

# Addressing Inequalities

## Equalities Impact Assessment

# Surrey County Council Equality Impact Assessment Template

## Stage one – initial screening

<b>What is being assessed?</b>	<b>Fair Access Protocol 2021/22</b>
<b>Service</b>	<b>School Admissions</b>
<b>Name of assessor/s</b>	<b>Claire Potier</b>
<b>Head of service</b>	<b>Jane Winterbone</b>
<b>Date</b>	<b>30/06/2022</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 Fair Access Protocol. 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 under the Protocol.

**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 pro rata AWPU funding for some Year 11 pupils admitted after 06 October 2022 until the end of the Spring term 2023
<b>Gender Reassignment</b>			X	

<b>Disability</b>	<b>X</b>			Children with special educational needs & disability who do not have an EHCP 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 if they have been unable to secure a school place
<b>Sex</b>			<b>X</b>	
<b>Religion and belief</b>	<b>X</b>			In considering a placement, the School 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 will be placed more effectively in school through the Fair Access Protocol if they have been unable to secure a school place
<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 if they have been unable to secure a school place
<b>Other equality issues – please state</b>	<b>X</b>			Previously Looked After Children will be placed in school more effectively through the Fair Access Protocol if they have been unable to secure a school place
<b>HR and workforce issues</b>			<b>X</b>	

<b>Human Rights implications if relevant</b>			<b>X</b>	
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**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.**

**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.**

<b>Is a full EIA required?</b>	<b>Yes (go to stage two)</b>	<b>No X</b>
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**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.**

There are no negative impacts on any equality group. Placements under the Fair Access Protocol are in the region of 80 a year, and as such this Protocol will not affect many people nor have a severe effect on some people.

**Briefly describe any positive impacts identified that have resulted in improved access or services**

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 a school is full.

**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>Jane Winterbone</b>
<b>Date completed</b>	<b>30 June 2022</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**