

Equality Impact Assessment (EqIA)

For advice on this document please contact Clare Muir on 72119 or email Clare.Muir@reading.gov.uk.

Please contact the Project Management Office at pmo@reading.gov.uk for advice and/or support to complete this form from a project perspective.

Name of proposal/activity/policy to be assessed: School Admissions Arrangements 27-28

Directorate: Brighter Futures for Children

Service: School Admissions

Name: Victoria Hannington

Job Title: School Admissions Manager

Date of assessment: 18/9/25

Version History

Version	Reason	Author	Date	Approved By

Scope your proposal

- **What is the aim of your policy or new service/what changes are you proposing?**
-

School admissions are subject to detailed requirements, set out in law and particularly the School Admissions Code 2021, published by the Government and approved by Parliament. As part of those requirements, local authorities must draw up schemes for coordinating admissions to all maintained schools in their area. The purpose of coordinated schemes is to ensure that every parent/carer of a child living in Reading who has completed and submitted an on-time application receives one offer of a school place at the conclusion of the normal admissions round. The schemes set out a process and timescale to enable the offer of a single school place. They do not affect the right of individual admission authorities to set and operate their own admission arrangements, but they do include arrangements for resolving multiple offers, where a place can be offered at more than one school. Reading Borough Council is the admitting authority for community and voluntary controlled schools within the borough.

In addition, the Council is also required to determine the admission policy for community schools which includes the number of places to be made available at each school and the oversubscription criteria to be applied where there are more applicants than places available. Where the over-subscription criteria include catchment areas these must also be approved. The governing bodies of academies, free schools, voluntary aided and foundation schools are required to determine their own admission number and oversubscription criteria. Those schools also operate their own arrangements as part of the coordinated scheme - and where they are oversubscribed, continue to decide which applicants best meet their oversubscription criteria.

The School Admissions code of 2021 section 1.45 says all admission authorities must consult on their admission arrangements at least every 7 years. Reading Borough Council last consulted on the policy in 2018 and therefore we must consult this year.

- **Who will benefit from this proposal and how?**

As above by law we have to have a scheme for coordinating admissions to all maintained schools in their area and a lawful admissions policy for all our community schools. The families of Reading will benefit from this policy.

- **What outcomes does the change aim to achieve and for whom?**

It is proposed that there will be a reduction to the Pupil Admissions Numbers for 3 community and voluntary controlled schools

By reducing published admissions numbers, these proposals will allow the schools in question to organise in a more structurally viable way and enable them to achieve financial viability, which will in turn, directly support the quality of education at the school.

- **Who are the main stakeholders and what do they want?**

Individuals/Service Users - good quality service from School admissions, and a fair school admissions process for all.

Assess whether an EqlA is Relevant

How does your proposal relate to eliminating discrimination; advancing equality of opportunity; promoting good community relations?

- Do you have evidence or reason to believe that some groups may be affected differently than others (due to race, disability, sex, gender, sexuality, age, religious belief or due to belonging to the Armed Forces community or care experience)? Make reference to the known demographic profile of the service user group, your monitoring information, research, national data/reports etc.

No The School admissions code is to ensure that all school places for maintained schools and Academies (excluding maintained special schools and special academies⁶) are allocated and offered in an open and fair way

- Is there already public concern about potentially discriminatory practices/impact or could there be? Make reference to your complaints, consultation, feedback, media reports locally/nationally.

No

If the answer is **Yes** to any of the above, you need to do an Equality Impact Assessment.

If **No** you **MUST** complete this statement.

An Equality Impact Assessment is not relevant because: The School Admissions code is very clear. The purpose of the Code is to ensure that all school places for maintained schools and Academies (excluding maintained special schools and special academies⁶) are allocated and offered in an open and fair way.

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

X

Completing Officer

X

Lead Officer

Assess the Impact of the Proposal

Your assessment must include:

- **Consultation**
- **Collection and Assessment of Data**
- **Judgement about whether the impact is negative or positive**

Think about who does and doesn't use the service? Is the take up representative of the community? What do different minority groups think? (You might think your policy, project or service is accessible and addressing the needs of these groups, but asking them might give you a totally different view). Does it really meet their varied needs? Are some groups less likely to get a good service?

How do your proposals relate to other services - will your proposals have knock on effects on other services elsewhere? Are there proposals being made for other services that relate to yours and could lead to a cumulative impact?

Example: A local authority takes separate decisions to limit the eligibility criteria for community care services; increase charges for respite services; scale back its accessible housing programme; and cut concessionary travel.

Each separate decision may have a significant effect on the lives of disabled residents, and the cumulative impact of these decisions may be considerable.

This combined impact would not be apparent if decisions are considered in isolation.

Consultation

How have you consulted with or do you plan to consult with relevant groups and experts. If you haven't already completed a Consultation form do it now. The checklist helps you make sure you follow good consultation practice.

[Consultation manager form - Reading Borough Council Dash](#)

Relevant groups/experts	How were/will the views of these groups be obtained	Date when contacted
As part of the school admissions code the relevant area are the following: Headteachers and Governing Bodies of all schools in Reading Borough Neighbouring Local Authorities - Oxfordshire County Council, West Berkshire Council and Wokingham Borough Council Diocesan Authorities - Oxford Church of England Diocese, Portsmouth and Birmingham Catholic Diocese All Academies, Voluntary Aided or Foundation Secondary Schools within 8 kilometres (5 miles) of the Reading Borough border All Academies, Voluntary Aided or Foundation primary/junior/infant schools within 3.2 kilometres (2 miles) of the Reading Borough border All Academies, Voluntary Aided or Foundation Secondary Schools within 8 kilometres (five miles) of the Reading Borough border	Via an online consultation	The consultation will take place between 17 October and 28 November 2025

Collect and Assess your Data

Using information from Census, residents survey data, service monitoring data, satisfaction or complaints, feedback, consultation, research, your knowledge and the knowledge of people in your team, staff groups etc. describe how the proposal could impact on each group. Include both positive and negative impacts.

(Please delete relevant ticks)

- Describe how this proposal could impact on racial groups
 - Is there a negative impact? / No
-

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.

- Describe how this proposal could impact on Sex and Gender identity (include pregnancy and maternity, marriage, gender re-assignment)
 - Is there a negative impact? / No
-

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.

- Describe how this proposal could impact on Disability
 - Is there a negative impact? / No
-
-

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.

- Describe how this proposal could impact on Sexual orientation (cover civil partnership)
 - Is there a negative impact? / No
-

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.

- Describe how this proposal could impact on age
 - Is there a negative impact? No
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- Describe how this proposal could impact on Religious belief
 - Is there a negative impact? No

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.

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- Describe how this proposal could impact on the Armed Forces community (including reservists and veterans and their families)
 - Is there a negative impact? No
-

The School admissions code allows Admissions Authorities to give priority to the Armed Forces community. Therefore this would have an positive impact.

In Reading we have a limited number of families from the Armed Forces applying for School places

- **Describe how this proposal could impact on care experienced young people and adults.**
 - **Is there a negative impact? No**
-

School Admissions only cover statutory School age children

Make a Decision

If the impact is negative then you must consider whether you can legally justify it. If not you must set out how you will reduce or eliminate the impact. If you are not sure what the impact will be you **MUST** assume that there could be a negative impact. You may have to do further consultation or test out your proposal and monitor the impact before full implementation.

1. No negative impact identified - Go to sign off

- How will you monitor for adverse impact in the future?
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Monitoring through the school admissions process will consider equality considerations, compliance with the School Admissions code and to ensure no negative impacts as a result of this policy and arrangements.

06/01/2026

 Victoria Hannington

Completing Officer

Signed by: S-1-12-1-4139171795-1183399052-2079477639-2797310850/e7c2abb6-aa5d-489d-ab6c-87cb04a32e1

06/01/2026

 Brian Grady

Lead Officer

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