

Equality Impact Assessment – Stage One

Name of item being assessed:	2014-15 Admission Arrangements for Community and Voluntary Controlled Schools
Version and release date of item (if applicable):	18 March 2013
Owner of item being assessed:	Mwazwita Mundangepfupfu
Name of assessor:	
Date of assessment:	

1. What are the main aims of the item?
To determine the Council's Admission Arrangements for 2014-15 for Community and Voluntary Controlled Schools as required by regulations, by the statutory deadline.

2. Note which groups may be affected by the item, consider how they may be affected and what sources of information have been used to determine this. (Please demonstrate consideration of all strands – age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation)

Group Affected	What might be the effect?	Information to support this.
Age	Positive impact	Legislation determines the process to be followed to determine admission arrangements and determine how places will be allocated which is set by age groups. All children of compulsory school age starting with all children who have reached their 4th birthday before the closing date for applications and all pupils who are 11-16 for secondary schools.
Disability	Positive impact	All pupils must be given a school place irrespective of any disability.
Gender	Positive impact	Gender is not a distinguishing factor all are treated equally in both legislation and determined arrangements and all applications assessed in the same way.

Race	Positive impact	School places are provided for all pupils of primary school age and secondary school age irrespective of race.
Belief	Positive impact	Parents may choose any school they like when applying and may choose on the basis of belief or not.
Further comments relating to the item:		
Assessments, processes and policies are based on statutory requirements set out in School Admissions code and School Admissions regulations.		

3. Result (please tick by double-clicking on relevant box and click on 'checked')	
<input type="checkbox"/>	High Relevance - This needs to undergo a Stage 2 Equality Impact Assessment
<input type="checkbox"/>	Medium Relevance - This needs to undergo a Stage 2 Equality Impact Assessment
<input type="checkbox"/>	Low Relevance - This needs to undergo a Stage 2 Equality Impact Assessment
<input checked="" type="checkbox"/>	No Relevance - This does not need to undergo a Stage 2 Equality Impact Assessment

For items requiring a Stage 2 equality impact assessment, begin the planning of this now, referring to the equality impact assessment guidance and Stage 2 template.

4. Identify next steps as appropriate:	
Stage Two required	
Owner of Stage Two assessment:	
Timescale for Stage Two assessment:	
Stage Two not required:	

Name: Mwazwita Mundangepfufu

Date: 18 February 2013