

# Education, Children and Families Committee

10am, Tuesday, 1 March 2016

## Admissions to Mainstream Schools

<b>Item number</b>	8.3
<b>Report number</b>	
<b>Executive</b>	Routine
<b>Wards</b>	All

### Executive summary

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On 8 December 2015 the Education Children and Families Committee agreed the Admissions Policy and referred the agreed policy to the Short Life Working Group to consider how to make it more accessible to users. This has now been completed and the purpose of this report is to advise Committee of the outcome of the review of the Short Life Working Group.

The purpose of the policy and procedure is to ensure clarity and consistency in the management of admissions at all stages in all mainstream schools. All admissions must comply with class size legislation and national agreements

### Links

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<b>Coalition pledges</b>	<a href="#">P5</a>
<b>Council outcomes</b>	<a href="#">C01, C03 and C06</a>
<b>Single Outcome Agreement</b>	<a href="#">S03</a>

## Admissions to Mainstream Schools

### Recommendations

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- 1.1 Approve the changes which have been made to the Policy regarding Admissions to Mainstream Schools to make it more accessible to users following further consultation with the Short Life Working Group.

### Background

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- 2.1 The Council manages the provision of school places using principles and practices that are in line with the [Education \(Scotland\) Act 1980](#), as amended and the [Gaelic Language \(Scotland\) Act 2005](#). Admissions for P1 and S1 each August are managed by the Grants, Awards and Placements team. The headteacher is responsible for all admissions at all other stages and for P1 and S1 after August.
- 2.2 Legislation on Class sizes underpins the Admissions Policy.
- 2.3 A member office working group was established in November 2015 to review the admissions and appeals process for session 2015/16; the outcome of the work undertaken by that group was reported to the [Education Children and Families Committee on 8 December 2015](#). At that meeting Committee agreed the Policy regarding Admissions to Mainstream Schools and referred the agreed policy to the Short Life Working Group to consider how to make it more accessible to users. This has now been completed and the purpose of this report is to advise Committee of the outcome of the review of the Short Life Working Group.

### Main report

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- 3.1 The policies and procedures which underpin the admissions process for mainstream primary and secondary schools have been in place since the inception of the City of Edinburgh Council.
- 3.2 The policy and procedure have now been made more accessible to users and separated into two separate documents as attached at Appendices 1 and 2. A marked-up version of the current policy is attached at Appendix 3 to show what changes have been made. It should be noted that, whilst it may appear that significant parts of the policy have been deleted, this is not actually the case. The sections on reserved places, team teaching and composite classes have been moved to be shown later in the policy and the sections on catchment registrations and placing requests have been transferred into the related procedure.

3.3 The main key messages in the policy remain the same and are as follows:

- The pupil must be resident in the address before a place will be allocated. Proofs of address must be provided;
- Allocation of places in P1 and S1 for August of any year are based on residence before 28 February;
- Late catchment pupils P1 and S1 after 28 February are not guaranteed places in the catchment school;
- Siblings are not guaranteed out of catchment placements if their brother or sister is already in a school;
- Priority will be given to catchment Baptised Roman Catholics (BRC) in certain RC schools in allocating places.
- Reserved places will normally be retained throughout the year, where possible, for incoming catchment children, but where non catchment places are granted by an Appeal Committee or a Sheriff this may result in fewer reserved places being available.

3.4 It should also be noted that at all stages in primary and secondary schools, if a placement is refused a parent has the right to appeal in the first instance to an independent appeal panel and if that is unsuccessful to the Sheriff Court.

## Measures of success

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4.1 Overall progress will be assessed using the following measures:

- Compliance with all Statutory Deadlines.
- Numbers of appeals not upheld in line with department policies and Class size regulations.

## Financial impact

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5.1 This policy will be delivered within existing budgets.

## Risk, policy, compliance and governance impact

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6.1 The risk in this area is that statutory deadlines are not met and that there is non compliance with legislation. The amendments which have been made to the policy which was approved by the [Education, Children and Families Committee on 8 December 2016](#) are not material, do not change the basis of the policy itself and are simply to improve accessibility to users. There are no compliance or governance issues arising from this report.

## Equalities impact

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- 7.1 There are no negative equality or human rights impacts arising from this report. All work within this area seeks to address inequalities both in terms of provision of resources and impact on outcomes for children and young people.

## Sustainability impact

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- 8.1 There are no adverse economic, social or environmental impacts resulting from this policy.

## Consultation and engagement

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- 9.1 There are a variety of means of consultation with parents. These are at school and local authority level. Parents are consulted through Neighbourhood Groups and Consultative Committee with Parents. Parents are also part of the Rising Rolls working group and officers meet with individual parent councils where schools are affected by rising rolls. Headteachers meet with their own Parent Council to discuss placements in their own school. The recently formed Member Officer Group have also consulted with a variety of stakeholders.

## Background reading/external references

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[Education \[Scotland\] Act 1980](#)

[The Education \[Appeal Committee Procedures\] \[Scotland\] Amendment Regulations 2006](#)

[The Education \[Lower Primary Class Sizes \[Scotland\] Regulations 1999](#)

[The Education \(Lower Primary Class Sizes\) \(Scotland\) Amendment Regulations 2010](#)

[Team Teaching CEC](#)

Composite Classes CEC ([Policy](#) and [Procedure](#))

### **Alistair Gaw**

#### **Acting Executive Director Communities and Families**

Contact Name: Moyra Wilson, Senior Education Manager

E-mail: [Moyra.wilson@edinburgh.gov.uk](mailto:Moyra.wilson@edinburgh.gov.uk) Tel: 0131 469 3066

## Links

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<b>Coalition pledges</b>	P5 - Seek to ensure the smooth introduction of the Curriculum for excellence and that management structures within our schools support the new curriculum
<b>Council outcomes</b>	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO3 - Our children and young people at risk, or with a disability, have improved life chances. CO6 - Our children's' and young peoples' outcomes are not undermined by poverty and inequality.
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	<ol style="list-style-type: none"><li>1 Policy: Admissions to Mainstream Schools</li><li>2 Procedure: Admissions to Mainstream Schools</li><li>3 Marked-up Changes to Previous Policy</li></ol>

# Policy: Admissions to Mainstream Schools

**Implementation date: March 2016**

## Control schedule

**Approved by:** Education Children and Families Committee

**Approval date :** 1 March 2016

**Senior Responsible Officer:** Moyra Wilson; Senior Education Manager

**Author:** Moyra Wilson

**Scheduled for review:** December 2017

## Version control

Version	Date	Author	Comment
0.1	December 2015	Moyra Wilson	Approved by Education, Children and Families Committee
0.2	February 2015	Moyra Wilson	Incorporating non material wording and presentational changes, including separation of procedures into a separate document, to improve accessibility to users.

## Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
08.12.15	Education Children and Families		

# Policy: Admissions to Mainstream Schools

## 1 Policy statement

- 1.1 This policy is required to ensure clarity and consistency in the management of admissions to mainstream schools at all stages. Under Section 30 of the Education Act 1980, it is the duty of every parent who has a child of school age, to provide that child with an education which is suitable to their age, aptitude and ability. Every parent must do this either by ensuring their child attends a public school regularly (or by any other means, for example by home education).
- 1.2 There are corresponding duties on the local authority to provide appropriate school education for all school age children.
- 1.3 The Act describes who a person of school age is - that is a child or young person who has reached the age of five years, but has not yet reached the age of sixteen.

## 2 Scope

- 2.1 This policy covers the admission of pupils to all stages in mainstream schools and, in particular, to those pupils in P1 and S1 in August of any school year.

## 3 Definitions

- 3.1 Reserved places: Places reserved for children and young people moving into the school catchment through the year.
- 3.2 Proofs of residence: A copy of council tax and a utility bill.
- 3.3 R.C. school: Roman Catholic school.
- 3.4 School Catchment: An area from which children and young people are eligible to attend a local school. This area is based on the child's home address.
- 3.5 Composite Class: A class in which there are pupils at more than one stage of the primary school.
- 3.6 Team teaching: Team Teaching is where two teachers teach a class that has more than the maximum number of pupils for that particular stage, for example if there are more than 25 children in a P1 class there will be two teachers.
- 3.7 Mainstream schools: Schools which meet the needs of the majority of pupils and are non specialist provisions.

- 3.8 Placing Requests: A request for a placement in a school.
- 3.9 Non Catchment Placing Request: A request for a placement in a school which is not the catchment school for the address of the individual.
- 3.9 Exceptional: Unusual or complex.

## **4 Policy content**

### **Legislation**

- 4.1 The Council delegates to Communities and Families the function of managing the provision of school places using principles and practices that are in line with the [Education \(Scotland\) Act 1980](#), as amended and the [Gaelic Language \(Scotland\) Act 2005](#).

### **Allocation of Placements**

- 4.2 Key principles applied by the Council to the provision of school places are set out below:
  - 4.2.1 Children and young people are admitted to schools in the areas where they stay. These are known as the catchment areas for the school. There are separate catchment boundaries for RC and non-denominational schools at both primary and secondary level and pupils have the option of attending either of their catchment schools, subject to availability of places.
  - 4.2.2 In areas of the City, for example the new Waterfront developments, which currently fall outside existing catchment areas, the Council will identify an 'appropriate school' for pupils living in those areas. This is normally based on distance and geography.
  - 4.2.3 Pupils living in the City of Edinburgh Council area have priority for places over pupils living in other local authority areas.
  - 4.2.4 The Council aims to provide places for P1 and S1 pupils at their catchment school if they are living in the catchment area by the end of February of the year that they will start in P1 and S1. It is important to note that a child must be resident in a house before a place is allocated. Evidence of a house purchase is not sufficient for the allocation of a place.
  - 4.2.5 If there are places available after catchment demand is met placing requests for non-catchment pupils at P1, S1 and all other stages will be allocated.
  - 4.2.6 At other stages in primary and secondary schools places will be allocated to catchment pupils if there are available spaces.
  - 4.2.7 Attendance at a school nursery is not considered when allocating places in schools.



## **Class Sizes and Organisation**

- 4.2.8 The council meets the legislation on class sizes; the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended). This means a class size maximum of 25 for P1 and 30 for P2 and P3 is implemented. The Scottish Government has agreed that it is interpreted as a ratio of 25 pupils to one teacher for P1 and as a ratio of 30 pupils to one teacher for P2 and P3.
- 4.2.9 A national agreement has agreed a class size maximum of 33 from P4-7. In secondary schools practical class sizes are 20.
- 4.2.10 The most efficient arrangement of class size and provision of teaching staff in P1 and S1 for each new session is sought for each school after taking account of demand for catchment places in non denominational schools and of demand from pupils who are baptised Roman Catholic in RC schools.
- 4.2.11 When considering an 'additional teacher' for the present year, the Council takes into account the global number of teachers required across the estate and not the previous numbers of teachers required at individual schools;
- 4.2.12 First year intake limits, classroom size restrictions and limits on the overall pupil numbers will be applied where necessary to assist in managing school provision.
- 4.2.13 Additional classes are not normally created specifically to cater for non-catchment placing requests in the primary sector. This includes situations where granting requests in one year would result in the need for additional classes at other year stages.

## **Oversubscribed Roman Catholic Schools**

- 4.3 Where catchment applications for denominational schools exceed the available school capacity, or would cause accommodation issues at a future stage, priority will be given to baptised Roman Catholic pupils. Additional staff will not normally be employed to support a P1 intake greater than that required to meet the RC baptised catchment demand unless by doing so resolves potential accommodation issues at another school.
- 4.4 Where a Roman Catholic school is oversubscribed the following actions will be taken:
  - 4.4.1 Priority will be given to catchment Baptised Roman Catholics (BRC) in allocating places;
  - 4.4.2 In the event that there are insufficient places for all catchment BRC then BRC may be prioritised into other RC schools;
  - 4.4.3 Non BRC, or BRC who choose not to be prioritised into another RC school, who do not obtain a place at their catchment RC school will not

be prioritised out to other schools. In these cases, children would be given places at their non-denominational catchment school.

### **Oversubscribed Non Denominational Schools**

- 4.5 At times when there are oversubscribed non denominational schools the decision may be made to prioritise placing requests out of the school.

### **Reserved Places**

- 4.6 One place per class will be reserved for pupils moving into a school catchment in each class in primary school and two places reserved for each team teaching class where possible. In secondary schools one reserved place for incoming catchment pupils will be kept at each year stage where possible. In some areas of the city new housing developments mean that there is the potential for higher than normal movement into particular catchment areas. Where it is possible to do so, in these areas more than one place may be reserved in each class in order to try and ensure that pupils moving into the area can obtain a place at their catchment school.
- 4.7 Where possible a reserved place shall be maintained until a child moves into the catchment. Where this happens the reserved place is given to the child, and is no longer available. If placing requests appeals are granted either by the Appeal Committee or a Sheriff this may result in fewer reserved places being available due to the increased class size.

### **Team Teaching**

- 4.8 Team teaching arrangements in primary schools may be implemented where catchment numbers are expected to exceed capacity based on P1 class sizes of 25. This normally involves raising the P1 intake to multiples of 30 to meet the class size 30 at P2 and P3. Team teaching classes may be organised at other stages in primary schools.

### **Composite Classes**

- 4.9 Composite classes, including at P1/2, are part of the normal organisation in many primary schools, and are generally formed according to the following principles:
- 4.9.1 Age is the main criterion for selecting pupils for composite classes.
- 4.9.2 Normally composite classes will be formed with a minimum of five pupils from one year stage.
- 4.9.3 Unless there are very low numbers of pupils at particular stages, composite classes will not normally be created over three year groups.  
[e.g. P1, P1/2, P2, P2/3, P3 illustrates composite classes over 3 year stages.]
- 4.9.4 Reorganising and recompositing a class structure will sometimes take place to make additional places available for pupils in an individual

school but only where this would not give rise to a potential detriment to the existing pupils at the school.

- 4.9.5 Exceptional circumstances will be looked at on a case by case basis.
- 4.9.6 The final composition of the class will be at the discretion of the headteacher at the school.

### **Parental Preference**

- 4.10 Many schools across the city are experiencing increased demand from their own catchment population for P1 and S1 places. This has had the effect of reducing the number of places available for non-catchment pupils. This means that the number of placing requests being refused has risen. It is anticipated that number of requests being refused will be maintained at a high level as demand from catchment populations continues to grow.
- 4.11 We encourage parents to learn more about their catchment school by arranging a visit and talking to staff and other parents. Open days are held during the registration period and parents can also contact schools directly to arrange a visit.

## **5 Implementation**

- 5.1 The implementation of this policy will be 2015 – 2017.

## **6 Roles and responsibilities**

- 6.1 The Senior Education Manager Inclusion, Parent and Pupil Support has overall responsibility for this policy.
- 6.2 The Grants Awards and Placements Team are responsible for the day to day administration of the procedure and advising parents of policy.
- 6.3 Headteachers are responsible for collecting information on catchment children and advising parents of the policy.

## **7 Related documents**

- [Education \[Scotland\] Act 1980](#)
- [The Education \[Appeal Committee Procedures\] \[Scotland\] Amendment Regulations 2006](#)
- [The Education \[Lower Primary Class Sizes\] \[Scotland\] Regulations 1999](#)
- [The Education \(Lower Primary Class Sizes\) \(Scotland\) Amendment Regulations 2010](#)
- [Team Teaching CEC](#)

- [Composite Classes CEC](#)
- Procedure: Admissions to Mainstream Schools

## **8 Equalities impact**

8.1 There are no adverse equalities issues arising from this policy.

## **9 Sustainability impact**

9.1 There are no adverse economic, social or environmental impacts resulting from this area of activity.

## **10 Risk assessment**

10.1 The risk of not having a consistent, clear and published policy means that parents/carers are not kept informed about the placements process.

## **11 Review**

11.1 This policy will be reviewed on a two year cycle with the next review being December 2017.

## Procedure: Admissions to Mainstream Schools

### 1 Purpose

- 1.1 This procedure aims to provide clear guidance for all staff in the management of admissions to schools. It accompanies the Admissions Policy.

### 2 Scope

- 3.1 This policy covers the admission of pupils to all stages in mainstream schools and in particular to those pupils in P1 and S1 in August of any school year.

### 3 Definitions

- 3.1 Reserved places: Places reserved for children and young people moving into the school catchment through the year.
- 3.2 Proofs of residence: A copy of council tax and a utility bill.
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- 3.8 Placing Requests: A request for a placement in a school.
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- 3.9 Exceptional: Unusual or complex.

### 4 Actions

#### Catchment Registration and Placing Requests for P1 and S1

- 4.1 Catchment registration and the handling of placing requests across the city is a major but routine organisational procedure undertaken by the Communities and

Families Department on an annual basis. This process commences in November with schools being asked to register their catchment children, and parents being asked to make their placing requests by mid-December. Head Teachers are involved throughout the process and are asked to consult with parents in early February, where necessary, to share with them plans for P1 and S1 intakes and class organisations for August. Schools are made aware that class organisations can change between now and the start of the session.

- 4.2 It is important to note that numbers of pupils do change, sometimes on a daily basis, as a result of parents making late registrations often requiring changes to class organisations. The initial figures are analysed during January to establish class organisations and identify any accommodation issues and identify where catchment pupil numbers might exceed school capacity. Proposed intakes are based on these figures. The process continues to be managed by the Department through to the start of session in August when the waiting list is returned to the school to manage. However, consideration will be given to whether in the future this process would also be best managed by the department centrally rather than by schools.
- 4.3 The process is characterised by complex patterns of pupil flow across the city and a constantly evolving picture as late applications are made and pupils are withdrawn. Nearly all schools experience a drop between the number of catchment P1 pupils registered in January and the number taking up a place in August. In many schools this drop can be significant and is explained by parents successfully making a placing request to another school, deciding to defer entry, choosing the private sector or moving house within the intervening period.
- 4.4 These changes make it difficult not to over-plan for placements and many schools which initially appear to have more catchment pupils than can be accommodated are likely to have no difficulty in ultimately accommodating their catchment intake in August. It also means that some placing requests refused in April will be successful by August. There can, however, be no guarantees and some schools require careful monitoring of their numbers throughout the process. For some schools the final organisation of the P1 classes may not be known until late in the process because of complex cross catchment movement of pupils.
- 4.5 Communities and Families publish a timeline outlining the process involved in P1 and S1 placements on an annual basis which is attached at Annex 1.
- 4.6 If a placing request is refused a parent has the right to appeal in the first instance to an independent committee and if that is unsuccessful to the Sheriff Court.

#### **Catchment Registration and Placing Requests for Other Stages**

- 4.7 Placing requests at other stages follow the same procedures as for P1 and S1. These requests are managed by Headteachers. If there are no available places the headteacher will refuse the place and add the names to the waiting list.

- 4.8 At all stages in primary and secondary schools if a placing request is refused a parent has the right to appeal in the first instance to an independent committee and if that is unsuccessful to the Sheriff Court.
- 4.9 None of the above affects a parent's statutory right to make a placing request to any school.

### **Waiting lists**

- 4.10 Those children who are refused a place will be placed on a waiting list. The priority order for the waiting list in P1 and S1 is determined by the Committee on Pupil Student support comprising representatives of the Education Children and Families Committee who meet in February/March of each year. The usual priority order is:
- a) Siblings;
  - b) Edinburgh children;
  - c) Out of Edinburgh Children.
- 4.11 Within each category distance [to the school from the home] is then used to determine the place on the waiting list; the shorter the distance the higher the place on the waiting list.

### **Key considerations for Parents**

- 4.12 There are six key points for parents to consider when applying for school places:
- 4.12.1 Places are allocated to children based on their residence and all parents must provide proof of residence for a catchment place when they register their child for school;
  - 4.12.2 All schools have two catchment schools, non-denominational and Roman Catholic. Parents must choose which of these is their preferred school;
  - 4.12.3 Children attending a nursery class in a primary school are only entitled to a place in the primary school if they live in the catchment area of the primary school;
  - 4.12.4 In a non denominational school catchment places for P1 and S1 will only be guaranteed to children living in the school catchment by the end of February in the year they begin primary or secondary school;
  - 4.12.5 If a denominational Roman Catholic school is oversubscribed with catchment children, priority will be given to catchment baptised Roman Catholics;
  - 4.12.6 If a placing request is successful for one child, it does not guarantee that requests for younger siblings will be successful. This could mean that siblings would attend different schools;

## **Fraud Prevention**

- 4.13 The Council is obliged to make random spot checks of addresses as part of fraud prevention and parents may be asked to provide proof of residence at any time before the school session begins. The Corporate Fraud team will investigate all claims of false addresses being used to gain a school place and, if proven, the place will be withdrawn.

## **5 Responsibilities**

- 5.1 The Senior Education Manager: Inclusion, Pupil and Parent Support has overall responsibility for the maintenance of this procedure.

## **6 Policy Base**

- 6.1 The procedure has been developed to implement the Policy: Admissions to Mainstream Schools.

## **7 Associated Documents**

Policy: Admissions to Mainstream Schools

## **8. Record Keeping**

- 8.1 When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.

<b>Record Title</b>	<b>Location</b>	<b>Responsible Officer</b>	<b>Minimum Retention Period</b>
Education Records	Education Establishments	Headteachers/Managers	As per records retention schedule



## Annex 1: Placements Timeline P1 S1

### Inclusion: School Grants, Awards & Placements

	<b>What is happening?</b>
By 30 October	<p>All N5 &amp; P7 pupil address data verified and UPRN allocated on Click+Go. Catchment schools identified and initial information letters sent to parents.</p> <p>P1/S1 Placing In Schools Booklet reviewed and updated.</p> <p>Posters advertising registration week distributed to all nursery &amp; primary schools (including Partner Provider nurseries).</p>
November	<p><b>Primary schools open day</b> for parents of catchment P1 children.</p>
Early November	<p>Advert in Evening News &amp; Metro publicising P1 &amp; S1 procedures.</p>
Early November	<p><b>P1 registration week starts.</b> RC baptismal certificates to be collated at time of registration (if applicable). Catchment pupil details to be recorded on SEEMiS.</p> <p>Provisional Allocations Report populated for P7 pupils, based on address details held on Click+Go.</p> <p>Secondary schools send appropriate supply of school handbooks to primary schools for onward distribution to P7 pupils.</p> <p><b>Online non-catchment placing request form goes live.</b> From this date requests are recorded by GAP on SEEMiS each day and acknowledgment letter or automated email sent to parents confirming receipt.</p>

Mid November	<p><b>P1 registration week ends.</b> Subsequent registrations by appointment.</p> <p>School Placements team begin liaising with Corporate Fraud Team to query dubious addresses.</p>
End November	<p><b>Closing date for return of primary school proposed class organisation</b> to Devolved Finance &amp; Resource Officer.</p> <p>All catchment P1 pupils registered during registration week to be recorded on SEEMiS by this date.</p>
24 December	<p><b>Closing date for non-catchment placing requests</b> to allow for accurate projection of requests citywide.</p> <p>Secondary Head Teachers to inform Devolved Finance &amp; Resource Officer of projected roll for coming session.</p>
Early January	<p>Nursery &amp; Primary schools to investigate N5 children who are not yet registered on SEEMiS and encourage parents to register.</p> <p>Meeting held involving Senior Education Manager (Inclusion &amp; Pupil/Parent Support), GAP, Devolved Finance &amp; Resource, Council Solicitor, Asset Planning and Communications Service to assess demand for places citywide, propose intake limits and class organisations for coming session.</p> <p>Oversubscribed Roman Catholic schools identified and letters sent to affected parents.</p> <p>Preparation of reports to Committee on Pupil/Student Support.</p> <p>Home to school route measurements requested to prepare for the creation of waiting lists.</p>
January /February	Primary Head Teacher seminars take place.

End January	Proposed intakes and class organisations issued to Head Teachers by Devolved Finance & Resource Officer.
By end February	Parent Council meetings take place, where appropriate.  Draft staffing allocations notified to schools by Devolved Finance & Resource Officer.
Late February/early March	Meeting of the Committee on Pupil/Student Support to consider exceptional reasons submitted for placement in all oversubscribed schools. Waiting lists to be created based on committee decisions.
28 February	<b>Catchment guarantee date.</b> All children who are resident in the catchment area by this date are guaranteed a place in their non-denominational catchment school unless they move address before the start of the coming session.  New Intake Registration screen and Delete Registration screen locked from this date – schools to email late P1 registrations after this date to School Placements team.
Mid March	<b>Decisions on oversubscribed schools sent to parents.</b> Waiting lists become operational.  Preparation of reports to the Placing in Schools Appeal Committee commences.
31 March	<b>Closing date for requests to delay entry to P1.</b>
15 April	<b>Closing date for submission of placing in school appeals and second-preference requests.</b>
From 19 April	<b>Primary &amp; Secondary schools to confirm places</b> with parents and invite to induction visit. Inform GAP if places are declined.  Decisions on late and second-preference placing requests sent to parents in writing from this date

	onwards.
May – June	<b>Placing in Schools Appeal Committee</b> hearings take place.
21 – 23 June	P7 transition days.
<i>From</i> mid August	<p><b>Waiting lists passed to relevant schools.</b> Responsibility for subsequent allocation of places devolved to Head Teacher from this date following waiting list priority.</p> <p>Primary &amp; Secondary schools to contact parents of children who have not attended as expected by telephone. If unable to contact parent letter issued by recorded delivery giving 7 days to respond advising place will be given up if necessary.</p> <p>Where possible, one reserved place per class held at primary schools for incoming catchment children.</p>
29 August	Places held by children who have not attended as expected can be withdrawn.
5 September	<b>Pupil data cleared from SEEMiS</b> in preparation for next session's intake.

# Policy: Admissions to Mainstream Schools

Implementation date: ~~December~~ March 2015<sup>6</sup>

## Control schedule

**Approved by:** Education Children and Families Committee

**Approval date :** 1 March 2016

**Senior Responsible Officer:** Moyra Wilson; Senior Education Manager

**Author:** Moyra Wilson

**Scheduled for review:** December 2017

## Version control

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<u>0.2</u>	<u>February 2015</u>	<u>Moyra Wilson</u>	<u>Incorporating non material wording and presentational changes, including separation of procedures into a separate document, to improve accessibility to users.</u>

## Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
08.12.15	Education Children and Families		

# Policy: Admissions to Mainstream Schools

## 1 Policy statement

- 1.1 This policy is required to ensure clarity and consistency in the management of admissions to mainstream schools at all stages. ~~All admissions must comply with class size legislation and national agreements [see 4.1].~~ Under Section 30 of the Education Act 1980, it is the duty of every parent who has a child of school age, to provide that child with an education which is suitable to their age, aptitude and ability. Every parent must do this either by ensuring their child attends a public school regularly (or by any other means, for example by home education).
- 1.2 There are corresponding duties on the local authority to provide appropriate school education for all school age children.
- 1.3 The Act describes who a person of school age is - that is a child or young person who has reached the age of five years, but has not yet reached the age of sixteen.

## 2 Scope

- 2.1 This policy covers the admission of pupils to ~~P1 and S1~~ all stages in mainstream schools and, in particular, to those pupils in P1 and S1 in August of any school year ~~and also admissions to all other stages of primary and secondary schools.~~

## 3 Definitions

- 3.1 Reserved places: Places ~~retained~~ reserved for ~~incoming catchment~~ children and young people moving into the school catchment through the year.
- 3.2 Proofs of residence: A copy of council tax and a utility bill.
- 3.3 R.C. school: Roman Catholic school.
- 3.4 School Catchment: An area from which children and young people are eligible to attend a local school. This area is based on the child's home address.
- 3.5 Composite Class: A class in which there are pupils at more than one stage of the primary school.
- 3.6 Team teaching: Team Teaching is where two teachers teach a class that has more than the maximum number of pupils for that particular stage, for example if there are more than 25 children in a P1 class there will be two teachers.

3.7 Mainstream schools: Schools which meet the needs of the majority of pupils and are non specialist provisions.

3.8 Placing Requests: A request for a placement in a school.

3.9 Non Catchment Placing Request: A request for a placement in a school which is not the catchment school for the address of the individual.

3.9 Exceptional: Unusual or complex.

## **4 Policy content**

### **Legislation**

4.1 The Council ~~manages~~delegates to Communities and Families the function of managing the provision of school places using principles and practices that are in line with the [Education \(Scotland\) Act 1980](#), as amended and the [Gaelic Language \(Scotland\) Act 2005](#). ~~Further detail of how these principles are applied by the Council to the provision of school places are set out below:~~

### **Allocation of Placements**

~~4.1.1-2~~ Key principles applied by the Council to the provision of school places are set out below:

4.2.1 Children and young people are admitted to schools in the areas where they stay. These are known as the catchment areas for the school. There are separate catchment boundaries for RC and non-denominational schools at both primary and secondary level and pupils have the option of attending either of their catchment schools, subject to availability of places.

4.2.2 In areas of the City, for example the new Waterfront developments, which currently fall outside existing catchment areas, the Council will identify an 'appropriate school' for pupils living in those areas. This is normally based on distance and geography.

4.2.3 Pupils living in the City of Edinburgh Council area have priority ~~over~~ incoming requests from outside the Council area; for places over pupils living in other local authority areas.

~~4.1.2.4~~ The Council will endeavour to accommodate catchment pupils in aims to provide places for P1 and S1 pupils at their catchment school if resident by 28~~th~~ they are living in the catchment area by the end of February of any~~the~~ year; that they will start in P1 and S1. It is important to note that a child must be resident in a house before a place is allocated. Evidence of a house purchase is not sufficient for the allocation of a place.

~~4.1.34.2.5~~ If there are places available after catchment demand is met placing requests for non-catchment pupils at P1, S1 and all other stages will be allocated.

4.2.6 At other stages in primary and secondary schools places will be allocated to catchment pupils if there are available spaces;

~~4.1.4~~ ~~Placing requests for non-catchment pupils at P1, S1 and all other stages will be met, subject to available capacity;~~

~~4.1.5~~ ~~Additional classes are not normally created specifically to cater for non-catchment placing requests in the primary sector. This includes the potential need to create additional classes in subsequent years beyond the P1 stage;~~

~~4.1.6~~4.2.7 Attendance at a school nursery is not considered when allocating places in schools.

### Class Sizes and Organisation

4.2.8 The council meets the legislation on class sizes; the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended) ~~that introduced~~. This means a class size maximum of 25 for P1 and 30 for P2 ~~and~~ P3 is implemented; The Scottish Government has agreed that it is interpreted as a ratio of 25 pupils to one teacher for P1 and as a ratio of 30 pupils to one teacher for P2 and P3.

~~4.1.7~~4.2.9 A national agreement has agreed a class size maximum of 33 from P4-7. In secondary schools practical class sizes are 20.

4.2.10 The most efficient arrangement of class size and provision of teaching staff in P1 and S1 for each new session is sought for each school after taking account of demand for catchment places in non denominational ~~places;~~schools and of demand from pupils who are baptised Roman Catholic in RC schools.

~~4.1.8~~2.11 When considering an ~~"additional teacher"~~additional teacher for the present year, the Council takes into account the global number of teachers required across the estate and not the ~~historic number~~previous numbers of teachers required at individual schools;

~~4.1.9~~2.12 First year intake limits, classroom size restrictions and limits on the overall pupil numbers will be applied where necessary to assist in managing school provision;

~~4.1.10~~ ~~Separate~~4.2.13 Additional classes are not normally created specifically to cater for non-catchment boundaries are drawn for denominational and non-denominational schools at both placing requests in the primary and secondary school level (pupils have the option of attending either catchment school, subject to availability of places);

~~4.1.11~~ ~~In areas of the City falling outwith established catchment areas (for example, the new Waterfront development), the Council defines which establishment is an 'appropriate school' for pupils — normally judged on distance and geography;~~



~~4.1.12 Attendance at a school nursery does not guarantee a place in the school.~~

### ~~Reserved Places~~

~~4.2 One place per class will be reserved for incoming catchment pupils in each class in primary school and two reserved places for each team teaching class/sector. This includes situations where possible. In secondary schools one reserved place for incoming catchment pupils will be kept at each year stage where possible. In some areas of the city new housing developments mean that there is the potential for higher than normal movement into particular catchment areas. Where it is possible to do so, in these areas more than one place may be reserved in each class in order to try and ensure that pupils moving into the area can obtain a place at their catchment school.~~

~~4.3 Reserved places will normally be retained throughout the year, where possible, for incoming catchment children. Where non catchment places are granted by an Appeal Committee or a Sheriff this may granting requests in one year would result in fewer reserved places being available.~~

### ~~Team Teaching~~

~~4.4 Team teaching arrangements in primary schools may be implemented where catchment numbers are expected to exceed capacity based on P1 class sizes of 25. This normally involves raising the P1 intake to multiples of 30 as the maximum number of pupils per teacher rises to 30 in P2 so the the need for additional teacher for the class will only be required for P1. Team teaching classes may be organised classes at other year stages in primary schools.~~

### ~~Composite Classes~~

~~4.5 Composite classes, including at P1/2, are part of the normal organisation in many primary schools, and are generally formed according to the following principles:~~

~~4.5.1 Age is the main criterion for selecting pupils for composite classes;~~

~~4.5.2 A composite class would not normally be formed if there were fewer than five pupils coming from a particular year stage;~~

~~4.5.3 It is not policy to composite over three year stages except where there are very low numbers of pupils at particular stages;~~

~~4.5.4 Reorganising and recompositing a class structure is sometimes allowed to make additional places available for pupils in an individual school; but significant reorganising or recompositing will not be used where to do so would give rise to a potential detriment to the existing pupils at the school;~~

~~4.5.5 Exceptional circumstances will be looked at on a case by case basis.~~

~~4.6 Positive Action schools receive additional funding which can at times be used to create additional classes by individual headteachers. Non catchment pupils~~

~~would not be restricted in these cases as they would not generate the need for the Department to employ an additional teacher~~

~~4.7— There are six key points for parents to consider when applying for school places:~~

~~4.7.1— Places are allocated to children based on their residence and all parents must provide proof of residence for a catchment place when they register their child for school;~~

~~4.7.2— All schools have two catchment schools, non-denominational and Roman Catholic. Parents must choose which of these is their preferred school;~~

~~4.7.3— A child is only entitled to a place in the primary school where they attend nursery if they live in the catchment area of the primary school;~~

~~4.7.4— Catchment places for P1 and S1 will only be guaranteed in a non denominational school to children living in the school catchment by 28 February of the year they begin primary or secondary school;~~

~~4.7.5— Where a denominational Roman Catholic school is oversubscribed with catchment children, priority will be given to catchment baptised Roman Catholics;~~

~~4.7.6— If a placing request is successful for one child, it does not guarantee that requests for younger siblings will be successful. This could mean that siblings would attend different schools.~~

### **Oversubscribed Roman Catholic Schools**

4.83 Where catchment applications for denominational schools exceed the available school capacity, or would cause accommodation issues at a future stage, priority will be given to baptised Roman Catholic pupils. ~~Furthermore, an additional member of Additional staff would will not, as standard practice, normally be applied to a Roman Catholic school to provide places beyond that necessary employed to support a P1 intake from its greater than that required to meet the RC baptised RC catchment population. ~~The exception to this may be where the creation of a higher intake at a Roman Catholic school with sufficient capacity may resolve demand unless by doing so resolves~~ potential accommodation issues at another school.~~

4.9— ~~Accordingly, where~~ 4 Where a Roman Catholic school is oversubscribed the following actions will be taken:

4.94.1 Priority will be given to catchment Baptised Roman Catholics (BRC) in allocating places;

4.94.2 In the event that there are insufficient places for all catchment BRC then BRC may be prioritised into other RC schools;

4.94.3 Non BRC, or BRC who choose not to be prioritised into another RC school, who do not obtain a place at their catchment RC school will not be prioritised out to other schools. Such In these cases, children would

be ~~expected to first revert to~~ given places at their non-denominational catchment school.

~~4.10—None of the above affects a parent's statutory right to make a placing request to any school.~~

### **Oversubscribed Non Denominational Schools**

~~4.11—~~5 At times when there are oversubscribed non denominational schools the decision may be made to prioritise placing requests out of the school.

### **Reserved Places**

~~4.6~~ One place per class will be reserved for pupils moving into a school catchment in each class in primary school and two places reserved for each team teaching class where possible. In secondary schools one reserved place for incoming catchment pupils will be kept at each year stage where possible. In some areas of the city new housing developments mean that there is the potential for higher than normal movement into particular catchment areas. Where it is possible to do so, in these areas more than one place may be reserved in each class in order to try and ensure that pupils moving into the area can obtain a place at their catchment school.

### **Catchment Registration and Placing Requests for P1 and S1**

~~4.12—Catchment registration and the handling of placing requests across the city is a major but routine organisational procedure undertaken by the Department on an annual basis. This process commences in November with schools being asked to register their catchment children, and parents being asked to make their placing requests by mid-December. Head Teachers are involved throughout the process and are asked to consult with parents in early February where necessary to share with them plans for P1 intakes and class organisations for August. Schools have been made aware that class organisations can change between now and the start of the session.~~

~~4.13—It is important to note that numbers of pupils do change, sometimes on a daily basis, as a result of parents making late registrations often requiring changes to class organisations. The initial figures are analysed during January to establish class organisations and identify any accommodation issues and identify where catchment pupil numbers might exceed school capacity. Proposed intakes are based on these figures. The process continues to be managed by the Department through to the start of session in August when the waiting list is returned to the school to manage. However, consideration will be given to whether in the future this process would also be best managed by the department centrally rather than by schools.~~

~~4.14—The process is characterised by complex patterns of pupil flow across the city and a constantly evolving picture as late applications are made and pupils are withdrawn. Nearly all schools experience a drop between the number of catchment P1 pupils registered in January and the number taking up a place in August. In many schools this drop can be significant and is explained by parents~~

~~successfully making a placing request to another school, deciding to defer entry, choosing the private sector or moving house within the intervening period.~~

~~4.15 These changes make it difficult not to over-plan for placements and many schools which initially appear to have more catchment pupils than can be accommodated are likely to have no difficulty in ultimately accommodating their catchment intake in August it also means that some placing requests refused in April will be successful by August. There can, however, be no guarantees and some schools require careful monitoring of their numbers throughout the process. For some schools the final organisation of the P1 classes may not be known until late in the process because of complex cross catchment movement of pupils.~~

~~4.16 Those children who are refused a placement will be placed on a waiting list. The priority order for the waiting list in P1 and S1 is determined by the Committee on Pupil Student support in February each year. The usual priority order is:~~

- ~~a) Siblings;~~
- ~~b) Edinburgh children;~~
- ~~c) Out of Edinburgh Children.~~

~~4.17 In each category distance is then used to determine the place on the waiting list.~~

#### ~~**Catchment Registration and Placing Requests for Other Stages**~~

~~4.18 Placement requests at other stages follow the same procedures as for P1 and S1. These requests are managed by Headteachers.4.7 Where possible a reserved place shall be maintained until a child moves into the catchment. Where this happens the reserved place is given to the child, and is no longer available. If placing requests appeals are granted either by the Appeal Committee or a Sheriff this may result in fewer reserved places being available due to the increased class size.~~

#### ~~**Team Teaching**~~

~~4.8 Team teaching arrangements in primary schools may be implemented where catchment numbers are expected to exceed capacity based on P1 class sizes of 25. This normally involves raising the P1 intake to multiples of 30 to meet the class size 30 at P2 and P3. Team teaching classes may be organised at other stages in primary schools.~~

#### ~~**Composite Classes**~~

~~4.9 Composite classes, including at P1/2, are part of the normal organisation in many primary schools, and are generally formed according to the following principles:~~

~~4.9.1 Age is the main criterion for selecting pupils for composite classes.~~

~~4.9.2 Normally composite classes will be formed with a minimum of five pupils from one year stage.~~

~~4.9.3 Unless there are very low numbers of pupils at particular stages, composite classes will not normally be created over three year groups.~~

[e.g. P1, P1/2, P2, P2/3, P3 illustrates composite classes over 3 year stages.]

4.9.4 Reorganising and recompositing a class structure will sometimes take place to make additional places available for pupils in an individual school but only where this would not give rise to a potential detriment to the existing pupils at the school.

4.9.5 Exceptional circumstances will be looked at on a case by case basis.

4.9.6 The final composition of the class will be at the discretion of the headteacher at the school.

~~If there are no available places the headteacher will refuse the place and add the names to the waiting list.~~

~~4.19 At all stages in primary and secondary schools if a placement is refused a parent has the right to appeal in the first instance to an independent appeal panel and if that is unsuccessful to the Sheriff Court.~~

## Parental Preference

4.2010 Many schools across the city are experiencing increased demand from their own catchment population for P1 and S1 places. This has had the effect of reducing the number of places available for non-catchment pupils.

~~Accordingly, This means that~~ the percentage number of ~~non-catchment~~ placing requests being refused has risen. It is anticipated that ~~the percentage number~~ of requests being refused will be maintained at a high level as demand from catchment populations continues to grow.

~~4.21 Parents are encouraged~~4.11 We encourage parents to learn more about their catchment school by arranging a visit and talking to staff and other parents. Open days are held during the registration period ~~given and~~ parents ~~the opportunity can also contact schools directly~~ to arrange a visit ~~their local school without prior arrangement.~~

## 5 Implementation

5.1 The implementation of this policy will be 2015 – 2017.

## 6 Roles and responsibilities

- 6.1 The Senior Education Manager Inclusion, Parent and Pupil Support has overall responsibility for this policy.
- 6.2 The Grants Awards and Placements Team are responsible for the day to day administration of the procedure and advising parents of policy.
- 6.3 Headteachers are responsible for collecting information on catchment children and advising parents of the policy.

## **7 Related documents**

- [Education \[Scotland\] Act 1980](#)
- [The Education \[Appeal Committee Procedures\] \[Scotland\] Amendment Regulations 2006](#)
- [The Education \[Lower Primary Class Sizes\] \[Scotland\] Regulations 1999](#)
- [The Education \(Lower Primary Class Sizes\) \(Scotland\) Amendment Regulations 2010](#)
- [Team Teaching CEC](#)
- [Composite Classes CEC](#)
- [Procedure: Admissions to Mainstream Schools](#)

## **8 Equalities impact**

8.1 There are no adverse equalities issues arising from this policy.

## **9 Sustainability impact**

9.1 There are no adverse economic, social or environmental impacts resulting from this area of activity.

## **10 Risk assessment**

10.1 The risk of not having a consistent, clear and published policy means that parents-/carers are not kept informed about the placements process.

## **11 Review**

11.1 This policy will be reviewed on a two year cycle with the next review being December 2017.

# Procedure: Admissions to Mainstream Schools

## 1 Purpose

1.1 This procedure aims to provide clear guidance for all staff in the management of admissions to schools. It accompanies the Admissions Policy.

## 2 Scope

1.1 This policy covers the admission of pupils to all stages in mainstream schools and in particular to those pupils in P1 and S1 in August of any school year.

## 3 Definitions

3.1 Reserved places: Places reserved for children and young people moving into the school catchment through the year.

3.2 Proofs of residence: A copy of council tax and a utility bill.

3.3 R.C. school: Roman Catholic school.

3.4 School Catchment: An area from which children and young people are eligible to attend a local school. This area is based on the child's home address.

3.5 Composite Class: A class in which there are pupils at more than one stage of the primary school.

3.6 Team teaching: Team Teaching is where two teachers teach a class that has more than the maximum number of pupils for that particular stage, for example if there are more than 25 children in a P1 class there will be two teachers.

3.7 Mainstream schools: Schools which meet the needs of the majority of pupils and are non specialist provisions.

3.8 Placing Requests: A request for a placement in a school.

3.9 Non Catchment Placing Request: A request for a placement in a school which is not the catchment school for the address of the individual.

3.9 Exceptional: Unusual or complex.

## 4 Actions

### Catchment Registration and Placing Requests for P1 and S1

4.1 Catchment registration and the handling of placing requests across the city is a major but routine organisational procedure undertaken by the Communities and Families Department on an annual basis. This process commences in November with schools being asked to register their catchment children, and parents being asked to make their placing requests by mid-December. Head Teachers are

involved throughout the process and are asked to consult with parents in early February, where necessary, to share with them plans for P1 and S1 intakes and class organisations for August. Schools are made aware that class organisations can change between now and the start of the session.

4.2 It is important to note that numbers of pupils do change, sometimes on a daily basis, as a result of parents making late registrations often requiring changes to class organisations. The initial figures are analysed during January to establish class organisations and identify any accommodation issues and identify where catchment pupil numbers might exceed school capacity. Proposed intakes are based on these figures. The process continues to be managed by the Department through to the start of session in August when the waiting list is returned to the school to manage. However, consideration will be given to whether in the future this process would also be best managed by the department centrally rather than by schools.

4.3 The process is characterised by complex patterns of pupil flow across the city and a constantly evolving picture as late applications are made and pupils are withdrawn. Nearly all schools experience a drop between the number of catchment P1 pupils registered in January and the number taking up a place in August. In many schools this drop can be significant and is explained by parents successfully making a placing request to another school, deciding to defer entry, choosing the private sector or moving house within the intervening period.

4.4 These changes make it difficult not to over-plan for placements and many schools which initially appear to have more catchment pupils than can be accommodated are likely to have no difficulty in ultimately accommodating their catchment intake in August. It also means that some placing requests refused in April will be successful by August. There can, however, be no guarantees and some schools require careful monitoring of their numbers throughout the process. For some schools the final organisation of the P1 classes may not be known until late in the process because of complex cross catchment movement of pupils.

4.5 Communities and Families publish a timeline outlining the process involved in P1 and S1 placements on an annual basis which is attached at Annex 1.

4.6 If a placing request is refused a parent has the right to appeal in the first instance to an independent committee and if that is unsuccessful to the Sheriff Court.

#### **Catchment Registration and Placing Requests for Other Stages**

4.7 Placing requests at other stages follow the same procedures as for P1 and S1. These requests are managed by Headteachers. If there are no available places the headteacher will refuse the place and add the names to the waiting list.



4.8 At all stages in primary and secondary schools if a placing request is refused a parent has the right to appeal in the first instance to an independent committee and if that is unsuccessful to the Sheriff Court.

4.9 None of the above affects a parent's statutory right to make a placing request to any school.

### **Waiting lists**

4.10 Those children who are refused a place will be placed on a waiting list. The priority order for the waiting list in P1 and S1 is determined by the Committee on Pupil Student support comprising representatives of the Education Children and Families Committee who meet in February/March of each year. The usual priority order is:

a) Siblings;

b) Edinburgh children;

c) Out of Edinburgh Children.

4.11 Within each category distance [to the school from the home] is then used to determine the place on the waiting list; the shorter the distance the higher the place on the waiting list.

### **Key considerations for Parents**

4.12 There are six key points for parents to consider when applying for school places:

4.12.1 Places are allocated to children based on their residence and all parents must provide proof of residence for a catchment place when they register their child for school;

4.12.2 All schools have two catchment schools, non-denominational and Roman Catholic. Parents must choose which of these is their preferred school;

4.12.3 Children attending a nursery class in a primary school are only entitled to a place in the primary school if they live in the catchment area of the primary school;

4.12.4 In a non denominational school catchment places for P1 and S1 will only be guaranteed to children living in the school catchment by the end of February in the year they begin primary or secondary school;

4.12.5 If a denominational Roman Catholic school is oversubscribed with catchment children, priority will be given to catchment baptised Roman Catholics;

4.12.6 If a placing request is successful for one child, it does not guarantee that requests for younger siblings will be successful. This could mean that siblings would attend different schools;

## **Fraud Prevention**

4.13 The Council is obliged to make random spot checks of addresses as part of fraud prevention and parents may be asked to provide proof of residence at any time before the school session begins. The Corporate Fraud team will investigate all claims of false addresses being used to gain a school place and, if proven, the place will be withdrawn.

## **5 Responsibilities**

5.1 The Senior Education Manager: Inclusion, Pupil and Parent Support has overall responsibility for the maintenance of this procedure.

## **6 Policy Base**

6.1 The procedure has been developed to implement the Policy: Admissions to Mainstream Schools.

## **7 Associated Documents**

Policy: Admissions to Mainstream Schools

## **8. Record Keeping**

8.1 When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.

<b><u>Record Title</u></b>	<b><u>Location</u></b>	<b><u>Responsible Officer</u></b>	<b><u>Minimum Retention Period</u></b>
<u>Education Records</u>	<u>Education Establishments</u>	<u>Headteachers/Managers</u>	<u>As per records retention schedule</u>

## Annex 1: Placements Timeline P1 S1

### Inclusion: School Grants, Awards & Placements

<u>Date</u>	<u>What is happening?</u>
<u>By 30 October</u>	<p><u>All N5 &amp; P7 pupil address data verified and UPRN allocated on Click+Go. Catchment schools identified and initial information letters sent to parents.</u></p> <p><u>P1/S1 Placing In Schools Booklet reviewed and updated.</u></p> <p><u>Posters advertising registration week distributed to all nursery &amp; primary schools (including Partner Provider nurseries).</u></p>
<u>November</u>	<p><b><u>Primary schools open day</u></b> for parents of catchment P1 children.</p>
<u>Early November</u>	<p><u>Advert in Evening News &amp; Metro publicising P1 &amp; S1 procedures.</u></p>
<u>Early November</u>	<p><b><u>P1 registration week starts.</u></b> <u>RC baptismal certificates to be collated at time of registration (if applicable). Catchment pupil details to be recorded on SEEMiS.</u></p> <p><u>Provisional Allocations Report populated for P7 pupils, based on address details held on Click+Go.</u></p> <p><u>Secondary schools send appropriate supply of school handbooks to primary schools for onward distribution to P7 pupils.</u></p> <p><b><u>Online non-catchment placing request form goes live.</u></b> <u>From this date requests are recorded by GAP on SEEMiS each day and acknowledgment letter or automated email sent to parents confirming receipt.</u></p>
<u>Mid November</u>	<p><b><u>P1 registration week ends.</u></b> <u>Subsequent registrations by appointment.</u></p>

	<p><u>School Placements team begin liaising with Corporate Fraud Team to query dubious addresses.</u></p>
<p><u>End November</u></p>	<p><b><u>Closing date for return of primary school proposed class organisation to Devolved Finance &amp; Resource Officer.</u></b></p> <p><u>All catchment P1 pupils registered during registration week to be recorded on SEEMiS by this date.</u></p>
<p><u>24 December</u></p>	<p><b><u>Closing date for non-catchment placing requests to allow for accurate projection of requests citywide.</u></b></p> <p><u>Secondary Head Teachers to inform Devolved Finance &amp; Resource Officer of projected roll for coming session.</u></p>
<p><u>Early January</u></p>	<p><u>Nursery &amp; Primary schools to investigate N5 children who are not yet registered on SEEMiS and encourage parents to register.</u></p> <p><u>Meeting held involving Senior Education Manager (Inclusion &amp; Pupil/Parent Support), GAP, Devolved Finance &amp; Resource, Council Solicitor, Asset Planning and Communications Service to assess demand for places citywide, propose intake limits and class organisations for coming session.</u></p> <p><u>Oversubscribed Roman Catholic schools identified and letters sent to affected parents.</u></p> <p><u>Preparation of reports to Committee on Pupil/Student Support.</u></p> <p><u>Home to school route measurements requested to prepare for the creation of waiting lists.</u></p>
<p><u>January /February</u></p>	<p><u>Primary Head Teacher seminars take place.</u></p>
<p><u>End January</u></p>	<p><u>Proposed intakes and class organisations issued to Head Teachers by Devolved Finance &amp; Resource Officer.</u></p>

<p><u>By end February</u></p>	<p><u>Parent Council meetings take place, where appropriate.</u></p> <p><u>Draft staffing allocations notified to schools by Devolved Finance &amp; Resource Officer.</u></p>
<p><u>Late February/early March</u></p>	<p><u>Meeting of the Committee on Pupil/Student Support to consider exceptional reasons submitted for placement in all oversubscribed schools. Waiting lists to be created based on committee decisions.</u></p>
<p><u>28 February</u></p>	<p><b><u>Catchment guarantee date.</u></b> All children who are resident in the catchment area by this date are guaranteed a place in their non-denominational catchment school unless they move address before the start of the coming session.</p> <p><u>New Intake Registration screen and Delete Registration screen locked from this date – schools to email late P1 registrations after this date to School Placements team.</u></p>
<p><u>Mid March</u></p>	<p><b><u>Decisions on oversubscribed schools sent to parents.</u></b> Waiting lists become operational.</p> <p><u>Preparation of reports to the Placing in Schools Appeal Committee commences.</u></p>
<p><u>31 March</u></p>	<p><b><u>Closing date for requests to delay entry to P1.</u></b></p>
<p><u>15 April</u></p>	<p><b><u>Closing date for submission of placing in school appeals and second-preference requests.</u></b></p>
<p><u>From 19 April</u></p>	<p><b><u>Primary &amp; Secondary schools to confirm places with parents and invite to induction visit. Inform GAP if places are declined.</u></b></p> <p><u>Decisions on late and second-preference placing requests sent to parents in writing from this date onwards.</u></p>
<p><u>May – June</u></p>	<p><b><u>Placing in Schools Appeal Committee hearings take place.</u></b></p>

<p><u>21 – 23 June</u></p>	<p><u>P7 transition days.</u></p>
<p><u>From</u> <u>mid August</u></p>	<p><b><u>Waiting lists passed to relevant schools.</u></b>  <u>Responsibility for subsequent allocation of places devolved to Head Teacher from this date following waiting list priority.</u></p> <p><u>Primary &amp; Secondary schools to contact parents of children who have not attended as expected by telephone. If unable to contact parent letter issued by recorded delivery giving 7 days to respond advising place will be given up if necessary.</u></p> <p><u>Where possible, one reserved place per class held at primary schools for incoming catchment children.</u></p>
<p><u>29 August</u></p>	<p><u>Places held by children who have not attended as expected can be withdrawn.</u></p>
<p><u>5 September</u></p>	<p><b><u>Pupil data cleared from SEEMiS</u></b> in preparation for next session's intake.</p>