Impact Assessment Screening Document

Option Title			1. Status Quo No change to current arrangements.	
Directorate(s)			Education, Skills and Community Wellbeing	
Service(s)			Education	
Lead Officer			Kevin Williamson	
Completed by – *(insert names of all at panel)*			Kevin Williamson Louise Rae Rachael Williams Linsey Little Scott McMeeken Ingrid Gemmell Andrew Margerison	
Date Completed -			28/05/2026	
Impact Area	**Positive Impact**	**No Impact**	**Negative Impact**	**Rationale**
Age	✓		✓	No differential impact – maintains existing secondary provision in the Glenkens No change for current pupils Ongoing limitation in peer socialisation opportunities Ongoing limitation in breadth of curricular offering. The transition from primary to secondary school is seamless and easy to facilitate especially for those with disabilities.
Disability	✓		✓	No differential impact – no change to current arrangements for pupils with disabilities Existing accessibility limitations remain, as Dalry Secondary School is not fully accessible No change to routine or learning environment for neurodiverse pupils.

				The transition from primary to secondary school is easy to facilitate especially for those with disabilities.
Sex		✓		
Gender reassignment and Transgender		✓		
Marriage and Civil Partnership		✓		
Pregnancy and Maternity		✓		
Race		✓		
Religion or belief		✓		
Sexual orientation		✓		
Human Rights		✓		
Children's Rights	✓		✓	No differential impact – maintains existing provision and respects pupil preference to attend Dalry Secondary (Articles 12, 28) Supports sense of belonging within the local community (Article 8) Ongoing limitation in breadth of curricular offering and progression pathways (Articles 28, 29) Limited opportunities for extra-curricular participation due to low pupil numbers (Article 31) Ongoing limitation in peer socialisation opportunities (Articles 15, 31)
Care Experienced Young People		✓		No change to current arrangements.
British Sign Language Users		✓		
Armed Forces and Veterans		✓		
Health and Wellbeing and Health Inequalities	✓		✓	No differential impact – maintains existing arrangements for pupils and staff

				Risk of isolation for staff and pupils remains Ongoing requirement for staff lone working Smaller cohort size may support wellbeing for some pupils Potential impact on mental health linked to limited peer interaction and staffing capacity Reduced access to specialist staff
Poverty		✓		Potential impact on additional transport requirements for families choosing alternative secondary schools
Economic and Social Sustainability	✓			No differential impact – retains secondary school provision within the Glenkens Maintains existing employment opportunities at Dalry Secondary School
Consumer Duty		✓		
Environmental Sustainability, Climate Change and Energy Management			✓	Negative impact – ongoing energy inefficiency associated with operating a large building for a small pupil roll No change to existing pupil travel patterns and transport-related emissions
Total -	5	13	5	

Summary of Impacts

Positive Impact	5
No Impact	13
Negative Impact	5

Negative Impacts

If any negative impact(s) have been identified choose the most appropriate option below (a, b or c). Once you have identified your option, record your decision in the table below highlighting the Impact Area and action to be taken.

a. **unjustifiable**
b. **can be justified**
c. **may or may not be justifiable**

Impact Area	Option (a), (b) or (c)	Explanation and action to be taken
Age	c	The Status Quo maintains local secondary provision and avoids disruption. However, very low pupil numbers continue to limit subject choice and peer interaction. Ongoing monitoring of roll and curriculum would be required.
Disability	c	There is no change for pupils with disabilities, which supports continuity. However, existing accessibility limitations and reduced access to specialist support remain. Individual needs will vary.
Children's Rights	c	Local provision is maintained and pupil preference respected. However, limited curriculum, fewer activities and reduced peer interaction mean some aspects of children's rights are not fully met.
Health and Wellbeing and Health Inequalities	c	Smaller numbers can benefit some pupils, but there is an ongoing risk of isolation for pupils and staff. Access to specialist support is limited. Impacts may vary by individual.
Environmental Sustainability, Climate Change and Energy Management	c	Operating a large building for a small number of pupils is inefficient. However, there is no increase in travel or transport emissions.

Impact Assessment Screening Document

Option Title			2. Temporary Closure School is temporarily closed for up to 3 years and catchment re-aligned to Castle Douglas High School	
Directorate(s)			Education, Skills and Community Wellbeing	
Service(s)			Education	
Lead Officer			Kevin Williamson	
Completed by – *(insert names of all at panel)*			Kevin Williamson Louise Rae Rachael Williams Linsey Little Scott McMeeken Ingrid Gemmell Andrew Margerison	
Date Completed -			28/05/2026	
Impact Area	**Positive Impact**	**No Impact**	**Negative Impact**	**Rationale**
Age	✓		✓	Potential impact – temporarily removes secondary provision as an option within the Glenkens S1 transition occurs alongside a larger peer group Increased access to a wider and consistently age-appropriate curricular offering within a larger school environment Larger peer cohort may benefit age appropriate social interaction, although impact will vary by individual Longer school day for some pupils due to travel requirements School remains an option for future enrolment and transfer
Disability	✓		✓	Positive impact – improved physical accessibility at Castle Douglas High School

				Potential impact – disruption to routine and loss of familiar environment for neurodivergent pupils Change in school setting, staff and routines may cause distress for some pupils Loss of established support structures and sense of stability. The transition from primary to secondary school is more challenging to facilitate effectively especially for those with disabilities or those who are neurodivergent.
Sex		✓		
Gender reassignment and Transgender		✓		
Marriage and Civil Partnership		✓		
Pregnancy and Maternity		✓		
Race		✓		
Religion or belief		✓		
Sexual orientation		✓		
Human Rights		✓		
Children's Rights	✓		✓	Potential impact – balances benefits of smaller school settings with wider opportunities available in a larger school (Articles 28, 29) Provision of broader curriculum and increased opportunities supports educational development (Articles 28, 29) Against the preference of a small number of pupils (Article 12)

Care Experienced Young People	✓		✓	Potential impact – disruption to established routines and familiar school environment Loss of existing relationships with staff and support networks Wider peer group may provide increased opportunities for social support Longer school day for some pupils due to travel requirements
British Sign Language Users		✓		
Armed Forces and Veterans		✓		
Health and Wellbeing and Health Inequalities	✓		✓	Potential impact – disruption to routine and extended school day may affect mental wellbeing for some pupils Increased access to specialist staff and support services Increased opportunities for extra-curricular participation Smaller cohort environment no longer available, which may negatively impact some pupils
Poverty			✓	Potential impact – increased transport costs for some families Transport provided for eligible pupils; however, additional costs may be incurred for attending school events Change in school uniform may result in additional financial burden for families

Economic and Social Sustainability	✓		✓	Negative impact – removal of secondary school provision within the Glenkens Loss of local employment opportunities associated with the school Loss of a public-facing community building Staff redeployment required Access retained to a larger secondary school (Castle Douglas High School) while living locally Potential reduction in attractiveness of the local area for families Reduced cost per pupil associated with delivery of education
Consumer Duty		✓		
Environmental Sustainability, Climate Change and Energy Management	✓		✓	Negative impact – increased transport requirements and associated emissions Potential efficiency – transport of larger pupil groups may improve economy of scale Positive impact – greater operational efficiencies within a larger secondary school Positive impact – reduced energy consumption from closure of Dalry Secondary School
Total -	7	11	8	

Summary of Impacts

Positive Impact	7

No Impact	11
Negative Impact	8

Negative Impacts

If any negative impact(s) have been identified choose the most appropriate option below (a, b or c). Once you have identified your option, record your decision in the table below highlighting the Impact Area and action to be taken.

a. **unjustifiable**
b. **can be justified**
c. **may or may not be justifiable**

Impact Area	Option (a), (b) or (c)	Explanation and action to be taken
Age	c	Temporary closure removes local secondary provision and increases travel time for pupils. However, pupils gain access to a wider curriculum and larger peer groups at Castle Douglas High School.
Disability	c	Improved accessibility at Castle Douglas High School is positive. However, the change in environment and routine may be challenging for some pupils, particularly those with additional support needs. Impact will vary. Support through transition planning would be required.
Children's Rights	c	Pupils benefit from improved curriculum access and wider opportunities. However, this may go against the preference of some pupils to remain at Dalry. Overall, impacts could be justified due to improved educational provision.
Care Experienced Young People	c	Disruption to relationships and familiar support networks may impact some young people. However, access to a larger peer group and wider support services may be beneficial. Impacts likely to vary.
Health and Wellbeing and Health Inequalities	c	Longer travel and change of setting may affect wellbeing for some pupils. However, improved access to specialist support and wider activities is a benefit. Impacts likely to vary.
Poverty	c	Additional costs may arise from travel to school events and school uniform changes. Transport is provided where eligible, but some financial impact

		remains. Support for affected families should be considered.
Economic and Social Sustainability	c	Temporary closure removes a key local service and may affect community sustainability and local employment. However, access to education is maintained elsewhere and costs are reduced. Impact on the community is likely significant.
Environmental Sustainability, Climate Change and Energy Management	c	Increased travel leads to higher emissions. However, closure of the Dalry building reduces energy use and improves efficiency overall. This could be justified, with transport impacts considered.

Impact Assessment Screening Document

Option Title			3. Nursery to S4 Provision Change in management arrangement to create new Head Teacher post for Nursery, Primary and Secondary at Dalry and Kells	
Directorate(s)			Education, Skills and Community Wellbeing	
Service(s)			Education	
Lead Officer			Kevin Williamson	
Completed by – *(insert names of all at panel)*			Kevin Williamson Louise Rae Rachael Williams Linsey Little Scott McMeeken Ingrid Gemmell Andrew Margerison	
Date Completed -			28/05/2026	
Impact Area	**Positive Impact**	**No Impact**	**Negative Impact**	**Rationale**
Age	✓		✓	No differential impact – maintains secondary provision in the Glenkens as an option for families No change for current pupils where roll remains stable Ongoing limitation in peer socialisation opportunities Ongoing limitation in breadth of curricular offering where pupil numbers remain low On-site Head Teacher with broader remit across Nursery, Primary and Secondary provision
Disability	✓		✓	No differential impact – no change to current arrangements for pupils with disabilities Existing accessibility limitations remain, as Dalry Secondary School is not fully accessible

Sex		✓		
Gender reassignment and Transgender		✓		
Marriage and Civil Partnership		✓		
Pregnancy and Maternity		✓		
Race		✓		
Religion or belief		✓		
Sexual orientation		✓		
Human Rights		✓		
Children's Rights	✓		✓	No differential impact – maintains existing provision and respects pupil preference to attend Dalry Secondary (Articles 12, 28) Supports sense of belonging within the local community (Article 8) Ongoing limitation in breadth of curricular offering and progression pathways (Articles 28, 29) No guarantee of increased school roll to enhance opportunities
Care Experienced Young People		✓		
British Sign Language Users		✓		
Armed Forces and Veterans		✓		
Health and Wellbeing and Health Inequalities	✓		✓	No differential impact – maintains existing arrangements for pupils and staff Risk of isolation for staff and pupils remains Ongoing requirement for staff lone working Smaller cohort size may support wellbeing for some pupils

				Potential impact on mental health linked to limited peer interaction and staffing capacity Reduced access to specialist staff
Poverty		✓		
Economic and Social Sustainability		✓		No differential impact – retains secondary school provision within the Glenkens Maintains local employment and use of a public-facing school building Additional cost associated with creation of a Head Teacher post covering Nursery, Primary and Secondary provision
Consumer Duty		✓		
Environmental Sustainability, Climate Change and Energy Management			✓	Negative impact – ongoing energy inefficiency associated with operating a large building for a small pupil roll
Total -	3	14	5	

Summary of Impacts

Positive Impact	3
No Impact	14
Negative Impact	5

Negative Impacts

If any negative impact(s) have been identified choose the most appropriate option below (a, b or c). Once you have identified your option, record your decision in the table below highlighting the Impact Area and action to be taken.

a. **unjustifiable**
b. **can be justified**
c. **may or may not be justifiable**

Impact Area	Option (a), (b) or (c)	Explanation and action to be taken
Age	c	Local provision is maintained, but small pupil numbers continue to limit subject choice and peer interaction. Impact will

		vary depending on cohort size. Ongoing monitoring of roll and curriculum is required.
Disability	c	There is no change to current arrangements, which supports continuity. However, existing accessibility limitations remain. Impact will vary depending on individual needs.
Children's Rights	c	The option maintains local provision and respects pupil preference. However, limited curriculum and opportunities mean some aspects of children's rights are not fully realised.
Environmental Sustainability, Climate Change and Energy Management	c	Operating a large building for a small pupil roll remains inefficient. However, no additional travel is created.
Health and Wellbeing and Health Inequalities	c	Smaller school environment may benefit some pupils, but risk of isolation and limited access to specialist staff remains. Impact varies by individual. Wellbeing and staff support should continue to be monitored.

Impact Assessment Screening Document

Option Title			4. Closure and re-align catchment to Castle Douglas High School Progress to statutory consultation on the closure of Dalry Secondary School	
Directorate(s)			Education, Skills and Community Wellbeing	
Service(s)			Education	
Lead Officer			Kevin Williamson	
Completed by – *(insert names of all at panel)*			Kevin Williamson Louise Rae Rachael Williams Linsey Little Scott McMeeken Ingrid Gemmell Andrew Margerison	
Date Completed -			28/05/2026	
Impact Area	**Positive Impact**	**No Impact**	**Negative Impact**	**Rationale**
Age	✓		✓	Negative impact – permanently removes secondary provision within the Glenkens as an option for families S1 transition occurs alongside a larger peer group Increased access to wider curricular offering within a larger school environment Larger peer cohort may benefit social interaction, although impact will vary by individual Removes choice for some pupils
Disability	✓			Positive impact – improved physical accessibility at Castle Douglas High School No differential impact – no change to current support arrangements for pupils with additional support needs

				Some pupils may not cope with change in routine, new building, new staff etc. Increased access to broader opportunities within a larger school setting
Sex		✓		
Gender reassignment and Transgender		✓		
Marriage and Civil Partnership		✓		
Pregnancy and Maternity		✓		
Race		✓		
Religion or belief		✓		
Sexual orientation		✓		
Human Rights		✓		
Children's Rights	✓		✓	Positive impact – wider educational opportunities available within a larger school environment (Articles 28, 29) Increased access to broader curriculum and extra-curricular activities (Articles 28, 31) Against the preference of a small number of pupils (Article 12)
Care Experienced Young People	✓		✓	Potential impact – disruption to established routines and familiar school environment Loss of existing relationships with staff and support networks Wider peer group may provide increased opportunities for social support

				Increased access to broader opportunities within a larger school setting
British Sign Language Users		✓		
Armed Forces and Veterans		✓		
Health and Wellbeing and Health Inequalities		✓		
Poverty			✓	Potential impact – increased transport costs for some families Transport provided for eligible pupils; however, additional costs may be incurred for attending school events New uniform costs
Economic and Social Sustainability			✓	Negative impact – removal of secondary school provision within the Glenkens Loss of local employment opportunities associated with the school Loss of a public-facing community building
Consumer Duty		✓		
Environmental Sustainability, Climate Change and Energy Management	✓		✓	Negative impact – increased transport requirements and associated emissions Positive impact – greater operational efficiencies within a larger secondary school
Total -	5	12	6	

Summary of Impacts

Positive Impact	5
No Impact	12
Negative Impact	6

Negative Impacts

If any negative impact(s) have been identified choose the most appropriate option below (a, b or c). Once you have identified your option, record your decision in the table below highlighting the Impact Area and action to be taken.

a. **unjustifiable**
b. **can be justified**
c. **may or may not be justifiable**

Impact Area	Option (a), (b) or (c)	Explanation and action to be taken
Age	c	Closure removes local secondary provision within the Glenkens. However, pupils access a broader curriculum and larger peer group at Castle Douglas High School.
Children's Rights	c	Pupils benefit from increased curriculum choice and wider opportunities. However, this may not align with the preference of all pupils. Overall, this could be justified on the basis of improved educational provision.
Care Experienced Young People	c	Closure may affect established relationships and routines. Access to a larger peer group and wider supports may be beneficial. Impact will vary.
Poverty	c	Increased travel and participation in school activities may result in additional costs for some families. Transport is provided where eligible, but some costs may remain. Support should be considered where required.
Economic and Social Sustainability	c	Closure removes a local school and associated employment and community use. Education provision continues elsewhere, but there may be local community impact.
Environmental Sustainability, Climate Change and Energy Management	c	Increased travel may result in higher emissions. However, use of a larger school may improve operational efficiency overall. Impact depends on travel patterns and should be considered in planning.