
Island Communities Impact Assessments

Shetland School Transport Policy



SHETLAND
ISLANDS COUNCIL

Island Communities Impact Assessment

Insert Policy, Strategy or Service Title

Version 2, updated April 2024

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PRELIMINARY CONSIDERATIONS	Responses
<p>Please provide a brief description or summary of the policy, strategy or service under review for the purposes of this assessment.</p>	<p>School Transport Policy which describes the context within which pupils in Shetland schools will receive transport.</p> <p>The Policy remains mostly the same with two additions. One is that when a school is mothballed then there will be home to school transport provided for those children. The transport will replace what was previously in place when at their previous school. This will be in place for one year during the transition to their new catchment school. Following the one year transition school transport will be arranged through the School Transport Policy.</p> <p>The other addition is for Secondary pupils who are attending college courses as part of the curriculum. With the introduction of the NEC travel card all young people are able to access free pupil transport. Young people who access the college are S3 +, therefore able to travel independently. The addition to the policy means that young people will use public transport for college if suitable. There will be no additional cost to young people accessing this provision.</p>
STEP 1 - Develop a clear understanding of your objectives	Responses
<p>What are the objectives of the policy, strategy or service?</p>	<p>Ensure Shetland Island Council Childrens Services Department meets its statutory duty to provide transport for children and young people. Providing safe and reliable transport for all pupils.</p>
<p>Do you need to consult?</p>	<p>Consultation required with Transport Planning and Roads Department regarding operation issues. No formal consultation required.</p>

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How are islands identified for the purpose of the policy, strategy or service?	The policy covers all schools in Shetland.
What are the intended impacts/outcomes and how do these potentially differ in the islands?	The policy outlines the Local Authority legal responsibility under the Education (Scotland) Act 1980 to enable the attendance of children and young people to attend school living beyond specified maximum walking distance. This walking distance has been amended locally in the winter months to take account of the poor weather conditions in Shetland.
Is the policy, strategy or service new?	No
STEP 2 - Gather your data and identify your stakeholders	Responses
What data is available about the current situation in the islands?	Transport Planning have details of all routes, contracts, vacant seat applications and costs. There are equal access to school transport across Shetland.
Do you need to consult?	No
How does any existing data differ between islands?	There may be some issues for Secondary pupils attending college from the islands using the NEC young scot card. The public bus routes might not align with the college timetable This will need to be assessed and if public transport arrangement do not align with the college timetable then dedicated school transport will be provided.
Are there any existing design features or mitigations in place?	Yes reducing maximum walking distances in winter to 1.5 miles for all pupils.
STEP 3 - Consultation	Responses
Who do you need to consult with?	No statutory consultation required.
How will you carry out your consultation and in what timescales?	
What questions will you ask when considering how to address island realities?	
What information has already been gathered through consultations and what concerns	The policy has been amended previously to make adjustments to the walking distance due to the poor

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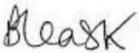
have been raised previously by island communities?	Shetland weather. Also feedback and conversations with parents regarding the transport for children when a school is mothballed have been taken onboard and added into the policy.
Is your consultation robust and meaningful and sufficient to comply with the Section 7 duty?	
STEP 4 - Assessment	Responses
Does your assessment identify any unique impacts on island communities?	No
Does your assessment identify any potential barriers or wider impacts?	No
How will you address these?	Not applicable
<p>You must now determine whether in your opinion your policy, strategy or service is likely to have an effect on an island community, which is significantly different from its effect on other communities (including other island communities).</p> <p>If your answer is NO to the above question, a full ICIA will NOT be required and <u>you can proceed to Step SEVEN.</u></p> <p>If the answer is YES, an ICIA must be prepared and <u>you should proceed to Step FIVE.</u></p> <p>To form your opinion, the following questions should be considered:</p> <ul style="list-style-type: none"> • Does the evidence show different circumstances or different expectations or needs, or different experiences or outcomes (such as different levels of satisfaction, or different rates of participation)? • Are these different effects likely? • Are these effects significantly different? • Could the effect amount to a disadvantage for an island community compared to the mainland or between island groups? 	
STEP 5 – Preparing your ICIA	Responses
In Step Five, you should describe the likely significantly different effect of the policy, strategy or service:	
Assess the extent to which you consider that the policy, strategy or service can be developed or delivered in such a manner as to improve or mitigate, for island communities, the outcomes resulting from it.	

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Consider alternative delivery mechanisms and whether further consultation is required.	
Describe how these alternative delivery mechanisms will improve or mitigate outcomes for island communities.	
Identify resources required to improve or mitigate outcomes for island communities.	
STEP 6 - Making adjustments to your work	Responses
Should delivery mechanisms/mitigations vary in different communities?	
Do you need to consult with island communities in respect of mechanisms or mitigations?	
Have island circumstances been factored into the evaluation process?	
Have any island-specific indicators/targets been identified that require monitoring?	
How will outcomes be measured on the islands?	
How has the policy, strategy or service affected island communities?	
How will lessons learned in this ICIA inform future policy making and service delivery?	
STEP 7 - Publishing your ICIA	Responses
Have you presented your ICIA in an Easy Read format?	Not necessary
Does it need to be presented in Gaelic or any other language?	No
Where will you publish your ICIA and will relevant stakeholders be able to easily access it?	
Who will sign-off your final ICIA and why?	

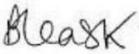
ICIA's must be signed off by the staff member who completes it. They must then be approved and signed off by an executive manager or director. If an executive manager completes the ICIA, then the director should approve the ICIA.

ICIA completed by:	Brenda Leask
Position:	Executive Manager, Schools
Signature:	

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Date complete:	11/07/2024
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ICIA approved by (Executive Manager or Director):	Brenda Leask
Position:	Executive Manager, Schools
Signature:	
Date approved:	

Once approved and both the signature boxes are complete, you should publish the ICIA in PDF format on the [Island Communities Impact Assessments](#) page of the Shetland Islands Council website. All services should have a staff member who can edit the website. If not, please contact Community Planning and Development.

Even if a full assessment is not required (where the answer to Step 4 is no), this should still be published.