single, familiar environment, with comments such as *“it will be better for the children to stay in the campus throughout their school days”*.

At the same time, responses highlight the importance of carefully managed transition arrangements, particularly for pupils who find change challenging. Parents noted that *“my child really struggles with changes and is very anxious”*, reinforcing the need for gradual, well-planned transitions with continued staff support.

There is also emphasis on the need for the campus to be designed around the needs of all learners, including sensory considerations and appropriate space, with respondents noting the benefit of environments that are *“more sensory friendly”*.

Practical considerations were also raised, including transport arrangements, parking, and ensuring sufficient space and facilities to meet demand.

c) Parent/Carers at Moray Primary School

Responses from Moray Primary parent/carers are predominantly opposed to the proposal as currently presented, with concerns focused overwhelmingly on the impact on pupils with the loss of outdoor space and wider implications for the school community.

A central theme across responses is the loss of the playing field and green space, which is consistently described as essential to pupils' daily experience. Respondents emphasised that the space is heavily used, with comments such as *"the playing field is used every day"* and that its removal would mean pupils *"will no longer have access to a green space... and will be surrounded by concrete buildings"*.

There are concerns about the impact on children's health, wellbeing and learning, particularly in relation to outdoor play, physical activity, and school events. Parents highlighted that the proposal would affect activities such as sports days and fundraising events, noting that pupils would lose *"space... for sports day, colour runs and other activities"* and that *"larger outdoor areas are vital for children's physical health, mental wellbeing, and overall development"*.

Some parents expressed the view that the proposal was inequitable with Moray pupils perceived to be disadvantaged in order to deliver benefits elsewhere. This is reflected in comments such as *"it should not be at the expense of Moray Primary"* and concerns that there are *"no benefits to Moray PS pupils"*.

Respondents also raised concerns about construction impacts, including disruption to learning and safety. There is particular concern about prolonged building works, with respondents noting that children would be affected by *"noise, dust, additional traffic, and general safety concerns associated with construction work"*.

In addition, there are concerns regarding traffic, parking, and road safety, with parents describing current conditions as already difficult and warning that the proposal will exacerbate this. For example, responses highlight that *"parking is already dangerous"* and that increased traffic would be *"an accident waiting to happen"*.

Respondents raised questions regarding the suitability of the site and design, including whether sufficient space remains for Moray pupils and whether alternative sites should be considered. This includes comments that the proposal is *"not fair to the children of Moray Primary"* and calls to *"find another area"* or revise the plans.

d) Staff at the affected schools

Responses from staff are largely positive, reflecting strong support for the educational benefits of the proposal and the opportunities presented by a 5–18 ASN campus. Staff highlighted the value of being part of a single school community, noting that *"being part of the one school community will*

support families, young people and the staff", and that reduced transitions can improve relationships and reduce the need to repeatedly share information.

Staff also emphasised the potential for improved continuity for pupils, stronger relationships across stages, and enhanced collaboration between teams, alongside improved access to specialist facilities and resources. This is seen as supporting more consistent and joined-up approaches to meeting pupils' needs.

Alongside this positive feedback, staff identified a range of practical and operational considerations, particularly in relation to ensuring the environment fully meets the needs of learners with complex needs. These include the importance of appropriate indoor and outdoor spaces, accessibility, sensory considerations, and adequate resourcing. For example, concerns were raised around the need to avoid "*overcrowding*" and ensure sufficient quiet and regulation spaces, as well as the need for environments that better reflect the needs of ASN learners.

There were also concerns regarding capacity, access to shared facilities, and parking provision, alongside wider design considerations such as accessibility features and specialist equipment.

There is a clear emphasis on the need for careful planning of transition arrangements and maintaining effective systems already in place, with recognition that staff involvement will be key to successful implementation. It was noted that "*planned and considered transition for families will be key to reducing anxieties, as well as for staff*".

Overall, staff responses are supportive, while highlighting important design, operational and transition considerations.

e) Health and other professional partners

Responses from health and other professional partners are generally positive, with support for the proposal and its potential to improve outcomes for children with additional support needs.

Partners highlighted the benefits of a more coordinated, multi-agency approach, noting the potential for a "*seamless approach and improved consistency for pupils*".

Alongside this, some practical considerations were raised regarding design and functionality, including the need for sufficient storage for specialist equipment, additional therapy spaces, and appropriate accessibility features.

For example, it was noted that "*storage will have to be increased*" and that "*more therapy rooms*" may be required to support effective service delivery.

Practical matters such as parking for visiting professionals and facilitating safe and independent access within the building were also highlighted

f) Local residents

Residents expressed mixed views, with some recognising the benefits of the proposal but many raising concerns about community impact:

- Recognition of educational benefits, including improved provision for children with ASN and increased access to specialist facilities.
- Concerns about the loss of open space, both within the school environment and adjacent to surrounding residential areas to provide additional parking for the enlarged campus.
- Strong concern regarding increased traffic, congestion, and parking pressures, and associated road safety risks.
- Issues relating to residential amenity, including noise, privacy, and disruption during construction.
- Concerns about scale and suitability of the site, particularly with multiple schools located in close proximity.

g) Other stakeholders

(Pupils at an affected school, other, parent/carers of pre-school children, and parent/carers of pupils in other ASN provision)

Responses from this smaller combined group identifies the potential benefits of the proposal and some concerns. For example, it was noted that *“this will be a positive step in meeting the needs of all learners”*, while others described the proposal as offering *“a potential benefit of creating a new setting which allows ASN students to remain in the one school from 5–18”*.

There is acknowledgement of the positive impact of improved ASN facilities, including better learning environments, increased access to specialist support, and greater continuity through a 5–18 model. These benefits are seen as particularly important for children with complex needs and for families navigating transitions between stages, with respondents highlighting opportunities for *“greater access to professionals in a surrounding that is appropriate to their needs”*.

At the same time, concerns are raised regarding the impact of change and transition, particularly for children who may find new environments challenging, with recognition that *“some kids might not be good with change”*. There is also some concern about whether existing provision should be retained alongside the new campus, with suggestions that *“keeping the others open is good as well”* in order to meet demand and provide flexibility.

For those connected to Moray Primary, concerns align with wider themes regarding the loss of outdoor space and local impact, with comments noting that the playing fields *“gets used daily”* and questioning where pupils will play or take part in activities. Broader comments also include

consideration of transport, safety, future planning, and overall infrastructure capacity, with concerns that traffic and parking “*will be busier*” and place pressure on the local area.

7.3 SUMMARY OF EMAIL RESPONSES

There were 6 emails received from individuals during the consultation, and these can be read in full in Appendix 4.

Two of the emails were from parents of pupils at Moray Primary School, and two from local community members. These emails raise concerns about the reduction in outdoor space at Moray Primary School that would result from the proposed new build and the impact this would have on children’s physical health, mental wellbeing and access to safe outdoor play space. The parents from Moray Primary School expressed concern that the proposal prioritised improvements to specialist ASN provision while reducing facilities available to Moray Primary School pupils. One of the local residents objected to the proposed use of green space for additional car parking, citing environmental and community wellbeing impacts. Several responses highlighted existing issues with traffic, parking and congestion, with concerns that the development would exacerbate these.

One email was received from an ASN professional with experience of working with pupils that would benefit from the proposals and detailed a number of important considerations that should be incorporated into the design of the primary ASN campus.

Another email raised a question regarding the choice of site for this campus.

7.4 SUMMARY OF ORAL REPRESENTATIONS MADE AT PUBLIC MEETINGS

Public meetings engaged a wide range of stakeholders including parents/carers, staff, local residents, community representatives, and professional partners.

Across the public meetings there was broad recognition of the educational benefits associated with the proposal. Discussion demonstrated widespread support for improving specialist ASN provision, with many contributions focusing on how the educational benefits could be delivered while minimising local impacts.

It is also important to note that a range of concerns were also raised concerning the impact of the proposed enlarged ASN campus and parking provision on outdoor play space at Moray Primary School and existing local green space. In addition, concerns were also raised regarding potential impact of increased traffic and the disruption caused by the construction process, as well as questions raised over transition arrangements for pupils and staff.

Supportive feedback from public meetings

- a) Strong Support for the Educational Vision
Several stakeholders, particularly parents/carers of ASN pupils, expressed clear support for the creation of an all-through 5–18 ASN campus. This model was seen as beneficial in improving outcomes for children with additional support needs.
- b) Continuity and Reduced Transitions
The most widely supported benefit is the reduction in transitions between primary and secondary stages, helping to: reduce anxiety for pupils, provide continuity of learning and maintain stable relationships with staff and peers.
- c) Access to Specialist Facilities and Enhanced Environments:
Stakeholders welcomed the opportunity to create a purpose-built, modern ASN facility, including sensory rooms and therapeutic spaces, hydrotherapy and PE facilities, flexible classrooms and breakout areas and direct access to outdoor regulation spaces.
- d) Improved Support and Multi-Agency Working
The proposal was seen as enabling better integration of education, health, and support services, improving pupil wellbeing and access to specialist input.
- e) Positive Feedback on Design Principles
Some consultees described the proposed design as “*Impressive*” and beneficial, particularly: familiar and adaptable learning environments, calm, sensory-informed spaces, access to outdoor areas for regulation.
- f) Transition Planning and Staff Continuity
Reassurance around pupils moving with familiar staff, and planned transition support, was positively received and viewed as critical to success.

Issues and concerns raised at public meetings

- a) Loss of Green Space and Outdoor Provision
The biggest concern relates to the reduction in outdoor space available to Moray Primary School and wider community green space, including reduced outdoor learning and play opportunities; Impact on health and wellbeing and perceived lack of adequate replacement provision.
- b) Impact on Moray Primary School
Stakeholders raised concerns that the proposal may benefit ASN provision at the expense of mainstream pupils, highlighting loss of facilities and resources, potential impacts on pupil experience and wellbeing, and perceived imbalance in investment.

c) Traffic, Transport and Parking

Concerns include increased congestion and road safety risks, insufficient parking provision, safe drop-off and pick-up arrangements and transport implications for pupils and staff.

d) Site Location and Safety Concerns

Some stakeholders questioned the suitability of the site, including proximity to industrial operations, perceived safety risks and emergency procedures and requests for assurance from regulatory bodies.

e) Construction Impacts

Concerns were raised regarding the scale and duration of construction, including noise, dust, and disruption, safety during the build period and impact on the school environment over an extended timeframe.

f) Design and Layout

Stakeholders queried whether the design could be adapted to reduce impacts, including exploring alternative layouts (e.g. multi-storey options), minimising land take, and improving integration with existing facilities.

g) Inclusion and Operational Clarity

Questions were raised about how the model will operate in practice, including: inclusion and interaction with mainstream pupils; class structures, staffing, and day-to-day arrangements; and maintaining community links and activities

7.5 SUMMARY OF FOCUS GROUP DISCUSSIONS

a) Partner Focus Group

The partner focus group included representatives from education, health and wider services. Feedback was largely positive, with constructive discussion focused on delivery, design and longer-term implementation.

- There was strong support for the overall vision, particularly the potential to improve equity of access, facilities and transitions for children and young people with ASN.
- Partners welcomed opportunities for enhanced multi-agency working, including co-location and shared facilities.
- Respondents highlighted the importance of inclusive design, workforce development, and consistent approaches to learning and support.
- Key considerations included transport and accessibility for families, capacity pressures, and construction impacts.
- There was emphasis on ongoing engagement with families and partners, and involvement in the detailed design process.

b) Staff Focus Group

Staff across ASN provisions engaged positively with the consultation, providing constructive feedback on both the benefits and practical delivery of the proposal.

- There is strong support for the single-campus model, particularly in relation to improved continuity, reduced transitions, and access to enhanced facilities.
- Staff recognise the potential for greater collaboration between teams and improved learning environments for pupils with ASN.
- Key considerations include staffing structures, integration of teams, and ensuring adequate space and specialist equipment.
- Concerns were raised about construction impacts, access to shared facilities, and transition arrangements for pupils.
- Staff emphasised the need for clear communication, ongoing engagement, and involvement in design and planning.

Overall, staff are supportive of the proposal and its intended educational benefits, while highlighting key operational and practical considerations that will be critical to successful implementation.

c) Union Focus Group

Trade union representatives engaged positively with the consultation, with discussion focused on staff transition, workforce implications, and practical delivery of the proposal.

- There is strong overall support for the proposal, particularly in relation to improved transitions for children and young people with ASN.
- Representatives highlighted the importance of well-planned staff transition arrangements, including clear communication and support throughout the process.
- There was emphasis on early integration of staff teams and opportunities for collaboration ahead of relocation.
- Queries were raised regarding capacity, staffing levels and recruitment, with acknowledgement that expansion will require additional staff.
- Concerns were noted around construction impacts on staff and pupils, with a focus on mitigation measures and safety.

Union representatives are supportive of the proposal and its intended benefits, while emphasising the need for effective staff engagement, transition planning, and minimisation of disruption during delivery.

d) Parents/Carers of ASN Pupils affected by the proposal

Feedback from the focus group was largely positive, with constructive input highlighting both the potential benefits of the proposal and key considerations for delivery.

- There is strong overall support for the proposal, recognising the benefits of a purpose-built ASN campus, improved facilities, and reduced transitions.
- Positive opportunities were identified in relation to enhanced extracurricular provision, improved learning environments, and greater continuity of education.

- Key considerations include the impact of moving from smaller, familiar environments to a larger campus, and the need to ensure settings remain supportive and accessible.
- Strong emphasis was placed on well-planned and gradual transition arrangements, including opportunities for familiarisation and maintaining consistency of staff support.
- Additional issues raised included transport and site access arrangements, and the need for clearer, more accessible communication throughout the process.

Feedback is supportive of the proposal and its intended benefits, while highlighting the importance of effective communication, careful transition planning, and maintaining supportive environments to ensure positive outcomes.

7.6 SUMMARY OF RESPONSE FROM MORAY PARENT PARTNERSHIP

Following a meeting with representatives of the Moray Parent Partnership on 12th May 2026 to discuss the proposal, they provided a formal submission in response to the consultation. The Moray Parent Partnership (MPP) recognises the benefits of improved ASN provision but also raised concerns about the impact of the proposal on Moray Primary School. These reflected the concerns raised by parents and carers of Moray Primary School pupils in the online survey.

The MPP response focuses on seeking clarity in relation to the elements of the proposal affecting Moray Primary, rather than opposing the principle of the 5-18 ASN campus itself.

They raised concerns regarding the reduction in outdoor space available to Moray Primary School.

- Loss of space for daily play, PE and outdoor learning
- Impact on school events such as sports days and fundraising activities
- Potential non-compliance with expected outdoor space standards

The submission raises questions about the proposed mitigation including:

- Suitability of a 3G pitch as a replacement for grass playing fields
- Quality and capacity of remaining playground space
- Potential impacts on eco-garden and outdoor learning environments

The response highlighted traffic and safety concerns, including increased congestion from additional school transport in the area, need for enhanced traffic management and crossing provisions and existing road safety in the area.

The MPP sought clarity on future planning and sustainability. Questions were raised regarding whether the site can accommodate future

expansion, exploration of alternative designs or locations and long-term security and investment in Moray Primary.

They have requested information on how design decisions have been reached, a better understanding of the evidence used to inform key assumptions (such as the use of outdoor space), and continued opportunities for Moray stakeholders to be involved in shaping and informing decision-making as the proposal develops.

Overall, the Parent Partnership acknowledges the strategic need to improve specialist ASN provision and did not oppose the principle of establishing a 5-18 campus. Their submission instead focused primarily on the local impacts of the proposal for Moray Primary School and sought further assurance regarding mitigation measures, future planning and continued engagement.

A general response to the issues they raise (which were common with those raised in many responses from the wider Moray Primary School parent body) can be found in Section 12 below. The full copy of the Moray Parent Partnership written submission and the Council's detailed response to each question can be read in Appendix 9.

8. EDUCATION SERVICES RESPONSE TO THE MAIN ISSUES RAISED

Questions and statements received through the representations made through the consultation period fell into the following main themes:

- a) Loss of outdoor space
- b) Health and wellbeing impacts
- c) Environmental and community impact
- d) Traffic, transport and safety concerns
- e) Capacity and future demand
- f) Construction disruption
- g) Transition and change management
- h) Design, accessibility and functionality
- i) Operational and resourcing considerations
- j) Questions and requests for clarification

a) Loss of outdoor space

Issues Raised: The most consistent concern relates to the reduction or removal of Moray Primary's grassed playing field, which is viewed as essential for children's physical activity, wellbeing and daily play. Respondents were concerned that existing outdoor provision is already limited and that the proposal would worsen this.

Some ASN stakeholders also stressed the importance of retaining high-quality outdoor environments, highlighting the role that outdoor spaces play in sensory regulation, learning and wellbeing for pupils with additional support needs.

Response: Education Services and the Council fully acknowledge these concerns and commit to working with the Moray Primary School stakeholders to develop a final site layout and design that improves the outdoor provision for the school from the draft plans presented at the Consultation, without compromising what must be delivered for the 5-18 ASN campus. Initial discussions have already taken place with representatives of the Moray Parent Partnership and school's management to consider alternative layout options, and these will continue to be developed in the technical design phase of the project before a final layout is agreed. The principle of replacing the area of grassed playing field that would be lost with an all-weather alternative that can be used year-round remains, but the scope and nature of what can be offered to Moray Primary School is under review. The Council thanks the Moray Primary School community for their considered response to this consultation and their co-operation going forward to find a solution that addresses their concerns. It should be noted that, notwithstanding the grassed playing field, there is a large and varied area of open space to the front and rear of Moray Primary School that will not be affected by this proposal, and the proposal for the installation of an all-weather 3G pitch will represent a major investment in the quality of outdoor provision at the school and increase the area that can be used all year round and in all weathers. Zetland Park and Inchyra Park are nearby and available to be used by the school if needed.

With regard to the response from ASN stakeholders, Education Services can provide reassurance that the provision of outdoor spaces to support sensory regulation, learning and wellbeing for ASN pupils is a major priority in design considerations, not only for the new primary element of the campus, but also where value can be added to the existing outdoor space for secondary ASN pupils. We will continue to liaise closely with ASN staff to ensure this is the best we can possibly offer.

Education Services acknowledges the concerns raised regarding the potential impact on outdoor learning and recreational space at Moray Primary School. Having considered these representations carefully, the Council remains satisfied that the significant educational benefits arising from the creation of a purpose-built all-through 5-18 ASN campus outweigh the potential adverse impacts identified during the consultation. The Council will continue to engage with the Moray Primary School community throughout the detailed design process and will seek opportunities to enhance outdoor learning, play and recreational provision wherever possible.

b) Health and wellbeing impacts

Issues Raised: Moray Primary School parents and carers link the loss of green space to negative impacts on physical health, mental wellbeing and social development, highlighting the importance of outdoor environments in supporting children's overall development.

ASN parents, staff and professional partners also emphasised the importance of ensuring that the new campus provides sufficient quiet, sensory and regulation spaces to support pupils with complex needs and reduce anxiety.

Response: Education Services fully acknowledge the concerns of the Moray Primary School community with respect to the proposed reduction/changes in outdoor spaces and, as detailed in the response above, will continue to work with all stakeholders to address these concerns where this is possible. Whilst the final offering will be different to what is currently available, it is the Council's intention to improve the quality and utility of what remains so that pupils have a valuable outdoor resource that is available year-round and in all weathers.

With regard the design of the Primary ASN campus and associated extension of secondary ASN capacity, quiet, sensory and regulation spaces are integral to the design and generously provided to ensure the complex and varied needs of all pupils are catered for.

c) Environmental and community impact

Issues Raised: A number of respondents that live locally expressed opposition to the loss of community green space for car parking, resulting in long-term loss of accessible open space. They also had concerns about reduced biodiversity, increased pollution and a decline in local environmental quality.

Response: It will not be possible to deliver the proposed 5-18 ASN campus expansion without access to off-site parking. The area proposed is the only available Council-owned land in close enough proximity and is currently unused. It is accessed from the Abbotsinch Industrial Estate so will not affect traffic levels around the school. It will provide circa 80 parking places for staff and will be used as a contractor's compound during the construction period to reduce disruption to the school.

Although the unused piece of land proposed for car parking has become de-facto open space and used by local residents, there is a sizeable semi-wooded area of open space immediately adjacent that will not be affected and will remain accessible for local residents to use. In addition, there are some very large areas of accessible and maintained open space in close proximity at Zetland Park and Inchyra Park. These community concerns will be fully addressed during the Planning application process.

d) Traffic, transport and safety concerns

Issues Raised: Respondents identify existing challenges with traffic congestion, parking pressures and road safety, particularly around school drop-off and pick-up times. There is concern that the proposed development would intensify these issues.

Similar concerns were raised by ASN parents, staff and health professionals regarding transport arrangements, parking provision and safe access to the campus for pupils, families and visiting professionals.

Response: The response to (d) above explains the solution to additional parking pressures from the new development – that this will be offsite in a new parking area for staff in Abbotsinch Industrial Estate. This new parking area will not affect traffic in the streets around the school.

The addition traffic from pupil drop-off and pickup will be managed through a designated drop-off/pickup area in front of the primary ASN building. It has been sized to meet vehicular demand expected when the school is at full capacity. Nearly all pupils are transported to school by taxi/minibus, so this is easy to predict and manage, and has been fully incorporated in the detailed traffic assessment that will be considered at the Planning Application stage of the project. Any potential issues will be addressed at this stage of the process.

There will be a small amount of visitor and disabled parking on campus, but the majority of staff parking will be off-site in Abbotsinch Industrial Estate (in addition to the existing parking at Carrongrange High School).

The additional traffic to and from the school campus will not coincide with the secondary drop-off and pick-up due to different start/end times for primary, and is not expected to travel along Moray Place which is already busy with the Moray Primary School.

e) Capacity and future demand

Issues Raised: A recurring concern amongst ASN parents and staff relates to whether the proposed development will provide sufficient capacity to meet increasing demand for ASN provision in the future.

Respondents questioned whether the planned expansion would be adequate in the longer term and highlighted the importance of ensuring that facilities, resources and staffing can accommodate future growth in pupil numbers and complexity of need.

Response: The 5-18 ASN campus will be designed with additional capacity to provide for flexibility and growth in demand.

The core primary ASN provision will be built with 20% additional capacity, over and above what is currently available in the Kinnaird Thistle Wing/Thistle Wing Annexe and Maddiston Timezone. In addition to this there are four transition classrooms available to primary or secondary classes. Assuming 50% of these are assigned to Primary, this makes a total expansion in capacity of 33.3%. This is expected to be sufficient to meet increasing demand for complex needs provision and provide increased flexibility for current numbers.

The core secondary capacity will be increasing by a similar amount, with 5 additional classrooms (30 places) and access to the 4 transition classrooms (24 places). Four of the additional classrooms will be replacing temporary modular buildings currently in place.

The secondary ASN capacity in the enlarged campus has been designed to accurately reflect the increased Primary ASN capacity, but to also take consideration of pupils that will continue to be referred from other Primary ASN settings. Capacity is expected to be sufficient to meet increasing demand for secondary complex needs provision for the foreseeable future.

f) Construction disruption

Issues Raised: Some respondents highlight the impact of construction, including noise, dust and safety concerns, particularly given the potential duration of the build.

Concerns were also raised regarding the potential impact of construction and environmental change on pupils who are sensitive to disruption, noise and changes to their routine.

Response: Noise and disruption will be managed through construction planning, agreed working methods, statutory controls and communication with schools. Where practicable, the noisiest activities will be programmed to minimise disruption, including outside key learning times or during holiday periods where feasible. Specific measures will be confirmed once construction methods are finalised.

There will be careful consideration of pupil and general community safety during construction. Although yet to be appointed, the main contractor will be part of the Hubco East of Scotland Tier 1 supply chain and is expected to be registered in the Considerate Constructors program designed to assure and safeguard community safety and environmental standards. In addition, there will be restrictions on site and delivery traffic at the start and end of the school day. The contractor will be required to secure the construction area and maintain safe segregation from school areas.

g) Transition and change management

Issues Raised: While there is widespread support for the educational benefits of the proposal, ASN parents, staff and professional partners consistently highlighted the challenges that significant change can present for some pupils.

There is concern that moving to a new campus may be unsettling for children who rely on routine, familiarity and established relationships. Respondents emphasised the importance of:

- Individualised transition planning
- Gradual familiarisation with the new environment
- Maintaining continuity of staff and peer relationships wherever possible

- Effective communication with families throughout implementation

Many consultees identified careful transition planning as a critical factor in the success of the proposal.

Response: Education Services can reassure all stakeholders that there will be a well-planned and phased transition process to the new campus that will be tailored to the individual needs of the children who currently attend the wings. This will be developed with the engagement of staff and parents to ensure confidence in the process and assure that all concerns are listened to and mitigated through a robust planning process. In addition, Carrongrange pupils will also be supported through the change of campus and the creation of an all through school. Wing children will move with their class and their staff to their new classroom to maintain continuity of staff and peer relationships. There will be planned opportunities for staff groups to meet each other as part of the transition process. All stakeholders will be kept fully informed throughout the implementation process.

h) Design, accessibility and functionality

Issue Raised: Staff, parents and professional partners highlighted a range of additional design considerations, including:

- Sufficient indoor and outdoor learning spaces
- Sensory-friendly environments and regulation spaces
- Appropriate accessibility features
- Adequate storage for specialist equipment
- Sufficient therapy and support spaces
- Ease of movement around the building
- Access to shared facilities without overcrowding

Respondents emphasised the importance of ensuring that the final design fully reflects the needs of pupils with complex additional support needs.

Response: Education Services can re-assure all stakeholders that the list of design considerations mentioned have all been prominent in the planning to date and well represented in the draft design. The Council will continue to work with stakeholders, particularly staff and professional partners during the technical design phase to meet the highest standards in all of these respects. The design team already have experience in ASN school construction but continue to consult and look wider to good practice in ASN school design across the country.

i) Operational and resourcing considerations

Issue Raised: Staff and professional partners raised a number of practical considerations relating to the operation of the campus, including:

- Access to specialist facilities and equipment

- Availability of therapy and support spaces
- Parking for staff and visiting professionals
- Management of shared spaces and resources
- Maintaining effective systems and support arrangements during implementation

These issues were generally framed as matters to be addressed during the detailed design stage rather than objections to the proposal itself.

Response: Education Services acknowledge all issues raised. With regard to those that can be addressed in the technical design phase, this Consultation Report and its appendices will provide a useful reference for this and to signal where further discussion and consultation with stakeholders will be required. This is an ongoing process that is intrinsic to the design process and does not stop with this statutory consultation.

Similarly, the operational transition towards the new 5-18 campus, and away from existing facilities, will require careful planning and all stakeholders will be involved in this in the years leading up to the completion of the build. Some initial planning is already underway, but this will begin in earnest next year and run in parallel to the construction of the new campus.

j) Questions and requests for clarification

Issue Raised: A small number of respondents raised queries, including:

- Rationale for selecting Carronrange for expansion rather than other ASN schools for all-through campus
- How transition arrangements will be managed for individual pupils
- Availability of specialist facilities and support services.

Response: Thistle Wing/Thistle Wing Annexe and Timezone pupils all transition to Carronrange High School. This is why the Carronrange site was seen as the most appropriate location for the 5-18 campus.

Carronrange High School is also the Council's newest school building and was purpose-built for ASN pupils with profound, severe and complex learning needs. There was nowhere equivalent or suitable for such a development in the Falkirk Council area.

Transition arrangements to the new school will be carefully and sensitively planned, in line with the individual needs of each child. There will be a programme of well-planned activities and familiarisation visits, as part of an enhanced and phased transition to the new campus.

The co-location of primary and secondary profound, severe and complex needs ASN provision on a single campus will improve opportunities for staff collaboration and make provision of specialist services easier to deliver and more equitable. An all through campus removes the need for additional transitions from primary to secondary education.

9. HMIE REPORT

In line with the requirements of the Schools (Consultation) (Scotland) Act 2010, a report was provided by HMIE Inspectors on the educational aspects of the Proposal. This report is attached in full as Appendix 10.

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

- attendance at the public meeting held on 19 May 2026 and two online meetings on 20 and 25 May 2026 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 Carrongrange High School, Kinnaird Primary School (PS), Thistle Wing Annexe, Maddiston PS Timezone and Moray PS, including discussion with relevant consultees.

The report findings can be summarised as follows:

- a) HM Inspectors agree that the proposal presents potential educational benefits, including improved continuity, enhanced specialist provision and opportunities for greater multi-agency collaboration within a purpose-built 5–18 ASN campus.
- b) HM Inspectors note that, overall, there was significant support for the educational rationale and recognition of its potential to improve outcomes, wellbeing and learning experiences for children and young people with additional support needs.
- c) HM Inspectors also note that stakeholders recognised the potential for improved continuity of learning, reduced transitions, enhanced access to specialist facilities and therapies, stronger multi-agency working, and increased capacity to meet future demand.
- d) HM Inspectors highlight concerns from stakeholders regarding the limitations of current accommodation.
- e) HM Inspectors emphasised that stakeholders sought reassurance regarding transition arrangements, future staffing structures and ongoing involvement in the design process whilst noting the Council's plans for careful and individualised transition planning and sustained communication to minimise disruption.
- f) HM inspectors recommend that the Council should continue to address concerns raised by stakeholders including those from Moray PS regarding the loss of outdoor space and its potential impact on wellbeing.

9.1 Falkirk Council's Response to HMIE Inspector's Report

Falkirk Council welcomes the report from HMIE and accepts its findings. The authority response to the findings contained within the HMIE Report is as follows:

1. *HM Inspectors agree that the proposal presents potential educational benefits, including improved continuity, enhanced specialist provision and opportunities for greater multi-agency collaboration within a purpose-built 5–18 ASN campus.*

Response: Falkirk Council welcomes that HM Inspectors recognise the potential educational benefits that would arise from this proposal and will strive to deliver these.

2. *HM Inspectors note that, overall, there was significant support for the educational rationale and recognition of its potential to improve outcomes, wellbeing and learning experiences for children and young people with additional support needs.*

Response: Falkirk Council welcomes the significant support for the educational benefits expressed by stakeholders and noted by HM Inspectors.

3. *HM Inspectors also note that stakeholders recognised the potential for improved continuity of learning, reduced transitions, enhanced access to specialist facilities and therapies, stronger multi-agency working, and increased capacity to meet future demand.*

Response: Education Services acknowledges this observation and, should the proposal be approved, will continue to develop detailed implementation and transition arrangements in consultation with pupils, parents, staff and partner agencies. Education Services recognises that transition arrangements will be critical to the successful implementation of the proposal. Individual transition plans will be developed for affected pupils, supported by parents, carers, staff and relevant partner agencies. Arrangements will include familiarisation visits, phased transition opportunities where appropriate and measures to ensure continuity of learning, wellbeing and support.

4. *HM Inspectors highlight concerns from stakeholders regarding the limitations of current accommodation.*

Response: Falkirk Council agree with HM inspectors that current accommodation at Carrongrange High School and the 3 Primary ASN wings have limitations and will ensure that these are resolved with the construction of the 5-18 ASN campus extension.

5. *HM Inspectors emphasised that stakeholders sought reassurance regarding transition arrangements, future staffing structures and ongoing involvement in the design process whilst noting the Council's plans for careful and individualised transition planning and sustained communication to minimise disruption.*

Response: Falkirk Council note these concerns emphasised by HM inspectors and commit to prepare a communication plan to inform, and consult where required, all stakeholders affected by the proposed changes including staff and unions at Carrongrange and the 3 current primary ASN provisions. The schools concerned will carefully ensure individualised transition planning for pupils moving to the new campus.

6. *HM inspectors recommend that the Council should continue to address concerns raised by stakeholders including those from Moray PS regarding the loss of outdoor space and its potential impact on wellbeing.*

Response: The concerns expressed by the Moray Primary School community are noted and the Council will continue to liaise with the school and parent representatives to prepare alternative layout options to mitigate concerns over the reduction of outdoor space where this is possible.

10. REVIEW OF THE PROPOSAL

Education Services has also reviewed all written and oral representations received during the statutory consultation period, together with the report from HMIE Inspectors.

Across all consultation activities, Education Services identified broad recognition of the educational need to expand specialist ASN provision and improve learning environments for children and young people with severe, complex and profound additional support needs. While consultees expressed differing views regarding the preferred location and the local impact of the proposal, particularly in relation to Moray Primary School, the consultation did not identify any new educational evidence that materially alters the reasons for formulating the proposal. The representations received have informed further consideration of mitigation measures, transition planning and detailed design, all of which are addressed Section 12.

Education Services have also reviewed the proposal considering the report from HMIE Inspectors and is satisfied that the findings support the educational case for the proposal. The report identifies clear educational benefits associated with the proposed arrangements and does not identify any educational matters which would warrant reconsideration of the proposal.

Accordingly, the consultation feedback received has not led Education Services to reconsider the Educational Benefits Statement or the conclusion that implementation of the proposal remains the most appropriate response to the reasons for formulating it.

Education Services has carefully considered all representations received during the statutory consultation period. Education Services has reviewed the proposal considering the report from HMIE and is satisfied that the findings support the educational case for the proposal. The report identifies clear educational benefits associated with current arrangements and does not identify any educational matters which would warrant reconsideration of the proposal. The consultation identified a range of views regarding the value of a small rural school, community identity, travel arrangements, the future use of the building and neighbouring property matters. These issues have been fully considered and are reflected throughout this report.

Having reviewed the proposal considering these representations and the report from HMIE Inspectors, Education Services is satisfied that no new evidence has emerged that would alter the reasons for formulating the proposal or demonstrate that a reasonable alternative would better meet those reasons. In undertaking this review, Education Services has also considered whether any new evidence emerged during the consultation period that would reasonably have led the authority to formulate the proposal differently. Education Services is satisfied that no such evidence has emerged.

Education Services considers that, in reflecting on the written and oral representations made and in reviewing the proposal considering those representations, in light of the report from HMIE, it is appropriate to implement the proposal.

In view of the above Education Services recommends that approval be given to the proposal to:

- **establish Primary stage Additional Support Needs (ASN) provision at Carrongrange High School to create an all-through 5-18 ASN campus and as a result permanently discontinue current provision at Kinnaird Primary School Thistle Wing/Thistle Wing Annexe and Maddiston Primary School Timezone.**

Considering the concerns from Moray Primary School community, it is also recommended that:

- **Education Services will continue to engage with the Moray Primary School community during the detailed design and development phases of the project to consider measures that mitigate the impact on outdoor learning and recreational space and to ensure that stakeholder views continue to inform the development of the site.**

11. ALLEGED OMISSIONS OR INACCURACIES

Section 10(3) of the 2010 Act places a requirement on Falkirk Council to provide details of any inaccuracy or omission in the Proposal Paper which has either been identified by Education Services or raised by consultees. This provision also requires Education Services 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.

During the statutory consultation, there were no areas identified by the authority as being inaccurate or omitted from the Proposal Paper.

12. FURTHER CONSIDERATIONS OF THIS REPORT

In accordance with the Schools (Consultation) (Scotland) Act 2010, this Consultation Report will be published for a period of at least three weeks, from 7 August 2026 to 31 August 2026, before Falkirk Council reaches a final decision on the proposal on 17 September 2026.

During this period, interested parties may consider the contents of the Consultation Report and may submit comments on its accuracy or any omissions from the report for the consideration of Elected Members prior to the Council reaching a final decision on the proposal.

The Council will take account of the information contained within this Consultation Report, together with any comments received on the report during the publication period, when determining whether to implement the proposal.

Comments on this Consultation Report should be submitted to educ.consultation@falkirk.gov.uk by 10 am on Monday 31 August 2026

13. OPPORTUNITY TO MAKE REPRESENTATIONS TO THE SCOTTISH MINISTERS

If Falkirk Council decides to implement the proposal, in whole or in part, the decision in so far as it relates to the closure of the primary ASN provision Kinnaird and Maddiston Primary Schools will be notified to the Scottish Ministers. The Council will notify the Scottish Ministers of the decision and provide them with a copy of the Consultation Proposal Document, this Consultation Report and the notice published under Section 11A (3) of the Schools (Consultation) (Scotland) Act 2010, within 6 days of the decision becoming final.

Falkirk Council would also be required to publish a notice on its website of the decision to implement the proposal and why it has been satisfied that closure is the most appropriate response to the reasons for formulating the proposal.

The Scottish Ministers will have an 8-week period from the date of the Council's decision to decide if they will call-in any closure decision made by Falkirk Council. This 8-week timeframe would consist of an initial 3 weeks from the date of decision, during which representation can be made to the Ministers, and a further 5 weeks for the Scottish Ministers to decide whether to issue a call-in notice. During this period Falkirk Council will not proceed to implement any closure decision.

Appendix 1: Proposal Paper

THIS IS A CONSULTATIVE DOCUMENT

Proposal Paper

It is proposed, subject to the outcome of this consultation to:

- **establish Primary stage Additional Support Needs (ASN) provision at Carrongrange High School to create an all-through 5-18 ASN campus**

(Schools Consultation (Scotland) Act 2010, Schedule 1, Para 2(b) – “a proposal to establish a new stage of education in a school”)

and as a result;

- **permanently discontinue current provision at Kinnaird Primary School Thistle Wing/Thistle Wing Annexe and Maddiston Primary School Timezone.**

(Schools Consultation (Scotland) Act 2010, Schedule 1, Para 1(1)(a) – “a proposal to permanently discontinue a school”)

The proposed changes would take effect from January 2029, or as soon as possible thereafter.

BACKGROUND

In October 2023 Falkirk Council received confirmation from the Scottish Government that a bid to the Learning Estate Investment Programme (LEIP) for funding to support the construction of a new Primary Additional Support Needs (ASN) campus in Grangemouth had been successful.

This proposed new campus development will replace the ASN wings currently located at Kinnaird Primary School Thistle Wing and Thistle Wing Annexe, and Maddiston Primary School Timezone with a single, purpose-built facility, incorporated with Carrongrange High School, to provide an all-through 5-18 campus for pupils with severe, complex and profound additional support needs. The new campus will also provide additional pupil capacity where the existing wings have been at full capacity for many years.

Alongside the proposed additional Primary stage ASN provision, there is a planned extension of secondary capacity at Carrongrange High School (to replace temporary modular classrooms) as well as a reconfiguration of the schools Green Hub area (for pupils with the most profound learning needs, least mobility, and those requiring the most complex care procedures) to improve facilities and add capacity.

The proposed new and expanded Carrongrange 5-18 ASN campus will deliver an outstanding facility for the education and support of pupils with the most complex, profound and severe additional support needs.

A formal consultation in accordance with the Schools (Consultation) (Scotland) Act 2010 is required for any proposal to:

- (a) establish a new stage of education in a school; or
- (b) discontinue a school or stage of education in a school.

These both apply to this proposal as it will build a new ASN primary school, to form part of a larger 5-18 ASN campus at Carrongrange to replace the ASN wings associated with Kinnaird and Maddiston Primary Schools. This consultation is fully in accordance with the requirements of this legislation.

The purpose of this consultation is to gather views on the proposal from those that will be most impacted, particularly parents, pupils and staff at the Primary ASN wings and Carrongrange High School.

1. PROPOSED PLAN FOR DEVELOPMENT OF THE CARRONGRANGE CAMPUS

The new Primary ASN facility will provide:

- 22 purpose-built ASN core classrooms, each with a dedicated storage area and access to a quiet room. These will comprise 18 dedicated Primary classrooms and 4 “transition” classrooms to be shared between primary and secondary, as required.
- Personal care rooms located throughout to ensure easy access from all classrooms.
- Sensory and soft-play rooms on each floor.
- Large communal space on ground floor for activities, PE and dining.
- Accessible WCs throughout.
- Storage areas for mobility equipment.
- Ancillary areas required for the large number of staff, health partners, meetings and therapeutic interventions that are required for an ASN setting.
- Drop-off and pick-up area at school entrance.
- Safe and secure external play provision and landscaping with outdoor access for many of the classrooms.
- Hoisting and tracking where required, including in personal care rooms and classrooms.

The school will be built and fitted out to the highest standards with regards acoustics, lighting, ventilation, fire safety, security, data networking, and space standards will be generous throughout. The Government funding requires outstanding energy performance for the building, and this will be reflected in consistent and comfortable internal temperatures throughout the year.

The adjacency and interface with Carrongrange High School to form the new all-through Primary/Secondary ASN campus will allow shared access for primary pupils to existing facilities, particularly the swimming pool, hydrotherapy pool and assembly/performance hall.

Four of the classrooms will be specified as transition classrooms for either secondary or primary pupils. This will give flexible capacity for both to accommodate the variable pupil numbers year to year and provide more options for pupils transitioning from primary to secondary.

The extension and alterations to Carrongrange High School will also provide:

- 4 additional core classrooms to replace the 4 temporary modular classrooms currently installed behind the school to provide additional permanent capacity.
- Enhancements to the Green Hub, including the addition of a fourth classroom and associated storage and support spaces, that will provide additional capacity for a further 6 secondary pupils with significant physical disabilities and complex therapy and sensory needs, as well as providing much needed additional storage for all pupils in the Green Hub. This responds directly to rising levels of need and ensures that the learning environment remains fully accessible and appropriately adapted.

In total, the new build provision will provide additional capacity for 8 primary and secondary ASN classes, for up to 48 pupils.

Campus Layout

Appendix 2 of this Proposal Document show the current campus layout overlaid with the proposed layout once completed.

The Primary ASN building will be located to the rear of Carrongrange High School and the Moray Primary School playing fields. This grassed area is under-used by Moray Primary School and will be replaced by an all-weather 3G pitch that can be better used by Moray Primary School and the local community throughout the year.

Only a small increase in car parking allocation is possible on campus, so an additional car park for staff with over 80 spaces will be located across the road in Abbotsinch Industrial Estate, with direct pedestrian access to the campus.

Proposed Construction Programme

The design, layout and delivery phases will be agreed and confirmed following this consultation exercise. Any concerns and suggestions raised during this consultation will be duly considered and will inform the final technical design stage.

The Construction Programme is currently expected to start in 2027 and to complete in 2028.

The Primary ASN building (including Carrongrange High School extension) and Green Hub reconfiguration are all expected to be completed during this construction period and will be phased accordingly to ensure continuous availability of provision at Carrongrange High School and minimise any disruption. At the end of the construction period, together with the existing Carrongrange High School, they will form a single 5-18 ASN campus.

The Contractors Compound and parking will be located off-site on the proposed Abbotsinch car park area to minimise disruption, and care will be taken to programme the noisiest works (e.g. demolition, piling) during holidays and outside school hours where this is possible.

2. EDUCATIONAL BENEFITS STATEMENT

Assessment of likely educational benefits on pupils

If this proposal is implemented, the Council believes that there will be considerable educational benefits. These centre around:

- Learning and teaching.
- Meeting learners needs.
- Broadening the range of opportunities.
- The environment for learning including curriculum.

Learning & Teaching

Children and young people attending the Carrongrange campus will have a range of profound, severe and complex needs which will require the learning and teaching to be highly differentiated and often bespoke to individuals.

Learning for the children and young people will be planned for and delivered across a range of contexts, including within the learning spaces, sensory rooms, shared areas, outdoors and within the community. The modern, purpose-built campus will provide enhanced, high quality learning opportunities, with all facilities and learning areas designed explicitly around the needs of the children and young people, central to the planning and delivery of a relevant and meaningful curriculum.

The outdoor areas will be purposefully designed to enable staff to plan and deliver meaningful learning experienced on a daily basis, with a particular focus on wellbeing, outdoor learning and a sensory based curriculum.

The integration of high quality, innovative digital and assistive technologies throughout the campus will provide highly engaging and accessible learning experiences, providing opportunities for all children and young people to communicate in a variety of relevant ways, participate and progress through a strengthened total communication approach.

The creation of a single 5-18 campus will bring together staff from multiple ASN provisions, enabling a more coherent and collaborative professional organisation. This will strengthen professional learning, facilitate systematic sharing of effective practice across the primary and secondary sectors and promote greater consistency in effective pedagogy. The integrated staffing model will also enhance the capacity for innovation in meeting the complex needs of learners.

The fully accessible purpose-built facilities will significantly enhance the Council's ability to meet the wider healthcare, emotional and physical needs of children and young people. By removing current environmental barriers, the new campus will ensure that these needs can be addressed seamlessly throughout the school day, enabling pupils to focus more fully on learning and engagement.

Meeting learners needs

For children and young people who attend Carrongrange School, it is important to consider their needs in a holistic way. This includes their educational, physical and healthcare needs and this requires a highly skilled, trained and experienced staff who know them well and can respond to the wide variety of needs across the school community.

By creating a 5-18 campus that allows children and young people to remain in the same provision for their whole school career, this minimises transitions, supports progression and ensures continuity in their learning and support. Strong relationships will ensure children and young people feel safe and secure and will ensure that the wider needs of the families are central to the life and work of the school.

Due to the level of needs of the children and young people, strong partnership working is essential, including strong participation of allied health professionals, medical staff, social work colleagues and family support workers. Through the development of the new campus, facilities can support this strong multi agency approach, ensuring the purpose-built facilities can focus strongly on the wide needs of the whole family and services can be accessed within the familiar environment of the school. This will minimise any distress for children and young people whilst ensuring their privacy, wellbeing and dignity remains a priority.

The high quality, purpose-built facilities across the campus, including the existing swimming pool and hydrotherapy pool, will ensure that children and young people's physical needs can be met through well planned learning opportunities. By bringing together the current ASN wings associated with Kinnaird Primary School and Maddiston Primary School, all children and young people with complex needs will, for the first time, have equitable access to specialist resources and facilities that were previously available only in certain settings, across both internal and external learning spaces.

Close proximity to both primary and early years settings, will continue to ensure, where appropriate, any relevant and meaningful opportunities for inclusion and planned interactions with age and stage appropriate peers can continue to be facilitated.

Broadening the range of opportunities

The new Carrongrange campus will provide a modern, purpose built and fully accessible environment designed to meet the complex needs of its

learners. It will replace the current accommodation for primary children within this cohort, which no longer reflects the delivery of best practice and the level or nature of need now present, and will enable the development and delivery of a fully inclusive curriculum that is responsive to all children and young people.

The extended provision will allow for a greater range of opportunities to be provided, ensuring access to the most up to date technology, sensory equipment, flexible classroom spaces and engaging outdoor spaces.

By creating an all through campus across primary and secondary, opportunities to build on prior learning ensuring the best outcomes for all learners can be realised. Whilst children and young people will generally be within age and stage appropriate classes, an all through provision will allow greater flexibility in planning around individual needs, creating groupings and opportunities for coming together across the sectors for children with similar needs. This approach ensures that consideration is also given to needs led support and groupings as well as age and stage.

The increased spaces that will be available, alongside the flexibility being created in the use of these, will broaden the experiences and opportunities that can be planned for and delivered bespoke to the needs of all.

Carrongrange currently maximise opportunities for learning in the wider local community, where children and young people can engage in essential life skills in real life contexts across amenities, services and facilities. The development of relationships with members of the community and the local workforce has enhanced these opportunities and allows the children and young people, where relevant, to interact appropriately with others.

These opportunities will be available to all pupils and will enhance current opportunities being accessed by children and young people across ASN provisions.

All families will have the opportunity to feel part of an inclusive and nurturing school community where relationships are central to the work of the school. By having the opportunity to be part of an all through single specialist provision, with limited transitions, opportunities for engagement for parents and families will be planned and progressive and responsive to their needs, both to support the engagement and learning of the children and young people as well as to support the wider care, health and family needs that arise across the educational journey from enrolment in Primary 1 through to leaving school.

The purpose built outdoor and indoor social spaces across the new campus will create significantly enhanced opportunities for children and young people to engage in meaningful social interaction with peers and adults. Dedicated areas, including play spaces, social zones and a purpose-built dining facility, will support learning in appropriate contexts and promotes the development of essential life and social skills. The scale of the new campus will also

allow a wider range of extra-curricular activities to be developed for pupils with shared interest or talents, delivered by the larger staff team or by external partners who already support Carronrange High School. The design of the new facilities will remove many of the barriers that previously limited participation, ensuring greater access and inclusion for all.

Environment for learning including curriculum

Carronrange campus will be a purpose built, inclusive and accessible learning environment created with the best and most up to date features to benefit children with profound, complex and enduring needs. It will be equipped with specialist resources and facilities to ensure spaces, both indoors and outdoors, meet the wide range of needs of all children and young people. Engagement in learning and the curriculum is highly influenced by the learning environment children are in. For children with complex additional support needs, a range of needs have to be considered to maximise the learning opportunities including: addressing healthcare, physical, mobility and sensory needs; promoting participation and engagement in learning and holistic skills development; reducing over stimulation and ensuring access to appropriate learning resources; and ensuring a communication-rich environment to enable children to use a variety of methods, including the use of IT/digital technology to communicate their needs. Significant adaptations are required to be embedded in the developed and delivered curriculum to ensure progression through pre-early and individual milestones. Every element of the environment and learning campus contribute to the holistic learning and development of life-skills and independence. Every daily activity outwith the classroom is viewed as an opportunity for learning and skills development and contributes to the rich and varied curriculum our children rely on and thrive in to ensure best outcomes for their future lives and wishes.

Planned and daily opportunities for safe and appropriate outdoor learning and play is of huge importance to children with significant developmental needs to ensure they have opportunities to progress through developmental milestones at their own pace and readiness.

Spaces and resources already available at Carronrange High School such as therapy areas, a proprioception room, hydrotherapy and pool, and landscaped garden and play spaces, contribute positively to the wellbeing and sensory needs of the children at Carronrange and are key to supporting their participation and engagement in learning.

At Carronrange, the design of spaces has given full consideration to accessibility and the range of needs of the children and young people and will maximise learning opportunities for all. The delivery of the curriculum must ensure a strong focus on literacy and communication, numeracy, health and wellbeing and life skills. The environments across the campus and the wider community will provide the opportunity to deliver a high-quality curriculum, personalised and relevant to the needs of all.

Assessment of likely educational benefits on any existing pupils and any children and young people who would (in the future but for implementation) be likely to become pupils of the school

Opportunities to engage with a relevant peer group in Carrongrange will be increased for existing pupils and the increased range of facilities and space will allow for wider opportunities to be provided. The development of transition classrooms and break out spaces will allow for the delivery of a bespoke curriculum whilst ensuring the right support can be provided for all children and young people when required.

By developing an all-through provision for children and young people aged 5-18, transitions will be minimised and staff will develop and maintain strong relationships with all pupils throughout their school career. This will ensure strong progressions in their learning and progress, a curriculum that builds on prior experiences and a robust approach to planning to ensure the wider holistic needs of all children and young people are met. Engagement of parents and families will continue to be a strong focus and through the development of positive and long-standing relationships, an aim will be to ensure the community is a welcoming environment where participation is encouraged and embedded.

Providing access and space for increased partnership working, including with a range of other professionals, will allow a strong focus on the holistic needs of all children and young people, including the most vulnerable learners at risk of missing out on education. The purpose-built facilities will support this approach and allow for strong multi agency working to be embedded and part of everyday practice.

Assessment of likely educational benefits on the pupils of any other schools in the Council area

On completion of the work at Carrongrange, all pupils from Thistle Wing, Thistle Wing Annexe and Timezone at Maddiston Primary School will transfer to the new provision. This will allow them to attend Carrongrange for their whole educational experience, minimising transitions, strengthening positive relationships with staff and peers and building on learning experiences in order to ensure improved outcomes prior to leaving school.

A single, dedicated school leadership team and experienced staff will work with all partners and other agencies involved with the families, ensuring resources and interventions are targeted and personalised to meet their wider needs. It will ensure identified resources being provided for children and young people with profound, severe and complex needs are targeted and focused across the school and are delivered in the most efficient and effective way.

By removing the transition currently required between primary and secondary school for children attending the Thistle Wing and Timezone provisions, this will strengthen the focus on wellbeing of the children,

minimise anxieties and remove the need to build positive relationships with new and unfamiliar staff.

Through increased capacity at the school, an increased number of children and young people will have access to this specialist provision which may support increased capacity across other schools.

Carrongrange High School, and the new 5-18 campus, currently is and will be a service wide resource. Applications are made to secure a space for children with the most complex needs, and these are allocated where appropriate. This ensures that for a child or young person, from any school, they have access to a specialist provision in order to ensure their needs are being met across learning and wellbeing.

Consideration of how to minimise or avoid any adverse effects that may arise from the implementation of this proposal

Supporting children, young people and families who will transfer to Carrongrange on completion of the work will be essential to minimise disruption and reduce anxieties for all. Careful planning will be required between receiving provisions and Carrongrange to ensure this happens, including professional meetings, visits to current provision by Carrongrange staff, visits to Carrongrange campus and planned opportunities for familiarisation with the new provision. Opportunities to ensure transition plans are supported and delivered by familiar staff will be essential and careful consideration will be given to this.

Communication to all families involved, current provisions and Carrongrange School will be essential to ensure children and young people can be prepared for changes and anticipate what that will mean for them. Communication approaches should be relevant to the needs of all children and young people to ensure these are accessible and relevant. This can be supported by the staff across provisions or the ASN Service.

Benefits for staff

The establishment of an all through 5–18 ASN campus will create enhanced opportunities for staff to work collaboratively within a larger, more cohesive professional community. Bringing together colleagues from multiple existing ASN provisions will support deeper professional learning, shared pedagogical development and greater alignment in approaches to meeting the needs of children and young people with severe, complex and profound needs. The scale and structure of the campus will allow staff to benefit from increased access to specialist expertise, multidisciplinary partners and shared resources, helping to build collective capacity and strengthen professional confidence.

The purpose-built environment will also support staff in delivering high quality learning and teaching. Improved access to specialist facilities, such as sensory and therapy spaces, outdoor learning areas, and enhanced

digital infrastructure, will make it easier for staff to plan and deliver a bespoke curriculum that reflects learners' needs. The continuity offered by a 5–18 setting will reduce the need for repeated transition planning and allow staff to develop sustained relationships with children, young people and families. This stability will support more effective professional practice, promote wellbeing for staff and enable a more consistent, team-based approach to supporting learners across the full age range.

Summary of educational benefits statement:

In summary, the development of a purpose built 5-18 ASN campus at Carrongrange will deliver substantial educational benefits for children and young people with profound, severe and complex needs.

The new environment will provide high quality, modern and fully accessible facilities that enable highly differentiated and bespoke learning and teaching across a wide range of contexts, including purpose designed learning spaces, sensory areas and enhanced outdoor environments.

The consolidation of existing ASN provisions into a single campus will significantly enhance the consistency and quality of learning and teaching. Staff will benefit from improved opportunities for collaboration, professional learning and the sharing of effective practice across the primary and secondary sectors.

The accessible design of the campus will allow health, therapeutic, emotional and physical needs will be met more seamlessly throughout the day, reducing barriers to learning and promoting improved outcomes. Strong existing links with partners already exist and it means the team will be able to provide seamless planning and support.

Learners will benefit from equitable access to specialist resources and facilities which are currently available only in some settings, including therapy spaces, the swimming pool and hydrotherapy pool, sensory areas and purpose designed indoor and outdoor learning environments. The increased capacity, flexibility and range of spaces will broaden opportunities for personalised learning, social development and participation in extracurricular activities.

The all through 5-18 structure will minimise transitions, support continuity in relationships and ensure a coherent and progressive learning journey for children and young people's whole school career.

The design of the new campus will facilitate strong multi agency working, enabling health, social work and family support services to operate within a familiar and accessible environment, ensuring holistic support for children, young people and their families.

Collectively, these improvements will create a modern, inclusive and nurturing learning environment that strengthens wellbeing, promotes

engagement and independence, and enables all children and young people to achieve the best possible outcomes.

Greater opportunities for parental engagement and opportunities to access a range of learning environments, both internally and externally will ensure a curriculum that is inclusive, relevant and well matched to the needs of all.

3. RESPONDING TO THE PROPOSAL

This Proposal Paper has been issued following a decision on 23rd April 2026 at a meeting of the Falkirk Council Executive Committee. This Executive report is available here:

[Falkirk Council Executive](#)

A copy of this Proposal Paper is available on the Falkirk Council website:

www.falkirk.gov.uk/carrongrange-campus-consultation

This proposal document will be provided by email or letter to:

- Parents and carers of all pupils at each school directly affected by the proposal (Kinnaird Primary School, Maddiston Primary School, Moray Primary School and Carrongrange High School).
- Parents of all pre-school and primary age children who could attend any of the affected schools within the next 2 years.
- Parent Councils at all affected schools.
- Pupils at all affected schools.
- Staff and trade unions at all affected schools.
- Community groups/organisations across the Falkirk Council area (including Community Councils and relevant Community Planning partners).
- MPs, MSPs and Elected Members of Falkirk Council.
- Professional Partners (NHS, Social Work etc)

A copy of this document is also available from:

- Education Services, Suite 1A, Falkirk Community Stadium, 4 Stadium Way, Falkirk, FK2 9EE

This document can be made available in alternative formats or in translated form for readers whose first language is not English. Please apply to Education Services, Suite 1A, Falkirk Community Stadium, 4 Stadium Way, Falkirk, FK2 9EE by telephone on 01324 506600 or by email

educ.consultation@falkirk.gov.uk

LENGTH OF THE CONSULTATION

The consultation will take place between 27 April 2026 and 12 June 2026.

PUBLIC MEETING

There will be a public meeting held at Carrongrange High School, Oxbang Road, Grangemouth, FK3 9HP on 19th May at 18.30.

Two online meetings will be held:

20th May 2026 18:30 – 19:30. Teams Meeting Link: [teams link](#)
Meeting ID: 350 388 969 948 257
Passcode: Uu7cw2ov

25th May 2026 12:30-13:30. Teams Meeting Link:
[teams link](#)
Meeting ID: 373 776 445 332 88
Passcode: Y6bK7dr7

These meetings will be an opportunity for interested parties to:

- Hear about the proposal.
- Ask questions about the proposal.
- Have their views recorded so that they can be taken into account as part of the consultation process.

A note will be taken at the meeting of questions and views. This note will be published in the consultation report which will be available on the Council website.

HOW TO RESPOND TO THE PROPOSAL

Interested parties are invited to respond on the proposal:

- Online: <https://participateplus.falkirk.gov.uk>
- By email: educ.consultation@falkirk.gov.uk
- In writing: New 5-18 ASN Campus Consultation, Education Services, Suite 1A, Falkirk Community Stadium, 4 Stadium Way, Falkirk, FK2 9EE

All responses should be provided by 12th June 2026.

CONSULTATION WITH CHILDREN AND YOUNG PEOPLE

Pupils at affected schools will be consulted in an age and ability appropriate manner about the proposal in school and further information about this will be provided to parent/ carers.

Councils usually work through schools to gather pupil views, such as early engagement including:

- Class discussions or facilitated workshops

- Pupil council meetings or focus groups
- Structured activities led by teachers or senior staff

These child friendly approaches help ensure children understand:

- What is being proposed
- Why it is being considered
- How it might affect them personally

This is encouraged in statutory guidance as good practice.

FOLLOWING THE CONSULTATION

His Majesty's Inspectorate of Education for Scotland (HMIE) – When the proposal document is published, a copy will also be sent to HMIE by the Education Authority. HMIE will also receive a copy of any relevant written representations received by the Authority from any person during the consultation period or, if HMIE agree, a summary of them. HMIE will further receive a summary of any oral representations made to the Local Authority at the public meeting which will be held and, as available (and so far, as otherwise practicable), a copy of any other relevant documentation.

HMIE will then prepare a report on the educational aspects of the proposal not later than 3 weeks after the Authority has sent them all representations and documents mentioned above. The 3-week period will not start until after the consultation period has ended. In preparing their report, HMIE may enter the affected school and make such reasonable enquiries of such people they consider appropriate and may make such reasonable enquiries as they consider appropriate.

Falkirk Council – the Education Authority will review the proposal having regard to the HMIE Report, written representations that it has received, and oral representations made to it by any person at the public meeting. It will then prepare a consultation report. This report will be published in electronic and printed formats. It will be available from the Council website and from Education Services, Suite 1A, Falkirk Community Stadium, 4 Stadium Way, Falkirk, FK2 9EE free of charge. Anyone who made written representations to the Authority during the consultation period will also be informed about the report.

The report will include:

- A record of the total number of written representations made to the Authority during the consultation period.
- A summary of the written representations.
- A summary of the oral representations made at the public meeting.
- The Authority's response to the HMIE Report as well as any written or oral representations it has received, together with a copy of the HMIE Report and any other relevant information, including detail of any alleged inaccuracies and how these have been handled.

- A statement explaining how the Authority complied with the requirement to review the proposal in light of the HMIE Report and representations (both written and oral) that it received.

The consultation report will be published and available for further consideration for a period of at least 3 weeks.

This report together with any other relevant documentation, will be considered by the Executive of Falkirk Council, who will come to a decision about the proposal.

NOTE OF CORRECTIONS

If any inaccuracy or omission is discovered in this proposal document, either by the Council or any person, the Council must investigate and decide what, if any, action is required.

If relevant information has been omitted or there has been an inaccuracy, the Council will then take appropriate action, which may include the issue of a correction notice, the publishing of a corrected Proposal Paper or the revision of the timescale for the consultation period, if appropriate. In that event, relevant consultees and HMIE will be advised. The Authority must inform the person who made the allegation and what action it has taken.

NOTIFICATION TO SCOTTISH MINISTERS

If the education authority makes a final decision to implement the closure proposal, it will need to notify the Scottish Ministers of that decision and provide them with a copy of the proposal document and the consultation report. This must be done within 6 working days of that decision.

The education authority must also publish on its website the fact that it has notified Scottish Ministers of its decision and of the period during which consultees can make representation to Ministers. The Scottish Ministers have an 8-week period from the date of that final decision to decide if they will call-in the proposal. Within the first 3 weeks of that 8-week period, the Scottish Ministers will take account of any relevant representations made to them by any person. Until the outcome of the 8-week call-in process is known, the authority cannot proceed to implement the proposal.

If Scottish Ministers decide to call in a closure proposal, they must refer it to the Convener of the School Closure Review Panels for determination by a School Closure Review Panel. The authority may not implement the proposal (wholly or partly) unless the Panel has granted consent to it (with or without conditions) and either the period for making an appeal to the Sheriff has expired or, if an appeal has been made, it has either been abandoned or the Sheriff has confirmed the Panel's decision.

The School Closure Review Panel may refuse to consent to the proposal, refuse consent and remit the proposal back to the authority or grant their consent to the proposal subject to conditions or unconditionally.

- Ministers have a power to call in a closure decision, but only where it appears to Ministers that the Council has failed in a significant regard to comply with the Schools (Consultation) (Scotland) Act's requirements or, in coming to its decision, has failed to take proper account of a material consideration relevant to the proposal. Ministers have up to 8 weeks from the date of the Council's decision to decide whether or not to issue a call-in notice.
- During the first 3 weeks of this period, anyone is able to make representations to Ministers on whether the decision should be called in.
- During the call-in period, the Council may not proceed further, in whole or part, with the proposed closure. Ministers may come to a decision sooner than 8 weeks (but not before the 3 weeks for representations to be made to them has elapsed).
- The Schools (Consultation) (Scotland) Act, as amended, gives Ministers and School Closure Review Panels the right to call on advice from HMIE in relation to a proposal at the call-in or determination stage.

This consultation is being conducted having regard to the terms of the Schools (Consultation) (Scotland) Act 2010.

23rd April 2026

Jon Reid
Director of Education Services

PROPOSAL DOCUMENT APPENDIX 1 – FINANCIAL ASSESSMENT

This proposal represents a £30 million Capital investment in the Learning Estate agreed at the meeting of [Falkirk Council on 26 March 2026](#).

This is not a savings proposal. The closure of the ASN wings associated Kinnaird and Maddiston Primary Schools will be replaced with improved provision at the new-build 5-18 campus in Grangemouth.

Table 1 overleaf details the current costs for ASN primary wing provision across the 3 sites.

It is anticipated that current staff and existing budgets will transfer in full. Staffing and operational budgets will be reviewed over time to align with increasing pupil numbers as the additional capacity provided by the new facility is utilised.

Home to school transport costs are expected to remain at similar levels, though may increase as pupil numbers rise.

The existing buildings used by the Thistle Wing, Thistle Wing Annexe and Timezone, once vacated, will be retained as part of the learning estate (at Kinnaird Primary School, Larbert High School Campus and Maddiston Primary School respectively). We do not expect a significant change in property running costs as a result.

Table 2 overleaf details the current costs for Carrongrange High School and the employee, operational and transport costs that would transfer to the new 5-18 ASN campus following relocation of Primary pupils and closure of the 3 ASN wings.

The running costs for the new facility cannot be accurately estimated at this stage, but there will be added property costs with the new facility, together with increased staffing over time as the additional capacity provides school provision for an increasing number of ASN pupils. It is important to note that the building will be constructed according to Passivhaus principles, which will ensure low energy consumption, and together with LED lighting throughout, this will contribute to very low whole-life costs when compared to other schools of a similar size.

Table 1: Current costs for ASN Wings (Financial Year 2025/26)

	Kinnaird - Thistle Wing	Kinnaird - Thistle Wing Annexe	Total for Kinnaird - Thistle Wing and Thistle Wing Annexe	Maddiston - Timezone	Combined Total
<i>Employee Costs</i>			£1,820,300	£941,390	£2,761,690
Teaching staff			£1,019,310	£605,430	£1,624,740
Support staff			£790,320	£329,510	£1,119,830
Staff training			£1,680	£960	£2,640
Supply costs			£8,990	£5,490	£14,480
<i>Property costs</i>	£129,090	£608,540	£737,630	£123,230	£860,860
Property insurance	£2,730	£15,070	£17,800	£2,380	£20,180
Non-domestic rates	£29,720	£36,300	£66,020	£22,090	£88,110
Water and sewerage	£2,490	£9,590	£12,080	£2,560	£14,640
Energy costs	£11,970	£123,970	£135,940	£11,370	£147,310
Cleaning	£20,900	£28,000	£48,900	£11,030	£59,930
Repair & maintenance	£1,440	£10,000	£11,440	£1,710	£13,150
Grounds maintenance	£140	£3,900	£4,040	£170	£4,210
Facilities management	£4,490	£12,500	£16,990	£4,110	£21,100
Capital charges	£55,210	£369,210	£424,420	£67,810	£492,230
<i>Operational costs</i>			£23,410	£6,320	£29,730
Learning materials			£1,750	£580	£2,330
Catering			£21,220	£5,650	£26,870
Other (e.g. licences)			£440	£90	£530
<i>Transport Costs</i>	£105,990	£251,230	£357,220	£148,860	£506,580
Home to school	£105,990	£251,230	£357,220	£148,600	£505,820

Other pupil transport			£450	£190	£640
Staff travel			£50	£70	£120
GROSS EXPENDITURE			£2,939,060	£1,219,800	£4,158,860

Income	£0	£0	£0	£0	£0
Sale of meals	£0	£0	£0	£0	£0
Lets	£0	£0	£0	£0	£0
External care provider	£0	£0	£0	£0	£0
Other	£0	£0	£0	£0	£0
NET EXPENDITURE			£2,939,060	£1,219,800	£4,158,860

Table 2: Current costs for Carronrange High School and budgets to be transferred from ASN wings to new 5-18 ASN Campus (Financial Year 2025/26)

	Current Costs (Carronrange High School)	Budgets transferring from ASN Wings to Carronrange 5-18 Campus	Additional Costs associated with New Build Elements of 5-18 Carronrange Campus
Employee Costs	£6,210,100	£2,761,690	
Teaching staff	£3,471,290	£1,624,740	
Support staff	£2,669,300	£1,119,830	
Staff training	£7,090	£2,640	
Supply costs	£62,420	£14,480	

Property costs	£1,050,710	<i>The property costs of the existing ASN wings will remain attached to the current buildings.</i>	<i>There will be added property costs with the new facility, but these are not known at this stage.</i>
Property insurance	£27,370		
Non-domestic rates	£0		
Water and sewerage	£230		
Energy costs	£230,630		
Cleaning	£110,730		

Repair & maintenance	£38,610		
Grounds maintenance	£0		
Facilities management	£59,090		
Capital charges	£584,050		

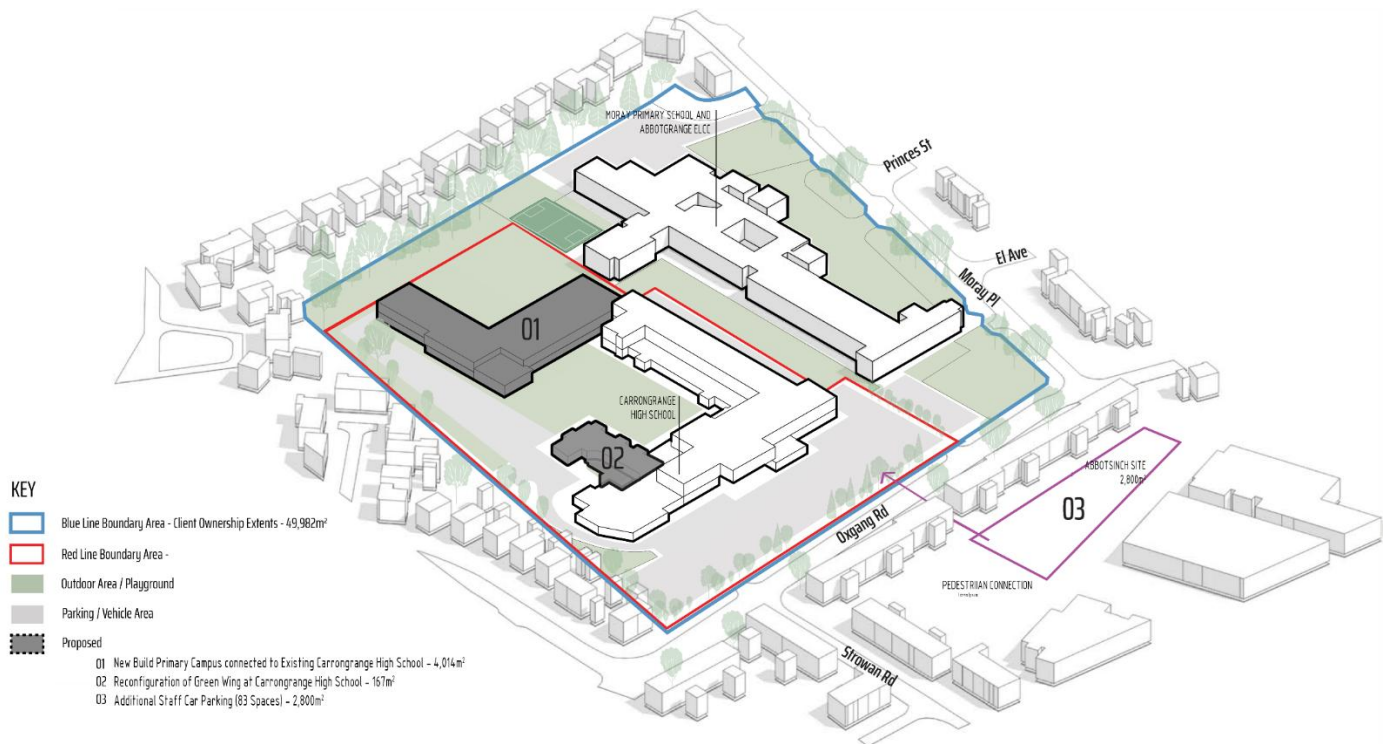
Operational costs	£119,050	£29,730	
Learning materials	£20,300	£2,330	
Catering	£85,500	£26,870	
SQA Costs	£5,320	£0	
Other (e.g. licences)	£7,930	£530	

Transport Costs	£651,430	£506,580	
Home to school	£636,260	£505,820	
Other pupil transport	£14,780	£640	
Staff travel	£390	£120	

GROSS EXPENDITURE	£8,031,290	£3,298,000	
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Income	-£324,170	£0	
Sale of meals	-£1,350	£0	
Lets	£0	£0	
External care provider	£0	£0	
Other	-£322,820	£0	
NET EXPENDITURE	£7,707,120	£3,298,000	

PROPOSAL DOCUMENT Appendix 2 – Proposed ASN 5-18 Campus



Appendix 2: Consultation Notice

Enquiries to: **Forward Planning Team**

Email: **educ.consultation@falkirk.gov.uk**

Date: 23rd April 2026

For the attention of:

- Parents and carers of all pupils attending the affected schools (Carrongrange High School, Kinnaird Primary School Thistle Wing and Thistle Wing Annexe, Maddiston Primary School Timezone and Moray Primary School).
- Parents and carers of all pupils attending any other Primary ASN provision
- Parents and carers of all nursery age pupils (3- and 4-year-olds) in Falkirk Council Early Years Provision
- Parent Councils at affected schools
- Staff at affected schools.
- Recognised trade unions (UNISON, GMB, UNITE, EIS, SSTA, AHDS, SLS)
- Falkirk Community Planning Partnership Members/Organisations
- Community Councils
- Local Elected Members of Falkirk Council
- MSPs for the area
- The constituency MP
- Falkirk Council staff from related services (e.g. Children's Social Work, Educational Psychology, Health Services)

Dear Sir/Madam

Statutory Consultation Notice – Proposal to establish Primary stage Additional Support Needs provision at Carrongrange High School and to permanently discontinue existing Primary ASN provision at Kinnaird and Maddiston Primary Schools

Falkirk Council Education Services is now commencing a formal statutory consultation on this proposal.

This Consultation Notice provides a summary of the proposal: it is a requirement for you to be notified of the consultation as a consultee, in accordance with Schedule 2 Section 1 of the Schools (Consultation) (Scotland) Act 2010 as amended. A full copy of the Proposal Document is available at:

www.falkirk.gov.uk/carrongrange-campus-consultation

Falkirk Council is conducting a public consultation from **Monday 27th April to Friday 12th June 2026**. During this period, you will be able to make representation to Falkirk Council in respect of the proposal.

It is important that everyone we are consulting tells us what they think about the proposal. Please read this notice and then consider the contents of the proposal

document. You can then tell us what you think of the proposal by making written representation and/or by attending the public meeting. This notice and summary tell you how to do that.

How we will Consult

We will consult by:

- Providing a Notice of the consultation and a summary of the proposal to the relevant consultees (this is that Notice and summary).
- Publication of the Proposal document
- Placing an advert in the local press advertising the consultation
- Placing information on our website www.falkirk.gov.uk/carrongrange-campus-consultation
- Putting information on our consultation hub <https://participateplus.falkirk.gov.uk>
- Holding an in person and online public meeting to explain the proposal
- Asking all consultees to tell us what they think of the proposal and its impact on them.

A full copy of the proposal document is available:

- On our website at: www.falkirk.gov.uk/carrongrange-campus-consultation
- By written request to educ.consultation@falkirk.gov.uk or Falkirk Council, Children's Service, Suite 1A, Falkirk Community Stadium, 4 Stadium Way, Grangemouth, FK2 9EE
- In printed form free of charge at Carrongrange High School, Kinnaird and Maddiston Primary Schools, Falkirk Council Hubs and Libraries.

The Proposal

Falkirk Council is proposing that:

- Primary stage Additional Support Needs (ASN) provision is established at Carrongrange High School, creating an all-through 5-18 ASN campus; and, as a result
- Existing Primary ASN provision at Kinnaird Primary School (Thistle Wing and Thistle Wing Annexe) and Maddiston Primary School (Timezone) is permanently discontinued.

The proposed changes would take effect from January 2029, or as soon as possible thereafter.

Reasons for this Proposal

The proposal is being brought forward to:

- I. Deliver a modern, purpose-built, fully accessible ASN campus designed to meet the needs of children and young people with severe, complex and profound additional support needs
- II. Improve continuity of learning and minimize transitions by providing a single all-through 5–18 ASN provision
- III. Replace accommodation that no longer fully reflects current best practice, or the level and complexity of need now present in Primary ASN provision
- IV. Expand overall capacity and flexibility across ASN provision to meet rising and forecast demand
- V. Support improved educational, wellbeing and life outcomes through integrated education, health and partner service provision

The proposal aligns with Falkirk Council's statutory duties under the Education (Scotland) Act 1980 and the Standards in Scotland's Schools Act 2000, and with the Council Plan priority: "Promoting opportunities and educational attainment and reducing inequalities."

Public Meetings

The following public meetings have been arranged:

- In Person meeting
Carrongrange High School, Oxbang Road, Grangemouth, FK3 9HP
Tuesday 19th May 2026, 18:30-19.30
- Online meetings
Two online meetings will be held:

Wednesday 20th May 2026 18:30 – 19:30. Teams Meeting Link: [teams link](#)
Meeting ID: 350 388 969 948 257
Passcode: Uu7cw2ov

Monday 25th May 2026 12:30-13:30. Teams Meeting Link:
[teams link](#)
Meeting ID: 373 776 445 332 88
Passcode: Y6bK7dr7

These meetings are open to all interested parties. At the meetings, council officers will explain the proposal, answer questions on it and record the oral representations of anyone who attends.

Representations to the Proposal

This consultation notice and the proposal document advise how you can make representation to this consultation process. You are invited to have your say on this proposal.

You can attend the public meeting and/or you can make written representations.

- On-line: <https://participateplus.falkirk.gov.uk>
- By email to: educ.consultation@falkirk.gov.uk.
- By Letter to: New 5-18 Carrongrange Campus Consultation, Falkirk Council Education Services, Suite 1A, Falkirk Community Stadium, 4 Stadium Way, Falkirk, FK2 9EE

Respondents should state the capacity in which they are expressing their views and agree to their statement/comments being published as part of the Statutory Consultation process and published in the final Consultation Report (all other personal information will be redacted).

Falkirk Council is seeking your views on the proposal during the consultation period. All points raised during the consultation period will be included in the final Consultation Report before being presented to Elected Members where a decision will be taken as to the outcome of this process.

What to do now

- Please read the full proposal document
- You are invited to attend one of the public meetings
- All responses must be made online, or in writing by Friday 12th June 2026

After the consultation period

When the proposal document is published, a copy will also be sent to His Majesty's Inspectorate of Education (HMIE). HMIE will also receive a copy of any relevant written representations received by the Authority from any person during the consultation period or, if HMIE agree, a summary of them. HMIE will further receive a summary of any oral representations made to the Local Authority at the public meeting which will be held and, as available (and so far, as otherwise practicable), a copy of any other relevant documentation.

HMIE will then prepare a report on the educational aspects of the proposal not later than 3 weeks after the Authority has sent them all representations and documents mentioned above. For the avoidance of doubt, the 3-week period will not start until after the consultation period has ended. In preparing their report, HMIE may enter the affected schools and make such reasonable enquiries of such people they consider appropriate and may make such reasonable enquiries as they consider appropriate.

Falkirk Council – the Education Authority will review the proposal having regard to the HMIE Report, written representations that it has received, and oral

representations made to it by any person at the public meeting. It will then prepare a Consultation Report. This report will be published in electronic and printed formats. It will be available from the Council website and from Children's Services, Suite 1A, Falkirk Community Stadium, 4 Stadium Way, Falkirk, FK2 9EE free of charge. Anyone who made written representations to the Authority during the consultation period will also be informed about the report.

The consultation report will be published and available for further consideration for a period of at least 3 weeks. This report together with any other relevant documentation, will be considered by the Executive (Education) of Falkirk Council in September 2026, who will come to a decision on the proposal.

Yours sincerely

Kenny McNeill
Strategic Service Manager (Education)

Appendix 3: Online Survey Responses

A. RESPONSES FROM PARENT/CARERS AND STAFF AT AFFECTED ASN PROVISIONS

If you are a parent or carer, how do you think the proposal may affect your child?

1. "As a parent carer, I welcome the ambition behind the proposed 5–18 ASN campus at Carrongrange and recognise the potential benefits of a purpose-built environment, improved facilities and reduced transitions over time. However, while the proposal is detailed, it lacks clarity about how the changes will affect individual children and families in practice. In particular, clearer information is needed on how transitions will be managed, how continuity of staffing and support will be maintained, how transport and daily routines may change, and what specific support will be in place for children who find change distressing. A clearer, family-friendly explanation of what this means for our children, alongside early and meaningful communication with parents and carers, would help to build confidence and reduce anxiety during this process." *(Parent / carer of a pupil currently attending an affected school)*
2. "As a parent carer, I welcome the ambition behind the proposed 5–18 ASN campus at Carrongrange and recognise the potential benefits of a purpose-built environment, improved facilities and reduced transitions over time. However, while the proposal is detailed, it lacks clarity about how the changes will affect individual children and families in practice. In particular, clearer information is needed on how transitions will be managed, how continuity of staffing and support will be maintained, how transport and daily routines may change, and what specific support will be in place for children who find change distressing. A clearer, family-friendly explanation of what this means for our children, alongside early and meaningful communication with parents and carers, would help to build confidence and reduce anxiety during this process." *(Parent / carer of a pupil currently attending an affected school)*
3. "I don't know why you would want to close the ASN units in Larbert and Maddison, why not keep them open along with the new one at Carrongrange? You are always saying there's no space so why close it. " *(Parent / carer of all pre-school child who may require ASN provision in the future)*
4. "My child is currently in S5 and has only one year left at Carrongrange so if this proposal is agreed by the time it is implemented, he will have finished school." *(Parent / carer of a pupil currently attending an affected school)*
5. "I'm extremely worried and anxious about the impact of building works for my child currently at CHS. You have many children with profound sensory needs and I'm not sure how noise and disruption can be minimised." *(Parent / carer of a pupil currently attending an affected school)*
6. "Allow better access to facilities which are suited to his complex needs. Provide a more consistent approach to teaching and learning.

Allow for consistency in staffing. Over a number of years, it is evident that there is changes in staffing throughout the year, as well as inconsistent support staff. Therefore, new adults having to learn the needs of pupils, then being moved again. Being in one facility will allow a greater consistency. The facilities that are currently provided are basic, also due to the move from Timezone to Moray. These children require specialist equipment and adapted resources which I believe would be significantly improved with the funding going into the project." *(Parent / carer of a pupil currently attending an affected school)*

7. "This would greatly affect my child if he was still going to be at the TWA. He is in Primary 7 and will be moving to Carrongrange in August. My child really struggles with changes and is very anxious. I wish this had been done before and we wouldn't have to transition now. It will be great when all kids are in and settled and it's no longer a huge change when moving up to secondary school." *(Parent / carer of a pupil currently attending an affected school)*
8. "My children are primary 5 at the moment so they will be at Carrongrange S1 when the new campus opens. So, it won't directly affect my children but will be part of the new campus with the younger primary children." *(Parent / carer of a pupil currently attending an affected school)*
9. "I think that the educational benefits of the proposal are clear and that this will enhance the learning opportunities for my child. It will provide a much needed upgrade to the current learning spaces including bigger classroom spaces and a much wider variety of learning spaces such as sensory and quiet areas." *(Parent / carer of a pupil currently attending an affected school)*

If you think there are any other benefits to this proposal, can you provide more details:

10. "An all-through setting would reduce the number of transitions children experience, support continuity of relationships with staff, and provide greater stability for learners who rely on routine and familiarity. The new campus would also offer equitable access to high-quality specialist facilities, therapeutic spaces and outdoor environments, alongside strengthened multi-agency working, all of which have the potential to improve wellbeing, engagement and educational outcomes for children and families over the long term." *(Parent / carer of a pupil currently attending an affected school)*
11. "Consistency in transport arrangements. This is essential to allowing our children to become confident and familiar with the staff on transport. My child is transported to school each day and the staff are fantastic and caring. This could allow for the same arrangements over a number of years which gives the children confidence in their daily routines." *(Parent / carer of a pupil currently attending an affected school)*
12. "The children will benefit from environments which are more sensory friendly. More places for children who require specialist support. It would mean children are less likely to be put to a provision, environment that spent meet

their needs." *(Parent / carer of a pupil currently attending an affected school)*

13. "Not strictly an educational benefit but having more ASN families at the same provision rather than spread out across multiple campuses may further opportunities for families to get to know and support each other within the ASN community.", *(Parent / carer of a pupil currently attending an affected school)*

If you have any concerns about the proposal, what are they and how can they be resolved?

14. "While the proposal has clear long-term benefits, there are important concerns that need further clarification. Moving to a new campus will still represent a significant transition for children who rely on routine and familiarity, and clearer detail is needed on how this change will be carefully planned and supported. Families would welcome reassurance about continuity of trusted staff, maintenance of appropriate staffing ratios, and how highly individualised needs will be met within a larger setting. Greater clarity is also needed around transport arrangements and potential impacts on journey times, as well as a commitment to consistent, accessible communication with parent carers throughout the process.", *(Parent / carer of a pupil currently attending an affected school)*
15. "The main concern would be if the extension ends up not being able to accommodate the ever growing demand for ASN children tailored education." *(Parent / carer of a pupil currently attending an affected school)*
16. "I'm concerned that this move removes the opportunity for interaction with mainstream children and completely isolating these children. So much for inclusion." *(Parent / carer of a pupil currently attending an affected school)*
17. "The disruption it may cause to the children when the children move to the new campus. It would have to be carefully planned and monitored throughout. Done in small stages. The older children will need to be consulted too about what is happening around them. They will have to be no disruption to their learning so they feel safe and secure. It will be detrimental to them and unfair if the move causes them stress. It will again have to be carefully planned when implementing the move of the younger children. Staff views are so important in all the schools affected. Their views and concerns are so important and have to be listened to for this to be a successful move. Some staff may not want to move, and they have to be supported and listened to. The staff at my children's school are amazing and highly skilled. I hope they are the key voices that are listened to along with parents views." *(Parent / carer of a pupil currently attending an affected school)*
18. "Being part of the Timezone meant my child was in a small unit and was confident at transitioning between spaces as independently as possible. Moving to CHS has presented some challenges with daily transitions due

being in a much larger and spread-out space. It has required lots of patience and encouragement from the team to help gain confidence in these bigger spaces and often more hands on staffing. " *(Parent / carer of a pupil currently attending an affected school)*

Please explain your answer and let us know who may be affected and how.

19. "Overall, the proposal is likely to have a positive impact, particularly in the longer term, through improved facilities, reduced transitions across a child's school career, and more consistent access to specialist support. However, there may be short-term or unintended negative impacts for some children and families, especially around transition to a new environment, changes to routines or transport, and potential disruption to established relationships with staff." *(Parent / carer of a pupil currently attending an affected school)*
20. "This will directly impact my child who would move to the new campus. I think this would have a strong positive impact with the improvement in the learning facilities it would provide. It would also allow for a greater number of staff to get to know my child which would help throughout the period of his school years." *(Parent / carer of a pupil currently attending an affected school)*
21. "Transitions and isolation can be one the most common issues with ASN children. Having a primary facility that will interact with the high school will have a massive positive impact on both of these issues. " *(Parent / carer of a pupil currently attending an affected school)*
22. "Being part of the one school community will support families, young people and the staff. Not having to repeat or explain things to others as everyone is within the one campus will improve relationships between families and school. " *(Member of staff at an affected school)*
23. "Some kids might not be good with change, an example a child could be in the thistle wing and then they are getting moved to a whole new school, keep these rooms open." *(Parent / carer of all pre-school child who may require ASN provision in the future)*
24. "Children with additional needs will get the help they need sooner and without having to fight for it." *(Parent / carer of a pupil currently attending an affected school)*
25. "Seamless approach and improved consistency for pupils." *(Professional partner (e.g. NHS, Social Work))*
26. "I think there is a potential benefit of creating a new setting which allows ASN students to remain in the one school from 5-18 but I think it lacks evidence on the support reasons. I also think the proposal neglects the needs of children of the neighbouring schools.

Are ASN children from Moray Primary still going to be expected to attend

Moray and transition to Carrongrange at school leaver age? If so, you're offering a fragmented experience for ASN children within Falkirk." *(Parent / carer of a pupil currently attending an affected school)*"

27. "I feel that this is a positive step in meeting the needs of all learners. The pupils that attend all these facilities have complex needs which have significant impacts on families. Having one facility will allow for greater access to professionals in a surrounding that is appropriate to their needs." *(Parent / carer of a pupil currently attending an affected school)*
28. "I think it will have a strong positive impact if the campus is designed to meet all children's needs. If it's carefully planned to transition children carefully so they feel safe and secure. Also, older children are carefully considered in the process that ensures there's no disruption to their learning. In the long run it will hopefully provide a rich learning environment which is sensory based for all children. " *(Parent / carer of a pupil currently attending an affected school)*

Please tell us about any specific concerns or questions you have regarding pupils' transition to the new campus.

29. "My main concerns regarding pupils' transition to the new campus relate to the impact of change on children who rely heavily on routine, familiar environments and trusted relationships. For many pupils with complex additional support needs, moving to a new building and location may be unsettling and could affect wellbeing, communication and engagement if not carefully managed. I would welcome clearer information on how transitions will be planned on an individual basis, how continuity of key staff will be maintained where possible, and how pupils who experience high anxiety or distress around change will be supported. I also have questions about how families will be involved early in transition planning and how transport arrangements and daily routines will be taken into account." *(Parent / carer of a pupil currently attending an affected school)*
30. "Kids may not like change as this may upset them." *(Parent / carer of all pre-school child who may require ASN provision in the future)*
31. "Young people would be transitioning to the school as some point, as long as the process is completed effective and efficiently and meet the needs on the young people it should be a positive experience." *(Member of staff at an affected school)*
32. "How will a smooth transition happen for so many children?" *(Parent / carer of a pupil currently attending an affected school)*
33. "By the time the school is built my child will have transitioned in Carrongrange. I am looking forward to the facilities that he will be able to access." *(Parent / carer of a pupil currently attending an affected school)*
34. "No concern this has been done for a long time. Children attend a primary then transition to high school if the transition phase is managed well there is no real concerns." *(Parent / carer of a pupil currently attending an affected school)*
35. "Will it be a gradual phased transition?" *(Parent / carer of a pupil currently attending an affected school)*
36. "I think that it is very important that the staff who work in each school are still involved with the children moving to the new setting so it would be easier for transition to the new campus." *(Parent / carer of a pupil currently attending an affected school)*
37. "Out of hours access to a quiet campus with small groups/ families and staff to familiarise them prior to education transition." *(Member of staff at an affected school)*
38. "The main concern is that my child already attends CHS due to the decampment of Maddiston timezone. One concern would be the potential

impact and disruption to learning that a short term transition back to Maddiston could have." *(Parent / carer of a pupil currently attending an affected school)*

Do you have any comments on the practical aspects of the proposal (for example, transport, parking community impact or facilities)?

39. "There are some practical aspects of the proposal that would benefit from further clarity. Transport is a key consideration for many families, particularly in relation to journey times, consistency of escorts and how children with sensory, medical or mobility needs will be supported during travel. The taxi situation with the council is already not the best, so will this be improved? Accessible taxis are also an issue for the wider disabled community, particularly around school start and finish times. This is also an issue that needs to be addressed." *(Parent / carer of a pupil currently attending an affected school)*
40. "Car parking is already a struggle at Carrongrange, hopefully the additional car park will support this so staff do not need to worry about getting a parking space in the mornings." *(Member of staff at an affected school)*
41. "83 extra car parking spaces would not seem sufficient." *(Member of staff at an affected school)*
42. "The proposal states that there will be storage areas for mobility equipment, however, storage will have to be increased to hold various types of specialist equipment, not just mobility equipment.
Parking for visiting professionals may be challenging.
More therapy rooms with overhead tracking installed would be required so that children can be seen for therapy out with the classroom in order to avoid disruption to the rest of the class.
Inclusion of automatic door sensors would be beneficial to promote pupil independent movement around the school and mitigate risk to staff by having to hold doors open while pushing equipment through doorways." *(Professional partner (e.g. NHS, Social Work))*
43. "No. I feel that this will be a fantastic opportunity to have a specialist provision that our young people deserve and really need." *(Parent / carer of a pupil currently attending an affected school)*
44. "Parking is already a challenge. The existing building needs remodelling to reflect the needs of learners - it's still very mainstream in design. Door thresholds are difficult to pass over - not good for wheelchair users. Challenge between safety and accessibility needs addressed. Lack of indoor and outdoor play spaces and accessible equipment. Garden spaces not well maintained or utilised- budget issue? Lighting across school is not suitable- too bright. Temperatures often excessively hot. Care suites should be accessed from a classroom rather than transitioning pupils in achieve or similar through corridors. Noise proofing is needed. The school grounds could be more secure at the front to improve safety. Height adjustable

facilities- sinks, cookers etc are not in place. Current ICT provision is inadequate for modern society.”, *(Member of staff at an affected school)*

45. "I am aware the new campus would have its own entry and exit points separate to CHS. As a parent who currently drops off/collects my child having staggered start and finish times to the high school students does really help with the car parking and makes this much less stressful than it was even at Maddiston primary where there was one start/finish time for all the mainstream and TZ pupils." *(Parent / carer of a pupil currently attending an affected school)*

Are there any other comments you would like to make about the proposal that have not been covered above?

46. "It would be helpful to see ongoing opportunities for meaningful parent-carer involvement throughout the design, planning and implementation stages, not just during the consultation period. Clear mechanisms for gathering feedback after transition and during the early years of the campus would also help ensure that any issues are identified early and that the provision continues to develop in response to the needs of pupils and families." *(Parent / carer of a pupil currently attending an affected school)*
47. "No. I joined the online meetings and I think it would be a very positive move for the children. With more space sensory rooms. And classrooms with doors out to the playgrounds. Also the children would need to transition onto Carrongrange when high school time comes. Which can be a very upsetting time for the children with the transition. So I think in the long run it will be better for the children to stay in the campus throughout their school days." *(Parent / carer of a pupil currently attending an affected school)*
48. "Having led a 3-18 provision, I generally feel it is positive and families benefit from supporting each other. The current systems are effective and pupils get a good range of support and opportunities. Planned and considered transition for families will be key to reducing anxieties, as well as for staff." *(Member of staff at an affected school)*
49. "I think that the campus at CHS is great and it is a great benefit that there are also some activities here that are run outside of term time as well. It would be great if the new campus were able to provide even more schemes and activities like this outwith school hours or term time. It really helps my child attend extracurricular activities when they are held in a familiar and safe environment that considers the needs of children with ASN." *(Parent / carer of a pupil currently attending an affected school)* "
50. Why is there no reason given to keep the units open? This gives you more room as there are more kids that have ASN needs and to have this one at Carrongrange is fantastic but also keeping the others open is good as well. " *(Parent / carer of all pre-school child who may require ASN provision in the future)*

B. RESPONSES FROM PARENTS/CARERS OF PUPILS AT MORAY PRIMARY SCHOOL

If you are a parent or carer, how do you think the proposal may affect your child?

51. "It will negatively affect my child by taking a huge open space away from them where the school hold activities and the children play in. A huge area of the playground was already taken away when the Carrongrange high school was built. They were promised that they would be allowed to use the pool etc and all of that was lies.
For this to go ahead Moray primary school playground should be completely redone, front and back area, not just a small all weather pitch." *(Parent / carer of a pupil currently attending an affected school)*
52. "The proposal would lead to the loss of established green space and outdoor play and learning areas to the rear of Moray Primary School. These facilities form an integral part of the school environment, and their removal would have a direct and detrimental impact on the wellbeing, learning and development of existing pupils. It is not appropriate for current educational provision to be diminished in order to facilitate this development." *(Parent / carer of a pupil currently attending an affected school)*
53. "Loss of outdoor space that was already massively reduced when the current Carrongrange was built." *(Parent / carer of a pupil currently attending an affected school)*
54. "It will have a negative effect ", *(Parent / carer of a pupil currently attending an affected school)*
55. "Negatively ",*(Parent / carer of a pupil currently attending an affected school)*
56. "I think this will hugely affect my child. They will lose any access to a space that they can use for team games/sports. The space they will have available to play will be very small for a school of the size of Moray and will not be enough. They will also miss out on sports day as there will be no space that this can take place. They will also miss out on the sponsored events that the pta put on (colour run).

The colour run is a very popular event with the kids every year and while it is fun for the kids it raises much needed funds for the school to be able to help find items that the council will not. The colour run is the biggest fundraiser of the year for the PTA and losing that money will have an impact on the support the PTA can give the school which will also then impact the children." *(Parent / carer of a pupil currently attending an affected school)*
57. "As a parent of a child at Moray primary school I have concerns that the proposal will impact their ability to host school events and detriment vital outside activity time" *(Parent / carer of a pupil currently attending an affected school)*

58. "My children are pupils at Moray PS and this proposal is totally unacceptable. The amount of outdoor playing area that will be left to the students is disgraceful and I completely oppose this idea" (*Parent / carer of a pupil currently attending an affected school*)
59. "This will have a massive detrimental effect on my children - you are taking away their outdoor learning and sport space - Morays playing field. This is not acceptable and I strongly disagree with this proposal !" (*Parent / carer of a pupil currently attending an affected school*)
60. "I agree that the children attending ASN provisions would benefit from a better purpose-built environment however I do not agree with the current proposal. I strongly feel that further reducing the grounds of Moray P.S would be detrimental to the children who attend Moray. This would leave no large grassy area for outdoors sports / play and would impact on events such as sports day and the colour run. This is a large school and removing this area would undoubtedly lead to overcrowding in the playground and less opportunities for active play during breaks.

This would be detrimental for children's health and wellbeing. This would also affect the eco garden which is a valuable outdoor learning environment that is well used by all pupils. I strongly feel that the proposal needs to be relocked at to find a better option for both the children of moray and the children with ASN. " (*Parent / carer of a pupil currently attending an affected school*)

61. "Lack of green space at moray will affect the children in many ways." (*Parent / carer of a pupil currently attending an affected school*)
62. "This change would greatly disadvantage the kids at the moray school who have already had a large portion of their playground taken over by the carron grange school. There would be little to no space to have outdoor physical exercise and play time." (*Parent / carer of a pupil currently attending an affected school*)
63. "This will have a huge effect on children's physical, psychological, emotional, learning and social wellbeing and development. Children need a safe, green breakout space where they can play, let off steam, learn and interact with their peers.

My children, as do the other pupils, use the eco garden and the back play ground dally as a large part of their learning and social experience. They learn about the environment, nature, climate to name but a few in the outdoor space. It also provides a useful learning tool as a classroom setting is not always the most conducive learning environment. For certain children the outdoor space is a lifeline and provides the learning environment they need.

My children use the outdoor space to learn on a number of levels from numerousy, social and physical skills. You only have to look at previous

pictures how much learning the kids do outside. Being in nature also helps with their mental health and emotional regulation, this is proven time and time again, so why take this away from the Moray children?

Taking away the back playground will mean all the children will be cramped in one tiny space, a large part of which is concrete, close to the carpark and road. As it is, the front playground is cramped and busy, without adding the bigger children from P5-7 to the mix.

The proposal also means there will be nowhere to host huge social events for the school such as the very popular colour run and sports day, which brings the school community together, and provides a necessary huge financial boost for the school.

Thanks to the PTA's dedicated hard work, vital funding is raised at these events, money which goes to aid the school to provide various things such as school trips and provide much needed equipment e.g. white boards, lap tops, books, classroom resources to name but a few. This money also helps to reduce the inequalities by subsidising school trips and clubs, such as football enabling kids who's parents may not be able to afford such things the opportunity to access these.

Another impact with the expansion of Carrongrange will be the additional traffic in the area with the extra pupils. As it is the traffic and parking is dangerous with people often parking on pavements, and double yellow lines. Traffic police are not a uncommon presence over the school term due to this issue. Traffic jams are common, not to mention how dangerous the crossing on Oxbang Road is with the lollipop lady taking great risks to get the kids safely across the road. Expansion will only exacerbate this problem and put more children at risk as they navigate their way to and from school. *(Parent / carer of a pupil currently attending an affected school)*

64. "This is a ridiculous proposal to rob Moray Primary School of its well-used grass space where many events are held throughout the year. Pupils at Moray Primary deserve a green area to help outdoor play and sports. Falkirk Council can go back to their ASN centre at Larbert and re-open this rather than build an extortionate centre in Grangemouth. Find another area, leave Moray Primary alone!" *(Parent / carer of a pupil currently attending an affected school)*
65. "I think it is wrong that in order to carry out this proposal, my child will lose an already substandard playground space to a lesser space. The better part of the playground for our kids is the grass area where sports days etc are held and also their eco-garden. This new proposal will use these spaces leaving the kids with a sub standard small tarmac area only. I do not agree that in order to benefit other children, our children at Moray Primary should be negatively affected and forgotten about." *(Parent / carer of a pupil currently attending an affected school)*

66. "Detrimental to their wellbeing at school. Taking away their playing fields that are used several times a day." (*Parent / carer of a pupil currently attending an affected school*)
67. "The effect on the children of Moray Primary will be detrimental to their learning. They will be subject to minimum 18 months of construction adjacent to their school excessive noise, dust, additional traffic, and general safety concerns associated with construction work will all effect their ability to learn. From this point onwards the children of Moray Primary will have a lack of outdoor usable space to allow them to participate in sports, play and play based learning." (*Parent / carer of a pupil currently attending an affected school*)
68. "Loss of outdoor space, which is beneficial to my child's mental health and wellbeing."(*Parent / carer of a pupil currently attending an affected school*)
69. "Our children will lose a valuable resource in respect of their playing field, I appreciate that something has to give and a bit of the field has to be lost, but the Moray needs to retain something." (*Parent / carer of a pupil currently attending an affected school*)
70. "The proposal has a detrimental effect on the children of Moray Primary school by taking away valuable green space from them. Removal of this area leaves a significantly reduced space for them to keep fit and active during break times and gym times. It would mean that the school could no longer host sports events such as sports day, colour runs and cross-country running events. Pupils from primary 4-7 are allocated space within the playing field at the rear of the school every day to play during breaks times. My child plays out here most days and has gym class out here twice a week. Her class additionally use the field to do their daily mile walk as part of the school's health and wellbeing initiative. For some children at Moray Primary, playing outside on the playing field is the only access to a green space that they have most days." (*Parent / carer of a pupil currently attending an affected school*)
71. "The removal of almost all of the children's green space will have a detrimental affect on all children within the school! This will affect play, their mental health, their relationships if all pupils are now going to be squeezed into smaller play areas (which now would be mainly concrete).

Some children may not have gardens and use this as their outdoor play area most days when at school.

My child speaks of all areas in the school and it is mentioned that the playing field is used everyday." (*Parent / carer of a pupil currently attending an affected school*)
72. "At present the playing field is used every break time, gym session, sports day and many other school events. If taken away none of these activities would be able to continue as there are no other suitable alternatives on the grounds for the capacity required which I feel is absolutely unacceptable ",(*Parent /*

carer of a pupil currently attending other Primary ASN Provision (ASC/Enhanced Provision)

73. "I think that this proposal will be detrimental to my children taking away much needed and used green space", *(Parent / carer of a pupil currently attending an affected school)*
74. "This will affect my child for events such as, moray colour run, sports day, family picnic, kids play time. The playground isn't that big when all kids and families are there. I think its appalling to even consider taking this away from moray." *(Parent / carer of a pupil currently attending an affected school)*
75. "Negatively impacted my lack of green space, disruption, outdoor play, opportunities for outdoor activities etc." *(Parent / carer of a pupil currently attending an affected school)*
76. "The playground of moray primary has already been cut due to a school being built. The grounds that are left are for the pupils of moray to play and enjoy - isn't outdoor play being promoted?! This ground is also used for the children's sports day, sponsored colour runs etc which all children get involved, enjoy and look forward to. If the proposed building is erected, what benefit(s) does this give to the children of moray? Nothing. It's taking outdoor play away from them, they would only have limited ground. "*(Parent / carer of a pupil currently attending an affected school)*

If you think there are any other benefits to this proposal, can you provide more details:

77. "While I do feel that children with ASN will benefit from an ASN primary school I do not think it should be built at the detriment of other children and removing the back playing fields from moray primary will have a detrimental impact on the children of the school.

I think other sites should be investigated - i don't think it is essential that both primary and high school are on the same campus - as at the moment the plans are not fair on the children of moray primary!" *(Parent / carer of a pupil currently attending an affected school)*
78. "No benefits to Moray PS pupils" *(Parent / carer of a pupil currently attending an affected school)*
79. "Losing their playing field",*(Parent / carer of a pupil currently attending an affected school)"*
80. "None" *(Parent / carer of a pupil currently attending an affected school)*
81. "These are all benefits for the Carrongrange kids but what about the Moray Primary children?" *(Parent / carer of a pupil currently attending an affected school)*

82. "As described above whilst the proposal offers a multitude of benefits for the pupils of the ASN schools it offers no benefits to the pupils of Moray Primary "
(Parent / carer of a pupil currently attending an affected school)
83. "There are no benefits to this Moray children in this proposal. " *(Parent / carer of a pupil currently attending an affected school)*
84. "I don't think there is any benefits, I think to utilise spaces such as dundas primary school at Charlotte dundas would be a better idea instead of taking more space away from kids at moray." *(Parent / carer of a pupil currently attending an affected school)*

If you have any concerns about the proposal, what are they and how can they be resolved?

85. "That moray primary school children are having their open space taken away and replaced with nothing of equal value." *(Parent / carer of a pupil currently attending an affected school)*
86. "I'm very concerned of the part of the school been built, the kids at moray have lost a large amount of there playing area to accommodate the Carrongrange school, now they want to take more of the kids' area for another building, where are the moray kids supposed to play, have events? I'm also a resident who stays across from the Carrongrange, the volume of vehicles this will bring is unmanageable, as it is at the moment it's a nightmare! (an accident waiting to happen) where will they park? There's not enough parking for the staff at the moment without adding to this, will result the residents will struggle more when the school day is on." *(Parent / carer of a pupil currently attending an affected school)*
87. "Extremely concerned about loss of playing field to Moray pupils would strongly refute the claim that field is underused " *(Parent / carer of a pupil currently attending an affected school)*
88. "The loss of Moray pupils playing field." *(Parent / carer of a pupil currently attending an affected school)*
89. "The proposal to have this provision in place is good but not in this location." *(Parent / carer of a pupil currently attending an affected school)*
90. "Concern at the fact there will no longer be a green space playing at Moray primary school. This playing field is used every day but primary 4,5,6 and 7 at break and lunch time as well as for PE, cross country and other activities such as sports days and colour run. The playing field could be split between the new school and Moray so they retain a green space playing field." *(Parent / carer of a pupil currently attending an affected school)*
91. "The disruption during the build will be significant and the loss of the green space playing field at Moray primary is a very bad outcome for the school and

children who attend. " *(Parent / carer of a pupil currently attending an affected school)*

92. "The moray playing field has already been substantially reduced. While I understand that it may be of benefit to Carrongrange, it would be at the detriment of the moray pupils to remove even more space. There is already very little green space at the primary school, and removing the playing field would leave only the concrete playground to have sports days/outdoor p/e. " *(Parent / carer of a pupil currently attending an affected school).*

93. "I have very big concerns about the proposal and the fact that the plans take away another chunk of the outdoor space that moray primary have available. The building of Carrongrange reduced the playing fields of moray primary significantly, this proposal will take them away completely.

The plan has not taken the children of moray primary into consideration at all. They may have space in the front playground but there are a lot of children at the school and this space could not accommodate them all safely.

I think other sites need to be considered, or plans need to be redrawn - the current proposal is not fair to the children of moray primary, they have just been a side note to this consultation and they are the people who will be most affected in the long run." *(Parent / carer of a pupil currently attending an affected school)*

94. "The proposal dismisses the impact of removing the grass area which Moray Primary use. The under used claim is asserted, not evidenced. A 3G pitch is not a functional replacement for all activities. The proposal also focuses on Passivhaus principles but fails to acknowledge the impact of replacing a natural greenspace. Likewise, it doesn't address the fact that an 80+ Space car park is being built to facilitate the use of the building but doesn't touch of sustainable access routes. Finally, the proposal centres on the existing spaces being full but doesn't clearly outline how many additional pupils this building will facilitate. Are the existing settings currently full and unable to facilitate addition ASN students or are the full of other students with no ASN requirement?" *(Parent / carer of a pupil currently attending an affected school)*
95. My children are pupils at Moray PS and this proposal is totally unacceptable. The amount of outdoor playing area that will be left to the students is disgraceful and I completely oppose this idea." *(Parent / carer of a pupil currently attending an affected school)*
96. "Moray Primary school losing all their playing field. Where will the kids have their play time? Where will they have their sports day?? Where will they have their colour run?" *(Parent / carer of a pupil currently attending an affected school)*
97. "Revision of plans to allow Moray to keep their playing field. This may involve sharing the grassy area with ASN children but not building on it.

98. Perhaps this isn't the best site for this development. Plans also include a car park in a housing estate which would not be ideal for those residents and would take away what little greens space they have." *(Parent / carer of a pupil currently attending an affected school)*
99. "As a parent of an older ASN child who is currently at (another school) due to lack of spaces and funding, I fully understand how much these children need more space. However, it shouldn't be at the expense of Moray primary. Moray primary have already lost a huge portion of their grounds for Carrongrange. If you take the remaining playing field, that affects the p5-7s break times, sports days, colour runs, the big family picnics...among many other things. Busy bee's playgroup also has access to the playing field for their group of children age 2, this is the only secure grass area the playgroup can safely access." *(Parent / carer of a pupil currently attending an affected school)*
100. "Very upset and disappointed that the council are even considering this option as there are hundreds of kids that attend the Morey school that will be disadvantaged if this was to go ahead. These kids need the space just as much as the kids from Carrongrange. Over half the playground has already been taken away when Carrongrange was built. These kids need the outdoor space to play and have fun in a safe environment. Taking away even more of the school grounds will not leave enough room for activities such as sports days, colour runs and physical exercise. As a local resident I am also concerned about the amount of traffic this will create as kids from all over Falkirk will need to be brought to Grangemouth to attend the new school. This will cause congestion on the roads potentially more accidents and not to mention be detrimental to the environment ", *(Parent / carer of a pupil currently attending an affected school)*
101. "Moving back to the previous custom-built facility in Larbert and expanding there?
Improving the facilities that already exist." *(Parent / carer of a pupil currently attending an affected school)*
102. "This is a ridiculous proposal to rob Moray Primary School of its well-used grass space where many events are held throughout the year. Pupils at Moray Primary deserve a green area to help outdoor play and sports. Falkirk Council can go back to their ASN centre at Larbert and re-open this rather than build an extortionate centre in Grangemouth. Find another area, leave Moray Primary alone!" *(Parent / carer of a pupil currently attending an affected school)*
103. "Why are you building a school that is going to take away another school's playing field. The school extension could be brought closer to the current school and made a lot better so moray can keep its fields. " *(Pupil at an affected school)*
104. "I think the plan to have a school that is inclusive and consistent for all kids that require this facility from 5-18 is a fantastic idea. What I don't agree with

is treating Moray Primary kids as not important by taking up their space to accommodate this new idea. Use a different unused space instead, don't eat into the areas our children currently use and detriment them to benefit other children, all children matter, our children should not be treated as less and their space taken away. I think it's awful that this hasn't even been considered before sending out this proposal." *(Parent / carer of a pupil currently attending an affected school)*

105. "There needs to be some sort of compromise or another plan, not just taking the playing fields away at Moray. The proposal is full of benefits to the children at Carrongrange and how wonderful it is going to be, there is no benefit to the children of the Moray. While I fully agree and support that their needs to be better facilities for ASN children, it should not be to the detriment of the children at Moray. I myself work with ASN children on a daily basis and feel that it would be great to have a 5-18 campus, but not in the current form being proposed." *(Parent / carer of a pupil currently attending an affected school)*

106. "It would be beneficial if options were available to consider reducing the amount of usable outdoor space that is taken from Moray Primary. Considerations to increase the storeys, alter the layout and/or reduce the size to the primary school to reduce its footprint. Furthermore considerations on what benefits can be given to Moray Primary for losing all their grassed area." *(Parent / carer of a pupil currently attending an affected school)*

107. "There was a purpose built Carrongrange school built in Larbert in 2000 when Grangemouth was opened Falkirk council gave this to Larbert high as they deemed it no longer required. Now there has been a 360 on this decision. Take back that provision and spend money on updating that if required. The reasonings seem to be about consistency in the ASN provisions and the children using these but nowhere else do other children have to have this. They attend primary then go elsewhere for high school. Recent years there has been a massive push for enhanced provision within mainstream schools, why is this no longer adequate?

It seems that Falkirk council are concerned about the wellbeing of one pupil group and disregarding those of another. What is the negative impact on the children in the Moray should be one of the set out questions." *(Parent / carer of a pupil currently attending an affected school)*

108. "I think the moray has lost enough of their outdoor space without losing anymore, and the traffic impact it's going to have at the start and end of the day is unthinkable." *(Parent / carer of a pupil currently attending an affected school)*

109. "Whilst I recognise the need for improved ASN facilities, this proposal should not come at the detriment of Moray Primary School pupils at such a long-established learning facility. This is not a appropriate space for the school to be built and this should have been considered way back when plans were

being submitted for Carrongrange High School. Moray Primary School pupils should not have to suffer for the incompetence of Falkirk council." (*Parent / carer of a pupil currently attending an affected school*)

110. "The fact that the council are deeming this area under used when no proof has been provided of this!

The fact that there is only replacement of the Mugga and this is deemed as appropriate for the amount of children that will be affected by the loss of the green space.

There is no thought or mention within the proposal that you have thought of the effect this would have on Moray children and done more to replace such a big loss.

Finally, I believe there could, and should be a compromise somewhere so that both benefit and so that you are not 'robbing Peter to pay Paul.' (*Parent / carer of a pupil currently attending an affected school*)

111. "Another look at location for new school or alternative to using Moray's playing field. There is a huge underused green space at Inchrya park which would be of no loss to anyone if a new school was built, this also allows for a large outdoor space for them and car parking with a short distance to Carrongrange to use the pool. This proposal is not a suitable long-term plan and has not been carefully thought through." (*Parent / carer of a pupil currently attending other Primary ASN Provision (ASC/Enhanced Provision)*)
112. "I strongly oppose the proposal to build a new school on the existing playing fields at my children's school. These outdoor spaces are vital for children's physical health, mental wellbeing, and overall development.

The playing fields are used daily for break times, and social interaction. They are also used for PE and sports days and the much loved colour run. Reducing this space would lead to overcrowding and limit opportunities for exercise and outdoor learning. At a time when children are already spending more time indoors and on screens, protecting outdoor areas should be a priority.

I am also concerned about the impact on safety, traffic, noise, and disruption during construction. More pupils and vehicles in an already busy area could create unnecessary risks and stress for families and local residents.

While I understand the need for additional school places, this should not come at the expense of the facilities and environment currently available to existing pupils. Alternative locations should be explored before sacrificing valuable playing fields that benefit children every single day.

Our children deserve space to play, learn, and thrive — not less of it. I understand this is for ASN children, of which many are Moray pupils." (*Parent*

/ carer of a pupil currently attending an affected school)

113. "Concerns around planning and disruption to the children attending affected schools. No clear plan around impact on Moray." *(Parent / carer of a pupil currently attending an affected school)*
114. "The pupils at Moray Primary have already lost a significant amount of land and now they will virtually nothing left. I think it's very selfish of the council. They should have thought further ahead and this is proving their incompetence to do so. The council are only thinking about the ASN provision but not the pupils or staff at Moray Primary. It is very well known across the council the incredibly and increasing violence at Carrongrange High School and they want to add even more younger and vulnerable children to the school. Again another aspect that is proving incompetency of the council. Pupils and staff at Moray Primary should not have to do without as the council cannot think ahead. Carrongrange wasn't made big enough when it opened with having to add cabins and now this." *(Parent / carer of a pupil currently attending an affected school)*
115. "Yes the loss of so much ground at the Moray, resulting in all the kids from p1 to p7 being in the front playground." *(Parent / carer of a pupil currently attending an affected school)*
116. "My concerns are mentioned above. It doesn't need to be built on the grounds of Moray school. It doesn't need to affect the current children. Build it somewhere else. Don't take any more off these children." *(Parent / carer of a pupil currently attending an affected school)*
117. "What other planning / layout options are possible to reduce Moray losing so much? A 3G pitch has limited functions mainly being football / ball games and does not cover everything that the playing field currently facilitates like playing tag, making daisy chains, rolling in the grass, sitting around in circles talking with friends. How can children do that on a football pitch where a ball is being kicked around. Where will the P4 to P7 classes have their outdoor break and lunchtimes. Where will we have Sportsday? Colourrun? Cross county club?

The front concrete playground cannot facilitate P1 to P7. It is old, dated and in need of repair. There are weekly if not daily injuries in the playground with the infant P1 children resulting in medical visits and affecting their confidence. Having older larger children in with smaller children will only make this 100 times worse.

Whatever Moray are offered and if agreed / approved how can we be assured that this will come to fruition and not be told later down the line there is no budget left. As I understand certain things were promised when Carrongrange was first built that never happened so how can we trust this will not happen again.

What will happen to the children at Moray whilst there is an active building site on their school grounds with dust, noise levels and construction during their school learning?

Is the development has to go ahead then can Moray be shown options of what is available to them that parents and children can vote on. A clear budget must also be outlined." *(Parent / carer of a pupil currently attending an affected school)*

Please explain your answer and let us know who may be affected and how.

118. "Moray primary will lose a huge amount of outdoor space and be over looked entirely buy this huge new structure.

While moray kids are sitting in a old run down building with broken equipment in their playground a huge new state of the art school is going to be built next door, not to be used by them.

It also blocks any future moray primary school being built on that site." *(Parent / carer of a pupil currently attending an affected school)"*

119. "The kids of the moray school will b affected when construction is going on ,then having less outdoor space than they have at the minute " *(Parent / carer of a pupil currently attending an affected school)*
120. "Moray pupils will be deprived of any decent sized outdoor playing areas and three schools so close together cannot be a good thing when taking in safety aspects like increased traffic surrounding schools. " *(Parent / carer of a pupil currently attending an affected school)*
121. "The loss of outdoor playing field will be detrimental to the wellbeing of Moray pupils." *(Parent / carer of a pupil currently attending an affected school)*
122. "This will have a huge negative impact on the Moray pupils being able to hold events and play sports outside." *(Parent / carer of a pupil currently attending an affected school)*
123. "The children of moray primary will lose out." *(Local resident / community member)*
124. "The children at Moray primary will no longer have access to a green space playing field and will be surrounded by concrete buildings." *(Parent / carer of a pupil currently attending an affected school)*
125. "The children who attend Moray primary will be negatively impacted during the build and by the loss of the green space playing field that is used every day by the upper school children at break time and lunch time" *(Parent / carer of a pupil currently attending an affected school)*

126. "It will have a strong negative impact on the kids at moray primary - reducing their access to outdoor green space and school events." *(Parent / carer of a pupil currently attending an affected school)*
127. "This will drastically decrease the outdoor playing area of all Moray PS pupils and I believe that no thought towards the Moray PS pupils has been taken in to account." *(Parent / carer of a pupil currently attending an affected school)*
128. "Moray Primary should not have to lose all their playing field for this project this will have a huge impact on the school and all the pupils learning at Moray!" *(Parent / carer of a pupil currently attending an affected school)*
129. "Negative for children at Moray." *(Parent / carer of a pupil currently attending an affected school)*
130. "I think bringing the provision to one space will negatively impact as well as providing a positive impact to the local community, including Moray Primary school Pupils and families." *(Local resident / community member)*
131. " It will have a huge detrimental affect for the Moray Primary School and a safety concern for all children due to the increased traffic volume to the local area which is already dangerous as it stands. It will only be a matter of time someone is seriously injured on the road. Particularly at the junction of Ofgang Road and Moray Place." *(Parent / carer of a pupil currently attending an affected school)*
132. "This may help pupils with particular ASN needs but more than that, this affects the pupils of Moray Primary more. Take it somewhere else." *(Parent / carer of a pupil currently attending an affected school)*
133. "All of the children at Moray Primary will be negatively affected due to having more than half of the playground space removed and P1 through P7 being forced to share a tiny substandard playground." *(Parent / carer of a pupil currently attending an affected school)*
134. "The children at Moray due to lack of outdoor space. " *(Parent / carer of a pupil currently attending an affected school)*
135. "The question above is difficult to answer as it is dependent on which group you refer to. Moray Primary pupils will have a negative impact. The pupils at the ASN schools will have a positive impact as the new facility could be exceptional." *(Parent / carer of a pupil currently attending an affected school)*
136. "Negative impact on Moray children having no playing field." *(Parent / carer of a pupil currently attending an affected school)*
137. "The kids of moray will be strongly impacted from this, the area they want to build on is well used on a daily basis." *(Parent / carer of a pupil currently attending an affected school)*

138. "Verbatim loss of playing field being detrimental to our children." *(Parent / carer of a pupil currently attending an affected school)*
139. "Moray Primary school staff and pupils due to having the vast major of their green space removed from their school for this ridiculous proposal." *(Parent / carer of a pupil currently attending an affected school)*
140. "On the pupils of Moray Primary." *(Parent / carer of a pupil currently attending an affected school)*
141. "As before, removing the majority of the primary school's green space is extremely unreasonable. We are borrowing from Peter to pay Paul and this could seriously affect the health of the children without adequate green space and the future of the primary school." *(Parent / carer of a pupil currently attending other Primary ASN Provision (ASC/Enhanced Provision))*
142. "All the kids at moray will be affected. Have our kids just to all play in one tiny area? No running around, play tag etc its shocking." *(Parent / carer of a pupil currently attending an affected school)*
143. "Positive impact on children requiring Carrongrange provision. Negative impact on moray children." *(Parent / carer of a pupil currently attending an affected school)*
144. "Moray are a growing primary and they already graciously gave up an incredible larger piece of land, the pupils and staff should not have to miss out more. They will just come a time Moray will be taken over and the school will be made to move somewhere else the way it is going with no regard for the pupils, teachers or families affected." *(Parent / carer of a pupil currently attending an affected school)*
145. "There will be a strong negative impact on children at Moray primary. "
(Parent / carer of a pupil currently attending an affected school)

Please tell us about any specific concerns or questions you have regarding pupils' transition to the new campus.

146. "The amount of more cars and buses it's going to bring." *(Parent / carer of a pupil currently attending an affected school)*
147. "My child plays football every day in the field and he will no longer be able to." *(Parent / carer of a pupil currently attending an affected school)*

Do you have any comments on the practical aspects of the proposal (for example, transport, parking community impact or facilities)?

148. "The road for Carrongrange will be busier as moray is next door as well, there isn't enough car spaces as people from the flats park in the school grounds as there isn't enough space outside their homes. Why would staff want to walk from that school, across the road and cut through the flats for more parking?

When it rains that way there is no path only muck so they will be dirty by the time they have to start, not very practical." *(Parent / carer of all pre-school child who may require ASN provision in the future)*

149. "The huge influx of traffic will be atrocious, it's already a busy area and parking is already dangerous." *(Parent / carer of a pupil currently attending an affected school)*
150. "A 'super' campus will bring all sorts of safety and nuisance problems with increased traffic and parking this will also impact the residents of Saltcoats Drive / Maryflats Place with increased noise and loss of privacy in their own homes , there were objections to the original plans for Carrongrange for precisely this reason and the orientation of the building had to be moved because of the impact to residents the proposed site of the new school is going to throw up exactly the same scenario. There is the noise factor for residents too unlike Moray which has set break times Carrongrange pupils are often outside outwith breaks and it can be rather noisy when a child is having an extended 'episode' of extreme vocal noises. I had no objections to the original Carrongrange but this taking away from Moray pupils and lack of regard for residents surrounding the school is a step too far I have long come to the conclusion that it was a grave error by Falkirk Council building Carrongrange in its present location as it is in danger of dominating a residential area." *(Parent / carer of a pupil currently attending an affected school)*
151. "Madness wanting to build yet another school in the middle of a well populated community making roads busier and less safe, parking issues will also affect residents in the houses surrounding proposed site." *(Parent / carer of a pupil currently attending an affected school)*
152. "The parking at present in Moray school is difficult, this will increase. The new proposed carpark at the industrial estate is not that close by! Oxbang road is extremely busy as it is and not really practical to have more people crossing at peak times." *(Parent / carer of a pupil currently attending an affected school)*
153. "The disruption during the build will be significant and the increased traffic will negatively impact the area and safety of children going to school." *(Parent / carer of a pupil currently attending an affected school)*
154. "Increased traffic is a concern as well as the time for the build and the disruption during this will be significant." *(Parent / carer of a pupil currently attending an affected school)*
155. "The traffic around the area at both ends of the day is already a lot and this will make issues worse.

The parking for residents in the area during the day is also quite difficult at the moment. While the plans propose parking in the area of the industrial estate in reality people will park as close to the school as possible which will make

parking for residents/deliveries etc even worse.”, *(Parent / carer of a pupil currently attending an affected school)*

156. "The lack of outdoor space that will be left to Moray PS pupils is a disgrace and completely unacceptable." *(Parent / carer of a pupil currently attending an affected school)*
157. "The carpark at Carrongrange is barely big enough as it is. The traffic is already busy with the 2 schools so close to each other. This would not be a good addition to the area." *(Parent / carer of a pupil currently attending an affected school)*
158. "The parking plans will also be a concern and also the residents of oxgang road asked for that grass area to be made a car park years ago and were told no." *(Parent / carer of a pupil currently attending an affected school)*
159. "Yes all of the above, transporting kids from all over Falkirk to Grangemouth will, cost the council a fortune on buses, the roads will be much busier, the streets around Moray will become congested. How will this affect the pupil that attend the Moray!!!! Greater chances of kids being knocked down by multiple vehicles accessing the local area not to mention all the construction work that will impact the local residents like myself." *(Parent / carer of a pupil currently attending an affected school)*
160. "Traffic, parking and road safety is a massive concern. It is already an issue as it stands, the additional traffic the expansion of Carrongrange will bring will only exacerbate the problem. It will be matter of time before someone is seriously injured on the roads surrounding the schools." *(Parent / carer of a pupil currently attending an affected school)*
161. "This is a ridiculous proposal to rob Moray Primary School of its well-used grass space where many events are held throughout the year. Pupils at Moray Primary deserve a green area to help outdoor play and sports. Falkirk Council can go back to their ASN centre at Larbert and re-open this rather than build an extortionate centre in Grangemouth. Find another area, leave Moray Primary alone!" *(Parent / carer of a pupil currently attending an affected school)*
162. "The current CHS isn't big enough for the current roll call. Concerned this will put additional pressures on capacity. Parking is already an issue. Will Moray primary lose their green space? That's not fair. Concerned about the impact of building works on pupils already at CHS." *(Parent / carer of a pupil currently attending an affected school)*
163. "Taking away a school playing field that gets used daily is wrong!
Taking away homes garden to make a car park is wrong!

Take a look at your plans and build it better, then moray can keep their field. Where are the kids supposed to play on breaks? Where are they to do PE? You will be cancelling sports day and the colour run by doing this. Falkirk

council you do not think about the bigger picture just like you wanted to shut all the ASN units." *(Pupil at an affected school)*

164. "Although the proposal outlines a car park away from Carrongrange, i don't think staff will use it. Especially in bad weather. This meaning the streets around the Moray and Carrongrange are going to be busier than it already is. This is going to make it more unsafe for children going to and from school and for parents to park safely to drop/collect their children." *(Parent / carer of a pupil currently attending an affected school)"*
165. "The additional traffic in the area will be a concern. The streets around the schools are already exceptionally busy the proposals will add considerably more traffic. It is noted that an offsite carpark will be included for staff however buses and taxis will be dropping pupils off at the new school making the streets and the crossing points busier and ultimately more dangerous." *(Parent / carer of a pupil currently attending an affected school)*
166. "Parking at Moray is already unsafe at drop of pick up. If you speak with neighbours you will understand they are constantly complaining to the school. There has also been parking attendants and police there to manage this. " *(Parent / carer of a pupil currently attending an affected school)*
167. "Defo the volume of traffic it will bring ,the parking will be another issue, as the carrongrange doesn't have enough parking atm as it is which impacts on the residential parking (speaking from experience as I'm also a resident, I'm aware about the car parking facility that has bn put forward, but as a resident again I'm afraid that will attract more fly tipping to that area ,which is already an attraction in the other car park next to the gym and has bn for a long time." *(Parent / carer of a pupil currently attending an affected school)*
168. "What parking will there be around the school? Will there be enough spaces for all the minibuses and taxis in the morning? Will the school have enough spaces for every class in the school to access? Hopefully the school is built to meet the needs of every child creating space for everyone. Will all facilities in the school stay open as work takes place?" *(Parent / carer of a pupil currently attending an affected school)*
169. "Yes, concern would be parking in the local vicinity as people may decide not to walk from the new car park." *(Parent / carer of a pupil currently attending an affected school)*
170. "The roads around Moray Primary School are already very busy at drop off and pick up time, and this traffic has increased since Carrongrange High School opened. Having 3 schools right next to each other will create further traffic issues in this area and more pollution for nearby residents. Also the proposal mentioned building additional parking for staff in a residential area which seems very disruptive to families living in the affected area with increased traffic and footfall. It also looked to utilise an existing green space for the car parking area, removing a recreational space from residents of this area." *(Parent / carer of a pupil currently attending an affected school)*

171. "More traffic in the area which is already bad enough! Less green space. There is a minimum amount required for Grangemouth, what affect does this have? " *(Parent / carer of a pupil currently attending an affected school)*
172. "There is already a lack of parking at the Carrongrange. There is no space at moray anywhere to build a new school, the traffic in the morning is already at dangerous levels and the local residents should also not have their green space removed and replaced with car parking, that is absolutely not the way forward." *(Parent / carer of a pupil currently attending other Primary ASN Provision (ASC/Enhanced Provision))*
173. "Parking is already crazy at moray school." *(Parent / carer of a pupil currently attending an affected school)*
174. "Impact on moray children, their access to outdoor space, learning, traffic patrol." *(Parent / carer of a pupil currently attending an affected school)*

Are there any other comments you would like to make about the proposal that have not been covered above?

175. "Ill thought out with no regards to Moray school and pupils and the wider community." *(Parent / carer of a pupil currently attending an affected school)*
176. "Can the building be increased in size by building upwards on top of the existing building rather than taking up all the outdoor space of Moray PS children?" *(Parent / carer of a pupil currently attending an affected school)*
177. "Consider using Maddison primary school. Once that is fixed it will be empty as all the kids are attending other schools until repair work is complete. I'm sure there are other brown fields sites in the Falkirk area that could be utilised." *(Parent / carer of a pupil currently attending an affected school)*
178. "The infrastructure is not in place to cope with the proposed plans. This will also have a detrimental effect to the local residents who already have their driveways blocked due to school drop off/pick up chaos." *(Parent / carer of a pupil currently attending an affected school)*
179. "Is there any proposal to create a new playground for Moray Primary so they don't lose any outdoor space at all? If no, why not? If yes, where is this in your proposal?" *(Parent / carer of a pupil currently attending an affected school)*
180. "Education psychologists should be consulted on the impact of both groups of children if not already done so." *(Parent / carer of a pupil currently attending an affected school)*
181. "Yes it should be noted that the new school will be an amazing space etc but why should the ASN children be gaining so much but the Moray kids lose out."

(Parent / carer of a pupil currently attending an affected school)

182. "When Carrongrange was built (with plenty outdoor space) we were told that none of the fields would be removed, this is not in line with that!" *(Parent / carer of a pupil currently attending an affected school)*

C. RESPONSES FROM OTHERS AND LOCAL COMMUNITY

If you are a parent or carer, how do you think the proposal may affect your child?

183. "The Moray once had an amazing playground that every year group could use, with no restrictions on who could play on the grass. Since Carrongrange was built, restrictions have been introduced, limiting which children can play where, preventing everyone from playing on the grass and staying active. We are trying to encourage kids to stay off devices and play more, but at school, they aren't even allowed to do this.", *(Local resident / community member)*
184. "I think it will affect many children, within Grangemouth and other areas, due to concentrating all provision into one area." *(Local resident / community member)*
185. I appreciate the benefits it will have for the ASN children at Carrongrange but what about the children at Moray Primary School? They have just as much rights to a safe, well balanced, nurturing school environment, don't take that away from them", *(unknown)*

If you think there are any other benefits to this proposal, can you provide more details:

186. "I think they rushed building Carrongrange in that small area. They should have thought about it and got a bigger area and built the facilities that the teachers and students need. The school was never big enough from the start." *(Local resident / community member)*
187. "Whilst I agree that the 5-18 proposal makes sense for those children requiring support as was pointed out at the time mainstream pupils require the same level of thought and compassion." *(Local resident / community member)*

If you have any concerns about the proposal, what are they and how can they be resolved?

188. "Though says minimal disruption concerns reworking while pupils in Carrongrange. Doesn't say where new building will be. Not sure enough physical space for proposals. Pupils also need a lot of outdoor space but much of this will be taken away. Also car park not big enough at moment so how can it accommodate so many more cars? When current building was done it was with complex pupils in mind but was build for moderate so concerns re this again eg have taken away so many rooms to be made into

- classrooms. Bad design upstairs for wheelchair users, having to go through 2 doors close together to reach lift. Lifts often out of order." *(unknown)*
189. "Don't see why the kids at the Moray have to give up a much-needed space." *(Local resident / community member)*
190. "The site being considered will take away outdoor space for the local mainstream primary school and make the surrounding area even busier and noisier during school times. " *(Local resident / community member)*
191. "The grass area remaining a shared space with the primary school next door as it is currently, should be a priority as well. Maintaining a good relationship between both schools." *(Member of staff at an affected school)*
192. "How close to the houses on Saltcoats Drive be as the drawing shows the new extension will be close to the boundary of the existing plaining field and the wall to my garden. Is the new extension single height or double height and will it look over my garden. If the works are being done in holiday time and outwith school hours how will this be managed and what are the expectations of working hours and who will be responsible in controlling the noise and any other disruptions. There is also a pest issue at the back of the school with rats, the disruption could spread these to the local houses. Will the secure fence be added to the back wall leading to the gardens as we currently have issues with people climbing on the walls and gaining access to our gardens plus the amount of items thrown over the walls like branches, stones, dirt other items plus the usual amount of balls." *(Local resident / community member)*
193. "Using the playing field of Moray primary." *(Local resident / community member)*
194. "What is Moray Primary School actually getting back as a thank you for having to lose their playground? They have had to give us half their school to house Timezone since Maddiston has closed, losing some of their playground to them, so they now have one of the smallest playgrounds in Grangemouth, if not Falkirk. The Moray staff and pupils should be getting compensation for this, but instead it feels like they're getting punished. " *(Local resident / community member)*
195. "Think about whole community." *(Local resident / community member)*
196. "Find another site or leave as it is - this is not acceptable. Build upwards would be another option." *(Local resident / community member)*
197. "The children at Moray will have to endure a other 2 yrs of construction at their school and will lose all green space. This is not acceptable." *(Local resident / community member)*
198. "Overcrowding, lack of quiet spaces especially during break or lunch - the number of pupils and staff may feel overwhelming for some. This can be

addressed by good design.

Reduced access to facilities such as hydro due to increased numbers. Better timetabling across agencies with education staff.

Lack of play space and resources- playground and internal design need to consider the needs of the population e.g. creatively using under stairwells" ,
(*Member of staff at an affected school*)"

199. "As a resident we will have a proposed drop off point right beside us within feet of garden you have not considered the impact on private residents in the immediate vicinity and our privacy." (*Local resident / community member*)
200. "Requiring more security force in place for this enlarged ASN education institute with the increase in capacity of the students ,who are really vulnerable in the society." (*Other*)

Please explain your answer and let us know who may be affected and how.

201. "Understand logic of not having to transition to high school but when worked in another 5-18 ASN school pupils then found the transition to post school much harder." (*Not given*)
202. "Kids at the Moray once, again they will have to give up outdoor space to accommodate Carrongrange. Kids who a brought up in the most deprived areas of the country, for health and mental well-being outdoor space to play, is essential." (*Local resident / community member*)

Please tell us about any specific concerns or questions you have regarding pupils' transition to the new campus.

203. "Most ASN students are provided with taxis or buses." (*Local resident / community member*)
204. "Transportation arrangement for the students committed their study life to an ASN school in the new location." (*Other*)
205. "Moray is losing crucial and frequently used green space, there is a proposal for a 3G pitch but this does not replace what is being lost and there is no accurate representation showing the size of this and where this will go. I am worried about how the loss of this well used space will affect all children at Moray." (*unknown*)

Do you have any comments on the practical aspects of the proposal (for example, transport, parking community impact or facilities)?

206. "No thoughts or concerns have been given to the kids and families at the Moray. Parking is already a nightmare and the street at bottle neck at pick up

and drop off times. Residents already have to put up with the parking nightmare." (*Local resident / community member*)

207. "I have concerns of school being build an existing area where Carrongrange is along with a primary school nursery and playgroup. There traffic at start and end times can be busy more traffic would further impact children who walk to local schools. More pollution more noise.

I am also concerned of that it will limit the access to outdoor areas for the primary school." (*Local resident / community member*)

208. "Car park far too small for current staff allocation (even without issue of local residents using it during school hours) so don't know how can accommodate so many more cars. No spaces in surrounding streets either or space to extend current one." (*unknown*)
209. "I'm concerned about the transportation costs which will be incurred on to the local communities via council tax increases." (*Local resident / community member*)
210. "Mainstream pupils deserve to be outside playing. The playing fields at the back of Moray are used both at playtime and lunchtime as well as during the school day. Moray is a large primary school, and pupils need the benefit of outside play as much as ASN children. It should not be one or the other." (*Local resident / community member*)
211. "The traffic is bad at the moment it will be worse." (*Local resident / community member*)
212. "The carpark at Carrongrange fills up very quick. I actually don't think there is enough spaces for more staff." (*Local resident / community member*)
213. "Reducing green space when the town is border line at the moment. Restricted outdoor space for Moray pupils. Primary and secondary ASN pupils do not need to remain in the same school throughout their educational life." (*Local resident / community member*)
214. "Using space behind flats for 80 additional spaces is wild!" (*Local resident / community member*)
215. "At this moment in time all the streets around Moray and Carrongrange are overrun with cars at start of school and end of school. To add to the number of cars and minibuses coming in and out of schools is dangerous and waiting on a child being killed." (*Local resident / community member*)
216. "The traffic/cars in the area will be increased!" (*Local resident / community member*)
217. "As well as the negative impact to Moray pupils being deprived of their ground which when you commandeered part of their grounds previously they were

assured that was to be left for their use, you have not taken into account that there are homes which will be adversely impacted by your intention to have drop off points right beside their gardens therefore intruding in their right to privacy ,three schools together will have a severe impact on the immediate community and what happens in a couple of years down the line when you discover the building is no longer enough? It happened at Carrongrange when you had to add guts after a couple of years, why should Moray pupils and immediate residents suffer because of Falkirk Council bad planning." (*Local resident / community member*)

218. "e.g. A waiting room for parents to pick-up their children in-and-out of the campus." (*Other*)

Are there any other comments you would like to make about the proposal that have not been covered above?

219. "Have daily transport costs been factored in and where will all the extra buses go to drop off/collect?" (*unknown*)
220. "Parking looks to be behind the flats in Oxbang Road and not in the same space as the school. Crossing a busy road not ideal." (*Local resident / community member*)
221. "No consideration has been given for the local residence, community and or schools." (*Local resident / community member*)
222. "Look back at the minutes and agreements with parents, Education Department, Councillors and MPs then stand up at a public meeting and admit parents were lied to when Carrongrange was built.

Is it also a coincidence that Carrongrange was built because Larbert High needed the space. Kinnaird was not big enough from the day it was built so again precedence given to Larbert Cluster. I wonder where the current Director of Education use to be a headteacher.

Maddiston is just an example of a costly incompetence by both builders and Falkirk Council.

Grangemouth is entitled to have education facilities the same as every other town in the District and currently all primary schools are in dire need of an upgrade.
Falkirk Council and especially the Education Department need to look at long term planning rather than trying to fix immediate issues." (*Local resident / community member*)

223. "At this stage no but no doubt we will have many questions at the planning stage." (*Local resident / community member*)
224. "I suggest and I am not alone in my thinking that you go back to the drawing board and either site your new school elsewhere where the community at

large will not be affected to the extent it will be and, the Moray pupils will not be deprived of meaningful outdoor space allowing them to continue to have sports days fundraising colour runs etc or alternatively you can invest in improving the existing ASN primary provisions." (*Local resident / community member*)

225. "Be more future proofed in terms of school facilities catered for what school curriculum delivered in next 10 -20 years (e.g. more IT-focused, then more IT Equipment in the Campus)." (*Other*)

Appendix 4 – Email Responses to the Consultation

1. I would like to reject this proposal. I think its disgusting to the houses around us most importantly to Moray Primary School. Where is the consideration to health and wellbeing outdoor space, non has been given my daughter attended this school prior to Carrongrange and the activities that the school could hold in outdoor space was great for mental health my son attends and the lack of space is already an issue and to take all the rest gives no consideration. A school like Carrongrange or a campus to this extent should have been considered for a much larger open non-residential area.
2. I am writing to formally object to the proposed extension to Carrongrange which would result in development on Moray Primary School's playing field, as well as the suggested conversion of green space behind the flats on Ofgang Road and Strowan Square into a car park.

The playing field at Moray Primary is not simply surplus land—it is an essential, well-used space that supports the physical health, emotional wellbeing, and social development of the children who attend the school. At a time when children's health and wellbeing are rightly recognised as priorities, removing access to safe outdoor play areas is deeply concerning.

Outdoor activity is vital for combating sedentary lifestyles, supporting mental health, and providing a safe environment for children to play, learn, and interact.

Reducing or removing this space would directly undermine these benefits. The long-term impact on pupils' wellbeing should not be underestimated, particularly in a community where safe, accessible green spaces are already very limited.

I also strongly object to the proposal to convert the green space behind Ofgang Road and Strowan Square into a car park. These areas provide important breathing space within the community, contributing to both environmental quality and residents' quality of life. Grangemouth already suffers from a lack of accessible green areas, and further loss would only exacerbate this issue.

Green spaces are known to:

- Support mental health and reduce stress
- Improve air quality and local biodiversity
- Provide informal recreational areas for residents of all ages
- Enhance the overall character and liveability of the area

Replacing such space with additional parking not only removes these benefits but also introduces increased traffic, noise, and pollution into a residential environment. Who already have enough pollution and traffic noise to put up

with for any community

While I understand the need to expand facilities at Carrongrange, this should not come at the expense of children's wellbeing or the community's already limited green infrastructure. Alternative solutions should be explored that do not involve the loss of vital outdoor spaces.

I urge the council to reconsider these proposals and to prioritise the health, wellbeing, and environmental needs of the local community—particularly its children.

Thank you for taking the time to consider my concerns.

3. I've worked for many years at Kinnaird Primary Annexe and Wing. I work as a Creative Interaction Therapist in this way:

Dr Steve Hollingsworth is a visual artist and researcher who specialises in sensory engagement for children with complex disabilities. Moving away from traditional medical models, his approach uses immersive soundscapes, light and improvisation to help pupils connect with their environment and develop communication skills. His work is grounded in extensive experience with charitable organisations and academic research, including a PhD from the Royal Conservatoire of Scotland. By tailoring every session to the specific reactions of the individual, he creates personalised creative environments that foster new levels of awareness. These sources highlight his transition from fine arts to specialist education, demonstrating how artistic improvisation can empower those with profound perceptual challenges. Such methods provide a transformative perspective on disability, focusing on a child's unique abilities rather than their limitations.

I think the move to a new campus presents some excellent opportunities to improve the educational prospects of this group of children. As well as a new building, adopting additional Philosophies of teaching could also empower learning and life opportunities.

Children of any kind can only learn from what they can actually perceive. For children with profound disabilities it is especially important to understand what they can **see** and what they can **hear**, in order to allow them to begin learning concepts and be able to match a word with an object. The urge to self-reference our own perceptions must be resisted to focus on what the child may be experiencing.

[Gordon Dutton's Blog \(1\) We can only learn from what we perceive](https://www.cviscotland.org/gordon-duttons-blog-1-we-can-only-learn-from-what-we-perceive)
[cviscotland.org](https://www.cviscotland.org)



Gordon Dutton (above) a world expert on visual disability helped design Hazelwood School in Glasgow. The specific design of the school is shaped around the needs of children with disability.



[Hazelwood School by Alan Dunlop Architect Limited](#)
[architizer.com](#)

Some children with profound disabilities have a range of hidden disabilities that need to be understood and respected if they are to be successful learners. Some may have a temporal processing deficit, where things happen too fast to be perceived, therefore words need to be stretched in time in order for the sounds to be processed and matched with an object. Stretching an experience of time and sustaining a moment for these children is crucial. Also, many children in this category may have a CVI, a Cerebral Vision Impairment, this can be a highly complex condition and also dynamic in that the CVI can shift in differing environments. Visual information is processed in the temporal lobes at the back of our brains, if these have damage they can render the world to the sufferer a frightening and unpredictable place. One such condition is Simultanagnosia - this is where only one object can be processed at once. These children can succeed in environments with no visual clutter and an orange space has been found to be optimal by research done by Suzanne Little (this video is really helpful). A special learning lab in the new school adopting Suzanne's research and methods would be a fantastic way to empower learning.

[Suzanne Little talks about CVI and the benefits of Colour Tent Therapy](#)
[vimeo.com](#)

I have found my own use of sound and music a very powerful way to interest and gain the attention of ASN children, therefore a space in the new school with high quality audio would be a great addition to be used as therapy, a calming environment where children can be 'bathed' in calming sounds and also be used for teaching purposes.

An outdoor sensory garden could also be a brilliant way to stimulate and interest children, here there could be specific plants and trees that have a unique scent or perfume perhaps or plants that make a sound in the breeze and also a way of involving children on different sensory levels.



[‘An accessible space’: the Chelsea garden visitors can see, hear, feel, taste and touch their way round theguardian.com](https://www.theguardian.com)

These ideas are just a quick thinking aloud, but this is fantastic opportunity to create a purpose built school and life changing opportunities for this group of children



ASN Consultancy/Engagement
Training/Workshops
Associate member of CVI Scotland

4. I have a few questions/concerns regarding the extension of Carrongrange. As a parent I am looking at it from both sides, I have a child who attends moray and my other just has ASN needs and will probably end up going to Carrongrange at some point.

More space is needed for ASN that is for definite, but why has the architect decided on the way this expansion looks to take away a school's playground? If this expansion wasn't an L shape and maybe a square or rectangle you wouldn't be taking away as much space as you have suggested of morays ground.

Offering a 3G pitch isn't really acceptable how is sports day or colour run supposed to be done on this? For the whole school. Definitely not going to work.

That playground gets used every day by the kids, but you are happy to take that away from them why?

Last thing your online session is from 12.30 to 1.30 on a Monday, now that day Moray had their colour run so no one from Moray would be able to attend that, very convenient? Also, who has time during that time to attend if they have work? What is the point in that. Very disappointed with this.

5. I am writing as a parent of a child attending Moray Primary School to raise my concerns regarding the proposed extension to Carronrange High School. While I fully understand and appreciate the need to improve facilities for children with additional support needs, I feel the current proposal does not fairly consider the impact this development will have on the children already attending Moray Primary.

The report does a very good job of setting out the benefits for pupils who would attend the expanded Carronrange provision. However, it does not give the same level of attention to the children at Moray Primary School, who will be directly affected by these changes. As a parent, this is very concerning.

One of my main concerns is that the plans do not accurately reflect the current outdoor space at Moray Primary. The drawings suggest that the front of the school is largely grassed, when in reality it is mostly tarmac, with only a very small area of grass. This creates a misleading impression that there is already plenty of green space available to Moray pupils, which is simply not the case.

The proposal would remove the only proper grassed playing fields at the rear of the school and allocate this space to the new ASN classrooms. This would leave Moray Primary pupils with no real access to grassed outdoor areas. Instead, they would be limited to hard surfaces at the front playground or the MUGA pitch, which is also not grass.

As a parent, I cannot stress enough how important outdoor green space is for children. It is not just about PE lessons or sports days—although those would clearly be affected—but also about everyday opportunities to run, play, and relax in a natural environment. This has a direct impact on children's physical health, mental wellbeing, and overall school experience. Losing this space feels like a significant step backwards for Moray Primary and its pupils. I am also very worried about the impact of the construction itself. A project of this size, taking place over what could be up to two years, will inevitably bring high levels of noise, dust, and general disruption. Moray pupils will be expected to continue their education in the middle of a building site, which does not seem fair or appropriate. There are also obvious concerns about safety during this time.

In addition, traffic and parking in the area are already extremely challenging. The roads around both schools are often congested, and the number of buses using the Carrongrange site already creates safety concerns for children walking to and from Moray Primary. This situation encourages more parents to drive, adding further pressure. Expanding the site without properly addressing these issues is likely to make things worse, not better.

I would strongly encourage the council to revisit the design and look at ways to reduce the loss of outdoor space for Moray Primary. At the very least, there should be a commitment to retain a reasonable amount of grassed play area for its pupils, or to provide suitable alternative facilities that meet the same needs.

This proposal feels unbalanced in its current form. It supports one group of children but does so at the expense of another. A better, fairer solution should be possible—one that recognises the needs and wellbeing of all the children affected.

For these reasons, I would ask that the proposal is reconsidered and revised

6. I have expressed my opinion for the Proposal concerned via an online survey of "Consultation on the proposal to establish a 5–18 Additional Support Needs (ASN) Campus at Carrongrange", I have one question on my mind if you don't mind answering:

- Upon research online, I found out that there are some ASN schools in Falkirk , e.g. Windsor Park School and Carrongrange High School.

Both of which have some existing facilities for ASN as I reckoned , What makes Carrongrange High School to be considered expanding its campus with all-through Primary/Secondary ASN ,but not Windsor Park School ?

Appendix 5: Public Meetings

Public Meeting at Carrongrange High School on 19th May 2026 at 18:30

Attendance:

Council Officers

Jon Reid (Director of Education)
Deborah Davidson (Head of Education)
Kenny McNeill (Strategic Service Manager (Education))
Kerry Drinnan (Service Manager – ASN)
David Wells (Quality Improvement Officer – ASN)
Nick Balchin (Principal Education Psychologist)
Richard Teed (Senior Forward Planning Officer)
Siobhan Couttie (Forward Planning Officer)
Francois Gouws (Strategic Projects Manager)
Management & Staff of Carrongrange High School

Partners

Keppie Architects
Various Health Partners

Consultees

22 stakeholders registered for the public meeting.

Format of Meeting

After a short presentation by Jon Reid introducing the proposal and consultation process, the event took a “marketplace” approach that allowed consultees to discuss the proposal in detail with key officers, ASN school staff, Health partners and the new-build campus design team. Detailed plans were available to view and there were tours of Carrongrange High School for those that attended.

Summary of Key Themes from Stakeholder Discussions

Support for the Educational Vision

There was clear and consistent support from a number of stakeholders, particularly parents and carers of children currently accessing ASN provision, for the development of a single 5–18 ASN campus.

Key benefits identified include:

- Improved continuity of learning and smoother transitions between stages
- Greater access to specialist facilities and resources in one location
- Enhanced opportunities for extracurricular engagement and support services
- Increased familiarity and reduced anxiety for children already attending Carrongrange

Stakeholders indicated that the proposed campus model would support improved outcomes and experiences for children with additional support needs.

Loss of Green Space and Outdoor Provision

The most significant and frequently raised concern relates to the loss of green space at Moray Primary School and the wider community impact.

Specific concerns include:

- Reduction in available outdoor and green space for Moray Primary pupils
- Loss of playing field currently used for sport and informal play
- Impact on opportunities for outdoor learning and physical activity
- Perception that the remaining space may not meet required standards

Community representatives also raised concerns that:

- Grangemouth has limited green space provision overall
- The proposal may exacerbate existing inequalities in access to outdoor environments

Suggestions from stakeholders included:

- Revisiting the design to reduce land take (e.g. multi-storey building)
- Enhancing or replacing green space provision
- Exploring shared-use approaches with Carrongrange facilities

Site Location and Safety Considerations

Concerns were raised by a number of consultees regarding the location of the proposed development within an industrial area.

Key issues included:

- Perceived proximity to a “blast zone” and associated safety implications
- Emergency procedures (e.g. Tanoy systems advising residents to remain indoors)
- Potential impact on children with additional support needs
- Queries regarding consistency in planning decisions (e.g. restrictions on housing development)

Some consultees questioned whether external agencies, including the Health and Safety Executive (HSE), should be engaged.

Traffic, Transport and Parking

Traffic and access arrangements were a recurring theme across multiple stakeholder groups.

Issues raised include:

- Increased traffic congestion in the local area
- Safety and capacity of drop-off and pick-up arrangements
- Insufficient parking provision for staff and visitors
- Potential for local residents to use school car parking facilities

There were also concerns regarding:

- Transport arrangements for pupils transitioning to secondary provision
- The need for clearly defined and segregated traffic management solutions

Impact on Moray Primary School and Community Equity

A number of consultees expressed concern regarding the perceived disproportionate impact on Moray Primary School.

Key themes include:

- Reduction in resources and facilities available to Moray pupils
- Perceived lack of equivalent investment in mainstream provision
- Concerns regarding the capacity of Moray Primary if the roll increases
- Potential negative impacts on pupil wellbeing and school experience

At a community level, stakeholders highlighted:

- The importance of maintaining children's connection to local communities
- The need to ensure alignment with broader community plans and strategies
- A perception that the benefits of the proposal may not be equally distributed

Construction and Design Considerations

Consultees raised a range of practical questions relating to construction and design, including:

- Construction methods (e.g. piling) and duration of works
- Noise, dust, and disruption during the build period
- Contractor access arrangements
- Building scale, layout, and connectivity with existing facilities

Additionally, staff and health partners highlighted the need for:

- Early and meaningful engagement in the detailed design process
- Input from occupational therapists and other specialists

Inclusion, Integration and Transitions

While the principle of a single ASN campus was supported, consultees sought clarity on:

- How inclusive interaction with mainstream pupils would be facilitated
- Arrangements for transitions between stages
- Class sizes, structures, and staffing models
- Maintenance of community links (e.g. after-school activities and local groups)

Parent/Carers were looking for clarity around how the model will operate in practice.

Communication and Engagement

Feedback indicates that some stakeholders consider that:

- Engagement with certain groups, particularly Moray Primary parents, could have occurred earlier
- There is a need for clearer and more consistent communication

Requests were made for:

- Ongoing engagement through Parent Councils and community forums
- Timely responses to questions and information requests (including Freedom of Information requests)
- Greater transparency throughout the project lifecycle

Key Concerns

The principal concerns arising from the consultation can be summarised as follows:

- Loss of green space and outdoor provision at Moray Primary School
- Wider reduction in community green space within Grangemouth
- Suitability and safety of the proposed site location
- Traffic, transport, and parking pressures
- Perceived inequity between ASN provision and mainstream school impacts
- Construction-related disruption
- Clarity around inclusion and transition arrangements
- Effectiveness and timing of stakeholder engagement

Key Questions Raised by Consultees

Key questions requiring response include:

- What will be the remaining green space provision (including per pupil metrics) at Moray Primary School?
- Can the design be amended to reduce land take (e.g. multi-storey development)?
- What alternative or enhanced outdoor provision will be provided?
- What rationale underpins the site selection, and were alternatives considered?
- How are safety considerations, including proximity to industrial operations, being addressed?
- How will traffic and parking be managed effectively?
- How will Moray Primary pupils be supported during and after construction?
- How will inclusion and interaction with mainstream peers be facilitated?
- Will community access to facilities be maintained or enhanced?
- How and when will outstanding questions and information requests be answered?

Actions Identified for Further Consideration

In response to the issues raised, the following actions have been identified:

Design and Site Layout

- Review layout to minimise impact on existing outdoor provision
- Explore alternative design options, including vertical (multi-storey) solutions
- Assess and publish outdoor space provision metrics

Green Space Mitigation

- Develop a clear mitigation strategy for loss of green space
- Explore off-site and shared-use solutions

Safety and Site Assurance

- Provide clear evidence of compliance with safety and planning standards
- Consider engagement with relevant regulatory bodies

Transport and Access

- Develop a comprehensive traffic and parking management strategy
- Consider staggered start/finish times and segregated access arrangements

Community and Stakeholder Engagement

- Strengthen engagement with Moray Primary School stakeholders and the wider community
- Ensure alignment with local community plans
- Explore opportunities for community use of facilities

Communication Strategy

- Implement a structured communication plan
- Provide regular updates to stakeholders, including Parent Councils
- Ensure timely responses to all enquiries and formal requests

Educational Planning

- Clearly define inclusion, transition, and operational arrangements
- Maintain community links and opportunities for pupils

Ongoing Engagement

- Facilitate further design-stage engagement with staff and specialist partners
- Establish stakeholder focus groups where appropriate

Online Public Meeting on 20th May 2026 at 18:30

Attendance

Council Officers

Jon Reid (Director of Education)
Deborah Davidson (Head of Education)
Kenny McNeill (Strategic Service Manager (Education))
Richard Teed (Senior Forward Planning Officer)
Siobhan Couttie (Forward Planning Officer)
David Wells (Quality Improvement Officer – ASN)

Consultee

Parent from Thistle Wing Annexe
HMIE Inspector (observer)

Format of Meeting

After a short presentation by Officers introducing the proposal and consultation process, the meeting was opened up for questions and answers.

Key Messages from Discussion with Consultee

The consultee gave an overview of why this proposal was significant to her family:

- She is a parent of a pupil at Thistle Wing Annex
- Her child will experience a mid-primary transition when the new campus opens

She expressed clear and positive support and optimism for the proposal and views it as beneficial for children

Her primary concern was whether existing staff would move with the children. Once reassured she emphasised that this is essential for children's emotional security and ability to cope with change.

She expressed her support for the all-through (5-18) model, highlighting the benefits of avoiding the issues around P7 to Secondary transition, and maintaining continuity for the ASN children.

She was positive about the draft design proposals describing them as “really impressive” and “really beneficial”. She particularly welcomed the familiarity of classroom environments not being “too much of a change” for pupils.

She emphasised the importance of outdoor/regulation space, an insight based on her own child's needs, and strongly supported the plans to directly access the playground from classrooms and safe spaces for children to escape when overwhelmed.

She also welcomed the sensory spaces and calm and flexible learning environments evident in the plans she had seen.

Online Public Meeting on 25th May 2026 at 12:30

Attendance

Officers

Deborah Davidson (Head of Education)

Kenny McNeill (Service Manager)

Kerry Drinnan (Quality Improvement Manager – Inclusion & ASN)

Richard Teed (Senior Forward Planning Officer)

Siobhan Couttie (Forward Planning Officer)

Consultees

Nicola Drew (HMIE – Observer)

Parent/Carer from Thistlewing

Unison Trade Union Representative

Elected Member

Format of Meeting

After a short presentation by Officers introducing the proposal and consultation process, the meeting was opened up for questions and answers.

Questions and Answers

Q1: What will the impact be on travel for pupils, particularly those currently attending Timezone provision locally?

Officer Response: Officers advised that most pupils are already transported from home to current provisions and this arrangement will continue. Initial discussions with the Transport Planning Unit do not anticipate significant changes. The existing practice includes staff escorting pupils where required, which will continue.

Some pupils may travel slightly further and others less, but impacts are expected to balance overall

Q2: There was a question regarding travel arrangements and the Impact on staff, including, creased travel distances, flexibility for staff who may not drive or have caring responsibilities and potential opportunities for staff redeployment or transfer

Officer response: HR will be closely involved in the process of transition from the existing provisions to the new 5-18 ASN campus and there will be consultation with staff and trade unions at all stages in this process.

Transition arrangements will be developed to support staff and adequate time is built into the programme to manage these changes collaboratively.

Appendix 6: Presentation Slides

Purpose of Tonight's Meeting

- To provide as much information as we can
- To gather views on the Proposal
- To document any issues raised so that we can respond to them

Those Present:

- *Jon Reid – Director of Education*
- *Deborah Davidson – Head of Education*
- *Kenny McNeill – Education Resources Manager*
- *Richard Teed – Senior Forward Planning Officer*
- *Siobhan Couttie – Forward Planning Officer*
- *David Wells – Additional Support For Learning Adviser*
- *Janine Proudlock – Head Teacher, Carrongrange High School*

After a short presentation there will be the opportunity to ask questions and discuss the proposal with the Officers present.

Carrongrange 518 ASN Campus

£30m Construction Project supported by the Scottish Government Learning Estate Investment Programme (LEIP)

Technical Design

Summer 2026 to
Spring 2027

Construction

Summer 2027
to Winter 2028

Open & Operational
from Early 2029

Re-location of
Primary ASN Wings
to an all-through 5-
18 Campus

Additional capacity
for Primary and
Secondary pupils

Major improvement and
addition to the Falkirk
Council Learning Estate

Purpose of the Consultation

We are proposing to add a stage of education (Primary) to Carrongrange School which would result in the closure of Thistle Wing & Thistle Wing Annexe and Timezone

A Statutory Consultation is required when proposing these changes in accordance with the Schools (Consultation) (Scotland) Act 2010

This consultation is focussed on the educational aspects of the proposal.

Further engagement with the school communities is proposed to continue beyond this consultation as project progresses

Educational Benefits of Single Campus for 5-18

Continuity of learning, supporting progression and improving transitions

Equitable access to specialist resources and facilities in a single setting

Staffing
Will strengthen collaboration, sharing of effective practice, professional learning, consistency in approach and capacity for innovation

Better support multi-agency working

Greater flexibility for planning around individual pupil needs

Wider range of extra-curricular activities possible



Appendix 7: Pupil Engagement

Consultation activities were undertaken with pupils across Carrongrange, Timezone, Thistle Wing/Annexe to gather views about their current school experience and what would support them in a future school environment. Responses were gathered using a range of communication methods appropriate to individual pupils' communication needs. Some pupils were unable to provide detailed responses due to their stage of communication development; however, valuable themes emerged from the consultation

Carrongrange Pupils

How pupils feel about school

Pupils generally reported feeling happy, calm and positive about school. They identified a wide range of favourite areas and activities, including:

- Swimming pool and hydrotherapy facilities.
- Soft play areas.
- Sensory rooms and sensory corridors.
- Music, science, art, CDT and Home Economics.
- Libraries and classrooms.
- Outdoor spaces including playgrounds, school gardens, football pitches and MUGAs.
- Bikes, swings and other playground equipment.

Factors that help pupils feel calm and regulated

Pupils identified several environments and activities that help them feel calm, happy and regulated, including:

- Quiet spaces.
- Sensory rooms and sensory corridors.
- Soft play facilities.
- Classrooms and familiar learning environments.
- Outdoor areas such as playgrounds and gardens.
- Beanbag breaks and opportunities for movement.

Support available at school

Pupils recognised the wide range of adults who support them at school, including:

- Teachers.
- Support for Learning Assistants.
- Pastoral staff.
- Medical and moving and handling staff.
- School office staff.
- Janitorial and catering staff.
- School counsellors and other trusted adults.

Challenges and factors affecting wellbeing

The most common issues identified as causing upset or worry were:

- Loud noises.
- New or unfamiliar people.
- Change and things being different from usual.
- The loss of important people or relationships.
- Increased numbers of children in some situations.

Views on the new primary school buildings

Responses were overwhelmingly positive regarding the proposed new buildings.

Pupils stated that they felt:

- Happy.
- Excited.
- Positive about having additional facilities and learning spaces.
- Pleased at the prospect of making new friends and welcoming new pupils.
- Confident that they could help younger pupils settle into the school community.

Pupils highlighted benefits such as more classrooms, sensory spaces, outdoor areas and opportunities to meet new friends. Some also commented that they preferred the proposal to keeping separate provision elsewhere.

Views on having primary-aged pupils on campus

Pupils were generally supportive of having primary-aged children on the Carrongrange campus. Common responses included:

- Feeling happy about younger pupils joining the school.
- Looking forward to making new friends.
- Believing they could help and support younger children.
- Feeling comfortable with a wider age range within the school community.

Desired features within the new buildings

Pupils identified a number of facilities and features they would like to see included in the new primary accommodation:

- Soft play areas.
- Sensory rooms and sensory corridors.
- Swimming pools.
- Outdoor play areas and playground equipment.
- Swings, slides, seesaws and roundabouts.
- School gardens.
- Football pitches and sports facilities.
- Additional classrooms and breakout spaces.
- Quiet rooms and relaxation spaces.
- Accessible facilities, including specialist equipment.

Questions Raised by Pupils

Pupils were interested in learning more about:

- The size of the new building.
- What facilities and rooms would be included.
- Whether there would be additional outdoor spaces and breakout areas.
- How the new environment would feel and operate on a day-to-day basis.

Overall Conclusion

The consultation demonstrated strong support among pupils for the proposed new primary provision at Carrongrange. Pupils welcomed the opportunity to share their campus with younger children and were particularly enthusiastic about enhanced sensory facilities, outdoor spaces, play equipment and opportunities to develop new friendships. Responses indicate that pupils value environments that provide a balance of sensory regulation opportunities, quiet spaces, outdoor learning and social interaction, and they view the proposed development as a positive enhancement to the school community.

Maddiston Primary School Timezone Pupils

What pupils enjoy at school

Respondents reported that pupils particularly value:

- Outdoor play and access to outdoor learning environments.
- Sensory activities, including water play, sand play, sensory rooms, trampolines, swings and hammocks.
- Music, singing, stories and books.
- Physical activities such as climbing, cycling, PE and movement-based play.
- Opportunities for social interaction with friends, peers and familiar adults.
- Structured learning activities, including puzzles, letters, numbers, technology and cooking activities.

Factors that help pupils feel calm and regulated

Many pupils were reported to regulate and feel secure through:

- Consistent routines and predictable daily structures.
- Familiar staff, peers and environments.
- Access to quiet or low-stimulation spaces.
- Sensory supports such as swings, hammocks, ear defenders, deep pressure activities, sensory toys and movement breaks.
- Access to outdoor spaces and opportunities for physical movement.

Challenges and factors affecting wellbeing

The most commonly identified difficulties were:

- Changes to routine and unexpected transitions.
- Unfamiliar people, staff or environments.
- Loud noises, busy environments and overcrowding.
- Limited access to preferred sensory or movement opportunities.
- Long periods of waiting or extended seated learning activities for some pupils.

Views on an all-age (5–18) school environment

Where views were expressed, most respondents felt pupils would be happy or would adapt well to being educated within a broader 5–18 age range. Parents and staff generally reported that pupils place greater importance on familiar people, routines and support than on the age of other pupils within the school.

Desired features within a new school building

Respondents identified a number of facilities that would support pupils' learning and wellbeing, including:

- Secure outdoor play and learning spaces.
- Sensory rooms and calming spaces.
- Motor skills facilities, climbing equipment, swings and trampolines.
- Quiet breakout areas.
- Libraries and well-resourced classrooms.
- Technology and interactive learning resources.

- Opportunities for hydrotherapy, swimming and physical activity where appropriate.

Supporting transition to a new building

There was strong agreement that successful transition would be supported by:

- Opportunities to visit the new building before relocation.
- Visual supports, photographs and video tours.
- Social stories and communication aids.
- Maintaining familiar staff teams and peer groups.
- Clear preparation and gradual introduction to new environments and routines.

Overall Conclusion

The consultation responses indicate that pupils are most likely to thrive in environments that are predictable, sensory-friendly and supported by familiar adults. The proposed building should therefore prioritise accessible outdoor and sensory spaces, opportunities for movement and regulation, quiet breakout areas, and carefully planned transition arrangements to support pupils' wellbeing and engagement.

Kinnaird Primary School Thistle Wing and Thistle Wing Annexe

What pupils enjoy at school

Pupils identified a range of favourite activities and environments, with the most common themes being:

- Soft play facilities.
- Sensory rooms and sensory activities.
- Outdoor play and playground activities.
- PE, swimming, climbing, bikes and other movement-based activities.
- Music, baking, art and cooking activities.
- Spending time with friends and trusted adults.
- Access to libraries, books and technology.

Factors that help pupils feel calm and regulated

Pupils described feeling calm and regulated when they have access to:

- Soft play areas and sensory rooms.
- Quiet spaces and low-stimulation environments.
- Hammocks, sensory tents and other sensory supports.
- Outdoor areas and playgrounds.
- Familiar classrooms and familiar adults.
- Activities that support movement, including bikes, therapy balls and physical exercise.

Challenges and factors affecting wellbeing

The issues most commonly identified as causing distress, anxiety or dysregulation included:

- Loud noises and busy environments.
- Changes in routine or unexpected events.
- Unfamiliar adults, staff changes or new people.
- Transitions between activities or locations.
- Large groups of people or crowded classroom environments.
- Being unable to access preferred activities or spaces.

Views on an all-age (5–18) school environment

Where pupils were able to express a view, responses were mixed but generally positive. Several pupils indicated they would feel happy, fine or okay in a school with a wider age range. Others expressed uncertainty, anxiety or concern, particularly in relation to unfamiliar older pupils or larger numbers of people. Responses suggest that familiarity, support and the overall environment are likely to be more significant factors than pupil age alone.

Desired features within a new school building

Pupils identified a number of facilities and design features that would support their learning and wellbeing, including:

- Larger or enhanced soft play facilities.
- Sensory rooms, sensory corridors and sensory equipment.

- Swimming pools and hydrotherapy opportunities.
- Outdoor play areas, playgrounds and school gardens.
- Climbing equipment, swings, bikes and football facilities.
- Quiet spaces, dark spaces and breakout areas.
- Communication supports such as communication boards.
- Easy access to toilets, particularly from classrooms.

Supporting transition to a new building

Respondents highlighted several measures that would help pupils transition successfully, including:

- Advance visits to the new building.
- Access to photographs and visual information about new spaces.
- Social stories and visual supports.
- Familiar adults and peers being present during transition.
- Staff understanding each pupil's communication methods, likes, dislikes, sensory needs and support strategies.
- Use of communication profiles, sensory profiles and existing planning documentation to ensure continuity of support.

Overall Conclusion

The consultation identified a strong preference for sensory-friendly, predictable and well-supported learning environments. Pupils particularly value soft play, sensory facilities, outdoor spaces and opportunities for movement. Many pupils are sensitive to noise, changes in routine and unfamiliar people or environments. Consequently, the design of any new provision should prioritise sensory regulation opportunities, quiet spaces, accessible outdoor areas, clear communication supports and carefully planned transition arrangements to support pupil wellbeing, engagement and successful adaptation to change.

Appendix 8 – Focus Group Minutes

Partnership Focus Group

Date: 1 June 2026

Time: 09:30 to 10:30

Location: Online (MS Teams)

Attendees

Council Officers

- Kirsty Ferguson – ASL Project Manager (Facilitator)
- Kerry Drinnan – Service Manager (ASN & Inclusion)
- Amanda Walker – Headteacher at Windsor Park School
- Siobhan Couttie – Forward Planning Officer
- Lynn McKerley – Locality Manager (Health and Social Care Partnership)
- Philomena Bain – Assistant Team Manager (Health and Social Care Partnership)
- Kathy Grant – Partnership Co-ordinator and GIRFEC lead
- Sandra McAllister – Inclusive Support Co-ordinator
- Karen Sinclair – CLD Support Worker
- Susannah Wakely – Senior Education Psychologist
- Elaine Fitzpatrick – Education Psychologist
- Mairi Duncan – Education Psychologist
- Jennifer Greenhill – Education Psychologist
- Jay Alderson – Education Psychologist

Health and Other Partners

- Ruth Anderson (NHS Forth Valley)
- Barbara Anne Cleaver (NHS Forth Valley)
- Michelle Kelly (NHS Forth Valley)
- Geraldine Law (NHS Forth Valley)
- Pascal Le Grice (NHS Forth Valley)
- Jane Mason (NHS Forth Valley)
- Fiona Lowe (External)

Key Themes, Questions & Officer Responses

Theme 1: Overall Vision and Benefits

There was positive feedback to the vision behind the proposed 5-18 ASN campus, particularly the equity of access to resources and staffing that would result.

Officers present confirmed that the aim is for equitable access, improved transitions and enhanced learning environments.

Theme 2: Access to Support for Children

Question: Will children who require lower-level or early-stage support still receive it in this model?

Officer Response: The background to the staged intervention framework (Stages 2–4) was provided and it was explained that the proposed campus is planned for

highest level needs (Stage 4), as per the current Carrongrange High School and the existing Primary ASN wings that will transfer to this new campus. Broader ASN and mainstream supports will continue across other provisions and schools.

Theme 3: Capacity and Size of School

Question: What will the expanded campus look like in terms of size and class provision?

Officer Response: Additional capacity will include 3 additional primary classrooms (18 spaces), 4 additional flexible (transition) classrooms (24 spaces, primary or secondary), additional secondary classrooms to replace temporary modular classrooms and a Green Hub expansion. The expansion is being designed to address existing capacity pressures.

Theme 4: Primary to Secondary Transition

Question: Will removing transition points reduce important developmental experiences?

Officer Response: The Transition process will remain, but it can be better structured and more gradual in the proposed new set-up. Although they will be separate buildings, it will be within a shared campus, providing increased familiarity with environment, staff, and routines. The schools will continue the existing transition improvement work with partners.

Theme 5: Engagement with Families & Public Perception

Questions/Points: Has engagement taken place with children and families? How will public concerns and stigma be managed? Will families continue to be informed?

Officer Response: The current consultation is early stage engagement and ongoing consultation is planned through design and build stages. There is a commitment to a Communication Strategy that includes Continued engagement with school community and promotion of positive case studies

Theme 6: Workforce Development & Training

Question: Will there be protected budget for specialist staff training? (e.g. PECS, Makaton, BSL)

Officer Response: Officers acknowledged importance of continued workforce development, providing reassurance that training support will be certainly available and developed with partners.

Theme 7: Multi-agency Working / Facilities

Question: Will there be space for multidisciplinary working?

Officer Response: Yes. The design includes shared office/partner spaces, therapy rooms, multi-purpose and meeting rooms. The final layout will be informed through ongoing consultation with partners.

Theme 8: Specialist Provision Expansion & Outreach

Concern: Risk of increased demand and pressure on specialist provision and the need for outreach to mainstream and other provisions.

Officer Response: Collaboration across clusters is already underway, with plans to share best practice, strengthen outreach and work with enhanced support services

Theme 9: Infrastructure & Design

Questions/Issues: Concerns were raised concerning the capacity of hydrotherapy and changing facility, equipment storage and question was asked about the opportunity to input to the detailed design.

Officer Response: Detailed design consultation is ongoing and Partners and other stakeholders will continue to influence final designs. Storage, accessibility, and specialist needs were identified as non-negotiable priorities.

Theme 10: Accessibility, Travel & Parent Engagement

Concern: The location may reduce parental engagement due to travel barriers

Officer Response: This was noted as an important concern to be addressed. A number of actions are required to include improving transport support, strengthening community links and exploring extracurricular/community-based engagement

Theme 11: Early Years & Forward Planning

Suggestions: Partners suggested that there should be early outreach to families and pre-school children, and emphasised the importance of long-term planning using population data

Officer Position: Acknowledged both of these suggestions for action.

Theme 12: Construction Impact

Question: How will building works impact current pupils?

Officer Response: The construction will be at the rear of existing school. Mitigation measures include programming major works during school holidays, carefully managing noise and disruption and adjusting delivery schedules.

Theme 13: Memorial Spaces

Question: Will memorial spaces for pupils be preserved?

Officer Response: There is a commitment to retain existing memorial spaces and to develop new memorial/garden areas, as guided by the school communities.

Theme 14: Staff Integration & Culture

Concern: There is a need to build shared identity and support staff through transition.

Officer Response: Staff will be involved in the design process. Also, wider cultural integration to be led through cluster working and leadership development across schools

Summary of Main Points

- There is strong support for the :
 - improved facilities and equity
 - enhanced transitions
 - co-location benefits
- Key Risks were identified as:
 - Travel/access for families
 - Demand on specialist provision
 - Construction disruption
 - Staff integration challenges
- Priority Areas were identified as:
 - Multi-agency integration
 - Family engagement & accessibility
 - Staff collaboration and shared vision
 - Facility design (storage, therapy, accessibility)
 - Transition planning (school + adult services)

Stakeholders also added comments in the chat function of MS Teams, these can be summarised as follows: The key themes emerging are:

- Inclusive and sensory-aware learning environments
- Strong pupil voice and participation
- Consistency in practice and routines
- Skilled workforce development
- Enhanced multi-agency collaboration
- Improved family engagement
- Addressing transport and accessibility barriers

Actions / Next Steps Arising from Focus Group

- Ongoing stakeholder engagement during design phase
- Prepare EPIA as part of consultation report
- Incorporate stakeholder feedback into technical design
- Develop mitigation plans for access, transport, and construction

Primary ASN Parents Focus Group

Date: 1 June 2026

Time: 11:30am – 12:15pm

Location: Online (MS Teams)

Attendees

Officers

- Kerry Drinnan – Quality Improvement Manager (ASN & Inclusion)
- Siobhan Couttie – Forward Planning Officer
- Richard Teed – Senior Forward Planning Officer
- Kirsty Ferguson – ASL Project Manager (Facilitator)

Consultees

- Parent Representative

Parent Views, Questions, Concerns and Officer Responses

Use of Facilities Beyond School Hours

Statement: Welcomed potential for increased extracurricular activities and holiday provision, noting this is currently lacking.

Officer Response: Acknowledged and confirmed that wider use of facilities is part of the ambition of the new campus.

Overall Reaction to Proposal

Statement: the Parent was strongly positive about the proposal, with a belief that a purpose-built facility will significantly improve outcomes. The current provision relies heavily on staff rather than physical environment, and they emphasised the benefit of reduced transition anxiety with all stages on one campus

Officer Response: Noted and recorded as positive support for proposal

Loss of Small-Unit Environment

Concern: Current ASN units are small and familiar, allowing strong relationships with staff. There was a concern that a larger school environment may feel more daunting for parents and pupils.

Officer Response: Noted the concern, providing reassurance that this will be addressed through design and operational planning (see below points on building layout and transitions)

Inclusion Opportunities

Concern: There is a value to being based within a mainstream school environment (as in current model), and a concern that moving to a dedicated ASN campus may reduce inclusion opportunities. They requested continued opportunities for inclusion where appropriate

Officer Response: Acknowledged the concern and committed that inclusion opportunities will be considered within ASN setting and wider community engagement

Playground Investment

Concern: It was highlighted that the community-funded playground at Timezone was a major improvement

Officer Response: Confirmed that existing playground equipment will be transferred to the new site

Classroom Size & Facilities

Observation: Current classrooms (e.g. Time Zone) are too small and restrictive

Officer Response: The new school will provide standard-sized classrooms (larger than Timezone), additional quiet/regulation rooms and improved personal care facilities. The design will be informed by lessons learned from existing buildings.

Mixing of Primary and Secondary Pupils

Concern: Potential issues from mixing a wide age range of pupils, highlighting existing challenges such as movement restrictions during incidents (e.g. lockdowns)

Officer Response: Primary and secondary will remain largely separate, with separate buildings, separate entrances and drop-off points and separate playgrounds. There will be interaction only where this appropriate (e.g. shared facilities and transitions)

Transport and Drop-Off Arrangements

Parent Concern: There was a concern regarding traffic, transport and busy site, highlighting that the current staggered timings are beneficial for families

Officer Response: The new design includes a separate access road for primary, a dedicated drop-off/pick-up area and there will be a retention of staggered timings. The aim is to avoid congestion and maintain safe access.

Communication and Information Accessibility

Concern: Consultation information is too lengthy and not easily digestible, and as a result many parents are not fully aware of proposal details, hence low attendance at engagement events. It was suggested that the Council should provide simplified, visual summaries (e.g. presentations)

Officer Response: Agreed communication must improve in this respect with a commitment to provide simplified/easy-read formats and use more visual/presentation-based information in future communications. Officers noted the statutory requirement for full consultation document but acknowledged need for more accessible formats.

Managing Change and Transition

Concern: Anxiety stems from unknown aspects of change, and recommended that the Council ensure clear, ongoing communication going forward and enable early engagement with new environment.

Officer Response: Accepted as key requirement and this will be built into transition planning

Transition Arrangements

Concern: It was recommended that a successful transition will require familiarisation visits (frequent, gradual exposure), children physically experiencing the new space prior to moving, opportunities for soft starts, and a consistency of staff teams

Officer Response: Confirmed that future transition will be planned, gradual and structured, avoid emergency-style transitions experienced previously and will include frequent visits and preparation

Key Priorities Identified by Parent

The parent identified the following top priorities:

1. Staff continuity and relationship building prior to transition
2. Improved facilities and spaces (sensory, quiet, accessible environments)
3. Well-planned transition process with gradual familiarisation

Officer Response: All priorities are acknowledged and will inform planning

Summary of Discussion

- Proposal viewed as positive overall
- Recognised that anxiety is natural but manageable with good communication
- Emphasis is required on
 - Effective communication methods
 - High-quality transition planning
 - Maintaining sense of community and relationships
 - Managing scale and environment differences

Actions / Commitments Arising From Focus Group

- Improve communication formats (visual/easy-read materials)
- Ensure detailed transition planning including visits and phased introduction
- Maintain clear separation of primary and secondary spaces
- Provide dedicated transport/drop-off arrangements
- Continue engagement with parents throughout project

Staff Focus Group

Date: 1 June 2026

Time: 15:00 – 16:00

Location: Online (MS Teams)

Attendees

- Richard Teed (chair)
- Kirsty Ferguson (facilitator)
- Siobhan Couttie (note taker)
- Janine Proudlock (Head Teacher - Carrongrange High School)
- Thistle Wing Annex Representative
- Thistle Wing Annex Representative
- Timezone Representative
- Timezone Representative
- Timezone Representative
- Carrongrange High School Representative
- Carrongrange High School Representative

Staff Questions and Responses

Will construction take place while pupils are still on site, and how will safety and disruption be managed?

Response:

- Construction will occur while the school is operational.
- Noisiest works will be scheduled during school holidays where possible.
- Screening and mitigation measures will be implemented to minimise noise and disruption.
- Contractor compound will be placed off-site to reduce traffic impact.
- Deliveries will be scheduled to avoid peak school times.
- These logistics will be carefully managed using established construction practices.

What will happen to existing modular classrooms that need to be removed for the build? Where will those classes go?

Response:

- Final arrangements are not yet confirmed.
- The issue is recognised as a key challenge.
- Options for relocation or replacement accommodation are being actively considered.

What is the expected timeline for completion of the new school?

Response: Construction scheduled to complete at the end of 2028.

- Contractors expected on site from spring/summer 2027.
- School expected to open in early 2029.

How will staffing and management structures operate in the new combined campus?

Response:

- No final structure has been determined yet.
- There is no intention to “shoehorn” existing teams into a single model.
- A detailed consultation process will take place with all staff teams.
- Discussions will cover:
 - Staffing structures
 - Systems and processes
- Retaining effective current practices
- This will be a significant workstream over the next year.

Will classroom space be sufficient to accommodate specialist equipment, particularly for pupils with complex needs?

Response:

- Additional space and storage are included in the design.
- Green Hub capacity and storage are being expanded.
- Tracking/hoisting provision is being planned but not for all classrooms due to budget constraints.
- The number and placement of equipped rooms will be determined based on pupil needs.
- Design is informed by current Cairney Grange layout and evolving needs.

What outdoor and playground space will be provided for primary pupils?

Response:

- Dedicated primary outdoor space will be located to the rear of the school.
- Ground floor classrooms will have direct access to outdoor areas.
- Covered outdoor spaces will be provided.
- Playground equipment from Maddiston Primary will be relocated.
- Additional facilities include an all-weather pitch (shared use).
- Outdoor design is still under development.

Will covered outdoor areas negatively impact acoustics for pupils who benefit from open outdoor sound environments?

Response:

- Covered areas will not enclose the full space.
- They will be canopy-style structures allowing sound to dissipate naturally.
- The intention is to retain suitable acoustic environments outdoors.

Will increased demand affect access to shared facilities such as the hydrotherapy pool and swimming pool?

Response:

- Yes, demand will increase and may impact availability.
- A second hydrotherapy pool was considered but removed due to cost.
- Access will be managed through timetabling.
- Adaptations to facilities (e.g. changing areas) are being explored to improve usage.

How will pupils, particularly those with additional support needs, be supported through the transition to the new school?

Response:

- Transition will be carefully planned and phased.
- Pupils will have opportunities to:
 - Visit the new site in advance
 - Become familiar with spaces and routines
- Transition supports will include:
 - Visuals and social stories
 - Gradual familiarisation visits
- A structured transition period ahead of full move-in will be implemented.

How will the physical move be managed logistically (timing, packing, setup)?

Response:

- Professional movers will manage packing and relocation.
- Staff will not be required to move equipment themselves.
- Time will be allocated to allow classrooms to be set up before pupils arrive.
- Final timelines will be carefully planned to minimise disruption.

Additional Staff Feedback (Non-question statements)

Positive Feedback

- General strong support for single-campus model
- Benefits identified:
 - Improved continuity from primary to secondary
 - Reduced transition anxiety for pupils
 - Access to specialist facilities
 - Greater collaboration between staff teams

Concerns Raised

- Management structure and staff integration
- Construction disruption and safety

- Space for specialist equipment
- Access to shared facilities
- Transition timing, particularly around January start

Conditions for Success (Themes Identified)

- Early and ongoing collaboration between staff teams
- Adequate and flexible classroom design
- Strong transition planning for pupils
- Clear communication and staff involvement in decision-making
- Sufficient specialist facilities and equipment provision

Actions / Commitments

- Further consultation with staff on management structures
- Continued design development incorporating staff feedback
- Exploration of solutions for temporary classroom provision
- Arrangement of staff visits to Cairney Grange
- Ongoing engagement during detailed design phase

Union Focus Group

Date: 4 June 2026

Time: 12:45 – 13:30

Location: Online (MS Teams)

Attendees

Kerry Drinnan – Quality Improvement Manager (ASN & Inclusion)

Kenny McNeil – Strategic Service Manager (Education)

Siobhan Couttie – Forward Planning Officer (note taker)

Francois Gouws – Strategic Projects Manager

Lynne Williamson (UNISON)

Lynne Salutous (UNISON)

William Tollins (UNITE)

Key Themes, Questions & Officer Responses

Staff Transition Arrangements

Question: What are the arrangements for staff currently temporarily relocated due to Maddiston issues? Will they return before moving to the new campus?

Officer Response:

Staff currently located at Moray Primary will remain until Maddiston reopens (August 2027).

A decision will be made whether to:

- Return to Maddiston temporarily, or
- Remain and move directly to Carrongrange in 2029.
- Key consideration: avoiding unnecessary disruption to staff and pupils.

Staff Transition Planning

Question: Will there be structured support for staff transitioning to the new campus?

Officer Response:

Detailed planning is not yet at that stage. There is however a commitment to:

- Learn from previous relocations
- Recognise emotional impact (loss/change)
- Provide involvement in design and planning
- Ensure clear communication and phased transition support
- Emphasised importance of continuous communication and engagement.
- Potential for staff involvement in planning groups and processes.

Integration of Staff Teams

Question: Will there be opportunities for staff teams from different sites to integrate before relocation?

Officer Response:

- Existing cluster meetings could be expanded.
- Opportunities for meet-and-greet sessions to be developed.
- Integration activities could be included in in-service days.
- Initial staff engagement already underway.
- Plans to offer site visits to Carrongrange for staff from other provisions.

Union Engagement / Site Visits

Union representatives were offered visits to Carrongrange to view current facilities and ethos.

Capacity and Class Numbers

Question: Clarification was requested on number of additional classrooms and total capacity.

Officer Response: Primary capacity: increase from approx. 90 to 108 pupils
Secondary and overall provision: approx. 186 pupil total capacity
Includes:

- Core classrooms
- Additional flexible “transition” classrooms for future demand

Recruitment Implications

Question: Will increased capacity require recruitment of additional staff?

Officer Response: Yes, expansion will require recruitment across staffing groups.

Use of Transition Spaces.

Officers provided clarification on this. Building design includes flexible transition spaces within the school. These spaces support:

- Internal pupil transitions
- Flexibility between primary and secondary use
- Potential support for post-school transition.

Construction Impact on Pupils and Staff

Question: How will disruption from construction (noise, sensory impact) be managed?

Officer Response:

Disruptive works planned during school holidays where possible
Mitigation measures may include:

- Sound barriers
- Phased construction planning
- Contractor will provide detailed proposals.

- Use of off-site construction methods where feasible to minimise disruption.

Experience from Maddiston project will inform approach. Measures include:

- Physical site segregation
- Operational risk assessments
- Coordination of noisy works
- Safety planning (traffic, safeguarding, security)

It was acknowledged that disruption cannot be eliminated but will be minimised.

Key Themes Identified

- Strong overall support for the proposal
- Importance of staff transition planning and wellbeing
- Need for effective communication and engagement
- Importance of early integration of staff teams
- Concerns regarding construction disruption and mitigation
- Recognition of capacity growth and staffing implications

Actions / Follow-Up

- Continue staff engagement and consultation
- Explore structured staff integration opportunities
- Develop transition planning (staff and pupils)
- Arrange site visits for staff and union representatives
- Provide further detail on construction mitigation as design progresses

Appendix 9: Moray Parent Partnership Response

Questions regarding Carrongrange Provision and the use of Moray Primary School playing field.

Please see below, questions on behalf of Moray Parent Partnership for consideration:

- Moray Parent Partnership & the PTA do not object to the creation a 5-18 campus or the improvement of ASN provision for the area. The following questions are therefore presented to interrogate the rationale behind parts of the plans which impact upon Moray Primary School, without arguing against the principle of creating the new campus.
- Pupils, parents and staff of Moray are looking at a second major investment in around a decade at an adjacent school, whilst seeing their own school be disadvantaged and struggle for basic repairs and upgrades.
- It is our understanding, following the session with council representatives in Moray Primary, that this consultation is to satisfy the requirements Schools Consultation (Scotland) Act 2010, relating to the closure of two ASN school departments and the establishment of a new stage of education in a school. It is not a planning consultation.
- Accompanying development plans and designs for extension of Carrongrange High School have been produced to RIBA Stage 2, and a planning application could be made in June 2026. These will be made available at the public meeting but are not presented as part of the consultation.

Loss of Playing Field and Play Provision

It was stated when Carrongrange High was erected that there was “no intention” to remove the provision of our playing field, which is a requirement for both primary and secondary schools. Why have the intentions changed and why are the council going against this statement so soon after making it?

The redevelopment of the playing field will remove a green space that is large enough for the school to hold large/all school events, such as Sports Day and Colour Run. Will any green space that is remaining available to Moray be big enough to host these events? If not, what is the proposal to facilitate these events elsewhere? It should be acknowledged that although the Colour Run is an annual event it raises a significant amount of money and this is put directly back into moray school for funding for basic/necessary provisions and in recent years has included money for smart boards and blinds.

All the schools in Grangemouth built by previous councils were provided with quality playing fields and greenspace. Removing the playing field would mean that Moray Primary would be the only school in Grangemouth without one. Why should be Moray be disadvantaged in this way and does this set a precedent for others? What decided that greenspace was retained when the High School was rebuilt, but this is not being applied at Moray?

The proposed Campus/Moray layout proposes for a large part of the current Moray greenspace to not be built upon but simply moved into the footprint of Carrongrange instead. Why can this not be retained as Moray ground?

What information gathering has taken place to demonstrate that the Moray playing field is underused? Where and how has this information been sourced?

If it is underused with almost 300 pupils, how can you assume a school of far fewer pupils will use it?

Where are the plans for the 3G pitch? In what way is this an adequate alternative to our 7aside grass playing field? How will the council manage/protect this resource from damage, whilst also ensuring that this is a community asset (as stated in the consultation)? How will this be different from the other council 3G surfaces, which are locked behind high fences and only available to those that hire them? Will the council provide staff to manage/maintain this resource?

The consultation paper's proposed Campus/Moray layout shows greenspace at the front of the school, where it is actually concreted playground. What options are there for redevelopment of the front playground of Moray? What are the council prepared to do to make this more suitable for primary school provision?

The front playground at Moray Primary is mostly concrete and uneven which has resulted in flooding and accidents. Is there enough space for more pupils, from P1 to P7, all to safely accommodated in this front playground? Will the council repair the drainage issues and improve the surfacing?

Do these plans meet the regulations of minimum hectares of playing field for a primary school of our size? Please state what legislation and regulations are relevant to this and whether the plans meet these requirements.

What will be the change in the SQ/M per child in playground/greenspace, and does this comply with the legislative minimum? If not legislative compliance, how does this match/change other comparable schools in the area? What will be the SQ/M for Carrongrange and how will this compare with what Moray pupils will be left with? The large area of greenspace at the corner of Moray Place and Oxbgangs Road is marked as Moray Primary playground, when this is actually part of the adjoining, separate ELCC. Has this greenspace been part of the calculations for Moray Primary provision and SQ/M?

Where the proposed new building extends across the current Moray playing field, it stops close to the fence of the Moray Eco-garden. How much space is there between the new building and the Eco-garden? How will this building impact the garden in terms of light and drainage? Is the left-over space to the left of the Eco-garden (in the campus layout diagram) actually usable play space or is this 'dead' space that's simply being added into the Moray playground allocation? To the rear of the new building is a car parking space – does the proximity of this to Moray play space create a problem?

There is already a High School, a Nursery and a Primary School in the current footprint.

If there is already a requirement to expand Carrongrange High as part of the plans, will be the Primary school element be big enough or will everything have to expand again? If this is the case, is the future of Moray Primary on the site secure and guaranteed?

If significant opposition remains to the redevelopment of this playing field after the consultation, what alternative plans can the council explore? Is this a consultation where the views of Moray parents' matter and can influence the outcomes?

The Educational Psychologist at the Consultation Meeting on 19th May acknowledged that losing access to green space will not be a positive outcome for the children attending Moray Primary School. What consideration has been given to the educational, physical and emotional impact on the children of Moray Primary School of losing the last remaining open green space available to them? Has a separate Children's Rights and Wellbeing Impact Assessment been carried out specifically for Moray Primary?

What do you see as the benefits to the children of Moray Primary School of the current proposal?

Where will the P4-7 children play at break and lunch time?

Has there been a consultation with staff from both Carrongrange and Moray?

Investment (and previous investment) in Moray Primary

What are the upgrades, even basic repairs and improvements, that could happen at Moray by way of compensation for the loss of the playing field provision?

Do the council commit to keeping and investing in the building at Moray Primary?

The General Fund Capital Budget approved by Falkirk Council allocates £5.3million of ringfenced council tax funds (see 4.34 of approved PDF) to the Carrongrange project, in addition to the LEIP funding of c.£29.3 million. £5 million also appears to be allocated to Learning Estate Modernisation from ringfenced Council Tax funds. At the recent MPP/PTA meeting with council representatives, it was suggested that Moray Primary would be part of a Learning Estate Modernisation project. Can the council confirm that it is this £5million investment that Moray would be considered within for upgrades?

Given the LEIP funding that is secured for upgrading Carrongrange alone, could upgrade of Moray (and provision of shared exterior facilities with Carrongrange) be prioritised using the Falkirk Council funds that are allocated to the campus project - of which Moray is a key part?

If not, how would the repeated disadvantaging of Moray Primary be taken into account when prioritising funding decisions within the forthcoming round of Estate Modernisation?

After the previous construction works to build the first Carrongrange, the Parent Partnership had to repeatedly pursue Falkirk Council to fulfil commitments they made to install new facilities at Moray as part of the project. This resulted in the installation of the MUGA pitch and the 7-a-side football pitch. Both of these are now proposed to be removed as part of the current plans. Why? Is a single 3G field regarded as an adequate replacement for both the MUGA and the playing field?

The council assured Sport Scotland that a 7-a-side sports pitch & MUGA would be provided at Moray (see 2015 commitment letter to Moray Parent Partnership). Why can the council now break this agreement?

The 7-a-side pitch installed as part of the previous Carrongrange-related investment was delayed, then poorly installed. It is rarely usable due to both drainage issues and a lack of proper grounds maintenance. Have the council failed to maintain this due to the prospect of building on the playing field and the pitch?

Have Sport Scotland, Grounds for Learning (the Scottish schools grounds charity which supports children's learning and development through outdoor play) or the council's own Outdoor Learning and Sports Development teams, been consulted on the proposed loss of playing fields (Sport Scotland supported the MPP to have sports facilities upgraded after the Carrongrange construction)? If so, what are their views?

Construction Plans

The current Consultation (to satisfy the Education legislation requirements) contains next to no detailed information on the planning and delivery of the construction project. What further consultation will be made on the design and construction? Does acceptance of the educational changes proposed in this consultation also mean acceptance in principle of the campus plan shown in the consultation? If the funding was approved October 2023, when were these plans started? Why have the council taken so long to consult parents of the affected schools?

What other layout/massing plans have been explored between the original 'courtyard' extension proposal for Carrongrange seen 18 months ago, and the current proposal? Why is the option which removes the Moray playing field, the best option?

How is the Moray Primary playing field zoned within the Local Plan? Is this part of an educational zone, or is it identified greenspace/amenity space? Does redevelopment and loss align with its zoning within the plan?

After the previous construction works to build the first Carrongrange, the Parent Partnership had to repeatedly pursue Falkirk Council to fulfil commitments they made to install new facilities at Moray as part of the project. What written commitments will be provided to assure parents that any improvements to Moray's facilities will be prioritised and not delayed and/or badly delivered as happened previously?

The consultation states that the construction compound be accommodated in the new Abbotsinch parking area. There is no vehicular link between Abbotsinch and the proposed construction site. How will construction traffic get from the compound to the site, and will this add to traffic in and around the school at key times of the day? What will be the vehicular access points to the construction site? Will this be via the existing Carrongrange or Moray vehicle entrances?

How will the rear playground/eco-garden/MUGA pitch of Moray be protected during the construction phase? Will these be usable and if not, how long will access to the rear facilities of Moray be lost?

In the project phasing, will the 3G pitch (or any other new facilities provided instead) be installed before we lose our playing field?

Will there be a requirement for an on-site construction, materials and vehicle compound? If so, where will this be and how will Moray children be protected from these?

Noise from piling and construction was a massive problem during the previous build. How will the situation be improved this time around?

Are there any COMAH zone issues (proximity to Ineos and/or Industry) that need to be taken into consideration? If Carrongrange had been constructed in one phase, would this have been an issue?

Adding a new building onto Carrongrange will mean significantly more traffic – almost all pupils at this school are transported there by minibus or car. Will all of these vehicle drop children in the ground of the school, rather than at the Abbotsinch parking area?

There's already significant more minibus traffic in the area with Time Zone currently using Moray Primary. What will be the further increase with a second school using the new campus, and how will traffic be managed to prevent the area being overwhelmed and Moray Place being used as a short-cut?

Oxgang Road is already a main road and public bus route through the town. There have been many instances where crossing patrols have been ignored, almost resulting in accidents. Will traffic and public transport be managed differently, and changes enforced, if a new school is added to Carrongrange?

Will additional crossing patrols, traffic calming measures and enforced parking restrictions be provided to keep pupils at both Moray and Carrongrange safe? At the recent meeting at Carrongrange it was stated by the Head of Education along with the lead architect that money would be available at the completion of the project to improve the facilities at the front of Moray Primary, with an aim to improving the outdoor space. Given that many projects use up all their contingency, how will the Council ensure such funding is ringfenced for this part of the project.
Moray Parent Partnership

FALKIRK COUNCIL RESPONSE TO QUESTIONS AND ISSUES RAISED BY MORAY PARENT PARTNERSHIP

Proposed changes to outdoor provision at Moray Primary School

Why have the intentions changed regarding the previous statement that there was “no intention” to remove Moray’s playing field provision, and why is the Council going against that statement so soon after making it?

Previous statements reflected the context at the time (2015) where the expansive, former secondary playing field would be reduced following construction of Carrongrange High School (1.9ha), but a large grassed area remained (circa 1ha). More recently, the Council has progressed strategic planning for specialist ASN provision and identified a 5–18 Carrongrange ASN campus as the preferred option to meet forecast need, improve continuity, increase specialist capacity and provide access to purpose-built facilities. The design proposals remain subject to the statutory consultation and subsequent decision-making processes and the regulatory Planning process.

Will any remaining green space available to Moray be big enough to host large/all-school events such as Sports Day and the Colour Run; if not, what is the proposal to facilitate these events elsewhere?

The Council recognises that whole-school events are important to the Moray Primary community. The detailed design will consider how remaining and reconfigured outdoor space, including the proposed 3G pitch, can support school use. Where a specific event cannot be accommodated on site, the school would need to consider appropriate alternative arrangements (e.g. Zetland Park) in line with normal operational planning and have confirmed this is a well used space currently.

Why should Moray Primary be disadvantaged by becoming the only school in Grangemouth without a playing field, does this set a precedent, and what decided that greenspace was retained when the High School was rebuilt but not at Moray?

This proposal is site-specific and should not be viewed as a precedent for reducing outdoor provision at other schools. Decisions on outdoor space are considered case by case, taking account of educational need, site constraints, pupil wellbeing, planning requirements and the overall benefits and impacts of the proposal. With reference to the High School, sports pitches are a curriculum requirement at secondary schools, which also provide community sports facilities for the wider area, so must be incorporated. No general policy decision has been taken to remove playing fields from primary schools.

Why can the area of current Moray greenspace that is not proposed to be built upon, but moved into the Carrongrange footprint, not be retained as Moray ground?

The Council recognises that parents are keen to understand whether more of the existing outdoor space could remain available to Moray Primary and appreciates the importance that many families place on retaining green space for pupils.

The proposed external areas are being planned as part of the overall campus arrangement to meet educational, therapeutic, recreational and operational requirements, including accessible outdoor learning, specialist play and sensory provision for pupils with complex ASN. The final allocation and management of outdoor areas will be reviewed through detailed design, taking account of feedback from Moray Primary and Carrongrange stakeholders. The Council remains committed to considering feedback received through the consultation process.

What information gathering has taken place to demonstrate that the Moray playing field is underused, and where and how has this information been sourced?

The view that the grassed area is underused has been informed by operational knowledge of the site, including its condition and known drainage/waterlogging issues that limit its use for much of the school year. This was intended to provide context regarding current use of the space and not to diminish the value that pupils, staff and families place on outdoor provision.

If the playing field is underused with almost 300 pupils, how can it be assumed that a school with far fewer pupils will use it?

The proposed outdoor areas are intended to support different forms of use, including outdoor learning, sensory regulation, therapeutic activity, specialist play and recreation. The proposed provision is therefore based on the specific educational and operational needs of the ASN campus, not simply on a comparison of pupil numbers. This is proposed to be the sole outdoor play area for the new Primary ASN campus. Moray Primary School have outdoor play areas to the front of the school and it is proposed that the loss of the grassed playing field is compensated with a major investment in an all-weather pitch at the rear of the field that can be used all year round.

Where are the plans for the 3G pitch?

The Council appreciates that many parents and the wider community would like greater certainty about the replacement 3G pitch and how it will be delivered. The current proposal drawings show the indicative location and footprint of the 3G pitch. Final details, including exact dimensions, access, surfacing, enclosure and management arrangements, will be confirmed through the detailed design and relevant approval processes. Consultation with Moray parent representatives is already underway to help inform this work. The aim is to ensure the replacement provision is functional, accessible and suitable for school use.

How will the Council manage and protect the 3G pitch from damage while also ensuring it operates as a community asset?

How will the 3G pitch be different from other Council 3G surfaces that are locked behind high fences and only available to those who hire them?

The Council understands that parents and local residents want to be confident that any new 3G pitch is both a valuable resource for Moray Primary Pupils and an asset for the community. The Council also recognises concerns about ensuring that the facility does not become inaccessible outside school use.

Final access arrangements have not yet been agreed. The Council will seek to balance school use with opportunities for community access, while also considering pupil safety, safeguarding, maintenance and protection of the playing surface. Any decisions regarding fencing, gates or decisions on booking or open community access will be determined through detailed design and operational planning process. Feedback received through consultation and engagement activities will help inform these discussions.

Will the Council provide staff to manage and maintain the 3G pitch?

The Council recognises that effective management and maintenance will be essential to ensuring the long-term success of the facility. The pitch would form part of the school estate and would be managed through agreed premises, facilities, community-use and property maintenance arrangements. Routine and reactive maintenance responsibilities will be confirmed as part of the operational planning for the facility.

What options are there for redevelopment of the front playground at Moray Primary, and what is the Council prepared to do to make this more suitable for primary school provision?

The Council recognises that the front playground will play a more important role in supporting outdoor learning, play and recreation. No final redevelopment package has been agreed. Officers are reviewing practical options to improve usability, safety and suitability, informed by school feedback, available funding and the detailed design process. The Council remains committed to ensuring that the outdoor provision continues to meet the needs of Moray Primary pupils.

Is there enough space for more pupils, from P1 to P7, to be safely accommodated in the front playground, and will the Council repair drainage issues and improve surfacing?

The Council recognises the importance of ensuring that Moray Primary pupils continue to have safe, accessible and suitable outdoor space for learning and play. Drainage, surfacing and usability issues will be assessed through the design and maintenance processes, and any required works will be considered alongside wider priorities and available resources. In addition, the proposal includes a significant investment in an all-weather pitch, providing a year-round outdoor facility that will enhance the school's outdoor provision.

Do the plans meet the regulations for minimum hectares of playing field for a primary school of Moray's size, and what legislation and regulations are relevant? What will be the change in square metres per child in playground/greenspace, does this comply with any legislative minimum, how does this compare with comparable schools, and what will be the square metres per child for Carrongrange compared with Moray?

Yes, and the Council will continue to assess the proposal against applicable statutory requirements, including the School Premises (General Requirements and Standards) (Scotland) Regulations 1967, planning requirements and relevant education estate guidance. Compliance will be considered in the round, including adequacy, suitability and functionality of the remaining and reconfigured provision, and will be confirmed through the relevant design and approval processes. Detailed measurements are still being finalised as part of the design process. Once these have been confirmed, the Council will be able to provide accurate information on outdoor space provision, including any comparison with other schools where this is considered appropriate.

Has the greenspace at the corner of Moray Place and Oxbang Road, which is part of the adjoining separate ELCC, been included in the calculations for Moray Primary provision and square metres?

No. The greenspace associated with the separate Early Learning and Childcare setting has not been included within the calculations for Moray Primary School outdoor provision. It would only be included if there were a formal shared-use arrangement confirming that it formed part of the school's outdoor space.

How much space will there be between the new building and the Moray Eco-garden? How will the new building impact the Eco-garden in terms of light and drainage?

The exact separation distance between the proposed building and the Eco-garden will be confirmed in the detailed design drawings. Potential impacts on light, drainage and usability of the Eco-garden will be considered through detailed design and, where relevant, the planning process. Any required mitigation will be identified through technical assessment before final construction arrangements are confirmed.

Is the left-over space to the left of the Eco-garden actually usable play space, or is it "dead" space being added into the Moray playground allocation?

The usability of all retained outdoor space will be assessed through the detailed design process. The Council's intention is that areas identified as outdoor provision will be safe, accessible and capable of supporting meaningful play, recreation or learning activities. Space that cannot fulfil those functions would not be regarded as usable outdoor provision.

Does the proximity of the car parking space to the rear of the new building create a problem for Moray play space?

The Council recognises that pupil safety is the priority when designing outdoor spaces. The final layout will be designed to ensure appropriate separation, safeguarding and traffic management between vehicle areas and pupil outdoor areas.

If Carrongrange already requires expansion as part of the plans, will the primary school element be big enough, or will everything have to expand again, and is the future of Moray Primary on the site secure and guaranteed?

The Council understands why parents are seeking reassurance about the long-term future of Moray Primary School. The current proposal is designed to meet the forecasted ASN demand identified through service planning and capacity assessment. There are no proposals within this consultation to close, relocate or alter the status of Moray Primary School. As with all schools, future pupil numbers and estate requirements will continue to be monitored and any future proposal would be subject to its own governance and, where applicable, statutory process.

If significant opposition remains to the redevelopment of the playing field after the consultation, what alternative plans can the Council explore, and can parents' views influence the outcome?

The Council appreciates that many parents want to know their views are being genuinely considered and how feedback will be taken into account as part of the decision-making process.

All consultation responses will be considered before any final decision is made. The Council will review the proposal in light of representations received, the HMIE report and any relevant considerations. Parents' views can influence the final recommendation, and any subsequent planning application would provide a further opportunity to comment on planning and design matters. The purpose of the consultation is to inform decision-making and feedback received forms important part of that process.

What consideration has been given to the educational, physical and emotional impact on Moray Primary children of losing the last remaining open green space available to them?

The Council recognises that this is one of the key concerns raised by many parents and understands the importance of outdoor space in supporting children's learning, physical activity, wellbeing and enjoyment of school life. These matters are being considered through the consultation process, the CRWIA and the ongoing design work. The Council's position is that the proposal can be delivered whilst retaining safe and usable outdoor provision for Moray pupils through a combination of reconfiguring outdoor areas and the proposed all weather 3G pitch. The Council remains committed to engaging with the school community on how those spaces can best support pupils' needs in practice.

Has a separate Children's Rights and Wellbeing Impact Assessment been carried out specifically for Moray Primary?

A Child Rights and Wellbeing Impact Assessment has been prepared for the overall Carrongrange proposal and includes consideration of the potential impact on Moray Primary pupils, particularly in relation to outdoor play, outdoor learning and wellbeing. The assessment will continue to be reviewed as the design and mitigation measures develop.

What are the benefits to the children of Moray Primary School of the current proposal?

For Moray pupils, potential benefits would depend on the final design and may include access to improved all-weather outdoor provision, better-defined outdoor areas and wider site improvements. The detailed design process will continue to consider how outdoor spaces can best support learning, play and recreation for Moray pupils.

Where will the P4–P7 children play at break and lunch time?

P4–P7 pupils will continue to have access to the remaining and reconfigured Moray Primary outdoor areas for break and lunchtime play. The detailed design and school operational planning will determine how outdoor areas are organised, supervised and used safely across the school day, ensuring they continue to support pupils' recreational needs.

Has there been consultation with staff from both Carrongrange and Moray?

Yes. Staff from all schools affected by the proposal (including Moray Primary School) were consulted as part of the statutory process. The Council recognises the important role staff play in understanding the day-to-day needs of pupils and school operations and engagement with staff will continue as design proposals and operational arrangements develop further.

Investment Plans for Moray Primary School

What upgrades, including basic repairs and improvements, could happen at Moray Primary by way of compensation for the loss of the playing field provision?

The Council is not proposing a separate 'compensation' package. However, any works required as a consequence of the proposal, together with other potential improvements, would be considered through established asset management, maintenance, capital planning and project governance processes. This approach helps ensure that investment decisions are transparent, equitable and based on identified needs across the wider learning estate.

Does the Council commit to keeping and investing in the building at Moray Primary?

The Council will continue to maintain and consider investment in the school through established estate, maintenance and capital planning processes, alongside priorities across the wider learning estate.

Can the Council confirm that the £5 million Learning Estate Modernisation investment is the funding within which Moray Primary would be considered for upgrades?

The £5m Learning Estate Modernisation Fund is intended to support improvements across the school estate and is not allocated to any individual school unless specific proposals are approved through the Council's governance and capital planning processes. Moray Primary would be considered through those processes alongside other schools and competing priorities across the learning estate.

Given the LEIP funding secured for Carrongrange, could the upgrade of Moray and provision of shared exterior facilities with Carrongrange be prioritised using Falkirk Council funds allocated to the campus project, of which Moray is a key part? If not, how would the repeated disadvantaging of Moray Primary be taken into account when prioritising funding decisions within the forthcoming round of Estate Modernisation?

The Council recognises the concern expressed by some parents that Moray Primary should benefit from investment associated with the wider campus project. LEIP funding is specifically linked to delivery of the approved ASN campus and cannot be used to fund wider improvements that fall outside the scope of that project. Any works required to mitigate or support the Carrongrange proposal will be considered within the project and governance arrangements. Wider improvements to Moray Primary would require consideration through normal capital and estate planning processes. Future investment decisions will be informed by the Learning Estate Review and defined asset management criteria, including condition, suitability, capacity, accessibility, educational need and affordability. Moray Primary continue to be considered alongside other schools through these established processes.

Previous Investment at Moray Primary School

Why are the MUGA pitch and the 7-a-side football pitch, installed following previous Carrongrange-related commitments, now proposed to be removed? Is a single 3G field regarded as an adequate replacement for both?

The MUGA and 7-a-side pitch are proposed to be removed because the current layout requires reconfiguration to accommodate the ASN campus development. The proposed 3G pitch is intended to provide a much larger and more flexible all-weather alternative to the MUGA, and a year-round play area to replace the grassed pitch.

The Council assured Sport Scotland that a 7-a-side sports pitch and MUGA would be provided at Moray; why can the Council now break this agreement?

Any previous planning or consultation commitments will be reviewed through the appropriate governance, planning and approval processes before final arrangements are confirmed. Sport Scotland have already been involved in pre-planning considerations and this engagement will continue as part of the formal planning process.

Was the 7-a-side pitch poorly maintained because of the prospect of building on the playing field and pitch?

The playing fields at Moray Primary School have been maintained to the same standard as those at any other Falkirk Council primary school. The recent prospect of development has not changed this. However, the pitch (and wider playing field area) has known drainage issues which can affect usability. Any proposed plans (subject to further development) will aim to address some of those existing limitations.

Have Sport Scotland, Grounds for Learning, the Council's Outdoor Learning team and Sports Development teams been consulted on the proposed loss of playing fields, and if so what are their views?

Relevant internal and external stakeholders are being engaged where the proposal affects their area of responsibility. Any formal advice, comments or recommendations received will be considered as part of the Council's decision-making and planning processes.

Construction Plans

What further consultation will be made on the design and construction, given the current consultation contains little detailed information on planning and delivery of the construction project?

The Council understands that many parents would like more detail on how the project would be delivered and what opportunities there will be to influence the design as it develops.

The statutory consultation relates to the education proposal. Design and construction details will continue to develop through the detailed design, planning and project governance processes. Stakeholders will have further opportunities to comment where required, including through any planning application, and schools will be kept informed regarding construction safety, access and project phasing.

Does acceptance of the educational changes proposed in the consultation also mean acceptance in principle of the campus plan shown in the consultation?

Approval of the education proposal would allow the Council to progress the project on the basis of the indicative campus layout. However, detailed design, technical assessment, planning approval, procurement and project governance

processes would still need to be completed. As a result elements of the final design may change as the project develops.

If the funding was approved in October 2023, when were these plans started, and why has the Council taken so long to consult parents of the affected schools?

The confirmation of LEIP funding in October 2023 did not mean that a final proposal or design had been approved. Following the funding confirmation, the Council needed to undertake further work, including design development, options appraisal, affordability, technical review, programme planning and engagement with delivery partners. Formal consultation commenced once the Council had an approved proposal paper and sufficient information for consultees to consider and comment on.

What other layout or massing plans have been explored between the original “courtyard” extension proposal for Carrongrange and the current proposal, and why is the option which removes the Moray playing field considered the best option?

A range of layout options has been explored throughout the development of the project, including options with different implications for Carrongrange, Moray Primary School and Abbotsgrange ELC. The current proposal is the preferred option because it provides the most balanced response to educational requirements, site constraints, buildability, affordability, access, project phasing and overall deliverability.

How is the Moray Primary playing field zoned within the Local Plan, is it part of an educational zone or identified greenspace/amenity space, and does redevelopment and loss align with its zoning?

Any future planning application will be assessed against the relevant planning policies. Land-use designation and any greenspace implications will be considered through the planning process. Any application would need to demonstrate compliance with the Development Plan and relevant planning policies or provide appropriate justification where a departure from policy is proposed.

What written commitments will be provided to assure parents that any improvements to Moray’s facilities will be prioritised and not delayed or badly delivered as happened previously?

At this stage, it would not be possible to provide specific commitments until the scope of any works, funding arrangements and required approvals have been confirmed. Once these matters are agreed, the Council will communicate clearly with stakeholders regarding proposed works and delivery arrangements. Any approved works would be managed through establish project management, contract and governance procedures.

How will the Council ensure that funding is ringfenced for improvements to the front facilities at Moray Primary, given that project contingencies can be fully used?

Funding for any agreed adaptations at Moray Primary will need to be confirmed once requirements, scope and costs have been fully established. Any approved funding would be managed through the Council's normal governance, budget monitoring and reporting arrangements to ensure appropriate oversight throughout the project.

How will the rear playground, Eco-garden and MUGA pitch at Moray be protected during construction, will they be usable, and if not how long will access to Moray's rear facilities be lost?

The Council understands concerns about the potential impact of construction activity on facilities that are currently valued and regularly used by Moray pupils. The contractor will be required to maintain safe separation between construction activities and school areas throughout the project. The extent and duration of any restrictions affecting the rear playground, ECO-garden or MUGA will depend on the final phasing and site logistics plan. These arrangements will be confirmed before construction begins, and the school community will be kept informed.

In the project phasing, will the 3G pitch or any other replacement facilities be installed before Moray loses its playing field?

Detailed project phasing has not yet been finalised. However, the Council will seek, where reasonably practicable, to ensure replacement or alternative outdoor provision is available before existing provision is taken out of use.

Will there be a requirement for an on-site construction, materials and vehicle compound, where will this be, and how will Moray children be protected from it?

The Council recognises that the safety of pupils during construction will be a key concern for families and the school community.

A secure construction compound will be required and its location will be confirmed through the contractor's site logistics and safety planning. Protective measures will include secure fencing, controlled access, safe routes, risk assessments, communication with schools and monitoring by the Council's project team.

Noise from piling and construction was a major problem during the previous build; how will the situation be improved this time?

The Council understands that previous construction experiences have resulted in concerns about noise and disruption for pupils and staff. Noise and disruption will be managed through construction planning, agreed working methods, statutory controls and communication with schools. Where reasonably practicable, the most disruptive activities will be programmed to minimise impacts on learning, including consideration of school timetable and holiday periods. More detailed mitigation measures will be confirmed once construction methods and phasing are finalised.

Are there any COMAH zone issues, including proximity to Ineos and/or industry, that need to be taken into consideration, and if Carrongrange had been constructed in one phase would this have been an issue?

Any COMAH, hazardous installations or industrial proximity considerations will be assessed through the planning and technical approval processes with relevant statutory consultees.

Traffic Concerns

How will construction traffic get from the construction compound in the new Abbotsinch parking area to the site, and will this add to traffic in and around the school at key times of the day?

The Council understands that parents are concerned about the potential impact of construction traffic on pupil safety and congestion around the school, particularly at the start and end of the school day. Construction traffic arrangements will be confirmed through contractor method statements, risk assessments and traffic management plans agreed with the Council. These arrangements will be expected to prioritise pupil safety, segregation of works, congestion management and communication with affected schools, particularly at peak school arrival and departure times.

What will be the vehicular access points to the construction site, and will access be via the existing Carrongrange or Moray vehicle entrances?

Construction access points have not yet been finally confirmed. They will be determined through construction planning, technical assessment, safety review and any relevant planning requirements, with the aim of separating construction activity from pupil movement as far as reasonably practicable.

Adding a new building onto Carrongrange will mean significantly more traffic; will all vehicles drop children in the school grounds rather than at the Abbotsinch parking area?

Most pupils attending the planned new ASN provision will be transported to school by taxi or minibus, which puts a natural limit on traffic to the new facility. Home-to-school transport will be directed to the school entrance where taxi/minibus parking will be provided, as required for pupil safety and accessibility. The Abbotsinch parking area will be for staff and will not be used as a pupil drop-off location.

What will be the further increase in minibus traffic with a second school using the new campus, and how will traffic be managed to prevent the area being overwhelmed and Moray Place being used as a short-cut?

It is currently considered unlikely that any of the new taxi and minibus traffic for Carrongrange will travel via Moray Place. Any value of this as a short-cut for some of the journeys will be limited by the congestion experienced at primary drop-off and pick-up times. However, this will be fully assessed as part of the Transport Assessment process and any necessary mitigation put in place as required. If it ever

became a problem, the Council would simply instruct taxi contractors not to use this route.

Transport requirements will be assessed as part of the detailed design and planning process, including drop-off, pick-up and parking capacity. Moray Place is a public road; any traffic management measures would require assessment through the appropriate roads and traffic processes and cannot be assumed as part of this education consultation response. Feedback received from parents and residents will help inform those discussions.

Will traffic and public transport on Oxgang Road be managed differently, and changes enforced, if a new school is added to Carrongrange, given concerns about crossing patrols being ignored?

The Council understands concerns about road safety around the campus and the importance of ensuring that pupils can travel to and from school safely. Most pupils attending the planned new ASN provision will be transported to school by taxi or minibus, which puts a natural limit on traffic to the new facility. The access from/to Oxgang Road will be designed accordingly to manage any changes in traffic flows, but there is not anticipated to be major changes due to the differing start times for primary from the existing secondary school, and the limited additional traffic the new ASN facility will generate. The provision of a staff car park off-site, in Abbotsinch Industrial Estate, will ensure that staff traffic on Oxgang Road remains at current levels.

Any changes to traffic management, public transport, crossing patrols or enforcement would require assessment by the relevant roads, transport and community safety services. Concerns raised through consultation will be shared with those services and considered through the appropriate statutory or operational processes.

Will additional crossing patrols, traffic calming measures and enforced parking restrictions be provided to keep pupils at both Moray and Carrongrange safe?

The Council recognises that pupil safety is a key concern for parents during both the construction period and the long-term operation of the campus. Additional crossing patrols, traffic calming or parking restrictions can only be introduced where assessment shows they are justified and deliverable. Traffic and safety concerns raised by parents will be considered by the relevant services through normal assessment processes and, where appropriate, through the planning process.

There will also be careful consideration of pupil and general community safety during construction. Although a contractor has not been appointed, the main contractor will be part of the Hubco East of Scotland Tier 1 supply chain and is expected to be registered in the [Considerate Constructors](#) program designed to assure and safeguard community safety and environmental standards. Restrictions on site traffic and deliveries at the start and end of the school day are also anticipated as part of construction management arrangements.

Appendix 10: HMIE Inspectors Report



Schools (Consultation) (Scotland) Act 2010

Report by HMIE addressing educational aspects of the proposal by Falkirk Council to establish primary stage additional support needs (ASN) provision at Carrongrange High School to create an all-through 5-18 ASN Campus, and permanently discontinue existing ASN provision at Kinnaird and Maddiston Primary Schools.

June 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 Falkirk Council to establish primary stage additional support needs (ASN) provision at Carrongrange High School to create an all-through 5-18 ASN Campus, and permanently discontinue existing ASN provision at Kinnaird and Maddiston Primary Schools. 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. Where a council is proposing to close a school, there are specific additional obligations. These include notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the settings; 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 19 May 2026 and two online meetings on 20 and 25 May 2026 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 Carrongrange High School, Kinnaird Primary School (PS), Thistle Wing Annexe, Maddiston PS Timezone and Moray PS, including discussion with relevant consultees.

2. Consultation process

- 2.1 Falkirk Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).
- 2.2 The public consultation ran from 27 April to 12 June 2026. The council published the proposal paper and an easy read version on its website and in council offices. It also provided copies by email or letter to relevant stakeholders including parents and carers at each school directly affected by the proposal. The council held a public meeting on 19 May 2026 and two online meetings on 20 and 25 May 2026. Across the three meetings there were 26 attendances. Stakeholders asked a range of questions and sought clarification on key aspects of the proposal. These included the design and layout of the proposed site, the loss of greenspace at Moray PS and questions about traffic management and transport to school. Stakeholders also asked about transition arrangements and ongoing community engagement.
- 2.3 The council received 66 responses to its online survey and a further seven written responses to its consultation. The majority of respondents to the online survey thought the proposal was clear. Of those who responded, 38% thought the proposal would have a positive impact, and 59% thought the proposal would have a negative impact. Positive responses were overwhelmingly centred on the belief that a purpose-built 5–18 ASN campus was likely to have a strong positive educational impact, particularly for pupils with complex additional support needs. Of those that expressed a negative view, most of these responses were from Moray PS who are concerned about the loss of outdoor learning and play space at the school. Overall, responses indicated strong support for the strategic aims of the proposal, with concerns being raised about increased traffic, parking pressures and community impact. Stakeholders would like clarity on aspects such as mitigation measures and transition arrangements.
- 2.4 The council held discussions with children, young people, parents, and staff in Carrongrange High School, Maddiston PS Timezone, and Kinnauld PS Thistle Wing and Thistle Wing Annexe. In addition, the council held focus groups and separate discussions with professional partners and parent representatives from Moray PS. There is broad support for a single campus model, with staff and parents highlighting issues with the current accommodation across the range of provision. Children and young people were supported to express views about what they liked and disliked using adapted approaches such as visuals, voice notes and talking mats. This included what they would like to see in a new school building such as access to hydrotherapy, soft play, quiet spaces and interactive outdoor equipment. They expressed that familiar staff, routine, visuals, social stories and visits could help with their transition.

3. Educational aspects of proposal

- 3.1 HM Inspectors agree that there are potential educational benefits to the proposal. The council outlines several educational benefits for children and young people with profound, severe and complex needs that it expects the proposal will deliver. These include the creation of a coherent 5–18 curriculum pathway, improved continuity of learning, reduced transition points, enhanced access to specialist facilities and services and improved preparation for adulthood. The council believes that consolidating existing ASN provisions into a single 5-18 campus at Carrongrange High School will provide additional capacity and enhance the consistency of learning and teaching. It will bring staff together from multiple ASN provisions to strengthen professional learning. The campus could enable strengthened multi-agency working, greater access to specialist resources and a more coherent learning journey with reduced transitions. The council outlines the new environment will provide modern, accessible facilities that supports highly personalised learning, improved consistency of provision and enhanced collaboration across sectors. HM Inspectors agree this could support improved wellbeing, engagement and outcomes for children and young people with complex additional support needs.
- 3.2 HM Inspectors met with a range of stakeholders, including children, young people, parents and staff. Overall, stakeholders expressed strong support to the proposed provision. Parents and staff highlighted the limitations of the current accommodation. They agree that the purpose-built accommodation could better support children and young people with a range of profound, severe and complex needs. This will reduce the current need for modular classrooms at Carrongrange High School. The existing primary ASN provision is split across three sites, with Timezone utilising temporary accommodation at Moray PS. HM Inspectors agree that the single campus could provide a purpose-built learning environment better able to meet the educational and wellbeing needs of children and young people.
- 3.3 The majority of parents and staff would like clarity on the management structure. They would like reassurance that the staffing would be regularly reviewed to ensure it continues to meet the changing needs of children and young people attending the provision. Staff who met with HM Inspectors are positive about engaging in professional learning. They feel strongly that there should be early and ongoing collaboration between staff teams to allow them to build positive and meaningful relationships. This would enable them to be fully prepared to meet the diverse range of needs as different cohorts of children and young people come together from separate provisions. They expressed the importance of developing a shared ethos to support consistency across the existing provisions. HM Inspectors agree that ongoing collaboration and communication could support staff integration and provide further clarity on future operation planning.
- 3.4 A few staff and parents highlight that the current primary ASN units are smaller, which allows strong relationships with staff and pupils within the

mainstream setting. However, they are concerned that this could reduce inclusion opportunities. In its proposal, the council acknowledges the need for enhanced opportunities for inclusion through individualised planning, mainstream partnerships and community engagement. HM Inspectors agree it will be important for the council to continue to ensure, where appropriate, inclusion opportunities are tailored to individual learner needs and circumstances within the new setting.

- 3.5 All stakeholders who met with HM Inspectors highlighted the importance on their continued involvement in the design of the new accommodation. Staff expressed that the learning environment both inside and outside should be appropriate, accessible and tailored for the diverse needs of learners, including a suitable digital infrastructure. They highlighted the need for adequate and flexible classroom design with specialist facilities to support the moving and handling of children and young people. This should include space for the storage of specialist equipment. All stakeholders feel it is important that the new accommodation should include spaces to support the life skills of children and young people. A few stakeholders feel that the access to shared spaces such as pool and hydrotherapy pool may become restricted. It will be important for the council to consider how best it will ensure equity of access to this provision. A few staff raised concerns about the dignity of children in outdoor spaces. HM Inspectors agree that the council should continue to involve stakeholders in the design phase and incorporate staff feedback. This will help to ensure that the ASN classes and other resources meet sufficiently the range and complexity of needs.
- 3.6 All stakeholders who met with HM Inspectors express the need for strong transition planning for children and young people. They acknowledge that the construction will cause disruption, which may lead to an increase in dysregulation. Young people are worried this may lead to an increase in the amount of time that they could be restricted to their classrooms. It will be important there is regular communication to keep children and young people well informed as the development progresses. As these changes are likely to take effect from January 2029, a few staff are concerned that this may be a difficult time to start transitions as children often experience dysregulation at this time. HM Inspectors agree that the council should continue with plans to develop a staged and individualised transition arrangements to support fully the needs of all children and young people.
- 3.7 Parents from Moray PS who met with HM Inspectors support the principle of a 5-18 ASN campus. However, they are concerned about the loss of its playing field and outdoor learning provision. They questioned the rationale for site selection and the accuracy of this space being underused. They are concerned how this will impact on children's wellbeing and would like reassurance on the adequacy of proposed alternatives. They too would like to be consulted on the final design of the new accommodation. HM Inspectors agree that the council should continue its ongoing engagement with parent representatives from Moray PS.

4. Summary

HM Inspectors agree that the proposal presents potential educational benefits, including improved continuity, enhanced specialist provision and opportunities for greater multi-agency collaboration within a purpose-built 5–18 ASN campus.

Overall, there was significant support for the educational rationale and recognition of its potential to improve outcomes, wellbeing and learning experiences for children and young people with additional support needs. Stakeholders recognised the potential for improved continuity of learning, reduced transitions, enhanced access to specialist facilities and therapies, stronger multi-agency working, and increased capacity to meet future demand. Stakeholders highlighted the limitations of current accommodation. Stakeholders also sought reassurance regarding transition arrangements, future staffing structures and ongoing involvement in the design process. HM Inspectors also note the council's plans for careful and individualised transition planning and sustained communication to minimise disruption. The council should continue to address concerns raised by stakeholders including those from Moray PS regarding the loss of outdoor space and its potential impact on wellbeing.

HM Inspectors
June 2026

On behalf of His Majesty's Chief Inspector of Education in Scotland