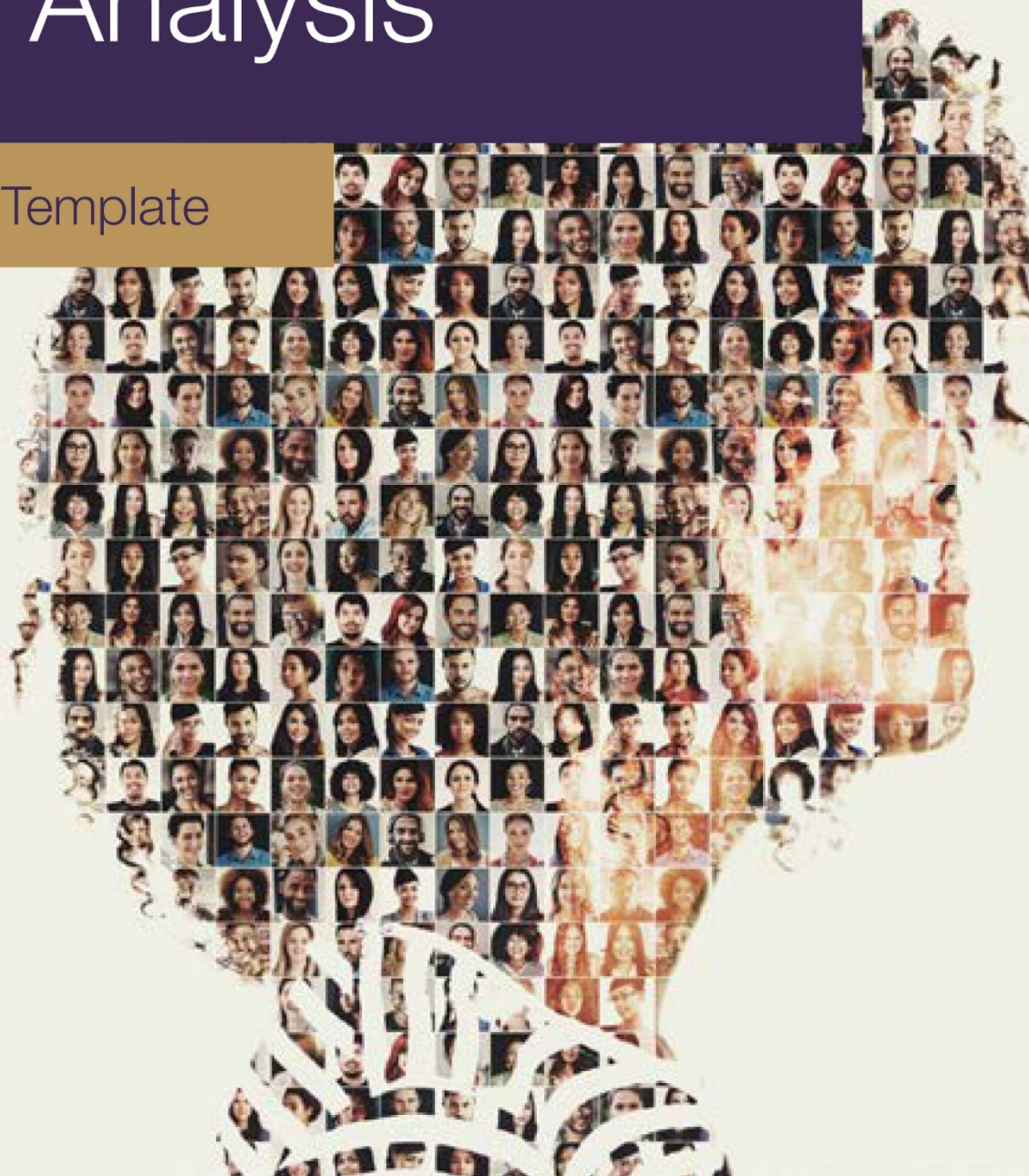


A Guide to Undertake Equality Analysis

Appendix 2

Equality Analysis Template





Equality Analysis Template

The Equality Analysis (EA) may relate to a service, function, policy, procedure.

1. Officer completing the Equality Analysis (EA):

David Kirby, Service Manager School Organisation and Support

The service, function or policy being analysed:

Determined Admisison Arrangements for Community and Voluntary Controlled Schools

Is the EA being completed for a new service, function or policy or review of an existing service, function or policy:

Yes No

Directorate - Service Area:

If this EA supports a Cabinet Report or similar, please insert title and date of report

Directorate: Families (Education)

Date of Report: Cabinet Meeting 21 February 2024

Determined Admission Arrangements for Community and Voluntary Controlled Schools 2025-2026

Date completed:

10 January 2024

Step 1 - Make sure you have clear aims and objectives on what you are impact assessing – The intended benefits

2. What are the aims of the service, function or policy you are analysing?

Under the School Admissions Code 2021 every Local Authority (LA) is required to draw up a scheme (or schemes) for co-ordinating admission arrangements for all mainstream, maintained schools (community, voluntary controlled, voluntary aided, foundation, free-schools and academies) within their area.

Code compliant School Admissions Arrangements (SAA) help contribute to the Council Plan as an overarching link to Strong Families where children grow up well and achieve their full potential as the start of a child's educational journey begins with the school application process.

Each Admission Authority is required to determine admission arrangements every year. The School Admissions Code instructs that when drawing up admission arrangements, admission authorities must set a Published Admission Number (PAN) for each 'relevant age group', i.e., the number of school places that the admission authority must offer. Admission authorities must consult where they propose a decrease to the PAN.

Lanesfield Primary School is a Community School, and it is proposed that the PAN for Reception September 2025 onwards be reduced by 15 places (i.e., from 45 to 30). This is on the premise of a reduction in pupil demand and in accordance with the CWC Education Place Planning document in relation to a PAN of 45. There is further narrative in relation to this in section 3 of the report with pupil projection graphs (3.7 and 3.9) to confirm sufficient school places at a citywide and local area planning level.

Vertical Grouping (or the employment of mixed age classes) is commonly employed in primary schools with intakes of 45 and can work successfully in schools. However, the use of this structure can increase the complexity of planning and delivering the curriculum.

When an opportunity or need arises (based on demand) consultation will be undertaken to consider increasing or reducing admission limits in schools with an existing PAN of 45.

CWC produce pupil projections on an annual basis, using an externally validated and verified methodology. The projections for Academic Year 2022-23 indicated 99.7% accuracy for Reception. Although demand for Reception fluctuates in the short to medium

term, there are sufficient places to meet demand at a citywide level and within the Local Planning Area, even with the proposed reduction of 15 places at Lanesfield Primary School from September 2025.

By reducing the PAN at Lanesfield Primary School, this will help ensure there is not an oversupply of school places and will assist in reducing the complexity of planning and delivering the curriculum.

Approval of the admission arrangements without the proposed change may result in an oversupply of school places, leading to inefficient use of resources and increased complexity of planning and delivering the curriculum.

There are sufficient school places in the local area so this will not disadvantage children or parents / carers.

Step 2 – What does the information you have collected, or that you have available, tell you?

3. What impact will or does the service, function or policy have on different equality groups at the moment on:-

Race, Disability, Sex, Gender Re-assignment, Age, Religion or Belief, Sexual Orientation, Maternity/Pregnancy, Marriage/Civil Partnership and other Socially Excluded Communities or Groups)?

There are no perceived negative impacts on different equality groups based on the current policy or the proposed reduction in PAN of 15 places for Lanesfield Primary School. There are sufficient school places in the local area so this will not disadvantage children or parents / carers.

There are no proposed changes to the oversubscription criteria which was previously consulted on last year and approved in February 2023.

Children with an Education Health and Care Plan are given overall priority to the named school, this is a mandatory provision with the School Admissions Code 2021.

Highest priority (again in accordance with the Code) is then given to Children and Young People in Care (as defined by Section 22 of the Children Act 1989). Children and Young People in Care and all previous Children and Young People in Care including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

The next highest criteria (excluding Infant to Junior School transfers) gives regard to social and medical reasons for attending a specific school.

School admission arrangements are regulated by the School Standards and Framework Act 1998 as amended by the Education and Skills Act 2008.

Admission arrangements must be compliant with the School Admissions Code 2021. Please see extracts from the code below

Appendix 1 – Relevant Legislation

1. This appendix sets out the primary legislation and regulations most relevant to admissions decisions. Admission authorities, Schools Adjudicators, appeal panels, local authorities and maintained schools must comply with the relevant law as well as acting in accordance with the provisions of this Code. This Code and the School Admission Appeals Code (the Codes) are applied to Academies through their Funding Agreements. The information here aims to signpost the relevant law; it does not aim to provide definitive guidance on interpreting the law: that is for the courts.

Equality Act 2010

2. This Act consolidates the law prohibiting discrimination, harassment and victimisation and expands the list of protected characteristics. All schools must have due regard to their obligations under the Act and review their policies and practices to make sure these meet the requirements of the Act, even if they believe that they are already operating in a non-discriminatory way.

3. An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.

4. An admission authority must not harass a person who has applied for admission as a pupil, in relation to their disability; race; or sex.

5. An admission authority must not victimise a person in relation to a protected act either done, or believed to have been done, by that person (e.g. bringing proceedings under the Equality Act 2010) in the arrangements and decisions it makes as to who is offered admission as a pupil.

6. This Act contains limited exceptions to the prohibition of discrimination on grounds of religion or belief and sex. Schools designated by the Secretary of State as having a religious character are exempt from some aspects of the prohibition of discrimination on the grounds of religion or belief and this means they can make a decision about whether or not to admit a child as a pupil on the basis of religion or belief. Single-sex schools are lawfully permitted to discriminate on the grounds of sex in their admission arrangements.

7. Admission authorities are also subject to the Public Sector Equality Duty and therefore must have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations in relation to persons who share a relevant protected characteristic and persons who do not share it.

8. The protected characteristics for these purposes are: disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

9. Further guidance on the Public Sector Equality Duty is available in the Department for Education's Advice to Schools on the Equality Act 2010, on the website of the Government Equalities Office and from the Equality and Human Rights Commission.

Human Rights Act 1998

10. The Human Rights Act 1998 confers a right of access to education. This right does not extend to securing a place at a particular school. Admission authorities, however, do need to consider parents' reasons for expressing a preference when they make admission decisions, though this may not necessarily result in the allocation of a place. These might include, for example, the parents' rights to ensure that their child's education conforms to their own religious or philosophical convictions (as far as is compatible with the provision of efficient instruction and the avoidance of unreasonable public expenditure).

4. What does the equalities data or evidence you hold tell us about the people or groups who will be affected by the service, function or policy? (positive or negative impact) What evidence/data already exists about the service and its users? (in terms of its impact on the 'equality groups', i.e. race, disability, sex, gender re-assignment, age, religion or belief, sexual orientation, maternity/ pregnancy, marriage/civil partnership and other socially excluded communities or groups) and what does the data tell you? For example, are any groups not using or under-using the service?

There are no perceived negative impacts on different equality groups based on the current policy or the proposed reduction in PAN of 15 places for Lanesfield Primary School.

There are no proposed changes to the oversubscription criteria which was previously consulted on last year and approved in February 2023.

Children with an Education Health and Care Plan are given overall priority to the named school, this is a mandatory provision with the School Admissions Code 2021.

Highest priority (again in accordance with the Code) is then given to Children and Young People in Care (as defined by Section 22 of the Children Act 1989). Children and Young People in Care and all previous Children and Young People in Care including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

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5. Engagement and consultation - If we do not hold equality data relevant to this proposal, consultation will help to inform the impact of the proposed service, function and policy? If consultation has taken place, who have we consulted?

Consultation

External consultation commenced on 16 October 2023 and ended on 01 December 2023, adhering to the consultation timelines specified by The School Admissions Code 2021.

The School Admissions Code has been adhered to by consulting with statutory consultees and other interested parties, which included:

- Over 200 Headteachers, Principals, Governors and education stakeholders of Infant, Junior, Primary, Secondary, Pupil Referral Units, Special Schools and maintained nurseries in Wolverhampton
- Diocesan Authorities
- Multi Academy Trusts and Academy Trust CEO's
- All Councillors

Stakeholders could respond directly to the consultation by sending their views in by email or by post.

No responses or concerns were received with regards to the proposed reduction in PAN for Lanesfield Primary School.

Step 3 – Identify the impact

6. Identifying the impact - from the data you have gathered, and the consultation undertaken to date to inform your decisions, can you please set out below details as to whether the impact or the potential impact is positive and or negative. Where a negative impact is identified, please outline solution to mitigate.

Equality Themes Protected Characteristics	Positive Impacts	Negative Impacts identified	Solutions (ways in which you could mitigate the negative impact)
Age (including children, young people and older people)	School Admissions Code prescribe the entrance requirements. Code and CWC arrangements mandate age and education out of normal age cohort.		

Equality Themes Protected Characteristics	Positive Impacts	Negative Impacts identified	Solutions (ways in which you could mitigate the negative impact)
Disability (including carers)	<p>Highest priority must be given (prescribed by the code) to children and young people with an Education Health and Care Plan naming the school.</p> <p>Provision also for medical reasons to attend a specific school.</p>		
Sex (male, female, trans, non-binary)	<p>See relevant legislation in section 4 of this document</p>		
Race (including Gypsies & Travellers and Asylum Seekers)	<p>See relevant legislation in section 4 of this document</p>		
Religion or Belief (including people of no religion or belief)	<p>See relevant legislation in section 4 of this document</p> <p>Faith based oversubscription criteria in schools designated with a religious character is allowed in the code. As with other publicly funded mainstream schools, these schools are required to offer every child who applies, whether of the faith, another faith or no faith, a place at the school if there are places</p>		

Equality Themes Protected Characteristics	Positive Impacts	Negative Impacts identified	Solutions (ways in which you could mitigate the negative impact)
	available. Schools designated by the Secretary of State as having a religious character (commonly known as faith schools) may use faith-based oversubscription criteria and allocate places by reference to faith where the school is oversubscribed.		
Gender Re-assignment (those that are going or have gone through a transition: male to female or female to male)	See relevant legislation in section 4 of this document		
Pregnancy and Maternity	See relevant legislation in section 4 of this document		
Sexual orientation (including gay, lesbian, bisexual and heterosexual)	See relevant legislation in section 4 of this document		
Marriage and Civil Partnership	See relevant legislation in section 4 of this document		
Human Rights	See relevant legislation in section 4 of this document		

Step 4 – Changes or mitigation actions proposed or adopted

7. What changes have been made, or are proposed to the service, function or policy after implementing the mitigating solutions above, is the service, function or policy more accessible and inclusive?

Having undertaken the analysis are there any changes necessary to the existing service/activity?

What changes or mitigating actions are proposed?

How will you provide this service to ensure it is accessible to all Equality Groups?

No changes proposed. No responses or concerns were received regarding the proposed reduction in PAN for Lanesfield Primary School.

Although demand for Reception fluctuates in the short to medium term, there are sufficient places to meet demand at a citywide level and within the Local Planning Area, even with the proposed reduction of 15 places at Lanesfield Primary School from September 2025.

By reducing the PAN at Lanesfield Primary School, this will help ensure there is not an oversupply of school places and will assist in reducing the complexity of planning and delivering the curriculum.

Approval of the admission arrangements without the proposed change may result in an oversupply of school places, leading to inefficient use of resources and increased complexity of planning and delivering the curriculum.

Step 5 – Monitoring

8. Monitoring - How are you going to monitor the resulting service, function, policy or procedure?

Each year the School Admissions Code requires CWC to determine (agree) their admission arrangements by 28 February. There is only a requirement to consult every 7 years, unless further changes are proposed. In accordance with CWC constitution they are determined at cabinet each year for transparency and review.

However, there will be careful monitoring of the impact of the arrangements and if required there will be a new consultation and they will also be reviewed every year when they are determined.

Step 6 – To complete Action Plan on progress

9. Action Plan

Barrier	Improvement Action Required	Responsible Officer	Date for completion
No barriers identified but will be reviewed each year in accordance with section 8 of this document	Monitoring	David Kirby	Each October

10. Equality Analysis approved by (Head of Services):

Date:

Bill Hague

10 January 2024

Please keep a copy of the signed EA with the report for future updates, reviews etc.

11. Date of review:

October 2025

Please upload your completed Equality Analysis form by following the link to: Equality, Diversity and Inclusion (sharepoint.com).

This function is not available until June 2022.

Please email your completed Equality Analysis form to: EDI@wolverhampton.gov.uk

A word version of this template for larger and complex Equality Analysis is available.

It is important to retain a copy of your completed Equality Analysis for future reference

Additional notes

You can get this information in large print, braille,
audio or in another language by calling 01902 551155

wolverhampton.gov.uk 01902 551155

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City of Wolverhampton Council, Civic Centre, St. Peter's Square,
Wolverhampton WV1 1SH