CLACKMANNANSHIRE COUNCIL

THIS PAPER RELATES TO ITEM 12

ON THE AGENDA

Report to Clackmannanshire Council

Date of Meeting: Thursday 26th November 2026

Subject: Home to School Transport Policy Review and Consultation Outcome

Report by: Colin Bruce, Head of Service Wellbeing

1.0 Purpose

1.1. Present the findings from the public consultation undertaken on the Council's Home to School Transport Policy.

Seek Council approval for the revised Home to School Transport Policy now called - SCHOOL TRAVEL AND TRANSPORT POLICY.

Provide Members with an overview of the proposed changes, consultation feedback, and the legal, financial, operational and equality considerations associated with the revised policy

2.0 Recommendations

2.1. Note the outcomes of the consultation exercise undertaken between September and October 2026.

2.2. Consider the feedback received from parents, carers, children and young people, Parent Councils and other stakeholders.

2.3. Approve the revised Home to School Transport Policy now called SCHOOL TRAVEL AND TRANSPORT POLICY attached as Appendix 1

2.4. Agree that the revised policy will take effect from December 2026.

2.5. Note that implementation of the policy will be supported by ongoing monitoring of transport demand, equality impacts and service performance.

3.0 Background

3.1. The review of the Home to School Transport Policy follows a series of Council decisions and reports over the past twenty-two months.

3.2. The policy review originated from a Council motion considered on 30 January 2025 which sought further examination of the Council's Home to School Transport arrangements and associated equality considerations.

3.3. Subsequent reports were presented to Council on:

- 15 May 2025 - Equality Impact Assessment of Home to School Transport.
- 21 August 2025 - Equality Impact Assessment of Home to School Transport Policy.
- 25 June 2026 - Home School Transport (latest position report).

3.4. In June 2026, Council agreed that officers should undertake consultation on a number of potential policy changes before bringing a final revised policy back to Council for consideration.

3.5. The review has been informed by legal advice, equality considerations, operational service requirements, stakeholder engagement and consultation feedback.

4.0 Consultation Process

4.1. A public consultation was undertaken between September 2026 and October 2026.

4.2. The consultation aimed to gather views on proposed revisions to the Home to School Transport Policy and ensure that future arrangements are transparent, equitable and sustainable.

4.3. The consultation included:

- An online public survey.
- Engagement with Parent Councils.
- Stakeholder discussions with parents and carers.
- Consultation with education and school transport service representatives.
- Opportunities for children and young people to provide feedback.

4.4. The feedback received has informed the final draft policy presented within this report.

5.0 Consultation Findings

Respondents generally supported the principle of having a clear and consistent transport policy that is applied fairly across the Council area. 206 public respondents (63.8%) agreed or strongly agreed that the current school transport eligibility criteria meet the needs of pupils and families, compared with 51 (15.8%) who disagreed or strongly disagreed. 67% respondents from secondary school young people, were satisfied with current travel

arrangements. Primary consultation responses indicated support for the current eligibility criteria.

5.1. Key themes emerging from the consultation included:.

- Strong interest in ensuring that Care Experienced children and young people are appropriately supported with 56 public respondents from our public survey identifying care experience as a relevant factor when considering eligibility for ASN transport. 41% of secondary pupils supported prioritising spare seats for care experienced pupils or those entitled to free school meals, while 56% were neutral or unsure. Primary consultation responses identified care experience and family income as relevant considerations when allocating transport.

- Requests for improved communication regarding concessionary place allocations. 132 respondents (40.9%) agreed or strongly agreed that certain groups should be prioritised, while 77 strongly disagreed and 87 neither agreed nor disagreed. This does not demonstrate a clear consensus about prioritisation. It does, however, show that discretionary provision is an issue on which respondents hold differing views. A clear policy explaining eligibility, priority, availability and the distinction between entitlement and discretionary provision would therefore support transparency and consistency.

5.2. Specific feedback in relation to the proposed policy changes is summarised below.

5.3. Catchment Areas and New Housing Developments

Respondents generally supported the need for clearer guidance regarding eligibility arrangements where housing developments are in progress. The policy should aim to make the entitlement to free transport clearer. 239 public respondents (74.0%) agreed or strongly agreed that safe walking, wheeling and cycling routes should be considered when planning new housing developments and assessing future demand for school transport. Both primary and secondary pupils considered safe walking routes important.

Denominational Transport Provision

Feedback highlighted the importance of maintaining eligibility for free transport for all learners leaving St Mungo's or St Bernadette's who wish to travel to their catchment school (St Modan's RC Secondary). This would include learners from across Clackmannanshire, who are baptised and wish to attend their catchment school of St Modan's. Among public survey respondents who expressed agreement or disagreement about transport arrangements to St Modan's RC High School, 80% agreed or strongly agreed that current provision meets needs, compared with 20% who disagreed or strongly disagreed. (these percentages exclude don't know and not applicable responses) St Mungo's and St Bernadette's pupils expressed satisfaction with travel arrangements to St Modan's while supporting free school transport for all pupils progressing there.

Placing Requests

Consultation responses demonstrated broad understanding that transport should only be provided where there is a statutory entitlement and that transport associated with successful placing requests should remain subject to policy criteria.

Concessionary Places

Respondents were generally supportive of reviewing concessionary place allocation arrangements. There was support for prioritising care experienced children and young people. 132 public respondents (40.9%) agreed or strongly agreed that certain groups should be prioritised, while 77 strongly disagreed and 87 neither agreed nor disagreed. Responses from children and young people also support this view.

Free School Meal Entitlement

Many respondents expressed support for considering children and young people entitled to Free School Meals when allocating concessionary seats where capacity exists. The public consultation identified family income as a relevant consideration within transport eligibility, and qualitative responses raised affordability and financial vulnerability. This view is also supported by the children and young people's consultation.

6.0 Proposed Policy Changes

6.1. The revised policy retains the Council's statutory duties while introducing greater clarity and consistency.

6.2 The principal changes proposed are:

a) Eligibility and Catchment Areas

Clarification of eligibility arrangements where school new housing developments are developed.

b) Denominational School Transport

Clearer articulation of the Council's position regarding denominational transport provision, including travel arrangements associated with St Modan's High School.

c) Placing Requests

Clearer articulation of the Council's position regarding transport provision for pupils attending a school as a result of a placing request.

d) Concessionary Seat Allocation

Introduction of a revised prioritisation approach for concessionary seats where spare capacity exists.

e) Priority Groups

Enhanced consideration for:

- Care experienced children and young people.
- Children and young people entitled to Free School Meals.

f) Policy Clarity

Simplification of policy wording and guidance to support greater understanding by children, families and stakeholders.

7.0 Equality Implications

7.1 An Equality Impact Assessment has informed the policy review process.

7.2 The revised policy seeks to ensure that transport arrangements are applied consistently and fairly while having regard to the needs of vulnerable children and young people.

7.3 The revised policy seeks to ensure that transport arrangements are applied consistently and fairly while having regard to the needs of vulnerable children and young people.

8.0 Financial Implications

8.1 The revised policy seeks to ensure that the Council continues to meet its statutory obligations while managing increasing transport demand and associated costs.

8.2 Financial implications arising from implementation of the revised policy have been assessed and can be accommodated within existing budget arrangements.

8.3 Previous analysis indicates that extending free transport more widely could result in additional recurring costs of at least £50,000 per annum, with potential wider cost pressures if applied more broadly. The Council must balance any changes against its duty to secure best value.

9.0 Legal Considerations

9.1 The Council has regard to its statutory duties in relation to school transport provision under the Education (Scotland) Act 1980 and associated guidance.

9.2 Legal advice has informed the development of the revised policy and the Equality Impact Assessment.

10.0 Sustainability Impact

10.1 The revised policy supports efficient use of transport resources and provides a transparent framework for future decision making.

11.0 Conclusions

11.1 The consultation exercise has provided valuable feedback from parents, carers, children and young people, Parent Councils and other stakeholders.

11.2 The proposed policy maintains compliance with statutory duties while providing greater clarity, consistency and transparency regarding transport entitlement and concessionary arrangements.

11.3 Council is therefore invited to approve the revised policy and associated implementation arrangements.

12.0 Impact Assessments

12.1 Have you attached the combined equalities impact assessment to ensure compliance with the public sector equality duty and fairer Scotland duty? (All EFSIAs also require to be published on the Council's website) Yes ☒

12.2 If an impact assessment has not been undertaken you should explain why:

13.0 Legality

13.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes ☒

14.0 Appendices

14.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

Appendix 1 – School Travel and Transport Policy

Appendix 2 – Consultation Findings Report

Appendix 3 – Equality Impact Assessment

15.0 Background Papers

15.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)
Yes ☒ (please list the documents below)

1. Motion to Meeting of Clackmannanshire Council (30 January 2025) [https://ww...0/8069.pdf]
2. Equality Impact Assessment of Home to School Transport (15 May 2025) [https://ww...2/8161.pdf]

3. Equality Impact Assessment of Home to School Transport Policy (21 August 2025) [https://ww...8/8212.pdf]
4. Home School Transport (25 June 2026) [https://ww...5/8480.pdf]

Author(s

NAME	DESIGNATION	TEL NO / EXTENSION
Colin Bruce	Head of Wellbeing/Chief Education Officer	2462

Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Depute Chief Executive and Director of Wellbeing	[redacted]

Your journey to school

A quick guide for children and young people

Clackmannanshire Council • Help with travel. Safe journeys. Someone to talk to.

You matter

- You should be treated fairly and kindly.
- Adults should think about what you need.
- You can say what you think. Adults should listen.
- You should get help to learn and take part.

Can I get help with travel?

The Council looks at your school, how far away you live, whether the route is safe and the help you need. Some schools have different travel arrangements.

Free school transport is not available to everyone. Ask your school what help you can get. Tell them if travelling is hard for you. Your help can be checked again if your needs change.

Help keep your journey safe

- Use the transport arranged for you. Bring your pass if you need one.
- Listen to the driver and the adult helping you.
- Wear a seatbelt if there is one.
- Be kind. Do not bully anyone or distract the driver.

Serious or repeated unsafe behaviour may mean your transport is stopped. **You still have rights if something goes wrong.**

Walking, wheeling, cycling or taking a bus may suit you, but not everyone. Having a free bus travel card does not, on its own, stop you getting school transport.

Worried? Tell someone

Tell an adult you trust, your school or the adult helping on your transport if:

- you feel unsafe or someone is bullying you;
- you find the journey hard.

You can talk, write, draw or ask someone to help you. Ask adults to explain things in a way you understand. If you think a decision is wrong, ask an adult to help you ask the Council to look at it again.

Need help? Education Services

01259 456000 • education@clacks.gov.uk

This is a quick guide. The full School Travel Policy gives more detail.

CLACKMANNANSHIRE COUNCIL

SCHOOL TRAVEL POLICY

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1. Introduction

Clackmannanshire Council is committed to supporting children and young people to access education safely and in accordance with its statutory duties and this policy.

In this policy, references to "transport" mean school transport or support with school travel unless stated otherwise.

This policy explains:

- who is eligible for free school transport;
- how transport arrangements are decided;
- the responsibilities of parents, carers, pupils and the Council;
- how transport is arranged for children and young people with Additional Support Needs (ASN);
- what to do if there is a transport concern or complaint.

The Council aims to provide safe, reliable and cost-effective transport that supports attendance, wellbeing and access to education.

2. Legislative Background

This policy should be read in the context of the **Children (Care, Care Experience and Services Planning) (Scotland) Act 2026 (asp 16),** which forms part of the legislative framework supporting Scotland's commitment to implement the recommendations of the Independent Care Review, commonly referred to as **The Promise**.

- Children (Care, Care Experience and Services Planning) (Scotland) Act 2026

This policy has been developed in line with:

- **Education (Scotland) Act 1980**
  - https://www.legislation.gov.uk/ukpga/1980/44/contents
- **Education (Additional Support for Learning) (Scotland) Act 2004**
  - https://www.legislation.gov.uk/asp/2004/4/contents
- **Education (Scotland) Act 2016**
  - https://www.legislation.gov.uk/asp/2016/8/contents
- **Equality Act 2010**
  - https://www.legislation.gov.uk/ukpga/2010/15/contents
- **UNCRC (Incorporation) (Scotland) Act 2024**
  - https://www.legislation.gov.uk/asp/2024/1/contents

Where legislation changes, the legal requirements will take precedence over this policy.

3. Quick Guide for Parents and Carers

Most families want to know three things:

Is my child entitled to free school transport?

Generally, pupils are entitled if they attend their catchment school and:

Age	Distance from Home to School
Under 8 years old	More than 2 miles
8 years and older	More than 3 miles

Distance is measured using the shortest available safe walking route.

What if my child has additional support needs?

Children and young people with Additional Support Needs (ASN) may receive transport support if their needs make it unreasonable for them to walk or use public or mainstream school transport.

Each request is considered individually.

How do I apply?

Applications for mainstream school transport can be made through Clackmannanshire Council. Requests for ASN transport are normally considered through the school's Staged Intervention process.

4. Roles and Responsibilities

4.1 Parents and Carers

Parents and carers are responsible for ensuring that their child attends school and travels safely to and from school.

Where transport is provided by the Council, parents and carers must:

- ensure their child is ready for collection at the agreed time;
- accompany or supervise their child to the agreed pick-up point where required;
- inform the Council of any change of address;
- notify schools and transport providers when transport is no longer required due to illness or absence;
- support their child to follow the expected standards of behaviour when using school transport.

4.2 Children and Young People

Children and young people must follow the School Transport Behaviour Standards (PASS) set out in section 9.

4.3 Clackmannanshire Council

The Council is responsible for:

- setting transport policy and eligibility criteria;
- assessing eligibility for school transport;
- determining whether walking routes are safe;
- managing ASN transport arrangements;
- investigating concerns regarding pupil behaviour;
- ensuring transport services are delivered safely and effectively;
- paying transport contractors.

4.4 Stirling Council Transport Co-ordination Unit

The Transport Co-ordination Unit manages transport services on behalf of Clackmannanshire Council and is responsible for:

- day-to-day management of mainstream transport services;
- arranging contracts with transport operators;
- monitoring service quality and contractor performance;
- calculating transport eligibility based on distance;
- providing specialist transport advice;
- working with schools and Education Services to address service issues.

5. Who is Eligible for Free School Transport?

5.1 Secondary School Transport

5.2 Transport to Lornshill Academy

Free transport is provided for pupils living within the catchment areas of:

- Clackmannan Primary School;
- Deerpark Primary School;
- Fishcross Primary School.

Pupils living within the Craigbank Primary School catchment area are also entitled, except those living in Willowfields and Greenacres to the east of Ten Acres/Branshill Road.

5.3 Transport to Alva Academy

Free transport is provided for pupils living within the catchment areas of:

- Tillicoultry Primary School;
- Strathdevon Primary School;
- Muckhart Primary School;

- Coalsnaughton Primary School.

5.4 Transport to St Modan's High School

Free transport is available to:

- catchment pupils from Clackmannanshire attending St Modan's High School;
- pupils transferring from St Mungo's RC Primary School or St Bernadette's RC Primary School into S1 at St Modan's.

Transport support will continue while the pupil remains enrolled at St Modan's High School.

5.5 Primary School Transport

Primary-age pupils are entitled to free transport where the shortest safe walking route between home and their catchment school exceeds two miles.

5.6 Gaelic Medium Education

In line with the Council's duties under the Education (Scotland) Act 2016, transport will be provided for eligible pupils attending:

- Riverside Primary School, Stirling.

Pupils attending Wallace High School should normally travel using public transport and their National Entitlement Card.

5.7 Children Living at More Than One Address

Where a child lives between two households, transport assistance will normally be provided from one address only.

The address used will be the main address recorded on the pupil's school record.

5.8 Exceptional Circumstances

The Council may consider transport support in exceptional circumstances, even where standard distance criteria are not met.

Examples may include:

- significant medical needs;
- young carers and care experienced children and young people;
- circumstances where the Council has a statutory duty to provide assistance.

The following are not normally considered exceptional circumstances:

- childcare arrangements;

- parental working patterns;
- availability of public transport.

Where eligible applications exceed availability of seats on school transport a ballot process will be implemented. The ballot process for school transport follows the same process used to allocate placing requests when demand exceeds availability.

6. Placing Requests

School transport is not normally provided where a pupil attends a school as a result of a placing request made by parents or carers.

This includes pupils who choose to attend a school outside their catchment area.

The exception is pupils transferring from St Mungo's RC Primary School or St Bernadette's RC Primary School to St Modan's High School, as set out in this policy.

7. Alternative School Placements

Where the Council cannot offer a place at a catchment school and allocates a pupil to an alternative school, transport will be considered using the same eligibility criteria that apply to catchment pupils.

8.Disruption and Temporary Arrangements

The Council and the Transport Co-ordination Unit will seek to maintain school transport services where it is safe and practicable to do so. Services may be disrupted by severe weather, roadworks, route closures, school closures or other unforeseen circumstances.

Where disruption occurs:

- pick-up or drop-off times, routes or locations may be changed temporarily;
- parents, carers and schools will be given as much notice as reasonably possible, although changes may be required at short notice;
- temporary meeting points will be identified in line with this policy, and parents or carers remain responsible for ensuring their child reaches and leaves the revised point safely;
- transport will not operate where the transport provider or Council considers that travel cannot be undertaken safely.

Where a school is closed temporarily, transport will not normally operate. Where a school is permanently closed, mothballed or pupils are relocated, eligibility for transport to the new catchment school will be assessed using the criteria in this policy.

8.1 School Excursions

Transport for school excursions is separate from routine home-to-school transport. The headteacher is responsible for arranging suitable excursion transport and for ensuring that the individual needs of children and young people, including those who normally receive ASN transport, are considered. Additional assistance from the Transport Co-ordination Unit should be requested only where the school cannot make suitable arrangements through the normal excursion-planning process.

9. Safety of Walking Routes

The Council recognises that distance alone does not determine whether a route is suitable. Transport assistance may also be provided if the shortest available walking route is assessed as unsafe, even when accompanied by a responsible adult.

When assessing route safety, factors considered include:

- availability of footpaths;
- road crossings;
- lighting;
- traffic volumes;
- speed limits;
- road layout and visibility;
- crossing patrol provision.

Parents may request a review of a route assessment.

The Council will either:

- carry out a fresh assessment; or
- provide a copy of the most recent assessment.

Reviews should normally be completed within 28 days.

10. School Transport Behaviour Standards (PASS)

Children and young people using school transport must follow the Pupil Acceptable Standards Scheme (PASS) to support a safe journey for all passengers and staff.

10.1 Pupil Responsibilities

- travel on their allocated service;
- carry their pass when required;
- follow instructions from drivers and pupil transport support workers;
- wear a seatbelt where provided;
- treat other passengers and staff with respect; and
- keep vehicles clean and free from damage.

10.2 Unacceptable Behaviour

- distract the driver;
- bully, harass or intimidate another person;
- damage or misuse a vehicle;
- smoke or vape;
- leave litter; or
- behave in a way that compromises the safety or wellbeing of others.

10.3 Consequences of Misbehaviour

Where serious or repeated incidents occur, transport may be suspended or withdrawn.

Parents and carers may be required to make alternative travel arrangements at their own expense.

11. Additional Support Needs (ASN) Transport

11.1 Our Approach

Clackmannanshire Council aims to support children and young people with Additional Support Needs to access education as independently as possible.

Many pupils with ASN can successfully use mainstream school transport or public transport with appropriate support. Where this is not possible, specialist arrangements may be considered.

11.2 ASN Eligibility

A pupil may qualify for ASN transport if:

- they have a disability which prevents them from accessing available transport;
- they have a significant physical, sensory or learning need requiring specialist arrangements;
- they attend a specialist placement approved by the Education Resource Group (ERG).

Each case is considered individually.

11.3 How Decisions Are Made

Transport needs are normally considered through the Staged Intervention process.

When assessing eligibility, the Council will consider:

- distance from home to school;
- route safety;
- ability to travel independently;
- ability to use public transport;
- supervision requirements;
- journey times;
- physical and emotional wellbeing;
- information provided by parents and professionals.

11.4 Reviews of Transport Arrangements

ASN transport arrangements are reviewed annually and may change as a child's needs and independence develop over time.

11.5 Transport to College, Alternative Placements and Integration

Where attendance at college, another educational setting or an integration placement forms part of an agreed educational package, a request for transport support may be submitted by a member of the school senior management team or the child or young person’s support co-ordinator.

The request must form part of the support plan agreed through Staged Intervention and will be assessed on the child or young person's individual needs, existing transport arrangements and the suitability of available travel options.

11.6 ASN Placements Outwith Clackmannanshire

Transport for a child or young person placed by the Council in an educational setting outwith Clackmannanshire will be considered and reviewed as part of the Education Resource Group (ERG) process.

ASN transport will not normally be provided where an out-of-authority placement results from a parental placing request.

11.7 Pupil Transport Support Workers

Pupil transport support workers may be provided on contracted transport where a child or young person has been assessed as requiring supervision because of medical, communication, behavioural or safety needs.

The team around the child may recommend this support. The final decision rests with an Education Senior Manager and will be reviewed alongside the child or young person's transport arrangements.

Pupil transport support workers are recruited by Clackmannanshire Council in accordance with the Council's recruitment, safeguarding and training requirements. Their role is to support safe travel and follow the agreed arrangements for each child or young person; they are not authorised to change routes, times or collection arrangements.

12. Administration of Medication During Transport

Drivers, operators and pupil transport support workers must not administer medication unless they have been specifically trained and formally authorised by Education Services to do so for the individual child or young person.

Relevant medical information must be shared, with appropriate consent and in accordance with data protection requirements, where a condition could affect a child or young person during the journey. Any agreed emergency arrangements must be recorded in the child or young person's individual healthcare or transport plan and communicated to the transport provider and relevant staff.

13. Accidents and Incidents

In the event of a road traffic accident, the driver must follow the Highway Code, contact the emergency services where required and take reasonable steps to safeguard all passengers.

The operator must notify the Transport Co-ordination Unit or Council Contact Centre immediately by telephone and provide a full written account within three working days. Parents, carers and the school will be informed as soon as practicable through the agreed communication arrangements.

Any accident involving injury must be reported to the police in accordance with legal requirements. All accidents, injuries, near misses and significant incidents must also be recorded and reviewed under the relevant Council and contract procedures.

15. Use of the National Entitlement Card

The National Entitlement Card (NEC) provides eligible children and young people in Scotland with access to free bus travel.

Clackmannanshire Council recognises the value of the National Entitlement Card in helping young people access education, training, leisure activities and opportunities within their communities.

The Council actively encourages eligible pupils to apply for and use their National Entitlement Card where appropriate.

For many young people, using public transport can:

- increase independence and confidence;
- develop life skills and travel awareness;
- improve access to educational, social and recreational opportunities;
- support preparation for further education, employment and adulthood.

Holding or having access to a National Entitlement Card does not, by itself, affect eligibility for school transport under this policy.

Scheduled public transport and a National Entitlement Card may be identified as the appropriate travel arrangement where this is suitable for the young person's age, stage of development and individual needs, and supports greater independence.

For children and young people with Additional Support Needs, the use of public transport and a National Entitlement Card may form part of an agreed programme to develop independent travel skills. Any such arrangements will be considered on an individual basis and in partnership with parents, carers, schools and relevant professionals.

16. Active Travel

Clackmannanshire Council supports and encourages active travel wherever it is safe, practical and appropriate to do so.

Active travel includes:

- walking to school;
- cycling to school;
- wheeling, including the use of scooters, wheelchairs and other mobility aids; and
- combining active travel with public transport.

Active travel can provide a range of benefits for children and young people, including:

- improving physical and mental health and wellbeing;
- developing independence and road safety awareness;
- reducing traffic congestion around schools;
- supporting environmental sustainability and the Council's climate objectives;
- helping children and young people build healthy lifelong travel habits.

The Council recognises that active travel will not be suitable for every child or every journey. Decisions regarding school transport eligibility will continue to be made in accordance with the criteria set out in this policy. The promotion of active travel does not replace the Council's responsibilities to provide school transport assistance where a pupil is entitled to support.

Parents and carers remain responsible for deciding whether active travel is appropriate for their child, taking account of the child's age, maturity, ability and the safety of the route.

The Council works with partners to improve opportunities for active travel across Clackmannanshire and provides information on local walking, wheeling and cycling routes through its **Cycling, Wheeling and Walking Friendly Paths** programme.

Further information can be found on the Council website:

Cycling, Wheeling and Walking Friendly Paths
View Walking, Wheeling and Cycling Routes

17. Children's Rights and UNCRC

Clackmannanshire Council is committed to respecting, protecting and fulfilling the rights of children and young people as set out in the **United Nations Convention on the Rights of the Child (UNCRC)** and the **UNCRC (Incorporation) (Scotland) Act 2024**.

In developing and implementing this School Travel Policy, the Council will have regard to the rights, wellbeing and best interests of children and young people.

In particular, this policy seeks to support children's rights to:

- access education and educational opportunities;
- be safe and protected from harm;
- have their views considered in decisions that affect them;
- participate in their local community;
- achieve the highest attainable standard of health and wellbeing;
- access services fairly and without discrimination.

When making decisions about school transport arrangements, including eligibility, route safety assessments and ASN transport, the Council will consider the child or young person's individual circumstances and act consistently with this policy, proportionately and in accordance with applicable legal duties.

Where appropriate, children and young people will be given opportunities to express their views, and those views will be taken into account alongside information provided by parents, carers, schools and relevant professionals.

Further information about children's rights under the UNCRC can be found on the Scottish Government website:

United Nations Convention on the Rights of the Child (UNCRC)
https://www.gov.scot/policies/human-rights/childrens-rights/

18. Complaints and Appeals

Parents and carers who disagree with a transport decision should contact Education Services in the first instance.

The Council will review:

- eligibility decisions;
- route safety assessments;
- ASN transport decisions;
- service delivery concerns.

A written response will normally be provided within 20 working days.

Where a parent remains dissatisfied, they may use the Council's formal complaints process.

19. Contact Details

Transport Co-ordination Unit

Telephone: 01786 237511

Email: transportcoordination@stirling.gov.uk

Clackmannanshire Education Services

Telephone: 01259 456000

Email: education@clacks.gov.uk

ASN Transport Team

Telephone: 01786 404040

Email: asntransport@stirling.gov.uk

School Travel and Transport Policy Public Consultation

Summary of Key Themes and Findings

Consultation overview

The consultation received **323 responses**, including **283 parents/carers of children currently attending ELC or school (87.6%)**. Secondary education was relevant to 217 responses and primary education to 130, with respondents able to select more than one educational stage. This provides a clear evidence base for the review of school travel and transport arrangements.

Overall, the consultation indicates **broad support for the existing eligibility framework**, alongside clear concerns about distance, safety, the practicality of active travel and the availability of realistic alternatives to dedicated school transport.

Overall conclusion

The consultation supports evolution and clarification of school travel and transport policy rather than wholesale change. The majority view supports the existing eligibility framework, while the wider findings emphasise distance, safe and practical routes, personal and road safety, individual need and the continuing importance of dedicated school transport.

The overall evidence supports a clear, transparent and consistently applied Clackmannanshire-wide policy, balanced by sufficient flexibility to respond to safety, ASN and individual circumstances. Active and sustainable travel should be encouraged where safe and practical, while recognising that dedicated school transport continues to play an important role in enabling access to education.

1. Broad support for a clear and consistent eligibility framework

206 respondents (63.8%) agreed or strongly agreed that the current school transport eligibility criteria meet the needs of pupils and families, compared with 51 (15.8%) who disagreed or strongly disagreed.

This provides support for retaining a clear and consistently applied eligibility framework. Responses also demonstrate that transport decisions need to recognise a range of circumstances. The consultation considered distance, safe walking routes, age, rural location, additional support needs, medical and mobility needs, public transport availability, road and personal safety and exceptional circumstances.

2. Continued importance of dedicated school transport

Dedicated school transport remains an important part of current travel arrangements:

- **175 respondents selected school bus** as a usual means of travel;

- **80 selected walking**;
- **73 selected car**; and
- only **10 selected public bus**.

Respondents could select more than one travel mode, so these figures represent reported use rather than mutually exclusive percentages.

Distance was selected by **207 respondents** as a factor influencing how they currently travel, while **138 identified school transport entitlement**, **119 personal safety**, **84 road safety** and **48 availability of public transport**.

The findings demonstrate the continuing importance of dedicated school transport and indicate that the availability of general public transport should not, in itself, be regarded as equivalent to existing dedicated provision.

3. Safety and safe walking routes

Safety emerged as a particularly strong theme. **196 respondents agreed or strongly agreed that the availability of a safe walking route is important when deciding how their child travels to school.**

In contrast, when respondents considered their current route:

- **195 disagreed or strongly disagreed that the route was safe**; and
- only **52 agreed or strongly agreed that it was safe**.

This is consistent with the 119 respondents identifying personal safety and 84 identifying road safety as factors affecting their current travel arrangements.

The consultation therefore provides a strong rationale for considering **both distance and the safety and practical suitability of available routes** when developing future arrangements.

4. Active and sustainable travel

There is support for the benefits of active travel, but this is qualified by practical concerns. **211 respondents (65.3%) agreed or strongly agreed that walking, wheeling, cycling or scooting to school has important health benefits.** In addition, **146 agreed or strongly agreed that, where safe and practical, school transport policies should encourage lower-carbon travel options**.

However, when asked whether active travel should normally be encouraged, **90 respondents agreed or strongly agreed while 185 disagreed or strongly disagreed**.

The evidence therefore supports promotion of active and sustainable travel **where it is safe and practical**, rather than treating active travel as a universally suitable alternative to school transport.

5. Learning communities and denominational provision

There were differences in views about current arrangements across learning communities. For pupils travelling to **Alva Academy**, 184 respondents agreed or strongly agreed that current arrangements meet needs. For **Lornshill Academy**, 77 agreed or strongly agreed, although 187 selected either not applicable or did not know.

For **St Modan's RC High School**, **47 respondents agreed or strongly agreed** that current arrangements meet needs, compared with **12 who disagreed or strongly disagreed**. However, 234 respondents selected either not applicable or did not know.

The consultation therefore provides some positive evidence regarding current denominational-school arrangements, but the relatively small number expressing a substantive view means conclusions should remain proportionate. The findings support continued consideration of **practical access to denominational provision**, particularly where longer journeys are involved.

6. Additional support needs and individual circumstances

The findings indicate the importance of an individualised approach for children and young people with additional support needs. Respondents considered factors including distance, safe routes, ability to travel independently or use public transport, physical and psychological capabilities, medical or mobility needs, supervision and personal safety.

Care experience was ranked as a relevant factor by 56 respondents when considering eligibility for ASN school transport.

There was also considerable uncertainty among the wider respondent group about ASN transport. **152 respondents were unsure** whether current ASN eligibility criteria meet pupils' and families' needs; 172 were unsure about ASN arrangements to mainstream schools and 182 about travel to ASN provision.

Respondents were explicitly offered**“ Where a child or young person is care experienced”** as a factor. **56 respondents selected/ranked this factor**, with the responses distributed across rankings 1 to 5.

Specifically:

- 7 ranked it **1**
- 8 ranked it **2**
- 13 ranked it **3**
- 12 ranked it **4**
- 16 ranked it **5**.

This supports a policy which provides clarity about eligibility while retaining appropriate flexibility to consider **individual need and circumstances, including care experience where relevant**.

7. Discretionary/concessionary places

Views on prioritising particular groups for discretionary places were mixed. **132 respondents (40.9%) agreed or strongly agreed** that certain groups should be prioritised, while 77 strongly disagreed and 87 neither agreed nor disagreed.

There is therefore no clear consultation consensus on prioritisation. The mixed findings reinforce the importance of a transparent approach explaining the basis on which discretionary/concessionary places are allocated, including the distinction between **entitlement and discretionary provision**.

8. Future housing, sustainability and transport planning

There was strong support for integrating school travel considerations into future development. **239 respondents (74.0%) agreed or strongly agreed that safe walking, wheeling and cycling routes should be considered when planning new housing developments and assessing future school transport demand.**

Dedicated transport nevertheless remained important. When infrastructure associated with new housing was ranked, **117 respondents gave dedicated school transport their first-priority ranking**, compared with 37 giving improved public bus services first priority.

Reducing congestion around schools was also strongly supported, with **236 respondents agreeing or strongly agreeing that reducing traffic congestion is important**.

Primary and Secondary Pupil Consultations

Summary of Combined high-level key themes

Scope and interpretation

This appendix brings together the **primary and secondary pupil consultations**, complementing the public consultation findings. The revised primary spreadsheet covers **eight primary schools**. It includes individual pupil responses and adult submissions on behalf of individuals, classes or mixed-year groups; a submission cannot therefore be equated with one child. Secondary responses are from individual young people.

Findings are presented thematically, not as a pooled percentage or a representative account of every pupil.

Evidence basis: primary findings represent group views, not separate responses from every pupil. Primary and secondary findings remain distinct from the public consultation figures.

Overall key messages

Safety, dependable access and realistic choice unite the pupil consultations. Primary responses particularly emphasise crossings, supervision and traffic around schools; St Bernadette's and St Mungo's submissions also highlight supported access to St Modan's for all children. Secondary responses add a strong focus on bus reliability and journey practicality. The pupil evidence highlights the importance of clear arrangements responsive to individual need, with active travel enabled through practical improvements rather than assumed to suit everyone.

1. Safe routes are a recurring practical theme

Shared: safer crossings, suitable paths, lower vehicle speeds and reduced traffic recur across both consultations. **Primary:** comments particularly emphasise crossing patrols, supervised walking groups, school-gate parking and safe walking routes. Responses on the safety of current routes vary, including positive assessments, disagreement and uncertainty; requests for improvements do not establish that every current route is unsafe. **Secondary:** pupils also identify lighting, separate walking/cycling routes and safety over longer journeys. Pupil assessments of existing routes vary and should not be treated as confirmation that every route is unsafe.

2. Active travel needs practical support, not a single expectation

Shared: health benefits are recognised, while weather, distance, time, bags and route conditions constrain participation. Travelling with friends and improved walking/cycling infrastructure are recurring encouragements. **Primary:** many describe already walking, cycling or scooting, so limited willingness to do more should not automatically be read as opposition to active travel. Encouragements include safer routes and crossings, lower speeds, cycle routes, secure storage and supervised walking groups; family work patterns also affect choices. **Secondary:** distance and journey time are prominent barriers, with mixed willingness to travel actively more often. The combined message is to encourage active travel **where safe and practical**, without assuming it can replace transport for every pupil.

3. Dependable transport remains important, particularly at secondary

Primary: reported arrangements centre on walking, car, cycling/scooting and mixed journeys, with some requests for better public transport. National Entitlement Card responses include non-ownership, uncertainty and, among reported holders, occasional, rare or no use; comments seek better frequency, weekend/evening services, connections and route information. St Mungo's and St Bernadette's group submissions both express satisfaction with current school/St Modan's arrangements while arguing that all pupils making that transition should have access to school transport. **Secondary:** dedicated buses feature prominently; comments identify late or missed services, inconsistent arrival times, seating capacity and comfort. National Entitlement Card use ranges from daily school travel to occasional leisure use or non-use. Requests for better frequency, connections and timetable information show that free travel access alone does not remove service barriers.

4. Clear eligibility must recognise individual circumstances

Both primary and secondary responses identify distance, safe routes, medical/mobility needs, age, independence, supervision and personal safety among allocation considerations. Views on eligibility and ASN provision include agreement, disagreement and uncertainty. Some responses also select care experience or family income. **Primary:** respondents include consideration of ASN, care experience and exceptional family circumstances.

5. Plan infrastructure and communication around real journeys

Across both consultations, priorities include direct accessible paths, crossings, cycle routes, lighting and appropriate bus provision. **Primary:** comments often focus on school-gate traffic, park-and-stride, crossings and cycle/scooter storage. **Secondary** comments connect infrastructure with service reliability and longer journeys. Some request additional parking areas.

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Equality and Fairer Scotland Impact Assessment (EFSIA) Summary of Assessment

Title: School Travel and Transport Policy

Key findings from this assessment (or reason why an EFSIA is not required):

A limited inequality was identified because non-Roman Catholic pupils transitioning from St Bernadette's or St Mungo's Primary Schools to St Modan's High School may receive free transport, while non-Roman Catholic pupils from other primary schools attending by placing request are not normally eligible. The assessment concludes that the policy should continue, with mitigations including vacant school transport places, free public transport through the National Entitlement Card and case-by-case discretion where specific needs are identified.

Summary of actions taken because of this assessment:

A limited inequality was identified because non-Roman Catholic pupils transitioning from St Bernadette's or St Mungo's Primary Schools to St Modan's High School may receive free transport, while non-Roman Catholic pupils from other primary schools attending by placing request are not normally eligible. The assessment concludes that the policy should continue, with mitigations including vacant school transport places, free public transport through the National Entitlement Card and case-by-case discretion where specific needs are identified.

Ongoing actions beyond implementation of the proposal include:

Continue monitoring, retain case-by-case assessment.

Original assessment approval: Last approved 23 July 2025

Lead person(s) for this assessment:

Judith Morrison, Improving Outcomes Engagement Officer

Senior officer approval of assessment:

Colin Bruce, Head of Service (Wellbeing) and Chief Education Officer

DATE: 26 October, 2026

Equality and Fairer Scotland Impact Assessment (EFSIA)

An Equality and Fairer Scotland Impact Assessment (EFSIA) must be completed in relation to any decisions, activities, policies, strategies or proposals of the Council (referred to as 'proposal' in this document). The first stage of the assessment process will determine the level of impact assessment required.

This form should be completed using the guidance contained in the document: Please read the guidance before completing this form.

The aim of this assessment is to allow you to critically assess:

- the impact of the proposal on those with protected characteristics and, where relevant, affected by socio-economic disadvantage (referred to as 'equality groups' in this document);
- whether the Council is meeting its legal requirements in terms of Public Sector Equality Duty and the Fairer Scotland Duty;
- whether any measures need to be put in place to ensure any negative impacts are eliminated or minimised.

The Fairer Scotland Duty requires public authorities to pay 'due regard' to how they can reduce inequalities of outcome caused by
socio-economic disadvantage, when making **strategic decisions**. Strategic decisions are key, high-level decisions such as decisions about setting priorities, allocating resources, delivery or implementation and commissioning services and all decisions that go to Council or committee for approval.

Step A – Confirm the details of your proposal

1. Describe the aims, objectives and purpose of the proposal.

The policy explains eligibility for free school transport, how decisions are made, responsibilities, Additional Support Needs transport, safety, temporary arrangements, concessionary travel, active travel, children's rights, complaints and appeals.

2. Why is the proposal required?

The policy states that the Council aims to provide safe, reliable and cost-effective transport that supports attendance, wellbeing and inclusion, and explains how statutory duties and individual circumstances are considered.

3. Who is affected by the proposal?

Children and young people and their parents or carers, including pupils with Additional Support Needs or disabilities, pupils attending denominational or Gaelic Medium Education, pupils affected by unsafe walking routes or temporary disruption, and pupils attending through placing requests. The approach also considers households affected by socio-economic disadvantage (Free School Meal entitlement), disability, caring responsibilities, health inequalities or multiple deprivation.

4. What other Council policies or activities may be related to this proposal? The EFSIAs for related policies might help you understand potential impacts.

Home to School Transport Policy (2011 review / 2004 framework)
The Promise
Transport provision for pupils with Additional Support Needs

5. Is the proposal a strategic decision? If so, please complete the steps below in relation to socio-economic disadvantage. If not, please state why it is not a strategic decision:

The source screening records that the policy is a major policy and relates to known or potential inequalities and equality outcomes.

Step B – Consider the level of EFSIA required

You should consider the available evidence and data relevant to your proposal. You should gather information in order to:

- *help you to understand the importance of your proposal for those from equality groups,*
- *inform the depth of EFSIA you need to do (this should be proportionate to the potential impact), and*
- *provide justification for the outcome, including where it is agreed an EFSIA is not required.*

6. What information is available about the experience of those with protected characteristics in relation to this proposal? Does the proposal relate to an area where there are already known inequalities? Refer to the guidance for sources of evidence and complete the table below.

Equality Group Socio economic disadvantage (if required)	Evidence source (e.g. online resources, report, survey, consultation exercise already carried out)	**What does the evidence tell you about the experiences of this group in relation to the proposal?** NB Lack of evidence may suggest a gap in knowledge/ need for consultation (Step C).
Age	The September 2024 school census recorded a primary roll of 3,621 and a secondary roll of 2,775. 67 primary pupils and 1,800 secondary pupils received home-to-school transport to Clackmannanshire schools. 162 children with Additional Support Needs or a disability received home-to-school transport in 2025/26. 92 pupils attended St Bernadette's Primary School and 133 attended St Mungo's Primary School. Five primary pupils attended Gaelic Medium Education. An average of 195 Clackmannanshire pupils attended denominational secondary education over a three-year period, and 180 children received transport to denominational schools. An average of 15 pupils applied to attend St Modan's High School from other Clackmannanshire primary schools through a placing request. After spare places were allocated, around nine	In line with national guidance legislation on distance per age group to access travel.

Equality Group Socio economic disadvantage (if required)	Evidence source (e.g. online resources, report, survey, consultation exercise already carried out)	**What does the evidence tell you about the experiences of this group in relation to the proposal?** NB Lack of evidence may suggest a gap in knowledge/ need for consultation (Step C).
	pupils per year did not receive free school transport. 12% of pupils attending Clackmannanshire schools were recorded as being from minority ethnic groups.	
Disability		The policy affects children with Additional Support Needs, including disability, and may affect families where a parent or other household member has a disability. Transport can be assessed case by case.
Race		The source states there was no data indicating discrimination against children from minority ethnic groups and no evidence of a negative impact.
Sex		No evidence was identified that this group is impacted by the policy.
Gender Reassignment		No evidence was identified that this group is impacted by the policy.
Sexual orientation		No evidence was identified that this group is impacted by the policy.
Religion or Belief		Potential impact arises from transport arrangements for denominational education, particularly St Modan's High School and the treatment of placing requests. The continued provision of transport for pupils transferring to St Modan's High School reflects longstanding denominational education arrangements and supports parental choice within the Council's denominational school provision. Any differential impact is mitigated through concessionary places, access to free public transport and discretionary consideration of individual circumstances.
Pregnancy or maternity		No evidence was identified that this group is impacted by the policy.
Marriage or civil partnership (only the first aim of the Duty is relevant to this protected characteristic and only in relation to work matters)		No evidence was identified that this group is impacted by the policy.

Equality Group Socio economic disadvantage (if required)	Evidence source (e.g. online resources, report, survey, consultation exercise already carried out)	**What does the evidence tell you about the experiences of this group in relation to the proposal?** NB Lack of evidence may suggest a gap in knowledge/ need for consultation (Step C).
Socio economic disadvantage (if required)		The revised policy promotes equality of opportunity by prioritising Care Experienced children and those entitled to Free School Meals when concessionary seats are available.

7. Based on the evidence above, is there relevance to some or all of the equality groups? Y/ N/ unclear – Yes

If yes or unclear, proceed to further steps and complete full EFSIA

If no, explain why below and then proceed to Step E:

Step C – Stakeholder engagement

This step will help you to address any gaps in evidence identified in Step B. Engagement with people who may be affected by a proposal can help clarify the impact it will have on different equality groups. Sufficient evidence is required for you to show 'due regard' to the likely or actual impact of your proposal on equality groups.

A public consultation was undertaken between September and October 2026 involving parents, carers, Parent Councils, children and young people and other stakeholders. Feedback received has informed the revised policy and has been considered as part of this assessment.

8. Based on the outcome of your assessment of the evidence under Step B, please detail the groups you intend to engage with or any further research that is required in order to allow you to fully assess the impact of the proposal on these groups. If you decide not to engage with stakeholders, please state why not:

Continue the existing policy despite the potential for limited adverse impact. It identifies mitigation through vacant school transport places, free public transport and case-by-case discretion. The October 2026 policy adds individual assessment for ASN, review routes for eligibility and safety decisions, temporary arrangements and consideration of children's views.

9. Please detail the outcome of any further engagement, consultation and/or research carried out:

Continue monitoring the impact of the policy on disability, religion or belief, race and socio-economic disadvantage.

- Retain flexibility and discretion to assess needs and provide support on a case-by-case basis.
- Continue using vacant school transport places and free public transport as mitigations.
- Consider future review and consultation on the home to school transport policy, including financial and equality implications.

Step D - Impact on equality groups and steps to address this

10. Consider the impact of the proposal in relation to each protected characteristic under each aim of the general duty:

- Is there potential for discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010? How will this be mitigated?
- Is there potential to advance equality of opportunity between people who share a characteristic and those who do not? How can this be achieved?
- Is there potential for developing good relations between people who share a relevant protected characteristic and those who do not? How can this be achieved?

If relevant, consider socio-economic impact.

Age	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination	X			Eligibility for free school transport is determined in line with national legislation and guidance, including the statutory distance thresholds of two miles for primary pupils and three miles for secondary pupils
potential for developing good relations			X	
potential to advance equality of opportunity			X	

Disability	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination	X			The policy affects children with Additional Support Needs, including disability, and may affect families where a parent or other household member has a disability. Transport can be assessed case by case.
potential for developing good relations			X	
potential to advance equality of opportunity			X	

Race	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination			X	The source states there was no data indicating discrimination against children from minority ethnic groups and no evidence of a negative impact.
potential for developing good relations			X	
potential to advance equality of opportunity			X	

Sex	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination			X	No evidence was identified that this group is impacted by the policy.
potential for developing good relations			X	
potential to advance equality of opportunity			X	

Gender Reassignment	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination			X	No evidence was identified that this group is impacted by the policy.
potential for developing good relations			X	
potential to advance equality of opportunity			X	

Sexual Orientation	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination			X	No evidence was identified that this group is impacted by the policy.
potential for developing good relations			X	
potential to advance equality of opportunity			X	

Religion or Belief	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination	X			Potential impact arises from transport arrangements for denominational education, particularly St Modan's High School and the treatment of placing requests.
potential for developing good relations			X	
potential to advance			X	

equality of opportunity				

Pregnancy/maternity	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination			X	No evidence was identified that this group is impacted by the policy.
potential for developing good relations			X	
potential to advance equality of opportunity			X	

Marriage/civil partnership	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination (only the first aim of the Duty is relevant to this protected characteristic and only in relation to work matters)			X	No evidence was identified that this group is impacted by the policy.

Socio-economic disadvantage	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Yes	No	No impact	
(If required) Will the proposal reduce inequalities of outcome caused by socio-economic disadvantage?	X			The policy looks to prioritise those young people who are entitled to Free School Meals when considering Discretionary bus spaces. Additionally, the policy looks to prioritise those young people who are Care Experienced when considering Discretionary bus spaces.

11. **Describe how the assessment might affect the proposal or project timeline?**

Examples of the items you should consider here include, but are not limited to:

- **Communication plan**: do you need to communicate with people affected by proposal in a specific format (e.g. audio, subtitled video, different languages) or do you need help from other organisations to reach certain groups?
- **Cost**: do you propose any actions because of this assessment which will incur additional cost?
- **Resources**: do the actions you propose require additional or specialist resource to deliver them?
- **Timing**: will you need to build more time into the project plan to undertake research, consult or to complete any actions identified in this assessment?

Communication will be provided through accessible channels, with alternative formats available on request. No significant additional costs, resources or implementation timescales have been identified as a result of this assessment. Existing mitigation measures, including discretionary assessments, vacant school transport places and access to free public transport, will continue to support implementation of the policy.

12. **Having considered the potential or actual impacts of your proposal, you should now record the outcome of this assessment**. Choose from one of the following:

Please select (X)	**Implications for the proposal**
X	**No major change** Your assessment demonstrates that the proposal shows no risk of unlawful discrimination and that you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review.
	Adjust the proposal and/or implement mitigations You have identified ways of modifying the proposal to avoid discrimination or to better advance equality of opportunity or foster good relations. In addition, or alternatively, you will introduce measures to mitigate any negative impacts. Adjustments and mitigations should be recorded in the tables under Step D above and summarised in the summary sheet at the front of the document.
	Continue the proposal with adverse impact The proposal will continue despite the potential for adverse impact. Any proposal which results in direct discrimination is likely to be unlawful and should be stopped and advice taken. Any proposal which results in indirect discrimination should be objectively justified and the basis for this set out in the tables under Step D above and summarised in the summary sheet at the front of the document. If objective justification is not possible, the proposal should be stopped whilst advice is taken.
	Stop the proposal The proposal will not be implemented due to adverse effects that are not justified and cannot be mitigated.

Step E - Discuss and review the assessment with decision-makers

13. **You must discuss the findings of this assessment at each stage with senior decision makers during the lifetime of the proposal and before you finalise the assessment. Record details of these discussions and decisions taken below:**

Continue the policy. The assessment states that the Council is meeting its statutory obligations, that potential adverse impacts affect proportionately low numbers, that the identified impact can be justified in the context of cost and budget balance, and that mitigations are in place.

Step F – Post-implementation actions and monitoring impact

It is important to continue to monitor the impact of your proposal on equality groups to ensure that your actual or likely impacts are those you recorded. This will also highlight any unforeseen impacts.

14. **Record any post-implementation actions required.**

    Monitor the implementation of the revised policy through stakeholder feedback, service data, requests, appeals and complaints. Review any identified impacts on equality groups and take appropriate action where required. Findings will be used to inform future policy reviews and continuous improvement of travel and transport arrangements.

15. **Note here how you intend to monitor the impact of this proposal on equality groups**.

    Continue monitoring the impact of the policy on disability, religion or belief, race and socio-economic disadvantage.
    • Retain flexibility and discretion to assess needs and provide support on a case-by-case basis.
    • Continue using vacant school transport places and free public transport as mitigations.
    • Consider future review and consultation on the home to school transport policy, including financial and equality implications.

    The impact on equality groups will be monitored through stakeholder feedback, requests, appeals, complaints and relevant service data. Any disproportionate impacts identified will be considered and used to inform future policy reviews and improvements.

16. **Note here when the EFSIA will be reviewed as part of the post-implementation review of the proposal:**

    The EFSIA will be reviewed as part of the post-implementation review of the policy, normally within 12 months of implementation. An earlier review may be undertaken if monitoring, stakeholder feedback, legislative changes, or any unintended impacts indicate that further assessment is required.

Step G – Assessment sign off and approval

Lead person(s) for this assessment:
Signed: Judith Morrison
Date: 26 October, 2026

Senior officer approval of assessment:
Signed: Colin Bruce
Date: 26 October, 2026

All full EFSIAs must be published on the Council's website as soon as possible after the decision is made to implement the proposal.