

Service: Admissions and School Organisation

Directorate: Children and Young People's Service

Title of Proposal: Admission to Schools – Proposed Admission arrangements for 2013/14

Lead Officer (author of the proposal): Jennifer Duxbury

Names of other Officers involved: Jennifer Duxbury, Arleen Brown, Jen Johnson

### Step 1 - Identify the aims of the policy, service or function

*State what effects the proposal is intended to achieve and who will benefit from it.*

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 2010. 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 coordinated scheme ensures that every child in Haringey has a school place.

Haringey Council is the admissions authority for Haringey community and voluntary controlled schools and the coordinating authority for all schools in the Borough, except fee-paying independent schools. The 2013/14 admission arrangements relate to entry to Haringey community nursery classes; primary; infant; junior and secondary schools; St Aidan's voluntary controlled School and sixth form provision in the Borough. Where Haringey Council is the coordinating authority for a school, only the coordinated scheme is applicable as the relevant governing body acts as the admissions authority and sets the admissions criteria.

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<sup>1</sup>.

“Admission authorities and governing bodies must ensure that their admission arrangements and other school policies are fair and do not unfairly disadvantage, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs. Local authorities and schools have duties under Part 4 of the Disability Discrimination Act 1995

<sup>1</sup> School Admissions Code (2010), DCSF

not to discriminate against disabled children and this is an important principle that should underpin all schools' policies, not just admissions. Admission authorities must also ensure that their admission arrangements comply with all other relevant equalities legislation.”

“Admission authorities and governing bodies should develop and implement admission arrangements, practices and oversubscription criteria that actively promote equity, and thus go further than simply ensuring that unfair practices and criteria are excluded.” **School Admissions Code 2010**

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 framework ensures that unlawful and unfair arrangements are not adopted and aims to ensure 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 2013/14 are compliant with all areas of the Admissions Code, are equitable and transparent and include measures to actively promote fairness. Only one significant change to the arrangements has been proposed for 2013/14, this area relates to Multiple Births and is addressed in Part 3b.

### Proposed Admission Criteria

The Determined Admission Criteria for 2013/14 vary slightly according to the type of provision (nursery<sup>2</sup>, primary, secondary etc) they apply to. However the main principles are set out below:

**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
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-

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<sup>2</sup> In the case of nurseries, the Authority is responsible for admissions but these are managed by schools with nurseries and nursery centres.

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 2013/14

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

#### In-Year Fair Access Scheme

The 2013/14 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.

## Step 2 - Consideration of available data, research and information

You should gather all relevant quantitative and qualitative data that will help you assess whether at presently, 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. 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 2001 Haringey Census data has an equalities profile of the borough and will help you to make comparisons against population sizes.

[http://harinet.haringey.gov.uk/index/news\\_and\\_events/fact\\_file/statistics/census\\_statistics.htm](http://harinet.haringey.gov.uk/index/news_and_events/fact_file/statistics/census_statistics.htm)

*2 a) 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?*
- *appear to be receiving differential outcomes in comparison to other groups?*

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

The Haringey Admissions Service is a universal service and the 2013/14 Haringey admission arrangements apply equally to all children in the borough. 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 Schools Admission 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. However they restrict the collation of equalities related admissions data.

### Step 3 - Assessment of Impact

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 existing barriers and what actions you will take to address any potential negative effects.

**3 a) How will your proposal affect existing barriers? (Please tick below as appropriate)**

Increase barriers?	Reduce barriers?	No change? <input checked="" type="checkbox"/>
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#### Comment

The proposed Haringey Admission arrangements 2013/14 are compliant with all areas of the School Admissions Code, aim to be equitable and transparent and include measures to actively promote fairness.

No equalities groups are under represented 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.

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

#### 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.

#### 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 new admission arrangements propose that the Local Authority would ask community schools to go over their published admission number. (This is subject to the outcome of the DfE consultation on the School Admissions Code.) This aspect of the criteria ensures that multiple birth families are not disadvantaged by the proposed arrangements.

### Application of the over subscription criteria

The table below demonstrates the application of the oversubscription criteria for the academic year 2012-13 for secondary schools and 2011-12 for primary (at the time of writing, the offers had not yet been made for 2012-13).

Secondary: Places were offered to every applicant that applied on time to the following schools and therefore they do not appear in the table:

- Greig City Academy
- Park View
- St Thomas More Catholic School
- Hornsey School for Girls
- The John Loughborough School
- Northumberland Park School

	Number of applications received	Number of places offered	Children with SEN statements	Looked -after children	Exceptional social or medical need	Siblings	Distance	Distance of last child offered (straight-line, miles)
Alexandra Park School	1341	216	8	1	0	72	135	0.9208
Fortismere School*	1205	243	9	0	0	104	108	0.5190
Gladesmore Community School	780	243	9	2	0	70	162	0.9188
Heartlands High School	962	**189	10	1	0	17	161	1.124
Highgate Wood School	920	243	8	1	0	77	157	1.0157
Woodside High School	508	162	3	0	0	32	127	1.7867

\*22 pupils were offered places at Fortismere School based on musical aptitude.

Primary: Places were offered to all applicants who applied on time to all other community primary schools and therefore they do not appear in the table.

School	Number of applications received	Number of places offered	Children with SEN statements	Looked-after children	Exceptional social or medical need	Siblings	Distance	Distance of last child offered (straight-line, miles)
Alexandra	111	30	0	0	0	7	23	0.965
Belmont Infants	225	56	0	0	0	24	32	0.284
Bounds Green Infant	187	60	0	0	0	17	43	0.504
Bruce Grove	178	60	0	0	0	20	40	0.674
Campsbourne	161	60	0	0	0	14	46	1.112
Chestnuts	282	60	0	0	0	37	23	0.236
Coldfall	422	90	0	0	0	35	55	0.380
Coleridge	569	120	0	0	0	67	53	0.291
Downhills	162	60	0	0	0	28	32	0.715
Earlsmead	169	60	0	0	0	19	41	0.736
Highgate	271	56	0	0	0	17	39	0.749
Lancasterian	187	58	0	0	0	18	40	0.483
Lea Valley	179	60	1	0	0	23	36	0.305
Muswell Hill	515	60	0	0	0	28	32	0.302
North Harringay	157	60	0	0	0	14	46	1.013
Rhodes Avenue	375	90	1	0	0	30	59	0.415
Rokesly Infants	365	90	0	0	0	40	50	0.408
South Harringay	182	60	0	0	0	26	34	0.241
St Aldan's	190	30	0	1	0	16	13	0.188
Tetherdown	416	60	0	0	0	32	28	0.221
Welbourne	129	60	0	0	0	29	31	0.636
Weston Park	270	30	0	0	0	16	14	0.139

### Appeals

The tables below show the number of appeals lodged, heard and upheld for community schools for the years 2009-11. It is not possible to monitor appeals cases in terms of the equalities profile of the pupils. In most cases, the appeal will be held before an offer is made and under the Admissions Code only information relating to the application can be gathered so as to ensure that this information does not prejudice the appeal.

### Appeals for admission to secondary schools in 2009-2011

School	2009			2010			2011		
	Lodged	Heard	Upheld	Lodged	Heard	Upheld	Lodged	Heard	Upheld
Alexandra Park School	50	44	4	37	29	3	40	37	3
Gladesmore Community School	29	28	1	25	23	0	28	24	2
Heartlands High School	n/a	n/a	n/a	48	47	10	39	34	2
Highgate Wood School	32	29	2	31	29	2	19	17	3
Hornsey School for Girls	17	16	3	0	0	0	0	0	0
Northumberland Park Community School	5	5	4	0	0	0	1	0	0
Park View	3	1	0	3	3	0	1	0	0
Woodside High School	0	0	0	0	0	0	1	0	0
<b>Total</b>	<b>136</b>	<b>123</b>	<b>14</b>	<b>144</b>	<b>131</b>	<b>15</b>	<b>129</b>	<b>112</b>	<b>10</b>

### Appeals for admission to reception classes in 2009-2011

School	2009			2010			2011		
	Lodged	Heard	Upheld	Lodged	Heard	Upheld	Lodged	Heard	Upheld
Alexandra	1	1	0	0	0	0	2	0	0
Belmont Infants	5	4	0	6	6	2	8	7	1
Bounds Green Infants	3	2	0	1	1	1	4	4	0
Broadwater Farm	0	0	0	0	0	0	2	2	0
Bruce Grove	0	0	0	1	1	0	3	2	0
Campbourne Infant	0	0	0	0	0	0	4	3	0
Chestnuts	0	0	0	7	7	2	10	9	2
Coldial	3	3	1	4	2	0	9	4	0
Coleraine	0	0	0	0	0	0	1	0	0
Cotteridge	3	2	0	12	9	1	16	14	2
Downhills	0	0	0	0	0	0	1	1	0
Earlham	0	0	0	0	0	0	2	0	0
Earlsmead	0	0	0	0	0	0	1	1	0
Highgate	0	0	0	0	0	0	6	2	2
Lancasterian	3	0	0	1	1	0	3	0	0
Lea Valley	9	6	0	5	3	0	5	2	0
Lordship Lane	1	0	0	0	0	0	5	2	1
Mulberry	0	0	0	0	0	0	1	0	0
Muswell Hill	3	2	0	9	7	0	4	0	0
Nightingale	0	0	0	0	0	0	1	0	0
Noel Park	0	0	0	0	0	0	6	4	1
North Haringay	0	0	0	0	0	0	8	4	0
Rhodes Avenue	9	8	0	5	5	1	2	0	0
Rokely Infants	6	3	0	6	5	0	7	3	0
St. Aidan's	5	4	2	3	2	0	10	7	1
Seven Sisters	0	0	0	0	0	0	1	0	0
South Haringay Infants	11	8	0	2	2	0	9	8	0
Stroud Green	0	0	0	0	0	0	1	0	0
Tetherdown	1	1	0	6	4	0	5	2	0
Welbourne	0	0	0	1	1	1	2	2	0
West Green	0	0	0	0	0	0	1	1	0
Weston Park	2	1	0	5	4	0	7	6	1
<b>Total</b>	<b>65</b>	<b>45</b>	<b>3</b>	<b>74</b>	<b>60</b>	<b>8</b>	<b>147</b>	<b>90</b>	<b>11</b>

Appeals are heard by an independent appeal panel of three to five members of the public. Translators are available for every appeal hearing. For the last academic year, 11 hearings required an interpreter, in addition to one appeal that required a deaf interpreter.

*3 c) 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 after all other applications. However, this approach is seen as fair and necessary and is endorsed by the national School Admissions Code.

## Step 4 - Consult on the proposal

Consultation is an essential part of 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, ensuring that you cover all the equalities strands. 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.

### *4 a) 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 on the admissions arrangements for those schools for which they are responsible at least every 7 years or in any year where there is a change. The consultation period must last for a minimum of eight weeks, to ensure that all consultees have enough time to respond.<sup>3</sup>

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 admission arrangements for 2013/14 do not differ from those consulted on last year. However consultation was undertaken between 30 January and 25 March 2012 in order to give all stakeholders the opportunity to comment on the arrangements should they wish to do so. Following the public consultation, the final arrangements will be determined in a further report to Cabinet by 15 April 2012, this report will contain the complete EqIA and consultation responses.

The following groups were consulted on the proposals:

- neighbouring local authorities
- Haringey Admissions School Organisation Forum - the proposed arrangements were discussed at Haringey's School Admission Forum in November
- Church of England Diocese
- Catholic Diocese
- Jewish Community Day Schools Advisory Board
- nursery schools and children's centres
- governing bodies of all community (primary, secondary and sixth form) and voluntary controlled schools
- parents

There were two responses to the consultation. The first asking that the Children in Care criterion be changed to include adopted children who were previously looked after in line with changes set out in the new Schools Admissions Code. The second asked for consideration of removing the sibling policy.

<sup>3</sup> School Admission Code 2011

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

At the time the admission arrangements were approved by Cabinet to go out to consultation, the second draft of the new Code had not yet been issued and therefore these changes were not included in the consultation document. However, following the publication of the new Schools Admissions Code and associated Regulations, the Children in Care criterion in the admission arrangements set out in Appendices 1- 6 were updated inline with the mandatory provision of the new Code to include previously looked after children who became subject to an adoption, residence, or special guardianship order immediately after being looked after.

The removal of the sibling policy would require consultation and therefore consideration will be given to this when consulting on arrangements in subsequent years.

***4 c) 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?***

All determined arrangements will be published on the Haringey website for access by the public after 15<sup>th</sup> April 2012.

## Step 5 - Addressing Training

The 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.

***Do you envisage the need to train staff or raise awareness of the 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 6 - Monitoring Arrangements

If the proposal is adopted there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the six equality strands. The purpose of equalities monitoring is to see how the policy is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address the 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 Equalities Team.

*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?*

Head of Admissions and School Organisation

- *What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?*

Under the new Admission Code (section 3.23) the Local Authority must produce an annual report on admissions for all the schools in their area for which they co-ordinate admissions, to be published locally and sent to the Office of Schools Adjudicator by 30 June following the admissions round. The report must cover as a minimum:

- information about how admission arrangements in the area of the local authority serve the interests of looked after children and previously looked after children, children with disabilities and children with special educational needs, including any details of where problems have arisen;
- an assessment of the effectiveness of Fair Access Protocols and co-ordination in their area, including how many children were admitted to each school under them;
- the number and percentage of lodged and upheld parental appeals; and
- any other issues the local authority may wish to include.

The Office of Schools' Adjudicators has a key role in ensuring the fairness of admission arrangements – objections can be made to the OSA ruling on objections to schools' or local authorities' admission arrangements, for pupils entering a school in the September of the year following the publication of the contested arrangements.

- *Are there monitoring procedures already in place which will generate this information?*

Yes see above

- *Where will this information be reported and how often?*

DfE and the OSA – annually.

## Step 7 - Summarise impacts identified

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	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. 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.	No adverse impact identified One secondary school within the Borough is single sex and therefore admission is restricted to females for this school.	No adverse impact identified	No adverse impact identified	No adverse impact identified	No adverse impact identified	No adverse impact identified

## Step 8 - Summarise the actions to be implemented

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

Issue	Action required	Lead person	Timescale	Resource implications
Monitoring of admission arrangements	Annual reporting to DfE and OSA, monitoring fairness and implementation of the admission arrangements	Head of Admissions and School Organisation	Annually - June 2012	Within service resources
Training for staff	Annual refresh training on admission arrangements to be delivered to all admissions staff including customer services staff.	Head of Admissions and School Organisation	2012	Within service resources
Parents who do not have English as their first language may struggle with the application process	Face to Face workshops held with parents across the borough to support the application process.	School Admissions Team	Ongoing	Within service resources

## Step 9 - Publication and sign off

*There is a legal duty to publish the results of impact assessments. The reason is 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.*

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

All determined arrangements will be published on the Haringey website for access by the public.

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

Name: JENNIFER DUXBURY

Designation: HEAD OF ADMISSIONS AND SCHOOL ORGANISATION

Signature: 

Date: 22<sup>nd</sup> MARCH 2012

### Quality checked by (Equality Team):

Name: Arleen Brown

Designation: Senior Policy Officer

Signature: *A. J. Brown*

Date: 22<sup>nd</sup> March 2012

### Sign off by Directorate Management Team:

Name: *Jim Dust*

Designation: *Deputy Director*

Signature: 

Date: 23/3/2012