

FULL EQUALITY IMPACT ASSESSMENT QUESTIONNAIRE/CHECKLIST

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| Directorate | CHILDREN'S SERVICES | | Section | PLACE PLANNING & SCHOOL ADMISSIONS | | |
| 1 Name of the function/ policy to be assessed | Admission arrangements for 2010/11 for Harrow community schools | 2 Date of Assessment | February 2009 | 3 Is this a new or existing function/policy? | Review of existing policy | |
| 4 Briefly describe the aims, objectives and purpose of the function/policy | | <p>The aims of the policy are to ensure that Harrow meets the statutory requirements for consultation and determination of admission arrangements for Harrow community schools, including compliance with the School Admissions Code of Practice, equal opportunities legislation and the Disability Discrimination Act and has in place a system where all parents feel they have the same opportunities to apply for the schools they want their child to attend.</p> <p>As the admission authority for community schools, Harrow is required to ensure the admission arrangements are:</p> <ul style="list-style-type: none"> • Clear (ie free from doubt) and easily understood. • Objective • Procedurally fair for all groups of children | | | | |
| 5 Are there any associated objectives of the function/policy? Please explain | | <p>This policy will contribute to:</p> <ul style="list-style-type: none"> • Maintaining and improving educational achievement in Harrow • Meeting stakeholder aspirations • Wider corporate priorities of increasing the role of schools as the centre of the community | | | | |

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| <p>6 Who is intended to benefit from the function/policy and in what way?</p> | <p>Parents/carers of children and young people who attend Harrow schools, by ensuring there are clear, fair and objective admission arrangements at the centre of the application process for school places.</p> <p>The proposed changes to high school admission arrangements aim to remove the inconsistencies in the current policy (ie some primary schools have dual links and others only a single link, an imbalance of intakes that means one high school is oversubscribed by linked school children whilst another only has one single linked primary school).</p> <p>Changing from linked schools to distance puts the high school at the heart of the community and young people and families will benefit from increased access to local schools which should reduce the number of car journeys to school.</p> <p>Using distance is sufficiently robust to meet the challenge of change (ie new housing developments, expansion/contraction of school population, etc.) without the need for constant review and re-alignment of linked schools.</p> | | |
| <p>7 What outcomes are wanted from this function/policy?</p> | <p>Ensure Harrow's policy is in line with statutory requirements That the oversubscription criteria are clear, fair and objective.</p> | | |
| <p>8 What factors/forces could contribute/detract from the outcomes?</p> | <p><u>Contributory Factors</u> Engagement of parents and schools in consultation</p> <p><u>Factors that could detract from the outcomes</u> Opposition to the proposals from the majority of stakeholders</p> | | |
| <p>9 Who are the main stakeholders in relation to the function/policy?</p> | <p>Parents, children, young people Schools and governors Other interest parties including neighbouring local authorities, MPs, the bodies representing the religious denominations for faith schools</p> | <p>10 Who implements the function/policy and who is responsible for the function/policy?</p> | <p>Harrow Council has the statutory responsibility for determining admission arrangements for its community schools. The Admissions Service applies the Council's policy.</p> |

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| <p>11 What data or other existing evidence have you used to assess whether the function/policy might have a differential impact? (please continue on a separate piece paper if necessary)</p> | <ul style="list-style-type: none"> • Outcome data from previous years' admission rounds • Outcome of an Early Soundings exercise to gather early views from parents and schools on options for changes to high school admission arrangements • An exercise undertaken using only distance on the 2008 high school transfer group which showed little impact on the number of successful first preference applications between distance and linked schools • DCSF guidance that that schools should not collect Ethnic Group information until after a child's admission to school and that local authorities should not collect this information more than once. Both the Data Protection Commissioner and the Commission for Racial Equality approved this advice. | | | | |
| <p>12 Has the data or other evidence raised concerns that the function/policy might have a differential impact? If so in what area (please circle)?</p> | <p>Race No</p> | <p>Gender No</p> | <p>Disability No</p> | <p>Other No</p> | <p>(If other please specify) Children Looked After Children with special educational needs</p> |
| <p>13 What are the concerns? (please continue on a separate piece paper)</p> | <p><u>Race</u> Within the proposals are no issues that will impact on the equality of accessing school places or impact on ethnic groups</p> <p><u>Gender</u> No changes are proposed to the admission arrangements for Harrow's single sex girls schools</p> <p><u>Disability</u> Within the proposals there are no issues that will impact on the equality of accessing schools places for children/young people with a disability. The Disability Discrimination Act makes provision for reasonable adjustments to be made for children with disabilities.</p> <p><u>Children Look After</u> The proposals still ensure that priority in the admission arrangements is given to Children Looked After</p> <p><u>Pupils with special educational needs</u> School placement for children with a statement of special educational needs is not part of the oversubscription criteria. Children with a statement that names a school must be admitted to the school even if the school is full. The School Admissions Codes specifies that children with special education needs but without statements must be treated in the same way as all other applicants. All Harrow community schools are resourced to meet the needs of these children.</p> | | | | |
| <p>14 Does the differential impact amount to adverse impact i.e. could it be discriminatory, directly or indirectly?</p> | <p>NO</p> | <p>15 If yes, can the adverse impact be justified on the grounds of promoting equality of opportunity for one group? Or any other reason?</p> | | <p>N/A</p> | |

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| <p>16 Have you considered ways in which the adverse impact might be reduced or eliminated?</p> | <p>The Harrow Admissions Forum (HAF) reports to the Stakeholder Reference Group. These groups have representatives from cross-party members, headteachers, governors, early years services, faith groups and in the case of the SRG from trades unions and HAF from Harrow Council for Racial Equality. Both these groups are considering all the issues raised in the review of high school admission arrangements. Input from Harrow Transition Support Officers (TSOs) whose role is to target, support and advise hard to reach groups about applying for a school place. The TSOs have involved local community groups in working with parents and have arranged meetings a local schools, mosques and churches.</p> |
| <p>17 How have you made sure you have consulted with the relevant groups and service users from Ethnic Minorities? Disabled people? Men and women generally?</p> | <p>An Early Soundings exercise was undertaken in July 2008 to give parents and school an opportunity to give their views about options for consultation on admission arrangements. Wide ranging consultation was undertaken from 8 December 2008 to 13 February 2009, which met the statutory timetable for consultation.</p> <p><u>How?</u></p> <ul style="list-style-type: none"> • Report to all Harrow governing bodies and pro-forma response forms. • Information/pro-formas provided for schools to use with parents. • Schools' normal communication channels (ie newsletters, parents evenings, etc). • Harrow People magazine January 2009. • Harrow website. • Powerpoint presentation for schools to use • Community Groups • Officer attendance at meetings (if required). |
| <p>18. Please give details of the relevant service users, groups and experts you are approaching for their views on the issues</p> | <ul style="list-style-type: none"> • All Harrow governors and schools • Parents • Community groups • Neighbouring LAs • Independent Legal Advice |

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| <p>19 How will the views of these groups be obtained? (Please tick)</p> | <p>Letter ✓ Meetings ✓ Interviews Telephone Workshops Fora Questionnaires ✓ Other ✓</p> | <p>20 Please give the date when each group/expert was contacted</p> | <p>Governors 8/12/08 Schools 8/12/08 Community Groups 8/12/08 Neighbouring Las 8/12/08 Parents See attached returns from schools Legal advice ?????</p> |
| <p>21 Please explain in detail the views of the relevant groups/experts on the issues involved. (Please use a separate sheet if necessary)</p> | <p>The consultation responses will be presented to the Harrow Admission Forum in February 2009.</p> | | |
| <p>22 Taking into account the views of the groups/experts, please clearly state what changes if any you will make, including the ways in which you will make the function/policy accessible to all service users, or if not able to do so, the areas and level of risk (Please continue on a separate sheet if necessary)</p> | <p>The Harrow Admissions forum will be presented with a full analysis of the outcome of consultation and will take these views into consideration when making recommendations for Cabinet's consideration.</p> | | |
| <p>23 Please describe how you intend to monitor the effect this function/policy has on different minority groups (Please continue on a separate sheet if necessary)</p> | <p>The outcome of each admission round is monitored annually and the outcome reported to the Harrow Admission Forum. The purpose of HAF is to provide a vehicle for admission authorities and other key interested parties to get together to discuss the effectiveness of local admission arrangements. Their main focus is to consider the fairness of arrangements in their local context.</p> | | |
| <p>24 If any elements of your function/policy are provided by third parties please state, what arrangements you have in place to ensure that to ensure that the Council's equal opportunities criteria are met</p> | <p>N/A</p> | | |

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| <p>25 Please list any performance targets relating to equality that your function/policy includes, and any plans for new targets (Please continue on a separate sheet if necessary)</p> | <p>N/A</p> | | |
| <p>26 How will you publish the results of this Impact assessment?</p> | <p>Through report to Cabinet</p> | <p>27 Date of next assessment</p> | <p>TBC</p> |

Signed:
 NAME: M. Hitchens
Completing officer

Date:

Signed:
 NAME: H. Clements
Lead Officer

Date:

Please list actions you intend to take as a result of this assessment. Attach additional sheets if necessary.

IMPROVEMENT PLAN

| ISSUE IDENTIFIED | ACTION REQUIRED | LEAD OFFICER | TIMESCALE | COMMENTS |
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