

# Equality Impact Assessment

## Stage 1 Details of the proposal

<b>Name of service</b> <b>Directorate</b>	Children's Services
<b>Name of officer responsible for EIA</b> <b>Name of senior sponsor</b>	School Admissions and Access Manager
<b>Description / purpose of proposal</b>	Admission Arrangements for Community and Voluntary Controlled Primary and Secondary Schools for 2024-2025
<b>Date EIA started</b>	06/12/2022
<b>Assessment Review date</b>	Not applicable in this instance

## Stage 2 - About the proposal

<b>What is being proposed?</b>	Admission Arrangements for Community and Voluntary Controlled Primary and Secondary Schools for 2024-2025
<b>Why is the proposal required?</b>	Admission authorities determine the admission arrangements for the school(s) for which they have responsibility. A report is submitted to Cabinet on an annual basis to approve the admission arrangements for maintained community and voluntary controlled schools within the Borough for the admission year. Local Authorities must determine the admission arrangements each year even if no consultation has been required.

**What will this proposal mean for customers?**

The scheme provides a consistency of approach across Barnsley community and VC schools, and ensures compliance with appropriate legislation.

### Stage 3 - Preliminary screening process

**Use the Preliminary screening questions 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			x		Not applicable

Pregnancy / maternity			x		Not applicable
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Other groups you may want to consider					
	Negative	Positive	No impact	Don't know	Details
Ex services			x		The admission arrangements for community and voluntary controlled primary and secondary schools is compliant with and promotes the Armed Services Covenant
Lower socio-economic			x		The admission arrangements for 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
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Admission to school 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
Any formal objections to the admission arrangements must be made through the Schools Adjudicator which will be reviewed if any action is needed.	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		

**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
<b>Not yet live</b>	

**Stage 8 – Assessment findings**

Please summarise how different protected groups are likely to be affected

<b>Summary of equality impact</b>	The proposed policy complies with legislation and is fair and transparent across the Borough for all service users.
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<b>Summary of next steps</b>	Please see above
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<b>Signature (officer responsible for EIA) Date</b>	
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**\*\* EIA now complete \*\***

## **Stage 9 – Assessment Review**

**(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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