

**HARINGEY COUNCIL  
EQUALITY IMPACT ASSESSMENT FORM: SERVICE DELIVERY**

<b>Service:</b>	<b>Admissions and School Organisation</b>
<b>Directorate:</b>	<b>CYPS</b>
<b>Title of proposal:</b>	<b>Admission to Schools – Proposed Admission arrangements for 2014/15 <b>UPDATED FOR THE PROPOSED ADMISSION ARRANGEMENTS FOR 2016/17</b></b>
<b>Lead Officer (author of the proposal):</b>	<b>Jennifer Duxbury</b>
<b>Names of other Officers involved:</b>	<b>Corinne David and Jessica Lewis</b>

**Statement of purpose**

In making this proposal, we have been mindful of our public sector equality duty to have due regard to the need to:

- a) eliminate discrimination;
- b) advance equality of opportunity between different groups and;
- c) foster good relations between groups in Haringey.

In addition we are committed to ensuring that we promote social inclusion in all council services making sure that they address the needs of those vulnerable residents who rely most heavily on them. The most socially excluded residents predominantly have the protected characteristics defined in the Equality Act 2010.

The purpose of this assessment is to:

- a) Identify whether and to what extent this proposal: could produce disadvantage or enhance opportunity for any groups with the protected characteristic defined in the Equality Act 2010;
- b) Establish whether the potential disadvantage is significant enough to call for special measures to remove or reduce the disadvantage;
- c) Identify and set out the measures that will be taken to remove or reduce the disadvantage;
- d) Where mitigation measures are not possible, to set out and explain why;
- e) To ensure that Members are fully aware of the implications the proposal may have for the Council’s public sector equality duty before they decide on the proposal.

**Step One: Identify the aims of the proposal**

**1) Please state:**

- **What problems the proposal is intended to address**
- **What effects it is intended to achieve**

– **Which group(s) it is intended to benefit and how**

The Local Authority has a duty to put in place admission arrangements that comply with the mandatory provisions set out in the School Admissions Code 2014. These consist of Admissions Criteria and a Coordinated scheme and aim to provide a clear admissions system and oversubscription criteria which are transparent to those parents applying for a school place.

The Council is the admissions authority for community and voluntary controlled schools within the borough and therefore is responsible for determining the admission arrangements for these schools. Academies, foundation schools and voluntary aided schools are their own admissions authority; they must consult on and then determine their own admissions arrangements. The Council has a statutory duty to monitor the arrangements determined by own admitting authority schools to ensure compliance with the School Admissions Code. The Council is the coordinating authority for all schools in the Borough (except independent fee paying schools) and will send out school place offer letters to all Haringey residents.

The school admissions framework is intended to ensure that the school admissions system is fair to all children regardless of race, ethnicity, gender or ability.

“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” page 7, para 3 - School Admissions Code 2014.

The Code provides admission authorities with some flexibility to determine and implement their own admission arrangements through local consultation, in order to meet circumstances in their area. However, the purpose of the framework is to aim to ensure that unlawful and unfair arrangements are not adopted and that the needs of all children are met.

As in all Boroughs, some schools are more popular than others and inevitably some parents will not secure a place at their preferred school. However the Local Authority has ensured that the proposed Haringey Admission arrangements 2016/17 are compliant with all areas of the Admissions Code, are equitable and transparent and include measures to actively promote fairness.

### Proposed Admission Criteria

The proposed admission criteria for 2016/17 vary slightly according to the type of provision (nursery<sup>1</sup>, primary, secondary etc) they apply to – the criteria for all these settings can be viewed in appendix 1 through to appendix 3. However the main principles for Haringey community and voluntary controlled schools are set out below:

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<sup>1</sup> In the case of nurseries, the Authority is responsible for admissions but these are managed by schools with nurseries and nursery centres.

**Statement of Special Education Needs** - Where a child has a statement of Special Educational Needs which names the school, they will be admitted in accordance with section 324 of the Education Act 1996.

If the number of applicants without statements of educational needs naming the school is higher than the number of places available, the following rules are applied, in the order of priority to decide who will be offered a place:

- 1. Looked After Children** – Children in the care of a local authority or were previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order
- 2. Social Medical** - Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications are supported by a written statement from a relevant independent professional and assessed at a SocMed panel.
- 3. \*\*Linked school** - This rule applies only to junior school admissions. Children attending an infant school will be prioritised under this rule for admission to the linked junior school.
- 4. Siblings** - Children who will have a sibling attending the school at the point of admission. This category includes foster brothers and sisters, half brothers and half-sisters or stepbrothers and stepsisters. They must also be living at the same address as the applicant.
- 5. Distance** - Children living closest to the school. Distance is measured in a straight line.

#### Proposed Pan London Co-ordinated Scheme 2016/17

Haringey Council's coordinated scheme is developed in line with the Pan London recommendations and sets out the procedures which all schools for which Haringey is the admitting or coordinating authority agree to sign up to.

#### In-Year Fair Access Scheme

The 2016/17 arrangements also contain an In-Year Fair Access Scheme which acknowledges the need to deal with vulnerable young people who are not on the roll of a school, quickly and sympathetically. This scheme also fairly shares the burden of admitting vulnerable students across all schools and Academies, taking account of their resources to support each student.

#### Relevant Legislation

According to the Equality Act 2010 an admission authority must not discriminate on the grounds of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, or sexual orientation against a person in the arrangements and decisions it makes as to who is offered admission as a pupil. This Act contains limited exceptions to the prohibition of

discrimination on grounds of religion or belief and sex. Schools designated by the Secretary of State as having a religious character (faith schools) or single sex schools are exempt as they are allowed to make a decision based on religious belief or sex respectively.

Admission Authorities are also subject to the Public Sector Equality Duty and therefore must have due regard to the need to eliminate discrimination, harassment, and victimisation, advance equality of opportunity and foster good relations in relation to persons who share a relevant protected characteristic and persons who do not share it.

## Step Two: Consideration of available data, research and information

**Instruction:** You should gather all relevant quantitative and qualitative data that will help you assess whether at present, there are differential outcomes for the different equalities target groups – diverse ethnic groups, women, men, older people, young people, disabled people, gay men, lesbians and transgender people and faith groups, etc. Identify where there are gaps in data and say how you plug these gaps.

In order to establish whether a group is experiencing disproportionate effects, you should relate the data for each group to its population size. The Haringey Borough Profile of Protected Characteristics (can be found on the Website) will help you to make comparisons against Haringey’s population size. The most up to date information can be found in the [Joint Strategic Needs Assessment](#).

- 1) Using data from equalities monitoring, recent surveys, research, consultation etc. are there group(s) in the community who:**
- are significantly under/over represented in the use of the service, when compared to their population size?
  - have raised concerns about access to services or quality of services?

The school population of Haringey can be compared to national averages but will represent the general population of Haringey. The context of over or under representation does not apply to school admissions because the service users and the wider school population with which you would compare this group are one and the same.

The School Admissions Code, states that personal information that does not directly relate to the application of the admissions criteria cannot be collected through the admissions process. These regulations are in place to ensure that unlawful discrimination cannot take place based on personal information.

Given the above, it is not possible to complete a full analysis of equalities data relating to the proposed admission arrangements for 2016/17. Information below provides information on the current statutory school age population in Haringey schools.

Age:

January 2014 CENSUS	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Year group			
Reception	3178		3178

Year 1	3324		3324
Year 2	3318		3318
Year 3	3053		3053
Year 4	3024		3024
Year 5	2974		2974
Year 6	2929		2929
Year 7		2198	2198
Year 8		2213	2213
Year 9		2315	2315
Year 10		2289	2289
Year 11		2261	2261
<b>Grand Total</b>	<b>21800</b>	<b>11276</b>	<b>33076</b>

The table above shows that there is no significant difference between age groups and the current trend of year on year increasing cohorts coming through the key stage one year groups.

Gender:

January 2014 CENSUS	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Female	10585	5518	16103	48.60%	48.90%	48.70%
Male	11215	5758	16973	51.40%	51.10%	51.30%
Grand Total	21800	11276	33076	100.00%	100.00%	100.00%

The table above show that within the school population there is a not a significant difference between the sexes; the percentage difference in the primary sector is 2.8% with slightly more boys. In the secondary sector there are slightly more boys than girls with a difference of 2.2%.

Disability:

	Primary Reception to Yr 6	Secondary Yrs 7-11	Primary Reception to Yr 6	Secondary Yrs 7-11

<b>Haringey Statement of Special Educational Needs</b>	<b>561</b>	<b>556</b>	<b>2.60%</b>	<b>4.90%</b>
England Statement of Special Educational Needs	<b>94,405</b>	<b>103,625</b>	<b>2.20%</b>	<b>3.80%</b>

The data indicates that Primary children in Haringey with a SEN statement are in line with the national average. The proportion of Secondary school children in Haringey with a SEN statement is higher than the national average.

#### Ethnicity Analysis

The analysis below compares the ethnic breakdown from the most recent Haringey PLASC (Pupil Level Annual Schools Census) to the national data as at January 2014. This is the most recent data available which contains full ethnicity fields<sup>2</sup>.

The data shows that.....

Ethnicity:

<b>Jan 2014 census (Pupils of compulsory school age)</b>	Haringey primary numbers	<b>Haringey primary</b>	<i>England primary</i>	Haringey secondary numbers	<b>Haringey secondary</b>	<i>England secondary</i>
White British	4,278	<b>19.8%</b>	75.8%	1,936	<b>17.7%</b>	73.5%
Irish	224	<b>1.0%</b>	0.3%	82	<b>0.7%</b>	0.4%
Traveller Of Irish Heritage	58	<b>0.3%</b>	0.1%	22	<b>0.2%</b>	0.0%
Gypsy/ Roma	120	<b>0.6%</b>	0.3%	49	<b>0.4%</b>	0.2%
Any Other White Background	5,350	<b>24.8%</b>	5.3%	2,899	<b>26.4%</b>	4.1%
White And Black Caribbean	691	<b>3.2%</b>	1.5%	404	<b>3.7%</b>	1.3%
White And Black African	312	<b>1.4%</b>	0.7%	187	<b>1.7%</b>	0.5%
White And Asian	371	<b>1.7%</b>	1.2%	35	<b>0.3%</b>	0.9%
Any Other Mixed Background	867	<b>4.0%</b>	1.9%	574	<b>5.2%</b>	1.5%
Indian	217	<b>1.0%</b>	2.7%	131	<b>1.2%</b>	2.7%
Pakistani	176	<b>0.8%</b>	4.3%	119	<b>1.1%</b>	3.7%
Bangladeshi	581	<b>2.7%</b>	1.7%	355	<b>3.2%</b>	1.6%
Any Other Asian Background	364	<b>1.7%</b>	1.6%	115	<b>1.0%</b>	1.6%
Caribbean	1,957	<b>9.1%</b>	1.3%	1,071	<b>9.8%</b>	1.4%
African	3,716	<b>17.2%</b>	3.7%	1,716	<b>15.7%</b>	3.1%

<sup>2</sup> Important note about classifications: The national school census figures use a simplified breakdown of ethnicity comparable to that used by the decennial national ONS census of the population. The ethnicity data collected at a local Haringey level is more detailed so it has been aggregated to best fit those categories used nationally. Please see the read across table below for more details.

<b>Jan 2014 census (Pupils of compulsory school age)</b>	Haringey primary numbers	<b>Haringey primary</b>	<i>England primary</i>	Haringey secondary numbers	<b>Haringey secondary</b>	<i>England secondary</i>
Any Other Black Background	418	<b>1.9%</b>	<i>0.7%</i>	206	<b>1.9%</b>	<i>0.6%</i>
Chinese	231	<b>1.1%</b>	<i>0.4%</i>	54	<b>0.5%</b>	<i>0.4%</i>
Any Other Ethnic Group	1,318	<b>6.1%</b>	<i>1.7%</i>	801	<b>7.3%</b>	<i>1.4%</i>
Unclassified	363	<b>1.7%</b>	<i>0.7%</i>	206	<b>1.9%</b>	<i>1.2%</i>
All pupils	21,612	<b>100.0%</b>	<i>100.0%</i>	10,926	<b>100.0%</b>	<i>100.0%</i>

Note 1: Percentages may not add up to 100% due to rounding

Note 2: The above table does not include the following schools since the DfE data separately analyses data from special schools, pupil referral units and alternative provision without splitting between primary and secondary (Blanche Neville, The Octagon, Haringey Tuition Service, The Brook Special school, Vale and Riverside)

Source: Haringey PLASC as at January 2014 and <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2014>

Ethnicity read across (Haringey PLASC data vs. National PLASC data)

<b>Jan 2014 Haringey PLASC ethnicity</b>	<b>Jan 2014 National schools census ethnicity</b>
<b>White</b>	
White British	White British
White Irish	Irish
White Irish Traveller	Traveller of Irish heritage
White Gypsy Roma	Gypsy/ Roma
White Other/White Turkish/Cypriot/White Greek Cypriot/White Albanian/White Kosovan	Any other White background
<b>Mixed</b>	
Mixed White Caribbean	White and Black Caribbean
Mixed White African	White and Black African
Mixed White Asian	White and Asian
Mixed Other	Any other Mixed background
<b>Asian</b>	
Asian Indian	Indian
Asian Pakistani	Pakistani
Asian Bangladeshi	Bangladeshi
Asian Other	Any other Asian background
<b>Black</b>	
Black Caribbean	Black Caribbean
Black African/Black Somali/Black Ghanaian/Black Nigerian/Black Congolese/ Any other Black background	Black African Any other Black background
<b>Chinese</b>	<b>Chinese</b>
<b>Other/Other Kurdish/Other Latin American/Other</b>	<b>Any other ethnic group</b>
<b>Refused / Not obtained</b>	<b>Unclassified</b>



The table above shows that the Haringey school population is under represented for the White British ethnicity; average 19.8% compared to 75.8% respectively.

Haringey is under represented compared to the national in Asian ethnicities apart from Bangladeshi which is nearly double the national average. Mixed ethnicities are slightly over represented in Haringey.

Children of Caribbean and African ethnicities are significantly over represented at both Primary and Secondary schools. However there is not any major variation of ethnic groups from primary to secondary school indicating the school population is indicative of the borough population.

The Jan 2014 CENSUS data has been employed for this analysis rather than the Jan 2015 data, as currently the DfE has not published the national ethnicity information from the Jan 2015 CENSUS.

Within the school admissions code there is provision and reference to the Equality Act 2010 and states that an admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil. Supplementary forms are collected by schools that have an additional criteria for entry, for example evidence of worship within a given area.

The oversubscription criteria consulted on are reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, that do not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs.

## **2) What factors (barriers) might account for this under/over representation?**

The school admissions framework is intended to ensure that the school admissions system is fair to all children regardless of race, ethnicity, gender or ability and the School Admissions Code already prohibits admission authorities from disadvantaging children from any particular social or racial group or those with disabilities or special educational needs (School Admissions Full Equality Impact Assessment January 2009). The proposed Haringey Admission arrangements 2016/17 are compliant with all areas of the School Admissions Code, and aim to be equitable and transparent and include measures to actively promote fairness.

The population of schools is determined by the application of Haringey's School Admissions Criteria to the preferences stated by parents/carers on their application forms for school places. The fifth criterion (distance) means that the majority of pupils attending a primary school live locally to that school. The equalities profile of the school will therefore be influenced, but not wholly determined, by the make-up of the local area. According to a Greater London Authority (GLA) ethnic diversity briefing, Haringey is the fifth most diverse Borough in the country when looking at all 16 Census ethnic group categories. 53.7% of the borough is composed of Non White British populations. Haringey also has proportionately more Other White, Black Caribbean and Black African populations than either London or

England and Wales. The school population as a whole is representative of the Haringey population.

**3) What other evidence or data will you need to support your conclusions and how do you propose to fill the gap?**

The data collected regarding the profile of the Haringey school profile is comprehensive and up to date.

## Step Three: Assessment of Impact

**Instruction:** Using the information you have gathered and analysed in step 2, you should assess whether and how the proposal you are putting forward will affect any of the existing barriers facing people who have any of the characteristics protected under the Equality Act 2010. State what actions you will take to address any potential negative effects your proposal may have on them.

**1) How will your proposal affect existing barriers? (Please tick below as appropriate and use the space to explain why)**

<b>Increase barriers?</b>	<b>Reduce barriers?</b>	<b>No change? X</b>
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The Schools Admissions code state that oversubscription criteria must be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation. Admission authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and that other policies around school uniform or school trips do not discourage parents from applying for a place for their child. Admission arrangements must include an effective, clear and fair tie-breaker to decide between two applications that cannot otherwise be separated.

It is a requirement that local authorities ensure that disabled children and those without a SEN statement are covered by the Fair Access Protocol. The Fair Access Protocol ensures that a school place will be found quickly for such who require a place outside of the normal admission round.

Many admission authorities give priority to children who live closer to the school, however, in some circumstances, those living in the area around the school may be predominantly from one social or ethnic group, whilst those of other social or ethnic groups tend to live further away and therefore may not gain a place.

**2) What specific actions are you proposing in order to reduce the existing barriers and imbalances you have identified in Step 2?**

No equalities groups are underrepresented or over represented relative to the wider school population (because as stated above, these groups are one and the same). However this does not necessarily mean that there are no issues relating to the admission arrangements which may have a specific impact on certain equality groups or adverse impact on these groups. The issues identified have been set out below.

### Gender

All primary and all but one of the secondary schools within the Borough are coeducational. For all of the other schools, the gender of the pupil is not a factor of the admission arrangements.

## Age

The policy applies equally to all children of statutory school age.

## Race

The Local Authority has a duty to ensure the proposed arrangements do not unfairly disadvantage any child based on race. However, in some instances parents may be unsure as to how to secure a school place for their child. Translated applications are available on request for those who do not have English as their first language and face to face workshops are held for parents of prospective applicants to support their application process. The admission arrangements are designed for fairness and this can be increased by ensuring that all schools in the area provide an Ofsted defined 'good' education for children.

## Religion and Belief

For community and voluntary controlled schools, religion is not a factor of the admission arrangements. The governing bodies of faith schools are the admitting authorities for these schools and the admissions criteria are therefore outside of these arrangements. However faith schools are allowed to set objective criteria relating to faith, inline with the mandatory provisions of the Schools Admission Code.

## Disability

Section 324 of the Education Act 1996 requires the governing bodies of all maintained schools to admit a child with a statement of special educational needs that names their school. These children are placed in the relevant school before all other places are allocated.

Where a child with a disability or special educational need is to attend a Special School, allocation of places is through a specialist a panel and are outside of the scope of these admission arrangements.

## Sexual Orientation

All schools included in the arrangements have to admit pupils regardless of sexual orientation.

## Pregnancy and Maternity

In addition to the criteria set out in Part 1, if only one place is available at the school and the next child who qualifies for a place is one of multiple birth siblings, the the Local Authority would ask community schools to go over their published admission number. This aspect of the criteria ensures that multiple birth families are not disadvantaged by the proposed arrangements.

The council should work with all schools to increase standards to ensure that all children have equal access to a high level education.

**3) If there are barriers that cannot be removed, what groups will be most affected and what Positive Actions are you proposing in order to reduce the adverse impact on those groups?**

Race

In the proposed arrangements, children arriving into the borough after the application date, which will include migrants from other countries, will have their applications dealt with as a late application. However, this approach is seen as fair and necessary and is endorsed by the School Admissions Code.

## Step Four: Consult on the proposal

**Instruction:** Consultation is an essential part of an impact assessment. If there has been recent consultation which has highlighted the issues you have identified in Steps 2 and 3, use it to inform your assessment. If there has been no consultation relating to the issues, then you may have to carry out consultation to assist your assessment.

Make sure you reach all those who are likely to be affected by the proposal. Potentially these will be people who have some or all of the characteristics listed below and mentioned in the Equality Act 2010:

- Age
- Disability
- Gender Re-assignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race, Religion or Belief
- Sex (formerly Gender) and
- Sexual Orientation

Do not forget to give feedback to the people you have consulted, stating how you have responded to the issues and concerns they have raised.

### 1) Who have you consulted on your proposal and what were the main issues and concerns from the consultation?

The School Admissions Code requires all admission authorities to consult by 1 March on the admissions arrangements for those schools for which they are responsible. Where changes are proposed to admission arrangements, the admission authority must first publicly consult on those arrangements. If no changes are made to admission arrangements, they must be consulted on at least every 7 years. The consultation period must last for a minimum of eight weeks, to ensure that all consultees have enough time to respond.

Under the School Admissions Code, to consult with parents and other groups in the local area, the admission authority must publish a copy of their proposed admission arrangements on their website. This must include details of where comments should be sent and by when, and a notice must be published in a local newspaper of where these arrangements can be viewed.

The consultation on the proposed admission arrangements took place from 2 January 2015 to 27 February 2015. Notification of the consultation was published in the Haringey Independent detailing where further information on the proposed arrangements for September 2016 could be viewed and commented on.

The information on the proposed arrangements was made publicly available on the Haringey website. People were able to respond back to the consultation by:

- Completing the online form
- Emailing comments back to the admissions team

- Completing and returning a hard copy of the questionnaire

The final arrangements will be determined by Cabinet on 26 March 2015.

### Responses to the consultation

In total we received one online response to the consultation.

A consistent theme throughout the response was the priority given to applicants who move closer to a school. The respondent was concerned that an applicant could move to gain access to a preferred school and set out that they would like is for local residents who have lived in the area for a considerable time to be given priority over new arrivals.

In response to this and representations made to the service outside the consultation process, this will be considered when we revisit our policy in the summer term in preparation for the publication of the admissions booklets in September 2015.

It is not proposed to make any revisions to give priority to an applicant based the time spent at an address. Current arrangements include reference to address verification procedures which are used when applying the distance criterion– this includes the date by which the applicant must be living at the address, in order for it to be used in the calculation of home to school distance. The School Admissions Code 2014 specifies that oversubscription criteria **must** be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, that does not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs. Having a criterion that stipulates length of time a family has lived at the property would potentially disadvantage those families for whom it would not have been possible to reside in the borough for a longer period of time.

**2) How, in your proposal have you responded to the issues and concerns from consultation?**

The potential for such indirect discrimination will be reduced by the requirement that admission authorities consult parents on their admission arrangements, by the requirement for the local authority to report annually on the legality, fairness and effectiveness of the admission arrangements in their area, and by the School Adjudicator's new wider role.

**3) How have you informed the public and the people you consulted about the results of the consultation and what actions you are proposing in order to address the concerns raised?**

We will be publishing the covering cabinet report accompanying the admission arrangements on the website and this equally impact assessment. This contains the councils responses to the questions and queries raised during the consultation.

We will be asking for cabinet to agree to Hornsey School for Girls to reduce their Planned Admission Number (PAN) from 216 to 162.



## Step Five: Addressing Training

**Instruction:** The equalities issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

- 1) Do you envisage the need to train staff or raise awareness of the equalities issues arising from any aspects of your proposal and as a result of the impact assessment, and if so, what plans have you made?**

Staff in the Haringey School Admissions Team are provided with yearly refresh training in line with the Admission arrangements, which addresses any changes to either the Criteria or Coordinated scheme.

## Step Six: Monitoring Arrangements

**Instruction:** If the proposal is adopted, there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the protected characteristics detailed in Step 4 above. The purpose of equalities monitoring is to see how the proposal is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address those effects. You should use the Council's equal opportunities monitoring form which can be downloaded from Harinet. Generally, equalities monitoring data should be gathered, analysed and report quarterly, in the first instance to your DMT and then to the Corporate Equalities Board.

**1) What arrangements do you have or will put in place to monitor, report, publish and disseminate information on how your proposal is working and whether or not it is producing the intended equalities outcomes?**

- **Who will be responsible for monitoring?**
- **What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?**
- **Are there monitoring procedures already in place which will generate this information?**
- **Where will this information be reported and how often?**

The Head of Admissions and School Organisation at Haringey Council will be responsible for monitoring. The School Admissions Return to DfE is an Annual report which sets out information on the effectiveness of the admission arrangements e.g. number applicants who received one of their preferences for a school place. The annual report to the Office of Schools' Adjudicators monitors the fairness of the admission arrangements. This information will be reported to the DfE and the OSA annually.

Two main mechanisms will be used by the DfE to provide feedback on how effective the measures in the revised Codes and regulations have been and to inform future policy development. In producing his annual report for the Secretary of State, the Schools Adjudicator will take account of the reports he will receive from each local authority on the legality, fairness and effectiveness of local admission arrangements.

Admission arrangements are subject to an appeal process that gives parents the right to appeal decisions. The process is also used to hold admissions authorities to account and ensure that the arrangements are applied.

## Step Seven: Summary of Impact

**Instruction:** In the table below, summarise for each diversity strand the impacts you have identified in your assessment.

Age	Disability	Race	Sex	Religion or Belief	Sexual Orientation	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity
No adverse impact identified	No adverse impact identified	<p>Parents may be unsure as to how to secure a school place for their child, for those who do not have English as their first.</p> <p>Children arriving into the borough after the application date, which will include migrants from other countries, will have their applications dealt with after all other applications</p>	<p>No adverse impact identified</p> <p>One secondary school within the Borough is single sex and therefore admission is restricted to females for this school</p>	No adverse impact identified	No adverse impact identified	No adverse impact identified	No adverse impact identified	No adverse impact identified

## Step Eight: Summarise the actions to be implemented

**Instruction:** Please list below any recommendations for action that you plan to take as a result of this impact assessment.

<b>Issue</b>	<b>Action required</b>	<b>Lead person</b>	<b>Timescale</b>	<b>Resource implications</b>
Training for staff	Annual refresh training on admission arrangements to be delivered to all staff	Head of Admissions and School Organisation	2013	Within service resources
Parents who do not have English as their first language may struggle with the application process	Access to face to face contact with council officers for parents across the borough to support the application process.	School Admissions Team	Ongoing	Within service resources
Monitoring of admission arrangements	Annual reporting to DfE and OSA	Head of Admissions and School Organisation	DfE – March 2013 OSA – June 2013	Within service resources

## Step Nine: Publication and Sign Off


**Instruction:** It is standard practice to publish the results of impact assessments. There is also a specific duty to provide as much relevant equality information as possible to enable the public to judge how well we are doing on our public sector equality duty. EqIA results are published not simply to comply with the law but also to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them. You should consider in what formats you will publish in order to ensure that you reach all sections of the community.

**1) When and where do you intend to publish the results of your assessment, and in what formats?**

**Assessed by (Author of the proposal):**

Name: Jennifer Duxbury

Designation: Head of Admissions and School Organisation


Signature: 

Date: 27 February 2013

**Quality checked by (Policy and Equalities Team):**

Name: Inno Amadi

Designation: Senior Policy Development Officer (Equalities)

Signature: 

Date: 25 February 2013

**Sign off by Directorate Management Team:**

Name:

Designation:

Signature:

Date: