

<b>Report to:</b>	Cabinet	<b>Date:</b> 15 February 2023
<b>Subject:</b>	Changes to Admission Arrangements for Secondary Schools	
<b>Report of</b>	Cabinet Member for Children and Young People	

## 1.0 Summary

- 1.1 On 1<sup>st</sup> June 2022, Cabinet gave approval (CA.13) to consult on making changes to the admissions policy for maintained secondary schools, and for these changes to apply for admissions to secondary school from September 2024 onwards.
- 1.2 For maintained schools, the Council is the Admissions Authority, and it is required to consult on an annual basis, in respect of any significant change to the admission arrangements that will apply for entry in the following academic year. The Council is then required to consider the outcome of that consultation, before determining the arrangements that will apply.
- 1.3 Whilst secondary academies are their own Admissions Authority, and responsible for determining their own arrangements, in Bury all secondary academies have adopted the Council's policy.
- 1.4 Whilst statutorily, changes to the Council's policy will only apply to maintained schools which are Parrenthorn High, Philips High, The Derby High and The Elton High, all secondary academies have confirmed that they intend to follow the Council's policy and, for this reason, the consultation also included reference to non-faith academies. The four faith schools each have their own Admission Arrangements that reflect their specific circumstances.
- 1.5 A key feature of the current policy is the use of catchment areas as a determining factor when considering applications for school places. The catchment areas were first put in place in 1979, and have remained largely unchanged, despite significant demographic changes, and changes in the school landscape.
- 1.6 It is proposed to remove catchment areas and the associated oversubscription criterion, which currently gives pupils residing in a designated catchment area, priority for admission to Community secondary schools in the borough. This will be replaced by a distance criterion, so when considering oversubscription, priority will be given to those applicants residing closest to the school for which they are applying.
- 1.7 The consultation took place between 3 October and 5 December 2022. The Council also consulted on behalf of non-faith Academy Trusts in the borough, as they also wished to adopt the proposed policy.

- 1.8 This report sets out the outcome of the consultation and requests Cabinet to determine the Secondary School Admissions Policy for the academic year 2024/25.
- 1.9 The changes, if adopted, would come into effect for applications for secondary school places for the academic year 2024/25 and would apply to all Community secondary schools and non-faith Academies in the borough. These are:
- Hazel Wood High School
  - Parrenthorn High School
  - Philips High School
  - The Derby High School
  - The Elton High School
  - The Heys
  - Tottington High School
  - Woodhey High School
  - Unsworth Academy
  - Radcliffe Academy (new school)

## **2.0 Recommendation(s)**

That:

Cabinet determines the proposed admissions policy for maintained secondary schools, to come into effect for applications for secondary school places for the academic year 2024/25.

Following consultation on behalf of Academy Trusts, the proposed policy will apply to all Community secondary schools and non-faith Academies in the borough.

### **Reasons for recommendation(s)**

Catchment areas in Bury have not been reviewed for many years

Changing demographics across the borough over time, means that catchment areas no longer reflect the schools that they serve.

Further, as a number of secondary schools have closed over time, with former catchment areas being consolidated into those of remaining schools, that don't reflect size of school being served, or geographical boundaries.

The Council is committed to delivering a new secondary school for Radcliffe, which is expected to admit its first cohort of pupils in September 2024. This will also impact on the current designated catchment areas.

The majority of respondents to the consultation were in favour of the proposed policy changes.

Discussions have taken place with neighbouring LA's as to their admission arrangements. Removing catchment areas would align with our

neighbouring LA's admissions policies whilst complying with the School Admissions Code.

### **Alternative options considered and rejected**

To retain existing admission arrangements for maintained secondary schools would not be viable due to the reasons stated above.

## **3.0 Background**

- 3.1 In June 2022, Cabinet considered a report requesting approval to consult on proposed changes to the current admissions policy for Community secondary schools and non-faith Academies. The current policy provides higher priority to those children who reside within the designated catchment area than children with siblings in the school and children who may live geographically closer, but not within the specified catchment area.
- 3.2 The proposed change to policy will remove the barrier for admission to the nearest school, due to the locally set historic boundaries of a catchment area.
- 3.3 The catchment areas in use were adopted in 1979 and reflected the nature of the educational landscape at the time, that included a number of schools that no longer exist, and to serve communities that have changed significantly following residential development and other demographic changes.
- 3.4 Whilst changes have been made over time to accommodate the removal of schools, the catchment areas no longer reflect the demographics, and in many respects, parents are applying for places based on factors other than catchment areas.
- 3.5 The proposed policy is set out at Appendix One.

## **4.0 The Statutory Process**

- 4.1 As the admission authority for community and voluntary controlled schools in Bury, the LA is responsible for determining the admission arrangements applicable to those schools. Within the admission arrangements are the oversubscription criteria which are used to determine which applicants will be allocated a place when there are more applications than places available.
- 4.2 Academies and voluntary aided schools are their own Admissions Authorities and, as such are responsible for determining their own admission arrangements.
- 4.3 Of the 13 secondary schools in Bury, four are community schools, eight are academies, of which three are faith schools, and one is a voluntary aided faith school
- 4.4 Under the Co-ordinated Admissions Scheme, the LA is responsible for co-ordinating the admission of all children to Bury schools and academies.

Therefore, whilst the Council only has statutory responsibility for the admission arrangements in its four maintained secondary schools, it must administer the arrangements for all schools and academies.

- 4.5 In accordance with the School Admissions Code (the Code), when changes are proposed to admission arrangements all admission authorities must consult on their admission arrangements that will apply for admission applications the following academic year.
- 4.6 The Code also sets out the timeframe for consultation and determination of admission arrangements, and the stakeholders to be included within the consultation.
- 4.7 The non-faith Academies within Bury all follow the Community Secondary School Policy, and each has confirmed that it intends to continue to do so if the proposed changes are made. Therefore, the Council has also consulted on their behalf.
- 4.8 Consultation must last for a minimum of 6 weeks and must take place between 1 October and 31 January in the determination year. Admission authorities must consult with:
- parents of children between the ages of two and eighteen
  - other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions
  - all other admission authorities within the relevant area (except that primary schools need not consult secondary schools)
  - whichever of the governing body and the local authority who are not the admission authority
  - any adjoining neighbouring local authorities where the admission authority is the local authority; and
  - in the case of schools designated with a religious character, the body or person representing the religion or religious denomination.
- 4.9 For the duration of the consultation period, the admission authority must publish a copy of their full proposed admission arrangements 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 sought. 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.
- 4.10 All admission authorities must determine their admission arrangements by 28 February for entry in September the following calendar year.

## **5.0 Consultation**

- 5.1 Formal consultation with all stakeholders took place between 3<sup>rd</sup> October and 5<sup>th</sup> December 2022. A copy of the consultation document is contained at Appendix Two. Details of the consultation and how to respond were sent

to all primary and secondary schools and academies, independent schools, maintained nurseries, private nurseries, parents forum, childminders and colleges. All settings were asked to ensure their parents were aware of the consultation. Details were also sent to Elected members, all neighbouring Local Authorities, all school Governing Bodies and Diocesan bodies.

5.2 Information about the proposals was also published on the Bury Council website and social media pages, in the local press, in the children's partnership and SEND newsletters and the consultation was an item on the Autumn Term governing body agendas. Briefing sessions and meetings also took place.

5.3 A total of 56 written responses were received. Of these, 38 respondents were in favour of the proposal and 18 were not. Two secondary school Governing Bodies responded, one in favour of the proposal and one against. The remaining respondents were parents.

5.4 The majority of respondents supporting the proposal felt that this was a fairer system. Many expressed that they did not live in the catchment area for their closest school, therefore under the current policy their children had to travel further to their catchment school, by bus or by car, when they could walk to their closest school. Respondents also commented upon the environmental benefits of reducing travel to and from school, as well as reduced expense, particularly in the current economic climate. The following are a sample of comments received from those in favour of the proposal:

*"It will be a good thing for the people of Bury to choose their nearest school or the school most suitable for their family's travel, access and other factors."*

*"Long overdue to remove out of date system."*

*"We currently have a situation where children are accepted into schools ahead of those who could actually walk to school purely because of historic catchment areas and it's about time this was addressed."*

*"At present the catchment areas do not allow secondary schools to service children in their local area."*

*"I believe the proposed change to allocate places where schools are oversubscribed based on the straight line distance from the pupil's home address to the school is the right one and the fairest way of allocating these places. At the moment the way the current catchment areas work disadvantages pupils who live close to the school but live just outside what are outdated and appear arbitrary boundaries. This has meant some children have not been able go to their closest school (which may be in walking distance) and instead are sent to a school further away."*

*"We currently have children getting in schools ahead of those who are closest and can actually walk to school. I fully support this and hope it will lead to a more simplified process of children leaving primary school and then attending their nearest high school to continue their education."*

*"The current catchment areas are very arbitrary. It makes much more sense for admissions to be made based on distance rather than an outdated set of boundaries."*

- 5.5 Several respondents objected to the proposed change, whilst stating that children should be offered a place at a school nearest to home, or wherever best meets their needs. Others expressed concern that without a catchment area, more children will travel to school by car from further away which will create more traffic and parking in residential areas.

- 5.6 A number of respondents accepted the need to review catchment areas, however did not wish to see them removed completely. The following are a sample of comments received from those objecting to the proposal:

*"I think that the catchment areas should be reviewed rather than removed. This is because we need to avoid pollution, congestion and carbon emitted by parents driving their children to school. I think if the catchment areas are removed the traffic will be worse."*

*"Please accept this email as my disagreement with the proposed changes to catchment area for high schools in Bury. Local children and their friends should be able to attend a local school without the need to travel alone through the borough in a time when teenagers are becoming increasingly vulnerable."*

*"This opposes the councils own aims to reduce car traffic and increase cycling and walking. It is wholly unfair to local children and their families."*

*"...without a catchment area, more children will travel to school by car from further away which will create more traffic and parking in residential areas. This would be much more dangerous for pedestrians in the local area. Another concern is that without a catchment area outstanding and good schools would find themselves filled with looked after children and those with EHCP and the result would be a rapid decline in challenging behaviour, lower achievement, antisocial behaviour and lower standards. The proposal should not be upheld in my view."*

## **6.0 Conclusion**

- 6.1 Following widely publicised consultation, a relatively small number of responses were received although clearly each response is making an important point. On balance the responses received express support for the proposed changes.

- 6.2 For those expressing opposition to the changes, in some respect the comments made make reference to the importance of ensuring local places are available to meet local need. In part, the proposed changes are designed to do just that, in introducing a clearly understood distance criterion, rather than rely on an outdated catchment areas.
- 6.3 Based on the outcome of the consultation, it is recommended that the proposed changes to the admission arrangements are adopted.

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**Links with the Corporate Priorities:**

The proposed changes to admission arrangements have the potential to support key ambitions of the Let's do it strategy:

- A better future for the children of the borough
  - A better quality of life
  - A better future for the children of the borough
  - A chance to feel more part of the borough
  - Building a fairer society that leaves no-one behind
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**Equality Impact and Considerations:**

An assessment regarding the impact on equality has been undertaken as part of the consultation process. This is contained at Appendix 3.

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**Environmental Impact and Considerations:**

The proposed changes to admission arrangements could potentially reduce transport across the borough/neighbouring authorities.

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**Assessment and Mitigation of Risk:**

Risk / opportunity	Mitigation
Impact on stakeholders	Full consultation and engagement Equality Assessment
Fairer, clearer system for the majority of families	

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## Legal Implications:

The consultation for the proposed changes to the admission arrangements has taken place in accordance with the School Admissions Code and there are no legal implications arising from the report. In relation to the requirement for consultations, it is noted that the Code requires admission authorities to consult every 7 years, even if there have been no changes during that period.

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## Financial Implications:

There are no financial implications associated with these proposals.

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## Background papers:

[\*Briefing paper – CA Review Briefing Note\*](#)

[\*Changes to Admission Arrangements for Secondary Schools - Cabinet report 010622.pdf\*](#)

**Please include a glossary of terms, abbreviations and acronyms used in this report.**

Term	Meaning
Catchment Areas	A catchment area is a defined geographical area around a School. Once the area has been defined, a priority can be given in the oversubscription criteria to children living within that defined area. Living within a catchment area does not guarantee that a place will be offered
Stakeholder	Someone who has an interest in the proposal e.g., parent, member of staff, member of local community group, local residents.
Co-ordinated Admissions Scheme	The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012
Looked after child	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, in England.
Previously looked after child	A child who was looked after (in England), but ceased to be so because they were adopted, or become subject to a child arrangements or special guardianship order, as well as a child who appears to have been in state care outside of England care (i.e. In the care of/or accommodated by a public authority, religious organisation or any other provider whose sole/main purpose is to benefit society) but ceased to be so as a result of being adopted.



## **APPENDIX ONE**

### **PROPOSED ADMISSIONS POLICY FOR MAINTAINED SECONDARY SCHOOLS**

It is proposed to remove catchment area priority from admission arrangements to Community secondary schools. The proposed new admissions policy for maintained secondary schools would therefore be as follows:

Children with an Education, Health and Care Plan (EHCP) will be given a place at the school named in their plan. When schools are oversubscribed, priority for allocation of places will be as follows:

- Children in public care (Looked after children) and previously looked after children.
- Children who have an older brother or sister in the school in the September of the year of admission. For this purpose, a brother or sister may be a full or step-brother or a full or step-sister, living at the same address at the time of admission.
- Other children

If there is over-subscription in any category, places will be offered using straight line distance from the child's home address to the school as a tiebreaker. The distance will be measured using the Local Authority's computerised mapping system, which measures from the address point of the home to the address point of the school using the local land and property gazetteer. Those living closer to the school will receive the higher priority.

*The changes, if adopted, would come into effect for applications for secondary school places for the academic year 2024/25 and would apply to all Community secondary schools and non-faith Academies in the borough.*



## **Consultation on the changes to the admission policy for community secondary schools and non-faith academies in Bury**

**These proposals would seek to remove the catchment area priority from the existing secondary admissions policy**

**The proposed changes would be effective from September 2024**

**The consultation document tells you about the proposed changes and explains the decision-making process. We welcome all your views and encourage you to respond by the deadline of 5 December 2022**

**Consultation dates: 3 October until 5 December 2022**

## **THE PROPOSAL**

Bury Council, as the admission authority for community and voluntary controlled schools, is proposing the admission policy below, which would apply to applications for school places for the academic year 2024/25 for all community and voluntary controlled Secondary Schools and all non-faith academies on behalf of their multi academy trusts.

We are consulting on the following proposals which would remove the catchment area priority from the community secondary school admissions policy. We would like to hear your views and comments about this, so that we can decide whether to include these changes in the admissions policy for 2024/25:

**For the following secondary schools, the proposed new policy is as follows:-**

<b>SCHOOL NAME</b>	<b>ADMISSION AUTHORITY</b>
Hazel Wood High School (Academy)	Oak Learning Partnership
Parrenthorn High School	Local Authority
Philips High School	Local Authority
The Derby High School	Local Authority
The Elton High School	Local Authority
The Heys (Academy)	Rowan Learning Trust
Tottington High School (Academy)	Shaw Education Trust
Unsworth Academy (Academy)	Shaw Education Trust
Woodhey High School (Academy)	Shaw Education Trust

**The proposed new admissions policy would be: -**

- **Children with an Education, Health and Care Plan (EHCP) will be given a place at the school named in their plan.**

**When schools are oversubscribed, priority for allocation of places will be as follows: -**

- **Children in public care (Looked after children) and previously looked after children. (1) (2)**
- **Children who have an older brother or sister in the school in the September of the year of admission. For this purpose, a brother or sister may be a full or step-brother or a full or step-sister, living at the same address at the time of admission.**
- **Other children**

*1. 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, in England.*

*2. A 'previously looked after child' is a child who was looked after (in England), but ceased to be so because they were adopted, or become subject to a child arrangements or special guardianship order, as well as a child who appears to have been in state care outside of England care (i.e. In the care of or accommodated by a public authority, religious organisation or any other provider whose sole/main purpose is to benefit society) but ceased to be so as a result of being adopted.*

**If there is over-subscription in any category, places will be offered using straight line distance from the child's home address to the school as a tiebreaker. The distance will be measured using the Local Authority's computerised mapping system, which measures from the address point of the**

**home to the address point of the school using the local land and property gazetteer. Those living closer to the school will receive the higher priority.**

As part of this consultation process, we are also consulting on behalf of Rowan Learning Trust to reduce the planned admission number (PAN) at The Heys to 130 from September 2024. The School Admissions Code states that they must carry out a consultation if they intend to lower their PAN for September 2024 onwards. Schools do not have to consult if we intend to increase or maintain the PAN. The table below shows the existing admission numbers at all Secondary Schools.

<b>SCHOOL NAME</b>	<b>ADMISSION NUMBER</b>
Hazel Wood High School (Academy)	120
Parrenthorn High School	210
Philips High School	176
The Derby High School	180
The Elton High School	200
The Heys (Academy)	172 (reducing to 130 from 2024)
Tottington High School (Academy)	195
Unsworth Academy (Academy)	200
Woodhey High School (Academy)	210
Bury Church of England High School (Faith Academy)	162
St Gabriels RC (Faith Academy)	210
St Monicas RC (Faith Academy)	230
Manchester Mesivta (Jewish VA)	40

### **HOW CAN I MAKE MY VIEWS KNOWN?**

All comments and suggestions are invited, and you can provide these by e-mailing [schoolorganisation@bury.gov.uk](mailto:schoolorganisation@bury.gov.uk) with your comments or if you do not have access to email, this can be done in writing to the School Admissions team, 3 Knowsley Place, Duke Street, Bury, BL9 0EJ by the deadline of 5 December 2022.

### **THE CONSULTATION PROCESS**

The consultation process will last from 3 October 2022 until 5 December 2022.

The statutory School Admissions Code states that when changes are proposed to admission arrangements, all admission authorities must consult on their admission arrangements that will apply for admission applications the following school year.

Consultation must last for a minimum of 6 weeks and must take place between 1 October and 31 January in the determination year. 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.

For the duration of the consultation period, the admission authority must publish a copy of their full proposed admission arrangements 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 sought. 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.

We are asking you to tell us:

- Whether you agree or disagree with the proposal to remove the catchment area priority from the community secondary school admissions policy.

All responses to the consultation will be reviewed and considered from 6 December to mid-January 2023. The recommendations will be made to Bury Council's cabinet by 28 February 2023 for determination (approval) of admissions arrangements for the academic year 2024/25.

Following determination of arrangements, any objections to those arrangements must be made to the Schools Adjudicator by 15 May in the determination year.

It is important to note that the Local Authority is not the admission authority for any of the faith schools (Bury Church of England, St. Gabriels RC, St. Monicas RC or Manchester Mesivta). If these schools decide to make changes to their own admission arrangements, they will undertake their own consultation with stakeholders.

## **FURTHER DETAILS ABOUT THE PROPOSAL**

Bury Council proposes to remove catchment areas and the associated catchment area priority for the Community Secondary Schools and non-faith academies in the borough. Please see map at Appendix 1. showing the current catchment areas and the location of the schools.

### **Why are we proposing the change?**

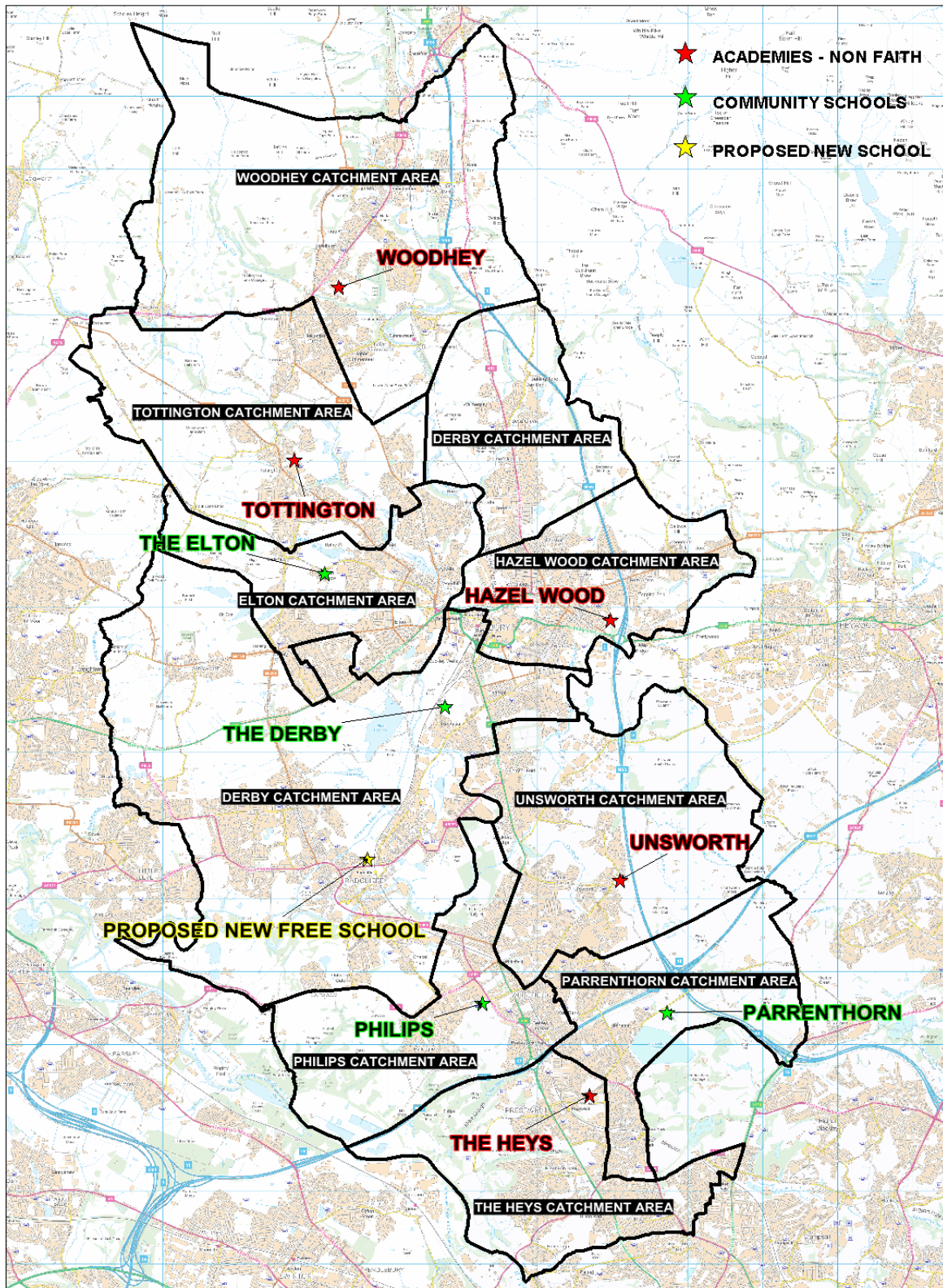
Catchment areas in Bury have not been reviewed for many years and as a number of schools have closed over the years, their previous catchment areas have been absorbed within other school's current catchment areas. As new housing developments have been constructed over the years and are continuing to be developed, this now means some

catchment areas are very large and each school may not have the capacity for the growing number of children residing within its designated catchment area. In some cases, children are located in a catchment area of a school which is further and less accessible than their nearest geographical school.

The current admissions policy for community secondary schools has given higher priority to children who reside within the catchment area than children with siblings in the school and children who may live closer, but not within the specified catchment area. The proposed change will remove the barrier for admission at the most geographically local school, due to the locally set historic boundaries of a catchment area.

A number of secondary schools have converted to Academies, or are in discussions about conversion, and as such are/will be free to determine their own admissions arrangements. Furthermore, there is currently a proposal to establish a free secondary school in Radcliffe, which would also impact on the current catchment areas.

GLOSSARY	
Cabinet	The decision-making body of Bury Council, formed by the Leader of the Council and other executive members.
Catchment Areas	A catchment area is a defined geographical area around a School. Once the area has been defined, a priority can be Given in the oversubscription criteria to children living within that defined area. Living within a catchment area does not guarantee that a place will be offered.
Stakeholder	Someone who has an interest in the proposal e.g. parent, member of staff, member of local community group, local residents.





## APPENDIX THREE

# EQUALITY ANALYSIS

This Equality Analysis considers the effect of Bury Council/ Bury CCG activity on different groups protected from discrimination under the Equality Act 2010. This is to consider if there are any unintended consequences for some groups from key changes made by a public body and their contractor partners organisations and to consider if the activity will be fully effective for all protected groups. It involves using equality information and the results of engagement with protected groups and others, to manage risk and to understand the actual or potential effect of activity, including any adverse impacts on those affected by the change under consideration.

For support with completing this Equality Analysis please contact [corporate.core@bury.gov.uk](mailto:corporate.core@bury.gov.uk) / 0161 253 6592

<b>SECTION 1 – RESPONSIBILITY AND ACCOUNTABILITY</b>	
Refer to Equality Analysis guidance page 4	
<b>1.1</b> Name of policy/ project/ decision	<b>Changes to Secondary School Admissions Policy</b>
<b>1.2</b> Lead for policy/ project/ decision	<b>Isobel Booler</b>
<b>1.3</b> Committee/Board signing off policy/ project/ decision	
<b>1.4</b> Author of Equality Analysis	Name: Vicky Hunter Role: Team Manager (Admissions/Pupil Place Planning) Contact details: 0161 253 5670
<b>1.5</b> Date EA completed	18/01/2023
<b>1.6</b> Quality Assurance	Name: Role: Contact details: Comments:
<b>1.7</b> Date QA completed	
<b>1.8</b> Departmental recording	Reference: Date:
<b>1.9</b> Next review date	

<b>SECTION 2 – AIMS AND OUTCOMES OF POLICY / PROJECT</b>	
Refer to Equality Analysis guidance page 5	
<b>2.1</b> Detail of policy/ decision being sought	<b>Changes to the School Admissions Policy for Community Secondary Schools and non-faith Secondary Academies, specifically removal of catchment areas and the associated catchment area priority.</b>



<p><b>2.2</b> What are the intended outcomes of this?</p>	<p>Catchment areas in Bury have not been reviewed for many years and as a number of schools have closed over the years, their previous catchment areas have been absorbed within other school's current catchment areas. As new housing developments have been constructed over the years and are continuing to be developed, this now means some catchment areas are very large and each school may not have the capacity for the growing number of children residing within its designated catchment area. In some cases, children are located in a catchment area of a school which is further and less accessible than their nearest geographical school. The current admissions policy for community secondary schools has given higher priority to children who reside within the catchment area than children with siblings in the school and children who may live closer, but not within the specified catchment area. The proposed change will remove the barrier for admission at the most geographically local school, due to the locally set historic boundaries of a catchment area.</p>
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<p><b>SECTION 3 – ESTABLISHING RELEVANCE TO EQUALITY &amp; HUMAN RIGHTS</b>  Refer to Equality Analysis guidance pages 5-8 and 11</p> <p>Please outline the relevance of the activity/ policy to the Public Sector Equality Duty</p>		
General Public Sector Equality Duties	Relevance (Yes/No)	Rationale behind relevance decision
<p><b>3.1</b> To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by Equality Act 2010</p>	<p><b>No</b></p>	
<p><b>3.2</b> To advance equality of opportunity between people who share a protected characteristic and those who do not.</p>	<p><b>No</b></p>	
<p><b>3.3</b> To foster good relations between people who share a</p>	<p><b>No</b></p>	

protected characteristic and those who do not		
<b>3.4</b> Please outline the considerations taken, including any mitigations, to ensure activity is not detrimental to the Human Rights of any individual affected by the decision being sought.		

<b>SECTION 4 – EQUALITIES DATA</b>			
Refer to Equality Analysis guidance page 8			
<b>Protected characteristic</b>	<b>Outcome sought</b>	<b>Base data</b>	<b>Data gaps (to include in Section 8 log)</b>
<b>4.1</b> Age			
<b>4.2</b> Disability			
<b>4.3</b> Gender			
<b>4.4</b> Pregnancy or Maternity			
<b>4.5</b> Race			
<b>4.6</b> Religion and belief			
<b>4.7</b> Sexual Orientation			
<b>4.8</b> Marriage or Civil Partnership			
<b>4.9</b> Gender Reassignment			
<b>4.10</b> Carers			
<b>4.11</b> Looked After Children and Care Leavers			
<b>4.12</b> Armed Forces personnel including veterans			
<b>4.13</b> Socio-economically vulnerable			

<b>SECTION 5 – STAKEHOLDERS AND ENGAGEMENT</b>		
Refer to Equality Analysis guidance page 8 and 9		
	<b>Internal Stakeholders</b>	<b>External Stakeholders</b>
<b>5.1</b> Identify stakeholders	All Schools Elected members School governors	All Students and Parents via :- <ul style="list-style-type: none"> <li>Nurseries (private and maintained and childminders)</li> <li>Schools (Primary and Secondary, academies and maintained)</li> <li>Colleges</li> </ul> Diocesan bodies General public

		Neighboring Local Authorities
<b>5.2</b> Engagement undertaken	Briefing papers issued, drop-in sessions arranged to answer any questions on the proposals, item on the governing body agenda, published in the local press and on the council social media pages, newsletters, published on Bury Council website	Published in the local press and on the council social media pages, newsletters, published on Bury Council website, information sent to parents via early years provider, schools and colleges. Formal consultation ran from 3 October 2022 until 5 December 2022
<b>5.3</b> Outcomes of engagement		A summary of responses was produced, which were in the main in favour of the proposal.
<b>5.4</b> Outstanding actions following engagement (include in Section 8 log)		

## SECTION 6 – CONCLUSION OF IMPACT

Refer to Equality Analysis guidance page 9

Please outline whether the activity/ policy has a positive or negative effect on any groups of people with protected inclusion characteristics

Protected Characteristic	Positive/ Neutral Negative /	Impact (include reference to data/ engagement)
<b>6.1</b> Age	<b>Neutral</b>	
<b>6.2</b> Disability	<b>Neutral</b>	
<b>6.3</b> Gender	<b>Neutral</b>	
<b>6.4</b> Pregnancy or Maternity	<b>Neutral</b>	
<b>6.5</b> Race	<b>Neutral</b>	
<b>6.6</b> Religion and belief	<b>Neutral</b>	
<b>6.7</b> Sexual Orientation	<b>Neutral</b>	
<b>6.8</b> Marriage or Civil Partnership	<b>Neutral</b>	
<b>6.9</b> Gender Reassignment	<b>Neutral</b>	
<b>6.10</b> Carers	<b>Neutral</b>	
<b>6.11</b> Looked After Children and Care Leavers	<b>Positive</b>	LAC and former LAC will continue to receive the highest priority after children with SEN in the proposed new policy.
<b>6.12</b> Armed Forces personnel including veterans	<b>Neutral</b>	

<b>6.13</b> Socio-economically vulnerable	<b>Neutral</b>	
<b>6.14 Overall impact -</b> What will the likely overall effect of your activity be on equality, including consideration on intersectionality?		

<b>SECTION 7 – ACTION LOG</b>			
Refer to Equality Analysis guidance page 10			
Action Identified	Lead	Due Date	Comments and Sign off (when complete)
<b>7.1</b> Actions to address gaps identified in section 4			
<b>7.2</b> Actions to address gaps identified in section 5			
<b>7.3</b> Mitigations to address negative impacts identified in section 6			
<b>7.4</b> Opportunities to further inclusion (equality, diversity and human rights ) including to advance opportunities and engagements across protected characteristics			

<b>SECTION 8 - REVIEW</b>			
Refer to Equality Analysis guidance page 10			
Review Milestone	Lead	Due Date	Comments (and sign off when complete)

**Please make sure that every section of the Equality Analysis has been fully completed. The author of the EA should then seek Quality Assurance sign off and departmental recording.**

<b>SECTION 9 – QUALITY ASSURANCE</b>		
Refer to Equality Analysis guidance page x		
Consideration	Yes/No	Rationale and details of further actions required

Have all section been completed fully?	Yes	
Has the duty to eliminate unlawful discrimination, harassment, victimization and other conducted prohibited by the PSED and Equalities Act been considered and acted upon?	Yes	
Has the duty to advance equality of opportunity between people who share a protected characteristic and those who do not been considered and acted upon	Yes	
Has the duty to foster good relations between people who share a protected characteristic and those who do not, been consider and acted upon	Yes	
Has the action log fully detailed any required activity to address gaps in data, insight and/or engagement in relation to inclusion impact?	N/A	
Have clear and robust reviewing arrangements been set out?		
Are there any further comments to be made in relation to this EA	No	