



Northumberland

County Council

CABINET

14th February 2023

School Admission Arrangements for Community and Voluntary Controlled Schools for the 2024/2025 Academic Year

Report of: Councillor Guy Renner-Thompson, Children's Services

Joint Interim Executive Director Children's Services Audrey Kingham

Purpose of report

This report informs Cabinet of the outcomes of the consultation on School Admission Arrangements for Community and Voluntary Controlled Schools for the 2024/25 Academic Year as required by the School Admissions Code 2021. Approval (determination) of these admission arrangements is also sought.

Recommendations

Cabinet are recommended to:

1. Note the outcomes of the six week consultation undertaken in relation to the Council's proposed admission arrangements for community and voluntary controlled schools for 2024/25 that took place between 11th November 2022 and 23rd December 2022;
2. Approve the proposed co-ordinated admission scheme for all maintained schools and academies, as provided in Appendix 1 of this report;
3. Approve (determine) the proposed admission arrangements, including proposed oversubscription criteria and proposed admission numbers for First and Primary community and voluntary and controlled schools, as provided in Appendix 2 of this report;
4. Approve (determine) the proposed admission arrangements, including proposed over subscription criteria and proposed admission numbers, for Middle, High and Secondary community and voluntary controlled schools, including sixth forms, as provided in Appendix 3 of this report.
5. Approve a reduction of the Published Admission Number at Northburn Primary School from 45 to 30, in view of current and future pupil numbers.
6. Approve a reduction of the Published Admission Number at Hipsburn Primary School from 21 to 15, in view of current and future pupil numbers.

7. Approve a reduction of the Published Admission Number at Shilbottle Primary School from 30 to 15, in view of current and future pupil numbers.
8. Approve a reduction of the Published Admission Number at The Duchess High School from 250 to 240, in view of current and future pupil numbers.
9. Approve the amendments to the catchment areas of Broomhill First School, Felton CofE Primary School, James Calvert Spence College and Duchess's High School as set out on pages 24 & 25 of this report.

Key issues

1. On an annual basis the local authority needs to determine its school admission arrangements for Community and Voluntary Controlled schools. As the Council's decision making body Cabinet is therefore asked to approve the arrangements for the academic year 2024/25.
2. There have been some minor amendments to the current admission policies, following a review of our arrangements by the Office of the School Adjudicator, there are however no amendments to the oversubscription criteria, for first, primary, middle, high and secondary schools for 2024/25. Full copies of these are contained in the appendices to this report.
3. Cabinet is asked to approve (determine) all the admission arrangements for 2024/25 in accordance with the Admissions Code 2021. Determination of the arrangements must be made by 28 February 2023 prior to publication on the Council's website and to allow for the submission of any objections regarding the arrangements to the School's Adjudicator by 15 May 2023.

Admissions Arrangements Consultation Process and Outcomes

4. A six week consultation on the Council's proposed admissions arrangements for 2024/25 took place between 11th November 2022 and 23rd Dec 2022.
5. As required by the School Admissions Code, the full proposed admission arrangements were published on the Council's website for the whole of the consultation period, together with details of the person to whom comments could be sent. There were no areas specified on which comments could not be made.
6. Groups and persons consulted with as part of the consultation process were as follows:
 - Parents of children between the ages of 2 and 18, via website and communication from schools and nurseries;
 - All Governing Bodies of voluntary controlled and community schools;
 - All Governing Bodies of voluntary aided and foundation schools and academies, who are their own admissions authority;
 - Neighbouring Local Authorities (Newcastle City Council; Cumbria County Council; Gateshead Metropolitan Borough Council; North Tyneside Council; Durham County Council) and
 - The CE Diocese of Newcastle and Durham; the RC Diocese of Hexham and Newcastle

7. All 4 schools affected by the PAN reduction proposals appreciate the rationale behind the proposals and they are aware that the pupil population in their catchment is decreasing over time. Of the concerns raised, the main theme related to parental choice and the impact reducing the PAN would have on choices available to families. There were also some concerns about siblings and the potential for families to withdraw older siblings if they can't access a place for younger children. There was some dissatisfaction with the consultation process which has been acknowledged by officers and consideration will be given to suggestions when carrying out the process in subsequent years. Detailed responses can be found in Appendix 4.

BACKGROUND

1. The School Admissions Code 2021 applies to all maintained mainstream schools, which includes voluntary controlled and community schools and schools that are their own admission authority. Academies are required to comply with the Code and the law relating to admissions as part of their funding agreements, although the Secretary of State may vary this requirement if there is a demonstrable need. The Local Authority does not have any decision making powers when it comes to the admission criteria to academies.
2. Admission authorities must ensure that their determined admission arrangements comply with the mandatory provisions of the Code. In order to promote fair access to educational opportunities, admission arrangements are subject to scrutiny by the Schools Adjudicator who has the power to impose arrangements on those authorities that do not meet the requirements of the Code.

NB: NCC Officers were contacted by the Schools Adjudicator in May 2022 following an enquiry by a member of the public. There was a full review of the Council's Admission Arrangements during the Summer Term resulting in some small administrative changes which are now included in the policies below (Appendix 2 and 3).

3. When changes are proposed, admission authorities must consult on their admission arrangements that will apply for admission applications the following year. Where no changes to admission arrangements are proposed, admission authorities need only consult once every 7 years. The admission arrangements must be formally approved each year.

IMPLICATIONS ARISING OUT OF THE REPORT

Policy	The Admissions Policy enables all applications for school places to be prioritised in an open and fair way, ensuring that all schools and academies adopt lawful admission arrangements.
Finance and value for money	There are no direct financial implications as a result of these arrangements.
Legal	The admission arrangements comply with legislation. The Local Authorities (Functions and Responsibilities) (England) Regulations 2000 confirm that the matters within this report are not functions reserved to Full Council
Procurement	No implications
Human Resources	No implications
Property	No implications
Equalities (Impact Assessment attached) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>	EIA attached at Appendix 5
Risk Assessment	The level of risk involved in the proposed amendment to the admissions numbers is perceived to be minimal.
Crime & Disorder	This report has considered Section 17 (CDA) and the duty it imposes and there are no implications arising from it.
Customer Considerations	Parents can express a preference for schools and give their reasons in the light of the criteria within the admissions policies. As far as possible under the policies, parents will be allocated a place for their child at the school for which they have expressed a preference. Where this is not possible, and where parents live in the Northumberland County Council area, a place will be offered at an alternative school.
Carbon reduction	It is not envisaged that this proposal would have a significant positive or negative impact on carbon reduction.
Health and Wellbeing	No implications
Consultation	A six week consultation on the Council's proposed admissions arrangements for 2024/25 took place between 11 th November 2022 and 23 rd December 2022.
Wards	All Northumberland Wards

BACKGROUND PAPERS

None

Report Sign Off

Finance Officer	Alison Elsdon obo Jan Willis
Monitoring Officer/Legal	Suki Binjal
Executive Director of Children's Services	Audrey Kingham
Chief Executive	Rick O'Farrell
Portfolio Holder(s)	Guy Renner-Thompson

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Appendices

- Appendix 1 - Proposed coordinated admission scheme for all maintained schools and academies 2024/25
- Appendix 2 - Proposed admission arrangements, including proposed over subscription criteria and proposed admission numbers, for First and Primary Community and Voluntary Controlled Schools – 2024/25
- Appendix 3 - Proposed admission arrangements, including proposed over subscription criteria and proposed admission numbers, for Middle, High and Secondary Community and Voluntary Controlled Schools – 2024/25, including sixth forms
- Appendix 4- Consultation responses
- Appendix 5 - Equalities Impact Assessment

Coordinated admission scheme for maintained schools, including academies 2024/25

Note: The status of some schools listed in this document may be subject to change as a consequence of academy conversion or school organisational changes.

Introduction

All Local authorities are required by the School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2012 to have a scheme in place each year for co-ordinating admission arrangements for all maintained schools and academies (except special schools and nursery schools) within their area. The scheme has to comply with the provisions of the School Admissions Code 2021.

Coordination schemes are intended to simplify the admissions process whilst reducing the likelihood of any child being left without a school place. Coordination establishes a mechanism that ensures as far as is reasonably practicable that every parent of a child living in a local authority (LA) who has applied to a maintained school is sent a single offer of a school place by their LA.

Coordination schemes do not affect the rights and duties of the governing bodies of voluntary aided and foundation schools to set and apply their own admissions arrangements and oversubscription criteria, nor for academies to agree their own arrangements with the Secretary of State. Admission authorities do not need to determine the same or similar oversubscription criteria, but must ensure that their own admission arrangements are compatible with and do not undermine the coordination scheme for their area.

The following coordinated admission scheme for Northumberland County Council will apply to the admission arrangements for the school year beginning September 2024.

Interpretation and glossary

In this Scheme –

"The LA" is Northumberland County Council acting in its capacity as a local (education) authority.

"The LA area" means Northumberland.

"School" means a community, voluntary controlled, foundation or voluntary aided school (but not a special school) which is maintained by the LA.

"Academy" means a state funded non fee paying independent school 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). Academy Funding Agreements require Academies to comply with the Code and the law relating to admissions, though the Secretary of State has the power to vary this requirement where there is a demonstrable need. Academies include free schools and studio schools.

"Admission authority" in relation to a community or voluntary controlled school means the LA and, in relation to a foundation or voluntary aided school or an academy, means the governing body of that school.

"The specified year" is the school year beginning in September 2024.

"Admission arrangements" are the determined arrangements which govern the procedures and decision making for the purpose of admitting pupils to a particular school or academy.

"Late application" means any application for a place in the first year of entry to the school that is received after the closing date for applications.

"Parent or carer" means any person who (as defined in the 1989 Children Act) holds parental responsibility for a child and with whom the child normally lives.

"Home authority" is the LA that a parent resides in.

The scheme

The scheme will apply to all first, primary, middle, secondary and high schools and academies in the LA area (except special schools and nursery schools) and shall take effect from 28 February 2023.

Under the coordinated scheme, Northumberland County Council will set and apply the oversubscription criteria for all community and voluntary controlled schools in the area. The governing bodies of voluntary aided and foundation schools and academies will set and apply their own oversubscription criteria.

The LA will work with all other admission authorities within Northumberland and with other relevant local authorities to ensure that a fair and transparent system for the allocation of places is achieved.

The normal admissions round

The scheme will apply to all children whose parents are seeking a school place for the school's initial year of entry for the start of Autumn term 2024 (whether or not it is their age cohort). The initial years of entry are:

School type or name Initial year of entry

<i>First and primary schools</i>	<i>Reception</i>
<i>Middle schools</i>	<i>Year 5</i>
<i>Secondary schools</i>	<i>Year 7</i>
<i>High schools</i>	<i>Year 9</i>

There will be a common application form available for all applicants, which will be available online and as a paper version. Online applications are encouraged as parents receive an immediate response to their application and they can accept their offer online.

The common application form must be used by parents who live in Northumberland as a means of expressing preferences for a school place for their child. All preferences expressed on the form are valid applications and they should be ranked in order of preference. Reasons to support each preference can be included on the form.

The form will specify the closing date and where the application form must be returned to. Completed forms must be returned to the LA before the closing date. The form will be accompanied by an explanation of the coordinated admissions scheme. This will explain that:

- the parent/carer will receive one single offer of a school place

- all preferences will be treated equally
- a place will be offered at the highest ranked school for which the child is eligible for a place under the admission criteria
- if more than one school could offer a place, the parent/carer will be regarded as having ranked the schools in the preference order appearing on the form
- if a place is unable to be offered at a preferred school, a place will be offered at the nearest school with available places based on the straight line distance from home to school.

The LA will take all reasonable steps to ensure that every parent resident in their area who has a child due to start primary education or is in their last year of first, primary or middle school is made aware of the procedures for applying for a school place and has access to a copy of the form and supporting guidance.

Verification of data

Parents may be asked to provide proof of address by the LA or by other admission authorities.

In some cases, for example where shared parental living arrangements are in place, a child's address may be difficult to determine. In these circumstances the address used for child benefit purposes will normally be used, i.e. the address of the parent claiming the benefit. If that is not available, then the address on the NHS medical card can be used.

Supplementary information

Admission authorities can require parents to provide additional information where it is required for the governing body to apply its oversubscription criteria. Any requested information should be returned by the dates stated in order to be considered as part of the application.

Submission dates

The application period for middle, secondary or high school places will open from **12 September 2023**.

31 October 2023, midnight, is the deadline for parents to apply to the LA for a place in a middle, secondary or high school or academy.

The application period for reception school places will open from **1st November 2023**.

15 January 2024, midnight, is the deadline for parents to apply to the LA for a place in a reception class.

It is the responsibility of parents or carers to ensure that applications are returned directly to the home LA by the closing date.

Late applications

Any application for the normal admissions round received after the deadline will be deemed "late".

Late applications will be dealt with after all on-time applications have been processed and places allocated. Late applicants will not be made an offer on National Offer Day. They will be offered as part of the second waiting list process once offers have been accepted.

Only in exceptional limited circumstances will late applications be considered at the same time as applications submitted on time. These include:

- The illness/death of a close relative such that making an application during the application period was not possible.
- A move into Northumberland from outside the area after the deadline date. Confirmation of the new address must be provided (in the form of an exchange of contracts or a tenancy agreement).
- Where there has been a delay in the LA receiving the application due to an administrative error.
- Other circumstances to be considered and each case decided on its own merits.

Documentary evidence should be provided with the application to verify the circumstances which caused the application to be late. If evidence cannot be provided, the application will not be considered as an exception.

The LA will determine whether the late application is considered as an exception.

22 November 2023 is the deadline for asking for a late application for a place in a middle, secondary or high school or academy to be considered as an on time exception.

14 February 2024 is the deadline for asking for a late application for a reception place to be considered as an on time exception.

Changing preferences

No changes will be accepted to applications after the deadline date has passed, unless there is a genuine reason for the change, such as a change of address or siblings have changed schools. **The deadlines and evidence requirements are the same as for exceptional late applications, see above.** If these are not met, the request will not be considered as an exception.

Any request to change preferences will cancel out and replace the previous application. If submitted after the deadline date, and not agreed by the LA as an exception, this means the original application will be withdrawn by the LA, processed as late, and no offer will be made on National Offer Day. Places will be offered as part of the second waiting list process.

No form received

Where no form is submitted for a child known to the LA, a place will be offered at the nearest Northumberland school to the home address with a vacancy, measured in a straight line using an electronic (GIS) map measurement system. This may be a community, voluntary controlled, foundation or voluntary aided school or academy, if the admission authority agrees. However, places will not be offered on National Offer Day: they will be offered as part of the second waiting list process.

Processing applications

After the closing date the LA will forward details of relevant applications received on time to

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other admission authorities in its area and to other LAs if a preference is made for a school in another area. Late applications will be shared with other admission authorities after offer day.

Parental preferences will be ranked by every admission authority strictly according to the oversubscription criteria for the relevant school. The ranked lists will be returned to Northumberland LA by the specified date detailing how the oversubscription criteria have been applied to the list.

The order of school preference listed on the application form will not affect these rankings.

Determining offers

The LA will act as a clearing house for the allocation of places by the relevant admission authorities. The LA will only make a decision on the offer or refusal of a place in response to any preference expressed on the form where:

- it is acting in its separate capacity as an admission authority, or on behalf of another admission authority that has delegated its role to the LA, or
- an applicant is eligible for a place at more than one school, or
- an applicant is not eligible for a place at any school that the parent has nominated.

The LA, using preference data and oversubscription criteria rankings (including those from own admission authority schools and academies), will allocate places according to each parent's preference ranking as follows:

- Where a parent's first preference can be met, a place will be allocated at that school. The LA will not consider any lower ranked preferences.
- Where a parent's first preference cannot be met, but a lower preference can, a place will be allocated at the lower preference school. Any higher preference applications will be placed on the waiting list for that school(s) and ranked according to the oversubscription criteria. Any preferences ranked lower than the preference offered will not be considered.
- Where none of the parent's preferences can be met, a place will be allocated at the nearest school with available places based on the straight line distance from home to school. The applications for preferred schools will be placed on the waiting lists for those schools and ranked according to their oversubscription criteria.

Distance measurements

Distances are measured using the Council's electronic (GIS) map measuring system in a straight line distance from the front door of the home to the main gate of the school. Where two or more distances are found to be equal a system of random allocation will apply, independently administered.

Offers

Parents will receive one offer of a school place. Parents who applied online can log in on National Offer Day to find out their allocated school.

Parents who submitted a paper application will be posted a letter to arrive on National Offer Day. Information will not be given out over the telephone.

If a parent was refused a place at a preferred school, the letter or email (depending on how

parent applied for their place) will explain why the place was refused and that the parent has the right of appeal.

Responding to offers

Parents are required to respond to the LA regarding the offer of a school place to either accept or refuse it within two weeks of National Offer Day. If the parent does not confirm to the LA that they accept the place, the LA may remove the place and reallocate it to another child.

Parents should not refuse a place unless they are certain of a place at an alternative school. This does not remove the parent's right of appeal.

If a parent wishes their child to be considered for an alternative school(s) after offer day, a new application must be completed listing the new order of preferences. This will cancel out and replace the previous application.

Waiting Lists

Children will be kept on a waiting list for any school ranked higher on their form than the school at which they were offered a place, for example, where a parent has been allocated a place at their second preference school, they may be placed on the waiting list of their first preference school but not their third.

Where a parent has been offered a place at a school they did not nominate on their form, they will be placed on the waiting list of all the schools they did nominate, and considered for places at those schools if any become available.

Waiting lists will be kept by all admission authorities until at least **31 December 2024**. The waiting list will be maintained strictly in accordance with the oversubscription criteria and if a place becomes available this will be offered to the child ranked highest on the list. Places on waiting lists will change over time as new applications are received. When any place in a school is refused, the LA will reallocate that place to the child at the top of the waiting list for that school.

Appeals

All parents have the right of appeal if refused a place at a school. Appeals are coordinated by the relevant admission authority. Appeals will be heard by an independent appeals panel and if the panel uphold the appeal, the decision is legally binding on the admission authority and they must admit the child.

Admission of Children below Compulsory School Age and Deferred Entry

Children are entitled to start school full time the September following their fourth birthday. This is when most children start school. However a parent does not have to send their child to school until they reach compulsory school age. A child will reach compulsory school age on the prescribed day following their fifth birthday (or on their fifth birthday if it falls on a prescribed day). The prescribed days are 31 December, 31 March and 31 August. Children must receive full time education from this point. For children under compulsory school age, once a school place has been offered and accepted, parents may, if they wish, request that their child attends school part-time until later in the school year, or starts full time, later in the school year, but not later than the start of the summer term. If you would like your child to attend school part time or start school later in the school year, you must contact the local authority and school following receipt of your offer letter.

Admission of Children outside their Normal Age Group

A request may be made for a child to be admitted outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Any such request should be discussed with the head teacher of the school and made in writing to the local authority. The local authority will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the head teacher who has statutory responsibility for the internal organisation, management and control of the school, the local authority will take into account the views of the parents and of appropriate medical and education professionals.

Summer Born Children

The parents of a summer born child, i.e. a child born between 1 April and 31 August can also choose to defer entry as above but they can also request that the child be admitted out of their normal age group, to the reception class in the September following their fifth birthday and that the child will remain in this cohort as they progress through school.

Parents who want to make this request should make an application for their child's normal age group at the usual time. The application to the local authority should include this request. The local authority will liaise with the school and the relevant admission authority will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the head teacher, who has statutory responsibility for the internal organisation, management and control of the school, the relevant admission authority will take into account the views of the parents and of appropriate medical and education professionals.

Parents will be informed of the outcome of the request before primary national offer day.

If the request is agreed, the application for the normal age group may be withdrawn before a place is offered. If the request is refused, the parent must decide whether to accept the offer of a place for the normal age group, or to refuse it and make an in year application for admission to year one for the September following the child's fifth birthday.

Where a parent's request is agreed, they must make a new application as part of the main admissions round the following year.

One admission authority cannot be required to honour a decision made by another admission authority on admission out of the normal age group. Parents, therefore, should consider whether to request admission out of the normal year group at all their preference schools, rather than just their first preference schools. If a child who has not reached compulsory school age has been allocated a Reception place and their parent or carer wishes to delay their child's entry to school, the place will be held open. The place must be taken up in the term in which the child reaches compulsory school age.

Shared responsibility

The management of school applications may be severely delayed during the main admissions round where separated parents of the child each submit an application for different schools or one parent does not agree with the application made by the other parent. The School Admissions Code states that only one offer of a school place per child can be made by the Local Authority. In this situation the Local Authority asks that parents and/or carers resolve matters between themselves before informing the Local Authority in writing of which application should be processed/their agreement to an application. In case of dispute between parents, where more

than one parent has parental responsibility and they do not agree to an application being made to a particular school, a temporary school place will be offered until any dispute is resolved by both parents as a personal matter and this will be based on the address of the parent or carer with whom the child is normally resident, Mondays to Fridays term-time only.

In some cases, for example where shared parental living arrangements are in place, a child's address may be difficult to determine. In these circumstances the address used for child benefit purposes will normally be used, i.e. the address of the parent claiming the benefit. If that is not available, then the address on the NHS medical card can be used.

Children from overseas

Children who hold a full British Citizen passport or children whose passport has been endorsed to show they have the right of abode in the UK are entitled to apply for a place at a maintained school. The passport or visa may be requested for inspection before an offer of a place can be made. The LA will allocate a place in advance for families of UK service personnel and Crown Servants with a confirmed posting to the area, where they are moving to the area outside of the normal admission round.

Applying for places in-year (outside of the normal admissions round)

Parents with children of school age who move into Northumberland and require a school place in-year (outside of the normal admissions round) should contact the Admissions Team if they require advice on schools with places.

Parents who want a place in a Northumberland school will need to complete the LA's in-year school application form and return it to the LA Admissions Team. Parents are allowed to name their preferred schools on the form.

Places cannot be allocated on the basis of intended future changes of address unless house moves have been confirmed, for example through the exchange of contracts or the signing of a formal lease agreement. Documentary evidence to support the new address will be required.

In Northumberland, the local authority manage the in-year admissions for the majority of schools, however some academies allocate their own in-year admissions directly. Where this is the case, the LA will forward the application to the school and the school will inform the parent if they are able to offer a place. If no place is available at a preferred school, the LA will make Northumberland residents an offer of an alternative school.

Attendance at school following the offer of a school place

For admission to a school's normal point of entry, the child is expected to attend the allocated school within 10 school days of the start of the term (except where deferred entry to Reception has been agreed, in which case the child is expected to attend from the start of the term).

For in-year admissions, the child is expected to take up the offer and attend the allocated school within 10 school days of being made an offer, or the offer will be withdrawn.

Coordination timetable for admission to Reception in September 2024

DATE	EVENT
1 November 2023	Application process opens online for 2024/25
Midnight 15 January 2024	Closing date for all application forms to be received by the LA
14 February 2024	Last date for any late applications to be submitted and considered as Exceptions
5 February 2024	Applications for own admission authority schools and academies in Northumberland will be forwarded to those admission authorities and applications stating preferences for schools in other LAs will be forwarded to those LAs
2 March 2024	Academies, foundation and voluntary aided schools to provide the LA with their ranked lists of applicants, including details of how the oversubscription criteria were applied
8 March 2024	The LA will inform other LAs of any offers of Northumberland schools to be made to applicants resident in their areas
22 March 2024	The LA will inform Northumberland schools of children to be offered places at their schools
16 April 2024	National offer day for places.
1 May 2024	Date for parents to refuse the offer
8 May 2024	Reallocate spaces that have become available since offer day (on-time applicants only - waiting list process) in criteria order.
29 May 2024 onwards	Places are allocated as and when they become available in priority order.
June/July	Appeals are heard

Coordination timetable for admission to middle, secondary and high schools in September 2024

DATE	EVENT
12 September 2023	Application process opens online for 2024/25
Midnight 31 October 2023	Closing date for all applications to be received by the LA
22 November 2023	Last date for any late applications to be submitted and be considered as exceptions
23 November 2023	Applications for own admission authority schools and academies in Northumberland will be forwarded to those admission authorities and applications stating preferences for schools in other LAs will be forwarded to those LAs
11 January 2024	Academies, foundation and voluntary aided schools to provide the LA with their ranked lists of applicants, including details of how the oversubscription criteria were applied
25 January 2024	The LA will inform other LAs of any offers of Northumberland schools to be made to applicants resident in their areas.
28 February 2024	The LA will inform Northumberland schools of children to be offered places at their schools
1 March 2024	National Offers Day
16 March 2024	Date for parents to refuse offers of a place
20 March 2024	Reallocate spaces that have become available since offer day (on-time applicants only – first waiting list process).
18 April 2024 onwards	Places are allocated as and when they become available in priority order
May – July	Appeals are heard

All schools and academies to which this scheme applies:

1. All Northumberland County Council community and voluntary controlled schools

2. VA Middle Schools

N/A

3. Trusts

Ashington Learning Partnership Trust

Bothal Primary School

Central Primary School

4. Academies and Free Schools (first/primary)

Abbeyfields First School, The 3 Rivers Learning Trust

Bede Academy (South site), Emmanuel Schools Foundation

Belsay Primary School, Pele Trust

Bishop's Primary School (NCEA)

Blyth Malvins Close Academy, Wise Academies

Blyth Morpeth Road Academy, Wise Academies

Blyth Croftway Academy, Wise Academies

Broomley First School, Tyne Community Learning Trust

Cramlington Village Primary School

Darras Hall Primary School, Pele Trust

Haltwhistle Primary Academy, Wise Academies

Harbottle Church of England First School, The 3 Rivers Learning Trust

Heddon on the Wall St Andrew's C of E Primary School, Pele Trust

Meadowdale Academy (primary from September 2020)

Mickley First School, Tyne Community Learning Trust

Morpeth Stobhillgate First School, The 3 Rivers Learning Trust

Ovingham CE First School, Tyne Community Learning Trust

Pax Christi Catholic Partnership, Ss Peter and Paul's Catholic Academy (Cramlington)

Ponteland Primary School, Pele Trust

Ponteland Community Primary School (previously Ponteland Middle), associate of Tyne Coast Academy Trust

Prudhoe Adderlane Academy, Tyne Community Learning Trust

Prudhoe Castle First School, Tyne Community Learning Trust

Prudhoe West Academy, Wise Academies

Richard Coates C of E Primary School, Pele Trust

Shaftoe Trust Primary School, Wise Academies

St Bede's Roman Catholic Primary School

St Mary's Roman Catholic First School

St Matthew's Roman Catholic Primary Academy, St Thomas More Partnership of Schools

St Wilfrid's Roman Catholic Primary School

Thropton Village First School, The 3 Rivers Learning Trust,

Warkworth Church of England Primary School

Whitfield Church of England Primary School, The Good Shepherd Multi-Academy Trust

Whittonstall First School, Tyne Community Learning Trust

Wylam First School, Tyne Community Learning Trust

Academies (Middle)

Dr Thomlinson Church of England Middle School, The 3 Rivers Learning Trust
Morpeth Chantry Middle School, The 3 Rivers Learning Trust
Morpeth Newminster Middle School, The 3 Rivers Learning Trust
Hexham Middle School, Hadrian Learning Trust
Highfield Middle School, Tyne Community Learning Trust
Ovingham Middle School, Tyne Community Learning Trust
St Joseph's Roman Catholic Middle School

Academies (secondary/high)

Ashington Academy, The North East Learning Trust
Bede Academy (North Site), Emmanuel Schools Foundation
Bedlington Academy, The North East Learning Trust
Berwick Academy
Cramlington Learning Village
NCEA Duke's Secondary School
Ponteland High School, Pele Trust
Prudhoe High School, Tyne Community Learning Trust
Queen Elizabeth High School, Hadrian Learning Trust
St Benet Biscop Catholic Academy, Pax Christi Catholic Partnership
The Blyth Academy, Northern Education Trust
The King Edward VI School, The 3 Rivers Learning Trust

5. VA and Foundation Schools

Bedlington Whitley Memorial Church of England Primary School
Bellingham Primary School
Bellingham Middle School and Sports College
Haydon Bridge High School
Broomhaugh Church of England First School
Chollerton Church of England First School
Corbridge St Helen's Church of England First School
Holy Island Church of England First School
Holy Trinity Church of England First School
Hugh Joicey Church of England First School
Humshaugh Church of England First School
Longhorsley Church of England First School
Morpeth All Saints Church of England First School
St Cuthbert's Roman Catholic First School (Berwick)
St Robert's Roman Catholic First School
Tritlington Church of England First School
Wark Church of England First School
Whitley Chapel Church of England First School
Ellingham Church of England Primary School
Embleton Vincent Edwards' Church of England Primary School
Greenhead Church of England Primary School
Henshaw Church of England Primary School
Newbrough Church of England Primary School
Richard Coates Church of England School
St Aidan's Roman Catholic Primary School
St Cuthbert's Roman Catholic First School

St Michael's Church of England Primary School
St Paul's Roman Catholic Primary School (Alnwick)
Whalton Church of England Primary School

Northumberland County Council Admission Arrangements for Community and Voluntary Controlled Schools - 2024/25

Admission to First and Primary Schools (Reception)

Introduction

These are part of the admission arrangements for community and voluntary controlled first and primary schools.

NB If you are applying for a school that manages their own admissions e.g academies, please review their admissions policy/arrangements via the school website.

Co-ordinated Admission Arrangements

In line with current legislation, the Local Authority has drawn up a co-ordinated admissions scheme to coordinate admissions to maintained schools and Academies within Northumberland and neighbouring authorities for the main admissions round.

Published Admission Numbers

The admission number the Local Authority will publish for each community and voluntary controlled school is shown below.

Please note proposed changes re: Shilbottle Primary, Hipsburn Primary and Northburn Primary

- Reduction of the Published Admission Number at Shilbottle Primary School from 30 to 15, in view of current and future pupil numbers.
- Reduction of the Published Admission Number at Hipsburn Primary School from 21 to 15 in view of current and future pupil numbers.
- Reduction of the Published Admission Number at Northburn Primary School from 45 to 30 in view of current and future pupil numbers.

School Name	Published Admission Number (PAN)
Acomb First School	15
Allendale Primary School	24
Amble First School	30
Amble Links First	30
Beaconhill Community Primary School	30
Beaufront First School	15
Bedlington Station Primary School	30
Bedlington Stead Lane Primary School	30
Bedlington West End First School	30
Belford Primary School	30
Berwick St. Mary's C.E. First School	30
Branton Community Primary School	6

Broomhill First School	15
Burnside Primary School	60
Cambo First School	8
Cambois Primary School	15
Choppington Primary School	15
Cragside C of E Primary School	60
Cramlington Eastlea Primary School	30
Ellington Primary School	30
Felton C of E Primary School	15
Grange View CE First School	30
Greenhaugh County Primary School (as will be)	8
Guidepost Ringway Primary School	30
Hareside Primary School	60
Hexham First School	30
Hipsburn Primary School	15 (previously 21)
Holywell First School	30
Horton Grange Primary School	90
Kielder Community Primary School (as will be)	8
Linton Primary School	8
Longhoughton C of E Primary School	30
Lowick C of E VC First School	10
Morpeth First School	60
Mowbray Primary School	30
New Delaval County Primary School	45
New Hartley First School	30
Newsham Primary School	60
Norham St Ceolwulf's C of E First School	10
Northburn Primary School	30 (previously 45)
Otterburn Primary School	10
Pegswood County Primary School	30
Red Row Community First School	29
Rothbury First School	20
Scremerston First School	18
Seahouses Primary School	21
Seaton Delaval First School	30
Seaton Sluice First School	30
Seghill First School	30
Shanklea Primary School	45
Shilbottle Primary School	15 (previously 30)
Slaley First School	10
Spittal Community First School	40
Stakeford Primary School	30
Stamfordham Primary School	15
Stannington First School	20
Swansfield Park Primary School	45
Swarland Primary School	17

The Sele First School, Hexham	84
Tweedmouth Prior Park First School	30
Tweedmouth West First School	30
Whittingham Primary School	15
Wooler First School	27

The Local Authority Admissions Policy for 2024-2025

This admissions policy will be used to allocate places at those schools which are oversubscribed. It is attached below for entry to a Reception class.

Admission Policy – first and primary schools

This policy applies only to Local Authority maintained schools and Voluntary Controlled Schools.

The County Council is obliged to admit all applicants to a particular school provided these do not exceed the school's Published Admission Number (PAN).

Children with an Education Health and Care Plan where the school is named in the statement will be admitted.

Oversubscription Criteria

Where there are more applications than places available the following oversubscription criteria will be applied, strictly in order of priority:

1. Children in Public Care (and as deemed under Section 22 of the Children Act 1989) including a child who was previously "looked after" but immediately after being "looked after" became subject to an adoption, residence, or special guardianship order. Children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.

Note: 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. 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). 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. 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).

2. Children living within the catchment area of the school and those on whose behalf firm evidence is presented that they will be living in the catchment area by the appropriate admission date.

The following link provides information re: catchments relevant to the 2024/25 academic year:
[Digital catchment maps](#)

3. Children with an exceptional social or medical reason that means that they can only attend that specific school (for example, where the child or one or both parents has a disability that means that the child can only go to one school).

Strong supporting evidence must be provided from a professional body involved with the family or the child. The professional must be independent of both the family and the school. The

evidence must relate specifically to the school for which the application is being made and must demonstrate clearly why it is the only school that can meet the child's needs. No assumptions should be made that the submission of the relevant evidence will, in itself be sufficient to allocate a place.

NOTE: You will not be allocated a place under this criterion if you omit to send to School Admissions Team a written statement from a professional third party by 16 January 2024.

4. Children resident in the greater catchment area of the school partnership who have a sibling* already in the school who is expected to be on roll at the school at the time of admission. Evidence must be presented to confirm that the child will be living in the greater catchment area by the appropriate admission date.
5. Children resident in the greater catchment area of the school partnership. Evidence must be presented to confirm that the child will be living in the greater catchment area by the appropriate admission date.

NOTE: The greater catchment area for a school is the catchment area of the high or secondary school i.e all school in a partnership that feed into a particular high or secondary school. The Local Authority cannot determine catchment areas for Voluntary Aided and Foundation schools or Academies, however for the purpose of this criteria, the Council has determined a greater catchment for Community and Voluntary Controlled schools. Parents can find details of this using the digital catchment maps link above.

6. Children who have a sibling* who already attends the school and who is expected to be on roll at the school at the time of admission.

* For the purpose of admissions siblings are deemed to be brothers and sisters, stepsiblings, foster siblings, adopted siblings and other children who reside permanently in the household and are treated as siblings.

7. Other children

Tie Breaker

Should it prove necessary, because places are limited, to distinguish between children in any given category priority will be given to those who live nearest to the school, measured in a direct line ('as the crow flies') using the LA's computerised measuring system (GIS). Where two or more distances are found to be equal a system of random allocation will apply, independently administered.

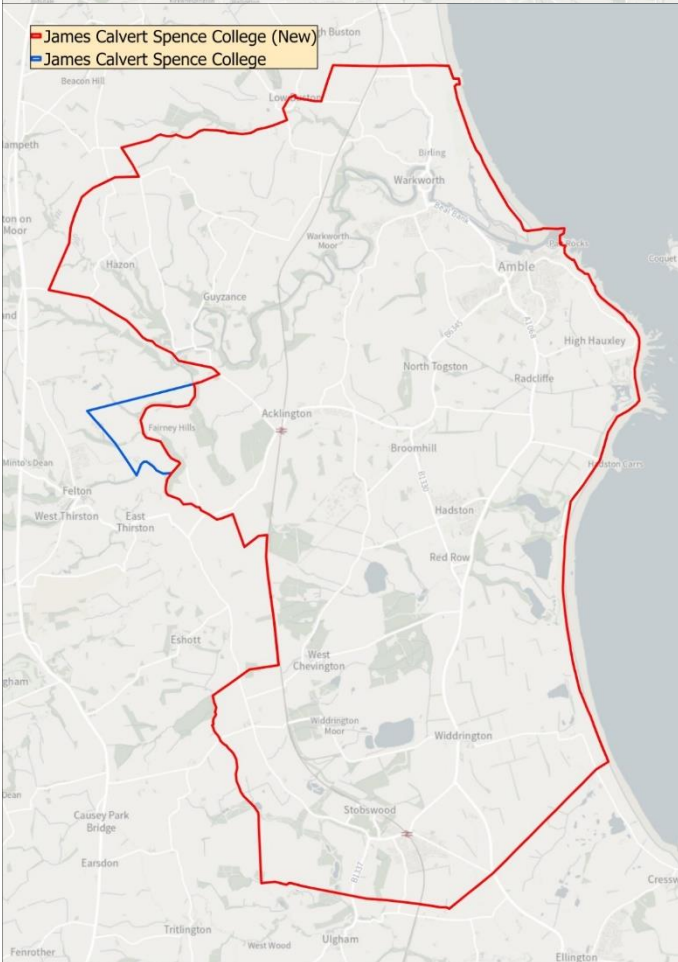
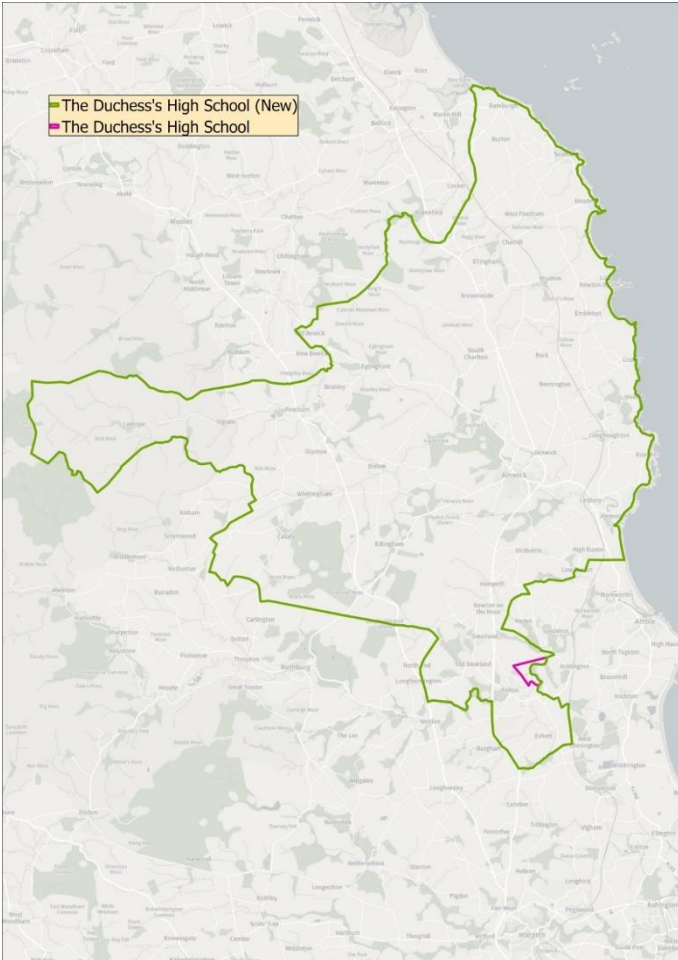
Applicants refused admission are entitled to an appeal which is determined by an independent panel.

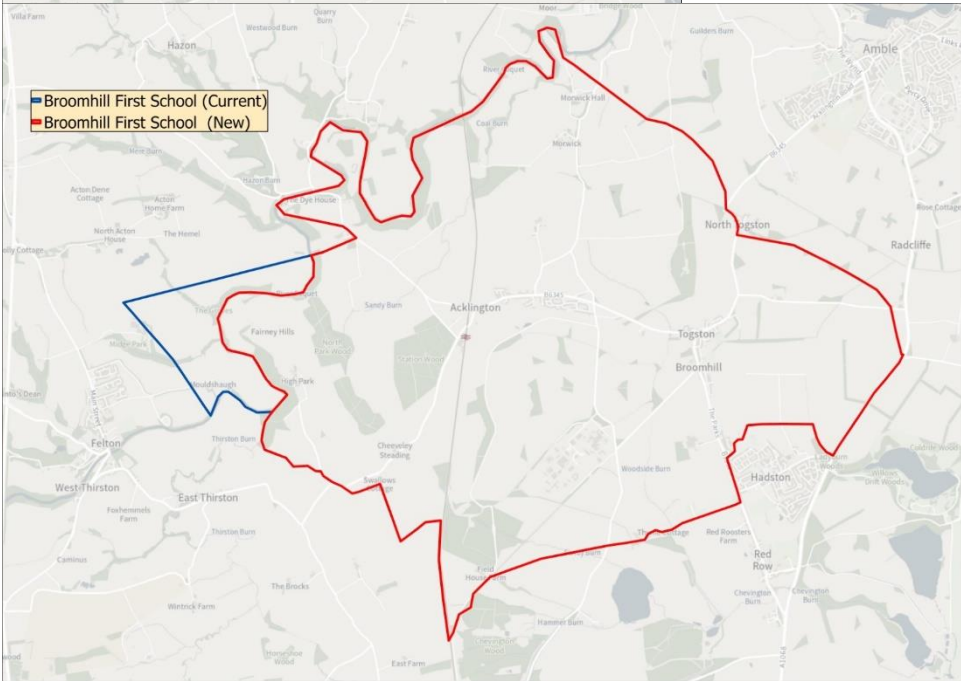
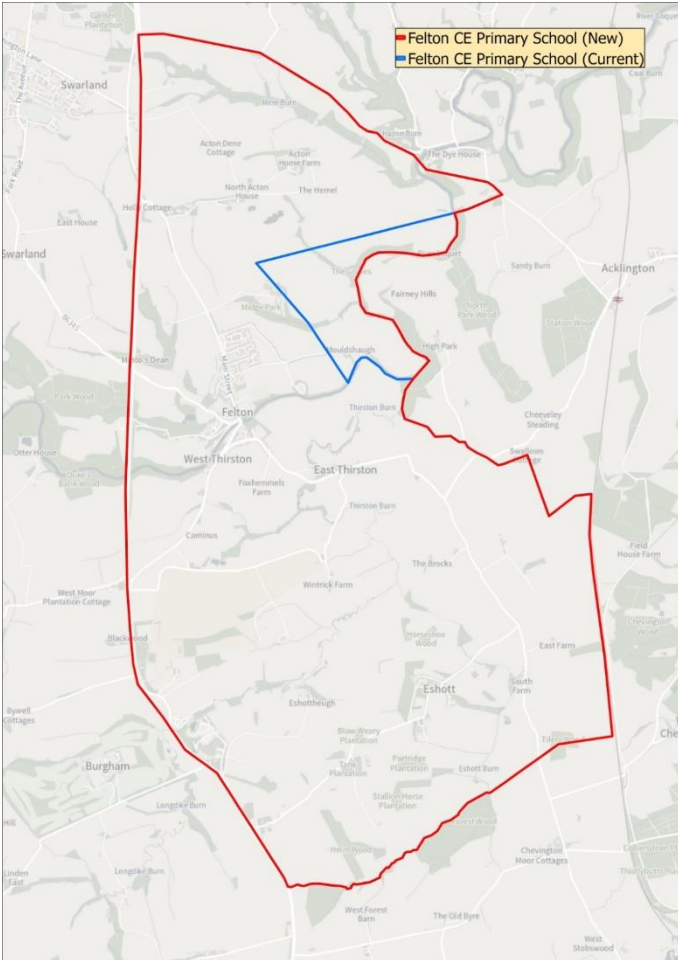
Catchment proposal

Broomhill, Felton, James Calvert Spence and The Duchess High

Having reviewed the catchment areas for Broomhill First School and Felton Primary School, it appears that the inclusion of the houses at the end of Mouldshaugh Lane in the Broomhill catchment could have been as a result of an anomaly or historical error. Therefore, this consultation presents an opportunity to review the Broomhill First and Felton Primary catchment areas, and we will consult on moving the western boundary of the Felton Primary and The Duchess's High Schools catchment areas to the natural border formed by the River Coquet. This consultation will ensure that all stakeholders that might be impacted by any change to the catchments, including Broomhill First and James Calvert Spence College, will have the opportunity

to submit their views for consideration. A copy of the previous maps and the new proposed maps can be found below:





GENERAL

Parents may be asked to provide evidence of residency if the requested school is oversubscribed.

Applications on behalf of children who are resident in other Local Authority areas will be considered in the same way as applications from Northumberland residents.

Children with disabilities will be treated no less favourably than other applicants for admission. Schools are under a duty to make reasonable adjustments to ensure that children with disabilities are not placed at a substantial disadvantage, and no child will be refused a place on the grounds of disability. A pupil has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Those parents whose application to a school has been unsuccessful will be notified of their right of appeal to an Independent Appeal Panel. The School Standards and Framework Act 1998, gives this right to all parents whose application for a school has been unsuccessful. The decision of an Appeal Panel is binding on both the Admission Authority and the school. The School Admission Appeals Code can be found on the DfE website at: www.gov.uk/dfes.

Definitions used under the policy

'**Parents**' include all those people who have a parental responsibility* for a child as set out in the Children's Act 1989. Where responsibility for a child is 'shared', the person deemed to be the person responsible for completing the application is the person receiving Child Benefit and whose address will be used for admission purposes.

*Parental Responsibility, unless otherwise determined by a court order:

- Mothers automatically have parental responsibility.
- Fathers also have parental responsibility if the father is married to the mother at the time of the child's birth. This continues after any divorce/separation/remarriage even if the child lives apart from them.
- An unmarried father can obtain Parental Responsibility by:
 - marrying the mother
 - having his name registered or re-registered on the birth certificate if his name is not already registered**
 - entering into a Parental Responsibility Agreement with the mother
 - obtaining a Parental Responsibility Order from the court
 - having obtained a Residence Order prior to 22.4.2014
 - by being named as the resident parent under a Child Arrangements Order
 - becoming the child's guardian on the mother's death

**The law has changed so that unmarried fathers who registered or re-registered their name on their child's birth certificate *after* 1st December 2003 will have Parental Responsibility for their child.

Therefore:

- If an unmarried father has a child after 1st December 2003 and he is registered on the birth certificate he WILL have Parental Responsibility.
- If a child's birth was registered before 1st December 2003 and the father was not named on the birth certificate, the birth can be re-registered to include the father's name. Once this has been done, the father WILL have Parental Responsibility.*

- If an unmarried father's name is already on the birth certificate and the child was registered before 1st December 2003, the law has not changed this situation so the father WILL NOT have Parental Responsibility. (Unless obtained by other means).

Same-sex parents

Civil partners

Same-sex partners will both have parental responsibility if they were civil partners at the time of the treatment, eg donor insemination or fertility treatment.

Non-civil partners

For same-sex partners who are not civil partners, the 2nd parent can get parental responsibility by either:

- [applying for parental responsibility](#) if a parental agreement was made
- becoming a civil partner of the other parent and making a parental responsibility agreement or jointly registering the birth

Address to be Used in Determining Priority for Admission

The address of the parent or carer with whom the child is normally resident, Mondays to Fridays term time only, will be used in the allocation process.

In some cases, for example where shared parental living arrangements are in place, a child's address may be difficult to determine. In these circumstances the address used for child benefit purposes will normally be used, i.e. the address of the parent claiming the benefit. If that is not available, then the address on the NHS medical card can be used.

Fraudulent Applications and Withdrawal of a School Place

The Local Authority will not withdraw the offer of a place unless it has been established that the offer was obtained through a fraudulent or intentionally misleading application. Where an offer is withdrawn on the basis of fraudulent or misleading information, the application will be considered on the basis of correct information, and parents or carers will have the right of appeal where no place can be offered.

The local authority may seek to withdraw the offer of a school places if it is established that a fraudulent application was submitted.

Where parents or carers are found to have made a fraudulent application for a school place and the admission authority decides not to withdraw that place in the best interests of the child, should a school place be sought for any other sibling, or siblings, the sibling criterion will not be considered.

If a place is withdrawn it will be offered to those with a greater right to the place as of National Offers Day, ranked according to the school's oversubscription criteria.

Parental disagreement

The management of school applications may be severely delayed during the main admissions round where separated parents* of the child each submit an application for different schools or one parent does not agree with the application made by the other parent. The School Admissions Code states that only one offer of a school place per child can be made by the Local

Authority. In this situation the Local Authority asks that parents and/or carers resolve matters between themselves before informing the Local Authority in writing of which application should be processed/their agreement to an application. In case of dispute between parents, where more than one parent has parental responsibility and they do not agree to an application being made to a particular school, a temporary school place will be offered until any dispute is resolved by both parents as a personal matter and this will be based on the address of the parent or carer with whom the child is normally resident, Mondays to Fridays term-time only.

Late Applications

Normally applications submitted after the relevant published date will not be considered until after allocations for those parents who applied on time have been made unless in exceptional circumstances. If the LA considers your reasons are exceptional your application will be considered along with those received on time. Examples of what may be considered as exceptional circumstances are a family who have just moved into the area (proof of ownership or tenancy agreement will be required). Any evidence submitted after the relevant date to support a late application or change of preference will not be considered. Affected applicants will not receive an offer with other parents on National Offers Day, instead receiving one on 're-allocation day'.

Waiting Lists

Once places have been allocated, children refused a place will continue to be considered for any vacancies which become available. Vacancies will always be allocated by applying the admissions policy and oversubscription criteria of the school; length of time on the waiting list will not be considered. Each added child will require the list to be ranked again in line with the published oversubscription criteria. The LA will hold all waiting lists for Community and Voluntary Controlled Schools and where requested for VA, Trust and Academies. Waiting lists for the normal year of entry will be kept open until 31 December 2024.

Twins and Siblings of Multiple Births

Where places are available for some but not all children from multiple births (including twins) the Local Authority will exercise discretion offered by the School Admissions Code to offer all the children a place, even if this breaches the published admission number for the year group.

Catchment Areas

Catchment areas are a tool used to apply the over subscription criteria when a school has more applications than places. Catchment areas have no separate legal identity outside of the application of the admissions policy. Details of catchment areas are available on request or by following the links on the County Council's webpage to the interactive mapping system (see above)

Distance Measures

Distance measures will be undertaken using the Local Authority's computerised Geographical Information System (GIS). This measures a straight-line measure from the front door of the home to the main gate of the school. Distance checking is an integral function within the school admissions software ensuring consistency in measurement. Where two or more distances are found to be equal a system of random allocation will apply, independently administered.

Admission of Children below Compulsory School Age and Deferred Entry

Children are entitled to start school full time the September following their fourth birthday. This is when most children start school. However a parent does not have to send their to school until they reach compulsory school age. A child will reach compulsory school age on the prescribed

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day following their fifth birthday (or on their fifth birthday if it falls on a prescribed day). The prescribed days are 31 December, 31 March and 31 August. Children must receive full time education from this point. For children under compulsory school age, once a school place has been offered and accepted, parents may, if they wish, request that their child attends school part-time until later in the school year, or starts full time, later in the school year, but not later than the start of the summer term. If you would like your child to attend school part time or start school later in the school year, you must contact the local authority and school following receipt of your offer letter.

Admission of Children outside their Normal Age Group

A request may be made for a child to be admitted outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Any such request should be discussed with the head teacher of the school and made in writing to the local authority. The local authority will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the head teacher who has statutory responsibility for the internal organisation, management and control of the school, the local authority will take into account the views of the parents and of appropriate medical and education professionals.

Summer Born Children

The parents of a summer born child, i.e. a child born between 1 April and 31 August can also choose to defer entry as above but they can also request that the child be admitted out of their normal age group, to the reception class in the September following their fifth birthday and that the child will remain in this cohort as they progress through school.

Parents who want to make this request should make an application for their child's normal age group at the usual time. The application to the local authority should include this request. The local authority will liaise with the school and the relevant admission authority will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the head teacher, who has statutory responsibility for the internal organisation, management and control of the school, the relevant admission authority will take into account the views of the parents and of appropriate medical and education professionals.

Parents will be informed of the outcome of the request before primary national offer day.

If the request is agreed, the application for the normal age group may be withdrawn before a place is offered. If the request is refused, the parent must decide whether to accept the offer of a place for the normal age group, or to refuse it and make an in year application for admission to year one for the September following the child's fifth birthday.

Where a parent's request is agreed, they must make a new application as part of the main admissions round the following year.

One admission authority cannot be required to honour a decision made by another admission authority on admission out of the normal age group. Parents, therefore, should consider whether to request admission out of the normal year group at all their preference schools, rather than just their first preference schools. If a child who has not reached compulsory school age has been allocated a Reception place and their parent or carer wishes to delay their child's entry to school, the place will be held open. The place must be taken up in the term in which the child reaches compulsory school age.

Admission to Nursery Schools and Infant/Primary Schools Offering Nursery Education

These arrangements do not apply to the admission of nursery children. Nursery admission arrangements are determined separately. **Attendance at a school’s nursery does not guarantee admission to the school’s Reception group nor is it a factor in allocating places in most cases.**

All parents must apply for a place in a Reception class.

The Admissions Timetable

The timetable for the September 2024 application and allocation processes will be in line with the co-ordinated admissions schemes in accordance with the timetable detailed below.

Admissions timetable

1 November 2023:	E-admissions portal opens.
1 November 2023:	Common application forms together with admissions information and school prospectuses are made available for parents.
15 January 2024:	Closing date for applications: E-admission portal closes.
16 April 2024:	Parents notified of the outcome of their applications for school places
2 May 2024:	Last date for refusals by parents

Publication of the Local Authority’s Information for Parents (2024/25) Handbook

The Information for Parents publication for September 2024 entry will be available from the beginning of September 2023.

APPENDIX 3

Northumberland County Council Admission Arrangements for Community and Voluntary Controlled Schools - 2024/25

Admission to Middle, High, Secondary schools (years 5, 7 and 9) and sixth forms (year 12 entry)

Introduction

These are part of the admission arrangements for community and voluntary controlled middle, high, secondary schools and sixth forms.

Co-ordinated Admission Arrangements

In line with current legislation, the Local Authority has drawn up a separate co-ordinated admissions scheme to coordinate admissions to maintained schools and Academies within Northumberland and neighbouring authorities for the main admissions round.

Published Admission Numbers

The admission number the Local Authority will publish for each community and voluntary controlled school is shown below

Please note proposed changes re: The Duchess's Community High School

- Reduction of the Published Admission Number at The Duchess's Community High School from 250 to 240 in view of current and future pupil numbers.

School Name	Published Admission Number (PAN) (main school)	Published Admission Number (admission to sixth form – external (new) students only)
Astley Community High School	150	10
Berwick Middle School	114	N/A
Corbridge Middle School	90	N/A
Glendale Middle School	42	N/A
James Calvert Spence College	120	10
Seaton Sluice Middle School	85	N/A
The Duchess's Community High School	240 (previously 250)	10
Tweedmouth Community Middle School	93	N/A
Whytrig Middle School	90	N/A

The Local Authority Admissions Policy for 2024-2025

This admissions policy will be used to allocate places at those Local Authority schools which are oversubscribed. It is attached below for entry to Year 5, Year 7, Year 9 and Year 12.

Admission Policy for Community and Voluntary Controlled Schools – middle, high, secondary schools and sixth forms

This policy applies only to Local Authority maintained schools and voluntary controlled schools.

NB If you are applying for a school that manages their own admissions e.g academies, please review their admissions policy/arrangements via the school website.

The County Council is obliged to admit all applicants to a particular school provided these do not exceed the school's Published Admission Number (PAN).

Children with Education Health and Care Plans where the school is named in the statement will be admitted.

Oversubscription Criteria

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Where there are more applications than places available the following oversubscription criteria will be applied, strictly in order of priority:

NB Criteria 4 and 5 are only relevant to Middle Schools.

- 1 Children in Public Care (and as deemed under Section 22 of the Children Act 1989) including a child who was previously “looked after” but immediately after being “looked after” became subject to an adoption, residence, or special guardianship order. Children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.

Note: 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. 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). 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. 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).

- 2 Children living within the catchment area of the school and those on whose behalf firm evidence is presented that they will be living in the catchment area by the appropriate admission date.

The following link provides information re: catchments relevant to the 2024/25 academic year:
[Digital catchment maps](#)

- 3 Children with an exceptional social or medical reason that means that they can only attend that specific school (for example, where the child or one or both parents has a disability that means that the child can only go to one school).

Strong supporting evidence must be provided from a professional body involved with the family or the child. The professional must be independent of both the family and the school.

The evidence must relate specifically to the school for which the application is being made and must demonstrate clearly why it is the only school that can meet the child's needs. No assumptions should be made that the submission of the relevant evidence will, in itself be sufficient to allocate a place.

Note: You will not be allocated a place under this criterion if you omit to send to the School Admissions Team a written statement from a professional third party by 31 October 2023.

- 4 Children resident in the greater catchment area of the school partnership who have a sibling* already in the school who is expected to be on roll at the school at the time of admission. Evidence must be presented to confirm that the child will be living in the greater catchment area by the appropriate admission date.
- 5 Children resident in the greater catchment area of the school partnership. Evidence must be presented to confirm that the child will be living in the greater catchment area by the appropriate admission date.

NOTE: The greater catchment area for a school is the catchment area of the high or secondary school i.e all school in a partnership that feed into a particular high or secondary school. The

Local Authority cannot determine catchment areas for Voluntary Aided and Foundation schools or Academies, however for the purpose of this criteria, the Council has determined a greater catchment for Community and Voluntary Controlled schools. Parents can find details of this using the digital catchment maps link above.

- 6 Children who have a sibling* who already attends the school, including sixth form, and who is expected to be on roll at the school at the time of admission.

*For the purpose of admissions siblings are deemed to be brothers and sisters, stepsiblings, foster siblings, adopted siblings and other children who reside permanently in the household and are treated as siblings.

- 7 Requests on behalf of children which are based on the need to maintain continuity of educational provision within the feeder pattern of Northumberland's schools.

NOTE: Please see feeder schools below.

	Feeder Schools
Astley Community High School	New Hartley, Seaton Sluice, Seghill, Holywell Village, Seaton Delaval First Schools Seaton Sluice, Whytrig Community Middle Schools
Berwick Middle School	Holy Trinity CE, St Cuthbert's RC VA (part), Berwick St Mary's, Hugh Joicey CE. Holy Island CE, Lowick, Norham St Ceolwulfs CE, Scremerston First Schools
Corbridge Middle School	Broomhaugh CE, Corbridge CE, Slaley, Whittonstall First Schools
Glendale Middle School	Wooler First School
James Calvert Spence College	Amble, Amble Links, Broomhill, Red Row, Grange View First Schools NCEA Warkworth CE Primary
Seaton Sluice Middle School	New Hartley, Seaton Sluice, Seghill First Schools
The Duchess's Community High School	Swansfield Park, Ellingham CE, Shilbottle, Swarland, Branton, Embleton Vincent Edward's CE, Seahouses, Felton CE, Hipsburn, Longhoughton CE, St Paul's RC VA, St Michael's CE, Whittingham CE Primary Schools
Tweedmouth Community Middle School	Spittal, Tweedmouth Prior Park, Tweedmouth West, St Cuthbert's First Schools
Whytrig Middle School	Holywell Village, Seaton Delaval First Schools

Important: This criterion does not apply to those children who have entered a school in the final year before transfer.

- 8 Other children

Tie Breaker

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Should it prove necessary, because places are limited, to distinguish between children in any given category priority will be given to those who live nearest to the school, measured in a direct line ('as the crow flies') using the LA's computerised measuring system (GIS). Where two or more distances are found to be equal a system of random allocation will apply, independently administered.

Applicants refused admission are entitled to an appeal which is determined by an independent panel.

Applications for Year 12

All Northumberland schools offer sixth form of study for students. The majority of the sixth form students transfer from Year 11, but places are available for external students. The entry requirements for sixth forms are largely dependent on the course of study that a student wishes to access. They are the same for internal and external students. Details of specific entry requirements and courses available may be obtained from the school. The availability of courses is dependent upon the number of applicants and the financial sustainability of the course and the Governing Body of the school determines this.

Entry requirements and oversubscription criteria – Year 12

Students who have attended the school in the previous academic year (during Year 11) and who satisfy the school's entry requirements* will be automatically allocated.

All other students will be allocated in accordance to the oversubscription below:

a) Children in Public Care (and as deemed under Section 22 of the Children Act 1989) including a child who was previously "looked after" but immediately after being "looked after" became subject to an adoption, residence, or special guardianship order. Children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.

b) All other students.

Tie Breaker

Should it prove necessary, because places are limited, to distinguish between children in any given category priority will be given to those who live nearest to the school, measured in a direct line ('as the crow flies') using the LA's computerised measuring system (GIS). Where two or more distances are found to be equal a system of random allocation will apply, independently administered.

Applicants refused admission to a sixth form are entitled to an appeal which is determined by an independent panel.

*Details of the entry requirements are available from the individual Sixth Forms.

Catchment proposal

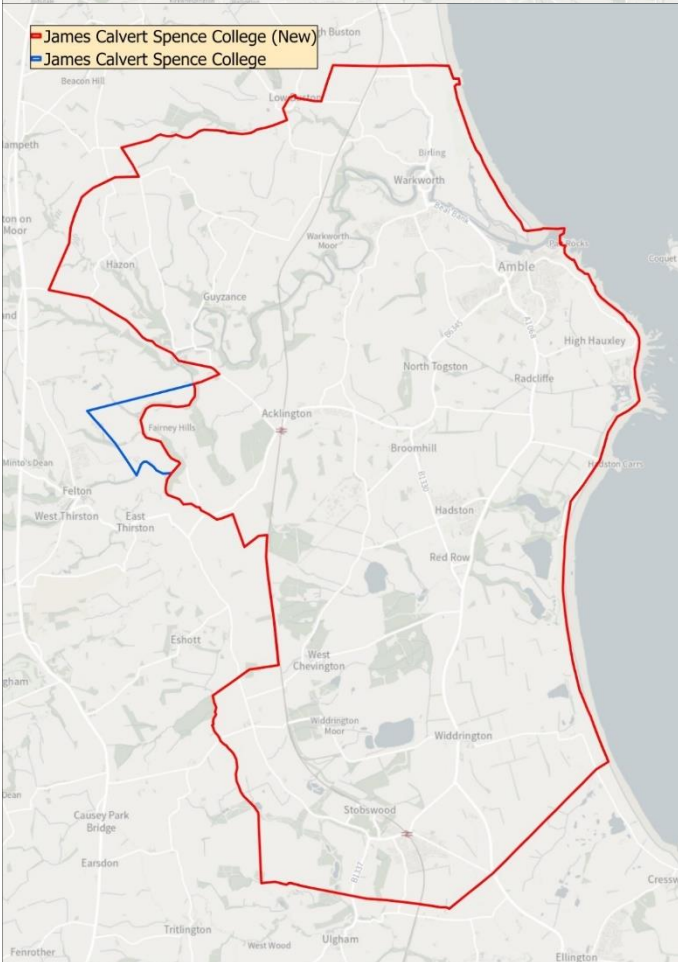
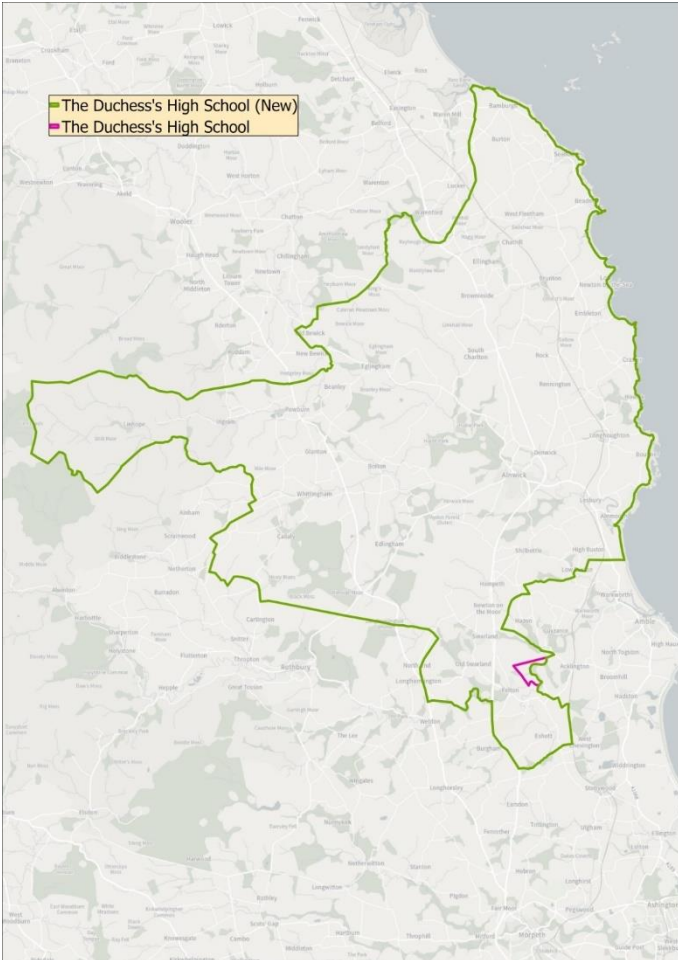
Broomhill, Felton, James Calvert Spence and The Duchess' High

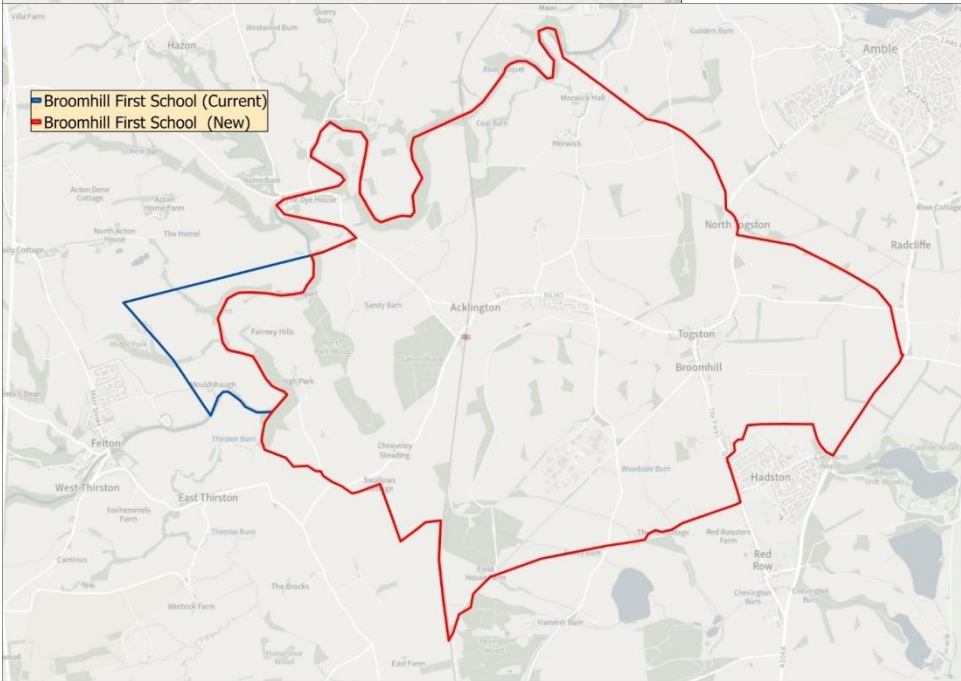
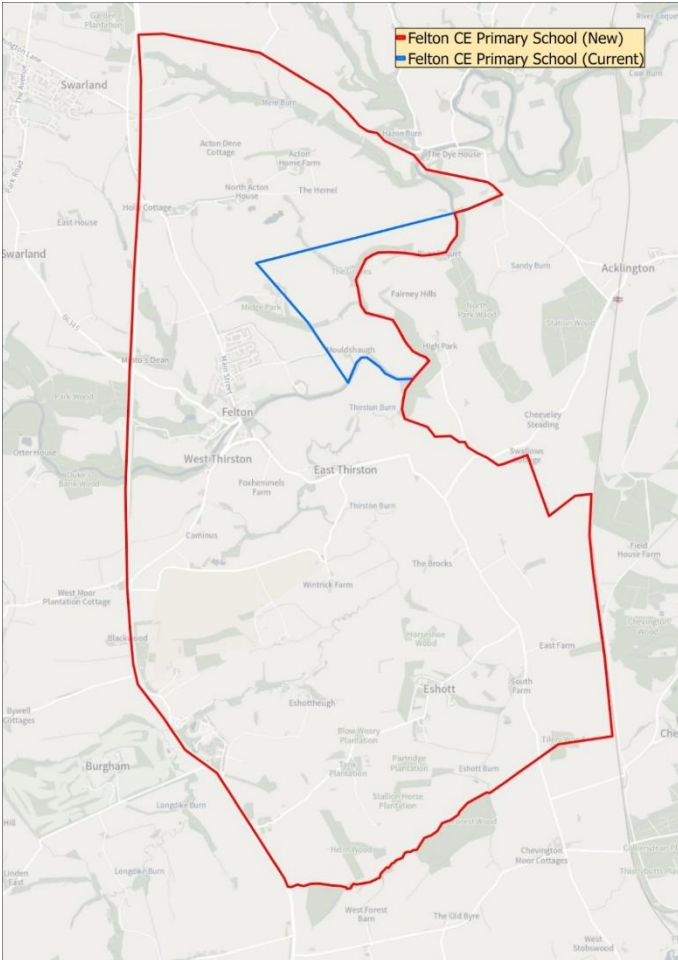
Having reviewed the catchment areas for Broomhill First School and Felton Primary School, it appears that the inclusion of the houses at the end of Mouldshaugh Lane in the Broomhill

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catchment could have been as a result of an anomaly or historical error. Therefore, this consultation presents an opportunity to review the Broomhill First and Felton Primary catchment areas, and we will consult on moving the western boundary of the Felton Primary and The Duchess's High Schools catchment areas to the natural border formed by the River Coquet. This consultation will ensure that all stakeholders that might be impacted by any change to the catchments, including Broomhill First and James Calvert Spence College, will have the opportunity to submit their views for consideration. A copy of the previous maps and the new proposed maps can be found below:





GENERAL

Parents may be asked to provide evidence of residency if the requested school is oversubscribed.

Applications on behalf of children who are resident in other Local Authority areas will be considered in the same way as applications from Northumberland residents.

Children with disabilities will be treated no less favourably than other applicants for admission. Schools are under a duty to make reasonable adjustments to ensure that children with disabilities are not placed at a substantial disadvantage, and no child will be refused a place on the grounds of disability. A pupil has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Those parents whose application to a school has been unsuccessful will be notified of their right of appeal to an Independent Appeal Panel. The School Standards and Framework Act 1998, gives this right to all parents whose application for a school has been unsuccessful. The decision of an Appeal Panel is binding on both the Admission Authority and the school. The School Admission Appeals Code can be found on the DfE website at: www.gov.uk/dfes.

Definitions used under the policy

'Parents' include all those people who have a parental responsibility* for a child as set out in the Children's Act 1989. Where responsibility for a child is 'shared', the person deemed to be the person responsible for completing the application is the person receiving Child Benefit and whose address will be used for admission purposes.

*Parental Responsibility, unless otherwise determined by a court order:

- Mothers automatically have parental responsibility.
- Fathers also have parental responsibility if the father is married to the mother at the time of the child's birth. This continues after any divorce/separation/remarriage even if the child lives apart from them.
- An unmarried father can obtain Parental Responsibility by:
 - marrying the mother
 - having his name registered or re-registered on the birth certificate if his name is not already registered**
 - entering into a Parental Responsibility Agreement with the mother
 - obtaining a Parental Responsibility Order from the court
 - having obtained a Residence Order prior to 22.4.2014
 - by being named as the resident parent under a Child Arrangements Order
 - becoming the child's guardian on the mother's death

**The law has changed so that unmarried fathers who registered or re-registered their name on their child's birth certificate *after* 1st December 2003 will have Parental Responsibility for their child.

Therefore:

- If an unmarried father has a child after 1st December 2003 and he is registered on the birth certificate he WILL have Parental Responsibility.
- If a child's birth was registered before 1st December 2003 and the father was not named on the birth certificate, the birth can be re-registered to include the father's name. Once this has been done, the father WILL have Parental Responsibility.*
- If an unmarried father's name is already on the birth certificate and the child was registered before 1st December 2003, the law has not changed this situation so the father WILL NOT have Parental Responsibility. (Unless obtained by other means).

Same-sex parents

Civil partners

Same-sex partners will both have parental responsibility if they were civil partners at the time of the treatment, eg donor insemination or fertility treatment.

Non-civil partners

For same-sex partners who are not civil partners, the 2nd parent can get parental responsibility by either:

- [applying for parental responsibility](#) if a parental agreement was made
- becoming a civil partner of the other parent and making a parental responsibility agreement or jointly registering the birth

Details of catchment areas are available on request or by following the links on the County Council's webpage to the interactive mapping system

Address to be Used in Determining Priority for Admission

The address of the parent or carer with whom the child is normally resident, Mondays to Fridays term time only, will be used in the allocation process.

In some cases, for example where shared parental living arrangements are in place, a child's address may be difficult to determine. In these circumstances the address used for child benefit purposes will normally be used, i.e. the address of the parent claiming the benefit. If that is not available, then the address on the NHS medical card can be used.

Fraudulent Applications and Withdrawal of a School Place

The local authority will not withdraw the offer of a place unless it has been established that the offer was obtained through a fraudulent, or intentionally misleading application. Where an offer is withdrawn on the basis of fraudulent or misleading information, the application will be considered on the basis of correct information, and parents or carers will have the right of appeal where no place can be offered.

The local authority may seek to withdraw the offer of a school places if it is established that a fraudulent application was submitted.

Where parents or carers are found to have made a fraudulent application for a school place and the admission authority decides not to withdraw that place in the best interests of the child, should a school place be sought for any other sibling, or siblings, the sibling criterion will not be considered.

If a place is withdrawn it will be offered to those with a greater right to the place as of National Offers Day, ranked according to the school's oversubscription criteria.

Parental disagreement

The management of school applications may be severely delayed during the main admissions round where separated parents* of the child each submit a separate application for different schools or one parent does not agree with the application made by the other parent. The School Admissions Code states that only one offer of a school place per child is made by the Local Authority. In this situation the Local Authority asks that parents and/or carers resolve matters between themselves before informing the Local Authority in writing of which application should be processed/their agreement to an application. In case of dispute between parents, where more than one parent has parental responsibility and they do not

agree to an application being made to a particular school, a temporary school place will be offered until any dispute is resolved by both parents as a personal matter and this will be based on the address of the parent or carer with whom the child is normally resident, Mondays to Fridays term time only.

Late Applications

Normally applications submitted after the relevant published date will not be considered until after allocations for those parents who applied on time have been made unless in exceptional circumstances. If the LA considers your reasons are exceptional your application will be considered along with those received on time. Examples of what may be considered as exceptional circumstances are a family who have just moved into the area (proof of ownership or tenancy agreement will be required). Any evidence submitted after the relevant date to support a late application or change of preference will not be considered. Affected applicants will not receive an offer with other parents on National Offers Day, instead receiving one on 're-allocation day'.

Waiting Lists

Once places have been allocated, children refused a place will continue to be considered for any vacancies which become available. Vacancies will always be allocated by applying the admissions policy and oversubscription criteria of the school; length of time on the waiting list will not be considered. Each added child will require the list to be ranked again in line with the published oversubscription criteria. The LA will hold all waiting lists for Community and Voluntary Controlled Schools and where requested for VA, Trust and Academies. Waiting lists for the normal year of entry will be kept open until 31 December 2024.

Twins and Siblings of Multiple Births

Where places are available for some but not all children from multiple births (including twins) the Local Authority will exercise discretion offered by the School Admissions Code to offer all the children a place, even if this breaches the published admission number for the year group.

Catchment Areas

Catchment areas are a tool used to apply the over subscription criteria when a school has more applications than places. Catchment areas have no separate legal identity outside of the application of the admissions policy. Details of catchment areas are available on request or by following the links on the County Council's webpage to the interactive mapping system (see above)

Distance Measures

Distance measures will be undertaken using the Local Authority's computerised Geographical Information System (GIS). This measures a straight-line measure from the front door of the home to the main gate of the school. Distance checking is an integral function within the school admissions software ensuring consistency in measurement. Where two or more distances are found to be equal a system of random allocation will apply, independently administered.

Admission of Children outside their Normal Age Group

A request may be made for a child to be admitted outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Any such request should be made in writing to the head teacher of the school and to the local authority. The local authority will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into

account the views of the head teacher who has statutory responsibility for the internal organisation, management and control of the school, the local authority will take into account the views of the parents and of appropriate medical and education professionals.

The Admissions Timetable

The timetable for the September 2024 application and allocation processes will be in line with the co-ordinated admissions schemes in accordance with the timetable detailed below

Admissions timetable (not sixth forms)

12 September 2023:	E-admissions portal opens.
12 September 2023:	Common application forms together with admissions information and school prospectuses are made available for parents.
31 October 2023:	Closing Date for Applications: E-admission portal closes.
1 March 2024:	Parents notified of the outcome of their applications for school places
15 March 2024:	Last date for refusals by parents.

Publication of the Local Authorities Information for Parents (2024/25) Handbook

The Information for Parents publication for September 2024 entry will be available from the beginning of September 2023.

APPENDIX 4

The Duchess High School

We support the decision by Northumberland County Council to limit our PAN to 240 as this will help us to plan for future staffing and resource needs with greater pupil number accuracy. The birth rate in the catchment is falling and currently the PAN of 250 means that we have 'space' in each year group that means that our numbers can fluctuate year on year. With the current financial pressures all establishments are facing this will allow us to plan with greater accuracy for the future.

Northburn Primary School

The Local Authority has suggested numbers will continue to fall in the catchment area of Northburn.

The headteacher was informed at a briefing meeting, she was directed to attend, to address surplus places in Cramlington, and in particular the Northburn catchment, and to safeguard other schools in the partnership, it was recommended the Northburn PAN be reduced to 30 from September 2024.

Whilst we are in broad agreement that reducing the PAN at Northburn would offer part of a solution, we have some concerns and further question. It is difficult for governors to form a fully informed response as the LA is unable to share partnership data.

Concerns raised for consideration:

- the proposal will reduce parental choice
- should catchment areas be rethought in light of new builds in Cramlington?
- risk that a number of children who attend Northburn out of catchment with Special Education Needs and, or Disabilities will struggle to find a suitable placement,
- Northburn will not be in a position to take children with complex needs from other catchments so not fully utilising expertise in the partnership. Ofsted recognised that Northburn is an inclusive school and that some children choose to come here because we are able to meet their needs
- that families with siblings already in the school would not have a place for younger siblings, therefore remove their children to another school which will have a negative effect on the school budget and standards. Children removed from Northburn are in a detrimental position as they will require additional transition to another school. This could result in a risk of negative experience and outcomes for children as the curriculum they receive will be disjointed and have long-term effects on their learning and mental health and wellbeing
- risk to community view of the quality of education provided by Northburn,
- insecure financial forecasting and potential redundancy situations that the school could not afford,
- quality of education due to impact of staff turbulence; high quality staff may look for alternative, secure positions,
- the consultation is being communicated through Northumberland County Council website and the Northburn community is unaware of the process and parents are unaware of the consultation,
- if families move into the area there will be insufficient capacity at Northburn to meet catchment requests with a PAN of 30.

We would appreciate the opportunity to expand upon these concerns with relevant decision-makers. We also ask for clarity with regards to when and how the community will be effectively informed of plans, the reasons for them and in particular the reasons not related to the quality of education at Northburn.

Shilbottle Primary School

Thank you for our meeting on 13th December at Shilbottle Primary with myself and Emma Bryceland, our Chair of Governors, to clarify some of the issues highlighted in our previous correspondence.

Following consideration of the points raised at the meeting whilst we now have a greater understanding of the process and the need to reduce the school PAN, which we are in agreement with, we also feel that some considerable thought should be given to the following points raised at the meeting with regard to 'the process'. Whilst we can appreciate there is a process and protocol which your departments must adhere to these do not always align with the needs of the schools affected.

Items for consideration by the panel:

1. The intention of the initial meeting should be made clear in the first instance and not via a third party. Where possible, the meeting should be held in person.
2. To ensure absolute transparency the data on which the decision has been made should be readily available to all affected schools. This is a point which we will be considering further at the full governing body meeting in the new term as we may still lodge a Freedom of Information request to access this information.
3. If schools are meant to carry out the consultation process with both families and staff they should have sufficient notice and guidance on this process and consideration should be given to the school's own workload to manage this process. We should not receive the documentation two days into the consultation period starting.
4. The 'Consultation Document' should meet the needs of its intended audience in a user friendly format (schools, parents and staff) and not just the required documentation requested by the DfE. This should have a clear rationale, impact on what it means to each individual school and family, the consultation method and the timescales. Ideally the process will include standardised consultation documents written specifically for families and staff by a central team. The fact that each school is meant to manage this process in their own way can only lead to ambiguity and more issues for central teams at a later date.
5. Data given in response to questions raised should be up to date and accurate. In order to ensure the affected schools are made to feel a valued part of the process current data should be used as opposed to 'estimated' figures as this leads to schools feeling as if central teams do not have an accurate overview on which to base their decisions.

I am aware the consultation period ends on Friday 23rd December and would appreciate a written response to the above parts following the panel meeting.

Hipsburn Primary School

Thank you for responding to our earlier queries. We would now like you to accept this email as a formal response to your request.

Firstly, the Head, Chair and Vice Chair of Governors at Hipsburn would like to note that the information we have received does not appear to be consultative; that would mean we felt we felt able to influence or change the suggested way forward. The way in which the document is presented means we feel that the decision had been made before seeking our thoughts.

We feel that the timing of the consultation was poor, coming as it did in the very busy Winter 2 half term, with a closing date of two days before Christmas. We do not think that NCC will be considering or acting upon responses over the festive period and think more time into January should have been allowed, given that the changes will not take effect until September 2024.

We are still not clear why the decision to reduce our PAN from 21 to 15 is being taken now, to be implemented in September 2024.

We have asked for clarity on whether the overall school PAN would, once fully implemented, be seen as 105 (7 year groups at 15 per year) and if that gives us flexibility to have e.g. a cohort of 12 in Reception but 18 in Year 1 as overall that gives 30 across 2 year groups - and likely 1 class. We have not yet had a response on this.

We have spoken with the staff team about this process. However, with the full change (starting with Reception in Sept 2024 until all year groups have a 15 PAN) not being implemented until the early 2030s they felt it was too far away, with lots of other things that could happen in the meantime, to give any formal response.

We have not spoken with parents on this. We feel that we do not fully understand the rationale and therefore are not placed to answer their questions. We felt that this process has come at a bad time of year. There are many parents, whose youngest children are already well through their time at our school, for whom this will never be an issue. We do however think that NCC should engage with parents, especially of children we know are coming in to the school from September 2024, as there will be less places available than we previously expected (depending on if there are spaces further up the school, if you confirm we can have an 'overall' PAN.)

We still have concerns over parental choice - we have attracted a number of families from outside of catchment due to personal recommendation, our reputation and location e.g. near Alnmouth station. And we also note our concern that if parents cannot secure a place for a younger child as the reduced PAN is being phased in, that they may also choose to remove a child from higher up the school for practical reasons.

We are rated as Ofsted Outstanding but the last full inspection was in 2009, and via our independent SIP we are being assessed as Good, however we are concerned that word of reducing the PAN may lead some parents to think that there are underlying issues which could cause concern.

We think that NCC should prepare a 'parent friendly' document explaining to them why this decision has been taken and what impact this could have on their child's schooling in the coming years.

When we moved from a First school to a Primary in 2016 our PAN became 147 (21 x 7 year groups) and since then we - as a staff and governing team - have continued to ensure a good budget position, even when numbers are lower than the maximum. The Head and his staff team works hard every year to look at the number of children in each year group and changes the 'blend' each year as needed to obtain maximum efficiency, so for example one year we may have a joint Reception and Year 1 class, the next a standalone Reception class with a joint Year 1 and 2 class.

When we are working on the budget we are often asked for 'predicted' numbers, especially for Preschool and Reception in a year or two's time. Because, like all schools, we have families leaving the area or moving to it we cannot always give an accurate figure on this. Could you explain how you have determined that the PAN for our school (and the two others) can be reduced in the coming years but why there is no need in any other schools across the county and what data you have to support this? You previously advised that "the PAN is now appropriate to serve your catchment but will still allow for some parental choice. Too many surplus places increases parental choice but can impact on the viability of other local schools." Being blunt, we have to consider our own school first and turning children away because e.g. one cannot start in Reception in September 2024 and so their siblings in Years 2 and 4 are withdrawn, benefits another local school but takes, as it stands, more than £13K from our budget.

We were also advised that "the purpose of reviewing and reducing the PAN is to ensure that it is more aligned to the community your school serves" Whilst community can be seen as the

immediate geographic location of the school it is also the group of children in the school, regardless of where they live, who have formed friendships and the staff who teach them. We have children in Preschool from age 2, who usually transition through the school leaving in Year. If there are fewer places available, the school community that they have known may not be able to accommodate them and they will have to move and adapt to a new community.

APPENDIX 5



Northumberland County Council

Equality Impact Assessment Template

To be completed for all key changes, decisions and proposals. Cite specific data and consultation evidence wherever possible. Further guidance is available at:

<http://www.northumberland.gov.uk/About/Equality.aspx?nccredirect=1>

Duties which need to be considered:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

PART 1 – Overview of the change, decision or proposal

1. Title of the change, decision or proposal:

The Council has consulted on proposals for Admission Arrangements for 2024/25

2. Date of equality impact assessment:

January 2023

3. Brief description of the change, decision or proposal:

- 1) The majority of the arrangements remain unchanged from the 2023/24 arrangements.
- 2) In addition, admission arrangements for sixth forms, including the criteria for entry, the admission number (relating to external students to Year 12 only) and the over subscription criteria (that will be applied if there are more applicants than places available) for 2024/25 are proposed. This is so that the Council is compliant with the School Admissions Code, which states that admission arrangements should include those for sixth forms

4. Name(s) and role(s) of officer(s) completing the assessment:

Jill Atkinson, School Admissions and Inclusion Manager
Audrey Kingham, Interim Director of Education and Skills

5. Overall, what are the outcomes of the change, decision or proposal expected to be? (E.g. will it reduce/terminate a low-priority service, maintain service outcomes at reduced cost, or change the balance of funding responsibility for a service which will remain the same?)

Annual determination of the admission arrangements by Cabinet is in accordance with the requirements of the School Admissions Code 2021.

6. If you judge that this proposal is **not** relevant to some protected characteristics, tick these below (and explain underneath how you have reached this judgement).

Disability Sex Age Race Religion Sexual orientation

People who have changed gender Women who are pregnant or have babies

Employees who are married/in civil partnerships

After considering employees and service users, the characteristics checked above are not relevant because:

There is no evidence or reason to believe that the proposals would affect more positively or negatively people with the above protected characteristics than those without the above protected characteristics.

PART 2 – Relevance to different Protected Characteristics

Answer these questions both in relation to people who use services and employees

Disability

Note: “disabled people” includes people with physical, learning and sensory disabilities, people with a long-term illness, and people with mental health problems. You should consider potential impacts on all of these groups.

Please answer these questions with reference to our employees and people who use our services

7. What do you know about usage of the services affected by this change, decision or proposal by disabled people, about disabled people’s experiences of it, and about any current barriers to access?

The introduction of the proposals would have no impact on any current arrangements for disabled people.

8. Could disabled people be disproportionately advantaged or disadvantaged by the change, decision or proposal?

No

9. Could the change, decision or proposal affect the ability of disabled people to participate in public life? (e.g. by affecting their ability to go to meetings, take up public appointments etc.)

No

10. Could the change, decision or proposal affect public attitudes towards disabled people? (e.g. by increasing or reducing their presence in the community)

No

11. Could the change, decision or proposal make it more or less likely that disabled people will be at risk of harassment or victimisation?

The introduction of the proposals would have no impact on disabled people.

12. If there are risks that disabled people could be disproportionately disadvantaged by the change, decision or proposal, are there reasonable steps or adjustments that could be taken to reduce these risks?

The introduction of the proposals would have no impact on disabled people.

13. Are there opportunities to create *positive* impacts for disabled people linked to this change, decision or proposal?

See 7, above.

Sex

Please answer these questions with reference to our employees and people who use our services

14. What do you know about usage of the services affected by this change, decision or proposal by males and females, about their experiences of it, and about any current barriers to access?

The introduction of the proposals would have no impact on any current arrangements for males or females.

15. Could males or females be disproportionately advantaged or disadvantaged by the change, decision or proposal?

No

16. Could the change, decision or proposal affect the ability of males or females to participate in public life? (e.g. by affecting their ability to go to meetings, take up public appointments etc.)

No

17. Could the change, decision or proposal affect public attitudes towards males or females? (e.g. by increasing or reducing their presence in the community)

No

18. Could the change, decision or proposal make it more or less likely that males or females will be at risk of harassment or victimisation?

The introduction of the proposals would have no impact on males or females.

19. If there are risks that males or females could be disproportionately disadvantaged by the change, decision or proposal, are there reasonable steps or adjustments that could be taken to reduce these risks?

The introduction of the proposals would have no impact on males or females.

20. Are there opportunities to create *positive* impacts for males or females linked to this change, decision or proposal?

See 14, above

Age

Please answer these questions with reference to our employees and people who use our services

21. What do you know about usage of the services affected by this change, decision or proposal by people of different age groups, about their experiences of it, and about any current barriers to access?

The introduction of the proposals would have no impact on any current arrangements for people of different age groups.

22. Could people of different age groups be disproportionately advantaged or disadvantaged by the change, decision or proposal?

No

23. Could the change, decision or proposal affect the ability of people of different age groups to participate in public life? (e.g. by affecting their ability to go to meetings, take up public appointments etc.)

No

24. Could the change, decision or proposal affect public attitudes towards people of different age groups? (e.g. by increasing or reducing their presence in the community)

No

25. Could the change, decision or proposal make it more or less likely that people of different age groups will be at risk of harassment or victimisation?

The introduction of the proposals would have no impact on different age groups

26. If there are risks that people of different age groups could be disproportionately disadvantaged by the change, decision or proposal, are there reasonable steps or adjustments that could be taken to reduce these risks?

The introduction of the proposals would have no impact on different age groups

27. Are there opportunities to create *positive* impacts for people of different age groups linked to this change, decision or proposal?

See 21, above

Race

Note: For the purposes of the Act 'race' includes colour, nationality and ethnic or national origins.

Please answer these questions with reference to our employees and people who use our services

28. What do you know about usage of the services affected by this change, decision or proposal by people of different racial groups, about their experiences of it, and about any current barriers to access?

The introduction of the proposals would have no impact on any current arrangements for people of different racial groups.

29. Could people of different racial groups be disproportionately advantaged or disadvantaged by the change, decision or proposal?

No

30. Could the change, decision or proposal affect the ability of people of different racial groups to participate in public life? (e.g. by affecting their ability to go to meetings, take up public appointments etc.)

No

31. Could the change, decision or proposal affect public attitudes towards people of different racial groups? (e.g. by increasing or reducing their presence in the community)

No

32. Could the change, decision or proposal make it more or less likely that people of different racial groups will be at risk of harassment or victimisation?

The introduction of the proposals would have no impact on different racial groups

33. If there are risks that people of different racial groups could be disproportionately disadvantaged by the change, decision or proposal, are there reasonable steps or adjustments that could be taken to reduce these risks?

The introduction of the proposals would have no impact on different racial groups

34. Are there opportunities to create *positive* impacts for people of different racial groups linked to this change, decision or proposal?

See 28, above

Religion or belief

Note: *In the Equality Act, religion includes any religion. It also includes a lack of religion. Belief means any religious or philosophical belief or a lack of such belief.*

Please answer these questions with reference to our employees and people who use our services

35. What do you know about usage of the services affected by this change, decision or proposal by people with different religions or beliefs, about their experiences of it, and about any current barriers to access?

The introduction of the proposals would have no impact on any current arrangements for people with different religions or beliefs.

36. Could people with different religions or beliefs be disproportionately advantaged or disadvantaged by the change, decision or proposal?

No

37. Could the change, decision or proposal affect the ability of people with different religions or beliefs to participate in public life? (e.g. by affecting their ability to go to meetings, take up public appointments etc.)

No

38. Could the change, decision or proposal affect public attitudes towards people with different religions or beliefs? (e.g. by increasing or reducing their presence in the community)

No

39. Could the change, decision or proposal make it more or less likely that people with different religions or beliefs will be at risk of harassment or victimisation?

The introduction of the proposals would have no impact on people with different religions or beliefs

40. If there are risks that people with different religions or beliefs could be disproportionately disadvantaged by the change, decision or proposal, are there reasonable steps or adjustments that could be taken to reduce these risks?

The introduction of the proposals would have no impact on people with different religions or beliefs

41. Are there opportunities to create *positive* impacts for people with different religions or beliefs linked to this change, decision or proposal?

See 35, above

Sexual Orientation

Note: The Act protects bisexual, gay, heterosexual and lesbian people.

Please answer these questions with reference to our employees and people who use our services

42. What do you know about usage of the services affected by this change, decision or proposal by people with different sexual orientations, about their experiences of it, and about any current barriers to access?

The introduction of the proposals would have no impact on any current arrangements for people with different sexual orientations.

43. Could people with different sexual orientations be disproportionately advantaged or disadvantaged by the change, decision or proposal?

No

44. Could the change, decision or proposal affect the ability of people with different sexual orientations to participate in public life? (e.g. by affecting their ability to go to meetings, take up public appointments etc.)

No

45. Could the change, decision or proposal affect public attitudes towards people with different sexual orientations? (e.g. by increasing or reducing their presence in the community)

No

46. Could the change, decision or proposal make it more or less likely that people with different sexual orientations will be at risk of harassment or victimisation?

The introduction of the proposals would have no impact on people with different sexual orientations

47. If there are risks that people with different sexual orientations could be disproportionately disadvantaged by the change, decision or proposal, are there reasonable steps or adjustments that could be taken to reduce these risks?

The introduction of the proposals would have no impact on people with different sexual orientations

48. Are there opportunities to create *positive* impacts for people with different sexual orientations linked to this change, decision or proposal?

See 42, above

Gender Reassignment

Note: The Act provides protection for transgender people. A transgender person is someone who proposes to, starts or has completed a process to change his or her gender.

Please answer these questions with reference to our employees and people who use our services

49. What do you know about usage of the services affected by this change, decision or proposal by transgender people, about their experiences of it, and about any current barriers to access?

The introduction of the proposals would have no impact on any current arrangements for transgender people

50. Could transgender people be disproportionately advantaged or disadvantaged by the change, decision or proposal?

No

51. Could the change, decision or proposal affect the ability of transgender people to participate in public life? (e.g. by affecting their ability to go to meetings, take up public appointments etc.)

No

52. Could the change, decision or proposal affect public attitudes towards transgender people? (e.g. by increasing or reducing their presence in the community)

No

53. Could the change, decision or proposal make it more or less likely that transgender people will be at risk of harassment or victimisation?

The introduction of the proposals would have no impact on transgender people

54. If there are risks that transgender people could be disproportionately disadvantaged by the change, decision or proposal, are there reasonable steps or adjustments that could be taken to reduce these risks?

The introduction of the proposals would have no impact on transgender people

55. Are there opportunities to create *positive* impacts for transgender people linked to this change, decision or proposal?

See 49, above

Pregnancy and Maternity

Note: the law covers pregnant women or those who have given birth within the last 26 weeks, and those who are breast feeding.

Please answer these questions with reference to our employees and people who use our services

56. What do you know about usage of the services affected by this change, decision or proposal by pregnant women and those who have children under 26 weeks, about their experiences of it, and about any current barriers to access?

The introduction of the proposals would have no impact on pregnant women and those who have children under 26 weeks

57. Could pregnant women and those with children under 26 weeks be disproportionately advantaged or disadvantaged by the change, decision or proposal?

No

58. Could the change, decision or proposal affect the ability of pregnant women or those with children under 26 weeks participate in public life? (e.g. by affecting their ability to go to meetings, take up public appointments etc.)

No

59. Could the change, decision or proposal affect public attitudes towards pregnant women or those with children under 26 weeks? (e.g. by increasing or reducing their presence in the community)

No

60. Could the change, decision or proposal make it more or less likely that pregnancy women or those with children under 26 weeks will be at risk of harassment or victimisation?

The introduction of the proposals would have no impact on pregnant women and those who have children under 26 weeks

61. If there are risks that pregnant women or those with children under 26 weeks could be disproportionately disadvantaged by the change, decision or proposal, are there reasonable steps or adjustments that could be taken to reduce these risks?

The introduction of the proposals would have no impact on pregnant women and those who have children under 26 weeks

62. Are there opportunities to create *positive* impacts for pregnant women or those with children under 26 weeks linked to this change, decision or proposal?

See 56, above

Marriage and Civil Partnership

*Note: This applies to changes, decisions or proposals impacting on **employees only**. The Act protects employees who are married or in a civil partnership.*

63. What do you know about the Marriage and Civil Partnership profile of staff employed in the services affected by this change, decision or proposal, and about their experiences of working within it?

The introduction of the proposals would have no impact on employees who are married or in a civil partnership

64. Could employees who are married or in a civil partnership be disproportionately advantaged or disadvantaged by the change, decision or proposal?

No

65. If there are risks that employees who are married or in a civil partnership could be disproportionately disadvantaged by the change, decision or proposal, are there reasonable steps or adjustments that could be taken to reduce these risks?

The introduction of the proposals would have no impact on employees who are married or in a civil partnership

Human Rights

66. Could the change, decision or proposal impact on human rights? (e.g. the right to respect for private and family life, the right to a fair hearing and the right to education)

The proposals support the right to education

PART 3 - Course of Action

67. Based on a consideration of all the potential impacts, tick one of the following as an overall summary of the outcome of this assessment:

<input checked="" type="checkbox"/>	The equality analysis has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.
<input type="checkbox"/>	The equality analysis has identified risks or opportunities to promote better equality; the change, decision or proposal will be adjusted to avoid risks and ensure that opportunities are taken.
<input type="checkbox"/>	The equality analysis has identified risks to equality which will not be eliminated, and/or opportunities to promote better equality which will not be taken. Acceptance of these is reasonable and proportionate, given the objectives of the change, decision or proposal, and its overall financial and policy context.
<input type="checkbox"/>	The equality analysis shows that the change, decision or proposal would lead to actual or potential unlawful discrimination, or would conflict with the Council's positive duties to an extent which is disproportionate to its objectives. It should not be adopted in its current form.

68. Explain how you have reached the judgement ticked above, and summarise any steps which will be taken to reduce negative or enhance positive impacts on equality.

There is no evidence to suggest that any person with any of the protected characteristics would be disproportionately disadvantaged or advantaged by the proposals. Should a decision be made by the Council's Cabinet to implement the proposals, any evidence arising from the implementation that suggests that there could be possible negative impacts, those risks would be analysed to establish whether or not there were certain risks to any or all of those with a protected characteristic. Steps to reduce negative impacts or enhance positive impacts would then be defined.

PART 4 - Ongoing Monitoring

69. What are your plans to monitor the actual impact of the implementation of the change, decision or proposal on equality of opportunity? (include action points and timescales)

This EIA has been drafted in the light of the consultation carried out on the proposed Admission Arrangements for 2024/25. Should the proposals be approved and implemented, the EIA would be monitored during that period. If adverse implications were identified in the light of the implementation, ameliorating actions would be identified.

PART 5 - Authorisation

70. Name of Head of Service: Sue Aviston and Date Approved: 9th Jan

Once completed, please send to: Keith.Thompson@northumbria.nhs.uk