

**Kent County Council  
Equality Analysis/ Impact Assessment (EqIA)**

**Directorate/ Service:** Education, Learning and Skills

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

**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 Scheme details the timeline this process will follow and how the authority will manage this function. A companion process is in place to manage all other applications made throughout the school year, known as the 'In-Year Admissions Process', which is managed directly by schools and monitored centrally by KCC.

- **Aims and Objectives**

The aim of this mechanism is to provide every child in Kent with a place of education at the normal point of entry. Where a place is not available at one of a parent's preferred schools, the local authority will ensure that a place is found at the nearest appropriate school that can accept the child. The local authority will follow the timeline set down in the Admissions Scheme, so parents, other local authorities and interested parties can participate and know when to expect the local authority to complete each stage

- **Summary of equality impact**

No expected negative impact. All applicants are treated in a consistent manner to ensure fairness, therefore no adverse impact is expected on protected groups. Support is available to ensure applications can be made by all required parents and contingencies are in place to ensure late appliers can still secure educational provision for their children.

**Adverse Equality Impact Rating Low**

**Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning 2026-26 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: 09/12/2024

**DMT Member**



Signed:

Name: Christine McInnes

Job Title: Director of Education

Date: 09/12/2024

**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>			School admissions procedure relates to children entering school in reception year, year 3 and year 7 in the transfer window. Outside of this legislative restriction, age of parent or child is not a deciding factor	
<b>Disability</b>			Scheme relates to procedural timeline only.	Where necessary, officers can aid parents to complete the application via telecom technology or in person
<b>Gender/Sex</b>			Scheme relates to procedural timeline only.	
<b>Gender identity/ Transgender</b>			Scheme relates to procedural timeline only.	
<b>Race</b>			Scheme relates to procedural timeline only.	Processes available where guidance material needs to be completely translated.
<b>Religion and Belief</b>			Scheme relates to procedural timeline only.	
<b>Sexual Orientation</b>			Scheme relates to procedural timeline only.	
<b>Pregnancy and Maternity</b>			Scheme relates to procedural timeline only.	

<b>Marriage and Civil Partnerships</b>			N/A	N/A
<b>Carer's Responsibilities</b>			Scheme relates to procedural timeline only.	

## **Part 2**

### **Equality Analysis /Impact Assessment**

#### **Protected groups**

No protected group will be negatively impacted by the proposed admission scheme. Admission's legislation provides strict framework within which scheme 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. All applicants are treated in a consistent manner to ensure fairness, therefore no adverse impact is expected on protected groups.

#### **Adverse Impact,**

No expected negative impact

#### **Positive Impact:**

Support is available to ensure applications can be made by all required parents and contingencies are in place to ensure late appliers can still secure educational provision for their children

### **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?**

Yes/No

### 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.