



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.

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? | <input type="checkbox"/> |
| 5. Encourage participation of disabled people? | <input type="checkbox"/> |
| 6. Consider more favourable treatment of disabled people? | <input type="checkbox"/> |

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

(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

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 oppt .49466(e)5.67474(),9609 3.99609 red il l lofr

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 p

<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>
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