

Equality Impact Assessment (EQIA)

Deciding what needs to be assessed

In theory all policies, decisions, services, projects and programmes should be impact assessed. The most practical approach is to assess as the proposal is being developed or as processes, services and policies come up for review making the EQIA part of the development process. Do not be put off by the list below, it does not mean that long and detailed assessments are required every time you are engaged in one of the activities. However, it does mean that you should always consider the equalities implications of your proposals.

Policy

- New policy development
- Substantial revision of an existing policy or process
- Any change which may have a disproportionate impact on a particular group

Decision

- Key decision
- Decision for management board/cabinet
- Budget change decision

Service

- New service
- Service review, including the decommissioning of services
- Any service change which may have a disproportionate impact on a particular group

Projects and programmes

- All, at planning stage

Further information: [Equality Impact Assessments - a user's guide](#)

Section One

	Question	Response
1.1	Name of policy/decision/service/project/programme being assessed	School Admission Arrangements 2026-2027
1.2	Summary of aims and objectives of the	This policy details the proposed School Admissions Arrangements and co-ordinated Scheme to ensure we are compliant with the school admissions code and other

	policy/decision/service/project/programme	<p>relevant legislation in relation to children and young people within the borough. The policy outlines how school places will be allocated for our maintained schools and will ensure they are fair and transparent in their admissions process as per the school admission code.</p> <p>Swindon Borough Council have a statutory duty to determine and publish our Mainstream school Admission arrangements for each academic year, so that children, young people and families have access with enough notice to make any necessary arrangements.</p> <p>By publishing the school admission arrangements for 2026-27 academic year now, we are providing children, young people and families' time to understand the policy, alongside how it may affect them. This further supports the council's mission to Build a Fairer Swindon - Making Swindon a fairer place, reducing disadvantages and reducing big disparities in life expectancy, education levels and social justice.</p>
1.3	Who is affected by the policy/decision/service/project/programme? (e.g. employees/service users/supplier/contractor)	This policy will impact children, young people and their families.
1.4	What involvement and consultation has been done in relation to this proposal? (e.g. with relevant groups and stakeholders)	A public consultation and all relevant education settings and neighbouring authorities, and any other stakeholders was undertaken as per the school admissions code 2021

Section Two

Protected Characteristic Group	Is there a potential for positive or negative impact? Is the impact neutral?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the proposal)
Disability	Neutral	The School Admission Arrangements are ensuring there are local places for local children be positive for this group in terms of access to local schools.	N/A

Gender Reassignment	Neutral	The School Admission Arrangements does not contain gender and therefore there will be no targeted impact on this group.	N/A
Marriage or Civil Partnership	Neutral	The School Admission Arrangements proposed does not focus on marriage or civil partnership. This policy will not use these characteristics as a basis for decision making, and so there will be no targeted impact on this group.	N/A
Pregnancy and Maternity	Neutral	The School Admission Arrangements proposed, does not focus on pregnancy and maternity. This policy will not use these characteristics as a basis for decision making, and so there will be no targeted impact on this group.	N/A
Race	Neutral	The School Admission Arrangements proposed This policy will not use this characteristic as a basis for decision making, and so there will be no targeted impact on this group.	N/A
Religion or Belief	Neutral	The School Admission Arrangements proposed, does not focus on religion or belief. This policy will not use these characteristics as a basis for decision making, and so there will be no targeted impact on this group.	N/A
Sexual Orientation	Neutral	The School Admission Arrangements proposed, does not focus on sexual orientation. This policy will not use this characteristic as a basis for decision making, and so there will be no targeted impact on this group.	N/A
Sex (gender)	Neutral	The School Admission Arrangements proposed,	N/A

		does not focus on sex or gender. This policy will not use these characteristics as a basis for decision making, and so there will be no targeted impact on this group.	
Age	Both	Whilst the School Admission Arrangements proposed does use data in terms of primary and secondary cohorts and year groups, there is no targeted impact on this basis.	NA
Children in Care and Care Leavers	Positive	The School Admission Arrangements proposed does give priority in the oversubscription criteria for our LA maintained schools for our children we care for and care experienced children. This is in line with the school admission code 2021 which ensures they are given the highest priority when applying for a school place.	N/A

Section Three

3.1	Potential Barriers to success and mitigating Actions – summary	School admission arrangements outline how a school will admit students, including the criteria used to select them. The purpose of these arrangements is to ensure that schools are fair and transparent in their admissions process.
3.2	How will success be measured?	The School Admission Arrangements will be measured on ensuring children are allocated a school using a fair and transparent process and measured by the % of preferred choice of school the LA is able to offer
3.3	What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?	The admissions arrangements are published and reviewed by the Schools Adjudicator via the Local Authority Report which is undertaken by the LA annually. The LA consult with all admission authorities in Swindon and neighbouring LA's on its arrangements to seek views.

Section Four

For the Record			
Name of person leading this EQIA	Alison Collett	Date Completed	January 2025
Names and roles of people involved in the consideration of impact			
Name of Director signing EQIA	Jeremy Keeble	Date Signed	