

Equality impact assessment is a legal requirement for all strategies, plans, functions, policies, procedures and services under the Equalities Act 2010. We are also legally required to publish assessments.

### Section 1: Description

Department	Children's Services	Lead officer responsible for assessment	Barbara Dale			
Service	School Admissions	Other members of team undertaking assessment	Val Simons			
Date	23 December 2015	Version	1			
Type of document (mark as appropriate)	Strategy	Plan	Function	Policy v	Procedure	Service
Is this a new/existing/revision of an existing document (mark as appropriate)	New	Existing v (updated)	Revision			
Title and subject of the impact assessment (include a brief description of the aims, outcomes, operational issues as appropriate and how it fits in with the wider aims of the organisation)  Please attach a copy of the strategy/plan/function/policy/procedure/service	<p><b><u>LOCAL AUTHORITY ADMISSION ARRANGEMENTS 2017-18, COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS.</u></b></p> <p>The Local Authority must comply with statutory deadlines and regulations as set out in School Admissions Code 2014.</p> <p>These admission arrangements apply to applications for all Cheshire East <b>community and voluntary controlled schools</b> in the school year 2017-18, and for subsequent years, subject to any review. In its role as the admission authority for these schools, Cheshire East Council (the Local Authority) will be responsible for determining who can be allocated a place in accordance with these arrangements.</p> <p>Applications for school places received for the normal admission round (i.e. into reception at 4+ and secondary transfer at 11+) and 'in year' (i.e. into any year group outside the normal admission round) shall be considered in accordance with the arrangements set out below and in accordance with the provisions set out in the Local Authority's agreed scheme, full details of which are published on the Local Authority's website at <a href="http://www.cheshireeast.gov.uk">www.cheshireeast.gov.uk</a>.</p>					

	<p>The arrangements and scheme sets out the priority criteria for allocating places to an oversubscribed school together with information and advice on the application process, processing applications, changing preferences, notification of decisions, late applications, moving house, accepting and declining places, waiting lists, and admission appeals.</p> <p>The Authority has a duty to comply with the mandatory requirements imposed by all relevant legislation including the:-</p> <ul style="list-style-type: none"> <li>• School Admissions Code (or by statutory provisions). The School Admissions Code has been issued under Section 84 of the School Standards and Framework Act 1998 ('SSFA 1998') Chapter 1 of Part 3 of the School Standards and Framework Act (SSFA) 1998 contains the key provisions regarding schools admissions, including the statutory basis for the Code. The Code reflects changes to the law made by the Education Act 2011 and Regulations.</li> <li>• The Regulation that applies is the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2014.</li> </ul>
<b>Who are the main stakeholders?</b> <b>(e.g. general public, employees, Councillors, partners, specific audiences)</b>	<ul style="list-style-type: none"> <li>• Parents (as defined under Section 576 of the Education Act 1996)</li> <li>• Children and young people</li> <li>• Headteachers and governors of Cheshire East Council's community and voluntary controlled schools</li> </ul>

## Section 2: Initial screening

<b>Who is affected?</b> <b>(This may or may not include the stakeholders listed above)</b>	<ul style="list-style-type: none"> <li>• Children aged 4 to 18</li> <li>• Parents (as defined under Section 576 of the Education Act 1996)</li> <li>• Head teachers/governing bodies</li> <li>• other local authorities</li> </ul>
<b>Who is intended to benefit and how?</b>	<ul style="list-style-type: none"> <li>• Parents (as defined under Section 576 of the Education Act 1996)</li> <li>• Children and young people</li> <li>• Headteachers and governors of Cheshire East Council's community and voluntary controlled schools</li> </ul>

# EQUALITY IMPACT ASSESSMENT FORM

## ANNEX 3

<b>Could there be a different impact or outcome for some groups?</b>			See below								
<b>Does it include making decisions based on individual characteristics, needs or circumstances?</b>			Admissions to the schools are made in accordance with the published admission arrangements and over subscription criteria. All applications are considered against the over subscription criteria on a equal basis and in line with the School Admissions Code 2014.								
<b>Are relations between different groups or communities likely to be affected? (eg will it favour one particular group or deny opportunities for others?)</b>			<p>Some schools will receive more applications than there are places available and inevitably some parents will not secure a place at their preferred school which leads to dissatisfaction with the service.</p> <p>However, admission arrangements must comply with the regulations in the School Admission Code 2014 and must be fair and administered consistently.</p> <p>The coordination scheme requires that Cheshire East children are allocated a place at their nearest school with a vacancy in the event that an application for a preferred school is unsuccessful. All unsuccessful applicants are entitled to their legal right of appeal to an independent appeal panel.</p>								
<b>Is there any specific targeted action to promote equality? Is there a history of unequal outcomes (do you have enough evidence to prove otherwise)?</b>			None								
<b>Is there an actual or potential negative impact on these specific characteristics? (Please tick)</b>											
Age	Y	N	Marriage & civil partnership	Y	N	Religion & belief	Y	N	Carers	Y	N
		✓			✓			✓			✓
Disability	Y	N	Pregnancy & maternity	Y	N	Sex	Y	N	Socio-economic status	Y	N
		✓			✓			✓			✓

# EQUALITY IMPACT ASSESSMENT FORM

## ANNEX 3

Gender reassignment	Y	N ✓	Race	Y	N ✓	Sexual orientation	Y	N ✓			
What evidence do you have to support your findings? (quantitative and qualitative) Please provide additional information that you wish to include as appendices to this document, i.e., graphs, tables, charts										Consultation/involvement carried out	
										Yes	No
Age	Admissions Policy applies to all school age children whose parents are requesting a place in a mainstream school. It sets out the process and procedure which is adopted and also the criteria used for allocating places to an oversubscribed school.										
Disability	The Local Authority and schools are bound by the School Admissions Code 2014, and Equality Act 2010, and these do not allow for any discrimination in this respect.										
Gender reassignment	<p>The Local Authority and schools are bound by the School Admissions Code 2014 and regulations and this does not allow for any discrimination in this respect.</p> <p>The majority of provision is co-educational and gender of the pupil is not an issue. However, there is one single sex boys school and one single sex girls school, both schools share the same catchment area serving the area of Sandbach thus ensuring sufficient parallel provision for boys and girls in the local vicinity</p>										
Marriage & civil partnership	<p>The Local Authority is bound by the School Admissions Code 2014 and Regulations and this does not allow for any discrimination in this respect.</p> <p>Admissions to the schools are made following the published admission</p>										

# EQUALITY IMPACT ASSESSMENT FORM

## ANNEX 3

	arrangements and over subscription criteria.All applications are considered against the over subscription criteria on a equal basis without reference to the marital status of the parent.		
<b>Pregnancy &amp; maternity</b>	<p>The Local Authority is bound by the School Admissions Code 2014 and Regulations and this does not allow for any discrimination in this respect.</p> <p>Admissions to the schools are made following the published admission arrangements and over subscription criteria. All applications are considered against the over subscription criteria on a equal basis without reference to the status of the parent.</p>		
<b>Race</b>	<p>The Local Authority is bound by the School Admissions Code 2014 and Regulations and this does not allow for any discrimination in this respect.</p> <p>However, in some instances parents may be unsure as to how to secure a school place for their child. Translation services are available to assist parents who do not have English as their first language with their application.</p>		
<b>Religion &amp; belief</b>	<p>The Local Authority is bound by the School Admissions Code 2014 and Regulations and this does not allow for any discrimination in this respect.</p> <p>Voluntary Aided Schools which are their own admission authorities may determine over subscription criterion based on faith grounds and in accordance with the regulations in the School Admissions Code 2014.</p>		
<b>Sex</b>	The Local Authority is bound by the School Admissions Code 2014 and Regulations and this does not allow for any discrimination in this respect.		

# **EQUALITY IMPACT ASSESSMENT FORM**

## **ANNEX 3**

<b>Sexual orientation</b>	The Local Authority is bound by the School Admissions Code 2014 and Regulations and this does not allow for any discrimination in this respect.		
<b>Carers</b>	<p>The Local Authority is bound by the School Admissions Code 2014 and Regulations and this does not allow for any discrimination in this respect.</p> <p>Children in public care or previously cared for child (as defined in section 22 of the Children Act 1989) continue to be given high priority for admission if the school is oversubscribed.</p>		
<b>Socio-economic status</b>	The Local Authority is bound by the School Admissions Code 2014 and Regulations and this does not allow for any discrimination in this respect.		
<b>Proceed to full impact assessment? (Please tick)</b>	<b>Yes</b>	<b>No</b> <input checked="" type="checkbox"/>	<b>Date</b>

**If yes, please proceed to Section 3. If no, please publish the initial screening as part of the suite of documents relating to this issue**

### Section 3: Identifying impacts and evidence

This section identifies if there are impacts on equality, diversity and cohesion, what evidence there is to support the conclusion and what further action is needed

Protected characteristics	Is the policy (function etc....) likely to have an adverse impact on any of the groups?  Please include evidence (qualitative & quantitative) and consultations	Are there any positive impacts of the policy (function etc....) on any of the groups?  Please include evidence (qualitative & quantitative) and consultations	Please rate the impact taking into account any measures already in place to reduce the impacts identified <b>High:</b> Significant potential impact; history of complaints; no mitigating measures in place; need for consultation <b>Medium:</b> Some potential impact; some mitigating measures in place, lack of evidence to show effectiveness of measures <b>Low:</b> Little/no identified impacts; heavily legislation-led; limited public facing aspect	Further action (only an outline needs to be included here. A full action plan can be included at Section 4)
Age				
Disability				
Gender reassignment				
Marriage & civil partnership				
Pregnancy and maternity				
Race				
Religion & belief				
Sex				

# **EQUALITY IMPACT ASSESSMENT FORM**

## **ANNEX 3**

<b>Sexual orientation</b>				
<b>Carers</b>				
<b>Socio-economics</b>				
Is this project due to be carried out wholly or partly by contractors? If yes, please indicate how you have ensured that the partner organisation complies with equality legislation (e.g. tendering, awards process, contract, monitoring and performance measures)				

### **Section 4: Review and conclusion**

<b>Summary: provide a brief overview including impact, changes, improvement, any gaps in evidence and additional data that is needed</b>			
<b>Specific actions to be taken to reduce, justify or remove any adverse impacts</b>	<b>How will this be monitored?</b>	<b>Officer responsible</b>	<b>Target date</b>
None needed	n/a	n/a	n/a
<b>Please provide details and link to full action plan for actions</b>	n/a		
<b>When will this assessment be reviewed?</b>	<p>For admission arrangements for entry in September 2017 , consultation must be for a minimum of 6 weeks between 1 October 2015 and 31 January 2016, similarly for subsequent years. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities, must consult on their admission arrangements at least once every 7 years, even if there are no changes during that period.</p> <p>However, all admission authorities , must determine their admission arrangements each year even if no changes have been made. For September 2017 and subsequent years admission arrangements admission</p>		



# **EQUALITY IMPACT ASSESSMENT FORM**

## **ANNEX 3**

	authorities must determine their arrangements by 28 February.		
<b>Are there any additional assessments that need to be undertaken in relation to this assessment?</b>	No - Consultation has not been required this year as no changes to the determined 2017-18 Admission Arrangements and Coordination Scheme have been proposed.		
<b>Lead officer signoff</b>	Barbara Dale	<b>Date</b>	23/12/15
<b>Head of service signoff</b>		<b>Date</b>	

**Please publish this completed EIA form on your website**