

# Equality Impact Assessment Form

## Part 1: Initial Screening

### 1. Persons responsible for this assessment:

<b>Name:</b> Charlotte Jones	<b>Telephone:</b> 01452 425529
<b>Service:</b> Access to Education	<b>E-Mail:</b> charlotte.jones@gloucestershire.gov.uk
<b>Directorate:</b> CYP	<b>Date of Assessment:</b> 30 <sup>th</sup> November 2009, revised 21 <sup>st</sup> December 2009.

### 2. Name of the policy, service, strategy, procedure or function:

Co-ordinated Admissions Scheme and Local Authority Admission Arrangements. <b>Is this new or an existing one?</b> Existing policy with new amendments in accordance with new statutory duties
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### 3. Briefly describe its aims and objectives

The co-ordinated scheme outlines the admission process for children starting primary school, transferring to a junior school from an infant school and transferring to secondary school. In addition, the policy has been amended to include the Local Authority's new duty in co-ordinating all in-year admissions (applications made for school places for any other year group). The Local Authority admission arrangements further details how school places will be allocated for community and voluntary controlled schools in line with the co-ordinated scheme.
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### 4. Who is intended to benefit from it and in what way?

The co-ordinated scheme is to ensure that all children applying for school place are treated in a fair and consistent manner and that all places are offered in strict accordance with the published admission arrangements so that no child is disadvantaged through the process. The scheme also aims to ensure that there is a fair, consistent and co-ordinated process that results in the rapid offer of suitable educational provision for any child moving into the County. The Local Authority admission arrangements state how children will be given priority for available school places in community and voluntary controlled schools to ensure that parents can make informed decisions before applying for school places and that every application is treated in a fair and transparent manner.
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### 5. What outcomes are expected?

To minimise the amount of time that children moving house are out of education and to ensure that each child has a fair chance of securing a place at their preferred school by reducing barriers to accessing education. To ensure that all maintained schools in the County do not disadvantage children and follow a fair admission process.
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## 6. Have you consulted on this policy, service, strategy, procedure or function?

These policies will be consulted upon in accordance with the Local Authorities statutory duties under the School Admission Code between 10<sup>th</sup> December – 28<sup>th</sup> February 2010.

### Details of consultation

These policies will be made available to Schools and Governing Bodies (through Heads Up and What's Up Gov), neighbouring authorities, parents and other interested parties (through a Press Notice and publication on the GCC website) and form part of consultation events for schools and parents in January. These policies have also been presented to the Admission Forum as part of the consultation process.

## 7. What evidence has been used for this assessment?

Legislation and guidance provided by the DCSF and the School Admission Code alongside evidence gained through the previous administration of school admission processes and availability of school places.

## 8. Could a particular group be affected differently in either a negative or positive way?

Please evidence that you have used the Consultation toolkit and planning template <http://staffnet/index.cfm?articleid=5203>

	Negative	Positive	Neutral	Evidence
<b>Age</b>			<b>x</b>	The co-ordinated scheme means that all children are found a school place relevant to their age. Provisions are made in the co-ordinated scheme for early or delayed entry to schools if this is believed to be in the best interests of the child.
<b>Disability</b>		<b>x</b>		If a child has a statement of special educational needs they will be placed within schools in accordance with the SEN Code of Practice and these policies will not apply. Under the co-ordinated scheme no school can refuse to admit a child who has a disability as long as reasonable adjustments can be made if necessary. The LA admission arrangements can offer a priority for a school place if a child has a medical need or condition that can only be met by one school.
<b>Gender including Transgender</b>			<b>x</b>	The scheme and admission arrangements mean that no applications for school places give regard to gender issues (with the exception of single sex schools which publicise their education provision) and there is a balance of education available for all children.

<p><b>Race including Gypsy &amp; Traveller</b></p>		<p><b>x</b></p>		<p>Applications for school places do not require parents to provide this information and the scheme and admission arrangements ensure that no child is disadvantaged. Partnership working with EWS and the Traveller Service ensures that these children are found an appropriate school place. Objective admissions criteria ensures that children from these groups are treated equally but also recognises that additional steps can be taken to secure appropriate education for these children.</p>
<p><b>Religion or Belief</b></p>			<p><b>x</b></p>	<p>The co-ordinated scheme and LA admission arrangements ensure that no child can be refused a school place on the basis of their (or their families) religion or belief and this information is not requested for non-faith schools. Faith schools can prioritise application from families practising their faith (to provide appropriate faith education for those who feel this is necessary) but this is publicised for fairness and transparency. The Diocesan authorities also work closely with the Admissions Forum and the LA to ensure that the needs faith children are met but that other children are not disadvantaged.</p>
<p><b>Sexual Orientation</b></p>			<p><b>x</b></p>	<p>The co-ordination of admissions ensures that no school can take a child's (or their parents/carers) sexual orientation into account as this information is not gathered or used in the application process. It is accepted that further work in schools may be beneficial to ensure that parents are not deterred from making an application.</p>
<p><b>Community cohesion</b></p>			<p><b>x</b></p>	<p>Criteria which uses a distance measurement or catchment area (for secondary schools) attempts to offer school places to those children living nearer the school. This would strengthen community links by bringing parents and their children together through the school. The priority given to siblings of current pupils also provides a way of continuing family links with a school throughout their children's education. Families moving into the area outside of the normal admissions round may be disadvantaged if there are no places available at their local school and for health and safety or resource reasons the school cannot provide a place for their child. Parents are therefore encouraged by the County Council to consider school availability alongside any planned relocation.</p>

**9. If you have identified a negative impact in Question 8 complete this section**

**Are there any other policies, services, strategies, procedures or functions that need to be assessed alongside this screening?**

**If Yes, please identify which groups are affected**

**Should the policy, service, strategy, procedure or function proceed to a full Equality Impact Assessment?**

**Yes/No (please delete as appropriate)**

**If the answer is no please give reasons for this decision:**

**Date by which full Equality Impact Assessment is to be completed**

**Declaration**

**We are satisfied that an initial screening has been carried out on this policy, service, strategy, procedure or function \* (delete those which do not apply) and a full Equality Impact Assessment is / is not required.**

**We understand that the Equality Impact Assessment is required by the County Council and that we take responsibility for the completion and quality of this assessment**

**Completed by:** Charlotte Jones

**Date:** 21<sup>st</sup> December 2009

**Role:** Interim Senior Access Manager (Fair Access to Education)

**Countersigned by Head of Service:** Tim Browne

**Date:** 11<sup>th</sup> January 2010

**Date for Review:** November 2010

**Please forward an electronic copy to the Equalities Team by emailing**

**[equalities@gloucestershire.gov.uk](mailto:equalities@gloucestershire.gov.uk)**

**The original signed hard copy and electronic copy should be kept with your team for audit purposes.**