

Equality Impact Assessment (EIA) Report

For further information on undertaking and completing an Equality Impact Assessment, please see the [guidance](#).

Name of policy/ procedure/ function/ service being assessed:	<i>School Admission's Policy / Consultation</i>
Department and Section:	<i>C&F Dept – School Admissions Section</i>
Name of lead officer and others completing this assessment:	<i>Gurjit Singh Bahra – Head of Service</i>
Contact telephone numbers:	<i>0116 305 6324</i>
Date EIA assessment completed:	<i>1st December 2014</i>

Step 1: Defining the policy/ procedure/ function/ service

Using the information gathered within the Equality Questionnaire, you should begin this full EIA by defining and outlining its scope. The EIA should consider the impact or likely impact of the policy in relation to all areas of equality, diversity and human rights, as outlined in the Equality, Diversity and Human Rights Strategy of Leicestershire County Council.

What are the main aims, purpose and objectives of the policy/ procedure/ function/ service? How will they be achieved?
<ul style="list-style-type: none"> <i>Legally required to have an Admission's Policy that ensures no child is disadvantaged when applying for a school place</i> <i>Tackle inequality</i>
What are the main activities relating to this policy/ procedure/ function/ service and distinguish who is likely to benefit from these activities.
<ul style="list-style-type: none"> <i>To ensure parents have an opportunity to express up to three preference(s) about which school they wish their child to attend. The policy is aimed at all school-aged children living in Leicestershire.</i>
What outcomes are expected?
<ul style="list-style-type: none"> <i>To continuously strive for a high first preference rate ensure a fair and transparent process and that no child is disadvantaged.</i> <i>Develop policies that better understand the community we serve</i> <i>Adhere to transparency and accountability</i> <i>Reduce public expenditure in an efficient way (98% online applications reduction of secondary booklets and improved online versions)</i> <i>Ensure there is a positive contribution to equality</i> <i>Prevention of inequality</i>

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Step 2: Potential Impact

Use the table below to specify if any service users or staff who identify with any of the 'protected characteristics' below will be affected by the policy/ procedure/ service you are proposing (indicate all that apply) and describe why and what barriers these individuals or groups may face.

Who is affected and what barriers may these individuals or groups face?	
Age	<i>To ensure all Leicestershire children have a school catchment area</i>
Disability	<i>Not applicable</i>
Gender Reassignment	<i>Not applicable</i>
Marriage and Civil Partnership	<i>Not applicable</i>
Pregnancy and Maternity	<i>Not applicable</i>
Race	<i>Not applicable</i>
Religion or Belief	<i>Not applicable</i>
Sex	<i>Not applicable</i>
Sexual Orientation	<i>Not applicable</i>
Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities	<i>Not applicable</i>
Community Cohesion	<i>Not applicable</i>

Step 3: Data Collection & Evidence

In relation to your related findings in 'Step Two' are your presumptions on these barriers based on any existing research, data evidence or other information?

<p>What evidence, research, data and other information do you have which will be relevant to this EIA?</p> <p>What does this information / data tell you about each of the diverse groups?</p>
<p><i>If the catchment change is not made it is likely that City children will secure places at County schools (on distance) before County children that County parents would want.</i></p>
<p>What further research, data or evidence may be required to fill any gaps in your understanding of the potential or known affects of the policy?</p> <p>Have you considered carrying out new data or research?</p>
<p><i>Formal consultation on the proposed changes over an 8 week period across Leicestershire, and responses received will inform the change being sought.</i></p>

Step 4: Consultation and Involvement

When considering how you to consult and involve people as part of the proposed policy/ procedure/ function/ service, it is important to think about the service users and staff who may be affected as part of the proposal.

Have you consulted on this policy/ procedure/ function or service? Outline any consultation and the outcomes of the consultation in relation to this EIA.
<i>There is a mandatory requirement to consult on schools admissions at least every 7 years for 8 weeks.</i>
<i>The consultation will be available online and on paper if requested, all schools will be contacted, a range of internal and agencies, faith groups, Councils (including district and Parish), County Councillors and disabled agencies.</i>
Do any of the barriers you identified <i>actually</i> exist based on this consultation?
<i>If the change is accepted then - No.</i>

Step 5: Mitigating and assessing the impact

In relation to any research, data, consultation and information you have reviewed and/or carried out as part of this EIA, it is now essential to assess the impact of the policy/ procedure/ function/ service and distinguish whether a particular group could be affected differently in either a negative or positive way?

If you consider there to be actual or potential adverse impact or discrimination, please outline this below. State whether it is justifiable or legitimate and give reasons.
<i>If the catchment change is not accepted, it is likely to discriminate / disadvantage children in securing local schools.</i>
N.B. a) If you have identified adverse impact or discrimination that is <u>illegal</u> , you are required to take action to remedy this immediately. b) If you have identified adverse impact or discrimination that is <u>justifiable or legitimate</u> , you will need to consider what actions can be taken to mitigate its effect on those groups of people.

**What can be done to change the policy/ procedure/ function/ service to mitigate any adverse impact?
Consider what barriers you can remove, whether reasonable adjustments may be necessary and how any unmet needs that you have identified can be addressed.**

To ensure the catchment change goes ahead.

Step 6: Making a decision

Summarise your findings and give an overview of whether the policy will meet Leicestershire County Council's responsibilities in relation to equality, diversity and human rights.

The outcomes following the 8 week consultation will influence Leicestershire's admissions policy.

Step 7: Monitoring, evaluation & review of your policy/ procedure/service change

How will you monitor the impact and effectiveness of the new policy/ procedure/ service change and what monitoring systems will you put in place to monitor this and to promote equality of opportunity and make positive improvements?

Once houses are occupied and parents apply from Forest Lane Development for local school places the situation will be monitored.

How will the recommendations of this assessment be built into wider planning and review processes?

e.g. policy reviews, annual plans and use of performance management systems.

Our review of policies and procedures will be on an annual basis, even though government requirements are not having to re-consult for up to 7 years.

Equality Improvement Plan

Please list all the equality objectives, actions and targets that result from the Equality Impact Assessment (continue on separate sheets as necessary). These now need to be included in the relevant service plan for mainstreaming and performance management purposes.

Equality Objective	Action	Target	Officer Responsible	By when
Ensure children from the Forest Lane development are not disadvantaged by ensuring they have school catchment area	To change catchment lines	To prevent parental disappointment. Reduce primary first time admission appeals	Gurjit Singh Bahra	For entry September 2016

1st Authorised Signature (EIA Lead):



Date: 1st December 2014

2nd Authorised Signature (Member of DMT):



Date: 1st December 2014

Once completed, please send a copy of this form to the Departmental Equalities Group for quality assurance. Once authorised, this Equality Impact Assessment (EIA) Report will need to be published on our website. Please send a copy of this form to the Members Secretariat in the Chief Executives Department to louisa.jordan@leics.gov.uk.