

Equality Impact Assessment: Admissions and Placing Request Policy

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Is this proposal a high-level strategy? No

Type of proposal : consultation;

What type of assessment is required? full

Overview

Directorate or service. If the proposal involves more than one directorate or service, name the lead one : Education & Lifelong Learning

Give details of any legislation relevant to this proposal : Education (Scotland) Act 1980
Education (Additional Support for Learning) (Scotland) Act 2004, as amended by the
Education (Additional Support for Learning) (Scotland) Act 2009
Schools (Consultation) (Scotland) Act 2010

What is being proposed? The report brings forward a draft Admissions and Placing Request policy and seeks approval to move to statutory consultation.
if approved, it is intended that a consultation will run from 28 May - 05 September 2025.
The outcome will be reported back to Family, Education and Justice Committee in November 2025.

The key themes from the draft policy are:

5.4 The key changes proposed are:

â€¢ A single admissions and placing request procedure document will be established, to ensure parents / carers can access all information from the same location.

â€¢ Waiting lists will be established for schools which receive more placing requests than can be accommodated.

â€¢ Timescales for agreeing Additional Support Needs (ASN) placing requests will be clarified.

â€¢ Arrangements for accessing denominational education will be clarified.

Is this a new consultation or a review of an existing consultation? New proposal -

Impact

All the group(s) of people your proposal involves or affects : Service users

What internal data, such as customer satisfaction surveys, equality monitoring data and customer complaints, have you gathered to discover what impact (positive or negative) your proposal will have on people? Local procedures have been reviewed:
https://www.angus.gov.uk/schools_and_young_people/schools/enrolling_in_primary_school
https://www.angus.gov.uk/schools_and_young_people/schools/moving_to_secondary_school
https://www.angus.gov.uk/schools_and_young_people/schools/making_a_placing_request.

Local trend data relating to the number of enrolments and placing requests has been reviewed.

This review has highlighted areas of our current procedures where greater clarity is needed.

What internal consultation, for example with staff, trade unions and affected services, have you gathered to discover what impact (positive or negative) your proposal will have on people? If the report is approved at committee, internal stakeholders will be invited to participate in the statutory consultation. Any equalities information arising from this will be used to inform final reports.

What external data, such as census data, equality reports, equality evidence finder, performance reports, research and statistics have you gathered to discover what impact (positive or negative) your proposal will have on people? Admissions arrangements in neighbouring local authorities have been reviewed.

What external consultation have you done, with partner organisations, national organisations, other councils, community groups and others, to discover what impact (positive or negative) your proposal will have on people? If the report recommendations are approved, external stakeholders will be invited to participate in the consultation.

What other consultation (if any) has been conducted that was not included above?
N/A

Gaps

Are there any gaps in the equality information you currently hold? No

Groups

Are there potential differential impacts on particular age groups? Positive

Reason(s) for your answer : If the report is approved, and the policy ultimately adopted, there will be a positive impact on children and young people. The main reasons for this is that revised arrangements may support earlier decision making and mean children know earlier about where they will attend school. This may be particularly beneficial for children with additional support needs (ASN).

If adopted, we will also be able to more clearly prioritise requests from children and young people in Angus. It is noted that doing so would create a negative impact on children who reside outside Angus.

Are there potential differential impacts on people with a disability? Positive

Reason(s) for your answer : If these proposals are ultimately implemented, it may mean that some children with ASN (including disability) may receive decisions earlier. This would support enhanced transition arrangements.

Are there potential differential impacts on people with a gender reassignment?

Neutral

Reason(s) for your answer : No known impact.

Are there potential differential impacts on people with a marriage or civil partnership status? Neutral

Reason(s) for your answer : No known impact.

Are there potential differential impacts on people due to their race? Neutral

Reason(s) for your answer : No known impact.

Are there potential differential impacts on people due to their sex? Neutral

Reason(s) for your answer : No known impact.

Are there potential differential impacts on people due to pregnancy/maternity?

Neutral

Reason(s) for your answer : No known impact.

Are there potential differential impacts on people due to religion or belief? Positive

Reason(s) for your answer : The proposals, if adopted, provide greater clarity for families

wishing to access denominational education at our Roman Catholic primary schools.

Are potential differential impacts on people due to their sexual orientation? Neutral
Reason(s) for your answer : No known impact.

UNCRC

Which of the general principles apply to your proposal? Best interest of the child
(Article 3), Right to be heard (Article 12) ;

What impact will your proposal have on children's rights? The proposal positively impacts on:

Article 3 - best interests of the child - this is due to the proposal supporting earlier decision making and providing greater clarity on the arrangements for access education.

Article 12 - respect for the views of the child - children and young people will be invited to participate in consultation activity.

Article 28 - right to education - the proposal supports delivery of this, and clarifies the arrangements for accessing Angus schools through enrolment and/or placing request.

How will the proposal give better effect to the UNCRC in Scotland? Children will be provided with an opportunity to express their views and inform the overall outcome of this proposal.

How will the impact be monitored? Through the consultation process.

How will you communicate to children and young people the impact of the proposal on their rights? Children and young people will be invited to participate in the consultation activity.

Consultation

Have you consulted with any of the protected characteristic groups who are potentially negatively affected by the proposal? No

What are your reasons for not consulting with any of the protected characteristic groups who are potentially negatively affected by the proposal?

How did you do this?

What were the results?

Negative Impacts

What steps will you take to reduce or remove potentially negative impacts? N/A

Justification

If your proposal will have a negative impact, what is your justification for taking it forward? N/A

Public Sector Equality Duty

Does this proposal contribute to any, or all, of the public sector equality duty to? No

We need to know how your proposal does this :

Is there anything that could be done to advance equalities in relation to this proposal? N/A

Fairer Scotland Duty: Not Applicable

Monitoring

How will you monitor and review your assessment in line with your proposal? The EIA will be reviewed following the consultation, and an update brought to Family, Education and Justice Committee along with the consultation report.

Will this equality impact/fairer Scotland Duty/Children's Rights assessment be included with a committee report? Published with committee report

Approvers

Reviewer Approval : Stuart Gray

Review Date : 30/04/2025 14:22

Manager Approval : - Service Leader – Education and Lifelong Learning

Approval Date : 30/04/2025 16:08