

Integrated Impact Assessment (IIA)

Stage 1 Scoping and Assessing for Relevance

Section 1 Details of the Proposal

<p>A. Title of Proposal:</p>	<p>Education and Lifelong Learning Admissions Policy</p>
<p>B. What is it?</p>	<p>A new Policy/Strategy/Practice <input type="checkbox"/> A revised Policy/Strategy/Practice <input checked="" type="checkbox"/></p>
<p>C. Description of the proposal: (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate))</p>	<p>Aim: To update Scottish Borders Council's policy with regard to Admissions to all schools (excluding Early Learning and Childcare) under its management.</p> <p>Outcomes: The Authority has a legal duty in respect of admissions to:-</p> <ul style="list-style-type: none"> • Provide suitable education opportunities for children and young people. • Provide parents, children and young people information on their local schools. • Provide parents information on admission arrangements for children to the Authorities', primary and secondary schools. • Advise parents of their right to choose a school, for their child, which is not in

	<p>their catchment area by making a placement request.</p> <ul style="list-style-type: none"> • Accept placement requests except where the Council has the right to refuse the request and chooses to exercise this right. • Advise parents of their rights to appeal if a placement request is refused. <p>Context: This policy responds to and sits within the context of the Education (Scotland) Act 1980, and the Education (Additional Support for Learning) (Scotland) Act 2004, along with the associated amendments and guidance for these Acts. The Curriculum for Excellence establishes health and wellbeing, including developing positive and healthy relationships, as a core part of the learning experience.</p> <p>Under the Education (Scotland) Act 1980 as amended (which will be referred to as the Act throughout the document), it is the duty of the Education and Lifelong Learning Service to provide an adequate and efficient school education for all children living within the Scottish Borders Council area.</p>
<p>D. Service Area: Department:</p>	<p>People Education and Lifelong Learning</p>
<p>E. Lead Officer:</p>	<p>Gillian McKenzie Quality Improvement Officer</p>

(Name and job title)	
F. Other Officers/Partners involved: (List names, job titles and organisations)	Headteachers
G. Date(s) IIA completed:	3 January 2024

Section 2 Will there be any impacts as a result of the relationship between this proposal and other policies?

No
If yes, - please state here:.

Section 3 Legislative Requirements

3.1 Relevance to the Equality Duty:	
Do you believe your proposal has any relevance under the Equality Act 2010? No	
Equality Duty	Reasoning:
A. Elimination of discrimination (both direct & indirect), victimisation and harassment. (Will the proposal discriminate? Or help eliminate discrimination?)	
B. Promotion of equality of opportunity?	

<i>(Will your proposal help or hinder the Council with this)</i>	
C. Foster good relations? <i>(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)</i>	

3.2 Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal? (You should consider employees, clients, customers / service users, and any other relevant groups)				
Please tick below as appropriate, outlining any potential impacts on the undernoted equality groups this proposal may have and how you know this.				
	Impact			Please explain the potential impacts and how you know this
	No Impact	Positive Impact	Negative Impact	
Age Older or younger people or a specific age grouping	x			
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring	x			
Gender Reassignment/ Gender Identity anybody whose gender identity or gender expression is different to the sex assigned to them at birth	x			
Marriage or Civil Partnership people who are married or in a civil partnership	x			

Pregnancy and Maternity (refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth),	x			
Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)	x			
Religion or Belief: different beliefs, customs (including atheists and those with no aligned belief)	x			
Sex women and men (girls and boys)	x			
Sexual Orientation , e.g. Lesbian, Gay, Bisexual, Heterosexual	x			
<p>3.3 Fairer Scotland Duty</p> <p>This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.</p> <p>The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.</p>				
<p>Is the proposal strategic?</p> <p>No</p> <p>If No go to Section 4</p>				

If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:				
	Impact			State here how you know this
	No Impact	Positive Impact	Negative Impact	
Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.				
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies				
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)				
Socio-economic Background – social class i.e. parents' education, employment and income				
Looked after and accommodated children and young people				
Carers paid and unpaid including family members				
Homelessness				
Addictions and substance use				
Those involved within the criminal justice system				

3.4 Armed Forces Covenant Duty (*Education and Housing/ Homelessness proposals only*)

This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to the three matters listed below in Education and Housing/ Homelessness matters.

This relates to current and former armed forces personnel (regular or reserve) and their families.

Is the Armed Forces Covenant Duty applicable?

No

If “Yes”, please complete below

Covenant Duty	How this has been considered and any specific provision made:
The unique obligations of, and sacrifices made by, the armed forces;	
The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the armed forces;	
The principle that special provision for Service people may be justified by the effects on such people of membership, or former membership, of the armed forces.	

Section 4 Full Integrated Impact Assessment Required

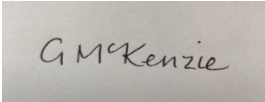
Select No if you have answered “No” to all of Sections 3.1 – 3.3.

No *(please delete as applicable)*

If yes, please proceed to Stage 2 and complete a full Integrated Impact Assessment

If a full impact assessment is not required, briefly explain why there are no effects and provide justification for the decision.

This policy responds to the Education (Scotland) Act 1980, and the Education (Additional Support for Learning) (Scotland) Act 2004. This update mainly reflects changes to SBC processes for example online enrolment and complaints procedures. It also provides clarity of process while empowering headteachers to make decisions to meet the needs of their children and young people within the parameters of the policy.

Signed by Lead Officer:	 Gillian McKenzie
Designation:	Quality Improvement Officer
Date:	3 January 2024
Counter Signature Director:	
Date:	