

Report Title:	School Admission Arrangements 2023/24
Contains Confidential or Exempt Information	No - Part I
Cabinet Member:	Councillor Stuart Carroll, Deputy Chairman of Cabinet, Adult Social Care, Children's Services, Health and Mental Health
Meeting and Date:	Cabinet, 27 January 2022
Responsible Officer(s):	Kevin McDaniel, Executive Director of Children's Services
Wards affected:	All

REPORT SUMMARY

The Royal Borough of Windsor and Maidenhead is the admissions authority for community and voluntary controlled schools in the borough and sets the admissions arrangements for these schools.

The School Admissions Code 2021 ("the Code") requires the borough to consult on the arrangements where significant changes are proposed and determine the arrangements for 2023/24 by 28 February 2022. The admissions authority is proposing three relatively minor changes requiring consultation: a) the removal of the denominational criterion for all Voluntary Controlled schools; b) the reduction of the published admission number (PAN) at Kings Court First School (Old Windsor) from 45 to 30; and c) a change to the Cookham Rise Designated Area.

Following public consultation, this report seeks approval of the revised arrangements, having taken into account any views arising from the public consultation.

1. DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That Cabinet notes the report and:

- i) Approves the admission arrangements for community and voluntary controlled schools for 2023/24.**

2. REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

Background

- 2.1 The Royal Borough of Windsor and Maidenhead is the admissions authority for all community and voluntary controlled schools in the borough and sets the admissions criteria for these schools. The borough has a duty to determine the admission arrangements for 2023/24 by 28 February 2022.
- 2.2 Voluntary aided schools, academies and free schools are responsible for determining their own admission arrangements.
- 2.3 The admissions arrangements include the process for applying for a school place, the criteria for allocating places if a school is over-subscribed, and a list of how many places per year group are available at each school (Published Admission Number (PAN)).
- 2.4 In drawing up their admission arrangements, admission authorities must ensure that the practices and the criteria used to decide the allocation of school places are fair, clear, and objective. If there are significant changes to the borough's arrangements a consultation lasting for a minimum of six weeks must take place between 1 October and 31 January in the determination year.

The proposed arrangements for 2023/24

- 2.5 Three relatively minor changes to the Royal Borough's admissions arrangements have been proposed:
- the removal of the denominational criteria for admission to voluntary controlled schools.
 - a reduction in the Published Admission Number for King's Court First School.
 - a small change to the designated area boundary for Cookham Rise Primary School.
- 2.6 These changes are considered below. Consultation on the revised admissions arrangements started on 1 November 2021 and finished on 13 December 2021 with two responses from residents agreeing to the removal of the denominational criterion. We have not received any objections.

Proposal to remove the denominational criteria

- 2.7 Currently some priority is given within the voluntary controlled schools' oversubscription arrangements to children who have at least one parent or carer who regularly attends a church that is part of the Churches Together in England, Scotland, Wales or Northern Ireland (criterion 8). This group includes the following types of churches: Church of England, all the protestant non-conformist churches (e.g., Baptist, Methodist, United Reform) and Roman Catholic. Attendance does not include services of marriage, funerals, or christenings (except for the christening of the child seeking entrance to the particular school).

- 2.8 In order to apply for a school place under the denominational criterion, a supplementary information form must be completed and submitted along with the common application form.
- 2.9 The supplementary information form must be passed onto the applicant's local clergy for verification before it is sent to the admissions team.
- 2.10 The denominational criterion applies to the following voluntary controlled schools in The Royal Borough: All Saints CE Junior School, Boyne Hill CE Infant School, Eton Wick CE First School, Holy Trinity CE Primary School (Cookham) and The Queen Anne Royal Free CE First School.
- 2.11 The local authority, in consultation with the Head Teachers and Governors of the Royal Borough Voluntary Controlled schools, is proposing to remove criterion 8. This will mean that applicants are no longer prioritised for places at these schools on denominational grounds. During the pandemic, interpreting this rule has been made more difficult by the various lockdown and social distancing measures.
- 2.12 In addition, the Oxford Diocese has informed the local authority that it is their policy that no Church of England School should have a denominational criterion and therefore they are in agreement that this change should be made.

Table 1: % of children allocated places under denominational grounds

School	PAN	September 2021 entry	September 2020 entry	September 2019 entry
All Saints CE Junior School	90	0 - 0%	0 - 0%	0 - 0%
Boyne Hill CE Infant School	60	2 - 3%	0 - 0%	0 - 0%
Eton Wick CE First School	30	2 - 7%	0 - 0%	0 - 0%
Holy Trinity CE Primary School (Cookham)	30	9 - 30%	9 - 30%	6 - 20%
The Queen Anne Royal Free CE First School	30	0 - 0%	0 - 0%	0 - 0%

- 2.13 A child who is the subject of an EHC plan will be admitted to the school named in their plan. These children will be admitted to the named school even if it is full and are therefore outside the normal admission arrangements. Once children with EHC plans have been allocated, remaining places will be allocated in the descending order of priority as set out in Table 2:

Table 2: Summary of the existing and proposed oversubscription criteria for community and voluntary controlled schools

	Current	Proposed
1	Looked after or previously looked after children	Looked after or previously looked after children
2	Children with an exceptional social or medical need	Children with a significant social or medical need
3	Junior schools only – Children attending a linked infant school	Junior schools only – Children attending a linked infant school
4	Children living in the designated area with a sibling attending the school	Children living in the designated area with a sibling attending the school
5	Children living in the designated area	Children living in the designated area
6	Children living outside the designated area with a sibling attending the school	Children living outside the designated area with a sibling attending the school
7	Children of a staff member	Children of a staff member
8	Children whose parents choose the school on denominational grounds (voluntary controlled schools only)	All other children
9	All other children	Not applicable

Proposal to reduce the PAN at King’s Court First School

- 2.14 King’s Court First School’s PAN for admission into Reception has historically been 45. Following falling demand for places at the school, the Royal Borough and the school applied to the Office of the Schools’ Adjudicator for an in-year variation, reducing the PAN to 30 for the September 2021 and September 2022 Reception intakes.
- 2.15 After further consultation with the headteacher and governors of the school, it is proposed that the PAN is reduced permanently to 30, starting with the September 2023 Reception intake. This will allow the school to organise its classes, and resources, more effectively.
- 2.16 The school is currently under-subscribed in all year groups.
- 2.17 We have not received any objections.
- 2.18 As the Royal Borough of Windsor and Maidenhead is the admitting authority for the school, a decision to increase the PAN back to 45 can be taken as demand starts to rise again. Under Section 1.3 of the Admissions Code

2.19 further consultation will not be required, and it is not expected that any additional accommodation will be provided at that point.

Change to the Cookham Rise Designated Area

2.20 The local authority is proposing to change the designated area for Cookham Rise Primary School. The proposal is to remove a small area around the Cookham Dean Cricket Club, which is currently in the designated area of both Cookham Rise Primary School and Cookham Dean CE Primary School, following an earlier change by Cookham Dean CE Primary School to their admissions arrangements.

2.21 This proposed change will affect one residential property. A map of the proposed change to the Cookham Rise Primary School designated area can be found in appendix 2.

Options

Table 3: Options arising from this report

Option	Comments
Approve the Admission Arrangements 2023/24, see Appendix 1. This is the recommended option	The admission arrangements will be determined within the statutory framework.
Do not approve Admission Arrangements. This is not the recommended option	The local authority will be in breach of the statutory framework set out in the Code.

3. KEY IMPLICATIONS

Table 4: Key Implications

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
The admission arrangements for 2023/24 are determined on time	Not determined by 28 February 2022	Determined by 28 February 2022	N/A	N/A	28 February 2022

4. FINANCIAL DETAILS / VALUE FOR MONEY

4.1 There are no financial implications

5. LEGAL IMPLICATIONS

5.1 The School Admissions Code 2021 is issued under Section 84 of the School Standards and Framework Act 1998. The purpose of the code is to ensure that all school places for maintained schools excluding maintained special schools and all academies are allocated and offered in an open and fair way.

5.2 Regulations 26 to 32 and Schedule 2 of the School Admissions (Admission Arrangements and Co-ordination of Admission arrangements) (England) Regulations 2012 cover the requirements of the co-ordinated admissions scheme.

6. RISK MANAGEMENT

6.1 None

7. POTENTIAL IMPACTS

7.1 Equalities. Equality Impact Assessments are published on the [Council's website](#).

7.2 Climate change/sustainability. No impact on climate change/sustainability.

7.3 Data Protection/GDPR. A draft Data Protection Impact Assessment is attached at Appendix 3. This is subject to ratification by the Achieving for Children Data Protection Officer.

7.4 There are no staffing/workforce or accommodation implications, and no property and assets implications, arising from the recommendations in this report.

8. CONSULTATION

8.1 The borough is required to publicly consult on any proposed changes with its admissions arrangements for 2023/24 intake for a minimum 6-week period between 1st October 2021 and 31st January 2022. The consultation for the proposed changes set out in this report took place between 1st November 2021 and 13th December 2021. No objections have been received.

9. TIMETABLE FOR IMPLEMENTATION

9.1 Implementation date if not called in: Immediately

Table 5: Implementation timetable

Date	Details
28 February 2022	The statutory deadline for determining the admissions arrangements for 2023/24

10. APPENDICES

10.1 This report is supported by two appendices:

Electronic Only

- Appendix 1: Admission arrangements for Royal Borough of Windsor and Maidenhead community and voluntary controlled schools
- Appendix 2: Proposal to change the designated area for Cookham Rise Primary School
- Appendix 3: Data Protection Impact Assessment
- Appendix 4: Equality Impact Assessment

11. BACKGROUND DOCUMENTS

11.1 This report is supported by three background documents:

- School Admissions Code, DfE September 2021
- School Standards and Framework Act 1998
- School Admissions (Admission Arrangements and Co-ordination of Admissions Arrangements (England) Regulations 2012

12. CONSULTATION

Name of consultee	Post held	Date sent	Date returned
<i>Mandatory: Statutory Officers (or deputies)</i>			
Adele Taylor	Executive Director of Resources/S151 Officer	20/12/21	23/12/21
Emma Duncan	Deputy Director of Law and Strategy / Monitoring Officer	20/12/21	01/01/22
<i>Deputies:</i>			
Andrew Vallance	Head of Finance (Deputy S151 Officer)	20/12/21	
Elaine Browne	Head of Law (Deputy Monitoring Officer)	20/12/21	
Karen Shepherd	Head of Governance (Deputy Monitoring Officer)	20/12/21	
<i>Other consultees:</i>			
<i>Directors (where relevant)</i>			
Duncan Sharkey	Chief Executive	20/12/21	24/12/21
Andrew Durrant	Executive Director of Place	20/12/21	
Kevin McDaniel	Executive Director of Children's Services	17/12/21	22/12/21
Hilary Hall	Executive Director of Adults, Health and Housing	20/12/21	20/12/21
<i>Heads of Service (where relevant)</i>			
	Head of		
	Head of		
	Head of		
<i>External (where relevant)</i>			
Various neighbouring local authorities and schools		11/11/21	

Confirmation relevant Cabinet Member(s) consulted	Deputy Chairman of Cabinet, Adult Social Care, Children's Services, Health and Mental Health	Yes 22/12/21
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REPORT HISTORY

Decision type:	Urgency item?	To follow item?
Non-key decision	No	N/A

Report Author: Sian Williams, Admissions Team Leader, 07874 641767
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Proposed
Admission
Arrangements

**Admission Arrangements for Royal
Borough of Windsor and Maidenhead
Community and Voluntary Controlled
Schools**

For September 2023 Entry

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Introduction

The Royal Borough of Windsor and Maidenhead is the admitting authority for community and voluntary controlled schools within the borough.

The Royal Borough of Windsor & Maidenhead deliver its school admissions service through Achieving for Children, a community interest company set up in partnership with the Royal Borough of Kingston and the London Borough of Richmond

This document sets out the local authority's admission arrangements for entry to schools in September 2023.

These arrangements comply with the School Admissions (Admission Arrangements and Coordination of Admission Arrangements) (England) (Amendment) Regulations 2014, the School Admissions Code 2021 and the School Admissions Appeals Code 2012.

Other admitting authorities within RBWM

Voluntary aided schools, free schools and academies are their own admitting authorities and are required to publish their own proposals for consultation (if required) and determine their own admissions arrangements. Details of their proposals and/or determined arrangements should be obtained from each individual school.

Own admitting authority schools within RBWM are as follows:

School	Type	School	Type
Altwood CE Secondary	A	Knowl Hill Primary	A
Bisham CE Primary School	A	Lowbrook Academy	A
Braywick Court School	FS	Newlands Girls' School	A
Burchetts Green Infants	A	Oakfield First School	A
Charters School	A	St Edmund Campion Catholic	A
Cheapside CE Primary	VA	St Edwards Catholic First	VA
Churchmead CE Secondary	VA	St Edwards RF Middle	VA
Clewer Green CE	A	St Francis Catholic Primary	A
Cookham Dean CE Primary	VA	St Lukes Primary School	A
Cox Green	A	St Marys Catholic Primary	A
Datchet St Marys CE Primary	A	St Michaels CE Primary	VA
Dedworth Green First	A	St Peters CE Middle	A
Dedworth Middle	A	The Royal	VA
Desborough College	A	The Windsor Boys' School	A
Eton Porny CE First	A	Trevelyan Middle	A
Furze Platt Senior	A	Trinity St Stephen CE First	VA
Holy Trinity CE Primary (Sunningdale)	VA	White Waltham CE Academy	A
Holyport CE Primary	A	Windsor Girls' School	A
Holyport College	FS		

Key: A – Academy

VA – Voluntary Aided School

FS – Free School

Schools that become academies after 3 January 2022 must process applications in line with the arrangements published in this paper for admissions in September 2023. They will then be expected to determine their own arrangements for entry in September 2024.

Section 1: Admission policy for primary age schools from 1 September 2023 (primary, first, infant and junior Schools)

1.1 These arrangements relate to the community (C) or voluntary controlled (VC) within the local authority.

School	Type	School	Type
Alexander First School	C	Homer First School	C
All Saints CE Junior School	VC	Kings Court First School	C
Alwyn Infant School	C	Larchfield Primary School	C
Boyne Hill CE Infant School	VC	Oldfield Primary School	C
Braywood CE First School	VC	Riverside Primary School	C
Cookham Rise Primary School	C	South Ascot Primary School	C
Courthouse Junior School	C	The Queen Anne CE First School	VC
Eton Wick CE First School	VC	Waltham St Lawrence Primary School	C
Furze Platt Infant School	C	Wessex Primary School	C
Furze Platt Junior School	C	Woodlands Park Primary School	C
Hilltop First School	C	Wraysbury Primary School	C
Holy Trinity CE Primary School (Cookham)	VC		

1.2 The authority strives to allocate school places in a fair and transparent way. Every school has a published admission number (PAN), which is the number of pupils normally admitted to the entry year of the school. The numbers currently in force are given in section 6 of this document.

1.3 Where a school receives more applications than there are places available, applicants will be prioritised, and places allocated according to the published oversubscription criteria set out at 1.19 and 1.20 below.

Children with an Education, Health and Care (EHC) Plan

- 1.4 A child who is the subject of an EHC plan will be admitted to the school named in their plan. These children will be admitted to the named school even if it is full and are therefore outside the normal admission arrangements. As required by the Admissions Code however, these children will count as part of the school's PAN.

Tiebreaker

- 1.5 If a school does not have places for all the children in a particular criterion, the borough prioritises those applicants who live closest to the school. The distance will be measured in a straight line from the address point of the pupil's house as determined by Ordnance Survey to the address point of the school using the local authority's GIS system. In the event that two or more children live at the same distance from the school then random allocation will be used to prioritise applicants where necessary. The names will be drawn and the whole process scrutinised by persons who are independent of the authority.

Multiple births or children with birth dates in the same academic year

- 1.6 After the admission criteria have been applied, should applications for siblings whose birthdays are in the same academic year fall either side of a school's PAN the authority will admit above the PAN in order to allocate all siblings to the same school.

Primary school entry point

- 1.7 Pupils are eligible to commence full time education from the September following their 4th birthday. However, a child does not legally have to be in full time education until the term following their 5th birthday.

- 1.8 Parents who feel their children are not ready to begin school full time in the September following their 4th birthday have the option for their child to either:

Start school later in the academic year, so long as the place allocated is taken up during the Reception academic year (unless section 1.38-1.42 applies) and no later than the start of the final term and / or the start of the term following the child's 5th birthday; or

Start school part time at any stage during the Reception academic year, so long as the child then attends the school full time from the start of term following their 5th birthday;

Start school directly in Year 1 if a child was born between 1 April and 31 August. Please note that an application for a Year 1 place can only be made from the start of the term prior to September entry, in line with the in-year process as detailed in section 6. For the avoidance of doubt, places for entry directly into Year 1 cannot be reserved from the preceding year, nor from an application for a reception place

1.9 It will be expected that parents will opt for their child to commence school at the start of one of three traditional terms (autumn, spring, summer). It is also expected that part time schooling offered will be either five mornings or five afternoons a week; a decision which will normally be made by the school.

Children educated outside of their chronological academic year group

1.10 It is expected that children will be educated in the appropriate academic year group for their chronological age. In certain exceptional circumstances, children will be educated outside this year group. If this is the case, then applications should be made in the academic year prior to the required school transfer. Applications must be made on a paper CAF and cannot be made online.

1.11 The Admissions Code enables a parent to request that their child is admitted outside of their normal age group. For example, a parent may request that a summer-born child – born between 1 April and 31 August - is admitted into a reception class in the September following their fifth birthday instead of entering year 1.

1.12 Admission authorities are responsible for making the decision into which year group a child should be admitted but are required to make a decision based on the circumstances of the case. There is no statutory barrier to children being admitted outside their normal year group. An admitting authority will usually take the following factors into account when

considering a parental request for a summer born child to be admitted into a reception class in the September following their fifth birthday:

- The needs of the child and the possible impact on the child of entering Year 1 without having first attended the reception class;
- In the case of children born prematurely, the fact that the child may have naturally fallen into the lower age group if born on the expected date;
- The social, emotional or physical development of the child;
- Relevant research into the outcomes of summer-born and premature children.

1.13 For all requests for delayed entry into Reception, parents should make their application at the same time as those applying for normal Reception entry stating that they wish to enter reception a year later than normal for their child's age. Parents should discuss this as soon as possible with their preferred schools and the authority.

1.14 Parents do not have a right to appeal against entry into a specific year group. However, they may make a complaint to the local authority or to the school.

Appeals

1.15 Appeals against a decision not to offer a place at a particular school should be lodged by the published closing date for the on-time submission of appeals. This date will be published in the authority's composite prospectus and in the relevant offer letter.

1.16 Appellants are entitled to ten school days' notice of the appeal hearing date. The School Admission Appeals Code requires that appeals for on time applications are heard within 40 school days of the deadline for lodging appeals. Appeals for late applications are expected to be heard within 40 school days of the deadline for lodging appeals where possible or within 30 school days of the appeal being lodged. Appeals lodged by the closing

date will be heard before the end of the summer term. Appeals lodged after the closing date will be heard as soon as possible. All aspects of appeals for voluntary aided schools, free schools and academies are the responsibility of the school governors. Appeal deadline dates may differ for own admission authority schools.

1.17 Other admitting authorities within the local authority's area are required to notify the local authority about the outcome of any appeals.

Oversubscription criteria for admission into a primary or first school

1.18 Once children with EHC plans have been allocated, remaining places will be allocated in the following descending order of priority:

1. Looked after children¹ or a child who was previously looked after. This category includes a looked after child or a child who was previously looked after but immediately after being in care became adopted² or subject to a child arrangement order³ or special guardianship order⁴
2. Children with exceptional social or medical reasons for requiring the school (as explained in the section 5 of this document)
3. For junior schools only - Children attending a priority linked infant school (note 3)
4. Children who live in the 'designated area' of the school (note 1) and who have a sibling who attends this school (note 2)

¹ Looked after children are children who are (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

² All children adopted from local authority care.

³ Under the terms of the Children Act 1989.

⁴ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

5. Children who live in the 'designated area' of the school (note 1)
6. Children who have a sibling who attends the school (note 2)
7. Children of a member of staff (note 3)
8. Children whose parents have any other reason for their preference

Notes relating to oversubscription criteria for community and voluntary controlled primary age schools

- 1.20 Note 1 – Designated Areas. Maps of the current designated areas may be viewed on the RBWM website, www.rbwm.gov.uk. Alternatively, applicants can use the Neighbourhood View facility on the website for information on schools based on their address.
- 1.21 Note 2 – Sibling Criterion. A sibling would need to be attending the school at the time of admission of the child for whom a place is sought. The term 'sibling' includes a half or stepchild permanently living in the same family unit or a foster child permanently living in the same family unit whose place has been arranged by the social services department of a local authority. Sibling eligibility will flow from a foster child to other children of the family or from a child of the family to a foster child. In the case of Infant and Junior schools, attendance of a sibling at either the Infant or Junior school qualifies as a sibling for the linked school. Linked schools are described in criterion 6 of the oversubscription criteria.
- 1.22 Note 3 - Children of a member of staff. Priority will be given where the member of staff has a) been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage. A SIF must be completed and returned to the Local authority at the time of application.

Section 2: Admission Policy for Secondary Age Schools from 1 September 2023 (Secondary, Middle and Upper Schools)

All secondary age school schools in RBWM are academies, voluntary aided or free schools, and responsible for their own admission policies. Please refer to the individual school for details of their admission arrangements.

Section 3: Admission policy for in-year entry for 2023/24 (Year Reception to Year 11)

- 3.1 This policy refers to all applications made for children of statutory school age seeking entry to school outside of the normal admissions round.
- 3.2 Parents must apply directly to the admission authority for the school or schools of their preference. This is the local authority for community and voluntary controlled schools, and the schools themselves for voluntary aided schools, free schools and academies (own admission authority schools).
- 3.3 The relevant admission authority will make available a suitable form upon which an application may be made. The local authority will also make available a suitable form for own admission authority schools. Own admission authority schools may also require a supplementary information form (SIF) to be completed at the time of application.
- 3.4 Own admission authority schools are required to notify the authority of applications received and their outcome. This is to enable the authority to keep up to date figures of available school places in the area, and support applications where necessary. Admission authorities must inform parents of their right to appeal against refusal of a place.
- 3.5 Children who are the subject of a direction by the local authority to admit, or who are allocated to a school in accordance with the Fair Access Protocol, will take precedence over those on a waiting list.

The application process for RBWM community and voluntary Controlled schools

- 3.6 Applications should be made no earlier than one term prior to hopeful entry, based on the modern six term year. Applicants may state up to six preferences.

- 3.7 Applicants will be required to provide evidence of their child's date of birth if they have not previously made an application via the local authority. If the application is due to a house move, the applicant will need to provide evidence they are residing at the new address, such as a completion of sale document or a rental agreement. Further documents may be requested. Additional information will be required for applicants applying from abroad (e.g., entry visa and passport details) to verify right of abode.
- 3.8 Applications will be processed and, where vacancies exist, a place will be offered at the highest preferred school possible.
- 3.9 Entry will be deferred until the start of the next term, unless a child is without a school place or it is considered impractical to delay, in order to minimise the disruption to both the child's education and that of other children.
- 3.10 If a place is not available at a preferred school, and no higher preferred school has been offered, then parents will be informed of their right of appeal. The child will automatically be placed on the preferred school(s) waiting list which will be prioritised in line with the over-subscription criteria as published in section 1.5 of the admission arrangements.
- 3.11 Where no school place is available at a preferred school, and a child is currently without a school place within a reasonable distance, then the authority will, as a minimum, inform applicants of the availability of places at alternative schools and how they may apply. Where possible, the authority will offer a school alternative school place at the next nearest community or voluntary controlled school with a vacancy. A referral may be made under the Fair Access Protocol, available on the RBWM website.
- 3.12 The Admissions Code allows admission authorities to admit above the published admission number (PAN) in-year. Community and voluntary controlled schools must not do so save by specific request or direction of the authority. Voluntary aided schools, free schools and academies are expected to notify the local authority if they do so.

Section 4: Admission policy for sixth form entry in September 2023

- 4.1 All RBWM schools with sixth forms are academies, voluntary aided or free schools, and are responsible for sixth form admissions. The Local Authority has no jurisdiction over sixth form admissions.

Section 5: Further Information

Social or medical criterion

- 5.1 The authority will consider an application in this category only where the child, or his or her parent or guardian, can demonstrate a wholly exceptional medical or social requirement for attendance at the preferred school. It is expected that places will be given under this category in no more than a small number of instances in a year, if at all.
- 5.2 To apply under this criterion, the parent or guardian must send a covering letter or completed social and medical application form to support the application. It must explain the reasons for requiring a place under this criterion, why the preferred school is significantly more suitable than any other school for their child, and the difficulties likely to be caused by not attending it. Such difficulties must be so exceptional as to be extremely rare in the population. The reasons may be associated with the child or with the family.
- 5.3 Supporting evidence must be included from a suitably qualified professional person associated with the child or the family, such as a consultant, a general practitioner, psychiatrist or a senior social worker. Evidence from members of the family, friends or a child minder will not normally be acceptable. All evidence must be on headed writing paper. Any evidence must be provided at the expense of the parent. The parent must give permission to the local authority to make such enquiries as it thinks necessary to investigate the matter further.
- 5.4 All schools are able to work with special educational needs and are expected to accommodate severe medical needs. The authority is unlikely to accept that one school is more suitable than another on these grounds. Such difficulties as childcare arrangements or the need to drop off/collect children at more than one school are unlikely to be acceptable without accompanying exceptional medical or social reasons.
- 5.5 Applications lacking external objective evidence will be rejected under this category. Any rejected application will then be considered under the next highest appropriate category to the child. Applicants are strongly advised to name other schools within the permitted number of preferences.

- 5.6 Applicants seeking to rely on these grounds must provide the necessary evidence by the closing date for applications. This will allow time for the authority to obtain additional evidence if necessary. It may not be possible to consider applications under this criterion after the closing date, even where a family has subsequently moved into the area.
- 5.7 The strength of applications will be considered by two or more officers individually and then together, referring to another officer where disagreement exists. The officers assessing the strength of an application will have knowledge of the admissions process and the School Admissions Code. The officers must consider the application as objectively as possible and will note collectively their reasons for any rejection of the application under this criterion. Applicants are advised that because of the possible subjectivity of applications and decisions, the evidence that is presented must be as full and objective as possible, and that the threshold of acceptance will be exceptionally high.
- 5.8 There will be no right of appeal to officers against refusal of a decision in this category, but all parents will have the usual right of appeal to an independent appeal panel after allocations of places have been published.

Looked after children and previously looked after children

- 5.9 When an application outside of the normal admissions round or in-year application is received to admit a looked after child or a child who was previously looked after¹, the authority will place the child in the school of the parent's preference (including the corporate parent) unless:

¹ A looked after child or a child who was previously looked after but immediately after this became subject to an adoption, child arrangements, or special guardianship order, 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.

² Looked after children are excepted pupils outside of the normal admissions round under the School Admissions (Infant Class Sizes) (England) Regulations 2012.

- that school is unsuitable to the child's age, ability or aptitude or to his or her special educational needs; or
- the attendance of the child would be incompatible with the provision of efficient education for the children with whom he or she would be educated or the efficient use of resources; or
- the child has previously been permanently excluded from the preferred school; or
- other exceptional circumstances exist rendering the school unsuitable.

5.10 The local authority has the power to direct a school to admit a looked after child where Key Stage 1 classes are already at the maximum size² to comply with the infant class size legislation.

Denominational criterion

5.11 This criterion no longer applies to voluntary controlled schools.

Section 6: Published admission numbers of community and voluntary controlled schools

School Name	2017	2018	2019	2020	2021	2022	2023
Alexander First School	30	30	30	30	30	30	30
All Saints CE Junior School	90	90	90	90	90	90	90
Alwyn Infant and Nursery School	101	90	90	90	90	90	90
Boyne Hill CE Infant and Nursery School	60	60	60	60	60	60	60
Braywood CE First School	30	30	30	30	30	30	30
Cookham Rise Primary School	30	30	30	30	30	30	30
Courthouse Junior School	105	105	105	105	90	90	90
Eton Wick CE First School	30	30	30	30	30	30	30
Furze Platt Infant School	90	90	90	90	90	90	90
Furze Platt Junior School	90	90	90	90	90	90	90
Hilltop First School	45	45	45	45	45	45	45
Holy Trinity CE Primary School, Cookham	30	30	30	30	30	30	30
Homer First School	45	45	45	45	45	45	45
Kings Court First School*	45	45	45	45	30	30	30
Larchfield Primary and Nursery School	30	30	30	30	30	30	30
Oakfield First School	60	60	60	60	60	60	60
Oldfield Primary School	60	60	60	60	60	60	60
Riverside Primary School	60	60	60	60	60	60	60
South Ascot Village Primary School	30	30	30	30	30	30	30
The Queen Anne Royal Free CE Controlled First School	30	30	30	30	30	30	30
Waltham St Lawrence Primary School	19	19	22	22	22	22	22
Wessex Primary School	60	60	60	60	60	60	60
Woodlands Park Primary School	30	30	30	30	30	30	30
Wraysbury Primary School	60	60	60	60	60	60	60

*A variation has already been agreed by the Office of Schools Adjudicator, dated 23 August 2021, to agree to the reduction of the school's published admission number for academic years 2021/22 and 2022/23. We are consulting to permanently extend the reduction beyond September 2022.

Section 7: Definitions and explanations

Admission Authority – this is the authority responsible for setting and managing admission arrangements for a particular school. Specific types of schools are managed by different admitting authorities, although all are bound by the local authority's co-ordinated admission scheme. These different schools are detailed below:

Community schools – the local authority is the admission authority for these schools.

Voluntary Controlled schools – these are generally faith schools for which the local authority is the admission authority.

Voluntary Aided schools – these schools are faith schools, managed by the Church of England or Catholic diocese, for which the governing body is the admission authority. All the Voluntary Aided schools are bound by the co-ordinated admissions scheme.

Academies and Free Schools – these are schools whose running and capital costs are met by the DfE for which the governing body is the admission authority.

Published Admission Number (PAN) – this is the maximum number of pupils that a school is required to admit into each Year group. The number is agreed as part of a school's admission arrangements and is commonly determined with regard to a Net Capacity Assessment (calculated using instructions from the Department for Education (DfE) based on the space available and use of resources). Schools must admit up to their PAN. The PAN for Free schools and Academies is set by the Department for Education.

Admission Criteria – the rules used to prioritise the order in which children are offered school places.

Appeals – a parent's opportunity to ask for an independent panel to consider the admission authority's decision not to offer the child a place at the desired school.

Common Application Form (CAF) – this is the form used by applicants to apply for school places via their home authority.

Designated Area – sometimes know as the 'catchment area', this is a distinct geographical area that is served by a school. Admissions criteria often give certain priority to applicants living within a school's designated area, although this is never a guarantee of a school place.

Education, Health and Care Plans - An education, health and care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

Home Address – this is a child's habitual residence and must be the address where you live with your child, unless you can prove that your child lives elsewhere with someone who has legal care and control of your child. We expect a child's home address to be a residential property that is the child's only or main residence, not an address at which your child may sometimes stay or sleep due to your domestic arrangements. The property must be owned, leased or rented by the child's parent/s or the person with legal care and control of the child. Additionally, a child's home address is where he or she spends most of the school week unless this is accommodation at a boarding school.

Joint Custody Arrangements – Where the child is subject to a child arrangement order and that order stipulates that the child will live with one parent/carer more than the other, the address to be used will be the one where the child is expected to live for the majority of the time. For other children, the address to be used will be the address where the child lives the majority of the time. Where the child lives equally with both parents and carers at different addresses the authority will consider all available evidence the parent or carer provides in order to confirm which address the authority will use to process the application, for example:

- any legal documentation confirming residence
- where the child spends the majority of the school week
- the pattern of the residence
- the period of time over which the current arrangement has been in place
- confirmation from the previous school of the primary contact details and home address provided to them by the parents
- where the child is registered with their GP
- any other evidence the parents may supply to verify the position

Local Authority (LA) – if you live in the Royal Borough of Windsor & Maidenhead, we are your ‘home local authority’. If you live somewhere else, then the county or borough you live in is your ‘home authority’. References in this paper to ‘the local authority’ or ‘the authority’ will be taken to mean the local authority of the Royal Borough of Windsor and Maidenhead unless otherwise specified.

Oversubscribed – when there are more applications than places, the school is said to be oversubscribed.

Parent – this is defined in law (the Education Act 1996) as *either* any person who has ‘parental responsibility’ (as defined in the Children Act 1989) for the child or young person, *or* any person who has care of the child or young person.

Preference – this is a school to which a parent/carer wishes to send their child. Parents can not choose the school their child attends but can indicate their preference. The authority must offer a place at the highest preferred school possible once the admissions criteria have been applied.

Service Families – where Service families and the families of other Crown servants are due to be posted to an area admitting authorities must treat such families as resident in the area when processing any application assuming appropriate evidence has been provided which may include notification of posting in the form of an official letter from the MOD, FCO or GCHQ.

Sibling – children are considered siblings if they have brothers or sisters living in the same family unit at the same address, and for whom the applicant has parental responsibility. The term includes a half or stepchild permanently living in the same family unit or a foster child permanently living in the same family unit whose place has been arranged by the social services department of a local authority. Sibling eligibility will flow from a foster child to other children of the family or from a child of the family to a foster child.

Supplementary Information Form (SIF) – a SIF is required by some own admission authority schools in order to collect additional information not provided on the common application form. This is to enable them to assess applicants against the published admission criteria.

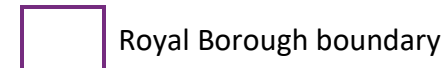
Proposal to change the designated area for Cookham Rise Primary School

This shows a proposed change to the designated area for Cookham Rise Primary School, which would come into effect in September 2023, if agreed.

Maidenhead primary schools (Reception intake)

- 7 [Cookham Dean CE Primary School](#)
- 9 [Cookham Rise Primary School](#)

designated area

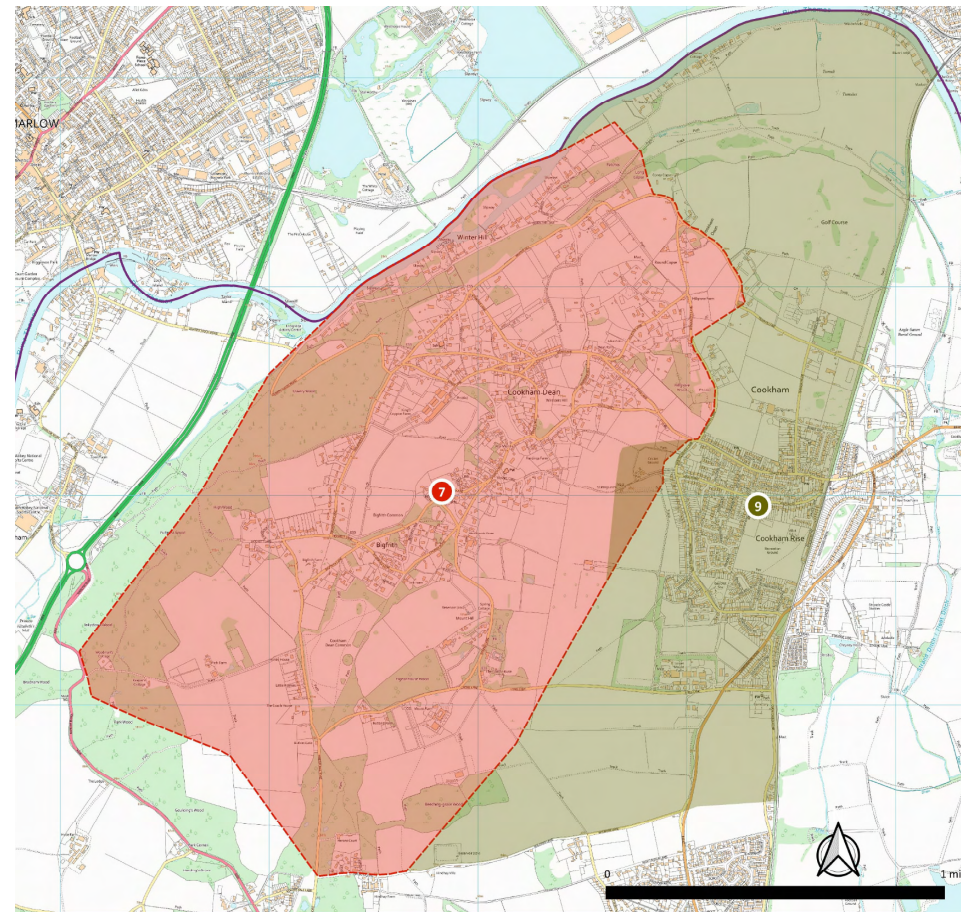


Notes.

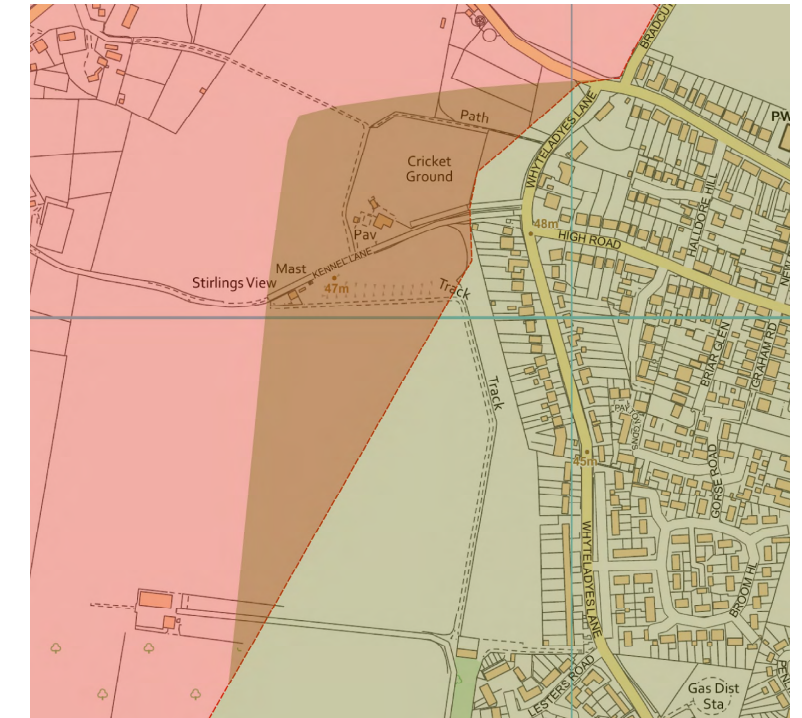
- a) Map 1 shows the current designated areas for Cookham Dean CE Primary School (orange area) and Cookham Rise Primary School (brown area).
- b) There is a small area where the designated areas for both schools overlap. This is around the Cookham Dean Cricket club, and is shown in more detail on Map 2. We believe there is currently one residential address within that area.
- c) It is proposed that the Cookham Rise Primary School designated area is reduced slightly so that it no longer covers the cricket ground. The new boundary, shown in Maps 3 and 4, will instead match the Cookham Dean CE Primary School boundary.
- d) No change is proposed to the designated area for Cookham Dean CE Primary School.

Current designated areas for Cookham Dean and Cookham Rise Primary Schools

Map 1: full extent of current designated areas

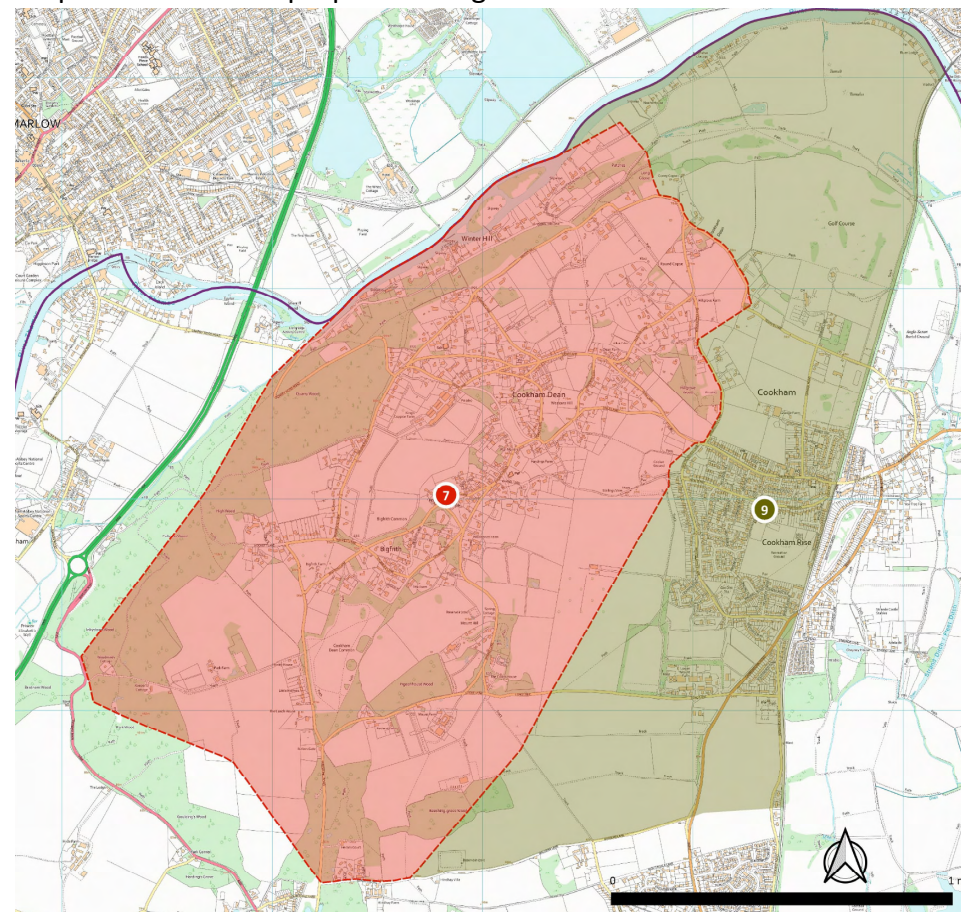


Map 2: showing overlapping area in more detail

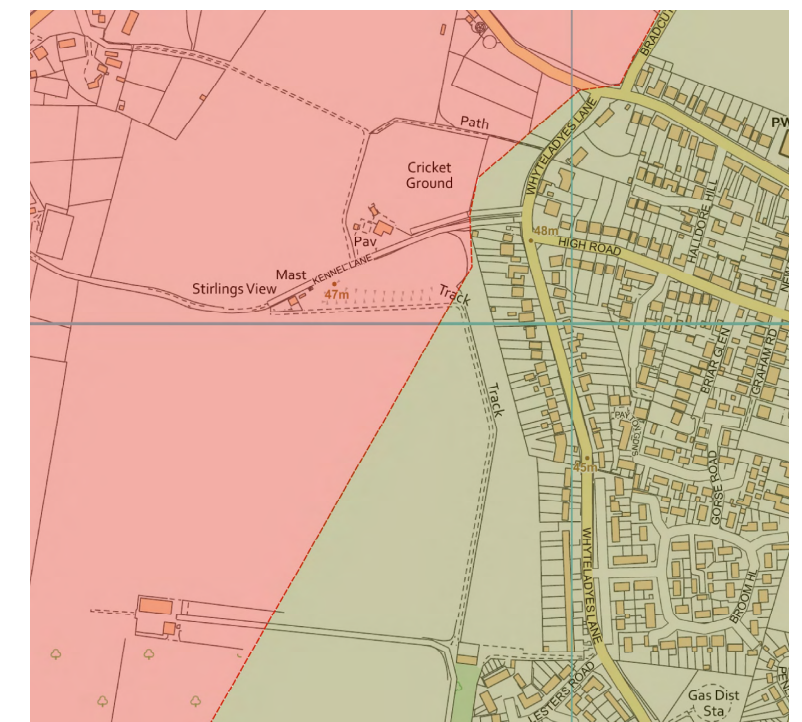


Proposed designated areas for Cookham Dean and Cookham Rise Primary Schools

Map 3: full extent of proposed designated areas



Map 4: showing overlapping area in more detail



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DATA PROTECTION IMPACT ASSESSMENT

Project Details

Name of Project/ Initiative
Annual determination of the Admission Arrangements for the academic year 2023/24
Brief Summary of Project <i>(describe background to the project, the intended outcome and nature of the relationship with the individuals whose data is being collected. Include supporting documentation)</i>
The Royal Borough of Windsor and Maidenhead have a statutory duty to determine the annual admission arrangements for community and voluntary controlled schools for entry in September 2023 by the end of February 2022.
Estimated Start Date of Processing
1 September 2022
Name of Project Lead/Sponsor
Sian Williams

Details of Person Conducting DPIA

Name
Sian Williams
Position
Admissions Team Leader
Contact Details (Email & Telephone)
sian.williams@achievingforchildren.org.uk 07874 641767

Schematic data flow for school admissions data

Step 1. Identify the need for a DPIA

Does your project involve any of the following (Tick all that apply)

The collection of new information about individuals	<input checked="" type="checkbox"/>
Compelling individuals to provide information about themselves	<input checked="" type="checkbox"/>
The disclosure of information about individuals to organisations or people who have not previously had routine access to the information	<input checked="" type="checkbox"/>
The use of existing information about individuals for a purpose it is not currently used	<input checked="" type="checkbox"/>
Contacting individuals in ways which they may find intrusive	<input type="checkbox"/>
Making changes to the way personal information is obtained, recorded, transmitted, deleted or held	<input type="checkbox"/>
The use of profiling, automated decision making, or special category data to make significant decisions about people (e.g. their access to a service, opportunity or benefit)	<input type="checkbox"/>
The processing of special category data or criminal offence data on a large scale	<input type="checkbox"/>
Systematically monitoring a publicly accessible place on a large scale i.e. CCTV	<input type="checkbox"/>
The use of new technology, systems or business processes	<input type="checkbox"/>
Carrying out profiling on a large scale	<input type="checkbox"/>
Processing biometric or genetic data	<input type="checkbox"/>
Combining, comparing or matching data from multiple sources	<input checked="" type="checkbox"/>
Processing personal data without providing a privacy notice directly to the individual	<input type="checkbox"/>
Processing personal data in a way which involves tracking individuals' online or offline location or behaviour	<input type="checkbox"/>
Processing children's personal data for profiling or automated decision making or for marketing purposes, or offer online services directly to them	<input type="checkbox"/>
Processing personal data which could result in a risk of physical harm in the event of a security breach	<input type="checkbox"/>

If you answered "yes" to any of these, please proceed to Step 2.

If none of the screening questions apply, please tick the box below and return the form to the Data Protection Officer at dpo@achievingforchildren.org.uk

None of the screening statements in Step 1 apply to the project, and I have determined that it

is not necessary to conduct a Data Protection Impact Assessment	
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Step 2: Describe the processing

The nature of the processing

What is the source of the data?

Residents complete a common application form to apply for a school place; data provided by other authorities relating to their residents who have a preference for a RBWM school.

How will you collect the data?

RBWM resident data will be collected via a secure admissions portal (96%), a web form on the AfC website (3%) or a paper form which is either scanned and sent to the team by email (1%) or sent by post to The Town Hall (Maidenhead). Data is exchanged with other authorities via the secure Department for Education S2S service.

How will you use, store and delete the data?

Data is stored on Capita ONE database on a secure server. Any supplementary information is held in the AFC Google drive. Data is deleted once a child is no longer of compulsory school age.

Will you be sharing the data with anyone?

Schools and other local authorities for admission purposes; Department for Education preference return; social care and partner agencies for safeguarding purposes; RBWM Council Tax team where fraud is suspected.

Data Flow diagram

See attached

Describe the scope of the processing

What is the nature of the data? Detail the type of personal data being processed (e.g. name, NHS Number, OB)

Child - name, date of birth, gender, address, current school
Parent - name, address, contact number, email address

Does it include special category or criminal data? (e.g. racial or ethnic origin, health info, religious or philosophical beliefs, genetic, biometric data etc)

No

How much data will you be collecting and using?

Approx 4000 applications

How often will the data be collected and used?

Once a year

Schematic data flow for school admissions data

How many individuals are affected?
Approx 8000 (child and parent)
What geographical area does it cover?
RBWM plus any residents in other local authorities across England & Wales with a preference for a RBWM school
Describe the context of the processing
What is the nature of the relationship with the individuals whose data is being collected? i.e. carers, pupils etc.
Rising 5s and children of compulsory school age
How much control will they have over their personal data?
Full control via applicant request
Would they reasonably expect AfC to use their data in this way?
Yes
Do they include children or other vulnerable groups?
Yes - children
Are you aware of any prior concerns over this type of processing or security flaws?
No
Does it involve any innovative or new technology, or is the processing unique or unusual?
Secure server provided by the Department for Education. Similar exercise being performed in every borough across England & Wales
What is the current state of technology in this area?
Current version installed
Are there any current issues of public concern that should be considered?
No
Describe the purposes of the processing
What do you want to achieve?
To meet the statutory duty to provide a place for all children of compulsory school age
What is the intended effect on the individuals?
To provide a school place
What are the benefits of the processing for AfC and broadly?
To meet the statutory duty on behalf of the local authority.

Schematic data flow for school admissions data

Step 3: Consultation Process (*Consider how to consult with relevant stakeholders*)

Describe when and how you will seek individuals' views – or justify why it's not appropriate to do so

Information and process regulated under the School Admissions Code 2021. Any changes to the proposed Admission Arrangements are subject to mandatory public consultation for a minimum of six weeks. Consultation has taken place between 1st November and 13th December 2021.

Who else do you need to involve within AfC? i.e. Business Systems, Information Governance

Applications Support Team (RBWM)

Do you plan to consult information security experts, or any other experts?

No

Step 4: Assess necessity and proportionality (*describe compliance and proportionality measures*)

What is your lawful basis for processing? Please choose one of the following ?	
The data subject has given consent	
The processing is necessary for the performance of a contract to which the data subject is party or in order to take steps at the request of the data subject prior to entering into a contract	
The processing is necessary for compliance with a legal obligation to which AfC is subject	
The processing is necessary in order to protect the vital interests of the data subject or of another natural person;	
The processing is necessary for the performance of a task carried out in the public interest or in the exercises of official authority vested in AfC	✓
Does the processing actually achieve your purpose?	
Yes	
Is there another way to achieve the same outcome?	
No	
How will you prevent function creep? (<i>function creep is where data collected for one purpose is used for another purpose over time?</i>)	

Schematic data flow for school admissions data

Data will only be shared with other bodies responsible for auditing or administering public funds, for safeguarding purposes or in order to prevent and detect fraud or crime

How will you ensure data quality and data minimisation? *(We should only use the minimum amount of personal data possible to achieve the purpose of the processing)*

We only collect the minimum data required to fulfil the statutory duty. Each application is manually checked by admission officers.

What information will you give individuals about the processing?

The admission arrangements and coordinated scheme are available on the website, comprehensive guide available to applicants, privacy notice forms part of the application and requires a positive act for agreement.

How will you help support their rights? *(data subject rights include the right of access, rectification, erasure, portability and restriction of processing)*

In accordance with AfC data protection processes.

What measures do you take to ensure processors comply with the GDPR, and assist AfC in supporting individuals in exercising their rights?

Annual GDPR training and adhering to AfC policies regarding personal data

How do you safeguard any international transfers of personal data?

Not applicable

Step 5: Identify and assess the privacy risks *(The aim is compile a comprehensive list of all privacy risks associated the project, whether or not the risks require action)*

Privacy risk log							
Risk ID	Description of Risk	Impact on project	Likelihood 1=v.low 5= v.high	Impact 1= negligible 5= critical	Overall RISK (likelihood x impact)	Mitigation/Action	Status
1	Inappropriate access to system (e.g. sharing passwords, accessing information with no business needs, RBWM secure server breached by third party)	Potential for data breach	1	4	4	Not sharing passwords Applicants logon details not accessible to team limiting access to those only with business need	Active

Schematic data flow for school admissions data

						RBWM have procedures in place to secure server	
2	Security beach e.g. information disclosed inappropriately or sent to wrong person	Potential for data breach	1	3	3	Annual GDPR training cross-checking of accuracy of recipient	Active
3	Paper application mislaid in Town Hall ahead of scanning (no more than 1% of applications are received on a physical form)	Potential for data breach	1	3	3	Facilitate online applications as much as possible Robust procedures for handling physical post Shred hard copy of application as soon as possible Locked cabinets to secure paper applications	Active
3	DfE S2S service unavailable	Exchange of data via email	2	5	10	Data exchange only via secure email service	Active
4	Exchange of information with schools via different webmail platforms	Potential for data breach	1	5	5	Data exchange only via secure email service	Active

Step 6: Sign Off

In cases where the impact of a risk identified at Step 5 is assessed to be either severe or critical and the likelihood is assessed to be either likely or very likely and the risks remain at this level after the implementation of controls, the Data Protection Officer must be consult the Information Commissioner's Office

Item	Name/Date	Notes
DPO advice provided by:		DPO should advise on compliance and whether processing can proceed

Schematic data flow for school admissions data

Summary of DPO Advice:

**DPO advice accepted or overruled
(Name & Job title)**

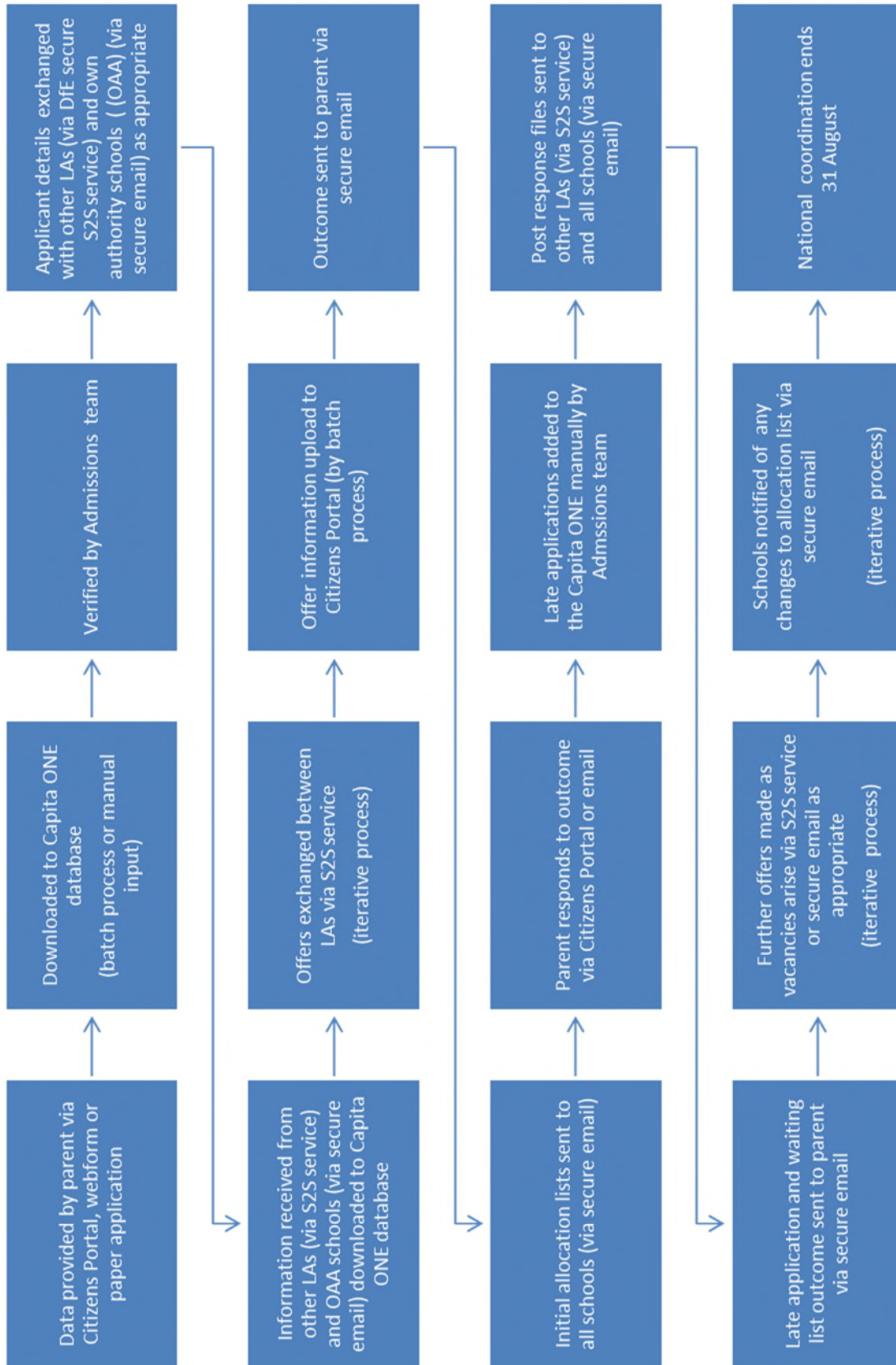
**If overruled you must explain your
reasons**

Comments:

IG Board rectification/ approval date:

Comments:

Schematic data flow for school admissions data



ROYAL BOROUGH OF WINDSOR & MAIDENHEAD

EQUALITY IMPACT ASSESSMENT

ESSENTIAL INFORMATION										
Item being assessed <i>(Please tick):</i>	Strategy		Policy	✓	Plan		Project		Service/Procedure	
Responsible Officer:	Sian Williams				Service:	School Admissions				
					Directorate:	Children's Services				
STAGE 1: EqIA SCREENING (MANDATORY)					STAGE 2: FULL ASSESSMENT (IF APPLICABLE)					
Date created:	16.12.2021				Date created:					
					Date reviewed by Law & Governance:					
Approved by Head of Service / Overseeing group/body / Project Sponsor:										
	Signed:									
	Date:									

GUIDANCE NOTES

What is an EqlA and why do we need to do it?

The Equality Act 2010 places a 'General Duty' on all public bodies to have 'due regard' to:

- Eliminating discrimination, harassment and victimisation and any other conduct prohibited under the Act.
- Advancing equality of opportunity between those with 'protected characteristics' and those without them.
- Fostering good relations between those with 'protected characteristics' and those without them.

EqlAs are a systematic way of taking equal opportunities into consideration when making a decision, and should be conducted when there is a new or reviewed strategy, policy, plan, project, service or procedure in order to determine whether there will likely be a detrimental and/or disproportionate impact on particular groups, including those within the workforce and customer/public groups.

What are the “protected characteristics” under the law?

The following are protected characteristics under the Equality Act 2010: age; disability (including physical, learning and mental health conditions); gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

What's the process for conducting an EqlA?

The process for conducting an EqlA is set out at the end of this document. In brief, a Screening Assessment should be conducted for every new or reviewed strategy, policy, plan, project, service or procedure and the outcome of the Screening Assessment will indicate whether a Full Assessment should be undertaken.

Openness and transparency

RBWM has a 'Specific Duty' to publish information about people affected by our policies and practices. Your completed assessment should be sent to the Strategy & Performance Team for publication to the RBWM website once it has been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. If your proposals are being made to Cabinet or any other Committee, please append a copy of your completed Screening or Full Assessment to your report.

Enforcement

Judicial review of an authority can be taken by any person, including the Equality and Human Rights Commission (EHRC) or a group of people, with an interest, in respect of alleged failure to comply with the general equality duty. Only the EHRC can enforce the specific duties. A failure to comply with the specific duties may however be used as evidence of a failure to comply with the general duty.

STAGE 1: SCREENING (MANDATORY)

1.1 What is the overall aim of your proposed *strategy/policy/project etc* and what are its key objectives?

The overall aim of these policies in partnership is to meet the annual statutory duty to agree a national coordination scheme for processing residents' applications and determine the admission arrangements for community and voluntary-controlled schools in the borough for the academic year 2023/24. The policies were written to ensure that the application for school places and the allocation of school places is not discriminatory, and to ensure that all compulsory school age children have access to education.

1.2 What evidence is available to suggest that your proposal could have an impact on people (including staff and customers) with protected characteristics?

*Consider each of the protected characteristics in turn and identify whether your proposal is **Relevant** or **Not Relevant** to that characteristic. If **Relevant**, please assess the level of impact as either **High / Medium / Low** and whether the impact is **Positive** (i.e. contributes to promoting equality or improving relations within an equality group) or **Negative** (i.e. could disadvantage them). Please **document your evidence** for each assessment you make, **including** a justification of why you may have identified the proposal as "Not Relevant".*

Protected characteristic	Relevance	Level	Positive / Negative	Evidence
Age	Relevant	Medium	Positive	<p>Parents of 4 year olds can decide for their child to defer entry or start Reception on a part-time basis.</p> <p>Parents of summer born children can request for their child to start reception rather than Year 1 on reaching compulsory school age. This is decided on a case by case basis based on the child's needs</p>

				Parents can request that their child is educated outside their chronological age group. This is decided on a case-by-case basis based on the child's needs.
Disability	Relevant	High	Positive	Highest priority for admittance is given to children with an Education, Health and Care plan naming a specific school. Provision is made within the admission arrangements for parents to apply for priority for a particular school based on the medical need of the child or a family member.
Gender reassignment	Relevant	Medium	Positive	Application will be assessed according to the gender with which the child identifies.
Marriage and civil partnership	Not relevant			Policy applies to children under the legal minimum age to be married or enter a civil partnership.
Pregnancy and maternity	Not relevant			Policy applies to children between the age of 4-11 years.
Race	Not relevant			Ethnicity is not a characteristic identified within the school admissions policies and application process.
Religion or belief	Relevant	Low	Positive	Provision is made within the admission arrangements for parents to evidence priority for places at voluntary controlled schools where they live outside of the designated area and do not have sibling priority.
Sex	Not relevant			Sex is not a characteristic considered within the admission arrangements as all the borough-maintained schools are co-educational.
Sexual orientation	Not relevant			Sexual orientation is not a characteristic identified within the admission policies and application process.

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OUTCOMES, ACTION & PUBLIC REPORTING

Screening Assessment Outcome	Yes / No / Not at this Stage	Further Action Required / Action to be taken	Responsible Officer and / or Lead Strategic Group	Timescale for Resolution of negative impact / Delivery of positive impact
Was a significant level of negative impact identified?	No	N/A	N/A	N/A
Does the strategy, policy, plan etc require amendment to have a positive impact?	No	N/A	N/A	N/A

If you answered **yes** to either / both of the questions above a Full Assessment is advisable and so please proceed to Stage 2. If you answered “No” or “Not at this Stage” to either / both of the questions above please consider any next steps that may be taken (e.g. monitor future impacts as part of implementation, re-screen the project at its next delivery milestone etc).

All completed EqIA Screenings are required to be publicly available on the council’s website once they have been signed off by the relevant Head of Service or Strategic/Policy/Operational Group or Project Sponsor.

STAGE 2: FULL ASSESSMENT

2.1 SCOPE & DEFINE

2.1.1 Who are the main beneficiaries of the proposed strategy / policy / plan / project / service / procedure? *List the groups who the work is targeting/aimed at.*

2.1.2 Who has been involved in the creation of the proposed strategy / policy / plan / project / service / procedure? *List those groups who the work is targeting/aimed at.*

2.2 INFORMATION GATHERING/EVIDENCE

2.2.1 What secondary data have you used in this assessment? *Common sources of secondary data include: censuses, organisational records.*

2.2.2 What primary data have you used to inform this assessment? *Common sources of primary data include: consultation through interviews, focus groups, questionnaires.*

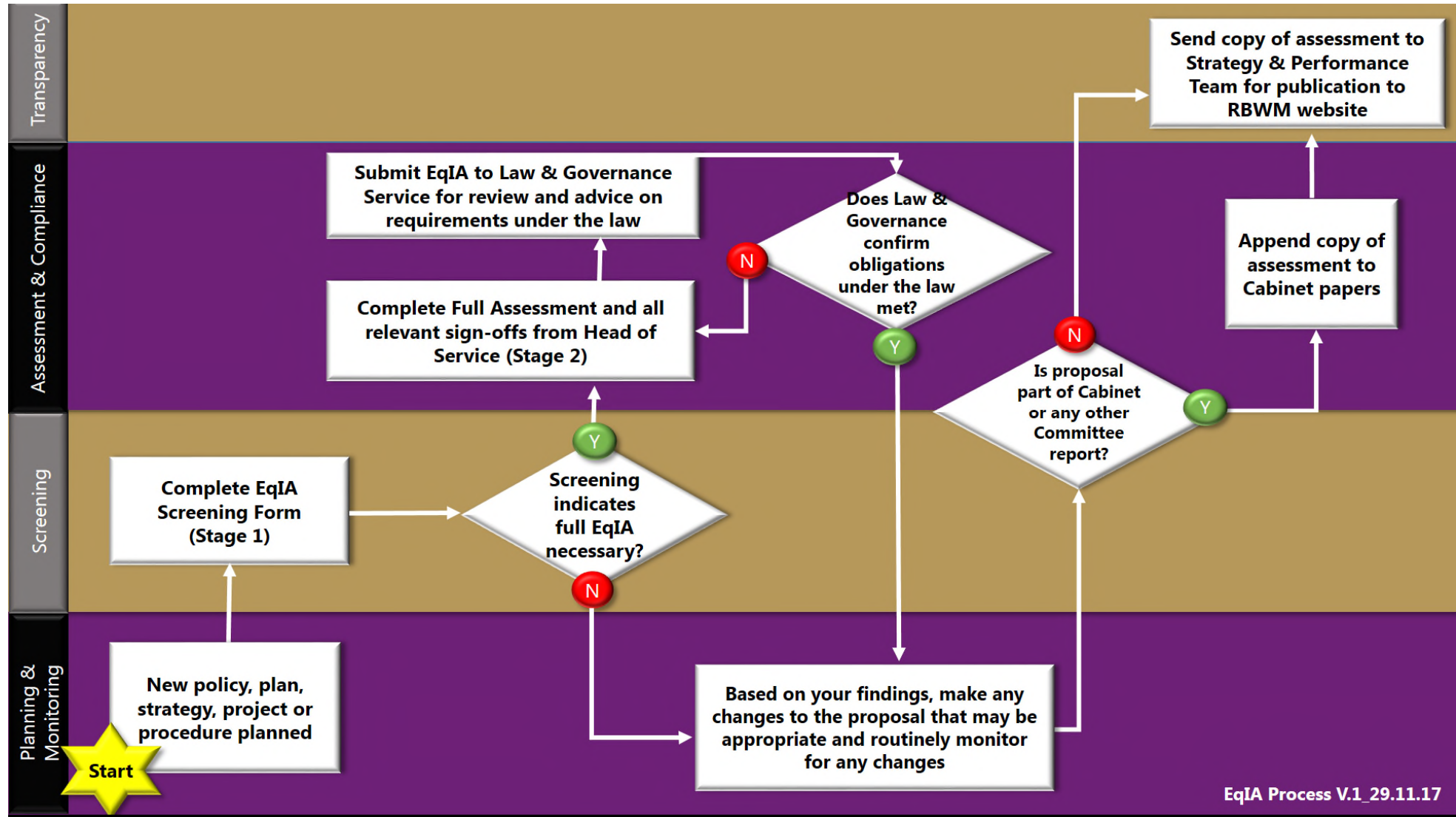
Equality Duty Statement	Protected Characteristic	Advancing the Equality Duty		Negative impact		Explanation & Mitigations Please provide explanatory detail relating to your assessment and outline any key actions to (a) advance the Equality Duty and (b) reduce negative impact on each protected characteristic
		Does the proposal advance the Equality Duty Statement in relation to the protected characteristic (Yes/No)	If yes, to what level? (High / Medium / Low)	Does the proposal disadvantage them (Yes / No)	If yes, to what level? (High / Medium / Low)	
Eliminate discrimination, harassment, victimisation	Age					
	Disability					
	Gender reassignment					
	Marriage and civil partnership					
	Pregnancy and maternity					
	Race					
	Religion or belief					
	Sex					
	Sexual orientation					
Advance equality of opportunity	Age					
	Disability					
	Gender reassignment					

	Marriage and civil partnership					
	Pregnancy and maternity					
	Race					
	Religion or belief					
	Sex					
	Sexual orientation					
Foster good relations	Age					
	Disability					
	Gender reassignment					
	Marriage and civil partnership					
	Pregnancy and maternity					
	Race					
	Religion or belief					
	Sex					
	Sexual orientation					

2.4 Has your delivery plan been updated to incorporate the activities identified in this assessment to mitigate any identified negative impacts?

These could be service, equality, project or other delivery plans. If you did not have sufficient data to complete a thorough impact assessment, then an action should be incorporated to collect this information in the future.

EqIA Process



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