

I refer to the agenda for the meeting of the Education and Lifelong Learning Committee to be held on Tuesday 3 November 2009 and attach reports as undernoted which were not available on the day of issue.

ELAINE PATERSON
Head of Legal and Administration

Undernote

13. **Results of the Consultation on Additional Support Needs**
Report by Acting Director of Education
14. **Review of Admissions and Placing Request Policy of Inverclyde Council**
Report by Acting Director of Education

Enquiries to - **Sharon Lang** - Tel 01475 712112

Report To:	Education & Lifelong Learning Committee	Date:	3rd November 2009
Report By:	Acting Director of Education	Report No:	EDUC/97/09/AH
Contact Officer:	Tom Reid	Contact No:	01475 712892
Subject:	Results of the Consultation on Additional Support Needs		

1.0 PURPOSE

1.1 The purpose of this report is:

- i. To provide elected members with information on the statutory consultation exercise, related to Additional Support Needs provision in Inverclyde, carried out between 14th September 2009 and 16th October 2009.
- ii. To highlight the issues raised during the consultation and the implications these have for the proposals.
- iii. To seek members' approval for the recommendations.

2.0 SUMMARY

2.1 The background details on the consultation exercise are provided for the information of members. This includes an analysis of points and issues raised in the consultation and a proposed response in each case.

2.2 An overarching evaluation is provided for members. This provides an overview of the effect of proposed changes to the educational experience of pupils. The implications for these proposed changes are also highlighted.

3.0 RECOMMENDATIONS

3.1 In response to the consultation exercise the proposal for ASN has been reviewed to take account of the opinions expressed. Members are asked to approve the following recommendations:

That Option 3, as outlined in the Consultation Document be approved, namely:

- i. A new special needs school be developed to accommodate Lilybank, Glenburn and eight nursery places from Hillend children's centre.
- ii. The new special school be developed on the site of the new shared campus school in Port Glasgow.
- iii. Places for up to eight nursery pupils be made available in the new special school.
- iv. A primary special needs unit will be developed in St Francis Primary School for up to 10 pupils
- v. Hillend Children's Centre will continue to operate as it does at present but with a reduction of 8 pupils who have complex needs and are medically dependant.

Albert Henderson
Acting Director of Education

4.0 BACKGROUND

4.1 On 8th September 2009 the Education and Lifelong Learning Committee approved the issue of a Consultation Document on Additional Support Needs. The proposals contained therein were:

- i. Both Lilybank and Glenburn Special Schools remain in their current school with only basic maintenance carried out as and when required.
- ii. An all-through Special School to accommodate both Lilybank and Glenburn is created on the site of the planned new joint campus school in Port Glasgow. There would also be provision for up to 8 children from early years with severe or complex needs.
- iii. This option is similar to option 2 but would also include the creation of a primary unit in St Francis' Primary School to facilitate greater integration of pupils into mainstream.

4.2 The rationale to support these proposals are:

- Both schools required substantial refurbishment to make them suitable for the 21st century curriculum.
- A more integrated approach would be beneficial to pupils who have additional support needs.
- A small number of pupils within Hillend Nursery require specialist medical care.

5.0 THE CONSULTATION

5.1 Written representation on the Committee's proposals were sought from interested parties in terms of the Education (Publication and Consultation etc) (Scotland) regulations as amended.

5.2 In accordance with the statutory requirements, parents of the affected schools and parent councils have been consulted. Copies of the consultation document were also made available to parents, schools' staff, members of the Education and Lifelong Learning Committee, teachers' unions, non teachers' unions, MPs, MSPs and other Council services.

5.3 The availability of the document was advertised in the press and copies made available in the education offices, public libraries, schools, early years establishments and the Council web site.

6.0 RESPONSES TO THE CONSULTATION EXERCISE

6.1 A total of 50 responses were received during the consultation exercise.

6.2 Responses to the consultation were mainly in the form of letter and e-mail.

6.3 The breakdown of responses is as follows:

- 37 individual letters
- 3 from parent councils (Lilybank School, Glenburn School and Port Glasgow High School)
- 2 from school staff members
- 3 group responses from staff at Glenburn, Lilybank and Hillend

- (3) responses from EIS (trade union) from staff of Glenburn, Lilybank and Hillend
- 0 responses from outside agencies / partnership bodies
- 1 block letter from Inverclyde residents relating to Hillend
- 1 petition from Inverclyde residents relating to Hillend with 288 signatures.

6.4 Option 1

Of the 50 responses received 2 (4%) were in favour of the proposal.

6.5 Option 2

Of the 50 responses received, 5 (10%) were in favour of the proposal.

6.6 Option 3

Of the 50 responses received, 33 (66%) were in favour of the proposal.

6.7 The remaining 20% of responses received did not express a preference.

7.0 ISSUES RAISED

7.1 A number of points were raised in letters and email. These are listed below:-

7.1.1 **I would not want the unit within St Francis' Primary School to be created at the expense of the accommodation within the new special needs schools.**

The primary unit in St Francis' Primary School will have space for up to 10 children and will be in addition to the accommodation available in the new all through school. This will provide increased integration opportunities for primary aged pupils.

7.1.2 **....conditions within Glenburn School are cramped and far from ideal, that the building lacks appropriate space for sports, the arts, social interaction and some practical lessons.**

It is for these reasons that a new school is being developed. The design brief will highlight areas for development, some of which may be located within the shared secondary school.

7.1.3 **Both primary and secondary at Glenburn School are at full capacity with a waiting list for both. The new building needs to have the correct capacity.**

School rolls are considered in any development within the Schools Estate. Given the continued falling rolls and the past trends of special needs pupils we feel that a capacity of 140 pupils is appropriate.

7.1.4 **In 2007, HMle observed that the hydrotherapy pool within Lilybank School was too small for older pupils.**

A larger hydrotherapy pool, suitable for older pupils, will be included in the design brief.

7.1.5 **I would also hope that the teacher/pupil ratio of approximately 1:10 would be sustained for the long term and not just for the first year.**

The appropriate teacher/pupil ratio will be applied to all age groups in line with current Inverclyde policy and future legislation.

7.1.6 **....it is essential that the new school takes account of the number of pupils who may in the future require specialist provision with regards to planning the number**

and size of rooms, specialist teachers facilities, health and therapy suites, swimming pool, dining areas, theatre, storage, outdoor grounds for learning, leisure and play and car/bus parks etc.

Consultation has taken place with Head Teachers of Lilybank School, Glenburn School and Hillend Children's Centre. Their input has helped shape the design brief that includes most of the above. However, there is a limited budget and as with all School Estate development compromises will need to be made. Further consultation will take place and Head Teacher will help to identify priorities.

- 7.1.7 I would like to point out that the LINKZ base at Glenburn School is also a vital resource and hope that it could be replicated within the new school.**

Nothing has been ruled out or in of the design brief. If a 'LINKZ' type development is regarded as a priority it could be included but it could be at the expense of another aspect or resource.

- 7.1.8 'in the description of Glenburn (2.3) the following reference was made 'with the onset of inclusion rationally there has been a drift away from the sector at primary level' The reverse has happened and numbers in our primary department have continued to rise over the year – all classes, as with secondaries are full.**

The statement made in the consultation document refers to the national picture and national statistics available. All school roll projections are based on trends and averages, but within these trends 'blips' can occur providing an increase or decrease in pupil numbers, However, if the statistics are analysed over a period these 'blips' can be accounted for within the overall statistical information. We believe our long term projection for the all through school to be accurate.

- 7.1.9 St Francis' Primary School unit – 'what type of special needs would this unit/base cater for'.**

The pupils who attended the St Francis' Primary School Unit would be pupils who would benefit from integration into a mainstream school classroom. This integration could be for a short period, say for a specific lesson or for a longer period. This would be dictated by the needs and capability of the individual pupil. It is also envisaged that their stay in the unit is 'fluid' there may be occasions when their needs are best met in the specialist all through school and at other times integration into mainstream may be the priority.

8.0 HILLEND CHILDREN'S CENTRE

- 8.1** Some responses sought clarification on the future of Hillend Children's Centre, many of which were based on the premise that Hillend Children's Centre would close, and this is not the case. It is planned to provide up to 8 spaces for nursery children in the new all through special school. It is envisaged that these pupils will have a high medical dependency that will be better provided in the new all through school. The remaining Hillend children, based on current roll will be 25-30FTE and will remain in Hillend Children's Centre and the provision and support will be unchanged from present. Staffing levels will be in line with Inverclyde Council's policy on special education.

Other issues were raised regarding Hillend Children's Centre:

- 8.2 Why only eight places for children from Hillend?**

This issue was discussed during the Working Group developments and this number, up to eight pupils, reflects the trends of pupils who have complex needs coupled with a high medical dependency.

8.3 Why no mention of how pre-5 children would be offered integration or where this would take place?

These children would be very much part of the all-through school and would be integrated, in the best of available facilities, into the life of the school. For such children access to the best of facilities and modern equipment may be of greater value than integration within mainstream peers.

For those children remaining in Hillend, integration with peers would continue as before.

8.4 Would staff from Hillend be placed within the nursery? Hillend is a 52-week establishment so if staff were in the nursery would they be expected to move to a term-time contract?

There would be a need for nursery staff in the new provision and less need at Hillend, because there would be fewer children. This may mean a direct transfer of staff.

The 52 week provision could continue if required – there is no intention to dilute or diminish existing provision.

8.5 Why is there no mention that the fabric of Hillend is not in a peer condition given the major work that has taken place over the last 5 years?

The move to the new school has nothing to do with the condition of Hillend. The good condition of Hillend allows the continuity of that Service.

8.6 What would staffing ratios be in any new school?

The ratios would be in line with the Inverclyde policy.

8.7 What would happen to those children who are at present in Hillend because their mainstream nursery could not meet their development or physical needs.

Apart from the 8 children with complex/medical needs the children would remain in the most suitable provision for them, which would in many cases be Hillend.

8.8 What would happen to the specialist and unique services that the staff in Hillend provide at present?

Apart from the 8 children with complex/medical needs the children would remain in the most suitable provision for them, which would in many cases be Hillend.

8.9 If the proposal to move 8 children from Hillend to the new school goes ahead does this mean that Hillend will no longer survive in the unique way that it does at present?

If the move were to happen at present there would still be 18 mainstream and 6 ASN places available together with 6 places related to communication as a minimum provision. There would still be plenty of need for Hillend. That is unlikely to shrink much in the coming years.

9.0 RESPONSE FROM LILYBANK SCHOOL STAFF

9.1 A group response was received from the staff of Lilybank School, a number of the points raised have previously been covered. The following are additional points.

9.2 A purpose built school will better meet the needs of our pupils and will further enable us to improve the provision we make.

Agreed, this will involve further consultation and research to ensure we provide the best possible resource.

- 9.3 We welcome the opportunity to be an integral part of the planned provision, working with others to contribute to the vision and plan the detail of this build.**

It is planned to continue with the ASN Working Group during the development of this project which will provide an overview of developments and the opportunity to influence the design. As with all School Estate developments staff consultation is essential and opportunities to review and comment will be available as the design evolves.

- 9.4 The grounds available for this development are superior to those previously considered, providing options to develop outdoor learning.**

External learning opportunities are an important feature in modern teaching methods. There will be clear direction in the Design Brief regarding external provision and the opportunity will be provided to stakeholders to influence these designs.

- 9.5 The shared campus will provide opportunities for both curricular and social inclusion and will be facilitated by close proximity to other schools. This will enable pupils to access each others schools, a benefit to all of the schools and their pupils.**

Agreed, by building this vision in from concept we will hopefully avoid some of the difficulties experienced by others in previous developments.

- 9.6 The additional provision at St Francis' Primary School will provide opportunities for those pupils with additional support needs, who can access aspects of the mainstream primary curriculum, to do so. It will also provide choice for families.**

It is envisaged that the 'fluid' nature of the St Francis' unit will provide added opportunities for some primary pupils who attend the new all through school.

10.0 RESPONSE FROM GLENBURN SCHOOL STAFF

- 10.1** A response was received from the staff of Glenburn Schools most of the points raised have previously been addressed. The following are points raised that have not been covered.

- 10.2 If option 2 and 3 is selected it is vital that the working party visit other new special schools to ensure that we get a state of art school that pupils, parents and Inverclyde as a whole deserve.**

It is because of the overarching need for development and to improve school facilities for all Inverclyde pupils that the Council has identified School Estates Modernisation as a key priority. Visiting other schools to see good and not so good practice is fundamental to the development of any new school and the School Estate Team have visited a large number over the last few years. However, given the specialist nature of special needs provision further visits are planned. It must also be recognised that we should build upon current good practice and not 'reinvent the wheel' just for the sake of it.

- 10.3 The suggestion of creating a primary base in St Francis' Primary School will benefit a range of pupil.**

- **Pupils with ASN whose parents wish them to stay in mainstream sector but who need out of classroom support.**

- Pupils currently attending Glenburn who require minimal support (the minority)
- Pupils who will attend the new special school and for whom part-time attendance would be recommended.

It was for these reasons, plus other considerations that the primary unit was suggested.

11.0 RESPONSE FROM LILYBANK PARENT COUNCIL

- 11.1 A response was received from Lilybank Parent Council, most points have been covered. The following are points that have been addressed but further details are provided in the response to provide added clarity. Their preferred option was 3.
- 11.2 **The small number of eight nursery places: is this for children with complex additional support needs? The Parent Council is concerned that this provision for a small number of children may potentially leave both children and parents feeling isolated from the broader nursery provision currently undertaken at Hillend Children's Centre.**

The eight nursery placements in the new all through school are for pupils who have complex needs and high medical dependency. The risk of isolation is an issue and this was discussed at the ASN Working Group. However, it was felt that the medical issues were a greater risk and these could be better catered for in the new school.

- 11.3 **Lilybank parent Council would welcome the continuation of the Working Group on the Future of Special Education in Inverclyde to involve and inform parents in the planning of the new school developments.**

It was always planned to continue with the ASN Working Group in a similar way to the Shared Campus Working Group. However, if the recommendation is accepted by Committee further consideration must be given to bringing both groups together as they will be working towards the same goal.

12.0 RESPONSE FROM GLENBURN PARENT COUNCIL

- 12.1 A response was received from the Parent Council of Glenburn School, a number of points were raised but these have previously been responded to, their recommendation was option 3.

13.0 RESPONSE FROM PORT GLASGOW PARENT COUNCIL

- 13.1 A response was received from the Parent Council of Port Glasgow High School who recommended option 2 or 3. Some additional points were also raised that have not been previously addressed.
- 13.2 **We, the Parent Council of Port Glasgow High School, would very much welcome a new special needs school adjacent to our shared campus building. We see this as a very exciting addition to our plans.**

Noted

- 13.3 **We have senior pupils at the moment who are very interested in working with special needs children in the future, and such an arrangement would provide the ideal opportunity for Port Glasgow High School pupils to gain experience in this area.**

It is envisaged that any pupils interaction will be a two way process between mainstream schools and special needs schools providing learning opportunities for pupils.

- 13.4 **We believe the possibility of such close links would help to educate not just high school pupils but the larger community in special needs.**

Agreed, it was with this vision in mind that the proposal was made to include the new ASN school on the site of the shared campus.

- 13.5 **Port Glasgow High School already enjoys a good working relationship with staff and pupils from Lilybank and would endeavour to provide a similar working relationship with staff and pupils from Glenburn which they have enjoyed with schools in West Greenock.**

Noted, this open and enthusiastic response is welcomed.

14.0 RESPONSE FROM TEACHERS' SIDE OF INVERCLYDE LNCT

- 14.1 A response was received from the Teachers' Side of Inverclyde LNCT that raised points covering Lilybank, Glenburn and Hillend. A number of these issues have previously been addressed but the following points cover new issues raised or provide further clarification:-

14.2 Glenburn School

Given that at present Glenburn's primary classes are full and there is in fact a waiting list for entry, will the building of the unit at St Francis' Primary School mean a reduction in the number attending the new special school?

The base at St Francis' Primary would have up to 10 places available for children who could be integrated into mainstream classes for part or most of the week. Planning for the new school is around the existing rolls at Glenburn and Lilybank.

- 14.2.1 **What will be the staffing arrangements for the new school in terms of the staff that are at present in both Glenburn and Lilybank and will staff be able to opt for either the primary unit or the all-through school?**

The staffing exercise for the new school would be done in the lead-up time to its opening. The staffing level would be in keeping with the roll at that time, as well as the current legislation. It would be appropriate to maximise the use of existing expertise in both the school and the base. Discussion would be helpful with staff before the move to new premises took place.

- 14.2.2 **What provision will there be for children from the special school to mix socially and culturally with their peers in mainstream?**

Given that the campus will host children from the 3 different schools there should be ample opportunities to share activities and events.

14.2.3 What provisional arrangements will be made when children leave the unit to decide who should attend the special school and who should attend mainstream secondary school and will sufficient capacity be built into the new special school to allow for this?

The same determinants as at present will be used: the views of the professionals working with the child, the views of parents and where appropriate the child's views also.

There will be enough flexibility in the design to take account of both options.

14.2.4 What will the class sizes be in the unit at St Francis' Primary School?

The Inverclyde policy on class sizes in special schools would be applied.

14.2.5 If the unit is built at St Francis Primary will this mean a reduction in the budget and or specification for the special school?

The sum of money available for the project is fixed.

14.3.1 Lilybank School

Staffing arrangements for the unit and the special school.

Staffing levels would be in line with the Inverclyde Policy.

14.3.2 Playground and security arrangements.

The building would have a secure entry system and CCTV. Fencing is included in the brief comparable to that used in other newly built schools.

14.4 Hillend Children's Centre

Hillend Children's Centre points have already been covered in section 8.0.

15.0 EVALUATION

15.1 Education in Inverclyde seeks to "build Inverclyde through excellence, ambition and regeneration". The Council seeks to provide Education Services of the highest quality to meet the needs of the community. Schools and school accommodation also have a wider role in providing resources not only to pupils but also to the wider community to support lifelong learning, leisure and community services. There is also a requirement within the general field of additional support needs to reflect human rights and recent Scottish Government legislation which is based on children's rights.

15.2 Within the Schools Estate Management Plan it is only recently that provision for young people with additional support needs has been considered and the future excellent provision of school buildings has to synchronise with the totality of the Schools Estate Management Plan and has to be delivered within the finances which are available to Inverclyde Council.

15.3 Lilybank

It is clear from the responses that there is a clear desire for a new all through special school. The proposed site of the new shared campus school provides the opportunity to develop opportunities for integration for a number of pupils. Two caveats being the continuation of the ASN Working Group and the further consultation with stakeholders.

15.4 Glenburn

Similar to Lilybank it was clear from responses that a new all through special school was required and that the site of the new shared campus schools Port Glasgow provided many opportunities. Some concerns were expressed regarding the function of the proposed Primary Unit in St Francis' Primary School.

15.5 Hillend Children's Centre

Most of the responses received were concerned with the closure of Hillend Children's Centre. This was never the intention and details of the future provision in Hillend are included in section 8.0.

16.0 CONCLUSION

16.1 In response to the consultation exercise the proposal for ASN has been reviewed to take account of the opinions expressed. This Review leads to the conclusion that the preferred option is as outlined in the recommendation outlined in paragraph 3 of this report.

17.0 IMPLICATIONS

17.1 The necessary funds are included within the Schools Estate Plan previously approved by the Education and Lifelong Learning Committee on 8th September 2009.

18.0 CONSULTATION

18.1 Corporate Management Team

The Corporate Management Team have been consulted on the recommendations.

18.2 Financial

The Chief Financial Officer has been consulted.

18.3 Legal

The Head of Legal Services has been consulted and agreed that there are no legal issues.

18.4 Human Resources

The Head of Human Resources and Organisational Development has been consulted. Trade unions have been consulted but any proposals that may affect employees will be part of the trade union consultation process.

18.5 Equalities

If approved the proposal will improve the quality of provision for ASN pupils.

19.0 LIST OF BACKGROUND PAPERS

19.1 Consultation Document issued 14th September 2009.

THIS IS A CONSULTATIVE DOCUMENT



ADDITIONAL SUPPORT NEEDS

**REPORT BY THE CORPORATE DIRECTOR OF
EDUCATION AND SOCIAL CARE**

This document has been issued by the Education and Lifelong Learning Committee of Inverclyde Council for Consultation in terms of the education (Publication and consultation etc) (Scotland) Regulations 1981 (as amended).

INVERCLYDE COUNCIL EDUCATION SERVICES

Responses are invited from interested parties before Friday 16th October on the following options:

- i. Both Lilybank and Glenburn Special Schools remain in their current school with only basic maintenance carried out as and when required.**
- ii. An all-through Special School to accommodate both Lilybank and Glenburn is created on the site of the planned new joint campus school in Port Glasgow. There would also be provision for up to 8 children from early years with severe or complex needs.**
- iii. This option is similar to option 2 but would also include the creation of a primary unit in St Francis' Primary School to facilitate greater integration of pupils into mainstream.**

1.0 INTRODUCTION

- 1.1 At the meeting of the Education & Lifelong Learning Committee on 18th June 2008, it was agreed that the future of Additional Support Needs across Inverclyde be reviewed and be subject to a consultation exercise. This was part of a decision to review all of the school estate across Inverclyde Council.
- 1.2 The consultation exercise took place between 19th September 2008 and 28th November 2008. A report detailing the responses received during the consultation period was presented to the ELLC of 3rd March 2009. The committee decided
 - (1) That the Garvel Centre for the Deaf be relocated to Moorfoot Primary School once accommodation becomes available.
 - (2) That a review of both the short term and longer term accommodation options in respect of Mearns Centre be evaluated to ensure the longer term delivery of the service. A report was presented to the Education and Lifelong Learning Committee on 8th September 2009.
 - (3) That a working group be established to identify the possible options for Lilybank and Glenburn Schools and Hillend Children's Centre and that a consultation paper be presented to ELLC prior to public consultation.

2.0 BACKGROUND

- 2.1 The information below highlights the need to consider future provision in Inverclyde in the special education sector. A previous review was undertaken in 2003 but not taken forward at that time. Meanwhile, the Moving to Mainstream agenda and the national drive towards inclusion have advanced and many parents and carers express a preference for a mainstream setting with appropriate supports in place for children with a range of additional support needs.
- 2.2 Legislative developments, such as the Education (Additional Support for Learning) (Scotland) Act 2004 and amendments made in 2009 place a duty on authorities to provide appropriately for young people with Additional Support Needs. This is increasingly difficult to fulfil in buildings which are in some cases no longer fit for purpose. This does not, of course, detract from the excellent, supportive environments evident in our special schools, which enjoy a very high reputation nationally. It is, however, worth emphasising that pupils and staff have an entitlement to work and be educated in

buildings which are warm, watertight and which permit the delivery of a changing and flexible curriculum whilst allowing the fulfilment of the Ministerial Vision of ensuring pupils are safe, healthy, active, respected, responsible, included and nurtured.

2.3 **Glenburn**

Glenburn is a non-denominational, co-educational school located on a site on Inverkip Road, Greenock. It lies in close proximity to the former Greenock High School building and to the new Inverclyde Academy. It caters for pupils with moderate learning difficulties between the ages of 5 and 18. The building, built in 1968, is on a single level which facilitates accessibility. The school is, to the credit of the staff and pupils, very warm and welcoming.

Conditions, however, within the building are cramped and far from ideal. Although a number of repairs and small-scale improvements have been made in recent years, the building lacks appropriate space for sport, the arts, social interaction and some practical lessons. It has proved difficult in recent years to provide appropriate space for visiting services, such as Occupational and Speech and Language Therapy. Despite these advantages, the school continues to achieve very highly and promote pupil achievement very successfully. Integrated Children's Services led the development of the LINKZ project in the former Janitor's house to provide a community resource, much used by the school itself.

There are currently around ninety pupils in the school. Class sizes tend to be kept around the 1:10 teacher to pupil ratio. With the onset of inclusion nationally there has been a drift away from the sector at primary level with numbers at secondary remaining relatively stable.

There are excellent examples of inclusive practice which have been developed with the former Greenock High School. The proximity of secondary school facilities and the willingness of staff there to accept Glenburn Pupils into mainstream classes has been a very positive feature of school life in recent sessions.

2.4 **Lilybank**

Lilybank School is located in Birkmyre Avenue, Port Glasgow, It caters for young people from all over Inverclyde with complex needs. There are also a small number of young people from outwith Inverclyde. The school is non-denominational and co-educational. Lilybank now caters for a considerable number of pupils in the lower stages who are on the autistic spectrum and have little or no language. The number of pupils with complex and physical disabilities has decreased in recent times.

The current roll in Lilybank school is: 26 Primary
20 Secondary

The school was inspected in April 2007. The inspectors identified a high number of key strengths including the supportive ethos of the school, the quality of partnership working, pastoral care and the effectiveness of senior managers. One of few action points centred around the quality of accommodation and facilities. The school lacks an appropriate reception area, appropriate partitioning or separation between rooms and appropriate space for therapists to use. The hydrotherapy pool was regarded as too small for older pupils and the slope to the area at the front of the school for collecting and delivering pupils to the school caused difficulty.

Work has taken place this summer to improve the reception and some classroom areas in response to the recent HMIE reports.

2.5 A working group has met on a regular basis since the Education & Lifelong Learning Committee of 3rd March 2008. The working group after much deliberation has agreed that the proposed three options should be open to public consultation.

- 2.6 Members of the working group have also taken the opportunity to visit other Additional Needs Schools in Scotland. The experience gained from these visits has helped to form the view of the working group.
- 2.7 Annual returns are provided to the Scottish Government on the condition of our schools. A recent survey undertaken by an independent consultant confirmed both Lilybank and Glenburn schools to be in the 'poor' category.

3.0 PROPOSAL

- 3.1 Inverclyde Council now wishes to consult on the proposal to discontinue special education provision on current sites of Glenburn and Lilybank and to transfer both schools to a new purpose built school to be developed as part of the new joint campus school in Port Glasgow.
- 3.2 It is projected that a new all through school will cost approximately £12.7m.

4.0 THE OPTION

4.1 Option 1

Option 1 is to retain the status quo; retain both Glenburn and Lilybank schools and Hillend Children's Centre in their present accommodation.

Benefits:

- would involve no disruption for pupils or staff
- children are familiar with their school.

Issues to consider:

- fails to address accommodation issues.
- Unlikely to be sustainable in the long term.

4.2 Option 2

This option would provide an all through special school catering for moderate and complex needs children. It would provide accommodation for both Lilybank and Glenburn as well as up to 8 early years children from Hillend Children's Centre. The new school would be purpose built and be part of the new joint campus school in Port Glasgow to be completed in 2013.

Benefits:

- access to mainstream settings in a state of the art building where appropriate
- peer association with mainstream pupils
- self contained on one location
- purpose built school
- potentially room for other activities

- inclusion in the cluster of schools associated with Port Glasgow High and St Stephen's High
- Lilybank already has strong links in the Port Glasgow community.

Issues to consider:

- loss of Glenburn's current association with Greenock schools
- traveling distance to new school
- loss of separate identities
- disruption to pupils and staff

4.3 Option 3

This option would provide the same as Option 2 but would have an additional primary unit in St Francis Primary School.

Benefits:

- the benefits listed in 4.2 would also apply
- plus greater opportunity for primary pupil integration into a mainstream school

Issues to consider:

- the issues raised in 4.2 would apply

Plus

- some loss of peer association that could be achieved in an all through special school.

5.0 RECOMMENDATIONS

5.1 It is recommended that elected members agree to adopt for the purpose of the consultation proposal; That subject to the outcome of the consultation exercise

- current education provision at both Lilybank and Glenburn Special Schools be discontinued when alternative accommodation becomes available.
- children attending both Lilybank and Glenburn and up to 8 early years children attending Hillend Children's Centre should continue their education in another establishment, in accordance with one of the options set out in this report as yet to be determined.

6.0 CONSULTATION

6.1 Responses should be sent to :-

Education Consultation
 Education Services
 William Street
 Greenock
 PA15 1HT

Before Friday 16th October 2009

Written responses can be from individuals or from groups. Responses can also be sent via email to:-
educationconsultation.ho@inverclyde.gov.uk

All responses should include the name and address of the sender.

Report To:	Education & Lifelong Learning Committee	Date: 3 rd November 2009
Report By:	Acting Director of Education	Report No: EDUC/98/09/AH
Contact Officer:	Colin Laird	Contact No: 01475 712824
Subject:	Review of Admissions and Placing Request Policy of Inverclyde Council	

1.0 PURPOSE

- 1.1 The purpose of this report is to provide information to members of the committee on the responses received during the consultation on the Review of Admissions and Placing Requests Policy.

2.0 SUMMARY

- 2.1 The consultation ended on Friday 2nd October 2009.
- 2.2 A total of 49 responses were received.
- 2.3 A number of questions have been raised by respondents. These are outlined in section 5 of this report.
- 2.4 A number of respondents have submitted brief responses indicating their support for the reviewed policy.
- 2.5 Following the decision of the E&LLC documentation for parents covering admissions and placing requests will be issued to schools in November 2009.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that members:
- consider the content of the responses
 - agree to the immediate implementation of the policy
 - agree that Education Services will update current catchment area data to bring it into line with the new policy
 - agree that a working group be set up immediately with the remit of drafting the documentation to be issued to schools and parents. The working group should involve parents
 - agree that the Standard Circulars which relate to admission and placing requests be withdrawn and replaced by new ones which reflect the terms of new policy
 - agree that Education Services provide a report to a future Committee on the progress of implementation of this policy and that this report be submitted not later than June 2010.

4.0 BACKGROUND

- 4.1 The Education and Lifelong Learning Committee of 18 August 2009 approved the issue of the revised policy for consultation in accordance with legislative requirements.
- 4.2 The consultative document was issued to all relevant stakeholders on 28 August 2009 and advertised in the local press at that time.
- 4.3 The document was discussed at the meeting of Parent Council Chairs on 15 September 2009.
- 4.4 In the course of the consultation period Education Services responded to a number of requests for clarification. Legal advice was taken on each of these.

5.0 PROPOSALS

- 5.1 Responses were received as follows:

Parent Councils	6
Individual parents/families	35
Councillor	1
Teachers' Side (EIS)	1
MSP	1
School SMT	5
Total	49

- 5.2 The number of responses broadly in favour of the policy is 20 with 29 asking for consideration to be given to points raised in their submission.
- 5.3 A number of responses indicate broad approval and support for the consultative document.

These included the following comments:

- **“I have read through the 47 page document and agree that it should be one policy for all schools”.**
- **“As a parent of two children in St Ninian’s Primary School, I would like to inform you that I am in total support of the proposals for the admissions and placing requests policy. It seems both coherent and fair and would definitely allow parents to be quite clear about the whole process”.**
- **“There can be no policy that will make people 100% happy; however, this seems to be the fairest way to decide admission”.**
- **“It is my view that the draft policy is transparent, fair and easy to apply. I feel the adoption of this policy will enable more effective transition between primary and secondary school”.**
- **“I believe it’s important that there be only one coherent policy which is highlighted to parents and pupils in the Inverclyde area”**
- **“I appreciate that you will have a number of parents wanting you to back down. My response is STAND FIRM! Some parents might shout loudly, but if they want their child in a school then the choice is very simple, MOVE HOUSE!**

- **“The direction and core principles of the draft policy are positive. We welcome one clear document for families to consider when engaging with Education Services”.**
- **"We welcome one policy which is applicable to all schools in Inverclyde"**
- **“One policy applicable to all schools is welcomed.”**
- **Gourock Primary Parent Council wish to register their support for the changes to the school admissions policy. We think it will be very effective as long as the complete policy is adopted."**
- **“I think that Inverclyde Council needs to adopt this policy without changing or amending it, as any changes made will result in the Council finding itself in the same position as last year."**
- **“Overall the draft policy appears to very fair and clear."**
- **"At long last the Council is doing something about the fact that some schools are oversubscribed. I agree 100% with this document and hope that the Council policy is not watered down by two groups of people. Firstly those who chose to live in one area and want to send their children to a school in another area. Secondly, people who want to pick and choose to send their children to a denominational primary school and then expect the Council to keep a place open at a non-denominational school."**

Comment
All noted.

5.4 A number of other responses drew attention to situations where a pupil attending a primary school on a placing request would have to submit a further request to gain entry to that school's linked secondary school:

- **“I am concerned about this new policy as my daughter attends Ardgowan Primary on a placing request. She may need to apply again when the time comes to transfer to S1 in the Clydeview Academy”.**
- **“In the placing requests priorities number one should be - children who at the point of transfer are in attendance at a primary school of chosen denomination on the basis of a placing request”.**
- **“Please consider adding the following (or similar) in section 2.3 – high priority will be given to placing requests where family siblings currently attend the requested school”.**
- **“Children generally want and expect to transfer to the same secondary schools as their peers in their primary school. Transfer to secondary school is traumatic for some, and there is no need to heighten the trauma by having children placed into a new school in which they have no friends”.**
- **“Accelerating the implementation date deliberately denies parents time to take/make a balanced judgement on the optimal solution for their child I expect this will face ongoing challenge in future as parents were not able to follow due diligence in their decision making”.**
- **“I feel very aggrieved to discover that the implementation of the policy in question would eliminate this choice of Secondary Education placement and would require parents in my position to submit a placing request to their local secondary school”.**
- **“I would like to conclude my objection by informing you that should the afore-**

mentioned policy be implemented, I will not hesitate to seek further advice in order that my son is rightfully included with his peer group as a pupil of Moorfoot Primary”.

Comment

All points noted. Any families previously having submitted placing requests or who wish to change sector at the time of primary – secondary transfer would require to submit (further) placing requests under the new policy if they do not live within the defined area of the relevant secondary school. The immediate timing of the proposed implementation has fuelled some of the dissatisfaction relating to required placing requests. It is not sustainable to have to retain 2 secondary places for certain pupils (except in the case of the villages) so that an immediate implementation would help in the allocation of places.

5.5 Some issues relating to the separate treatment of village communities were also raised:

- **“...although I would expect in P1 a parent of a denominational child (in Kilmacolm PS) to indicate that their child would transfer to St Stephen’s High as the child moves through to P7, it could be decided to go to PGHS with peers, they will then be told they have to complete a placing request for the associated secondary for the school they currently attend”.**

Comment

Core principle 1.9 (page 33) gives Kilmacolm or Quarriers Village families the right to choose at P7 between the denominational or non-denominational secondary school assigned to their address.

- **“In reality children from Kilmacolm to go to Port Glasgow and parents who really care about their child’s education afforded few options”:**

Comment

Kilmacolm is part of the defined area for both St Stephen’s and Port Glasgow High School. Both have been schools of ambition and are very well-managed, successful schools in their own right. Parent can, of course, still submit placing requests to schools in other parts of Inverclyde.

5.6 A number of other general points are worthy of comment:

- **“Will this policy only affect the children being enrolled in primary 1 and in session 2010-2011?”**

Comment

No, the policy would come into immediate effect if approved and would impact on all admissions and placing requests.

- **“It is imperative that my children attend the same primary school. Removing my child would cause great upset to my family and have an extremely detrimental effect on my child who has additional support needs”.**

Comment

Priority in placing requests is given to children with additional support needs. Medical documentation should be supplied as evidence which would be considered in conjunction with Legal Services and via the Quality Improvement Officer (Inclusion).

- **“I find it unbelievable that you would change a policy to discriminate against children who have had placing requests accepted into primary schools”.**

Comment

If approved, the new policy would replace previous approaches.

- **“The policy appears to ignore the fact that the council implemented delineated areas”.**

Comment

Defined catchment areas would succeed delineated areas and the priorities in 4.1 and 4.2 (pages 35 and 36) would be applied. Effectively a secondary school's catchment is the sum of its primary schools defined areas.

- **“I would urge that the draft policy be amended to account for the children already in Ardgowan prior to delineation”.**

Comment

Noted. The new policy will apply immediately and to all parents.

- **“Firstly, I wish to express an objection to the need for parental commitment to a denominational or non-denominational education at the time of entry to primary school”.**

Comment

The policy recognises the right of parents to choose a denominational or non-denominational school. However, alternatives would require the retention of two places for certain pupils. This would not be sustainable.

- **“I also feel that the draft policy is unclear about catchment areas. Surely if a child lives within the catchment area of any school then they should be entitled to be educated there or will this no longer be the case?”**

Comment

The policy is quite clear that a parent would sign up to a denominational or non-denominational school. The policy would be strictly applied. A P7 placing request can be submitted if the family wishes to change.

- **“My concern regarding the new policy is why are you looking at distance from home to school as one of the priorities. In my opinion, this can be a false reading. I can get my son to Gourrock (from Wemyss Bay) more quickly than to Inverclyde Academy. This is due to traffic”.**

Comment

Distance would only be used as a ‘separator’ in a tiny number of cases. A standard electronic system, such as that used for school transport, would be used to ensure fairness.

- **“The starting point for the report started in the wrong place. Why did the Council not investigate why there are so many placing requests to Greenock Academy?”**

Comment

Greenock Academy is not the only Inverclyde school to which a high number of placing requests is made. Other Inverclyde schools deliver a highly effective education to their pupils.

- **“The overriding policy should be giving every pupil the opportunity to learn a vocational skill and/or gain academic qualifications. To improve the standard of testing in reading, writing and maths and give the parents the choice over which school their child attends”.**

Comment

Agreed on the principles. Parents have a right to submit placing requests. All our schools provide education to the highest possible standards.

- **“My recommendation is that the policy recognises this (catchment areas are a blunt instrument in determining entitlement) and seeks to allocate secondary school places on the basis of feeder primaries and designated secondaries”.**

Comment

This is at odds with the thrust of the draft policy and does not prevent massive emigration to certain schools and the risk of unsuccessful placing requests and subsequent challenge.

- **“The policy does not make it clear where placing requests fit into the priority list in section 4.1”.**

Comment

They follow on from the 4 priorities identified in section 4.1.

- **“There is an inconsistency between 1.8 in the policy and pupils prioritised in 4.1”.**

Comment

There is no inconsistency between the two sections. Section 1.8 says:

“At the point of entry to primary school parents may choose the primary school of either educational sector, (non-denominational or denominational) assigned to their home address which they wish their child to attend. This policy is premised on the assumption that having made a choice about the educational sector (denominational or non-denominational) at primary stage, a pupil will remain in that sector for the duration of their education in Inverclyde”

and 4.1 is consistent with this.

- **“There is no real mention of pupils themselves and their right to the best education locally. In a school with ethos and a good track record. Well, only if you’re in the catchment area”.**

Comment

The whole point of the policy is to secure the best option for all schools and all pupils – fair and transparent to all.

All Inverclyde schools have a good ethos and a climate of continuous improvement. Placing requests will always be possible.

- **“Please consider adding the following (or similar) in section 2.3 of the final policy document – high priority will be given to placing requests where family siblings currently attend the requested school”.**

Comment

Siblings sit as priority 2 in the placing requests.

- **“With parents having to make a decision about their child’s education pre primary they must be furnished when the child is 4 years old with as much information about the available secondary schools as possible – results at S4 and beyond, national tests, figures for attendance and exclusions”.**

Comment

Current information on these issues is available from school handbooks or from head teachers.

- **“Priority 1 in section 4.2 (placing requests) needs to be monitored very carefully to ensure that it is generally children with specific needs who are granted places in ‘specialist schools’ eg Garvel Centre”.**

Comment

Agreed. Legal advice is taken where such requests are made. Agreed that continuity between Garvel and Gourock Hearing Impairment (HI) provision should be guaranteed.

- **“Appeals procedure – as working parents who require our child to be looked after by parents should consideration not be made on after schools arrangements/address”.**

Comment

Appeals committees try to be as sympathetic and receptive as possible to all factors but decisions ultimately have to be in line with the policy.

- **“Distance from school – how is this based?”**

Comment

This is fully explained on page 35.

“Where there are more children in any one category than there are places available, the distance of the home address from defined catchment area school that services the school within their chosen denomination will be the determining factor i.e the child living closest to the school having the highest priority.”

- **“The numbering, rather than bullet points, of criteria, gives greater clarity”.**

Comment

Agreed.

- **“We would seek clarification as to why at Section B 1.2 families are not required to identify what sector they wish to choose at secondary level, irrespective of the decision to choose a non-denominational primary school because of distance. This deviates, unnecessarily from the one policy for all and will require two places to be held within the secondary sector for each pupil in these primary schools”.**

Comment **Section B 1.2**

On completion of their primary education, pupils will normally transfer to the secondary as set out in the Council’s Admission Policy unless they have been granted a placing request to another secondary school.

Pupils will transfer from primary school to secondary school once per year on the date of the start of the new session for pupils. Transfer will normally take place at the end of Primary 7.

The Head of the primary school will advise parents/carers in December each year that their children are due to transfer to secondary school in the following August. Intimation will be made of the name of the secondary school to which the child should transfer and details of liaison meetings with parents will be provided,

There are no denominational primary schools in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

- *children whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the non-denominational or denominational school assigned to their address. The Council's policy in respect of school transport will apply.*

- **“I was surprised to see that ‘pupils with Additional Support Needs’ was the highest priority as I assumed that all schools within the regions would have equity in access to services etc within mainstream education”.**

Comment

Schools do have the same access to services and professional support. As with a previous comment, it is worth highlighting the continuity of Hearing Impairment provision between Garvel Centre and Gourrock High School as a significant issue.

- **“Point 1 in 4.2 (Placing Requests) states ‘requesting a place within a school which has provision specific to the child’s needs’. Clarification is needed on what this means. As Notre Dame has a CLU many parents might deem this as a ‘school which has provision specific to the child’s needs’”.**

Comment

Notre Dame has a Communication and Language Base not a Unit. Pupils use the base as a springboard to inclusion as far as possible in mainstream classes. There are only 5 places allocated per stage. Outwith the Base the support for pupils on the autistic spectrum is the same as in other schools.

- **“Having been through the trauma of last year I feel priority should be given to children who are transferring from an associated primary regardless of where they live”.**

Comment

Points are noted but they are at odds with the priorities in the draft policy.

- **“Parents may assume that transfer to secondary is automatic given placing requests were granted at P1”.**

Comment

If the new policy is implemented with immediate effect previously granted placing requests would provide no automatic right of transfer.

- **“Some indication should be given to what happens to child moving into catchment area and school is full”.**

Comment

Keeping places free until October would help greatly. Outwith that period, if reserved places were already released, a pupil as at present would be redirected to the nearest available alternative school with transport provided. When a place became available, that child would be a priority”.

- **“It is important that the impact of the new policy be exemplified for parents”.**

Comment

Agreed. This could be done through parental guidance documentation.

- **“Distance of home address from chosen school could invite some debate”.**

Comment

The policy’s recommendation of the use of distance, is to avoid the use of ballots which have proved unpopular.

- **“Pupil placement panel – when would it meet?”**

Comment

This would have to be between the proposed closing date for placing requests (1 February) and the legal date for informing parents (30 April).

- **“Oversubscription of catchment schools – at stages other than S1. How would the above be resourced?”**

Comment

It would depend on a number of issues:

- 1 *If no places available the request would be refused*
- 2 *There can be curriculum issues in S3 and S4*

- **“The boundaries should be changed”.**

Comment

The proposed policy uses defined catchment areas. There are no plans currently to alter these areas in any way.

- **“No Ballot involving internal and external applicants”.**

Comment

The policy is addressing this issue by using distance as a discriminating factor

- **Support for parents**
“The information to parents needs to be clear and the policy too”. “Small groups of parents to review the parent documentation?”

Comment

Agreed. Parents will be involved in a working group to develop this information..

- **“Special schools assigned to a Primary / Secondary school”.**

Comment

This already happens. The best example is Garvel where HI is continued into Gourrock High School.

- 5.7 • **Suggested change: (para. 7.0)**
“Reserved places will normally be released by no later than the end of the third school week of each session”.

Comment

September can still be a surprisingly busy month for placing requests. The policy recommends October to December is a more appropriate cut-off point.

- **Suggested change: (para. 7.0)**
“release reserved places in August”

Comment:

See above

- **Suggested changes: appeals (para. 8.0)**
“Appeal committee should consist of one councillor (not an E&LL member as at present) one parent (not the school under consideration) and one head of service other than education”.

Comment

The councillor member at present is not a member of the Education and Lifelong Learning Committee. At present the Appeals Committee works with a membership of one councillor and two Parent Council members. Two parents work well together and provide a more independent perspective.

- **Suggested change – “statement on ASN rather vague and could lead to certain schools being unable to cope with the number of children with ASN entitled to a place”.**

Comment

This is unlikely to happen. All schools have children with support needs in roughly the same proportional measure.

- **Suggested change – “use of Google maps to provide information to parents on associated schools”.**

Comment

All catchment areas lists will be accessible on the Council’s website and sent to all schools.

None of the suggested changes merit alteration to the draft policy as it stands.

5.8 **LETTER FROM STUART McMILLAN MSP**

"I note that there have been widespread reports in the local and national newspapers which highlighted the issue of school placing requests within Inverclyde and the varying information contained within the Council's current policies.

I believe it is important that there be only one coherent policy which is clearly highlighted to parents and pupils within the Inverclyde area. Alongside this, it's important that ballots are removed from the policy as I believe these to be unfair

and the cause of many problems when it comes to placing requests.

I agree with the Council's proposal that applications for admissions to schools and placing requests should now be allocated on a strict priority basis. However, it's essential that this be clearly identified and the process highlighted to families."

Comment

Mr McMillan's supportive comments are noted.

5.9 RESPONSE FROM COUNCILLOR DAVID WILSON

"With parents having to make a decision about their child's secondary education pre primary, they must be furnished when the child is 4 years old with as much information about the available secondary schools as possible.

This is a difficult and early decision and the package for each set of parents must at least include for all secondary schools in Inverclyde the following:

- a) results at higher level**
- b) results at Standard Grade**
- c) numeracy, writing and reading % results at S2**
- d) school attendance figures**
- e) school exclusion figures**

Comment

This point is also incorporated earlier in the report. Current information on these issues is available from school handbooks or from head teachers.

5.10 RESPONSE FROM THE TEACHERS' SIDE OF THE LNCT (EIS)

The following amendment was proposed:

"Reserved places will normally be released by no later than the third school week of the school session."

Comment

This point is also covered in 5.7. September can still be a busy month for placing requests. The policy recommends October to December is a more appropriate cut-off point for the release of reserved places.

5.11 RESPONSES FROM SCHOOL SENIOR MANAGEMENT TEAMS (SMTs) AND OTHER STAFF MEMBERS.

Responses were received from the following senior management teams: Gourock High School, Greenock Academy and St Columba's High School. In addition there were Responses from the Head Teacher of Notre Dame High School and an individual staff member from St Columba's High School.

The issues raised were:

"In placing requests priorities (4.2) the phrase "provision specific to the child's needs" is ambiguous. This may result in ASD students being given priority placing before categories 2, 3 and 4 due to the base attachment to the school.

Comment

A school having a base for a specific need will have allocated spaces for a particular group of pupils. Outreach support can be provided in any school. Therefore there would be no need to suggest a school with a base should accept all pupils with ASD or any other condition

"If a pupil is attending a primary School and they move out of the catchment area they should not be required to submit a placing request to attend the secondary school assigned to their previous home address"

Comment

Section 4.1 priority 3 covers this situation.

"No definitive statement is made about entry to primary s school prior to 2010."

Comment

If approved the policy would come into immediate effect.

"The impact of the new policy should be exemplified for parents"

Comment

Documentation for parents will cover a considerable amount of this detail. The policy itself sets out very clear priorities for admission.

"Head teachers do not decline placing requests. (Section B, 2.2)

Comment

Agreed but the authority decision is made on the basis of information supplied by the head teacher.

5.12 RESPONSES FROM PARENT COUNCILS

Responses were received from the following Parent Councils: Ardgowan Primary School, Gourrock Primary School, Port Glasgow High School, St Columba's High School, Greenock Academy and Notre Dame High School. There was a further response from Kilmacolm Parent Partnership.

The comments received included:

"We are trying to build bridges with our local secondary school and secure a stress-free transition."

Comment

Hopefully the policy can assist in achieving this.

"Suggest a different set of placing request priorities- ASN priority 5 instead of 1. priority given to children who at the time of transfer to S1 are in a school of chosen denomination on the basis of a placing request."

Comment

See section 4.2 in the draft policy. This suggestion is at odds with the proposal and may recreate some of the past difficulties.

"Reserved places should be released in August."

Comment

See the response to the LNCT above.

"The numbering, rather than bullet points, of criteria gives greater clarity."

Comment

Agreed and noted for future use.

"Families in the villages are not required to identify what sector they wish to choose at secondary level.. This deviates unnecessarily from one policy for all."

Comment

Some families are disadvantaged by not having a non-denominational school in their community. In those circumstances, some families opt not to compel young children to travel at an early age.

"Inconsistency in the wording of the grounds for refusal (section B -1.5)"

Comment

The wording used is consistent with the Education (Scotland) Act 1980. The addition of the phrase 'in the specified school' in vi in 1.5 of section B is necessary to complete the sense of the point.

"Fair implementation of roll capping in Greenock's schools would have a beneficial effect on the rolls of Port Glasgow's schools."

Comment

Noted

"Documentation for parents must be written in a clear manner which all can understand."

Comment

Agreed

"Street lists should be supplied to schools so that eligibility can be verified."

Comment

Agreed.

In addition, issues around the capping at one school and the status of one part of the town of Greenock which are outwith the scope of this report were raised.

6.0 IMPLICATIONS

6.1 Finance

No issues.

6.2 Legal

No issues.

6.3 Personnel

No issues.

6.4 Equalities

No issues.

7.0 CONSULTATION

7.1 The consultative draft was issued to all elected members, all Parent Councils (for wider distribution) teacher unions and head teachers.

7.2 In addition, the policy was available on the Council website.

8.0 CONCLUSION

- 8.1 The Council has to take action on the issue of placing requests and admissions to provide the most positive outcomes for the young people and parents of Inverclyde. All schools in Inverclyde provide a high standard of education and through the Schools Estate developments, improving facilities for twenty-first century education. A situation whereby certain schools are over capacity and others less well-used is not conducive to the best education for young people. Similarly, processes are suggested in the draft policy which provide clear direction on how requests and admissions will be dealt with. These processes are entirely fair and transparent to all stakeholders.

9.0 LIST OF BACKGROUND PAPERS

- 9.1 Education Act 1980
E&LL Committee Paper 1 – 18 August 2009
Consultative Document – 28 August 2009

THIS IS A CONSULTATIVE DOCUMENT



**Review of Admissions and Placing Requests Policy
of Inverclyde Council**

**Report by the Acting Director of Education Services
Inverclyde Council**

**This document has been issued by the Education and Lifelong
Learning Committee of Inverclyde Council for Consultation in terms
of the Education (Publication and Consultation etc) (Scotland)
Regulations 1981 (as amended)**

Inverclyde Council Education Services

Responses are invited from interested parties on the draft policy on admissions and pupil placement which is attached as Appendix 1 of this consultative document. Responses should be made in writing and submitted as outlined in Section 4 no later than 2 October 2009. Late submissions will not be considered.

1.0 INTRODUCTION

- 1.1 On 21 May 2009 the Policy and Resources (Executive) Sub-Committee agreed to commission an independent review by an experienced consultant of the policies and procedures for school admissions and placing requests and their operational implementation in Education Services.
- 1.2 The review of the current policy on admissions and pupil placement was carried out between June and August 2009 by the independent consultant and a draft policy on admissions and placing requests produced for consideration.
- 1.3 The views of a number of key stakeholders were taken into account in the production of the draft policy attached which is designed to facilitate the smooth operation of admissions and pupil placements as well as to safeguard the rights of parents.
- 1.4 The report takes full account of the current legislative position regarding school admission and placing requests as well as issues within the management of Inverclyde's School Estate.

2.0 BACKGROUND

- 2.1 The rationale behind the draft policy is the need to have in place a policy which is clear and consistent and applies to all mainstream schools in Inverclyde. It is intended to be readily understood by parents and head teachers and to provide certainty about the admissions process to Inverclyde's schools.
- 2.2 The draft policy is based around 18 core principles which are set out in Section A paragraph 1 of the draft policy (paragraphs 1.1 to 1.18). These core principles should be kept in mind when considering other sections of the draft policy.
- 2.3 A number of differences between the proposed policy and the previous arrangements should also be noted:
 - The term 'defined catchment area' is used where previously reference was made to delineation;
 - The same principles and priorities would apply to all mainstream schools;
 - The need for parental commitment to a denominational or non-denominational education at the time of entry to primary school;
 - The need for the submission of a placing request if a child wishes to transfer from a primary school of one denomination to a secondary school of a different denomination;
 - The separate arrangement for communities where there is no denominational primary school;
 - Applications for admissions to schools and placing requests will now be allocated on a strict priority basis;
 - The delegated powers to reserve up to 4 places for incoming P1 and S1 pupils with the possibility of these places being released in the autumn of the school session;

- The removal of ballots as part of the process of allocating pupil places to be replaced by pupil placement panels;
- The high priority given to placing requests for children with additional support needs where the school involved has provision specific to that child's needs;
- The use of distance of the home address from the chosen school being used as a priority within placing requests.

The bullet points above highlight some of the major differences from current practice. However, the whole policy should be considered before comments are submitted.

3 PROPOSAL

- 3.1 It is proposed that this consultative document be issued to all relevant stakeholders for consideration and that a further report outlining the responses received be brought to the Education and Lifelong Learning Committee of 3 November 2009.
- 3.2 It is intended to implement a revised policy for the academic session 2010-2011.

4 CONSULTATION

- 4.1 Responses should be sent to:

Albert Henderson
Acting Director of Education
Education Services
105 Dalrymple Street
GREENOCK
PA15 1HU

no later than Friday 2 October 2009

Written responses can be from individuals or groups. Responses can also be sent via email to:

Educationconsultation.HO@inverclyde.gov.uk

All responses should clearly provide the name and address of the sender.

INVERCLYDE COUNCIL : EDUCATION SERVICES

**Draft policy on Admission and Pupil Placement in
Mainstream Schools**

August 2009

Policy on Admissions and Pupil Placement in mainstream Schools

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Inverclyde Council: Education Services

Policy on admissions and pupil placement into mainstream schools

Section A – General Information

1. Core Principles

- 1.1 The admissions and pupil placement policy is applicable to all mainstream schools in Inverclyde.
- 1.2 The admissions and pupil placement policy recognises the right of parents to choose to have their children educated in either a non-denominational school or a denominational school.
- 1.3 The admissions and pupil placement policy recognises the right of parents to make a placing request to have their child educated in a school of their choice. Parents in turn should recognise that they do not have an automatic right to have their request granted.
- 1.4 For the purposes of determining which school a pupil should attend the authority is divided into defined catchment areas.
- 1.5 There are 4 defined catchment areas for the non-denominational secondary schools and 3 defined catchment areas for the denominational secondary schools.
- 1.6 Primary schools are allocated to a defined catchment area.
- 1.7 Each address in Inverclyde is assigned to a non-denominational and a denominational primary and secondary school.
- 1.8 At the point of entry to primary school parents may choose the primary school of either educational sector (non-denominational or denominational) assigned to their home address which they wish their child to attend. This policy is premised on the assumption that having made a choice about the educational sector (denominational or non-denominational) at primary stage, a pupil will remain in that sector for the duration of their education in Inverclyde.
- 1.9 There are no denominational primary schools in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:
 - children whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the non-denominational or denominational school assigned to their address. The Council's policy in respect of school transport will apply.

- 1.10 At the point of entry to primary school parents may exercise their right to make a placing request for their child should they wish the child to be educated in a primary school other than that assigned to their home address.
- 1.11 At the point of transfer from primary to secondary school, priority will be accorded to pupils transferring into the secondary school serving their chosen denomination within their defined catchment area.
- 1.12 At the point of transfer from primary to secondary school, pupils who wish to transfer to a school serving a different defined catchment area from that within which they live will require to submit a placing request to the authority.
- 1.13 At the point of transfer from primary to secondary school, pupils who wish to transfer to a school of a different denomination, regardless of whether or not it serves the defined catchment area assigned to their home address will require to submit a placing request to the authority.
- 1.14 At the point of transfer from primary to secondary school, pupils who are in attendance at primary school on the basis of a placing request will require to submit a further placing request, if they wish to attend any school other than the secondary school within their catchment area and chosen denominational sector.
- 1.15 In circumstances where parents wish to submit placing requests for younger children to join older siblings in schools which are outwith their geographical and/or chosen denominational sector, it should be noted that no guarantees of successful placement will be made.
- 1.16 Where a school is oversubscribed the Council's arrangements for over-subscription will be applied. These arrangements describe the priorities for admission as they apply to applications for entry to a primary or secondary school at the start of a new session from pupils living within the defined catchment area of their chosen school and to applications made at other times of the year.
- 1.17 These arrangements also describe the priorities for admission as they apply to placing request applications for entry to a primary or secondary school from pupils living outwith the defined catchment area of their chosen school or who wish to change from one educational sector to another, at the start of a new session and to such applications made at other times of the year.
- 1.18 The decision making and appeals processes as described in this policy are intended to be transparent and fair and are applicable to all applications for entry to a primary or secondary school.

2. Choice of School

Inverclyde Council provides both denominational and non-denominational education. Most parents choose to send their children to the school of their chosen denomination in their catchment area.

Education legislation also allows parents to choose a school other than in their catchment area. The Council must grant placing requests unless there is a legal reason not to. Any child living outside a catchment area who has been allocated a place in a school will keep that place even if another child moves into the school's catchment area.

Although every effort is made to grant places to children who have older brothers or sisters in attendance at a school on the basis of a placing request, places cannot be guaranteed.

Details of primary and secondary schools in Inverclyde can be found on the council's website at www.inverclyde.gov.uk. In addition all schools in Inverclyde have school handbooks. These handbooks provide useful information for parents about the school and copies are available directly from headteachers.

3. Catchment Areas

For the purposes of determining which school a pupil should attend the authority is divided into defined catchment areas.

Presently, there are four defined catchment areas for the non-denominational schools; this will change to three in 2011, and three defined catchment areas for the denominational secondary schools. Primary schools are allocated to a defined catchment area. Each home address in Inverclyde has a catchment non-denominational and catchment denominational school assigned to it for both primary and secondary education. The catchment schools are dependent on the home address of the parents. While every effort is made to provide enough places for all children in their catchment school of their chosen denomination, living within a catchment area does not guarantee a child a place.

4. Priorities for Admission

The core principles contained in the admissions policy will be applied to all admissions to schools.

4.1 Catchment Schools

Inverclyde Council gives priority to placing in catchment schools as follows (with children in category 1 being the first priority, children in category 2 being the second priority and so on):

1. All children who reside in the defined catchment area that the school serves within their chosen denomination;
2. Children who reside in the defined catchment area which the school within their chosen denomination serves who, for whatever reason, have been unable to be accommodated to date;
3. Children who have moved to an address outwith the defined catchment area which the school serves whilst attending the school and have completed request to remain documentation;
4. Children who have been identified by the QIO (Inclusion) as requiring placement on the basis of their additional support needs.

Where there are more children in any one category than there are places available, the distance of the home address from defined catchment area school that serves the school within their chosen denomination will be the determining factor i.e. the child living closest to the school having the highest priority.

Distance refers to the shortest safest walking route to school from the pupil's home address to the school gate.

If the distance is more than two miles then the shortest driving route will be used. Distance measure will be based on all the information the Council has at its disposal at the time of measurement.

4.2 Placing Requests

Inverclyde Council gives priority to placing requests as follows (with children in category 1 being the first priority, children in category 2 being the second priority and so on):

1. Children of school age residing within Inverclyde who have additional support needs and who are requesting a place within a school which has provision specific to the child's needs.
2. Children of school age who have older brothers or sisters attending the school according to distance of home address from chosen school.
3. All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school.
4. All other children of school age residing in Inverclyde according to distance of home address from chosen school.
5. Children of school age residing outwith Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs.
6. Children of school age residing outwith Inverclyde according to distance of home address from chosen school.
7. If a placing request is submitted then the catchment area place that pupil is entitled to will be kept until the placing request application has been resolved.

A guide for parents and carers on the Council's admission policy can also be obtained from the Council's website.

5.0 Oversubscription of catchment schools

The situation may arise whereby the number of pupils in a defined catchment area who are eligible to enter a school is greater than a number of places available in the school. The way in which this situation will be resolved for entry into Primary 1 or Secondary 1 is by reference to a Pupil Placement Panel. The Pupil Placement Panel will comprise the Corporate Director of Education & Social Care, the Head of Legal & Administration and a Head of Service from another council service selected from a rota.

It will be the role of the Pupil Placement Panel to scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria have been applied appropriately and to determine which applications should be granted and which should be refused. Where decisions on entry are referred to the Pupil Placement Panel, parents and headteachers will be notified. Where an application for entry to a catchment area school is refused parents will be advised in writing of the grounds for refusal.

6.0 Children with additional support needs

Inverclyde Council has a policy on inclusion and equality which incorporates the assumption that all children will routinely be educated within their own community. Transitional arrangements for children with additional support needs, moving from nursery

to primary or primary to secondary, are discussed at a child's Review Meeting. Working in partnership with parents and headteachers, the Educational Psychologist will make recommendations to Education Services on the most suitable provision for pupils.

7.0 Reserved places

The circumstances can arise whereby a child moving into the catchment area of a school is unable to be accommodated in that school because it has reached its full capacity by accepting placing requests. In such circumstances pupils are normally placed in the nearest appropriate school until such times as a place becomes available in the local school, with all transport costs being met by the authority.

The Education (Scotland) Act 1996 granted local authorities the power to reserve places for children moving into an area part way through the school session. Under the terms of this policy the Corporate Director of Education & Social Care has the delegated powers to reserve up to a maximum of 4 places per year for entry into P1 and S1 in schools. Reserved places will normally be released between October and December of each session.

8.0 Appeals Procedures

As required by law, Inverclyde Council has set up an Education Appeal Committee to consider appeals from parents/carers against its decision to grant a place in one of its schools. Parents/carers can present their case to the Appeal Committee in person, or with the assistance of a representative.

If the Education Appeal Committee refuses an application for a place parents/carers have the right of a further appeal to the Sheriff Court.

9.0 Families who move to a new address

Where a family moves to a new address which is outwith the catchment area of the school their child currently attends, they have two options:

- Enroll their child in the school serving their new defined catchment area for their chosen denomination.
- Complete a form requesting that their child remains in the school they currently attend. If this option is selected the Council will not provide school transport. In the case of primary pupils, parents should check which secondary school is assigned to their new home address. A placing request may be required for their child to attend the secondary school assigned to their previous home address.

10.0 School Transport

Inverclyde Council provides school transport for pupils who live more than one mile from their local primary school or two miles from their local secondary school by the shortest safe walking route.

Children who attend a school as a result of a placing request are not entitled to school transport.

Section B – Admission Procedures

1.0 Registering in catchment school

1.1 Arrangements for registering a pupil in Primary 1

The Education (Scotland) Act 1980, as amended by the 1981 Act, requires education authorities to secure the adequate and efficient provision of school education including arrangements for the admission of children to schools.

The process of registration records a child as eligible for education to be provided by the authority. The procedure of enrolment commits the authority to providing that education in a particular school.

The **process for enrolling** is as follows:

On a date or dates in January each year intimated and publicly advertised by Education Services, parents/carers should register their children with their catchment area school of their chosen denomination if their children:

- (i) have attained the age of 5 years before that date;
- (ii) will attain the age of 5 years on or before the last day of February of the following year.

Birth Certificates and proof of residence (Council Tax letter, plus a recent utility bill or other acceptable evidence must be produced).

At the point of registration parents will be issued with a handbook containing information about the school. Parents will also receive information on how to make a placing request should they decide not to send their child to their catchment school.

If a parent wishes to defer entry to primary school they still must register at the appropriate school to be advised on the Council's deferred entry procedures.

If a child has not reached the age of 5 years by the last day in February they would not be eligible to register at this time. A formal request for early entry should be submitted to Education Services for consideration.

1.2 Arrangement for transferring from primary to secondary school

On completion of their primary education, pupils will normally transfer to the secondary as set out in the Council's Admission Policy unless they have been granted a placing request to another secondary school.

Pupils will transfer from primary school to secondary school once per year on the date of the start of the new session for pupils. Transfer will normally take place at the end of Primary 7.

The Head of the primary school will advise parents/carers in December each year that their children are due to transfer to secondary school in the following August. Intimation will be made of the name of the secondary school to which the child should transfer and details of liaison meetings with parents will be provided.

There are no denominational primary schools in Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational

primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

- children whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at primary 7 of seeking admission to either the non-denominational or denominational school assigned to their address. The Council's policy in respect of school transport will apply.

1.3 Arrangements for registering a pupil into primary and secondary school after the start of the school session in August

In the first instance parents should make contact with the school directly (preferably in writing) to enquire if they have space for their child in the relevant stage or year group. In the letter the parent should include the name and address of the child, date of birth and contact telephone number.

In addition, for secondary school placements, parents will need to provide details of the subjects that the child has studied, particularly at stages S3 and above. It may not be possible to match all subjects previously studied and children may need to choose new subjects to make a full timetable.

During school holidays, parents should submit their application to Education Services who will then forward the letter to the preferred primary/secondary school for the start of the school term.

1.4 Arrangements for oversubscribed schools

The situation may arise whereby a school is oversubscribed at either the primary 1 or secondary 1 stage. In these circumstances, the Pupil Placement Panel should convene to determine the allocation places as described in Section A, paragraph 5.

Applications for all other stages of schooling should be dealt with by headteachers. Where a headteacher declines an application for reasons other than there being no places available in the school, the application will be referred to the Pupil Placement Panel for decision.

While every effort is made to provide places for all children in the school in their defined catchment area within their chosen denomination, places cannot be guaranteed. In such circumstances, pupils will be offered a place in the school of their chosen denomination nearest to their home address, until such times as a place becomes available in their catchment school. Inverclyde Council will meet transport costs incurred due to attendance at the non – catchment school.

1.5 Grounds for refusal of place

If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The following are the reasons why a Council may refuse an application for a place in one of its schools.

- (a) if placing the child in the specified school (that is, the school specified in the application), would:

- (i) make it necessary for the Authority to take an additional teacher into employment;
 - (ii) give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school;
 - (iii) be seriously detrimental to the continuity of the child's education;
 - (iv) be likely to be seriously detrimental to order and discipline in the school;
 - (v) be likely to be seriously detrimental to the educational well-being of the pupils attending the school;
 - (vi) assuming that pupil numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school;
 - (vii) though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers.
- (b) if the education normally provided at the specified school is not suited to the age, ability or aptitude of the child;
 - (c) if the education authority has already required the child to discontinue his attendance at the specified school;
 - (d) if the specified school is a special school and the child does not have an additional support need requiring the education or special facilities normally provided at that school;
 - (e) if the specified school is a single sex school (within the meaning given to that expression by Section 26 of the Sex Discrimination Act 1975) and the child is not of the sex admitted or taken (under that Section) to be admitted to the school.
 - (f) if accepting the request would prevent the Authority reserving a place at the school for a child likely to move into the area of the school.

(All references to the 'specified school' are to the school specified in the application.)

1.6 Appeals Procedure

1. If parents/carers are aggrieved by a decision of the Education Authority to refuse a placing request then the parent/carer may refer the decision to the Education Appeal Committee set up by the Council;
2. The Education Appeal Committee hearing an appeal shall have a membership of three, one Councillor and two members of Parent Councils. The Councillor shall not be a member of the Council's Education & Lifelong Learning Committee. The Parent Council members shall not be members of the Parent Council of the school affected by the appeal;
3. The Education Appeal Committee shall be administered by the Council's Head of Legal & Administration from whom details of the appeals procedure may be obtained. Appeals should be submitted in writing to the Head of Legal &

Administration;

4. The Head of Legal & Administration shall maintain a rota to be used in selecting members to sit in hearings of the Committee.

2.0 Arrangements for making a placing request

2.1 Procedures for dealing with placing request applications for the start of a school year

Parents who wish their child to attend a school other than their defined catchment school are entitled to make a placing request for the school of their choice.

Information on how to make a placing request is distributed to parents/carers by headteachers in the case of pupils who are starting Primary 1 or are transferring from primary to secondary school.

Parents/carers may make only one placing request at a time for a pupil. If the initial request is refused the opportunity will be available to parents to make another request should they so wish.

Where applications are being made for the start of a new session these should be submitted to Education Services no earlier than 1 January and no later than 1 February prior to the start of the session in August.

Applications will be acknowledged within 5 working days of receipt of each application.

Parents/carers will be advised in writing of the decision made in respect of their application no later than 30 April.

Applications which are received outwith this period will be acknowledged within 5 working days of receipt of any application. Parents/carers will be notified of the decision made in respect of their application within 8 weeks (exclusive of school holidays).

When a placing request is granted the previously allocated place at the catchment school will be withdrawn. The newly allocated place will not be withdrawn unless the place was obtained on the basis of false information.

While every effort is made to grant placing requests, circumstances can arise whereby there are more applications than places available. In such cases the priorities for admission as described in Section A, paragraph 4.2, will be applied.

The Pupil Placement Panel should convene to determine the allocation of places. It will be the role of the Pupil Placement Panel to scrutinise recommendations on placing request applications made by the appropriate Head of Service in Education Services to ensure the criteria have been applied appropriately and to determine which applications should be granted and which should be refused. Where a placing request application is refused parents will be advised in writing of the grounds for refusal.

2.2 Arrangements for making a placing request at other times of the year

Parents who wish to make a placing request during the school year or school holidays should contact the school of their choice or Education Services to obtain an application form.

Placing request applications which are submitted to Education Services during the school year or school holidays will be acknowledged within 5 working days of receipt. Parents/carers will be notified of the decision made in respect of their application within 8 weeks (exclusive of school holidays).

Such applications will be referred to the headteacher of the school concerned who will advise the Planning and Resources section if there are places available in the school. Where a headteacher declines an application for reasons other than there being no places available in the school the application will be referred to the Pupil Placement Panel for decision. While a placing request application is refused parents will be advised in writing of the reasons for refusal.

2.3 Grounds for Refusal

If Inverclyde Council refuses a placing request application to one of its schools it must explain the reasons why to parents in writing. The following are the reasons why a Council may refuse a placing request application for a place in one of its schools.

- (a) if placing the child in the specified school (that is, the school specified in the application), would:
 - (i) make it necessary for the Authority to take an additional teacher into employment;
 - (ii) give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school;
 - (iii) be seriously detrimental to the continuity of the child's education;
 - (iv) be likely to be seriously detrimental to order and discipline in the school;
 - (v) be likely to be seriously detrimental to the educational well-being of the pupils attending the school;
 - (vi) assuming that pupil numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school;
 - (vii) though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers.
- (b) if the education normally provided at the specified school is not suited to the age, ability or aptitude of the child;
- (c) if the education authority has already required the child to discontinue his attendance at the specified school;
- (d) if the specified school is a special school and the child does not have an additional support need requiring the education or special facilities normally provided at that school;
- (g) if the specified school is a single sex school (within the meaning given to that expression by Section 26 of the Sex Discrimination Act 1975) and the child is not

of the sex admitted or taken (under that Section) to be admitted to the school.

- (h) if, accepting the request would prevent the Authority reserving a place at the school for a child likely to move into the area of the school.

(All references to the 'specified school' are to the school specified in the application.)

2.4 Appeals Procedure

1. If parents/carers are aggrieved by a decision of the Education Authority to refuse a placing request then the parent/carer may refer the decision to the Education Appeal Committee set up by the Council;
2. The Education Appeal Committee hearing an appeal shall have a membership of three, one Councillor and two members of Parent Councils. The Councillor shall not be a member of the Council's Education & Lifelong Learning Committee. The Parent Council members shall not be members of the Parent Council of the school affected by the appeal;
3. The Education Appeal Committee shall be administered by the Council's Head of Legal and Administration from whom details of the appeals procedure may be obtained. Appeals should be submitted in writing to the Head of Legal and Administration;
4. The Head of Legal & Administration shall maintain a rota to be used in selecting members to sit in hearings of the Committee.

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