

Equality Impact Assessment

[insert name of EIA]

Stage 1 Details of the proposal

Name of service

Children's Services

Directorate

Name of officer responsible for EIA

School Admissions and Access Manager

Name of senior sponsor

Description / purpose of proposal

Co-ordinated scheme for admission to primary and secondary schools for the 2024-2025 school year

Date EIA started

6/12/2022

Assessment Review date

Not applicable in this instance

Stage 2 - About the proposal

What is being proposed?

Co-ordinated scheme for admission to primary and secondary schools for the 2024-2025 school year

Why is the proposal required?

Co-ordination of admission schemes between different admission authorities is a statutory requirement on the local authority and is a mechanism for ensuring the single offer of a school place on the same day where a parent has completed a common application form.

What will this proposal mean for customers?

The coordination of admission arrangements for each admission year is a statutory requirement of the LA

and an integral part of this will be to ensure children with a protected characteristic as defined by the Equality Act (2010) receive equal and fair access to a school place

Stage 3 - Preliminary screening process

Use the Preliminary screening questions (found in the guidance) to decide whether a full EIA is required

- Yes - EIA required (go to next section)
 No – EIA not required (provide rationale below including name of E&I Officer consulted with)

Stage 4 - Scoping exercise - What do we know?

Data: Generic demographics

What generic data do you know?

Data used in the school admissions process include the following:

- Official Census 2011 and 2021
- Latest published Schools Census
- Annual Barnsley Borough Profile
- Barnsley Local Plan

Data: Service data / feedback

What equalities knowledge do you already know about the service/location/policy/contract?

Department for Education statistical information on the characteristics of children at the Early Years Foundation Stage in Barnsley, together with informal consultation with parents and carers'

Data: Previous / similar EIA's

Has there already been an EIA on all or part of this before, or something related? If so, what were the main issues and actions it identified?

No

Data: Formal consultation

What information has been gathered from formal consultation?

Information on the characteristics of young children being admitted to primary and secondary schools in the Borough is collated as part of admission arrangements and any specific needs emerging through a protected characteristic is met as far as possible, in accordance with statutory responsibilities

Stage 5 - Potential impact on different groups

Considering the evidence above, state the likely impact the proposal will have on people with different protected characteristics

(state if negative impact is substantial and highlight with **red text**)

Negative (and potentially positive) impacts identified will need to form part of your action plan.

| Protected characteristic | Negative ' - ' | Positive ' + ' | No impact | Don't know | Details |
|--|-------------------|-------------------|-----------|------------|--|
| Sex | | | X | | None |
| Age | | | X | | Not applicable |
| Disabled <i>Learning disability, Physical disability, Sensory Impairment, Deaf People ,invisible illness, Mental Health etc</i> | | | X | | The scheme of admission to community and voluntary controlled primary and secondary schools in the Borough will consider and as far as possible meet any specific needs of individual children, siblings or groups of children, emerging through a protected characteristic as defined by the Equality Act In addition, all local authority, maintained schools and academy trusts have a statutory duty to promote equality and eliminate unlawful or inadvertent discrimination in their settings |
| Race | | | X | | Please see above |
| Religion & Belief | | | X | | Please see above |
| Sexual orientation | | | X | | Please see above |
| Gender Reassignment | | | X | | Please see above |

| | | | | | |
|------------------------------|--|-----|---|--|----------------|
| Marriage / civil partnership | | N/A | X | | Not applicable |
| Pregnancy / maternity | | | x | | Not applicable |

| Other groups you may want to consider | | | | | |
|---------------------------------------|----------|----------|-----------|------------|--|
| | Negative | Positive | No impact | Don't know | Details |
| Ex services | | | X | | The scheme of admissions to community and voluntary controlled primary and secondary schools is compliant with and promotes the Armed Services Covenant |
| Lower socio-economic | | | X | | The scheme of admission to community and voluntary controlled primary and secondary schools in the Borough will consider and as far as possible meet any specific needs of individual children, siblings or groups of children, emerging through a protected characteristic as defined by the Equality Act |
| Other ... | | | x | | - |

Stage 6 - BMBC Minimum access standards

If the proposal relates to the delivery of a new service, please refer to the Customer minimum access standards self-assessment (found at)

If not, move to Stage 7.

Please use the action plan to be taken to ensure the new service complies with reasonable adjustments for disabled people.

Not yet live

The proposal will meet the minimum access standards.

The proposal will not meet the minimum access standards. –provide rationale below.

Stage 7 – Action plan

To improve your knowledge about the equality impact . . .

Actions could include: community engagement with affected groups, analysis of performance data, service equality monitoring, stakeholder focus group etc.

| Action we will take: | Lead Officer | Completion date |
|---|--------------------------------------|-----------------|
| The Scheme has an appeals' process which provides the scope to review offers of a school place which help promote equality and eliminate unlawful or inadvertent discrimination. This will continue | School Admissions and Access Manager | Continuous |
| The Scheme will continue to be informed by population, schools' and early years data on the characteristics of children in the Borough | School Admissions and Access Manager | Continuous |
| | | |

To improve or mitigate the equality impact . . .

Actions could include: altering the policy to protect affected group, limiting scope of proposed change, reviewing actual impact in future, phasing-in changes over period of time, monitor service provider performance indicators, etc.

| Action we will take: | Lead Officer | Completion date |
|----------------------|--------------|-----------------|
| Please see above | | |
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To meet the minimum access standards . . .(if relevant)

Actions could include: running focus group with disability forum, amend tender specification, amend business plan to request extra 'accessibility' funding, produce separate MAS action plan, etc.

| Action we will take: | Completion date |
|----------------------|-----------------|
| Not yet live | |
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Stage 8 – Assessment findings

Please summarise how different protected groups are likely to be affected

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| Summary of equality impact | There are no specific implications arising from this report and the scheme is fully compliant with legislation, ensuring that the Council is meeting obligations in relation to statutory requirements. |
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|------------------------------|------------------|
| Summary of next steps | Please see above |
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|---|--|
| Signature (officer responsible for EIA) Date | |
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** EIA now complete **

Stage 9 – Assessment Review

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| (This is the post implementation review of the EIA based on date in Stage 1 if applicable) What information did you obtain and what does that tell us about equality of outcomes for different groups? |
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