



Equality impact assessment form

Directorate	Peoples Services
Service area	Commissioning
Proposal	Determined School Admission Arrangements for Derby City Maintained and Voluntary Controlled Schools 2026-27
Reason for proposal	Update to original EIA completed 9.1.2018, 3.11.23
Sign off (Director/Head of Service)	Gurmail Nizzer (Director for Commissioning and Delivery)
Date of assessment	31 July 2025

Please read the support notes to help you in Appendix 1 on page 4 before completing your assessment

The form

You need to attach the completed form to any report to help councillors and colleagues make their decisions by taking equality implications into account.

The assessment team or name of individual completing this form

Team leader's name and job title –

Other team members if appropriate

Name	Job title	Organisation	Area of expertise
Diane Whitehead	Head of School Organisation and Provision	Derby City Council	School Admissions and Children with Special Education Needs
Jonathan Howie	Principal Education Welfare Officer	Derby City Council	Education Welfare
Adem Repesa	New Communities Support Co-ordinator	Derby City Council	Education of children new to English, and education

Step 1- setting the scene

Make sure you have clear aims and objectives on what you are impact assessing – this way you keep to the purpose of the assessment and are less likely to get side-tracked.

1. What are the main aims, objectives and purpose of the decision you want to make?	As the admission authority the Council is responsible for the annual consultation on admission arrangements for community and voluntary controlled schools.
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	<p>The purpose of the policy is to ensure that all children are admitted fairly and equitably to all schools that the Council is the admissions authority, and that the admission criteria is transparent and easy to understand.</p> <p>– this aligns with the outcome in our Council Plan of ‘inclusive city’ and ‘connected council’.</p> <p>The School Admissions Code is a legally binding document, the purpose of which is to ensure that Local Authorities are working with non-discriminatory processes and procedures.</p> <p>To provide additional clarity for parents, minor changes were agreed to the 2019/2020 Admission Arrangements on how the Council deals with applications from parents who have changed their address during the application process.</p> <p>The consultation also includes:</p> <ul style="list-style-type: none"> • The Co-ordinated Admissions Scheme which sets out the details of our admission arrangements and how we co-ordinate with other local authorities in a timely manner to ensure decisions are delivered on the relevant national offer day. • The Published Admission Numbers (PANs) for community and voluntary controlled schools. This is the number of places available within each year group.
2. Why do you need to make this decision?	To ensure that our policy is fair, equitable and transparent to all.
3. Who delivers/will deliver the changed service/policy including any consultation on it and any outside organisations who deliver under procurement arrangements?	<ul style="list-style-type: none"> • Integrated Commissioning Department, People Directorate, School Admissions Section • Own Admission Authorities • Children, young people, and their families • Diocesan Boards • Other Local Authorities
4. Who are the main customers, users, partners, colleagues or groups affected by this decision?	<ul style="list-style-type: none"> • Children, young people, and their families • Schools (own admission authorities/Multi Academy Trusts) • Attendance and Inclusion Service • School Admissions • New Communities Achievement Team • Youth Offending Service • Other Local Authorities

Step 2 – collecting information and assessing impact

5. Who have you consulted and engaged with so far about this change, and what did they tell you? Who else do you plan to consult with? – tell us here how you did this consultation and how you made it accessible for the equality groups, such as accessible locations, interpreters and translations, accessible documents.	The Council's Admissions Service ensures the proposed admission arrangements and related policies are displayed on the Councils Consultation website 'Your City Your Say' and had paper copies available, which can be translated on request. The Admissions Service email the proposed admission arrangements to schools (Own admission authorities/Trusts), the secular society, and neighbouring local authorities We did not receive any comments.	
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6. Using the skills and knowledge in your assessment team or what you know yourself, and from any consultation you have done, what do you already know about the equality impact of the proposed change on particular groups? Also, use any other information you know about such as any customer feedback, surveys, national research or data. Note that this template now includes Socio-Economic Duty (SED) local data can be found [here](#). Indicate by a tick for each protected characteristic group whether this is a negative or a positive impact. Only fill in the mitigation box if you think the decision will have a negative impact and then you'll need to explain how you are going to lessen the impact.

People with protected characteristics	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
Age – older and younger people	<p>The Policy is aimed at making sure we have a fair and equitable procedure for children needing admission to school.</p> <p>Children born in the summer term now have an automatic right to delay entry to school for a year, following parental request, if parents feel that the child is not ready to start school.</p>	YES		
Disability – the effects on the whole range of disabled people, including Deaf people, hearing impaired people, visually impaired people, people with mental health issues, people with learning difficulties, people living with autism and people with physical impairments	<p>The Policy is aimed at making sure we have a fair and equitable procedure for children needing admission to the school.</p> <p>This policy does not apply to disabled children as children with an Education, Health, and Care Plan (EHCP) get priority over others through the phased transfer process operating by the Councils SEND Service. All schools are required to make reasonable adjustments/arrangements to accommodate disabled children. It is unlawful for schools to discriminate against disabled children and parents.</p> <p>As part of our Schools Accessibility Strategy, we have produced an Access Audit of local schools to help disabled parents and disabled children with their choices.</p>	YES		

People with protected characteristics	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
	We will make reasonable adjustments for disabled parents to use the policy.			
Gender Reassignment – people who are going through or have been through gender reassignment. We also voluntarily include trans and those people who don't identify with a particular gender, for example, non-binary, genderfluid, genderqueer, polygender and those who are questioning their gender or non-gendered identity.	<p>The Policy is aimed at making sure we have a fair and equitable procedure for children needing school admission.</p> <p>It is against the law for schools to discriminate against children or adults because of their gender identity.</p> <p>In recent years, there has been an increase in trans children applying for schools and it is important that their needs are met, and they are treated fairly.</p> <p>We work closely with Derbyshire LGBT+ who can offer us any advice as needed, as well as to the families.</p>	YES		
Marriage and Civil Partnership – this applies to employment issues only	Not applicable			
Pregnancy and maternity - women who are pregnant or who have recently had a baby, including breast feeding mothers	<p>The Policy is aimed at making sure we have a fair and equitable procedure for children needing admission to the school.</p> <p>Schools cannot discriminate against pregnant pupils or those who have given birth.</p>	YES		
Race - the effects on minority ethnic communities, including newer communities, Gypsies and Travellers and the Roma community	<p>The Policy is aimed at making sure we have a fair and equitable procedure for children needing school admission.</p> <p>It is unlawful for schools to discriminate against children and parents on grounds of race.</p> <p>Gypsy/Roma/Traveller children and children of Asylum Seekers receive support for the Admissions procedure from our New Communities Team.</p> <p>If a child is adopted from outside the UK, these children must now be considered as a second priority, under previous regulations only children adopted in the UK</p>	YES		

People with protected characteristics	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
	<p>could be considered, by the School Admissions Code 2021.</p> <p>This Policy also applies to children waiting to be deported as they are still entitled to an education.</p> <p>We will provide help and support for parents to understand our policy and arrange interpreters or translations where necessary.</p>			
Religion or belief or none - the effects on religious and cultural communities, customers and colleagues	<p>The Policy is aimed at making sure we have a fair and equitable procedure for children needing school admission.</p> <p>The governing bodies of voluntary-aided and foundation schools can define their own admissions criteria and thus take account of admissions based on faith. Those schools designated by the Secretary of State as having a religious character (faith schools) are permitted to use faith-based oversubscription criteria to give higher priority in admissions to children who are members of, or who practice, their faith or denomination.</p> <p>None of these schools are included within the scope of this policy, as these schools can set their criteria.</p>	YES		
Sex - the effects on both men and women and boys and girls	<p>The Policy is aimed at making sure we have a fair and equitable procedure for children needing admission to school.</p> <p>We do not have any single-sex schools in the city that we are responsible for</p>	YES		
Sexual orientation - the effects on lesbians, gay men, bisexuals, pansexual, asexual and those questioning their sexuality	<p>The Policy is aimed at making sure we have a fair and equitable procedure for children needing admission to the school.</p> <p>It is unlawful for schools to discriminate against children and parents because of their sexual orientation.</p> <p>We work closely with Derbyshire LGBT+ and get their advice as required and so do families.</p>	YES		

People with protected characteristics	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
<p>Those who experience socio-economic disadvantages – this is not a protected characteristic in law, but the Council has voluntarily adopted it. Please see the notes in Appendix 1 to help you with this section.</p>	<p>To ensure accessibility for all, we have the following arrangements in place for applying for admission to school.</p> <ul style="list-style-type: none"> • Online parent portal (24hr service) • Online e-form (24hr service) • Paper application, which can be posted out to families or collected from the Council House reception. • Paper application can be returned to Council House, in person or posted. • Colleagues to take telephone applications, by contacting the School Admissions team in the Council House (8.30am – 5pm Monday-Friday) • Nurseries, Infant, Junior, and Primary School staff support with completion of applications. • Vulnerable/marginalised groups are supported through NCT and schools. <p>Support from colleagues working in the community (New Communities Team, Education Welfare, Social Care)</p>	YES		
<p>Care experience – this is not a protected characteristic in law, but the Council has voluntarily adopted it. Please see the notes in Appendix 1 to help you with this section.</p>	<p>The Policy is aimed at making sure we have a fair and equitable procedure for children needing school admission.</p> <p>It is against the law for schools to discriminate against children or adults because of their care experiences.</p> <p>The DfE School Admissions Code 2021 makes it clear that pupils that are currently or previously in care both in the UK or outside of the UK must be given priority for a school place.</p> <p>To ensure that care leavers receive the priority recognised we care experiences.</p> <p>Ensure that all relevant information is correct</p>	YES		

People with protected characteristics	What do you already know?	Positive impact	Negative impact	Mitigation - what actions will you take to lessen impact?
	<p>Ensure that all relevant information is collected</p> <p>Ensure that schools are aware of the care experience of the pupil</p> <p>Contact schools directly to request admission should an application be received outside of the normal rounds.</p> <p>Follow the DfE guidance should a school refuse to admit a pupil with</p>			

Important - For any of the equality groups you don't have any information about, then please contact our Lead on Equality and Diversity for help. For help with SED please contact policyandconsultation@derby.gov.uk. You can also get lots of information on reports completed from organisations' websites such as the Equality and Human Rights Commission, Stonewall, Press for Change, Joseph Rowntree Trust and so on. Please don't put down that the impact affects 'everyone the same' – it never does!

Step 3 – deciding on the outcome

7 What outcome does this assessment suggest you take? – You might find more than one applies. Please also tell us why you have come to this decision?

Outcome 1		No major change needed – the EIA hasn't identified any potential for discrimination or negative impact and all opportunities to advance equality have been taken
Outcome 2		Adjust the proposal to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?
Outcome 3		Continue the proposal despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are: <ul style="list-style-type: none"> • sufficient plans to stop or minimise the negative impact • mitigating actions for any remaining negative impacts • plans to monitor the actual impact.
Outcome 4		Stop and rethink the proposal when the EIA shows actual or potential unlawful discrimination

Why did you come to this decision?

The decision is due to being able to ensure and demonstrate that the Council's Admission Arrangements are fair, transparent and equitable and have considered all the listed protected characteristics above. The Council's Admission Arrangements are aligned with the DfE School Admissions Code and associated legislation, which ensures that processes and statutory guidance are adhered to should there be a necessity to challenge a school, academy or trust in the future.

If you have decided on **Outcome 3**, then please tell us here the justification for continuing with the proposal. You also need to make sure that there are actions in the Mitigation Box to lessen the effect of the negative impact. This is so important and may face a legal challenge in the future.

If you have decided on **Outcome 4** then if the proposal continues, without any mitigating actions, it may be likely that we will face a legal challenge and possibly a Judicial Review on the process - it is so important that the equality impact assessment is done thoroughly, as this is what the Judge will consider

Appendix 1

Equality impact assessment form– please read this section first before you do the assessment

This is our equality impact assessment form to help you equality check what you are doing when you are about to produce a new policy, review an older one, write a strategy or plan or review your services and functions. In fact, you need to do an equality impact assessment whenever a decision is needed about our services and functions that affects people and **before** that decision is made. This also includes quick Covid 19 related decisions.

We use the term 'policy' as shorthand on this form for the full range of policies, practices, plans, reviews, activities and procedures.

Policies will usually fall into three main categories...

- Organisational policies and functions, such as recruitment, complaints procedures, re-structures.
- Key decisions such as allocating funding to voluntary organisations, budget setting.
- Policies that set criteria or guidelines for others to use, such as criteria about school admissions, procurement methods, disabled facilities grants, on street parking bays.

So why do we need to do equality impact assessments? Although the law does not require us to do them now, the courts still place significant weight on the existence of some form of documentary evidence of compliance with the **Public Sector Equality Duty** when determining judicial review cases. This method helps us to make our decisions fairly, taking into account any equality implications, so yes we still need to complete them.

The Public Sector Equality Duty is part of the Equality Act 2010 and this Duty requires us as a public body to have '**due regard**' to eliminating discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act. It requires us to advance equality of opportunity and foster good relations between people who share a '**relevant protected characteristic**' and people who don't. The nine protected characteristics are age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Having '**due regard**' means:

- removing or minimising disadvantages suffered by people due to their protected characteristics

- taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people
- encouraging people with certain protected characteristics to participate in public life or in other activities where the participation is disproportionately low.

Assessing Socio-Economic Duty (SED) as part of the EIA

The Council agreed to voluntarily implement the Socio-Economic Duty alongside our Public Sector Equality Duty categories in May 2022.

We have added a section to this impact assessment template on the Socio-Economic Duty) to make sure we actively consider how our decisions can contribute to reducing inequalities resulting from socio-economic disadvantage.

Areas to actively consider in the decision-making process when assessing the SED include thinking about:

- what are the
- intended aims and/or outcomes of the policy or decision being made?
- whether the assessment of the duty taking place is through all stages of development?
- whether there a particular socio-economic impact for certain groups?
- how people in communities can have an active say in the decision-making process
- whether the policy/decision actively can contribute to reducing inequality outcomes?
- considering how you can engage with people with lived experience of SED?
- collecting and actively considering evidence and stories of residents' lived experiences in implementing the SED. You can get more information on the [corporate insight](#) pages on SharePoint.

Assessing Care Experience as part of the EIA

The Council agreed to voluntarily adopt Care Experience as part of our Public Sector Equality Duty categories in September 2024.

Care experience refers to the experiences of individuals who spent part of their childhood in the care system due to situations beyond their control. These individuals can face both direct and indirect discrimination throughout their lives.

A care leaver is defined in law as someone over the age of 16 who has been in the care of the local authority and/or Health and Social Care Trust for a period of at least 13 weeks or more. This definition may present additional barriers for children and young people to access support due to not having a 'typical' journey throughout their time in the care system. As such, the less restrictive 'care experience' definition is preferred which does not exclude individuals based on placement type and duration of time in care.

We have added a section to this impact assessment template on care experience to make sure we actively consider how our decisions can contribute to reducing inequalities facing care experienced people.

Care-experienced individuals are disadvantaged due to biases against them. It is important to detail potential long-term effects and challenges care experience can have on individuals' lives. This could include mental health issues, social stigmas, financial struggles, and more.

Here are some examples of the disadvantages care experienced people face to help you with this assessment:

- **Lack of trust**

Care experienced individuals may have a deep-rooted mistrust in systems or institutions, born out of their experiences with the care system. This could result in hesitancy or difficulty in seeking out and accessing necessary services, leading to delays in receiving important support or care.

- **Social Networks**

Social networks often play a vital role in an individual's ability to access services or support. They can provide valuable information, resources, and emotional support. Care experienced individuals might lack these networks due to broken family relationships or frequent relocations. This can make navigating systems more challenging and isolating.

- **Family guidance**

Individuals who have grown up in care often lack the family guidance and positive adult role models that many take for granted. This could be advice on filling out forms, understanding services available to them, or having the support of a family member when facing an intimidating process. The absence of this support can hinder their ability to access and navigate services.

- **Digital connectivity**

In our increasingly digital world, access to technology and the internet is crucial for accessing many services. Care experienced individuals might face digital exclusion due to lack of financial resources or guidance on how to use digital tools. This can create additional barriers to accessing services, opportunities, and information.

- **Social mobility**

Care experienced individuals can face significant challenges when it comes to social mobility. The hurdles they encounter in education, employment, housing, and other key areas can limit their ability to advance socially and economically. This lack of social mobility can create a vicious cycle that hinders access to services and opportunities.

- **Access to public transport**

Mobility is a key factor in being able to access services. Limited access to reliable and affordable public transport can greatly impede the ability of care-experienced individuals to reach physical service locations. This barrier can be compounded if they are in a situation where they are frequently moved between placements or are in a rural area with limited transport options.

- **Access to housing**

Care experienced individuals aged 18, 19 and 20 have automatic priority to housing – provided by the Local Authority – similar as when they were 16 or 17. However, when searching for accommodation out-of-area, particularly for those progressing to university, students who are care leavers or estranged from their families often struggle to find a suitable rent guarantor, which has become a standard ask from private landlords housing students. Without a guarantor or an upfront payment of 6 to 12 months of rent to secure accommodation, many care experienced young people will be unable to confirm their accommodation. For students, this may mean them dropping out of university

Each of these factors can contribute to the marginalization of care-experienced individuals, making it more difficult for them to access and benefit from services that are crucial to their well-being and development. Understanding these implications is critical to ensuring the EIA process effectively considers the unique challenges faced by those with care experience.

Good practice

A critical part of an EIA is evidence and consultation, which should be reviewed throughout a project. By identifying the proportion of care experienced individuals who access their services, we can get a more accurate understanding of the reach and impact of our initiatives. Higher rates of care-experienced individuals within a service may indicate a particular relevance or need and lower rates may suggest accessibility issues or gaps in service provision.

Engaging with care experienced people

Engaging care experienced people in the policy and service development process can be highly beneficial. It's crucial that we look beyond our services to focus on where referrals come from and are those policies taking account of the care experience?

Derby has a Care Experienced Forum which takes place systematically where new ideas, changes and policies are discussed with those who have care experience to gain their views on how ideas, changes and policies would work in practice from their unique lived experience viewpoint.

Consultation on changes can be taken to the forum by the Leaving Care Service team managers who oversee this, alternatively, a wider consultation can be arranged using Let's Talk Derby so that as broad a range of views of those with care experience can be gathered and inform decision making/changes that impact on the lives of those with care experience.

What next after you've completed the form?

This completed form should be attached to any Corporate Leadership, Cabinet or Personnel Committee report to help decision makers take the equality implications into account when they make the decision. Equality impact assessments **must be done before** decisions are made.

You'll find that completing these assessments will help you to:

- understand your customers' and communities needs
- develop service improvements
- improve service satisfaction
- demonstrate that you have been fair and open and considered equality when working on re-structuring
- make sure you pay due regard to the requirements of the Public Sector Equality Duty.

It's best to get a small team together to complete the form as the more knowledge around the table the better. Make sure you include key people in the team such as representatives from our Equality Hubs and Forums and employee networks and you could invite trade union representatives too. You also need to decide how and who you will consult with to help inform the equality impact assessment. Our Lead on Equality and Diversity can help with useful contacts – we have a team of people who are used to doing these assessments and can help with information on barriers facing particular groups and remedies to overcome these barriers.

You'll need to pull together all the information you can about how what you are assessing affects different groups of people and then examine this information to check whether some people will be negatively or positively affected. Then you'll need to look at ways of lessening any negative effects or making the service more accessible – this is where your assessment team is very useful and you can also use the wider community. Against every negative impact you will need to complete the mitigation section to explain how you will lessen the impact.

Agree an equality action plan with your assessment team, setting targets for dealing with any negative effects or gaps in information you may have found. Set up a way of monitoring these actions to make sure they are done and include them in your service business plans.

Remember, we need to complete these assessments as part of our everyday business, so we get our equality responsibilities right and stay within the law – Equality Act 2010 and Public Sector Equality Duty. If in doubt – it's better and safer to do an Equality Impact Assessment than not to bother! You never know when we may get a legal challenge and someone applies for Judicial Review.

When you have completed the assessment, get it signed by your Head of Service or Service Director and **send it to our Lead on Equality and Diversity for checking and to publish on our website**. It is a public document so must not contain any jargon and must be easy to understand.

Contact for help

Ann Webster – Lead on Equality and Diversity

ann.webster@derby.gov.uk

Tel 01332 643722 mobile 07812301144 Relay UK 18001 01332 643722

[Sign Language Service](#)

Jenny Wizzard – Policy and External Affairs Officer (for EIA Socio Economic Duty queries)

Jenny.Wizzard@derby.gov.uk

Tel 01332 643470 Relay UK 18001 01332 643470

[Sign Language Service](#)

Jess.Hession@derby.gov.uk or HelenO'Kane@derby.gov.uk for EIA care experience queries

We can give you this information in any other way, style or language that will help you access it. Please contact us on **01332 643722, 07812301144 or derby.gov.uk/signing-service/**

Punjabi

ਇਹ ਜਾਣਕਾਰੀ ਅਸੀਂ ਤੁਹਾਨੂੰ ਕਿਸੇ ਵੀ ਹੋਰ ਤਰੀਕੇ ਨਾਲ, ਕਿਸੇ ਵੀ ਹੋਰ ਰੂਪ ਜਾਂ ਬੋਲੀ ਵਿੱਚ ਦੇ ਸਕਦੇ ਹਾਂ, ਜਿਹੜੀ ਇਸ ਤੱਕ ਪਹੁੰਚ ਕਰਨ ਵਿੱਚ ਤੁਹਾਡੀ ਸਹਾਇਤਾ ਕਰ ਸਕਦੀ ਹੋਵੇ। ਕਿਰਪਾ ਕਰਕੇ ਸਾਡੇ ਨਾਲ ਇੱਥੇ ਸੰਪਰਕ ਕਰੋ: **01332 64XXXX** ਜਾਂ derby.gov.uk/signing-service/

Polish

Aby ułatwić Państwu dostęp do tych informacji, możemy je Państwu przekazać w innym formacie, stylu lub języku. Prosimy o kontakt: **01332 64XXXX** lub [derby.gov.uk/signing-service/](http://derby.gov.uk/signing-service)

Slovak

Túto informáciu vám môžeme poskytnúť iným spôsobom, štýlom alebo v inom jazyku, ktorý vám pomôže k jej sprístupneniu. Prosím, kontaktujte nás na tel. č.: **01332 64XXXX** alebo na stránke derby.gov.uk/signing-service/

Urdu

بے معلومات ہم آپ کو کسی دیگر ایسے طریقے، انداز اور زبان میں مہیا کر سکتے ہیں جو اس تک رسائی میں آپ کی مدد کرے۔ براہ کرم **01332 640000** یا derby.gov.uk/signing-service/