



**MINUTES OF THE MEETING OF THE
EDUCATION & CHILDRENS SERVICES COMMITTEE**

**TUESDAY 18 NOVEMBER, 10:00am
VIA HYBRID SYSTEM**

1

Committee Members Present:

Councillor Bennett
Councillor Dugdale – Convener
Councillor Findlay
Councillor Gilbert
Councillor Hampshire
Councillor McFarlane
Councillor McIntosh
Councillor Menzies
Councillor Ritchie
Councillor Yorkston
Mr S Gilmour-Jack
Rev D Hamilton

Council Officials Present:

Ms N McDowell - Head of Education
Ms L Byrne – Head of Children’s Services
Mr N Trussler – Quality Improvement Officer, Education
Ms J Boyle – Quality Improvement Manager for Equity and Inclusion
Ms A Cameron – Service Manager – Early Years and Childcare
Ms B Skirrow - Principal Officer (Education Service)
Ms A Harrison – Principal Education Psychologist
Ms S Morgan – Head Teacher, Ormiston Primary School
Ms C Rodgers – Strategic Lead, Prevention
Ms H Barnett – Head of Corporate Support
Mr E John – Head of Communities and Partnerships
Ms J Fraser – General Manager, Children’s Services
Ms K Haspolat – Quality Improvement Officer
Ms D Govenlock – Connected Communities Manager
M E Laverie – Youth Development Officer

Teachers Present:

Ms D Mercer – Head Teacher, Campie Primary School
Ms A Kay – Head Teacher, Stenton Primary School

Clerk:

Ms M Scott
Ms E Barclay

Other Elected Members present:

N/A

Apologies:

Councillor Bruce
Councillor Cassini
Rev G Sheridan

Declarations of Interest:

None

Prior to the commencement of business, the Clerk advised that the meeting was being held using the Council's hybrid system and that the meeting would be recorded and live streamed; and that it would be made available via the Council's website as a webcast, in order to allow public access to the democratic process in East Lothian. She stated that the Council is the data controller under the Data Protection Act 2018; that data collected as part of the recording would be retained in accordance with the Council's policy on record retention; and that the webcast of the meeting would be publicly available for up to five years from the date of the meeting.

The Clerk recorded attendance of committee members by roll call.

Councillor Dugdale welcomed everyone to the meeting of the Education and Children's Services Committee, particularly Debbie Mercer, Head Teacher at Campie Primary School and Amy Kay, Head Teacher at Stenton Primary School.

1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE ON 10 JUNE 2025

The minutes of the Education Committee meeting of 10 June 2025 were approved as an accurate record.

2. YOUTH VISION YOUTH WORK STRATEGY 2026-2029

A report was submitted by the Depute Chief Executive, Children and Communities to approve and adopt the East Lothian Youth Vision, a co-produced three-year strategy for Youth Work from 2026 to 2029 that reflects current and emerging youth work priorities.

Mr Eamon John, Head of Communities and Partnerships provided Members with a summary of the report drawing Members attention to the national youth work outcomes, the impact and importance of youth work specifically building confidence and life skills, forming trusted relationships, feeling valued, respected and listened to. He highlighted that the youth vision strategy was co-developed by young people, youth organisations, the Council and key partners.

Mr John and his colleagues Diann Govenlock, Connected Communities Manager and Emma Laverie, Youth Development Officer answered questions from Members. They provided information on how they recruit volunteers to help with youth work, how they target the hardest to reach young people, targeted work around equality and how youth workers engage the quieter young people.

Mr John and his colleagues continued to answer questions from Members relating to funding and inclusion for non-statutory youth work and provided thorough information on the communication with schools regarding support young people and their involvement in youth work. Ms Jennifer Boyle, Quality Improvement Manager for Equity and Inclusion also highlighted the work of the child planning framework locality teams

in being a key component of service delivery as they meet regularly to identify any children and young people who they feel would benefit from youth work. She also provided information on the mechanisms used to capture all children and young people, even those who were not engaging in school and noted the links formed between education and youth justice teams. Mr John was unable to advise Members on what the budget impacts to youth work may be as everything will need to be considered and looked at but said there would be a continued focus on priorities that make a real difference and would raise mapping the spend across the region as an action at partnership meetings.

Ms Laverie shared the views of young people regarding their safety and wanting a place at the table to ensure their voices are being heard.

Members welcomed the report, noting its importance and the refreshing take on it being co-designed with young people. They were reassured by the answers given from officers today and felt the work that had been so far should be congratulated.

The Convener then moved to a roll call vote on the recommendations, which were approved unanimously.

Decision

The Committee agreed to:

- Note the contents of the report including the extensive consultation and engagement carried out with young people.
- Approve the Youth Vision as East Lothian's Youth Work Strategy 2026-2029.
- Note that the governance of the Youth Vision will sit with East Lothian Partnership through the Community Learning and Development Partnership.

3. EDUCATION SERVICE PROGRESS REPORT AND IMPROVEMENT PLAN 2025/26

A report was submitted by the Depute Chief Executive, Children and Communities to seek the Committee's approval of the Education Service Progress Report and Improvement Plan on key improvement priorities achieved for session 2024/25 and identification of key improvement priorities planned for session 2025/26.

Following presentation by the Head of Education, Nicola McDowell, officers responded to questions from Members regarding the work to achieve the Rights Respecting School awards, how we are managing the increase of children within education settings with additional support needs, distanced learning and how Education Outreach Officers assist with that, the work that was being carried out through the learning estate strategy to bring the remaining 20% of school buildings up to good or satisfactory and impactful work to close the poverty related attainment gap. Ms Boyle also provided information on funding from the Scottish Government to meet the growing needs of young people within our schools.

Ms McDowell confirmed she would be happy to arrange a workshop for Members regarding the work that was being developed and delivered and that a verbal update would be presented to Council in December in terms of mobile phone use in schools and phone free learning environments with a Learning Connected paper coming to Education and Children's Services Committee in March.

The report was welcomed by Members, particularly the amplifying of pupil voice and the work of Rights Respecting Schools, the monitoring and intervention of those

effected by poverty, care experience and additional support needs and the positive work of the Education Outreach team.

The Convener then moved to a roll call vote on the recommendations, which were approved unanimously.

Decision

The Committee agreed to:

- Note the overall positive progress made by the Education Service in delivery of the Council's Plan, the Education Progress and Improvement Plan 2024/25 and the priorities within the National Improvement Framework.
- Note the steps being taken to secure continuous improvement in session 2025/26.
- Approve the Progress Report and Improvement Plan 2025/26.
- Note that this Progress Report and Improvement Plan has been submitted to the Scottish Government in draft, in line with the Local Authority's statutory duty, pending Committee approval.

4. FOSTERING IN EAST LOTHIAN

A report was submitted by the Depute Chief Executive for Children and Communities to share the Fostering, Adoption and Kinship Care annual report 2025/25 with the Education and Children's Services Committee.

Lindsey Byrne, Head of Children's Services presented her report, drawing Members attention to the introduction of a dedicated play therapy service for children, a new child-centred approach to planning transitions for children. the newly launched parent partner scheme and the reduction in the use of independent foster care agencies and the increase in kinship carers being approved.

There followed questions from Members on the new in-house play therapy base, supports offered to kinship carers, the continued work to recruit foster carers for teenagers, the parent partner scheme and she provided information on how to become a panel member for our fostering, kinship and adoption panels.

The progress and success in recruitment and training was welcomed by Members. They congratulated Ms Byrne on a wonderful report, noting it shone from a children and families perspective, and they found it a very uplifting read.

Decision

The Committee agreed to:

- Note the dedication and resilience of East Lothian's caring community, acknowledging the life changing difference they make to our children and young people.
- Note the wide range of work undertaken by the fostering, adoption and kinship care workforce and their commitment to keep The Promise.
- Note the Fostering, Adoption and Kinship Care annual report.

5. BELONGING TO EAST LOTHIAN: AN OVERVIEW

A report was submitted by the Depute Chief Executive for Children and Communities to provide Members with an overview of the latest phase of Belonging to East Lothian, an East Lothian approach which focuses on prevention and early intervention for children, young people and families.

Caroline Rodgers, Strategic Lead, Prevention provided Members with a summary of her report drawing their attention to the successful work that has reduced the number of young people in external residential care.

Ms Rodgers answered questions from Members relating to whole family support, the savings from investing in prevention work and external funding sources for transformation work.

Members welcomed the report, noting the great progress of this work since its inception and the positive of East Lothian leading in this area.

Decision

The Committee agreed to note the report.

6. EDUCATION SCOTLAND INSPECTION OF CAMPIE PRIMARY SCHOOL AND NURSERY CLASS

A report was submitted by the Depute Chief Executive for Children and Communities to report to Committee on the outcomes of the Education Scotland re-visit inspection of Campie Primary School and Nursery Class.

Following presentation from Nick Trussler, Quality Improvement Officer. Officers responded to questions relating to staff and school community morale, the work of the Pedagogy team, the work of the Council Education Service prior to the initial inspection from Education Scotland and how staff had been supported with training.

Members welcomed the report, noting the steady progress and improvements made within the school. They were heartened to see the mention of training and professional development opportunities across the school and thanked Ms Mercer and her team for their dedication and unrelenting efforts to achieve improvements for the children, families and staff.

Decision

The Committee agreed to:

- Note the content of the Education Scotland letter
- Note the key strengths identified by the Inspection Team and progress made since the inspection
- Note that because of the inspection findings, Education Scotland will not make a follow-up visit in connection with this inspection

7. EDUCATION SCOTLAND INSPECTION OF STENTON PRIMARY SCHOOL

A report was submitted by the Depute Chief Executive for Children and Communities to report to Committee on the outcomes of the Education Scotland Inspection of Stenton Primary School.

Nick Trussler, Quality Improvement Officer presented the report and drew Members attention to the evaluative gradings against quality indicators, the key strengths found during inspection and the identified areas for continued improvement. He concluded his presentation by confirming his continued commitment to working with the school to provide advice, support and challenge.

Mr Trussler answered a question from Councillor Hampshire relating to resources available within the school to make the recommended improvements. He was confident the school had the capacity to fulfil the planned improvement journey.

Members welcomed the report giving thanks to the Head Teacher, Ms Kay and her staff for their excellent job in gaining a positive report. They highlighted how well Ms Kay handled the inspection as she was newly in post and praised her quality and calmness while it was carried out.

Decision

The Committee agreed to:

- Note the content of the Education Scotland letter published on 4 November 2025.
- Note the key strengths of the school identified by the Inspection Team.
- Note the Summary of Inspection Findings detailing strengths and recommended future developments.
- Note that because of the inspection findings, Education Scotland will not make a follow-up visit in connection with this inspection.

8. HEAD TEACHER APPOINTMENTS

A report was submitted by the Depute Chief Executive for Children and Communities to seek Committee approval of the Head Teacher appointments made by the Appointments Sub-Committee.

Ms Nicola McDowell, Head of Education presented her report highlighting the appointment of Ms Amy Kay as Head Teacher for Innerwick and Stenton Primary Schools, Debbie Mercer as Head Teacher of Campie Primary School and Ms Claire Palmer-Fairbairn as the Head Teacher for St Martin’s Primary School. She also noted since the submission of the report Mr Jamie Orr had been put forward as the preferred candidate for Head Teacher at Yester Primary School.

Councillor Dugdale congratulated the new appointments and wished them well in their new schools. She also thanked the Parent Council members for their help in the recruitment process.

Decision

The Committee agreed to note the Head Teacher appointments.

Signed

Councillor Fiona Dugdale
Convener of the Education & Children’s Services Committee

| | |
|-----------------------|--|
| COMMITTEE: | Education & Children's Services Committee |
| MEETING DATE: | 17 March 2026 |
| BY: | Depute Chief Executive Children and Communities |
| REPORT TITLE: | Digital Learning and Teaching Strategy update 2026 |
| REPORT STATUS: | Public |

1 PURPOSE OF REPORT

- 1.1 To highlight to the Committee a considerable update to the existing Digital Learning and Teaching Strategy 2023 (Appendix 1) alongside the Action Plan (Appendix 2) that will capitalise on the progress made and realign aims and actions moving forward, into 2026 and beyond.

2 RECOMMENDATIONS

Members are recommended to:

- 2.1 Note the work undertaken to update the existing 2023 strategy with a new 2026 version aligned to the progress made, by the Digital Learning Team. (Appendix 1)
- 2.2 Approve the updated Digital Learning and Teaching Strategy (Appendix 1) and the associated Action Plan (Appendix 2)

3 BACKGROUND

- 3.1 Following the approval of the Digital Learning and Teaching Strategy in 2023 there has been significant progress made across all 4 priorities outlined in the previous action plan. Ensuring that this strategy is updated and aligned with current priorities is fundamental for schools reassessing their local aims for developing digital pedagogy and managing devices made available to learners. Ensuring appropriate

access, training, and support in the use of technology is paramount to raise attainment, ambition and opportunities for all. The Digital Learning and Teaching Strategy update also aligns with the key aims in East Lothian Council's Digital Strategy 2022-2027, focusing mainly on 'Growing our People' as it is vital we enable our employees to be confident and competent with the technologies and systems we use to deliver services both now and in the future. Digitally skilled employees can exploit technology and change how processes and ways of working can be made more customer focused, of higher quality and efficient.

3.2 The strategy is focused on 4 key priorities;

Priority 1 - *Digital Literacy of Staff* - East Lothian Council continues to provide a range of training opportunities related to all aspects of digital learning. The Digital Learning Team have recently built an in-house platform called the 'Learning Library' which ensures a flexible approach to professional development. The platform offers a range of asynchronous learning opportunities, tracked and monitored by ELC to support the development of knowledge, understanding and confidence in digital pedagogy. We will continue to broaden these offers for all staff.

Priority 2 - *Infrastructure* - Our Infrastructure has recently been upgraded to enable more stable internet connections within all settings. Primaries now receive 100Mbps with secondaries up to 1Gbps. We will continue to assess the Wi-Fi connections as well as aim to improve and streamline the filtering software recently introduced to all staff and learners, ensuring a safe learning environment.

Priority 3 - *Digital Learning and Teaching* – Having now established several vehicles for developing digital pedagogy we will continue to nurture our relationships with individual schools, ASGs and the Digital Community. The Digital Community remains integral to future developments through rigorous feedback, testing and capturing of pupil voice throughout the year.

Priority 4 - *Digital Distance Learning* - Online distance learning opportunities within East Lothian's Digital Consortia will increase equity of access to course choice for learners. Continuing to highlight National offers from West OS and e-sgoil are important to pupils in the senior phase.

3.3 The Learning, Connected project (Appendix 3) will be heavily driven by the action plan of the Digital Learning and Teaching Strategy. The Learning, Connected project is a comprehensive approach to standardise technology access for all students. This initiative introduces a 1:1 Chromebook ratio for secondary school pupils, who will keep their specific devices from S1 until they leave school. To ensure financial sustainability and equity, older devices from secondary schools will be assessed and redistributed to primary schools to

achieve a 1:2 device-to-pupil ratio. The council plans to extend the lifespan of these tools from four to six years, aligning with updated Google support policies to maximise the value of existing assets. This logistical shift aims to provide a consistent digital learning experience across the authority without requiring additional funding beyond current budgets. Through phased implementation and streamlined IT management, the proposal seeks to eliminate the current disparities in hardware availability between different school catchments. The Learning, Connected project has seen 2 secondary schools onboarded already (Dunbar Grammar School and Knox Academy) with another 5 schools to be completed this school year.

3.4 The Strategy document comprises of 5 key sections, outlined below;

Section 1: Rationale for Change - This strategy is a focused action plan supporting change within East Lothian Schools from Nursery to school leavers. The strategy has been developed using consultation which comprised engagement and discussion with children and young people, teachers and support staff, school leaders, delivery partners and staff from other service areas of the Council.

Section 2: Current Position – The current landscape for digital learning and teaching in East Lothian Council encapsulates infrastructure, skills and knowledge and our learning platform, all of which are key focus areas we aim to improve for teachers and students across the estate.

Section 3: Digital Strategy Overview - A robust, Digital Learning and Teaching Strategy will support schools in providing an equal opportunity in learning for **every** pupil regardless of their needs or access.

Section 4: Key Strategy Actions – The Digital Learning and Teaching Strategy action plan breaks down the key priorities within the strategy. These 4 priorities are; Digital Literacy of Staff, Infrastructure, Digital Learning and Teaching and Digital Distance Learning.

Section 5: Links to online resources and documentation – Many documents supported the details and priorities within the strategy. This section enables anyone quick and easy access to this related content.

3.5 Three groups have been established to ensure the delivery of the strategy whilst remaining aware of other ongoing priorities.

Edu/IT Group – Will focus on monitoring the delivery of the strategy for schools. This includes representation from end user platforms, Service Desk, IT Security, Digital Learning Team to ensure that the infrastructure and protocols are supporting a prosperous learning environment.

Digital Development Discussions – focused on driving forward the ongoing development and implementation of the strategy. This has been woven into the pre-existing Head Teacher updates which occur

each month. Ensuring Digital Learning is a standing item ensures all Head Teachers are kept abreast of continuing developments.

East Lothian Digital Community - The community encourages multiple staff members from schools to be involved in the development of digital skills, testing new hardware and software and most importantly providing staff and pupil feedback on suggested next steps. The agenda for each digital community session will be built around the delivery of the Digital Strategy.

4 POLICY IMPLICATIONS

- 4.1 The Digital Learning and Teaching Strategy will provide a basis for ensuring the Education Service delivers on its commitment to ensure all educators, learners and parents take advantage of the opportunities offered by digital technology, to raise attainment, ambition and opportunities for all. The strategy will align with several other East Lothian strategies, including the Included, Engaged, Involved suite of policies, the Raising Attainment Strategy and to the Council's Digital Strategy.

5 RESOURCE AND OTHER IMPLICATIONS

- 5.1 Finance: The cost of the Learning, Connected project is being met from within the current Education budget.
- 5.2 Human Resources:
- 5.3 Other (e.g. Legal/IT):
- 5.4 Risk:

6 INTEGRATED IMPACT ASSESSMENT

- 6.1 ***Select the statement that is appropriate to your report by placing an 'X' in the relevant box.***

An Integrated Impact Assessment screening process has been undertaken and the subject of this report does not affect the wellbeing of the community or have a significant impact on: equality and human rights; tackling socio-economic disadvantages and poverty; climate change, the environment and sustainability; the Council's role as a corporate parent; or the storage/collection of personal data.

or

The subject of this report has been through the Integrated Impact Assessment process and impacts have been identified as follows:

| |
|---|
| x |
|---|

| Subject | Impacts identified (Yes, No or N/A) |
|---|-------------------------------------|
| Equality and human rights | Yes |
| Socio-economic disadvantage/poverty | Yes |
| Climate change, the environment and sustainability | Yes |
| Corporate parenting and care-experienced young people | No |
| Storage/collection of personal data | No |
| Other | No |

[Enter information on impacts that have been identified]

The Integrated Impact Assessment relating to this report has been published and can be accessed via the Council's website:

https://www.eastlothian.gov.uk/info/210602/equality_and_diversity/12014/integrated_impact_assessments

7 APPENDICES

7.1 Digital Learning and Teaching Strategy

Digital Learning and Teaching Strategy (Action Plan)

8 BACKGROUND PAPERS

8.1 Learning, Connect Project Paper

Integrated Impact Assessment for the Digital Learning and Teaching Strategy & Learning, Connected Project.

9 AUTHOR AND APPROVAL DETAILS

Report Author(s)

| | |
|--------------------|---|
| Name | David Reid |
| Designation | Education Support Officer (Digital Learning) |
| Tel/Email | Email – dreid1@eastlothian.gov.uk Tel - 07547812164 |
| Date | 27 th January 2026 |

Head of Service Approval

| | |
|---|-------------------|
| Name | Nicola McDowell |
| Designation | Head of Education |
| Confirmation that IIA and other relevant checks (e.g. finance/legal) have been completed | yes |
| Approval Date | 23.02.26 |

Appendix 1.



**Digital Learning and
Teaching Strategy Update 2026**

Introduction



Section 1: Our Rationale for Change



Section 2: Our Current Position



Section 3: Our Digital Strategy Overview



Section 4: Digital Strategy Action Plan (Separate document)

- **Priority 1 – Digital Literacy of Staff**
- **Priority 2 – Improving Infrastructure**
- **Priority 3 – Digital Learning and Teaching**
- **Priority 4 – Digital Distance Learning**



Section 5: Links to online resources and documentation

Lesley Brown - Executive Director - Education & Children's Services

Developing the digital skills for all our learners has never been more important as we prepare them for their future lives and careers in an increasingly digital age. Technology will play a critical role in shaping the way we learn and teach. The widespread adoption of digital tools and platforms has created exciting opportunities for enhancing the quality and accessibility of education and this digital learning and teaching strategy represents a bold and innovative approach to seizing those opportunities. This strategy has been developed with the goal of creating engaging and exciting learning experiences for our children and young people, while also empowering educators to be more effective and efficient in their teaching. I believe this strategy has the potential to transform digital learning and teaching and inspire and engage our learners to have success in the digital age. I am delighted to endorse it.

Nicola McDowell - Head of Education

Digital devices are ever present in our day to day lives, in the way we learn, communicate, work and share. Whilst this has been a monumental shift for many adults over the last year, for many of our children and young people, the digital age is the only one they have ever known. We have a special opportunity to embrace change, using it to inspire and engage young people with learning and life.

Embracing these changes also resonates with the aims outlined in East Lothian's Raising Attainment Strategy, Priority 1. 'Consistent, high-quality pedagogy that meets the needs of all learners and prepares them for the World of Work' and 'Effective design and use of the learning environment, learning resources and digital technologies to enhance learning experiences.'

Improved outcomes for all learners is at the core of Education in East Lothian and it is imperative that as a service, we build on the skills our staff, learners, parents and carers have gained through this time and make even more progress in improving outcomes for East Lothian learners. This cannot happen without embedding a robust strategy that is communicated, agreed and supported by all stakeholders involved to achieve the idea of a digital culture in all our schools. It is necessary to ensure the pedagogy and use of devices across East Lothian schools matches expectations and needs of learners that will ultimately make a difference to the delivery of high-quality learning experiences and improving outcomes.

This strategy is focussed on supporting schools and Early Learning and Childcare settings to be ambitious, innovative and forward thinking about working together to improve the outcomes of all children and young people. There are shared challenges for us all in addressing the impact of poverty, inequalities of access, disadvantage or disability and the key strategies outlined here have the potential to empower schools to rethink how they approach digital literacy and learning within each unique setting. Through being pro-active, ambitious and sharing the vast knowledge we have, we can collectively make a real difference to the lives and outcomes of our children and young people.

Section 1 - Our Rationale for Change

From the Scottish Government document '[Literature Review on the Impact of Digital Technology on Learning and Teaching](#)' there is evidence to support that digital tools and resources can help reduce gaps in subject attainment where they are effectively implemented. There is promising evidence that digital equipment and resources can help learners with additional support needs to improve their skills and competences in literacy and numeracy. Teachers' skills and competences in recognising how to use digital tools and resources and apply them effectively are critical to achieving positive results for learners with additional support needs or who are disadvantaged in other ways. This strategy is focused on supporting change within East Lothian Schools from Nursery to School leavers. The Strategy has been developed using consultation with children and young people, teachers and support staff, school leaders, delivery partners and staff from other service areas of the Council, as well as extensive discussion with neighbouring local authorities. The strategy has also been developed in line with East Lothian Council's updated Digital Strategy, April 2022- March 2027. From this process, strategic principles and objectives emerged, together with priorities for action. Following the initial document, approved by Education Committee in 2023 revisions of this document have been made and are reflected upon.

East Lothian's Digital Learning and Teaching Strategy acknowledges that;



Relationships have a central role in all teaching and learning.



All references to the term '*devices*' represent hardware that is purchased, managed and supported by East Lothian Council. This bears no reference to personal devices such as internet enabled mobile phones, tablets or laptops.



It is necessary to further build confidence and skills related to the utilisation of digital technologies in schools, working with staff, learners and families to continue steps already taken.



Understand that the investment in professional learning is the foundation for improvement.



Recognise that inequalities exist in the life chances of children and young people with disadvantaged and vulnerable backgrounds.



Access to appropriate devices, connectivity and learning platforms are fundamental to success.



Collaboration, sharing knowledge and practice across East Lothian, other local authorities, partners and Education Scotland will support positive change and improve outcomes.



UNCRC is integrated into Scottish Law, this consideration will be applied through the creation and implementation of this strategy.

Children and Young People

Digital technologies and the skills gained throughout a young person's learning journey are crucial to the way in which they engage with learning, and the modern world. Digital skills are key enablers for young people to access the world around them, supporting learning from any location at any time, giving instant access to the world of information and communication. They have a direct impact on the decisions they will make for their futures.

Learners, and their families, need support from us to develop confidence and skills in learning independently and collaboratively. This learning needs to be interactive and engaging, targeting what learners need to do to progress and improve. Teaching and learning about, and through, a wide range of digital technologies develops independence and encourages innovation, creativity, sharing and collaborating which is impactful on learner outcomes. To enable and enrich learning, we need to ensure good access to appropriate technology and devices, and high-quality pedagogy which capitalise on these opportunities.

Early Years

The keys to all successful early learning are the experiences, interactions and environments we provide for our children. Today's young children are growing up in a world in which digital technology is pervasive and they will already have been exposed to the digital world at home. Learning for our youngest learners is significantly enriched through well planned digital experiences where children are learning about technology and learning through technology, in its widest sense.

Additional Support Needs

All children and young people have the right to get the support they need to reach their full potential. Digital technologies offer significant possibilities for those with additional needs and with a commitment to improve, we can utilise these technologies to reduce barriers which face people with additional needs.

Well planned, creative use of digital assistive technologies can improve equity of access for individuals with additional needs and provide opportunities for greater inclusion and increased independent learning and participation in the life of the community.

Staff

Digital technologies and the pedagogies which they support are of central importance for staff delivering high quality experiences which engage learners and reduce barriers for young people. The digital literacy of staff is pivotal to the successful engagement with digital technologies and the rich opportunities for learner engagement, achievement and equity this brings. Developing skills in this area is the responsibility of all of us and good access to high quality professional learning is a key aspect of this strategy. The tools to deliver learning effectively are of obvious importance and getting this right will involve creativity and innovation along with a commitment to an investment of time and financial resources.

Section 2 – Our Current Position

Improving Infrastructure

Ensuring that staff, children and young people have access to the devices, platforms and connectivity to engage in digital learning is essential in ensuring the necessary skills are incorporated into learning experiences in schools. East Lothian is continuously assessing the number of devices in schools and how this is working with regards to connectivity. The ratio of devices to pupils vary across East Lothian Schools and a key element of this strategy aims to ensure an equitable digital learning experience across all schools. Due to this reason, we have realigned our current aims of a 1:2 ratio in all schools, with the approach now moving towards a 1:1 ratio for all high schools and continuing with the 1:2 model in primaries. Further details on this rollout can be found via the [Learning, Connected Project paper](#). This approach aligns with the aims outlined in East Lothian's Digital Strategy, stating '*We will continue to invest heavily in ICT in our schools to ensure they have the hardware, software and skills required to meet these goals. This will be done within the parameters of Scottish Government funding and policy intent*'.

Our infrastructure upgrade project has been successfully completed as of summer 2025, delivering enhanced bandwidth connectivity across all schools. All Primary Schools now benefit from a minimum of 100 Mbps connections, with several of them already upgraded to 200 Mbps to meet increasing demand. Secondary Schools are equipped with 1 Gbps connectivity. This upgrade supports the delivery of media-rich content essential for today's digital learning environments.

We continue to actively monitor bandwidth usage across the network to identify and respond to evolving infrastructure requirements. While improvements to broadband connections were part of the project scope, the increasing number of devices in schools may still present challenges. However, the centralized management and control of applications and platforms ensures bandwidth usage remains within capacity, enabling reliable and effective use of technology in classrooms.

Our IT team is actively progressing with the integration of Zscaler Private Access (ZPA) to all Windows devices as part of our ongoing efforts to modernize infrastructure in alignment with East Lothian's Digital Strategy: "When transforming existing services or designing new ones, we will design them digital by default." This strategic direction enables us to adopt secure, scalable, and cloud-native solutions that enhance service delivery and operational resilience.

The ZPA project introduces a Zero Trust security model, ensuring that access to internal applications is granted based on user identity, device posture, and contextual policies. Unlike traditional VPNs, ZPA does not expose applications to the internet, significantly reducing the attack surface and mitigating risks such as lateral movement and unauthorized access. This marks a major step forward in strengthening our cybersecurity posture. From an infrastructure perspective, ZPA helps address ongoing challenges with bandwidth management and the deployment of applications to heavily shared devices.

The Aruba Wi-Fi upgrade is now fully completed, delivering seamless and reliable connectivity across all areas of the school. Bandwidth per user has been significantly increased to enhance the digital experience for both staff and students. School resources are now accessible over wireless connections, removing the dependency on hardwired machines and enabling greater flexibility in how devices are used. Enhanced web filtering has also been deployed, allowing students to take their devices home while maintaining the same level of protection and safeguarding as they receive within the school environment. The introduction of the Eduroam network across all school sites has further improved accessibility for visiting educators. Staff from other institutions—such as Edinburgh College—can now securely connect to our network when working in our classrooms, supporting collaboration and continuity in teaching.

Education and IT have also invested in securing the existing Google Workspace environment in several ways. Recently, Checkpoint Harmony has been applied to school Gmail accounts, this is a unified cybersecurity solution designed to protect users and devices, ensuring comprehensive security against sophisticated

cyber threats. Checkpoint Harmony prioritises the security of email inboxes for users with both a Microsoft or Google account. The technology is built to stop the most dangerous threats, which to Education settings are phishing and ransomware attacks.

In addition to protecting our online environments, there has also been significant investment into the acquisition of a back up solution for all resources stored within Google Workspace. With the increased use of technology in schools comes an increased number of files. Staff and learners have a wealth of resources stored within their Google Drive; therefore it was of great importance that ensuring the safety of these resources must be prioritised as digital learning progresses in East Lothian schools. This solution ensures the safety and security of all files if issues were to arise with Google's storage system.

Digital Devices

East Lothian Council purchase, support and manage a range of devices across schools. The primary device which is accessible to all learners is the Chromebook. This can come in a variety of styles, as a standard laptop, a touchscreen model, Chromebook Flip or in tablet form. All these devices utilise the same Chrome operating system and fundamentally work in the same manner. Our [standard model, from HP](#) is a non-touchscreen, robust and ruggedised model that is ideal for busy educational environments. Tablets and touchscreen devices are used as an alternative to suit a range of additional educational requirements. A pilot project is in place across several primary schools to evaluate the impact using a [Chromebook Flip](#) has on teaching and learning, this is being tests across all stages of primary education.

In our high school learners will experience using a range of devices and digital tools for learning. Through the Learning, Connected project, each learner will receive a 1:1 Chromebook for supporting their day to day learning. In subjects such as CDT, Business Education and Computing, access to Windows PCs will enable them to access the subject specific software required to deliver the course contents.

Having access to a range of appropriate devices will ensure that planning, teaching and assessment can be enhanced through the effective use of technology. Referring to the aims in the [Pedagogy Sail \(Enabling Learning\)](#) devices can aid and support the planning and implementation of successful learning experiences.

The use of internet enabled personal device (smartphones, tablets) is devolved to individual school policy and will reflect the thoughts and preferences of the school community. Consultation with parents/carers, learners and staff will formulate the actions taken regarding these devices in school. East Lothian Council do not have a centralised mobile phone policy for schools, [as per the guidance provided by the Scottish Government](#).

Online Safety

Due to the increase in access to technology and the rise in usage across schools, East Lothian have recently invested in a new web filtering service called [Lightspeed](#). Lightspeed is specifically designed for schools and educational institutions. Its primary purpose is to create a safe and secure online learning environment for students and staff. Lightspeed applies to all Council managed devices, both in school and at home, inclusive of personal Chromebooks when the user is logged into their school account. Other personal devices including mobile phones and tablets are not filtered using Lightspeed rules.

In summary, here are some of the main features of Lightspeed.

- **Blocks Inappropriate Content:** It filters out websites and content that are deemed harmful, distracting, or unsuitable for students, helping schools comply with internet safety regulations.
- **Monitors Online Activity:** It provides tools for administrators to monitor student web activity, including websites visited, applications used, and searches performed. This helps identify potential issues like cyberbullying, self-harm, or other concerning behaviours.
- **Customisable Policies:** East Lothian can create granular filtering policies based on specific content categories (e.g., social media, gaming, AI tools), allowing for tailored access based on educational needs.

- **Provides Reporting and Analytics:** It offers detailed reports and dashboards that provide insights into online usage, allowing data-driven decisions about digital learning environments and the ability to quickly troubleshoot issues.
- **Supports Various Devices and Locations:** It works across all council managed devices and provides filtering both on and off the school network, ensuring consistent safety for learners.

In essence, Lightspeed Filter helps schools manage and control internet access to promote a focused, safe, and compliant digital learning experience.

As part of the ongoing efforts to ensure East Lothian learners are equipped with the skills necessary to be responsible digital citizens, all primary schools will be utilising resources via Google's '[Be Internet Legends](#)'. The Digital Learning Team alongside the Digital Community have begun exploring these resources in depth and aligning the resources with the needs of East Lothian's young people. Further work is outlined in the action plan to create a framework of support materials that will enable appropriate input at all stages.

Digital Literacy of Staff

East Lothian Council provide a range of training opportunities related to all aspects of digital learning. Going forward the training model will be designed to encourage staff to engage with an active digital community to maximise support and CLPL opportunities aligned to the needs of East Lothian staff.

Reference to the [Teacher Digital Skills Toolkit](#) provided by Education Scotland will formulate a framework for support customised to the learning platforms available to East Lothian staff. The Teacher Digital Skills Toolkit has been created in conjunction with teaching staff from all Scottish Local authorities and is aligned to the [Essential Digital Skills Framework](#) issued by the UK Government. These documents will also be utilised alongside the [Learner Digital Skills Toolkit](#) to review and update the existing [East Lothian Technologies Frameworks](#) in collaboration with the Digital Community.

Digital Champions had previously been established across East Lothian Schools, linking directly to the Self-Improving Schools Strategy and to the Empowerment Agenda. The Digital Champions programme relaunched in 2023 as **East Lothian's Digital Community**, encouraging multiple staff from schools to engage in professional discussion, software reviews, pedagogical approaches, developing the assessment and tracking for digital skills through rubrics and hardware, in order plan for effective support across the estate. This community will also be a key driver in the implementation of the strategy across all schools. By creating a community who are enthusiastic and skilled will enable a wide range of professional learning opportunities to take place across the council, ranging from school support sessions, ASG training and a blend of synchronous and asynchronous CLPL events. This programme aims to capitalise on the skilled professionals we have working in school, fostering their passions and sharing their knowledge with their colleagues. This will be supported centrally by regularly support sessions at the East Lothian Digital Community group organised and delivered as part of our Professional Learning afternoon agreed dates five times per year. As part of UNCRC, we will encourage staff to bring along ideas outlined by learners from their settings to ensure that pupil voice is heard in the developments around Digital Learning and Teaching, with learner input planned across the school year.

AI has the power to transform education in many ways, by personalising learning for individuals, automating administration tasks and enhancing teaching tools. In East Lothian Council all staff have access to a suite of AI tools managed by IT. Since 2025 all staff have had access to Copilot via our current Microsoft Office 365 licensing. Since August 2025, the Digital Community have been testing features available within Gemini, included in our Google Workspace licensing. Since then, the group has shared several effective ways these tools can be used to reduce workload, improve learning experiences and assist with planning and assessment. From October 2025 all East Lothian staff will have access to Gemini, Gemini for Classroom and Notebook LM. As AI develops further, the Digital Community will continue to assess any new features, which will be shared via accessible CLPL hosted on the ELC Learning Library.

East Lothian's Learning Platform

In 2006, the first phase of the Scottish Glow school's intranet (2005 – 2010) was emerging. Glow was seen to be the platform that would enable access to email between teachers and students, but due to an unexpected delay and the issue with access to email, the newly launched, free "Google Apps" service, which included Gmail, was deployed in East Lothian.

Deployment of Google Apps had the unexpected side effect of allowing staff to find that it also offered very strong support for the new types of learning activities envisaged under CfE, particularly the ability to edit shared documents. In practice, the Google system became very popular, with strong, organic growth. In addition to functionality, this was a direct result of the excellent usability it offered, not designed for office workers, but for Education. That excellent usability made it possible for staff and pupils, in both Primary and Secondary settings to enjoy using it, and to make progress with the tools available.

That trend has continued, with Google Workspace becoming the primary platform for teaching and learning in East Lothian. Glow is still available, use is recognised for aspects of professional learning and for engagement in national offers such as e-sgoil.

In recent times, IT alongside Education have refined the use of this digital learning platform with structures and processes in place for ensuring a safe and prosperous learning environment. Some of the key changes made recently included the removal of Gmail for primary learners, stricter controls on the use of Google Groups and an equitable approach to web applications and the Google Playstore, ensuring that all learners across the authority are provided with the same user experience.

Distance Learning

Online distance learning opportunities within East Lothian schools and developing partnership with e-Sgoil and other authorities will increase equity of access to course choice for learners. It is paramount that the schools are aware of the developments of national offers related to specific courses and can utilise digital skills to enable access of these opportunities for students.

Following the developments of the National e-Learning Offer, East Lothian now have access to a wide range of study support sessions for students sitting National 5's, Highers and Advanced Highers. It is important that the offers through NeLO are promoted and made accessible to East Lothian schools. This will be supported by promoting the use of Glow for both staff and pupils in High schools. (Priority 3.6). Engagement with these offers will be discussed in schools, at ASG meetings and Head teacher meetings, to ensure that all 7 East Lothian High schools are aware of the support being offered on a national level. (Appendix 2 – National platforms available to schools).

Development of an online consortium approach to senior phase courses provides the opportunity to address the challenge of maintaining a breadth of offer, whilst ensuring this is equitable across our schools irrespective of the cohort size. A programme of pilots should be developed to test and develop course delivery models, providing a balance of online delivery, independent learning and opportunities for in-person learning, teaching and assessment. This process should engage with a range of stakeholders including young people, teaching staff, school leaders and professional associations. Decision making should be informed by outcome measures, including attainment.



The UN Convention on the Rights of the Child (UNCRC) in Scotland

On the 16th March 2021, the Scottish Parliament unanimously passed a Bill to incorporate the United Nations Convention on the Rights of the Child (UNCRC) into Scots law. Following a referral to the UK Supreme Court which required amendments to the Bill, the legislation was reconsidered and passed again by Parliament. The UNCRC (Scotland) Act 2024 came into full force on the 16th July 2024.

This Act makes it unlawful for public authorities, including the Scottish Government, to act in a way that is incompatible with the UNCRC requirements as incorporated into the Act. It ensures that the rights of children and young people are given the highest possible legal protection within the powers of the Scottish Parliament.

A central requirement of the Act is that children and young people's views must be considered in decisions that affect their lives. This is fundamental to the development of digital learning in East Lothian Council. Pupil voice has been filtered through the Digital Community which informs next steps regarding pedagogy, software availability and how tools are used in East Lothian classrooms. Through the Learning, Connected project, a key element is to extract

pupil voice on a regular basis to assist in addressing challenges with the project, meeting learners needs with the devices made available to them and to share good practice between schools.

All articles within the UNCRC are available [here](#) as a summary. Four of the 54 articles of the UNCRC are particularly relevant to the creation and implementation of this strategy:

Article 2 (non-discrimination) – through the action plan and device ratios, we aim to provide all learners in primary and secondary school with the same level of access to digital hardware and tools to enhance learning experiences. Processes related to learners with ASN will be followed to ensure appropriate access to the right technologies is achieved.

Article 12 (respect the views of the child) – regular consultation with learners will take place to ensure the online learning environment is meeting their needs. An opportunity to highlight any issues/successes can be shared and implemented into approaches taken across the authority.

Article 17 (access to information) – all learner accessible devices are now equipped with high quality filtering agents that ensure a safe and prosperous learning environment, removed from any harmful material.

Article 28 (right to education) – Ensuring access to technology that enhances core digital skills and prepares learners for the future is paramount and this strategy aims to develop and refine digital skills from early stages of primary school into the senior phase of high school.

Digital Inclusion

For children and young people, digital participation is essential in developing the skills required for learning, life and work. A significant number of East Lothian children and young people live in areas of social and economic disadvantage and are unable to access the same levels of technology and online services as those in more affluent areas. Digital exclusion can impact negatively on wellbeing, educational attainment and employment opportunities. East Lothian have been able to target this issue with investment into providing 1:1 devices for children and young people in these situations. This has been aided by grants provided by Scottish Government which enabled East Lothian to distribute over 2000 Chrome devices. With the movement towards 1:1 devices across the county, the aim is to eradicate this issue entirely, ensuring all young people in Scotland have access to technology for learning.

Additional Support for Learning and Digital Devices

East Lothian Council believes that inclusion is the cornerstone for schools to achieve equity and excellence in education for all our children and young people. An inclusive approach with an appreciation of diversity and an ambition for all to achieve their full potential is essential to getting it right for every child (GIRFEC) and raising attainment for all.

Child Planning Framework

The Child Planning Framework (CPF) is East Lothian Council's approach to ensure adherence to GIRFEC and the National Practice Model associated with the Children and Young People (Scotland) 2014 Act. The CPF is a staged intervention model:

The three levels of the Child's Planning Framework are as follows:

| | |
|-------------------|--|
| Universal | Additional support/wellbeing needs are met in classroom by the class teacher. Differentiation/modification to the curriculum/environment may be required. Advice and support may be provided by Support for Learning staff or school nurse. |
| Additional | A higher level of intervention is required over a sustained or planned period and may require support from other agencies out with the school e.g. Speech and Language Therapy, Children's Services, Educational Psychology Service. Detailed planning is required and recorded in a Child's Plan and/or Individualised Education Plan (IEP). As and when co-ordination of support is required, a Child's Planning Meeting will be held and the outcome recorded on a Child's Plan. |
| Targeted | Children and young people with significant and continuing level of need requiring multi-agency support e.g. educated within a specialist provision or children looked after by Local Authority. Detailed planning is required and recorded in a Child's Plan and Individual Education Plan. A Co-ordinated Support Plan (CSP) may also be required. |

In line with this framework, The Equity & Inclusion service can consider the provision of a 1:1 digital device in **exceptional circumstances** for children and young people **where there is clear evidence that needs cannot be met through the provision of a school device.**

Further information about this process can be accessed via [this guidance](#):

Chromebooks

Chromebooks include accessibility features, straight out of the box, unlocking learning experiences for students with diverse needs, abilities and learning styles. Built-in settings and easy-to-use apps and extensions help customise the learning experience to include and engage every student. Below are some of the key features that assist in supporting children with a variety of needs:

| Visual | Hearing | Motor |
|---|--|--|
| Screen Magnifier | Closed Captioning | On-screen Keyboard |
| Chrome Vox - Screen Reader | Mono Audio | Touchpad Settings |
| Visual Aids (mouse Cursor/colour options) | Translation in Google Docs | Physical Keyboard Settings |
| High-Contrast Mode | Dictation | Sticky Keys |
| Highlight Cursor and Text | | |
| Select-to-Speak | | |
| Braille Support | | |
| Reading Mode | | |
| Colour Overlays | | |

For access to all additional support content related to the use of Google Workspace, access our YouTube channel [here](#).

Digital Learning in the Early Years

[East Lothian Council's Early Learning and Childcare](#) website is a one-stop-shop for all our Early Learning and Childcare practitioners. Access to key documents, examples of good practice or resources for your continuing professional development, providing support through a user-friendly site.

The website has been designed to be accessed through any computer, tablet or phone. New resources are regularly being added updates are communicated through a weekly ELCC Newsletter.
















| Early Level - Digital Literacy | | | |
|--|--|---|--|
| Key Concept | Experiences & Outcomes | Examples of Learning Activities | Benchmark to Support Teachers' Professional Judgement of Achievement of a Level |
| Using digital products and services in a variety of contexts to achieve a purposeful outcome | I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. TCH 0-01a | <p>When learning about sharing ideas with pictures and videos learners might: Gather examples of landmarks and people in the local community by taking screen shots from Google Earth or Maps.</p> <p>Capture photos and videos from a trip out in the local community and then collate and discuss these back at the nursery/class. Learners can then discuss what the image will be used for and if the learners have permission to use or share the image</p> <p>Use multimedia apps, such as Jamboard or ChatterPix Kids to express their thoughts and demonstrate their understanding by recording their voice and adding it to a photo to create an animation</p> <p>Choose what images and videos are shared on school blog or social media that communicate the learners' experiences</p> <p>Record different types of video, including slow-motion and time-lapse, to support investigations in STEM learning, such as: a Venus Fly Trap catching a fly, a spider spinning webs or gravity races with dropped objects.</p> <p>Use a digital device to share media to present information/ideas to their peers, for example a photograph slide show or piece of video recorded on a device to the rest of the class, for example: Adventure Ted, home learning, special news from home (family would share the media with educators first)</p> <p>When learning about how things work learners might: Play at a 'tinker table' or 'exploration station' where they can explore and experiment with a variety of digital devices, such as: alarm clocks, cameras, stopwatches, calculators, BeeBots and old computers or phones.</p> | <ul style="list-style-type: none"> Recognises different types of digital technology Uses digital technologies in a responsible way and with appropriate care Identifies icons for different applications Identifies and consistently uses the close icon Open and close a pre-saved file (open an app) Logs on to a preferred device with a given password |

Early Years Digital Skills Progression

This document has been created in line with East Lothian's Digital Learning and Teaching Strategy and is intended to support schools in using technology to enhance learning experiences and outcomes. This document is based on the document '[What Digital Learning Might Look Like](#)' by Education Scotland and uses the [National Benchmarks](#) created and published by Education Scotland in August 2020. Full access to this document available [here](#).

Why a Digital Learning and Teaching Strategy?

A robust, Digital Learning and Teaching Strategy will support schools in providing an equal opportunity in learning for **every** pupil regardless of their needs or relative level of disadvantage. Well planned digital learning and teaching which takes account of the specific needs of learners can:

-  Provide equality of learning for all.
-  Support the access to learning anytime, anywhere.
-  Widen subject choices and support access to specialist learning.
-  Bridge the gap with further education and employers.
-  Allow for more partnership working.
-  Enhance accessibility and independent learning.
-  Develop core digital skills.
-  Promote learner motivation and engagement.
-  Support enhanced opportunities for learners with additional support needs.
-  Improve educational outcomes and learning across a range of subjects.
-  Facilitate learners to take control of their learning.
-  Support ongoing, uninterrupted learning for young people.
-  Reduce workload for staff and facilitate higher impact for lower input.

Section 3 - Our Digital Strategy Overview

The image to the right outlines some key aspects of the Digital Learning & Teaching Strategy. These key areas have been explored in more detail within the Action Plan.



OUR DIGITAL STRATEGY 'AT A GLANCE'

Priority 1 - Digital Literacy of Staff.

- 1a** - Digital Strategy discussed as part of school improvement
- 1b** - Development of CLPL offering via Learning Library.
- 1c** - Review of all Digital professional learning in line with PRD.
- 1d** - Easily accessible central Hub for digital resources and support.
- 1e** - Focus on developing the use of Chromebook Accessibility features.

Priority 3 - Digital Learning and Teaching.

- 3a** - Digital Schools Award Scotland and supporting documents.
- 3b** - Digital Community Growth
- 3c** - Virtual Learning Lessons to support pedagogy.
- 3d** - School case study
- 3e** - Digital Leaders Scotland
- 3f** - Employability Skills.
- 3g** - Digital Exams
- 3h** - School Reviews incorporating feedback on digital pedagogy.

Priority 2 - Digital Infrastructure.

- 2a** - Secondary schools 1:1 and primaries 1:2 ratio.
- 2b** - Review and Upgrade of Google Workspace licensing
- 2c** - Zscaler updates to improve security
- 2d** - Lightspeed used to ensure digital safeguarding.
- 2e** - East Lothian's Baseline Specification for all Classrooms.
- 2f** - Standardise Chromebook functionality for all schools.

Priority 4 - Digital Distance Learning.

- 4a** - Secondary Collaboration to widen subject offers via Digital Consortia.
- 4b** - Continuing to access and use resources available on West OS and e-Sgoil
- 4c** - Continue and develop links with colleges, partners and apprenticeships.













Evaluating the Strategy

There are several approaches which can be used by the Council and educational establishments to evaluate the impact of digital learning and in supporting learners and improving outcomes for children and young people. Ongoing monitoring and evaluation of the Digital Learning & Teaching Strategy will identify approaches which are successful, and those which need to be redefined or changed.

Is an equality Impact Assessment required as part of this?

The impact of the Digital Education Strategy will be evaluated in the following ways:

-  Digital Learning approaches incorporated into school reviews process, focused on Quality Indicator 2.3.
-  Education Service reviews and audits of digital learning, including scrutiny of school improvement plans, Standards and Quality reports, and associated policy documents.
-  Ongoing reviews of progress in implementing the Council's Technologies Framework/Digital Skills Progression.
-  Using Quality Indicator 3.3 from [How Good is our School 4](#) as a benchmark for school self-evaluation and improvement planning.
-  Regular discussion with staff and learners via the established Digital Community Group.
-  Analysis of key actions to have direct links to Raising Attainment Strategy and [Inclusion, Equality and Accessibility for All](#) policy. What other strategies need to be referenced here?
-  Feedback and evaluation from CLPL opportunities made available to staff.
-  Feedback from stakeholders, including children and young people, parents/carers and school and Council staff.
-  Ongoing success and engagement stats related to the ELC Game Jam and Digital Schools Award Scotland
-  Developments of the Council Infrastructure, focusing on meeting devices ratios, network reliability and effectiveness of filtering solution.

East Lothian Documents/Resources

 [EduHub](#)

 [Digital Learning Staff Guidance](#)

 [East Lothian Early Learning and Childcare Website](#)

 [ELC Early Years Digital Skills Progression](#)

 [ELC Primary Digital Skills Progression](#)

 [ELC Technologies Framework](#)

 [micro:bits Progression Planner](#)

 [micro:bits Teacher Guide](#)

National Resources

 [Digital Schools Award](#)

 [Digital Schools Award YouTube Channel Teaching](#)

 [Teacher Digital Skills Toolkit](#)

 [Features of Highly Effective Digital Learning &](#)


 [Glow Login Page](#)

 [Promethean Resource Centre](#)

 [Barefoot Computing](#)


 [Digital Leaders Scotland](#)

 [DigiLearn.Scot](#)

 [What Digital Learning Might Look Like](#)

 [Curriculum for Excellence Benchmarks](#)

 [Learner Digital Skills Toolkit](#)

 [CIRDEE Yearbook – Digital Literacy](#)

 [HGIOS4](#)

Appendix 3 - A summary of the UN Convention on the Rights of the Child.

(Click [here](#) for a more detailed summary)



Appendix 2.

Digital Strategy Action Plan (Update 2026)

The image to the right outlines some key aspects of our Digital Learning & Teaching Strategy. These key areas have been explored in more detail and links embedded to help support our schools in addressing these points in their own setting.

East Lothian Council

OUR DIGITAL STRATEGY 'AT A GLANCE'

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Priority 2 - Digital Infrastructure.

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- 2b** - Review and Upgrade of Google Workspace licensing
- 2c** - Zscaler updates to improve security
- 2d** - Lightspeed used to ensure digital safeguarding.
- 2e** - East Lothian's Baseline Specification for all Classrooms.
- 2f** - Standardise Chromebook functionality for all schools.

Priority 3 - Digital Learning and Teaching.

- 3a** - Digital Schools Award Scotland and supporting documents.
- 3b** - Digital Community Growth
- 3c** - Virtual Learning Lessons to support pedagogy.
- 3d** - School case study
- 3e** - Digital Leaders Scotland
- 3f** - Employability Skills.
- 3g** - Digital Exams
- 3h** - School Reviews incorporating feedback on digital pedagogy.

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- 4a** - Secondary Collaboration to widen subject offers via Digital Consortia.
- 4b** - Continuing to access and use resources available on West OS and e-Sgoil
- 4c** - Continue and develop links with colleges, partners and apprenticeships.

Learning, Connected

Section 4 - Key Strategy Actions

| Priority 1 - Digital Literacy of Staff. Our staff have access to appropriate training to support digital learning and these opportunities are delivered through sustainable models. | | | |
|--|--|---|----------------------------|
| Key Strategy Actions | Lead Responsibility | Measurable Impact | Timescale |
| 1a East Lothian's updated Digital Learning and Teaching Strategy will be shared with all school leaders via QIOs and key components of the strategy to be considered for school action plans. Digital Learning to be regular agenda item at ASG meetings and updates provided at Head Teacher meetings. | ESO Digital. QIOs. Head Teachers. | 30% of schools incorporate digital learning into their SQIP linked to other priorities. | June 2027 |
| 1b East Lothian will ensure that the increase in technology in classrooms is supported by developing staff confidence in digital pedagogy. This will be achieved by offering a range of CLPL to all staff in a flexible and accessible format. <ul style="list-style-type: none"> - The Learning Library will host a range of materials that aim to develop digital pedagogy, this platform will help staff to engage in professional development flexibly and autonomously. - The Digital Learning Team will focus on creating content that enables staff to develop their digital pedagogy conveniently in short asynchronous style learning offers. - All Central Education Teams will be trained and supported to ensure that CLPL is redesigned in a way that benefits all staff. - Links to support from external Professional Learning providers including Education Scotland, 'DigiLearn', Google Workspace and other partner resources will be accessible. - Internet Safety for staff, learners and families, using Be Internet Legends, Digital Schools and Wellbeing Awards. - Links to Professional Learning on utilising technology for Additional Support Needs (ASN). - Links to Professional Learning for Early Learning and Childcare teams. | ESO Digital. Digital Community. ESO Training and development | Achieve a 75% active user rate among staff on the "Learning Library" platform within 2 years. 50% of teaching staff complete at least three "short asynchronous" modules per year. | June 2027 June 2027 |
| 1c The expectation of each practitioner is that developing digital skills and pedagogy is a ' <i>consideration</i> ' for Professional review and development outlined in GTCS standards (2.1.3) | ESO Training and Development. Head Teachers | Anonymised survey shows that 40% of practitioners have set a personal goal related to digital pedagogy or skills. | June 2026 |
| 1d Implement the safe use of AI tools available within our existing licenses with Microsoft and Google to enhance learning experiences and reduce teacher workload where possible. <ul style="list-style-type: none"> - Copilot, Gemini and Notebook LM available to all staff to support with resource creation. | ESO Digital. | Data logs show upward trend in use of Gemini. | Year on year |
| 1e Chromebook accessibility will be a key focus for all staff and learners to ensure that the features available are understood and utilised to enhance use of learner devices. <ul style="list-style-type: none"> - Accessibility training for all secondary learners/staff will formulate part of the Learning, Connected project and be available on the Learning Library. | ESO Digital. ESO Training and Development. | 50% of staff complete the "Chromebook Accessibility" module on the Learning Library. | June 2027 |

| Priority 2 - Digital Infrastructure. | | | |
|---|---|---|--------------|
| Our staff and learners have access to the appropriate digital tools and connectivity to improve learning. | | | |
| Key Strategy Actions | Lead Responsibility | Measurable Impact | Timescale |
| <p>2a All Learners in Secondary schools will receive a 1:1 device (Chromebook) managed and supported by East Lothian Council, aligned to the aims and objectives in the Learning Connected project. This will see all Primary schools increase device access to a baseline of 1:2.</p> <ul style="list-style-type: none"> - All learners in Secondary schools must agree to the Learner Promise before receiving their Chromebook. - The Stakeholder agreement will ensure cooperation of the school community to ensure the success of the Learning, Connected project. - Parents and Learners will be kept up to date regularly with a live presentation that can be shared in school and at Parent Council meetings. - Feedback will be attained from staff, parents and learners to continually review the impact of the 1:1 rollout in high schools and the 1:2 ratios in primary schools. - Primary schools will be supported in the distribution and management of Chromebooks to maximise their use. - ELC Dashboard – to streamline school requests, reporting and device management at school level. | ESO Digital Learning technologist. | Achieve 100% 1:1 device coverage in all Secondary schools and a 1:2 ratio in all Primary schools by June 2026. | June 2026 |
| <p>2b Google Workspace licensing – review the current licensing arrangements with Google to assess the teaching, learning and security benefits.</p> <ul style="list-style-type: none"> - Evaluate the security and digital pedagogy benefits of upgrading existing licenses to Google Education + | ESO Digital IT Security | Complete the "Google Education +" cost-benefit analysis report and procure upgrades with a plan for rollout. | June 2026 |
| <p>2c Deploy new remote access solution from Zscaler called ZPA to all Windows devices. This will replace current Direct Access and improve data and application access for staff. High schools will be completely independent from Main Data centres.</p> | IT Security | 100% of corporate Windows devices successfully migrated to Zscaler (ZPA) by June 2026, replacing Direct Access. | June 2026 |
| <p>2d Safeguarding school networks – Lightspeed filtering agent.</p> <ul style="list-style-type: none"> - Monitor and review filter rules to maximise access for learners whilst ensuring safe online environments. - Ensure all staff receiving alerts are supported with actioning concerning behaviour online, linked with our Child Protection Officer. | ESO Digital | 100% of Designated Safeguarding Leads engage with alert support training on the Learning Library. | January 2027 |
| <p>2e East Lothian's Digital Classroom – the creation of an East Lothian Classroom Specification enables IT, Education and Learning Estate teams to fully understand hardware and software requirements in each classroom space.</p> <ul style="list-style-type: none"> - Review the current infrastructure in secondary schools, aligned with the ELC classroom specification to ensure all front of class technology meets the needs of staff and learners. - Continue to review all hardware and software for classrooms to ensure positive user experiences. | End user Platforms. ESO Digital. Learning technologist | Ensure 80% of classrooms meet the minimum hardware specification before June 2027. | June 2027 |
| <p>2f Standardisation of Chromebook functionality across schools, ensures access to the latest features, apps, sites and accessibility tools.</p> <ul style="list-style-type: none"> - New software requests for Chromebooks will be reviewed in line with our data protection team. | DPO Learning technologist | Maintain a clear and streamline process for DPIA requests. | Year on year |

| | | | |
|--|--|---|--------------|
| <ul style="list-style-type: none">- Utilise Google Groups for individualised access to tools for supporting learning where appropriate.- Managed guest access enhances user experience with Chrome devices in Early Years – P3. | | Provide a visual with all available tools to all staff. | January 2027 |
|--|--|---|--------------|

| Priority 3 - Digital Learning and Teaching. Our staff have support to use digital technology to improve learning across curricular areas. | | | |
|---|---|---|--------------|
| Key Strategy Actions | Lead Responsibility | Measurable Impact | Timescale |
| <p>3a <i>'Digital Schools Award Scotland'</i> promoted and shared with all schools. Individualised support from DSAS to support schools engaged in the accreditation process. Over a 3-year rolling programme, all schools will be registered with the Digital Schools award and annually reviewing their progress using the self-evaluation tool.</p> | ESO Digital. QIOs. Head Teachers. | Achieve a 10% conversion rate annually of registered schools moving to "Awarded" status. | January 2027 |
| <p>3b Schools will be supported to engage with the 'Digital Community' which will assist in the delivery of the strategy action points.</p> <ul style="list-style-type: none"> - The Digital Community will analyse all new hardware and software prior to availability. - The Digital Community will share success, challenges and provide feedback to inform future developments. | ESO Digital. Head Teachers. | The Digital Community meets 5 times per year with representation from >50% of schools. | June 2026 |
| <p>3c Virtual Learning Lessons will support staff and learners in developing the pedagogy through the integration of new software.</p> <ul style="list-style-type: none"> - Focus on Google Workspace apps, Getting Chromebook Ready and Creative tools such as Adobe Express and Book Creator. | ESO Digital | Virtual Learning Lessons achieve a cumulative total of 2500 views per academic year. | June 2027 |
| <p>3d School case study focusing on key areas of development – Sanderson's Wynd Primary School</p> <ul style="list-style-type: none"> - This case study will be shared with all schools, supporting with all aspects of digital learning, device management and leadership. | ESO Digital | 100% of School Leaders receive Sanderson's Wynd case study; 25% indicate that they have adopted one practice from it. | June 2027 |
| <p>3e Through the STEM leadership grant a <i>'Digital Leaders Scotland'</i> programme will provide a framework which will foster leadership in children and young people, this will be rolled out to all East Lothian Schools and support offered moving forward.</p> | Head Teachers | 70% of schools have an active "Digital Leaders" group. | June 2027 |
| <p>3f Learners have progressive opportunities to develop employability skills and attributes related to technology. Develop skills such as; computational thinking, coding, data science and video editing. This will be achieved by;</p> <ul style="list-style-type: none"> - Further developments to the ELC Game Jam. - Develop partnerships with Scratch, BBC micro:bit, Adobe Express and Book Creator. | ESO Digital. Edinburgh University. | 100% of primary schools are engaged with the Game Jam. | June 2027 |
| <p>3g Explore improvements to Digital exams in line with SQA requirements;</p> <ul style="list-style-type: none"> - Ensure appropriate digital tools are available to enable pupils to sit exams independently. - Further explore the use of Chromebooks in SQA exams. | ESO Digital. SfL Network. | Reduce the requirement for human scribes by 10% through the effective use of digital text-to-speech/dictation tools. | June 2027 |
| <p>3h School reviews – Developing baseline standards for digital learning in classrooms.</p> <ul style="list-style-type: none"> - School reviews to include digital pedagogy feedback aligning to the standards and expectations outline in the Learning, Connected project. | QIOs | 75% of School Reviews conducted include feedback evaluating "Digital Pedagogy". | June 2027 |

| Priority 4 - Digital Distance Learning. | | | |
|---|--|--|------------------|
| Schools make the best use of digital solutions to develop and deliver an equitable curriculum to learners, particularly in the senior phase. | | | |
| Key Strategy Actions | Lead Responsibility | Measurable Impact | Timescale |
| 4a Through collaborative working between Secondary Schools, and making use of e-Sgoil and West OS, make available a wider range of course choices for students in the senior phase. Distance learning at senior phase increases course choice for learners and reduces costs to schools of transporting learners in to other Secondary schools. | Learning Technologist. ESO Digital. QIOs | Establish a working model for the digital consortia. | January 2027 |
| 4b West OS provide the recorded strand of NeLO (National e-Learning Offer) This is managed by the online platform 'Clickview' and supported through the work of the West Partnership and Education Scotland. East Lothian schools have access to this through active Glow accounts. Exploring the option of single sign on with Google accounts would ensure easier access for students and staff. Support will be provided to assist both Secondary schools with these accounts and Primary schools will follow. | ESO Digital. Education Scotland. | 100% of learners have access to their Glow accounts for engagement with national offers. | June 2026 |
| 4c To support the delivery and development of distance learning for learners, including Foundation Apprenticeships, developing partnerships with universities and colleges and local businesses to agree support. | QIOs Learning Technologist. ESO Digital. | Establish partnerships with Further Education providers to enhance opportunities for learners. | Year on year |

Acronyms

QIO – Quality Improvement Officer

STEM – Science, Technologies, Engineering and Mathematics

ASN – Additional Support Needs

ASG – Associated Schools Group

SQIP – School Quality Improvement Plan

WB - Wellbeing

e-Sgoil – A nationwide community for online teaching and learning

ESO – Education Support Officer

NeLO – National e-Learning Offer

DSAS – Digital Schools Award Scotland

SLT – Senior Leadership Team

PRD – Professional Review and Development

West OS – High-quality online resources to support learning and teaching

| | |
|-----------------------|--|
| COMMITTEE: | Education & Children's Services Committee |
| MEETING DATE: | 17 March 2026 |
| BY: | Depute Chief Executive Children and Communities |
| REPORT TITLE: | Reserving Places in Schools for Catchment Pupils Who Move into the Catchment Area during the Academic Year 2026/27 |
| REPORT STATUS: | Public |

1 PURPOSE OF REPORT

- 1.1 To obtain Committee approval for reserving places for incoming catchment pupils at the schools detailed in 2.1 for session 2026/27.

2 RECOMMENDATIONS

Members are recommended to:

- 2.1 Agree to hold in reserve places for incoming catchment pupils for session 2026/27 in the following schools:

i. Primary Schools

We recommend that Education and Children's Services Committee approves the service to reserve the number of places detailed below in each year group between Primary One and Primary Seven. The class organisation may be a mixture of non-composite and composite classes.

| School | Number of reserved places per stage | | | | | | |
|----------------------------------|-------------------------------------|----|----|----|----|----|----|
| | P1 | P2 | P3 | P4 | P5 | P6 | P7 |
| Aberlady Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Campie Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Cockenzie Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Dunbar Primary School | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| East Linton Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Gullane Primary School | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Haddington Primary School | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Law Primary School | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Letham Mains Primary School | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Longniddry Primary School | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Loretto RC Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Macmerry Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Musselburgh Burgh Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Ormiston Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Pencaitland Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Pinkie St Peter's Primary School | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Sanderson's Wynd Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| St Gabriel's RC Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| St Martin's RC Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Stoneyhill Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Wallyford Primary School | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Windygoul Primary School | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

| | | | | | | | |
|-----------------------|---|---|---|---|---|---|---|
| Yester Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|-----------------------|---|---|---|---|---|---|---|

We recommend that the Committee approves the service to reserve the number of places detailed below in each class within the school.

| School | Number of reserved places per class |
|-------------------------------|--|
| Athelstaneford Primary School | 1 |
| Blindwells Primary School | 5 |
| Craighall Primary School | 5 |
| Elphinstone Primary School | 3 |
| Innerwick Primary School | 1 |
| St Mary's RC Primary School | 2 |
| Stenton Primary School | 2 |
| West Barns Primary School | 2 |
| Whitecraig Primary School | 2 |

ii. Secondary Schools S1 and S2

We recommend that Education and Children's Services Committee approves the service to reserve the number of places as detailed in the table below.

| School | Maximum number of places in S1 including reserved places | Number of reserved places in S1 | Maximum number of places in S2 including reserved places | Number of reserved places in S2 |
|----------------------------|---|--|---|--|
| Dunbar Grammar School | 180 | 5 | 200 | 5 |
| Knox Academy | 200 | 8 | 180 | 8 |
| Musselburgh Grammar School | 160 | 6 | 160 | 6 |
| North Berwick High School | 180 | 8 | 200 | 8 |
| Preston Lodge High School | 200 | 6 | 260 | 6 |
| Rosehill High School | 160 | 8 | 140 | 8 |
| Ross High School | 220 | 5 | 240 | 5 |

iii. Secondary Schools S3 and S4

We recommend that Education and Children's Services Committee approves the service to reserve the number of places as detailed in the table below.

| School | Maximum number of places in S3 including reserved places | Number of places reserved in S3 | Maximum number of places in S4 including reserved places | Number of places reserved in S4 |
|----------------------------|---|--|---|--|
| Dunbar Grammar School | 220 | 5 | 220 | 5 |
| Knox Academy | 180 | 6 | 180 | 6 |
| Musselburgh Grammar School | 150 | 6 | 150 | 6 |
| North Berwick High School | 200 | 6 | 200 | 6 |
| Preston Lodge High School | 210 | 6 | 240 | 6 |
| Rosehill High School | 150 | 6 | 150 | 6 |
| Ross High School | 220 | 5 | 220 | 5 |

Details of the factors considered when determining the appropriate number of reserved places for both primary and secondary schools are detailed in 3.2.1 of the report.

- 2.2 We request that Education and Children’s Services Committee delegates any changes to the number of places held in reserve to the Head of Education in consultation with the Education Convener, should the number of pupils requiring a place at the school significantly increase or decrease.

3 BACKGROUND

3.1 Acts and regulations

The Education (Scotland) Act 1996 Placing Requests Part IV: Section 33, allows education authorities to reserve places for incoming pupils into catchment areas of schools. This has helped education authorities to manage their schools and prevent them being at capacity at commencement of an academic year and furthermore enabling them to accommodate incoming catchment pupils at their catchment schools when they move into the area during the academic year.

Section 28A (3A) of the Education (Scotland) Act 1980 (as amended) provides a general principle that, “so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents”. This is what we strive to do, whilst also ensuring that we can accommodate new pupils in their catchment schools. Acceptance of a placing request for a child who is resident outwith the catchment area of a specified school could prevent the education authority from retaining reserved places:

- at the specified school, or
- in relation to any particular stage of education at the school.

It is for this reason that the education authority may refuse to grant a placing request that would impact on the ability to reserve places in schools.

Section 28A (3C) of the 1980 Act notes that “reserved places” means those “places (not exceeding such number or, as the case may be, such percentage of places at the school or relating to a particular stage of education as may be prescribed by regulations) as are in the opinion of the education authority reasonably required to accommodate pupils likely to become resident in the catchment area of the school in the period from the time of consideration of the placing request up to and during the year from 1 August to which the placing request relates”.

Therefore, when establishing the number of reserved places required for a school, we have to consider the likely number of pupils becoming resident in the catchment area of the school during the coming academic year. We analyse various factors when deciding how many places should be reserved. These are detailed in Sections 3.2.1 to 3.2.3.

3.2 Factors influencing the decisions on reserving places

3.2.1 The following factors have to be considered for both primary and secondary schools when we are determining the appropriate number of reserved places that are likely to be required for pupils moving into the catchment area of the school during 2026/27:

- a) The proposed level of capping at the school and number of expected pupils
- b) Local development plans
- c) Current and planned house builds within those plans
- d) Projected school rolls
- e) Projected migration into the catchment area
- f) Information about reserved places from previous years
- g) School capacities
- h) Information known to us, for example, about families moving into the area before/after commencement of the academic year.

3.2.2 For secondary schools, where it has been identified that reserved places are likely to be required, we propose that a minimum of one place be reserved for every 30 pupils (rounded to the nearest 30 where the class intake has been capped). Pupils are timetabled in secondary schools in groups of 20 for practical classes and 30 for non-practical classes. In addition, rooms in schools are only furnished to accommodate a maximum of 30 pupils per non-practical class. The factors noted above shall then be considered to confirm whether this number is reasonable and reflects the number of pupils likely to become resident in the catchment in the coming academic year. The number of reserved places can then be increased or decreased accordingly. This method allows an immediate number of reserved places to be identified and then adjusted to ensure it fairly reflects both the education authority's requirements and the legislation.

3.2.3 The number of reserved places can be affected by pupils moving into and out of East Lothian, late applications and pupils being withdrawn from schools. This can mean the demand for places in a school for pupils in the catchment area can change before the academic year begins. The number of reserved places in this report reflects our current understanding of the likely number of pupils that we think will be in each catchment area or moving into it during the next academic

year. Should some of the reserved places at schools not be required or the situation change, the Committee is asked to delegate any increase or decrease in reserved places to the Head of Education, who will consult with the Convener. If the reserved places detailed in this report are agreed by the Committee, they will be protected for incoming catchment pupils. If it is not possible to reserve all these places before the academic year begins, then we still intend to protect them so that they are there as reserved places for catchment pupils who come in during the year. Committee members will be contacted where changes to reserved places are made in their wards.

4 POLICY IMPLICATIONS

4.1 There are no policy implications in this report.

5 RESOURCE AND OTHER IMPLICATIONS

5.1 Finance: None

5.2 Human Resources: None

5.3 Other (e.g. Legal/IT): None

5.4 Risk: None

6 INTEGRATED IMPACT ASSESSMENT

6.1 ***Select the statement that is appropriate to your report by placing an 'X' in the relevant box.***

An Integrated Impact Assessment screening process has been undertaken and the subject of this report does not affect the wellbeing of the community or have a significant impact on: equality and human rights; tackling socio-economic disadvantages and poverty; climate change, the environment and sustainability; the Council's role as a corporate parent; or the storage/collection of personal data.

or

The subject of this report has been through the Integrated Impact Assessment process and impacts have been identified as follows:

| Subject | Impacts identified (Yes, No or N/A) |
|---|-------------------------------------|
| Equality and human rights | |
| Socio-economic disadvantage/poverty | |
| Climate change, the environment and sustainability | |
| Corporate parenting and care-experienced young people | |
| Storage/collection of personal data | |
| Other | |

[Enter information on impacts that have been identified]

The Integrated Impact Assessment relating to this report has been published and can be accessed via the Council's website:

https://www.eastlothian.gov.uk/info/210602/equality_and_diversity/12014/integrated_impact_assessments

7 APPENDICES

7.1 None

8 BACKGROUND PAPERS

8.1 None

9 AUTHOR AND APPROVAL DETAILS

Report Author(s)

| | |
|--------------------|--|
| Name | Leanne Ayton |
| Designation | Principal Officer Equity & Inclusion |
| Tel/Email | 01620 827485 layton1@eastlothian.gov.uk |
| Date | 17 March 2026 |

Head of Service Approval

| | |
|---|-------------------|
| Name | Nicola McDowell |
| Designation | Head of Education |
| Confirmation that IIA and other relevant checks (e.g. finance/legal) have been completed | Yes |
| Approval Date | 17 March 2026 |

Supporting Good Decisions

**Promoting Equality and Human Rights;
Reducing Poverty; and
Protecting the Environment**

Integrated Impact Assessment Form

Integrated Impact Assessment Form

Promoting Equality and Human Rights; Reducing Poverty; and Protecting the Environment

| | |
|---|--|
| Title of Policy/ Proposal | Reserving Places in Schools for Catchment Pupils Who Move into the Catchment Area during the Academic Year 2026/27 |
| Timescale for Implementation | March 2026 |
| IIA Completion Date | 13/2/26 |
| Completed by | Leanne Ayton |
| Lead officer | Leanne Ayton |

Section 1: Screening

1.1 Briefly describe the policy/proposal/activity you are assessing.

The reserving of places is in accordance with The Education (Scotland) Act 1996 Placing Requests Part Four: Section 33, which allows education authorities to reserve places for incoming pupils into catchment areas of schools. This helps education authorities to manage their schools and prevent them being at capacity at commencement of an academic year, and furthermore enabling them to accommodate incoming catchment pupils at their catchment schools when they move into the area during the academic year.

Section 28A (3A) of the Education (Scotland) Act 1980 (as amended) provides a general principle that, “so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents”. This is what we strive to do, whilst also ensuring that we can accommodate new pupils in their catchment schools. Acceptance of a placing request for a child who is resident outwith the catchment area of a specified school could prevent the education authority from retaining reserved places at the specified school, or in relation to any particular stage of education at the school. It is for this reason that the education authority may refuse to grant a placing request that would impact on the ability to reserve places in schools.

Section 28A (3C) of the 1980 Act notes that “reserved places” means those “places (not exceeding such number or, as the case may be, such percentage of places at the school or relating to a particular stage of education as may be prescribed by regulations) as are in the opinion of the education authority reasonably required to accommodate pupils likely to become resident in the catchment area of the school in

the period from the time of consideration of the placing request up to and during the year from 1 August to which the placing request relates”.

Therefore, when establishing the number of reserved places required for a school, we have to consider the likely number of pupils becoming resident in the catchment area of the school during the coming academic year.

The number of reserved places can be affected by pupils moving into and out of East Lothian, late applications and pupils being withdrawn from schools. This can mean the demand for places in a school for pupils in the catchment area can change before the academic year begins. The number of reserved places in this report reflects our current understanding of the likely number of pupils that we think will be in each catchment area or moving into it during the next academic year.

The recommended places for incoming catchment pupils at the schools are detailed in the report.

1.2 What will change as a result of this policy?

There will always be reserved places in a school. However, we analyse various factors when deciding how many places should be reserved. Therefore the number of places held in reserve for incoming catchment pupils at schools may change annually or more frequently but this is detailed in the report.

1.3 Deciding if a full Impact Assessment is needed.

Please answer the following questions:

| | Yes | No |
|---|-----|----|
| 1. The policy/ proposal has consequences for or affects people e.g. how they can access a service? | | X |
| 2. The policy/proposal has potential to make a significant impact on equality and human rights, socio-economic disadvantage, the council’s role as a corporate parent, children’s rights, or the council’s commitment to tackling climate change? | | X |
| 3. The policy/proposal is likely to have a significant environmental impact as defined by the Environmental Impact Assessment (Scotland) Act 2005? | | X |
| 4. The policy/ proposal involves a data processing activity (storage / collection of personal data) that is likely to result in a high risk to individuals as determined by Article 35 of the General Data Protection Regulation? | | X |

- If you have answered yes to questions 1 and 2 above, please proceed to complete the Integrated Impact Assessment. If you have answered No then an IIA does not need to be completed. Please keep a copy of the screening paperwork.

- If you have answered yes to question 3, you will need to consider whether you need to complete a Strategic Environmental Assessment.
 - If you have answered yes to question 4, you will need to consider whether you need to complete a Data Protection Impact Assessment. Please seek further advice from the Team Manager Information Governance.
-

Section 2: Integrated Impact Assessment

- 2.1 Have those who are directly affected by the policy had the opportunity to comment on new proposals?
- 2.2 What information/data have you used to inform the development of the policy to date?
- 2.3 What does the evidence/ research suggest about the policy's actual or likely impact on equality groups and those vulnerable/ or experiencing socio-economic disadvantage?

| Evidence | Comment |
|---|---------|
| Which groups are in particular need of this service? | |
| What level of service uptake/ access is there from protected and vulnerable groups? | |
| Can you identify positive outcomes for service users | |
| What is the service user experience of those from protected or vulnerable groups? | |
| What opportunity have those from protected groups had to co-produce or comment on the service/ plans? | |

2.4 How does the policy meet the different needs of groups in the community? Please note that where children will be affected by the policy or activity a Children’s Rights and Wellbeing Impact assessment must additionally be completed. [Children’s Rights and Well-being Impact Assessment - completion guidance and template | East Lothian Intranet](#)

| Equality Groups | Comments |
|--|----------|
| Older people, people in the middle years | |
| Children and young people children | |
| Women, men and transgender people (includes issues relating to pregnancy and maternity) | |
| Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems) | |
| Minority ethnic people (includes Gypsy/Travellers, migrant workers) | |
| Refugees and asylum seekers | |
| People with different religions or beliefs (includes people with no religion or belief) | |
| Lesbian, gay, bisexual and heterosexual people | |
| People who are unmarried, married or in a civil partnership | |
| Those vulnerable to falling into poverty <ul style="list-style-type: none"> • Unemployed • People on benefits • Lone Parents | |

| | |
|--|--|
| <ul style="list-style-type: none"> • Care experienced children and young people • Carers (including young carers) • Homeless people • Those involved in the community justice system • People with low literacy/numeracy • Families with 3 or more children • Those with a child/ children under 1 | |
| <p>Geographical communities</p> <ul style="list-style-type: none"> • Rural/ semi rural communities • Urban Communities • Coastal communities • Those living in the most deprived communities (bottom 20% SIMD areas) | |
| <p>People with communication needs:</p> <ul style="list-style-type: none"> • Gaelic Language Speakers {refer if necessary to the Council’s Gaelic Language Plan} • British Sign Language (BSL) users {refer if necessary to the Council’s BSL Plan} • English as a Second Language • Other e.g. Deafblind, Plain English, Large Print | |

2.5 Are there any other factors which will affect the way this policy impacts on the community or staff groups?

2.6 Is any part of this policy/ service to be carried out wholly or partly by contractors?
If yes, how have you included equality and human rights considerations into the contract?

2.7 Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?

2.8 Please consider how your policy will impact on each of the following?

| |
|---|
| <p>Equality and Human rights</p> <ul style="list-style-type: none">• Promotes / advances equality of opportunity e.g. improves access to and quality of services• Promotes good relations within and between people with protected characteristics and tackles harassment• Promotes participation, is inclusive and gives people control over decisions which affect them• Preserves dignity and self-respect of individuals (does not lead to degrading treatment or stigma)• Builds support networks, resilience, community capacity |
| <p>Comments:</p> |
| <p>Socio-Economic Disadvantage / reducing poverty</p> <ul style="list-style-type: none">• Maximises income and/or reduces income inequality• Helps young people into positive destinations• Aids those returning to and those progressing within the labour market• Improves employability skills, including literacy and numeracy• Reduces the costs of taking part in activities and opportunities• Reduces the cost of living |
| <p>Comments :</p> |

| |
|--|
| |
|--|

| |
|---|
| Tackling Climate Change <ul style="list-style-type: none">• Reduces the need to travel or increases access to sustainable forms of transport• Minimises waste / encourages resource efficiency / contributes to the circular economy• Ensures goods / services are from ethical, responsible and sustainable sources• Improves energy efficiency / uses low carbon energy sources• Protects and/or enhances natural environments / habitats / biodiversity• Promotes the transition to a low carbon economy• Prepares and/or adapts communities for climate change impacts |
|---|

| |
|-----------|
| Comments: |
|-----------|

| |
|--|
| Corporate Parenting and Care Experienced Young People <ul style="list-style-type: none">• Impacts on care experienced young people• Provides opportunities or reduces opportunities to participate in activities which are designed to promote the wellbeing of young people• Adversely affects the wellbeing of young people• Adversely impacts on outcomes for care experienced young people |
|--|

| |
|-----------|
| Comments: |
|-----------|

Section 3. Action Plan

What, if any changes will be made to the proposal/ policy as a result of the assessment?

| Changes to be made | Expected outcome of the change | Resources Required | Timeline | Responsible person |
|--------------------|--------------------------------|--------------------|----------|--------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

For consideration of the Head of Service

Can you identify any cumulative impacts on equality groups or vulnerable people arising from this policy, when considered alongside other changes across other services?

Sign off by Head of Service

Name: Nicola McDowell

Date: 19 February 2026

COMMITTEE: Education & Children’s Services Committee

MEETING DATE: 17 March 2026

BY: Depute Chief Executive Children and Communities

REPORT TITLE: Roll Capping in East Lothian Secondary Schools – Session 2026/27

REPORT STATUS: Public

1 PURPOSE OF REPORT

1.1 The purpose of this report is to ask Education and Children’s Services Committee to approve the S1-S4 intake levels for East Lothian secondary schools for Session 2026/27.

2 RECOMMENDATIONS

Members are recommended to:

2.1 Approve a maximum intake level in S1-S4 for session 2026/27 in the schools listed below. The reasons for this are set out in section 3.

| School | Maximum S1 intake level | Maximum S2 intake level | Maximum S3 intake level | Maximum S4 intake level |
|----------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Dunbar Grammar School | 180 | 200 | 220 | 220 |
| Knox Academy | 200 | 180 | 180 | 180 |
| Musselburgh Grammar School | 160 | 160 | 150 | 150 |
| North Berwick High School | 180 | 200 | 200 | 200 |
| Preston Lodge High School | 200 | 260 | 210 | 240 |
| Rosehill High School | 160 | 140 | 150 | 150 |

| | | | | |
|------------------|-----|-----|-----|-----|
| Ross High School | 220 | 240 | 220 | 220 |
|------------------|-----|-----|-----|-----|

- 2.2 We request that Education and Children’s Services Committee delegates any changes to the maximum intake level in S1 – S4 to the Head of Education in consultation with the Education Convener, should the number of pupils requiring a place at the school significantly increase or decrease.

3 BACKGROUND

- 3.1 The main principles for managing secondary school rolls in East Lothian are to:
- provide high quality education at local schools for local pupils;
 - ensure equality of resources throughout East Lothian;
 - commit to a real choice of education inside our schools and not between our schools.
- 3.2 As an education authority, East Lothian Council has to manage public funds and ensure a balanced education service across the authority in terms of expenditure and resources. This is partly managed by agreeing to limit the overall school roll for a school or to limit the number of pupils in one specific year. This is commonly referred to as “capping”.
- 3.3 When considering how to cap school rolls, East Lothian Council as an education authority must look at all its schools and available resources. We also consider the total population of children who require places in our secondary schools and how many of those are within each catchment area. We consider how each school will manage its resources, and we then balance that with other schools’ situations to ensure that resources are shared evenly throughout East Lothian, thereby avoiding unreasonable public expenditure.
- 3.4 Limiting the number of pupils that the school can admit each academic year allows schools to timetable and employ a suitable number and category of teachers. In general, capping will support appropriate and early organisation for schools to meet their pupils’ needs for a high level of education. Capping prevents detrimental impacts on pupils’ education and ensures effective and efficient management of resources by the authority.

Note: Practical classes, such as science subjects, are set in multiples of 20 pupils in secondary schools. Non-practical classes are set in multiples of 30 pupils and those classrooms are furnished to accommodate a maximum of 30 pupils. Where a limit has been set for S1 roll, this has been calculated in multiples of 20 and 30, as per practical and non-practical class maximum.

3.5 S1 August 2026 – School Roll

Based on the number of pupils expected in S1 and the current S1-S5 pupils progressing into S2-S6, the pupil numbers for next session 2026/27 are expected to be:

| School | <u>S1</u> | <u>S2</u> | <u>S3</u> | <u>S4</u> | <u>S5</u> | <u>S6</u> | <u>TOTAL</u> |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|
| Dunbar Grammar | 170 | 175 | 205 | 202 | 181 | 147 | 1080 |
| Knox Academy | 190 | 161 | 167 | 171 | 139 | 97 | 925 |
| Musselburgh Grammar | 150 | 137 | 134 | 144 | 116 | 72 | 753 |
| North Berwick High School | 170 | 180 | 193 | 176 | 161 | 159 | 1039 |
| Preston Lodge High School | 185 | 232 | 192 | 212 | 175 | 122 | 1118 |
| Rosehill High School | 145 | 123 | 135 | 133 | 78 | 64 | 678 |
| Ross High School | 210 | 218 | 208 | 209 | 206 | 128 | 1179 |

- 3.6 The total roll includes pupils who are expected to transfer to S1 in August 2026 and the number of pupils expected to move up into S2 and so on, to S6.
- 3.7 The process is complex owing to pupils moving to and leaving East Lothian, late applications, and pupils choosing private schools. We consult with Head Teachers regularly and consider the statistics and information that we collate to decide on appropriate recommendations for the S1 intake. This has informed our capping recommendation, set out in 2.1 above.
- 3.8 Reserved places must also be considered as part of the roll for secondary schools and a separate report has been completed for this.

4 POLICY IMPLICATIONS

- 4.1 There are no policy implications in this report.

5 RESOURCE AND OTHER IMPLICATIONS

- 5.1 Finance: None
- 5.2 Human Resources: None

5.3 Other (e.g. Legal/IT): None

5.4 Risk: None

6 INTEGRATED IMPACT ASSESSMENT

6.1 **Select the statement that is appropriate to your report by placing an 'X' in the relevant box.**

An Integrated Impact Assessment screening process has been undertaken and the subject of this report does not affect the wellbeing of the community or have a significant impact on: equality and human rights; tackling socio-economic disadvantages and poverty; climate change, the environment and sustainability; the Council's role as a corporate parent; or the storage/collection of personal data.

or

The subject of this report has been through the Integrated Impact Assessment process and impacts have been identified as follows:

| Subject | Impacts identified (Yes, No or N/A) |
|---|-------------------------------------|
| Equality and human rights | |
| Socio-economic disadvantage/poverty | |
| Climate change, the environment and sustainability | |
| Corporate parenting and care-experienced young people | |
| Storage/collection of personal data | |
| Other | |

[Enter information on impacts that have been identified]

The Integrated Impact Assessment relating to this report has been published and can be accessed via the Council's website:

https://www.eastlothian.gov.uk/info/210602/equality_and_diversity/12014/integrated_impact_assessments

7 APPENDICES

7.1 None

8 BACKGROUND PAPERS

8.1 None

9 AUTHOR AND APPROVAL DETAILS

Report Author(s)

| | |
|--------------------|---|
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| Date | 17 March 2026 |

Head of Service Approval

| | |
|---|-------------------|
| Name | Nicola McDowell |
| Designation | Head of Education |
| Confirmation that IIA and other relevant checks (e.g. finance/legal) have been completed | Yes |
| Approval Date | 17 March 2026 |

Supporting Good Decisions

**Promoting Equality and Human Rights;
Reducing Poverty; and
Protecting the Environment**

Integrated Impact Assessment Form

Integrated Impact Assessment Form

Promoting Equality and Human Rights; Reducing Poverty; and Protecting the Environment

| | |
|---|--|
| Title of Policy/ Proposal | Roll Capping in East Lothian Secondary Schools – Session 2026/27 |
| Timescale for Implementation | March 2026 |
| IIA Completion Date | 13/2/26 |
| Completed by | Leanne Ayton |
| Lead officer | Leanne Ayton |

Section 1: Screening

1.1 Briefly describe the policy/proposal/activity you are assessing.

The main principles for managing secondary school rolls in East Lothian are to provide high quality education at local schools for local pupils, to ensure equality of resources throughout East Lothian and commit to a real choice of education inside our schools and not between our schools.

As an education authority, East Lothian Council has to manage public funds and ensure a balanced education service across the authority in terms of expenditure and resources. This is partly managed by agreeing to limit the overall school roll for a school or to limit the number of pupils in one specific year. This is commonly referred to as “capping”. When considering how to cap school rolls, East Lothian Council as an education authority must look at all its schools and available resources. We also consider the total population of children who require places in our secondary schools and how many of those are within each catchment area. We consider how each school will manage its resources and we then balance that with other schools’ situations to ensure that resources are shared evenly throughout East Lothian, thereby avoiding unreasonable public expenditure.

Limiting the number of pupils that the school can admit each academic year allows schools to timetable and employ a suitable number and category of teachers. In general, capping will support appropriate and early organisation for schools to meet their pupils’ needs for a high level of education. Capping prevents detrimental impacts on pupils’ education and ensures effective and efficient management of resources by the authority.

1.2 What will change as a result of this policy?

There will always be a capping recommendation. However, the process is complex owing to pupils moving to and leaving East Lothian, late applications, and pupils choosing private schools. We consult with Head Teachers regularly and consider the statistics and information that we collate to decide on appropriate recommendations for the S1 intake. This has informed our capping recommendation. Reserved Places must also be considered as part of the roll for secondary schools and a separate report has been completed for this. Therefore the capping level may change annually but this is detailed in the report.

1.3 Deciding if a full Impact Assessment is needed.

Please answer the following questions:

| | Yes | No |
|---|-----|----|
| 1. The policy/ proposal has consequences for or affects people e.g. how they can access a service? | | X |
| 2. The policy/proposal has potential to make a significant impact on equality and human rights, socio-economic disadvantage, the council's role as a corporate parent, children's rights, or the council's commitment to tackling climate change? | | X |
| 3. The policy/proposal is likely to have a significant environmental impact as defined by the Environmental Impact Assessment (Scotland) Act 2005? | | X |
| 4. The policy/ proposal involves a data processing activity (storage / collection of personal data) that is likely to result in a high risk to individuals as determined by Article 35 of the General Data Protection Regulation? | | X |

- If you have answered yes to questions 1 and 2 above, please proceed to complete the Integrated Impact Assessment. If you have answered No then an IIA does not need to be completed. Please keep a copy of the screening paperwork.
 - If you have answered yes to question 3, you will need to consider whether you need to complete a Strategic Environmental Assessment.
 - If you have answered yes to question 4, you will need to consider whether you need to complete a Data Protection Impact Assessment. Please seek further advice from the Team Manager Information Governance.
-

Section 2: Integrated Impact Assessment

2.1 Have those who are directly affected by the policy had the opportunity to comment on new proposals?

2.2 What information/data have you used to inform the development of the policy to date?

2.3 What does the evidence/ research suggest about the policy's actual or likely impact on equality groups and those vulnerable/ or experiencing socio-economic disadvantage?

| Evidence | Comment |
|---|----------------|
| Which groups are in particular need of this service? | |
| What level of service uptake/ access is there from protected and vulnerable groups? | |
| Can you identify positive outcomes for service users | |
| What is the service user experience of those from protected or vulnerable groups? | |
| What opportunity have those from protected groups had to co-produce or comment on the service/ plans? | |

2.4 How does the policy meet the different needs of groups in the community? Please note that where children will be affected by the policy or activity a Children's Rights

and Wellbeing Impact assessment must additionally be completed. [Children's Rights and Well-being Impact Assessment - completion guidance and template](#) | [East Lothian Intranet](#)

| Equality Groups | Comments |
|--|----------|
| Older people, people in the middle years | |
| Children and young people children | |
| Women, men and transgender people (includes issues relating to pregnancy and maternity) | |
| Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems) | |
| Minority ethnic people (includes Gypsy/Travellers, migrant workers) | |
| Refugees and asylum seekers | |
| People with different religions or beliefs (includes people with no religion or belief) | |
| Lesbian, gay, bisexual and heterosexual people | |
| People who are unmarried, married or in a civil partnership | |
| Those vulnerable to falling into poverty <ul style="list-style-type: none"> • Unemployed • People on benefits • Lone Parents • Care experienced children and young people | |

| | |
|--|--|
| <ul style="list-style-type: none"> • Carers (including young carers) • Homeless people • Those involved in the community justice system • People with low literacy/numeracy • Families with 3 or more children • Those with a child/ children under 1 | |
| <p>Geographical communities</p> <ul style="list-style-type: none"> • Rural/ semi rural communities • Urban Communities • Coastal communities • Those living in the most deprived communities (bottom 20% SIMD areas) | |
| <p>People with communication needs:</p> <ul style="list-style-type: none"> • Gaelic Language Speakers {refer if necessary to the Council's Gaelic Language Plan} • British Sign Language (BSL) users {refer if necessary to the Council's BSL Plan} • English as a Second Language • Other e.g. Deafblind, Plain English, Large Print | |

2.5 Are there any other factors which will affect the way this policy impacts on the community or staff groups?

2.6 Is any part of this policy/ service to be carried out wholly or partly by contractors?

If yes, how have you included equality and human rights considerations into the contract?

2.7 Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?

2.8 Please consider how your policy will impact on each of the following?

| |
|---|
| <p>Equality and Human rights</p> <ul style="list-style-type: none">• Promotes / advances equality of opportunity e.g. improves access to and quality of services• Promotes good relations within and between people with protected characteristics and tackles harassment• Promotes participation, is inclusive and gives people control over decisions which affect them• Preserves dignity and self-respect of individuals (does not lead to degrading treatment or stigma)• Builds support networks, resilience, community capacity |
| <p>Comments:</p> |
| <p>Socio-Economic Disadvantage / reducing poverty</p> <ul style="list-style-type: none">• Maximises income and/or reduces income inequality• Helps young people into positive destinations• Aids those returning to and those progressing within the labour market• Improves employability skills, including literacy and numeracy• Reduces the costs of taking part in activities and opportunities• Reduces the cost of living |
| <p>Comments :</p> |

| |
|--|
| |
|--|

| |
|---|
| Tackling Climate Change <ul style="list-style-type: none">• Reduces the need to travel or increases access to sustainable forms of transport• Minimises waste / encourages resource efficiency / contributes to the circular economy• Ensures goods / services are from ethical, responsible and sustainable sources• Improves energy efficiency / uses low carbon energy sources• Protects and/or enhances natural environments / habitats / biodiversity• Promotes the transition to a low carbon economy• Prepares and/or adapts communities for climate change impacts |
|---|

| |
|-----------|
| Comments: |
|-----------|

| |
|--|
| Corporate Parenting and Care Experienced Young People <ul style="list-style-type: none">• Impacts on care experienced young people• Provides opportunities or reduces opportunities to participate in activities which are designed to promote the wellbeing of young people• Adversely affects the wellbeing of young people• Adversely impacts on outcomes for care experienced young people |
|--|

| |
|-----------|
| Comments: |
|-----------|

Section 3. Action Plan

What, if any changes will be made to the proposal/ policy as a result of the assessment?

| Changes to be made | Expected outcome of the change | Resources Required | Timeline | Responsible person |
|--------------------|--------------------------------|--------------------|----------|--------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

For consideration of the Head of Service

Can you identify any cumulative impacts on equality groups or vulnerable people arising from this policy, when considered alongside other changes across other services?

Sign off by Head of Service

Name:

Date:

| | |
|-----------------------|---|
| COMMITTEE: | Council Committee for Education |
| MEETING DATE: | 17 March 2026 |
| BY: | Depute Chief Executive Children and Communities |
| REPORT TITLE: | HMIE Inspection of Ormiston Primary School |
| REPORT STATUS: | Public |

1 PURPOSE OF REPORT

- 1.1 To report to Committee on the outcomes of the November 2025 HMIE inspection of Ormiston Primary School and Early Learning and Childcare Class.

2 RECOMMENDATIONS

Members are recommended to:

- 2.1 Note the content of the HMIE letter (Appendix 1) published on 3rd February 2026 notifying parents and carers of the outcomes of inspection for the primary school.



Appendix 1
Ormiston PS Letter to

- 2.2 Note the content of the HMIE letter (Appendix 2) published on 3rd February 2026 notifying parents and carers of the outcomes of inspection for the Early Learning and Childcare class.



Appendix 2
Ormiston PS Nursery

- 2.3 Note the key strengths of the school and Early Learning and Childcare identified by the inspection team.

- 2.4 Note the Summary of Inspection Findings (Appendix 3) detailing strengths and recommended future developments for the primary school.



Appendix 3
Ormiston PS Summary

- 2.5 Note that because of the inspection findings, HMIE will not make a follow-up visit in connection with this inspection.

3 BACKGROUND

3.1 Inspection Model

The inspection team used the How Good Is Our School 4? (HGIOS4?) quality indicators for primary inspections to evaluate the quality of provision at Ormiston Primary School.

HMIE carried out a short model inspection across primary classes to report on the impact of the life and work of the school using the quality indicators below and evaluate this against the [How good is our school \(4th edition\) Appendix 3: The six-point scale](#):

| Quality Indicator | Evaluation |
|--|--|
| 2.1 Safeguarding and child protection | Not evaluated – reported directly to Headteacher and Local Authority |
| 2.3 Learning, teaching and assessment | Satisfactory |
| 3.2 Raising attainment and achievement | Satisfactory |

Further details regarding the evaluation of each quality indicator can be found in the Summary of Inspection Findings (Appendix 3).

The Early Learning and Childcare class was inspected by a team of inspectors from HMIE and the Care Inspectorate using the [Quality Improvement Framework for Early Learning and Childcare](#).

| Quality Indicator | Evaluation |
|--|-------------|
| Staff skills, knowledge, values and deployment | Good |
| Learning, teaching and assessment | Good |

| | |
|-----------------------------|-------------|
| Nurturing, care and support | Good |
| Children's progress | Good |

3.2 National Improvement Framework

As part of the Education (Scotland) Act 2016, the reporting procedures for the National Improvement Framework (NIF) have been placed on a statutory footing. The evaluations from inspection feed directly into the evidence base for the NIF to demonstrate progress with the NIF priorities and drivers for improvement. This progress is reported annually by the Scottish Government.

3.3 Inspection Findings

The HMIE letter to parents, published on 3rd February 2026 (Appendix 1) provides a summary of recognised strengths of the primary school and recommended focuses for continued improvement.

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

- i. Strong approaches to learning through play which are helping younger children engage in their learning and make good progress.
- ii. Children experience a range of outdoor learning in the local area and wider community. This is helping to motivate and engage children in learning.
- iii. Well-behaved children who enjoy coming to school. They enjoy taking part in leadership groups and are ready for an increased role in leading learning in class.

The following areas for improvement were identified and discussed with the headteacher and the school's Quality Improvement Officer at the end of the inspection process:

- i. Continue to improve attainment in literacy and numeracy. There is a need to raise expectations across the school of what children can achieve.
- ii. Continue to work together to improve the quality of learning and teaching. In doing this, ensure consistency in learning and teaching and improved progression in learning as they move through the school.
- iii. Continue to improve how staff assess learning to support more robust judgements about children's progress and attainment.
- iv. Further develop the improving approaches to planning, tracking and monitoring of children's learning. This should include a focus

on further developing planning and assessment for children who require additional support in their learning.

The HMIE and Care Inspectorate letter to parents, published on 3rd February 2026 (Appendix 2) provides a summary of recognised strengths of the Early Learning and Childcare class and recommended focuses for continued improvement.

The inspection team found the following strengths in the work of the Early Learning and Childcare class:

- i. The staff team were enthusiastic and committed to their own professional learning and the development of the service. They maximised opportunities to learn from each other.
- ii. Staff foster supportive, caring relationships with children and ensure a nurturing, safe environment for learning. Interactions between children and staff are warm and kind promoting children's emotional security and wellbeing. This is leading to sustained engagement where children are settled, calm and ready to learn.

The following areas for improvement were identified and discussed with the headteacher, the school's Quality Improvement Officer and Early Years Support Officer at the end of the inspection process:

- i. Staff have developed approaches to planning which are leading to a clear focus on children's interests and on them leading their own learning. There is now a need to ensure consistency in the quality of daily responsive planning and staff interactions.
- ii. Senior leaders should ensure policies and procedures are regularly reviewed and updated to align with national guidance.

HMIE and the Care Inspectorate are confident that the school has the capacity to continue to improve and so we will make no further visits in connection with this inspection.

4 POLICY IMPLICATIONS

4.1 Not applicable

5 RESOURCE AND OTHER IMPLICATIONS

5.1 Finance: None

5.2 Human Resources: None

5.3 Other (e.g. Legal/IT): None

5.4 Risk: None

6 INTEGRATED IMPACT ASSESSMENT

6.1 **Select the statement that is appropriate to your report by placing an 'X' in the relevant box.**

An Integrated Impact Assessment screening process has been undertaken, and the subject of this report does not affect the wellbeing of the community or have a significant impact on: equality and human rights; tackling socio-economic disadvantages and poverty; climate change, the environment and sustainability; the Council's role as a corporate parent; or the storage/collection of personal data.

or

The subject of this report has been through the Integrated Impact Assessment process and impacts have been identified as follows:

| Subject | Impacts identified (Yes, No or N/A) |
|---|-------------------------------------|
| Equality and human rights | |
| Socio-economic disadvantage/poverty | |
| Climate change, the environment and sustainability | |
| Corporate parenting and care-experienced young people | |
| Storage/collection of personal data | |
| Other | |

[Enter information on impacts that have been identified]

The Integrated Impact Assessment relating to this report has been published and can be accessed via the Council's website:

https://www.eastlothian.gov.uk/info/210602/equality_and_diversity/12014/integrated_impact_assessments

7 APPENDICES

7.1 Appendix 1 - The HMIE letter to parents of the primary school, published on 3rd February 2026.

Appendix 2 - The HMIE and Care Inspectorate letter to parents of the Early Learning and Childcare class, published on 3rd February 2026.

Appendix 3 - The HMIE Summary of Inspection Findings for the primary school, published on 3rd February 2026.

8 BACKGROUND PAPERS

8.1 None

9 AUTHOR AND APPROVAL DETAILS

Report Author(s)

| | |
|--------------------|--|
| Name | Nick Trussler |
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| Tel/Email | ntrussler@eastlothian.gov.uk 01620 827953 |
| Date | 17.03.2026 |

Head of Service Approval

| | |
|---|-------------------|
| Name | Nicola McDowell |
| Designation | Head of Education |
| Confirmation that IIA and other relevant checks (e.g. finance/legal) have been completed | yes |
| Approval Date | 17.03.2026 |

| | |
|-----------------------|---|
| COMMITTEE: | Education & Children’s Services |
| MEETING DATE: | 17 March 2026 |
| BY: | Depute Chief Executive Children and Communities |
| REPORT TITLE: | Update – Delivery of Early Learning and Childcare |
| REPORT STATUS: | Public |

1. PURPOSE OF REPORT

- 1.1 This report provides an update on the progress of the planned changes to the delivery of Early Learning and Childcare (EL&CC) from August 2026.

2. RECOMMENDATIONS

- 2.1 Members are recommended to:
- i. Note the updated Integrated Impact Assessment (IIA), together with proposed mitigation measures.
 - ii. Note the draft Early Learning and Childcare Sufficiency Statement for 2025–2030 setting out the balance of 38- and 48-week provision by locality, projected demand, and any identified risks to equitable access.
 - iii. Note that officers will review the criteria for admissions, taking into consideration feedback from families across the 7 affected settings by April 2026.
 - iv. Note the published summary detailing the strengthened engagement with affected families and providers “What We Heard /What We’re Doing”.
 - v. Note the summary update on all actions undertaken to transition seven nurseries from a full year to a school year delivery model.

3. BACKGROUND

- 3.1 On 9 December 2025 officers updated Council on the work underway to support families to move seven EL&CC settings from a full-year to a school-year model from August 2026. The affected settings are within the following primary schools: Aberlady, East Linton, Law, Longniddry, Pinkie, Sandersons Wynd and Yester.

At this meeting, Councillors agreed to note the report, and agreed the following to strengthen transparency, equity and scrutiny of implementation of the new delivery models:

- Requests that the updated Integrated Impact Assessment (IIA), together with proposed mitigation measures, is published on the Council's website following completion of the January engagement exercise.
- Requests that officers identify and report options to mitigate disproportionate impacts on low-income households, single-parent families, and those without local support networks — including any transport or time-poverty impacts arising from changes to local provision.
- Requests that a draft Early Learning and Childcare Sufficiency Statement for 2025–2030 is prepared, setting out the balance of 38- and 48-week provision by locality, projected demand, and any identified risks to equitable access
- Asks officers to review their criteria for admissions, taking into consideration feedback from families across the 7 affected settings.
- Calls for strengthened engagement with affected families and providers, with a public “What We Heard / What We’re Doing” summary published before the committee cycle in March 2026.
- Requests that progress on all the above is reported for scrutiny to the Education & Children’s Services Committee in March 2026.

UPDATE ON ACTIONS AND RECOMMENDATIONS

3.2 Updated Integrated Impact Assessment (IIA)

A revised Integrated Impact Assessment (IIA) was completed on 30 January 2026 and published on the Council's website on 2 February 2026. This updated assessment fully incorporates the feedback gathered during the January engagement exercise, along with all stakeholder responses received up to finalisation. It reflects what families, staff, and the wider community have told us, and supports our

ongoing understanding of the potential impacts of the proposed model changes on children, families, and staff.

The revised IIA also outlines equality considerations and identifies the mitigation actions that can reasonably be put in place. Officers will continue to monitor, identify, and report further mitigation options where any disproportionate impacts on local provision emerge. The updated Integrated Impact Assessment (IIA) should be read alongside the Children's Rights and Well-being Impact Assessment.

- [Integrated Impact Assessment – Early Years Service Review](#)
- https://www.eastlothian.gov.uk/downloads/file/35611/restructure_and_reorganisation_of_early_learning_and_childcare_services_in_east_lothian

3.3 **Early Learning and Childcare Sufficiency Statement for 2025-30**

Appendix 1 contains the Early Learning and Childcare Sufficiency Statement for 2025-2030 setting out the balance of 38- and 48-week provision by locality, project demand and any identified risks to equitable access.

3.4 **Review of admissions criteria**

Officers have begun a review of the current Early Learning and Childcare admissions criteria, drawing on feedback from families across the seven affected settings. In line with Scottish Government policy, East Lothian continues to operate a funding follows the child model. Under this approach, catchment areas do not apply, and cross-boundary access remains essential to supporting parental choice and flexibility.

While many families wish to access their local nursery, the Council does not have the infrastructure to operate a catchment-based admissions system for EL&CC. Operating such an admissions system would also not be consistent with the national policy intention. Instead, places are planned to ensure sufficient funded EL&CC provision for all eligible children across the authority. Although placements may not always be within a child's school catchment area, we remain committed to offering families their preferred setting wherever possible.

As one of Scotland's fastest-growing local authorities, we continue to encourage existing and prospective providers that meet the National Standard to participate in the onboarding process to deliver funded EL&CC. Our funded provider network remains central to maintaining a provider-neutral system that offers families a wide range of high-quality options and supports choice, flexibility and accessibility.

We will continue to review admissions criteria in partnership with colleagues across the South-East Early Years Network—Midlothian, Edinburgh, Scottish Borders and Fife—as well as other authorities. While this work progresses, age-based eligibility remains a widely used and

equitable criterion across Scotland and will continue to inform our approach.

Families choose childcare based on a broad range of personal and professional circumstances. To remain aligned with the funding follows the child policy intent, families should not be required to evidence or justify “need” to access funded EL&CC.

Our Admissions Criteria review will be completed by August 2026.

3.5 “What We Heard / What We’re Doing”

Appendix 2 is the published “What We Heard / What We’re Doing” detailing feedback from affected families and providers, and our response to these.

3.6 Update on all Actions

Appendix 3 provides an update on agreed actions to support families accessing EL&CC in East Lothian.

4 POLICY IMPLICATIONS

4.1 None.

5 RESOURCE AND OTHER IMPLICATIONS

5.1 Finance: Will be covered in the updated final Service Review Report.

5.2 Human Resources: Will be covered in the updated final Service Review Report.

5.3 Other (e.g. Legal/IT): Will be covered in the updated final Service Review Report.

5.4 Risk: Will be covered in the updated final Service Review Report.

6 INTEGRATED IMPACT ASSESSMENT

6.1 **Select the statement that is appropriate to your report by placing an ‘X’ in the relevant box.**

An Integrated Impact Assessment screening process has been undertaken, and the subject of this report does not affect the wellbeing of the community or have a significant impact on: equality and human rights; tackling socio-economic disadvantages and poverty; climate change, the environment and sustainability; the Council’s role as a

| |
|---|
| X |
|---|

corporate parent; or the storage/collection of personal data.

or

The subject of this report has been through the Integrated Impact Assessment process and impacts have been identified as follows:

| Subject | Impacts identified (Yes, No or N/A) |
|---|--|
| Equality and human rights | |
| Socio-economic disadvantage/poverty | |
| Climate change, the environment and sustainability | |
| Corporate parenting and care-experienced young people | |
| Storage/collection of personal data | |
| Other | |

[Enter information on impacts that have been identified]

The Integrated Impact Assessment relating to this report has been published and can be accessed via the Council's website:

https://www.eastlothian.gov.uk/info/210602/equality_and_diversity/12014/integrated_impact_assessments

7 APPENDICES

- 7.1 **Appendix 1** - Early Learning and Childcare Sufficiency Statement for 2025-30
- 7.2 **Appendix 2** - Published "What We Heard / What We're Doing" detailing engagement with affected families and providers.
- 7.3 **Appendix 3** - Update on all actions undertaken to transition seven nurseries from a full year to a school year delivery model.

8 BACKGROUND PAPERS

- 8.1 None

9 AUTHOR AND APPROVAL DETAILS

Report Author(s)

| | |
|--------------------|--|
| Name | Alison Cameron |
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| Date | 19.02.26 |

Head of Service Approval

| | |
|---|-------------------|
| Name | Nicola McDowell |
| Designation | Head of Education |
| Confirmation that IIA and other relevant checks (e.g. finance/legal) have been completed | yes |
| Approval Date | 19.02.26 |

Appendix 1

Early Learning & Childcare (EL&CC) Sufficiency Statement 2025–2030

1. Purpose of Statement

East Lothian Council Early Years Service was formally asked to prepare a draft Sufficiency Statement for 2025–2030 to support transparency, equity, and scrutiny of implementation of the change in EL&CC delivery models from August 2026.

This Sufficiency Statement sets out:

- Council nursery capacity by locality and delivery model for the period 2025–2030.
- Current and projected demand for funded EL&CC places in council settings broken down by delivery model for the period 2025–2030.
- Key pressures, gaps, and risks to equitable access.
- Areas for further planning, and mitigation.

2. Statutory Duty

- Local authorities have a statutory duty to provide 1140 hours of funded EL&CC for all eligible 3–4-year-olds and 2-year-olds.
- Provision must ensure flexibility, accessibility, affordability, provider neutrality, high quality and meet the National Standard.

3. Current Provision

3.1 Range of Models

In East Lothian, Early Learning and Childcare is currently offered in:

- Council nurseries (38-week school year provision and 48-week full year models), with an aim to have at least one full year setting in each locality.
- Funded providers—private nurseries, community groups, and childminders.
- Blended placements, allowing families to split funded hours across two settings.

3.2 Changes to Delivery Models – August 2026

- From August 2026, seven settings will move from operating over full year to school year models to support long-term sustainability.
- Increased capacity at full year settings to maintain access for families.

3.3 EL&CC Local Authority Capacities

- **Appendix 1** shows the capacities in our council nurseries broken down by locality and delivery model from 2025–2030 for 3–5 years.
- **Appendix 2** shows the capacities in our council nurseries broken down by locality and delivery model from 2025–2030 for Eligible 2-year-olds.

This data is informed by current and projected building capacities and available staffing resources. Demand for places will continue to be monitored, and capacities will be adjusted as needed to ensure they are aligned with demand and provide best value.

4. Projected Demand 2025–2030

- **Appendix 3** shows the projected demand for 3–5 year funded Early Learning and Childcare in our council nurseries.
- **Appendix 4** shows the projected demand for Eligible 2-year-old funded Early Learning and Childcare across all provision types.

These projections highlight an increase in demand for funded Early Learning and Childcare for both 3–5-year-olds and eligible 2-year-olds from 2025–2030.

5. Capacity Versus Demand: Addressing Current and Future Gaps

This statement is based on available capacity and projected demand data for council-run EL&CC settings for children aged 3–5 years. Due to current data limitations within our Funded Providers, equivalent capacity information is not yet available and therefore cannot be included at this stage. Addressing this gap will be a future action.

For Eligible 2-year-olds, the report presents demand data across both council settings and funded providers.

While Funded Provider capacity cannot be quantified in the same way as council provision, these providers remain an essential part of Early Learning and Childcare in East Lothian and make a significant contribution to meeting local demand for funded places within a provider neutral service.

5.1 Early Learning and Childcare for 3–5-year-olds

- **Dunbar** – Capacity in the locality meets demand, with extra capacity currently planned for 2026 to support the delivery model change in the locality.
- **Haddington** – Current capacity meets existing demand, but projected demand will exceed available places. To mitigate this, we have 3 full year council settings in this locality to maximise available spaces and have successfully onboarded two additional private nurseries, which will significantly enhance local provision.
- **Musselburgh** – Current and future capacity meets demand.
- **North Berwick** – Current and future capacity meets demand.
- **Prestonpans** – Current and future capacity is not fully meeting the level of demand. To mitigate this, we will continue to review capacity across the EL&CC council estate within this locality, explore any potential new funded providers, expansion with existing providers and also identify any additional capacity in neighbouring localities.
- **Tranent** – Current capacity meets existing demand, but projected demand will exceed available places. We have already reviewed capacity across the EL&CC estate within Tranent; to date, this option is now fully exhausted. We will continue to explore any potential new funded providers, expansion with existing providers and identify any additional capacity in neighbouring localities.
- **Wallyford** – We are monitoring current demand, which is projected to exceed capacity in 2025 and may require additional staffing to increase provision. Beyond this, future capacity is expected to meet demand.

5.2 Early Learning and Childcare for Eligible 2-year-olds

East Lothian Council currently has capacity for 66 Eligible 2-year-olds within council settings, alongside an average uptake of 40 places through Funded Providers. This leaves an estimated shortfall of around 50 places to meet projected demand.

We are reviewing opportunities for future expansion; however, without additional resources to appropriately staff any new or expanded provision, there is a risk that we will be unable to meet our legal obligations and ensure all eligible children can access their funded entitlement.

6. Potential Risks to Equitable Access

East Lothian Council has identified several risks through the [Integrated Impact Assessment – Early Years Service Review](#) requiring careful monitoring and mitigation.

7. Summary of Sufficiency Position

East Lothian Council is currently meeting demand for Early Learning and Childcare for children aged 3–5 years. However, based on current projections, from 2028, capacity will need to be strengthened to maintain this position. In addition, there we need to increase provision for Eligible 2-year-olds (E2s), where current demand is not yet fully met.

Addressing these areas will support continued equity of access and ensure full alignment with statutory duties

Key action points:

- Active monitoring, transparent planning and additional resources through 2026–2030 will be essential for growth to meet our statutory duty.
- Continued monitoring of usage patterns, aligned with the statutory consultation undertaken every two years.
- Expansion of 48-week capacity at identified settings to ensure we meet demand for this model of delivery.
- Ongoing review of council provision to meet long-term growth for Eligible children from 2 years old.
- Onboard more Funded Providers to meet demand and increase flexibility.
- Work with existing Funded Providers to understand their placement capacities.
- Work with Economic Development to promote funded EL&CC options in East Lothian.

Appendix 1 - Capacities in our council nurseries by locality and delivery model from 2025-2030 for 3–5-year-olds. This is for council nurseries only; we do not currently hold information on capacities within Funded Providers.

| Locality | Provision Type | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 |
|---------------|----------------|------|------|------|------|------|------|
| Dunbar | Full Year | 264 | 288 | 288 | 288 | 288 | 288 |
| | School Year | 56 | 76 | 76 | 76 | 76 | 76 |
| | Total | 320 | 364 | 364 | 364 | 364 | 364 |
| Haddington | Full Year | 328 | 268 | 268 | 268 | 268 | 268 |
| | School Year | 0 | 20 | 20 | 20 | 20 | 20 |
| | Total | 328 | 288 | 288 | 288 | 288 | 288 |
| Musselburgh | Full Year | 48 | 48 | 48 | 48 | 48 | 48 |
| | School Year | 200 | 200 | 216 | 258 | 258 | 258 |
| | Total | 248 | 248 | 264 | 306 | 306 | 306 |
| North Berwick | Full Year | 280 | 96 | 96 | 96 | 96 | 96 |
| | School Year | 20 | 180 | 180 | 180 | 180 | 180 |
| | Total | 300 | 276 | 276 | 276 | 276 | 276 |
| Prestonpans | Full Year | 149 | 104 | 104 | 104 | 104 | 104 |
| | School Year | 184 | 296 | 304 | 304 | 304 | 304 |
| | Total | 333 | 400 | 408 | 408 | 408 | 408 |
| Tranent | Full Year | 204 | 204 | 204 | 204 | 204 | 204 |
| | School Year | 198 | 180 | 180 | 180 | 180 | 180 |
| | Total | 402 | 384 | 384 | 384 | 384 | 384 |
| Wallyford | Full Year | 236 | 192 | 224 | 224 | 224 | 224 |
| | School Year | 0 | 64 | 64 | 64 | 64 | 64 |
| | Total | 236 | 256 | 288 | 288 | 288 | 288 |
| East Lothian | Total | 2167 | 2216 | 2272 | 2314 | 2314 | 2314 |

Appendix 2 - Capacities in our council nurseries by locality and delivery model from 2025-2030 for Eligible 2-year-olds. This is for council nurseries only.

| Locality | Provision Type | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 |
|---------------------|----------------|------|------|------|------|------|------|
| Dunbar | Full Year | 0 | 5 | 10 | 10 | 10 | 10 |
| Haddington | School Year | 10 | 10 | 10 | 10 | 10 | 10 |
| Musselburgh | | 0 | 0 | 0 | 0 | 0 | 0 |
| North Berwick | | 0 | 0 | 0 | 0 | 0 | 0 |
| Prestonpans | Full Year | 20 | 20 | 20 | 20 | 20 | 20 |
| Tranent | School Year | 16 | 16 | 16 | 16 | 16 | 16 |
| Wallyford | School Year | 20 | 20 | 20 | 20 | 20 | 20 |
| East Lothian Totals | | 66 | 71 | 76 | 76 | 76 | 76 |

Appendix 3 – Projected number of 3- to 5-year-olds 2025-2030 requested a place in a council nursery. This is for council nurseries only.

| Locality | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | |
|---------------------|------|------|------|------|------|------|------|
| Dunbar | 322 | 338 | 364 | 364 | 365 | 349 | |
| Haddington | 312 | 321 | 339 | 349 | 339 | 312 | |
| Musselburgh | 214 | 221 | 231 | 271 | 275 | 273 | |
| North Berwick | 246 | 233 | 225 | 225 | 217 | 206 | |
| Prestonpans | 343 | 330 | 373 | 404 | 434 | 437 | |
| Tranent | 393 | 407 | 420 | 435 | 448 | 424 | |
| Wallyford | 244 | 252 | 269 | 275 | 279 | 277 | |
| East Lothian Totals | | 2074 | 2102 | 2221 | 2323 | 2357 | 2278 |

Appendix 4 - Projected number of Eligible 2-year-olds 2025-2030. This includes demand for council nurseries and Funded Providers.

| Locality | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | |
|---------------------|------|------|------|------|------|------|-----|
| Dunbar | 22 | 22 | 22 | 23 | 23 | 23 | |
| Haddington | 20 | 20 | 21 | 21 | 21 | 21 | |
| Musselburgh | 17 | 17 | 17 | 18 | 18 | 18 | |
| North Berwick | 18 | 18 | 18 | 18 | 19 | 19 | |
| Prestonpans | 23 | 23 | 23 | 24 | 24 | 24 | |
| Tranent | 26 | 26 | 26 | 27 | 27 | 27 | |
| Wallyford | 20 | 20 | 21 | 21 | 21 | 21 | |
| East Lothian Totals | | 146 | 146 | 148 | 152 | 153 | 153 |

Appendix 2

East Lothian Early Learning and Childcare (EL&CC)

What We Heard / What We Are Doing – March 2026

What We Heard:

Families want clear information, early communication and meaningful support following the decision to move seven EL&CC settings to a school-year model from August 2026.

1. What We Heard:

Families want to be listened to and have their individual circumstances understood.

What We Are Doing:

- Contacted every family in the seven affected settings.
- Completed a listening exercise and survey by 19 December 2025 (102 responses).
- Used the data gathered from the above to understand the needs in each locality for the families, already accessing one of the affected services, for August 2026 onwards. This insight was shared with funded providers and CI-registered childcare services through a survey to collectively identify childcare solutions for families and respond to community need within the current available resources.

2. What We Heard:

Families need clarity about what wraparound and holiday childcare will be available.

What We Are Doing:

- Engaging with Funded Providers, local childcare services and neighbouring providers to map realistic options.
- Preparing a Directory of Childcare Options, a list of all Funded Providers with contact details and link to the Care Inspectorate website for all families who requested support. This was issued on 16th February 2026.

3. What We Heard:

Families want personalised support to navigate childcare choices.

What We Are Doing:

- Early Years Team staff are speaking directly with all families who asked for help (to be completed by end February 2026).
- These conversations will explore current needs, discuss available options and agree next steps within the resources available.

4. What We Heard:

Families expect the Council to fully understand the potential impact of the changes.

What We Are Doing:

- Updated the Integrated Impact Assessment (IIA) to reflect feedback from families, staff and the wider community.
- Published the updated IIA on the Council website on 2 February 2026.

5. What We Heard:

Families want to know whether paid hours, extended summer provision or top-ups might be available.

What We Are Doing:

- Early Years and Finance teams are assessing feasibility of additional paid hours, extended summer provision and top-up models.
- An update on this work will be provided at Education & Children's Service Committee in June 2026.

Appendix 3

Early Learning and Childcare (EL&CC)

Action Update for Education and Children's Services Committee

18 February 2026

1. Listening to Families (Completed December 2025)

In December 2025, officers contacted every family whose child attended one of the seven affected settings in September 2025 and was expected to continue in 2026/27. This included children who could apply for deferred entry to P1 in August 2026. The purpose was to understand the childcare families required beyond the revised nursery hours, based on each child's current attendance pattern.

Survey Response Overview (102 responses – 47% response rate):

- 20% indicated that the revised hours would meet their needs.
- 2% had already secured alternative provision.
- 25% wished to remain in their current setting but anticipated needing additional wraparound or holiday childcare.

2. Working with Local Providers to Identify Childcare Options (Completed February 2026)

Insights gathered through Action 1: Listening to Families directly informed the development of the proposals and shaped subsequent work to identify and coordinate childcare options for affected families.

In response to the needs expressed by families, officers undertook a detailed scoping exercise with:

- existing Funded Providers
- local childcare services in affected communities
- providers in neighbouring areas

The aim was to understand what paid wraparound, holiday and childcare options could realistically be available from August 2026. This work was carried out solely to support families by collating information. The Council does not own this information, endorse services, or take forward individual issues with providers on behalf of families.

Using the information voluntarily supplied by participating services, officers compiled a Directory of Childcare Options. This directory was issued on Monday 16 February 2026 to all 55 families who requested support, enabling them to explore potential childcare arrangements as early as possible.

3. Direct Support for Individual Families (Aim for Completion – End February 2026)

Following the distribution of the Childcare Options Directory, officers from the Early Years Team are providing direct support to every family who indicated they require help exploring childcare options. Since the December 2025 survey, several families have already secured suitable arrangements; therefore, direct contact is being prioritised for those who still need assistance.

Through these individual conversations, officers will:

- continue to develop an understanding of each family's current circumstances

- discuss any childcare options identified
 - agree realistic next steps within the resources available to the Council
- This approach ensures families continue to receive personalised guidance throughout the process. In line with Action 2, our role is to help families understand the childcare options available and to support them in considering what may work best for their circumstances. As childcare providers operate as independent private, voluntary or third-sector settings, families will make direct arrangements with them where required.

4. Updated Integrated Impact Assessment (IIA) (Completed 30 January 2026 and published on 2 February 2026)

The IIA has now been updated, reflecting what families, staff and the wider community have told us. The updated assessment helps us continue to understand:

- the potential impact of the model change on children, families and staff
- any equality considerations
- what mitigation actions can reasonably be put in place

This is an important part of ensuring our decisions remain fair, transparent and centred on children's wellbeing.

5. Exploring Paid Placements and Top-Up Options (Due End of April 2026)

Officers will explore whether East Lothian Council settings could offer:

- additional paid hours
- extended summer provision
- other potential top-up arrangements

This work is being taken forward jointly by Early Years and Finance to assess what may be feasible within existing operational, capital and revenue resources. While this remains a priority, progression is dependent on the outcome of a detailed viability and scoping exercise to ensure any new arrangements are deliverable, sustainable and compliant with statutory requirements.

Further Key Actions

- We continue to work with providers who wish to deliver funded Early Learning & Childcare (EL&CC) in East Lothian, supporting a diverse, sustainable and flexible local childcare sector. Expanding the funded provider network remains a priority to increase parental choice and strengthen our provider-neutral approach. Over January and February 2026, the Early Years Team successfully onboarded **two additional funded providers**, increasing the range of high-quality options available to families and enhancing flexibility across the county.
- **Statutory EL&CC Survey (February–March 2026)**
The statutory Early Learning & Childcare (EL&CC) survey for all families with children aged 0–5 opened on Monday 2 February 2026 via the Council's Consultation Hub and will now close on Monday 9 March 2026. The survey is well underway. At the time of writing, 674 responses have been received. Consultation findings will be published on our website in April 2026, and the findings will inform future planning, sufficiency monitoring and development of EL&CC provision across East Lothian.

- **“What We Heard / What We’re Doing” Update (Due March 2026)**
A public summary showing how family feedback has influenced our workstreams and next steps will be published in March 2026 on the Early Years section of the Council website.

DRAFT

| | |
|-----------------------|---|
| COMMITTEE: | Education & Children's Services Committee |
| MEETING DATE: | 17 March 2026 |
| BY: | Depute Chief Executive Children and Communities |
| REPORT TITLE: | Gender Statement- Supporting Transgender Children and Young People in Schools |
| REPORT STATUS: | Public |

1 PURPOSE OF REPORT

- 1.1 To outline to the Committee, East Lothian's *Gender Statement - Supporting Transgender Children and Young People in Schools* statement and rationale for this.

2 RECOMMENDATIONS

Members are recommended to:

- 2.1 Note East Lothian's *Gender Statement - Supporting Transgender Children and Young People in Schools* guidance (Appendix 1), which is underpinned by Scottish Government guidance and Scots Law.

3 BACKGROUND

- 3.1 The Scottish Government initially issued guidance on supporting transgender learners in schools in August 2021. Revised guidance was published in September 2025 following the UK Supreme Court judgment in April 2025. East Lothian's guidance is informed by the latter. This aims to help school staff to provide support for transgender young people and ensure that schools provide safe spaces for all learners.
- 3.2 Consultation took place across schools in East Lothian. The results were used to ascertain how confident and informed school staff felt in

supporting transgender children and young people. Staff were asked to identify key themes in which further guidance would be helpful in building knowledge and strengthening good practice. This shaped the formulation of the statement. Staff across all schools and wider learning communities were invited to provide feedback about the final version of the Gender Statement. Most people reported that the statement is supportive for children and young people, comprehensive and easy to understand.

- 3.3 Children and young people were also consulted on the production of the statement through focus groups. They reported that having this guidance would enable school staff to further understand their needs and better support them.
- 3.4 The statement was shared with wider partners too including Time for Inclusive Education (TIE). They stated that East Lothian was taking positive and proactive approach in devising a statement at local authority level. TIE reported that the statement aligns with legislation, is sensible, practical and is one of the best they have read.
- 3.5 The statement provides advice to school communities on such areas as: legislation, policy and guidance, inclusive approaches, toilets, changing rooms, residential trips, language, and information sharing when working with children, young people and their parents and carers.
- 3.6 This statement cannot be prescriptive or exhaustive. The Gender Statement will provide support for consistent, positive and equitable approaches for children and young people and their families.
- 3.7 Planning and implementation of approaches in relation to all practical arrangements, must be considered on an individual basis, be proportionate, lawful, and reflect the importance of privacy, dignity and wellbeing in decision making.

4 POLICY IMPLICATIONS

- 4.1 Getting it Right for Every Child (GIRFEC) is the national approach to improving outcomes for children and young people by offering the right help at the right time. This statement further embeds the inclusive approach that is key within GIRFEC.
- 4.2 The *United Nations Convention on the Rights of the Child (UNCRC)* was incorporated into Scots Law, effective from July 16, 2024. The rights within the Convention apply to everyone under 18 in Scotland. The UNCRC covers all aspects of children's lives, including civil, political, economic, and cultural rights. This guidance further strengthens our commitment to children's rights.

- 4.3 The Equality Act (2010) provides legislative protection for children and young people with ‘protected characteristics’ (e.g. age, race, disability and sexual orientation) from discrimination. This guidance will further embed our inclusive approach, continuing to develop equality for all.

5 RESOURCE AND OTHER IMPLICATIONS

- 5.1 Finance: None
- 5.2 Human Resources: None
- 5.3 Other (e.g. Legal/IT): None
- 5.4 Risk: None

6 INTEGRATED IMPACT ASSESSMENT

- 6.1 **Select the statement that is appropriate to your report by placing an ‘X’ in the relevant box.**

An Integrated Impact Assessment screening process has been undertaken and the subject of this report does not affect the wellbeing of the community or have a significant impact on: equality and human rights; tackling socio-economic disadvantages and poverty; climate change, the environment and sustainability; the Council’s role as a corporate parent; or the storage/collection of personal data.

or

The subject of this report has been through the Integrated Impact Assessment process and impacts have been identified as follows:

| Subject | Impacts identified (Yes, No or N/A) |
|---|-------------------------------------|
| Equality and human rights | |
| Socio-economic disadvantage/poverty | |
| Climate change, the environment and sustainability | |
| Corporate parenting and care-experienced young people | |
| Storage/collection of personal data | |

| | |
|---------|-------------------------------------|
| Subject | Impacts identified (Yes, No or N/A) |
| Other | |

7 APPENDICES

- 7.1 Gender Statement- Supporting Transgender Children and Young People in Schools

8 BACKGROUND PAPERS

- 8.1 *Supporting Transgender Pupils in Schools Guidance for Scottish Schools (Revised) (2025)* <https://www.gov.scot/publications/supporting-transgender-pupils-schools-guidance-education-authorities-schools-revised/documents/>

9 AUTHOR AND APPROVAL DETAILS

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| Date | 4 February 2026 |

Head of Service Approval

| | |
|---|-------------------|
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| Designation | Head of Education |
| Confirmation that IIA and other relevant checks (e.g. finance/legal) have been completed | yes |
| Approval Date | 23.02.26 |

Included, Engaged & Involved

Gender Statement – Supporting Transgender Children and Young People in Schools

January 2026



**getting
it right**
for every child

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Introduction

Across East Lothian we are ambitious for our children and young people and working together, we will support them to be confident, resilient and to achieve within their schools and wider communities. Working in partnership with Children's Services, we aim to ensure everything we do starts with the child and family and builds the right support and services around them.

Working together, we:

- share common values, approaches, behaviour and a strong commitment to do the very best for East Lothian's children and young people;*
 - are ambitious for our children and young people;*
 - promote and prioritise early intervention and prevention;*
 - take a relationship-based approach with each other, our children, young people and their families promote creativity and innovation and*
 - want East Lothian to be an inclusive place to live and learn.*
-

This statement cannot be prescriptive or exhaustive. The Gender Statement will provide support for consistent, positive and equitable approaches for children and young people and their families.

Planning and implementation of approaches in relation to all practical arrangements, must be considered on an individual basis, be proportionate, lawful, and reflect the importance of privacy, dignity and wellbeing in decision making. Engagement from children and young people and their families must be demonstrated when reaching agreement on what is appropriate.

This statement reflects the duties of the Equality Act 2010 and our approaches to Getting it Right for Every Child. It follows the recent UK Supreme Court's ruling on the definition of "sex" in the Equality Act 2010, and the Court of Session decision on the statutory requirement for schools to provide separate toilets for boys and girls. The statement also reflects East Lothian Council's responsibilities under equity and human rights law. The purpose of this statement is to ensure schools are safe spaces for all children and young people.

For the purposes of this statement, 'biological sex' is taken to mean sex assigned at birth.

1.1 Use of terminology

1.1.1 Parent/carer

Throughout this policy the term parent(s) will be used to apply to anyone with parental responsibilities and rights, those providing a foster or residential placement, or the local authority where full parental responsibility rests with them as corporate parents. In the case of care experienced children and young people and those in kinship care, this is also taken to mean 'carer'.

1.1.2 Child

Statutory guidance which supports the Children and Young People (Scotland) Act 2014, includes all children and young people up to the age of 18
Eligible child: a child in school education who has attained the age of 12 but not 16 and who has been assessed as having capacity (sufficient maturity and understanding) to exercise their rights under the Act, and that the education authority (or Tribunal) considers the wellbeing of the child would not be adversely affected by the child exercising their rights.

1.1.3 Young Person

A person who is aged 16 years or over, who is a pupil at a school, and has, since attaining the age of 16 years or over, remained a pupil at that or another school.

Section 1

1.2 Key Legislation. Policy and Guidance

Although not limited to, this statement should be read in conjunction with the following:

- *The Equality Act (2010)* provides legislative protection for children and young people with 'protected characteristics' (e.g. age, race, disability and sexual orientation) from discrimination
- *The Children and Young People Act (2014)* provides effective and targeted services for children and families as well as the promotion of children's rights through Getting it Right for Every Child.
- *The Cass Review – Independent Review of Gender Identity Services for Children and Young People (2024)* outlines the role of 'understanding the nature of the

child/young person's well-being and functioning in their education setting and quality of peer/social relationships'.

- *Curriculum for Excellence* aims to provide a coherent, flexible curriculum for all children and young people aged 3-18 years. The curriculum comprises of the totality of experiences which are planned for children and young people wherever they are being educated. Entitlement includes: a coherent curriculum from 3-18 years; a broad general education until S3; a senior phase after S3 and personal support to enable them to gain as much as possible from the curriculum and support in moving into a positive and sustained destination beyond school.
- *Supporting Transgender Pupils In Schools Guidance for Scottish Schools (Revised) (2025)* aims to help school staff to provide support for transgender young people. It also aims to ensure that schools provide safe spaces for all learners.
- The *United Nations Convention on the Rights of the Child (UNCRC)* was incorporated into Scots Law, effective from July 16, 2024. The rights within the Convention apply to everyone under 18 in Scotland. The UNCRC covers all aspects of children's lives, including civil, political, economic, and cultural rights.
- *UK General Data Protection Regulation (UK GDPR) and Data Protection Act (2018)* provides the legal framework for the processing of personal data.
- *The Age of Legal Capacity (Scotland) (Act 1991)* states that a child of 12 and over is presumed to have sufficient capacity to make decisions and enter into formal agreements on their own behalf.
- *Getting It Right for Every Child (GIRFEC) framework* Scotland's long standing, national commitment to provide all children, young people and their families with the right support at the right time, so that every child and young person can reach their full potential.
- *The General Teaching Council for Scotland (GTCS) Professional Standards (Standard for Provisional Registration and Standard for Full Registration)* This was refreshed August 2021. These act as a benchmark for professional competency and enhancing overall professionalism in the field.
- *The National Guidance for Child Protection in Scotland (2021, updated 2023)* This guidance describes the responsibilities and expectations for all involved in protecting children and will support the care and protection of children.
- *Article 8 of the European Convention on Human Rights (ECHR)*, this protects the right to respect for private and family life – which has been interpreted by the

courts to encompass a person's identity, dignity, and autonomy, including matters relating to gender identity.

1.2.1 Inclusion Principles

In response to local and national legislation, this statement is based on the following principles:

- All children and young people have the right to get the support they need to benefit fully from their education.
- All children and young people should have access to learning environments which promote respect and equality, positive relationships and celebrate diversity.
- All learning environments should feel safe and nurturing for children and young people.

Section 2

2.1 Use of Language to support transgender children and young people

Terminology and use of language is constantly evolving which poses challenges. Learning communities should keep in mind that:

- Children and young people's understanding of their identity may be developing. A child or young person does not need a 'label' to receive support.
- Good practice is to ask a child or young person how they identify themselves. It is helpful if teachers are led by the child or young person and allow them to explore their own definition and understanding of gender.
- School staff are not expected to be experts. What is most important is the genuine commitment that educational staff demonstrate to get it right for each individual child or young person.
- Preferred terminology may differ between individuals, depending on personal preference.

2.1 Changing Name, Pronouns, Sex, and Recording in Educational Records

Children and young people, 12 and over and with capacity, can update educational records held for them. Children and young people can also ask informally if they would like to be addressed differently. Finding out from children and young people who they would like to know of any changes and how this will be shared is considered good practice. It is important to be clear that if changes are made on records, then all staff will be aware. Learning communities should be aware that:

- The age, stage, and capacity of understanding of children and young people are all factors to be considered throughout the approach taken.
- The UNCRC says in Article 12 that: *Every child or young person (including transgender young people) should be involved in all decisions affecting them, understand any action which is taken and why; and be at the centre of any decision making.*
- Some children and young people who are transgender change their name and/or pronouns, while others don't.
- All views, preferences and wishes should be treated with respect and educational professionals should use the name/pronoun they have been asked to use.
- A child or young person's choices may vary depending in different environments e.g. in school and out with school and may change over time.
- It is acceptable to ask the child or young person, at an appropriate time, what is preferred if professionals are unsure.
- When a child or young person wishes to change their name informally, schools can update the school records held in SEEMiS using the box 'Known As'. This option can be used to record other names a child or young person may use in school and improves consistency of staff practice. See appendix on how to change the Known As field on SEEMiS.
- Any changes made should be discussed first with the child or young person to ensure that they would like all teachers in the school to be aware of their name change.

- Guidance¹ from Scottish Government recommends that to recognise the rights of all parents and carers, they should be brought into this discussion at as early a point as possible, as discussed with the child or young person.
- Note: to ensure clarity regarding the request to change names, consult the Name Change Process.

Section 3

3.1 Toilets and Changing Spaces

The School Premises (General Requirements and Standards) (Scotland) Regulations 1967 states that schools must provide separate toilet facilities for boys and for girls. It also states that the facilities must be made available on the basis of biological sex. Accessible toilets must also be provided. Inclusive learning environments should:

- Reflect the wider changes in society, where recent practice has meant that schools are now designed to also include facilities that are gender neutral.
- Recognise that not all toilets and changing rooms need to become gender neutral but, it is important that all children and young people have a changing space that supports them to feel safe and comfortable.
- Ensure children and young people are being treated with dignity and respect, with all reasonable steps being taken to accommodate and support personal needs.

Section 4

4.1 School Uniform

Schools in East Lothian have a uniform code which is relevant to their own context. To ensure that all learners feel comfortable and included:

¹ Supporting Transgender young people in schools: guidance for Scottish schools, August 2021, revised September 2025

- In schools where there is a school uniform, there should be a gender-neutral option available for all learners.
- Specific items of uniform should not be assigned based on gender, rather all learners should be allowed to wear the uniform in which they feel most comfortable.
- In schools where there is not a school uniform, learners should be allowed to wear the clothing they want, regardless of gender identity, if it complies with school guidelines including in relation to health and safety.

Section 5

5.1 Social Dancing

Many East Lothian schools hold events such as ceilidhs, proms and school discos which can include partnered dance. It is important that:

- Schools ensure there are no restrictions on who children and young people can dance with.
- Schools take a considered and common-sense approach towards the traditionally gendered aspects of dances. It can be recognised that many dances have been gendered in the past, and this does not have to be any longer.
- Schools look for ways to ensure that this doesn't exclude transgender children and young people or result in any child or young person feeling unnecessarily uncomfortable and/or vulnerable to negative experiences.

5.2 Physical Education

Physical Education (PE) is an important part of Curriculum for Excellence and supports children and young people's health and wellbeing. East Lothian Council, aligning with national guidance recommends that:

- An inclusive and considered approach should be taken, as above, to ensure that transgender children and young people can participate in PE.
- Reasonable adjustments should be made to groups, class allocations, activities, clubs, and competitive opportunities to allow all children and young people to participate.

- If PE classes are organised by sex assigned at birth, a transgender learner should be allowed to take part within the group which matches their gender identity.
- Non- binary learners should be asked which group they would feel most comfortable being with.
- School competition(s) should take account of the age and stage of development of the participants.
- For inter-school competitions, the same approaches to ensure fairness and safety should apply. It may be helpful to a child or young person, if staff in the other school(s) are aware that there is transgender child or young person in your team/competition, **but only with their consent**.

Schools should allow transgender children and young people to wear sportswear and clothing which matches their expressed gender identity, ensures safe participation and enables them to feel most comfortable.

Section 6

6.1 Day and Residential Visits

Trips and residential experiences can be a fun and exciting part of school. Planning should consider the needs of transgender young people. This should include:

- Contacting the venue ahead of time to ascertain the facilities available and allow for informed planning to then happen.
- For residential trips, significant engagement with children and young people and their families. This can include the allocation of rooms and sharing arrangements.
- Schools considering making alternative arrangements in response to needs, including giving a transgender child or young person their own room where appropriate.
- Giving consideration that enables all children and young people to share a room with the gender that most aligns to their identity, as long as the rights of all those involved are considered and respected.

- Any concerns expressed by children and young people are addressed in a reasonable and proportionate way that takes account of the rights of all children and young people.

Section 7

7.1 Confidentiality and Working with Parents, Carers, and Families.

- Positive engagement with children and young people is vital and should be within the boundaries of what they are comfortable sharing about their home situation. Schools should consider what the barriers might be and to try to facilitate communication around this. Legislative approaches to confidentiality, privacy and safeguarding are paramount when all supporting children and young people, including transgender children and young people. Depending on the particular circumstances of individual children and young people, schools may require to take legal advice on any approach or proposed approach.

This includes the following practices:

- School staff must fulfil their legislative duty of care in relation to any instances where there is a safeguarding and or child protection concern.
- In line with GIRFEC, children and young people should be involved in all decisions affecting them and understand what is happening and why. The Child Planning Framework is used to support this process.
- A transgender young person may not have told their family about their gender identity. Inadvertent disclosure could cause needless stress for the young person or could put them at risk and breach legal requirements. It vital not to share information with parents or carers without considering and respecting the young person's views and rights.
- In instances where there is a difference of view between learners and their families, the team around the child or young person should focus on promoting open and positive lines of communication.

Section 8

8.1 The Curriculum

The four capacities of Curriculum for Excellence aim for learners to be confident individuals, effective contributors, responsible citizens and successful learners. Lesbian, gay, bisexual, transgender, queer, intersex and asexual (LGBTQIA+) education should be integrated across all curricular areas. Health and Wellbeing is a curricular area and a responsibility of all teachers. This means that:

- The Experiences and Outcomes in the curriculum are designed to allow teachers the flexibility to include different contexts and themes based on what their children and young people need to know, appropriate for their age and stage.
- As transgender identities are discussed more and more in society, it is important the curriculum reflects that and enables learners the opportunities to explore this topic.
- Transgender identities should be included alongside other identities in classroom/school displays, resources and learning materials. This is to ensure transgender children and young people feel respected, represented and included in their learning environment.
- Ensuring that the Relationships, Sexual Health and Parenthood curriculum is utilised across all curricular areas, at an age and stage appropriate level to support all children and young people, including transgender children and young people.

8.1 Early Learning and Child Care; The Impact of Conscious and Unconscious Gender Bias

Learners can receive and absorb gender-stereotyped messages about what they can and cannot do according to their sex from a very early age. It is essential that school experiences provide children and young people with:

- The opportunity, encouragement and support to access all areas of the curriculum from this early stage so as to not limit aspirations or equality of opportunity in the future.
- Environments that encourage non-gendered norms and expectations, enabling all children and young people to feel accepted and celebrated for their individuality.
- Breaking down gender stereotypes from a young age helps to stop the negative consequences of inequality and discrimination as it can support

children and young people to grow into adults who aren't limited by expectations based on their sex assigned at birth.

Section 9

9.1 Responding to Concerns

East Lothian Council aims to work in partnership with children, young people and parents/carers. However, we understand that at times there may be disagreement about how a child or young person is supported. Anyone has the right to make a formal complaint if they are unhappy about our action(s) or, lack of action(s), or about the standard of service provided by East Lothian Council or on our behalf. More information on the complaints process can be found on the council's website at:

https://www.eastlothian.gov.uk/info/210560/your_council/12166/comments_complaints_and_compliments/2

Appendix 1 Further Sources of Information

Please see below for a list of links to further information, guidance and sources of support.

- <https://sites.google.com/edubuzz.org/eastlothianeduhub/caring-relationships/uncrc-and-rights-respecting-schools-award> A source of information about the UNCRC articles, resources and ongoing work happening in East Lothian schools.
- https://drive.google.com/file/d/1LHXUablP_3bE1U75BQydOkKJkcXOQqbz/view Respect for All (A Positive Approach to Preventing Bullying) East Lothian Council's policy in full.
- [3.3 Technical guidance for schools Scotland updated September 2023 1.docx](#) This guidance applies to the provisions in the Equality Act 2010 that were brought into force on 1 October 2010, and the extension of reasonable adjustments to include auxiliary aids and services that was brought into force on 1 September 2012.
- [Cass Review – implications for Scotland: findings report - gov.scot](#) The Chief Medical Officer established a multidisciplinary clinical team to consider, in the context of Scottish services, the recommendations of the NHS England commissioned Cass Review on gender identity services for young people. That work is now completed, and the findings outlined in this report.
- <https://lgbtyouth.org.uk/> Scotland's national charity for LGBTQ+ young people, aged 13-25. We support young people in all aspects of their lives through the provision of amazing youth work, and we support them to use their voice to create change in equality and human rights.
- <https://tie.scot/news/guidance/> Time for Inclusive Education (tie) are an organisation that address homophobic, biphobic and transphobic prejudice and bullying through education. The Scottish Government has published Guidance on LGBT Inclusive Education for education settings in Scotland. This is an overview of the guidance and what it provides.
- <https://education.gov.scot/resources/realising-the-ambition/> Realising the Ambition: Being Me builds upon the original principles and philosophy of Pre-Birth to 3 and Building the Ambition. The new guidance retains the relevant content from the previous guidance which it replaces, extending and strengthening it in line with current research and evidence about how children develop and learn.

- [Hate Crime and Public Order \(Scotland\) Act 2021](#) Hate crime is a term used to describe behaviour which is both criminal and rooted in prejudice. This means that the law has been broken, and the offender's actions have been driven by hatred towards a particular group. "The Act" - passed by the Scottish Parliament in 2021 and implemented on 1 April 2024 - will provide greater protections for those who are targeted by hate crime.
- <https://www.gov.scot/publications/guidance-lgbt-inclusive-education/> Guidance to education authorities and schools on the national approach to LGBT inclusive education. The recommendations enable the teaching of LGBT matters across the curriculum within the principles of Curriculum for Excellence. They shape the national approach to LGBT inclusive education and support schools to develop respectful and tolerant learners.

Appendix 2 Recording changes to names using 'Known As' on SEEMiS

To update Known As filed in SEEMiS go to **Application > Records > Edit**

To make a change:

- Click the padlock icon highlighted below
- Make the change and enter as an 'Actual change', a reason must be entered, and the date of the change will display on screen.
- Select OK

(Note: A report on any changes made can be viewed in the Records | Student Name Change History menu).

The screenshot shows the SEEMiS 'Edit' form for a student's name. The form is titled 'Authority Custom Tab' and includes a navigation bar with various tabs: Basic, Address, Contact, Notes, SQA, Ethnic, Health, Gaelic, Activities, Consents, Child Protection, Establishment Contact, LAC, 16+, Armed Forces, Data Sharing, Personal, Language, Transport Request Status, User, and Authority. The main form area contains the following fields:

- Forename: Aiden
- Known As: Den
- Surname: Brandon
- Date of Birth: 16/12/2008
- Sex: Male
- Year/stage: Secondary 4
- Reg Group: 4.3
- House: Islay
- Guidance: Calum Will Douglas

A red notification message states: "Name changed on 17/10/24". On the right side of the form, there is a 'Pictures' button and a placeholder for a student photo. At the bottom right, there are 'Clear' and 'Load' buttons.

Change Student Name ✕

Forename

Known As

Surname

Actual change Spelling change

Reason