

Public Document Pack

Executive Member Decisions

Friday, 8th March, 2019

AGENDA

1. **Reduction in Published Admission Number at
St Michael with St John CE Primary School**
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Primary School
Appendix A School Admissions Code 2014 – 19 Dec
EIA Checklist - PAN reduction at St Michael with St
Johns School

2. **Services to Schools - Provision of Facilities
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Facilities Management

Date Published: 8th March 2019
Harry Catherall, Chief Executive

Agenda Item 1

EXECUTIVE MEMBER DECISION



REPORT OF: Executive Member for Children's Services, Young People & Education

LEAD OFFICERS: Director of Children's Services

DATE: 04 February 2019

PORTFOLIO/S AFFECTED: Children's Services, Young People & Education

WARD/S AFFECTED: Bastwell

SUBJECT:

Proposal to reduce the Published Admission Number (PAN) for St Michael with St John CE Primary School with effect from September 2019

1. EXECUTIVE SUMMARY

The Schools Admissions Code 2014 ("the code") sets out a requirement for all Admission Authorities to undertake statutory consultation where they propose a variation to the admission arrangements (including the Published Admission Number (PAN)) of a school. However, once admission arrangements have been formally "determined" for a school, they cannot then be amended without approval from the Schools Adjudicator. The 2019-20 admission arrangements for this school (including its PAN) were determined prior to 28 February 2018 as required by the Code and therefore the proposed variation to the 2019-20 Reception PAN will require the School Adjudicator's approval. (The PANs of existing year groups in the rest of the school can be amended without approval from the School Adjudicator).

The purpose of consultation (as required under the Code) is to ensure transparency and openness on the contents of a proposal and allow parents, carers and other interested stakeholders to make representations that will be considered as part of the determination of the proposal.

The Local Authority, as the Admissions Authority for St Michael with St John CE Primary School, has carried out a consultation and now proposes to take the necessary steps to reduce the published admission number from 60 to 45 with effect from September 2019 for year group Reception (and all other year groups throughout the school).

2. RECOMMENDATIONS

That the Executive Member considers the outcome of the statutory consultation and:

- Approves a variation of St Michael with St John CE Primary School PAN from 60 to 45 for Years 1-6 from September 2019.
- Approves the LA making the required application to the Schools Adjudicator for an "in-year" variation of St Michael with St John CE Primary School's PAN in the published admission arrangements for Year R from September 2019.

3. BACKGROUND

The current Published Admission Number (PAN) for St Michael with St John CE Primary School is 60. This means that the number of children admitted into the infant school Year R class each year

is limited to 60.

Over a period of 5 years the school has seen a decrease in the number of families choosing to send their children St Michael with St John CE Primary School.

The current numbers of children on roll in each year group are:

Yr R	Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6
37	38	47	46	49	58	60

The proposed reduction in the PAN will mean that the number of places available for children in Year R in 2019 – and all subsequent Year R cohorts will be 45. For children who already have a place at the school in existing year groups, there will be no change (even where the number of children in that year group is above 45). Existing pupils will not be asked to transfer to an alternative school, but the admission number applied to all new applications will be the new PAN. This is the only proposed change, the oversubscription criteria will remain the same for admissions to this school.

Population – Demographic data for children aged birth to 3 years in the St Michael with St John CE Primary School catchment area indicates that the intake for the school over the next 3 years will remain similar to the intake over the last 3 years.

St Michael with St John Primary School's Governing Body has requested a reduction in the PAN due to the disparity between the Published Admission Number (PAN) of 60 and the actual pupil numbers attending.

Excessive surplus places create significant challenges for schools in respect of providing a cost effective class structure and managing to maintain a balanced budget. Reducing the PAN at St Michael with St John Primary School will assist the Governing Body to provide stability in their long-term planning and allow the school to continue to secure high quality educational outcomes for the students currently on roll, while continuing to provide an appropriate number of places for future pupil numbers in line with demand.

Housing – Within the Blackburn East area there are plans to build 182 new homes over the next 5 years. The majority of these properties will be 1 or 2 bedroom apartments. It is not anticipated that the new housing developments will significantly increase the number of primary age pupils within the area.

4. KEY ISSUES & RISKS

Failure to consult appropriately and seek approval/agreement from the Schools Adjudicator and the Executive Member would breach the requirements of the Code. This could leave the change to St Michael with St John CE Primary School's admission arrangements open to subsequent challenges, and could result in the reduction in the PAN not being upheld or the LA being required to re-consult on proposed changes, thus delaying implementation of the new PAN.

The LA is currently experiencing higher than typical numbers of in year school admission applications. The vast majority of these are from international new arrivals to this country. Many of these families are housed within central Blackburn and within close proximity to this school. The school and its Governing Body have been made aware that should this increase in demand continue then there may be a request from the Local Authority to increase the PAN back to 60 in the future. (Increasing a school's Pan does not require consultation or Secretary of State approval, so there should not be any obstacle to making this change in the future if it is required).

5. POLICY IMPLICATIONS

None

6. FINANCIAL IMPLICATIONS

There are no financial implications for the Local Authority.

7. LEGAL IMPLICATIONS

The LA's proposals are compliant with all relevant legislation and the School Admissions Code 2014.

8. RESOURCE IMPLICATIONS

Managed through established staffing resource.

9. EQUALITY AND HEALTH IMPLICATIONS

Please select one of the options below. Where appropriate please include the hyperlink to the EIA.

Option 1 ☒ Equality Impact Assessment (EIA) not required – the EIA checklist has been completed.

Option 2 ☐ In determining this matter the Executive Member needs to consider the EIA associated with this item in advance of making the decision. *(insert EIA link here)*

Option 3 ☐ In determining this matter the Executive Board Members need to consider the EIA associated with this item in advance of making the decision. *(insert EIA attachment)*

10. CONSULTATIONS

The LA consulted as required by the Code. The consultation ran from 29th November 2018 until 25th January 2019. The LA has not received any objections to the proposal. One response was received from Bolton Metropolitan Borough Council, which did not raise any objection to the proposal.

11. STATEMENT OF COMPLIANCE

The recommendations are made further to advice from the Monitoring Officer and the Section 151 Officer has confirmed that they do not incur unlawful expenditure. They are also compliant with equality legislation and an equality analysis and impact assessment has been considered. The recommendations reflect the core principles of good governance set out in the Council's Code of Corporate Governance.

12. DECLARATION OF INTEREST

All Declarations of Interest of any Executive Member consulted and note of any dispensation granted by the Chief Executive will be recorded and published if applicable.

VERSION:	1
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CONTACT OFFICER:	Carol Grimshaw
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DATE:	04 February 2019
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BACKGROUND PAPER:	Appendix A: Schools Admissions Code
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Department
for Education

School Admissions Code

**Statutory guidance for admission
authorities, governing bodies, local
authorities, schools adjudicators and
admission appeals panels**

December 2014

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The Statutory Basis for the School Admissions Code

1. The School Admissions Code ('the Code') has been issued under Section 84 of the School Standards and Framework Act 1998 ('SSFA 1998')¹. The Code has been made following a consultation under Section 85(2) of the SSFA 1998 and after being laid before Parliament for forty days.
2. This Code comes into force on **19 December 2014** and, unless otherwise stated, applies with immediate effect. It will apply to admission arrangements determined in 2015 for admission in school year 2016/17 and any future years. The Code applies to admissions to all maintained schools in England. It should be read alongside the School Admission Appeals Code and other guidance and law that affect admissions and admission appeals in England.
3. This Code imposes mandatory requirements and includes guidelines setting out aims, objectives and other matters in relation to the discharge of functions relating to admissions by the bodies listed below:
 - a) **Admission authorities of maintained schools** as defined in Section 88(1) (a) and (b) of the SSFA 1998²
 - b) **Governing bodies and local authorities (when not admission authorities)**
 - c) **Schools Adjudicators**
 - d) **Admission Appeal Panels.**

These bodies have a statutory duty to act in accordance with the relevant provisions of the Code.

Application of the Code to Academies

4. Academies, by which we mean Academy Schools³, (including those that are Free Schools), University Technical Colleges and Studio Schools, are state-funded, non fee-paying independent schools set up under a Funding Agreement between the Secretary of State and the proprietor of an Academy (most commonly, and hereafter, referred to as an Academy Trust). Academies are required by their funding agreements to comply with the Code and the law relating to admissions, although the Secretary of State has the power to vary this requirement where there is demonstrable need.

¹ Where statutory provisions have been amended, any references to them are references to them as amended.

² For community and voluntary controlled schools the admission authority is usually the local authority, but it may be the governing body if the local authority with the governing body's agreement has delegated responsibility to it for determining admission arrangements. Governing bodies are the admission authorities for foundation schools (including Trust schools) and voluntary aided schools.

³ Academies are defined in Section 1A of the Academies Act 2010.

Compliance with the Code

5. It is the responsibility of admission authorities to ensure that admission arrangements⁴ are compliant with this Code. Where a school is the admission authority, this responsibility falls to the governing body or Academy Trust.
6. Section 88P of the SSFA 1998 requires local authorities to make reports to the adjudicator about such matters connected with relevant school admissions as required by the Code. Minimum requirements for that report are set out at paragraph 3.23 of this Code and include an assessment of the effectiveness of Fair Access Protocols and co-ordination in their area, how admission arrangements affect the interests of looked after children and previously looked after children, and the number and percentage of lodged and upheld parental appeals. The report must be published locally. The Schools Adjudicator will report annually to the Secretary of State on Fair Access.
7. Objections to the admission arrangements of both maintained schools and Academies can be made to the Schools Adjudicator whose decisions are binding and enforceable⁵.
8. The Secretary of State may refer the admission arrangements of any school to the Schools Adjudicator at any time if the Secretary of State considers that they do not or may not comply with the mandatory requirements of this Code or the law.
9. The Schools Adjudicator may investigate the admission arrangements of any school that the Adjudicator considers do not or may not comply with the mandatory requirements of this Code or the law.
10. Any decision of the Adjudicator will be binding on the admission authority. It will be for the admission authority to implement those decisions without undue delay. Where schools fail to implement decisions of the Adjudicator the Secretary of State may direct the admission authority (either the governing body, the local authority, or Academy Trust) to do so under Section 496 or 497 of the Education Act 1996 or the Funding Agreement.

⁴ Admission arrangements means the overall procedure, practices, criteria and supplementary information to be used in deciding on the allocation of school places and refers to any device or means used to determine whether a school place is to be offered.

⁵ Section 88H of the SSFA 1998.

11. The table below sets out the admission authority for each type of school in England.

Type of School	Who is the admission authority?	Who deals with complaints about arrangements?	Who is responsible for arranging/providing for an appeal against refusal of a place at a school?
Academies	Academy Trust	Schools Adjudicator	Academy Trust
Community Schools	Local Authority	Schools Adjudicator	Local Authority
Foundation Schools	Governing body	Schools Adjudicator	Governing body
Voluntary aided schools	Governing body	Schools Adjudicator	Governing body
Voluntary controlled schools	Local Authority	Schools Adjudicator	Local Authority

Introduction

Purpose of this Code

12. The purpose of the Code is to ensure that all school places for maintained schools (excluding maintained special schools⁶) and Academies are allocated and offered in an open and fair way. The Code has the force of law, and where the words '**must**' or '**must not**' are used, these represent a mandatory requirement.

13. Admission authorities and local authorities **must** also comply with the regulations and legislation set out in the Appendix to this Code.

Overall principles behind setting arrangements

14. In drawing up their admission arrangements, admission authorities **must** ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated.

How admissions work

15. In summary, the process operates as follows:

- a) 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.
- b) Admission authorities **must** set ('determine') admission arrangements annually. Where changes are proposed to admission arrangements, the admission authority **must** first publicly consult on those arrangements⁷. If no changes are made to admission arrangements, they **must** be consulted on at least once every 7 years. For admission arrangements for entry in September 2016, consultation **must** be for a minimum of 8 weeks and **must** be completed by **1 March 2015**. For all subsequent years, consultation **must** be for a minimum of 6 weeks and **must** take place between **1 October** and **31 January** of the school year before those arrangements are to apply. For example: for arrangements which are to apply to applications in 2016 (entry in September 2017), consultation **must** be completed by 31 January 2016. This consultation period allows parents, other schools, religious authorities and the local community to raise any concerns about

⁶ A maintained special school is a school maintained by the local authority, specially designed to make special educational provision for pupils with special educational needs.

⁷ Except where the change is an increase to a school's published admission number (see paragraph 1.3) or is made to comply with any mandatory requirements of the Code or The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 (hereafter the "School Admissions Regulations 2012").

proposed admission arrangements.

- c) Once all arrangements have been determined, arrangements can be objected to and referred to the Schools Adjudicator. Objections to admission arrangements for entry in September 2016 **must** be referred to the Adjudicator by **30 June 2015**. For all subsequent years, objections **must** be referred to the Adjudicator by **15 May** in the determination year. Any decision of the Adjudicator **must** be acted on by the admission authority and admission arrangements amended accordingly. The local authority will collate and publish all the admission arrangements in the area in a single composite prospectus.
- d) In the normal admissions round⁸ parents apply to the local authority in which they live for places at their preferred schools. Parents are able to express a preference for at least three schools. The application can include schools outside the local authority where the child lives: a parent can apply for a place for their child at any state-funded school in any area. If a school is undersubscribed, any parent that applies **must** be offered a place. When oversubscribed, a school's admission authority **must** rank applications in order against its published oversubscription criteria and send that list back to the local authority. Published admission arrangements **must** make clear to parents that a separate application **must** be made for any transfer from nursery to primary school, and from infant to junior school.
- e) All preferences are collated and parents then receive an offer from the local authority at the highest preference school at which a place is available. For secondary schools, the offer is made on or about **1 March** (known as National Offer Day) in the year in which the child will be admitted. For primary schools, the offer is made on or about **16 April**, in the year in which the child will be admitted.
- f) Parents, and in some circumstances children, have the right to appeal against an admission authority's decision to refuse admission. The admission authority **must** set out the reasons for the decision, that there is a right of appeal and the process for hearing such appeals. The admission authority **must** establish an independent appeals panel to hear the appeal. The panel will decide whether to uphold or dismiss the appeal. Where a panel upholds the appeal the school is required to admit the child.

⁸ (i.e. application in October (secondary school) for following year and January (primary school) for same year admission).

Section 1: Determining Admission Arrangements

1.1 Admission authorities are responsible for admissions and **must** act in accordance with this Code, the School Admission Appeals Code, other laws relating to admissions⁹, and relevant human rights and equalities legislation.

Published Admission Number (PAN)

1.2 As part of determining their admission arrangements¹⁰, all admission authorities **must** set an admission number for each 'relevant age group'¹¹.

1.3 Own admission authorities are not required to consult on their PAN where they propose either to increase or keep the same PAN¹². For a community or voluntary controlled school, the local authority (as admission authority) **must** consult at least the governing body of the school where it proposes either to increase or keep the same PAN. All admission authorities **must** consult in accordance with paragraph 1.42 below where they propose a decrease to the PAN. Community and voluntary controlled schools have the right to object to the Schools Adjudicator if the PAN set for them is lower than they would wish. There is a strong presumption in favour of an increase to the PAN to which the Schools Adjudicator **must** have regard when considering any such objection.

1.4 Admission authorities **must** notify their local authority of their intention to increase the school's PAN and reference to the change should be made on the school's website¹³. If, at any time following determination of the PAN, an admission authority decides that it is able to admit above its PAN, it **must** notify the local authority in good time to allow the local authority to deliver its co-ordination responsibilities effectively. Admission authorities may also admit above their PAN in-year.

1.5 Any admissions above the PAN as set out in paragraph 1.4 above will not constitute an increase to the PAN¹⁴. Information on variations to the PAN in-year is set out in paragraph 3.6 of this Code.

Oversubscription criteria

1.6 The admission authority for the school **must** set out in their arrangements the criteria against which places will be allocated at the school

⁹ The main provisions relating to admissions are in Chapter 1 of Part 3 of the SSFA 1998.

¹⁰ See Sections 88C and 88D of the SSFA 1998.

¹¹ This is the age group at which pupils are or will normally be admitted to the school e.g. reception, year 7 and year 12 where the school admits external applicants to the sixth form (Section 142 of the SSFA 1998).

¹² Regulation 14 of School Admissions Regulations 2012.

¹³ Where a school does not have a website it will have to take suitable alternative action. This applies to all further requirements in this Code to publish information on websites.

¹⁴ Where an enlargement of school premises is proposed the governing body of a maintained school is required to observe the relevant regulations, currently the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 (SI 2013/3110). For Academies, such changes are agreed with the Secretary of State through the Funding Agreement.

when there are more applications than places and the order in which the criteria will be applied. All children whose statement of special educational needs (SEN) or Education, Health and Care (EHC) plan¹⁵ names the school **must** be admitted. If the school is not oversubscribed, all applicants **must** be offered a place (with the exception of designated grammar schools - see paragraph 2.8 of this Code).

1.7 All schools **must** have oversubscription criteria for each 'relevant age group' and the highest priority **must** be given, unless otherwise provided in this Code, to looked after children¹⁶ and all previously looked after children. Previously looked after children are children who were looked after, but ceased to be so because they were adopted¹⁷ (or became subject to a child arrangements order¹⁸ or special guardianship order¹⁹). Further references to previously looked after children in this Code means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after. Oversubscription criteria **must** then be applied to all other applicants in the order set out in the arrangements.

1.8 Oversubscription criteria **must** be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation. Admission authorities **must** ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and that other policies around school uniform or school trips do not discourage parents from applying for a place for their child. Admission arrangements **must** include an effective, clear and fair tie-breaker to decide between two applications that cannot otherwise be separated.

1.9 It is for admission authorities to formulate their admission arrangements, but they **must not**:

- a) place any conditions on the consideration of any application other than those in the oversubscription criteria published in their admission arrangements;
- b) take into account any previous schools attended, unless it is a named feeder school;
- c) give extra priority to children whose parents rank preferred schools

¹⁵ A Statement of Special Educational Need is a statement made by the local authority under Section 324 of the Education Act 1996 specifying the special educational provision required for that child. An Education, Health and Care plan is a plan made by the local authority under Section 37 of the Children and Families Act 2014 specifying the special education provision required for that child.

¹⁶ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

¹⁷ This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see section 46 adoption orders).

¹⁸ Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

¹⁹ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

- in a particular order, including ‘first preference first’ arrangements;
- d) introduce any new selection by ability²⁰;
 - e) give priority to children on the basis of any practical or financial support parents may give to the school or any associated organisation, including any religious authority. The exception to this is where parents pay optional nursery fees to the school or school-run nursery, for additional hours on top of their 15-hour funded early education, where children from the school nursery class or school-run nursery are given priority for admission to Reception;
 - f) give priority to children according to the occupational, marital, financial or educational status of parents applying. The exceptions to this are children of staff at the school and those eligible for the early years pupil premium, the pupil premium and the service premium who may be prioritised in the arrangements in accordance with paragraphs 1.39 – 1.39B;
 - g) take account of reports from previous schools about children’s past behaviour, attendance, attitude or achievement, or that of any other children in the family;
 - h) discriminate against or disadvantage disabled children, those with special educational needs, or those applying for admission outside their normal age group where an admission authority has agreed to this under paragraphs 2.17 to 2.17B;
 - i) prioritise children on the basis of their own or their parents’ past or current hobbies or activities (schools which have been designated as having a religious character²¹ may take account of religious activities, as laid out by the body or person representing the religion or religious denomination²²);
 - j) in designated grammar schools that rank all children according to a pre-determined pass mark and then allocate places to those who score highest, give priority to siblings of current or former pupils;
 - k) in the case of schools with boarding places, rank children on the basis of a child’s suitability for boarding – more information on boarding schools is set out at paragraphs 1.40 - 1.41 below;
 - l) name fee-paying independent schools as feeder schools;
 - m) interview children or parents. In the case of sixth form applications, a meeting may be held to discuss options and academic entry requirements for particular courses, but this meeting cannot form part of the decision making process on whether to offer a place. Boarding schools may interview children to assess their suitability for boarding;

²⁰ There is a general restriction on selection by ability. Only designated grammar schools or schools with partially selective arrangements which already had such arrangements in place during the 1997/98 school year are permitted to continue to use selection by ability. Grammar schools are designated as such by order made by the Secretary of State under Section 104 of the SSFA 1998.

²¹ Designated by order under Section 69(3) of the SSFA 1998.

²² Schedule 3 of the School Admissions Regulations 2012. For Academies, the representative body or person is set out in the Funding Agreement.

- n) request financial contributions (either in the form of voluntary contributions, donations or deposits (even if refundable)) as any part of the admissions process – including for tests; or
- o) request photographs of a child for any part of the admissions process, other than as proof of identity when sitting a selection test.

1.10 This Code does not give a definitive list of acceptable oversubscription criteria. It is for admission authorities to decide which criteria would be most suitable to the school according to the local circumstances. The most common are set out below.

Siblings at the school

1.11 Admission authorities **must** state clearly in their arrangements what they mean by 'sibling' (e.g. whether this includes step siblings, foster siblings, adopted siblings and other children living permanently at the same address or siblings who are former pupils of the school). If an admission authority wishes to give some priority to siblings of former pupils, it **must** set out a clear and simple definition of such former pupils and how their siblings will be treated in the oversubscription criteria (bearing in mind the restrictions set out in paragraph 1.9 above).

1.12 Some schools give priority to siblings of pupils attending another state funded school with which they have close links (for example, schools on the same site, or close links between two single sex schools). Where this is the case, this priority **must** be set out clearly in the arrangements.

Distance from the school

1.13 Admission authorities **must** clearly set out how distance from home to the school will be measured, making clear how the 'home' address will be determined and the point in the school from which all distances are measured. This should include provision for cases where parents have shared responsibility for a child following the breakdown of their relationship and the child lives for part of the week with each parent.

Catchment Areas

1.14 Catchment areas **must** be designed so that they are reasonable and clearly defined²³. Catchment areas do not prevent parents who live outside the catchment of a particular school from expressing a preference for the school.

Feeder Schools

1.15 Admission authorities may wish to name a primary or middle school as

²³ R v Greenwich London Borough Council, ex parte John Ball Primary School (1989) 88 LGR 589 [1990] Fam Law 469 held that pupils should not be discriminated against in relation to admission to the school simply because they reside outside the local authority area in which the school is situated. Section 86(8) of the SSFA 1998 places an equal duty on local authorities to comply with parental preference in respect of parents living within and outside their boundary.

a feeder school. The selection of a feeder school or schools as an oversubscription criterion **must** be transparent and made on reasonable grounds.

Social and medical need

1.16 If admission authorities decide to use social and medical need as an oversubscription criterion, they **must** set out in their arrangements how they will define this need and give clear details about what supporting evidence will be required (e.g. a letter from a doctor or social worker) and then make consistent decisions based on the evidence provided.

Selection by ability or aptitude

1.17 All selective schools **must** publish the entry requirements for a selective place and the process for such selection.

Grammar schools

1.18 Only designated Grammar schools²⁴ are permitted to select their entire intake on the basis of high academic ability²⁵. They do not have to fill all of their places if applicants have not reached the required standard.

1.19 Where arrangements for pupils are wholly based on selection by reference to ability and provide for only those pupils who score highest in any selection test to be admitted, no priority needs to be given to looked after children or previously looked after children.

1.20 Where admission arrangements are not based solely on highest scores in a selection test, the admission authority **must** give priority in its oversubscription criteria to all looked after children and previously looked after children who meet the pre-set standards of the ability test.

Pre-existing, partially selective schools

1.21 Partially selective schools select a proportion of their intake by ability. Where schools can partially select, they **must** publish the entry requirements for a selective place, and the process for such selection. They **must** offer places to other children if there are insufficient applicants who have satisfied the published entry requirements for a selective place.

1.22 Partially selective schools **must not** exceed the lowest proportion of selection that has been used since the 1997/98 school year²⁶.

1.23 In relation to the proportion of pupils admitted on a selective basis, where arrangements provide for only those pupils who score highest in any

²⁴ As designated by the Education (Grammar School Designation) Order 1998 (SI 1998/2219). Where a designated grammar school converts to become an Academy, the Academy is permitted to continue selecting their entire intake: Section 6(3) of the Academies Act 2010.

²⁵ Section 104 of the SSFA 1998.

²⁶ Section 100 of the SSFA 1998.

selection test to be admitted, no priority needs to be given to looked after children or previously looked after children. Where such arrangements are not based on highest scores in a selection test, the admission authority **must** give priority in its oversubscription criteria to all looked after children and previously looked after children who meet the pre-set standards of the test. For the allocation of the remainder of places after selection, looked after children and previously looked after children **must** again be given first priority for admission.

Selection by aptitude

1.24 Schools that have arrangements to select by aptitude **must not** allow for more than 10 per cent of the total admissions intake to be allocated on the basis of such aptitude (even if the school has more than one specialism). The only specialist subjects on which a school may select by aptitude are:

- a) physical education or sport, or one or more sports;
- b) the performing arts, or any one or more of those arts;
- c) the visual arts, or any one or more of those arts;
- d) modern foreign languages, or any such language; and
- e) design and technology and information technology. Only schools which selected on either of these specialist subjects in the school year 2007/08 and every subsequent year may continue to do so.

Banding

1.25 Pupil ability banding is a permitted form of selection²⁷ used by some admission authorities to ensure that the intake for a school includes a proportionate spread of children of different abilities. Banding can be used to produce an intake that is representative of:

- a) the full range of ability of applicants for the school(s);
- b) the range of ability of children in the local area; or
- c) the national ability range.

1.26 Admission authorities' entry requirements for banding **must** be fair, clear and objective. Banding arrangements which favour high ability children that have been continuously used since the 1997/98 school year may continue, but **must not** be introduced by any other school.

1.27 The admission authority **must** publish the admission requirements and the process for such banding and decisions, including details of any tests that will be used to band children according to ability.

1.28 Where the school is oversubscribed:

- a) looked after children and previously looked after children **must** be

²⁷ Section 101 of the SSFA 1998.

given top priority in each band, and then any oversubscription criteria applied within each band, and

- b) priority **must not** be given within bands according to the applicant's performance in the test.

1.29 Schools that operate admission arrangements which include both banding and selection of up to 10% of pupils with reference to aptitude shall set out clearly in their admission arrangements how those two methods of selection will be applied.

1.30 Children with statements of special educational needs or Education, Health and Care Plans may be included in banding tests and allocated places in the appropriate bands but, regardless of any banding arrangements, they **must** be allocated a place if their statement or Education, Health and Care Plan names the school.

Tests for selection

1.31 Tests for all forms of selection **must** be clear, objective, and give an accurate reflection of the child's ability or aptitude, irrespective of sex, race, or disability. It is for the admission authority to decide the content of the test, providing that the test is a true test of aptitude or ability.

1.32 Admission authorities **must**:

- a) ensure that tests for aptitude in a particular subject are designed to test only for aptitude in the subject concerned, and not for ability;
- b) ensure that tests are accessible to children with special educational needs and disabilities, having regard to the reasonable adjustments for disabled pupils required under equalities legislation, and
- c) take all reasonable steps to inform parents of the outcome of selection tests before the closing date for secondary applications on **31 October** so as to allow parents time to make an informed choice of school - while making clear that this does not equate to a guarantee of a selective place.

1.33 Admission authorities **must not** adjust the score achieved by any child in a test to take account of oversubscription criteria, such as having a sibling at the school.

Random allocation

1.34 Local authorities **must not** use random allocation as the principal oversubscription criterion for allocating places at all the schools in the area for which they are the admission authority. Admission authorities that decide to use random allocation when schools are oversubscribed **must** set out clearly how this will operate, ensuring that arrangements are transparent, and that looked after children and previously looked after children are prioritised.

1.35 The random allocation process **must** be supervised by someone independent of the school, and a fresh round of random allocation **must** be

used each time a child is to be offered a place from a waiting list.

Faith based oversubscription criteria in schools designated with a religious character

1.36 As with other maintained schools, these schools are required to offer every child who applies, whether of the faith, another faith or no faith, a place at the school if there are places available. Schools designated by the Secretary of State as having a religious character (commonly known as faith schools) may use faith-based oversubscription criteria²⁸ and allocate places by reference to faith where the school is oversubscribed.

1.37 Admission authorities **must** ensure that parents can easily understand how any faith-based criteria will be reasonably satisfied. Admission authorities for schools designated with a religious character may give priority to all looked after children and previously looked after children whether or not of the faith, but they **must** give priority to looked after children and previously looked after children of the faith before other children of the faith. Where any element of priority is given in relation to children not of the faith they **must** give priority to looked after children and previously looked after children not of the faith above other children not of the faith²⁹.

1.38 Admission authorities for schools designated as having a religious character **must** have regard to any guidance from the body or person representing the religion or religious denomination when constructing faith-based admission arrangements, to the extent that the guidance complies with the mandatory provisions and guidelines of this Code. They **must** also consult with the body or person representing the religion or religious denomination when deciding how membership or practice of the faith is to be demonstrated. Church of England schools **must**, as required by the Diocesan Boards of Education Measure 1991³⁰, consult with their diocese about proposed admission arrangements before any public consultation.

Children of staff at the school

1.39 Admission authorities may give priority in their oversubscription criteria to children of staff in either or both of the following circumstances:

- a) where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
- b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

²⁸ Funding Agreements for entirely new Academies (i.e. not converters from the maintained sector, or those sponsored Academies with a predecessor school) and Free Schools with a religious character provide that where the school is oversubscribed at least 50% of places are to be allocated without reference to faith.

²⁹ Regulation 9 of the School Admissions Regulations 2012

³⁰ 1991 No 2.

Children eligible for pupil premium or service premium

1.39A Admission authorities may give priority in their oversubscription criteria to children eligible for the early years pupil premium³¹, the pupil premium³² and also children eligible for the service premium³³. Admission authorities should clearly define in the arrangements the categories of eligible premium recipients to be prioritised.

1.39B Admission authorities may give priority in their oversubscription criteria to children eligible for the early years pupil premium, the pupil premium or the service premium who:

- a) are in a nursery class which is part of the school; or
- b) attend a nursery that is established and run by the school. The nursery **must** be named in the admission arrangements and its selection must be transparent and made on reasonable grounds.

Maintained boarding schools

1.40 Maintained boarding schools can set separate admission numbers for day places and boarding places³⁴. A maintained boarding school can interview applicants to assess suitability for boarding, but such interviews **must** only consider whether a child presents a serious health and safety hazard to other boarders or whether they would be able to cope with and benefit from a boarding environment. To help with this assessment, they may also use a supplementary information form, and information provided by the previous school and by the child's home local authority (on safeguarding issues). These processes, and the timeline for them, **must** be clearly set out in the school's admission arrangements.

1.41 Boarding schools **must** give priority in their oversubscription criteria in the following order:

- a) looked after children and previously looked after children;
- b) children of members of the UK Armed Forces who qualify for Ministry of Defence financial assistance with the cost of boarding school fees;
- c) children with a 'boarding need', making it clear what they mean by this.

³¹ The early years pupil premium is additional funding paid to support disadvantaged children receiving government-funded early education, per section 7 of the Childcare Act 2006. It will be introduced in April 2015.

³² The pupil premium is additional funding paid annually to schools under section 14 of the Education Act 2002 for the purposes of supporting the attainment of disadvantaged children.

³³ The service premium is additional funding paid annually to schools under section 14 of the Education Act 2002 for the purposes of supporting the pastoral needs of the children of Armed Services personnel

³⁴ Boarding places are places for pupils who are provided with overnight board and lodging at the school. Day places are places for pupils who attend school on a daily basis, including pupils who participate in optional school activities outside school hours (for example breakfast club, after-school clubs, music lessons, tea and supervised homework sessions).

Consultation³⁵

1.42 When changes³⁶ are proposed to admission arrangements, all admission authorities **must** consult on their admission arrangements (including any supplementary information form) that will apply for admission applications the following school year. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities **must** consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period³⁷.

1.43 For admission arrangements determined in 2015 for entry in September 2016, consultation **must** be for a minimum of 8 weeks and **must** be completed by **1 March 2015**. For all subsequent years, consultation **must** last for a minimum of 6 weeks and **must** take place between **1 October** and **31 January** in the determination year.

1.44 Admission authorities **must** consult with:

- a) parents of children between the ages of two and eighteen;
- b) other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions;
- c) all other admission authorities within the relevant area (except that primary schools need not consult secondary schools);
- d) whichever of the governing body and the local authority who are not the admission authority;
- e) any adjoining neighbouring local authorities where the admission authority is the local authority; and
- f) in the case of schools designated with a religious character, the body or person representing the religion or religious denomination.

1.45 For the duration of the consultation period, the admission authority **must** publish a copy of their full proposed admission arrangements (including the proposed PAN) on their website together with details of the person within the admission authority to whom comments may be sent and the areas on which comments are not sought³⁸. Admission authorities **must** also send upon request a copy of the proposed admission arrangements to any of the persons or bodies listed above inviting comment. Failure to consult effectively may be grounds for subsequent complaints and appeals.

³⁵ See also paragraph 1.3. Regulations 12 to 17 of the School Admissions Regulations 2012 cover consultation requirements.

³⁶ An increase to PAN, or a change to the admission arrangements to comply with the mandatory provisions of the Code or the School Admissions Regulations 2012, is not a change requiring consultation.

³⁷ A consultation on a proposal to increase or keep the same PAN by a local authority as admission authority with the governing body of a voluntary controlled or community school is not a consultation for the purposes of calculating a seven year period without consultation.

³⁸ Regulation 16 of the School Admissions Regulations 2012.

Determination

1.46 All admission authorities **must** determine (i.e. formally agree) admission arrangements every year, even if they have not changed from previous years and a consultation has not been required. Admission authorities **must** determine admission arrangements for entry in September 2016 by **15 April 2015** and for all subsequent years, by **28 February** in the determination year³⁹.

1.47 Once admission authorities have determined their admission arrangements, they **must** notify the appropriate bodies⁴⁰ and **must** publish a copy of the determined arrangements on their website displaying them for the whole offer year (the school year in which offers for places are made). Admission authorities **must** send a copy of their full, determined arrangements to the local authority. Admission authorities **must** send a copy of their determined admission arrangements for entry in September 2016 as soon as possible before **1 May 2015**, and for all subsequent years, as soon as possible before **15 March** in the determination year. Admission authorities for schools designated with a religious character **must** also send a copy of their arrangements to the body or person representing their religion or religious denomination.

1.48 Where an admission authority has determined a PAN that is higher than in previous years, they must notify the local authority that they have done so, and make specific reference to the change on their website.

1.49 Local authorities **must** publish on their website the proposed admission arrangements for any new school or Academy which is intended to open within the determination year, details of where the determined arrangements for all schools, including Academies, can be viewed, and information on how to refer objections to the Schools Adjudicator. Local authorities **must** publish these details in 2015 by **1 May 2015** and in all subsequent years by **15 March** in the determination year⁴¹.

1.50 Following determination of arrangements, any objections to those arrangements **must** be made to the Schools Adjudicator. Objections to admission arrangements for entry in September 2016 **must** be referred to the Adjudicator by **30 June 2015**. For all subsequent years, objections **must** be referred to the Adjudicator by **15 May** in the determination year⁴². Admission authorities that are not the local authority **must** provide all the information that the local authority needs to compile the composite prospectus no later than **8 August**, unless agreed otherwise⁴³.

³⁹ Regulation 17 of the School Admissions Regulations 2012.

⁴⁰ In addition to the bodies listed at paragraph 1.44 (c), (d) and (f) and so far as not covered by them, all governing bodies for community and voluntary controlled schools in the relevant area.

⁴¹ Regulation 18 of the School Admissions Regulations 2012.

⁴² Regulation 23 of the School Admissions Regulations 2012. See also 3.2-3.5 of this Code regarding objections to the Schools Adjudicator.

⁴³ Regulation 7 of the School Information (England) Regulations 2008 SI 2008/3093.

Composite prospectuses

1.51 Local authorities **must** publish online - with hard copies available for those who do not have access to the internet - a composite prospectus for parents by **12 September**⁴⁴ in the offer year, which contains the admissions arrangements and any supplementary information forms for each of the state-funded schools in the local authority area to which parents can apply (i.e. all schools including Academies). They **must** ensure that this information is kept up to date throughout the period in which it is possible for parents to apply for a place for their child, and that it is written in a way that makes it clear and accessible to all parents.

⁴⁴ See regulations 5, 6 and Schedule 2 of the School Information (England) Regulations 2008.

Section 2: Applications and Offers

Applying for places

2.1 For applications in the normal admissions round, local authorities **must** provide a common application form (CAF) that enables parents to express their preference for a place at any state funded school, with a minimum of 3 preferences in rank order, allowing them to give reasons for their preferences. While parents may express a preference for any state funded school – regardless of whether it is in the local authority area in which they live - admission authorities **must not** give any guarantees that a preference will be met.

2.2 The CAF **must** allow parents to provide their name, their address (including documentary evidence in support), and the name, address and date of birth of the child. The child **must not** be required to complete any part of the CAF. Local authorities **must** provide advice and assistance to parents when they are deciding which schools to apply for⁴⁵.

2.3 Regardless of which schools parents express preferences for, the CAF is required to be returned to the local authority in the area that they live (the 'home' authority). The home authority **must** then pass information on applications to other local ('maintaining') authorities about applications to schools in their area. The maintaining authority **must** determine the application and inform the home local authority if a place is available. The offer to parents **must** be made by the home local authority.

2.4 In some cases, admission authorities will need to ask for supplementary information forms in order to process applications. If they do so, they **must** only use supplementary forms that request additional information when it has a direct bearing on decisions about oversubscription criteria or for the purpose of selection by aptitude or ability. They **must not** ask, or use supplementary forms that ask, for any of the information prohibited by paragraph 1.9 above or for:

- a) any personal details about parents and families, such as maiden names, criminal convictions, marital, or financial status (including marriage certificates);
- b) the first language of parents or the child;
- c) details about parents' or a child's disabilities, special educational needs or medical conditions;
- d) parents to agree to support the ethos of the school in a practical way;
- e) both parents to sign the form, or for the child to complete the form.

2.5 Admission authorities may need to ask for proof of address where it is unclear whether a child meets the published oversubscription criteria. In these

⁴⁵ In accordance with Section 86(1A) of the SSFA 1998.

cases they **must not** ask for any evidence that would include any of the information detailed above. Once a place has been offered, admission authorities may ask for proof of birth date, but **must not** ask for a 'long' birth certificate or other documents which would include information about the child's parents. In the case of previously looked after children, admission authorities may request a copy of the adoption order, child arrangements order or special guardianship order and a letter from the local authority that last looked after the child confirming that he or she was looked after immediately prior to that order being made.

Applying for places at Sixth Form

2.6 Children and their parents applying for sixth form places may use the CAF, although if they are already on the roll they are not required to do so in order to transfer into year 12. Admission authorities can, however, set academic entry criteria for their sixth forms, which **must** be the same for both external and internal places. School sixth form admission arrangements for external applicants must be consulted upon, determined and published in accordance with the same timetable as for admission arrangements for other entry points. As with other points of entry to schools, highest priority in oversubscription criteria for sixth form places **must** be given to looked after children and previously looked after children who meet the academic entry criteria. As stated in paragraph 1.9 m) above, any meetings held to discuss options and courses **must** not form part of the decision process on whether to offer a place.

Allocating places

2.7 Admission authorities **must** allocate places on the basis of their determined admission arrangements only, and a decision to offer or refuse admission **must not** be made by one individual in an admission authority. Where the school is its own admission authority the whole governing body, or an admissions committee established by the governing body, **must** make such decisions.

2.8 With the exception of designated grammar schools, all maintained schools, including schools designated with a religious character, that have enough places available **must** offer a place to every child who has applied for one, without condition or the use of any oversubscription criteria.

2.9 Admission authorities **must not** refuse to admit a child solely because:

- a) they have applied later than other applicants;
- b) they are not of the faith of the school in the case of a school designated with a religious character;
- c) they followed a different curriculum at their previous school;
- d) information has not been received from their previous school; or
- e) they have missed entrance tests for selective places.

2.10 In the normal admissions round, offers of primary and secondary

places **must** be sent by the home local authority and schools **must not** contact parents about the outcome of their applications until after these offers have been received. Admission authorities **must not** provide any guarantees to applicants of the outcome of their application prior to the formal notification of any offers of a place in a suitable school by the home local authority.

2.11 Where a place is available for a child at more than one school, the home local authority **must** ensure, so far as is reasonably practicable, that the child is offered a place at whichever of these schools is their highest preference. If the local authority is unable to offer a place at one of the parents' preferred schools it **must**, if there are places available, offer a place at another school.

Withdrawing an offer or a place

2.12 An admission authority **must not** withdraw an offer unless it has been offered in error, a parent has not responded within a reasonable period of time, or it is established that the offer was obtained through a fraudulent or intentionally misleading application. Where the parent has not responded to the offer, the admission authority **must** give the parent a further opportunity to respond and explain that the offer may be withdrawn if they do not. Where an offer is withdrawn on the basis of misleading information, the application **must** be considered afresh, and a right of appeal offered if an offer is refused.

2.13 A school **must not** withdraw a place once a child has started at the school, except where that place was fraudulently obtained. In deciding whether to withdraw the place, the length of time that the child has been at the school **must** be taken into account. For example, it might be considered appropriate to withdraw the place if the child has been at the school for less than one term.

Waiting lists

2.14 Each admission authority **must** maintain a clear, fair and objective waiting list until at least **31 December** of each school year of admission, stating in their arrangements that each added child will require the list to be ranked again in line with the published oversubscription criteria. Priority **must not** be given to children based on the date their application was received or their name was added to the list. Looked after children, previously looked after children, and those allocated a place at the school in accordance with a Fair Access Protocol, **must** take precedence over those on a waiting list.

Infant class size

2.15 Infant classes (those where the majority of children will reach the age of 5, 6 or 7 during the school year) **must not** contain more than 30 pupils with a single school teacher⁴⁶. Additional children may be admitted under limited exceptional circumstances. These children will remain an 'excepted pupil' for

⁴⁶ 'Teacher' is defined in Section 4 of the SSFA 1998.

the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children are:

- a) children admitted outside the normal admissions round with statements of special educational needs or Education, Health and Care Plans specifying a school;
- b) looked after children and previously looked after children admitted outside the normal admissions round;
- c) children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process;
- d) children admitted after an independent appeals panel upholds an appeal;
- e) children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance;
- f) children of UK service personnel admitted outside the normal admissions round;
- g) children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil;
- h) children with special educational needs who are normally taught in a special educational needs unit⁴⁷ attached to the school, or registered at a special school, who attend some infant classes within the mainstream school⁴⁸.

Admission of children below compulsory school age⁴⁹ and deferred entry to school

2.16 Admission authorities **must** provide for the admission of all children in the September following their fourth birthday. The authority **must** make it clear in their arrangements that, where they have offered a child a place at a school:

- a) that child is entitled to a full-time place in the September following their fourth birthday;
- b) the child's parents can defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which it was made; and
- c) where the parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age.

⁴⁷ A special educational needs unit forms part of a maintained school and is specially organised to provide education for pupils with special educational needs.

⁴⁸ The School Admissions (Infant Class Sizes) (England) Regulations 2012.

⁴⁹ Compulsory school age is set out in section 8 of the Education Act 1996 and the Education (Start of Compulsory School Age) Order 1998. A child reaches compulsory school age on the prescribed day following his or her fifth birthday (or on his or her fifth birthday if it falls on a prescribed day). The prescribed days are 31 December, 31 March and 31 August.

Admission of children outside their normal age group

2.17 Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child⁵⁰ may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1. Admission authorities **must** make clear in their admission arrangements the process for requesting admission out of the normal age group.

2.17A Admission authorities **must** make decisions on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. They **must** also take into account the views of the head teacher of the school concerned. When informing a parent of their decision on the year group the child should be admitted to, the admission authority **must** set out clearly the reasons for their decision.

2.17B Where an admission authority agrees to a parent's request for their child to be admitted out of their normal age group and, as a consequence of that decision, the child will be admitted to a relevant age group (i.e. the age group to which pupils are normally admitted to the school) the local authority and admission authority **must** process the application as part of the main admissions round, unless the parental request is made too late for this to be possible, and on the basis of their determined admission arrangements only, including the application of oversubscription criteria where applicable. They **must not** give the application lower priority on the basis that the child is being admitted out of their normal age group. Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

Children of UK service personnel (UK Armed Forces)

2.18 For families of service personnel with a confirmed posting to their area, or crown servants returning from overseas to live in that area, admission authorities **must**:

- a) allocate a place in advance of the family arriving in the area provided the application is accompanied by an official letter that declares a relocation date and a Unit postal address or quartering area address

⁵⁰ The term summer born children relates to all children born from 1 April to 31 August. These children reach compulsory school age on 31 August following their fifth birthday (or on their fifth birthday if it falls on 31 August). It is likely that most requests for summer born children to be admitted out of their normal age group will come from parents of children born in the later summer months or those born prematurely.

when considering the application against their oversubscription criteria. This **must** include accepting a Unit postal address or quartering area address for a service child. Admission authorities **must not** refuse a service child a place because the family does not currently live in the area, or reserve blocks of places for these children;

- b) ensure that arrangements in their area support the Government's commitment to removing disadvantage for service children. Arrangements **must** be appropriate for the area and be described in the local authority's composite prospectus.

Children from overseas

2.19 Admission authorities **must** treat applications for children coming from overseas in accordance with European Union law or Home Office rules for non-European Economic Area nationals. Non-statutory guidance on this is available on the website of the Department for Education.

Co-ordination

2.20 Each year all local authorities **must** formulate and publish on their website a scheme by **1 January** in the relevant determination year to co-ordinate admission arrangements for all publicly funded schools within their area⁵¹. Where the scheme is substantially different from the scheme adopted for the previous academic year, the local authority **must** consult the other admission authorities in the area and any other local authorities it determines. Where the scheme has not changed from the previous year there is no requirement to consult, subject to the requirement that the local authority **must** consult on the scheme at least once every seven years, even if there have been no changes during that period. Following any such consultation, which **must** be undertaken with a view to ensuring the admission of pupils in different local authorities is, as far as reasonably practicable, compatible with each other, the local authority **must** determine the qualifying scheme and **must** take all reasonable steps to secure its adoption. A local authority **must** inform the Secretary of State whether they have secured the adoption of a qualifying scheme by **15 April 2015** for admission arrangements for entry in 2016 and thereafter, by **28 February** in the determination year. The Secretary of State may impose a scheme where a scheme has not been adopted. All admission authorities⁵² **must** participate in co-ordination and provide the local authority with the information it needs to co-ordinate admissions by the dates agreed within the scheme. Local authorities **must** make application forms available to parents who wish to apply to a school in a neighbouring area which operates a different age of transfer (e.g. middle schools), and process these as it would in

⁵¹ Regulations 26 to 32 and Schedule 2 of the School Admissions Regulations 2012 cover the requirements for such schemes.

⁵² Academies are required under their Funding Agreements to participate in and comply with requirements in relation to local authority co-ordination of admission arrangements. For the first year of opening only, Funding Agreements for Free Schools, University Technical Colleges (UTCs) and Studio Schools will provide that they may choose whether they wish to participate in the local qualifying scheme.

its normal admissions round.

2.21 There is no requirement for local authorities to co-ordinate in-year applications but they **must** provide information in the composite prospectus on how in-year applications can be made and will be dealt with. Local authorities **must**, on request, provide information to a parent about the places still available in all schools within its area, and a suitable form for parents to complete when applying for a place for their child at any school for which they are not the admission authority. Any parent can apply for a place for their child at any time to any school outside the normal admissions round. They can do this by applying directly to admission authorities, except where other arrangements are in place locally (e.g. the local authority coordinates all in-year admissions).

2.22 Own admission authority schools **must**, on receipt of an in-year application, notify the local authority of both the application and its outcome, to allow the local authority to keep up to date figures on the availability of places in the area. The admission authority **must** also inform parents of their right to appeal against the refusal of a place.

Offering a place

2.23 Where schools are oversubscribed, admission authorities **must** rank applications in accordance with their determined arrangements. The qualifying scheme **must** ensure that:

- a) only one offer per child is made by the local authority;
- b) for secondary school applications, all offers **must** be made on the same secondary National Offer Day i.e. **1 March or the next working day**, and
- c) for primary school applications, all offers **must** be made on the same primary National Offer Day i.e. **16 April or the next working day**.

Right to appeal

2.24 When an admission authority informs a parent of a decision to refuse their child a place at a school for which they have applied, it **must** include the reason why admission was refused; information about the right to appeal; the deadline for lodging an appeal and the contact details for making an appeal. Parents **must** be informed that, if they wish to appeal, they **must** set out their grounds for appeal in writing. Admission authorities **must not** limit the grounds on which appeals can be made.

School closure

2.25 Where a maintained school or Academy is to be closed, the local authority **must** collaborate with all schools in their area to consider the best way to secure provision for children in other local schools.

Section 3: Ensuring Fairness and Resolving Issues

The Schools Adjudicator

3.1 The Schools Adjudicator **must** consider whether admission arrangements referred to the Adjudicator comply with the Code and the law relating to admissions. The admission authority **must**, where necessary, revise their admission arrangements to give effect to the Adjudicator's decision within two months of the decision (or by **28 February** following the decision, whichever is sooner), unless an alternative timescale is specified by the Adjudicator. An Adjudicator's determination is binding and enforceable.

3.2 Local authorities **must** refer an objection to the Schools Adjudicator if they are of the view or suspect that the admission arrangements that have been determined by other admission authorities are unlawful. If requested by the Schools Adjudicator, admission authorities **must** provide the information set out in Schedule 1 to the School Admissions Regulations⁵³.

3.3 Any person or body who considers that any maintained school or Academy's arrangements are unlawful, or not in compliance with the Code or relevant law relating to admissions, can make an objection to the Schools Adjudicator⁵⁴. The following types of objections cannot be brought⁵⁵:

- a) objections that seek to remove selective arrangements at a maintained school (which are permitted under Section 105 to 109 of the SSFA 1988) or a selective Academy;
- b) objections about own authority admission's decision to increase or keep the same PAN;
- c) objections about a decision by the admission authority of a voluntary controlled or community school to increase or keep the same PAN, unless the objection is brought by the governing body of the school;
- d) objections in respect of an agreed variation from the Code in relation to admission arrangements for an Academy;
- e) objections to arrangements which raise the same or substantially the same matters as the adjudicator has decided on for that school in the last 2 years⁵⁶; and
- f) anonymous objections⁵⁷.

3.4 The Adjudicator may also consider arrangements that come to the

⁵³ Regulation 25 of the School Admissions Regulations 2012.

⁵⁴ Section 88H of the SSFA 1998.

⁵⁵ Regulation 21 of the School Admissions Regulations 2012.

⁵⁶ Regulation 22 of the School Admissions Regulations 2012.

⁵⁷ Regulation 24 of the School Admissions Regulations 2012. The person or body referring the objection must provide their name and address to the adjudicator.

Adjudicator's attention by other means which the Adjudicator considers may not comply with mandatory requirements.

3.5 Objections to admission arrangements for entry in September 2016 **must** be referred to the Adjudicator by **30 June 2015**. For all subsequent years, objections **must** be referred to the Adjudicator by **15 May** in the determination year⁵⁸. Further information on how to make an objection can be obtained from the [Office of the Schools Adjudicator](#).

Variations

3.6 Once admission arrangements have been determined for a particular school year, they cannot be revised by the admission authority unless such revision is necessary to give effect to a mandatory requirement of this Code, admissions law, a determination of the Adjudicator or any misprint in the admission arrangements⁵⁹. Admission authorities may propose other variations where they consider such changes to be necessary in view of a major change in circumstances⁶⁰. Such proposals **must** be referred to the Schools Adjudicator for approval, and the appropriate bodies notified⁶¹. Where the local authority is the admission authority for a community or voluntary controlled school, it **must** consult the governing body of the school before making any reference. A variation to increase a school's PAN is not required to be referred to the Schools Adjudicator⁶².

3.7 Admission authorities **must** notify the appropriate bodies⁶³ of all variations and **must** display a copy of the full varied admission arrangements on their website until they are replaced by different admission arrangements. Local authorities **must** display the varied admission arrangements on their website where an admission authority has raised its PAN.

Children with challenging behaviour and those who have been excluded twice

3.8 Admission authorities **must not** refuse to admit children in the normal admissions round on the basis of their poor behaviour elsewhere. Where a child has been permanently excluded from two or more schools there is no need for an admission authority to comply with parental preference for a period of two years from the last exclusion⁶⁴. The twice excluded rule does not apply to children who were below compulsory school age at the time of the exclusion, children who have been re-instated following a permanent

⁵⁸ Regulation 23 of the School Admissions Regulations 2012.

⁵⁹ Regulation 19 of the School Admissions Regulations 2012.

⁶⁰ Section 88E of the SSFA 1998. Academies do not have to refer proposed variations to their admission arrangements to the Schools Adjudicator, but instead seek agreement with the Secretary of State.

⁶¹ In addition to the bodies listed at paragraph 1.44 (c), (d) and (f) and so far as not covered by them, all governing bodies for community and voluntary controlled schools in the relevant area.

⁶² Regulation 20 of the School Admissions Regulations 2012.

⁶³ See footnote 57.

⁶⁴ Section 87 of the SSFA 1998.

exclusion (or would have been had it been practicable to do so)⁶⁵, and children with special educational needs statements or Education, Health and Care Plans.

3.9 Each local authority **must** have a Fair Access Protocol, agreed with the majority of schools in its area to ensure that – outside the normal admissions round - unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. In agreeing a protocol, the local authority **must** ensure that no school - including those with available places - is asked to take a disproportionate number of children who have been excluded from other schools, or who have challenging behaviour. The protocol **must** include how the local authority will use provision to ensure that the needs of pupils who are not ready for mainstream schooling are met.

3.10 The operation of Fair Access Protocols is outside the arrangements of co-ordination and is triggered when a parent of an eligible child has not secured a school place under in-year admission procedures.

3.11 All admission authorities **must** participate in the Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly. There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol.

3.12 Where a governing body does not wish to admit a child with challenging behaviour outside the normal admissions round, even though places are available, it **must** refer the case to the local authority for action under the Fair Access Protocol⁶⁶. This will normally only be appropriate where a school has a particularly high proportion of children with challenging behaviour or previously excluded children. The use of this provision will depend on local circumstances and **must** be described in the local authority's Fair Access Protocol. This provision will not apply to a looked after child, a previously looked after child or a child with a statement of special educational needs or Education, Health and Care Plan naming the school in question, as these children **must** be admitted.

3.13 Admission authorities **must not** refuse to admit a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for special educational needs.

3.14 A Fair Access Protocol **must not** require a school automatically to take another child with challenging behaviour in the place of a child excluded from the school.

3.15 The list of children to be included in a Fair Access Protocol is to be agreed with the majority of schools in the area but **must**, as a minimum, include the following children of compulsory school age who have difficulty securing a school place:

⁶⁵ Following changes made to the exclusions review framework (Section 51A of the Education Act 2002 will be inserted by Section 4 of the Education Act 2011), in addition to these exceptions, the twice excluded rule will also not apply where, following a permanent exclusion, a review panel has quashed a decision of a governing body not to reinstate a pupil.

⁶⁶ Where in the case of an Academy it cannot agree with the local authority over admitting a child, only the Secretary of State can direct the Academy to admit the child.

- a) children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education;
- b) children who have been out of education for two months or more;
- c) children of Gypsies, Roma, Travellers, refugees and asylum seekers;
- d) children who are homeless;
- e) children with unsupportive family backgrounds for whom a place has not been sought;
- f) children who are carers; and
- g) children with special educational needs, disabilities or medical conditions (but without a statement or Education, Health and Care Plan).

Local authority powers of direction (general)

3.16 A local authority has the power⁶⁷ to direct the governing body of a maintained school for which they are not the admission authority to admit a child in their area even when the school is full. The local authority can only make such a direction in respect of a child in the local authority's area who has been refused entry to, or has been permanently excluded from, every suitable school within a reasonable distance. The local authority **must** choose a school that is a reasonable distance from the child's home and from which the child is not permanently excluded. It **must not** choose a sixth-form that selects by ability unless the child meets the selection requirements, or a school that would have to take measures to avoid breaking the rules on infant class sizes if those measures would prejudice the provision of efficient education or the efficient use of resources.

3.17 Before deciding to give a direction, the local authority **must** consult the governing body of the school, the parent of the child and the child if they are over compulsory school age. If, following consultation, the local authority decides to direct, it **must** inform the governing body and head teacher of the school. The governing body can appeal by referring the case to the Schools Adjudicator within 15 days. If it does this, the governing body **must** tell the local authority. The local authority **must not** make a direction until the 15 days have passed and the case has not been referred.

3.18 If the case is referred to the Adjudicator, the Adjudicator may either uphold the direction or determine that another maintained school **must** admit the child. The Adjudicator's decision is binding. The Adjudicator **must not** direct a school to admit a child if this would require the school to take measures to avoid breaking the rules on infant class sizes and those measures would prejudice the provision of efficient education or the efficient use of resources.

⁶⁷ Sections 96 and 97 of the SSFA 1998.

Local authority powers of direction (looked after children)

3.19 A local authority also has the power⁶⁸ to direct the admission authority for any maintained school in England (other than a school for which they are the admission authority) to admit a child who is looked after by the local authority, even when the school is full. The local authority **must not** choose a school from which the child is permanently excluded but may choose a school whose infant classes are already at the maximum size⁶⁹.

3.20 Before deciding to give a direction, the local authority **must** consult the admission authority of the school it proposes to direct. The admission authority **must** tell the local authority within 7 days whether it is willing to admit the child. If, following consultation, the local authority decides to direct, it **must** inform the admission authority, the governing body (if the school is a voluntary controlled or community school), the local authority that maintains the school, and the head teacher. The admission authority can appeal by referring the case to the Schools Adjudicator within 7 days. If the child has been permanently excluded from two other schools and the most recent exclusion was within the previous two years, the governing body (if the school is a voluntary controlled or community school) may also refer the case to the Adjudicator. The admission authority or governing body **must not** refer the case unless it considers that admitting the child would seriously prejudice the provision of efficient education or the efficient use of resources. If the admission authority or governing body does refer the case, it **must** notify the local authority that looks after the child. The local authority **must not** make a direction until the 7 days have passed and the case has not been referred.

3.21 If the case is referred to the Adjudicator, the Adjudicator may either uphold the direction or determine that another maintained school in England **must** admit the child. The Adjudicator's decision is binding. The Adjudicator **must not** direct an alternative school to admit a child unless the local authority that looks after the child agrees, nor if the child is permanently excluded from that school, nor if the admission of the child would seriously prejudice the provision of efficient education or the efficient use of resources.

Secretary of State's power of direction (Academies)

3.22 Where a local authority considers that an Academy will best meet the needs of any child, it can ask the Academy to admit that child but has no power to direct it to do so. The local authority and the Academy will usually come to an agreement, but if the Academy refuses to admit the child, the local authority can ask the Secretary of State to intervene. The Secretary of State has the power under an Academy's Funding Agreement to direct the Academy to admit a child, and can seek advice from the Adjudicator in reaching a decision⁷⁰.

⁶⁸ Sections 97A-C of the SSFA 1998.

⁶⁹ Looked after children are excepted pupils outside of the normal admissions round under the School Admissions (Infant Class Sizes) (England) Regulations 2012.

⁷⁰ Section 25(3A) of the SSFA 1998.

Local authority reports

3.23 Local authorities **must** produce an annual report on admissions for all the schools in their area for which they co-ordinate admissions, to be published locally and sent to the Adjudicator by **30 June** following the admissions round. The report **must** cover as a minimum:

- a) information about how admission arrangements in the area of the local authority serve the interests of looked after children and previously looked after children, children with disabilities and children with special educational needs, including any details of where problems have arisen;
- b) an assessment of the effectiveness of Fair Access Protocols and co-ordination in their area, including how many children were admitted to each school under them;
- c) the number and percentage of lodged and upheld parental appeals;
and
- d) any other issues the local authority may wish to include.

Appendix – Relevant Legislation

1. This appendix sets out the primary legislation and regulations most relevant to admissions decisions. Admission authorities, Schools Adjudicators, appeal panels, local authorities and maintained schools **must** comply with the relevant law as well as acting in accordance with the provisions of this Code. This Code and the School Admission Appeals Code (the Codes) are applied to Academies through their Funding Agreements. The information here aims to signpost the relevant law; it does not aim to provide definitive guidance on interpreting the law: that is for the courts.

Equality Act 2010

2. This Act consolidates the law prohibiting discrimination, harassment and victimisation and expands the list of protected characteristics. All schools **must** have due regard to their obligations under the Act and review their policies and practices to make sure these meet the requirements of the Act, even if they believe that they are already operating in a non-discriminatory way.
3. An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.
4. An admission authority **must not** harass a person who has applied for admission as a pupil, in relation to their disability; race; or sex.
5. An admission authority **must not** victimise a person in relation to a protected act either done, or believed to have been done by that person (e.g. bringing proceedings under the Equality Act 2010) in the arrangements and decisions it makes as to who is offered admission as a pupil.
6. This Act contains limited exceptions to the prohibition of discrimination on grounds of religion or belief and sex. Schools designated by the Secretary of State as having a religious character are exempt from some aspects of the prohibition of discrimination on the grounds of religion or belief and this means they can make a decision about whether or not to admit a child as a pupil on the basis of religion or belief. Single-sex schools are lawfully permitted to discriminate on the grounds of sex in their admission arrangements.
7. Admission authorities are also subject to the Public Sector Equality Duty and therefore **must** have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations in relation to persons who share a relevant protected characteristic and persons who do not share it.
8. The protected characteristics for these purposes are: disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex;

and sexual orientation.

9. Further guidance on the Public Sector Equality Duty is available on the website of the Government Equalities Office and from the Equality and Human Rights Commission.

Human Rights Act 1998

10. The Human Rights Act 1998 confers a right of access to education. This right does not extend to securing a place at a particular school. Admission authorities, however, do need to consider parents' reasons for expressing a preference when they make admission decisions, though this may not necessarily result in the allocation of a place. These might include, for example, the parents' rights to ensure that their child's education conforms to their own religious or philosophical convictions (as far as is compatible with the provision of efficient instruction and the avoidance of unreasonable public expenditure).

School Standards and Framework Act 1998

11. Chapter 1 of Part 3 of the School Standards and Framework Act 1998 contains the key provisions regarding schools admissions, including the statutory basis for this Code.
12. Section 86 of the SSFA 1998 provides that the admission authority for a maintained school (with the exception of those that select wholly by ability) **must** comply with any preference expressed by a parent except where to do so would prejudice the provision of efficient education or the efficient use of resources.
13. Section 94 of the SSFA 1998 provides that parents (and in some circumstances children) may appeal against a decision to refuse admission to the school. Two or more admission authorities in the same local authority area may make joint arrangements.
14. The Codes largely include the provisions relating to school admissions made in regulations. The most relevant regulations are:
 - a) The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012;
 - b) The School Admissions (Infant Class Sizes) (England) Regulations 2012;
 - c) The School Admissions (Appeals) (England) Regulations 2012; and
 - d) The School Information (England) Regulations 2008

Appendix – Sample Admission Arrangements

*These example arrangements are provided for illustrative purposes only – they are not “suggested” arrangements and should not be seen as such. Arrangements for individual schools **must** be set in the context of local circumstances.*

The school has an agreed admission number of 240 pupils for entry in year 7. The school will accordingly admit up to 240 pupils in the relevant age group each year if sufficient applications are received. All applicants will be admitted if 240 or fewer apply.

If the school is oversubscribed, after the admission of pupils with a Statement of Special Educational Needs or Education, Health and Care Plan where the school is named in the Statement or Plan, priority for admission will be given to those children who meet the criteria set out below, in order:

- (1) A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order⁷¹. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- (2) Children with a sibling attending the school at the time of application. Sibling is defined in these arrangements as children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.
- (3) Other children by distance from the school, with priority for admission given to children who live nearest to the school as measured by using Ordnance Survey data to plot an address in this system. Distances are measured from the main entrance of the child's home to the main entrance of the school as specified in the school information pack.

Random allocation will be used as a tie-break in category '3' above to decide who has highest priority for admission if the distance between two children's homes and the school is the same. This process will be independently verified.

⁷¹ An adoption order is an order under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see section 46 adoption orders) Children Act 2002. A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989 as amended by s.14 of the Children and Families Act 2014. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

The Admissions Timeline

The timetable and procedures for admissions are set out in both this Code and the School Admissions Regulations 2012⁷². The admissions timeline applies to all state funded schools including Academies and Free Schools (through their funding agreement).

Local Authorities have a key role in providing information to parents on admission arrangements and schools in their area and in co-ordinating school admissions for parents for all state funded schools. Local authorities will also be notified and have oversight of the outcome of all in-year applications.

In the normal admissions round (i.e. October - end February), parents apply to the local authority in which they live for places at their preferred primary or secondary schools. For late applications outside the normal round of admissions (i.e. March - end August), parents apply to the local authority. For in-year applications (i.e. September onwards) there is no requirement for local authorities to co-ordinate applications but they **must**, on request, provide information to a parent about the places still available in all schools within its area, and a suitable form for parents to complete when applying for a place for their child at any school for which they are not the admission authority. Any parent can apply for a place for their child at any time to any school outside the normal admissions round. Parents can apply directly to own admission authority schools.

Example timetable

Determination Year (2015/16)⁷³

(The school year in which admission authorities determine their admission arrangements)

1 October 2015	Earliest date to start consultation on proposed arrangements. Consultation must last a minimum of 6 weeks.
1 January 2016	Deadline for the local authority to formulate a co-ordinated scheme for state funded schools in their area, including any new school or Academy which is expected to open.
31 January 2016	Deadline for the completion of the consultation on proposed admission arrangements.
28 February 2016	Deadline for admission arrangements to be determined even if they have not changed from the previous year and a consultation has not been required.
28 February 2016	After which the Secretary of State may impose a co-ordinated scheme if local agreement has not been

⁷² These regulations will be amended to implement the timetable changes.

⁷³ A different timetable applies for determination year 2014/15 and this is set out in paragraphs 1.43 to 1.51.

secured by this date.

- | | |
|---------------|--|
| 15 March 2016 | Deadline for admission authorities to send a copy of their full determined admission arrangements to their local authority. |
| 15 March 2016 | Deadline for local authorities to publish on their website the proposed admission arrangements for any new school or Academy which is intended to open within the determination year, details of where the determined arrangements for all schools, including Academies, can be viewed, and information on how to refer objections to the Schools Adjudicator. |
| 15 May 2016 | Deadline for objections to the Schools Adjudicator. |
| 30 June 2016 | Deadline for local authorities to report to the Schools Adjudicator on admission arrangements in their area. |
| 8 August 2016 | Deadline for governing bodies to provide admission arrangements information to the local authority to allow them to compile composite prospectus. |

Offer Year (2016/17)

- | | |
|-------------------|--|
| 12 September 2016 | Deadline for local authorities to publish composite prospectus. |
| 31 October 2016 | National closing date for secondary school applications. |
| 15 January 2017 | National closing date for primary school applications. |
| 28 February 2017 | Deadline for admission authorities to publish their appeals timetable on their website. |
| 1 March 2017 | National offer day for secondary school places. |
| 16 April 2017 | National offer day for primary school places. |
| 30 June 2017 | Deadline for local authorities to report to the Schools Adjudicator on admission arrangements in their area. |

Appeals

The timescales within which admission authorities must ensure that appeals are heard are detailed in Section 2 of the School Admission Appeals Code. For example, for applications made in the normal admissions round, appeals must be heard within 40 days of the deadline for lodging appeals.

September 2017 **New intake starts at school.**

Glossary

Academic Year

A period commencing with 1 August and ending with the next 31 July, as defined by Section 88M of the SSFA 1998.

Admission Authority

The body responsible for setting and applying a school's admission arrangements. For community or voluntary controlled schools, this body is the local authority unless it has agreed to delegate responsibility to the governing body. For foundation or voluntary aided schools, this body is the governing body of the school. For Academies, this body is the Academy Trust.

Admission Arrangements

The overall procedure, practices and oversubscription criteria used in deciding the allocation of school places including any device or means used to determine whether a school place is to be offered.

Admission Number (or Published Admission Number – (PAN))

The number of school places that the admission authority must offer in each relevant age group of a school for which it is the admission authority. Admission numbers are part of a school's admission arrangements.

Banding

A system of oversubscription criteria in which all children applying for a place at a banding school are placed into ability bands based on their performance in a test or other assessment. Places are then allocated so that the school's intake either reflects the ability profile of those children applying to the school, those children applying to a group of schools banding jointly, the local authority ability profile or the national ability profile.

Catchment Area

A geographical area, from which children may be afforded priority for admission to a particular school. A catchment area is part of a school's admission arrangements and must therefore be consulted upon, determined and published in the same way as other admission arrangements.

Common Application Form (CAF)

The form parents complete, listing their preferred choices of schools, and then submit to local authorities when applying for a school place for their child as part of the local co-ordination scheme, during the normal admissions round. Parents must be allowed to express a preference for a minimum of three schools on the relevant common application form as determined by their local authority. Local authorities may allow parents to express a higher number of preferences if they wish.

Composite prospectus

The prospectus that a local authority is required to publish by 12 September in the offer year. This prospectus must include detailed admission arrangements of all maintained schools in the area (including admission numbers and catchment areas).

Conditionality

Oversubscription criterion that stipulates conditions which affect the priority given to an application, for example taking account of other preferences or giving priority to families who include in their other preferences a particular type of school (e.g. where other schools are of the same religious denomination). Conditionality is prohibited by this Code.

Co-ordination / Co-ordinated Scheme

The process by which local authorities co-ordinate the distribution of offers of places for schools in their area. All local authorities are required to co-ordinate the normal admissions round for primary and secondary schools in their area. Schools can take in-year applications directly from parents, provided they notify their local authority of each application and its outcome.

Determined Admission Arrangements

Admission arrangements that have been formally agreed by the admission authority, for example, agreed at a meeting of the admission authority and the decision recorded in the minutes of the meeting.

Determination Year

The school year immediately preceding the offer year. This is the school year in which admission authorities determine their admission arrangements.

First Preference First

Oversubscription criterion that giving priority to children according to the order of other schools named as a preference by their parents, or only considering applications stated as a first preference. The First Preference First oversubscription criterion is prohibited by this Code.

Governing Bodies

School governing bodies are bodies corporate responsible for conducting schools with a view to promoting high standards of educational achievement. Governing bodies have three key roles: setting strategic direction, ensuring accountability, and monitoring and evaluation.

Grammar Schools (designated)

These were the 164 schools that were designated under Section 104(5) of the SSFA 1998 as grammar schools. A 'grammar school' is defined by Section 104(2) of that Act as a school which selects all (or substantially all) of its pupils on the basis of general (i.e. academic) ability. At the time of publication, most grammar schools have converted to Academy status.

Home Local Authority

A child's home local authority is the local authority in whose area the child resides.

Infant Class Size Exceptions

The School Admissions (Infant Class Sizes) (England) Regulations 2012

permit children to be admitted as exceptions to the infant class size limit. These are set out in paragraph 2.15.

Infant Class Size Limit

Section 1 of the SSFA 1998 limits the size of an infant class (i.e. a class in which the majority of children will reach the age of five, six or seven during the school year) to 30 pupils per school teacher.

Local Government Ombudsman

An independent, impartial and free service that investigates complaints about maladministration of certain public bodies.

Looked After Children (see also Previously Looked After Children)

Children who are in the care of local authorities as defined by Section 22 of the Children Act 1989. In relation to school admissions legislation a 'looked after child' is a child in public care at the time of application to a school.

Maintaining Local Authority

The area in which a school is located is referred to as the maintaining local authority.

National Offer Day

The day each year on which local authorities are required to send the offer of a school place to all parents of secondary age pupils in their area. For secondary pupils, offers are sent out by the home local authority on 1 March. For primary pupils, this will be on a locally determined date in 2013, then on 16 April from 2014 onwards.

Normal Admissions Round

The period during which parents are invited to express a minimum of three preferences for a place at any state-funded school, in rank order on the common application form provided by their home local authority. This period usually follows publication of the local authority composite prospectus on 12 September, with the deadlines for parental applications of 31 October (for secondary places) and 15 January (for primary places), and subsequent offers made to parents on National Offer Day as defined above.

Offer Year

The school year immediately preceding the school year in which pupils are to be admitted to schools under the admission arrangements in question. This is the school year in which the offers of school places are communicated.

Oversubscription

Where a school has a higher number of applicants than the school's published admission number.

Oversubscription Criteria

This refers to the published criteria that an admission authority applies when a school has more applications than places available in order to decide which

children will be allocated a place.

Previously Looked After Children

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

Reception Class

Defined by Section 142 of the SSFA 1998 as a class in which education is provided which is suitable for children aged five and any children who are under or over five years old whom it is expedient to educate with pupils of that age.

Relevant Age Group

The age group to which children are normally admitted. Each relevant age group must have admission arrangements, including an admission number. Some schools (for example schools with sixth forms which admit children into the sixth form) may have more than one relevant age group.

Relevant Area

The area for a school (determined by its local authority and then reviewed every two years) within which the admission authority for that school must consult all other prescribed schools on its admission arrangements.

Schools Adjudicator

A statutory office-holder who is appointed by the Secretary of State for Education, but is independent. The Adjudicator decides on objections to published admission arrangements of all state-funded schools and variations of determined admission arrangements for maintained schools.

School Year

The period beginning with the first school term to begin after July and ending with the beginning of the first such term to begin after the following July, as defined by Section 579 of the Education Act 1996.

Statement of Special Educational Need (SEN)

A Statement of Special Educational Need is a statement made by the local authority under Section 324 of the Education Act 1996, specifying the special educational provision required for that child

Twice Excluded Pupils

A child who has been permanently excluded from two or more schools.

Waiting Lists

A list of children held and maintained by the admission authority when the school has allocated all of its places, on which children are ranked in priority order against the school's published oversubscription criteria.

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Photographs: 1.9 o)
Preferred schools 1.9 c)
Previous schools: 1.9 b)
Proof of address: 2.5
Prospectus: 1.51, 2.21
Public Sector Equality Duty: Appendix 7 & 9
Published Admission Number (PAN): 1.2-1.5, 1.48, 3.3 b), 3.6-3.7

Pupil Premium: 1.9 f), 1.39A, 1.39B

R

Racial groups: 1.8

Random allocation: 1.34-1.35

Religious character, schools designated with: 1.36, 1.37, 1.44 f), 1.47, 2.8, 2.9 b)

Refugees and asylum seekers: 3.15 c)

Relevant age group: 1.2, 1.7

S

School closure: 2.25

Schools Adjudicator: 3 c), 6-10, 1.3, 1.49-1.50, 3.1-3.5, 3.16-3.22

School trips: 1.8

School uniform: 1.8

Selection by ability: 1.9 d), 1.17-1.23, 3.3 a)

Selection by aptitude: 1.17, 1.24

Service children: 2.18

Service Premium: 1.9 f), 1.39A-B

Siblings: 1.9 j), 1.11-1.12

Sixth form: 1.9 m), 2.6

Social and medical need: 1.16

Special Educational Needs (SEN): 1.6, 1.8, 1.9 h), 1.30, 1.32 b), 2.4 c), 2.15 h), 3.12-3.13, 3.15 g)

Summer born children: 2.17, 2.17A, 2.17B

Supplementary Information Form (SIF): 1.40, 2.4

T

Tests (Selection): 1.31-1.33

Tie breaker: 1.8

Travellers / Gypsies / Roma: 3.15 c)

U

Uniform: 1.8

V

Variations (to determined admission arrangements): 3.6-3.7

Vulnerable children: 3.9

W

Waiting lists: 2.14

Withdrawing an offer: 2.12-2.13



Department
for Education

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EQUALITY IMPACT ASSESSMENT CHECKLIST

This checklist is to be used when you are uncertain if your activity requires an EIA or not.

An Equality Impact Assessment (EIA) is a tool for identifying the potential impact of the organisation's policies, services and functions on its residents and staff. EIAs should be actively looking for negative or adverse impacts of policies, services and functions on any of the nine protected characteristics.

The checklist below contains a number of questions/prompts to assist officers and service managers to assess whether or not the activity proposed requires an EIA. Supporting literature and useful questions are supplied within the [EIA Guidance](#) to assist managers and team leaders to complete all EIAs.

Service area & dept.	Childrens Services – Schools and Education	Date the activity will be implemented	01/09/2019
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Brief description of activity	Proposal to reduce the Published Admission Number (PAN) for St Michael with St John CE Primary School with effect from September 2019
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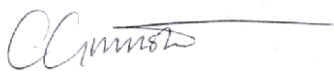
Answers favouring doing an EIA	Checklist question	Answers favouring not doing an EIA
<input type="checkbox"/> Yes	Does this activity involve any of the following: - Commissioning / decommissioning a service - Budget changes - Change to existing Council policy/strategy	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Yes	Does the activity impact negatively on any of the protected characteristics as stated within the Equality Act (2010)?	<input checked="" type="checkbox"/> No
<input type="checkbox"/> No <input type="checkbox"/> Not sure	Is there a sufficient information / intelligence with regards to service uptake and customer profiles to understand the activity's implications?	<input checked="" type="checkbox"/> Yes
<input type="checkbox"/> Yes <input type="checkbox"/> Not sure	Does this activity: Contribute towards unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act <i>(i.e. the activity creates or increases disadvantages suffered by people due to their protected characteristic)</i>	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> Not sure	Reduce equality of opportunity between those who share a protected characteristic and those who do not <i>(i.e. the activity fail to meet the needs of people from protected groups where these are different from the needs of other people)</i>	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> Not sure	Foster poor relations between people who share a protected characteristic and those who do not <i>(i.e. the function prevents people from protected groups to participate in public life or in other activities where their participation is disproportionately low)</i>	<input checked="" type="checkbox"/> No
FOR = 0	TOTAL	AGAINST =6

Will you now be completing an EIA?

The EIA toolkit can be found [here](#)

☐ Yes

☒ No

Assessment Lead Signature	
E&D Lead Signature	
Date	15/02/2019

EXECUTIVE MEMBER DECISION



REPORT OF:	Executive Member for Children's Services Executive Member for Resources
LEAD OFFICERS:	Director of Children's Services Director of HR, Legal and Corporate Services
DATE:	8 th March 2019

PORTFOLIO/S AFFECTED: Schools and Education (Please Select...)

WARD/S AFFECTED: All (Please Select...)

SUBJECT: Services to Schools – Provision of Facilities Management (Kitchens and Grounds Maintenance)

EXECUTIVE SUMMARY

To recommend a procurement for services following a review of the current arrangements in place for the provision of Facilities Management (Kitchens and Grounds maintenance) for schools in the Borough

2. RECOMMENDATIONS

That the Executive Members note the report and:

1. Approve the Director of Children's Services in consultation with the Director of HR, Legal and Governance to progress a procurement exercise to commission kitchen compliance management services from a 3rd party provider as described at Option 2 (below), to commence 1st April 2019.
2. Approve the Director of Children's Services in consultation with the Directors of Finance & Customer Services and Director of HR, Legal and Governance to amend current SLA's/procurement of grounds maintenance services as set out in this report with effect from 1st April 2019.
3. Approve a full review of services that are currently traded to schools to ensure that they continue to reflect the duties and functions of the LA.

3. BACKGROUND

The Schools Facilities Management Service Level Agreement has been directly delivered until recently by two facilities management officers employed by BwDBC. Both these officers left their employment at the end of the Summer 2018 term. During the Autumn 2018 term officers across the Education Access to Learning Team and the HR, Legal and Governance team have absorbed some of the work required, however by taking on these duties, it has been identified that the previous arrangements have not been meeting the expectations as regards to Health & Safety regulatory functions and statutory compliances in relation to school kitchen management.

The work associated to grounds maintenance services can be quickly met in the future by including this in the scope of future service level agreements from the corporate estates team and/or other 3rd party estates providers.

Research with other LA's has identified however that the full scope of the work required in relation to ensuring that schools and the LA are meeting their regulatory and statutory duties with regards to schools kitchens requires more investment in resources if it is to be continued to be provided internally and meet the ongoing statutory and regulatory requirements. In summary a greater staffing resource than that previously employed would now be required.

In this context the previous delivery model for this SLA is no longer viable based on a traded service model of delivery as the number of staff required to deliver the service based on minimum standards would significantly inflate the cost to schools and become unaffordable.

Schools do however need to be able to access a fit for purpose service and therefore consideration has been given to how this can be delivered in the most cost effective way whilst securing the Councils statutory duties and ensuring that regulatory functions are met.

4. KEY ISSUES & RISKS

The Council ceasing to be a provider of kitchen compliance services presents a risk for both schools and the Council. Schools may in the future for example choose not to purchase a kitchen compliance management service or they may enter into an agreement with an organisation unknown to the LA which will result in the LA having no knowledge as to whether schools are meeting the appropriate legislation and regulations. This is a significant risk to the statutory functions of the Director of Children's Services in respect of Health & Safety and Children's Safeguarding.

Additionally, the LA's reputation with schools may be damaged should the LA choose not to support schools in meeting their statutory compliances.

Due to the high cost of establishing an internal resource that would meet the needs of both schools and the Council in discharging their statutory functions, consideration has now been given to identify if the services could be successfully delivered in a more cost effective way via an external organisation. The expectation is that an established external organisation would be able to deliver a high quality service with the benefit of already having in place a fully supported and established infrastructure.

Therefore there are 2 options available to the Council in procuring these services for schools:

Option One - Schools to enter into a contract directly with a 3rd party organisation

This option would see involvement from the LA in respect of sourcing a selection of appropriate suppliers that the LA is confident in their abilities to discharge their statutory duties and functions to them to deliver.

There would be a requirement to enter into a legal contract of assurance between the LA and each of the suppliers identified so as to ensure that the LA retains knowledge of the services being delivered, has the ability to hold the suppliers to account and maintains oversight of the duties discharged from the Council.

The risks associated to this option include:

The LA will be required to enter into legal agreements with more than one supplier.

By discharging the LA's statutory duties across a number of suppliers, the monitoring becomes more resource intensive and creates additional pressure on existing staff teams to ensure that the discharge of duties is robust, safe and effective, whilst ensuring that actions and delivery across a number of suppliers is similar and not contradictory.

Option Two - BwD to commission a service provider to deliver the SLA (Preferred option)

BwD could enter into a commissioning arrangement via a full procurement exercise (either utilising an existing framework or through an open tender process) to secure one supplier to deliver services direct to all schools.

There will be a requirement to enter into a legal commissioning contract based on the LA discharging its statutory duties and functions to the supplier. The LA would continue to trade the service to schools and the cost of the commission would be based on the number of schools that purchase the service.

This type of contractual arrangement would allow the LA to appropriately put in place the necessary governance measures to assure the LA of robust and qualitative service delivery in respect of Health & Safety and Safeguarding whilst minimising risks. Maintaining one service supplier would reduce impact on internal resource and monitoring arrangements and could be managed from existing resource without any detrimental effect on current revenue budgets.

Whilst undertaking the necessary research to support the delivery of these functions, it has highlighted the need to review the provision of traded services, particularly for those schools where BwD is the ultimate employer, and for those services where the Director of Children's Services and/or BwD remains the accountable body, e.g. HR, Educational Trips and Visits, Health & Safety.

It is suggested therefore that a full review of traded services is required to ensure that where schools are purchasing services from a supplier unknown to the LA that these suppliers are suitable to deliver those services and, where required, an appropriate legal arrangement is put in place that permits a discharge of any statutory duties and functions from the LA to each supplier.

In this option the Strategic Commissioning Team for People Services would support the procurement process.

5. POLICY IMPLICATIONS

None

6. FINANCIAL IMPLICATIONS

There would be a requirement for schools to continue to buy into the service delivered by a 3rd party organisation. This would be based on the full cost of the service being delivered with a small management charge (currently 0.8%) to support the ongoing contract management and monitoring processes. Desktop research which has been undertaken would indicate that the cost to schools would be similar to those that schools are currently paying.

Further discussions are being progressed in relation to whether the service should in the future continue to be traded.

7. LEGAL IMPLICATIONS

Procurement of the Kitchen Compliance Management Service will be done in accordance with Council Contract Procurement Procedure Rules and the Public Contracts Regulations 2015 either by an existing framework or via an open tender. The form of contract with the successful provider shall

be in a form approved by legal officers in the Contracts and Procurement team.

8. RESOURCE IMPLICATIONS

There will be an initial requirement for staffing resource from Procurement, Legal, HR and Education staff teams to progress the work, with an ongoing requirement for staff to support effective governance of any contractual arrangements.

9. EQUALITY AND HEALTH IMPLICATIONS

Please select one of the options below. Where appropriate please include the hyperlink to the EIA.

Option 1 ☒ Equality Impact Assessment (EIA) not required – the EIA checklist has been completed.

Option 2 ☐ In determining this matter the Executive Member needs to consider the EIA associated with this item in advance of making the decision. *(insert EIA link here)*

Option 3 ☐ In determining this matter the Executive Board Members need to consider the EIA associated with this item in advance of making the decision. *(insert EIA attachment)*

10. CONSULTATIONS

Consultation will take place with schools as party of the proposed procurement exercise.

11. STATEMENT OF COMPLIANCE

The recommendations are made further to advice from the Monitoring Officer and the Section 151 Officer has confirmed that they do not incur unlawful expenditure. They are also compliant with equality legislation and an equality analysis and impact assessment has been considered. The recommendations reflect the core principles of good governance set out in the Council's Code of Corporate Governance.

12. DECLARATION OF INTEREST

All Declarations of Interest of any Executive Member consulted and note of any dispensation granted by the Chief Executive will be recorded and published if applicable.

VERSION:	1
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CONTACT OFFICER:	Carol Grimshaw
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DATE:	2 nd January 2019
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BACKGROUND PAPER:	
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Brief description of activity	Services to Schools – Provision of Facilities Management (Kitchens and Grounds Maintenance)
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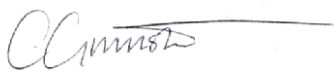
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FOR = 1	TOTAL	AGAINST =5

Will you now be completing an EIA?

☐ Yes

☒ No

The EIA toolkit can be found [here](#)

Assessment Lead Signature	
Checked by departmental E&D Lead	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Date	03/01/2019