

Due Regard Statement

Please use this statement to evidence how 'due regard to' the three aims of the public sector equality duty has been made (section 149 of the Equality Act 2010) during the development of the 'policy'.¹

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by the ACT;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic

Name of the 'policy':	<p>School Admission Arrangements and Scheme 2020:</p> <ul style="list-style-type: none"> - Co-ordinated Admissions Scheme; - Local Authority Admission Arrangements; - Local Authority Protocol for pupil admittance over published admission number - Local Authority Protocol for Service Personnel
Person(s) responsible for completing this statement	<p>Amanda Johns Fair Access Manager</p>
Briefly describe the activity being considered including aims and expected outcomes	<ul style="list-style-type: none"> ○ The co-ordinated scheme outlines the admission process for children starting primary school, transferring to a junior school from an infant school and transferring to secondary school. The co-ordinated scheme ensures all children applying for school place are treated in a fair and consistent manner and that all places are offered in strict accordance with the published admission arrangements so that no child is disadvantaged though the process. The scheme also aims to ensure that there is a fair, consistent and co-ordinated process.

¹ For 'policy': any new and existing policy, strategy, services, functions, work programme, project, practice and activity. This includes decisions about budgets, procurement, commissioning or de-commissioning services, service design and implementation.

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| | <ul style="list-style-type: none">○ The Local Authority admission arrangements further details how school places will be allocated for community and voluntary controlled schools in line with the co-ordinated scheme, to ensure that parents can make informed decisions before applying for school places.○ These arrangements are further defined through the Local Authority protocol for pupil admittance over published admission number which clarifies how transparent, objective and consistent admission decisions will be made in light of schools ability to expand to accommodate increases in parental demand.○ The School Admissions Code 2014 states that admission authorities must ensure that admission arrangements support the government's commitment to removing disadvantage to children of UK service personnel and other Crown Servants. The council recognises the particular needs of Service parents and others serving the Crown, many of whom have to manage frequent moves of home both inside and outside the UK |
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Documenting use of sufficient information

Please document below the data and information sources that you have used to understand the needs, participation and experiences of each protected group. Evidence must be gathered as the policy is developed and used to inform decisions.

As at October 2018 the school census shows that 87,420 pupils are on roll at the schools shown in the census data– all of whom would have been placed through the admissions scheme at some point in their education.

[School Census Data \(http://www.gloucestershire.gov.uk/education-and-learning/school-admissions-scheme-criteria-and-protocol/pupil-numbers-in-gloucestershire-schools/\)](http://www.gloucestershire.gov.uk/education-and-learning/school-admissions-scheme-criteria-and-protocol/pupil-numbers-in-gloucestershire-schools/)

As at October 2018 there were 299 Schools across Gloucestershire – 210 Primary, 18 Infant, 18 Junior, 40 Secondary and 11 Special Schools. The admissions scheme relates to all of these schools/academies with the exception of special schools and the UTC

148 schools in the county are Community or Voluntary Controlled Schools, who will have their Admission Criteria set by the Local Authority's admission arrangements.

The school census in October 2018 shows that 54.9% of all pupils in Gloucestershire are of primary school age and 45.1% are of secondary school age.

The admission arrangements apply to all children of compulsory school age (4-16 years old). Pre-school and Post-16 education are managed by individual providers.

School Place Forecasting

Demographic information (through school place forecasting) shows that the number of primary-aged children requiring access to education will continue its steady increase.

School Admissions Code

([https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/389388/School Admissions Code 2014 - 19 Dec.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/389388/School_Admissions_Code_2014_-_19_Dec.pdf))

Service information (if applicable) or Needs analysis (if applicable)

Who is responsible for delivering the service?	Access to Education Team
Service user data/Needs analysis information	

Age	<p>The school census in October 2018 shows that 54.9% of all pupils in Gloucestershire are of primary school age and 45.1% are of secondary school age.</p> <p>The admission arrangements apply to all children of compulsory school age (4-16 years old). Pre-school and Post-16 education are managed by individual providers.</p> <p>Demographic information (through school place forecasting) shows that the number of primary-aged children requiring access to education will continue its steady increase.</p>
Disability	<p>No data is collected by the Local Authority as disability is not considered for standard admission arrangements.</p> <p>Any pupils with an Education, Health Care plan (EHCP) will be allocated school places through SEN Code of Practice which is more appropriate to ensure they receive the correct level of educational support.</p>
Sex	<p>The school census for October 2018 shows that 51% of all pupils in Gloucestershire are boys and 49% are girls. This proportion is the same across primary and secondary education.</p> <p>There are 5 single sex schools in Gloucestershire - 2 of which cater for boys (all grammar schools) and 3 for girls (all grammar schools). 1 grammar single-sex school for boys and 1 comprehensive single-sex school for girls have recently converted to mixed-sex schools for the academic year beginning 2018/19.</p>
Race (including Gypsy & Traveller)	<p>No data has been collected as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.</p>
Gender reassignment	<p>No data has been collected as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.</p>
Marriage & civil partnership	<p>No data has been collected as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.</p>
Pregnancy & maternity	<p>No data has been collected as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.</p>

Religion or Belief	<p>There 65 voluntary aided schools, academies and free schools serving CofE and Roman Catholic families which offer admissions priority to children who share the religion of the school.</p> <p>For the bulk round of admissions in the 2018/19 academic year, 1025 of parents (7% of parents applying online for a school place) stated they were applying for a place at a school for religious reasons.</p>
Sexual Orientation	No data has been collected as it would be unlawful for the Local Authority, or any school, to take this into consideration through the admissions process.

Workforce data

Please document details of GCC staff only if they will be affected by the proposed activity. This could include GCC staff transferring under TUPE to a new service provider, relocating, employment at risk. GCC Workforce diversity reports are available on our website.

If the proposed activity does not affect GCC staff, please state 'Not affected below'.

Total number of GCC staff affected	<p>GCC Shire Hall based staff – Approx. 20 throughout the Access to Learning Team</p> <p>GCC Staff in schools - Schools benefit from a co-ordinated approach to admissions as this ensures that children are fairly placed at schools across the County and that any children who are unable to gain a school of their preference are allocated local education provision – assisting schools to plan ahead and manage their resources effectively for the benefit of their staff.</p>
Age	Employees in this protected group are not specifically affected by the setting of the Admissions arrangements.
Disability	Employees in this protected group are not specifically affected by the setting of the Admissions arrangements.

Sex	Employees in this protected group are not specifically affected by the setting of the Admissions arrangements.
Race (including Gypsy & Traveller)	Employees in this protected group are not specifically affected by the setting of the Admissions arrangements.
Gender reassignment	Employees in this protected group are not specifically affected by the setting of the Admissions arrangements.
Marriage & civil partnership	Employees in this protected group are not specifically affected by the setting of the Admissions arrangements.
Pregnancy & maternity	Employees in this protected group are not specifically affected by the setting of the Admissions arrangements.
Religion or Belief	Employees in this protected group are not specifically affected by the setting of the Admissions arrangements.
Sexual Orientation	Employees in this protected group are not specifically affected by the setting of the Admissions arrangements.

Consultation and engagement

List all types of consultation that have taken place during the development of this activity. Include on-line consultations, events, meetings with stakeholders, community events, employee consultation exercises etc.

Service users / Workforce / Partners	Schools (heads and teachers), colleges, staff, nurseries, governing bodies, diocese, parents and local groups were part of the consultation plan.
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	The admission arrangements, protocols and scheme for September 2020 intake were published on the GCC web page in September 2018.
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Equality analysis: Summary of what the evidence shows and how has it been used

This section will allow you to outline how the evidence has been used to show 'due regard' to the three aims of the general equality duty. It is important that this consideration is thorough and based on sufficient information. Consideration should be relevant and proportionate.

- Eliminate discrimination
- Advance equality of opportunity
- Promote good relations.

Protected group	Challenge or opportunity considered and what we did
Age(A)	Positive - The co-ordinated scheme means that all children are found a school place relevant to their age and access to this is actively championed across the system. Provisions are made in the co-ordinated scheme for early or delayed entry to schools if this is believed to be in the best interests of the child.
Disability (D)	Neutral - If a child has an Education, Health Care plan (EHCP) needs they will be placed within schools in accordance with the SEN Code of Practice and these policies will not apply. Under the coordinated scheme no school can refuse to admit a child who has a disability as long as reasonable adjustments can be made if necessary. Under the Equality Act 2010 and Access Fund Support all schools are able to accommodate children with additional needs.
Sex (S)	Neutral - The scheme and admission arrangements mean that no applications for school places give regard to gender issues (with the exception of single sex schools which publicise their education provision) and there is a balance of education available for all children across the county. 2 single sex schools within Gloucestershire fully consulted in 2016 and subsequently became mixed schools for the September 2018

	intake broadening their ability to meet the needs of both gender in their local area.
Race (including Gypsy & Traveller)(R)	Applications for school places do not require parents to provide this information and the scheme and admission arrangements ensure that no child is disadvantaged. Partnership working across the Local Authority ensures that all children are found an appropriate school place regardless of their race. Partnership services also have the opportunity to make comment on any potential impact on this group through the consultation. Objective admission arrangements ensure that children from these groups are treated equally but admissions practice also recognises that additional steps can be taken to secure appropriate education for these children – this is especially true for children from a gypsy and traveller background who can be more mobile and need a consistent approach to accessing a school place quickly.
Gender reassignment(GR)	The arrangements do not differentiate, nor discriminate, against children or parents within this category.
Marriage & civil partnership (MCP)	Admission arrangements are not able to consider the marital status or civil partnership of parents and therefore the arrangements do not differentiate, nor discriminate, against parents within this category.
Pregnancy & maternity (PM)	<p>Details of pregnancy and maternity are not a consideration for admissions purposes and therefore the policy does not differentiate, nor discriminate against parents or students within this category.</p> <p>Partnership working across the Local Authority ensures that pupils who are pregnant or new mothers receive additional support with their education to ensure learning can continue as appropriate.</p> <p>Siblings are given priority for admission in the Local Authority arrangements which enables pregnant mothers to seek a school place for one child in the knowledge that any future children will be likely to attend the same school.</p>
Religion and/or Belief (RAOB)	<p>Admission arrangements ensure that no child can be refused a school place solely on the basis of their (or their family's) religion or belief and this information is not requested for non-faith schools.</p> <p>Faith schools can prioritise application from families practising their faith (to provide appropriate faith education for those who feel this is necessary) but this is publicised for fairness and transparency. The Diocesan authorities also work closely with the Local Authority to ensure that the needs of faith children are</p>

	met but that other children are not disadvantaged.
Sexual Orientation(SO)	Admission arrangements are not able to request information on, or consider sexual orientation when determining school places and therefore the arrangements do not differentiate, nor discriminate, against parents or pupils within this category.

Strengthening actions: Planning for further improvements

Please outline here what actions are required for further improvements to address challenges or opportunities, for example:

- Arrangements for continued/new engagement with stakeholders, staff, service users
- Plans to close data gaps across any of the protected characteristics through reviewed contract management arrangements
- Identify other plans already underway to address the challenges or opportunities identified in this statement
- Share findings with partner organisations.

If none, state 'none' below.

Action Plan

Action	Who is accountable	Time frame
Review our priorities and definitions for Children in Care	Fair Access manager	Summer term 2019

Monitoring and Review

Please indicate what processes/actions will be put in place to keep this 'activity' under review. For example will progress be monitored/ reported to a board, scrutiny committee, project board etc.

The Local Authority will review, and challenge as necessary, all schools and academy's own admission arrangements to ensure that they do not adversely impact any protected group. Any unresolved cases will be referred to the School's Adjudicator by 15th May 2019.

On 4 December 2017, the Minister of State for School Standards wrote to all local authorities and admission authorities about giving priority in their oversubscription criteria to children who have previously been in state care outside of England, and have ceased to be in state care as a result of being adopted. This advice has been produced to help admission authorities implement this. Gloucestershire Local Authority continues to monitor how we support the vulnerable groups of children with a priority for entry. However, until the definition and clarification of how this can be done can be identified by the Department for Education in the School Admissions Code, so we can be equitable and consistent in our approach, we do not feel sufficiently equipped to use this priority for Community or Voluntary Controlled Schools in Gloucestershire.

In order to comply with and monitor the Relevant Area for school admission arrangements, we have included this information within our annual consultation of our admission scheme.

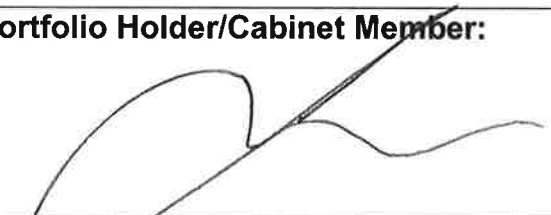
The Local Authority must also publish a report to the School's Adjudicator each year, assessing the impact of admission arrangements on all pupils across the county, and making recommendations for improvements if necessary, and this will include those within any protected characteristic.

Sign off and Scrutiny

By signing this statement off as complete you are confirming that 'you' have examined sufficient information across all the protected groups and used that information to show due regard to the three aims of the general duty. This has informed the development of the activity

Senior level sign off:  Tim Browne, Director of Education	Date: 15/2/19.
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I am in agreement that sufficient information and analysis has been used to inform the development of this 'activity' and that any proposed improvement actions are appropriate and I confirm that I as the decision maker have been able to show due regard to the needs set out in section 149 of the Equality Act 2010.

Name of relevant Portfolio Holder/Cabinet Member: Cllr Lynden, Cabinet Member for Economy, Skills and Growth	
Signed by Portfolio Holder/Cabinet Member: 	Date: 18/2/19

Publication

If this statement accompanies a cabinet paper it will be published as part of the cabinet report publication process. Statements accompanying cabinet reports are also published on our website. If this statement is not to be submitted with a cabinet paper please maintain a copy for your own records that can be retrieved for internal review and also in case of future challenge.

