

Equality Impact Assessment (EIA)

Admissions to schools

Equality impact, needs and requirements assessment form

Please use this form to record your findings, proposed actions, equality objectives and targets. Use the guidance notes to help you do the assessment or contact the Equality Standard Project Manager if you need some advice

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: Admissions to schools

Assessment team leader name: Cathy Ford

Department responsible: Children & Young Peoples

Service Area: Admissions & Awards

Question	Response/ findings
What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?	<ol style="list-style-type: none">1) The council has a policy which complies with national legal requirements to find a school place quickly that is in the best interests of the Looked After child.2) The Council also has in place a policy by which those parents who move into the city out side of the admissions round and have not been on a city school roll within the year of application, will be placed top in the relevant admissions category until they have been on a school roll.3)The Council also operates a Managed Move policy in conjunction with its In-Year Fair Access protocol.4) The Council has a Transport Policy that fully complies with legal requirements.

<p>Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements</p>	<p>1) CLA are top of school's oversubscription criteria. This policy is implemented for Community and Voluntary Controlled schools by the Council, and for Foundation and Voluntary Aided Schools it is operated by the individual schools. However, all applications have to be made through the Council so that offers cannot be made outside of the policy. Diane Cottam operates the policy for Secondary Schools, and Gaynor Whitbread for the Primary Schools.</p> <p>2) This policy will be applied by community and voluntary controlled schools only as the Council is the admissions authority for those schools.</p> <p>3) Managed Moves applications are submitted by individual schools, whilst In-Year Fair Access applications are submitted by the Council. A panel comprising of Headteacher and their representatives decide on whether the applicant fits the policy.</p> <p>4) Assessment is done by one person, who applies the criteria to each assessment.</p>
<p>Question</p>	<p>Response/ findings</p>

<p>Who is affected by the policy, practice, service or function, or by how it is delivered? Such as, who are the external and internal customers, groups, or communities?</p>	<p>1) CLA affected by implementation. External customers are foster carers and children in care. Internal customers are Family Support Workers and Schools.</p> <p>2) Families who move into the city outside of the normal admission rounds may find it difficult to get a school place in a preferred school. This policy allows them to be placed higher in the appropriate category whilst they remain out of school. Once on a school roll, they drop to the correct position in that category.</p> <p>3) Pupils at risk of permanent exclusion can be given a fresh start with the Managed Moves process, and those children who have already been excluded, or a difficult to place, can be allocated a school via the in-Year Fair Access process.</p> <p>4) All pupils can apply for free transport, however not all pupils will be entitled. Those who are refused are entitled to an Officer Review.</p>
<p>What outcomes do we want to achieve, why and for whom? For example, what do you want to be providing, how well, what changes or improvements, and what should the benefits be for customers, groups or communities?</p>	<p>1) CLA admitted to schools quickly and to a school which is in the best interests of the child.</p> <p>2) For those parents who have moved into the city outside of the normal admissions round will be able to gain some benefit over those parents whose child currently has a school place.</p> <p>3) This policy prevents the number of permanent exclusions in the city from rising, and allows a fresh start to pupils. Those pupils who have already been permanently excluded are readmitted to a mainstream school, when deemed ready, quicker under this process.</p> <p>4) With all legally compliant policies, there will some winners and some losers. However, the Transport Policy allows pupils who live more than the statutory walking distance from their home, free travel. It also allows for expansion when the requirements of the Education & Inspections Act 2006 are all in force.</p>

Identifying potential equality issues and factors	
Question	Response/ findings
What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring	<p>1) Government finding suggest that this will improve the attainment levels of Looked After Children.</p> <p>2) numbers of pupils moving into the city who will fall into this category is unknown. However, it is expected that school places can be offered prior to this policy being needed.</p> <p>3) Feedback suggests that this policy has a positive impact on students who would otherwise be excluded or not be placed back in mainstream schools.</p> <p>4) The Transport Policy is fully governed by legislation. Deviation from this legislation is not permitted and therefore complies with equalities legislation.</p>
Question	Response/ findings
Is there any evidence of higher or lower take up under the policy or practice, or of the service or function for any particular groups? For example, who uses the service, who doesn't and why not?	<p>1) No evidence of higher take up during the normal admissions round, however, in year-applications have led to some full schools admitting CLA children in accordance with the policy without recourse to the Schools Adjudicator. Policies only open to CLA pupils.</p> <p>2) This is the first year this policy will be in force – September 2007 – and therefore no data available.</p> <p>3) Managed Moves and in-Year Fair Access protocols are managed by the schools and the Pupil Referral Unit respectively and take up has been organised so that eligible pupils are put forward.</p> <p>4) legislation dictates who is eligible and who isn't, and The criteria for such eligibility.</p>
Question	Response/ findings

<p>s there an indication that any of the policies or practices involved with the service or function creates particular problems or difficulties for any groups of customers or communities?</p>	<p>1) None, as policy is enshrined in national legislation. 2) Small group of parents who have been on waiting lists prior to this policy may feel aggrieved that they may drop down that list by a late applicant moving into the area, however it is expect that those that this policy applies to will offered a school place and therefore will remain on other schools waiting lists in the correct position. 3) None, as it does not disadvantage any other group due to schools taking in these pupils over and above their Published Admission Number as per legislation 4) Legislation compliant.</p>
<p>Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?</p>	<p>1) Positive effect on CLA pupils within the community as they are able to access their preferred schools quickly. 2) Not expected to have a negative effect on a particular group, but will have a positive effect on pupils who move into the area and have not been on a city school roll during the academic year of application. 3) Positive effect for eligible pupils and for schools as it prevents a pupil being permanently excluded, which assists the school, and also reintegrates excluded pupils quickly. 4) Legislation compliant.</p>

Collecting the information and data about how the policy, practice, service or function, impacts on communities

Please record your information and data in this table and think about:

what information or data you will need
using both quantitative and qualitative data

making sure that where possible there is information that allows all perspectives to be considered
 identifying any gaps in the information/ data and what it can tell you

Data or information	When and how was it collected?	Where is it from?	What does it tell you? You need to consider all six equality strands where you can	Gaps in information
Customer feedback and complaints	Verbal complaints Written complaints Information from Schools	Parents Schools	Parents not happy if refused transport, but policy does not discriminate on any grounds	
Consultation and community involvement	Government legislation. Admissions Forum Transport consultation Councillors reviewed transport policy	All Schools are Admission Forum members. CYP Commission	Policies are comprehensive and fully complies with all legislation	
Performance information including Best Value	Collected annually. Computer data analysis	Application form preferences	Policy applied consistently: Policy is clear, fair and objective	
Take up and usage data	Application Forms CLA Directions to Schools Officer Reviews	Parents, Council Officers,	CLA directions have allowed all children to be placed in the appropriate school quickly. Officer Reviews show polices are applied uniformly	

Monitoring and scrutiny outcomes	Annual monitoring of policy applications and processes. Admissions Forum scrutinises for all strands of Equality Legislation.	Admissions data, application forms. CLA Directions. Transport applications. Officer Reviews	Reports to Secretary of State confirms all equality strands met.	
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Analysing the information and data and setting equality objectives and targets

Please give your detailed findings in this table

Service or function	Policy or practice	Findings	Which groups are affected and how	Whose needs are not being met and how?
Admissions	Oversubscription criteria	Complies fully with equality legislation and Admissions Law	Compulsory school age children	All needs met
CLA Directions	Ability to direct schools to admit CLA children over their Published Admission Number	School comply with initial request without the need for a direction	Children in Care	All needs met
In-Year Fair Access	Ability to place / move hard to place pupils in a more equitable manner	Parents and schools need to agree with move. If no agreement normal admission processes apply.	Children who have been permanently excluded and children who are would succeed at another school under a fresh start.	All needs met
School Transport	Eligible pupils receive free transport	Policy complies fully with government legislation and equalities legislation	Eligible children receive free transport and policy amended to include those on low income.	All needs met

	Recent removal of discretionary faith transport	Free transport for such children is now chargeable. Low income families may still qualify for free transport.	Pupils attending a faith school.	
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Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	All CLA applications dealt with in accordance with policy
Specific	No CLA children omitted from the application process
Measurable	No outstanding applications within 2 weeks of receipt
Achievable	Staffing is an issue in Primary but direction will be done outside of the primary scope
Relevant	Complies with current legislation
Timed	On going due to nature of applications!

Objective/Target:	Applications outside of normal admission rounds priority given within each category to pupils who have not been on a city school roll during the academic year of application.
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Specific	All such applicants placed on correct position on waiting list if application refused.
Measurable	Waiting list to be monitored when movement has occurred.
Achievable	Dictated by number of school places available
Relevant	Covers policy position and assists parents
Timed	On going due to nature of admissions processes.

Objective/Target:	Managed Moves and In-Year Fair Access Protocols implemented
Specific	Covered by Behaviour Support Section
Measurable	Covered by Behaviour Support Section
Achievable	Covered by Behaviour Support Section
Relevant	Covered by Behaviour Support Section
Timed	Covered by Behaviour Support Section

Objective/Target:	Transport Policy
Specific	Covered by legislation.
Measurable	Covered by legislation.
Achievable	Covered by legislation.
Relevant	Covered by legislation.
Timed	Covered by legislation.

Monitoring and reviewing - incorporating into performance management

Please summarise your objectives and targets in this table with your proposed monitoring and reporting arrangements

Objective	Planned action	Target performance			Responsible lead officer	Reporting cycle, for example, quarterly
		2005/6	2006/7	2007/8		

Monitor new transport regulations	Report to Forum and Councillors on findings				Cathy Ford	Annually
Admission Booklets to parents	Publish booklets prior to admission cycle				Cathy Ford	Annually
Comply with new Appeal Code	Appeals heard within statutory deadline				Diane Whitehead	Annually
Implement co-ordinated admission scheme	All applications to schools dealt with via the Council				Cathy Ford	Annually