

EQIA – Admission Arrangements for 2019/20
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STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Hertfordshire County Council Admission Arrangements for 2019/20	Head of Service or Business Manager	Glenda Hardy
Names of those involved in completing the EqIA:	Jayne Abery	Lead officer contact details:	Jayne Abery Jayne.Aber@hertfordshire.gov.uk
Date completed:	16 October 2017	Review date:	30 September 2018

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

Proposal objectives: – what you want to achieve – intended outcomes – purpose and need	The Council must determine the admission arrangements for 2019/20 for all community and voluntary controlled schools in Hertfordshire by 28 February 2017. It is proposed to amend the definition of “nearest school” in the arrangements for community and voluntary controlled schools to enhance parental understanding and minimise the need for change in future years. Also to specifically refer to the use of the Shared Anti- Fraud Service for address investigations.
Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc	Schools within Hertfordshire Schools outside Hertfordshire and neighbouring Local Authorities. Parents/carers Children.

STEP 3: Available data and monitoring information

Relevant equality information For example: Community profiles / service user demographics, data and monitoring information (local and national), similar or previous EqIAs, complaints, audits or inspections, local knowledge and consultations.	What the data tell us about equalities
Application and allocation information available in the admissions databases and existing Hertfordshire County Council wide and school based equality profiles. Information from complaints & appeals, LGO/OSA decisions and the annual report to the OSA. Equalities information cannot be	Independent scrutiny of the County Council’s admission arrangements by the LGO/OSA & IAPs have not indicated a breach of Equalities legislation.

collected as part of the admissions application process	
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STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Admission Arrangements

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age	<p>It is not anticipated at this stage that the proposals will affect people disproportionately because of the issue of age.</p> <p>The child's date of birth is requested to ascertain the correct year group of admission. Parents can make an application for their child to be educated out of year group if they believe this is appropriate and each case is considered on its own merit in line with DfE guidance which has recently been updated.</p>	<p>The Council has amended its policy regarding the entry of summer born children to Reception following new guidance from the DfE.</p> <p>Full information on applications for children out of year groups and summer born children is available on the website at www.hertfordshire.gov.uk/admissions</p>
Disability Including Learning Disability	<p>The Council's admission arrangements include a rule 2 process whereby any relevant social/medical needs can be raised and considered</p> <p>It is not anticipated that the proposals will affect people disproportionately because of their disability</p> <p>Parents/carers can continue to make a rule 2 application (social or medical need) to attend a specific community or voluntary controlled school.</p>	<p>The Rule 2 process will continue to be implemented (Information on Rule 2 can be accessed at www.hertfordshire.gov.uk)</p> <p>A working group of school and officers will propose good practice guidance for schools when setting their own nursery admission arrangements which will include guidance on equalities, including for those with disabilities, to ensure compliance with the Equality Act 2010.</p> <p>Guidance will make clear that a</p>

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	The specialist advisory services working with children with disabilities are advised of the Rule 2 process to help families make appropriate and timely applications and help ensure they can access an appropriate school place.	child's disability cannot be taken into account in the nursery admission arrangements for any community or voluntary controlled school and that "reasonable adjustments" must be made.
Race	There is a need to ensure that that admission arrangements can be accessed and understood by those whose first language is not English.	Parents are able to access admissions advice through language line. A translation service is offered to parent whose first language is not English who appeal for a school place.
Gender reassignment	Applications made for children to attend a specific school because of gender reassignment (pupil or family member) can be considered through the existing and unchanged rule 2 (social/medical) process	The Rule 2 process will continue to be implemented
Pregnancy and maternity	Applications made for children to attend a specific school because of matters relating to pregnancy or maternity matters gender reassignment (pupil or family member) can be considered through the existing and unchanged rule 2 (social/medical) process	The Rule 2 process will continue to be implemented.
Religion or belief	Hertfordshire County Council is not the admitting authority for any schools that admit pupils on the basis of religion or belief. It would be against legislation to take religion or belief into account in the admission of a non-faith school.	Hertfordshire County Council's admission arrangements have been designed to be legally compliant with Equality Act 2010 The change to the definition will encompass two Church of England Voluntary Aided schools in the

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	<p>It is not anticipated at this stage that the proposals will affect people disproportionately because of the issue of religion or belief</p>	<p>definition of “nearest”. Neither school prioritises applications on the basis of membership/practice of the Christian faith and therefore other faith groups will not be disadvantaged in the application process</p>
Sex	<p>Hertfordshire County Council is not the admitting authority for any schools that admit pupils on the basis of sex. The county council is no longer the admission authority for any single sex schools</p> <p>It is not anticipated at this stage that the proposals will affect people disproportionately because of the issues relating to sex.</p>	<p>Hertfordshire County Council’s existing admission arrangements have been designed to be legally compliant with Equality Act 2010</p> <p>A working group of schools and officers will propose good practice guidance for schools when setting their own nursery admission arrangements which will include guidance on equalities, including sex, to ensure compliance with the Equality Act 2010.</p> <p>Guidance will make clear that a child’s sex cannot be taken into account in the nursery admission arrangements for any community or voluntary controlled school.</p>
Sexual orientation	<p>Applications made for children to attend a specific school because of sexual orientation (pupil or family member) can be considered through the existing and unchanged rule 2 (social/medical) process</p> <p>It is not anticipated at this stage that the proposals will affect people disproportionately because of sexual orientation.</p>	<p>The Rule 2 process will continue to be implemented.</p>
Marriage & civil partnership	<p>Applications made for children to attend a specific school because of sexual orientation (pupil or family member) can be considered through the existing and unchanged rule 2 (social/medical) process</p>	<p>The Rule 2 process will continue to be implemented.</p>

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	It is not anticipated at this stage that the proposals will affect people disproportionately because of the issue relating to marriage or civil partnership.	
Carers (by association with any of the above)	<p>Children looked after or previously looked after are given the highest priority for admission to all schools in Hertfordshire Carers of Children Looked After (CLA) and previously CLA are asked to make this clear on their application form to ensure their child can be prioritised for admission.</p> <p>Applications made for children to attend a specific school because of sexual orientation (pupil or family member) can be considered through the existing and unchanged rule 2 (social/medical) process</p> <p>It is not anticipated at this stage that the proposals will affect people disproportionately because of issues relating to carers.</p>	The Rule 2 process will continue to be implemented.

Opportunity to advance equality of opportunity and/or foster good relations
 (Please refer to the [guidance](#) for more information on the public sector duties)

The School Admissions Code is Statutory Guidance issued by the Department for Education and which the County Council is obliged to follow in setting its Admission Arrangements.

The purpose of the School Admissions Code is to ensure that all school places for maintained schools (excluding maintained special schools) and Academies are allocated and offered in an open and fair way.

In drawing up their admission arrangements, admission authorities must ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated.



STEP 5: Gaps identified

<p>Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?</p>	<p>Consultation is only required every 7 years if no changes to admission arrangements have been made. The county council last consulted on its admission arrangements for 2018/19</p>
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STEP 6: Other impacts

Consider if your proposal has the potential (positive and negative) to impact on areas such as health and wellbeing, crime and disorder and community relations. There is more information in the guidance.

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<p><input checked="" type="checkbox"/> No equality impacts identified</p> <ul style="list-style-type: none"> – No change required to proposal. 	<p>No adverse impacts have been identified in the retention of the County Council's existing admission arrangements.</p>
<p><input type="checkbox"/> Minimal equality impacts identified</p> <ul style="list-style-type: none"> – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality. 	
<p><input type="checkbox"/> Potential equality impacts identified</p> <ul style="list-style-type: none"> – Take 'mitigating action' to remove barriers or better advance equality. – Complete the action plan in the next section. 	
<p><input type="checkbox"/> Major equality impacts identified</p> <ul style="list-style-type: none"> – Stop and remove the policy – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact. 	

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STEP 8: Action plan

Issue or opportunity identified relating to: <ul style="list-style-type: none">– Mitigation measures– Further research– Consultation proposal– Monitor and review	Action proposed	Officer Responsible and target date
2020/21 admission arrangements	The next consultation on admission arrangements(2019/20 or when necessary) will include an Equalities response form to feed into an EQIA	Jayne Abery Autumn 2018

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: Glenda Hardy **Date:**

Equality Action Group Chair: **Date:**