

## Equality Impact Assessment – Template

<b>Name of Policy</b>	Hampshire County Council's admission arrangements 2011/2012 including the Admissions Policy for Community & Voluntary Controlled Schools
<b>Department</b>	County Admissions Team
<b>Names of people completing assessment</b>	Martin Goff – Lead Officer for Admissions & Home to School Transport Roz Capey – Senior Admissions Officer,
<b>Date</b>	February/March 2010
A front line or direct service is highly likely to have an impact on different communities. An infrastructure service may have an indirect impact. You need to use your professional knowledge to decide if you know enough about the different customer or staff groups which might be affected. These prompts will assist you to decide if you need to do an impact assessment.	
<b>Describe main purpose of Policy</b>	<p>There is a statutory duty for authorities to exercise their functions with a view to promoting the fulfilment by every child of their educational potential, and, in the case of local education authorities in England, with a view to ensuring fair access to educational opportunity, as well as with a view to promoting high standards. Also the authority must exercise their functions with a view to securing diversity in the provision of schools and increasing opportunities for parental choice when planning the provision of school places. The admission policy provides one element of a local admissions systems. They must be clear, objective and fair and is easier for parents to understand.</p> <p>The guiding principles of the school admissions policy are that each Hampshire child should be offered a school place; that each school should serve its local community; that as many children as possible attend their parents' preferred school; that siblings as far as possible can attend school together; and that children can benefit from curriculum continuity between schools serving the same catchment area.</p>
<b>What are the main activities?</b>	<p>To undertake the statutory annual consultation about school admission arrangements with all Hampshire schools, neighbouring local authorities, parents, other interested parties and the four Anglican dioceses with schools in Hampshire. The consultation is overseen by the Hampshire Admission Forum to ensure compliance with the School Admissions Code.</p> <p>To provide advice and assistance to all parents of children of all ages in the area applying for school places, with clear information about admissions and supporting those parents who find it hardest to understand the system. Enabling parents to apply and ensuring that applications are processed according to the published arrangements.</p> <p>To implement the fair access protocol to secure inclusion for vulnerable children.</p>
<b>Who is intended to benefit?</b>	Children and families in Hampshire and schools in Hampshire and those intending to seek a school place in a HCC school.

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**Based on existing knowledge and information use the following checklist to decide what the impact might be on different groups and whether a more detailed impact assessment is required. Identify and summarise the data used in the grid below.**

Further guidance on 1. [equality groups](#) 2. [data sources](#)

These different customer groups are more likely to be excluded.	Do you know about the breakdown of people who use your services compared to the community profile?	Will some people be unable to use or benefiting from this policy?	If any groups are disadvantaged is this likely to be unlawful?	How could the policy improve equality of access?
<b>Age</b> Children, young people and young parents, the elderly or older people, retired.	In line with the Hampshire profile.	The admission arrangements contain no policies that provide different impacts on people with parental responsibility dependent on their age.	N/A	N/A
<b>Gender</b> Women, Men, boys, girls, carers (of children, disabled or older people) Transgender (those who have changed gender or are in the process of change)	Unknown	No. Hampshire does not have any single sex educational establishments and the admission arrangements contain no policies that impact differently on people with a particular gender.	N/A	N/A
<b>Special Educational Needs (SEN)</b>	As per annual school census	The policy does not apply to children with a statement of SEN, except that these children will, where possible, be admitted within the PAN. Parents that find the school admissions system difficult to navigate (perhaps because of their own learning needs) can access support through Hampshire County Council's Choice Advice service.	No. The SEN Department work specifically on the educational placement of children with a Statement of SEN.	The legislative framework prescribes that this is how applications for children with a statement must be processed.

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<p><b>Disabled people</b></p> <p>Mobility, sight, hearing, speech and language disability or difficulty, mental health/distress</p>	<p>In line with the Hampshire profile.</p>	<p>The admission arrangements contain a medical criterion <u>within</u> the policy, to enable priority for children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends the preferred school rather than any other, and who request admission on medical grounds and submit appropriate medical or psychological evidence. However, all applications, including those with no medical grounds for applying are considered, applying the published arrangements.</p>	<p>N/A</p>	<p>N/A</p>
<p><b>Faith</b></p> <p>Communities or individuals with particular religions or beliefs or those with no particular religion or belief.</p>	<p>Unknown</p>	<p>The admission arrangements for voluntary controlled school contain a denominational criterion <u>within</u> the policy, to enable priority for children whose parents are active members of the C of E and who request admission to a church school on denominational grounds. However, all applications, including those with no faith basis for applying, are considered applying the published arrangements.</p>	<p>The policy is designed to give priority to one group over another. This is based on clear criteria The policy is set within a clear legislative framework. It is unlikely to discriminate unlawfully.</p>	<p>The policy is accessible and is clear, fair and objective.</p>
<p><b>Race</b></p> <p>Black and minority ethnic individuals and</p>	<p>As per annual school census</p>	<p>The admission arrangements contain no policies that impact negatively on people from a particular minority group. The Fair Access</p>	<p>Yes as the SAC says that Admission authorities must ensure that the</p>	<p>Improve the facility for translating the Admission</p>

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communities, gypsies and travellers, migrant workers		protocol positively discriminates in favour of gypsy, traveller and other children who arrive mid-year for securing school places as a priority. The application forms are available in another language upon request.	admission arrangements are fair and do not unfairly disadvantage either directly or indirectly, a child from a particular social or racial group. (1.72)	Arrangements and application forms into another language. Make use of diversity networks to promote awareness of school admission policy.
<b>Low or no Income</b>	Low income families can be identified through data supplied by schools; the main measure is of those children with an entitlement to Free School Meals (FSM). The quality of the data may be an issue. It is possible that the data is out of date. There is some anecdotal evidence that not all families that are FSM entitled will take up the free meal or even make clear their entitlement.	No. The admission arrangements contain no policies that impact negatively on people on low or no income. There is an enhanced transport entitlement and a uniform grant for secondary school pupils, with an entitlement to FSMs as travel and uniform costs can have a disproportionate impact on low-income families, particularly those with several children. The Choice Advice service is available to inform parents of their options and their entitlements.	Yes. LAs must work with all governing bodies to ensure that admission arrangements which appear fair are not then undermined by other school policies, such as a requirement for an expensive school uniform, sportswear or expensive school visits unless arrangements are put in place to ensure that parents on low incomes can afford them. (1.73)	The current service could be improved by advising families applying for secondary school places of their 3 closest schools for which they would qualify for the enhanced transport entitlement.. It would also be beneficial to carry out an audit of basic uniform costs of all Hampshire schools to ensure that no school was using exclusive providers and requiring parents to spend an unreasonable amount to clothe their child for school.

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**What conclusions have you reached about the potential impact ?**

**Conclusions reached about the impact of the programme**

Possible Impact	Group/s Affected	Evidence
Low income families need to be advised of their full entitlement	Families that have FSM entitlement.	
Admissions Policy can be part of a complicated process and so some families find making an informed application difficult	Any families may find the process difficult. Those families who are not familiar with the English education system or find the language difficult.	Choice Advice service provides some support already and doesn't have direct access to all those families that may need support.

**Further action (please specify )**

**Actions to be taken**

Impact identified	Action	Responsibility	Timescale	Expected Outcomes	Review date

1. Publish Results at this stage – Yes/No

Reasons:

2. Carry out further Impact Assessment – Yes/No

Reasons:

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**Agreed by:**

**Summary published on web date:**