

## INITIAL SCREENING – STAGE 1 (See Guidance information)

**As a public authority we need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity.**

**Please complete the following questions to determine whether a Full Equality Assessment is required.**

<b>Name of policy, strategy or function:</b> The School Admissions and Pupil Placements Service (SAPP) Review	<b>Ref:</b> CYPF1212SC
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<b>Chair Person</b> David Bridgman <b>Responsible Officer:</b> Colin Burton <b>Directorate:</b> CYPF	<b>Role:</b> Chairperson of Equality Assessment Task Group <b>Assessment Date:</b> 8 <sup>th</sup> January 2013
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<b>Is this a:</b>	Policy <input type="checkbox"/>	Strategy <input type="checkbox"/>	Function <input type="checkbox"/>	Service <b>X</b>
<b>Is this:</b>	New or Proposed <input type="checkbox"/>	Already exists and is being reviewed <b>X</b>	Is Changing <b>X</b>	

**1. What are the main aims, objectives of the policy, strategy, function or service and the intended outcomes and who is likely to benefit from it**

**Aims:** The School Admissions and Pupil Placements Service is responsible for coordination and administration of school places and appeals, on behalf of the local authority and those academies that have opted to buy back the LA service. It also ensures that children who leave schools without trace (children missing from education), or who risk disconnection from education, are identified and appropriate action is taken to safeguard their situation and/or their future.

The School Admissions Team offered over 40,000 school places and the School Appeals Team have received and presented over 2700 appeals, during academic year 2011/2012. The admission and appeal arrangements aim to provide for equality of access for parents and their children. The authority's oversubscription admission criteria do not disadvantage particular social groups or those with special educational needs.

The Pupil Placements Team, drawing on its extensive experience and success in this field, places and supports up to 350 KS4 pupils every academic year, who are not able to engage in mainstream/academy education, into an approved alternative KS4 education provision which secures their future in education, training and employment. These placements are available for pupils in year 11 or from the final summer term of Year 10. It also ensures, through its 'hard to place' provision that any pupil and family facing difficulty in accessing a school or academy place is appropriately supported to achieve a suitable school or alternative educational placement.

In addition, the Pupil Placements Team supports parents/carers who take up their right to electively home educate their children and identified officers within the team work closely with other agencies, schools and partners, to safeguard pregnant pupils and teenage

parents' continuity of education.

The service needs to make savings of £150,000 due to budgetary constraints. The savings will be achieved due to a number of initiatives to reduce overheads. These include:

- All grammar schools in Birmingham are now academies. This means that the LA will no longer be involved in marking of test papers, arranging standardisation of score and the general administration in respect of grammar school test. Although the LA will continue to coordinate the offer of grammar school places. This will result in savings to school admissions budget
- Admission Appeal expenses which is paid to schools is reducing significantly as more schools become academies.
- Premises costs for the Jaffray centre, no longer need to be met as all staff in the service have relocated together at Lancaster Circus.
- Quality Assurance Inspections of alternative provision providers now being carried out in-house by fully trained officers.
- Due to service redesign one post has been deleted in the service.
- A review of existing postage costs will realise significant savings.
- Due to high reputation of the Service, the vast majority of academies are opting to "buy back" the appeals service from School Admissions and Pupil Placements.

**Objectives:** To improve outcomes for children by ensuring:

- All procedures are carried out objectively in accordance with Codes of Practice and appropriate legislation and delivered to strict timetables.
- Safeguarding practices and processes are implemented and monitored to effectively secure our children

**Outcomes:**

- At the time of offer of places, 94.5% of all Reception 2012 applicants were offered one of their preferred schools.
- At the time of offer of places, 86.5% of all Secondary Transfer 2012 applicants were offered one of their preferred schools.
- All pupils are allocated either a place at their preferred school or are allocated the nearest school with a vacancy.
- Any school place refused is monitored and appropriate action is taken.
- School Admission Appeals were heard within statutory deadlines.
- The attendance, progress and progression of all pupils placed in alternative provision by the Pupil Placements Team is monitored regularly by education placement mentors.
- Alternative education provision is evaluated and quality assured by the service on behalf of all local authority commissioners.
- Pregnant pupils and teenage parents are maintained in their schools thus ensuring successful transition post 16.
- Children missing from education (left school, no trace) are located and tracked to ensure that their well being and education are safeguarded.

**Benefits:**

- All pupils are offered at least one school place.
- Encourage the participation of pupils in decision-making about the school they would like to attend.
- Increased chances of employment – reduction in youth unemployment
- Increasing life chances of young people through broadening opportunities to fulfil their potential

Very effective in helping disaffected or otherwise troubled pupils re-focus on learning

**2. Explain how the main aims of the policy, strategy, function or service will demonstrate due regard to the aims of the General Duty?**

- 1. Eliminate discrimination, harassment and victimisation? X
- 2. Advance equality of opportunity? X
- 3. Foster good relations? X
- 4. Promote positive attitudes towards disabled people?
- 5. Encourage participation of disabled people?
- 6. Consider more favourable treatment of disabled people?

**The service will demonstrate due regard to the aims of the General Duty by:**

- 1. Eliminating discrimination, harassment and victimisation -
- 2. Advancing equality of opportunity -
- 3. Fostering good relations -

The School Admissions and Pupil Placements Service process all applications from parents/carers for school places at the earliest available opportunity. Families are informed of the outcome of their application for Reception entry and for Secondary Transfer on specific published deadlines. They are expected to comply with the Equality Act and to ensure that they meet the above equality duties and comply with safeguarding requirements. The places offered to children are provided in an environment where schools provide a good education for all, that safeguarding is secure and all children achieve their potential by narrowing the achievement gap between underachieving groups, especially where there is economic disadvantage.

In shaping the proposals we will however need to consider:

- 1. Eliminate discrimination, harassment and victimisation - we will need to ensure that any staff redesign will not impact on the quality of service that is presently provided when processing school places and when processing admission appeals from parents/carers for their children.
- 2. Advance equality of opportunity - if School Admissions and Pupil Placements is reduced this may impact upon the day to day working practices, which in turn could impact on parents/carers, schools and academies. We will therefore need to consider how best to ensure service delivery is achieved as the new model of delivery is established.
- 3. Fostering good relationships – there is a possibility of an adverse impact on relationships with schools as School Admissions and Pupil Placements will be required to provide a streamlined service. This may directly impact on schools and with academies with regard to the processing of school places, the ability to provide detailed referrals to Fair Access Sharing Panels, and with the administration of School Admission Appeals.

**3. What does your current data tell you about who your policy, strategy, function or service may affect:**

- |                 |       |                             |
|-----------------|-------|-----------------------------|
| Service users   | Yes X | No <input type="checkbox"/> |
| Employees       | Yes X | No <input type="checkbox"/> |
| Wider community | Yes X | No <input type="checkbox"/> |

**Please provide an explanation for your 'Yes' or 'No' answer**

(a) Service users

The front facing elements of School Admission and Pupil Placements will be integrated into Customer First and therefore dependent on the outcome of this significant operational change particularly with its existing front line service as first point of contact, any quantified impact will need to be carried out by Customer First as part of a full Equality Analysis. 9 job roles in the service will no longer be required as a consequence of the realignment of its front facing activity into the newly created Advice and Information Service Unit. Staff will have the opportunity as part of a service redesign to apply to move to this new unit, to be in place by 1 May 2013. The staff profile affected are 1 Grade 6; 1 Grade 4 and 7 Grade 3 employees.

The change in operational requirements provided by SAPP following Customer First proposals will inevitably lead to a budget reduction and in addition SAPP are required to contribute a further 150k saving which will mean that the current services provided will have to be reviewed and, concentrating on identified need and models of delivery to meet Local Authority statutory requirements will have to be developed.

(b) Employees (NB a full list of employees by ethnicity, age, employer, etc will be collated if there is a requirement for a full EIA).

Please see data attached which was collated during 2012 (Appendix 1).

SAPP will continue to provide a range of services, to meet statutory requirements. However, valuable experience and expertise will be lost as a result of a reduction in staffing levels due to being in scope as part of Customer First. Any new model developed will have to develop an effective infrastructure to solely concentrate on the essential statutory requirements that SAPP will continue to provide.

Any quantified impact will need to be carried out by Customer First as part of a full Equality Analysis.

(c) The wider community

All parent/carers in Birmingham will be encouraged to apply online for their school place. This may impact on those parent/carers who do not have access/ability to online systems; however, SAPP will endeavour to continue to provide support, advice and assistance on a range of services to support the wider community in order to meet statutory requirements.

Any quantified impact will need to be carried out by Customer First as part of a full Equality Assessment.

**4. Are there any aspects of the policy, strategy, function or service, including how it is delivered, or accessed, that could contribute to inequality?** (including direct or indirect discrimination to service users or employees)

Yes

No

**Please provide an explanation for your 'Yes' or 'No' answer**

- As the implications of the changes in work requirements and changes in staff personnel do not come into place till May 2013 it is not yet clear the full impact of this change management. The performance of the existing service currently provided by SAPP will inevitably be affected and in turn may deteriorate as a result of a diminished service and expertise. SAPP are likely to not be able to deliver the non statutory services to which schools have previously become accustomed due to the changes which are imminent but not yet realised.
- SAPP will be restructured with some staff being partially integrated into Customer First and there will be an overall reduction in staffing numbers, which could impact on service delivery. 9 staff will be directly affected in the service and some of these staff will either move to Customer First or found employment opportunities elsewhere, as there posts will be deleted in SAPP.
- From September 2013 there will be some changes to the present statutory requirements carried out by SAPP and this may lead to staff being able to provide service users with a limited face to face reception service, which may impact on parents/carers.

**5. Will the policy, strategy, function or service, have an adverse (negative) impact upon the lives of people, including employees and service users?**

Yes

No

**Please provide an explanation for your 'Yes' or 'No' answer**

Once the detailed proposals are determined this may establish the adverse impact on people. Any quantified impact will need to be carried out by Customer First as part of a full Equality Assessment.

- For the remaining staff left there will need to be some level of training required in order to carry out new job roles. Individual workloads will inevitably increase, with displaced staff being placed on the priority movers list.
- SAPP will continue to provide a range of services to support the wider community in order to meet statutory requirements.
- The statutory service that SAPP will continue to provide will mitigate the impact on parents/carers, however, as the work carried out by SAPP is streamlined this will impact negatively on schools & academies.

#### **Consultation**

- This will be taken into account when a full equality analysis is carried out.

**6. Is an Equality Assessment required?**

If your answer to question 2 has identified potential adverse impact and you have answered 'yes' to any of the following questions 3, 4, or 5, then you should carry out a Full Equality Assessment.

Does the Policy, Strategy, Function or Service require a Full Equality Assessment? **Yes X No**

If a Full Equality Assessment is required, before proceeding you should discuss the scope of the assessment with service managers in your service area as well as the Directorate Contact Officer.

If a Full Equality Assessment is **Not** required, please sign the declaration and complete the Summary statement below, then forward a copy of the Initial Screening to your Directorate Contact Officer

If a Full Equality Assessment **Is** required, you will need to sign the declaration and complete the Summary statement below, detailing why the Policy, Strategy, Function or Service is moving to a Full Equality Assessment. Then continue with your Assessment

## DECLARATION

**A Full Equality Assessment is required, the Initial Screening has demonstrated that the Policy, Strategy, Function or Service is robust but that there may be potential for discrimination or adverse impact. All opportunities to promote equality have been taken.**

Chairperson: David Bridgman

Summary statement: A full Equality Assessment will need to be carried out as part of the wider Customer First proposals.

Sign-off Date: 9 January 2013

**Quality check: The screening document has been checked using the agreed audit arrangements in the Directorate:**

<p>Name: Veronika Quintyne</p> <p>Directorate:CYPF Directorate</p> <p>Contact number:0121 4643073</p>	<p>Date undertaken: 9.1.2013</p>	<p>Screening review statement: Noting there is identified possible adverse impact on service users and employees I concur that a full equality assessment is required. This recognises the impact of the review now as opposed to completion of a full impact by Customer First.</p>
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## Equality Assessment Task Group Members

<u>Name</u>	<u>Role on Task Group</u> (e.g. service user, manager or service specialist)	<u>Contact Number</u>
1. Chairperson David Bridgman	School Support Manager, SGS	0121 303 8394
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