

**KENT COUNTY COUNCIL**  
**EQUALITY IMPACT ASSESSMENT**

**Directorate: Education, Learning and Skills**

**Name of policy, procedure, project or service**  
**2017-18 School Admission Scheme**

**What is being assessed?**  
**Admissions Function - Procedure**

**Responsible Owner/ Senior Officer**  
**Scott Bagshaw**

**Date of Initial Screening**  
**1<sup>st</sup> November 2015**

## Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> <b>UNKNOWN</b>		Provide details: a) Is internal action required? If yes what?  b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative		
<b>Age</b>	No. 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.	None	None	No action required as scheme consultation is used to decide procedure and timeline of admissions process.	No, process targets specific cohort of children to provide legislative function and so is not impacted in any other way by age.
<b>Disability</b>	No. Scheme relates to procedural timeline only.	None	None	No action required as scheme consultation is used to decide procedure and timeline of admissions process.	No, process targets specific cohort of children to provide legislative function and so is not impacted in any other way by disability.
<b>Gender</b>	No. Scheme relates to procedural timeline only.	None	None	No action required as scheme consultation is used to decide procedure and timeline of admissions process.	No, process targets specific cohort of children to provide legislative function and so is not impacted in any other way by gender.
<b>Gender identity</b>	No. Scheme relates to procedural timeline only.	None	None	No action required as scheme consultation is used to decide procedure and timeline of admissions process.	No, process targets specific cohort of children to provide legislative function and so is not impacted in any other way by gender identity.
<b>Race</b>	No. Scheme relates to procedural timeline only.	None	None	No action required as scheme consultation is used to decide procedure and timeline of admissions process.	No, process targets specific cohort of children to provide legislative function and so is not impacted in any other way by race.
<b>Religion or</b>	No. Scheme relates to procedural timeline only.	None	None	No action required as scheme consultation is used to decide procedure and timeline of	No, process targets specific cohort of children to provide legislative function

<b>belief</b>				admissions process.	and so is not impacted in any other way by religious designation.
<b>Sexual orientation</b>	No. Scheme relates to procedural timeline only.	None	None	No action required as scheme consultation is used to decide procedure and timeline of admissions process.	No, process targets specific cohort of children to provide legislative function and so is not impacted in any other way by sexual orientation.
<b>Pregnancy and maternity</b>	No. Scheme relates to procedural timeline only.	None	None	No action required as scheme consultation is used to decide procedure and timeline of admissions process.	No, process targets specific cohort of children to provide legislative function and so is not impacted in any other way by pregnancy/maternity.
<b>Marriage and Civil Partnerships</b>	No. Scheme relates to procedural timeline only.	None	None	No action required as scheme consultation is used to decide procedure and timeline of admissions process.	No, process targets specific cohort of children to provide legislative function and so is not impacted in any other way by marriage/civil partnership.

## Part 1: INITIAL SCREENING

Low	Medium	High
Low relevance or Insufficient information/evidence to make a judgement.	Medium relevance or Insufficient information/evidence to make a Judgement.	High relevance to equality, /likely to have adverse impact on protected groups

**Proportionality** - Based on the answers in the above screening grid what weighting would you ascribe to this function

Low relevance. Admissions procedures are tightly regulated by legislation, local authority decision making is mostly limited to timing of events. Process is designed to include alternative application routes to those that miss the main application to ensure all relevant children can secure a school place.

### 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. Following a change in legislation, responsibility for this process was returned to schools

### 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 parent's, other local authorities and interested parties can participate and know when to expect the local authority to complete each stage.

### **Beneficiaries**

Each year this process targets children that will need a school place in the following school year. This will be children reaching statutory school age, children who need to transfer from infant to junior school and children transferring from junior and primary schools to secondary school.

### **Consultation and data**

This is a yearly process that is improved over time from previous experience. Yearly iteration helps to ensure process is fair and underlying legislation ensures process does not adversely impact a particular group.

Those responding to this consultation are invited to comment/ challenge the findings of this impact assessment

### **Potential Impact**

No expected negative impact.

### **Adverse Impact:**

### **Positive Impact:**

## **JUDGEMENT**

**Option 2 – Internal Action Required                      YES/NO**

No potential for adverse impact on particular groups have been identified at this stage- Analysis of consultation will help the admissions team to ensure that the process is working in a way that does not adversely impact on one group in relation to their protected characteristics



**Equality Impact Assessment Action Plan**

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
All	Statutory Consultation	Consultation	<p>Opportunity to explore iterative improvements</p> <p>Improvements in process</p> <p>Understanding if any protected groups are unhappy / unable to access the process</p>	Scott Bagshaw		BAU