

North Lanarkshire Council Report

Education Children & Families Committee

Does this report require to be approved? Yes No

Ref BS/MD

Date 03/03/26

2026 Schools Admission Policy: Placing Requests & Exclusions

From Barry Smedley Chief Officer (Education - North)

E-mail Smedleybar@northlan.gov.uk Telephone

Executive Summary

This report provides an update on NLC Admission Policy, the placing request process, its legal basis, practical procedures and current challenges. The report also outlines the appeals process for both placing requests and exclusions.

This activity supports the Plan for North Lanarkshire, which emphasises the importance of ensuring that all children reach their full potential.

Recommendations

It is recommended that the Education, Children and Families Committee:

- (1) Endorse: Content of the report.
- (2) Approve: the proposed change to Dalziel High School capacity to 80%.
- (3) Approve: the service is seeking to consult on a new admission policy.
- (4) Endorse: the service will submit a future paper on exclusions & exclusions appeal process.

The Plan for North Lanarkshire

Priority	All priorities
Ambition statement	(7) Enhance collaborative working to maximise support and ensure all our children and young people are included, supported, and safe
Programme of Work	Statutory / corporate / service requirement

1. Background

- 1.1 In Scotland, parents and carers have the legal right to request that their child attend a school other than the one assigned based on their residential catchment area. This process is known as a placing request. It is governed by the Education (Scotland) Act 1980 and further supported by regulations and guidance from the Scottish Government.

- 1.2 North Lanarkshire Council (NLC) is responsible for the administration of school admissions across its local authority area. The Council aims to ensure that all children have access to quality education in a school that meets their needs, while also managing resources and school capacities effectively. This paper outlines the key components of NLC's school admission policy, including catchment-based registration, placing requests, early entry, and prioritisation criteria.
- 1.3 School capacity is determined by the local authority as outlined in appendix 1 Primary, appendix 2 Secondary.
- 1.4 Under **Section 28A of the Education (Scotland) Act 1980**, education authorities must comply with placing requests unless specific statutory grounds for refusal apply, **appendix 6**.
- 1.5 Children are generally expected to attend their local catchment school, which is determined by their home address. Parents and carers must register their children at the appropriate local school, typically during a designated registration week in January for entry in August to register, parents must provide: The child's birth certificate and a current council tax notice as proof of residence.
- 1.6 Parents of children who are not yet five years old by the usual school starting date may request early entry to primary school. These requests are considered on a case-by-case basis, often requiring evidence of the child's readiness for formal education.
- 1.7 Parents may request that their child attend a school other than their designated catchment school. This is known as a placing request. While the Council tries to accommodate such requests, approval is subject to availability.
- 1.8 NLC placing requests are a vital mechanism for parental choice in Scottish education. While the legal framework provides clear rights and procedures, practical limitations—especially in ASN provision—require ongoing attention. Improved transparency, expanded capacity, and better support for appeals could enhance the system's fairness and effectiveness.
- 1.9 Parents whose placing requests are refused have the right to appeal. The process is governed by Scottish legislation, including:
 - Education (Scotland) Act 1980
 - Standards in Scotland's Schools etc. Act 2000
 - Education (Appeal Committee Procedures) (Scotland) Regulations 1982
- 1.10 North Lanarkshire Council's admission policy balances parental choice with the practicalities of school capacity and educational provision. While the system prioritises local access to education, it also provides flexibility through placing requests and early entry options. The structured prioritisation ensures fairness and transparency in the allocation of school places.
- 1.11 The UNCRC Incorporation (Scotland) Act 2024 came into effect on 16 July 2024. Although not directly applicable to all aspects of Scottish education law, the service has sought to give effect to the provisions of the Convention in relation to the placing of pupils within schools and the appeals process. Applications for placing requests are within document PC3, **Appendix 7**

- 1.12 Delineated School catchment areas refer to a defined geographical area surrounding the school that prioritises admission for a child's placing request, document PC3A, **Appendix 8**.

2. Report

2.1 Admission to Schools

- 2.1.1 The school provision and arrangements for admissions and Primary 7 to S1 transfer arrangements for all mainstream schools within the boundaries of North Lanarkshire Council (the "Council") are underpinned by legislative requirements in the Education (Scotland) Act 1980. This requires the Council to:
- provide adequate and efficient management of its school estate and provide sufficient places for their pupil population;
 - adhere to the general principle that children should be educated in line with their parents' wishes;
 - ensure that all admissions must comply with class size legislation and national staffing agreements;
 - enable parents to express a preference for a particular school that they may want their child to attend by submitting a placing request, which an authority must grant unless there is valid legal ground to refuse the request.
- 2.1.2 The Council has defined catchment areas as set out in where every address in the authority is associated with a primary and secondary school in both the denominational (Roman Catholic) and non-denominational sectors.
- 2.1.3 Placing requests are only considered for any remaining places after catchment places are accommodated. Placing requests are granted unless there is a valid legal reason not to do so.
- 2.1.4 The Council aims to provide sufficient places for children who live within the delineated catchment area. Parental choice in terms of denominational and non-denominational schools is difficult to predict. A number of parents change from a denominational primary school to a non-denominational secondary school within the catchment area.
- 2.1.5 There is a requirement to ensure that the Council fulfils its statutory obligations to ensure clear policies in relation to school admissions and transfer from primary to secondary. The increasing demand for places in our schools requires more rigorous process in place to ensure catchment places are allocated appropriately and that the placing request process is fair and operates within the legal requirements.
- 2.1.6 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 knowledge. The Council will conduct checks to establish the accuracy of information supplied, and this may include visits to addresses provided to confirm residence. The Council will use its powers under the Regulation of Investigatory Powers (Scotland) Act 2000 to undertake investigations if required. It is an offence under the Criminal Law (Consolidation) (Scotland) Act 1995, Section 44(2) (b) to knowingly or wilfully make a statement which is false in a material aspect.

- 2.1.7 The demand for places, in some schools, requires the Council to have in place a process for dealing with the circumstances where a school is oversubscribed for catchment places. The Council will work with the head teacher to review if any other option is available, in order to accommodate catchment places.
- 2.1.8 Families of other faiths or none will still be able to apply for their child to be enrolled at a Roman Catholic denominational school when they wish to do so. Where a Roman Catholic denominational school is oversubscribed by pupils who live in the delineated catchment area, priority will be given to children within each category whose parents declare an affinity with the religious beliefs of the school and have a baptismal certificate. Roman Catholic children will be able to learn in their faith environment.
- 2.1.9 All children have an entitlement to a curriculum which is coherent and ensures well-paced progression across transitions from early years to primary and then into secondary education. The Council has established 3 to 18 school clusters. Secondary schools, with their associated primary schools and early years' centres, work together to ensure progression and continuity for children. This work ensures more effective transitions, particularly when teachers work together to share standards and there is effective tracking of children's progress.

2.2 Admission to Primary School – Primary 1

- 2.2.1 Parents who live in North Lanarkshire apply for a Primary 1 place for their child in either the non-denominational or denominational primary school in their delineated catchment area. Arrangements for registration are publicised each year in January. Where there are sufficient places, all those children will be allocated a place at their catchment primary school.
- 2.2.2 There is a requirement for all schools to obtain proof of residency from parents of catchment area children at the time of registration. This proof should include:
- the child's birth certificate;
 - council tax bill;
 - a recent Child Benefit Statement or Driving Licence or Bank statement/ Utility Bill if this is not available. This should show transactions within the previous three months;
 - a signed and independently witnessed occupancy/tenancy agreement for at least one year, i.e. evidence that covers the entire calendar year from the date of application (if applicable). In exceptional circumstances this may be waived, e.g. if a family are in temporary accommodation due to homelessness. Such other documentation as the Council considers necessary to satisfy proof of residency.
- 2.2.3 Where children are residing with grandparents/aunts/uncles etc. proof of legal status if applicable together with proof of residence is also required. Care experienced young people should be able to supply temporary documentation.
- 2.2.4 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 the Education & Families as the residence of the parent/carer who receives Child Benefit or other benefits for the child. Recent documentary evidence of receipt of Child Benefit or equivalent paperwork will require to be submitted to the Education & Families.

- 2.2.5 All parents must be advised that they have a right to make a placing request for their children to be educated in a school other than one designated as serving the area in which they reside.

Parents interested in having their child attend a school out with their local area should present their child direct for registration at their catchment school. The child should be registered but they should not be enrolled. The parents should be given the appropriate information regarding placing requests and be advised that they must make formal application to the Placing Request Team.

- 2.2.6 Parents who wish to apply for a Deferred Entry can do so and this process is detailed in a separate policy. This is available on the Council's Website.
- 2.2.7 The Council aims to provide sufficient places for all children to attend their catchment primary school. A school is oversubscribed in terms of catchment demand when applications for places in Primary 1 exceed the available places. In these circumstances, the children who have registered cannot be enrolled until the allocation of places has been completed. This would be determined when the places are allocated in April for the following school session.
- 2.2.8 If a parent applies for a catchment place prior to taking up residence, the place will not be allocated until the child is actually resident in the property and satisfactory evidence of proof of residence, as detailed in paragraph 2.2.2 above, is provided.

2.3 Admission to Secondary School – Secondary 1

- 2.3.1 As part of the Primary 7 – S1 transitions programme, all parents of children within North Lanarkshire primary schools will be provided with details of the S1 application process in January.
- 2.3.2 Parents who live in North Lanarkshire can apply for an S1 place for their child in either the non-denominational or denominational secondary school in their delineated catchment area. All North Lanarkshire secondary schools have associated primary schools. These schools work together as part of a 3 to 18 cluster to ensure progression and continuity in children's learning.
- 2.3.3 In the situation where there is an agreement for shared custody of a child and where a child lives with a different parent regularly at a different property, the local catchment school is defined through is the residence of the parent/carer who receives Child Benefit or other benefits for the child. Recent documentary evidence of receipt of Child Benefit or equivalent paperwork will be required to be submitted. Section 4.8
- 2.3.4 All parents must be advised that they have a right to make a placing request for their children to be educated in a school other than one designated as serving the area in which they reside.
- 2.3.5 Pupils in attendance at a primary school as the result of a successful placing request, will be required to make a further placing request to the associated secondary school should they wish to transfer to that secondary school rather than the secondary school for the area they reside in. There is no automatic transfer of the school place from primary school to secondary school in these circumstances and a second placing request is required.
- 2.3.6 Parents residing within North Lanarkshire should complete the application for a place at their preferred catchment secondary school. They should provide evidence of their

residency within the delineated catchment area. This should be submitted to the primary school that the child attends and should include:

- council tax direct debit mandate;
- a recent Child Benefit Statement or Driving Licence or Bank statement/ Utility Bill if this is not available. This should show transactions within the previous three months;
- a signed and independently witnessed occupancy/tenancy agreement for at least one year, i.e. evidence that covers the entire calendar year from the date of application (if applicable). In exceptional circumstances this may be waived, e.g. if a family are in temporary accommodation due to homelessness. Such other documentation as the Council considers necessary to satisfy proof of residency.

2.3.7 The Council aims to provide sufficient places for all children to attend their catchment secondary school. A school is 'oversubscribed' in terms of catchment demand when applications for places in S1 exceed the available places. This would be determined when the places are allocated in April for the following school session. In these circumstances, the children who have registered cannot be enrolled until the allocation of places has been completed.

2.3.8 If a parent applies for a catchment place prior to taking up residence, the place will not be allocated until the child is actually resident in the property and satisfactory evidence of proof of residence, as detailed in paragraph 2.3.6 above, is provided.

2.4 Placing Request - Mid Term

2.4.1 Applications for a place to commence at any point during the academic year, out with the normal placing round, should be made by the parent directly to the preferred school.

2.4.2 Where places are available, the school should make arrangements for the parent to submit their application along with the required appropriate documentary evidence as detailed in paragraph 2.2 above.

2.4.3 Applicants may find that the school is already full at the year group requested. In that situation, the parent should contact the Placing Request team to discuss options. If there are no places in a child's catchment school where a family has recently moved into an area, options can be discussed for redirecting the child to another local school.

2.4.4 Applications during school holidays should be made directly to the Placing Request Team.

2.5 Specialist Education Provision

2.5.1 There are several well-established specialist educational provisions within North Lanarkshire.

2.5.2 In Condorrat Primary, there is a Primary Gaelic Medium Education Unit. It is a separate unit within the primary school. This requires the authority to assess the need for Primary GME provision if there is a request from parents. An application for a place at the Primary GME Unit is made directly to the school in accordance with the processes detailed in Section 2 above for a place in Primary 1.

2.5.3 There is a statutory requirement for the Council to ensure progression in Gaelic learning for children, who have attended a Primary GME Unit, when they transfer to secondary

education. The provision of GME at secondary level is provided within Greenfaulds High School.

- 2.5.4 If the child is resident out with North Lanarkshire, parents/carers will require to make a placing request, and this will be processed with all other placing requests for a place in S1. Applications at any other stage of the school would require a mid-term placing request and would be processed in accordance with the placing request policy.

2.6 Exceptional Circumstances

- 2.6.1 The Council may by Chief Officer approval disapply the admission criteria and place a child directly in a particular school. It is anticipated that this occurrence would only be in exceptional circumstances, i.e. child protection.

2.7 Placing Request Appeals Process

- 2.7.1 The Council appreciates that parents may be very disappointed that their child cannot go to the school they desire. Where there are more placing requests than places available at a school, the Council will then apply the criteria contained around the ballot to allocate places. The Council will apply the applications criteria consistently to ensure fairness in all cases. Section 4.9

2.8 Exclusions & Exclusion Appeals

- 2.8.1 North Lanarkshire Council is committed to reducing school exclusions through integrated collaboration across all council services, as outlined in The Plan for North Lanarkshire, the Programme of Work and their measures of impact. The Empowering Clusters model and Virtual School provide valuable support to schools in exploring alternatives to exclusions for care-experienced children and young people.
- 2.8.2 The overarching aim of the policy is to support schools to keep all children and young people fully included, engaged and involved in their education and to improve outcomes for all children and young people, with a particular focus on those who are at risk of exclusion. It recognises the need for all members of a learning community, children, young people and staff to be safe and protected

2.9 Dalziel High School

- 2.9.1 Dalziel High School is located within Motherwell and has 3 cluster primaries, Ladywell Primary, Glencairn Primary and Knowetop Primary. The High School has a general population of over circa 1000 pupils, annually with a capacity of 965.
- 2.9.2 A report was submitted to the Education Committee Oct 1996 on the proposed delineation of Dalziel High School, this was approved from Dec 1996. This removed the then feeder primaries (now referred as cluster primaries) from direct progression to Dalziel High School.
- 2.9.3 Historically the Service has allocated pupils to the high school on a temporary basis as follows using the total functional capacity 1207:
- Planning Capacity – $75\% \times 1207 = 905$
- 2.9.4 Scottish Government guidelines state that this is a matter for the Local Authority to determine capacity of its High Schools. In terms of the Management Circular H4, North Lanarkshire Council has determined that the figure used to calculate a school's capacity for placing requests is called the planning capacity of a school. This is

calculated as follows: once the total functional capacity of the school is known, a figure of 75% of that functional capacity is used for the purpose of determining the capacity of a high school.

- 2.9.5 The service proposal is to formally increase the planning capacity of Dalziel High School to 80% rather than 75% to further increase the number of pupils that can attend Dalziel. Members should be aware that due to the high demand for places at the above school has been operating at 80% capacity for a number of years. Should Members now formally approve this proposal, the total planning capacity of Dalziel will be 80% of 1207 which equates to 965 pupils.

Therefore, the Service proposal for Dalziel High School as follows:

Planning Capacity – 80% x 1207 = 965

- 2.9.6 The priority for admission is detailed within **appendix 8**.

2.10 St Ambrose High School

- 2.10.1 St Ambrose High School is located within Coatbridge and has 3 cluster primaries, St Augustine's Primary, St Bartholomew's Primary and St Kevin's Primary. The school also receives pupils from St Brigid's Primary, Glasgow and St Francis of Assisi Primary, Glasgow. The High School has a general population of over circa 1400 pupils, annually with a capacity of 1484.

- 2.10.2 A report was submitted to the Education Committee August 2005 on the proposed delineation of St Ambrose High School, this was approved from October 2005. This created an aggregation of the catchment areas with the schools listed above. The delineated area includes the Springhill Farm Estate.

- 2.10.3 Historically the Service has allocated pupils to the high school on the basis as follows:

Planning Capacity – 75% x 1979 = 1484

- 2.10.4 Scottish Government guidelines state that this is a matter for the Local Authority to determine capacity of its High Schools. In terms of the Management Circular H4, North Lanarkshire Council have determined that the figure used to calculate a school's capacity for placing requests is called the planning capacity of a school. This is calculated as follows: once the total functional capacity of the school is known, a figure of 75% of that functional capacity is used for the purpose of determining the capacity of a high school.

- 2.10.5 The priority for admission is detailed within **appendix 8**.

3. Measures of success

- 3.1 Over 80% of placing request applications approved over the last 3 years.

4. Supporting documentation

- 4.1 Scottish Government – [Determining Primary School Capacity](#)
4.2 United Nations Convention for the Rights of the Child – [Scottish Government UNCRC](#)
4.3 [St Ambrose High School Revision of Admission Arrangements Oct 2005](#)
4.4 [Dalziel High School delineation Nov 1996](#)
4.5 [School placing requests and appeals: information for parents](#)

- 4.6 [School placing requests and appeal hearings - guidance for local authorities - gov.scot](#)
- 4.7 [Preventing and Managing Exclusions](#) ASN Review - Appendix 6.
- 4.8 [School Catchment Qualification](#).
- 4.9 [Placing Request Appeals](#)

BSmedley

Barry Smedley
Chief Officer – (Education - North)

5. Impacts

<p>5.1 Public Sector Equality Duty and Fairer Scotland Duty Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p> <p>If Yes, has an assessment been carried out and published on the council's website? https://www.northlanarkshire.gov.uk/your-community/equalities/equality-and-fairer-scotland-duty-impact-assessments Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>5.2 Financial impact Does the report contain any financial impacts? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>
<p>5.3 HR policy impact Does the report contain any HR policy or procedure impacts? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>
<p>5.4 Legal impact Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If approved the service will conduct a statutory consultation on the admissions policy.</p>
<p>5.5 Data protection impact Does the report / project / practice contain or involve the processing of personal data? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to dataprotection@northlan.gov.uk Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>5.6 Technology / Digital impact Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide a brief summary of the impact?</p>

	<p>Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
5.7	<p>Environmental / Carbon impact</p> <p>Does the report / project / practice contain information that has an impact on any environmental or carbon matters?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If Yes, please provide a brief summary of the impact?</p>
5.8	<p>Communications impact</p> <p>Does the report contain any information that has an impact on the council's communications activities?</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If approved the service will conduct a statutory consultation on the admissions policy.</p>
5.9	<p>Risk impact</p> <p>Is there a risk impact?</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?</p> <p>Dalziel High School capacity is not approved the service will require to review the number of S1 pupils projected for academic session 2026/2027.</p>
5.10	<p>Armed Forces Covenant Duty</p> <p>Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.</p>
5.11	<p>Children's rights and wellbeing impact</p> <p>Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these?</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If Yes, subject to committee approval the service will conduct an impact assessment under the Articles from the United Nations Convention on the Rights of the Child (UNCRC).</p> <p>If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>

Appendix 1 School Capacity – Primary

- 1.1 Scottish Government guidance on school capacity provides a consistent national approach for calculating primary school capacity across Scotland. This guidance aims to improve transparency, planning, and decision-making for school estate management, placing requests, and consultations.
- 1.2 The procedures for establishing the capacity of primary schools are detailed as follows:
- Strategic Planning – proposed changes in educational provision must be based on roll projections and an accurate count of existing places:
 - Pupil Enrolment – precise capacity for each school is required to ensure that any decisions to refuse enrolment or placing request can be justified:
 - Impact of Curriculum and Organisational Changes – proposed curriculum developments, new methodologies and staffing changes must take account of possible requests can be justified:
- 1.3 Primary establishment capacity is determined by the following:
- Forward planning and investment
 - Curriculum delivery
 - Placing request decisions
 - Performance monitoring
 - Legal compliance in consultations
 - Alignment with Scottish Government policies
- 1.4 The planning for primaries is calculated by Class Maxima, Planning Capacity, Working Capacity in determining the total number of pupils an establishment can support.
- 1.5 **Class Size Maxima:** is as follow:
- | | |
|-------------------|-------------|
| Primary 1 | 25 pupils |
| Primary 2-3 | 30 pupils |
| Primary 4-7 | 33 pupils |
| Composite Classes | – 25 pupils |
- 1.6 **Planning Capacity:** The planning capacity of primary schools is the number of pupil places available for use in normal circumstances. It is set as the total square m² of a room divided by 1.7m² and with the applied **Maxima** determines the capacity across each teaching space.
- 1.7 **Working Capacity:** This figure takes account actual class distribution, team teaching, local policies and temporary measures (minimum 1.5m² per pupil allowed)
- 1.8 While the planning capacity calculation detailed above will be used in normal circumstances the capacity of schools experiencing pressure on accommodation will be subject to individual review.

Appendix 2 School Capacity – Secondary

- 2.1 The procedures for establishing the capacity of secondary schools are detailed and accurate capacity measure of each secondary school is required for the following reasons:
- Strategic Planning – proposed changes in educational provision must be based on roll projections and an accurate count of existing places
 - Pupil Enrolment – precise capacity for each school is required to ensure that any decisions to refuse enrolment or placing request can be justified.
 - Impact of Curriculum and Organisational Changes – proposed curriculum developments, new methodologies and staffing changes must take account of possible requests can be justified.
- 2.2 This establishes the rationale and procedures for calculating the capacity and maximum intake of all secondary schools in North Lanarkshire. It takes account of the following key considerations:
- The identification of the educational areas to be included in the calculation.
 - The capacity of these educational areas.
 - Contractual limitations on class sizes.
 - Curricular and timetabling constraints on capacity.
- 2.3 The normal approach should be to include in the capacity calculations all teaching areas included in table below. No area should be excluded from the calculations unless it is listed in 2.4 or it has the specific approval of the Chief Officer/EFM.

Type of area	List of areas	Practical/Class sized
General	Business Management	Class
	Accounting/Finance	Class
Specialist	Art	Practical
	Computing	Practical
	Drama	Practical
	Home Economics	Practical
	Music	Practical
	Science	Practical
	Technical	Practical
Physical Education	Games Hall	Class
	Dance Studios	Class

Table 1 - E&F

- 2.4 The following areas should not normally be included in the calculation:

- Dining halls
- Assembly halls
- School lecture theatre/Stage area
- Library/Resource areas
- Social areas
- Offices, staff rooms, staff bases,
- GP medical rooms

2.5 Possible teaching areas currently re-allocated with the agreement of the Chief Officer/EFM may also be excluded. Examples include external user for example Community Hubs, visiting service specific rooms, social areas and staff bases. These reallocations may be reviewed at any time by the authority.

2.6 The Schools General (Scotland) Regulations require the authority to determine the maximum number of pupils to be suitably accommodated in each teaching area. To meet this requirement each head of establishment must maintain a capacity for each room and this record must be available for reference. Any proposed amendment to this schedule of accommodation must be approved by the Chief Officer.

2.7 The capacity of an individual space will reflect a number of considerations, including the following:

- The total and the available floor area
- Health and safety factors, including egress arrangements and ventilation.
- The main designated activity for the area.

2.8 There are various difficulties associated with the calculation of capacity. Firstly, any one area can be used for a wide range of activities, each with different space requirements. Secondly, the spatial limits of some areas may be difficult to define. Thirdly, specific design features may have health and safety implications which require the notional capacity to be amended.

2.9 In the first instance, the recommended area per pupil allocations for each type of accommodation listed in appendix 4 should be used to calculate the maximum capacity of each area. Any proposal to alter the maximum capacity figure for an area should be discussed with the Chief Officer of Asset & Procurement Solutions.

2.10 The JNCT contractual agreement on maximum class sizes is shown in table 2 & 2A.

Practical Activity	S1/S6	20
Classroom Activity	S1/S2	33
Classroom Activity	S3/S6	30

Table 2 - E&F

However, for the purposes of capacity calculation, the following table will apply.

Practical Activity	S1/S6	20
Classroom Activity	S1/S6	30

Table 2A - E&F

- 2.11 There are three interpretations of the capacity of a school, as detailed below.
- 2.12 **Maximum recommended capacity:** This figure takes account only of the total floor area and the normal function of the teaching area. It should be calculated on the basis of the recommended minimum space allocations per pupil. These allocations make allowances for anticipated fixed and movable furniture. The maximum recommended capacity of the school is the aggregate for all the teaching areas included in the calculations.
- 2.13 **Functional capacity:** The functional capacity of each teaching area is the smaller of the maximum capacity and the capacity. The functional capacity of the school is the aggregate for all the teaching areas included in the calculations.
- 2.14 **Planning capacity:** The planning capacity of a school is the number of pupil places available for use in normal circumstances. It will be set at 75% of the functional capacity. This figure is considered reasonable from the perspective of timetabling efficiency and curriculum-related constraints. This figure will be adopted as the maximum roll of each secondary school and will be used for strategic planning and for setting enrolment limits. It is the lowest of the three calculations because of the following considerations.
- The contractual agreement on class sizes reduces the capacity of most teaching areas below the maximum.
 - The maintenance of curriculum balance and choice prevents full timetabled use of teaching accommodation.
 - Curriculum choice from S2 onwards tends to reduce actual class sizes below contractual limits.
- 2.15 While the planning capacity calculation detailed above will be used in normal circumstances the capacity of schools experiencing pressure on accommodation will be subject to individual review.
- 2.16 **Calculation of Maximum Intake:** To ensure that adequate accommodation and an appropriate curriculum can be offered across all stages the planning capacity will be used to determine the maximum pupil intake at S1. This figure will also control the number of places available for placing requests.
- 2.17 The maximum pupil intake calculations for each secondary school will take cognisance of the following factors.
- The planning capacity and functional capacity as defined in paragraphs 2.13 – 2.14
 - A roll projections factor based on the pupil retention across stages. For S1 – S4 this will be assumed to be 100%. The S4 to S5 and the S4 to S6 will be based on the average of the previous three years. A school with an overall 98% S4 to S6 staying-on rate will have a projection factor of 4.98.

- The limits set by the number of 33-pupil classes and 20-pupil sections which can be established (appendix 5).

An exemplar calculations of the planning capacity and maximum S1 intake for secondary schools are included in appendix 5.

Appendix 3

S1/S2 CLASS/SECTION ORGANISATION

Pupil Roll	No. of Classes	No. of Sections
33	1	2
66	2	4
99	3	5
132	4	7
165	5	9
198	6	10
231	7	12
264	8	14
297	9	15
330	10	17
363	11	19
396	12	20
429	13	22
462	14	24
495	15	25

Appendix 4 - RECOMMENDED MINIMUM AREAS

Type of Accommodation	Area/Pupil (Sq m)
General Classrooms	1.5
Art	3
Business Studies (Practical)	3
Drama	3
ICT	3
Music	3
Technical Technology	3
Home Economics	3.5
Science	3
Technical Craft	4
Fitness Rooms	4
Dance Studio	4
Gymnasium	5
Games Hall	10

Appendix 5

APPENDIX 3A

ANALYSIS OF CAPACITY - EXAMPLE 1

Estimated Roll	S1	S2	S3	S4	S5	S6	TOTAL
	277	266	253	288	216	119	1419

			Working	See note	
Capacities	A	Maximum capacity	2312	A	1
	B	Functional capacity	2180	B	
	C	Planning capacity	1744	C	

Roll projection factor	D	S1 to S4	4.00	D	
	E	S4 to S5	0.76	E	2
	F	S4 to S6	0.41	F	3
	G	Total number of year groups	5.17	D+E+F	

Calculating the maximum intake level and maximum school roll	H	Maximum number per year group	337	C/G	4
	J	Maximum number of full class groups (33 pupils)	10	H/33	5
	K	Maximum intake based on class groups	330	Jx33	
	L	Maximum number of practical sets (20 pupils)	16	H/20	6
	M	Maximum intake based on practical sets	320	Lx20	
	N	Maximum intake	330	N	7
	P	Maximum roll	1706	GxN	8

Overall analysis of	Planning capacity	1744	C	
	Estimated roll	1419		9

Appendix 6 - Grounds for Refusal

The duty of an authority to grant a placing request does not apply:-

- 1.1 if, placing your child in the specified school (that is, the school specified in your placing request) would:
 - (i) make it necessary for the authority to take an additional teacher into employment;
 - (ii) give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school;
 - (iii) be seriously detrimental to the continuity of the child's education;
 - (iv) be likely to be seriously detrimental to order and discipline in the school;
 - (v) be likely to be seriously detrimental to the educational well-being of pupils attending the school;
 - (vi) assuming that pupil numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school;
 - (b) if the education normally provided at the specified school is not suited to the age, ability or aptitude of the child;
 - (c) if the education authority have already required the child to discontinue his attendance at the specified school;
 - (d) if, where the specified school is a special school, the child does not have [additional support needs] requiring the education or special facilities normally provided at that school;
 - (e) if the specified school is a single sex school (within the meaning given to that expression by section 26 of the Sex Discrimination Act 1975) and the child is not of the sex admitted or taken (under that section) to be admitted to the school
- 1.2 This means that a Council may agree to a parent's request even if they would have to employ an additional teacher, or spend money on accommodation, or even if they thought the move the parent wanted would not be very good for the child. They do not have to refuse a request just because one of the reasons set out in the law applies.
 - 1.3 'Catchment area' means the area from which pupils' resident therein will be admitted to the school in terms of any priority based on residence in accordance with the guidelines formulated by the authority. In terms of Section 28A of the Education (Scotland) Act 1980 as amended by Standards in Scotland's Schools etc Act 2000



TRANSFER ARRANGEMENTS – PRIMARY/SECONDARY EDUCATION

Name of Child Surname.....

Forename.....

Date of Birth / /

Home Address

Home /MobileTelephone Number.....

School currently attended

Please tick the following preference:-

Automatic transfer to

Transfer to catchment school

Make a placing request to a school of your choice

***Should I choose a placing request I understand that I am responsible for making the necessary transport arrangements and for ensuring that my child goes safely to and from school.**

Please indicate name of school requested.....

Placing request application forms (PC1a) can be completed and submitted online by visiting <https://www.northlanarkshire.gov.uk/schools-and-learning/school-admissions/placing-requests>.

Choice of school booklet can be downloaded from the Scottish Government website www.scotland.gov.uk/Publications/2010/11/10093528/0

Application forms for free transport can be completed and submitted online by visiting <https://www.northlanarkshire.gov.uk/schools-and-learning/school-transport/free-school-transport>.

Date..... Parent/Carer.....

(To be returned to the Head Teacher of the primary school currently attended)



TRANSFER ARRANGEMENTS – PRIMARY/SECONDARY EDUCATION

Name of Child Surname.....

Forename.....

Date of Birth / /

Home Address

Home /MobileTelephone Number

School currently attended

Please tick the following preference:-

Automatic transfer to

Make a placing request to a school of your choice

***Should I choose a placing request I understand that I am responsible for making the necessary transport arrangements and for ensuring that my child goes safely to and from school.**

Please indicate name of school requested.....

If you decide to make a placing request, you should visit the relevant section of the Council's website

<https://www.northlanarkshire.gov.uk/schools-and-learning/school-admissions/placing-requests> where you will be able to review the relevant criteria, and complete and submit an online form.

Choice of school booklet can be downloaded from the Scottish Government website www.scotland.gov.uk/Publications/2010/11/10093528/0

Application forms for free transport can be completed and submitted online by visiting <https://www.northlanarkshire.gov.uk/schools-and-learning/school-transport/free-school-transport>.

Date..... Parent/Carer.....

(To be returned to the Head Teacher of the primary school currently attended)

NORTH LANARKSHIRE COUNCIL

EDUCATION AND FAMILIES

PRIORITIES FOR ADMISSIONS: DALZIEL HIGH SCHOOL

There is a tendency for the requests for admission to Dalziel High School to be greater than the places available. To allow more effective management of placing requests to the school the following priority order for admission to the school has been established:

- (a) children who live in the catchment area, including any who previously could not be accommodated in the school and are on the waiting list, and children with a hearing impairment who have been allocated places in the integrated special unit at the school.

- (b) children who live out with the catchment area but within the North Lanarkshire Council area in accordance with the following priorities:
 - 1. children with relevant medical conditions with supporting reasoned evidence provided by the family doctor and the community medicine specialist that it is in the interest of the child's health to attend the school

 - 2. children affected by other relevant factors, including but not restricted to, the curricular provision on offer, proximity to a parent's place of work, access to childcare arrangements, travel distance from home to school

- (c) children who live out with the North Lanarkshire Council area in accordance with the following priorities:
 - 1. children with relevant medical conditions with supporting reasoned evidence provided by the family doctor and the community medicine specialist that it is in the interest of the child's health to attend the school

 - 2. children affected by other relevant factors, including but not restricted to, the curricular provision on offer, proximity to a parent's place of work, access to childcare arrangements, travel distance from home to school

Once applications have been considered, and if there are still more requests than places available, these will be allocated by ballot.

Where the attendance of older siblings is argued to be a relevant factor, legally no distinction will be made between siblings residing within or out with the North Lanarkshire Council area. When considering requests where attendance of siblings is argued to be a relevant factor, consideration will be given to the number of siblings in attendance and their stage of education.