

Southend on Sea Borough Council - Equality Analysis

1. Background Information

1.1 Name of Process: Primary Catchment & Admission Arrangements Review for Admission to Reception in September 2019

1.2 Department: The Department of People

1.3 Service Area: Access and Inclusion

1.4 Date Equality Analysis undertaken: 18th May 2017 on going

1.5 Names and roles of staff carrying out the Equality Analysis:

Name	Role	Service Area
Catherine Braun	Group Manager – Access and Inclusion	Access and Inclusion
June Edwards	School Development Manager	School Development
Chrissy Papas	Pupil Access Manager	Pupil Access

1.6 What are the aims or purpose of the policy, service function or restructure that is subject to the EA?

Phase 1: To consult with residents of the Leigh, Chalkwell and Eastwood areas on possible changes to the primary admission arrangements including catchment boundaries in the west of the borough for September 2019, via a 'Listening and Engagement' exercise between 22nd July and 22nd September 2017.

Phase 2: To formally consult with residents of the Leigh, Chalkwell and Eastwood areas on proposed changes to the primary admission arrangements including catchment boundaries in the west of the borough for September 2019, via a formal consultation between November 2017 and December 2017.

This is due to:-

- Parental demand for Primary places within the Leigh Schools has grown over the last five years and three of the schools are finding it difficult to accommodate all their catchment resident applicants year on year. Pupil numbers expected for the 2019 admissions round are expected to increase this problem.

- To remove this issue a change is needed in either the way places are allocated or by adjusting the size of the geographic catchment areas. This need has been reinforced by comments from the Office of the School Adjudicator who stated at a regional meeting of admissions officers that, 'where admission authorities use catchment areas all residents should have a reasonable expectation of gaining a place in their catchment school'.

AND ALSO

- To formally consult across the whole borough on admission arrangements for Southend Community Schools for September 2019. The admissions code required Local Authorities to consult on their admission arrangements at least once every 7 years. The 2019 arrangements would be 6 years since the last consultation. If a consultation does not happen this year for 2019 arrangements, the local authority MUST consult for the following years arrangements (2020).

1.7 What are the main activities relating to the policy, service function or restructure?

Consulting with

- Community Primary schools & affected Own Admission Authorities – Consultations began in January 2017. It should be noted that the Council will determine for the community schools, but Academy and Foundation schools are their own admission authorities and will make their own determinations. It is therefore important that all schools agree the suggestions and end results. Schools and academies will continue to be updated by community responses and consulted until a final model is agreed.
- Elected Councillors – reports to Cabinet and Scrutiny have been processed in June 2017. A Councillors briefing was held on the 1st August 2017. A special cabinet meeting will be held in October to consider final proposals for formal consultation.
- Parents and Local residents –

Phase 1 - 'Listening and Engagement' exercise with parents and residents between 22nd July and 22nd September 2017 regarding two suggested options and asking for opinions on these and also any alternative /suggestions/ideas

Phase 2 - Formal six week consultation on one option to run between November 2017 and December 2017.

The Pre-Engagement Phase regards suggestions to adjust admission arrangements from September 2019 to remove where possible over

subscription at the Leigh Cluster Schools. The Council has put forward two suggestions to solve this:-

- Model A – a redrawing of catchment boundaries
- Model B – a withdrawal of catchment boundaries to give a shared catchment area of four schools (West Leigh, North Street, Chalkwell Hall and Darlinghurst) with all applications measured on distance.
- Model C onwards – the public were asked to submit ideas/suggested alternatives to the Council's two ideas.

Phase 2 will cover a full statutory consultation with all stake holders based on one Model as agreed by Schools Admission Forum, Cabinet, Scrutiny Committee and Full Council if debated in this forum.

2. Evidence Base

2.1 Please list sources of information, data, results of consultation exercises that could or will inform the EA.

Source of information	Reason for using (eg. likely impact on a particular group).
Interactive Sessions held in August and September	These were held to listen to, and talk directly to, the stakeholders that will be directly affected by the suggestions, as well as allow time and space for people to suggest their own solutions.
Online, e-mail and paper feedback via published questionnaire	To allow as wider format as possible for stakeholders to reply to the proposals
Southend Insights	To allow an understanding of the demographics of the areas of the borough that the consultation is targeting.

Please Note: reports/data/evidence can be added as appendices to the EA.

2.2 Note: Useful sources of data/information include:

- Southend Insights: Providing key information, data and intelligence about Southend residents. It also acts as Southend's Joint Strategic Needs Assessment (JSNA).
- Results of consultation and engagement activities such as surveys that will help you understand the needs or experiences of different groups. This could be done by:
 - Analysing the demographic (equality monitoring) data
 - Consultation activities with specific groups such as staff forums (OUTreach, BAME and Disability Forms).
 - Refer to the Consultation Portal for details of public and staff consultations carried out by the Council.

- Customer feedback surveys:
- Mosaic: Providing a wide range of household and individual geographic and demographic data from a range of governmental and commercial sources;
- Govmetric: measurement of customer satisfaction:
- Equality & Human Rights Commission
- Disability Rights
- Stonewall

2.3 Identify any gaps in the information and understanding of the impact of your policy, service function or restructure. Indicate in your action plan (para 5) whether you have identified ways of filling these gaps.

An on-going analysis of the attendance at the planned workshops, open day and both paper and online returns, along with e-mail feedback will allow the consultation scope to be adjusted as needed. Feedback from phase 2 of the consultation will be monitored to gauge the perceived impact of the final option being taken forward in Phase 2.

3.0 Analysis

3.1 An analysis and interpretation of the impact of the policy, service function or restructure should be undertaken, with the impact for each of the groups with '*protected characteristics*' and the source of that evidence also set out against those findings.

3.2 'Protected Groups (also known as groups with 'Protected Characteristics'):

The Equality Act 2010 introduced the term '**protected characteristics**' to refer to groups that are protected under the Act. These groups are: age, disability, gender reassignment, marriage and civil partnerships, maternity/pregnancy, race, religion and belief, sex, sexual orientation.

3.3 In addition, the Council has identified the need to assess the impact of a policy, service function or restructure on carers, looked after children (as part of the age characteristic) as well as the socioeconomic impact of different groups, such as employment classifications.

Note: Summary socio economic classifications include:

- Occupational socio-economic classification (simple)
- ONS socio economic classifications (more detailed)

3.4 Initial assessment of a perceived impact of the policy, service function or restructure. The impact can be positive or negative (or in some circumstances both), none or unclear:

	Impact - Please tick				
	Yes			No	Unclear
	Positive	Negative	Neutral		
Age (including looked after children)	X	x			
Disability	x	x			
Gender Reassignment				x	
Marriage and Civil Partnerships				x	
Maternity/Pregnancy				x	
Race					x
Religion and Belief				x	
Sex				x	
Sexual Orientation				x	
Carers	x	x			
Socio-economic	x	x		x	

3.5 Where an impact has been identified above, outline what the impact of the policy, service function or restructure on members of the groups with protected characteristics below:

Age (including looked after children)

Positive - This consultation is open to all age ranges of parent/carers and local residents that live and attend schools in the western side of the borough. To ensure that a full spectrum is reached the questionnaire includes a request for information on the number of children in the family along with their age.

Negative - The end results of this consultation process will affect those children who do not have a school place before September 2019 most (under-fives) and it is important that this parent/carer group are reached. Failure to reach this group could lead to low feedback levels.

The purpose of the changes to be consulted on are to improve the chances that school age children are offered a place within their catchment/local area.

Looked after Children are not affected by any changes to catchment as these children are the top priority criteria for primary and secondary schools admissions as required by the statutory code

Disability

Negative – those consulted may be at a disadvantage if they are not able to access the consultation information or make a response.

Changes to catchment boundaries could lead to great travel distances for some residents. This could impact on residents who are physically disabled.

Positive - Information is being provided in various formats, on request, so that persons with a disability are able to access and respond. The venue for phase 1 listening and engagement sessions was selected to ensure there is wheelchair access.

Race

Language may cause a barrier to understanding the consultation for those residents for whom English is not their first language. Translation services are available on request.

Carers

Positive - This consultation is open to all age ranges of parent/carers and local residents. To ensure that a full spectrum is reached the questionnaire includes a request for information on the number of children in the family along with their age.

Negative - The end results of this consultation process will affect those children who do not have a school place before September 2019 most (under-fives) and it is important that this parent/carer group are reached. Failure to reach this group could lead to low feedback levels.

Socio-Economic

House prices could be affected by any catchment reductions in the West Leigh area and whilst this cannot be taken into account by any decision makers at the end of a consultation, it could affect local resident's views.

An understanding of the effect on deprivation areas within the suggested areas 1-7 of model A needs to be taken into account to ensure that schools are serving a wide range of the population to give support to social mobility.

It was noted from Phase 1 that a high proportion of the responses were returned from the higher income socio-economic group from within the Leigh area and as such further work is needed to engage those residents from across the whole area.

4. Community Impact**4.1 You may also need to undertake an analysis of the potential direct or indirect impact on the wider community when introducing a new/ revised policy, service function or restructure.**

This consultation will affect several communities of various socio-economic groups. The consultation itself has an equal spread and access to/by all groups.

The overall expected community impact of this process will be to improve the chances of parents obtaining a school place for their child in the catchment area where they live.

The negative impact is expected to be that parents and children will find themselves living in a catchment area for a different school than before. This may cause distress even though they may not have had a chance of securing a place under the previous catchment boundaries due to distance.

The area of Leigh and Darlington catchment areas are dissected by the A13 London Road that is considered a geographical boundary by some residents.

Similarly, the area of Blenheim and Eastwood Primary catchment areas are dissected by the A127 that is also considered a geographical boundary by some residents.

Under the suggested model being taken forward for decision to formally consult on the current catchment boundaries, community perception may lead to negative feedback from the consultation and seen as splitting communities.

This consultation will affect several communities of various socio-economic groups. The perception, especially for the lower density areas that contain a higher percentage of detached properties south of the London Road, is that what is being proposed could divide them by moving neighbouring streets to a different primary school catchment.

Changes to catchments could affect house prices of the wider community within the West Leigh area as it is regularly used as a 'selling point' by estate agents.

5. Equality Analysis Action Plan

5.1 What actions have you considered/taken to mitigate unlawful prohibited conduct or unwanted adverse impact, or to promote improved equality of opportunity or good relations?

Considerations

- Assisting those where English is not their first language to access the consultation information and make a response by providing the information in a variety of languages common in the Borough
- Assisting those with a disability in accessing and responding to the consultation information by providing information in a suitable format and providing and advocate where necessary
- Detailed assessment of Pupil Premium data to ensure no single area is being affected over and above other areas and that a wide spread of demographics across all catchments is maintained (where possible).

- 5.2 Set out what action will be taken to ensure
- A full analysis of the impact of the policy, service function or restructure is undertaken and/or
 - What action will be taken to mitigate/address identified negative impacts

Action to be taken to mitigate negative impacts

Planned action	Objective	Who	When	How will this be monitored (eg via team/service plan)
Provide information in a variety of languages common in the Borough	To assist those where English is not their first language to access the consultation information and make a response	All	As requested	Monitor number of requests and languages
Provide information in a suitable format for people with a disability	To assist those with a disability in accessing and responding to the consultation information	All	As requested	Monitor number of requests and languages
Reaching parents of under fives	Ensure the group that will see the biggest impact are contacted	All	By Post individually if details can be obtained	Monitor number of responses received from parent/carers of this age range
Re-align suggested catchment changes to ensure even impact		June Edwards	After full assessment of Pupil Premium Information	Service Plan Assessment

5.3 How will the action plan be monitored?

Through regular review meetings

Signed: Catherine Braun, Group Manager Access and Inclusion

Head of Service: Brin Martin, Director for Learning