

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	HCC Admission Arrangements & Relevant Areas for 2017/18	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.Abery@hertfordshire.gov.uk
Date completed:	1 February 2016	Review date:	1 February 2017

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 County Council must determine the admission arrangements for 2017/18, all community and voluntary controlled schools in Hertfordshire by 28 February 2016. Additionally, consultation on “Relevant Areas” of consultation must be undertaken every 2 years and Relevant Areas reviewed and agreed. .
Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc	Schools within Hertfordshire Parents/carers Children. The Local Community

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 and appeals, LGO/OSA decisions and the annual report to the OSA. Equalities information cannot be collected as part of the admissions application process	Independent scrutiny of the County Council’s admission arrangements by the LGO/OSA & IAPs have not found a breach of Equalities legislation. The vast majority of complaints are related to the fact that a parent has not been allocated a preferred school and is not linked to equality. Some parents believe that single sex schools that do not have a “sibling link” is an example of inequality. However, the authority is no longer the admission authority for any single sex schools.

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 DOB 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 County 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 application out of year groups and summer born children is available in the Hertfordshire County Council admissions booklets and on Herts Direct.</p>
Disability Including Learning Disability	<p>The Admission arrangements has within it 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 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</p>	<p>The Rule 2 process will continue to be implemented. (Information on Rule 2 can be accessed at www.hertsdirect.org/admissions)</p>
Race	<p>There is an need to ensure that that the Admission Arrangements can be accessed and understood by those whose first language is not English</p>	<p>Parents are able to access admissions advice through language line. In addition, a translation service is offered to parent whose first language is</p>

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		not English who Appeal a school place allocation decision.
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 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	<p>Hertfordshire County Council is not the admitting authority for any schools that admit pupils on the basis of religion or belief.</p> <p>It would be against legislation to take religion or belief into account in the admission of a non-faith school.</p> <p>It is not anticipated at this stage that the proposals will affect people disproportionately because of the issue of religion or belief.</p>	The Admission arrangements have been designed to be legally compliant with Equality Act 2010.
Sex	<p>Hertfordshire county council is not the admitting authority for any schools that admit pupils on the basis of sex.</p> <p>It is not anticipated at this stage that the proposals will affect people disproportionately because of the issue of religion or belief</p>	The Admission arrangements have been designed to be legally compliant with Equality Act 2010.
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</p>	The Rule 2 process will continue to be implemented

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	disproportionately because of the issue of religion or belief.	
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>It is not anticipated at this stage that the proposals will affect people disproportionately because of the issue of religion or belief.</p>	The Rule 2 process will continue to be implemented.
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 the issue of religion or belief</p>	The Rule 2 process will continue to be implemented.
Opportunity to advance equality of opportunity and/or foster good relations		
<p>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.</p> <p>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.</p> <p>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</p>		

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
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

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?	There is no legal requirement concerning consultation on admission arrangements which have not changed. Notwithstanding this the proposed arrangements for 2017/18 have been published on Hertsdirect and flagged with all schools and academies in the county, faith representatives and all admission authorities and LAs bordering Hertfordshire.
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STEP 6: Other impacts

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
No equality impacts identified <input checked="" type="checkbox"/> – No change required to proposal.	No adverse impacts have been identified in the retention of the county council's existing admission arrangements.
Minimal equality impacts identified <input type="checkbox"/> – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). <input type="checkbox"/> – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality.	
Potential equality impacts identified <input type="checkbox"/> – Take 'mitigating action' to remove barriers or better advance equality. <input type="checkbox"/> – Complete the action plan in the next section.	
Major equality impacts identified <input type="checkbox"/> – Stop and remove the policy <input type="checkbox"/> – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. <input type="checkbox"/> – Ensure decision makers understand the equality impact.	

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
2018/19 admission arrangements	The next consultation (2018/19 or when necessary) will include an Equalities response form to feed into an EQIA.	Jayne Abery Autumn 2016

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager:

Date:

Equality Action Group Chair:

Date: