

Equality Impact Assessment: Screening Tool

Summary of proposal

Name of proposal	School Admissions Arrangements
Reference number (if applicable)	
Service Area	Pupil Services, Children's Services
Date screening completed	01 December 2023
Screening author name	Gabriella Di-Sciullo
Fairness and Equality team sign off	
Authorising Director/Head of Service name	Sarah Callaghan

Before completing the EQIA Screening Tool please read the guidance and FAQs. For further help and advice please contact equalities@islington.gov.uk.

Please provide a summary of the proposal.

Please outline:

- What are the aims/objectives of this proposal?
- Will this deliver any savings?
- What benefits or change will we see from this proposal?
- Which key groups of people or areas of the borough are involved?

The aim of the policy is to ensure admissions to Islington community schools are administered objectively and fairly in accordance with mandatory regulations set out in the School Admissions Code 2021. All schools must have admission arrangements that clearly set out how children will be admitted, including the criteria that will be applied if there are more applications than places at the school. Admission arrangements are determined by admission authorities, and Islington Council is the admission authority for all Islington community schools.

Admission authorities must act in accordance with the School Admissions Code, published by the Department for Education, and all relevant human rights and equalities legislation. All applicants must be offered a place where a school has available places, and no conditions must be attached to the pupil's admission.

Admission authorities must also set out in their arrangements how places will be allocated when more applications are received than there are places available (i.e., the school's oversubscription criteria).

Oversubscription criteria must be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation. Arrangements must not disadvantage unfairly, either directly or

indirectly, a child from a particular social or racial group, or a child with special educational needs or a disability. Admission arrangements must not:

- place any conditions on application other than those in the published arrangements
- give priority to children on the basis of any practical or financial support parents may give to the school
- give priority to children according to the occupational, marital, financial, or educational status of parents applying
- involve an interview of the child or parent/carer
- request photographs of a child for any part of the admissions process.

Proposed changes to community school admission arrangements for 2025-26

Islington Council is consulting on changes to the admission number of four primary community schools and one secondary school. No other changes are proposed.

On whom will the proposal impact? Delete as appropriate.

Group of people	Impacted?
Service users	Yes – applicants who are not resident in Islington.

Group of people	Impacted?
Residents	Yes
Businesses	No
Visitors to Islington	No
Voluntary or community groups	No
Council staff	No
Trade unions	No
Other public sector organisations	No
Others	

What consultation or engagement has taken place or is planned?

Please outline:

- Which groups or communities you have consulted/plan to consult
- Methods used/will use to engage (for example, focus groups)
- How insight gained from engagement or consultation has been/will be fed into decision making or proposal design

If you have not completed any engagement activity and do not plan to, you should outline why this decision has been made.

As changes to the existing admission arrangements were proposed, in line with the requirements of the School Admissions Code, 2021 a statutory consultation was carried out. The consultation was published on [Islington Council's website](#), and circulated to all London local authorities, Diocesan representatives, Childminders, Early Years Providers, and Schools. Interested parties were invited to respond to the consultation using an online response form. Responses are reported and fed into officers' recommendations for decision by the Council's Executive.

In total, 14 responses were received. The survey comprised 10 questions and respondents were asked to agree or disagree with each proposal. The maximum potential score for all ten proposals was 140.

The score for agreement with all 10 proposals was **106 (76%)**.

The score for disagreement with the 10 proposals was **33 (24%)**.

1 respondent did not answer one of the survey questions.

What impact will this change have on people with protected characteristics and/or from disadvantaged groups?

Of the groups you have identified above, please now indicate the likely impact on people with protected characteristics within these groups by checking the relevant box below. Use the following definitions as a guide:

Neutral – The proposal has no impact on people with the identified protected characteristics

Positive – The proposal has a beneficial and desirable impact on people with the identified protected characteristics

Negative – The proposal has a negative and undesirable impact on people with the identified protected characteristics

You should then assess whether the negative impact has a low impact, medium impact or high impact. Consider the level and likelihood of impact. Please also think about whether the proposal is likely to be contentious or perceived as a negative change by certain groups, as this could justify the completion of a full EQIA. See the guidance for help.

Protected characteristic	Positive impact	Neutral impact	Negative impact	Description of the impact (if applicable)
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Choose an item.	School Admissions are administered by chronological age to ensure pupils are admitted to the correct year group. Parents of summer-born children however can request that their child's admission to reception class is delayed if they consider their child is not school-ready. The council's approach has a positive impact on such children as they will be admitted to reception class rather than year 1 and benefit from starting compulsory schooling on an equitable basis alongside younger peers.

Protected characteristic	Positive impact	Neutral impact	Negative impact	Description of the impact (if applicable)
				There are also options for parents to request that their child is taught out of chronological year group. These decisions are made by headteachers.
Disability (include carers)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Choose an item.	All Islington community schools are expected to meet the needs of children and carers that have a disability through making reasonable adjustments. Children with Special Educational Needs or Disability (SEND) may be considered for priority admission under published arrangements for exceptional medical, social or special educational needs. Children with an Education, Health and Care Plan are admitted to school via a different process.
Race or ethnicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Choose an item.	The School Admissions Code prohibits admission authorities from seeking

Protected characteristic	Positive impact	Neutral impact	Negative impact	Description of the impact (if applicable)
				information on race or ethnicity at application stage to ensure pupils are not discriminated against, or treated either more or less favourably as a result of their race or ethnicity.
Religion or belief (include no faith)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Choose an item.	Faith schools are able to prioritise applicants on the grounds of religion in line with their published admission arrangements under general exemptions of the Equality Act 2010. Islington community schools do not prioritise applicants on the basis of their religion or belief. This ensures pupils are not discriminated against or treated either more or less favourably as a result of their religion or belief.

Protected characteristic	Positive impact	Neutral impact	Negative impact	Description of the impact (if applicable)
Gender and gender reassignment (male, female or non-binary)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Choose an item.	<p>Children undergoing gender reassignment can select the gender they identify with when completing an admissions application form.</p> <p>In relation to single-sex schools, only children who are legally of the same biological sex are eligible for admission (Equality Act, 2010 permitted exemption for single-sex schools).</p> <p>All Islington community schools are expected to treat pupils undergoing gender reassignment with sensitivity, respecting confidentiality and where required, making reasonable adjustments to support the pupil during transition.</p>
Maternity or pregnancy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Choose an item.	Islington schools are expected to admit pregnant pupils and afford any due

Protected characteristic	Positive impact	Neutral impact	Negative impact	Description of the impact (if applicable)
				entitlements outlined in the Equality Act 2010. Community schools are also expected to respect pupils' privacy and make reasonable adjustments as necessary.
Sex and Sexual Orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Choose an item.	<p>In relation to single-sex schools, only children who are legally of the same biological sex are eligible for admission as exempt under general exemptions of the Equality Act, 2010. This applies to two Islington community schools that only admit children who are legally girls.</p> <p>The School Admissions Code prohibits admission authorities from seeking information on sexual orientation at application stage to ensure pupils are not discriminated against or treated either more</p>

Protected characteristic	Positive impact	Neutral impact	Negative impact	Description of the impact (if applicable)
				or less favourably as a result of their sex or sexual orientation.
Marriage or Civil Partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Choose an item.	The School Admissions Code prohibits admission authorities from seeking information on the marital status of parents and carers to ensure pupils are not discriminated against or treated more or less favourably as a result of their parent or carer's marital or partnership status.
Other (e.g. people living in poverty, looked after children, people who are homeless or refugees)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Choose an item.	The School Admissions Code requires admission authorities to give top priority to the admission of children who are looked after or previously looked after. Children who are homeless or living in a refuge may be eligible for priority admission to an oversubscribed school under Islington's Fair Access Protocol arrangements. Children of refugees and asylum seekers

Protected characteristic	Positive impact	Neutral impact	Negative impact	Description of the impact (if applicable)
				are entitled to a school place regardless of their status.

How do you plan to mitigate negative impacts?

Where there are disproportionate impacts on groups with protected characteristics, please outline:

- The other options that were explored before deciding on this proposal and why they were not pursued
- Action that is being taken to mitigate the negative impacts

Action	Lead	Deadline	Comments
			None identified. All Islington schools are expected to meet the needs of children and families with protected characteristics and to promote good relationships between different groups under the public sector equality duty.

Screening Decision	Outcome
Neutral or Positive – no full EQIA needed*.	Yes
Negative – Low Impact – full EQIA at the service director’s discretion*.	No
Negative – Medium or High Impact – must complete a full EQIA.	No
Is a full EQIA required? Service decision:	No
Is a full EQIA required? Fairness and Equality recommendation:	No

* If a full EQIA is not required, you are still legally required to monitor and review the proposed changes after implementation to check they work as planned and to screen for unexpected equality impacts.

Please send this completed EQIA Screening Tool to equalities@islington.gov.uk for quality checking by the Fairness and Equality Team.