

Equality Impact Assessment Form

Before completing this form, please refer to [the supporting guidance document](#)

The purpose of this form is to aid the Council in meeting the requirements of the Public Sector Equality Duty contained in the Equality Act 2010. This requires the Council to have “due regard” of the impact of its actions on the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and those who do not.

The assessment is used to identify and record any concerns and potential risks. The following actions can then be taken to address these issues.

- Remove risks: abandon the proposed policy or practice
- Mitigate risks – amend the proposed policy or practice so that risks are reduced
- Justify policy or practice in terms of other objectives

Once the EIA has been approved by the Senior Responsible Officer, please ensure that a copy is placed on the SharePoint folder: “Equalities Board, EIAs”

1- Policy details	
Name of policy	LA's School Admissions Policy
Department and service	Childrens and Families Dept
Who has been involved in completing the Equality Impact Assessment?	Gurjit Singh Bahra Service Manager of School Admissions and Pupil Services
Contact numbers	0116 305 6324
Date of completion	25 th November 2024

2- Objectives and background of policy or practice change	
Use this section to describe the policy or practice change What is the purpose, expected outcomes and rationale? Include the background information and context	
What is the proposal?	Key changes to admission numbers:
What change and impact is intended by the proposal?	

	<ul style="list-style-type: none"> • Stathern Primary School from 17 to 15 (permanently change to ensure infant class size compliance) • Hinckley St Mary's EC Primary School from 45 to 30 (temporary reduction until demand increases) • Burbage Junior School from 94 to 90 (permanent change, in order to match the Infant School) • St Deny's CE Infant School from 90 to 70 (temporary reduction until demand increases) • Ibstock Junior School from 90 to 70 (to match St Deny's CE IS which is the feeder school)
<p>What is the rationale for this proposal?</p>	<p>To ensure statutory school aged children are not negatively impacted with the proposed changes.</p>

3- Evidence gathered on equality implications - Data and engagement

What evidence about potential equality impacts is already available?

This could come from research, service analysis, questionnaires, and engagement with protected characteristics groups

What equalities information or data has been gathered so far?

What does it show?

A six-week consultation was run to gather responses to ensure there is no discrimination.

It should be noted that for all the school reducing their admission number, there is sufficient capacity in the local area, i.e. sufficient school places within a reasonable distance to absorb any unplaced children. It is unlikely that we will need to place at other local schools. As we regularly experience a good proportion of catchment children applying to neighbouring out of catchment schools.

In addition, and if required where the distance of the next nearest school is beyond statutory walking distances, parents will be able to apply for free school transport subject to meeting an eligibility test.

Response rates have been low suggesting the changes are not emotive or significant.

It is also important to add that both School Admissions and School Place Planning, annually review school place demands, and if necessary where a temporary reduction was put in place. To remind such schools of their pledge to revert to their original admission number to meet local demands.

What engagement has been undertaken so far?

What does it show?

A six-week consultation was run to gather responses.

Response rates have been low suggesting the changes are not emotive or significant.

4- Benefits, concerns and mitigating action

Please specify if any individuals or community groups who identify with any of the '[protected characteristics](#)' may *potentially* be affected by the policy and describe any benefits and concerns including any barriers. Use this section to demonstrate how risks would be mitigated for each affected group. If a group will not be affected by the proposal please state so.

Group	What are the benefits of the proposal for those from the following groups?	What are the concerns identified and how will these affect those from the following groups?	How will the known concerns be mitigated?
Age	For statutory school age children, it will ensure infant class size compliance	If action is not taken there is a likelihood schools may be in breach of the School Admissions Code.	By taking the actions proposed within the consultation.
Disability	The changes will not negatively impact children with disabilities.	Children with a disability will not negatively be impacted by the changes. Instead overcrowding will be eliminated.	All schools must make reasonable adjustments for children with a disability, in addition, with children has an Education Health and Car Plan will have priority,
Race	There will be no negative impact for protected characteristics.	None	
Sex			

Gender Reassignment			By ensuring we meet the requirements of infant class size legislation
Marriage and Civil Partnership	No applicable	No applicable	No applicable
Sexual Orientation	There will be no negative impact for protected characteristics.	None	By ensuring we meet the requirements of infant class size legislation
Pregnancy and Maternity	No applicable	No applicable	No applicable
Religion or belief	There will be no negative impact for protected characteristics.	None	By ensuring we meet the requirements of infant class size legislation
Armed Forces (including veterans)	Children of armed forces will continue to receive relevant protection	Children of armed forces will continue to receive relevant protection	Children of armed forces will continue to receive relevant protection
People with lived care experience	There will be no negative impact for protected characteristics.	None	By ensuring we meet the requirements of infant class size legislation
Other groups: e.g., rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after	The changes will help to support most vulnerable within the protected characteristics	None	By ensuring we meet the requirements of infant class size legislation.

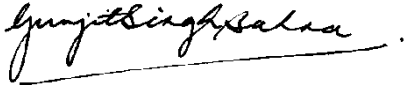
children, deprived or disadvantaged communities			
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5- Action Plan

Produce a framework to outline how identified risks/concerns identified in section 4 will be mitigated.

What action is planned?	Who is responsible for the action?	Timescale	Expected outcome
To continue with introducing the changes in the LA's School Admissions Policy for admissions from entry 2026.	The School Admissions Service	From entry 2026	Ensure Compliance

6- Approval Process

Departmental Equalities Group	(please post any comments from the Departmental Equalities Group here) Set out the date when the EIA was considered N/A
Corporate Policy Team	Please set out comments from the Corporate Policy Team N/A
Sign off by the Senior Responsible Officer for the Project.	 Gurjit Singh Bahra

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