About the service

1. Brief description of the service covered by this assessment.

The Admissions Service facilitates the admission of school aged children and young people to primary and secondary schools and also oversees the arrangements for children who are electively home educated by their parents. It is a universal service open to the families and children of Enfield. The Pupil Benefit Team provides access to financial assistance for the cost of meals.

Education Welfare Service

Accountability – Promote excellent pupil school attendance, maximise their opportunity to learn and aspire to achieve. By addressing the challenge of reducing all forms of pupil absences with particular focus on supporting pupils who are persistently absent from school.

Support: - Provide attendance support / advice to schools, including parents/carers and other relevant community groups and professionals. This includes advice on DfE legislations and guidance in relation to children and young people’s education and social welfare needs.

2. Please list the main partners, council departments, organisations and service user or target groups for this service.

Students
Parents
Carers
Schools

3. If the service is provided by another organisation or agency please give their names and how you ensure they comply with the Council’s Equal Opportunities and Valuing Diversity policy

N/A
4. Please list any performance objectives / targets relating to equality that your service has / uses. If as a result of this assessment you are going to introduce new targets, please detail these in your action plan at the end of this form.

In view of the service area, no objectives/targets relating to equality are in place.

**Equalities data collection and monitoring**

5. Does your service collect data from service users / applicants for equalities monitoring purposes? **NO**

If YES please detail below how and when this data is collected and where it is stored e.g. *equalities data is collected at application stage and entered into the SAP database.*

It is not possible for an admission authority to ask for any information about a child or family other than that required to apply the admission criteria for that school. We are, therefore, unable to collect data for equalities monitoring purposes.

Some equalities data is contained on the Tribal database from the Education Welfare Service.

6. Does your service carry out equalities monitoring to review the take up / accessibility of your service? **YES**

If YES please detail which aspects of your service are monitored and how frequently, then proceed to Q8. If **NO** please complete Q7.

YES: both the Admissions data and EWO referrals are monitored on an annual basis as part of the annual service review.

7. If your service does NOT monitor equalities, please detail how you comply with the Council’s Equal Opportunities and Valuing Diversity policy and how you achieve the council’s aim of ‘Fairness for all’ - serving the whole borough fairly and tackle inequality.

In relation to admissions, the admission arrangements for own admission authority are monitored on an annual basis to ensure compliance with the requirements of the Code in relation to “fairness” (for example, to ensure that schools are not asking for information about children and their parents that contravene the requirements of the Code). No monitoring data is collected in relation to access to free school meals and assistance. No other information is collected as this is already collated by other areas of the LA.

**8. Monitoring information:**

Indicate **YES, NO** or **NA** (Not Applicable) for each characteristic. This only applies to the Education Welfare Team, Admissions are not permitted to capture this data.

Does monitoring enable you to **profile** service users / applicants by the following characteristics?*

<table>
<thead>
<tr>
<th>Disability</th>
<th>Gender</th>
<th>Age</th>
<th>Race</th>
<th>Religion &amp; Belief</th>
<th>Sexual Orientation</th>
<th>Gender reassignment</th>
<th>Pregnancy &amp; Maternity</th>
<th>Marriage &amp; Civil Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Does monitoring enable you to **profile** the **satisfaction** of service users by the following characteristics?*

<table>
<thead>
<tr>
<th>Disability</th>
<th>Gender</th>
<th>Age</th>
<th>Race</th>
<th>Religion &amp; Belief</th>
<th>Sexual Orientation</th>
<th>Gender reassignment</th>
<th>Pregnancy &amp; Maternity</th>
<th>Marriage &amp; Civil Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Does a comparison against baseline demographic data show that service users are representative of the local population in relation to the following characteristics?

<table>
<thead>
<tr>
<th>Disability</th>
<th>Gender</th>
<th>Age</th>
<th>Race</th>
<th>Religion &amp; Belief</th>
<th>Sexual Orientation</th>
<th>Gender reassignment</th>
<th>Pregnancy &amp; Maternity</th>
<th>Marriage &amp; Civil Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Does monitoring show that there are any under-represented groups within the following characteristics?

<table>
<thead>
<tr>
<th>Disability</th>
<th>Gender</th>
<th>Age</th>
<th>Race</th>
<th>Religion &amp; Belief</th>
<th>Sexual Orientation</th>
<th>Gender reassignment</th>
<th>Pregnancy &amp; Maternity</th>
<th>Marriage &amp; Civil Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**IF YES PLEASE LIST THE ACTIONS YOU ARE TAKING/WILL TAKE TO ADDRESS UNDER-REPRESENTATION OF PROTECTED GROUPS IN THE ACTION PLAN AT THE END OF THIS ASSESSMENT.**

* If you do not include all protected characteristics in your equalities monitoring please explain why below:

As we work with school aged children 5-18 we do not collect data on 5 of the identified protected groups.

### Equalities impact

#### 9. Protected characteristics equalities impact:

Please indicate **YES, NO** or **NA (Not Applicable)** for each characteristic

<table>
<thead>
<tr>
<th>Disability</th>
<th>Gender</th>
<th>Age</th>
<th>Race</th>
<th>Religion &amp; Belief</th>
<th>Sexual Orientation</th>
<th>Gender reassignment</th>
<th>Pregnancy &amp; Maternity</th>
<th>Marriage &amp; Civil Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Do satisfaction levels identify any concerns arising from vulnerable groups within the following characteristics?

<table>
<thead>
<tr>
<th>Disability</th>
<th>Gender</th>
<th>Age</th>
<th>Race</th>
<th>Religion &amp; Belief</th>
<th>Sexual Orientation</th>
<th>Gender reassignment</th>
<th>Pregnancy &amp; Maternity</th>
<th>Marriage &amp; Civil Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Does your evidence show an adverse impact on any group/s within the following characteristics?

<table>
<thead>
<tr>
<th>Disability</th>
<th>Gender</th>
<th>Age</th>
<th>Race</th>
<th>Religion &amp; Belief</th>
<th>Sexual Orientation</th>
<th>Gender reassignment</th>
<th>Pregnancy &amp; Maternity</th>
<th>Marriage &amp; Civil Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Are there known or potential barriers to participation for any group/s within the following characteristics?

<table>
<thead>
<tr>
<th>Disability</th>
<th>Gender</th>
<th>Age</th>
<th>Race</th>
<th>Religion &amp; Belief</th>
<th>Sexual Orientation</th>
<th>Gender reassignment</th>
<th>Pregnancy &amp; Maternity</th>
<th>Marriage &amp; Civil Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**IF YES PLEASE LIST THE ACTIONS YOU ARE TAKING/WILL TAKE TO MITIGATE ADVERSE IMPACTS / BARRIERS / CONCERNS IN THE ACTION PLAN AT THE END OF THIS ASSESSMENT.**

#### 10. Could the service or policy discriminate, directly or indirectly, according to the accompanying definitions?  

**NO**

If **YES**, please set out how it is justifiable under legislation in the box below.

**NO**
11. Could the service or policy have an adverse impact on relations between different groups / community cohesion?  
   NO  
   If YES, describe below and add any actions to mitigate this impact in your action plan.

12. Have you received any complaints about your service in respect of equality issues?  
   NO  
   If YES, please give a brief description and what action has been taken as a result.

13. How does the service contribute to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups in the community?

   The Service is required to work within the Department for Education’ (DfE) Statutory School Admissions Code, which aims to ensure that admission arrangements are fair and lawful. The policies set in Enfield reflect the requirements of the Code. Access to free school meals and uniform grants supports children from low income families. Our Service links closely with the Special Education Needs, Inclusion and Transport Team to ensure that arrangements are in place to ensure that children with disabilities are able to access school places in Enfield. The Service promotes equal opportunities in its day-to-day work and policies. The Service is targeted to school aged children and young people.

   We promote equality of access to educational opportunity for all pupils; we monitor and appropriately challenge all schools to ensure that the management of attendance and behaviour is fair amongst all ethnic, disadvantaged, special needs and minority groups. We work with parents to empower them to understand the education legislation; how it impacts on their parental responsibility and the rights of all children and young people to maximise their opportunity to learn and aspirations to achieve. Our work involves Early Intervention strategies, which are used to promote good attendance and forge the links with attainment before attendance concerns arise, along with strategies to address, challenge and reduce all forms of student absence with particular focus on supporting students who are persistently absent from school.

14. Please give specific examples of success / best practice your service can evidence in terms of ‘narrowing’ the gap through improved outcomes / reduced inequality for service users

   We co-ordinate and conduct Early Intervention Strategies in the form of ‘Attendance Clinics’ and ‘coffee mornings’ for specific ethnic groups (within individual school settings) where we have identified that there are shared attendance concerns for that student cohort. With a translator present we meet with parent/carers along with school attendance staff and informally discuss the school’s and legal expectations in all aspects related to attendance (e.g.; absence reporting, authorising absence, school targets) advising of parental role and responsibility and offering support and guidance. Evidence base for ‘narrowing’ the gap is held with individual schools.

   Any formal review of admission arrangements and policies ensures that there is compliance with the requirements of the Admissions Code in relation to “fairness”.

15. Does your service or policy provide financial support for the protected groups?  
   NO  
   If YES, please list below and the value of the financial support.
16. Socio-economic equalities impact:
Indicate YES, NO or NA (Not Applicable) for each characteristic

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Communities living in deprived wards/areas</th>
<th>People not in employment, education or training</th>
<th>People with low academic qualifications</th>
<th>People living in social housing</th>
<th>Lone parents</th>
<th>People on low incomes</th>
<th>People in poor health</th>
<th>Any other socio-economic factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the service or policy specifically impact on people / communities disadvantaged through the following socio-economic factors?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Does the service / policy contribute to promoting equality of opportunity for the following groups?</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

17. If YES answered above – please describe the impact (including any positive impact on social economic inequality) and any mitigation if applicable

NA

Consultation and engagement

18. Please list any recent consultation activity on your service, any specific equalities groups that were targeted, how the results have been publicised and what action has been taken in response to the results. (Please state the source of data)
(If more information is needed to understand the views of disadvantaged groups please add this to your action plan)

Governing Bodies, own admission authority schools, other Local Authorities and the Admission Forum are consulted on admission arrangements on an annual basis. Groups involved in the consultation include, for example, Parent Governors, Enfield Parents.

Consultation with the EWS and schools is done through our trading agreements with them.

The outcome of consultation (admission arrangements) is published annually on the website and in information booklets prepared by the Service. The booklets are distributed to those families with children being admitted to school for the first time and those transferring from primary to secondary schools. They are available to any other interested parents on request. Feedback is also given to the Department for Education, the Office of the School’s Adjudicator and to any group or individual who participated in the consultation.

The consultation is intended to ensure that the arrangements are fair and lawful.
## Staff training and development

19. **Please set out below the staff training undertaken on equalities.**
   If there is a need for additional staff training please detail this in your action plan.

**Evidence of staff training:**
None undertaken during 2015/16

**Outcomes from such training:**

## Review and publicity

20. **Please set out in your action plan when you will review this assessment and how it will be publicised**
   (Note: all EQIAs sent to the Performance Management Team are published on the Council’s website)

This will be circulated to all members of the team and reviewed on an annual basis in line with the service plan.
### Identified Issue | Action Required | Lead Officer | Timescale/By When | Costs | Review Date/Comments
--- | --- | --- | --- | --- | ---
Publicity of this assessment and when it will be reviewed | EQIA needs to be published on the web site | LA | Immediately once the plan is signed off |  |  
To review the EQIA and its action plan in 12 months’ time | Ensure review takes place informed by the reviews undertaken above. | Jo Fear Sharon Clarke James Carrick | Annually |  |  

Please insert additional rows if needed

Date to be reviewed: ..................................

**APPROVAL BY THE RELEVANT ASSISTANT DIRECTOR** - NAME: Jenny Tosh .............. **SIGNATURE**: Approved by email