

Croydon Council Equality Analysis Form

Stage 1 Initial Risk Assessment - Decide whether a full equality analysis is needed

At this stage, you will review existing information such as national or local research, surveys, feedback from customers, monitoring information and also use the local knowledge that you, your team and staff delivering a service have to identify if the proposed change could affect service users from equality groups that share a “protected characteristic” differently. You will also need to assess if the proposed change will have a broader impact in relation to promoting social inclusion, community cohesion and integration and opportunities to deliver “social value”.

Please note that the term ‘change’ is used here as shorthand for what requires an equality analysis. In practice, the term “change” needs to be understood broadly to embrace the following:

- Policies, strategies and plans
- Projects and programmes
- Commissioning (including re-commissioning and de-commissioning)
- Service Review
- Budgets
- Staff structures (including outsourcing)
- Business transformation programmes
- Organisational change programmes
- Processes (for example thresholds, eligibility, entitlements, and access criteria)

You will also have to consider whether the proposed change will promote equality of opportunity; eliminate discrimination or foster good relations between different groups or lead to inequality and disadvantage. These are the requirements that are set out in the Equality Act 2010.

1.1 Analysing the proposed change

1.1.1 What is the name of the change?

Education Estates Strategy for 2018/19 to 2020/21 academic years, including Special Educational Needs, including the:

- proposed School Places Supply strategy
- proposed Admission Arrangements for Croydon’s community schools for the for the 2019/20 academic year: proposed reduction of the Published Admission Number (PAN) for Norbury Manor and Monks Orchard Primary schools; and proposed Pan London co-ordination arrangements;
- proposed School Maintenance Plan for 2017/18 and 2018/19.

1.1.2 Why are you carrying out this change?

Please describe the broad aims and objectives of the change. For example, why are you considering a change to a policy or cutting a service etc.

Croydon’s School Place Supply Strategy

Under the Education Act 1996, the Council has a statutory duty to ensure there are sufficient school places in its area. Sufficient means sufficient in number, character and equipment to

provide all pupils with the opportunity of an appropriate education.

To fulfil its duties, the Council is required to manage the supply and demand for school places by forecasting future demand for school places. This may result in the provision of additional places when demand increases, or reduction of places when there is an oversupply of places. The demand for additional school places in the primary educational phase has been reduced due to a dip in birth rate in 2013.

The proposed School Places Supply Strategy is based on our projection of the amount of additional places that will be required at planning area level, over the next 3 academic years to ensure sufficiency of school places. Currently, there is a higher level than necessary of surplus places in some of the primary planning areas and we are working with the relevant schools to manage this surplus. To date, we have reduced, as approved by the Office for the Schools Adjudicator, Norbury Manor and Monks Orchard admission number from 90 to 60 for the 2017/18 and 2018/19 academic years. We are currently consulting on the reduction of both schools admission number, by 1FE for the 2019/20 academic year, as part of the admission arrangements. The proposed reduction of admission number will allow better alignment of PANs with actual number of pupils on roll, leading to cost savings.

To ensure the Council met and continue to meet its statutory duty to provide sufficient school places, Croydon's supply strategy comprises of establishment of new schools – Academies / Free Schools through the free school presumption route; and expansions of existing schools. It should be noted that due to the geographical spread in demand across the borough, there can be surplus places in a planning area and vacancies in another.

The Croydon Observatory contains further information around this for example population trends, ward profiles, population groups etc. <http://www.croydonobservatory.org/>

Special Educational Needs and Disability

The Local Authority has a duty to provide education for young people for whom the Education, Health and Care (EHC) Plans are maintained. The local school places need to provide education which is suitable and an efficient use of public resources, having due regard to parental preference.

Over the next 3 years, additional places will be provided through a new special free school, and expansion of special schools to provide additional places..

The following table provides the percentage breakdown and types of disability in primary and secondary maintained schools.

Primary Maintained Schools	Secondary Maintained schools
6.9% have ASD as primary need	9.6% have ASD as primary need
2.2% have a physical disability	3.1 % have a physical disability
1.7% have a hearing impairment	1.8% have a hearing impairment
0.8% have a visual impairment	1% have a visual impairment
35.9% have a speech, language or communication difficulty	13.7% have a speech, language or communication difficulty

According to the January 2016 school census data:

- 2.8% of the school population in Croydon has a Statement of Special Educational Needs or an Education Health and Care Plan, compared to 2.7% in Outer London and 2.8% in England.
- 11.7% of pupils in Croydon receive SEN Support compared to 10.9% in Outer London and 11.6% in England
- 12.9% of pupils in maintained primary schools have a Statement of SEN, an Education Health and Care Plan or receive SEN Support compared to 13% in Outer London and 13.4% in England

- 13.4% of pupils in maintained secondary schools have a Statement of SEN, an Education Health and Care Plan or receive SEN Support compared to 12.3% in Outer London and 12.7% in England.

Source for this information: Department for Education January School Census SFR 29-2016 published July 2016.

School Admissions

The Council is the Admission Authority for Community schools and is therefore responsible for consulting on, determining and applying the admission arrangements for these schools. Consultation has taken place for the Admission Arrangements for the 2019/20 academic year. It is also responsible for ensuring that admission arrangements are compliant with the School Admissions Code 2014, and for having in place a scheme for coordinating admission arrangements.

Consultation is taking place on the proposed reduction of Norbury Manor and Monks Orchard Primary admission number, by 1FE for the 2019/20 academic year, as part of the admission arrangements.

School Maintenance Plan

The Council is responsible for larger condition and maintenance works in maintained schools. This is to carry out works that are deemed priority to prevent closure of schools.

1.1.3 What stage is your change at now?

See **Appendix 1** for the main stages at which equality analyses needs to be started or updated.

Report to the Council's Cabinet Committee for decision and information on the proposed changes. Seeking Council's Cabinet Committee approval: to implement the proposed Education Estates Supply Strategy for the next 3 academic years (2018/19 – 2020/21), including consultation on proposed changes – reduction the Published Admission Number for 2 schools – Norbury Manor and Monk Orchard Primary as part of the Admission Arrangements for Community Schools, and Co-ordinated scheme for the 2019/20 academic year; Schools' Maintenance Plan for 2018/19 and 2019/20.

Please note that an equality analysis must be completed before any decisions are made. If you are not at the beginning stage of your decision making process, you must inform your Director that you have not yet completed an equality analysis.

1.2 Who could be affected by the change and how

1.2.1 Who are your internal and external stakeholders?

For example, groups of council staff, members, groups of service users, service providers, trade unions, community groups and the wider community.

People Department, including Special Educational Needs, Inclusion and Disability; Homes and Schools Improvement Team; School Admissions, Comms; Ward Councillors, MPs, Finance, Legal, HR.

Schools – leadership team, governing bodies, academy trusts, and staff; pupils; parents/carers and local residents / resident & community groups, including those from protected groups;

contractors; Trade union; neighbouring boroughs.

1.2.2 What will be the main outcomes or benefits from making this change for customers / residents, staff, the wider community and other stakeholders?

Croydon's School Place Supply Strategy

The strategy will ensure that sufficient school places – primary, secondary and special educational needs - are available to meet local demand. The school expansion proposals are for schools judged as 'Good' or 'Outstanding' by Ofsted. For new schools, Croydon is investing in providers of high quality and with a sound track record.

A key aim of the strategy is to ensure there is equality of opportunity in the provision of school places across the Borough for all pupils, including those with protected characteristics. This will also help meet parental and diversity of education choice.

The proposal to reduce the admission number for 2 schools will help the schools to operate efficiently as they have been experiencing falling numbers on roll for a couple of years.

There are benefits to be derived from reduction of PAN for an existing school, such as, allowing the school leadership team in offering a more accurate number of places; and also help with long term planning. Should the demand for extra places increase in the future, the PAN could be easily increased as there will not be any changes to the accommodation at the school.

School Admissions

Ensuring that admission arrangements are compliant with the School Admissions Code.

Admission Authorities are required to determine their admission arrangements on an annual basis. The admission arrangements include the admission criteria (oversubscription criteria) - the priority order used to decide who to admit to a school if there are more applications than available school places.

School places are allocated on the basis of the published over-subscription criteria. Croydon participates in the Pan London arrangement for the Co-ordinated Admissions rounds for both primary and secondary applications. This arrangement allows all boroughs to exchange data and facilitate choice for parents by offering places across borough boundaries within the same parameters and timetable.

School Maintenance Plan

The Plan will ensure that schools are properly maintenance and remain open. It supports educational performance and the health & safety of pupils and staff.

1.2.3 Does your proposed change relate to a service area where there are known or potential equalities issues?

Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response If you don't know, you may be able to find more information on the Croydon Observatory

(<http://www.croydonobservatory.org/>)

Croydon's School Place Supply Strategy

No. The proposed supply strategy will ensure sufficiency of school places in mainstream and special education needs schools. For mainstream schools, if the number of applications for the school is higher than the number of places available then, after admitting to that school the children with a statement of special educational need (SEN) that names this school, the schools' admissions criteria will be applied in the order set out below to decide the allocation of places in

line with the School Admissions Code.

Children with SEN are not proven to be disproportionately represented within the planning areas but SEN provision will help to ensure that children do not need to travel outside the borough away from their communities to go to school. However funding for children with SEN will follow the child.

School Admissions

No. In line with the Admissions Code, school places are allocated using the agreed/published admissions criteria. The Council is the admission authority for community schools and there are no proposed changes to its admission arrangements that were determined last year; published, including the oversubscription criteria and co-ordinated schemes for admissions within the Pan London area. The proposed change relate to reduction in 2 community schools admission numbers due to falling number on roll. A key requirement is for the admissions criteria to be clear, fair and objective and be in line with equalities legislation, and the Council's general equality duty.

Governing bodies are the admissions authority for Voluntary Aided Schools; and Academy Trusts are the Academies / Free Schools and have their own admission policies. Faith based schools are allowed to give preference in the admission policy to members of a particular faith or denomination, provided that this does not conflict in any way with other legislation. Academies / Free Schools are required by their funding agreements to comply with the Admissions Code.

School Maintenance Plan

No. The Council is only responsible for larger condition and maintenance works in maintained schools. Own Admission Authorities are responsible for the maintenance of their school.

1.2.4 Does your proposed change relate to a service area where there are already local or national equality indicators?

You can find out from the Equality and Inclusion Policy 2014-16

<https://www.croydon.gov.uk/community/equality/ei-policy>

Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response

Croydon's School Place Supply Strategy

Local authorities are required to meet their statutory duty by providing a school place for every child that requires one. One of the key aims of the strategy is to improve diversity and choice of schools, the right amount of and different types of schools to improve parental choice. This will help to ensure that all pupils have equitable access to school and ensure that the Council's duty to provide sufficient school places for pupils of statutory school age is fulfilled.

The proposed service changes relate known local equality indicators as listed below (taken from the Equality Policy 2014-16.

<https://www.croydon.gov.uk/community/equality/ei-policy>

- Make Croydon a place of opportunity and fairness by tackling inequality, disadvantage and exclusion.
- Close gaps in educational attainment by working with local businesses and community groups to enable people of all ages to reach their full potential through access to quality schools and learning.
- Work in partnership to lift people out of poverty by increasing employment opportunities across the borough ensuring local people have a pathway into employment, education and training.



The lower birth rate in 2013 mean that there is a decrease in the number of younger children requiring a school place in some of the educational planning areas.

Admission Arrangements

Admission authorities are also subject to the Public Sector Equality Duty and therefore must have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations in relation to persons who share a relevant protected characteristic and persons who do not share it.

1.2.5 Analyse and identify the likely advantage or disadvantage associated with the change that will be delivered for stakeholders (customers, residents, staff etc.) from different groups that share a “protected characteristic”

Please see Appendix 2 (section 1) for a full description of groups.

	Likely Advantage 	Likely Disadvantage 
Disability	<p>Additional Special Education Need (SEN) pupil places available within borough to meet increasing demand for SEN school places.</p> <p>Admission Arrangements are intended to meet the needs of all pupils including those with protected characteristics. Disabled pupils or those with SEN are given priority in the admissions criteria or to attend special schools. The admission criteria is to make sure that there is equal opportunities and access to education for all pupils, including disabled pupils.</p> <p>Equality & Diversity Monitoring As part of the consultation process on the proposed changes, respondents are requested to complete an equality and diversity questionnaire, looking at Gender, Age, Ethnicity and Disability. The information collected helps to identify any special requirements; promote equality; and improve choice and diversity.</p> <p>In compliance with the Special Educational Needs Code of Practice, Local Authorities have a duty to ensure that SEN provision is in place as specified in the Education, Health and Care Plan (EHCP).</p> <p>In accordance with the Equality Act 2010 - reasonable adjustments can be made to a school building to enable accessibility for pupils.</p>	

	<p>The needs of children with SEN will be taken into account at all stages of the design process for the proposed expansion projects.</p> <p>There are several different estimates for the number of people in Croydon with different types of disability but there is not one comprehensive figure that can give a true picture of the total number of people with a disability. According to the January 2016 school census data, 12.9% of pupils in maintained primary schools have a Statement of SEN, an Education Health and Care Plan or receive SEN Support.</p>	
Race/ Ethnicity	<p>The Admission Criteria, based on the Admissions Code, are used to allocate school places and do not include ethnicity or race as criteria. The proposed changes are not intended to have any negative impact on pupils from different ethnic groups. Croydon has a diverse population. As with other London boroughs Croydon has a higher proportion of residents from black and minority ethnic (BME) backgrounds than the national average.</p>	
Gender	<p>As above, children allocated school place in line with Admissions Code. The proposed reduction in the 2 schools admission number is not gender specific.</p>	
Transgender	N/A	
Age	<p>Croydon has the largest population of young people in London. Complicit with Statutory school age guidelines and Admissions Code.</p>	
Religion /Belief	<p>There is no 'Religion or Belief' criterion in the admission arrangements for Community schools. None of the proposed expansion projects are at faith-based schools.</p>	<p>Voluntary Aided schools tend to give priority to their religious denomination.</p>
Sexual Orientation	N/A	

Pregnancy and Maternity	N/A	
Social inclusion issues	N/A	
Community Cohesion Issues	The admission criteria allows for community cohesion as schools mostly tend to have a diverse pupil population which encourages good relations between different communities.	
Delivering Social Value	Stakeholders are consulted about changes and their views form part of decision making process.	

1.2.6	<p>In addition to the above are there any other factors that might shape the equality and inclusion outcomes that you need to consider?</p> <p>For example, geographical / area based issues, strengths or weaknesses in partnership working, programme planning or policy implementation</p>
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Consultation has been undertaken to seek the views of stakeholders, including people with protected characteristics, on the proposed changes in the Education Estates Strategy report. The Council will consult key stakeholders on delivery of the plans and monitor the effectiveness of the strategy.

1.2.7	<p>Would your proposed change affect any protected groups more significantly than non-protected groups?</p> <p>Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response. For a list of protected groups, see Appendix.....</p>
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No. The proposed changes in the education estates strategy will not affect any protected groups more significantly than non-protected groups. .
The proposals will help the Council meet its statutory duty to provide sufficient school places for protected and non-protected groups, and have an accessibility strategy for disabled people.
The Council will ensure that the proposed changes / policies and procedures / are fair and equitable and non-discriminatory to school staff, current and prospective pupils and parents/carers, particularly those with protected characteristics.

1.2.8	<p>As set out in the Equality Act, is your proposed change likely to help or hinder the Council in advancing equality of opportunity between people who belong to any protected groups and those who do?</p> <p>In practice, this means recognising that targeted work should be undertaken to address the needs of those groups that may have faced historic disadvantage. This could include a focus on addressing disproportionate experience of poor health, inadequate housing, vulnerability to crime or poor educational outcomes <i>etc.</i></p> <p>Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response.</p>
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No – will not hinder. The equality impact of the proposed changes will be neutral. Croydon schools provide diverse educational provision in terms of category, size and educational sponsors. These include special schools, enhanced learning provision at mainstream schools; pupil referral units; and Academies /Free Schools.

The proposed changes are likely to help the Council in fostering good relations between people who belong to any protected groups and those who do not.

The proposed reduction in PAN are intended to increase the number of places available at these schools to help the Council meet its statutory duty to provide sufficient school places.

The Council also has a duty to respond to parental preferences and where possible, the Council seeks to expand popular and successful schools to help meet the demand for additional school places, as well as parental preferences.

The Council is responsible for ensuring that admission arrangements are compliant with the School Admissions Code. The Council must have a Fair Access protocol which is agreed with the majority of schools in the area. The Council will coordinate admission applications and outcomes within the Pan London area which include policies, processes and criteria that are fair, objective and transparent.

1.2.9 As set out in the Equality Act, is the proposed change likely to help or hinder the Council in eliminating unlawful discrimination, harassment and victimisation in relation to any of the groups that share a protected characteristic?

In practice, this means that the Council should give advance consideration to issues of potential discrimination before making any policy or funding decisions. This will require actively examining current and proposed policies and practices and taking mitigating actions to ensure that they are not discriminatory or otherwise unlawful under the Act

Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response.

No – will not hinder. The Education Estates Strategy includes the creation of additional school places for pupils with special educational needs so will help the Council meet its equality obligations.

1.2.10 As set out in the Equality Act, is your proposed change likely to help or hinder the Council in fostering good relations between people who belong to any protected groups and those who do not?

In practice, this means taking action to increase integration, reduce levels of admitted discrimination such as bullying and harassment, hate crime, increase diversity in civic and political participation etc.

Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response

No – will not hinder. The Education Estates Strategy will provide additional school places in mainstream and special schools.

All schools must by law have oversubscription (admission) criteria, which are used to determine the offer of places if a school receives more applications than there are places available. The

criteria must be compatible with equal opportunities legislation, have regard to the Authority's responsibility to promote racial equality and as far as possible be inclusive of all the elements of the school's local community.

1.3 Decision on the equality analysis

If you answer "yes" or "don't know" to ANY of the questions in section 1.2, you should undertake a full equality analysis. This is because either you already know that your change or review could have a different / significant impact on groups that share a protected characteristic (compared to non-protected groups) or because you don't know whether it will (and it might).

Decision	Guidance	Response
<p>No, further equality analysis is not required</p>	<p>Please state why not and outline the information that you used to make this decision. Statements such as 'no relevance to equality' (without any supporting information) or 'no information is available' could leave the council vulnerable to legal challenge.</p> <p>You must include this statement in any report used in decision making, such as a Cabinet report</p>	<p>Further equality analysis will be undertaken as part of consultation on the proposed changes, such as reduction of PAN. Diversity and Equality monitoring will form part of the consultation on the proposed reduction of PAN.</p> <p>Feedback / responses from consultation will be used to update / revise the policies and procedures to ensure that all pupils, regardless of background and circumstances receive the right education they need to fulfil their potential.</p> <p>The Education Estates strategy cabinet report will be published on the council website.</p>

Decision	Guidance	Response
Yes, further equality analysis is required	<p>Please state why and outline the information that you used to make this decision. Also indicate</p> <ul style="list-style-type: none"> • When you expect to start your full equality analysis • The deadline by which it needs to be completed (for example, the date of submission to Cabinet) • Where and when you expect to publish this analysis (for example, on the council website). <p>You must include this statement in any report used in decision making, such as a Cabinet report.</p>	
Officers that must approve this decision	Name and position Denise Bushay – Head of School Place Planning and Admission	Date
Report author	Denise Bushay	06/12/2017
Director	David Butler	

1.4 Feedback on Equality Analysis (Stage 1)

Please seek feedback from the corporate equality and inclusion team and your departmental lead for equality (the Strategy and Planning Manager / Officer)

Name of Officer		
Date received by Officer		Please send an acknowledgement
Should a full equality analysis be carried out?		Note the reasons for your decision

Stage 2 Use of evidence and consultation to identify and analyse the impact of the change

Use of data, research and consultation to identify and analyse the probable impact of the proposed change

This stage focuses on the use of existing data, research, consultation, satisfaction surveys and monitoring data to predict the likely impact of proposed change on customers from diverse communities or groups that may share a protected characteristic.

Please see Appendix 2 (section 2) for further information.

2.1	<p>Please list the documents that you have considered as a part of the equality analysis review to enable a reasonable assessment of the impact to be made and summarise the key findings.</p> <p>This section should include consultation data and desk top research (both local and national quantitative and qualitative data) and a summary of the key findings.</p>
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2.2 Please complete the table below to describe what the analysis, consultation, data collection and research that you have conducted indicates about the probable impact on customers or staff from various groups that share a protected characteristic.

Group's with a "Protected characteristic" and broader community issues	Description of potential advantageous impact	Description of potential disadvantageous impact	Evidence Source

2.3 Are there any gaps in information or evidence missing in the consultation, data collection or research that you currently have on the impact of the proposed change on different groups or communities that share a protected characteristic? If so, how will you address this?

Please read the corporate public consultation guidelines before you begin:
<http://intranet.croydon.net/finance/customerservices/customerserviceprogramme/stepbystepguide.asp>.

2.4 If you really cannot gather any useful information in time, then note its absence as a potential disadvantageous impact and describe the action you will take to gather it.

Please complete the table below to set out how will you gather the missing evidence and make an informed decision. Insert new rows as required.

Group's with a "Protected characteristic" and broader community issues	Missing information and description of potential disadvantageous impact	Proposed action to gather information

Stage 3 Improvement plan

Actions to address any potential disadvantageous impact related to the proposed change

This stage focuses on describing in more detail the likely disadvantageous impact of the proposed change for specific groups that may share a protected characteristic and how you intend to address the probable risks that you have identified stages 1 and 2.

3.1 Please use the section below to define the steps you will take to minimise or mitigate any likely adverse impact of the proposed change on specific groups that may share a protected characteristic.

Equality Group (Protected Characteristic)	Potential disadvantage or negative impact e	Action required to address issue or minimise adverse impact	Action Owner	Date for completing action

3.2 How will you ensure that the above actions are integrated into relevant annual department or team service plans and the improvements are monitored?

3.3	How will you share information on the findings of the equality analysis with customers, staff and other stakeholders?
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Section 4 Decision on the proposed change

4.1	Based on the information in sections 1-3 of the equality analysis, what decision are you going to take?
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Decision	Definition	Yes / No
We will not make any major amendments to the proposed change because it already includes all appropriate actions.	Our assessment shows that there is no potential for discrimination, harassment or victimisation and that our proposed change already includes all appropriate actions to advance equality and foster good relations between groups.	
We will adjust the proposed change.	We have identified opportunities to lessen the impact of discrimination, harassment or victimisation and better advance equality and foster good relations between groups through the proposed change. We are going to take action to make sure these opportunities are realised.	
We will continue with the proposed change as planned because it will be within the law.	We have identified opportunities to lessen the impact of discrimination, harassment or victimisation and better advance equality and foster good relations between groups through the proposed change. However, we are not planning to implement them as we are satisfied that our project will not lead to unlawful discrimination and there are justifiable reasons to continue as planned.	
We will stop the proposed change.	The proposed change would have adverse effects on one or more protected groups that are not justified and cannot be lessened. It would lead to unlawful discrimination and must not go ahead.	

4.2	Does this equality analysis have to be considered at a scheduled meeting? If so, please give the name and date of the meeting.
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4.3 When and where will this equality analysis be published?

An equality analysis should be published alongside the policy or decision it is part of. As well as this, the equality assessment could be made available externally at various points of delivering the change. This will often mean publishing your equality analysis before the change is finalised, thereby enabling people to engage with you on your findings.

4.4 When will you update this equality analysis?

Please state at what stage of your proposed change you will do this and when you expect this update to take place. If you are not planning to update this analysis, say why not

4.5 Please seek formal sign of the decision from Director for this equality analysis?

This confirms that the information in sections 1-4 of the equality analysis is accurate, Comprehensive and up-o-date.

Officers that must approve this decision	Name and position	Date
Head of Service / Lead on equality analysis		
Director		

Email this completed form to equalityandinclusion@croydon.gov.uk, together with an email trail showing that the director is satisfied with it.