

Equality Impact Assessment (EqIA)

EQIA - Hertfordshire County Council's Admission Arrangements for 2018-19

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	HCC Admission Arrangements for 2018/19	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:	30 September 2016	Review date:	30 September 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	HCC must determine the admission arrangements for 2018/19 for all community and voluntary controlled schools in Hertfordshire by 28 February 2016. No changes have been proposed to arrangements for statutory school age children but it is proposed that the county council no longer determines county wide nursery criteria to allow the development of early year's arrangements to meet local need.
Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc	Schools within Hertfordshire Schools outside Hertfordshire and neighbouring LAs Parents/carers Children. Early years providers

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
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Equality Impact Assessment (EqIA)

<p>Application and allocation information available in the admissions databases and existing HCC wide and school based equality profiles. Information from complaints & appeals, LGO/OSA decisions and the annual report to the OSA.</p> <p>Equalities information cannot be collected as part of the admissions application process</p>	<p>Independent scrutiny of the county council's admission arrangements by the LGO/OSA & IAPs have not indicated a breach of Equalities legislation.</p>
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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 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>Rising 4s are entitled to 3 terms of nursery education - this is currently provided in either the maintained or PVI sectors.</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 applications for children out of year groups and summer born children is available on the website at www.hertfordshire.gov.uk/admissions</p> <p>A working group of school and officers will propose good practice guidance for schools when setting their own nursery admission arrangements.</p>
Disability Including Learning Disability	<p>HCC'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>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</p>

Equality Impact Assessment (EqIA)

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	<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>Children with disabilities who access an early years place as a 2 or 3 year old are more likely to be able to continue at that setting with the implementation of locally agreed nursery admissions.</p>	<p>guidance on equalities, including for those with disabilities, to ensure compliance with the Equality Act 2010.</p> <p>Guidance will make clear that a 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.</p>
Race	<p>There is a need to ensure that that 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 .</p> <p>A translation service is offered to parent whose first language is not English who appeal for a school place.</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 race, to ensure compliance with the Equality Act 2010.</p> <p>Guidance will make clear that race or belief cannot be taken into account in the nursery admission arrangements for any community or voluntary controlled school.</p>

Equality Impact Assessment (EqIA)

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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	<p>The Rule 2 process will continue to be implemented</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 gender reassignment, to ensure compliance with the Equality Act 2010.</p>
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	<p>The Rule 2 process will continue to be implemented.</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 pregnancy and maternity issues, to ensure compliance with the Equality Act 2010.</p>
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>	<p>HCC's existing admission arrangements have been designed to be legally compliant with Equality Act 2010</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 religion or belief, to ensure compliance with the Equality Act 2010.</p> <p>Guidance will make clear that religion or belief cannot be taken into account in the nursery admission arrangements for any community or voluntary controlled school.</p>

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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>HCC'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> <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 sexual orientation, to ensure compliance with the Equality Act 2010.</p>
Marriage & civil partnership	<p>Applications made for children to attend a specific school because of issues related to marriage or civil partnership 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 relating to marriage or civil partnership.</p>	<p>The Rule 2 process will continue to be implemented.</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 marriage and civil partnership, to ensure compliance with the Equality Act 2010.</p>

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<p>Carers (by association with any of the above)</p>	<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>	<p>The Rule 2 process will continue to be implemented.</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 carers, to ensure compliance with the Equality Act 2010.</p>
<p>Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)</p>		
<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 and objective. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated.</p> <p>Nursery admissions are not covered by admissions legislation. A move from standard county wide arrangements to locally determined arrangements set beneath an umbrella of good practice will allow the development of arrangements to meet local need, for example a nursery school co-located with a Children's Centre would be able to prioritise, as and when appropriate due to the level of individual need or vulnerability, children</p>		

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already attending the Children's Centre for nursery places.		

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 on its admission arrangements for 2014/15 Notwithstanding this the proposed arrangements for 2018/19 have been published on www.hertfordshire.gov.uk/admissions and flagged with all schools and academies in the county, faith representatives and all admission authorities and LAs bordering Hertfordshire.</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
2019/20 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 2017

This EqIA has been reviewed and signed off by:

Head of Service or Business Manager:

Date:

Equality Action Group Chair:

Date:

HCC's Diversity Board requires the Equality team to compile a central list of EqIAs so a random sample can be quality assured. Each Equality Action Group is encouraged to keep a forward plan of key service decisions that may require an EqIA, but please can you ensure the Equality team is made aware of any EqIAs completed so we can add them to our list. (email: equalities@hertfordshire.gov.uk).

Thank you.