



# Addressing Inequalities

## Equalities Impact Assessment

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# Surrey County Council Equality Impact Assessment Template

## Stage one – initial screening

<b>What is being assessed?</b>	<b>Primary and Secondary Fair Access Protocols 2014/15</b>
<b>Service</b>	<b>Admissions and Transport</b>
<b>Name of assessor/s</b>	<b>Claire Potier</b>
<b>Head of service</b>	<b>Peter-John Wilkinson</b>
<b>Date</b>	
<b>Is this a new or existing function or policy?</b>	<b>Existing policy under review</b>

**Write a brief description of your service, policy or function. It is important to focus on the service or policy the project aims to review or improve.**

This EIA relates to the processes and criteria for Surrey's Primary and Secondary Fair Access Protocols. Each local authority is required to have a Fair Access Protocol which ensures that access to education is secured quickly for Surrey children who have no school place and that all schools in Surrey admit children their fair share of children with challenging behaviour.

**Indicate for each equality group whether there may be a positive impact, negative impact, or no impact.**

<b>Equality Group</b>	<b>Positive</b>	<b>Negative</b>	<b>No impact</b>	<b>Reason</b>
<b>Age</b>	X			Schools will receive AWPU funding for Year 11 pupils admitted after 2 October 2014 until the end of the Spring term
<b>Gender Reassignment</b>			X	
<b>Disability</b>	X			Children with special

				educational needs who are not stated and children with disabilities or medical conditions which have already impacted on their attendance or participation at school will be placed more effectively in school through the Fair Access Protocol
<b>Sex</b>			<b>X</b>	
<b>Religion and belief</b>	<b>X</b>			In considering a placement the Admissions team or placement Panel will have regard to a view of the parent regarding the religious ethos of a school
<b>Pregnancy and maternity</b>			<b>X</b>	
<b>Race</b>	<b>X</b>			Asylum seeker and refugee children who have been in the UK less than two years and who need a supported entry to school will be placed more effectively in school through the Fair Access Protocol
<b>Sexual orientation</b>			<b>X</b>	
<b>Carers</b>	<b>X</b>			Children who are carers will be placed in school more effectively through the Fair Access Protocol
<b>Other equality issues – please state</b>				
<b>Looked After Children and care leavers</b>			<b>X</b>	
<b>Low income families</b>			<b>X</b>	
<b>HR and workforce issues</b>			<b>X</b>	
<b>Human Rights</b>			<b>X</b>	

<b>implications if relevant</b>				
<p>If you find a negative impact on any equality group you will need to complete stage one and move on to stage two and carry out a full EIA.</p> <p>A full EIA will also need to be carried out if this is a high profile or major policy that will either effect many people or have a severe effect on some people.</p>				

<b>Is a full EIA required?</b>	<b>Yes (go to stage two)</b>	<b>No</b> <b>X</b>
<p>If no briefly summarise reasons why you have reached this conclusion, the evidence for this and the nature of any stakeholder verification of your conclusion.</p>		
<p>There are no negative impacts on any equality group. Placements under the Fair Access Protocol are less than 100 a year and as such this Protocol will not affect many people nor have a severe effect on some people.</p>		
<p><b>Briefly describe any positive impacts identified that have resulted in improved access or services</b></p>		
<p>The Fair Access Protocol is designed to ensure that children who are out of school are placed in school quickly. The equality groups identified above will face a positive impact as a result of this Protocol as they will be placed in school quickly, even if the school is full.</p>		

**For screenings only:**

<b>Review date</b>	
<b>Person responsible for review</b>	<b>Claire Potier</b>
<b>Head of Service signed off</b>	<b>Peter-John Wilkinson</b>
<b>Date completed</b>	<b>3 July 2014</b>

- Signed off electronic version to be kept in your team for review
- Electronic copy to be forwarded to Equality and Diversity Manager for publishing

**Stage 2 – Full Equality Impact Assessment - please refer to [equality impact assessment](#) guidance available on Snet**

**Introduction and background**

**Using the information from your screening please describe your service or function. This should include:**

- The aims and scope of the EIA
- The main beneficiaries or users
- The main equality, accessibility, social exclusion issues and barriers, and the equality groups they relate to (not all assessments will encounter issues relating to every strand)

**Now describe how this fits into ‘the bigger picture’ including other council or local plans and priorities.**

## **Evidence gathering and fact-finding**

**What evidence is available to support your views above? Please include a summary of the available evidence including identifying where there are gaps to be included in the action plan.**

**Remember to consider accessibility alongside the equality groups**

Sources of evidence may include:

- Service monitoring reports including equality monitoring data
- User feedback
- Population data – census, Mosaic
- Complaints data
- Published research, local or national.
- Feedback from consultations and focus groups
- Feedback from individuals or organisations representing the interests of key target groups
- Evidence from partner organisations, other council departments, district or borough councils and other local authorities

**How have stakeholders been involved in this assessment? Who are they, and what is their view?**

## **Analysis and assessment**

**Given the available information, what is the actual or likely impact on minority, disadvantaged, vulnerable and socially excluded groups? Is this impact positive or negative or a mixture of both? (Refer to the EIA guidance for full list of issues to consider when making your analysis)**

**What can be done to reduce the effects of any negative impacts? Where negative impact cannot be completely diminished, can this be justified, and is it lawful?**

**Where there are positive impacts, what changes have been or will be made, who are the beneficiaries and how have they benefited?**

### **Recommendations**

**Please summarise the main recommendations arising from the assessment. If it is impossible to diminish negative impacts to an acceptable or even lawful level the recommendation should be that the proposal or the relevant part of it should not proceed.**

### **Action Plan – actions needed to implement the EIA recommendations**

<b>Issue</b>	<b>Action</b>	<b>Expected outcome</b>	<b>Who</b>	<b>Deadline for action</b>

- Actions should have SMART Targets
- Actions should be reported to the Directorate Equality Group (DEG) and incorporated into the Equality and Diversity Action Plan, Service Plans and/or personal objectives of key staff.

Date taken to Directorate Equality Group for challenge and feedback	
Review date	
Person responsible for review	
Head of Service signed off	
Date completed	
Date forwarded to EIA coordinator for publishing	

- **Signed off electronic version to be kept in your team for review**

- **Electronic copy to be forwarded to your service EIA coordinator to forward for publishing on the external website**

### **EIA publishing checklist**

- Plain English – will your EIA make sense to the public?
- Acronyms – check that you have explained any specialist names or terminology
- Evidence – will your evidence stand up to scrutiny; can you justify your conclusions?
- Stakeholders and verification – have you included a range of views and perspectives to back up your analysis?
- Gaps and information – have you identified any gaps in services or information that need to be addressed in the action plan?
- Legal framework – have you identified any potential discrimination and included actions to address it?
- Success stories – have you included any positive impacts that have resulted in change for the better?
- Action plan – is your action plan SMART? Have you informed the relevant people to ensure the action plan is carried out?
- Review – have you included a review date and a named person to carry it out?
- Challenge – has your EIA been taken to your DEG for challenge
- Signing off – has your Head of Service signed off your EIA?
- Basics – have you signed and dated your EIA and named it for publishing?

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