

Equality Impact Assessment – Appendix 7 to February 2017 Cabinet Member Signing Report

Name of Project	Admission Arrangements 2018/19	Cabinet Member signing date <i>If applicable</i>	08 February 2017
Service area responsible	Education Services		
Name of completing officer(s)	Carlo Kodsi Team Leader School Admissions Nick Shasha, School Place Planning Lead	Date EqIA created	September 2016
Approved by Director / Assistant Director	Rory Kennedy, Assistant Director, Schools and Learning	Date of approval	16/09/2016

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

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act
- Advance equality of opportunity between those with relevant ‘protected characteristics’ and those without them
- Foster good relations between those with relevant ‘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 Council’s 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. Ben Ritchie, Policy and Equalities Officer	7.
4.	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 Member signing report – Determination of the Council’s Admission Arrangements for the academic year 2018/19.

In that report the Cabinet Member for Children and Families is asked to:

- determine the Council’s admission arrangements for the academic year 2018/19 as set out in Appendices 1- 5:
- Agree that the in-year fair access protocol (IYFAP) set out in Appendix 6 comes into force from 1 March 2017;
- Agree the determined admission arrangements for all maintained primary and secondary schools in the borough are published on the Council’s website by no later than 15 March 2017 with an explanation of the right of any person or body, under the School Admissions

(Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2012, to object to the Schools Adjudicator in specified circumstances<sup>1</sup>.

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 14 - 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 2018- 2019 are compliant with all areas of the

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<sup>1</sup> Paragraphs 19 – 24 of the Regulations

Admissions Code, are equitable and transparent and include measures to actively promote fairness.

### Proposed Admission Criteria

The proposed admission criteria for 2018 vary slightly according to the type of provision (nursery<sup>2</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 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 and section 43 of the Children and Families Act 2014.

If the number of children without statements of educational needs/EHCP naming the school for whom applications are made 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.

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<sup>2</sup> In the case of nurseries, the Authority is responsible for determining the admission arrangements but admission to nursery is administered directly by schools with nurseries and nursery centres.

4. **Siblings** - Children with a sibling already attending the school and who still be attending on the date 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 child for whom the application is made.
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 2018/19

Haringey Council's co-ordinated 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 co-ordinating authority agree to sign up to.

#### In-Year Fair Access Scheme

The 2018/19 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 admissions decision are not made based on criteria other than the admissions criteria.

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 2018/19.

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?
<p><u><a href="#">Figure 1 Age as of January 2016 (see appendices)</a></u></p>	<p>Figure 1 shows that there is no significant difference between age groups and the current trend is of year on year increasing cohorts coming through the key stage one year groups.</p>
<p><u><a href="#">Figure 2 Gender as of January 2016 (see appendices)</a></u></p>	<p>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 1.6% with slightly more boys (Male: 50.8% vs Female 49.2%). In the secondary sector the percentage difference is more pronounced at 3.2% (Male: 51.6% vs Female 48.4%).</p>

<p><b><u>Figure 3 Disability as of January 2016 (see appendices)</u></b></p>	<p>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 (1.3%). The percentage of Secondary school children with statements or EHC plans is higher in Haringey (2.8%) than in England (1.7%) or London (2.0%).</p> <p>The proportion of Primary school children in Haringey with SEN support (12.6%) is marginally higher than across England (12.1%) and London (12.1%). At Secondary level there are large differences with 15.8% of Haringey children receiving SEN support compared to 11.0% across England and 11.7% across London.</p>
<p><b><u>Figure 4 Ethnic composition of Primary and Secondary pupils, Haringey and England as at January 2016 (see appendices)</u></b></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 (19.9% and 18.8% in Haringey compared to 75% and 70.9% in England ) and a far higher proportion of Any Other White background pupils (27.0% and 26.8% in Haringey compared to 6.3% and 4.8% 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><b>Figure 5 – Religion or belief</b> (see appendices)</p>	<p>Religion or belief is not covered by the PLASC school census which means that we don't have access to records for 2016. 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> <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 co-educational.</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 to all children of statutory school age as defined by the Admissions Code 2014.			
Disability	<p>Section 324 of the Education Act 1996 and section 43 of the Children and Families Act 2014 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>			

<b>Race &amp; Ethnicity</b>	<p>The Local Authority has a 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>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.</p> <p>However, this approach is seen as fair and necessary and is endorsed by the School Admissions Code.</p>		
<b>Sexual Orientation</b>	All schools included in the arrangements have to admit pupils regardless of sexual orientation			
<b>Religion or Belief (or No Belief)</b>				For community and VC schools, religion is not a factor of the admission arrangements.

				<p>The governing bodies of faith schools are the 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><b>Pregnancy &amp; Maternity</b></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</p>			

	proposed arrangements.			
Marriage and Civil Partnership (note this only applies in relation to eliminating unlawful discrimination (limb 1))				

Stage 6 - Initial Impact analysis	Actions to mitigate, advance equality or fill gaps in information
	<p><b>Training</b> - Staff in the Haringey School Admissions Service are provided with yearly refresher training in line with the Admission arrangements, which addresses any changes to either the criteria or co-ordinated scheme.</p> <p><b>Monitoring</b> - The Head of Education Services will be responsible for monitoring. The admissions return to the 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><b>Appeal arrangements</b> - 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</p>

	<p>independent of the local authority determines the appeal.</p> <p><b>Support services for application</b> - Access to face to face contact with council officers for parents across the borough to support the application process</p>
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<b>Stage 7 - Consultation and follow up data from actions set above</b>	
<b>Data Source (include link where published)</b>	<b>What does this data include?</b>
<p>Four representations were received in total, all advocating a change to the oversubscription criteria that is applied if the local authority receives more applications than there are places available for admission to Haringey’s community and VC schools -</p> <ul style="list-style-type: none"> <li>• Letter from Evelyn Davies, head teacher of Coldfall Primary</li> <li>• 2 written responses from individuals</li> <li>• Phone call from Secondary community School</li> </ul>	<p>The three written representations and one verbal representation all focused on introducing an additional oversubscription criterion that gives priority to children of teaching staff employed at a school.</p> <p>The Council is aware that some academies and voluntary aided schools within Haringey as well as schools in neighbouring boroughs already give priority to children of staff within their admission arrangements to aid in the retention and recruitment of staff.</p> <p>The Council recognises that in common with many schools in London, some Haringey community schools may be experiencing challenges in recruiting and retaining teaching staff. In response to the representations received and a verbal representation from a Haringey Secondary community school made to Education Services outside of the consultation process, we are proposing to make contact with <u>all</u> Haringey community and VC schools to explore whether introducing an additional oversubscription criterion will help to tackle this issue. This will constitute an informal consultation in early 2017 to gather wider views regarding priority given to staff children.</p>

## Stage 8 - Final impact analysis

The proposed admission arrangements for 2018/19 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.

Any addition to the oversubscription criterion in respect of staff children would be subject to a statutory consultation from 1 October 2017 to gather views from all stakeholders and, if determined, will be implemented for the 2019/20 admission arrangements and not for the 2018/19 arrangements. An equalities impact assessment (EqIA) will also be included to assess whether an addition to the oversubscription criteria will have any impact on protected groups.

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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Date of review

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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 2016**

Year group	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Reception	3,210		3,210
Year 1	3,267		3,267
Year 2	3,157		3,157
Year 3	3,222		3,222
Year 4	3,184		3,184
Year 5	2,915		2,915
Year 6	2,951		2,951
Year 7		2,481	2,481
Year 8		2,417	2,417
Year 9		2,272	2,272
Year 10		2,267	2,267
Year 11		2,380	2,380
<b>Grand Total</b>	<b>21,906</b>	<b>11,817</b>	<b>33,723</b>

Source: Haringey Education Services 2016



**Figure 2 Gender as of January 2016**

	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Female	10,779	5,723	16,502	49.2%	48.4%	48.9%
Male	11,127	6,094	17,221	50.8%	51.6%	51.1%
Grand Total	21,906	11,327	33,233	100%	100.0%	100.0%

Source: Haringey Education Services 2016

**Figure 3 Disability as of January 2016**

	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	399	1.7%	373	2.8%
London	12,454	1.7%	9,986	2.0%
England	60,446	1.3%	55,738	1.7%

Source: Haringey Education Services 2016 / National Schools Census 2016 (Table S5)

	Pupils with SEN support			
	Primary Reception to Yr 6	Primary Reception to Yr 6 (%)	Secondary Yrs 7-11	Secondary Yrs 7-11 (%)
Haringey	3,000	12.6%	2,074	15.8%
London	90,215	12.1%	57,649	11.7%
England	558,648	12.1%	350,693	11.0%

Source: Haringey Education Services 2016 / National Schools Census 2016 (Table S5)

**Figure 4 - Ethnic composition of Primary and Secondary pupils, Haringey and England as at January 2016**

	Haringey (%)		England (%)	
	Primary	Secondary	Primary	Secondary
Any other White background	27.0%	26.8%	6.3%	4.8%
White British	19.9%	18.8%	75.0%	70.9%
White Irish	1.1%	0.8%	0.3%	0.3%
Gypsy/Roma	0.4%	0.2%	0.4%	0.2%
Traveller of Irish heritage	0.2%	0.1%	0.1%	0.0%
Black Caribbean	7.8%	9.4%	1.1%	1.3%
Black African	16.4%	14.8%	3.8%	3.5%
White and Black Caribbean	3.2%	3.2%	1.5%	1.4%
White and Black African	1.4%	1.6%	0.8%	0.6%

Bangladeshi	2.6%	3.1%	1.7%	1.7%
Indian	0.9%	1.2%	2.8%	2.9%
Pakistani	0.8%	1.0%	4.3%	4.1%
White and Asian	2.2%	1.2%	1.3%	1.1%
Chinese	1.2%	0.6%	0.4%	0.4%
Any Other Black background	1.9%	1.9%	0.8%	0.7%
Any Other Asian Background	1.5%	1.0%	1.8%	1.7%
Any Other ethnic group	6.3%	7.0%	1.8%	1.6%
Any Other Mixed Background	4.2%	4.7%	2.1%	1.7%
Unclassified	0.9%	2.5%	0.7%	1.2%

Source: Haringey Education Services 2016 / National Schools Census SFR 20 (Tables 9a and 9b)

**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 2016. 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 (3,210) multiplied through the</p>
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distribution of religion or belief from the 2011 Census. It is a synthetic estimate.		
	Percentage (%)	<i>Notional Number</i>
Christian	39.7%	1,274
No religion	20.9%	671
Religion not stated	12.3%	395
Muslim	19.3%	620
Jewish	5.6%	180
Hindu	1.0%	32
Buddhist	0.8%	26
Sikh	0.3%	10
Other religion	0.2%	6
Total	100%	3,240*

Source: ONS (2011 Census data for Haringey)

Note: \* Totals may not add up due to rounding