

Due Regard Statement

<p>Person(s) responsible for completing this statement</p> <p>Amanda Johns and Sam Roberts Admissions & Transport Team – Development, Appeals and Policy Managers</p>	<p>Date statement started: December 2012</p> <p>Date statement completed: January 2014</p>
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Name of the policy, service, strategy, procedure or function: (indicate whether new or revised)

<p>School Admission Arrangements for the 2015/16 academic year:</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 <p>These are existing policies with minor amendments to maintain compliance with the Local Authority's statutory duties and to reflect local best practice.</p>

Briefly describe its aims and expected outcomes

<p>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 through the process. The scheme also aims to ensure that there is a fair, consistent and co-ordinated process.</p> <p>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.</p>
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Gathering the evidence base

List the main sources of data, research and other sources of evidence, including full references, used to determine the impact of your work on each of the protected groups. If there are gaps in evidence, state what you will do to close them in the Action plan at the end of this document.

	Service user data (if applicable) If service user data is not available, use the action plan below to identify how service user data will be collated in the future.	Other (for example, local demographic data, research , ONS, partner data, officer knowledge)
All	<p>There are currently 297 Schools across Gloucestershire – 208 Primary, 19 Infant, 19 Junior, 39 Secondary and 12 Special Schools. The admissions scheme relates to all of these schools/academies with the exception of special schools.</p> <p>156 schools in the county are Community or Voluntary Controlled Schools, who will have their Admission Criteria set by the Local Authority's admission arrangements.</p>	<p>As of October 2013 the school census shows that 83,051 pupils are on roll at these schools – all of whom would have been placed through the admissions scheme at some point in their education.</p>
Age	<p>The school census 2013 shows that 53% of all pupils in Gloucestershire are of primary school age and 47% 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. Determined Coordinated Scheme and Admission Arrangements for previous years, School Admissions Code, DfE Guidance, Local Ombudsman cases, Officer Knowledge, Peer Reviewed Academic Literature and Publications from Specialised Equality Organisations were all utilised when considering any potential impact on this protected group.</p>

Disability	<p>No data is collected by the Local Authority as disability is not relevant to normal admission arrangements.</p> <p>Any pupils with a statement of Special Educational Needs 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>	<p>Determined Coordinated Scheme and Admission Arrangements for previous years, School Admissions Code, DfE Guidance, Local Ombudsman cases, Officer Knowledge, Peer Reviewed Academic Literature and Publications from Specialised Equality Organisations were all utilised when considering any potential impact on this protected group.</p>
Sex	<p>The school census for 2013 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 7 single sex schools in Gloucestershire - 3 of which cater for boys (all grammar schools) and 4 for girls (3 grammar schools and 1 comprehensive).</p>	<p>Determined Coordinated Scheme and Admission Arrangements for previous years, School Admissions Code, DfE Guidance, Local Ombudsman cases, Officer Knowledge, Peer Reviewed Academic Literature and Publications from Specialised Equality Organisations were all utilised when considering any potential impact on this protected group.</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>	<p>Determined Coordinated Scheme and Admission Arrangements for previous years, School Admissions Code, DfE Guidance, Local Ombudsman cases, Officer Knowledge, Peer Reviewed Academic Literature and Publications from Specialised Equality Organisations were all utilised when considering any potential impact on this protected group.</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>	<p>Determined Coordinated Scheme and Admission Arrangements for previous years, School Admissions Code, DfE Guidance, Local Ombudsman cases, Officer Knowledge, Peer Reviewed Academic Literature and Publications from Specialised Equality Organisations were all utilised when considering any potential impact on this protected group.</p>

<p>Marriage & Civil Partnership</p>	<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>	<p>Determined Coordinated Scheme and Admission Arrangements for previous years, School Admissions Code, DfE Guidance, Local Ombudsman cases, Officer Knowledge, Peer Reviewed Academic Literature and Publications from Specialised Equality Organisations were all utilised when considering any potential impact on this protected group.</p>
<p>Pregnancy & Maternity</p>	<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>	<p>Determined Coordinated Scheme and Admission Arrangements for previous years, School Admissions Code, DfE Guidance, Local Ombudsman cases, Officer Knowledge, Peer Reviewed Academic Literature and Publications from Specialised Equality Organisations were all utilised when considering any potential impact on this protected group.</p>
<p>Religion or Belief</p>	<p>There are also 54 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. For the bulk round of admissions in the 2014/15 academic year, 1004 of parents (7.43% of parents applying for a school place) stated they were applying for a place at a school for religious.</p>	<p>New academies or free schools are unable to provide full priority to children on the basis of their religion – with permission for only 50% of their pupil cohort to reflect this. Determined Coordinated Scheme and Admission Arrangements for previous years, School Admissions Code, DfE Guidance, Local Ombudsman cases, Officer Knowledge, Peer Reviewed Academic Literature and Publications from Specialised Equality Organisations were all utilised when considering any potential impact on this protected group.</p>

<p>Sexual Orientation</p>	<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>	<p>Determined Coordinated Scheme and Admission Arrangements for previous years, School Admissions Code, DfE Guidance, Local Ombudsman cases, Officer Knowledge, Peer Reviewed Academic Literature and Publications from Specialised Equality Organisations were all utilised when considering any potential impact on this protected group.</p>
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	<p>Workforce data If employees are affected by your 'project' please outline the profile of the workforce affected below.</p>
<p>All</p>	<p>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>
<p>Age</p>	<p>Admission arrangements do not affect the workforce in this way.</p>
<p>Disability</p>	<p>Admission arrangements do not affect the workforce in this way.</p>
<p>Sex</p>	<p>Admission arrangements do not affect the workforce in this way.</p>
<p>Race (including Gypsy & Traveller)</p>	<p>Admission arrangements do not affect the workforce in this way.</p>
<p>Gender reassignment</p>	<p>Admission arrangements do not affect the workforce in this way.</p>

Marriage & civil partnership	Admission arrangements do not affect the workforce in this way.
Pregnancy & maternity	Admission arrangements do not affect the workforce in this way.
Religion or Belief	Admission arrangements do not affect the workforce in this way.
Sexual Orientation	Admission arrangements do not affect the workforce in this way.

Consultation and engagement

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

All school admission arrangements will be consulted upon between December 2013 and February 2014.

These arrangements will be made available to all Schools and Academies and their Governing Bodies (through Heads Up and What's Up Gov), neighbouring authorities, parents, Diocese representatives and other interested parties (through publication on the GCC website).

Equality analysis: What the evidence shows

Considering the evidence and engagement activity you listed above, please summarise the impact of your work. Consider whether the evidence shows potential for differential impact, if so state whether adverse or positive and for which groups. In the next section you will be required to document how you will mitigate any negative impacts.

Useful questions to consider:

Do policy outcomes and service take-up differ between people with different protected characteristics?

What are the key findings of your engagement?

If there is a greater impact on one group, is that consistent with the policy aims?

If the policy has negative impacts on people with particular characteristics, what steps can be taken to mitigate these effects?

Does any part of the policy discriminate unlawfully?

Will the policy deliver practical benefits for certain groups?

Does the policy miss opportunities to advance equality of opportunity and foster good relations?

Do other policies need to change to enable this policy to be effective?

What are the impacts to the workforce?

Briefly outline your main findings that relate to the Council's commitment to: **Eliminate discrimination (consider potential for indirect discrimination) Advance equality of opportunity Promote good relations. This can include challenges and opportunities.**

Note: If you are assessing a number of options, you should consider the opportunities and challenges of EACH option.

Protected group	Challenge or opportunity
All	Opportunity – the admission arrangements ensure that all schools and academies follow a fair and transparent admissions process which is objective and does not discriminate against a child, or their family, due to any protected characteristic. This ensures that all children, particularly the most vulnerable, have fair access to education. The admission arrangements also reflect the additional provisions made for previously looked after children (due to their particular vulnerabilities and to ensure they receive a stable home environment) and for children of service personnel (due to the difficulties these children can face as a result of their mobility and disruption to education) to ensure that these additional vulnerable groups receive timely access to education in a way which reflects their unique needs.

Age(A)	Neutral - The co-ordinated scheme means that all children are found a school place relevant to their age. 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 a statement of special educational 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 Disability Discrimination Act 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.
Race (including Gypsy & Traveller)(R)	Neutral - 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 these children are found an appropriate school place. 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.
Gender reassignment(GR)	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. Therefore the arrangements do not differentiate, nor discriminate, against children or parents within this category.
Marriage & civil partnership (MCP)	Opportunity – 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)	Neutral – aspects of pregnancy and maternity is not a consideration for admissions purposes and therefore the policy does not differentiate, nor discriminate against parents or students within this category. 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.

Religion and/or Belief (RAOB)	Neutral - 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. 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 faith children are met but that other children are not disadvantaged.
Sexual Orientation(SO)	Neutral - 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.
Carers	Neutral – There is no specific consideration under the admissions criteria for carers or for those young people who are carers. However, any such request for admission to a particular due to such difficulties this may create for a family are considered on a case by case basis in line with the council's admission policies for vulnerable pupils.

Strengthening actions: Outline what actions have been identified to mitigate the key findings identified above by protected group.



Potential/ actual impact	Protected group (s) affected	Proposed mitigating action(s)	Accountability	Timeframe
None identified				

Monitoring and Review

Please indicate what processes/actions will be put in place to keep this 'activity' under review.

Action	Accountability	Timeframe
Review of responses to consultation and consideration of identified impact on any protected group.	Admission & Transport Team	By end February 2014.
Review of any national admission cases investigated by the Local Government Ombudsman or School's Adjudicator which may affect Gloucestershire's admission practice.	Admission & Transport Team	Ongoing throughout 2014/15 and 2015/16 academic year.
Local Authority review of all schools and academy's own admission arrangements to confirm they do not adversely impact any protected group.	Admission & Transport Team	Any unresolved challenge to be referred to the School's Adjudicator by 30 th June 2014.

Sign off and Scrutiny

Signed off as complete by:		Date: 30 th January 2014
Charlotte Jones Senior Admissions & Transport Manager		
Senior level sign off:		Date: 8 th May 2014
Peter Holmes, Head of Service		
Name of relevant Portfolio Holder/Cabinet Member: Paul McLain		
I confirm that I have examined sufficient information and understood the potential impact of the proposal. I am in agreement with the proposed mitigating actions and confirm that I have had due regard to the needs set out in section 149 of the Equality Act 2010.		
Signed by Portfolio Holder/Cabinet Member:		Date:
		12 th May 2014
Assessment published alongside cabinet report		Date: 12.5.2014

