

EQUALITY IMPACT ASSESSMENT/ ANALYSIS (EqIA)

School Admission Arrangements and Coordinated Schemes – 2020/21

Equality Impact Assessment/ Analysis (EqIA)

Group	Communities
Business Units/Service Area	Education and Learning
Plan/ Strategy/ Policy/ Service being assessed	School Admission Arrangements and Coordinated Schemes for 2020 entry and 2020/21 academic year
Is this is a new or existing policy/service?	Existing policy
If existing policy/service please state date of last assessment	December 2017
EqIA Review team – List of members	Amy Taylor Collette Naven-Jones
Date of this assessment	01 December 2017 <i>(Updated 14 January 2019)</i>
Signature of completing officer (to be signed after the EqIA has been completed)	Amy Taylor Signature: <i>altaylor</i>
Are any of the outcomes from this assessment likely to result in complaints from existing services users and/ or members of the public? If yes please flag this with your Head of Service and the Customer Relations Team as soon as possible.	No
Name and signature of Head of Service (to be signed after the EqIA has been completed)	Chris Malone Signature
Signature of GLT Equalities Champion (to be signed after the EqIA is completed and signed by the completing officer)	Phil Evans Signature

A copy of this form including relevant data and information to be forwarded to the Group Equalities Champion and the Corporate Equalities & Diversity Team

Form A1

INITIAL SCREENING FOR STRATEGIES/POLICIES/FUNCTIONS FOR EQUALITIES RELEVANCE TO ELIMINATE DISCRIMINATION, PROMOTE EQUALITY AND FOSTER GOOD RELATIONS



High relevance/priority



Medium relevance/priority



Low or no relevance/ priority

Note:

1. Tick coloured boxes appropriately, and depending on degree of relevance to each of the equality strands
2. Summaries of the legislation/guidance should be used to assist this screening process

Business Unit/Services:	Relevance/Risk to Equalities																										
State the Function/Policy /Service/Strategy being assessed:	Gender			Race			Disability			Sexual Orientation			Religion/Belief			Age			Gender Reassignment			Pregnancy/ Maternity			Marriage/ Civil Partnership (only for staff)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School Admission Arrangements and Coordinated Schemes – 2020 entry and 2020/21 academic year			✓			✓			✓			✓			✓			✓			✓			✓			✓
Are your proposals likely to impact on social inequalities e.g. child poverty for example or our most geographically disadvantaged communities? If yes please explain how.																								YES/ NO			

Are your proposals likely to impact on a **carer** who looks after older people or people with disabilities? **If yes please explain how.**

YES/ NO

The arrangements could have an impact as they contain provisions for children with Statements or Education, Health and Care (EHC) Plans. Such children are offered places where the Statement or EHCP names the school, even if there are no places available at the named school.

Form A2 – Details of Plan/ Strategy/ Service/ Policy

Stage 1 – Scoping and Defining

(1) What are the aims and objectives of Plan/Strategy/Service/Policy?

Local Authorities are required to operate a system of coordinated admissions when children start school or transfer to secondary school. This allows parents to submit a single application for a school place to their home authority (the authority they pay their Council Tax to). Local Authorities and other admission authorities then exchange data, with parents then receiving a single offer of a school place.

This policy sets out Warwickshire’s coordinated admissions schemes for 2019 entry, in relation to primary/infant and secondary admissions. The policy includes key information, such as closing dates for applications and the number of places available at each school in the county.

The Local Authority (Warwickshire County Council) is the admission authority for many schools in Warwickshire. Admission authorities are responsible for determining arrangements for entry to the school. This includes oversubscription criteria, which are used to determine which children will be offered a place in the event of there being more applications received than there are places available to offer.

The policy also sets out the admission arrangements for all Warwickshire schools, where the local authority is the admission authority, in relation to in-year admissions. Although there is no longer a requirement for Local Authorities to coordinate in-year admissions, Warwickshire County Council encourage this process and have a set of admission arrangements in place accordingly. This also incorporates the Fair Access Protocol, through which specific consideration is given to children who are considered to be some of the most vulnerable and/or disadvantaged.

<p>(2) How does it fit with Warwickshire County Council's wider objectives?</p>	<p>As it relates to students securing places at schools It is central to two strands of the Learning and Achievement 'Vision' that students will:</p> <ul style="list-style-type: none"> • Achieve well whatever their starting point or circumstances; and • Go on to positive destinations <p>It also links to wider policies such as the Council's Sufficiency Strategy for School Places and by ensuring that there are sufficient places appropriately located that expenditure in areas such as home to school transport is kept to a minimum.</p>
<p>(3) What are the expected outcomes?</p>	<p>That the Local Authority (including its role as the admission authority for a number of schools) will comply with all relevant legislation.</p> <p>That the Local Authority will operate a coordinated scheme which will allow parents to submit an application for a school place and to receive a school offer via a clear, consistent and transparent process.</p> <p>That places at schools will be offered in line with the arrangements and in line with the relevant legislation.</p>
<p>(4) Which of the groups with protected characteristics is this intended to benefit? (see form A1 for list of protected groups)</p>	<p>Primarily those with disabilities as there are special provisions for children with EHC Plans.</p> <p>There are also specific provisions for Looked After Children, Previously Looked After Children, and children of Military families.</p>
<p><u>Stage 2 - Information Gathering</u></p>	

<p>(1) What type and range of evidence or information have you used to help you make a judgement about the plan/ strategy/ service/ policy?</p>	<p>Many of the operational aspects of the scheme (such as key dates) are based around the School Admissions Code and are, therefore, statutory.</p> <p>The arrangements are also well-established and have operated in Warwickshire over a number of years; a consultation exercise is carried out into the arrangements each year. Any interested party is free to comment.</p> <p>The arrangements will also be reviewed by Cabinet in January 2019 and any relevant comments/feedback will be actioned accordingly.</p>		
<p>(2) Have you consulted on the plan/ strategy/ service/policy and if so with whom?</p>	<p>The policy has just gone through a consultation process. This ended on 11 January 2019. The policy has been distributed to all schools in the county, other Local Authorities in the surrounding area, and it is also available on the County Council website for public viewing. The policy will be made available to Cabinet and Elected Members specifically before their next meeting in January 2019.</p>		
<p>(3) Which of the groups with protected characteristics have you consulted with?</p>	<p>None: however, the consultation exercise on the proposed admission arrangements will allow any interested party to put forward their views.</p>		
<p><u>Stage 3 – Analysis of impact</u></p>			
<p>(1) From your data and consultations is there any adverse or negative impact identified for any particular group which could amount to discrimination?</p> <p>If yes, identify the groups and how they are affected.</p>	<p>RACE</p> <p>No</p>	<p>DISABILITY</p> <p>No</p>	<p>GENDER</p> <p>No</p>

	MARRIAGE/CIVIL PARTNERSHIP No	AGE No	GENDER REASSIGNMENT No
	RELIGION/BELIEF No	PREGNANCY MATERNITY No	SEXUAL ORIENTATION No
(2) If there is an adverse impact, can this be justified?	N/A		
(3) What actions are going to be taken to reduce or eliminate negative or adverse impact? (this should form part of your action plan under Stage 4.)	N/A		
(4) How does the plan/strategy/service/policy contribute to promotion of equality? If not what can be done?	The Councils' admission arrangements set out a process which is designed to ensure that all parents have the opportunity to apply for school places via a clear system, with applications assessed against objective criteria. Special provisions also exist to help disadvantaged groups, such as Looked After Children, and those with special educational needs.		

<p>(5) How does the plan/strategy/service/policy promote good relations between groups? If not what can be done?</p>	<p>By establishing a clear, fair and objective system it promotes positive relationships between parents, schools and the local authority. We also liaise and collaborate with the surrounding local authorities to ensure that the process is administered in a timely and efficient manner across other counties.</p>
<p>(6) Are there any obvious barriers to accessing the service? If yes how can they be overcome?</p>	<p>Every effort is made to ensure that it is as easy as possible to access the information required to make an application for a school place.</p> <p>Applications can be made over the telephone, by paper application form or via the internet (around 85% of parents now apply through the online portal).</p> <p>As a Local Authority, we access NHS data to identify parents who should be applying for a school place. If an application is not received we do all we can to personally contact the parents, including the utilisation of telephone and email communication.</p> <p>We also conduct outreach work within the most vulnerable areas of the county, including areas of high social deprivation.</p>
<p>(7) What are the likely positive and negative consequences for health and wellbeing as a result of this plan/strategy/service/policy?</p>	<p>The positive impacts are that the policy provides parents with the opportunity to apply for a place at their preferred school(s), even if they are not ultimately offered a place. This is central to two strands of the Learning and Achievement 'Vision' that students will:</p> <ul style="list-style-type: none"> • Achieve well whatever their starting point or circumstances; and • Go on to positive destinations <p>Children who do well at school are much more likely to go on to positive destinations and require less support from external agencies such as Social Services or the PCT.</p> <p>It is not anticipated that there will be any significant negative or adverse impacts on population health.</p>

(8) What actions are going to be taken to reduce or eliminate negative or adverse impact on population health? (This should form part of your action plan under Stage 4.)	As indicated above, it is not anticipated that there will be any significant negative or adverse impacts on population health.
(9) Will the plan/strategy/service/policy increase the number of people needing to access health services? If so, what steps can be put in place to mitigate this?	No
(10) Will the plan/strategy/service/policy reduce health inequalities? If so, how, what is the evidence?	As previously indicated, the policy gives specific provision to those with a statement of special educational need/EHC Plan – many such children also have health issues and the specific provisions incorporated in the policy will ensure they can attend the school deemed most appropriate to support their needs.

<u>Stage 4 – Action Planning, Review & Monitoring</u>																														
<p>If No Further Action is required then go to – Review & Monitoring</p> <p>(1) Action Planning – Specify any changes or improvements which can be made to the service or policy to mitigate or eradicate negative or adverse impact on specific groups, including resource implications.</p>	<p>EqlA Action Plan</p> <table border="1" data-bbox="875 1131 2116 1361"> <thead> <tr> <th data-bbox="875 1131 1120 1209">Action</th> <th data-bbox="1120 1131 1364 1209">Lead Officer</th> <th data-bbox="1364 1131 1612 1209">Date for completion</th> <th data-bbox="1612 1131 1863 1209">Resource requirements</th> <th data-bbox="1863 1131 2116 1209">Comments</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Action	Lead Officer	Date for completion	Resource requirements	Comments																				
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(2) Review and Monitoring
State how and when you will monitor policy
and Action Plan

None required.

Please annotate your policy with the following statement:

'An Equality Impact Assessment/ Analysis on this policy was undertaken on (date of assessment) and will be reviewed on (date three years from the date it was assessed).'