

Notice of Meeting and Agenda

Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 16 January 2020	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

Mr Jack Nellaney: Mr Ravinder Singh: Councillor Derek Bibby: Councillor Carolann Davidson: Councillor Natalie Don: Councillor Edward Grady: Councillor Neill Graham: Councillor Lisa-Marie Hughes: Councillor Karen Kennedy: Councillor Scott Kerr: Councillor Paul Mack: Councillor John McNaughtan: Councillor Will Mylet: Councillor Iain Nicolson: Councillor Emma Rodden: Councillor John Shaw: Councillor Jane Strang:

Councillor Jim Paterson (Convener): Provost Lorraine Cameron (Depute Convener):

Further Information

This is a meeting which is open to members of the public.

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online

at <http://renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx>

For further information, please either email

democratic-services@renfrewshire.gov.uk or telephone 0141 618 7112.

Members of the Press and Public

Members of the press and public wishing to attend the meeting should report to the customer service centre where they will be met and directed to the meeting.

Items of Business

Apologies

Apologies from members.

Declarations of Interest

Members are asked to declare an interest in any item(s) on the agenda and to provide a brief explanation of the nature of the interest.

Budget Monitoring Reports

- | | | |
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| 1 | Revenue Budget Monitoring Report | 1 - 8 |
| | Joint report by Directors of Finance & Resources and Children's Services. | |
| 2 | Capital Budget Monitoring Report | 9 - 14 |
| | Joint report by Directors of Finance & Resources and Children's Services. | |

Education

- | | | |
|----------|--|------------------|
| 3 | Achievement of a Curriculum for Excellence (CfE)
Level Return 2019 | 15 - 30 |
| | Report by Director of Children's Services. | |
| 4 | Proposal to Consult on Admissions to Schools and
Placing Request Policy | 31 - 100 |
| | Report by Director of Children's Services. | |
| 5 | Response to Proposal to Consult on a Catchment
Review Affecting Inchinnan Primary School and
Rashielea Primary School | 101 - 136 |
| | Report by Director of Children's Services. | |
| 6 | Inspection of Our Lady of Peace Primary School and
Early Learning Class, Linwood | 137 - 144 |
| | Report by Director of Children's Services. | |
| 7 | Distribution of Funding to Support Services for
Children and Families - Funding Allocation for 2019/20 | 145 - 150 |
| | Report by Director of Children's Services. | |

Children and Families Social Care

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| 8 | Financial Redress for Historical Child Abuse in Care -
Pre-legislative Consultation
Report by Director of Children's Services. | 151 - 164 |
| 9 | Kinship Care Policy
Report by Director of Children's Services. | 165 - 186 |
| 10 | Annual Report of the Fostering and Adoption Service
2018/19 - Update on Developments for Looked After
Children and Fostering Service
Report by Director of Children's Services. | 187 - 214 |



To: Education and Children's Services Policy Board

On: 16 January 2020

Report by: Director of Finance and Resources and Director of Children's Services

Heading: Revenue Budget Monitoring to 8 November 2019

1. Summary

- 1.1. Gross expenditure is £81,000 (0.1%) more than anticipated and income is £81,000 (1.9%) more than anticipated which results in a **breakeven position** for the service reporting to this Policy Board.

This is summarised over the relevant service in the table below:

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Children's Services	Breakeven	0%	Breakeven	0%

2. Recommendations

- 2.1. Members are requested to note the budget position.
-

3. Budget Adjustments

Members are requested to note that since the last report, there have been budget adjustments totalling £0.549m. These relate mainly to the transfer of school admin staff from Finance & Resources.

4. Children's Services

Current position:	Breakeven
<i>Previously reported:</i>	<i>Breakeven</i>

4.1 Directorate:

Current Position	Breakeven
<i>Previously reported:</i>	<i>Breakeven</i>

This service area is currently showing a breakeven position, and this is expected to continue to the year end.

4.2 Early Learning & Childcare:

Current Position:	Net underspend of £212,000
<i>Previously reported:</i>	<i>Net underspend of £151,000</i>

The underspend relates to employee costs and is expected to continue to the year end.

4.3 Primary Schools:

Current Position:	Net underspend of £120,000
<i>Previously reported:</i>	<i>Net underspend of £161,000</i>

The underspend relates to centrally held teachers' salary budgets, as all school positions are filled. This is expected to continue to the year end.

4.4 Secondary Schools:

Current Position:	Net underspend of £84,000
<i>Previously reported:</i>	<i>Net underspend of £140,000</i>

The underspend relates to centrally held teachers' salary budgets, as all school positions are filled. This is expected to continue to the year end.

4.5 Special:

Current Position	Net underspend of £20,000
<i>Previously reported:</i>	<i>Net underspend of £45,000</i>

The underspend relates to centrally held teachers' salary budgets, as all school positions are filled. This is expected to continue to the year end.

4.6 **Additional Support for Learning (ASL):**

Current Position	Net overspend of £218,000
<i>Previously reported:</i>	<i>Net overspend of £227,000</i>

The overspend relates to transport costs and additional support needs assistants. This is expected to continue to the year end.

4.7 **Psychological Services:**

Current Position	Net overspend of £26,000
<i>Previously reported:</i>	<i>Net overspend of £31,000</i>

The overspend relates to salaries. This is expected to continue to the year end.

4.8 **Facilities Management**

Current Position	Net overspend of £24,000
<i>Previously reported:</i>	<i>Net overspend of £10,000</i>

The overspend relates to salaries. This is expected to continue to the year end.

4.9 **Education Development**

Current Position	Net underspend of £18,000
<i>Previously reported:</i>	<i>Not previously reported</i>

The underspend relation to salaries. This is expected to continue to the year end.

4.10 **Children & Families**

Current Position	Net overspend of £185,000
<i>Previously reported:</i>	<i>Net overspend of £232,000</i>

The overspend relates to residential accommodation and residential schools. This is expected to continue to the year end.

4.11 **Projected Year End Position**

It is anticipated at this stage that Children's Services will breakeven by the year end.

Implications of this report

1. **Financial** - Net revenue expenditure will be contained within available resources.
2. **HR and Organisational Development**
None.
3. **Community/Council Planning**
None.
4. **Legal**
None.
5. **Property/Assets**
None.
6. **Information Technology**
None.
7. **Equality and Human Rights**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health and Safety**
None.
9. **Procurement**
None.
10. **Risk**
None.
11. **Privacy Impact**
None.
12. **Cosla Policy Position**
None.
13. **Climate Risk**
None.

List of Background Papers

None

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Lisa Dickie, Extension 7384

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2019/2020
1st April 2019 to 8th November 2019

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Revised Actual (4)	Budget Variance (5)		
				£000's	%	
Employee Costs	134,489	81,251	80,869	382	0.5%	underspend
Property Costs	9,145	7,675	7,741	(66)	-0.9%	overspend
Supplies & Services	34,642	14,018	13,998	20	0.1%	underspend
Transport & Plant Costs	4,457	2,399	2,458	(59)	-2.5%	overspend
Support Services	181	34	34	0	0.0%	breakeven
Third Party Payments	13,827	8,237	8,290	(53)	-0.6%	overspend
Transfer Payments	8,802	4,816	5,121	(305)	-6.3%	overspend
Capital Charges	0	0	0	0	0.0%	breakeven
GROSS EXPENDITURE	205,542	118,430	118,512	(81)	-0.1%	overspend
Income	(7,128)	(4,197)	(4,279)	81	1.9%	over-recovery
NET EXPENDITURE	198,414	114,232	114,232	0	0.0%	breakeven

	£000's	
Bottom Line Position to 8 November is breakeven	<u>0</u>	<u>0.0%</u>
Anticipated Year End Budget Position is breakeven	<u>0</u>	<u>0.0%</u>

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2019/2020
1st April 2019 to 8th November 2019

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Revised Actual (4)	Budget Variance (5)		
				£000's	%	
Directorate	642	374	374	(0)	0.0%	breakeven
Early learning and childcare	28,216	10,944	10,732	212	1.9%	underspend
Primary	48,895	30,461	30,341	120	0.4%	underspend
Secondary	69,905	42,624	42,540	84	0.2%	underspend
ASN (Special) Schools	5,873	4,410	4,390	20	0.5%	underspend
Additional support for learning (ASL)	13,367	7,266	7,485	(218)	-3.0%	overspend
Psychological services	690	395	421	(26)	-6.6%	overspend
Education development	1,005	617	599	18	0.0%	underspend
Attainment Challenge	(353)	258	259	(0)	0.0%	breakeven
Facilities management	510	186	211	(24)	0.0%	overspend
			0			
Children & Families	29,663	16,698	16,882	(185)	-1.1%	overspend
			0			
NET EXPENDITURE	198,414	114,232	114,232	0	0.0%	breakeven

	£000's	
Bottom Line Position to 8 November is breakeven	0	0.0%
Anticipated Year End Budget Position is breakeven	0	0.0%



To: EDUCATION & CHILDREN'S SERVICES POLICY BOARD

On: 16 JANUARY 2020

Report by: Director of Finance and Resources & Director of Children's Services

Heading: Capital Budget Monitoring Report

1. Summary

- 1.1 Capital expenditure to 8th November 2020 totals £1.810m compared to anticipated expenditure of £1.811m for this time of year. This results in an under spend of £0.001m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Children Services	£0.001m u/spend	0% u/spend	£0.002m o/spend	0% o/spend
Total	£0.001m u/spend	0% u/spend	£0.002m o/spend	0% o/spend

- 1.2 The expenditure total of £1.810m represents 34% of the resources available to fund the projects being reported to this board. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.
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2. Recommendations

- 2.1 It is recommended that Members note this report.

3. **Background**

- 3.1 This report has been prepared by the Director of Finance and Resources.
- 3.2 This capital budget monitoring report details the performance of the Capital Programme to 3rd January 2020, and is based on the Capital Investment Programme which was approved by members on 28th February 2019, adjusted for movements since its approval.
-

4. **Budget Changes**

- 4.1 Since the last report, budget changes in 2019/20 totalling £5.764m have arisen which reflects the following:-

Budget carried forward from 2019/20 to 2020/21 (£5.764m):

- Early Years 1,140 Hours Expansion (£5.764m) reflecting the timing of the cash flows indicated within the contract awarded for the 4 New Builds due to commence in January 2020 with a projected handover of August 2020.

The budget change also reflects revised start dates for extensions at Inchinnan, St Margaret's, Kilbarchan and Glendee to link with spring and summer 2020 holidays, minimising periods of disruption to the occupied school and nursery facilities.

Implications of the Report

1. **Financial** – The programme will be continually monitored, in conjunction with other programmes, to ensure that the available resources are fully utilised and that approved limits are achieved.
2. **HR & Organisational Development** – none.
3. **Community Planning** –
Creating a sustainable Renfrewshire for all to enjoy – Capital investment in new and existing assets will ensure Renfrewshire is more energy efficient.
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.
7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be.
8. **Health & Safety** – none.
9. **Procurement** – none.
10. **Risk** – none.
11. **Privacy Impact** – none.
12. **Climate Risk** – none.
13. **Cosla Policy Position** – none.

List of Background Papers

- (a). Non-housing Capital Investment Programme 2019/20 - 21/22 – Council, 28th February 2019.
- (b). Construction of 4 New Early Learning & Childcare Centres (Early Year Expansion Programme) – Finance, Resources and Customer Services Policy Board, 13th November 2019.

The contact officers within the service are:

- Geoff Borland, Extension 4786
- Alison Fraser, Extension 7376
- George McLachlan, Extension 6133

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Education & Children's Services - Appendix 1

RENFREWSHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN'S SERVICES

		Current Year								Full Programme - All years		
Project Title	Prior Expenditure to 31/03/2019* £000	Approved Programme @28/02/19 £000	Current Programme MR 8 £000	Year To Date Budget to 08-Nov-19 £000	Cash Spent to 08-Nov-19 £000	Variance to 08-Nov-19 £000	% Variance	Cash to be Spent by 31-Mar-20 £000	% Cash Spent	Total Programme to 31-Mar-22 £000	Total Cash Spent to 08-Nov-19 £000	Total Cash to be Spent to 31-Mar-22 £000
EDUCATION & CHILDREN SERVICES												
Early Years 1,140 Hours Expansion	143	6,960	1,196	415	416	-1	0%	780	35%	13,677	559	13,118
Primary Schools Estate Programme(SEMP)	38,990	1,835	3,448	1,395	1,393	2	0%	2,055	40%	42,933	40,383	2,550
Schools Estate Programme (SEMP 2020)	0	0	75	0	0	0	0%	75	0%	27,000	0	27,000
Other Schools Investment Programmes	18,278	0	169	0	0	0	0%	169	0%	21,396	18,278	3,118
Technology Replacement Strategy ICT	0	400	400	0	0	0	0%	400	0%	2,000	0	2,000
Linwood Children's Home	1,193	0	57	1	1	0	0%	56	2%	1,250	1,194	56
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	58,604	9,195	5,345	1,811	1,810	1	0%	3,535	34%	108,256	60,414	47,842

*Rolling programmes have a prior year year expenditure of £0 as the expenditure is not directly linked from one year to the next as a singular project.



To: Education and Children's Services Policy Board

On: 16 January 2020

Report by: Director of Children's Services

Heading: Achievement of a Curriculum for Excellence (CfE) Level Return 2019

1. Summary

- 1.1. This report summarises attainment in the Achievement of a Curriculum for Excellence Level Return (ACEL) 2018/19. The Achievement of a Curriculum for Excellence (CfE) return contains data on the highest CfE level achieved for all pupils in Primary 1, Primary 4 and Primary 7 and Secondary 3.
 - 1.2. The 2018/19 return demonstrates that the percentage of pupils achieving the expected CfE level for their stage has increased for all stages and curricular areas over 3 years. The patterns of performance by stage and curricular area is very similar to the 2017/18 return. However, many of the attainment gaps between stages and across curricular areas are reduced. Renfrewshire continues to perform consistently above national figures.
-

2. Recommendations

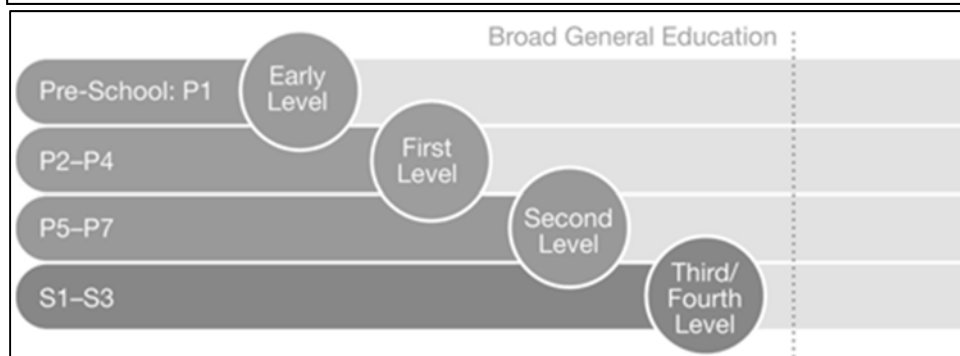
- 2.1. Members of the education and children's policy board are asked to:
 - note the content of this report;
 - note the efforts of the children and young people and the significant commitment of teachers and support staff.

3. Background

- 3.1. The ACEL return includes data on all Primary 1, Primary 4, Primary 7 and Secondary 3 pupils. The return measures performance in the literacy curricular areas (listening & talking, reading, writing) and numeracy.

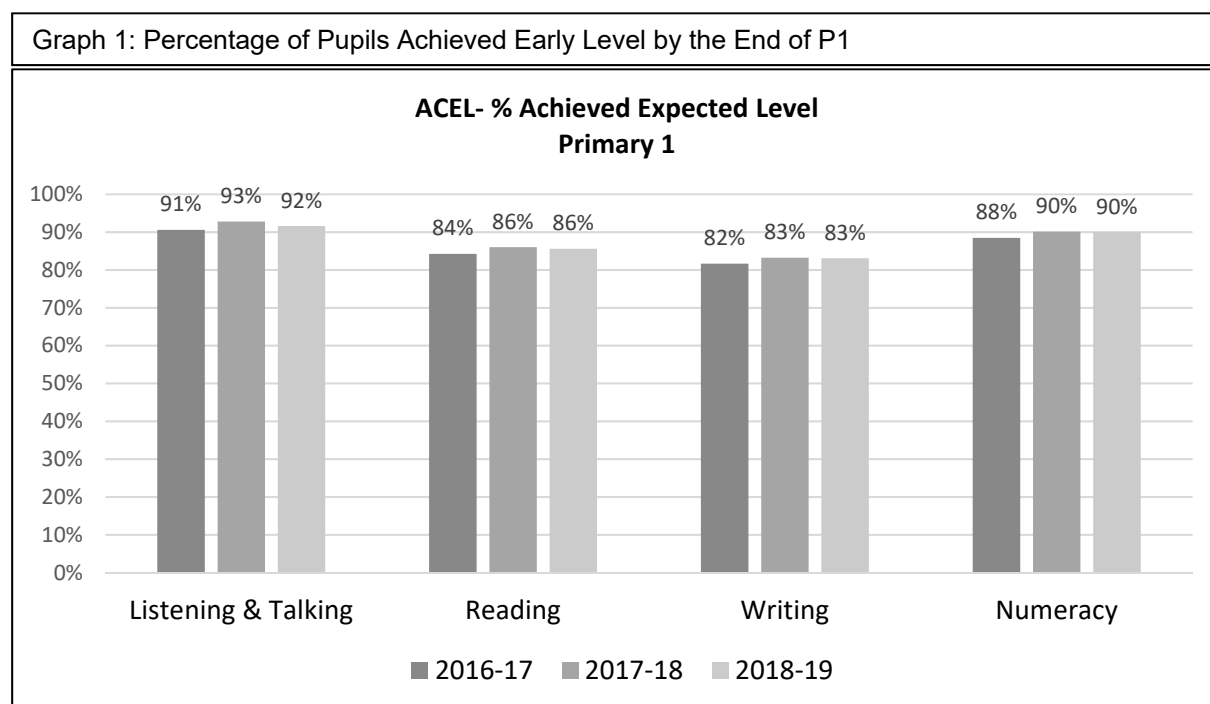
Assessment of the level achieved is based on teacher professional judgements.

Diagram 1: Curriculum for Excellence Levels Framework



- 3.2. Diagram 1 shows the 4 curriculum levels within broad general education (P1-S3). The ACEL return measures the percentage of pupils that have achieved early level by the end of Primary 1, first level by the end of Primary 4, second level by the end of Primary 7 and third or fourth level by the end of Secondary 3. This reflects the path that most children and young people are expected to follow. However, the framework displayed in diagram 1 is designed to be flexible to permit careful planning for those with additional support needs.
- 3.3. The return is submitted for the 2018-19 school session and is published nationally in December 2019. In previous years, the Scottish Government has labelled the ACEL return as experimental statistics to reflect the fact that these were new statistics that required development to ensure quality. Following a review of the evidence, the experimental statistics label has been removed this year for the first time. The data reflects a developing approach to quality assurance and moderation since 2015/16. In Renfrewshire, quality assurance and moderation processes have become much more robust since the first year of data collection and the reliability of the data has improved as a result.

4. Attainment by Stage

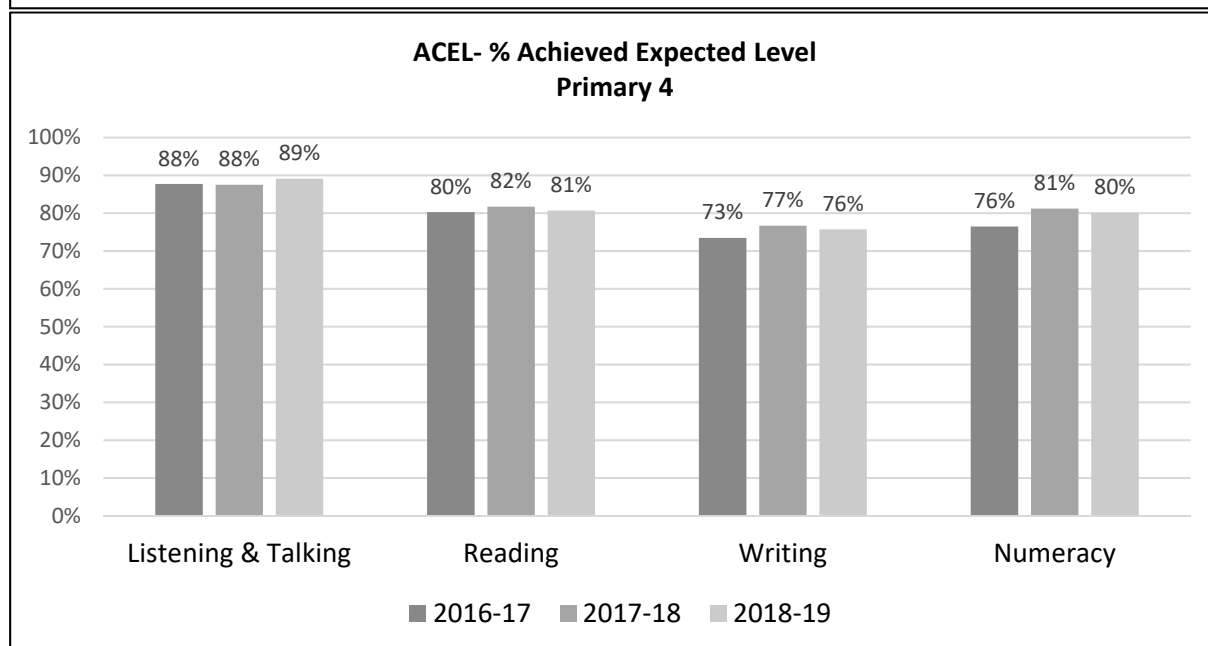


- 4.1. Graph 1 shows that pupils in Primary 1 continue to perform well with increased attainment over 3 years in all curricular areas. The percentage achieving early level in 2018/19 is broadly unchanged since the previous year but attainment in Primary 1 continues to be higher than in other primary stages.

Table 1: Percentage of Pupils Achieving Early Level by the end of P1. 2018/19				
	Listening & Talking	Reading	Writing	Numeracy
Renfrewshire	92%	86%	83%	90%
National	87%	82%	79%	85%

- 4.2. Renfrewshire performs above national in all curricular areas in Primary 1, as shown in table 1. This is the fourth year that Primary 1 pupils in Renfrewshire have performed above national. The patterns of attainment in P1 are similar to national, with the highest attainment in listening and talking and the lowest in writing.

Graph 2: Percentage of Pupils Achieved First Level by the End of P4

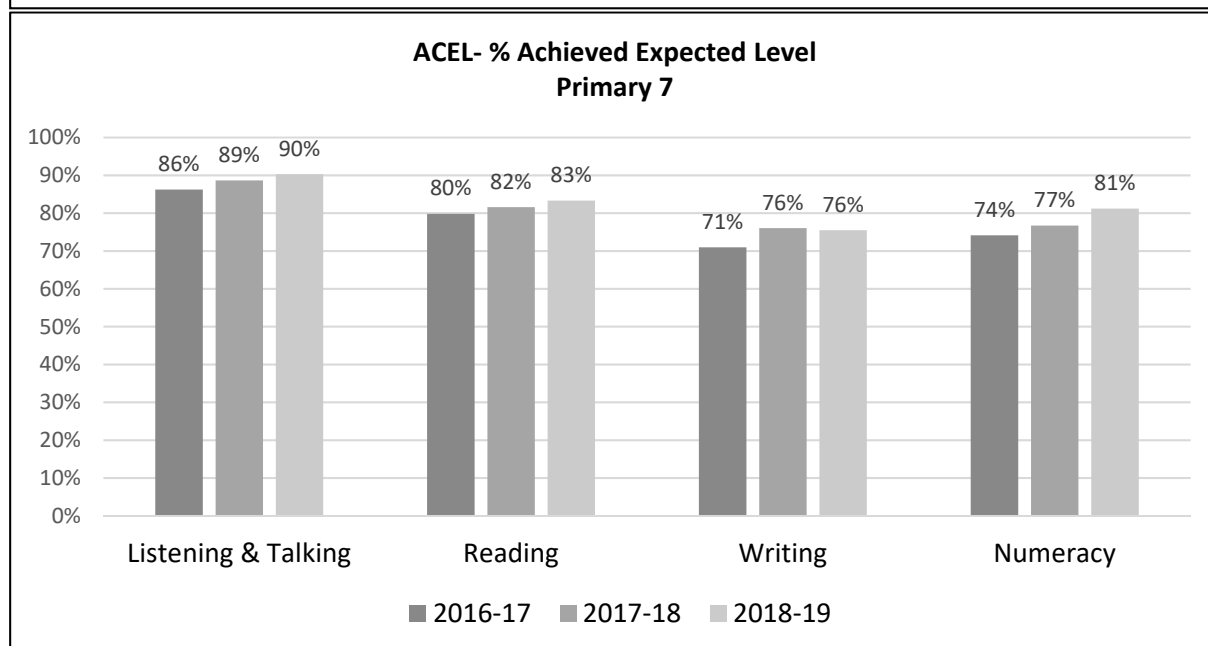


- 4.3. Graph 2 demonstrates that although Primary 4 attainment remains below Primary 1, there has been greater progress over 3 years at this stage in writing and numeracy. All curricular areas have increased over 3 years although there has been some minor decreases since 2018-19. The biggest increase has been in numeracy, which has increased by 4 percentage points since 2016-17.

Table 2: Percentage of Pupils Achieving First Level by the end of P4. 2018/19				
	Listening & Talking	Reading	Writing	Numeracy
Renfrewshire	89%	81%	76%	80%
National	85%	78%	73%	77%

- 4.4. Table 2 shows that Renfrewshire performs above national in all curricular areas in 2018-19. Nationally, attainment in Primary 4 and Primary 7 is lower than in Primary 1. This replicates the patterns of attainment in Renfrewshire.

Graph 3: Percentage of Pupils Achieved Second Level by the End of P7

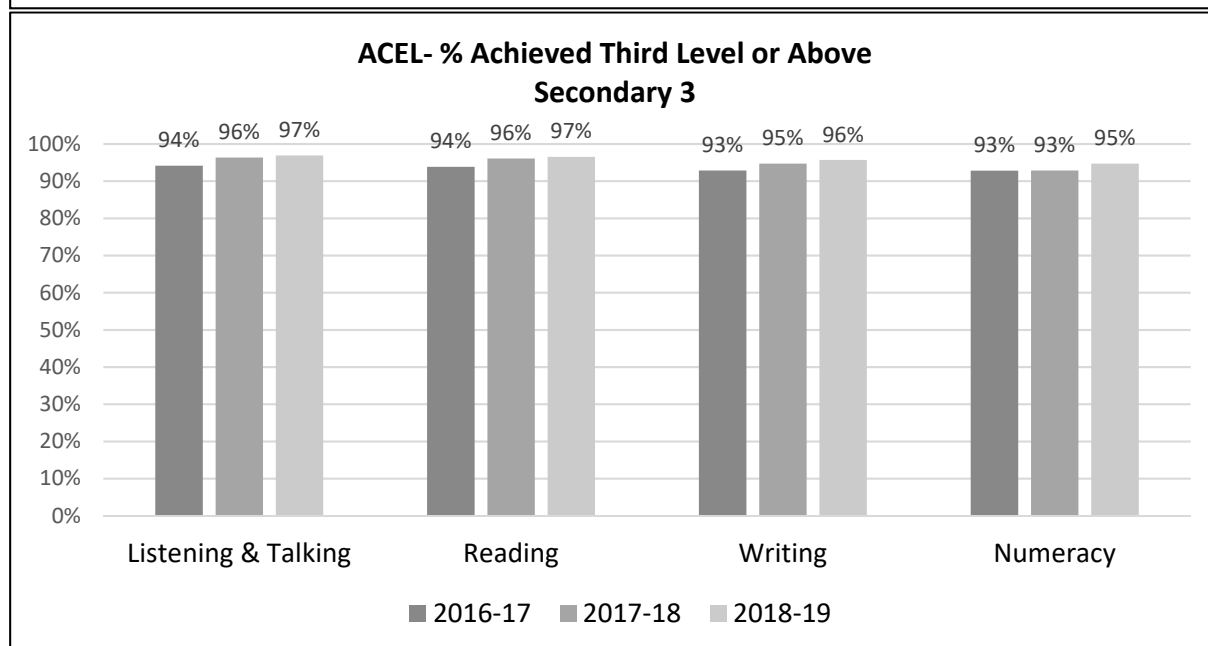


- 4.5. In Primary 7, there has been considerable improvement over the past 3 years across all curricular areas, as shown in graph 3. The biggest increase has been in numeracy, which has increased by 7 percentage points since 2016/17 and by 5 percentage points since 2017-18. There has also been year on year increases in listening and talking and reading over 3 years.

Table 3: Percentage of Pupils Achieved Second Level by the end of P7. 2018/19				
	Listening & Talking	Reading	Writing	Numeracy
Renfrewshire	90%	83%	76%	81%
National	86%	80%	74%	76%

- 4.6. Table 3 demonstrates that Renfrewshire performs above national across all curricular areas. The patterns of attainment across the 4 curricular areas are the same, with the highest levels of attainment in listening and talking, followed by reading.

Graph 4: Percentage of Pupils Achieved Third Level or Above by the End of S3



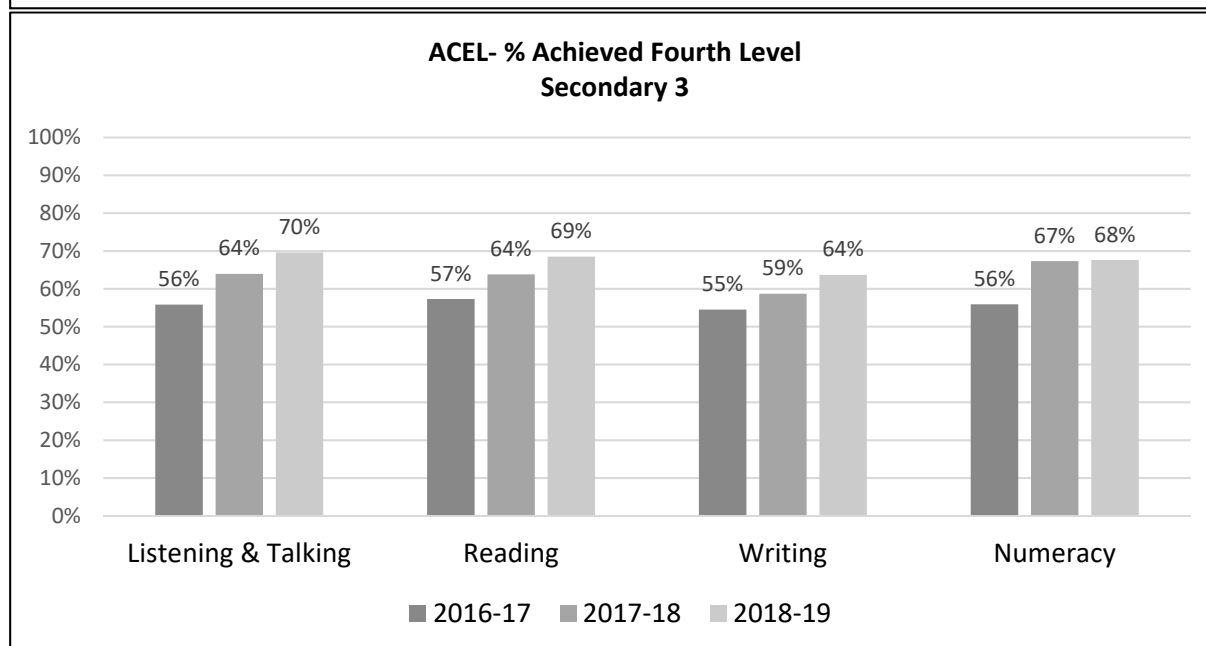
- 4.7. The ACEL return measures the percentage of pupils who achieve third and fourth level in S3. The percentage of pupils that achieved third level or above are displayed in graph 4. This graph demonstrates a 3 percentage point increase in literacy curricular areas over 3 years and a 2 percentage point increase in numeracy. All organisers have increased since 2017-18.

Table 4: Percentage Pupils Achieved Third Level or Above by the end of S3. 2018/19

	Listening & Talking	Reading	Writing	Numeracy
Renfrewshire	97%	97%	96%	95%
National	91%	91%	90%	90%

- 4.8. Renfrewshire performs above national across all curricular areas in 2018-19, as demonstrated in table 4. The largest difference is in reading and writing, which are both 6 percentage points above the national figures.

Graph 5: Percentage of Pupils Achieved Fourth Level by the End of S3



- 4.9. The percentage of pupils achieving fourth level has also increased across all curricular areas, as displayed in graph 5. The largest increase since 2016/17 is in listening and talking, which has increased by 14 percentage points and in numeracy, which has increased by 12 percentage points.

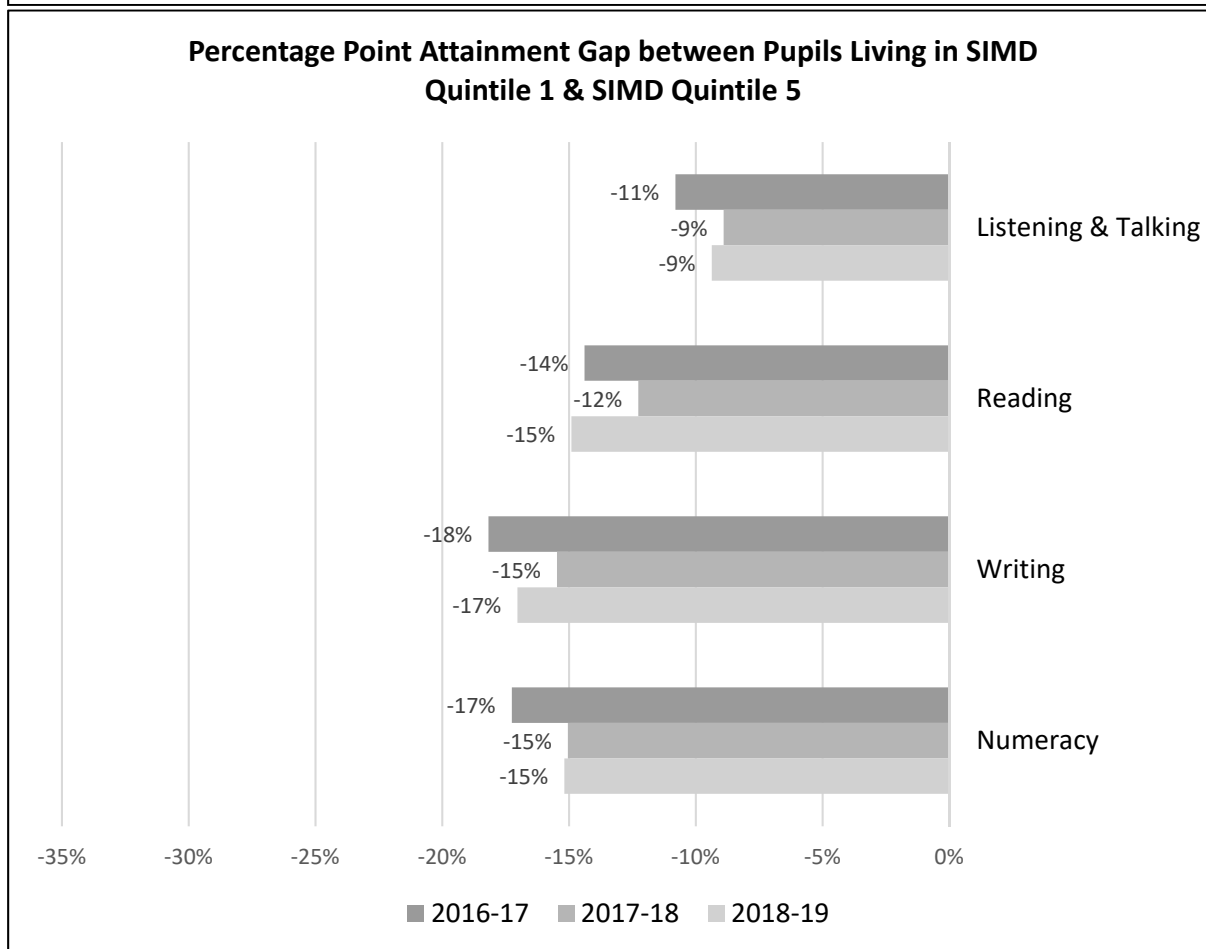
Table 5: Percentage of Pupils Achieving Fourth Level by the end of S3. 2018/19				
	Listening & Talking	Reading	Writing	Numeracy
Renfrewshire	70%	69%	64%	68%
National	57%	55%	52%	59%

- 4.10. The percentage of pupils achieving fourth level in S3 is above national for all curricular areas. The biggest difference is in listening and talking and reading, which are both 13 percentage points above national. The differences between Renfrewshire and the national figures are larger in this measure than other stages. However, the national figures are impacted by a high degree of variation between local authorities in the percentage of pupils achieving fourth level.

5. Poverty- Related Attainment Gaps

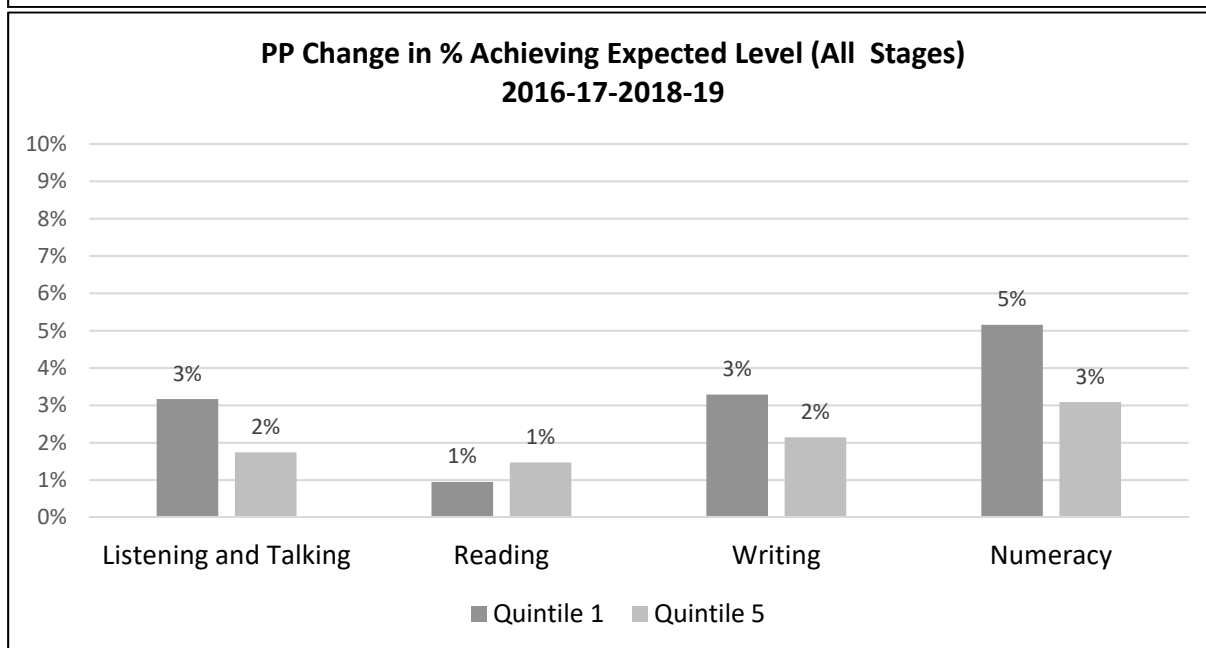
- 5.1. The attainment gap between most and least deprived pupils is measured using the Scottish Index of Multiple Deprivation (SIMD), which is an area-based measure, and free meal and clothing grant entitlement, which is an individual measure of deprivation. By considering both of these measures, a more robust analysis of attainment gaps in Renfrewshire can be achieved. The data from the 2018/19 ACEL return indicates that attainment of most deprived pupils continues to increase and that gaps have reduced across most measures. The largest decreases in the size of the gap have been between pupils entitled to free meal and/or clothing grants and pupils not entitled.

Graph 6: Percentage Point Gap between Pupils Achieving Expected Level in SIMD Quintile 1 & 5 (All Stages Combined)



- 5.2. Graph 6 shows that the size of the attainment gap between pupils living in SIMD quintile 1 (20% most deprived areas) and those living in SIMD quintile 5 (20% least deprived areas) has reduced listening and talking, writing and numeracy. There has been a marginal increase in the size of the gap in reading, despite a decrease in 2017-18. This increase is 0.5 percentage points so does not represent a substantial change in the size of the gap. Across all stages combined, the gap has reduced by 3 percentage points in listening and talking, 1 percentage points in writing and 2 percentage points in numeracy since 2016/17.

Graph 7: Percentage Point Change in Percentage of Pupils Achieving Expected Level. 2016-17 to 2018-19.



- 5.3. Graph 7 demonstrates that attainment of pupils living in quintile 1 (20% most deprived) and quintile 5 (20% least deprived) areas have both increased over 3 years. The variation in the size of the gap is due to the scale of these increases. In listening and talking, writing and numeracy, pupils living in quintile 1 have increased at a higher rate than in quintile 5. Therefore, the gap has reduced in these curricular areas. In reading, pupils in quintile 5 have increased at a higher rate causing the size of the gap to marginally increase. The difference in the increase between quintile 1 and quintile 5 is within 1 percentage point.

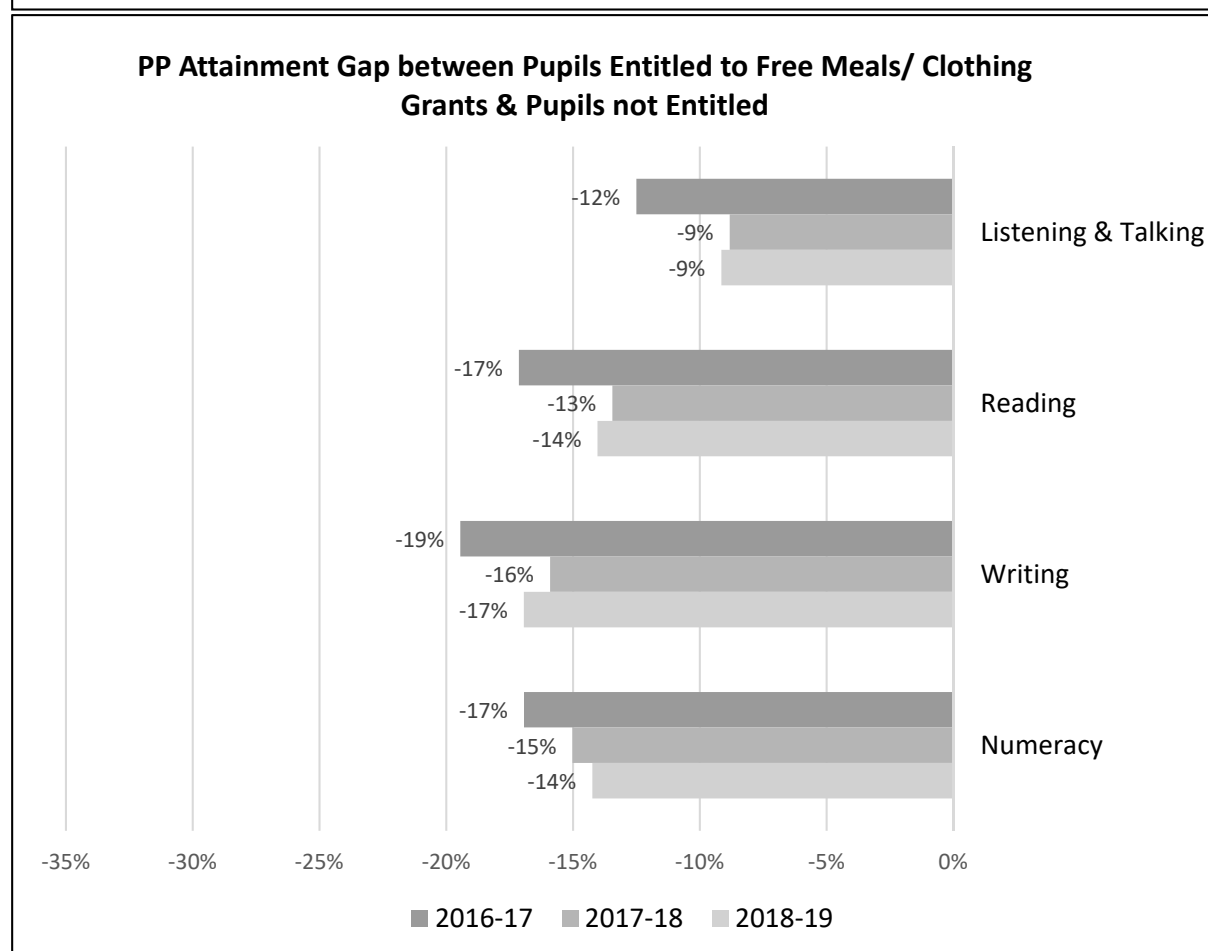
Table 6 : Percentage of Pupils Achieved Literacy & Numeracy in Primary (P1,P4 & P7) 2018/19

	Literacy		Numeracy	
	Renfrewshire	National	Renfrewshire	National
Quintile 1 (Most Deprived)	67%	63%	76%	72%
Quintile 2	73%	68%	82%	76%
Quintile 3	77%	73%	84%	79%
Quintile 4	84%	77%	88%	83%
Quintile 5 (Least Deprived)	86%	84%	93%	88%
Percentage Point Gap between Quintiles 1 and 5	-20	-21	-17	-17

Table 7: Percentage of Pupils Achieved Literacy & Numeracy in Secondary (S3) 2018/19				
	Literacy		Numeracy	
	Renfrewshire	National	Renfrewshire	National
Quintile 1 (Most Deprived)	89%	81%	91%	83%
Quintile 2	95%	85%	93%	88%
Quintile 3	98%	89%	95%	91%
Quintile 4	97%	91%	97%	93%
Quintile 5 (Least Deprived)	99%	95%	99%	96%
Percentage Point Gap between Quintiles 1 and 5	-10	-14	-8	-13

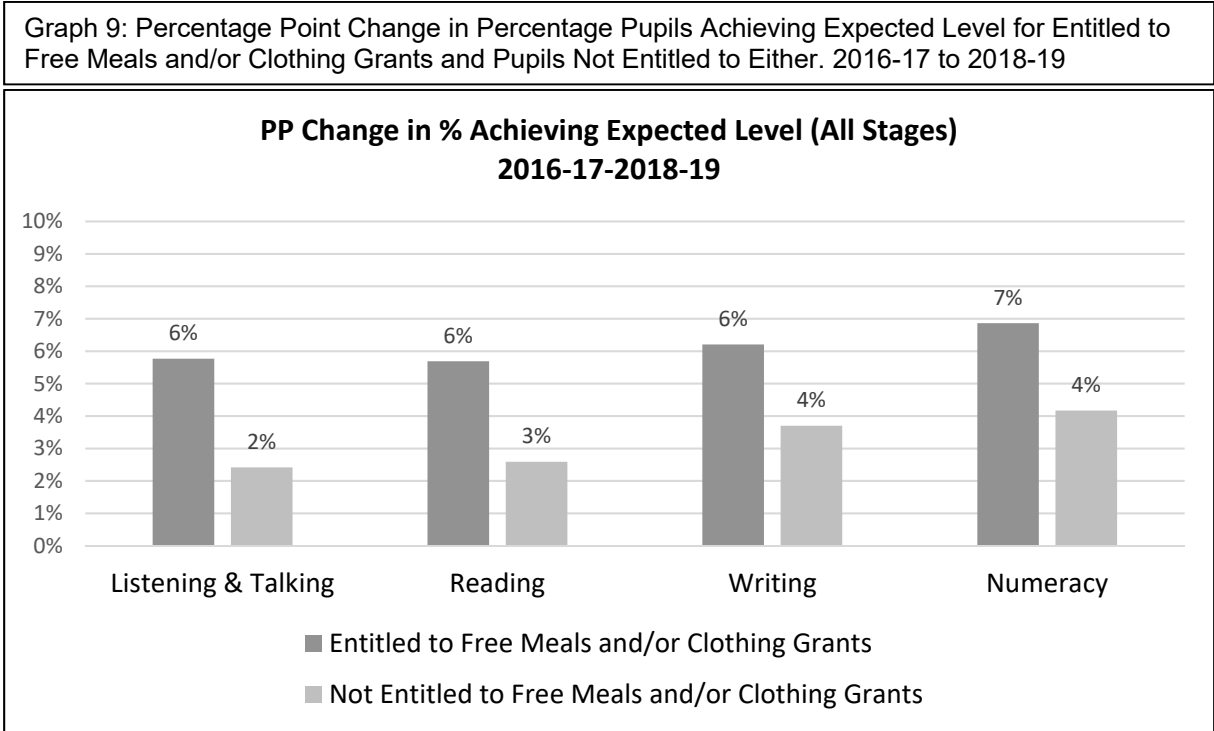
- 5.4. Tables 6 and 7 demonstrate that Renfrewshire performs above national across all SIMD quintiles in both literacy and numeracy. Attainment in literacy measures whether a pupil has achieved the expected level for their stage across all 3 literacy organisers. The size of the gap between pupils living in quintile 1 and quintile 5 is in line with or smaller than the national figures.

Graph 8: Percentage Point Gap Between Percentage Pupils Achieving Expected Level for Entitled to Free Meals and/or Clothing Grants and Pupils Not Entitled.



- 5.5. Graph 8 demonstrates that the gap between pupils entitled to free school meals and/or clothing grants and pupils not entitled to either has also reduced. The percentage point gap has reduced by 3 percentage points in all curricular areas over 3 years. The size of the attainment gaps between pupils entitled and not

entitled to free meals and/or clothing grants were larger than those the for SIMD measure in 2016-17. However, these reductions in the free meals and clothing grant gaps bring both measures closer in line with each other.

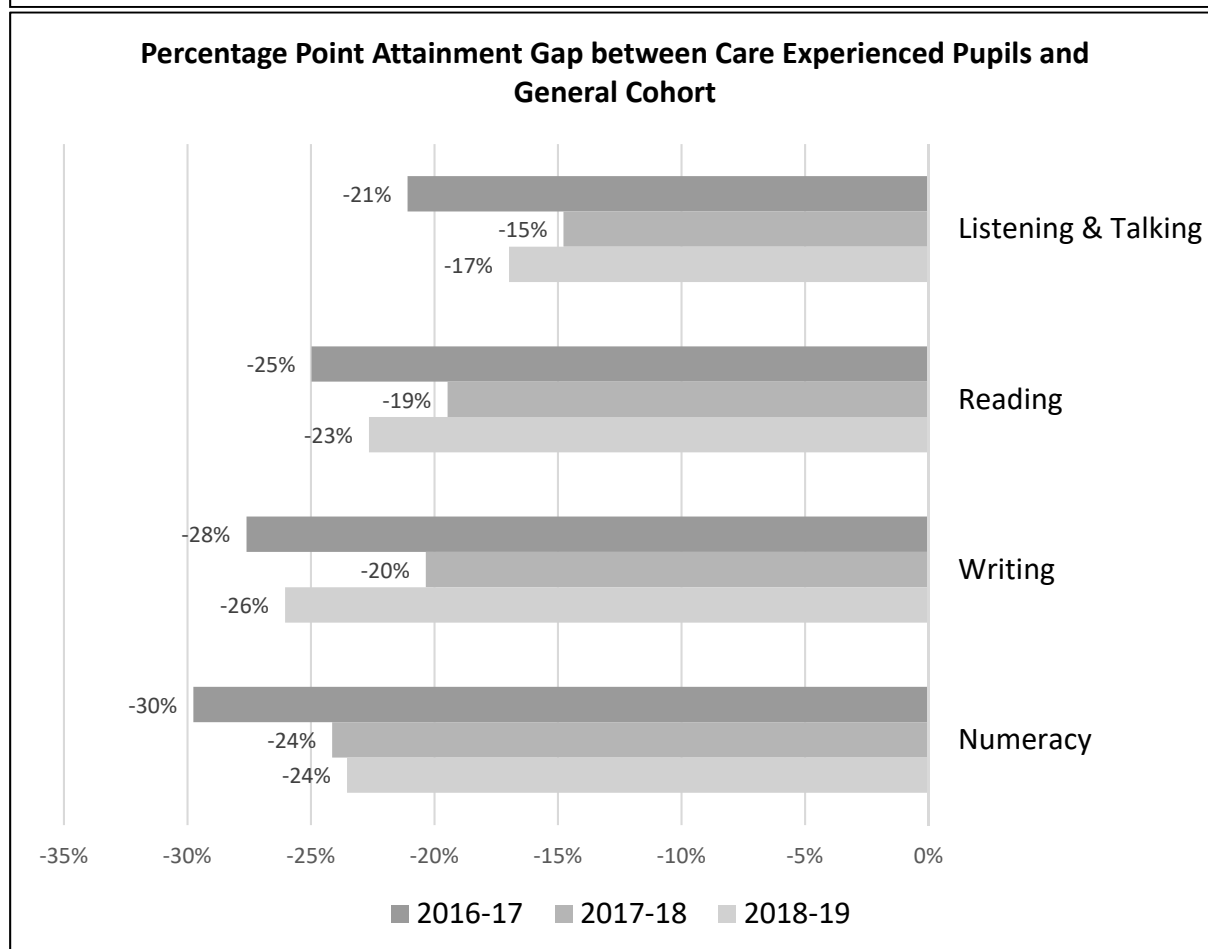


- 5.6. Graph 9 shows that the reduction in the size of the gap is due to a greater percentage point increase in attainment of pupils that are entitled to these benefits than those that are not. Therefore, the attainment gap has reduced while attainment has improved for both groups of pupils.
- 5.7. The data on the poverty related attainment gap demonstrates that across individual and area-based measures of deprivation, attainment of most deprived pupils is increasing. Pupils living in most deprived areas in Renfrewshire have higher attainment than similar pupils nationally. In almost all curricular areas and deprivation measures, the size of the gap has reduced over 3 years while attainment of both groups has increased.

6. Care Experienced Pupils Attainment Gap

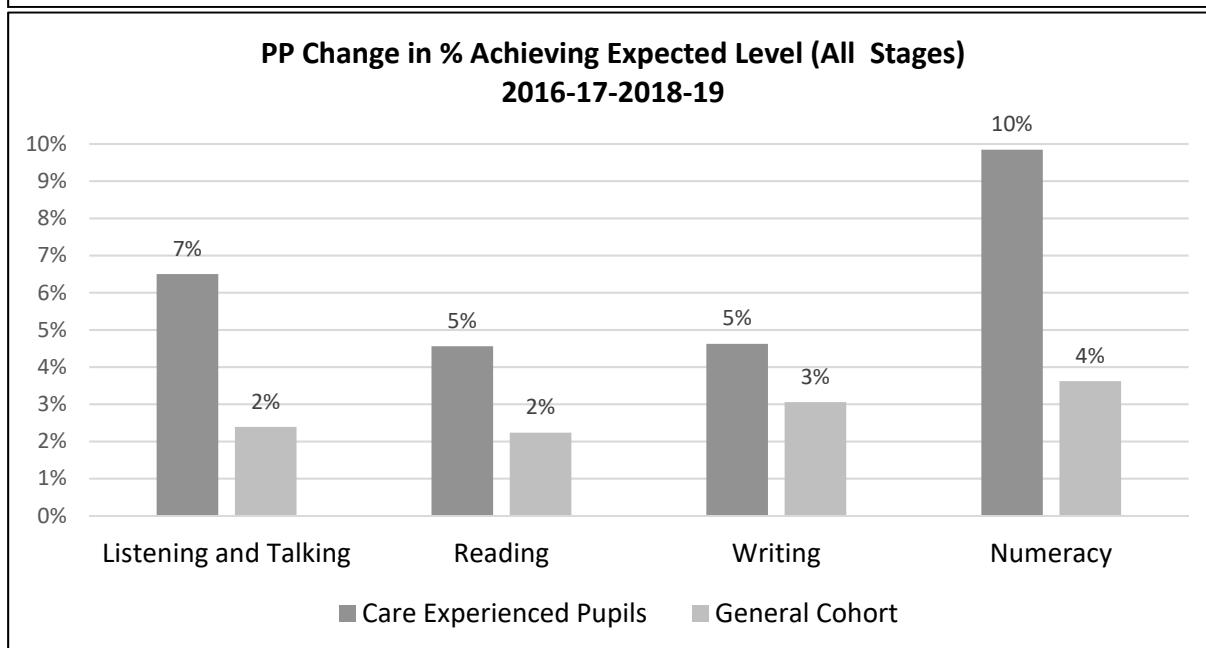
- 6.1. In addition to the poverty related attainment gap, there is also a gap in attainment between care experienced pupils and pupils that are not care experienced.

Graph 10: Percentage Point Gap Between Percentage Pupils Achieving Expected Level for Care Experienced Pupils and General Population.



6.2. As shown in graph 10, the attainment gap between care experienced pupils and the general cohort has reduced over 3 years, however this has not been consistent. In literacy measures, the gap is larger in 2018-19 than in 2017-18. However, a higher degree of variation is expected in these figures due to the small size of the care experienced pupil cohort. Over 3 years, the gap has reduced by 4 percentage points in listening and talking, 2 percentage points in reading, 2 percentage points in writing and 6 percentage points in numeracy.

Graph 11: Percentage Point Change in Percentage of Pupils Achieving Expected Level. 2016-17 to 2018-19.



6.3. Graph 11 shows that the reduction in the gap over 3 years is due to greater increases in attainment of care experienced pupils compared with the general cohort. The largest increase within the care experienced cohort has been in numeracy, which has increased by 10 percentage points since 2016-17.

7. Conclusion and next steps

- 7.1. The Achievement of a CfE Level Return in 2018/19 has demonstrated improvement in literacy and numeracy across all stages. The highest levels of attainment remain in Primary 1 and Secondary 3, however both Primary 4 and Primary 7 have seen improvements across the curriculum.
- 7.2. Attainment of most deprived pupils has increased within both individual and area-based deprivation indicators. In almost all curricular areas and indicators, there has been reductions in the size of the gap over 3 years. The reductions in the size of the gap have occurred as a result of the attainment of most deprived pupils increasing at a greater rate than least deprived pupils, although both groups have improved.
- 7.3. Renfrewshire performs above national at all stages and in all curricular areas. This pattern is replicated across all SIMD quintiles. In 2018/19, the size of the poverty related attainment gap in Renfrewshire is in line with or smaller than national figures across literacy and numeracy.

Implications of this report

1. **Financial Implications**
None.
2. **HR and Organisational Development Implications**

None.

3. Community Plan/Council Plan Implications

Children and Young People	- High levels of attainment and achievement provide our children and young people with the best start in life
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4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

12. COSLA Policy Position

None.

13. Climate Risk

None.

List of Background Papers

(a) none

Children's Services
SQ/FW
10/12/2019

Author: *Fiona Wright, Management Information Officer – Attainment Challenge, 0141 618 6186*
fiona.wright-ED@renfrewshire.gov.uk



To: Education and Children's Services Policy Board

On: 16 January 2020

Report by: Director of Children's Services

Heading: Proposal to consult on Admissions to Schools and Placing Request Policy

1. Summary

- 1.1 In May 2019 the education and children's services policy board approved the report "Review of Guidance on Admission to School" which noted the requirement to take forward a pre-engagement exercise with a view to returning to board to ask for permission to take forward a formal consultation in relation to admissions to schools.
- 1.2 In addition to a review of admissions to schools there will also be a need to review placing request arrangements. Should the proposals within the consultation be agreed, this would ensure that priorities for placing request applications are aligned with priorities for catchment admissions.
- 1.3 In accordance with the Schools (Consultation) (Scotland) Act 2010 (referred to as the "2010 Act"), this report seeks approval to consult on a proposal for an "Admissions to Schools and Placing Request Policy".
- 1.4 The proposed revised policy, would include the following proposals to:
 1. Change to primary 1 registration dates;
 2. Revise primary 1 registration allocation of catchment places;
 3. Revise transfer from primary to secondary allocation of catchment secondary places; and
 4. Revise allocation of placing request places.

For all aspects of admissions to schools where a pupil is not currently resident in a property. It is proposed that places can only be allocated (if available) and held for 4 weeks prior to residency.

All proposals would be incorporated in one overarching Admissions to Schools and Placing Request Policy.

This document advises elected members of the policy to be adopted if all proposals are agreed through formal consultation as outlined in the 2010 Act.

- 1.5 A consultation document has been created which includes further details on the above proposals and is attached to this report (Appendix 1). This document describes the procedures to be followed to ensure full compliance with the 2010 Act, highlighting: the consultation arrangements required; the rationale for the review; the educational benefits of the proposal; the involvement of Education Scotland in the process; the format of the consultation report; and an activity timeline.
 - 1.6 Subject to board approval of the proposal to consult, and a positive outcome from the consultation, the policy would take effect for August 2021/22 intakes.
 - 1.7 If the proposed policy is approved then all pupils currently attending Renfrewshire schools would be entitled to continue attending the schools they currently attend.
 - 1.8 There are only a limited number of places available in each school and only when a school is oversubscribed will catchment priorities be used. When a denominational (Roman Catholic) school is oversubscribed by “catchment pupils” priority will be given to baptised Roman Catholic children. Families of all faiths or none will still be able to apply for their child(ren) to be enrolled at a Roman Catholic school when they wish to do so. Roman catholic baptised children will be able to learn in their faith environment and there may still be opportunity for other children to receive a Roman Catholic faith based education.
 - 1.9 If the proposed policy is approved all Renfrewshire Council information on admissions to schools for catchment and placing request applications would be contained within one concise document, providing clarity for all in relation to Renfrewshire Council school placements and procedures.
-

2. Recommendations

- 2.1 The education and children’s services policy board is asked to:
 - (i) approve that the Director of Children’s Services proceeds with a consultation on a proposal for an “Admissions to Schools and Placing Request Policy”.
 - (ii) agree that a report on the outcome of the consultation be submitted to the education and children’s services policy board on 20th August 2020.
-

3. Background

- 3.1 In May 2019 the education and children's services policy board approved the report "Review of Guidance on Admission to School" which noted the requirement to take forward a pre-engagement exercise with a view to returning to board to ask for permission to take forward a formal consultation in relation to admissions to schools.
- 3.2 Current policies in relation to school admissions and placing requests are:-
- a) "Revised Guidance On Admission to School", agreed by policy board on 9 December 2004 which includes:
Standard Circular 3 – Admission to Primary School and
Standard Circular 7 – Transfer of Pupils from Primary to Secondary.

(Both standard circulars were revised in 2014 to update details of the director of education at that time.)
 - b) "Priorities for Admission: Placing Requests", agreed by policy board on 3 December 1997
(This policy also informs arrangements within the current "Sending your Child to School" information pack, which includes an application form for making a placing request.)
 - c) "Reservation of Places in Schools", agreed by policy board on 1 March 2001.

The above policies have been reviewed as part of a pre-engagement exercise. This has identified that in addition to a review of admissions to schools there will also be a need to revise placing request arrangements. Should the proposals within the consultation be agreed, this revision would ensure that priorities for placing request applications are aligned with priorities for catchment admissions.

- 3.3 In accordance with the Schools (Consultation) (Scotland) Act 2010 (referred to as the "2010 Act"), this report seeks approval to consult on a proposal for an "Admissions to Schools and Placing Request Policy".

4 Formal Consultation

- 4.1 The Schools (Consultation) (Scotland) Act 2010 ("the 2010 Act") makes provision for the consultation process that is to apply regarding various proposals made by Councils for schools.
- 4.2 The principal purpose of the 2010 Act is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools.
- 4.3 These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across

- Scotland. The 2010 Act applies to a wide range of changes to the school estate, referred to as “relevant proposals”.
- 4.4 This report seeks approval to consult on a proposal for an “Admissions to Schools and Placing Request Policy”. In accordance with Section 2; Schedule 1, Para. 4 and Schedule 2 para 4 and para 12 of the 2010 Act, a proposal to vary any admission arrangements for a school, including a proposal to alter or establish the catchment area of a school, is a relevant proposal for the purposes of the 2010 Act. This proposal is therefore a relevant proposal for the purposes of the 2010 Act. This proposal is a proposal that affects both non-denominational and denominational schools in Renfrewshire.
- 4.5 The “procedures for consultation” documents are attached to this report (Appendix 1). These documents advise elected members of the arrangements required to take the proposal forward as a formal consultation as outlined in the 2010 Act.
- 4.6 The consultation document relevant to this proposal is also attached to this report (Appendix 1). This document describes the procedures to be followed to ensure full compliance with the 2010 Act, highlighting: the consultation arrangements required; the rationale for the review; the educational benefits of the proposal; the involvement of Education Scotland in the process; the format of the consultation report; and an activity timeline.
- 4.7 If approved the proposed policy would be implemented to take effect for August 2021/22 intakes.
- 4.8 If the proposed policy is approved then all pupils currently attending Renfrewshire schools would be entitled to continue attending the schools they currently attend.
- 4.9 There are only a limited number of places available in each school and only when a school is oversubscribed will catchment priorities be used. When a denominational (Roman Catholic) school is oversubscribed by “catchment pupils” priority will be given to baptised Roman Catholic children. Families of all faiths or none will still be able to apply for their child(ren) to be enrolled at a Roman Catholic school when they wish to do so. Roman catholic baptised children will be able to learn in their faith environment and there may still be opportunity for other children to receive a Roman Catholic faith based education.
- 4.10 If the proposed policy is approved all Renfrewshire Council information on admissions to schools for catchment and placing request applications would be contained within one concise document, providing clarity for all in relation to Renfrewshire Council school placement allocations and procedures.
- 4.11 The time line and summary of the consultation process in respect of this proposal is set out on the next page:

Activity	Date
Approval for consultation sought from Education and Children's Services policy board	16 January 2020
<p>Consultation document to be issued outlining the proposal to:</p> <ul style="list-style-type: none"> the parent council or combined parent council and diocese of any affected schools; the parents of the pupils at any affected school; the parents of any children who would be likely to become pupils at the affected schools expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper; the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); the staff (teaching and other) at any affected school; any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school; the community council (if any); the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant; any other education authority that the education authority considers relevant; and any other community groups using any of the affected schools. 	27 January 2020
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press. Questionnaire to go live on Council website.	27 January 2020
<p>Public consultation meetings, covering all proposals, held to consult with affected communities in</p> <ul style="list-style-type: none"> 3 February 2020 – Castlehead High School @ 6.30pm 5 February 2020 – Johnstone High School @ 6.30pm 18 February 2020 – Trinity High School @ 6.30pm 	3, 5 and 18 February 2020
Public consultation period ends at least 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	31 March 2020
Report to Education Scotland on outcome of consultation.	4 May 2020
Response from Education Scotland on outcome of consultation.	8 June 2020
Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.	20 August 2020
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.	26 August 2020

Implications of the Report

1. **Financial** – None.
2. **HR & Organisational Development** - None.
3. **Community/Council Planning** – None.
4. **Legal**
This proposal adheres to the procedures required to take forward any proposal in terms of the Schools (consultation) (Scotland) Act 2010 amended through the enactment of the Children and Young People (Scotland) Act 2014.
5. **Property/Assets** - None.
6. **Information Technology** - None.
7. **Equality & Human Rights –**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** - None.
9. **Procurement** – None.
10. **Risk** - None.
11. **Privacy Impact** - None.
12. **Cosla Policy Position** – None.
13. **Climate Risk** – None.

List of Background Papers

- (a) “Review of Guidance on Admission to School” – Education and Children’s Services Policy Board, May 2019

The foregoing background paper will be retained within Children’s Services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Alison Gallagher, Resources Manager. 0141 618 7240. email: alison.gallagher@renfrewshire.gov.uk

AG/GMcK 6 January 2020

Author: Alison Gallagher, Resources Manager 0141 618 7240,
email: alison.gallagher@renfrewshire.gov.uk

PROCEDURES FOR CONSULTATION RELATING TO:

Proposal to consult on: Admissions to Schools and Placing Request Policy

1. Summary

- 1.1 This report lays out the consultation procedures required to take forward the proposal as outlined above in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.

2. Procedures

- 2.1 The procedures for consultation relating to this proposal are:

- 2.1.1 A consultation document will be prepared outlining the background to the proposal for an “Admissions to Schools and Placing Request Policy”.

- 2.1.2 Copies of the document will be issued simultaneously to:

- the parent council or combined parent council and diocese of any affected schools;
- the parents of the pupils at any affected school;
- the parents of any children expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper;
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- the staff (teaching and other) at any affected school;
- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- the community council (if any);
- the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant;
- any other education authority that the education authority considers relevant; and
- any other community groups using any of the affected schools.

- 2.2 It is proposed that:

- an advertisement will be prepared notifying the public and inviting written comment from individuals or organisations outlining the proposal and the

recommendations and stating that full details can be obtained from establishments affected;

- the report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the Council website and at all affected schools and all public libraries;
- the consultation should commence on 27 January 2020 and it will run until 31 March 2020;
- public meetings will be held on:-

3 February 2020 – Castlehead High School @ 6.30pm

5 February 2020 – Johnstone High School @ 6.30pm

18 February 2020 – Trinity High School @ 6.30pm

These meetings will provide the opportunity for discussion and oral representation to be made on the proposal for an “Admissions to Schools and Placing Request Policy”; and

- written representation should be made to The Director of Children’s Services, Renfrewshire Council, Renfrewshire House, Cotton Street, Paisley, PA1 1LE or to admissionsreview@renfrewshire.gov.uk, no later than noon on 31 March 2020.

- 2.3 Copies of the proposal report and all written representations and comments received will be forwarded to Education Scotland who will consider the papers and prepare a report which will be sent to the education authority.
- 2.4 A consultation response report including a summary of all written submissions from all bodies and the report from Education Scotland will then be published by children’s services in advance of any Council decision. The report will include a statement of the authority’s responses to any issues raised by representations received or by the report from Education Scotland. The consultation response report will be available for inspection at all reasonable times and without charge at Renfrewshire House and on the Council website and at all affected schools and all public libraries.
- 2.5 Interested parties have three weeks time for further consideration from the date of publication of the consultation report.
- 2.6 The Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 does not require referral to Scottish ministers in cases other than closure of schools.
- 2.7 The final recommendation considering the results of the consultative process will be presented to a meeting of the education and children’s services policy board on 20th August 2020.

THIS IS A CONSULTATION DOCUMENT

Proposals relating to:

Admissions to Schools and Placing Request Policy

Introduction

- 1.1 The Schools (Consultation) (Scotland) Act 2010 (“the 2010 Act”) makes provision for the consultation process that is to apply re: various proposals made by Councils for schools. The principal purpose of the 2010 Act is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland. The 2010 Act applies to a wide range of changes to the school estate, referred to as “relevant proposals”.
- 1.2 This document seeks approval to consult on the proposal of an “Admissions to Schools and Placing Request Policy”. In accordance with Section 2; Schedule 1, Para. 4 and Schedule 2 para 4 and para 12 of the 2010 Act, a proposal to vary any admission arrangements for a school, including a proposal to alter or establish the catchment area of a school, is a relevant proposal for the purposes of the 2010 Act. This proposal is therefore a relevant proposal for the purposes of the 2010 Act. This proposal is a proposal that affects both non-denominational and denominational schools in Renfrewshire.
- 1.3 This is the proposal paper, produced by the Council in accordance with the terms of Sections 1 and 4 of the 2010 Act. This proposal paper must:
 - a) set out the details of the relevant proposal;
 - b) propose a date for implementation of the proposal;
 - c) contain the educational benefits statement in respect of the proposal;
 - d) refer to such evidence or other information in support of (or otherwise relevant in relation to) the proposal as the Council considers appropriate; and
 - e) give a summary of the process provided for in the 2010 Act.

The Council must do the following:

- a) publish this proposal paper in electronic and printed form;
- b) make the paper, and (so far as practicable) a copy of any separate documentation that it refers to, available for inspection at all reasonable times and without charge:
 - (i) at its head office and on its website; and
 - (ii) at any affected school or at a public library or some other suitable place within the vicinity of the school.
- c) provide without charge the information contained in this proposal paper:

- (i) to such persons as may reasonably require that information in another form; and
 - (ii) in such other form as may reasonably be requested by such persons.
- d) advertise the publication of the proposal paper by such means as it considers appropriate.

2 Correction of the proposal paper

2.1 Where, during the consultation period, the Council has been notified of an alleged omission of relevant information from a proposal paper or an alleged inaccuracy in a proposal paper the Council must proceed as follows:

- a) determine if relevant information has (in its opinion) been omitted and whether there is (in fact) an inaccuracy;
- b) inform the notifier of its determination under paragraph (a), and the reasons for that determination;
- c) inform the notifier as to the action (if any) it is taking and of the reasons why it is, or is not, taking such action; and
- d) invite the notifier to make representations to the Council if the notifier disagrees with the Council's determination under paragraph (a) or its decision as to whether to take action.

2.2 Where the notifier makes further representation under paragraph 2(d) above, the Council may make a fresh determination as to whether relevant information has been omitted or there is (in fact) an inaccuracy and the Council may make a fresh decision as to whether to take action. The Council must inform the notifier if it makes a fresh determination referred to above, or if it makes a fresh decision as to whether to take action.

2.3 Where, having been notified by another person as described above, the Council determines that:

- a) relevant information has been omitted from the proposal paper, or
- b) there is (in fact) an inaccuracy in the proposal paper; and
- c) where the Council discovers, during the consultation period that relevant information has been omitted from a proposal paper or discovers an inaccuracy in a proposal paper, the Council must proceed as follows:

Where the information that has been omitted or the inaccuracy relates to a material consideration relevant to the Council's decision as to implementation of the proposal, it must:

- (i) publish a corrected proposal paper,
- (ii) give revised notice in accordance with the 2010 Act and
- (iii) send a copy of the corrected paper to Education Scotland, or
- (iv) issue a notice to the relevant consultees and Education Scotland providing the omitted information or, as the case may be, correcting the inaccuracy, and, if the Council considers it appropriate, extending the consultation period by such period as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction.

- 2.4 Where the information that has been omitted or the inaccuracy does not relate to a material consideration, the Council may, but is not obliged to, take steps (i)-(iii) or (iv) described above, and may also take no further action, except to report the inaccuracy/omission as required by the 2010 Act in the consultation report, which is referred to in more detail below.
- 2.5 Where, after the end of the consultation period, the Council issues a notice to the relevant consultees and Education Scotland providing the omitted information or correcting the inaccuracy, that notice may, instead of extending the consultation period, specify such further period during which representations may be made on the proposal as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction. Any such further period is to be treated as part of the consultation period for the purposes of the 2010 Act.

3 Consultation arrangements

- 3.1 As confirmed above, the present proposal is a relevant proposal for the purposes of the 2010 Act, and therefore the Council will adhere to the consultation process in the 2010 Act.
- 3.2 This consultation document provides background information to an Admissions to Schools and Placing Request Policy. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 3.3 This consultation document also includes the Council's Educational Benefits Statement.

4 Rationale for review

- 4.1 In May 2019 the education and children's services policy board approved the report "Review of Guidance on Admission to School" which noted the requirement to take forward a pre-engagement exercise with a view to returning to board to ask for permission to take forward a formal consultation in relation to admissions to schools.
- 4.2 Current policies in relation to admissions and placing requests have not been reviewed for a number of years. They are:
- a) Revised Guidance On Admission to School, agreed by policy board on 9 December 2004 which includes :
Standard Circular 3 – Admission to Primary School and
Standard Circular 7 – Transfer of Pupils from Primary to Secondary.
(Both standard circulars were revised in 2014 to update details of the Director of Education at that time).
 - b) Priorities for Admission: Placing Requests, agreed by policy board on 3 December 1997.

(This policy also informs arrangements within the current “Sending your Child to School” information pack and includes an application form for a placing request).

- c) Reservation of Places in schools, agreed by policy board on 1 March 2001.

The above policies have been reviewed through a pre-engagement exercise. This has identified that in addition to a review of admissions to schools there will also be a need to revise placing request arrangements. Should the proposals within the consultation be agreed, this revision would ensure that priorities for placing request applications are aligned with priorities for catchment admissions.

- 4.3 For all aspects of admissions to schools where a pupil is not currently resident in a property, it is proposed that places can only be allocated (if available) and held for 4 weeks prior to residency. To verify proof of residency we require the most recent Council Tax Notice or if not currently resident in the property either a concluded missive or a signed and witnessed tenancy agreement/lease. We will check the information provided with other Council departments and our audit colleagues and this may include visiting homes to confirm residence. We may also check an address again prior to a school term commencing and if we suspect fraud we may rescind a place and could refer the matter to the Procurator Fiscal.
- 4.4 Currently the policies for admission to primary school, transfer to secondary and placing request allocations are separate policy documents. It has been further identified that consideration should be given to provision of one overarching Admissions to Schools and Placing Request Policy for ease of reference.
- 4.5 Further detail of the four main proposals to be considered in this consultation, which are included in the proposed “Admissions to Schools and Placing Request Policy” (Appendix 2) are noted below. These are summarised by current policy and practice, alongside comparison of proposed changes (highlighted text).

1. Change to primary 1 registration dates

Current Practice	Proposal
We ask you to register your child for education in the January, prior to an August intake.	We would ask you to register your child for education in the November , prior to an August intake.
We publicise registration dates in early learning establishments, schools, the Council's website and the local press throughout December and January.	We would publicise registration dates in early learning establishments, schools, the Council's website and the local press throughout September and October .

Accepting this proposal would allow for early decision making in relation to primary 1 catchment allocations and will also assist Children's Services with staffing forecasts and recruitment exercises.

2. Revise primary 1 registration allocation of catchment places

Current Practice	Proposal
<p>When you register your child for school we ask you to provide:</p> <ul style="list-style-type: none"> • Proof of where you live; and • Your child’s original “full” birth certificate. 	<p>When you register your child for school we would ask you to provide:</p> <ul style="list-style-type: none"> • Proof of where you live; • Your child’s original “full” birth certificate; and • If applicable, your child’s original Roman Catholic baptismal certificate.
<p>We then</p> <ul style="list-style-type: none"> • Determine if the total number of pupils who registered for the school can be accommodated. • If the total number registered is less than the number of available places, we allocate a place to all registered pupils living in the catchment area. • Only if the total number registered is greater than the number of available places, we hold a ballot and allocate all available places, including reserved spaces to pupils living in the catchment area. 	<p>We would then</p> <ul style="list-style-type: none"> • Determine if the total number of pupils who registered for the school can be accommodated. • If the total number registered is less than the number of available places, we would allocate a place to all registered pupils living in the catchment area. • Only if the total number registered is greater than the number of available places, the following priorities will be applied in the order below and allocate all available places, including reserved catchment spaces to pupils living in the catchment area: <ul style="list-style-type: none"> 1. This priority only applies to Denominational Schools – The Pupil is baptised Roman Catholic (If oversubscribed at this point a ballot prioritising siblings is required). 2. Pupil has sibling in the school. (If oversubscribed at this point a ballot is required) 3. Pupil has medical needs that cannot be accommodated in any other school. (If oversubscribed at this point a ballot is required) 4. None of above. (If oversubscribed at this point a ballot is required)
<ul style="list-style-type: none"> • Pupils living in the catchment area who don’t get a place through the ballot process are redirected to another school. 	<ul style="list-style-type: none"> • Pupils living in the catchment who don’t get a place in a school through the allocation process will be redirected to another school.

Accepting this proposal defines, **only** where a school is oversubscribed for primary catchment pupil allocations, the process to be used to prioritise catchment spaces. This is an alternative approach to the existing ballot for all requests.

3. Revise transfer from primary to secondary allocation of catchment places

Current Practice	Proposal				
<p>In advance of the transition from Primary to Secondary School:</p> <ul style="list-style-type: none"> We notify you of the secondary school your child should attend on the basis of the home address known to us; We ask you to tell us if you want your child to attend another secondary school within your catchment area; and We advise you that you can consider submitting a placing request if you want your child to attend a secondary school out with your catchment area. <p>We then</p> <ul style="list-style-type: none"> Determine if number of pupils transferring can be accommodated. If the total number transferring is less than the number of available places, we allocate a place to all transferring pupils living in the catchment area. Only if the total number transferring is greater than the number of available places, we allocate places to catchment pupils in the order below: <ul style="list-style-type: none"> (1) ordinarily resident within the delineated area and in attendance at an associated primary school; (2) ordinarily resident within the delineated area but not in attendance at an associated primary school. <p>If there are more requests than spaces available at any of the above stages we hold a ballot and allocate all available places including reserved spaces.</p> <ul style="list-style-type: none"> Pupils living in the catchment area who don't get a place through the ballot process are redirected to another school. 	<p>In advance of the transition from Primary to Secondary School:</p> <ul style="list-style-type: none"> We would advise you of the secondary school your child should attend on the basis of the home address known to us and the denomination of primary school your child currently attends; We would ask you to tell us if you want your child to attend another secondary school within your catchment area; and We would advise you that you can consider submitting a placing request if you want your child to attend a secondary school out with your catchment area. <p>We would then</p> <ul style="list-style-type: none"> Determine if number of pupils transferring can be accommodated. If the total number transferring is less than the number of available places, we allocate a place to all transferring pupils living in the catchment area. Only If the total number transferring is greater than the number of available places, the following priorities will be applied in the order below and allocate all available places including reserved spaces, to all pupils living in the catchment area: <table border="1" data-bbox="810 1422 1433 1908"> <thead> <tr> <th data-bbox="810 1422 1120 1518">Denominational Secondary Schools</th><th data-bbox="1126 1422 1433 1518">Non-Denominational Secondary Schools</th></tr> </thead> <tbody> <tr> <td data-bbox="810 1518 1120 1908"> 1. The pupil is baptised Roman Catholic and has always attended a denominational primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i> </td><td data-bbox="1126 1518 1433 1908"> 1. The pupil has always attended a non-denominational primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i> </td></tr> </tbody> </table>	Denominational Secondary Schools	Non-Denominational Secondary Schools	1. The pupil is baptised Roman Catholic and has always attended a denominational primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	1. The pupil has always attended a non-denominational primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
Denominational Secondary Schools	Non-Denominational Secondary Schools				
1. The pupil is baptised Roman Catholic and has always attended a denominational primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	1. The pupil has always attended a non-denominational primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>				

Current Practice	Proposal	
	<p>2. The pupil is baptised Roman Catholic; has moved into a denominational primary school associated with the relevant secondary school after Primary 1 but has attended a denominational school since primary 1 elsewhere. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i></p>	<p>2. The pupil has moved into a non-denominational primary school associated with the relevant secondary school after Primary 1 but has attended a non-denominational school since primary 1 elsewhere. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i></p>
	<p>3. The pupil is baptised Roman Catholic and has attended a denominational primary school since primary 1. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i></p>	<p>3. <i>Not Applicable for non-denominational secondary schools</i></p>
	<p>4. The pupil is baptised Roman Catholic but attending a non-denominational school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i></p>	<p>4. <i>Not Applicable for non-denominational secondary schools.</i></p>
	<p>5. The pupil attends a denominational primary school, associated to the relevant secondary school but is not baptised. <i>If oversubscribed at this point a ballot, prioritising siblings and length of time attended is required.</i></p>	<p>5. The pupil attends a non-denominational primary school, associated to the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings and length of time attended is required.</i></p>

Current Practice	Proposal	
	6. The pupil attends a non-denominational Renfrewshire school or a school outwith the authority. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	6. The pupil attends a denominational school or a school outwith the authority. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
	7. The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school . e.g. wheelchair user where no lift / stair lift is available).	7. The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school . e.g. wheelchair user where no lift / stair lift is available).
	8. None of the above applies.	8. None of the above applies.
	<ul style="list-style-type: none"> • Pupils living in the catchment who don't get a place in a school through the allocation process will be redirected to another school. 	

Accepting this proposal defines, **only** where a school is oversubscribed for secondary catchment pupil allocations, the process to be used to prioritise catchment spaces. This is an alternative approach to the existing ballot for all requests.

4. Revise placing requests allocation of places

Current Practice	Proposal		
<p>We advise you that:</p> <ul style="list-style-type: none">You can make a placing request at any time;The majority of requests are submitted at August transition points (early years to primary school and primary school to secondary school);Requests for August placements must be received by 15 March in any given year and decisions must be communicated to you by 30 April in any given year;In-line with placing request legislation, no decisions will be made before 15 March in any given year;Requests at other points in the year must be responded to within two months of the application;After we've allocated places to pupils living in the catchment area we will consider requests for any remaining places in a school; andPlacing request forms are available from schools and they can be downloaded from the Council's website. <p>We then</p> <ul style="list-style-type: none">Determine if the number of placing requests made can be accommodated.If the total number of placing requests is less than the number of available places available, we allocate a place to all pupils requesting a place.If the total number of placing requests is greater than the available places we prioritise on the basis of: <p>Priorities All requests</p> <ol style="list-style-type: none">Pupil has sibling in the school. <p>If you live in Renfrewshire</p> <ol style="list-style-type: none">Baptised in the Roman Catholic Church and you have the same beliefs as the school.Medical needs that cannot be accommodated in any other school.Attends and associated primary school in the catchment area of the secondary school.	<p>We would advise you that:</p> <ul style="list-style-type: none">You can make a placing request at any time;The majority of requests are submitted at August transition points (early years to primary school and primary school to secondary school);Requests for August placements must be received by 15 March in any given year and decisions must be communicated to you by 30 April in any given year;In-line with placing request legislation, no decisions will be made before 15 March in any given year;Requests at other points in the year must be responded to within two months of the application;After we've allocated places to pupils living in the catchment area we will consider requests for any remaining places in a school; andPlacing request forms are available from schools and they can be downloaded from the Council's website. <p>We then</p> <ul style="list-style-type: none">Determine if the number of placing requests made can be accommodated.If the total number of placing requests is less than the number of available places available, we allocate a place to all pupils requesting a place.If the total number of placing requests for a school is greater than the available places, we prioritise on the basis of: <table><tr><th>Priorities</th></tr><tr><td><p>1. Renfrewshire Resident</p><p>Denominational Primary School only The pupil is baptised Roman Catholic</p><p>Denominational Secondary School only The pupils is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school</p><p><i>If oversubscribed at this point a ballot, prioritising siblings is required.</i></p></td></tr></table>	Priorities	<p>1. Renfrewshire Resident</p> <p>Denominational Primary School only The pupil is baptised Roman Catholic</p> <p>Denominational Secondary School only The pupils is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school</p> <p><i>If oversubscribed at this point a ballot, prioritising siblings is required.</i></p>
Priorities			
<p>1. Renfrewshire Resident</p> <p>Denominational Primary School only The pupil is baptised Roman Catholic</p> <p>Denominational Secondary School only The pupils is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school</p> <p><i>If oversubscribed at this point a ballot, prioritising siblings is required.</i></p>			

Current Practice	Proposal
<p>5. Single-parent family and if the request is refused your child's care and wellbeing will be seriously affected.</p> <p>6. Secondary Schools only – subject choices.</p> <p>7. None of the above applies.</p> <p>If you live out with Renfrewshire</p> <p>8. Baptised in the Roman Catholic Church and you have the same beliefs as the school.</p> <p>9. Medical reasons that cannot be accommodated in any other school.</p> <p>10. Attends and associated primary school in the catchment area of the secondary school.</p> <p>11. Single-parent family and if the request is refused your child's care and wellbeing will be seriously affected.</p> <p>12. Secondary Schools only – subject choices.</p> <p>13. None of the above applies.</p> <ul style="list-style-type: none"> If there are more applications than places available within a particular priority a ballot will be held. 	<p>2. Renfrewshire and Non-Renfrewshire Residents The pupil has sibling(s) attend the school</p> <p>3. Renfrewshire Resident For Secondary Schools only The pupil attends a primary school, associated with the relevant secondary school</p> <p>4. Renfrewshire Resident The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available</p> <p>5. Renfrewshire Resident Categories 1 – 4 do not apply</p> <p>6. Non-Renfrewshire Resident Denominational Primary School only The pupil is baptised Roman Catholic</p> <p>Denominational Secondary School only – The pupils is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school</p> <p>7. Non- Renfrewshire Resident For Secondary Schools only The pupil attends a primary school, associated with the relevant secondary school</p> <p>8. Non-Renfrewshire Resident The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available</p> <p>9. Non-Renfrewshire Resident Categories 1 – 8 do not apply</p> <ul style="list-style-type: none"> If there are more applications than places available within a particular priority a ballot will be held.

Once catchment allocations have been made (keeping the required number of reserved spaces for pupils who may move into the catchment area), consideration is then given to allocate any remaining spaces to placing requests.

Accepting this proposal defines, **only** where a school is oversubscribed for placing request applications, the process to be used to prioritise placing request spaces. This aligns with proposed catchment priorities.

- 4.6 It is therefore recommended that the attached “Admissions to Schools and Placing Request Policy” attached as Appendix 2, which incorporates the proposals above be agreed.
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5 Educational benefits statement

- 5.1 Under the 2010 Act the Council must prepare an Educational Benefits Statement (EBS) in accordance with Sections 1 and 3 of the 2010 Act

The EBS must include the following:

- a) the Council’s assessment of the likely educational effects of a relevant proposal (if implemented) on:
 - (i) the pupils of any affected school;
 - (ii) any other users of the school's facilities;
 - (iii) any children who would (in the future but for implementation) be likely to become pupils of the school; or
 - (iv) the pupils of any other schools in the Council's area,
- b) the Council's assessment of any other likely effects of the proposal (if implemented),
- c) an explanation of how the Council intends to minimise or avoid any adverse educational effects that may arise from the proposal (if implemented),
- d) a description of the educational benefits which the Council believes will result from implementation of the proposal (with reference to the persons whom it believes will derive them), as well as the Council’s reasons for coming to those beliefs.

- 5.2 The following paragraphs detail the Council’s Educational Benefits Statement:

- 5.2.1 All pupils affected by this policy would be entitled to continue attending the school they are currently in.
- 5.2.2 The proposal to change the admissions policy will allow the Council to fulfil its duty to provide education to children and young people who are baptised into the Roman Catholic Church in a denominational school.
- 5.2.3 There are only a limited number of places available in each school and only when a school is oversubscribed will catchment priorities be used. When a denominational (Roman Catholic) school is oversubscribed by “catchment pupils” priority will be given to baptised Roman Catholic children. Families of all faiths or none will still be able to apply for their child(ren) to be enrolled at a Roman Catholic school when they wish to do so. Roman catholic baptised children will be able to learn in their faith environment and there may still be opportunity for other children to receive a Roman Catholic faith based education.

- 5.2.4 This proposal will assist with effective class organisation models to support learning and teaching. Timetabling of pupils, teachers and teaching spaces will be maintained through the prevention of oversubscription.
- 5.2.5 All Renfrewshire schools remain open to all pupils and will continue to have an inclusive, supportive, tolerant and respectful ethos with a drive to help every child achieve and attain their very best. The diversity of our school communities contributes to their success.
- 5.2.6 The proposal introduces more control on school applications and would ensure that within denominational schools available places are prioritised for baptised Roman Catholic pupils. These pupils would more likely be able to attend their local catchment Roman Catholic school instead of being redirected (with any associated transport costs) and placed in a school outwith their local area until a place becomes available at their local school. There are educational benefits arising from this because pupils will face less disruption and be more settled if they are accommodated in their local Roman Catholic school. This is because they will not need to travel to an alternative school in a different area and possibly a different school to their sibling(s); and they will not face the prospect of a second transfer between schools after moving into the area.
- 5.2.7 An important principle of Curriculum for Excellence is to provide continuity and progression in learning throughout the years 3-18. When applying for an S1 catchment place under the current arrangements, no priority is afforded to baptised Roman Catholic children in denominational schools. Under the proposed new arrangements, children who are baptised Roman Catholic would accord priority. This recognises the educational benefits of the time spent in a denominational primary and of the pupils' faith and experiences.
- 5.2.8 Parents and Carers of children would benefit as the proposal provides clarity on the arrangements to be put in place by Renfrewshire Council in the event of oversubscription to any school, through the use of consistent prioritisation.

Standardised entry criteria for placement within Renfrewshire schools would be based on where you live.

Parents, carers and children progressing through primary school, would have a clearer understanding of the secondary school they would attend, as this would be based on their permanent residential address and denomination of primary attended at the time of transfer to secondary school.

- 5.2.9 All information which families need about the processes and policies for catchment and placing request allocation of school places will be contained in a single policy document.
- 5.3 Our assessment of any other likely effects of the proposal (if implemented). There may be children whose current 'position' is altered due to the changes. The introduction of catchment priorities may reduce the likelihood of placement, depending on an individual's circumstances. However, overall, we believe that reviewing the admissions criteria would lead to greater benefits which would outweigh any disadvantage caused.

- 5.4 How we would intend to minimise or avoid any adverse effects that may arise from the proposal (if implemented).

Equitable application of the policy would ensure fairness and transparency. All pupils affected by this policy would be entitled to continue attending the school they are currently in.

- 5.5 The benefits, which we believe, would result from implementation of this proposal.

In addition to the benefits noted in 5.2.1 – 5.2.9 above, Children's Services believe that there would be greater clarity around the criteria used to allocate catchment and placing request places, supporting families who wished to use the process to apply for a place in a Renfrewshire school.

6. Impact on schools and their communities

- 6.1 Admissions and placing request policies form part of the Council's approach for allocating spaces in schools and equality impact assessment is central to this approach.
- 6.2 The recommendations contained within this report will be assessed in relation to their potential impact on equalities and human rights as part of the consultative process.

7. Involvement of Education Scotland

- 7.1 A copy of this proposal has been sent to Education Scotland.
- 7.2 At the end of the formal consultation period Children's Services will send Education Scotland the following:
- a) a copy of all relevant written representations that are received from any person during the consultation period;
 - b) a summary of any oral representations made by any person during the public meeting; and
 - c) a copy of any other relevant documentation, as available and so far, as practicable.
- 7.3 Education Scotland will provide the Council with a report on the educational aspects of this proposal. This report will be submitted to the Council no later than 3 weeks after Children's Services have sent them all of the representations and documents noted above, or such longer period as the Council may agree with Education Scotland.
- 7.4 In preparing their report, Education Scotland may visit establishments affected by the proposal and may make reasonable enquiries of such persons (both in the establishments and outwith) as they consider appropriate.
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8. Consultation report

- 8.1 After receiving the report from Education Scotland, Children's Services will review the proposal having regard (in particular) to the following:
- a) written representations received by the Council from any person during the consultation period;
 - b) oral representations received by the Council from any person at the public meeting; and
 - c) the report provided by Education Scotland.
- 8.2 Thereafter the service will prepare a consultation report for consideration by the education and children's services policy board.
- 8.3 The consultation report will contain the following:
- a) a record of the total number of any written representations made to the Council (by any person) on the proposal during the consultation period;
 - b) a summary of:
 - (i) those written representations; and
 - (ii) any oral representations made to it (by any person) at the public meeting.
 - c) a statement of the Council's response to:
 - (i) those written and oral representations; and
 - (ii) Education Scotland's report.
 - d) a copy of that report
 - e) a statement explaining how the Council complied with its obligation to review the relevant proposal as described above.
- 8.4 The consultation report will also include the following:
- a) details of any omission/inaccuracy in the proposal paper, or (as the case may be) any alleged omission/inaccuracy, (including a statement of the Council's opinion on it);
 - b) a statement of the action taken in respect of the omission or inaccuracy, or (as the case may be) the alleged omission/inaccuracy, or, if no action has been taken, of that fact (and why); and
 - c) any representations made to the Council where the person who made the notification re: omission/inaccuracy disagreed with the Council's determination as to whether there had been an omission/inaccuracy, or its decision as to whether to take action.

8.5 The Council must:

- a) publish the consultation report in both electronic and printed form;
- b) make the report available for inspection at all reasonable times and without charge:
 - (i) at its head office and on its website; and
 - (ii) at any affected school or at a public library or some other suitable place within the vicinity of the school.
- c) provide without charge the information contained in the consultation report:
 - (i) to such persons as may reasonably require that information in another form; and
 - (ii) in such other form as may reasonably be requested by such persons.
- d) inform any person who during the consultation period made written representations on the relevant proposal of the publication of the consultation report; and
- e) advertise the publication of the consultation report by such means as it considers appropriate.

8.6 The time line and summary of the consultation process in respect of this proposal is set out on the next page:

Activity	Date
Approval for consultation sought from Education and Children's Services policy board	16 January 2020
<p>Consultation document to be issued outlining the proposal to:</p> <ul style="list-style-type: none"> the parent council or combined parent council and diocese of any affected schools; the parents of the pupils at any affected school; the parents of any children who would be likely to become pupils at the affected schools expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper; the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); the staff (teaching and other) at any affected school; any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school; the community council (if any); the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant; any other education authority that the education authority considers relevant; and any other community groups using any of the affected schools. 	27 January 2020
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press. Questionnaire goes live on Council website.	27 January 2020
<p>Public consultation meetings, covering all proposals, held to consult with affected communities in</p> <ul style="list-style-type: none"> 3 February 2020 – Castlehead High School @ 6.30pm 5 February 2020 – Johnstone High School @ 6.30pm 18 February 2020 – Trinity High School @ 6.30pm 	3, 5 and 18 February 2020
Public consultation period ends at least 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	31 March 2020
Report to Education Scotland on outcome of consultation.	4 May 2020
Response from Education Scotland on outcome of consultation.	8 June 2020
Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.	20 August 2020
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.	26 August 2020

RENFREWSHIRE COUNCIL

Admissions to Schools and Placing Request Policy

1. BACKGROUND

- 1.1 Catchment areas
- 1.2 Associated schools
- 1.3 Denominational/non-denominational schools
- 1.4 Applying for a school place
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- 5.1 The process
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- 6.1 Transport provision
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- Appendix B - Reservation of Places in Schools Policy
- Appendix C - Catchment Allocations Policy for Primary Schools
- Appendix D - Catchment Allocations Policy for Secondary Schools
- Appendix E - Placing Request Allocations Policy
- Appendix F - Ballot Process Policy
- Appendix G - Renfrewshire Schools (Secondaries and Associated Primaries)
- Appendix H - Example: School Registration Form
- Appendix I - Example: Request to Remain Notification Letter
- Appendix J - Example: Information For Parents–Transfer from Primary to Secondary

1. Background

1.1 Catchment areas

- 1.1.1 The geographical area of Renfrewshire Council is divided into delineated catchment areas for primary and secondary schools. Each school is either non-denominational or denominational (Roman Catholic).
- 1.1.2 The arrangements described in this document do not apply to Gaelic education, there are separate arrangements for this provision of education.
- 1.1.3 Each residential property which is located within Renfrewshire Council has a 'catchment' denominational and non-denominational primary and secondary school assigned to it. This is determined by the geographical location of the property and each school's delineated catchment area in which the property is located.
- 1.1.4 Although the Council aims to provide enough places for all children at the preferred catchment primary and secondary school, living within the delineated catchment area of a school does not guarantee a child a place at a catchment school.
- 1.1.5 The Council's website www.renfrewshire.gov.uk "Find My Nearest ...", provides details on the catchment schools applicable to home addresses. You can also view a map (graphical representation) of a school's delineated catchment area. If there is any doubt regarding the catchment schools for a particular property, Children's Services can advise.
- 1.1.6 In the situation where there is an agreement for shared custody of a child where a child lives with a different parent/carer regularly at a different property, the local catchment school is defined by Children's Services as the residence of the parent/carer who receives Child Benefit for said child. Recent documentary evidence of receipt of Child Benefit or equivalent paperwork may be required to be submitted. Only for exceptional circumstances may alternative documentation be considered by headquarters.

1.2 Associated schools

- 1.2.1 Each primary school is associated with a number of other primary schools to a secondary school. The catchment area of the secondary school is generally made up of the catchment areas of the associated primary schools. There are 8 non-denominational clusters of associated schools and 3 denominational clusters of associated schools in Renfrewshire.
- 1.2.2 The exception to 1.2.1 above is St Catherine's Primary School whose delineated catchment area overlaps that of Trinity High School and St Andrew's Academy. St Catherine's Primary School works collaboratively with both schools.
- 1.2.3 It is assumed that for Renfrewshire parents/carers, the secondary school place that their child will transfer to is their home address catchment

secondary school, of the same denomination as the primary school their child already attends. The secondary school is deemed their designated local secondary school.

1.3 Denominational/Non-denominational schools

- 1.3.1 Any Renfrewshire parent/carer has the choice of requesting a place in either of their catchment schools, on first entry to education provided by Renfrewshire Council or as part of the transition from primary to secondary school.
- 1.3.2 Parents/carers of children who are baptised Roman Catholic, and who want their child to apply for a place in a denominational school, should inform the school/Council and provide evidence in the form of their child's Roman Catholic Baptismal Certificate at the time of application. The Council aims to provide enough places for all baptised Roman Catholic children to attend their catchment denominational school.

Only in exceptional circumstances will other documentation be considered e.g. asylum seeker with no access to original documents.

- 1.3.3 Parents/carers of children who are not baptised Roman Catholic, and who want their child to apply for a place in a denominational school, can also make a request.

1.4 Applying for a school place

Applications for a place in a **catchment** primary or secondary school can be made by Renfrewshire parents/carers for their child:

- for initial commencement of education at the beginning of the primary 1 year stage, or
- at any stage when becoming resident within the school's delineated catchment area, or
- when, as a result of being educated elsewhere (e.g. home schooling or private education), they have never attended a Renfrewshire Council educational establishment, but are now returning to the public education system, or
- at time of transition from primary to secondary education.

1.5 Choice of school

- 1.5.1 Information on all Renfrewshire's educational establishments is available via the Council's website. All of Renfrewshire's schools have their own website where you will find a wide variety of information specific to each school.
- 1.5.2 Requests for catchment placements should be made in line with the application procedures detailed within Section 2.
- 1.5.3. Parents/carers have the right to make a placing request for their child or children to be educated in a school other than their catchment school. The Council must grant placing requests unless there is a legal reason not to.

Please refer to “Sending Your Child to School” information pack (Appendix A) for further details. No decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

1.6 Reserved places

The Council is entitled to reserve a reasonable number of places for children moving into each school's delineated catchment area up to and during the following academic year. Please refer to Reservation of Places In Schools Policy (Appendix B) for further details.

2. THE APPLICATION PROCEDURE

2.1 Age for commencement of primary education

2.1.1 Enrolment to the primary one year stage at Renfrewshire schools takes place once a year at the start of the new session in August. Children who reach the age of five years between 1 March of that year and the last day of February of the following year are expected to apply for a place in a catchment school. For example, children turning 5 between 1 March 2020 and 28 February 2021 will be eligible to apply for a school place for August 2020.

2.1.2 If your child has already been in education elsewhere i.e. from another country / region and you are now requesting placement in a Renfrewshire school, the child's date of birth will determine the year stage they should be placed in.

2.2 Deferred entry

2.2.1 If a child reaches the age of five during January or February (after the August in which they are supposed to commence their primary education), parents/carers may choose to defer entry until the following academic year. A fully funded nursery place will be available for such children.

2.2.2 If a child reaches the age of five between the start of the new academic session in August and the end of December, parents/carers may also choose to defer entry for a year however, a funded nursery place will not automatically be provided.

2.2.3 If a parent/carer intends to defer commencement of their child's primary education, they should still apply to register their child in the appropriate catchment primary school and advise the head teacher of their intention to defer entry. The appropriate paperwork will then be completed and returned to Children's Services for processing.

2.2.4 Should your child's deferred entry be confirmed, it will be assumed that you will not require the P1 place for the commencement of the academic year for which the deferral was submitted; should you change your mind on deferring your child before the start of the academic year, there is no guarantee that a place will be available in your preferred catchment school.

2.2.5 If you defer your child's entry to primary education, you are required to apply for a place in your preferred catchment school in November of the deferral year in order to be considered for a P1 place commencing the next academic year in August. This application will be treated as a new application to register your child and will be treated equally along with all other applications submitted.

2.2.6 If at any other stage outwith Primary 1 placement, you wish to defer your child's progression to the next stage of their educational journey, you will be required to discuss this with their current school. It should be noted that a request to delay entry once education has commenced, is not normal practice. An assessment of the child may require to be carried out and the decision on placement will be determined by the Council.

2.3 Early commencement of primary education

The Council does not have to educate children who are not of school age. Parents/carers may wish to make a request for early entry to school for a child whose fifth birthday falls after the last day in February. Requests for early entry to school should be made directly to Children's Services headquarters.

2.4 Applying for a P1 school place during the normal catchment registration round

2.4.1 Applications for P1 places commencing at the beginning of the academic year in August should be made in person at a specified location during school registration days which take place in November.

Applications submitted after school registration days should be made to the catchment school of your choice until the end of the academic year prior to which your child will begin primary education. However it is advisable where possible to make your application during school registration days as this provides you with the optimum chance of securing a place in your preferred school. Delay in registering may result in a place not being available.

2.4.2 The exact dates for school registration days will be published annually from around the beginning of September onwards, and will be visible before the commencement of school registration days on the Council's website as well as in the local published press.

2.4.3 Parents/carers must provide satisfactory documentary evidence of the age of their child and that their family reside within the catchment area of the school. This evidence includes:

No.	Document	Verification Purpose
1	Child's full Birth Certificate	Required to verify child's date of birth for allocation of correct year stage. A copy will be held for verification of who has parental rights.

2	Most recent Council Tax Notice or if not currently resident in the property either a concluded missive or a signed and witnessed tenancy agreement/lease.	Required to verify that home address is within catchment area of the requested school. We will check the information provided with other Council departments and our audit colleagues and this may include visiting your home to confirm residence. We may also check your address again prior to a school term commencing and if we suspect fraud we may rescind your place and could refer the matter to the Procurator Fiscal.
3	Child Benefit Statement. In the event that a Child Benefit Statement is not available, a Driving Licence or a Bank Statement/utility bill showing transactions over the most recent 3 months and the applicant's address may be accepted. Or If appropriate to current circumstances - Court Order / Looked After Child / Foster Carer document(s).	Required to verify address of parent with whom the child is living with.
4	Roman Catholic Baptismal Certificate (if applicable)	Required to verify baptismal status which may be required for prioritisation purposes, only where a denominational school is oversubscribed.

The list above is not exhaustive and the Council retains the right to ask for further information when proof of residency is not satisfied.

- 2.4.4 In the situation where there is an agreement for shared custody of a child where a child lives with a different parent/carer regularly at a different property, the local catchment school is defined by Children's Services as the residence of the parent/carer who receives Child Benefit for said child. Recent documentary evidence of receipt of Child Benefit or equivalent paperwork may be required to be submitted. Only for exceptional circumstances may alternative documentation be considered by headquarters.
- 2.4.5 Parents/carers who intend to make a placing request for a non-catchment school should in the first instance apply for a place in their catchment school, and also inform the head teacher of their intention to submit a placing request. This is required to ensure there is a catchment place allocated in the event a placing request cannot be granted.

- 2.4.6 A placing request must be submitted for children to attend a primary school for which they do not reside within the delineated catchment area of. Please refer to “Sending Your Child to School” information pack (Appendix A) for further details.
- 2.4.7 In the event that the number of applications from catchment pupils is greater than the number of places available at that stage in the catchment school, the allocations process is detailed in Section 3. Priority is given to catchment pupils in the first instance, thereafter placing requests may be considered.
- 2.4.8 Following catchment allocations, if there are any further spaces available these will be allocated to placing requests in line with Placing Request Allocations Policy, please refer to Section 3.5.

2.5 Transferring from Primary 7 to S1 during the normal catchment transfer round

- 2.5.1 As part of the P7-S1 transition programme, all parents/carers of children in P7 who attend a Renfrewshire primary school will be advised of the designated catchment school allocated, based on the pupil’s home address and denomination of primary school currently attended.

Evidence of residency may be requested by schools or Children’s Services at any time, as part of the above allocations.

Pupils who attend a Renfrewshire school from outwith the authority will require to contact their own local authority or if they wish to attend a Renfrewshire secondary school, make a placing request application for consideration.

- 2.5.2 In the situation where there is an agreement for shared custody of a child where a child lives with a different parent/carer regularly at a different property, the local catchment school is defined by Children’s Services as the residence of the parent/carer who receives Child Benefit for said child. Recent documentary evidence of receipt of Child Benefit or equivalent paperwork may be required to be submitted. Only for exceptional circumstances may alternative documentation be considered by headquarters.
- 2.5.3 At the time of being advised of the designated allocated school, parent/carers can make a request if they wish to attend the alternative catchment school for their area. They can also make a placing request application for a non-catchment school.
- 2.5.4 Renfrewshire parents/carers with children residing in the authority and not being educated in a Renfrewshire Council primary school, but who wish for their child to attend a Renfrewshire secondary school from the commencement of the S1 year stage, will require to contact Children’s Services before the end of October to apply for a place in the following academic session. Failure to do so may result in a place not being available.

- 2.5.5 In the event that the number of applications from catchment pupils is greater than the number of places available at that stage in the catchment school, the allocations process is detailed in Section 3. Priority is given to catchment pupils in the first instance, thereafter placing requests may be considered.
- 2.5.6 Following catchment allocations, if there are any further spaces available these will be allocated to placing requests in line with Placing Request Allocations Policy, please refer to Section 3.5.

2.6 Applying for a school place outwith the normal catchment rounds

- 2.6.1 Applications for a catchment place to commence at any point during the academic year outwith the normal catchment rounds should be made by a parent/carer directly to the preferred catchment school.

Where places are available the school will agree a date and time for the parent/carer to complete a registration application and to provide the required appropriate documentary evidence as described in paragraph 2.4.3.

Applicants may find that the school is already full at the year stage requested. In this situation parents/carers will be asked to contact Children's Services to discuss options for redirecting their child to an alternative establishment. We will do our best to meet requests, please refer to Sections 5 and 6.2 for further details on re-direction.

- 2.6.2 Any application for a catchment school place being submitted during a school holiday should be directed to Children's Services. The department will arrange for you to make your submission at Children's Services headquarters by prior arrangement; documentary evidence, as per paragraph 2.4.3, will be required to be provided at this point. Children's Services will pass your application to the school on their return from the holiday period.

2.7 Change of circumstances

- 2.7.1 Allocations cannot be confirmed until all required documentary evidence has been received in full. If a child's location of residency changes after submission of a request for a catchment school, the parent/carer should inform the school immediately or, if during a school holiday, Children's Services. The Council reserves the right to refuse a place in any of its educational establishments when it is not satisfied that a request meets the required criteria for a place.
- 2.7.2 If you are or become a resident within the catchment area of the school which your child attends, and at a later date move out of the catchment area. You are deemed to be a "request to remain" (Appendix I). Technically you are now considered to be a placing request within the school, but without the requirement to fill out a placing request form. Continuation within the primary school does not automatically guarantee placement at the associated secondary school.
- 2.7.3 Where the new family residence is outwith the delineated catchment area of the school applied for but remains within Renfrewshire Council:

- and the parent/carer has not yet been sent confirmation of a registered place being granted or the new academic session has not started, the registration application will be rescinded and a new application will require to be submitted for the new catchment school as appropriate.
- and a registered place has been confirmed at the school initially applied for however, you wish to make a registration application for your new catchment school, you will be required to inform the school you no longer require this place and make an application for the new catchment school as soon as possible.

2.7.4 If the location of the new residence is outwith Renfrewshire Council:

- and the parent/carer has not yet been sent confirmation of a registered place being granted or the new academic session has not started, the registration application will be rescinded and the parent/carer will be required to apply for a catchment place to the appropriate local authority where the new residence is located as soon as possible. If placement is still required at a Renfrewshire school a placing request will require to be made.
- and a registered place has been confirmed at the school initially applied for however, you wish to make a registration application for your new catchment school. You will be required to inform the school you no longer require this place and make an application for a catchment place to the appropriate local authority where the new residence is located.

2.7.5 In all cases a request to remain, will be considered by the school where a child no longer resides within the delineated catchment area of the school they attend and they wish to remain registered or enrolled there (Appendix I).

2.8 Applying for a catchment school place before being resident within the school's delineated catchment area

2.8.1 Applications for catchment school places prior to becoming resident within the school's delineated catchment area should be made no more than 4 weeks in advance of taking up residency. If you attempt to make an application more than 4 weeks in advance of becoming resident within the school's delineated catchment area, you will be advised that you must reapply when your date of residency is no further than 4 weeks in the future.

2.8.2 On applying for a catchment place in advance of residency, satisfactory documentary evidence of future residency must be supplied; only on providing satisfactory documentary evidence will a catchment place (if available) be temporarily held (for a maximum of 4 weeks). On becoming resident within the school's delineated catchment area you must provide further documentary evidence confirming your residency; your child will not be able to enrol at a catchment school until evidence of residency is provided.

2.8.3 If after 4 weeks you fail to provide further documentary evidence of your residency within the school's delineated catchment area, the place will be

released and made available or offered to other catchment applicants who satisfy the criteria. Should you make a further request for a future catchment place it will be placed at the end of the list of any “live” applications i.e. those already recorded for a place commencing 4 weeks or less in the future.

2.9 Applying for a placing request

Parents/carers who do not reside within the delineated catchment area of a Renfrewshire school are required to submit a placing request in order for their child to be considered for a place. Please refer to “Sending Your Child to School” information pack (Appendix A) for further details.

A placing request can be submitted at any time, however for the start of an academic session it is required that forms are submitted by the 15 March prior to August intake to allow the application to be included in the first round of allocations. No decisions will be made for requests for the start of a new academic session, before 15 March in any given year. Requests received after this date will be considered on an individual basis.

Placing requests will only be considered where there are sufficient spaces, after catchment allocations have been made.

2.10 Information for all requests

Requests for documentary evidence is required to be produced the applicant will be given 4 weeks to produce original copies.

Requests for places received during school holidays, will be processed on a school’s return as soon as possible; every endeavour will be made to target the first day pupils start the new academic year.

3 THE DECISION MAKING PROCEDURE / OVER SUBSCRIPTION

3.1 Processing applications for places in schools and the decision process

This section considers the timeline of when applications are received, when they are processed and when parents/carers will be advised. The overwhelming majority of applications for places are requested for the commencement of an academic year in August. For clarity, catchment allocations (3.2, 3.3 and 3.4) are considered and prioritised before any placing request applications (3.5).

3.2 Allocation of catchment spaces for Primary 1

Enrolment for P1 placements following registration of pupils in November will be processed firstly for catchment allocations and thereafter for placing request applications. The normal round of catchment allocations will be decided by the end of January, prior to August intake.

In the case where the number of applications for a place in a catchment school is less than the number of places available all applications will be granted.

Should a school be oversubscribed by catchment applications priorities for catchment allocations will be adhered to, as per Appendix C.

It should be noted that the later applications are received and so processed for places to commence for the new academic year in August, will inevitably mean that there will be a reduction in the availability of places remaining. It is strongly advised that parents/carers apply to register as early as possible with complete and satisfactory documentary evidence to help gain a place for their child in the school of their choice.

Places will only be confirmed once all the required evidence as detailed in Section 2.4.3 above is provided and the Council is satisfied with proof of residency for the applied school's catchment area. Parents/carers should be mindful of this and seek to conclude any outstanding information as soon as possible to secure a place for their child.

3.3 Allocation of Catchment spaces for Primary 7 Transfer to Secondary 1

Transfer from Primary to Secondary catchment decisions as part of the normal transfer round, will consist of parents being notified if attending a Renfrewshire school, by the end of October, prior to August intake, of the school designated for their child. The process if they do not wish to accept this placement and options available will be explained. If we do not hear from parents, the assumption is made that the place offered will be taken.

In the case where the number of applications for a place in a catchment school is less than the number of places available all applications will be granted.

Should a school be oversubscribed by catchment applications priorities for catchment allocations will be adhered to, as per Appendix D. The normal round of catchment allocations will be decided by the end of November, prior to August intake.

It should be noted that the later applications are received and so processed for places to commence for the new academic year in August, will inevitably mean that there will be a reduction in the availability of places remaining. It is strongly advised that parents/carers notify us of their request for alternative placement as early as possible with complete and satisfactory documentary evidence to help gain a place for their child in the school of their choice.

Requests may be made for documentary evidence in relation to home address and baptismal certification. Places will only be confirmed once all the evidence is provided and the Council is satisfied with proof of residency for the applied school's catchment area and if applicable baptismal certification. Parents/carers should be mindful of this and seek to conclude any outstanding information as soon as possible to help gain a place for their child.

3.4 Allocation of Catchment Spaces outwith start of academic year / other stage / change of denomination.

If you have moved house within Renfrewshire and changed catchment areas or moved into Renfrewshire from outwith the authority you are required to liaise with the appropriate catchment school. Applications to register for a catchment place to start at times other than commencement of the new academic year in August, i.e. outwith the normal allocation rounds, are processed directly with the schools.

In considering these applications, the date and time the application is received is used to determine the order they are processed. Those received earliest are processed first.

In the case where the number of applications for a place in a catchment school is less than the number of places available all applications will be granted.

Where there are no catchment spaces available, the parent will be asked to contact Children's Services to discuss options for redirecting their child to an alternative establishment. We will do our best to meet requests and provide support with transport where appropriate. Please see Sections 5 and 6 for further details on re-direction.

3.5 Allocation of Placing Requests

Where a pupil does not wish to attend either the denominational or non-denominational school for their catchment area they are required to make a placing request.

Where a child is currently attending a Renfrewshire school and wishes to change denomination of school they currently attend they are required to make a placing request. This does not apply to P7 transfer catchment allocation rounds, parents will be advised of how to submit such a request in writing at the time of transfer.

Once catchment allocations are agreed, any remaining places will be allocated to placing requests in both primary and secondary sectors. For placing requests received by the 15 March, parents/carers will be advised by 30 April of the status of their child's application. No decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

Placing request applications for places received after the 15 March will be provided with a decision within 2 months of submission of their application.

It should be noted that the later applications are received, and so processed for places to commence for the new academic year in August, will inevitably mean that there will be a reduction in the availability of places remaining. It is strongly advised that parents/carers apply as early as possible.

It should be noted that for normal round of placing request applications for the start of a new school session, decisions cannot be made until the 15th of March at the earliest prior to the August intake. This is a requirement by law and as such may cause delays in attendance at induction days.

Should a school be oversubscribed catchment requests are given first priority, thereafter placing request applications are considered. Priorities for placing request allocations policy will be adhered to, as per Appendix E.

4 APPEALING A DECISION

4.1 Catchment

- 4.1.1 The Council appreciates that parents/carers may be very disappointed that their child cannot go to the school they desire because the year stage at the school is full.
- 4.1.2 There is no formal appeal process for catchment allocations. Section 28B of the Education (Scotland) Act 1980 obliges local authorities to make provisions for admission to school and priorities for admissions and placing requests. If a school is oversubscribed it may use admissions criteria. The Council's admissions policy for catchment allocations are attached as Appendices C and D.

Where there are not enough spaces to grant all catchment requests the admissions policy will be adhered to and where appropriate ballots carried out in line with ballot policy (Appendix F), there is no right of appeal to catchment decisions.

Following any ballot names will be held on a waiting list for any future allocations, people requesting placement after initial decisions have been made will be added to the end of the waiting list regardless of catchment priority banding.

4.2 Placing Requests

- 4.2.1 If a request is refused a parent may refer the decision to an appeal committee. They can make an appeal to the Education Appeal Committee, regarding the outcome of the placing request process, in relation to their application.
- 4.2.2 A parent can make as many placing requests in a year as they wish, but they are only entitled to appeal one. Please refer to "Sending Your Child to School" information pack (Appendix A) for further details on making a placing request appeal.

5 REDIRECTION

5.1 The process

- 5.1.1 In negotiation with parents/carers, redirected children will attend an appropriate alternative establishment until a place becomes available in their

preferred catchment school following the decision making process in Section 3.

- 5.1.2 As places become available in the allocated catchment school these will be offered to parents/carers of redirected children in the order in which the applications for a place in the school were received.

5.2 Returning to a catchment school after being redirected

- 5.2.1 When places in the allocated catchment school become available, parents/carers may instead wish for their child to remain in their redirected school and not return to their allocated catchment school. In such situations, the child will no longer be regarded as a redirected child and will be removed from the redirected list. Further information is available in Section 6.2 in relation to transport provision.

6 TRANSPORT

6.1 Transport provision

- 6.1.1 Further information on meeting the criteria for free transport is available via the Council's website "Home to School Transport Policy".
- 6.1.2 Ordinarily, we will not provide support with transport to schools outwith Renfrewshire Council.
- 6.1.3 Pupils admitted to a school by way of a placing request will not be entitled to transport.

6.2 Redirected children provision

- 6.2.1 Where a child has been redirected to a non-catchment school, the cost of transport may be met by the Council if the free home to school transport criteria has been met.
- 6.2.2 If the family of a redirected child chooses to keep their child in the redirected school when a place in an appropriate catchment school becomes available, travelling costs will no longer be met by the Council. Parents will have 4 weeks from the date of notification to make alternative arrangements before transport is withdrawn.

7 Submission of information

- 7.1.1 The information provided as part of an application for catchment place or placing request must be full and correct in every respect to the best of the parent's/carer's knowledge. Renfrewshire Council will conduct checks to establish the accuracy of information supplied.
- 7.1.2 From the point of applying for a school place (catchment or placing request), there will be ongoing investigations and scrutiny of children's entitlement to attend, at any point, a school in respect of their residence; this will continue after school enrolment. The Council will use all means available to it in order

to investigate suspicions or allegations of fraud, including but not limited to, surveillance in cases where it is necessary and proportionate to do so. At any point, if there are any concerns regarding a child's entitlement to a place, Children's Services will seek documentary evidence to validate a child's entitlement to a place in a school.

- 7.1.3 A child's parent/carer is responsible for advising the school attended or Children's Services that they no longer reside within the school's delineated catchment area. Where parents request that they wish their child to remain in school, entitlement for Request to Remain will be considered. Where it is found that a child is no longer entitled to a place in a school (whether that be before or after school enrolment) since they no longer reside in a property in the delineated catchment area associated with the school, and a request to remain has not been approved, the Council will seek to exclude that child from the school in question.
- 7.1.4 Any attempts to obtain a place by deception may result in the rescinding of the parent's/carer's request for their child's place in a school and the matter being passed to our Legal Department / Procurator Fiscal's office for consideration of criminal proceedings.

Sending Your Child To School

Information pack for parents and carers

General information

Within Renfrewshire there are a number of primary and secondary schools. To get information on schools, you can contact your catchment school or:

Renfrewshire Council
Children's Services
Renfrewshire House
Cotton Street
Paisley PA1 1LQ
Phone number: 0300 300 0170
E-mail: admissionsandtransfers@renfrewshire.gov.uk.

There is also information on our website at www.renfrewshire.gov.uk

Denominational and non-denominational schools

Normally, your child will go to the catchment primary or secondary school for their area. Further information on placement allocations is available within our Admissions to Schools and Placing Request Policy.

You must register your child either at the catchment denominational school or at the nondenominational school for your area. In most parts of Renfrewshire there are Roman Catholic schools (denominational).

Please note: You can register at only one school.

Additional support needs

If you are a Renfrewshire resident and you are making a placing request for an independent additional support needs school, you are advised to discuss this with the Education Manager with responsibility for ASN in Children's Services before submitting the application form. You can use the contact details above.

Entry age

Your child will be admitted to school in August if their fifth birthday falls between 1 March of that same year and the last day of February of the following year. You can, however, ask for your child to start school early if their fifth birthday falls after the last day of February.

A separate leaflet and application for Early Entry, is available from www.renfrewshire.gov.uk or by telephoning 0300 300 0170.

Registering your child for primary education

Entry to primary schools is on a once-a-year basis at the start of the new session in August each year. Registration takes place in November in your catchment school. You will need your child's original birth certificate and proof of residence, to register them for school. Adverts appear in nurseries, schools and newspapers in early October providing details on how to register your child. You can register your child at only one school, either the denominational or non-denominational school in your catchment area. Delay in registering may result in a place not being available. If you are unsure which school you should register at, please call 0300 300 0170 for advice.

Moving into Renfrewshire

If you are moving into Renfrewshire and your child has already been to a school elsewhere, you should contact your new catchment school with proof that you now live in the area. Parents/carers must provide satisfactory documentary evidence of the age of their child and that their family reside within the catchment area of the school. This evidence includes:

1. Child's full Birth Certificate
2. Most recent Council Tax Notice or if not currently resident in the property either a concluded missive or a signed and witnessed tenancy agreement/lease.
We will check the information provided with other Council departments and our audit colleagues and this may include visiting your home to confirm residence. We may also check your address again prior to a school term commencing and if we suspect fraud we may rescind your place and could refer the matter to the Procurator Fiscal.
3. Child Benefit Statement.

(In the event that a Child Benefit Statement is not available, a Driving Licence or a Bank Statement/utility bill showing transactions over the most recent 3 months and the applicant's address may be accepted).
Or If appropriate to current circumstances - Court Order / Looked After Child/ Foster carer document(s).
4. Roman Catholic Baptismal Certificate (if applicable).

The list above is not exhaustive and the Council retains the right to ask for further information when proof of residency is not satisfied.

Transfer from primary to secondary school

A group of primary schools in an area are normally associated with a secondary school. All secondary schools have a catchment area which includes their associated primary schools.

Pupils transfer from primary school to secondary school between the ages of 11 and 12 (in most cases). If you live within Renfrewshire, Children's Services can tell you the name of the secondary school to which your child should normally transfer after the primary 7 stage.

When your child is due to transfer from primary to secondary at the beginning of a new session in August, if you live within Renfrewshire you will be notified based on your home address and denomination of primary school attended, of the secondary school where a place has been allocated.

If you wish to attend the alternative denomination of secondary school for your catchment area, to that allocated you will be asked to put this request in writing. There is no guarantee of entry when changing denomination at the secondary school stage.

If you live out with Renfrewshire you should contact your local authority regarding provision, you can also consider making a placing request to attend a Renfrewshire secondary school.

You should note that the granting of a placing request to a primary school, when transferring from primary to secondary school does not guarantee entry to the associated secondary school.

Places in schools will be allocated in line with the Council's Admissions to Schools and Placing Request policy.

Renfrewshire secondary school handbooks are available from individual secondary schools. Details of induction days and parents' meetings will be provided by secondary schools.

Further information / Admissions to Schools and Placing Request Policy can be found by visiting www.renfrewshire.gov.uk or by telephoning 0300 300 0170.

Placing requests

You may ask for your child to go to a school other than your catchment school. This is called making a placing request. You do not need to tell us your reasons for making a placing request, but it may be helpful if you do. Please ensure all declarations are responded to, or we will be unable to process your application.

There are strong educational reasons for making sure that the transfer or entry of children to a school happens at the start of a school session in August, so it is better to make placing requests before the start of a session. Parents who are moving to a new area may have to make requests at other times.

The school you ask for is referred to as the 'specified school'. You can apply for only one school at a time. If we grant your placing request, we will write to you to confirm this and advise you to contact the school to arrange to enrol your child. The place being held for your child, at their catchment school will no longer be available.

If you want to make a placing request, please fill in the attached form. You must fill in one form for each child. Please send to Children's Services (not the school) the filled-in placing request for each child. Please also tell the head teacher of your catchment school that you are making a placing request.

We will acknowledge placing requests within five working days of receiving the form. **If you do not receive an acknowledgement, please contact us, as we may not have received your application.**

The Council has a duty to grant placing requests, wherever possible. However, it is not always possible to grant every placing request to a particular school. The size of the school, the current roll, the number of children who already live in the catchment area and other factors will affect the Council's ability to grant a placing request.

The law relating to placing requests covers children applying to change their school as well as those starting a primary or secondary school.

How decisions are made

After all catchment allocations have been decided, the director of Children's Services makes decisions about placing requests that are received in Renfrewshire House by 15 March, for the new session which begins in August.

We will consider all requests. If there are more requests than places available for a particular school, or a particular stage in a school, the director will make decisions based on our placing request priorities.

Please note, granting a placing request for one child does not guarantee entry for brothers and sisters, should you wish to make another placing request to the same school at a later date.

No decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

Guidelines and conditions

By law we are allowed to produce guidelines on how we will decide admissions to schools (this information is contained within our Admissions to Schools and Placing Request Policy).

If there are places available in a school, we will give first choice to those children who live in its catchment area. This includes children who are considered suitable for primary education before the normal entry age.

Thereafter, for placing requests we give priority in the order below:

Placing Request Priorities	
1. <u>Renfrewshire Resident</u>	<i>Denominational Primary School only</i> - The pupil is baptised Roman Catholic <i>Denominational Secondary School only</i> – The pupil is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
2. <u>Renfrewshire and Non-Renfrewshire Residents</u>	The pupil has sibling(s) attend the school
3. <u>Renfrewshire Resident</u>	<i>For Secondary Schools only</i> - The pupil attends a primary school, associated with the relevant secondary school
4. <u>Renfrewshire Resident</u>	The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).
5. <u>Renfrewshire Resident</u>	Categories 1 – 4 do not apply
6. <i>Non-Renfrewshire Resident</i>	<i>Denominational Primary School only</i> - The pupil is baptised Roman Catholic <i>Denominational Secondary School only</i> – The pupil is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school
7. <i>Non- Renfrewshire Resident</i>	<i>For Secondary Schools only</i> - The pupil attends a primary school, associated with the relevant secondary school
8. <i>Non-Renfrewshire Resident</i>	The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).
9. <i>Non-Renfrewshire Resident</i>	Categories 1 – 8 do not apply

In-line with placing request legislation, no decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

Transport – Placing Requests

You should be aware that if we grant your placing request, we do not have to provide a school bus pass or any other help with transport.

Why we may not grant placing requests

Once you have told us, in writing, that you want your child to go to a particular school, we can only refuse your request for certain reasons set out by law in the Education (Scotland) Act 1980.

Examples of where we do not have to admit your child to the school of your choice may be:-

- If the school would have to employ an extra teacher or spend a lot of money, for example, if we would have to provide an extra classroom.
- If your child's education would suffer as a result of changing school.
- If education in the school you want would not be suitable to the age or ability of your child.
- If the specified school you have requested is an additional support needs school and your child does not have a requirement for the education or special facilities normally provided at that school.
- If we think that your child would be likely to disturb the order and discipline in that school, or the educational wellbeing of other pupils at the school.
- If accepting the request would prevent us from reserving a place at the school for a child who is likely to move into the area.
- If accepting the request would make it necessary for us to create an extra class or employ another teacher at a future stage of your child's primary education.

If we refuse your placing request

If we refuse your placing request, or if we have not given you our decision on your request by 30 April for new session P1 and S1 requests (or within two months for requests made at other times of the year or for new session other stages applications), you may make an appeal to an appeal committee.

You can appeal against a placing request refusal only once in a 12 month period. This does not mean that you cannot make another placing request. It just means that if we refuse your first placing request and you lodge an appeal, you cannot appeal to the appeal committee again, on another placing request decision, within 12 months of the date of receipt of the original appeal letter.

You must appeal in writing to the director of Children's Services. By the time of the appeal, you will know why we refused your placing request. At the appeal hearing you will have the chance to present your case in person or through a representative.

If the appeal committee agree that we were right to refuse your child a place in the school you want, you have 28 days from receiving the appeal committee's decision to appeal to the Sheriff Court.

In case places become available in the school you want, we will keep your request open until 31 August of the year you made it unless you tell us you want to change your request to another school.

Pupil travel

We do not provide travel for placing requests, however for catchment pupils we do provide free home to school transport for all primary pupils who live more than 1.6 kilometres (one mile) from their catchment school and to secondary pupils who live more than 3.2 kilometres (two miles) from their catchment school. The distances are based on the recognised shortest, safe walking route (further details available in the department's "Home to School Transport Policy". This policy may be reviewed at any time. We may provide transport for children with additional support needs. For more information, phone 0300 300 0170.

Gaelic Medium Education

Gaelic medium education is now an established sector in Scottish education. Gaelic medium education includes children who come from families where Gaelic is spoken and children from families with little or no background in the language. Gaelic medium education is currently available in approximately half of the education authorities across Scotland.

Due to a low number of requests, and lack of availability of qualified staff, there is currently no provision within Renfrewshire itself, however, children from Renfrewshire currently have access to Gaelic medium education as a result of partnerships with other neighbouring local authorities. When making a placing request for this provision, the appropriate local authority placing request application form should be used.

Although the information in this document is correct at the time of printing, it is possible that arrangements could change either before the start of, or during the course of, the school year in question, or in relation to later school years. This information leaflet only provides general guidance about placing requests.

Placing Request Application Form

Parent/Carer or Young Person over 16 Details:

Title: _____ First Name: _____ Last Name: _____

Home Address: _____

_____ Postcode: _____

Telephone Number: _____ Email: _____

If you would like to discuss this application by telephone, please complete this security question - What was the name of your first primary school?

Answer: _____

Child / Young Person: First Name _____ Last Name _____

Date of Birth ____ / ____ / ____ Gender _____

Additional Support Needs:

Does the child/young person have any additional support needs? YES ☐ NO ☐

If so please specify, and attach any reports or evidence.

If the child / young person is receiving additional support in the current nursery or school, what is the support and who provides it?

Does the child/young person have, or there is in preparation, or have you asked for an assessment for a Coordinated Support Plan (CSP)? YES ☐ NO ☐

School Details:

My child currently attends (specify Nursery or School): _____

I would like my child to go to (specify school): _____

The catchment school for my area is: _____

Session to Start (e.g. 2020): 20____ Stage required (please tick one box below).

Stage in primary P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☐ P7 ☐

Stage in secondary S1 ☐ S2 ☐ S3 ☐ S4 ☐ S5 ☐ S6 ☐

If the application is for a place in stages S3 to S6 of a secondary school, please advise of subjects and levels being studied e.g. English, Level: National 4

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7	Subject 8	Subject 9

Priorities

We grant placing requests on the basis of priorities set out below:-

Please tick one box below that applies to your situation:-

Tick	PRIORITY
	<p>1. Renfrewshire Resident Denominational Primary School only - The pupil is baptised Roman Catholic.</p> <p>Denominational Secondary School only – The pupil is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school.</p> <p><i>If oversubscribed at this point a ballot, prioritising siblings is required. If applicable and siblings attend the school please provide name(s) and stage(s) below</i></p> <p>_____</p>
	<p>2. Renfrewshire and Non-Renfrewshire Residents The pupil has sibling(s) attend the school and will continue to do so at time of placement.</p> <p>Please provide name(s) and stage(s) _____</p>
	<p>3. Renfrewshire Resident For Secondary Schools only - The pupil attends a primary school, associated with the relevant secondary school.</p>
	<p>4. Renfrewshire Resident The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).</p>
	<p>5. Renfrewshire Resident Categories 1 – 4 do not apply.</p>
	<p>6. Non-Renfrewshire Resident Denominational Primary School only - The pupil is baptised Roman Catholic.</p> <p>Denominational Secondary School only – The pupil is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school.</p>
	<p>7. Non- Renfrewshire Resident For Secondary Schools only - The pupil attends a primary school, associated with the relevant secondary school.</p>
	<p>8. Non-Renfrewshire Resident The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).</p>
	<p>9. Non-Renfrewshire Resident Categories 1 – 8 do not apply.</p>

In-line with placing request legislation, no decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

Data Protection

We need your details for the purposes of dealing with your application for a placing request and they will be used for the purposes of the Council's public functions. The Council may check your details with other information held and may share these with other Council services and other local authorities to check the accuracy of the information and to prevent or detect fraud or crime or to protect public funds.

Further information on how the Council handles your personal information can be found on: www.renfrewshire.gov.uk/article/2201/privacy-policy

If your child currently attends a school or nursery outside the Renfrewshire Council area, we would also seek access to the education records for your child from that education authority. By signing the declaration below, you consent to Renfrewshire Council Children's Services receiving a copy and access to your child's current educational record held by that education authority.

If you require further information on how the Council will process your application, information on schools or help with completion of this application form, please contact: 0300 300 0170.

Please add any other relevant information here:

Declaration

I confirm that I have made myself fully aware of Renfrewshire Councils "Sending Your Child to School" information pack before submitting this application form. The information I have given is full and correct in every respect to the best of my knowledge.

I acknowledge that if the information that I have submitted is found to be fraudulent my placing request application will be rescinded and the Council could pass the matter to the Procurator Fiscal's Office. I acknowledge that the form will be returned to me if I have not completed the application in full.

I have read and understood the statement under the Data Protection Act 1998.

I am aware that if this placing request is granted, it may not be possible for future sibling applications to be granted.

I also confirm that I am aware that if applicable to my application, when transferring from primary to secondary school the granting of a placing request does not guarantee entry to the associated secondary school. The allocation of secondary placement will be dependent on my home address.

I understand that Renfrewshire Council do not provide transport for pupils attending schools as a result of successful placing requests.

Signature of Parent/Carer or Young Person (if over 16)

Date _____

Please send completed form to:

Renfrewshire Council, Children's Services, Cotton Street, Paisley PA1 1LQ.

Alternatively scan the completed form to cssupport@renfrewshire.gov.uk

The Council would like to keep in touch with you about your experience of the placing request process and would like to send you a questionnaire to complete.

Please tick here if you **would not** like us to do that ☐

RESERVATION OF PLACES IN SCHOOLS POLICY

On occasion, a number of Renfrewshire schools are unable to provide a place for children moving into the catchment area during a school session.

The Standards in Scotland's Schools etc Act (2000) addresses this problem and allows authorities the right to reserve places in schools at the start of the session for children who may move into the catchment area during the session.

The authority can reserve as many places as are, in its opinion reasonably required to accommodate pupils who are likely to become resident in the catchment area of the school over the course of a school session. However, reserved spaces may be used at the start of a term if the catchment demand for places requires the spaces.

To facilitate the provision of a school place in a local school for children moving into a catchment area during a school session, places will be reserved at the start of the session as follows:

- (i) For primary schools, one place per class per stage and one place per composite class.
e.g. P1 max intake is = 50 (2 classes of 25).
2 classes = 2 reserved spaces for this year stage are required.

Current maximum class sizes in Primary Schools are:-

P1 = 25

P2 = 30

P3 = 30

P4 = 33

P5 = 33

P6 = 33

P7 = 33

For all stages Composite Classes = 25

(Minimum number of pupils in a composite year stage is 5

e.g. P1/2 = 5 P1 pupils and 20 P2 pupils)

- (ii) For secondary schools one place per two register classes, per year group.

A year stage intake is set so that one place is reserved for every two register classes in that year stage. This would be rounded up for schools with an odd number of register classes.

Number of Register Classes	Number of Reserved Spaces Held
1	1
2	1
3	2
4	2
5	3
6	3
7	4
8	4
9	5
10	5

- e.g. S1 maximum intake is = 165 (5 register classes of 33)
5 register classes = 3 reserved spaces will be held

Catchment Allocations Policy for Primary Schools

Based on the pupil's home address, this will determine the primary catchment schools available. The pupil should be enrolled at either the denominational or non-denominational school accordingly.

Only where there are not enough catchment spaces for all pupils, the following priorities will be applied in the order below:-

Denominational Primary Schools	Non-Denominational Primary Schools
1. The pupil is baptised Roman Catholic. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	1. <i>Not Applicable for non-denominational primary schools</i>
2. The pupil has sibling(s) in the school. <i>If oversubscribed at this point a ballot is required.</i>	2. The pupil has sibling(s) in the school. <i>If oversubscribed at this point a ballot is required.</i>
3. The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school . e.g. wheelchair user where no lift / stair lift is available). <i>If oversubscribed at this point a ballot is required.</i>	3. The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school . e.g. wheelchair user where no lift / stair lift is available). <i>If oversubscribed at this point a ballot is required.</i>
4. None of the above applies. <i>If oversubscribed at this point a ballot is required.</i>	4. None of the above applies. <i>If oversubscribed at this point a ballot is required.</i>

Where a school is oversubscribed at any of the above priorities a ballot for the available spaces will be held. Ballot Process Policy (Appendix F) will be followed.

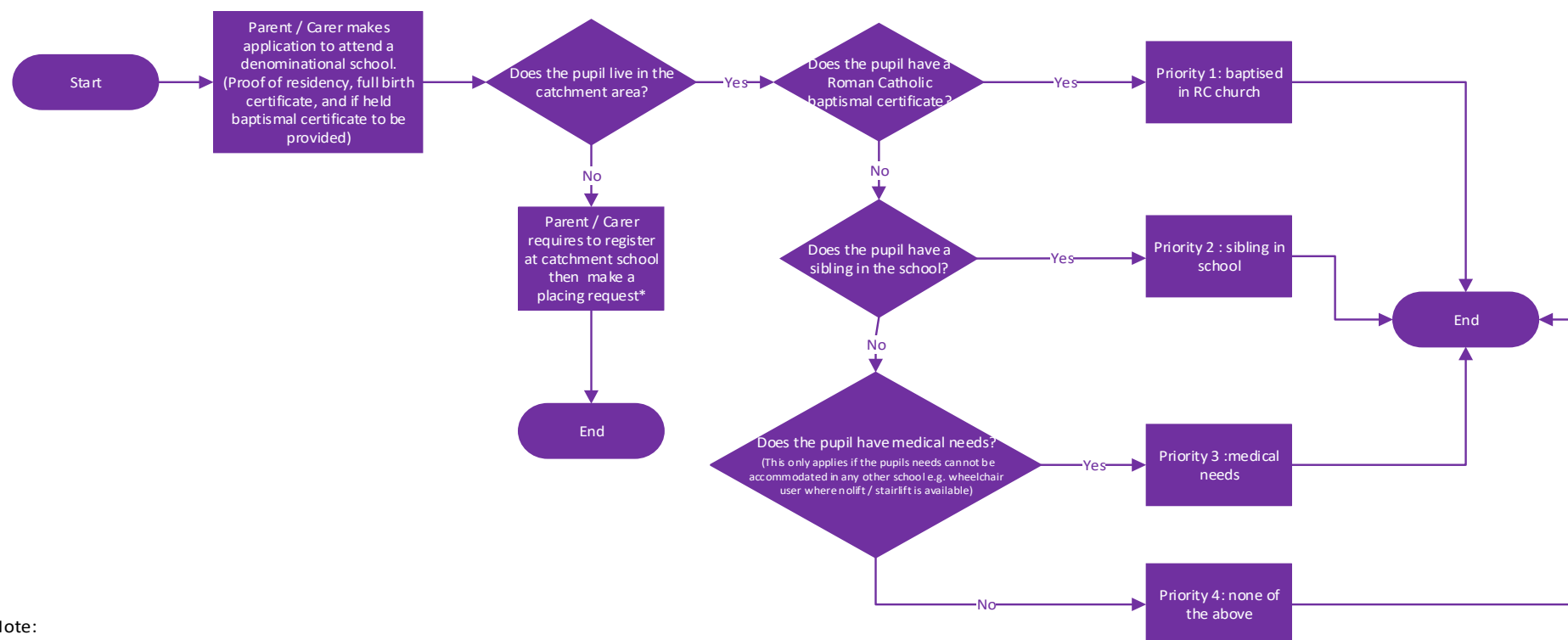
Those pupils not offered a place through this process will be recorded on a "waiting list", this list will apply to the current academic year only.

After the allocation of places if there are no spaces available, any new requests will be added to the end of the waiting list where applicable.

Pictorial representations of the policy process for both primary denominational and primary non-denominational journeys are detailed below.

P1 Enrolment for Denominational Primary Schools

Prioritisation



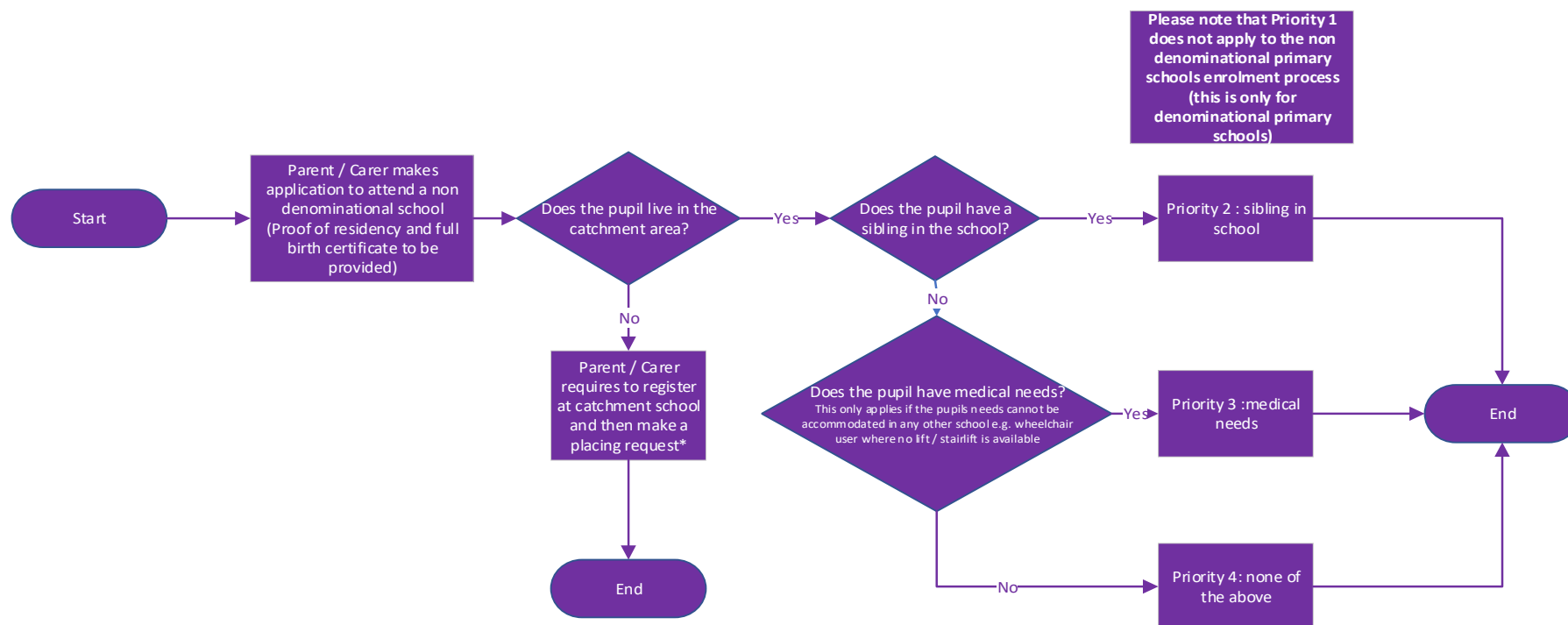
Note:

- Where a school is oversubscribed at any of the above priorities a ballot for the available spaces will be held with priority for siblings provided. Those pupils not offered a place through this process will be recorded on a “waiting list” for the current academic year.
- After the allocation of places if there are no spaces available, any new requests will be added to the end of the waiting list where applicable.

* Where a pupil does not live in the catchment area for a school they will require to make a placing request. If there are spaces available following catchment allocations, applications will be allocated in line with Placing Request Priorities.

P1 Enrolment for Non Denominational Primary Schools

Prioritisation



Note:

- Where a school is oversubscribed at any of the above priorities a ballot for the available spaces will be held with priority for siblings provided. Those pupils not offered a place through this process will be recorded on a “waiting list” for the current academic year.
- After the allocation of places if there are no spaces available, any new requests will be added to the end of the waiting list where applicable.

* Where a pupil does not live in the catchment area for a school they will require to make a placing request. If there are spaces available following catchment allocations, applications will be allocated in line with Placing Request Priorities.

Catchment Allocations Policy for Secondary Schools

Based on the primary school attended and the pupil's home address, this will determine the secondary catchment school for a pupil.

Only where there are not enough catchment spaces for all pupils, the following priorities will be applied in the order below:-

Denominational Secondary Schools	Non-Denominational Secondary Schools
1. The pupil is baptised Roman Catholic and has always attended a denominational primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	1. The pupil has always attended a non-denominational primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
2. The pupil is baptised Roman Catholic; has moved into a denominational primary school associated with the relevant secondary school after Primary 1 but has attended a denominational school since primary 1 elsewhere. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	2. The pupil has moved into a non-denominational primary school associated with the relevant secondary school after Primary 1 but has attended a non-denominational school since primary 1 elsewhere. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
3. The pupil is baptised Roman Catholic and has attended a denominational primary school since primary 1. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	3. <i>Not Applicable for non-denominational secondary schools</i>
4. The pupil is baptised Roman Catholic but attending a non-denominational school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	4. <i>Not Applicable for non-denominational secondary schools.</i>
5. The pupil attends a denominational primary school, associated to the relevant secondary school but is not baptised. <i>If oversubscribed at this point a ballot, prioritising siblings and length of time attended is required.</i>	5. The pupil attends a non-denominational primary school, associated to the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings and length of time attended is required.</i>
6. The pupil attends a non-denominational Renfrewshire school or a school outwith the authority. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	6. The pupil attends a denominational school or a school outwith the authority. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
7. The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school . e.g. wheelchair user where no lift / stair lift is available).	7. The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school . e.g. wheelchair user where no lift / stair lift is available).
8. None of the above applies.	8. None of the above applies.

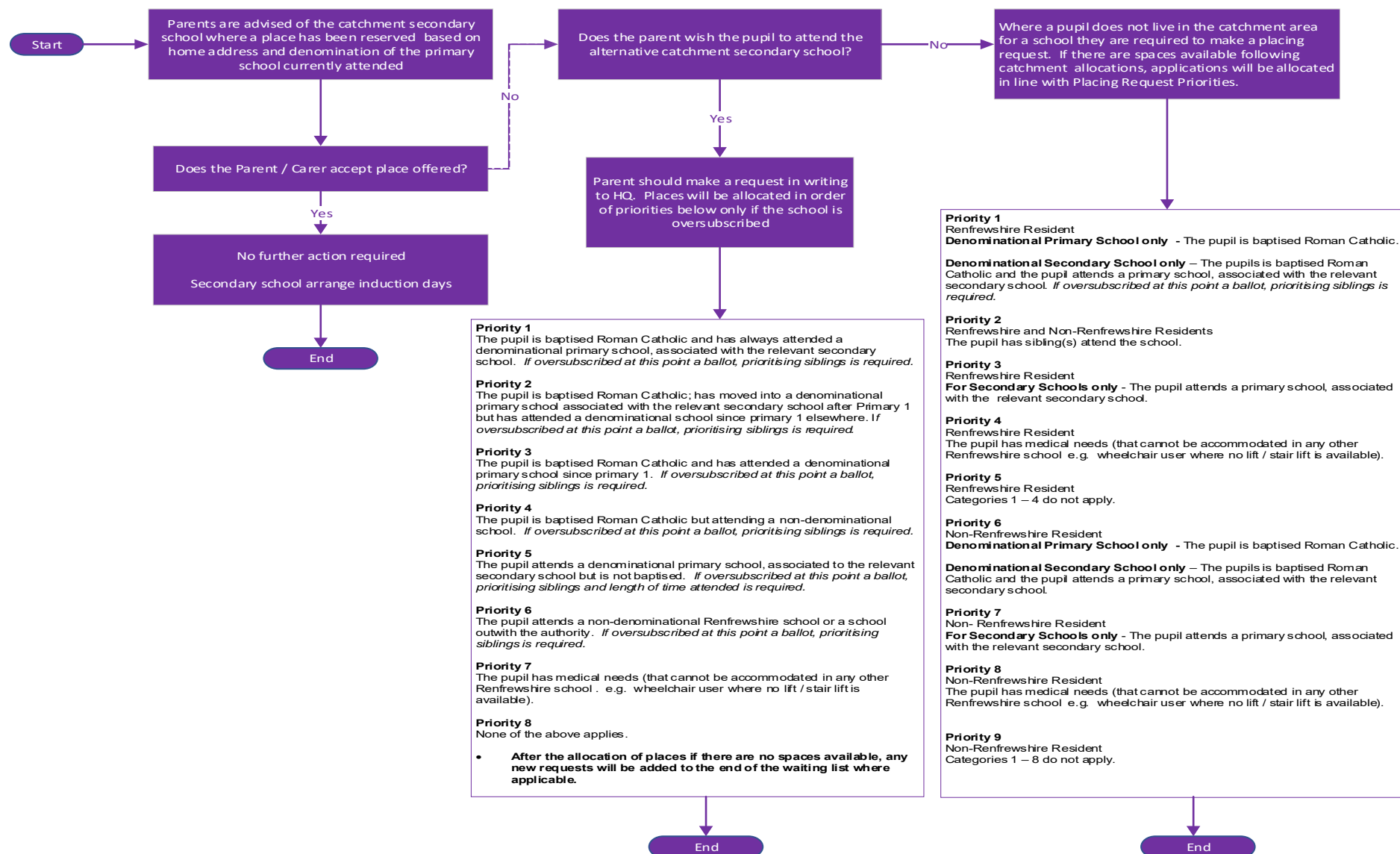
Where a school is oversubscribed at any of the above priorities a ballot for the available spaces will be held. Ballot Process Policy (Appendix F) will be followed.

Those pupils not offered a place through this process will be recorded on a "waiting list", this list will apply to the current academic year only. After the allocation of places if there are no spaces available, any new requests will be added to the end of the waiting list where applicable.

Pictorial representations of the policy process for both secondary denominational and secondary non-denominational journeys are detailed below.

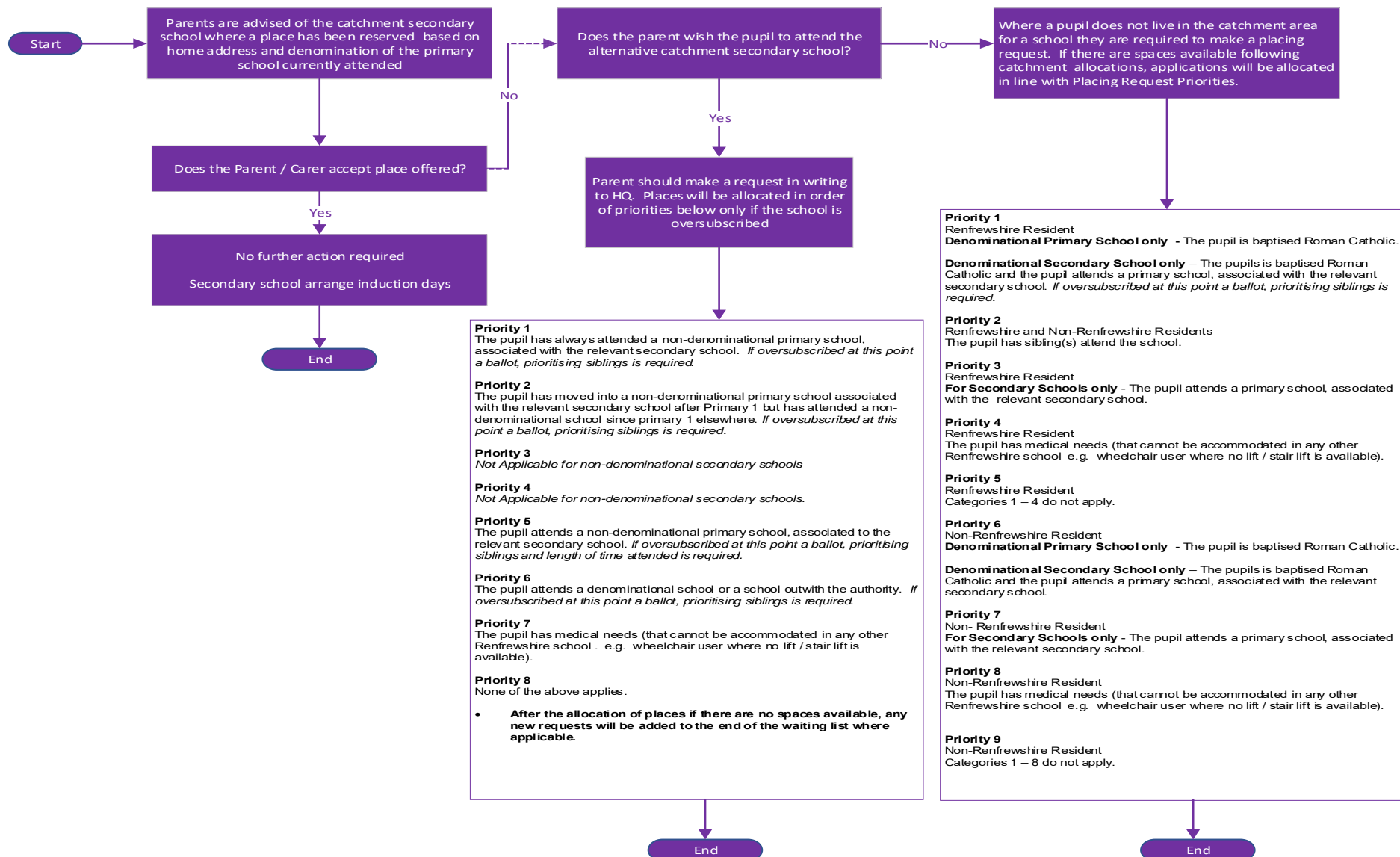
Primary 7 to Secondary 1 transfer: denominational

Prioritisation



Primary 7 to Secondary 1 transfer: non-denominational

Prioritisation



Placing Request Allocations Policy

When a pupil does not wish to attend the school for their catchment area and they wish to attend another school within Renfrewshire they are required to make a placing request.

The placing request will be considered, if following catchment place allocations, there are spaces still available.

Where there are not enough placing request spaces for all pupils, the following priorities will be applied in the order below:-

Priorities	
1. Renfrewshire Resident	Denominational Primary School only - The pupil is baptised Roman Catholic.
	Denominational Secondary School only – The pupils is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
2. Renfrewshire and Non-Renfrewshire Residents	The pupil has sibling(s) attend the school.
3. Renfrewshire Resident	For Secondary Schools only - The pupil attends a primary school, associated with the relevant secondary school.
4. Renfrewshire Resident	The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).
5. Renfrewshire Resident	Categories 1 – 4 do not apply.
6. Non-Renfrewshire Resident	Denominational Primary School only - The pupil is baptised Roman Catholic.
	Denominational Secondary School only – The pupils is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school.
7. Non-Renfrewshire Resident	For Secondary Schools only - The pupil attends a primary school, associated with the relevant secondary school.
8. Non-Renfrewshire Resident	The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).
9. Non-Renfrewshire Resident	Categories 1 – 8 do not apply.

To be considered in the first round of allocations for the start of a new academic session, applications should be made before the 15th of March prior to the August intake. In line with placing request legislation, no decisions will be made before this date.

Where there are more requests than spaces available it may be necessary to carry out a ballot within a particular priority. Ballot Process Policy (Appendix F) will be followed.

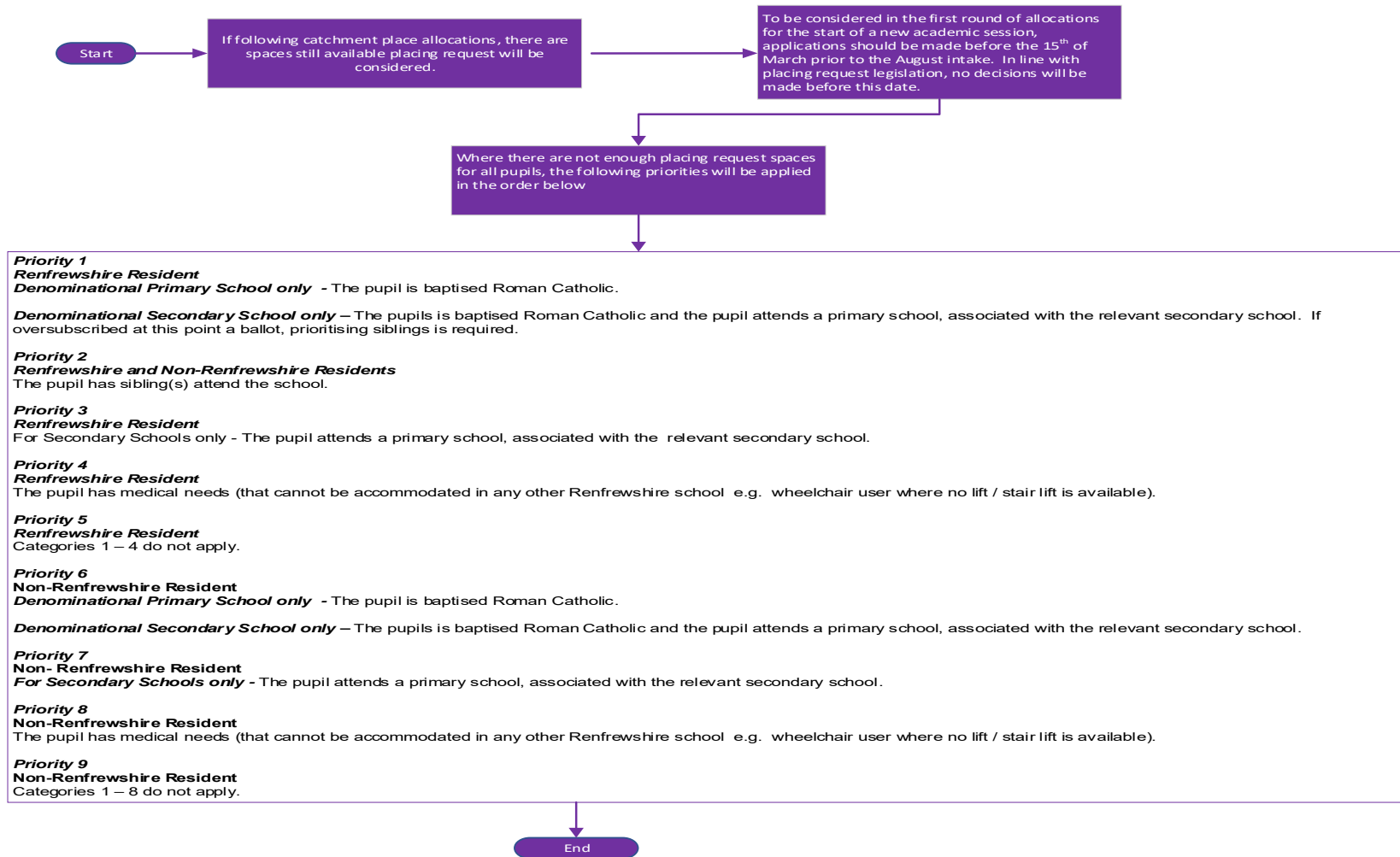
If further places become available after the first round of allocations, all current requests will be considered and allocated in order of priorities above.

Unsuccessful placing request applications for the start of a new academic year will be held until 31st August of that year. Applications made outwith the start of a new academic year, will be held until the end of the academic year applied for.

Pictorial representations of the policy process for placing request journey is detailed below.

Placing Request

Prioritisation



Ballot Process Policy

Where a ballot may be required for the allocation of places in schools, the ballot will be carried out by an officer from the Council's Internal Audit department. This officer is completely independent of the allocations process and is there to ensure fairness and transparency in the process.

- The officer is given a copy of the list of eligible children to be considered in the ballot.
- The officer will check the names on the list to ensure all eligible children are included and sign the sheet of names to verify all have been accounted.
- Where a priority states "*If oversubscribed at this point a ballot, prioritising siblings is required*" the children eligible who meet sibling criteria will be balloted firstly.
- When the names are checked, they are separated, folded and put into a large ballot envelope.
- As each successful name is pulled out, it is noted on the ballot sheet. (For twins / triplets etc if one sibling is drawn from the ballot the others will automatically receive the next allocation of spaces, if available).
- When the ballot has been concluded the officer selecting the names signs the ballot sheet and this is retained as a formal record of the procedure.
- The number of spaces available will be allocated in order of the ballot.
- For catchment allocations –
In the eventuality of any further spaces becoming available these will be allocated in order of the ballot list. Any requests received after the initial ballot will be added to the end of the ballot list.

Ballot waiting lists will be held until the end of the academic year applied for.

- For placing request allocations –
In the eventuality of any further spaces becoming available these will be allocated in line with priorities for placing requests, for all current applications held at that time.

Unsuccessful applications for the start of a new academic year, will be held until 31st August of that year. Applications made for out with the start of a new academic year, will be held until the end of the academic year applied for.

Appendix G

Secondary School	Associated Primary Schools
Castlehead High School (Non-Denominational Cluster)	Glencoats PS
	West PS
	Wallace PS
Gleniffer High School (Non-Denominational Cluster)	Brediland PS
	Bushes PS
	Heriot PS
	Langcraigs PS
	Lochfield PS
Gryffe High School (Non-Denominational Cluster)	Bridge of Weir PS
	Houston PS
Johnstone High School (Non-Denominational Cluster)	Auchenlodment PS
	Cochrane Castle PS
	Fordbank PS
	Howwood PS
	Kilbarchan PS
	Lochwinnoch PS
	Thorn PS
Linwood High School (Non-Denominational Cluster)	East Fulton PS
	Woodlands PS
Paisley Grammar (Non-Denominational Cluster)	Gallowhill PS
	Mossvale PS
	Ralston PS
	Todholm PS
	Williamsburgh PS
Park Mains High School (Non-Denominational Cluster)	Bargarran PS
	Barsail PS
	Bishopton PS
	Inchinnan PS
	Langbank PS
	Rashielea PS
Renfrew HS (Non-Denominational Cluster)	Arkleston PS
	Kirklandneuk PS
	Newmains PS
St Andrew's Academy (Denominational Cluster)	St Charles' PS
	St Fergus' PS
	St James's PS (Paisley)
	St John Ogilvie PS
	St Mary's PS
	St Paul's PS
	St Peter's PS
	St Catherine's PS (split catchment)
St Benedict's High School (Denominational Cluster)	Our Lady of Peace PS
	St Anthony's PS
	St David's PS
	St Fillan's PS
	St Margaret's PS
Trinity High School (Denominational Cluster)	St Anne's PS
	St Catherine's PS (split catchment)
	St James's PS Ren
	St John Bosco PS



REGISTRATION FOR EDUCATION

Parents can register their child in only one catchment school, either the denominational or the non-denominational school. If parents do not wish to attend either catchment school, a placing request application is required.

Name of School: _____

Pupil's Name: Forename(s): _____ Surname: _____

Sex: Male ☐ Female ☐

Date of birth:

<u>DAY</u>	<u>MONTH</u>	<u>YEAR</u>

Was your child premature? Yes ☐ No ☐

If yes, were they born between:

weeks 30-36 Yes ☐ No ☐
Below 30 Weeks Yes ☐ No ☐

Nursery the child currently attends: _____

Parent/Carer Details:-

Forename(s): _____ Surname: _____

Address: _____

Postcode: _____ email: _____

Telephone No: _____ Mobile No: _____

Does the child have an older sibling in the school? Yes ☐ No ☐

Sibling(s) Name: _____ Year Stage: _____

Residence of child: (If different from parent/carers)

Postcode: _____ Telephone No: _____

Parents/carers must provide satisfactory documentary evidence of the age of their child and that their family reside within the catchment area of the school. This evidence includes:

No.	Document	For Verification of	Received
1	Child's full Birth Certificate	Required to verify child's date of birth for allocation of correct year stage. Held for verification of who has parental rights.	
2	Most recent Council Tax Notice or if not currently resident in the property either a concluded missive or a signed and witnessed tenancy agreement/lease.	Required to verify that home address is within catchment area of the requested school. We will check the information provided with other Council departments and our audit colleagues and this may include visiting your home to confirm residence. We may also check your address again prior to a school term commencing and if we suspect fraud we may rescind your place and could refer the matter to the Procurator Fiscal.	
3	Child Benefit Statement. In the event that a Child Benefit Statement is not available, a Driving Licence or a Bank Statement/utility bill showing transactions over the most recent 3 months and the applicant's address may be accepted. Or If appropriate to current circumstances - Court Order / Looked After Child / Foster Carer document(s).	Verification of address of parent with whom the child is living with.	
4	Roman Catholic Baptismal Certificate (if applicable)	Verification of baptismal status. Only where a denominational school is oversubscribed this may be required for prioritisation purposes.	

The list above is not exhaustive and the Council retains the right to ask for further information.

Has the parent/carer been advised of his/her right to request to place the child in a school other than this one?

Yes ☐ No ☐

Decision of Parent/Carer – Tick one as appropriate:

- ☐ Enrol in catchment school
- ☐ Making a placing request Which school is request being made to? _____
- ☐ Making a placing request for Gaelic Medium Education
- ☐ Deferring entry to school. Has parent made application to defer? Yes ☐ No ☐
(If deferring entry, please check if the parent has made an application to nursery. If the answer is no, parent should be advised to contact nursery and request an application as soon possible.)

Secondary Provision

Parents are advised that when registering at a primary school, there is no automatic guarantee of transfer from the primary school to the associated secondary school.

As part of the P7-S1 transition programme, all parents/carers of children in P7 who attend a Renfrewshire primary school will be advised of the designated catchment school to be allocated, based on the pupil's current home address and denomination of primary school currently attended.

Evidence of residency may be requested by Children's Services at any time, as part of the above allocation process.

Further information is available within the Council's Admissions to Schools and Placing Request Policy.

Data Protection

We need your details for the purposes of dealing with school registration and they will be used for the purposes of the Council's public functions. The Council may check your details with other information held and may share these with other Council services and other local authorities to check the accuracy of the information and to prevent or detect fraud or crime or to protect public funds.

Further information on how the Council handles your personal information can be found on: <http://www.renfrewshire.gov.uk/article/2201/privacy-policy>

Declaration

I confirm that I have read and understand the information provided above.

The information I have given is full and correct in every respect to the best of my knowledge. I acknowledge that if the information that I have submitted is found to be fraudulent my application will be rescinded and the Council could pass the matter to the Procurator Fiscal's Office.

If I change address I understand that I require to notify the school immediately.

I also confirm that I am aware that when transferring from primary to secondary school the granting of a placing request does not guarantee entry to the associated secondary school. The allocation of secondary placement will be dependent on my home address and denomination of primary school attended.

I have read and understood the statement under the Data Protection Act 1998.

Signature of Parent/Carer

Date _____

PRIMARY REQUEST TO REMAIN LETTER
TO BE SENT RECORDED DELIVERY TO PUPIL'S NEW ADDRESS
FROM THE SCHOOL

Dear

Request to remain at :...NAME OF SCHOOL Stage P.....

CHILD'S NAME:..... D.O.B.:.....

I understand you have recently changed/are about to change residence to an area outwith the delineated area of INSERT NAME OF SCHOOL, you have requested that your child, remain in this school.

I would advise you that your request, which is in effect a placing request for your child to continue to be educated in this school, can be granted.

The Council's policy on home to school transport regarding placing requests will apply in these circumstances, "In the case of a pupil who attends a school by virtue of a placing request, the parents or carers are responsible for arranging transport to school".

I would also like to clarify that should you wish your child to attend the secondary school associated with this primary school you may require, if your home address is not within the catchment area of the secondary school, to submit a placing request at the primary 7 stage prior to transfer to secondary education.

On the understanding of the above _____ will be most welcome to remain in this school and I hope that he/she will enjoy a fulfilling future educational career with us.

Yours sincerely

Head Teacher

A copy of this letter once filled out and put on to school headed paper, should also be sent to Children's Services Support HQ.

SECONDARY REQUEST TO REMAIN LETTER
TO BE SENT RECORDED DELIVERY TO PUPIL'S NEW ADDRESS
FROM THE SCHOOL

Dear

Request to remain at :...NAME OF SCHOOL Stage S.....

CHILD'S NAME:..... D.O.B.:.....

I understand you have recently changed/are about to change residence to an area outwith the delineated area of INSERT NAME OF SCHOOL, you have requested that your child, remain in this school.

I would advise you that your request, which is in effect a placing request for your child to continue to be educated in this school, can be granted.

The Council's policy on home to school transport regarding placing requests will apply in these circumstances, "In the case of a pupil who attends a school by virtue of a placing request, the parents or carers are responsible for arranging transport to school".

On the understanding of the above _____ will be most welcome to remain in this school and I hope that he/she will enjoy a fulfilling future educational career with us.

Yours sincerely

Head Teacher

A copy of this letter once filled out and put on to school headed paper, should also be sent to Children's Services Support HQ.

Information For Parents – Transfer from primary to secondary school

A group of primary schools in an area are normally associated with a secondary school.

All secondary schools have a catchment area which includes their associated primary schools.

Pupils transfer from primary school to secondary school between the ages of 11 and 12 (in most cases). If you live within Renfrewshire, Children's Services can tell you the name of the secondary school to which your child should normally transfer after the primary 7 stage.

When your child is due to transfer from primary to secondary at the beginning of a new session in August, if you live within Renfrewshire you will be notified based on your home address and denomination of primary school attended, of the secondary school where a place has been allocated.

If you wish to attend the alternative denomination of secondary school for your catchment area, to that allocated you will be asked to put this request in writing. There is no guarantee of entry when changing denomination at the secondary school stage.

If you live out with Renfrewshire you should contact your local authority regarding provision, you can also consider making a placing request to attend a Renfrewshire secondary school.

You should note that the granting of a placing request to a primary school, when transferring from primary to secondary school does not guarantee entry to the associated secondary school.

Places in schools will be allocated in line with the Council's Admissions to Schools and Placing Request policy.

Renfrewshire secondary school handbooks are available from individual secondary schools. Details of induction days and parents' meetings will be provided by secondary schools.

Further information / Admissions to Schools and Placing Request Policy can be found by visiting www.renfrewshire.gov.uk or by telephoning 0300 300 0170.



To: Education and Children's Services Policy Board

On: 16 January 2020

Report by: Director of Children's Services

Heading: Response to proposal to consult on a catchment review affecting Inchinnan Primary School and Rashielea Primary School

1. Summary

- 1.1 On 22 August 2019 the education and children's services policy board agreed to a formal consultation on a proposal to review catchment arrangements affecting Inchinnan Primary School and Rashielea Primary School.
 - 1.2 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, a formal consultation on the proposal was undertaken and a consultation document was prepared and issued simultaneously to parents and interested parties affected by the proposal.
 - 1.3 The consultation commenced on 2 September 2019 and closed at 12 noon on 4 November 2019.
 - 1.4 The purpose of this report is to provide the education and children's services policy board with recommendations which recognise the issues raised, comments made and responses provided, in the course of the consultation exercise. A report on the issues raised and a consideration of these is included as Appendix 1 to this document.
 - 1.5 The outcome of this consultation demonstrates support for the proposal and the education and children's services policy board is therefore asked to approve the recommendation to alter the catchment areas affecting Inchinnan Primary School and Rashielea Primary School.
-

2. Recommendations

- 2.1. The education and children's services policy board is asked to:
 - note the issues raised through the formal consultation detailed in Appendix 1;

- note the comments made by Education Scotland in relation to the educational benefits of the proposals detailed in appendix 6;
 - approve the revised catchment arrangements affecting Inchinnan Primary School and Rashielea Primary School; and
 - approve the implementation of the catchment changes from August 2021.
-

3. Background

- 3.1 The education and children's services policy board agreed to a formal consultation on the proposal to review catchment arrangements affecting Inchinnan Primary School and Rashielea Primary School.
 - 3.2 Elected members agreed a consultation document which was subsequently issued to parents and interested parties affected by the proposal. A copy of the consultation document is attached to this report as Appendix 2.
 - 3.3 The consultation commenced on 2 September 2019 and closed at 12 noon on 4 November 2019.
 - 3.4 Responses to the proposal to review the catchment areas affecting Inchinnan Primary School and Rashielea Primary School are contained within Appendix 1 to this report.
-

4. Consultation

- 4.1. Following agreement to consult on the proposal to review catchment arrangements a consultation document was issued to parents and interested parties affected by the proposals.
 - 4.2. The consultation document invited members of the public to respond to the proposals either through contributions to a public consultation meeting or by written submissions in hard copy or email to the director of children's services. Interested parties also had the opportunity to take part in the consultation through the Council's online survey.
 - 4.3. A public meeting was held for parents and members of the public as part of the consultation process on 11 September 2019.

A brief presentation was made by officers from children's services to outline the background to the proposal, highlighting the impact this would have on the school communities. Questions were invited and notes of the questions asked and the answers provided by education officers were recorded.
 - 4.4. A report on written responses received and comments made through the Council's online survey is attached as Appendix 1 to this report.
-

5. Comments and observations arising from the consultation

- 5.1. During the course of the consultation, questions were raised regarding how the Council would progress this proposal. Appendix 1 to this document, "Response to the consultation on the proposal to review catchment arrangements affecting Inchinnan Primary School and Rashielea Primary School", details the questions asked and the responses provided.

- 5.2. Education Scotland has been consulted on the proposal in line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014. The response received from Education Scotland was supportive of the Council's proposal and is attached to this document as Appendix 6. A summary of this finding is noted below.
- 5.3. Education Scotland found that overall, Renfrewshire Council's proposal to review the catchment area of Rashielea Primary School and Inchinnan Primary School offers potential educational benefit by allocating an area where a new housing development will be built to the school site better able to accommodate any increased roll that results.

Implications of this report

1. Financial

None. The cost of free school transport will have to be addressed from existing resources.

2. HR and Organisational Development

None.

3. Community/Council Planning

Our Renfrewshire is thriving - All non-denominational pupils within the defined area will have the opportunity to attend the same primary school.

4. Legal

Renfrewshire Council will adhere to the Schools (Consultation) (Scotland) Act 2010 (the 2010 Act) in respect of any proposals that alter education provision.

5. Property/Assets

Through its school estate the Council aims to have an efficient and well maintained property portfolio which provides learning environments which support the delivery of the curriculum.

6. Information Technology

None.

7. Equality and Human Rights

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. An equalities impact assessment is attached as Appendix 5 to this report.

8. Health and Safety

None.

9. Procurement

None.

- 10. Risk**
None.
- 11. Privacy Impact**
None.
- 12. Cosla Policy Position**
None.
- 13. Climate Risk**
None.

List of Background Papers

- (a) Background Paper 1: "Proposal to Consult on a catchment review affecting Inchinnan Primary School and Rashielea Primary School". ECSPB 22 August 2019

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, Education Manager, 0141 618 7241, ian.thomson@renfrewshire.gov.uk

Children's Services
IT/GMcK/LG
9 December 2019

Author: Ian Thomson, Education Manager, 0141 618 7241, ian.thomson@renfrewshire.gov.uk

Response to the consultation on the proposal to review catchment arrangements affecting Inchinnan Primary School and Rashielea Primary School.

1. Consultation Process

- 1.1. Following agreement to consult on the proposal of a catchment review affecting Inchinnan Primary School and Rashielea Primary School a consultation document was issued to all interested parties.
- 1.2. A public consultation meeting was held with parents, members of the public and staff from the affected schools on 11 September 2019.
- 1.3. The consultation commenced on 2 September 2019 and closed at 12 noon on 4 November 2019.
- 1.4. Copies of the consultation document were made available to parents of every pupil in attendance at the public meeting and to all parent council groups. Copies of the document were also distributed to local libraries and a copy was placed on the Council website. An advert to notify the public of the consultation meeting was also placed in the local press. In addition, the consultation document was made available to council officers, local elected members, MSPs and MPs for the Renfrewshire area and Education Scotland.
- 1.5. All formal responses submitted as part of the consultation exercise have been retained and can be viewed on request to the director of children's services.

2. The Consultation

A number of written responses were received from interested parties registering their comments on the proposal. The following is a breakdown of responses that were received:

Category	Number of Responses	Type of Response
Friend	1	on-line survey or questionnaire
Other	2	on-line survey or questionnaire
Parent/ Carer	27	on-line survey or questionnaire
Pupil of affected school	2	on-line survey or questionnaire
Renfrewshire Resident	1	on-line survey or questionnaire
School staff	2	on-line survey or questionnaire
Parent/ Carer	2	e-mailed question

- 2.1. The public meeting was held in Rashielea Primary School on 11 September 2019 and was attended by 23 people.
- 2.2. A note of the meeting was taken and can be obtained by request to the director of children's services and can be viewed on the Council website.

- 2.3. The staff at both schools were advised of the consultation and had the opportunity to attend the public event.

3. Analysis of key issues raised during the consultation

- 3.1. 2 general enquiries and 35 responses, totalling 92 comments, were received via the on-line survey or questionnaire.
- 3.2. Of the 35 responses received 16 responders, totalling 28 comments, indicated that they did not wish their comments to be made public. These comments have been considered and responded to through Renfrewshire Council's responses noted at section 4 below but they are not recorded as specific questions or comments below.
- 3.3. 70 comments (76.09%) were supportive of the proposal and 22 (23.91%) comments were against.

4. Response to key issues raised during the consultation

- 4.1. Questions, comments and responses from public meeting have been summarised below. The director of children's services advised that:
- 4.1.1. Renfrewshire Council approved a new school estate management plan (SEMP) in May 2019;
- 4.1.2. The Council continually reviews the performance of the school estate in terms of core fact findings which relate to the sufficiency, condition and suitability of buildings;
- 4.1.3. The new SEMP also includes assessment of current and future housing development (considering how new housing impacts on roll projections);
- 4.1.4. A proposal was approved to consult on a catchment review affecting Inchinnan Primary School and Rashielea Primary School;
- 4.1.5. If approved the new Cala development at Northbar in Erskine would be re-zoned from Inchinnan Primary School catchment area to Rashielea Primary School catchment area;
- 4.1.6. Attendees were advised of Renfrewshire Council's commitment to the Equalities Act 2010; and
- 4.1.7. The presentation delivered outlined the rationale and timeline of the proposal. It highlighted the Council's commitment to improving outcomes for all children through careful management of the school estate.
- 4.1.8. The director of children's services and an education manager conducted a question and answer session:

- Q: Are you saying that the breakout spaces available within Rashielea can accommodate the additional pupils better?
- R: Both primary schools can accommodate the projected number of pupils this housing development generates.
- Q: What do you mean by breakout spaces?
- R: Our schools have traditional classrooms where learning takes place, however, not all learning takes place within classrooms and pupils are able to make use of other areas within the school grounds including outdoor learning spaces or other areas within the school buildings (gym hall etc).
- Q: Could you clarify if kids coming in would be part of a class?

- R: Any new pupils would form part of the school roll; would be assigned to a class; and would have access to a teacher with the same education provision as any other pupil within Renfrewshire.
- Q: Are there any plans to increase staffing as a teacher can't be in a class and breakout area at the same time?
- R: Schools are allocated staffing based on their roll. This can increase or decrease depending on the individual class structures, however, the schools staffing allocation ensures pupils are always supervised and would never be left unsupervised. The staffing allocation is transparent and is applied consistently across all Renfrewshire primary schools.
- Q: Would class sizes be bigger?
- R: The Scottish Government sets the maximum class sizes nationally and Renfrewshire's local policy ensures the class sizes meet the Scottish Government requirements. The structuring of classes is complex and numbers can vary year on year.
- Q: Have you took into consideration the 300 homes that fall within the catchment area as building will start soon?
- R: It was explained that our planning colleagues provide an annual Housing Land Audit, and this information is factored into the roll projections. Officers within both services meet regularly and if Children's Services officers have any concerns in relation to the impact a development may have, this information is passed to planning colleagues.
- Q: Is a lollipop person going to be put in as the round-about is dangerous?
- R: Safe walking routes are a priority for the service. Officers risk assess routes and things like drop off and pick up locations are very carefully considered.
- Q: Am I right in saying that every kid from that area would be bussed to school?
- R: All children are bussed from the opposite estate as no safe walking route is available. As no safe walking route to Inchinnan has been identified school transport would be provided to both schools. Traffic congestion is considered as part of the risk assessment process.
- Q: What will happen if Persimmon get to build at the hotel?
- R: This development is not being considered as part of this catchment review proposal. The council's roll projection methodology was explained and advised that Rashielea would be able to cope with this additional development should the planning application be approved.
- Q: Is it going to end up like Bishopton?
- R: It was explained that Bishopton is in a unique position with pressures from the new Dargavel Village development. The Council have a section 75 agreement with BAE as part of the planning process and a new school will be built to address the issues at Bishopton.
- Q: Your roll projection seems low?
- R: The roll projection model predicts around 49 primary pupils are expected to come from this development. While this might seem to be a relatively small number there are a number of other issues which must be considered such as internal migration within Renfrewshire and the fact that there will be children and young people living in the area who will attend early years centres and secondary schools.
- Q: How did this compare with Dargavel?
- R: The roll model is consistently applied across Renfrewshire. The number of houses and phasing changed from the initial set of data provided for Dargavel. The roll projections were updated to reflect the new data.
- Q: I heard the current capacity of Rashielea is 50% at the moment. Could you confirm the current capacity of Rashielea?
- R: The current capacity is 67%.

- Q: What is maximum capacity of Rashielea?
- R: Rashielea is a double stream school and the capacity is 434.
- Q: Where will bus stops be for the new development?
- R: The bus stops have not yet been determined. Environment and Infrastructure colleagues would be responsible for assessing the route and making recommendations.
- Q: In relation to the houses positioned nearer Sandielands within the development, would the children be required to walk the length of the development as it's a considerable distance?
- R: Environment and Infrastructure colleagues would be responsible for assessing the route and making recommendations.
- Q: I live behind the development. Will walkways be put in behind my house?
- R: We will pass this to our Planning colleagues and provide an answer in the document published from this evenings meeting. Our planning colleagues have advised that they can be contacted directly via e-mail dc@renfrewshire.gov.uk as they require additional personal information to be able to look into this matter further.
- Q: The water pipes are currently being installed and there are trucks which are obstructing my views?
- R: Your comments have been noted and will be passed to the relevant service.
- Q: Some parents are considering buying a Cala home. Would their children lose the right to a bus?
- R: As no safe walking route has been identified the pupils who reside within this development would qualify for school transport whether the proposal goes ahead or not.
- Q: Can Park Mains accommodate the additional pupils?
- R: Park Mains was future proofed for roll increase at the design stage. The land and infrastructure requirements are both in place should this be required.
- Q: How long would it take for an extension at Park Mains?
- R: A planning exercise involving officers from across the Council would be required to determine this.
- Q: What is the proposed occupancy without the development?
- R: This information will be provided in the document published from this evenings meeting.

Inchinnan Projections without this development are noted below:

	2019	2020	2021	2022	2023	2024
Projected roll	138	144	146	145	143	134
Projected occupancy	64%	66%	67%	67%	66%	62%

- Q: Will the extension still happen to Inchinnan Community Nursery?
- R: This proposal only considers the proposed catchment review and does not alter any planned activities. The introduction of 1140 childcare remains a key priority for the council.
- Q: My feeling is that you intend to close Inchinnan Primary School?
- R: Inchinnan Primary School is a thriving school and there are no plans to close it. Our focus is ensuring no detriment to educational outcomes for children.
- Q: For how long?
- R: Inchinnan Primary School is a thriving school and there are no plans to close it.
- Q: A large percentage of the existing Inchinnan roll is made up of placing requests. This is a desirable school?

- R: The proposal does not intend to remove parental choice and parents will still have the right to make placing request applications to any school.
- Q: If the catchment review goes ahead will Rashielea obtain funding for improvements?
- R: There are no plans within the existing SEMP for any refurbishment or upgrade to Rashielea. An explanation of how school improvements are prioritised was provided.
- Q: Will the reports in November and March be available to the public?
- R: Yes, all information will be made available. Education Scotland carryout a scrutiny role and will also visit both schools. The paper submitted to the education and children's services policy board will be available to members of the public around one week prior to the meeting.
- Q: Parents drop kids off and it can be very busy. You may wish to take account of parking facilities?
- R: It was acknowledged that drop-off and pick-up creates traffic congestion at many schools. Schools encourage children to walk where a safe walking route has been identified. The council respectfully requests that parents make positive choices when parking around schools.
- Q: Parents need to get to work and therefore choose to drop children off.
- R: Your comments have been noted.
- Q: There is a designated parking area directly across the road from Inchinnan Primary School.
- R: This requires clarification. Schools continually work with parents to ensure parking does not place any unnecessary risks on children; and minimise traffic congestion.
- Q: The parent council (Rashielea) advised that they take parking issues very seriously and have worked with nearby premises (Church of Nazarene, Beatson Brothers) who allow parking within their premises for parents to avoid parking at the school gates. The Park Mains parking has a knock-on effect for Rashielea parents.
- R: Thank you for your comments.
- Q: Does Inchinnan solely rely on placing requests?
- R: No, this is not the case.
- Q: We would rather Inchinnan Primary School rely on catchment children not placing requests.
- R: Your comments have been noted.
- Q: This is the first year Inchinnan Primary School has had 7 classes. This is the preference, not composite classes?
- R: The structuring of classes is complex and reviewed annually. Children's Services officers carry out an annual exercise which classifies the best structure available to schools based on their planned intake. Children's Services officers liaise with head teachers to ensure the best class structure is implemented locally. This varies year on year depending on numbers and composite classes will likely form part of the class structure in the future.
- Q: Should the Council not have undertaken this consultation earlier as people want to know the school catchment when purchasing houses?
- R: Point noted. The consultation timeline was agreed by board earlier this year and the timeline has been shared. Placing requests are still available to parents should the catchment review go ahead.
- Q: Could you clarify the bus arrangements for new children who move into the Cala development?
- R: Should the catchment review not go ahead, a bus to Inchinnan Primary School will be provided. Should the catchment review go ahead, a bus to Rashielea Primary School will be provided. The Council would look to utilise

existing school transport contracts given the close proximity of nearby pupils accessing the school transport bus service.

Q: Would existing children who moved to the Cala development get bussed?

R: Yes.

Q: Would it be more cost effective to build paths rather than spending money on school transport?

R: As previously stated, no safe walking route has been identified and school transport would be provided.

4.2. Questions, comments and responses from online survey have been summarised under headings below:

4.2.1. Buildings

Questions and Comments:

- Rashielea has more than enough space to accommodate more children.
- Rashielea is at 50% capacity and has plenty of space to accommodate pupils.
- Rashielea is better equipped to take the extra children.
- The rest of Abbeyfield the catchment school is Rashielea.
- Rashielea takes in a large area already.
- School roll. Additional children will increase class number. Rashielea currently has an average class size of 27, Inchinnan has an average class size of 20.
- I am against bigger class sizes in the school. It is a village school and doesn't have the capacity.
- Inchinnan does not have the size of school to cope with additional students.
- Inchinnan has a growing number of pre-school children, who will be needing space in the village school. ICC feels Inchinnan's child numbers will continue to grow in years to come and as such will need the spaces.
- Inchinnan is too small a school - would be no access for outside classroom learning.
- Inchinnan primary is a small village school that does not have capacity for the additional housing.
- Small school in Inchinnan no room for more pupils.
- The capacity in Inchinnan school including the increase in school and nursery is too great. My children will suffer especially my disabled daughter.
- The school is narrow and traditional - would feel overwhelming and crowded.
- Want Inchinnan primary to remain a small village school.
- Capacity at school. This would establish an ongoing intake at a village school ensuring its continuation as numbers could have fallen.
- Inchinnan currently are under capacity.
- The projected 49 additional pupils would put the school to above 80% capacity by 2021. This is a conservative estimate if housing developments in the local area are anything to go by.
- The school's playground has also been reduced in size to accommodate a car park.
- Currently lunchtime is in 3 sittings. The canteen area would struggle to accommodate additional children during the 45 minute lunch time.
- The new Cala development is being built as part of Erskine, not Inchinnan and therefore, the Rashielea Parent Council are in favour of these children attending our school. We are of the opinion that attending Inchinnan will exclude these pupils from community links in the area in which they live. Rashielea is currently running below capacity and we have, in the past, operated with a higher school roll than we would have after accepting these additional children. Rashielea has

the capacity, infrastructure and willingness to accept both these children, and those in the potential Persimmon development, and we are ready and eager to be their catchment school.

- Rashielea has the space required to accommodate additional pupils.

Responses:

- Renfrewshire Council's projected roll analysis demonstrates that additional pupil numbers generated from this new housing development can be accommodated comfortably within the Rashielea Primary School Building. The current occupancy level at Inchinnan Primary School is 63%. If this new housing remains zoned to the school the occupancy level could be expected to rise to circa 87%; 24% more than the current occupancy level. The current occupancy level at Rashielea Primary School is 62%. If this new housing is zoned to the school the occupancy level could be expected to rise to circa 64%. This minimal increase of 2% relates to other factors; most significant of which is that over the coming years large cohorts will leave the school and smaller numbers are expected to come in (e.g. this year's new primary 1 is 23 and this year's primary 7, which will leave in June 20, is 57).
- The impact of this future roll increase, whether in relation to internal capacity to provide sufficient spaces for the full breadth of the curriculum; opportunities for outdoor learning and social activity; or dining experiences, have been considered through this process in relation to both establishments.
- Placing request trends at Inchinnan Primary School are closely monitored and it is correct to note that having this development in the catchment would ensure continuously high class sizes. It is equally appropriate to consider that placing requests would still be granted where there is "surplus" capacity (up to a 100% occupancy level) and if the roll continued to rise this could adversely impact on the operational efficiency of the Inchinnan Primary School building.
- Class sizes are variable year on year and a classification exercise is undertaken in all schools to ensure the most efficient distribution of children across classes.
- Through this catchment review Renfrewshire Council believes that Rashielea Primary School will cope better with the potential increase in pupil numbers as it affords a greater pupil space ratio than can be achieved at Inchinnan Primary School.

4.2.2. Community

Questions and Comments:

- Inchinnan community council was very surprised that IPS was the catchment school for the NorthBarr Development, which is in Erskine. There is no pathway between NorthBarr and Inchinnan, and there is nowhere for a path to be created in the future. With this in light, it is important that parents are aware that there will never be a link between NorthBarr in Erskine and the village of Inchinnan. Anyone wanting to come to the school will need to drive, use a bus, or use the existing pathways linking Erskine with parts of Inchinnan (Y-path). Inchinnan has very recently created a village Development Trust - 'To ensure the lives of Inchinnan's villagers are enhanced through the preservation and development of our woodlands and green spaces'. IDT and ICC working hand in hand to preserve the village environment and identity. Keeping traffic to safe levels, abiding by laws, providing for our children, and preserving our green spaces is what we want to achieve.
- We are a thriving school with the capacity to easily welcome and accommodate additional pupils.

- Having gone through this school I am only to aware of the Inchinnan identity that needs to be cherished and savoured. It's not just the school that will be impacted it is the community.
- Rashielea is a better option all round. It's closer for families who want to walk, safer to drive and no additional busing costs. 99% of Inchinnan villagers want the catchment to be Rashielea. The only people we hear wanting IPS as catchment are teachers.
- We currently have issues with Inchinnan Primary with the current capacity more will cause more degradation in service. Staff and Parents who have personal reasons like pay rises and new houses should reflect on what will happen to the school and the children. Having gone through this school I am only to aware of the Inchinnan identity that needs to be cherished and savoured. It's not just the school that will be impacted it is the community.
- The development is much closer to Inchinnan
- The friendship groups of the new children will be within Rashielea.

Responses:

- Renfrewshire Council respects the importance of community identity and the need to preserve the natural environment.
- The opportunity for children living in adjacent developments to go to school together formed part of the rationale for the proposal to revise these catchment areas.
- Consideration of safe travel routes and potential traffic congestion around the school formed part of the rationale for the proposal to revise these catchment areas and Renfrewshire Council believes that the implementation of this proposal will remove the possible adverse traffic impacts affecting the school and the wider Inchinnan community.
- While the development may be closer to Inchinnan Primary School there is no natural link to the village school at this time and there are no safe walking routes which mean that children would have to be transported through the village causing congestion in an already busy environment.

4.2.3. Environment

Questions and Comments:

- There is already a bus for pupils from that area to Rashielea primary, no walking access to Inchinnan from Northbar therefore pupils would probably travel by car causing more unnecessary pollution which the Scottish Government is trying to avoid.
- The catchment area is Inchinnan Primary. Children could walk, cycle to school. Children would have to be bused to Rashielea. (environmental).

Responses:

- Renfrewshire Council must consider the impact its catchment decisions have on the environment. Walking to school, where there are safe walking routes, is always preferred however some parents will choose to drive their child to school.
- Schools work hard to challenge this situation by asking children and parents to consider if driving to school is required; this is typically taken forward through the health and wellbeing curriculum and sustainable travel planning arrangements at school level.
- It must also be acknowledged that, through its school transport policy, the Council is obliged to provide free school transport where it is required, and free school transport is required whether this catchment review is approved or not.

- It should also be noted that, from an environmental perspective, every effort is made to ensure that transport arrangements are as efficient as possible and that the transport provision is appropriately sized.

4.2.4. Financial

Questions and Comments

- If Rashielea has the capacity to take the children, it makes financial sense for tax payers. There is a current school bus running to Rashielea; why create additional costs in an already stretched budget.

Response:

- Renfrewshire Council aims to provide its services in the most efficient way to ensure its resources provide best value and quality experiences for its communities.

4.2.5. Learning and teaching

Questions and Comments:

- Inchinnan school has small class sizes and expanding these would be to the detriment of the teaching quality.

Responses:

- Through its quality improvement framework Renfrewshire Council supports all schools to improve and develop. All schools are resourced to provide the best possible outcomes for children regardless of class sizes.
- If the roll increased beyond 151 pupils, and this was sustained, Inchinnan Primary School would be entitled to a depute headteacher post.

4.2.6. Safety and transport

Questions and Comments:

- Already well-established bus travel from area to school.
- Illegal use of the bus link is already a big problem for Inchinnan villagers, and we feel more traffic means more speeding people using the 'short cut'!
- Inchinnan is already very busy at school drop off times as there is insufficient parking at the school.
- No direct access.
- Parking at IPS is already a safety risk as there is not enough parking for existing parents. If the Cala families were to come to IPS they would either need to be bused or their parents would need to drive, which would result in even more traffic and risk.
- Parking. Already there are parking issues at the school. The current parking across from the school is too busy.
- Roads are not suitable - bus lane could cause accidents.
- The bus gate would potentially be abused additional traffic making their way to Inchinnan PS causing a health and safety risk
- The no entry was put in place after the death of a very close school friend, If the 200 plus houses are moved to Inchinnan this risks the volume and the necessity for the road to remain no entry.
- The road is already too busy and not enough parking.
- The road/parking infrastructure couldn't cope with additional traffic associated with additional pupils.

- There is no direct access to Inchinnan from the new development which will result in increased traffic leaving Erskine each morning.
- Too much traffic into Inchinnan.
- Traffic through Inchinnan will increase due to the lack of footpath from the new houses to the school. Safety of the children should be paramount.
- Visually Impaired Daughter, moved to Inchinnan away from the traffic and to be in a safer environment with less traffic. Unfortunately, Inchinnan has not got the infrastructure to manage the increase in traffic.
- Will need another bus to school.
- The access road to enter the new development is in Erskine not Inchinnan therefore is part of Erskine.
- There is already a bus stop and space on the Rashielea buses for the additional children.
- If the catchment school is Inchinnan any placing requests to Rashielea would mean school bus would not be given.
- At the meeting on Wednesday the reason given for the review was the issue of a bus parked on the main road outside Inchinnan PS. But this is a road which is closed at one end to cars etc. It is much less busy than Rashielea Avenue.
- I attended the meeting at Rashielea on Wednesday night. There was mention that there was currently no safe route to Inchinnan PS from the new development. But this is not true. There is a path which runs on the same side of the road as the development from the back of Sandielands Avenue off Florish road. There is then a path from Sandielands Avenue through to Inchinnan. It would need to be upgraded slightly with trees etc being cut back and lighting improved. Children would only need to cross 1 quiet road across the middle of Sandielands Avenue. This is a much safer route than if kids were to walk or cycle to Rashielea. My children use Inchinnan Church for scouts/cubs and frequently walk this path. It's a 10-minute walk tops.
- Safety - kids being bussed or dropped off by parents will increase the traffic down Rashielea Avenue.
- There is a dedicated car park across from Inchinnan PS for parents who drive their kids to school. There are no such facilities at Rashielea PS.
- Future capacity at Park Mains will continue to be stretched because of Bishopton school children from Dargavel. If these new homes were catchment for Inchinnan, then choice of high school would be Renfrew High, a better distribution.
- The traffic chaos and gridlock at Rashielea Rd, with high school traffic at Park Mains cannot be overlooked. Also, there will continue to be a lot more cars and the road layout cannot cope. This is also a bus route. This proposal is not safe.
- Rashielea would need a bus.
- Traffic chaos - Rashielea already can be blocked by parent cars. It is a dead-end road - there is a real safety concern for children.
- Walking around this school I have often said it's an accident waiting to happen. Our estate at Garnieland was to have its own school in the plans. It's been a bit of a joke. We have to be squeezed in.
- Inchinnan does not have the capacity for buses to transport pupils to school and make a stop safely. The implications of not having a bus bay available would cause huge issues to safety of pupils walking to school, getting on and off of the buses safely.
- Inchinnan currently has a bus lane that divides it from Erskine. The proposed housing development is a 4 mile drive to Inchinnan Primary. The increased traffic associated with these houses would have a detrimental impact on village life. Residents of the new development may be tempted to take a short cut through

the bus lane to avoid congestion at the red smiddy roundabout and roads to the school.

- The Rashielea school bus already collects from this area.
- There is no safe walking route to Inchinnan.

Responses:

- Consideration of safe travel routes; children's safety accessing the school grounds; and potential traffic congestion around both Primary Schools formed part of the rationale for the proposal to revise these catchment areas.
- As there is no safe walking route, free school transport would be available to pupils living in this area whether it was zoned to Inchinnan or Rashielea Primary Schools.
- The possibility of exacerbating traffic congestion outside Inchinnan Primary School is part of the reason for the catchment review but it is not the only reason. There are more opportunities to manage traffic congestion at Rashielea Primary School as there are more areas close to the school where parents can park safely and walk children to the school grounds; there is no "designated" parent parking area available at Inchinnan Primary School.
- The comment regarding walking routes made at the public meeting was, that in its current state, the walking route is not safe, and investment would be required to upgrade the route to make it safe. As matters stand transport would have to be provided whether the children were zoned to either Inchinnan or Rashielea Primary Schools.
- Bishopton and Dargavel lie within the Park Mains catchment area and are geographically closer to this school. There is therefore no meaningful rationale to amend this arrangement.
- The Council constantly reviews its transport contracts and, if required because of increased pupil numbers from this development, additional buses could be needed.
- Free school transport is not provided in relation to placing requests.

4.3 Summary of questions, comments and responses from children at Rashielea Primary School:

- We're welcoming and a good example to others therefore any new pupils would settle in well;
- We would have more friends to make;
- We would have more people to get to know;
- New students would be good for our school;
- We would be able to learn from each other, especially if they had been in different schools before coming to us;
- Would bring new talent to the school;
- We have the space to have more pupils; and
- Buses come to our school already.

R: Renfrewshire Council welcomes the positive comments from the children of Rashielea Primary School and will ensure appropriate feedback is provided in relation to the Council's decision on this catchment review.

4.4 Summary of questions, comments and responses from children at Inchinnan Primary School

- The new pupils would get the opportunity to come to a good school;
- It would be nice to have new friends;
- More friends be happy;
- Good to have friends from the street where you live;
- Good to welcome more pupils into our school; and
- Good to have a mixture of families in the school.

R: Renfrewshire Council welcomes the positive comments from the children of Inchinnan Primary School and will ensure appropriate feedback is provided in relation to the Council's decision on this catchment review.

THIS IS A CONSULTATION DOCUMENT
Proposals relating to:

The revision of catchment areas affecting Inchinnan and Rashielea Primary Schools

1. Introduction

- 1.1 The Schools (Consultation) (Scotland) Act 2010 (“the 2010 Act”) makes provision for the consultation process that is to apply re: various proposals made by Councils for schools. The principal purpose of the 2010 Act is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland. The 2010 Act applies to a wide range of changes to the school estate, referred to as “relevant proposals”.
- 1.2 This report seeks approval to consult on the proposal to revise catchment arrangements affecting Inchinnan and Rashielea Primary Schools. In accordance with Section 2 and Schedule 1, Para. 4 of the 2010 Act, a proposal to vary any admission arrangements for a school, including a proposal to alter or establish the catchment area of a school, is a relevant proposal for the purposes of the 2010 Act. This proposal is therefore a relevant proposal for the purposes of the 2010 Act.
- 1.3 This is the proposal paper, produced by the Council in accordance with the terms of Sections 1 and 4 of the 2010 Act. This proposal paper must:
 - a) set out the details of the relevant proposal;
 - b) propose a date for implementation of the proposal;
 - c) contain the educational benefits statement in respect of the proposal;
 - d) refer to such evidence or other information in support of (or otherwise relevant in relation to) the proposal as the Council considers appropriate; and
 - e) give a summary of the process provided for in the 2010 Act.

The Council must do the following:

- a) publish this proposal paper in electronic and printed form;
- b) make the paper, and (so far as practicable) a copy of any separate documentation that it refers to, available for inspection at all reasonable times and without charge:
 - (i) at its head office and on its website; and

- (ii) at any affected school or at a public library or some other suitable place within the vicinity of the school.
 - c) provide without charge the information contained in this proposal paper:
 - (i) to such persons as may reasonably require that information in another form; and
 - (ii) in such other form as may reasonably be requested by such persons.
 - d) advertise the publication of the proposal paper by such means as it considers appropriate.
-

2. Correction of the proposal paper

- 2.1 Where, during the consultation period, the Council has been notified of an alleged omission of relevant information from a proposal paper or an alleged inaccuracy in a proposal paper the Council must proceed as follows:
 - a) determine if relevant information has (in its opinion) been omitted and whether there is (in fact) an inaccuracy;
 - b) inform the notifier of its determination under paragraph (a), and the reasons for that determination;
 - c) inform the notifier as to the action (if any) it is taking and of the reasons why it is, or is not, taking such action; and
 - d) invite the notifier to make representations to the Council if the notifier disagrees with the Council's determination under paragraph (a) or its decision as to whether to take action.
- 2.2 Where the notifier makes further representation under paragraph 2(d) above, the Council may make a fresh determination as to whether relevant information has been omitted or there is (in fact) an inaccuracy and the Council may make a fresh decision as to whether to take action. The Council must inform the notifier if it makes a fresh determination referred to above, or if it makes a fresh decision as to whether to take action.
- 2.3 Where, having been notified by another person as described above, the Council determines that:
 - a) relevant information has been omitted from the proposal paper, or
 - b) there is (in fact) an inaccuracy in the proposal paper; and
 - c) where the Council discovers, during the consultation period that relevant information has been omitted from a proposal paper or discovers an inaccuracy in a proposal paper, the Council must proceed as follows:

- 2.4 Where the information that has been omitted or the inaccuracy relates to a material consideration relevant to the Council's decision as to implementation of the proposal, it must:
- (i) publish a corrected proposal paper,
 - (ii) give revised notice in accordance with the 2010 Act and
 - (iii) send a copy of the corrected paper to Education Scotland, or
 - (iv) issue a notice to the relevant consultees and Education Scotland providing the omitted information or, as the case may be, correcting the inaccuracy, and, if the Council considers it appropriate, extending the consultation period by such period as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction.
- 2.5 Where the information that has been omitted or the inaccuracy does not relate to a material consideration, the Council may, but is not obliged to, take steps (i)-(iii) or (iv) described above, and may also take no further action, except to report the inaccuracy/omission as required by the 2010 Act in the consultation report, which is referred to in more detail below.
- 2.6 Where, after the end of the consultation period, the Council issues a notice to the relevant consultees and Education Scotland providing the omitted information or correcting the inaccuracy, that notice may, instead of extending the consultation period, specify such further period during which representations may be made on the proposal as is reasonable by reference to the significance of the information provided or, as the case may be, the nature of the correction. Any such further period is to be treated as part of the consultation period for the purposes of the 2010 Act.
-

3. Consultation arrangements

- 3.1 As confirmed above, the present proposal is a relevant proposal for the purposes of the 2010 Act, and therefore the Council will adhere to the consultation process in the 2010 Act.
- 3.2 This consultation document provides background information to the catchment review. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 3.3 This consultation document also includes the Council's Educational Benefits Statement.
-

4. Rationale for catchment review

- 4.1 New housing is currently under development within the catchment area of Inchinnan Primary School. However, this development is adjacent to an

existing development which is zoned to Rashielea Primary School. There are currently no house builds completed.

- 4.2 Both developments are located in the general vicinity of Florish Road with the existing development to the North of the road and the new development to the South.
- 4.3 As the catchment boundary line between the two schools runs along this road a catchment review is required to rezone the new housing development from Inchinnan Primary School to Rashielea Primary School; thereby zoning all non-denominational primary school pupils in this area to Rashielea Primary School.
- 4.4 It is anticipated that the new housing development could generate approximately 49 additional pupils over a 6 year period. The undernoted table demonstrates that there is no detrimental impact to either school as a result of this catchment review, however, it also shows that the increased number of pupils is more comfortably accommodated within Rashielea Primary School.

Inchinnan Primary School	2019	2020	2021	2022	2023	2024
Projected roll with new development	147	162	173	181	188	183
Percentage occupancy level	68%	75%	80%	83%	87%	84%

Rashielea Primary School	2019	2020	2021	2022	2023	2024
Projected roll with new development	288	272	266	263	267	279
Percentage occupancy level	66%	63%	61%	61%	62%	64%

- 4.5 As there is sufficient accommodation within Rashielea Primary School to accommodate the number of pupils generated from this new housing development and pupils living in the existing Rashielea Primary School area, it is recommended that the boundary anomaly be addressed through a formal consultation to revise catchment arrangements affecting Inchinnan Primary School and Rashielea Primary School.
- 4.6 If approved, this catchment alteration would be implemented in April 2020.
- 4.7 Provision for denominational primary pupils will remain as is, within St Anne's Primary School catchment. There is also no change to secondary provision these will remain as Parkmains High School and Trinity High School.

5. Educational benefits statement

- 5.1 Under the 2010 Act the Council must prepare an educational benefits statement (EBS) in accordance with Sections 1 and 3 of the 2010 Act.
- 5.2 The EBS must include the following:

- a) the Council's assessment of the likely educational effects of a relevant proposal (if implemented) on:
 - (i) the pupils of any affected school;
 - (ii) any other users of the school's facilities;
 - (iii) any children who would (in the future but for implementation) be likely to become pupils of the school; or
 - (iv) the pupils of any other schools in the Council's area,
- b) the Council's assessment of any other likely effects of the proposal (if implemented),
- c) an explanation of how the Council intends to minimise or avoid any adverse educational effects that may arise from the proposal (if implemented),
- d) a description of the educational benefits which the Council believes will result from implementation of the proposal (with reference to the persons whom it believes will derive them), as well as the Council's reasons for coming to those beliefs.

5.3 The following paragraphs detail the Council's Educational Benefits Statement:

5.3.1 There are currently no house builds completed, therefore there are no pupils currently affected. If however, at a later date any pupils are affected by this catchment review they would be entitled to continue attending the schools they are currently in. However, Children's Services would provide transition support to any pupils opting to change school as a result of this proposal.

5.3.2 Pupils living in affected addresses would be entitled to continue attending Inchinnan Primary school and if they are entitled to free school transport, in line with the Council's transport policy, then this entitlement would also continue.

Siblings of those pupils attending Primary school would be entitled to attend the school with their sibling as long as their sibling is registered in the school when they enrol.

Free school transport for new primary 1 pupils would only be provided in instances where the pupil enrolls in the school at a time when their sibling still attends the school and where that sibling is entitled to free school transport.

5.3.3 Renfrewshire Council's quality improvement framework supports all schools to improve and develop. Inchinnan Primary School and Rashielea Primary School produce annual standards and quality reports which demonstrate progress towards their agreed educational objectives through the efficient and prudent use of resources. Both schools have well developed self-evaluation and school improvement planning procedures which are informed by the whole school community and reviewed through the Council's quality improvement visits which are aligned to the quality indicators identified in How Good is Our School 4 (HGIOS4).

- 5.3.4 This catchment review addresses a geographical anomaly which will allow all non-denominational pupils living in this new housing development the opportunity to attend the same non-denominational school as neighbouring developments.
- 5.3.5 In respect of accommodation, there is no detrimental impact to either school as a result of this catchment review. However, it is evident that the increased number of pupils is more comfortably accommodated within Rashielea Primary School.
- 5.3.6 Both schools deliver the full breadth of the curriculum. They provide spaces for teacher directed learning; breakout areas for independent or small group learning; and they facilitate the range of learning experiences necessary for the development of skills. This proposal will assist with effective class organisation models to support learning and teaching.
- 5.3.7 Both schools have sufficient playground and social gathering areas which provide for different kinds of play and easy access to outdoor learning opportunities. Garden areas are also provided to enhance pupil participation in outdoor education; further supporting learning about the natural environment.
- 5.3.8 Both schools are bright, naturally ventilated environments. They provide active and energetic learning opportunities which enhance the wellbeing of all users. Nurture and quiet spaces are also provided to support the emotional wellbeing of pupils with additional support needs in both schools.
- 5.3.9 Both schools have sufficient dining and PE facilities which are designed to meet the needs of the school community and both buildings are compliant with the provisions of the Equality Act (2010).
- 5.4 Our assessment of any other likely effects of the proposal (if implemented).

As is the case in any consultation of this scale, there may be those who perceive their situation to be affected positively, those who perceive the changes as negatively affecting their situation, and those for whom no perceived change is anticipated.

For example, a child who currently attends Inchinnan primary school who has siblings who may wish to attend this school in the future may have concerns; if the proposal goes ahead and they are deemed to now be living in the Rashielea catchment area. These families would neither be advantaged nor disadvantaged as provision is being made for them to attend, so long as siblings are in attendance at the time of enrolment.

- 5.5 How we would intend to minimise or avoid any adverse effects that may arise from the proposal (if implemented).

A right for siblings of those affected by the change has been included. That is, a child who attends Inchinnan primary school currently and has a sibling who wishes to attend in the future are being afforded provision to do so; should the proposal be agreed.

- 5.6 The benefits, which we believe, would result from implementation of this proposal.

In addition to the benefits noted in 5.3.1 – 5.3.9 above, Children's Services believe that reviewing catchment areas would enable the Council to plan more effectively and robustly as the challenge of rising rolls within the authority continues to emerge.

6. Impact on schools and their communities

- 6.1 Catchment review forms part of the Council's School Estate Management Planning process and equality impact assessment is central to this approach.
- 6.2 The recommendations contained within this report will be assessed in relation to their potential impact on equalities and human rights as part of the consultative process.
- 6.3 There is no impact on community council boundaries.
- 6.4 Both schools will have capacity to serve their communities.
-

7. Involvement of Education Scotland

- 7.1 A copy of this proposal has been sent to Education Scotland.
- 7.2 At the end of the formal consultation period Children's Services will send Education Scotland the following:
- a) a copy of all relevant written representations that are received from any person during the consultation period;
 - b) a summary of any oral representations made by any person during the public meeting; and
 - c) a copy of any other relevant documentation, as available and so far, as practicable.
- 7.3 Education Scotland will provide the Council with a report on the educational aspects of this proposal. This report will be submitted to the Council no later than 3 weeks after Children's Services have sent them all of the representations and documents noted above, or such longer period as the Council may agree with Education Scotland.
- 7.4 In preparing their report, Education Scotland may visit establishments affected by the proposal and may make reasonable enquiries of such persons (both in the in the establishments and outwith) as they consider appropriate.
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8. Consultation report

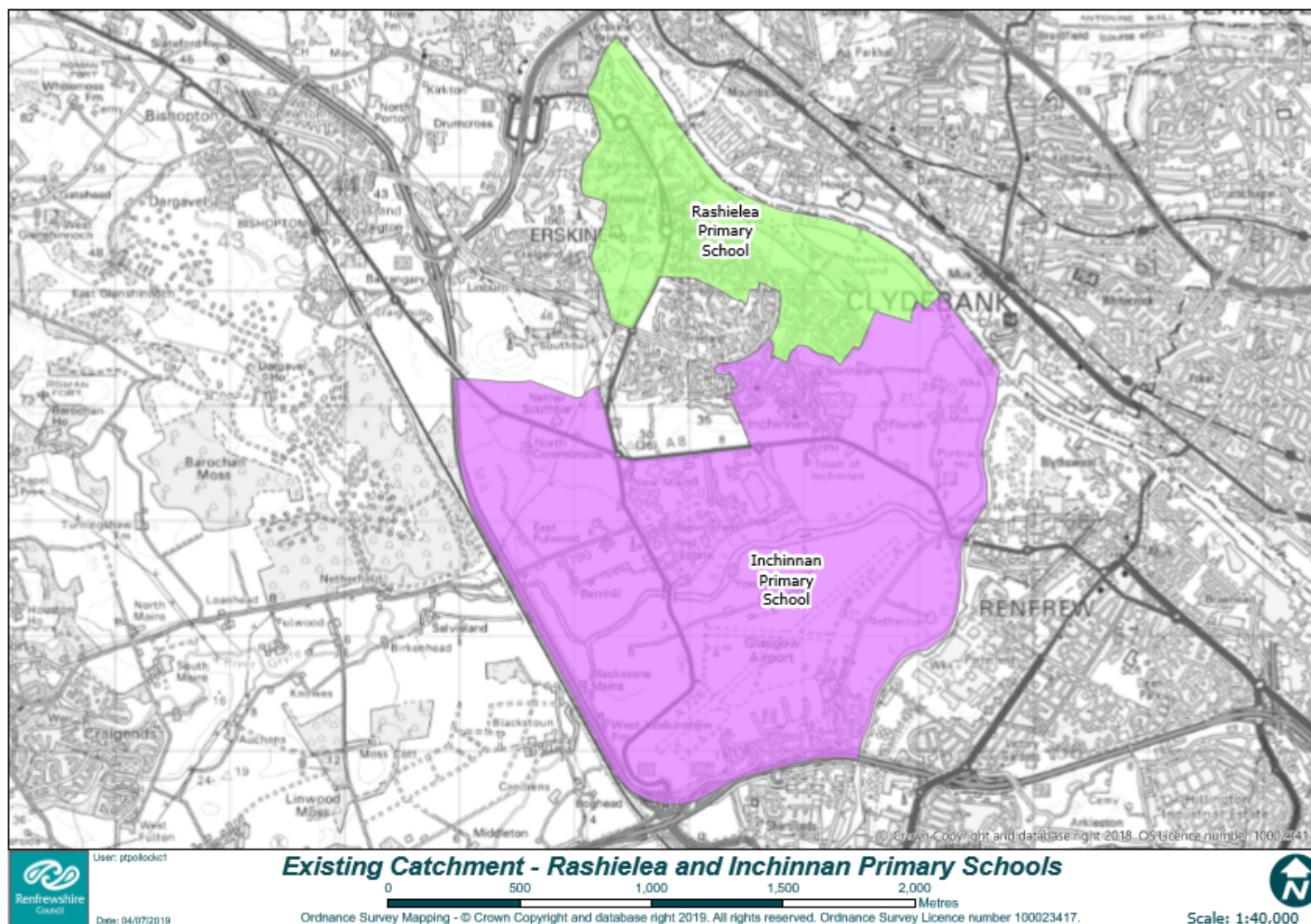
- 8.1 After receiving the report from Education Scotland, Children's Services will review the proposal having regard (in particular) to the following:
- a) written representations received by the Council from any person during the consultation period;
 - b) oral representations received by the Council from any person at the public meeting; and
 - c) the report provided by Education Scotland.
- 8.2 Thereafter the service will prepare a consultation report for consideration by the education and children's services policy board.
- 8.3 The consultation report will contain the following:
- a) a record of the total number of any written representations made to the Council (by any person) on the proposal during the consultation period;
 - b) a summary of:
 - (i) those written representations; and
 - (ii) any oral representations made to it (by any person) at the public meeting.
 - c) a statement of the Council's response to:
 - (i) those written and oral representations; and
 - (ii) Education Scotland's report.
 - d) a copy of that report
 - e) a statement explaining how the Council complied with its obligation to review the relevant proposal as described above.
- 8.4 The consultation report will also include the following:
- a) details of any omission/inaccuracy in the proposal paper, or (as the case may be) any alleged omission/inaccuracy, (including a statement of the Council's opinion on it);
 - b) a statement of the action taken in respect of the omission or inaccuracy, or (as the case may be) the alleged omission/inaccuracy, or, if no action has been taken, of that fact (and why); and
 - c) any representations made to the Council where the person who made the notification re: omission/inaccuracy disagreed with the Council's determination as to whether there had been an omission/inaccuracy, or its decision as to whether to take action.
- 8.5 The Council must:

- a) publish the consultation report in both electronic and printed form;
- b) make the report available for inspection at all reasonable times and without charge:
 - (i) at its head office and on its website; and
 - (ii) at any affected school or at a public library or some other suitable place within the vicinity of the school.
- c) provide without charge the information contained in the consultation report:
 - (i) to such persons as may reasonably require that information in another form; and
 - (ii) in such other form as may reasonably be requested by such persons.
- d) inform any person who during the consultation period made written representations on the relevant proposal of the publication of the consultation report; and
- e) advertise the publication of the consultation report by such means as it considers appropriate.

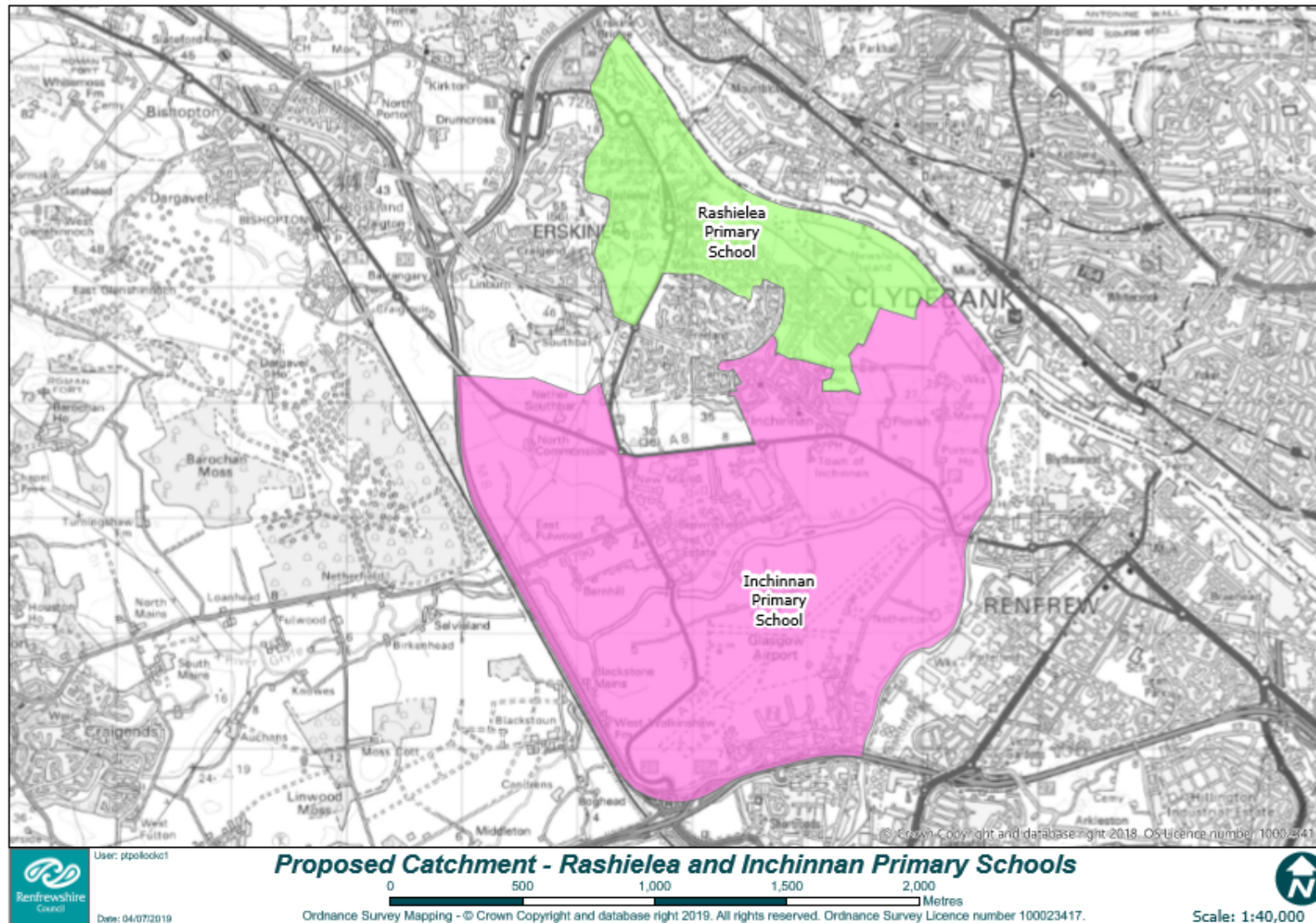
8.6 The time line and summary of the consultation process in respect of this proposal is set out below:

Activity	Date
Approval for consultation sought from Education and Children's Services policy board	22 August 2019
<p>Consultation document to be issued outlining the proposal to:</p> <ul style="list-style-type: none"> the parent council or combined parent council of any affected schools; the parents of the pupils at any affected school; the parents of any children expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper; the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity); the staff (teaching and other) at any affected school; any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school; the community council (if any); the community planning partnership for the area of the local authority in which any affected school is situated and any other community planning partnership that the education authority considers relevant; any other education authority that the education authority considers relevant; and any other community groups using any of the affected schools. 	2 September 2019
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	2 September 2019
<ul style="list-style-type: none"> Public consultation meeting held to consult with affected community in Rashielea Primary School at 7.00pm; and Questionnaire to go live on the Council website. 	11 September 2019
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	4 November 2019
Report to Education Scotland on outcome of consultation.	25 November 2019
Response from Education Scotland on outcome of consultation.	17 December 2019
Consultation response report (including Education Scotland response) presented to Education and Children's Services policy board meeting stating consultation outcomes and making final recommendation.	March 2020
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children's services policy board approval.	March 2020

Existing Catchment – Rashielea and Inchinnan Primary Schools



Proposed Catchment – Rashielea and Inchinnan Primary Schools



**Catchment Review: Streets Affected – Inchinnan Primary School with
Rashielea Primary School**

Addresses allocated at July 2019

Berchanshaw
Cairnmaith
Inchbrae
Inchmeall
Pettcairn
Templar Crescent
Teucheen Circle

Note: Construction has yet to commence at this development and more addresses may be added to this list, which fall within the boundary of this development.

Equality Impact Assessment relating to:

Catchment Review: Inchinnan and Rashielea Primary Schools

Officer and department responsible for completing the assessment.	Ian Thomson, Children's Services
Name of policy, strategy or project.	Catchment review affecting Inchinnan Primary School and Rashielea Primary School
What is the main purpose or aims of the policy, strategy or project?	To address a geographical anomaly in relation to the catchment boundary between two schools. By adjusting the catchment areas all non-denominational pupils living in new housing developments in the vicinity of Florish Road will be entitled to attend the same primary school.
Who will be the beneficiaries of the policy/strategy/project?	This review would specifically affect the Inchinnan and Rashielea school communities.
Has the policy/strategy/project been explained to those it might affect directly or indirectly?	Approval to consult on this proposal was authorised by the education and children's services policy board on August 2019. The consultation adhered to the Schools (Consultation) (Scotland) Act 2010. It commenced on 2 September 2019 and closed on 4 November 2019. Equalities questionnaires were issued at the public meeting held on 11 September 2019 and returns will be reviewed and responded to as part of the Council's report on the responses to the consultation.
Have you consulted on the policy?	As above.

Complete the following table and give reasons/comment where:

- The policy/strategy/project could have a positive impact on any of the equality target groups or contributes to promoting equality, equal opportunities and improving relations with equality target groups.
- The policy/strategy/project could have a negative impact on any equality target groups. (If the impact is high a full EIA should be completed)

Equality group	Positive impact		Negative impact		Reason/comment
	High	Low	High	Low	
Race		✓		✓	
Sex		✓		✓	
Disability		✓		✓	Appropriate transport arrangements are based on individual need.
Religion / Belief		✓		✓	
Sexual Orientation		✓		✓	
Age		✓		✓	

Gender Reassignment		✓		✓	
Marriage and Civil Partnership		✓		✓	
Pregnancy and Maternity		✓		✓	

Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Renfrewshire Council to review the catchment arrangements affecting Inchinnan Primary School and Rashielea Primary School.

1. Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Renfrewshire Council's proposal to review catchment arrangements affecting Inchinnan Primary School and Rashielea Primary School. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

- ☐ the likely effects of the proposal for children and young people of the schools; children likely to become pupils within two years of the date of publication of the proposal paper;
- ☐ any other likely effects of the proposal;
- ☐ how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- ☐ the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

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

- ☐ attendance at the public meeting held on 11 September 2019 in connection with the council's proposals;
- ☐ consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- ☐ visits to the site of Inchinnan Primary School and Rashielea Primary School including discussion with relevant consultees.

2. Consultation process

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

2.2 The statutory consultation period ran from 2 September 2019 until the 4 November 2019. A public meeting, advertised in the local press, was held on the 11 September 2019 in Rashielea Primary School. The consultation document was available to stakeholders including those who attended the public meeting, both parent councils, elected members and MSPs and MPs for the Renfrewshire area. Copies of the consultation document were available at local libraries and on the council website.

2.3 The public meeting was attended by 23 members of the public. In addition, 35 responses were received through the online survey or questionnaires and two general enquiries were received. Of the 35 responses to the online survey or questionnaire 27 were from parents or carers. Of the 35 responses 27 were for the proposal and eight against. The main areas of concern raised through the comments and from stakeholders who met with HM Inspectors were about the impact on Inchinnan Primary School. A few stakeholders were concerned about the possibility of increased numbers should the proposal not go ahead, whilst a few were concerned about sustaining the school's roll if the proposal does go ahead. A few stakeholders raised concerns about routes to school and the potential traffic implications for both sites.

3. Educational aspects of proposal

3.1 The council outlines how the proposal to change the catchment areas will not make substantial changes to existing education benefits at either school. The proposal outlines that either school could accommodate the likely number of children from the housing development that will be built. With both sites having sufficient indoor and outdoor learning space. However, given the projected roll for Rashielea Primary School in the future and that it has under-used classroom space children will be more easily accommodated in that school. The council believes the change to the catchment area will also allow for children who will live in the housing development, once it is built, to attend the same school as those living on an existing, neighbouring housing estate. Overall, the educational benefits of the proposal though not substantial are positive. HM Inspectors agree with a few stakeholders who would have welcomed the development of a safe walking or cycling route from the new housing area to both primary schools. This could have a positive benefit on children's health and wellbeing.

3.2 The majority of parents who responded, including those who met HM Inspectors, agree with the proposal to change catchment boundaries. In both schools, parents were concerned that should their school gain additional pupils that car drop-off arrangements would require to be strengthened to ensure safety. Parents at Inchinnan had mixed views. They have concerns about how well their school could accommodate the potential increase in numbers should the proposal not go ahead. However, alongside other stakeholders from the school, they could see potential benefits to school planning that would result from a smaller number of pupils coming through placing requests. Currently, just over half of the school roll is made up of placing requests. Pupils in both schools were positive about welcoming any new pupils into their school.

3.3 Stakeholders are positive about existing links between schools including Rashielea and Inchinnan Primary Schools, in the Park Mains Secondary school cluster. Overall, stakeholders are confident that local schools will continue to work together to provide appropriate learning opportunities whether or not the proposal is approved. Parents welcome that the proposal outlines the right for existing pupils continue to attend their current school and for younger siblings to attend that school so long as their older sibling is in attendance at time of enrolment.

4. Summary

Overall, Renfrewshire Council's proposal to review the catchment area of Rashielea Primary School and Inchinnan Primary School offers potential educational benefit by allocating an area where a new housing development will be built to the school site better able to accommodate any increased roll that results.

HM Inspectors
December 2019



To: Education and Children's Services Policy Board

On: 16 January 2020

Report by: Director of Children's Services

Heading: Inspection of Our Lady of Peace Primary School and Early Learning Class, Linwood

1. Summary

- 1.1 Our Lady of Peace Primary School and early learning class was inspected by Education Scotland in September 2019 as part of a national sample of education. The letter to parents, published by Education Scotland on 17 December 2019, is attached as an appendix to this report. The letter to parents is also available from the Director of Children's Services or from the Education Scotland website: <https://education.gov.scot/>.
- 1.2 Education Scotland use different models of inspection. At Our Lady of Peace Primary School and early learning class the full inspection model was applied. Inspectors assessed the school, with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; raising attainment and achievement; and ensuring wellbeing, equality and inclusion.
- 1.3 This was a positive inspection which evaluated leadership of change and raising attainment and achievement as good and learning, teaching and assessment and ensuring wellbeing, equality and inclusion as satisfactory. The letter to parents identified three key strengths of the school. These were:
 - The welcoming and encouraging ethos across the early learning class and school. Staff are committed to providing a caring, nurturing community. Children in the early learning class are happy and keen to engage with their learning through play, particularly when learning outdoors. At the primary stages children are keen to learn, enthusiastic and articulately discuss their school life.

- The willingness of all staff to participate in professional learning opportunities and to share their learning with others. They are increasingly committed to engaging in leadership activities to improve experiences for children.
- The headteachers' awareness of and use of data to enable teachers to plan more effective learning experiences for children. This is leading to more appropriate interventions being introduced which are helping children progress in their learning. Staff in this school are reducing the attainment gaps between different groups of children.

1.4 The letter to parents identified the following areas for further improvement:

- Develop more rigorous and systematic approaches to self-evaluation and monitoring across all areas of the early learning class and school. This will help the staff team make more informed and consistent improvements.
- Review learning pathways and the curriculum on offer to ensure that children, across the early learning class and the school, experience the same depth of learning in all curriculum areas as they do in literacy and numeracy.
- Develop effective approaches to learning, teaching and assessment that are consistently shared across the early learning class and school to maximise opportunities for children's learning to progress. Ensure that teaching approaches are varied, engage children more effectively and are more responsive to the needs of all children.
- Review approaches to supporting wellbeing and inclusion for all across the school.

1.5 Children's Services have an agreed set of procedures for responding to inspection reports. The school and the service will prepare a short action plan (which will in turn feed into the School Improvement Plan) indicating how they will address the points for action in the report and will share this plan with parents. In addition, the school will be supported in its improvement by Children's Services.

2. **Recommendations**

2.1 Members of the Education and Children's Services Policy Board are asked to note the key strengths and the areas for improvement in the Education Scotland report on Our Lady of Peace Primary School and Early Learning Class.

3. **Background**

- 3.1 Education Scotland's letters to parents are published online by Education Scotland.
- 3.2 The report includes four recommendations for improvement. These will be addressed through the ongoing work of the school and the school's improvement planning procedures, which includes the creation of the annual school improvement plan by the school and supported by Children's Services staff.
- 3.3 Progress on the school improvement plan will be monitored by Children's Services staff on a proportionate basis.
- 3.4 Children's Services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire's education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.

Implications of the Report

1. **Financial:** None
2. **HR & Organisational Development:** None
3. **Community/Council Planning –**
 - Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
 - Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.
4. **Legal:** None
5. **Property:** None
6. **Information Technology:** None
7. **Equality & Human Rights -**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights

have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. **Health & Safety:** None
9. **Procurement:** None
10. **Risk:** None
11. **Privacy Impact:** None
12. **Cosla Policy Position:** Not applicable
13. **Climate Risk:** None.

List of Background Papers

None

Author: Julie Colquhoun, Education Manager, tel: 0141 618 6009

17 December 2019

Dear Parent/Carer

In September 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Our Lady Of Peace Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The welcoming and encouraging ethos across the early learning class and school. Staff are committed to providing a caring, nurturing community. Children in the early learning class are happy and keen to engage with their learning through play, particularly when learning outdoors. At the primary stages children are keen to learn, enthusiastic and articulately discuss their school life.
- The willingness of all staff to participate in professional learning opportunities and to share their learning with others. They are increasingly committed to engaging in leadership activities to improve experiences for children.
- The headteachers' awareness of and use of data to enable teachers to plan more effective learning experiences for children. This is leading to more appropriate interventions being introduced which are helping children progress in their learning. Staff in this school are reducing the attainment gaps between different groups of children.

The following areas for improvement were identified and discussed with the headteacher and a representative from Renfrewshire Council.

- Develop more rigorous and systematic approaches to self-evaluation and monitoring across all areas of the early learning class and school. This will help the staff team make more informed and consistent improvements.
- Review learning pathways and the curriculum offer to ensure that children, across the early learning class and the school, experience the same depth of learning in all curriculum areas as they do in literacy and numeracy.
- Develop effective approaches to learning, teaching and assessment that are consistently shared across the early learning class and school to maximise opportunities for children's learning to progress. Ensure that teaching approaches are varied, engage children more effectively and are more responsive to the needs of all children.
- Review approaches to supporting wellbeing and inclusion for all across the school.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

8. Here are Education Scotland's evaluations for Our Lady of Peace Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	good
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

Here are the Care Inspectorate's gradings for the nursery class

Care Inspectorate standards	Grade
Quality of care and support	good
Quality of environment	good
Quality of management and leadership	adequate

Requirements/recommendations made by Care Inspectorate for the nursery class

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there is one requirement and two recommendations.

Requirement

- ☐ In order to ensure that staff required to register with the Scottish Social Services Council complete registration within six months of commencing in post. The provider and management must ensure that staff make an application to do so as soon as possible following appointment, so that they are registered by the required date of registration.

This is to ensure that care and support is consistent with the health and Social Care Standards which state that: 'I am confident that people who support and care for me have been appropriately recruited' (HSCS 4.24) and in order to comply with Regulation: Fitness of employees of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.

Recommendations

- The management team should systematically review the service procedures for safe storage and administration of medication with a focus on updating the recording and auditing systems to ensure they reflects best practice guidance, 'Management of medication in day care of children and childminding services'.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'Any treatment or intervention that I experience is safe and effective.' (HSCS 1.24).

- ☐ The management team should develop risk assessments for all areas of the service which children have access to including outdoors. Risk assessments should identify all potential hazards and the safety measures the service plan to implement to minimise risks. This is to ensure the environment is consistent with the Health and Social Care Standards which states: 'my environment is safe and secure' (HSCS 5.17).

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=3950>.

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Frances E Graham
HM Inspector

Mags Milloy
Care Inspector



To: **Education and Children's Services Policy Board**

On: **16 January 2020**

Report by: **Director of Children's Services**

Heading: **Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2019/20**

1. Summary

- 1.1. Renfrewshire Council is committed to supporting the independent sector's contribution to early years provision in Renfrewshire through the allocation of funding to support a range of private and voluntary sector organisations which deliver services for families with young children.
 - 1.2. A previous report was submitted and approved by the Education and Children's Services Policy Board on the 14 March 2019 relating to funding allocations during this financial year to: out of school care groups in the private and voluntary sector; early years voluntary sector organisations, playgroups and toddler groups.
 - 1.3. This additional report provides information on the proposed allocation of funding to Insafehands Childcare Ltd, following a recent grant application from this service.
 - 1.4. Acceptance of the recommendations contained within the report will result in £2,858 being disbursed to this private organisation.
-

2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to approve the resource allocation to Insafehands Childcare Ltd as outlined in appendix 1 of this report.
-

3. Background

- 3.1. Renfrewshire Council has been committed to developing and supporting services for families for many years. A number of private and voluntary sector organisations deliver a range of these services within Renfrewshire.
 - 3.2. Working in partnership with providers from the private and voluntary sector, including out of school care and playgroups has enabled the council to continue to support families with young children.
-

4. Proposals for the Allocation of Funding 2019/20

- 4.1. For the avoidance of doubt, payments will only be made to those recommended organisations detailed within this report when all satisfactory checks and assessments have been completed. These checks include financial information and latest Care Inspectorate grades.
 - 4.2. Appendix 1 of this report provides an overview of the proposed allocation of £2,858 for a grant for this out of school care service for financial year 2019/20. The level of funding being proposed has been pro-rata to reflect the service only operating since August 2019.
 - 4.3. The criteria agreed for the disbursement of the resources for out of school care services continues to ensure an equal and fair allocation of the resources. Each point awarded translates into a sum of money, with the funding allocated to each group agreed on an annual basis by the policy board. The proposed point value for 2019/20 is £100 per point.
 - 4.4. Further applications for grants which are under £1,500 will be approved by the director of children's services using delegated authority on the basis of the council's existing scheme of delegation functions. Any award greater than £1,500 will be presented to future education and children services policy boards for approval.
-

Implications of this report

1. Financial

Cost relating to the proposals in this report will be met from existing funding resources.

2. HR and Organisational Development

None.

3. Community/Council Planning

- | | |
|------------------------------|---|
| Our Renfrewshire is thriving | - Ensuring the best start in life for children and young people. |
| Our Renfrewshire is well | - Early intervention will lead to healthier outcomes for children and young people. |

Our Renfrewshire is safe	- The provision of funding to local groups contributes to the development of local communities.
Building strong, safe and resilient communities	- The quality of community life is enhanced by supporting parents, children and young people.
Tackling inequality, ensuring opportunities for all	- Effective governance arrangements ensure that the organisations receiving funding comply with legislative requirements.
Creating a sustainable Renfrewshire for all to enjoy	- Support to families and flexible childcare placements will support parents into and sustain employment, training or enter education.

4. Legal

The Education (Scotland) Act 1980 empowers the Council to provide a range of grants. Payments will be in line with the Council's conditions of grant.

The Council's conditions of grant will apply to approved voluntary sector providers, out of school care as detailed in appendix 1 of the report.

5. Property/Assets

None.

6. Information Technology

None.

7. Equality and Human Rights

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. Services comply with the Equality Act 2010.

8. Health and Safety

None

9. Procurement

None.

10. Risk

All grant awards issued by the Council are subject to the Council's approved conditions of grant as detailed in Section 4 of this report and to comply with appropriate risk management procedures.

11. Privacy Impact

Personal information will only be held as required in order to deliver the service. This will be done in accordance with all data protection legislation.

12. Cosla Policy Position

None.

13. Climate Risk

None.

List of Background Papers

None.

Children's Services

JM/IH/KMcD/LG

25 November 2019

Author: Isobel Henney, Partner Support Officer; Kathleen McDonagh, Education Manager, telephone No: 0141 618 7196, Email Kathleen.mcdonagh@renfrewshire.gov.uk

Appendix 1

Nov-19		OUT-OF-SCHOOL CARE SUPPORT 2019/20									
Name of Group	SIMD	Criteria									
		Private	Renfrewshire	Subsidised	Equipment	Expansion of	Expansion of	Holiday cover	Use Schools or	Points	Award
		0 Points	Council	Places	1 point	childcare places	childcare places	1 point	Community halls	Accrued	Recommended
		Voluntary	Targeted	1 Point	per 8 existing	2 points per 8 places	5 points	Per	Term Time Only		
		1 point	Data Zones Area	per 8 places	places	for existing	per 8 places	8 Places	- 1 Point		£100
			5 points			providers	For New		Year Round		
							Provider		-2 Points		
In Safe Hands Childcare Ltd	2	0	5	0.00	7.5	0	37.5	0	-1	49	£2,858
											£2,858
											Pro rata



To: **Education and Children's Services Policy Board**

On: **16 January 2020**

Report by: **Director of Children's Services**

Heading: **Financial Redress for Historical Child Abuse in Care – Pre-legislative Consultation**

1. Summary

- 1.1 On 23 October 2018, the Deputy First Minister announced the intention of the Scottish Government to establish a financial redress scheme for victims of historical abuse whilst they were children in care. A formal consultation on the nature of a financial redress scheme was launched with a closing date of 25 November 2019.
 - 1.2 Due to the timing of the consultation, it wasn't possible for a response to be prepared and considered for at the meeting of this policy board on 31 October 2019. Following discussion with the convener it was agreed an officer response would be submitted to meet the closing date of the consultation and brought to this meeting for consideration.
 - 1.3 The financial redress scheme is one element of response to victims of abuse as children in public care. The objective behind the scheme is to acknowledge and respond to the harm that was done to children who were abused in care in the past. One of the principles behind the scheme is that those agencies and organisations which were responsible for the institutions and care settings in which the abuse occurred should contribute to the redress scheme.
 - 1.4 The draft response, prepared by officers in Children's Services, Legal Services and Risk Services, attached at appendix 1 was submitted and members are asked to homologate the response.
-

2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to:

[a] homologate the response to the Scottish Government consultation attached at appendix 1.

3. Background

- 3.1 In 2015, the Scottish Government established the Scottish Child Abuse Inquiry to investigate the nature and extent of the abuse of children whilst in care in Scotland, and the failures which allowed it to happen. The Scottish Government asked the InterAction Action Plan Review Group to consult on the provision of financial redress for victims of childhood abuse whilst they were in public care.
- 3.2 The InterAction Action Plan Review Group published the outcome of the consultation in September 2018. One of the recommendations was the Scottish Government should establish a financial redress scheme and pass legislation on this before the end of the current parliamentary term. The Review Group also recommended the Scottish Government establish an advance payment scheme for those who were elderly or ill.
- 3.3 The Scottish Government accepted both of these recommendations. The advance payment scheme became operational in April 2019 and is open to those who suffered abuse in care in Scotland before December 2004 and are either age 70 or over or have been diagnosed with a terminal illness. Following a review, the Scottish Government has lowered the age range for those eligible for advance payment to age 68 and over. The advance payment scheme will remain in place until the statutory redress scheme is operational.
- 3.4 On 23 October 2019 the Scottish Government announced a consultation on the proposed legislative approach to a financial redress scheme for those who were victims of abuse as children whilst they were in public care. The scheme seeks to ensure that those agencies and organisations which were responsible for the institutions and care settings in which the abuse occurred should contribute to the redress scheme.
- 3.5 The timing of the consultation meant that the response couldn't be presented to the previous meeting of this Board. As a result, the Convener agreed that a draft response should be submitted by officers and considered at this meeting. The draft response was prepared by officers from Children's Services in consultation with Legal Services and Risk Services.
- 3.6 As a provider of care services for children there is a possibility that some survivors of abuse in care will have experienced in abuse in institutions or foster care arranged and provided by Renfrewshire Council or a predecessor authority. In view of this it is likely that at some point in the future Renfrewshire Council will require to contribute to the financial redress scheme.

Implications of this report

1. Financial

It is possible that Renfrewshire will be identified as an organisation which

was is responsible for an institution or care setting where abuse might have occurred. There is a possibility that some claims could be covered by insurance however others could be below the current excess limits resulting in the need for the council to make provision to cover contributions to the financial redress scheme.

2. HR and Organisational Development

None.

3. Community/Council Planning

Our Renfrewshire is fair - The possibility that some adults who were abused as children in care services provided by Renfrewshire Council will receive financial redress for the harm caused by the abuse.

4. Legal

The consultation will likely result in a new legal duty on local authorities to contribute to the financial redress scheme.

5. Property/Assets

None.

6. Information Technology

None.

7. Equality and Human Rights

(a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report.

8. Health and Safety

None.

9. Procurement

None.

10. Risk

None.

11. Privacy Impact

None.

12. Cosla Policy Position

None.

13. Climate Risk

None.

List of Background Papers

Children's Services

Author: John Trainer, Head of Child Care and Criminal Justice, 0141 618 6860
john.trainer@renfrewshire.gov.uk

Part 1.1 Purpose and Principles of the Financial Redress Scheme

Purpose

1 We are considering the following wording to describe the purpose of financial redress: “to acknowledge and respond to the harm that was done to children who were abused in care in the past in residential settings in Scotland where institutions and bodies had long-term responsibility for the care of the child in place of the parent”.What are your thoughts on this? Do you agree?

Yes

Please explain your answer. If no, what are your thoughts on purpose?:

Renfrewshire Council notes and agrees that the purpose of the scheme is to provide financial redress to victims of abuse in residential settings. The Council is supportive of the purpose and principles of the scheme but suggests that there is a need for ensuring clarity and transparency of some of the terms used in the wording proposed by the Scottish Government. Renfrewshire Council suggest that the terms "residential settings", "long-term" and "responsibility for the care of the child in place of the parent" require clear definitions ensuring where possible that these align with those already in use.

Principles

2 We are considering the following as guiding principles:

Yes

Would you suggest any additions or amendments to the proposed principles?:

Renfrewshire Council agrees and supports the principles as detailed in the consultation document. The Council agrees that the principles must primarily be focused on the experience of the person applying to the scheme but suggest that there should be recognition of how the professionals and providers are treated under the scheme.

Part 1.2: Eligibility for the Financial Redress Scheme

Defining ‘in care’

3 Do you agree with the proposed approach in relation to institutions and bodies having long term responsibility for the child in place of the parent?

Unsure

Please explain your answer.:

Renfrewshire Council has a number of concerns with the lack of detail and rationale on how the scheme will be operated. In addition, the Council is concerned that the approach suggested could have unintended consequences and unfair treatment for victims of abuse.

The rationale for excluding certain groups of children such as those in boarding schools and hospital for medical or surgical treatment isn't clear.

4 Subject to the institution or body having long term responsibility for the child, do you agree that the list of residential settings should be the same as used in the Scottish Child Abuse Inquiry’s Terms of Reference?

Yes

Please explain your answer.:

5 Where parents chose to send children to a fee paying boarding school for the primary purpose of education, the institution did not have long-term responsibility in place of the parent. Given the purpose of this redress scheme, applicants who were abused in such circumstances would not be eligible to apply to this scheme. Do you agree?

No

Please explain your answer.:

Renfrewshire Council recognises that some parents would make the choice to place their child in a fee paying boarding school however some parents doing so wouldn't have a choice e.g. members of the armed forces or those in colonial or diplomatic missions. The parents of these children would have expected their children to have the same level of care and protection as that provided to children in public care. Excluding this group of victim could mean that two people who experienced abuse are treated differently.

6 Where children spent time in hospital primarily for the purpose of medical or surgical treatment, parents retained the long-term responsibility for them. Given the purpose of this redress scheme, applicants who were abused in such circumstances would not be eligible to apply to this scheme.Do you agree?

No

Please explain your answer.:

Renfrewshire Council believes that the exclusion of children who were abused in hospital would be unfair. Children in hospital should be considered to have been under the care and protection of the NHS and whilst the care on occasion might not have been long term the power imbalance means that parents weren't always present to prevent abuse.

The Council considers that excluding children abused in hospital is potentially discriminatory and fails to recognise the impact of the abuse on them.

Defining 'abuse'

7 We intend to use the same definition of abuse as the Limitation (Childhood Abuse) (Scotland) Act 2017 for the purpose of the financial redress scheme. This includes sexual abuse, physical abuse, emotional abuse and abuse that takes the form of neglect. Do you agree?

Yes

Please explain your answer.:

Defining 'historical' abuse

8 In our view 1 December 2004 represents an appropriate date to define 'historical' abuse for this financial redress scheme. Do you agree?

No

Please explain your answer.:

Renfrewshire Council is concerned that setting an appropriate date in the manner detailed in the consultation document is a challenge. The rationale for the date of 1 December 2004 isn't clear and could lead to many who otherwise be eligible for redress being excluded.

Child migrants

9 Do you have any comments you would like to make in relation to child migrants who also meet the eligibility requirements of this redress scheme?

Do you have any comments you would like to make in relation to child migrants who also meet the eligibility requirements of this redress scheme?:

Renfrewshire Council is of the view that child migrants abused in Scotland should be eligible.

Those with a criminal conviction

10 Do you have any comments about the eligibility of those with a criminal conviction?

Do you have any comments about the eligibility of those with a criminal conviction?:

Renfrewshire Council recognises the challenge in the possible public reaction to people with criminal convictions being awarded financial redress. The Council, however is of the view that the scheme must be built on a human rights principle and that eligibility should be on the abuse they suffered.

11 Do you have any other comments on eligibility for the financial redress scheme?

Do you have any other comments on eligibility for the financial redress scheme?:

Part 1.3: Payment Structure, Evidence and Assessment

Evidence Requirements

12 What options might be available for someone who has been unable to obtain a supporting document which shows they spent time in care in Scotland?

What options might be available for someone who has been unable to obtain a supporting document which shows they spent time in care in Scotland?:

13 Do you think the redress scheme should have the power, subject to certain criteria, to require that bodies or organisations holding documentation which would support an application are required to make that available?

Not Answered

Please explain your answer.:

Renfrewshire Council isn't sure that there is a need for the redress scheme to have the power to require bodies or organisations to make documentation available in the manner suggested.

Individuals have a right to access the information held by public bodies and this could be the best approach to them securing the required information. This approach would ensure that social work support could be offered to those accessing their records., recognising that for many this could be a further traumatic experience.

14 For Stage One, what evidence do you think should be required about the abuse suffered?

14 - A signed declaration by the applicant that they suffered abuse, but no other supporting evidence:

Yes

14 - A short written description of the abuse and its impact:

14 - Any existing written statement from another source which details the abuse in care:

15 Do you have any additional comments on evidence requirements for a Stage One payment?

Do you have any additional comments on evidence requirements for a Stage One payment?:

Renfrewshire Council suggests that the evidence should be consistent with the Advanced Payment Scheme requirements.

16 For Stage Two, what additional evidence of the abuse, and of its impact, should be required for the individual assessment?

16 - Any existing written statement from another source which details the abuse:

16 - Oral testimony of abuse and its impact:

16 - Short written description of the abuse and its impact:

16 - Detailed written description of abuse suffered and its impact:

16 - Documentary evidence of impact of the abuse - Existing medical and/or psychological records:

Yes

16 - Documentary evidence of impact of the abuse - New medical and/or psychological assessment:

16 - Supporting evidence of the abuse/impact from a third party:

17 Do you have any comments on evidence requirements for a Stage Two payment?

Do you have any comments on evidence requirements for a Stage Two payment?:

Renfrewshire Council suggests that there needs to be a balance between seeking evidence which gives public confidence in the integrity of the scheme whilst ensuring that the applicant isn't subjected to further trauma through having to gather the evidence.

Provision for oral testimony

18 Do you think applicants should be able to give oral evidence to support their application?

Yes

If yes, under what circumstances might it be available?:

Renfrewshire Council believes that the individual applicant should have a right to make oral evidence if they wish to do so.

Stage Two Assessment

19 Do you have any views on whether the length of time in care should be factored into the Stage Two assessment?

No

If so how?:

Renfrewshire Council accepts that for some victims the length of time in care and ongoing exposure to abuse could be relevant it is important to note that a single incident of abuse could have life-long impact on an individual.

20 Do you have any views on the balance the assessment should give to different types of abuse (physical, emotional, sexual, neglect)?

Do you have any views on the balance the assessment should give to different types of abuse (physical, emotional, sexual, neglect)?:

Renfrewshire Council believes that the focus of the assessment should be on the impact of the abuse on the individual rather than on a category of abuse.

21 What are your views on which factors in relation to the abuse and its impact might lead to higher levels of payment?

What are your views on which factors in relation to the abuse and its impact might lead to higher levels of payment?:

22 Do you think:

22 - the redress payment is primarily for the abuse suffered:

22 - the redress payment is primarily for the impact the abuse has had:

Yes

22 - both the abuse suffered and the impact it has had should be treated equally:

Please explain your answer.:

23 How do you think the scheme should ensure all parties are treated fairly and that the assessment and award process is sufficiently robust?

How do you think the scheme should ensure all parties are treated fairly and that the assessment and award process is sufficiently robust?:

Consideration of other payments

24 Do you agree that anyone who has received a payment from another source for the abuse they suffered in care in Scotland should still be eligible to apply to the redress scheme?

Yes

Please explain your answer.:

25 Do you agree that any previous payments received by an applicant should be taken into account in assessing the amount of the redress payment from this scheme?

Yes

Please explain your answer.:

Choosing between accepting a redress payment and seeking a payment from another source

26 Do you agree applicants should choose between accepting a redress payment or pursuing a civil court action?

Yes

Please explain your answer.:

Renfrewshire Council believes that victims of abuse should be the person who makes the decision on how best to pursue the resolution for them.

Part 1.4: Making an Application

Time period for making an application

27 We are proposing that the redress scheme will be open for applications for a period of five years. Do you agree this is a reasonable timescale?

Yes

Please explain your answer.:

Renfrewshire Council believes that, on the basis the scheme will be promoted on a regular basis during the period it is open then a five year period is appropriate.

Practical help making an application

28 Should provision be made by the redress scheme administrators to assist survivors obtain documentary records required for the application process?

Yes

Please explain your answer.:

Legal advice

29 In your view, which parts of the redress process might require independent legal advice? Please tick all that apply.

In making the decision to apply, During the application process, At the point of accepting a redress payment and signing a waiver?

30 How do you think the costs of independent legal advice could best be managed?

How do you think the costs of independent legal advice could best be managed?:

Renfrewshire Council believes that a similar structure to the current legal aid costs should be set in place.

Part 1.5: Next-of-Kin

31 What are your views on our proposed approach to allow surviving spouses and children to apply for a next-of-kin payment?

What are your views on our proposed approach to allow surviving spouses and children to apply for a next-of-kin payment?:

32 We are considering three options for the cut-off date for next-of-kin applications (meaning that a survivor would have had to have died after that date in order for a next-of-kin application to be made). Our proposal is to use 17 November 2016.

32 - 17 December 2014 - the announcement of the Scottish Child Abuse Inquiry:

32 - 17 November 2016 – the announcement of the earlier consultation and engagement work on the potential provision of financial redress:

32 - 23 October 2018 – the announcement that there would be a statutory financial redress scheme in Scotland:

What are your views on which date would be the most appropriate?:

33 We propose that to apply for a next-of-kin payment, surviving spouses or children would have to provide supporting documentation to show that their family member met all the eligibility criteria. What forms of evidence of abuse should next-of-kin be able to submit to support their application?

We propose that to apply for a next-of-kin payment, surviving spouses or children would have to provide supporting documentation to show that their family member met all the eligibility criteria. What forms of evidence of abuse should next-of-kin be able to submit to support their application?:

34 What are your views on the proportion of the next-of-kin payment in relation to the level at which the redress Stage One payment will be set in due course?

Not Answered

Please explain your answer.:

Part 1.6: Financial Contributions

Contributions to the redress scheme

35 We think those bearing responsibility for the abuse should be expected to provide financial contributions to the costs of redress. Do you agree?

Not Answered

Please explain your answer.:

Renfrewshire Council agrees in principle that responsible bodies should be expected to contribute to the costs of redress. There could however be challenges in identifying the responsible organisation given the complexity of local government and the various reorganisation over the years.

36 Please tell us about how you think contributions by those responsible should work. Should those responsible make:

36 - an upfront contribution to the scheme:

36 - a contribution based on the number of applicants who come forward from their institution or service:

36 - another approach to making a financial contribution to the redress scheme costs?:

Yes

Please explain your answer. :

Renfrewshire Council believes that contributions should be made on a case by case basis when the individual accepts the payment offered. The Council believes that the Scottish Government in the first instance make the payment and then the relevant organisation make the required contribution as a repayment to the Scottish Government.

Any other comments?:

37 Are there any barriers to providing contributions, and if so how might these be overcome?

Are there any barriers to providing contributions, and if so how might these be overcome?:

The main barrier to making contributions will be in establishing who the responsible organisation might be. This will be complicated in a public sector context where the assigning of responsibility on a geographical basis isn't necessarily appropriate. For local authorities there is a complication of establishing the responsible authority given that many services were provided on a regional basis and managed as regional resources. In addition the boundaries of local authorities have been subject to change through a range of local government reorganisations.

For many placements of children in residential establishments the decision to do so was endorsed by a children's hearing and the parent(s) retained full parental rights and responsibilities and continued to visit their child in placement.

On a practical level there is a need to consider the ability of the relevant organisation to make payments to the scheme. Many local authorities, including Renfrewshire are facing significant financial pressures and the addition of a requirement to contribute to the scheme will add to these.

38 Should the impact of making financial contributions on current services be taken into account and if so how?

Yes

Please explain your answer.:

Many local authorities, including Renfrewshire are facing significant financial pressures. Social work services are facing challenges due to the demands for support to the most vulnerable children and families. It is important that the contribution to the scheme shouldn't have a detrimental impact on the protection of children who require it at the present time.

There is an argument that the impact of current services from payments required by present local authorities due to the actions of predecessor councils is a potential detriment to those currently requiring support. The possibility of the Scottish Government making the payments for those authorities which no longer exist could be a possible solution on behalf of the Scottish people.

39 What other impacts might there be and how could those be addressed?

What other impacts might there be and how could those be addressed?:

The impact on local authorities includes the potential release of staffing to trace and provide evidence for survivors to support their applications. In addition local authorities will require to put in place staff to track and manage the financial impact of contributions.

40 How should circumstances where a responsible organisation no longer exists in the form it did at the time of the abuse, or where an organisation has no assets, be treated?

How should circumstances where a responsible organisation no longer exists in the form it did at the time of the abuse, or where an organisation has no assets, be treated?:

Renfrewshire Council recognises that there have been two distinct reorganisations of local government (1975 and 1996). Determining who is responsible for local authorities which no longer exist will be challenging. The Scottish Government should consider the possibility that it make the contribution on behalf of those authorities noting that it is acting on behalf of the Scottish people in this arrangement.

41 What is a fair and meaningful financial contribution from those bearing responsibility for the abuse?

What is a fair and meaningful financial contribution from those bearing responsibility for the abuse?:

If the relevant organisation is identified as being responsible for the abuse there is an argument that if it continues to exist then it should be responsible for 100% of the redress payment. Consideration does however, have to be given to the potential negative impact of this arrangement on present services.

42 What would be the most effective way of encouraging those responsible to make fair and meaningful contributions to the scheme?

What would be the most effective way of encouraging those responsible to make fair and meaningful contributions to the scheme?:

43 Should there be consequences for those responsible who do not make a fair and meaningful financial contribution?

Yes

If yes, what might these be?:

Contributions to wider reparations

44 In addition to their financial contributions to the redress scheme, what other contributions should those responsible for abuse make to wider reparations?

In addition to their financial contributions to the redress scheme, what other contributions should those responsible for abuse make to wider reparations?:

Local authorities will continue to offer support to survivors if they are assessed as requiring this.

Part 2.1: Decision-Making Panel for Redress

45 Do you agree that the decision making panel should consist of three members?

Not Answered

Please explain your answer.:

Neither agree nor disagree.

46 Do you agree that the key skills and knowledge for panel members should be an understanding of human rights, legal knowledge, and knowledge of complex trauma and its impact?

Yes

Are there other specific professional backgrounds or skills you feel are essential for the decision making panel?:

It would be considered advantageous to the operation of the scheme if there was a range of professional skills and knowledge available including legal and social work.

47 We propose that a Survivor Panel be established to advise and inform the redress scheme governance and administration, ensuring survivor experience of the application process is considered as part of a culture of continuous improvement. Do you agree?

Yes

Please explain your answer.:

Renfrewshire Council agrees that the voice of survivors should be central to the operation of the scheme. The voice of the survivor must therefore be represented both on an individual basis but also as a group to ensure confidence in the operation and transparency of the scheme.

How do you think survivors should be recruited and selected for this panel?:

Part 2.2: Public Body

48 Do you agree that the financial redress scheme administration should be located in a new public body?

Not Answered

Please explain your answer.:

Neither agree nor disagree. Renfrewshire Council agrees that the administration of the scheme should be independent however questions if this requires establishing a new public body with the resultant costs associated with this. The administration of the scheme by an established independent body such as the Scottish Tribunal Service should be explored.

49 Do you have any views as to where the public body should be located and what it should be called?

Do you have any views as to where the public body should be located and what it should be called?:

This question assumes agreement to a new public body being created. Renfrewshire Council remains unconvinced on the need for a new public body. As such we don't have a strong view on the name or location of such a body.

What factors should be taken into account when deciding where the public body should be?:

50 How can survivors be involved in the recruitment process for these posts?

How can survivors be involved in the recruitment process for these posts?:

This is an area which requires input from survivor groups and it isn't appropriate for Renfrewshire Council to determine how those groups should be involved in the recruitment of the positions mentioned. Renfrewshire Council remains of the view that it isn't convinced that a new public body is required to administer the scheme.

How should survivors be selected to take part in this process?:

Part 2.3: Wider Reparations

51 What are your views on bringing together the administration of other elements of a reparation package such as support and acknowledgement with financial redress?

What are your views on bringing together the administration of other elements of a reparation package such as support and acknowledgement with financial redress?:

Many of the services and supports are already available via existing health and local authority provision. It is however recognised that some survivors will welcome an independent provision separate from the organisation they view as being responsible for their abuse.

What would be the advantages?:

Would there be any disadvantages, and if so, how might these be addressed?:

52 Do you agree that it would be beneficial if the administration of these elements were located in the same physical building?

Do you agree that it would be beneficial if the administration of these elements were located in the same physical building?:

Neither agree nor disagree.

What would be the advantages?:

Would there be any disadvantages, and if so, how might these be addressed?:

53 Should wider reparation be available to everyone who meets the eligibility criteria for the financial redress scheme?

Not Answered

Please explain your answer.:

The wishes of the individual applicant should be the major factor in determining if they wish wider reparation and support.

54 Should there be priority access to wider reparation for certain groups, for example elderly and ill?

Yes

Please explain your answer.:

Renfrewshire Council recognise that some victims will be elderly or have life limiting illnesses and as such should have priority for access to wider reparation and consistent with the advanced payment scheme.

55 If a person is eligible for redress, should they have the same or comparable access to other elements of reparation whether they live in Scotland or elsewhere?

Not Answered

Please explain your answer.:

It could be difficult to ensure that those who don't live in Scotland have access as the supports would not be under the control of any Scottish public service or authority.

Acknowledgement and Apology

56 To allow us more flexibility in considering how acknowledgment is delivered in the future, we intend to include provision in the redress legislation to repeal the sections of the Victims and Witnesses (Scotland) Act 2014 which established the National Confidential Forum.

Do you have any views on this?:

No specific view on this. it is important that the voice of survivors is considered by the Scottish Government on this proposal.

57 Do you have any views on how acknowledgment should be provided in the future?

Do you have any views on how acknowledgment should be provided in the future?:

No

58 Do you think a personal apology should be given alongside a redress payment?

Not Answered

Please explain your answer.:

If so, who should give the apology?:

Support

59 Do you think there is a need for a dedicated support service for in care survivors once the financial redress scheme is in place?

Not Answered

Please explain your answer.:

60 Do you have any initial views on how support for in care survivors might be delivered in Scotland, alongside a redress scheme?

Do you have any initial views on how support for in care survivors might be delivered in Scotland, alongside a redress scheme?:

About you

What is your name?

Name:

John Trainer

What is your email address?

Email:

john.trainer@renfrewshire.gov.uk

Are you responding as an individual or an organisation?

Organisation

If responding as an individual do you identify as a survivor of abuse in care?

Not Answered

What is your organisation?

Organisation:

Renfrewshire Council

If responding on behalf of an organisation, please indicate which category best describes your organisation. Please tick all that apply.

Local Authority, Current Care Provider, Previous Care Provider

If other, please specify.:

The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

Publish response including my name

We may wish to contact you again in the future, but we require your permission. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

Yes

If you would like to join our mailing list for any further updates on the financial redress scheme, you will need to sign and return a form (privacy notice). Please tick a box below if you would like to join our emailing list.

Yes, add me to the email list for further updates.:

No

Evaluation

Please help us improve our consultations by answering the questions below. (Responses to the evaluation will not be published.)

Matrix 1 - How satisfied were you with this consultation?:

Please enter comments here.:

Matrix 1 - How would you rate your satisfaction with using this platform (Citizen Space) to respond to this consultation?:

Please enter comments here.:



To: **Education and Children's Services Policy Board**

On: **16 January 2020**

Report by: **Director of Children's Services**

Heading: **Kinship Care Policy**

1. Summary

- 1.1 Renfrewshire Children's Services aims to support children in the care of their own parent(s) where it is safe and appropriate to do so. It is recognised however, that some children are not able to be cared for by their parent(s) and that alternative care arrangements will be required.
 - 1.2 In circumstances where a child can't remain with their own parent(s), Children's Services will ensure the most appropriate alternative arrangements are made to meet the child's needs. In these circumstances Children's Services will always explore extended family members as possible alternative carers.
 - 1.3 When social work places a child with their friends or relatives, this is known as a kinship care arrangement. This report contains a draft policy on how Children's Services will assess and support kinship carers.
 - 1.4 The draft policy contains information on the current maintenance allowance paid to kinship carers to support them in meeting the needs of the child. This maintenance allowance is paid at the same rate paid to Renfrewshire foster carers. The draft policy also details financial support to be available to kinship carers, who are assessed as requiring this, to pursue a kinship care order.
-

2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to:

[a] approve the draft Kinship Care Policy attached at appendix 1; and

[b] agree the Head of Child Care and Criminal Justice can approve financial support of up to £1500 to assist with a kinship carer's legal fees incurred in pursuing a kinship care order as outlined in the policy.

3. Background

- 3.1 Renfrewshire Council social work is required to ensure that where a parent isn't able to care for their child safely that appropriate supports and services are provided. The focus of social work in these circumstances is to support the parent and child in the family home. In some circumstances this isn't possible and alternative care is required.
- 3.2 In circumstances where a parent(s) isn't able to provide safe care social work will always explore members of the child's extended family as alternative carers. These extended family care arrangements are referred to as "kinship care". Under the Children and Young People (Scotland) Act 2014 local authorities have particular duties to kinship carers and children in kinship care arrangements.
- 3.3 All local authorities are required under the Kinship Care Assistance (Scotland) Order 2016 to prepare and publish a policy in relation to the provision of kinship care assistance. This draft policy attached at appendix 1 has been prepared to satisfy this requirement and to provide clarity on how the Council will discharge its responsibilities on supporting kinship carers. This document replaces all previous policy and procedure documents for kinship care in Renfrewshire.
- 3.4 The support offered to kinship care families prevents the need for the child to be accommodated with foster carers or provided with residential care. Ensuring the child is supported in kinship offers the child the opportunity to remain in their family of origin.
- 3.5 Renfrewshire Council currently provides a maintenance allowance for children in kinship care at the rate of £112.16 per child per week. The council is required to ensure that the maintenance allowance for children in kinship placements is paid at the same rate as the maintenance allowance paid for children in foster care.
- 3.6 Renfrewshire Council currently supports 191 approved kinship carers to look after 248 children. At present most of these children are subject to either a compulsory supervision order under the Children's Hearing (Scotland) Act 2011 or are supported under Section 25 of the Children (Scotland) Act 1995.
- 3.7 Kinship carers are able to apply for a kinship care order to allow the child to remain with them and remove the need for the child to attend an annual children's hearing. There can be a financial barrier to some kinship carers applying for kinship care orders, particularly those not entitled to legal aid. The draft policy is seeking approval for the Head of Child Care and Criminal Justice to be able to agree a financial contribution of up to £1500 in these circumstances.

Implications of this report

1. Financial

The number of kinship carers seeking funding from the local authority to support legal fees for a kinship order is not expected to exceed 5 in any given year. As such the financial impact is not significant and can be

- managed in present budget.
2. **HR and Organisational Development**
None.
 3. **Community/Council Planning**
None.
 4. **Legal**
We require to have this policy approved in order to meet our statutory duties.
 5. **Property/Assets**
None.
 6. **Information Technology**
None.
 7. **Equality and Human Rights**
 - (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report.
 8. **Health and Safety**
None.
 9. **Procurement**
None.
 10. **Risk**
None.
 11. **Privacy Impact**
None.
 12. **Cosla Policy Position**
None.
 13. **Climate Risk**
None.

List of Background Papers

Children's Services

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**Renfrewshire
Council**

Renfrewshire Children's Services

Kinship Care Policy

Owner: Head of Child Care and Criminal Justice
Operational date: January 2020
Review date: January 2025

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16. Complaints
17. Kinship Care Assistance

1. Introduction

- 1.1 All local authorities are required under the Kinship Care Assistance (Scotland) Order 2016 to prepare and publish a policy in relation to the provision of kinship care assistance. This document is Renfrewshire Council's Kinship Care Policy and has been prepared to meet the requirement and provide clarity on how the Council will discharge its responsibilities on supporting kinship carers. This document replaces all previous policy and procedure documents for kinship care in Renfrewshire
- 1.2 Renfrewshire Children's Services aims to support children in the care of their own parent(s) where it is safe and appropriate to do so. It is recognised however, that some children are not able to be cared for by their parent(s) and that alternative care arrangements will be required.
- 1.3 In circumstances where a child can't remain with their own parent(s), Renfrewshire Children's Services, will ensure the most appropriate alternative arrangements are made to meet the child's needs. When social work places a child with their friends or relatives, this is known as a kinship care arrangement.
- 1.4 Some families make alternative care arrangements without the involvement of social work. Where those carers are caring for an "eligible child" the Local Authority has a duty to provide support and assistance and parts of this policy refers to this.
- 1.5 Getting it right for every child in Kinship Care and Foster Care (Scottish Government 2007) states:

"The starting-point in considering kinship care arrangements should be: It is the right of every child to have their family and friends explored as potential carers if they need to leave the care of their parents.

Any arrangement for care by family or friend must be in the best interests of the child.

The safety and needs of the child in any assessment of family or friends as carers must be paramount.

A child's needs for good family and friends carers should take precedence over the wishes of a parent to exclude the family from care.

Support to a family or friend placement should be available when needed."

(page 10)

2. Legislation, regulations and guidance and policy

2.1 This policy has been developed to meet the requirements detailed in the following:

- Children (Scotland) Act 1995
- The Adoption and Children (Scotland) Act, 2007
- Looked After Children (Scotland) Regulations 2009
- National Guidance on the Looked After Children (Scotland) Regulations 2009 (in particular part V, Kinship Care)
- Getting it right for every child in Kinship Care and Foster Care (Scottish Government 2007)
- Children's Hearing (Scotland) Act 2011
- Children and Young People (Scotland) Act 2014
- Kinship Care Assistance (Scotland) Order 2016
- National Guidance on parts 10, 11 and 13 of Children and Young People (Scotland) Act 2014.

3. Definitions

Kinship Care - Kinship care is when a child is placed with extended family members or a close family friend by the local authority, the children's hearing system or the courts because they can no longer be cared for by their parent(s) and that child is defined as looked after under section 17(6) of the Children (Scotland) Act, 1995.

Kinship care may also include children who are no longer looked after by the local authority but live in a kinship care arrangement. These children are likely to be subject to an order under Section 11 of the Children (Scotland) Act 1995.

Those living in a private arrangement with extended family with no involvement from Renfrewshire Council are not considered to be in a formal kinship care arrangement.

Kinship Care Allowance – Financial support provided by Renfrewshire Council to kinship carers approved by Renfrewshire Council.

Kinship Care Order –An order under section 11 of the Children (Scotland) Act 1995 which secures the placement under a legal order. This order removes the child from the children's hearing system (if subject to supervision requirement) and reduces the need for statutory social work intervention as the child no longer has looked after and accommodated status.

Kinship Carer – Under Regulation 10 of the Looked After Children (Scotland) Regulations 2009 a kinship carer is defined as “a person who is related to the child (through blood, marriage or civil partnership)” or “a person with whom the child has a pre-existing relationship”. A kinship carer for Renfrewshire Council has been assessed and approved to provide care for a specific child(ren).

Kinship Care Support – Overall term to describe financial and emotional support provided to a kinship carer to parent the child they care for.

Looked after child – a child who is subject to a Compulsory Supervision Order under Section 83 of the Children Hearing (Scotland) Act 2011 or an interim Compulsory Supervision Order under Section 86 of the same Act;; or a child placed with a kinship carer under Section 25 of the Children (Scotland) Act 1995 or a child subject to a Permanence Order under the Adoption and Children (Scotland) Act 2007. We have the same duties to a child subject to a child protection order under section 38 or 39 of the Children's Hearing (Scotland) Act 2011.

Eligible child - is a child who was “previously looked after” (and is no longer) or is “at risk of becoming looked after”.

Private Fostering/ informal Care Arrangements – arrangements made by a family for a child to live with relatives or friends and neither social work, the children's hearing system or the courts have been involved.

Kinship Care Assistance - advice and support given to carers who look after a child who was “previously looked after” or is “at risk of becoming looked after”.

4. Private fostering/private care arrangements

- 4.1 Some families make their own arrangements for a child to live with relatives or friends and neither social work, the children's hearing system or the courts have been involved. This is known as a private fostering or private care arrangement. Carers in such circumstances have not been assessed by the local authority as kinship carers and do not care for looked after children. Such carers may receive advice and support if they are caring for a previously looked after child or a child who is at risk of being looked after.

5. Emergency placements

- 5.1 In some circumstances the local authority will place a child under section 25 of the Children (Scotland) Act 1995 with someone who is known to the child and who has a pre-existing relationship with the child on an emergency basis. When the arrangement is made the child becomes a **looked after child**. Financial support will be provided to support the placement on an interim basis, pending the assessment of the carers as kinship carers for the child.
- 5.2 When the local authority places a child in an emergency, an initial assessment of the suitability of the carer(s) will include the following:
- social work records check on everyone in the household;
 - police check on every adult in the household over 16 years old;
 - suitability of the accommodation; and
 - initial health check.
- 5.3 The social worker must explain in detail to the kinship carer the expectations of the care and safeguards to be provided to and for the child. The social worker **must** ensure that the kinship carer, and the local authority sign an agreement form (appendix 1). The kinship carer will be provided with a signed copy of the agreement.

6 Kinship Assessment

- 6.1 Renfrewshire requires that all potential kinship carer(s) undergo an assessment as to their suitability to provide safe care for the child(ren) they are being asked to care for. When a child(ren) is placed with a kinship carer on an emergency basis the assessment as detailed in paragraph 5.2 must be carried out.
- 6.2 The purpose of the kinship care assessment is to establish the suitability of the potential kinship carer to provide ongoing care for the child. The assessment should also identify any support required by the carer to allow them to care safely for the child.
- 6.3 The kinship care assessment will include the following:
- social work records check on everyone in the household;
 - PVG check on the main carer(s);
 - police check on all other adults in the household over the age of 16;
 - suitability of the accommodation (including a health and safety assessment);

- GP health assessment for the kinship carer(s); and
 - for kinship carer(s) who reside out with Renfrewshire social work records check for them and any other adults or children in the house, with the authority in which they reside.
- 6.4 Renfrewshire council **does not** apply a means test when assessing the potential kinship carer(s). Kinship care allowance is given as an allowance for the child this is regardless of the carers single or joint income.
- 6.5 If the potential kinship carer is in a relationship with a spouse/partner and they live within the carers household they **must** be included on the kinship assessment application, whether or not they have caring responsibilities for the child.
- 6.6 If the child is already placed with the family, the assessment must be completed within **12 weeks** of the start of the placement. This assessment should be completed within 12 weeks regardless of whether this is to be a permanent placement for a child. If the child has not been placed, the assessment should be completed, within 12 weeks.
- 6.7 If the child is a Looked After Child a kinship carer assessment requires to be undertaken on the carer regardless of whether the potential kinship carer requires financial assistance or not. The focus is on the suitability of the placement not on the entitlement to finances.

7. Approval Process

- 7.1 Kinship carers are only approved for a specific child or children. Where kinship carers are already approved for a child or children and wish to be assessed for another child, a fresh assessment must be completed
- 7.2 Completed kinship assessments should be signed by the assessing worker, the prospective carer(s), senior social worker, and the social work manager from the team who carried out the assessment. They are submitted to child care business support who will arrange for papers to be passed to the Kinship forum for consideration.
- 7.3 If the kinship forum recommends that carers should be approved (or not) as kinship carers, the papers will be passed to the Agency Decision Maker for kinship carers, for consideration of approval. The agency decision maker will decide within 14 days of the recommendation of the forum.
- 7.4 Approved assessments will be processed by Business support and put on to the social work information system. The kinship carer(s) will be notified in writing of outcome and any right to appeal.

- 7.5 If approved the assessing worker should arrange for the placement agreement to be signed by the kinship carer(s) and the Social Work manager (of the team who carried out the assessment), unless previously signed. Where more than one person is approved as a kinship carer, all carers who have been approved must sign the agreement.

8. Appeal process

- 8.1 If the kinship assessment has not been approved, the prospective kinship carer will be notified in writing by the Agency decision maker. If the prospective kinship carer wishes to appeal, they can do this in writing within 14 days of the date of the letter received informing them that they have not been approved.
- 8.2 The Head of Child Care and Criminal Justice Service will review the decision and reply to the letter of appeal within 28 days.

9. Kinship Care Review

- 9.1 Regular Reviews of kinship carers will take place no less frequently than every 2 years. However, reviews may take place more frequently where appropriate. Where consideration is for the approval not to be renewed, or where there have been child protection concerns, this review must go to the forum for discussion, and the recommendation of the forum passed to the Agency Decision Maker.
- 9.2 All other Completed review assessments should be submitted directly to the Agency Decision Maker for consideration. The appeal process will be the same as above.
- 9.3 Kinship carers should notify social work immediately of any change in their circumstances.
- 9.4 The following additional checks to be completed every 3 years after the initial assessment:
- PVG checks on the carers;
 - disclosures on anyone over the age of 16 years residing in the house; and
 - health checks on the kinship carer(s).

10. Financial Support

- 10.1 All potential kinship carers undergoing a kinship assessment with the child placed in their care by the authority are entitled to a payment until the assessment is completed.

- 10.2 Where a child is placed in a kinship care arrangement in an emergency, financial support will be provided to assist with the cost of caring for the child. The financial support could include payment to purchase essentials to meet the child's care needs. A weekly support payment of £50.00, or other such sum as approved under delegated functions, by the Chief Social Work Officer, will be paid for each child during the assessment period.
- 10.3 The payment of kinship care allowance is dependent on the kinship assessment having been completed and approved and continually reviewed. The carers will be paid kinship care allowance from the date the assessment is approved. If the assessment takes longer than 12 weeks the kinship care allowance will be backdated to the start date of the assessment plus 12 weeks.
- 10.4 The payment of the kinship care allowance will continue in respect of those children who continue to reside with kinship carers, and who although previously 'looked after' are no longer 'looked after' by virtue of being subject to residence orders or kinship care orders.
- 10.5 The granting of the kinship allowance does not preclude carers from receiving further assistance in exceptional circumstances under section 22 of the Children (Scotland) Act 1995 where there is an assessed need.
- 10.6 If the child is looked after Financial assistance should also be considered to promote the child's contact with parents and siblings as appropriate.
- 10.7 In terms of regulation 33 of the Looked After Children (Scotland) Regulations 2009, where a child is required by virtue of a compulsory supervision order to reside with a person other than their parent, the local authority must provide financial support.
- 10.8 The current rate of kinship allowance is £112.16, per week, per child, as at the date of this policy.
- 10.9 For the avoidance of doubt, carers of children in private fostering or informal care arrangements, where the local authority was not involved in placing the child, and the child is not or was not a "looked after child", are not eligible for the kinship allowance, unless the child is deemed an eligible child and has been assessed that this is the support they require.
- 10.10 If a potential kinship carer has been assessed and not been approved as a kinship carer they will not be entitled to kinship care allowance.
- 10.11 Renfrewshire Council will pay the kinship care allowance on a fortnightly basis in advance and directly into the approved kinship carer's bank account.

11. Overpayments

- 11.1 On a very small number of occasions a kinship carer may receive a payment to which they weren't entitled e.g. the child has left the placement during the advance payment period. In these circumstances Children's Services will seek to recover the overpayment from the kinship carer.
- 11.2 Where an overpayment has occurred the kinship carer will be advised and the reason for the overpayment shared with them. The carer can arrange for a payment plan to repay any over payment in a manageable level.
- 11.3 If there are exceptional circumstances which suggests that recovery would be inappropriate then the worker should report this to their manager as soon as possible. In exceptional circumstances a debt can be waived by the Head of Service or Children's Services Manager, following investigation.

12. Termination of the Kinship Allowance

- 12.1 The kinship care allowance will terminate in the following circumstances:
- if the child is no longer living with the carer;
 - if the birth parent moves into the kinship care household; or
 - the child reaches their 18th birthday or their school leaving date (whichever is the later).
- 12.2 If a birth parent moves into the kinship placement, then this is no longer considered a kinship arrangement and the allowance should normally end. There may be exceptional circumstances where this is considered acceptable, however this requires to be reviewed regularly and agreed by the social work manager (operations) for the team where the child and kinship carer are allocated.
- 12.4 In accordance with the kinship agreement if the kinship carers are in breach of this agreement Renfrewshire council reserves the right to terminate the kinship allowance. If this is a kinship placement with a looked after child, the suitability of the placement should be fully considered.

13. Permanence in Kinship care

- 13.1 Where a child is likely to remain in the kinship care placement for the long term, it may be in the child's best interests for the carer to pursue a residence order. Section 11 of the Children (Scotland) Act, 1995 provides an option for kinship carers to apply to the court for a residence order, (also known as a kinship care order). The social worker for the kinship carer, will ensure that in circumstances where a kinship care order may be relevant that the kinship carer is provided with Information and advice about applying for a kinship care order/residence order, and what this means. The kinship carer should always be advised to seek independent legal advice.

13.2 Children's Services may contribute towards reasonable legal fees incurred by kinship carers who pursue a kinship care order when:

- a. obtaining a residence order would be better for the child than the existing arrangements (for example, remaining on a supervision requirement) and secures the child's long-term safety and stability; and
- b. the carer has been assessed as being able to meet the child's long-term needs; **and**
- c. the carer is not eligible for legal aid and this is confirmed in writing either by their solicitor or the legal aid board; **and**
- d. the carers cannot afford the legal fees themselves; **and**
- e. the carers solicitor can provide a letter giving a quote for reasonable legal fees for an uncontested application, which has been considered by the department's legal services.

13.3 If the above criteria are met, Children's Services will contribute up to **£1,500 plus VAT**. In exceptional circumstances Children's Services will consider contributing more than this towards a contested application for a kinship care order.

13.4 The final decision regarding financial support towards legal fees will be made by the Head of Child Care and Criminal Justice for Children's Services.

13.5 The Local Authority may decide that it is in the best interests of a particular child to apply for a permanence order to secure the child's residence with the kinship carer. The child would remain looked after and a kinship allowance would continue to be paid.

14. Child Protection Concerns in kinship care

14.1 If there are child protection concerns raised about a child's care in kinship arrangement, Renfrewshire Council Child Protection Procedures will be followed.

14.2 If a child protection investigation is being carried out, then the following applies:

- a full kinship reassessment of the carers should be undertaken once the investigation is complete;
- if the child is still living with the carers then the kinship allowance should remain in place;
- if child is removed from living with the carers either during the investigation or subsequently the allowance will be stopped; and

- if the child is subsequently returned to the carers the allowance will be reinstated if the kinship assessment is approved.

15. Placement of Looked after Children in other Local Authority Areas

- 15.1 Renfrewshire Council will continue to pay the kinship care allowance for any child we place with kinship carers who reside outwith our boundaries.
- 15.2 The payment arrangements in these circumstances continue as if the child resided in Renfrewshire.

16. Complaints

- 16.1 If children/young people wish to make a complaint they can be supported by their kinship carer, or case manager or an independent advocate. Any complaint raised by a child or young person will be managed under the Council's Complaint's Procedures.
- 16.2 A kinship carer can make a complaint about the service or support they have received, in line with the council's complaints policy. They can be supported to make their complaint by the Citizens Advice Bureau Kinship Care Adviser.
- 16.3 Complaints about the service that are easily resolved, can be resolved by frontline staff at the earliest opportunity, and within 5 days of the complaint being raised.
- 16.4 If a complaint is more complex and requires further investigation, this would progress to a stage 2 complaint and should be resolved within 20 working days
- 16.5 If a kinship carer is not satisfied with the outcome of a stage 2 complaint, they can contact the Scottish Public Services Ombudsman. The contact details will be provided in the response to any complaints.
- 16.6 Kinship carers cannot complain about the outcome of a kinship assessment child protection recommendation or review as there is a separate appeal process for this.

17 Kinship Care Assistance

- 17.1 Section 71 of the Children and Young People (Scotland) Act 2014 requires a local authority make arrangements to provide "kinship care assistance" to specified people.
- 17.2 Kinship care assistance is only available in relation to an "eligible child". Therefore, kinship care assistance is not provided in all cases where there is a Kinship Care Order.

- 17.3 Kinship carers who have a kinship care order in relation to an eligible child are entitled to the provision of such information and advice as they may reasonably require in relation to a kinship care order and could be entitled to the provision of an allowance. Information and advice will be given by the kinship care.

DRAFT



K.C. 4 FORM
Kinship Care Post Approval Agreement with Kinship carer(s)

Name of child/ren:	
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CCM Number:	
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Child(ren) Date of Birth:	
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Case Manager:	
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Date of Placement:	
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Date Assessment Completed:	
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**Kinship Carer(s) Personal Details:
(Main Carer)**

Full Name:	
CCM Number	
Address:	
Post Code:	
Date of Birth:	

2nd Carer

Full Name:	
CCM number	
Address:	
Post Code:	
Date of Birth:	

Kinship carer commitment

I/ We agree to;

- 1 care for the child as if he were a member of that family in a safe and appropriate manner;
- 2 ensure the child is safe, healthy, nurtured, achieving, responsible, active, respected and included;
- 3 ensure child/ren has access to education;
- 4 inform Renfrewshire Council of any changes to the household or to contact details, address, email address or telephone numbers as quickly as possible;
- 5 comply with the terms of this agreement and co-operate with the child's plan;
- 6 permit any person authorised by Renfrewshire Council to visit the child at any reasonable time;
- 7 allow the child to be removed by Renfrewshire Council when a placement is ended;
- 8 ensure that any information concerning the child/children and their family is kept confidential and is not disclosed except to or with the agreement of Renfrewshire Council;
- 9 allow contact with the child's birth parent(s) in relation to any contact order, and with any arrangements made or agreed by Renfrewshire Council;
- 10 ensure that the child/children continue to be registered with the services noted below and ensure that routine check-ups and treatments are carried out as required as well as seeking medical attention for the child if needed:
 - a G.P.
 - a dentist
 - an optician;
- 11 agree to allow staff from Renfrewshire Council to complete all relevant checks and obtain information on the household and its members;
- 12 notify Renfrewshire Council immediately of any serious illness of the child or of any serious occurrence affecting the child;
- 13 ensure that no form of physical chastisement is used with any child/ren placed;

- 14 agree to immediately informing Renfrewshire Council of any change in circumstance that might affect:
 - the Kinship Placement: for example, if someone moves in or out of the home;
 - the Kinship Allowance: for example, if either or both parents move into the home, or young person has left the family home or education;
 - the approval as Kinship Carer: for example, any criminal convictions, or any changes in the health of the carers
- 15 agree to fully engage and participate in the Kinship Review process;
- 16 agree to support the child/children to access social activities;
- 17 immediately inform the Local Authority of any over-payment of allowance and ensure repayments are made if required. I / We understand that failure to do could result in appropriate legal action: and
- 18 agree to allow the Local Authority to update PVG/Disclosure applications and health assessments every 3 years or sooner if required as per Kinship policy.

Renfrewshire Council Responsibilities to Kinship carers

Renfrewshire Council Commits To:

- 1 provide relevant information about the child's background, health and emotional development and any other information considered relevant to the placement;
- 2 ensure that if it is reasonably practicable before placing a child that arrangements are made for the child to be examined by a registered medical practitioner and obtain a written assessment from the practitioner the state of the health of the child and his need for health care;
- 3 establish a written case record in respect of each child;
- 4 provide the prospective carer with information on the procedure for assessment, approval and review of a Kinship carer;
- 5 provide information on the Renfrewshire Council complaint's procedure;
- 6 provide clear information on the arrangements for the financial support of the child/ren.
- 7 make a child's plan in respect of a child to be or looked after by them;
- 8 ensure the child's plan is reviewed;
- 9 provide a copy of the child/children's plan;

- 10 provide information and support on how to seek specialist benefit advice;
- 11 provide information on Renfrewshire Council's legal duties and frequency of visits to the placement;
- 12 inform the carer of any arrangements that need parental consent and support on how to obtain this;
- 13 support arrangements for the child to have contact with his parents and other persons or any contact required by a children's hearing;
- 14 complete a case record for each prospective kinship carer
- 15 retain the record for at least 10 years from the date on which approval terminated or until death if earlier;
- 16 ensure that case records are accurate and secure its safe keeping and is treated as confidential in line with Data protection legislation;
- 17 ensure that if it is no longer in a child's best interests to remain in a placement Renfrewshire Council shall make arrangements to terminate the placement as soon as is practical in the interests of the child;
- 18 ensure as far as possible that there are no organisational barriers to the child and carers living as normal life as possible; and
- 19 ensure that the views of the carers and children are taken into account when improving service delivery.

By signing this agreement, I / We agree to adhere to the conditions stated above. Should I/we breach any condition of this agreement then Renfrewshire council can review the kinship care arrangement at any time.

Main Carer Name:		2nd Carer Name:	
Signature:		Signature:	
Date:		Date:	
Social Worker Name:		Team:	
Signature:		Date:	



To: **Education and Children's Services Policy Board**

On: **16 January 2020**

Report by: **Director of Children's Services**

Heading: **Annual report of the Fostering and Adoption Service 2018/19
Update on developments for Looked After Children and
Fostering Service**

1. Summary

- 1.1. This report presents the 12th annual report of Renfrewshire's Fostering and Adoption Service.
 - 1.2. The Annual report sets out the work undertaken by the Fostering and Adoption Panel and the Fostering and Adoption Service in the period 1 October 2018 to 30 September 2019 and is set in the context of the broader issues pertaining to Looked After and Accommodated Children.
 - 1.3. The report contains information on the recruitment of foster carers and adopters for Renfrewshire's children. In addition, the report provides information on the arrangement of permanent alternative care for a number of Renfrewshire's children.
 - 1.4. The report considers the future work of the panel, the continued work of the fostering and adoption service and the continuation of the BeST Services Trial.
-

2. Recommendations

- 2.1. The Education and Children's Services Policy Board is asked to note:
 - a) the contents of the Fostering and Adoption Annual Report for the period 1 October 2018 to 30 September 2019;
 - b) the continuing effort to secure foster carers and adoptive parents for Renfrewshire's children who require to an alternative family placement; and
 - c) the continued progress of the BeST Services Trial in Renfrewshire.

3. Background

- 3.1. The Regulations supporting the Children (Scotland) Act 1995 require Social Work in its role as a Fostering and Adoption agency to operate a Fostering Panel and an Adoption Panel. These panels have the responsibility for putting forward recommendations to the agency decision maker regarding the suitability of people to adopt or foster Renfrewshire's children. The Adoption Panel considers and approves plans for children to be adopted or for the Council to apply for Permanence Orders. The Panel also considers and approves the matching of a particular child with a particular family where the plan is for the child to live there permanently.
- 3.2. Renfrewshire operates a Fostering Panel and an Adoption Panel; each with separate constitutions. The panels will often meet on the same day however each meeting separates the Fostering panel business from the Adoption panel business to ensure that the appropriate regulations are met regarding a quorum, and for the attendance of the legal and medical adviser. Since August 2016 the role of the chair of the panel and the senior manager of the fostering and adoption service are undertaken by different officers. This allows for appropriate scrutiny by the panel chair, separate from the management of the team.
- 3.3. There are currently 25 panel members including elected members, social work and education staff, a legal adviser, a medical adviser, carers, independent panel members, and an independent member from the Adoption and Fostering Alliance Scotland (AFA). The panel is chaired by either a Social Work Manager or the independent representative from Adoption and Fostering Alliance Scotland. It meets twice monthly. There are typically 3 panel members at each meeting along with appropriate advisors. The Fostering Panel and the Adoption Panel considered 83 agenda items over the course of the period covered by this annual report.
- 3.4. The panel has a unique overview of the work being undertaken to assess and approve foster carers and adopters alongside the work being undertaken by social workers to progress plans for children who cannot be cared for within their own family. The annual report has been produced as a means of sharing this work with a wider audience and to assist in the process of service planning.
- 3.5. Between 1 October 2018 and 30 September 2019, 12 households attended preparation groups and 5 household subsequently applied to be assessed as foster carers. Renfrewshire had 83 active households of foster carers at 30th September 2019. In the period covered in the annual report an additional 5 households were registered as foster carers, and 6 foster care households left the service.

- 3.6. The annual report notes the ongoing need to recruit Renfrewshire foster carers and adopters because of children being accommodated and in need of permanent care, and our commitment to reducing the number of children being placed externally. In the annual report for the period 1 October 2017 to 30 September 2018 it was noted that a high-profile recruitment campaign during fostering fortnight resulted in a significantly higher number of initial enquiries than in other years (35). In the end this resulted has resulted in 5 additional fostering households, only 1 or 2 more than previous years. Work is being undertaken to review the low numbers of conversions from enquiry to approval.
- 3.7. In the period 1 October 2018 to 30 September 2019 a total of 5 Renfrewshire households were approved as adopters at the Renfrewshire panel.
- 3.8. The Fostering and Adoption services are subject to regulation and were last inspected by the Care Inspectorate in May 2017. The Care Inspectorate reports were positive with gradings of 5 (very good) being applied to all domains inspected. The next Inspection will take place in 2020.
- 3.9. The Children and Young People (Scotland) Act 2014 increases the responsibility/ duty of Local Authorities to provide continuing care placements for young adults up to the age of 21. This means that more young people are remaining in the same placement after they are 18. The service continues to assess foster carers to be supported carers wherever this is appropriate.
- 3.10. We currently have 25 young adults living with supported carers. Many of these carers were previously the young adults' foster carers.
- 3.11. A report was presented to Board on the 1st November 2018 detailing the BeST service trial. This has now started. The aim of the trial is to learn how to best support the development and wellbeing of young children (under 60 months) who come into local authority care. The trial will compare two approaches: service as usual (i.e. usual parenting capacity assessment undertaken by our social work teams); and an evidence-based infant mental health intervention called 'GIFT'. The GIFT approach originated at the University of Tullane in New Orleans USA and uses a multi-disciplinary team of psychiatrists, clinical psychologists and social workers to assess and treat infants and their birth families. GIFT is delivered by the NSPCC.
- 3.12. Foster carers of children (who are selected at random for the GIFT assessment) will require to be heavily involved in this assessment and treatment programme. As such we have identified foster carers who are registered to take children of this age and briefed them on the trial and the GIFT model. We have referred 16 children to the trial.

Implications of this report

1. **Financial**
None.
2. **HR and Organisational Development**
None.

3. Community/Council Planning

None.

4. Legal

None.

5. Property/Assets

None.

6. Information Technology

None.

7. Equality and Human Rights

- (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only.

8. Health and Safety

None.

9. Procurement

None.

10. Risk

None.

11. Privacy Impact

None.

12. Cosla Policy Position

None.

13. Climate Risk

None.

List of Background Papers

- (a) Background Paper 1: Fostering and Adoption Annual Report

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Clare Cuning 0141 618 6650



**THE FOSTERING PANEL
AND
THE ADOPTION PANEL**

ANNUAL REPORT 2018/2019

Foreword

Introduction

Context

- Accommodated and Looked After Children/Young People
- Cases Considered by the Fostering and Adoption Panels
- Panel membership
- Staffing
- Commitment to permanency planning
- Children Social Work statistics in Scotland - 2018

Report on the Fostering Service

- Development within the Fostering Service 2018 - 2019
- Inspection
- Recruitment activity
- Preparation Groups
- New foster carers and carers deregistration
- Foster carers reviews
- Foster carers training
- Foster carers support group
- Consultation group
- Break Through group
- Newsletter
- The BeST Services Trial
- Future development of fostering service 2019 -2020

Report of Supported Carers

Report on the Adoption and Permanence Service

- Development within the adoption service 2018 – 2019
- Inspection
- Recruitment of adoptive parents
- Adopters/Permanent foster carers
- Family finding
- Adoption Support Groups
- Adoption support
- Birth parent support
- Future development of the adoption service 2019 – 2020

Conclusion

Foreword

Welcome to the 2018/19 annual report of The Renfrewshire Fostering and Adoption Service. The report has been compiled by the Chair of the Fostering and Adoption Panel and the Social Work Manager for the Fostering and Adoption Service and takes both a retrospective look at the work of the service in the period 1 October 2018 to 30 September 2019 as well as looking forward to the future.

As at 30 September 2019 there were 649 'Looked After' Children in Renfrewshire. Of these 207 were looked after at home, 193 were looked after by friends/relatives, 190 accommodated with foster carers, 10 with prospective adopters and 49 in residential accommodation.

A significant number of the 249 children looked after in foster care and residential care will be unable to return home to birth parents or to live with relatives. The work of the Fostering and Adoption service is vital in ensuring that these children are placed appropriately and safely and those who require permanent placements out with their families are moved to an appropriate household at the earliest opportunity.

The Fostering and Adoption Panels provide an important quality assurance role in ensuring that the work undertaken to assess children's long-term care needs and the assessment of their potential carers is carried out to the highest standards. The Panels make recommendations to me as the Agency Decision Maker on children's permanence plans and on households applying to adopt or become foster carers.

The Panels continue to be busy. During the period covered by this annual report the Panels made recommendations in relation to permanence plans for 24 children. I was pleased to approve these plans as in the best interests of the individual child. The number of permanence plans considered in 2018/19 was higher than for the same period in 2017/ 2018 when 19 permanence plans were approved

In recent years the fostering service has made progress in recruiting foster carers and we have successfully shifted the balance of placements from external to internal foster placements. On 30 September 2019 there were 127 children being cared for by Renfrewshire foster carers compared to 121 on 30 September 2018. The number of Renfrewshire children being cared for by foster carers in the independent sector on 30 September 2019 was 63 compared to 61 on 30 September 2018. Although the external placements are slightly up on the previous year there continues to be a trend over the past ten years of children who require alternative family care being placed with Renfrewshire foster carers.

John Trainer
Head of Child Care and Criminal Justice
Chief Social Work Officer
Agency Decision Maker

Introduction

This is the annual report of Renfrewshire Council's Fostering Panel and the Adoption Panel.

The purpose of the Panels is to consider applicants who wish to be foster carers, adopters or supported carers and to consider individual children's needs for alternative permanent carers (i.e. where the care plan for the child is that they do not return home to their birth family), this includes considering the most appropriate legal action to secure this. The Panel also consider the matching of a child with specific foster carers or adoptive carers to ensure that these are of a consistently high standard. The Panel will make a recommendation to the Agency Decision Maker.

For children unable to return to their birth family, activity within the fostering and adoption team continues to be high and the recruitment of foster carers and adopters continues to be a primary objective, and this is reflected in the amount of permanence planning work within the social work locality teams. For many of the children involved in the permanency planning process their journey will have started with child protection procedures which resulted in them becoming accommodated.

The Fostering Service and the Adoption Service are registered with the Care Inspectorate and subject to regular inspection. The last Inspection took place in May 2017 where all aspects of service delivery in both the Fostering and Adoption Service remained assessed as Grade 5 which is 'very good' across all domains inspected. It is expected that the Care Inspectorate will conduct an inspection of the service in the next twelve months.

Included in the annual report are some of the business aspects of the panel and the types of cases considered by the Panel. It is intended that by producing an Annual report the work of the Fostering Panel and the Adoption Panel will be transparent and that this accountability will lead to improved services.

Context

The work of the Fostering Panel and the Adoption Panel needs to be viewed in the context of the numbers of Renfrewshire's children who are Looked After and Accommodated.

Accommodated and Looked After Children/Young People

On 30 September 2019, Renfrewshire Council had 649 Looked After Children/Young People, compared to 645 as at 30th September 2018. The number of children looked after at home with their birth parent(s) has reduced with the number of children in kinship care and foster care showing a slight increase.

The increase in the number of looked after children is considered a short term rise with the longer term pattern being on a downward trend.

Table 1 provides information on the number of looked after children in Renfrewshire.

Table 1

	30.9.18	30.9.19
Independent Sector-Children - Foster Care	61	63
Local Authority-Children - Foster Care	121	127
Local Authority-Children – Houses	28	29
Independent Sector-Children - Residential Schools	11	9
Independent Sector-Children - Residential Special Needs	2	2
Pre-adoption	10	10
Independent Sector-Children - Secure School	1	3
Independent Sector-Children - Residential Unit	6	6
Children looked after by kinship carers/friends/relatives	178	193
Children looked after at home	227	207
Total	645	649

Cases Considered by the Fostering Panel and the Adoption Panel

Table 2 contains information on the activity of the Panels between 1 October 2018 and 30 September 2019.

Table 2

Business Item	Number	Comments
Child adoption plans and links	14	This figure included 2 sibling groups of 2
Approval of Renfrewshire adopters (households)	5	5 domestic adopters
Review of Registration (adoption) Request for adoption allowance	2 1	
Permanent fostering plan- Legal routes Links with permanent foster carers	10 4	This figure includes 1 sibling group of 2
Approval of Renfrewshire foster carers (households)	6	6 interim fostering households
Deregistration of foster carer	6	3 fostering households resigned due to personal circumstances 1 fostering household resigned with the recommendation to deregister 2 fostering households converted to supported carers status
Approval of supported carers (households)	10	This figure includes 1 support carer for a foster carer with specific circumstances
Initial review of foster carer after their 1 st year Foster care review 4 years plus Foster care review 7 years plus Foster carer review 10 years plus Foster carer review for Inverclyde Council	3 2 6 6 1	
Review of foster carers registration – due to change in registration/circumstances	7	This figure includes one Renfrewshire foster carer who converted from interim foster carer to permanent foster carer
Total number of agenda items	83	Last year this figure was 61.

Panel Membership

Whilst we are fortunate to have a consistent and committed panel membership over the past year, we recruited 4 new panel members. Panel membership continues to reflect a good range of experience and expertise, from social work, education, health and voluntary sector. The Panel continues to be well supported by adopters, foster carers and elected members. The Adoption and Fostering Alliance (AFA) Scotland continues to provide an independent panel member, who is one of the Chairs of the Panel.

Our medical advisers continue to offer a valuable service and support to the panel in respect of provision of information in relation to the children and adults being presented to panel.

Renfrewshire Council Legal Service provides written legal advice to the Panel in relation to adoption and permanence work, as well as attending the Panel to provide legal advice as required.

Renfrewshire Council Fostering and Adoption Panel held their AGM on 07.05.19. Panel members were given an update on panel activity from the previous year, an input on post adoption contact with siblings, an input from the medical advisor and an input on over registration requests for foster placements. Panel members also attended training on 19.9.19 in relation to permanency planning.

Panel members are invited to attend annual appraisal meetings with the panel chair and panel advisor. Feedback from panel members is gathered from this meeting and ideas generated are incorporated into the business meeting agenda for consideration.

Over the next year it is hoped to develop the Fostering and Adoption Panel by:

- continuing to Increase Panel members confidence and performance on Panel;
- providing ongoing training to Panel members;
- meetings to be offered to birth parents with Panel Advisor and member of the adoption team; and
- review current arrangements for recruitment of panel members.

Staffing

The Fostering and Adoption Service is led by a Social Work Manager (Operations) (who also has responsibility for the kinship care service and the pre and post birth team).

A Service Manager is responsible for operational management of the fostering and adoption service. Two senior social workers are based in the team, one with responsibility for adoption and permanence service and one with responsibility for the fostering service. Both senior social workers have responsibility to manage staff in the service.

There are 8 full time social workers, 2 job-share social workers and 2 part-time social work assistants in the Fostering and Adoption Service.

The Fostering and Adoption Service was restructured in 2016. The Service now has a separate fostering team and an adoption and permanence team. This change was made to allow the development of more specialist skills and knowledge regarding fostering and adoption.

Commitment to permanence planning

During the period 1 October 2018 and 30 September 2019, adoption and permanence plans for 24 children (compared to 19 last year) were progressed for Renfrewshire Children. Renfrewshire Council recognises the importance of progressing plans for children within appropriate time scales. There are several initiatives being implemented by senior management to support and enable social work staff involved in permanence work to undertake both the direct work with the child and family and the necessary reports. These initiatives include training for social workers and carers on issues specifically relevant to permanence and working closely with social work staff with regards to the needs of the child and planning for adoption or permanency.

Making the decision to place a child permanently out with their birth family involves a high level of assessment and scrutiny. Throughout the process checks and balances are in place to ensure the best possible outcome for the child. Permanence planning work is complex; however, it is also highly rewarding when children find new families to care for them throughout their childhood and into young adulthood.

Children Social Work statistics in Scotland 2017/2018

On 31 July each year the Scottish Government carries out a census on the number of looked after children in Scotland. The following information is taken from the Children's Social Work statistics in Scotland 2017/2018 (i.e. as at 31 July 2018).

More detailed information on these statistics can be found at -
<http://www.gov.scot/Topics/Statistics/Browse/Children/PubChildrenSocialWork>

At 31 July 2018, there were 14,738 looked after children in Scotland- a decrease of 159 (1%) from 31 July 2017. This is the sixth consecutive year the numbers have decreased at a national level following a peak of 16,248 in 2012.

The highest number in Renfrewshire was on 31 July 2010 when 795 children were looked after. Since that time there has been a general downward trend in Renfrewshire. Renfrewshire has also seen a decrease in the number of looked after children each year for the past six years.

There are several types of care setting in which looked after children or young people could be looked after, including at home (where a child is subject to a Compulsory Supervision Order and continues to live in their normal place of residence), foster care, residential unit or school, a secure unit, with prospective adopters, or in kinship care (where they are placed with friends or relatives).

National figures show the proportion of children being looked after at home has decreased over the last decade by 40%. In Renfrewshire the decrease has been 14% over the same period.

Increasing numbers of children are being looked after away from their parents in community settings. There has been an increase of 71% of children in kinship care arrangements over the past 10 years and an increase of 19% of children being cared for in foster care.

In Renfrewshire the number of children cared for in kinship arrangements has increased from 108 ten year ago to 190 in 2018 (an increase of 76%). This increase is slightly higher than the national picture. Whilst nationally there has been an increase in children being cared for in foster care arrangements in Renfrewshire there has been a reduction of 15% over the past ten years (from 217 in 2008 to 184 in 2018).

REPORT ON THE FOSTERING SERVICE

On 30 September 2019 we had 83 fostering households, this included permanent foster carers, long term foster carers, interim foster carers and short break foster carers.

Developments within the Fostering Service 2018 – 2019

- Fostering service participation with Fostering Fortnight in May 2019, where the use of local media, social media and articles from our foster carers.
- We have continued to encourage participation with foster carers on their training needs
- We have developed evening training programmes so that both carers in a household can attend, given some carers work.
- We have continued to develop foster children's participation in foster carers reviews by encouraging the use of "my view" to represent their views
- Children in foster care continue to be involved in participation strategies through our own
- Break Through group, Who Cares? Scotland and the Champions Board.
- The Managers within the Fostering Service continue to attend Social Work Scotland
- meetings and liaise with neighboring authorities.
- We have raised the profile of the fostering team to ensure locality teams have a clear
- and understanding of the work undertaken to develop the service and to ensure better outcomes for the children referred and placed in foster care.
- We have made use of questions from young people in foster care when interviewing for
- a social worker for the fostering team.
- A review of the partnership agreement took place. This is the agreement signed by Renfrewshire Council and the foster carers, once they have been approved as Renfrewshire Council foster carers.
- Participation in the Best Services Trial with Glasgow University.

Inspection

The Fostering and Adoption Service has not been inspected since May 2017, the grades at that time, were 5's (very good) across all domains. The service is awaiting an inspection date.

Recruitment activity 1.10.18 – 30.9.19

During Fostering Fortnight in May 2019, our service was visible through Renfo, social media and the local media. The fostering service had an information table within the atrium at Renfrewshire Council HQ.

During the period 1 October 2018 to 30 September 2019 we received 58 initial enquiries in relation to fostering, however, many of the enquiries could not proceed due to health issues, police involvement, lack of a spare bedroom or other issues.

Should the enquiry go further an initial visit is completed by a social worker from the fostering team. After the initial visit a discussion takes place between the visiting social worker and the senior social worker to consider whether the enquirers should be invited to preparation groups. Enquirers would then be advised of the date for next preparation group. (see appendix 1 for fostering criteria). Applications to be assessed as a foster carer are not completed by applicants until after they have completed the preparation groups.

Preparation groups

Between 1 October 2018 to 30 September 2019 we held 2 sets of preparation groups for fostering, one in February 2019 and the second one in May 2019 12 households attended. This resulted in 5 fostering applications, 1 application is still to be completed by the applicants, 5 households were counselled out and 1 household was from Inverclyde Council.

Preparation groups run for 6 sessions, either weekend or evening sessions. The facilitators from the fostering team make use of the Fostering Network 'Skills to Foster' materials, as well as up to date research and our own recently developed training materials. Our social workers are skilled at leading these groups and current foster carers provide input regarding their experiences. There is also input by the senior social worker/service manager at the final session.

The groups are the start of the assessment process and an opportunity for the participants to receive more in-depth information and discussion about the implications of fostering; as such it is important that all enquirers attend. Experienced foster carers come along to talk to the group about their different experiences of caring for foster children.

The preparation groups cover a range of topics including managing challenging behaviour, brain development, attachment issues, safer care and working with birth parents. Participants are asked to give written feedback on each of the sessions and on any issues that the discussions may have raised for them. At the end of the preparation groups the workers leading the group will also complete written reports on each of the participants and their contributions over the previous weeks. They will also highlight areas of concern or where further consideration may be necessary regarding the participants suitability to proceed to the formal application and assessment stage.

New foster carers and carer de-registrations

During the period covered by this report an additional 5 interim fostering households were approved.

6 fostering households were deregistered in the period covered by the report. One fostering household resigned with the recommendation to deregister due to issues which raised concerns; 3 fostering household resigned due to a change in their personal circumstances and 2 fostering households converted to support carers (young people now 18 years).

The Fostering Network believes that within Scotland an estimated additional 580 foster families are required in the next 12 months. The recruitment of foster carers within Renfrewshire has continued to increase gradually, however due to retirement and other issues resulting in deregistration the number of foster carers at any time has remained fairly static.

Within Renfrewshire we have become less dependent on the independent and voluntary fostering agencies. On 30 September 2019 there were 127 children/young people living with Renfrewshire foster carers and 63 children/young people in external fostering agency placements. These figures demonstrate the continuing commitment of placing children with

Renfrewshire Council foster carers. There is also a commitment across the service to keep siblings together.

On 30 September 2019 within Renfrewshire Council's fostering service we had 6 sets of sibling groups living together.

Foster carer reviews

New Foster carers are reviewed by the Fostering Panel at the end of their first year and every three years thereafter. Foster carers will also return to Panel if their registration is to be reviewed with regards to a change in registration. Between 1 October 2018 and 230 September 2019 the Fostering and Adoption Panel reviewed 3 fostering household after their first year, 2 after their fourth year, 6 after their seventh year and 6 ten years plus. This is an opportunity for foster carers to talk about their experience, training and support etc. Most Renfrewshire Council's foster carers expressed satisfaction with their experiences of fostering and their learning, with most remaining enthusiastic and committed. They have found the support provided by their social worker to be beneficial and available as required, as well as finding the training offered informative and beneficial to the fostering task.

Foster carers are also internally reviewed on an annual basis, by Social Work Managers. The foster carers provide written as well as verbal contribution to the review process, as well as written reports by their birth children. Reports by their supervising social worker and child's social worker are all part of the review process. Foster children are encouraged to contribute to the review process and this year there has been a development with regards to birth parents being encouraged to submit a report for the Foster Care Review regarding the care their child/children is receiving. We are continuing to address the use of my view, electronic review form, for children who are fostered to complete for foster carers reviews.

Social Workers from the fostering team visit carers on a regular basis to carry out supervision as well as performing a range of duties including ensuring health and safety checks are carried out annually, annual medical information is received and PVG checks are up to date. Safer caring policies are in place for each fostering household which ensure a minimum of two unannounced visits are carried out annually. Supervising Social Workers will also attend Looked After Children review meetings and Children's Hearings with the carers. Joint visits by the child's social worker and the social worker from the fostering team takes places when a new placement is established and routinely thereafter.

Foster carer training

The National Foster Care Review (2013) highlighted the importance of ensuring foster carers receive opportunities to learn about different ways to support children and young people and to develop their awareness, knowledge and understanding about the foster carer role. In response the Scottish Government asked the SSSC to develop a framework for learning, the Standard describes learning expectations for foster carers at different stages.

The Fostering Network provided submissions to the Independent Care Review in January 2018, in relation to training needs of foster carers. The Fostering Network felt that children and young people coming into the care system have an increasingly complex set of needs, due to their diverse experiences, for example child sexual exploitation, trafficking gangs or arriving as unaccompanied asylum-seeking children. There is a corresponding increased demand for foster carers to meet these needs. The recently published Learning and Development Standard for Foster Care has yet to be implemented. The Fostering Network is concerned that no resource has been allocated to assist fostering services to ensure the development and delivery of the training and support required to ensure the standards are met.

The fostering Network submissions in relation to training: -

“A standardised and accredited framework for training for foster care would set out the areas in which foster carers must demonstrate or develop knowledge and skills and would provide the framework for services to develop their foster carer training programme. However, standardisation does not need to lead to a lack of flexibility in training. There will always be a need for foster carers to undertake specialised training relating to the demands of their specific situation and the needs of the children they are caring for. Personal development plans should be able to address both the standard and the specialised training.

However, it is not just about training for foster carers: other professionals should have knowledge of foster care woven into their own training and development processes. This is because, as already argued, foster carers are part of the team around the child but are often not treated in that way. They are viewed as the junior partner, and unduly pressurised to take placements that don't correspond to their skills, knowledge, experience, family circumstances and where they themselves feel most committed.

Children's social workers (CSWs) need to understand fostering and foster carers much better, so that they can develop realistic expectations and the skills to support them, as well as being a voice and advocate for the child. Supervising social workers (SSWs) have a split role – support and supervision – and there is no reason why CSWs cannot have one as well. The best children's services already do this. CSW need to build relationships with foster carers and view them as a tool through which to meet the needs of the child. This allows for intervention before a crisis, and not at too late a stage. There is also a need to ensure that all stakeholders in the team around the child understand fostering and the role of foster carers, including birth families, education and health professionals, corporate parents and commissioners.

The learning and development framework for foster carers should be implemented covering accredited and standardised pre- and post-approval training. Within this national standard there must be flexibility for training to be tailored to allow foster carers to meet the individual needs of children and promote their own personal development. It is essential that knowledge of fostering is included in training for social workers to enable them to work more effectively with the primary carers of the vast majority of looked after children. Other professionals working with looked after children should also be given training to understand the role of foster carers. The young champions group have been very effective in delivering training on fostering to different professional groups.”

Within Renfrewshire the post of training and development officer for the Fostering and Adoption Service has continued to be very beneficial in the development of our foster carers learning while acknowledging foster carers individual learning needs and experience. This includes a programme of training approved foster carers which is directed at developing foster carers skills and appropriate to their age range of approval. The training programme for Autumn 2019 – Spring 2020 is attached (see appendix 2). Renfrewshire Council foster carers have been encouraged to attend briefing given by Barnardo's around children/young people who have been victims of sexual exploitation. We also have 3 fostering households who are caring for unaccompanied asylum-seeking children as well as being supported by the fostering service they received support from unaccompanied asylum-seeking young people's team

We also continue to provide mandatory training on fire safety, first aid and safer caring. The Scottish Fire and Rescue Service provides training on fire safety and the West of Scotland College, Paisley campus, provides first aid training. Foster Carers must update their Mandatory training every three years.

Foster carers are encouraged to discuss with their supervising social worker any specific training needs, as well as the supervising social worker identifying gaps in the carer's development. Over the past year the Fostering Team has developed evening training for the support carers of foster carers and foster carers who find it difficult to attend training during the day.

Social workers and foster carers also can attend external training courses. The Fostering Network and AFA has provided training to new social workers within the Fostering and Adoption Team including such training as Skills to Foster, the Role of the Supervising Social Worker and assessment of foster carers and adopters. Foster carers, adopters and supervising social workers have also attended external conferences such as the role of men in Fostering, and workshops provided by AFA on relevant topics.

Foster Carers Support Group

Our foster carers continue to organise a support group which meets fortnightly. This has now been up and running for over six years. The group is an informal support group where foster carers can drop in as they wish; issues raised within the group are fed back to the fostering team via the carers supervising social worker or the foster carers consultation group.

Consultation Group

The service consults regularly with foster carers on a range of issues. All Foster Carers are invited to attend the Carers Consultation Group which now meets every four months. This provides an opportunity for foster carers to be kept updated with any changes within the service and discuss any issue that has arisen for them or other carers. When we reviewed the Partnership Agreement, we discussed it at the Consultation Group.

The Registered Manager and Service Manager invite foster carers to meet with them twice a year, through the consultation group. This is the forum for foster carers to raise issues and for the Registered Manager and Service Manager to consult with foster carers.

Breakthrough Group

The Breakthrough group is now in its 4th year, having been set up in November 2015. This is a participation group set up for children and young people in foster care. The purpose is to give children/young people a safe space with other children who live in foster care, and therefore have similar experiences to each other, and to produce a newsletter that is then sent out to all Renfrewshire children, 8 years and over, who are in foster care. The group is run and facilitated by Renfrewshire Fostering Team and Who Cares? Scotland. We have around 10 children/young people who attend the group on a monthly basis. Their age ranges from 9 -15 years.

We meet on a monthly basis at St. James Centre in Paisley. The newsletters are completed overall by the children and young people themselves. They decide upon the content of the newsletter and are responsible for writing their own stories, jokes and research into the subject topics. Some are also developing computer skills and are responsible for collating the stories and arranging them in a newsletter format.

The children/young people this year have chosen to discuss and write about subjects such as reception into care, sibling contact, and changes of placement.

At least twice per year, or after the completion of a newsletter, we incorporate an activity or outing for the children and young people.

Newsletter

The fostering quarterly newsletter continues to go out to all fostering households. Foster carers are encouraged to contribute to the newsletter in relation to their learning or experiences.

The Best Services Trial

Renfrewshire Children's Services have joined the University of Glasgow and the Glasgow Infant and Family Team (GIFT) in their Best Services Trial.

Best services trial is a randomised controlled trial comparing an infant mental health service (GIFT) based on the New Orleans Intervention Model (NIM), with social work "services as usual". It aims to find out what is the best service for young abused or neglected pre-school children coming into foster care and which approach is the most cost-effective. The trial is being led by Glasgow University and the principal investigator is Professor Helen Minnis, a child and adolescent psychiatrist.

All children selected for either group will be assessed, to recommend whether being at home safely with their family can be supported or whether alternative permanence options require to be considered. Parental consent will be sought for every child considered for the trial. The trial will start in December 2018 and run until 2021.

In the service we have identified foster carers who are registered to take children of this age and those that are likely to have a child in the trial and Professor Helen Minnis has briefed these carers.

As of the 30.9.19 Renfrewshire Council referred 9 children to the Best trial.

Future developments of the fostering service 2019 - 2020

1. To continue to recruit foster carers on an annual basis.
2. To continue to develop specific training for foster carers and peer led workshops.
3. To continue to develop participation of young people in foster carers reviews – to encourage and support young people with the use of my view in relation to foster carers reviews.
4. To continue to develop the use of exit questionnaires with regards to gathering information around the standard of care provided by Renfrewshire Council foster carers.
5. To continue to work with neighboring authorities regarding shared services and development days.
6. To support the Breakthrough Group in relation to increasing their membership.
7. To consult with children/young people of foster carers in relation to future support, groups etc.
8. Welcome packs to be redesigned for children/young people being received into the care of foster carers.
9. To continue to participate with the Best Trial.

REPORT ON SUPPORTED CARERS SERVICE

Supported carers

Support carers are carers who look after young adults who have left care. Frequently they are the previous foster carer of the child. Supported carer assessments are completed by Renfrewshire's Throughcare Service and are presented to Renfrewshire Council's Fostering Panel. During the period 1 October 2018 and 30 September 2019 the Fostering Panel has approved 9 supported carers, 6 of whom were foster carers from independent agencies and 3 were foster carers for Renfrewshire Council.

All young adults whose plan is presented at the Fostering Panel have Pathway Plans completed and a Throughcare Worker allocated to them. The outcome for young adults involved in the Supported Carers Service is reported to the Scottish Government twice a year. The following information highlights that this is a successful service for young people.

There are 23 young adults in supported carer placements at present. All are in positive destinations. 15 young people are studying full time and the remaining 8 are all working.

REPORT ON THE ADOPTION AND PERMANENCE SERVICE

Developments within the adoption service 2018- 2019

1. Continued development of training for adopters, and consultation with adopters regarding appropriate training.
2. Continued development of the adoption support group.
3. Develop extended family member's participation in the adoption assessment process.
4. Development of support to birth parents with regards to understanding the plan for their child and supporting a birth parent with letter box contact.
5. Development of a training programme regarding adoption support plans for social work staff with regards to ensuring all adopted children have a support plan in place and a later life letter.
6. Continued referrals to Scottish Adoption Support Services (SAAS - Barnardos) for young people, birth parents and adopters requiring additional support, were appropriate
7. Continued work with Scottish Adoption Register/Link maker. This has included involvement with research programmes such as Moving Images (the use of DVD presentation on children where plans have been agreed for adoption).
8. Continued partnership work with our neighboring authorities, including practice forums.

Inspection

The Adoption Service has not been inspected since the last Annual Report. The last inspection in 2017 graded us at 5's (very good) across all domains. The service is awaiting a date for inspection.

Recruitment of Adoptive Parents

There continues to be a need for both adoptive carers and permanent foster carers for children of all ages who meet our adoption criteria (appendix 3). Nationally there is recognition that more adopters are also required for sibling groups and older children.

During the period covered by the report there were 33 initial enquiries with regards to adoption, initial enquiries do not always result in attendance at preparation groups, and some are counselled out due to health reasons, no spare bedroom or other reasons.

Within the above dates there have been 2 adoption preparation groups within Renfrewshire, a total of 9 households attended from which we received 6 applications for adoption. Of the 6 applications 1 was received from a current Renfrewshire fostering household who wish to adopt the child in their care. Of the others, 2 households started the assessment and after a short period, the couple were not able to continue with the adoption assessment, 1 couple

attended from another authority and we are still awaiting 1 application to be returned. The other assessment is in process.

Renfrewshire Council's adoption service has made good use of the Scottish Adoption Register/Link maker. During the period 1 October 2018 to 30 September 2019 we referred 4 adopter households to the adoption register/link maker, while several of our adopters also attended adoption exchange days.

Statistics from the Adoption Register Annual Report indicated that 152 adopters were referred to the Register in 2018-19, a slight decrease from 178 the previous year.

93% of the 152 adopters referred in 2018/2019 were of Caucasian ethnicity with 13 adopters from an Asian background; 3 from a mixed or multi ethnic background, 1 from a Black African background and 2 from a Middle Eastern ethnicity.

The adoption service was involved in different recruitment activities during Adoption Week, 20 to 26 November 2018, an information table at the atrium within Renfrewshire House, Renfrewshire Council's HQ and a drop-in event for adopters and their children was held at Johnstone Town Hall, with an adopter speaking about her experience of telling her children that they were adopted, her teenage daughter also talked about her own experience.

Recruitment of permanent foster carers has over the years evolved from interim foster carers claiming the child in their care.

Adopters/Permanent Foster Carers

In the period between covered by this report, 5 households were recommended for approval as adopters.

In the same period there were 4 children linked with permanent foster carers, 3 children with Renfrewshire Council permanent foster carers (1 sibling group of 2 and 1 single child), and 1 child with a permanent fostering household from an independent agency.

Recruitment of permanent foster carers has over the years evolved from interim foster carers claiming the child in their care.

Family Finding

During the period 1 October 2018 to 30 September 2019, 14 children were presented to the Adoption Panel for consideration of their adoption plans and links. In all cases the Agency Decision Maker accepted the panel's recommendations to approve the adoption plan and links.

During this period 10 children's plans for Permanence Orders were presented to the Adoption Panel, this included 2 sibling groups of 2.

Renfrewshire Council make good use of the Scottish Adoption Register by way of Linkmaker and Adoption Exchange days. The Scottish Government's GIRFEC strategy for Looked After Children and Young People (November 2015) identifies the achievement of 'early permanence' as one of its key strategic priorities. Legislation and guidance introduced in 2016 support that goal and reinforced the role of the Adoption Register for the relatively small number of children who are unable to stay with their own family and require an adoptive placement.

14 children were also referred to the Scottish Adoption Register /Link maker, this included 2 sibling groups of 2.

Several children's profiles were at presented adoption exchange days, and through the adoption exchange days a profile is being considered for a sibling group of 2 children 4 and 6 years. Adoption activity days have not been held as often as in the past years due to the fall in the number of adopters attending, this is felt to be related to Linkmaker where adopters have direct access to profiles of the children seeking adoption.

Statistics from the Adoption Register Annual Report indicated that 173 children were referred to Scotland's Adoption Register/Link maker 2018/2019. Of the 173 children referred this year 65% were boys and 35% girls continuing the pattern established in the previous years of more boys than girls being referred – 64% were boys in 2017-2018.

Of the 178 children referred 93% were of White Scottish ethnicity. 5% were of multi ethnic origin and 2% were of Black African ethnicity background.

30% of referrals to the Adoption Register were for sibling groups. 2 sets of sibling groups of 3 were referred in this period.

Within Renfrewshire we approved adoption plans and linked 1 sibling group of 2 with prospective adopters through the Scottish Adoption Register and 1 sibling group of 2 with Renfrewshire adopters.

Renfrewshire Council Adoption service continues to work closely with Inverclyde Council, East Renfrewshire Council, West Dunbartonshire and East Dunbartonshire. Meetings are held every three months to look at working together in sharing resources such as planning adoption preparation groups together, linking children with each other's adopters, recruitment and training. We have jointly provided 3 practice forums to staff groups this year, these sessions were well attended.

Adoption Support Group

The adoption support group has continued to develop over the past year. The group varies between a drop-in facility which the children can also attend with play activities available to the children, while their parents talk with other adopters and staff, drop in evenings for adopters only, to training events for adopters only.

For most adopters who attend the group the main benefits are meeting other adopters in similar situations and hearing about strategies and tips for managing different situations. The group has also been the starting point for the development of friendships and informal supports. The drop-in evenings were established after consultation with adopters who felt an evening to discuss issues, without the children, would be beneficial.

There are approximately 15 adoptive families who have attended the Support Group regularly over the past year and their feedback has been very positive. The number attending the group can vary as it is a drop in, with some families choosing to attend at different times.

Adoption Support

Throughout the year the adoption team have provided adoption support on an individual basis to adoptive families who have approached the service for support. The service has worked with 9 families. We have also provided origins counselling to 5 individual adult adoptees, at their request rather than being referred to Barnardo's.

Within Renfrewshire we have 92 adoptive families on our mailing list who receive our quarterly newsletter and notification of all support groups and training events.

Over the past year we have provided training to adopters, including Thera play, a “telling a child about their adoption” workshop and life work. All training events were received positively.

Birth parent support

We aim to offer support to birth families once the plan is made for their child/children to be adopted. We will offer support to birth parents to reflect on why adoption has been recommended and to understand the legal process. We will provide support to birth families to contribute information about the child’s birth family in order to assist the child with accurate information as the child grows and develops.

We will also provide advice and support to birth families where their child has been adopted and they now feel that they are at a place in their own lives where they would like to contribute information to the child’s life work. We understand that support to birth parents may be required at different stages of the adoption process.

Throughout this year we have developed this work with birth parents of children where the plan is adoption should be pursued or where the adoption order has been granted. Between 1 October 2018 and 30 September 2019 we offered/provided support to 9 birth parents with regards to birth parent support. We have had 1 birth parent who was able to put together a book which included baby photographs, family photographs and a letter for the child explaining why the birth parent was not able to look after the child. We also support birth parents asking for assistance with their letter box contact, not knowing what to write in their letter for their annual exchange of information and birth parents wanting to talk about their children being adopted and looking at making changes in their life styles to improve their own lives.

This will continue to be a key area of development over the next year.

Future developments of the adoption service – 2019 -2020

Over the next year we intend to strengthen our adoption service by looking at;

1. Continuing the recruitment of new adopters
2. Continue to recruit new Fostering and Adoption Panel Members
3. To continue to develop our adoption support provided to adoptive families, our adoption support group and work with birth families.
4. Continue to develop extended family member’s participation in the adoption assessment process.
5. To work with foster carers and adopters with Thera play strategies to assist a child with the transition from foster carer to an adoptive family.
6. Continued development work with our linking process using the Adoption register
7. Support Adoption Exchange days and Adoption Activity Days as appropriate
8. To continue our development of joint work with neighboring local authorities.

Conclusion

This report has highlighted the work of the Fostering, Adoption and Supported Carers Services and the work of the Fostering panel and the Adoption panel. It is evident from the activity of the Fostering and Adoption Panels that the number of children unable to return to live with their birth families remains high within Renfrewshire.

This report forms part of the quality control system that monitors the practice of the Panel and the quality of the work being undertaken on behalf of Renfrewshire's most vulnerable children.

The Fostering, Adoption and Supported Carers Services are all committed to safeguarding children's lives in Renfrewshire and there is a real drive from these services in continuing to develop further.

As Chair of the Adoption and Fostering Panel and the Social Work Manager responsible for the Service we would both like to take this opportunity to thank Panel members for their hard work and commitment to Renfrewshire's most vulnerable children. Also, our Foster Carers dedication to children means that we can provide the best outcomes for them both now and in the future. We look forward to the coming year and to continuing our work with all agencies to improve the outcomes and secure the future of Renfrewshire's children who require both temporary and permanent care.

Joyce Gartshore
Chairperson of the Adoption Panel and the Fostering Panel

Clare Cuning
Social Work Manager (Registered Manager of both services).

Appendix 1 Renfrewshire Council Fostering Criteria

Who Can Foster?

Renfrewshire Council accepts applications from different backgrounds as everyone has their own individual experience to offer.

Requirements to foster:

1. Are over 21 years
2. Are in good health
3. Have a spare bedroom.

You can be:

1. Single, married, cohabiting or in a civil partnership
2. Own or rent the property you live in
3. Be employed or unemployed
4. Be of any religious background or sexual orientation

Preparation Groups

Enquirers will be required to attend preparation groups before making a formal application. The purpose of these groups is to provide the opportunity to learn more about fostering, and the children who require to be in a foster placement.

If preparation groups are not available other means will be considered to provide and share information with enquirers.

Local Authority, Health and Police Checks

All applicants will be subject to stringent local authority, health and police checks. These will extend to any other resident in the household over 16 years of age and to anyone who will have care of the child.

Foster Carer Training Programme, Autumn 2019 – Spring 2020

All courses and workshops are stand-alone and open to all carers

Mandatory Workshops all Carers Should Complete

Attendance as Appropriate

Safer Care:
Internet Safety

Child Protection:
“Trading Places”

Safe Talk:
Self-harm and
Suicide Support

Caring for Children
with Sexually
Harmful Behaviour

Caring for Children
with Foetal Alcohol
Spectrum Disorder

Child Sexual
Exploitation

Bringing
up Baby

Sexual Health
and Relationships
for Fostered
Children

Promoting
Positive
Behaviour

**Renfrewshire Council
Adoption Criteria**

Age

All applicants must be over 21 years of age.

Status

Enquires will be considered from couples or single applicants irrespective of their sexuality.

A couple may be the same sex or unmarried. Same sex couples are not required to be in a Civil Partnership.

Joint applicants must be in an enduring family relationship.

Preparation Groups

Enquirers will be required to attend preparation groups, if groups are available, prior to making a formal application. The purpose of these groups is to provide enquiries with the opportunity to learn more about the children available for adoption, their backgrounds and the genetic factors adopters may have to consider when parenting adopted children.

If preparation groups are not available other means will be considered to provide and share information with enquiries.

Infertility

Prospective adopters should have completed infertility investigations at least 6 months prior to application.

Local Authority Health and Police Checks

All applicants will be subject to stringent local authority health and police checks. These will extend to any other resident in the household over 16 years of age and to anyone who will have care of the child.

