

**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:** 12/10/2020

**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 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 2022-23 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: Interim Head of Fair Access

Date: 14/12/2020

**DMT Member**

Signed:

Name: David Adams

Job Title: Interim Director of Education

Date: 14/12/2020

**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  |
| <b>Age</b>        |  |                               | N/A as relates solely to children who are provided under The Education Act and The Children's Act |   |
| <b>Disability</b> |  |                               | 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 |
| <b>Gender/Sex</b> |  |                               | Only limitation relating to gender for children applying to same sex                              |   |

|   |  |  |   |  |
|---|--|--|---|--|
|   |  |  | schools. Parental gender has no limiting impact   |  |
| <b>Gender identity/<br/>Transgender</b> |  |  | Child gender information provided by adult with 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. |  |
| <b>Race</b>                             |  |  | Race is not a qualifying factor in admissions process. Applicant's race 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.  | Processes available where guidance material needs to be completely translated. |
| <b>Religion and<br/>Belief</b>          |  |  | Legislation allows some schools to give priority to children of families of a particular faith. These schools can only rank   |  |

|  |  |  |   |     |
|--|--|--|---|-----|
|  |  |  | <p>children of a particular faith higher, children from any faith/no faith are not excluded from gaining a place at these schools where one is available.</p> <p>Schools that have KCC as an admissions authority do not utilise this option and do not take faith and belief into account when offering places</p> |     |
| <b>Sexual Orientation</b>              |  |  | <p>Sexual Orientation is not a qualifying factor in admissions process. Applicant's and parent's sexual orientation is not collected and is not included in allocation process.</p>   |     |
| <b>Pregnancy and Maternity</b>         |  |  | <p>Pregnancy/Maternity is not a qualifying factor in admissions process. This data is not collected and is not included in allocation process.</p>  |     |
| <b>Marriage and Civil Partnerships</b> |  |  | N/A   | N/A |

|                                 |  |  |  |  |
|---------------------------------|--|--|--|--|
| <b>Carer's Responsibilities</b> |  |  | Carer status is not a 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](mailto: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.

