

GLASGOW CITY COUNCIL
EDUCATION SERVICES

**THIS IS A FORMAL CONSULTATIVE
DOCUMENT**

**Response to the consultation to review and improve the placing request criteria
for mainstream schools (primary and secondary).**

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

REPORT BY EXECUTIVE DIRECTOR OF EDUCATION

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

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1. Background / legislative requirements

- 1.1 Education Services promotes the advantages of 'local schools for local children', that is, that children attend their local catchment-area school. However, Education Services also recognises the rights of parents¹ to make a placing request for their child/children to be educated in a school other than their local 'catchment-area' school.
- 1.2 Placing requests can be made to:
- Any **Mainstream School** managed by Glasgow City Council;
 - Any **Additional Support for Learning School** managed by Glasgow City Council;
and
 - Any **Independent Special School**.

The current Glasgow City Council Management Circular which contains the current placing request criteria and priorities are detailed in Appendix 1. Parents submit placing requests for a variety of reasons, for example, linked to childcare or the school requested is near their place of work.

- 1.3 Placing requests are best made prior to a child starting school or a particular stage of school but can be made at any time during the school session. If a child is due to start school in the forthcoming August, he or she should be registered in their catchment primary school before the end of the preceding January. On-line registration is open from November each year. Parents can make a request for more than one school but Glasgow City Council is only required to consider the choice in the order of preference provided by the parent on the form. A parent wishing to transfer from one sector to the other, denominational (Roman Catholic) and non-denominational within in the Glasgow City Council area, are required to make a placing request.
- 1.4 Placing request criteria are used to determine the allocation of places for children; in situations where there are more children seeking places in a school than there are places available. The same placing request criteria are also used to allocate places in over-subscription situations (over-subscription occurs when the number of children who reside within the catchment-area exceeds the number of spaces available in the school).
- 1.5 School rolls in the city are steadily increasing after decades of reduction. This necessitates that Education Services effectively plans to ensure future capacity is met (see 2.1-2.2).
- 1.6 Placing requests are part of the entry requirements for schools, therefore, changes to placing request criteria are covered by the Schools Consultation (Scotland) Act 2010 and require statutory consultation in line with the Act.

2 Proposal

- 2.1 Over the last decade, there have been considerable changes to the education estate, the increasing number of pupils attending Glasgow City Council schools, and the nurturing approach to learning underpins many of the improvements achieved. Although these changes and improvements are welcomed, they present Education Services with a challenge in relation to effectively managing resources to ensure there are the right schools, of the right size, in the right place at the right time.

¹ *Parents' refers to parent(s)/carer(s) and in particular circumstances young people acting on behalf of themselves in matters pertaining to placing requests.*

- 2.2 The placing request criteria had not been reviewed for more than a decade. Therefore, Education Services wished to consult on changes to the placing request criteria and procedures in order to make the process clearer, more transparent and to improve Education Services ability to effectively and efficiently manage resources through future-planning based on robust evidence and trends.
- 2.3 The current criteria are listed in Appendix 1; they work well in most cases. However, informal feedback from parents and others suggested that they were not all perceived to be fair and/or clearly understood by all. For example, some parents have objected to the distance criteria being used as it favours those who live closer to a school without taking cognisance of available transport.
- 2.4 Education Services reviewed the current criteria and proposed, the following criteria for granting requests (in rank order of priority):

- (i) A child or young person residing within Glasgow City Council area who has additional support needs and requires the provision of support provided within the school requested. Supporting documentation evidencing the reasons for the request, signed by an appropriately qualified person with a proven expertise in the particular matter which has led to the additional support need will be required. The Head of Service with responsibility for inclusion will assess all applications seeking to receive priority under this criteria.

Education Services believes this is better as it makes use of the term 'additional support needs' which includes medical condition but also includes a range of other needs. It is also a term which parents will be more familiar with in an educational context.

- (ii) Children who face on-going family circumstances, requiring support that placement in the requested school would help to address. The Head of Service with responsibility for inclusion will assess all applications seeking to receive priority under this criteria.

For example, this would support children who were, for example, subject to joint parental care through a court order and therefore residing at different addresses during the week.

- (iii) Children living in the catchment area of, but not attending, a primary school of the same denomination as the requested secondary school.

It has always been the case, in Glasgow, that when a child is registered in either a denominational or a non-denominational school and subsequently wishes to change sector that a placing request is required. This criteria gives priority when children in the catchment area of the school they wish to move to.

- (iv) Children who will have siblings at the school during the next academic year. Priority will be given to children who have a sibling in the year group closest to P1 or S1.

This supports families with more than one child by prioritising siblings when seeking a placing request. Those with children who will attend school for the longest period of time are further prioritised by stage within the school.

- (v) A child or young person who requires the particular teaching methods provided by that school to progress a particular aspect of learning. Examples are: the

child requires to be taught in a school that specifically delivers education using the Gaelic medium; the family has an affiliation to the religious ethos of the school. Documentation showing the affiliation to the teaching method or the religious ethos must be produced, for example the child's baptismal certificate for the denomination of the school.

This supports families who can evidence their commitment to the unique identity of both denominational and Gaelic medium schools. It does not include the School of Sport or the Dance School of Scotland both of which have their own criteria for entry.

The criteria will be applied in the order shown above. If, for any category, the number of requests exceeds the number of places available the next succeeding criteria will be used to prioritise those requests, and so on, until all priority criteria have been exhausted. If, after this process, two or more requests cannot be distinguished as having priority, then a ballot will be held to allocate the places available. This ballot will be organised by a senior officer of Education Services.

3 Public meetings

- 3.1 There were six public meetings held at secondary schools across the city. The meetings also considered the consultation on delineated secondary school catchment areas which was open at the same time. 19 people attended the public meetings.

4 Responses to the consultation

- 4.1 290 respondents registered with the survey. 256 (88.3%) identified as parents or carers, 23 (7.9%) identified as school staff, 14 (4.8%) identified as Council staff, 2 (0.7%) identified as pupils, 14 (4.8%) identified as residents and 7 (2.4%) identified as 'other'.
- 4.2 175 responded to the question 'do you agree with the redrafted placing request criteria'? 115 (39.7%) skipped the question. 65 (22.4%) agreed and 81 (27.9%) disagreed, 29 (10%) responded Don't Know/Prefer not to say.
- 4.3 139 responded to the question 'do you agree with the order in which they [placing request criteria] are listed and will be applied? 151 (52.1%) skipped the question. 49 (16.9%) responded Yes; 64 (22.0%) responded No; 26 (9%) responded Don't Know/Prefer not to say. 39 provided comments to the question and 63 provided additional comments.
- 4.4 The comments were varied. Of the 39 comments on the first question, six of them felt that distance should be included and seven felt that siblings should have a high priority. Five stated that they were against the criteria which referred to particular teaching methods for Gaelic medium education (GME). In the final question which was 'do you have any other comments?' 14 of the comments were in relation to GME. A number of these were identical or broadly similar based on a response from Comann nam Parant Ghlaschu. They did not support Gaelic being included in the criteria. They wanted parents to be offered a place at another GME primary if their local GME was over-subscribed with transport provided and where parents wanted their child to attend a different GME primary from their catchment then a placing request would be required and parents would be responsible for transport. This is the current position and there is no proposal to change this. They did support a ballot being used when all the other criterion had been exhausted if there was a need.

5 Education Scotland report

5.1 The full report is available as Appendix 2. Education Scotland were, overall, supportive of the proposal. Where they have raised issues Education Services have provided a response as set out below.

5.2 Education Scotland

It would be helpful for stakeholders if aspects of the proposed new criteria had further explanation. It is not sufficiently clear how the second criterion of 'children who face ongoing family circumstances' would be applied to achieve greater consistency and transparency. The council should consider whether this criteria should be reviewed to achieve its stated aim of greater consistency and transparency. This should include the role of the Head of Service in assessing the applications.

Response from Education Services

Further detail on the proposed new criteria has been provided in section 6. The second criterion 'children who face ongoing family circumstances' was included at the request of representatives of Parent Councils who were keen that recognition was given to family circumstances that may impact on a child's place at a particular school. We accept that the criterion is open to interpretation but this is deliberate to enable Education Services to support the very wide range of needs that exist in the city. It is because of this that we have proposed that the Head of Service with responsibility for inclusion would be involved in assessing and deciding on the applications. It is our intention to write guidance for parents and carers for each of the criteria which would be available on-line and on request to support parents and carers when making a placing request application. This guidance would include advice on what would be reasonable evidence to support a placing request for each of the criteria and would include advice on appeals if a placing request is refused.

5.3 Education Scotland

The council should review their proposed fifth criterion (a child or young person who requires the particular teaching methods provided by that school to progress a particular aspect of learning). Respondents felt strongly that parents and carers should not have to evidence a commitment to Gaelic Medium Education, rather they felt that Gaelic Medium Education should be open to all those who wished it.

Response from Education Services

As noted at the end of the Education Scotland report, 'In discussion with inspectors, the council has stated that it will be taking into account the views of stakeholders and will be amending the criteria, for example, by not including Gaelic Medium Education in the reviewed criteria.'

5.4 Education Scotland

Stakeholders who responded to the consultation raised a range of issues including the view that distance from a school should be included as a category.

Response from Education Services

As noted in 4.4, the comments were varied. Of the 39 comments on the first question, six of them felt that distance should be included and seven felt that siblings should have a high priority. These comments have been taken into consideration in the amended proposal for the placing request criteria in section 6.

5.5 Education Scotland

Parents, children and young people, and staff who discussed the council's proposal with HM Inspectors had mixed views on the council's proposal. Almost all agreed that it was important to give additional support needs the highest priority. Several felt that the

ranking for denominational education had been diminished and that they preferred the existing ranking.

Response from Education Services

These comments have been taken into consideration in the amended proposal for the placing request criteria in section 6.

5.6 Education Scotland

A number of members of staff questioned the need to include additional support needs in placing requests criteria since they felt this should be handled through inclusion policy and children's planning as a matter of entitlement rather than a process involving application.

During discussion, stakeholders raised a number of important issues regarding their experience of the existing placing request process. A few parents raised the issue of children and young people with disabilities and some spoke negatively of their experience with the existing system.

Response from Education Services

If parents of children with additional support needs make a placing request to a mainstream school the placing request criteria discussed in this paper will be applied.

It should be noted that the law only allows Education Services to place certain children in special schools. Education Services cannot place a child in a special school if the child can be educated in a mainstream school.

The child or young person would only be educated in a special school if the mainstream school—

(a) would not be suited to the ability or aptitude of the child;

(b) would be incompatible with the provision of efficient education for the children with whom the child would be educated; or

(c) would result in unreasonable public expenditure being incurred which would not ordinarily be incurred,

and it shall be presumed that those circumstances arise only exceptionally.

If one of the circumstances (a) – (c) above arises, the authority may provide education for the child in question in a school other than a special school; but they shall not do so without taking into account the views of the child and of the child's parents in that regard.

Education Services have already committed to review the guidance for placing requests for mainstream schools. Separate guidance exists for those parents who wish to make a placing request to a special/ASL school. This guidance will also be reviewed.

5.7 Education Scotland

Staff were concerned about the impact of the existing placing request processes on school induction and transition planning.

Response from Education Services

Parents and carers have a right to make placing requests if they do not wish their child to go to their local catchment school. Inevitably this will impact on school induction and transition planning because the timescales for placing requests are set out in legislation and it is relatively late in the academic session when decisions are made, i.e. by end of April. The decision is ultimately for parents to make understanding that there could be a negative impact on school induction and transition planning. Education Services will ensure there is a reference to this in the guidance to be developed.

5.8 **Education Scotland**

A few parents spoke of the stress and anxiety caused by potentially having to place children at different schools and felt that the sibling category should receive a higher priority.

Response from Education Services

Education Services recognises that should this situation arise then this could cause stress and anxiety. The redrafted placing request criteria in section 6 place siblings as the third criteria and have kept it as a separate criteria to reduce ambiguity. However, parents and carers also need to be aware that there are no guarantees with placing requests and the position can arise where siblings are unable to gain access to a specified school because of demand from catchment children who are always given priority over placing requests.

5.9 **Education Scotland**

Several parents who spoke with HM Inspectors felt that the existing placing request process was confusing and difficult to understand and that there was a lack of assistance for those for whom English was an additional language. The council will need to consider this in its final paper, including the need for accessible information and further support. The council has also committed to undertaking an equalities impact assessment on its proposal.

Response from Education Services

Education Services is sympathetic to this view. The placing request process brings uncertainty which, as previously noted, can bring anxiety and stress. The process is governed by legislation which restricts Education Services' ability to fully respond to concerns. The legislation is available in different languages but we understand that it can still be confusing and difficult to understand for many parents, not just those with English as an additional language. Education Services has committed to developing detailed guidance which will, in as much as is possible, adhere to plain English guidelines. We will work with our City parents' forum to develop the guidance so that the needs of parents and carers are prioritised.

6 Placing Request Criteria

6.1 Having reviewed all the comments in detail, the notes from the public meetings and the report from Education Scotland, Education Services are proposing the following criteria for granting requests (in rank order of priority). Note that full guidance will be developed on each of the criteria to support parents should these criteria be agreed.

1. Children residing within Glasgow City Council area who have additional support needs and require the provision of support provided only within the school requested. Supporting documentation evidencing the reasons for the request, signed by an appropriately qualified person with a proven expertise in the particular matter which has led to the additional support need will be required. The Head of Service with responsibility for inclusion will assess and decide on all applications seeking to receive priority under this criteria.
2. In relation only to denominational schools, those children whose parents can demonstrate an affinity with the religious ethos of the school (for example, a baptismal certificate from the Roman Catholic Church or a supporting letter). All applications seeking to receive recognition under this category should be supported by documentary evidence as outlined above.

3. Children who will have siblings at the school during the next academic year. Priority will be given to children who have a sibling in the year group closest to P1 or S1.
4. Children who face on-going family circumstances, requiring support that only placement in the requested school is likely to address. Supporting documentation evidencing the reasons for the request will be required. The Head of Service with responsibility for inclusion will assess and decide on all applications seeking to receive priority under this criteria.
5. Children living in the catchment area of the requested school whose parents are required to make a placing request because the children are not attending a school of the same denomination as the requested school.
6. Children ranked by distance between home and school by a suitable walking route (This criteria will be used when all of the above have been exhausted). Those living closest to school ranking highest.

The criteria will be applied in the order shown above. If, for any category, the number of requests exceeds the number of places available the next succeeding criteria will be used to prioritise those requests, and so on, until all priority criteria have been exhausted.

Where there are too many applications from catchment children for their local primary or secondary schools, then the above criteria numbers 1 to 5 will be applied in order to decide on those children to be offered places. If, after this process, two or more requests cannot be distinguished as having priority, then a ballot will be held to allocate the places available. This ballot will be organised by a senior officer of Education Services.

Note that the final criteria of distance will only be used to determine the allocation of placing requests. A ballot will be used in cases of over-subscription where all the children being considered live within the catchment area.

- 6.2 The new guidance which would to be developed would be made available on the Glasgow web-site and, in schools, as necessary.

7 Date of Implementation

- 7.1 The above criteria will take effect from 1 August 2019. This means that the current placing criteria remain in place for entry to school in August 2019.

8 Equality Impact Assessment

- 8.1 The quality improvement officer with responsibility for Equalities carried out an Equality Impact Assessment screening for this response. The screening process did not identify issues which would require a full Equality Impact Assessment being carried out. The full screening is available as Appendix 3.

Appendix 1

When there are more P1 Placing Requests received for a school than there are places available, the following criteria are applied to assist the decision making process.

The priority order is -

1. A child/young person who has a medical condition who requires facilities or support available only in the requested school. All applications seeking to receive recognition under this category should be supported by documentary evidence from your family doctor and a local health practitioner. Please note: All medical documentation should be submitted with this choice form.
2. In relation only to denominational schools, those children whose parents/carers can demonstrate an affinity with the religious ethos of the school (for example, a baptismal certificate from the Roman Catholic Church or a supporting letter). All applications seeking to receive recognition under this category should be supported by documentary evidence as outlined above.
3. If the child/young person has a sibling already in the chosen school and that a brother or sister will be attending the same school for the session the application is being made
4. The child is from a single adult household and for example, the proximity of a school to the parent's/carer's place of work would be advantageous for the care and well-being of the child or young person. You may be asked to support this by suitable documentation.
5. Ranked by distance between your home and school by a suitable walking route (This criteria will be used when all of the above have been exhausted). Those living closest to school ranking highest
6. To the suitability of particular teaching methods to the child/young person's needs or the availability of subjects which he/she was previously studying - Please give full reasons below

Appendix 2

Report by Education Scotland addressing educational aspects of the proposal by Glasgow City Council to review and improve the placing request criteria for mainstream schools.

1. Introduction

1.1 This report from Education Scotland has been prepared by Her 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 Glasgow City Council's proposal to review and improve the placing request criteria for mainstream 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' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of 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 final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all statutory obligations set out in the 2010 Act, including 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 attending Glasgow City Council schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

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

- attendance at public meetings held on 5 June 2018, 19 June 2018, 16 August 2018 and 21 August 2018 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, including Bòrd na Gàidhlig as statutory consultees for changes to Gaelic provision;
- consideration of further representations made directly to Education Scotland on relevant educational aspects of the proposal; and

- visits to the sites of St Angela's Primary School, Hillhead Primary School, St Andrew's Secondary School and Hyndland Secondary School, including discussion with relevant consultees.

2. Consultation Process

2.1 Glasgow City Council undertook the consultation on its proposal with reference to the Schools (Consultation) (Scotland) Act 2010.

2.2 The council undertook the consultation between 14 May 2018 and 24 September 2018. Advertisements were placed in the local newspapers and copies of the proposal document were made available through the council's website and in public libraries. Six public meetings were held in city schools which were attended by a total of 19 people. An online survey tool which asked three questions and invited additional comments was used to enable stakeholders to respond to the proposal.

2.3 The council received 256 responses to its online survey. From the responses received, 65 agreed with the council's proposed redrafted placing request criteria and 81 people did not agree. The remaining respondents either did not answer that question in the survey or did not record a preference. Of those who answered a question on the order in which the new criteria would be applied, 49 agreed and 64 disagreed with the proposal.

3. Educational Aspects of Proposal

3.1 Glasgow City Council's proposal has the potential to be of educational benefit. The proposal seeks to improve the criteria used for placing requests, ensure that they are applied fairly and consistently and provide greater clarity for stakeholders. Some of the wording in the existing criteria is out of date. The revised criteria is framed in terms of the needs of the child or young person and is more consistent with additional support needs legislation. The proposal, if implemented, could provide clearer and more up to date criteria for managing placing requests across Glasgow schools.

3.2 The proposal will support the council in meeting its statutory requirements to secure adequate and efficient provision of school education under the terms of the Education (Scotland) Act 1980. The proposal has the potential to help the council to manage its school estate more effectively and efficiently, ensuring best value in the delivery of its services.

3.3 It would be helpful for stakeholders if aspects of the proposed new criteria had further explanation. It is not sufficiently clear how the second criterion of 'children who face ongoing family circumstances' would be applied to achieve greater consistency and transparency. The council should consider whether this criteria should be reviewed to achieve its stated aim of greater consistency and transparency. This should include the role of the Head of Service in assessing the applications.

3.4 The council should review their proposed fifth criterion (a child or young person who requires the particular teaching methods provided by that school to progress a particular aspect of learning). Respondents felt strongly that parents and carers should not have to evidence a commitment to Gaelic Medium Education, rather they felt that Gaelic Medium Education should be open to all those who wished it.

3.5 Stakeholders who responded to the consultation raised a range of issues including the view that distance from a school should be included as a category. A number of comments on Gaelic Medium Education were submitted including comments submitted from national and local representative bodies. They referred to statutory Guidance on Gaelic Medium Education to support their concerns.

3.6 Parents, children and young people, and staff who discussed the council's proposal with HM Inspectors had mixed views on the council's proposal. Almost all agreed that it was important to give additional support needs the highest priority. Several felt that the ranking for denominational education had been diminished and that they preferred the existing ranking. Representatives of the Roman Catholic Church emphasised the importance of ensuring sufficient provision within catchment areas. A number of members of staff questioned the need to include additional support needs in placing requests criteria since they felt this should be handled through inclusion policy and children's planning as a matter of entitlement rather than a process involving application. Staff were concerned about the impact of the existing placing request processes on school induction and transition planning.

3.7 During discussion, stakeholders raised a number of important issues regarding their experience of the existing placing request process. A few parents raised the issue of children and young people with disabilities and some spoke negatively of their experience with the existing system. A few parents spoke of the stress and anxiety caused by potentially having to place children at different schools and felt that the sibling category should receive a higher priority.

3.8 Several parents who spoke with HM Inspectors felt that the existing placing request process was confusing and difficult to understand and that there was a lack of assistance for those for whom English was an additional language. The council will need to consider this in its final paper, including the need for accessible information and further support. The council has also committed to undertaking an equalities impact assessment on its proposal.

4. Summary

Glasgow City Council's proposal has the potential to be of educational benefit by achieving improved and clearer criteria for placing requests which can be applied fairly and consistently. In discussion with inspectors, the council has stated that it will be taking into account the views of stakeholders and will be amending the criteria, for example, by not including Gaelic Medium Education in the reviewed criteria.

**HM Inspectors
Education Scotland
October 2018**

Appendix 3

EQUALITY IMPACT ASSESSMENT (EQIA): SCREENING FORM

Introduction to the EQIA screening process

A successful EQIA screening will look at 5 key areas:

- 1. Identify the Policy, Project, Service Reform or Budget Option to be assessed**
A clear definition of what is being screened and its aims
- 2. Gathering Evidence & Stakeholder Engagement**
Collect data to evidence the type of barriers people face to accessing services (research, consultations, complaints and/or consult with equality groups)
- 3. Assessment & Differential Impacts**
Reaching an informed decision on whether or not there is a differential impact on equality groups, and at what level
- 4. Outcomes, Action & Public Reporting**
Develop an action plan to make changes where a negative impact has been assessed. Ensure that both the assessment outcomes and the actions taken to address negative impacts are publically reported
- 5. Monitoring, Evaluation & Review**
Stating how you will monitor and evaluate the **Policy, Project, Service Reform or Budget Option** to ensure that you are continuing to achieve the expected outcomes for all groups.

1. IDENTIFY THE POLICY, PROJECT, SERVICE REFORM OR BUDGET OPTION:

a) Name of the Policy, Project, Service Reform or Budget Option to be screened

To review and improve the placing request criteria for mainstream schools (primary and secondary).

b) List main outcome focus and supporting activities of the Policy, Project, Service Reform or Budget Option

Education Services have consulted on changes to the placing request criteria and procedures in order to make the process clearer, more transparent and to improve Education Services ability to effectively and efficiently manage resources through future-planning based on robust evidence and trends.

c) Name of officer completing assessment (signed and date)

Samir Sharma 6/12/18

d) Assessment Verified by (signed and date)

Maureen McKenna 6/12/18

2. GATHERING EVIDENCE & STAKEHOLDER ENGAGEMENT

The best approach to find out if a policy, etc is likely to impact positively or negatively on equality groups is to look at existing research, previous consultation recommendations, studies or consult with representatives of those groups. You should list below any data, consultations (previous relevant or future planned), or any relevant research or analysis that supports the Policy, Project, Service Reform or Budget Option being undertaken.

Please name any research, data, consultation or studies referred to for this assessment:	Please state if this reference refers to one or more of the protected characteristics: <ul style="list-style-type: none"> ➤ disability, ➤ race and/or ethnicity, ➤ religion or belief (including lack of belief), ➤ gender, ➤ gender reassignment, ➤ sexual orientation ➤ marriage and civil partnership, ➤ pregnancy and maternity, 	Do you intend to set up your own consultation? If so, please list the main issues that you wish to address if the consultation is planned; or if consultation has been completed, please note the outcome(s) of consultation.
There were six public meetings held at secondary schools across the city. The meetings also considered the consultation on delineated secondary school catchment areas which was open at the same time. 19 people attended the public meetings.	N/A	N/A
An online survey was used. 290 respondents registered with the survey.	N/A	N/A
Education Scotland carried out a review of the consultation proposals as per national guidance	N/A	N/A

3. ASSESSMENT & DIFFERENTIAL IMPACTS

Use the table below to provide some **narrative** where you think the **Policy, Project, Service Reform or Budget Option** has either a positive impact (contributes to promoting equality or improving relations within an equality group) or a negative impact (could disadvantage them) and note the reason for the change in policy or the reason for policy development, based on the evidence you have collated.

Protected Characteristic	Specific Characteristics	Positive Impact – it could benefit an equality group	Good Practice/ Promotes Equality or improved relations	Negative Impact – it could disadvantage an equality group	Reason for Change in Policy or Policy Development
SEX/ GENDER	Women				
	Men				
	Transgender				
RACE*	White				
<i>Further information on the breakdown below each of these headings, as per census, is available here. For example Asian includes Chinese, Pakistani and Indian etc</i>	Mixed or Multiple Ethnic Groups				
	Asian				
	African				
	Caribbean or Black				
	Other Ethnic Group				
DISABILITY	Physical disability	Education Services reviewed the current criteria and proposed, criteria for granting requests with the following being rank order 1 of priority: A child or young person residing within			

		<p>Glasgow City Council area who has additional support needs and requires the provision of support provided within the school requested.</p> <p>Education Services believes this is better as it makes use of the term 'additional support needs' which includes medical condition but also includes a range of other needs. It is also a term which parents will be more familiar with in an educational context.</p>			
<i>A definition of disability under the Equality Act 2010 is available here.</i>	Sensory Impairment (sight, hearing,)	As above			
	Mental Health	As above			
	Learning Disability	As above			
LGBT	Lesbians				
	Gay Men				
	Bisexual				
AGE	Older People (60 +)				
	Younger People (16-25)				
	Children (0-16)				

MARRIAGE & CIVIL PARTNERSHIP	Women				
	Men				
	Lesbians				
	Gay Men				
PREGNANCY & MATERNITY	Women				
RELIGION & BELIEF** A list of religions used in the census is available here .	See note	<p>Education Services reviewed the current criteria and proposed, criteria for granting requests with the following being rank order 3 of priority: Children living in the catchment area of, but not attending, a primary school of the same denomination as the requested secondary school.</p> <p>It has always been the case, in Glasgow, that when a child is registered in either a denominational or a non-denominational school and subsequently wishes to change sector that a placing request is required. This criteria gives priority when children in the</p>			

		catchment area of the school they wish to move to.			
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* For reasons of brevity race is not an exhaustive list, and therefore please feel free to augment the list above where appropriate; to reflect the complexity of other racial identities.

** There are too many faith groups to provide a list, therefore, please input the faith group e.g. Muslims, Buddhists, Jews, Christians, Hindus, etc. Consider the different faith groups individually when considering positive or negative impacts. A list of religions used in the census is available [here](#).

4. OUTCOMES, ACTION & PUBLIC REPORTING

SCREENING ASSESSMENT OUTCOME ACTIONS

Screening Outcome	Yes /No Or /Not At This Stage	Further Action Required/ Action To Be Undertaken	Lead Officer and/or Lead Strategic Group	Timescale for Resolution of Negative Impact/ Delivery of Positive Impact
Was a significant level of negative impact arising from the project, policy or strategy identified?	No			
Does the project, policy or strategy require to be amended to have a positive impact?	There is a need to continually ensure that communication is accessible and appropriately developed towards all audiences	Ongoing reviews	Maureen McKenna	6 months
Does a Full Impact Assessment need to be undertaken?	No			
If none of the above is required, please recommend the next steps to be taken. (i.e. is there a strategic group that can monitor any future impacts as part of implementation?)				

PUBLIC REPORTING OF SCREENING ASSESSMENT

All completed EQIA Screenings are required to be publically available on the Council website once they have been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. (See EQIA Guidance: Pgs. 11-12)

5. MONITORING OUTCOMES, EVALUATION & REVIEW

The Equalities Impact Assessment (EQIA) screening is not an end in itself but the start of a continuous monitoring and review process. The relevant Strategic, Policy, or Operational Group responsible for the delivery of the Policy, Project, Service Reform or Budget Option, is also responsible for monitoring and reviewing the EQIA Screening and any actions that may have been take to mitigate impacts.

Individual services are responsible for conducting the impact assessment for their area, staff from **Corporate Strategic Policy and Planning** will be available to provide support and guidance.

Legislation

Equality Act (2010) - the Equality Act 2010 (Specific Duties) Scotland Regulations 2012

The 2010 Act consolidated previous equalities legislation to protect people from discrimination on grounds of:

- race
- sex
- being a transsexual person (transsexuality is where someone has changed, is changing or has proposed changing their sex – called ‘gender reassignment’ in law)
- sexual orientation (whether being lesbian, gay, bisexual or heterosexual)
- disability (or because of something connected with their disability)
- religion or belief
- having just had a baby or being pregnant
- being married or in a civil partnership, and
- age.

Further information: [Equality Act Guidance](#)

As noted the Equality Act 2010 simplifies the current laws and puts them all together in one piece of legislation. In addition the **Specific Duties (Scotland Regulations 2012)** require local authorities to do the following to enable better performance of the general equality duty:

- report progress on mainstreaming the general equality duty
- publish equality outcomes and report progress in meeting those
- impact assess new or revised policies and practices as well as making arrangements to review existing policies and practices
gather, use and publish employee information
- publish gender pay gap information and an equal pay statement
- consider adding equality award criteria and contract conditions in public procurement exercises.

Further information: [Understanding Scottish Specific Public Sector Equality Duties](#)

Enforcement

Judicial review of an authority can be taken by any person, including the Equality and Human Rights Commission (EHRC) or a group of people, with an interest, in respect of alleged failure to comply with the general equality duty. Only the EHRC can enforce the specific duties. A failure to comply with the specific duties may however be used as evidence of.

Appendix 4

Notes of Public Meetings

MEETING FOR:	Secondary School Entry Criteria/Placing Request Criteria
DATE OF MEETING	Tuesday 5 June 2018
VENUE	Drumchapel High School
NAME OF OFFICER	Jim Wilson
NAME OF SUPPORT OFFICER	Maureen McKenna
HEAD TEACHER(s)	
APPROX No IN ATTENDANCE	2
COUNCIL REPRESENTATIVES IN ATTENDANCE (if known)	NA
EDUCATION SCOTLAND REPRESENTATIVES (if known)	Shona Hunter
ELECTED MEMBERS IN ATTENDANCE (if known)	Nil
RELIGIOUS REPRESENTATIVES IN ATTENDANCE (if known)	Nil
RECORD	Mandie Running

Jim Wilson introduced himself and other representatives of Education Services, Glasgow City Council.

Jim Wilson explained the background to the proposals and the consultation process. He stressed the importance of people responding to the consultation and encouraged alternative proposals and ideas.

The meeting was then opened to those present for any comments/areas of concern to be raised.

No specific concerns or questions were raised.

Appendix 4a

MEETING FOR:	Secondary School Entry Criteria/Placing Request Criteria
DATE OF MEETING	Tuesday 12 June 2018
VENUE	Springburn Academy
NAME OF OFFICER	Jim Wilson
NAME OF SUPPORT OFFICER	Maureen McKenna, David McEwan
HEAD TEACHER(s)	
APPROX No IN ATTENDANCE	0
COUNCIL REPRESENTATIVES IN ATTENDANCE (if known)	NA
EDUCATION SCOTLAND REPRESENTATIVES (if known)	Nil
ELECTED MEMBERS IN ATTENDANCE (if known)	Nil
RELIGIOUS REPRESENTATIVES IN ATTENDANCE (if known)	Nil
RECORD	Mandie Running

Appendix 4b

MEETING FOR:	Secondary School Entry Criteria/Placing Request Criteria
DATE OF MEETING	Tuesday 19 June 2018
VENUE	St Paul's High School
NAME OF OFFICER	Jim Wilson
NAME OF SUPPORT OFFICER	David McEwan
HEAD TEACHER(s)	
APPROX No IN ATTENDANCE	9
COUNCIL REPRESENTATIVES IN ATTENDANCE (if known)	Nil
EDUCATION SCOTLAND REPRESENTATIVES (if known)	Sally Stewart
ELECTED MEMBERS IN ATTENDANCE (if known)	Nil
RELIGIOUS REPRESENTATIVES IN ATTENDANCE (if known)	Nil
RECORD	Mandie Running

Jim Wilson introduced himself and other representatives of Education Services, Glasgow City Council.

Jim Wilson explained the background to the proposals and the consultation process. He stressed the importance of people responding to the consultations and encouraged alternative proposals and ideas.

Jim Wilson talked in more detail around the changes to the placing request criteria for mainstream schools, whilst David McEwan followed on with information on the amendments to the entry criteria to mainstream secondary schools.

Both were accompanied by an electronic presentation.

The meeting was then opened to those present for any comments/areas of concern to be raised.

Below are the main concerns that were raised.

QUESTIONS ASKED / AREAS OF CONCERN RAISED : -

1 If the proposals go ahead and are accepted, when will this be implemented?

A It will be implemented for the session 2020/21. JW explained the consultation process and timescales involved.

2 If you are in an area that is delineated, does this affect you directly?

A No – there is no change to schools who are currently delineated.

3 Are you going to look at reviewing the catchment areas for all schools?

A There is no plan to review the catchment areas across the city at present but if we do in the future, these proposals will make that process simpler.

4 Do catchment areas get changed as part of review or is it currently ad hoc?

A No. Presently, this is only conducted where necessary.

These are notes from the meeting rather than minutes. The questions above represent themes of many questions asked.

Appendix 4c

MEETING FOR:	Secondary School Entry Criteria/Placing Request Criteria
DATE OF MEETING	Thursday 16 August 2018
VENUE	St Thomas Aquinas Secondary School
NAME OF OFFICER	Jim Wilson
NAME OF SUPPORT OFFICER	Julie Steel
HEAD TEACHER(s)	
APPROX No IN ATTENDANCE	8
COUNCIL REPRESENTATIVES IN ATTENDANCE (if known)	Nil
EDUCATION SCOTLAND REPRESENTATIVES (if known)	Sally Stewart
ELECTED MEMBERS IN ATTENDANCE (if known)	Nil
RELIGIOUS REPRESENTATIVES IN ATTENDANCE (if known)	Nil
RECORD	Mandie Running

Jim Wilson introduced himself and other representatives of Education Services, Glasgow City Council.

Jim Wilson explained the background to the proposals and the consultation process. He stressed the importance of people responding to the consultations and encouraged alternative proposals and ideas.

Jim Wilson talked in more detail around the changes to the placing request criteria for mainstream schools and on the amendments to the entry criteria to mainstream secondary schools. Both were accompanied by an electronic presentation.

The meeting was then opened to those present for any comments/areas of concern to be raised.

Below are the main concerns that were raised.

QUESTIONS ASKED / AREAS OF CONCERN RAISED : -

1 If the proposals go ahead and are accepted, when will this be implemented?

A It will be implemented for the session 2020/21. JW explained the consultation process and timescales involved.

2 **If you are in an area that is delineated, does this affect you directly?**

A No – there is no change to schools who are currently delineated.

3 **Are you going to look at reviewing the catchment areas for Notre Dame to include the existing catchment for St Thomas Aquinas Secondary?**

A There is no plan to review the catchment areas across the city at present but if we do in the future, these proposals will make that process simpler.

4 **Do catchment areas get changed as part of review or is it currently ad hoc?**

A No. Presently, this is only conducted where necessary.

P Parents raised concerns about the placing request process stating that there should be a definite waiting list rather than expecting parents to continually submit new requests.

A JW urged those present to raise these concerns in their responses.

These are notes from the meeting rather than minutes. The questions above represent themes of many questions asked

Appendix 4d

MEETING FOR:	Entry and Placing Request Criteria Consultation
DATE OF MEETING	Tuesday 21 August 2018
VENUE	Whitehill Secondary School
NAME OF OFFICER	Jim Wilson
NAME OF SUPPORT OFFICER	David McEwan
HEAD TEACHER(s)	
APPROX No IN ATTENDANCE	Nil
COUNCIL REPRESENTATIVES IN ATTENDANCE (if known)	Nil
EDUCATION SCOTLAND REPRESENTATIVES (if known)	Anna Boni
ELECTED MEMBERS IN ATTENDANCE (if known)	Nil
RELIGIOUS REPRESENTATIVES IN ATTENDANCE (if known)	Nil
RECORD	Mandie Running

Appendix 4e

MEETING FOR:	Entry and Placing Request Criteria Consultation
DATE OF MEETING	Tuesday 4 September 2018
VENUE	St Margaret Mary's Secondary School
NAME OF OFFICER	Jim Wilson
NAME OF SUPPORT OFFICER	
HEAD TEACHER(s)	
APPROX No IN ATTENDANCE	Nil
COUNCIL REPRESENTATIVES IN ATTENDANCE (if known)	Nil
EDUCATION SCOTLAND REPRESENTATIVES (if known)	Nil
ELECTED MEMBERS IN ATTENDANCE (if known)	Nil
RELIGIOUS REPRESENTATIVES IN ATTENDANCE (if known)	
RECORD	Mandie Running