Kent County Council Equality Analysis/ Impact Assessment (EqIA)

Directorate/ Service: Education, Learning and Skills

Name of decision, policy, procedure, project or service: School Admission

Arrangements

Responsible Owner/ Senior Officer: Craig Chapman

Last Review Date: 10/10/2023

Author: Craig Chapman

Pathway of Equality Analysis: Initial analysis at service level, Education Cabinet consideration and final sign off by Cabinet Member

Summary and recommendations of equality analysis/impact assessment.

Context

The school admissions process is the primary mechanism to ensure children in Kent have a place of education. This process targets children that will require a new school place for the following school year (either because they have no current school in the case of reception children, or that they there is no new year for them to progress to in the school in the case of year 2 infant school children and year 6 primary school children). Parents are invited to express a preference for 3 (primary/junior) or 4 (secondary) schools and the admissions team processes all applications until each child is offered their highest available preference. The Admissions Arrangements detail how priority will be assigned to applicants for each school place.

Aims and Objectives

The aim of this mechanism is to provide every school age child in Kent with a place of education at the normal point of entry. Admissions arrangements allow schools to prioritise applications from local children, or children more appropriate for that particular school environment (e.g. children assessed suitable for a place at a grammar school). These prioritisations are in line with the School Admissions Code and the Equality Act 2010 and do not disadvantage any particular protected group.

Summary of equality impact

No expected negative impact. Children and Parents with disabilities may be targeted in positive ways to increase their chances of securing schools that will fulfil their requirements more fully, in line with requirements in legislation. Other group characteristics have no adverse effect on process, so no adverse impact is expected.

Adverse Equality Impact Rating Low Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning 2025-26 School Admission Arrangements. I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service

Signed: Name: Craig Chapman

Job Title: Head of Fair Access Date: 09/12/2023

DMT Member

Signed: Name: Christine McInnes

Job Title: Director of Education Date: 09/12/2023

Part 1 Screening

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?

Could this policy, procedure, project or service promote equal opportunities for this group?

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.				
	High negative impact EqIA Medium negative impact Screen		Low negative impact Evidence	High/Medium/Low Positive Impact Evidence	
Age			N/A as relates solely to children who are provided under The Education Act and The Children's Act		
Disability			Children or parents with disabilities would not be negatively affected by the process.	Where a parental/child disability makes a particular school more suitable, priority is given to that applicant over children/parents with no disability. Parents with disabilities that limit their ability to access information have alternative avenues for application. Information is available online or via telephone. KCC provides yearly admissions training to ensure schools can aid applicants. Where necessary, officers can aid parents to complete the application via telecom technology or in person	
Gender/Sex			Only limitation relating to gender for children applying to same sex		

		schools. Parental gender	
		has no limiting impact	
Gender identity/		Child gender information	
Transgender		provided by adult with	
J		parental responsibility	
		and parental gender	
		identity not questioned.	
		While children may be	
		impacted when they	
		subsequently start	
		school, the Admission	
		process does not	
		consider gender identity	
		so this impact falls	
		outside the scope of this	
		evaluation.	
Race		Race is not a qualifying	Processes available where
		factor in admissions	guidance material needs to
		process. Applicant's race	be completely translated.
		is not collected and is	
		not included in allocation	
		process. Parents with	
		English as an additional	
		language can get help from schools or the LA to	
		complete applications.	
Religion and		Legislation allows some	
Belief		schools to give priority to	
Dellet		children of families of a	
		particular faith. These	
		schools can only rank	
		Schools can only falls	

	children of a p faith higher, ch from any faith/ are not exclud gaining a place schools where available. Schools that h as an admissic authority do not take faith and account when places	nildren no faith ed from e at these one is ave KCC ons ot utilise I do not belief into
Sexual Orientation	Sexual Orienta a qualifying far admissions pro Applicant's and sexual orienta collected and i included in allo process.	ctor in occess. d parent's tion is not is not occation
Pregnancy and Maternity	Pregnancy/Ma not a qualifying admissions pro This data is no and is not inclu- allocation prod	g factor in ocess. ot collected ouded in
Marriage and Civil Partnerships	N/A	N/A

Carer's		Carer status is not a	
Responsibilities		qualifying factor in	
•		admissions process.	
		This data is not collected	
		and is not included in	
		allocation process.	

Part 2

Equality Analysis /Impact Assessment

Protected groups

No protected group will be negatively impacted by the proposed admission arrangements. Admission's legislation provides strict framework within which arrangements can be designed. Legislation is designed to protect protected groups and ensure they are given the same chance of securing a place as those not in a protected group.

Information and Data used to carry out your assessment

This is a yearly process that is improved over time from previous experience and yearly public consultations.

Yearly iteration helps to ensure process is fair and underlying legislation ensures process does not prejudice a particular group.

Who have you involved consulted and engaged?

- parents of children between the ages of two and eighteen;
- other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions;
- all other admission authorities within the relevant area (except that primary schools need not consult secondary schools);
- whichever of the governing body and the local authority who are not the admission authority;
- any adjoining neighbouring local authorities where the admission authority is the local authority; and
- in the case of schools designated with a religious character, the body or person representing the religion or religious denomination.

Analysis

No expected negative impact. Children and Parents with disabilities may be targeted in positive ways to increase their chances of securing schools that will fulfil their requirements more fully, in line with requirements in legislation. Other group characteristics have no adverse effect on process, so no adverse impact is expected.

Adverse Impact,

No expected negative impact

Positive Impact:

Applicants that can demonstrate that their or their child's disability or needs require the support of a specific school can be given priority under the proposed criteria. This fulfils KCC responsibilities under the Equality Act 2010 and are also in line with admission legislation requirements.

JUDGEMENT

• **No major change** - no potential for discrimination and all opportunities to promote equality have been taken

Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications

Have the actions been included in your business/ service plan? N/A

Appendix

Please include relevant data sets

Please forward a final signed electronic copy and Word version to the Equality Team by emailing diversityinfo@kent.gov.uk

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published .

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