



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

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

**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 2012. 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” para 14 - School Admissions Code 2012.

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 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 2014/15 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 2014/15 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:

**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-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 2014/15

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 agree to sign up to.

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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.



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### In-Year Fair Access Scheme

The 2014/15 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 2014/15. Information below provides information on the current statutory school age population in Haringey schools.

Age:



| January 2013 CENSUS<br>Year group | Primary<br>Reception<br>to Yr 6 | Secondary<br>Yrs 7-11* | Grand<br>Total |
|-----------------------------------|---------------------------------|------------------------|----------------|
| Reception                         | 3259                            |                        | 3259           |
| Year 1                            | 3191                            |                        | 3191           |
| Year 2                            | 2977                            |                        | 2977           |
| Year 3                            | 2941                            |                        | 2941           |
| Year 4                            | 2897                            |                        | 2897           |
| Year 5                            | 2856                            |                        | 2856           |
| Year 6                            | 2687                            |                        | 2687           |
| Year 7                            |                                 | 1926                   | 1926           |
| Year 8                            |                                 | 2016                   | 2016           |
| Year 9                            |                                 | 1997                   | 1997           |
| Year 10                           |                                 | 2001                   | 2001           |
| Year 11                           |                                 | 1998                   | 1998           |
| <b>Grand Total</b>                | <b>20808</b>                    | <b>9938</b>            | <b>30746</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 2013 CENSUS<br>Gender | Primary<br>Reception<br>to Yr 6 | Secondary<br>Yrs 7-11* | Grand<br>Total | Primary<br>Reception<br>to Yr 6 | Secondary<br>Yrs 7-11* | Grand<br>Total |
|-------------------------------|---------------------------------|------------------------|----------------|---------------------------------|------------------------|----------------|
| Female                        | 10133                           | 4947                   | 15080          | 48.7%                           | 49.9%                  | 49.1%          |
| Male                          | 10675                           | 4971                   | 15646          | 51.3%                           | 50.1%                  | 50.9%          |
| Grand Total                   | 20808                           | 9918                   | 30726          | 100.0%                          | 100.0%                 | 100.0%         |

\*the secondary figures do not include Greig City Academy

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 2.6% with slightly more boys. In the secondary sector there are slightly more boys than girls with a difference of 1.8%.

**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>306</b>                | <b>288</b>         | <b>1.5%</b>               | <b>2.9%</b>        |
| England Statement of Special Educational Needs         |                           |                    | 1.4%                      | 1.9%               |

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:**

| Jan 2012 census (Pupils of compulsory school age) | Haringey primary numbers | Haringey primary | England primary | Haringey secondary numbers | Haringey secondary | England secondary |
|---|--------------------------|------------------|-----------------|----------------------------|--------------------|-------------------|
| White British                                     | 3,366                    | 19.9%            | 72.3%           | 2,422                      | 18.4%              | 76.5%             |
| Irish   | 198                      | 1.2%             | 0.3%            | 117                        | 0.9%               | 0.4%              |
| Traveller Of Irish Heritage                       | 58                       | 0.3%             | 0.1%            | 18                         | 0.1%               | 0.0%              |
| Gypsy/ Roma                                       | 141                      | 0.8%             | 0.3%            | 85                         | 0.6%               | 0.2%              |
| Any Other White Background                        | 3,794                    | 22.5%            | 4.5%            | 3,021                      | 22.9%              | 3.6%              |
| White And Black Caribbean                         | 544                      | 3.2%             | 1.4%            | 492                        | 3.7%               | 1.3%              |
| White And Black African                           | 235                      | 1.4%             | 0.6%            | 174                        | 1.3%               | 0.4%              |
| White And Asian                                   | 274                      | 1.6%             | 1.1%            | 127                        | 1.0%               | 0.8%              |
| Any Other Mixed Background                        | 646                      | 3.8%             | 1.8%            | 656                        | 5.0%               | 1.4%              |
| Indian  | 186                      | 1.1%             | 2.6%            | 182                        | 1.4%               | 2.6%              |
| Pakistani   | 167                      | 1.0%             | 4.3%            | 147                        | 1.1%               | 3.3%              |
| Bangladeshi                                       | 514                      | 3.0%             | 1.7%            | 396                        | 3.0%               | 1.4%              |
| Any Other Asian Background                        | 268                      | 1.6%             | 1.6%            | 168                        | 1.3%               | 1.5%              |
| Caribbean   | 1,869                    | 11.1%            | 1.4%            | 1,535                      | 11.7%              | 1.4%              |
| African   | 3,062                    | 18.1%            | 3.4%            | 2,198                      | 16.7%              | 2.9%              |
| Any Other Black Background                        | 263                      | 1.6%             | 0.7%            | 275                        | 2.1%               | 0.5%              |
| Chinese   | 135                      | 0.8%             | 0.4%            | 80                         | 0.6%               | 0.4%              |
| Any Other Ethnic Group                            | 1,155                    | 6.8%             | 1.6%            | 1,080                      | 8.2%               | 1.4%              |
| All pupils  | 16,875                   | 100.0%           | 100.0%          | 13,173                     | 100.0%             | 100.0%            |



The table above shows that the Haringey school population is under represented for the White British ethnicity; average 19.5% compared to 76.5% respectively. Haringey is slightly 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. Caribbean ethnicity in Haringey across all age groups is 11.4% compared to 1.4% at a national level. African ethnicity in Haringey across all age groups is 17.4% compared to 3.2% at a national level. 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 2012 CENSUS data has been employed for this analysis rather than the Jan 2013 data, as currently the DfE has not published the national ethnicity information from the Jan 2013 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 2014/15 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



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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)**

|                    |                  |              |
|--------------------|------------------|--------------|
| Increase barriers? | Reduce barriers? | No change? X |
|--------------------|------------------|--------------|

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



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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 3 December 2012 to 28 January 2013. A statutory notice was published on 7 December in the Haringey independent detailing where further information on the proposed arrangements for September 2014 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 the questionnaire and sending it back to the admissions team

The final arrangements will be determined by Cabinet on 19 March 2013.

### Responses to the consultation

In total we received three responses to the consultation.

#### Hornsey School for Girls

We received a letter from the Chair of Governors on behalf of the Governing Body at Hornsey School for Girls asking that their Planned Admission Number (PAN) be reduced from 216 (8fe) to 162(6fe) for September 2014 as a short term measure– see appendix 8. This is due to the large number of surplus places currently in Year 7.

The number of secondary transfer applications we have received for September 2013 is at the same level we received for September 2012.

Total on time secondary transfer applications (home and out borough)

| 2012 | 2013 |
|------|------|
| 3075 | 3093 |

For September 2012, after late applications and allocation of school places, Hornsey School for Girls had a total of 135 offers for 216 places on 1 March 2012. This meant the school had a surplus of 46 places.

Analysis of the September 2013 applications and current projection information suggests the school would find it difficult to fill 216 year 7 places for this September. Current secondary transfer offer information for September 2013 indicates that with a PAN of 162 there would be a surplus of 14 places. This includes the offer of places to late applicants and the allocation of places to those applicants who were not offered any of their preferences.

|                              | September<br>2013 | September<br>2014 | September<br>2015 | September<br>2016 | September<br>2017 | September<br>2018 | September<br>2019 |
|------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 2012 projection round        | 2078              | 2186              | 2278              | 2307              | 2307              | 2334              | 2447              |
| Permanent year 7<br>capacity | 2390              | 2417              | 2417              | 2417              | 2417              | 2417              | 2417              |
| Surplus/deficit of places    | 312               | 231               | 139               | 110               | 110               | 83                | -30               |

The table above provides an overview of the projected year 7 demand and year 7 capacity from September 2013 to September 2019.

Year 7 preference and offer information for Hornsey School for Girls for September 2011, September 2012 and entry for September 2013.

| Year of<br>admission | First |       | Second |       | Third |       | Fourth |       | Fifth |       | Sixth |       | Late<br>offer | allocation | Total |       |
|----------------------|-------|-------|--------|-------|-------|-------|--------|-------|-------|-------|-------|-------|---------------|------------|-------|-------|
|                      | Pref  | Offer | Pref   | Offer | Pref  | Offer | Pref   | Offer | Pref  | Offer | Pref  | Offer |               |            | Pref  | Offer |
| 2011                 | 134   | 131   | 112    | 27    | 106   | 20    | 67     | 8     | 70    | 10    | 43    | 7     | 8             | 24         | 532   | 235   |
| 2012                 | 99    | 96    | 73     | 18    | 79    | 13    | 77     | 11    | 52    | 4     | 42    | 3     | 7             | 18         | 422   | 170   |
| 2013                 | 91    | 91    | 71     | 20    | 60    | 9     | 67     | 8     | 53    | 3     | 45    | 1     | 7             | 9          | 396   | 148   |

Hornsey School for Girls pupils on roll January Census for 2008 to 2013

| Jan Year | PAN | School Year |     |     |     |     |       |
|----------|-----|-------------|-----|-----|-----|-----|-------|
|          |     | 7           | 8   | 9   | 10  | 11  | Total |
| 2008     | 243 | 240         | 237 | 242 | 237 | 247 | 1203  |
| 2009     | 243 | 238         | 231 | 235 | 235 | 235 | 1174  |
| 2010     | 243 | 241         | 238 | 233 | 240 | 228 | 1180  |
| 2011     | 243 | 201         | 237 | 229 | 238 | 230 | 1135  |
| 2012     | 216 | 205         | 193 | 226 | 224 | 224 | 1072  |
| 2013     | 216 | 140         | 211 | 186 | 221 | 223 | 981   |

The January PLASC data shows that for the last 6 years the school has not been able to fill to its published PAN. When the PAN was reduced for September 2011 to 216 it was brought in across all year groups. The year groups above 216 are being allowed to reduce naturally, through pupils leaving the school. Once a year group falls below the published PAN then offers from the waiting list (if there is one) or allocations will be made. In the last 2 years the school has struggled to fill up to its published PAN of 216 which creates difficulty for the school in regards of curriculum to planning and financial forecasting.

In order to help the school with future planning, we will bring down the PAN to 162 in the interim, with the view that this be reviewed annually as part of the admissions consultation, and mindful that additional places will be required when the larger Key Stage 1 cohorts begin to apply for secondary school places.

Online responses

We received two online responses to the consultation.

One respondent provided the following comment as their response to the consultation:  
 “lack of transparency hiding behind data protection”

The proposed arrangements have been consulted upon in accordance with the School Admissions Code and relevant regulations– See para 1.42 to 151 of the school admissions code also see paragraph 1.3 regulations 12 to 17 of the school Admission Regulations 2012 cover consultation requirements.. The arrangements comply with mandatory provisions of the Code and are available to view online and in hard copy in Council buildings.

One respondent asked if there were a way that the length of time a family has lived at an address can be taken into account within the admission arrangements.

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. Para 1.8 of the School Admissions code 2012 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.

The same respondent also asks if Haringey could work with church schools to create additional school provision in Muswell Hill. We are currently undertaking feasibility studies to create additional school provision in the borough, including Muswell Hill. We will be reporting these findings to Cabinet in the summer School Place Planning report.

#### In-Year Fair Access Protocol

The School Admissions Code requires local authorities to have in place a fair access protocol which all local schools and Academies must fully adhere to. This In-Year Fair Access Protocol complies with this requirement and has been revised and made available for all Head teachers to comment on. Schools agreed on a delegation of Head teachers with the authority to review the procedures and agree this scheme. These are set out in appendix 5: In-Year Fair Access scheme for Haringey schools. The changes are proposed to strengthen the transparency of the process and to ensure that the monitoring arrangements and sanctions for schools and Academies who do not admit are more robust. The main changes in the scheme are as follows:

- The scheme now provides details on what data will be provided at each panel.
- The points system for pupils has been removed.
- The limit on the number of pupils the panel can allocate to a school has been removed.
- The scheme provides more robust procedures for monitoring the admission of pupils to schools and actions that will be taken if schools fail to enrol pupils within 15 school days.

These proposed changes take account of advice provided by the Department for Education, see Appendix 9.



**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.

| Issue   | Action required   | Lead person                                | Timescale                           | Resource implications    |
|---|---|--|-------------------------------------|--------------------------|
| 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<br>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: