

Equality Impact Assessment – Appendix 7 to 9 Feb 2016 Cabinet Report

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| Name of Project | Admission Arrangements 2017/18 | Cabinet meeting date <i>If applicable</i> | 09 February 2016 |
| Service area responsible | Education Services | | |
| Name of completing officer | Carlo Kodsi Team Leader School Admissions Nick Shasha, School Place Planning Lead | Date EqIA created | January 2016 |
| Approved by Director / Assistant Director | Chris Kiernan, Acting Assistant Director, Schools and Learning <i>Chris Kiernan</i> | Date of approval | 21/01/2016 |

The Equality Act 2010 places a ‘**General Duty**’ on all public bodies to have ‘**due regard**’ to:

- **Eliminating discrimination, harassment and victimisation and any other conduct prohibited under the Act**
- **Advancing equality of opportunity between those with ‘protected characteristics’ and those without them**
- **Fostering good relations between those with ‘protected characteristics’ and those without them.**

In addition the Council complies with the Marriage (same sex couples) Act 2013.

Haringey Council also has a ‘**Specific Duty**’ to publish information about people affected by our policies and practices.

All assessments must be published on the Haringey equalities web pages. All Cabinet papers MUST include a link to the web page where this assessment will be published.

This Equality Impact Assessment provides evidence for meeting the Council’s commitment to equality and the responsibilities outlined above, for more information about the Councils commitment to equality; please visit the Council’s website.

| Stage 1 – Names of those involved in preparing the EqIA | |
|---|----|
| 1. Carlo Kodsi, Team Leader School Admissions | 5. |
| 2. Nick Shasha, School Place Planning Lead | 6. |
| 3. Eveleen Riordan, Interim Head of Education Services | 7. |
| 4. Ben Ritchie, Policy and Equalities Officer | 8. |

Stage 2 - Description of proposal including the relevance of the proposal to the general equality duties and protected groups. Also carry out your preliminary screening (Use the questions in the Step by Step Guide (The screening process) and document your reasoning for deciding whether or not a full EqIA is required. If a full EqIA is required move on to Stage 3.

This Equality Impact Assessment (EqIA) accompanies the Cabinet report Determination of the Council’s School Admission Arrangements for the academic year 2017/18 **which recommends maintaining the existing primary school oversubscription criterion for 2017/18 and not introducing a change to the sibling criterion.**

In that report Cabinet are asked to:

- Agree the recommendation set out in this report not to proceed with a change to the sibling criterion for the borough’s primary community and VC schools;
- Determine the Council’s admission arrangements for the academic year 2017/18 as set out in Appendices 1- 6. These appendices include a retention of the existing sibling criterion for **primary** community and voluntary controlled (VC) schools for the academic year 2017/18 (Appendix 2);
- Determine that the co-ordinated schemes for Reception and Year 7 admissions remain unchanged from 2016/17;
- Agree the in-year fair access protocol (IYFAP) as set out in Appendix 5 to come into force from 1 March 2016

- Agree that the determined arrangements for all maintained primary and secondary schools in the borough are published on Haringey's website by 15 March 2016 with an explanation of the right of parents, under the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2012, to object to the Schools Adjudicator in specified circumstances

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 (VC) 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 where a school place has been applied for in any given year.

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 2017 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 2017 vary slightly according to the type of provision (nursery¹, 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 VC schools are set out below:

Statement of Special Education Needs - Where a child has a statement of Special Educational Needs/Education and Health Care Plan (EHCP) 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/EHCP 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, adopted brothers and sisters or stepbrothers and stepsisters. They must also be living at the same address as the applicant².

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

² Please see proposed change to the Primary sibling oversubscription criteria in Appendix 2 and a separate pre-consultation EQIA in Appendix 8

- 5. Distance** - Children whose home address is closest to the preferred school. Distance will be measured in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system.

Proposed Pan London Co-ordinated Scheme 2017/18

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

In-Year Fair Access Scheme

The 2017/18 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

Stage 3 – Not relevant for this EQiA – Intentionally blank

Stage 4 – Scoping Exercise - Service data used in this Equality Impact Assessment

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 this personal information.

Given the above, it is not possible to complete a full analysis of equalities data relating to the proposed admission arrangements for entry into any academic year, including the year 2017/18.

Information below provides information on the current statutory school age population in Haringey schools.

| Data Source (include link where published) | What does this data include? |
|---|--|
| <u>Figure 1 Age as of January 2015 (see appendices)</u> | Figure 1 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. |
| <u>Figure 2 Gender as of January 2015 (see appendices)</u> | Figure 2 shows that within the school population there is a not a significant difference between the sexes; the percentage difference in the primary sector is 2.2% with slightly more boys. In the secondary sector the difference is slightly more pronounced at 2.4%. |
| <u>Figure 3 Disability as of January 2015 (see appendices)</u> | The data indicates that Primary children in Haringey with a SEN statement or EHC plans are in line with the London average (both 1.7%) though at a slightly higher percentage than the England average (1.4%). The |

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| | <p>percentage of Secondary school children with statements or EHC plans is higher in Haringey (3.0%) than in England (1.8%) or London (2.1%).</p> <p>The proportion of Primary school children in Haringey with SEN support (12.8%) is marginally lower than across England (13%) and London (13.2%). At Secondary level there are large differences with 20.8% of Haringey children receiving SEN support compared to 12.4% across England and 13.3% across London.</p> |
| <p><u>Figure 4 Ethnic composition of Primary and Secondary pupils, Haringey and England as at January 2015 (see appendices)</u></p> | <p>The table shows that there are significant differences in the ethnic composition of both the primary and secondary cohorts at Haringey primary and secondary schools compared to England averages.</p> <p>The most significant differences are a far smaller proportion of White British pupils compared to England (20% and 18.9% in Haringey compared to 68.9% and 72.1% in England) and a far higher proportion of Any Other White background pupils (25.6% and 26.3% in Haringey compared to 5.8% and 4.4% in England). Haringey also has a far larger proportion of Black Caribbean and Black African pupils compared to the England average.</p> <p>Although Haringey’s proportion of Bangladeshi pupils is higher than the England average, the proportion of Pakistani and Indian pupils is lower than the England average. There is not any major variation of ethnic groups between Haringey’s primary and secondary school indicating the school population is indicative of the borough population.</p> |
| <p><u>Figure 5 – Religion or belief (see appendices)</u></p> | <p>Religion or belief is not covered by the PLASC school census which means that we don’t have access to records for 2015. The best alternative proxy is the Haringey data derived from the England and Wales Census 2011 data on religion by age. Data on the appropriate age groups (0-4 and 5-7) has been combined</p> |

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| | <p>to provide an approximation of the likely religious or belief profile of Reception aged children in Haringey.</p> <p>The notional number is based upon the known sample size of Reception aged pupils in Haringey (3,240) multiplied through the distribution of religion or belief from the 2011 Census. It is a synthetic estimate.</p> <p>The data suggests that 39.7% of Haringey's 0-70 population is Christian, 20.9% state no religion and a further 19.3% are Muslim.</p> |
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**Stage 5a – Considering the above information, what impact will this proposal have on the following groups in terms of impact on residents and service delivery:
Positive and negative impacts identified will need to form part of your action plan.**

| | Positive | Negative | Details | None – why? |
|----------------------------|----------------------------|----------|---------|---|
| Sex | | | | <p>All primary and all but one of the secondary schools within the borough are coeducational.</p> <p>For all of these schools, the gender of the pupil is not a factor of the admission arrangements.</p> |
| Gender Reassignment | | | | |
| Age | The policy applies equally | | | |

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| | to all children of statutory school age as defined by the Admissions Code 2014. | | | |
| Disability | <p>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/EHCP that names their school. These children are placed in the relevant school before all other places are allocated.</p> <p>Where a child with a disability or special educational need is to attend a Special School, allocation of places is through a specialist panel and are outside of the scope of these admission arrangements.</p> | | | |
| Race & Ethnicity | The Local Authority has a | In the proposed | | |

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| | <p>duty to ensure the proposed arrangements do not unfairly disadvantage any child based on race</p> <p>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.</p> | <p>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.</p> <p>However, this approach is seen as fair and necessary and is endorsed by the School Admissions Code.</p> | | |
| <p>Sexual Orientation</p> | <p>All schools included in the arrangements have to admit pupils regardless of sexual orientation</p> | | | |
| <p>Religion or Belief (or No Belief)</p> | | | | <p>For community and VC schools, religion is not a factor of the admission arrangements.</p> <p>The governing bodies of faith schools are the</p> |

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| | | | | <p>admitting authorities for these schools and the admissions criteria are therefore outside of these arrangements. Faith schools are allowed to set objective criteria relating to faith, in line with the mandatory provisions of the Schools Admission Code.</p> |
| <p>Pregnancy & Maternity</p> | <p>In addition to the criteria set out in Section 1, if only one place is available at the school and the next child who qualifies for a place is one of multiple birth, 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.</p> | | | |

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| Marriage and Civil Partnership (note this only applies in relation to eliminating unlawful discrimination (limb 1)) | | | | |
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| Stage 6 - Initial Impact analysis | Actions to mitigate, advance equality or fill gaps in information |
|-----------------------------------|--|
| | <p>Training - Staff in the Haringey School Admissions Team are provided with yearly refresher training in line with the Admission arrangements, which addresses any changes to either the criteria or coordinated scheme.</p> <p>Monitoring - The Head of Education Services will be responsible for monitoring. The School Admissions Return to Department for Education (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 (OSA) monitors the fairness of the admission arrangements. This information will be reported to the DfE and the OSA annually.</p> <p>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.</p> <p>Appeal arrangements - Admission arrangements are subject to an appeal process that gives parents the right to appeal for a place at a school where they have been refused that place. The process is also used to hold admissions authorities to account and ensure that the arrangements are applied. A panel that is independent of the local authority determines the appeal.</p> <p>Support services for application - Access to face to face contact with council officers for parents across the borough to support the application process</p> |

| Stage 7 - Consultation and follow up data from actions set above | |
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| Data Source (include link where published) | What does this data include? |
| <p>Where changes are proposed to admission arrangements, the admission authority must first publicly consult on those arrangements. Consultation must be for a minimum of 6 weeks and must take place between 1 October and 31 January in the year before those arrangements are to apply.</p> <p>This consultation period allows parents, other schools, religious authorities and the local community to raise any concerns about proposed admission arrangements.</p> <p>Admission authorities must consult with:</p> <ul style="list-style-type: none"> a) parents of children between the ages of two and eighteen; b) other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed arrangements; c) all other admission authorities within the relevant area (except that primary schools need not consult secondary schools); d) whichever of the governing body and the local authority who are not the admission authority; e) any adjoining neighbouring local authorities where the admission | <p>The consultation received 239 responses. There was a strong bias of responses from western wards in the borough. Of the 204 responses that provided postcode information, 62% were from either N8 (36%) or N10 (26%). Only 4% of responses (2% each) came from N15 and N17.</p> <p>Reception and Junior Admission arrangements comments</p> <p>They were 103 responses to this question on proposed reception and junior admissions arrangements. 42 respondents were broadly in favour with responses. 16 respondents were broadly not in favour.</p> <p>They were 60 responses to the question on the proposed Pan-London co-ordination of reception and junior admissions arrangements. 30 respondents were broadly in favour with responses. 5 respondents were broadly not in favour.</p> <p>Nursery Admission arrangements comments</p> <p>They were 80 responses to this question on proposed nursery admissions arrangements. 46 respondents were broadly in favour with responses. 6 respondents were broadly not in favour.</p> |

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| <p>authority is the local authority; and</p> <p>f) in the case of faith schools, the body or person representing the religion or religious denomination.</p> <p>The Cabinet Lead member gave approval on 29 October 2015 to consult on our proposed admission arrangements, (including the proposed change to the primary sibling oversubscription criterion set out in the other EqIA), such consultation to take place between 6 November 2015 and 18 December 2015 inclusive.</p> | <p>Secondary Admission arrangements comments</p> <p>They were 90 responses to the question on proposed secondary admissions arrangements. 35 respondents were broadly in favour with responses. 9 respondents were broadly not in favour.</p> <p>They were 58 responses to the question on the proposed Pan-London co-ordination of secondary admissions arrangements. 30 respondents were broadly in favour whilst 3 respondents were broadly not in favour.</p> <p>In-year Admission arrangements comments</p> <p>They were 37 responses to this question. 22 respondents were broadly in favour whilst 2 respondents were broadly not in favour.</p> <p>In-year fair access protocol comments</p> <p>They were 36 responses to this question. 22 respondents were broadly in favour. No respondents stated they were not in favour.</p> <p>Sixth Form Admission arrangements comments</p> <p>They were 35 responses to this question. 23 respondents were broadly in favour. 3 respondents were broadly not in favour.</p> |
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The proposed admission arrangements for 2016/17 do not differ materially from the arrangements for previous years and we therefore do not consider that there are any new or specific Equalities issues to emerge from these general admissions arrangements. We continue to monitor and assess the impact of any changing trends – please see Stage 6 above.

Stage 9 - Equality Impact Assessment Review Log

Review approved by Director / Assistant Director

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Date of review

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Review approved by Director / Assistant Director

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Stage 10 – Publication

Ensure the completed EqIA is published in accordance with the Council's policy.

Appendices (Data Tables)

Figure 1 Age as of January 2015

| Year group | Primary Reception to Yr 6 | Secondary Yrs 7-11 | Grand Total |
|--------------------|---------------------------|--------------------|---------------|
| Reception | 3,240 | | 3,240 |
| Year 1 | 3,172 | | 3,172 |
| Year 2 | 3,245 | | 3,245 |
| Year 3 | 3,196 | | 3,196 |
| Year 4 | 2,944 | | 2,944 |
| Year 5 | 2,947 | | 2,947 |
| Year 6 | 2,888 | | 2,888 |
| Year 7 | | 2,361 | 2,361 |
| Year 8 | | 2,216 | 2,216 |
| Year 9 | | 2,211 | 2,211 |
| Year 10 | | 2,325 | 2,325 |
| Year 11 | | 2,214 | 2,214 |
| Grand Total | 21,632 | 11,327 | 32,959 |

Source: Haringey Education Services 2015

Figure 2 Gender as of January 2015

| | Primary Reception to Yr 6 | Secondary Yrs 7-11 | Grand Total | Primary Reception to Yr 6 | Secondary Yrs 7-11 | Grand Total |
|-------------|---------------------------|--------------------|-------------|---------------------------|--------------------|-------------|
| Female | 10,579 | 5,511 | 16,090 | 48.9% | 48.7% | 48.8% |
| Male | 11,053 | 5,816 | 16,869 | 51.1% | 51.3% | 51.2% |
| Grand Total | 21,632 | 11,327 | 32,959 | 100% | 100.0% | 100.0% |

Source: Haringey Education Services 2015

Figure 3 Disability as of January 2015

| | Pupils with statements or EHC plans | | | |
|----------|-------------------------------------|-------------------------------|--------------------|------------------------|
| | Primary Reception to Yr 6 | Primary Reception to Yr 6 (%) | Secondary Yrs 7-11 | Secondary Yrs 7-11 (%) |
| Haringey | 400 | 1.7% | 383 | 3.0% |
| London | 12,310 | 1.7% | 10,150 | 2.1% |
| England | 61,970 | 1.4% | 58,100 | 1.8% |

Source: Haringey Education Services 2015 / National Schools Census

| | Pupils with SEN support | | | |
|----------|---------------------------|-------------------------------|--------------------|------------------------|
| | Primary Reception to Yr 6 | Primary Reception to Yr 6 (%) | Secondary Yrs 7-11 | Secondary Yrs 7-11 (%) |
| Haringey | 3,012 | 12.8% | 2,662 | 20.8% |
| London | 96,570 | 13.2% | 64,500 | 13.3% |
| England | 587,635 | 13% | 369,035 | 12.4% |

Source: Haringey Education Services 2015 / National Schools Census

Figure 4 - Ethnic composition of Primary and Secondary pupils, Haringey and England as at January 2015

| | Haringey (%) | | England (%) | |
|-----------------------------|--------------|-----------|-------------|-----------|
| | Primary | Secondary | Primary | Secondary |
| Any other White background | 25.6% | 26.3% | 5.8% | 4.4% |
| White British | 20% | 18.9% | 68.9% | 72.1% |
| White Irish | 1.1% | 0.8% | 0.3% | 0.3% |
| Gypsy/Roma | 0.4% | 0.3% | 0.4% | 0.2% |
| Traveller of Irish heritage | 0.2% | 0.1% | 0.1% | 0.0% |
| Black Caribbean | 8.5% | 9.6% | 1.2% | 1.4% |
| Black African | 16.7% | 15% | 3.7% | 3.3% |
| White and Black Caribbean | 3.1% | 3.3% | 1.5% | 1.3% |
| White and Black African | 1.4% | 1.7% | 0.7% | 0.5% |
| Bangladeshi | 2.7% | 3.0% | 1.7% | 1.6% |

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|----------------------------|------|------|------|------|
| Indian | 1.0% | 1.3% | 2.8% | 2.8% |
| Pakistani | 0.8% | 1.0% | 4.3% | 3.9% |
| White and Asian | 2.0% | 1.0% | 1.3% | 1.0% |
| Chinese | 1.2% | 0.5% | 0.4% | 0.4% |
| Any Other Black background | 2.0% | 2.0% | 0.7% | 0.6% |
| Any Other Asian Background | 1.6% | 1.0% | 1.8% | 1.6% |
| Any Other ethnic group | 6.5% | 6.9% | 1.8% | 1.5% |
| Any Other Mixed Background | 3.9% | 4.8% | 2.0% | 1.6% |
| Unclassified | 1.2% | 2.6% | 0.7% | 1.3% |

Source: Haringey Education Services 2015 / National Schools Census

Figure 5 – Religion or belief

| | | | |
|--------------------|---|----------------|------------------------|
| Religion or belief | <p>Religion or belief is not covered by the PLASC school census which means that we don't have access to records for 2015. The best alternative proxy is the Haringey data derived from the England and Wales Census 2011 data on religion by age. Data on the appropriate age groups (0-4 and 5-7) has been combined to provide an approximation of the likely religious or belief profile of Reception aged children in Haringey.</p> <p>The notional number is based upon the known sample size of Reception aged pupils in Haringey (3,240) multiplied through the distribution of religion or belief from the 2011 Census. It is a synthetic estimate.</p> | | |
| | | Percentage (%) | <i>Notional Number</i> |

| | | | |
|--|---------------------|-------|-------|
| | Christian | 39.7% | 1,288 |
| | No religion | 20.9% | 676 |
| | Religion not stated | 12.3% | 397 |
| | Muslim | 19.3% | 625 |
| | Jewish | 5.6% | 183 |
| | Hindu | 1.0% | 32 |
| | Buddhist | 0.8% | 25 |
| | Sikh | 0.3% | 9 |
| | Other religion | 0.2% | 6 |
| | Total | 100% | 3,240 |

Source: Haringey Education Services 2015 / National Schools Census