

Appendix C: Equality Impact Assessment

For support in completing this EQIA, please consult the EQIA Guidance Document or contact equality@rbwm.gov.uk

1. Background Information

Title of policy/strategy/plan:	Determination of School Admissions Arrangements 2025-26
Service area:	Operations
Directorate:	School Support Services

Provide a brief explanation of the proposal:

- What are its intended outcomes?
- Who will deliver it?
- Is it a new proposal or a change to an existing one?

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 2025/26 on or by 28th February 2024. The admissions authority is proposing two relatively minor changes requiring consultation: a) the extension of the designated area for Riverside Primary School (Maidenhead), and b) the reduction of the published admission number (PAN) at Homer First School (Windsor) from 45 to 30.

2. Relevance Check

Is this proposal likely to directly impact people, communities or RBWM employees?

- If No, please explain why not, including how you’ve considered equality issues.
- Will this proposal need a EQIA at a later stage (for example, for a forthcoming action plan)?

Yes.

If ‘No’, proceed to ‘Sign off’. If unsure, please contact equality@rbwm.gov.uk

3. Evidence Gathering and Stakeholder Engagement

Who will be affected by this proposal? For example, users of a particular service, residents of a geographical area, staff.
Children and young people educated, or due to be educated, at schools in the Royal Borough.
Among those affected by the proposal, are protected characteristics (age, sex, disability, race, religion, sexual orientation, gender reassignment, pregnancy/maternity, marriage/civil partnership) disproportionately represented? For example, compared to the general population do a higher proportion have disabilities?
No.
What engagement/consultation has been undertaken or planned? <ul style="list-style-type: none">• How has/will equality considerations be taken into account?• Where known, what were the outcomes of this engagement?
<p>The statutory consultation process has been undertaken for the proposals in the report, as outlined in paragraph 15 of the Code. This includes consultation with other local authorities, with parents and families affected by these arrangements, and all admitting authorities within the borough.</p> <p>This process is compliant with the Equality Act 2010 and the Public Sector Equality Duty, as outline on p. 37 of the Code.</p>
What sources of data and evidence have been used in this assessment? Please consult the Equalities Evidence Grid for relevant data. Examples of other possible sources of information are in the Guidance document.
N/A

4. Equality Analysis

Please detail, **using supporting evidence**:

- How the protected characteristics below might influence the needs and experiences of individuals, in relation to this proposal.
- How these characteristics might affect the impact of this proposal.

Tick positive/negative impact as appropriate. If there is no impact, or a neutral impact, state 'Not Applicable'

More information on each protected characteristic is provided in the Guidance document.

	Details and supporting evidence	Potential positive impact	Potential negative impact
Age	N/A	N/A	N/A
Disability	The proposal is not expected to impact on the ability of children with special educational needs to attend Homer First School and Nursery.	N/A	No
Sex	N/A	N/A	N/A
Race, ethnicity and religion	N/A	N/A	N/A
Sexual orientation and gender reassignment	N/A	N/A	N/A
Pregnancy and maternity	N/A	N/A	N/A
Marriage and civil partnership	N/A	N/A	N/A
Armed forces community	N/A	N/A	N/A
Socio-economic considerations e.g. low income, poverty	The proposal is not expected to impact on any specific community, as Homer First School and Nursery is likely to be able to continue offering places to all families who want to attend.	N/A	No
Children in care/Care leavers	N/A	N/A	N/A

5. Impact Assessment and Monitoring

If you have not identified any disproportionate impacts and the questions below are not applicable, leave them blank and proceed to Sign Off.

What measures have been taken to ensure that groups with protected characteristics are able to benefit from this change, or are not disadvantaged by it?

For example, adjustments needed to accommodate the needs of a particular group

N/A

Where a potential negative impact cannot be avoided, what measures have been put in place to mitigate or minimise this?

For planned future actions, provide the name of the responsible individual and the target date for implementation.

N/A

How will the equality impacts identified here be monitored and reviewed in the future?

See guidance document for examples of appropriate stages to review an EQIA.

N/A

6. Sign Off

Completed by: Jools Fletcher-Dyer School Admissions & Child Employment Team Leader	Date: 19/01/2024
Approved by: Lynne Penn Associate Director Operations	Date: 19/01/2024

If this version of the EQIA has been reviewed and/or updated:

Reviewed by:	Date:
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