

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability



Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability

Title of Policy/ Proposal	Amendment to Policy Guidelines – Pupil Administration 1.2 Admission to Primary and Secondary Schools
Completion Date	6 December 2018
Completed by	Sandra Banks, Resource Manager, Education Service
Lead officer	Sandra Banks, Resource Manager, Education Service

Type of Initiative:

Policy/Strategy ☒ X
 Programme/Plan ☐ New or Proposed ☐
 Project ☐ Changing/Updated ☒ X
 Service ☐ Review or existing ☐
 Function ☐
 Other

1. Briefly describe the policy/proposal you are assessing.

Set out a clear understanding of the purpose of the policy being developed or reviewed (e.g. objectives, aims) including the context within which it will operate.

The Policy Guidelines on Pupil Administration describe the enrolment process which is followed for pupils entering primary and secondary school. This is an annual process carried out between November and May.

2. What will change as a result of this policy?

There are two changes to the guidelines:

The current admission guidelines give priority for admission to one of our **denominational schools** to those residing in the school's catchment area ahead of those who have a declared affinity with the faith of the school. The amendment changes this to give first priority to those who have a declared affinity with the faith of the school.

In the case of admission to **secondary schools**, the current guidelines give priority for placing requests to pupils attending an associated primary school however, the guidelines say nothing about the situation where the number of catchment pupils exceed a school's intake capacity. This amendment makes it clear that where the number of catchment pupils exceeds a secondary school's intake capacities, priority will be given to catchment pupils attending an associated primary school.

3. Do I need to undertake an Integrated Impact Assessment?

High Relevance	Yes/no
1. The policy/ proposal has consequences for or affects people	Yes
2. The policy/proposal has potential to make a significant impact on equality	No
3. The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	No
4. The policy/proposal is likely to have a significant environmental impact	No
Low Relevance	
5. The policy/proposal has little relevance to equality	No
6. The policy/proposal has negligible impact on the economy	Yes
7. The policy/proposal has no/ minimal impact on the environment	Yes
If you have identified low relevance please give a brief description of your reasoning here and send it to your Head of Service to record.	

If you have answered yes to 1, 2, or 3 above, please proceed to complete the Integrated Impact Assessment.

If you have identified that your project will have a significant environmental impact (4), you will need to consider whether you need to complete a Strategic Environmental Assessment.

4. What information/data/ consultation have you used to inform the policy to date?

Evidence	Comments: what does the evidence tell you?
Data on populations in need	
Data on service	Record of previous years' pupil admissions and

uptake/access	projected pupil admissions numbers for August 2019 tell us that there is potential oversubscription for a number of our denominational primary schools and some of our secondary schools.
Data on quality/outcomes	
Research/literature evidence	
Service user experience information	
Consultation and involvement findings	
Good practice guidelines	
Other (please specify)	
Is any further information required? How will you gather this?	

5. How does the policy meet the different needs of groups in the community?

	Issues identified and how the strategy addresses these
Equality Groups <ul style="list-style-type: none"> • Older people, people in the middle years, • Young people and children • Women, men and transgender people (includes issues relating to pregnancy and maternity) • Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical 	<p>The amendments make the pupil admission process fairer and more equitable in the light of growing pressures on school places.</p>

<p>conditions, mental health problems)</p> <ul style="list-style-type: none"> • Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers) • Refugees and asylum seekers • People with different religions or beliefs (includes people with no religion or belief) • Lesbian, gay, bisexual and heterosexual people • People who are unmarried, married or in a civil partnership 	
<p>Those vulnerable to falling into poverty</p> <ul style="list-style-type: none"> • Unemployed • People on benefits • Single Parents and vulnerable families • Pensioners • Looked after children • Those leaving care settings (including children and young people and those with illness) • Homeless people • Carers (including young carers) • Those involved in the community justice system • Those living in the most deprived communities (bottom 20% SIMD areas) • People misusing services 	.

<ul style="list-style-type: none"> • People with low literacy/numeracy • Others e.g. veterans, students 	
Geographical communities <ul style="list-style-type: none"> • Rural/ semi rural communities • Urban Communities • Coastal communities 	<p>The amendments make the pupil admission process fairer and more equitable in the light of growing pressures on school places.</p>

6. Are there any other factors which will affect the way this policy impacts on the community or staff groups?

No

7. Is any part of this policy/ service to be carried out wholly or partly by contractors? No

If yes, how have you included equality and human rights considerations into the contract?

8. Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?

Yes, we will communicate as described in the current guidelines. Information published by Midlothian Council can be provided on request in many of the community languages and also in large print, Braille, audio tape or BSL. For more information, please contact the Equality, Diversity and Human Rights Officer on 0131 271 3658 or equalities@midlothian.gov.uk

9. Please consider how your policy will impact on each of the following?

Objectives	Comments
Equality and Human rights	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	The amendments make the pupil admission process fairer and more equitable in the light of growing pressures on school places.
Promotes good relations within and between people with protected characteristics and tackles harassment	
Promotes participation, inclusion, dignity and self control over decisions	The amendments make the pupil admission process fairer and more equitable in the light of growing pressures on school places.
Builds family support networks, resilience and community capacity	The amendments make the pupil admission process fairer and more equitable in the light of growing pressures on school places.
Reduces crime and fear of crime	
Promotes healthier lifestyles including <ul style="list-style-type: none"> • diet and nutrition, • sexual health, • substance misuse • Exercise and physical activity. • Lifeskills 	
Environmental	
Reduce greenhouse gas (GHG)	

emissions in East Lothian/Midlothian (including carbon management)	
Plan for future climate change	
Pollution: air/ water/ soil/ noise	
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals)	
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	
Reduce need to travel / promote sustainable forms of transport	
Improves the physical environment e.g. housing quality, public and green space	
Economic	
Maximises income and /or reduces income inequality	
Helps young people into positive destinations	
Supports local business	
Helps people to access jobs (both paid and unpaid)	
Improving literacy and numeracy	
Improves working conditions, including equal pay	
Improves local employment opportunities	

10. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
None				

11. Sign off by Head of Service

Name Maria Lloyd, Acting Head of Education
Date 17 December 2018