Addressing Inequalities

Equalities Impact Assessment

Surrey County Council Equality Impact Assessment Template

Stage one – initial screening

What is being assessed?	Admissions policy 2026/27
Service	**School Admissions/Education Place Planning**
Name of assessor/s	**Sarah Jeffery**
Head of service	**Trudy Pyatt**
Date	**1 November 2024**
Is this a new or existing function or policy?	**Existing policy under review**

Write a brief description of your service, policy or function. It is important to focus on the service or policy the project aims to review or improve.
The policies being considered under this EIA set out the criteria for admitting children to Earlswood Infant School. In accordance with the School Admissions Code, these policies include processes and criteria that are fair, objective and transparent.

Indicate for each equality group whether there may be a positive impact, negative impact, or no impact.				
Equality Group	**Positive**	**Negative**	**No impact**	**Reason**
Age	**X**			• Parents of 4 year olds can decide for their child to defer entry or start Reception full / part-time • Requests from the parents of summer born children for their child to be admitted to Reception in the year after they turn five will

				be considered on a case by case basis
Gender Reassignment			X	
Disability	X			Children with an EHCP naming a school are admitted before other applicants Provision made within the policy for priority to be given on the basis of medical need, where a disability warrants a place at a particular school
Sex			X	
Religion and belief			X	
Pregnancy and maternity			X	
Race			X	
Sexual orientation			X	
Carers	X			Potential for child carers to claim for social priority for a school place based on need
Other equality issues – please state	X			Children in care and children who have left care through adoption, a child arrangement order or special guardianship order, receive top priority for a school place by law, including children adopted from state care outside of England A translation service is on offer for parents who might find language a barrier to understanding the literature and Surrey's Schools and Childcare service helps parents understand the process
HR and workforce	X			Priority for children of staff at the school with part time

issues				and full time employees being given equal priority
Human Rights implications if relevant			**X**	

If you find a negative impact on any equality group you will need to complete stage one and move on to stage two and carry out a full EIA.

A full EIA will also need to be carried out if this is a high profile or major policy that will either effect many people or have a severe effect on some people.

Is a full EIA required?	Yes (go to stage two)	**No**
If no briefly summarise reasons why you have reached this conclusion, the evidence for this and the nature of any stakeholder verification of your conclusion.		
There are no negative impacts identified, and the policy is not high profile or major.		
Briefly describe any positive impacts identified that have resulted in improved access or services		

For screenings only:

Review date	
Person responsible for review	**Sarah Jeffery**
Head of Service signed off	**Trudy Pyatt**
Date completed	**1 November 2024**

- Signed off electronic version to be kept in your team for review
- Electronic copy to be forwarded to Equality and Diversity Manager for publishing

Stage 2 – Full Equality Impact Assessment - please refer to equality impact assessment guidance available on Snet

Introduction and background

Using the information from your screening please describe your service or function. This should include:

- **The aims and scope of the EIA**
- **The main beneficiaries or users**
- **The main equality, accessibility, social exclusion issues and barriers, and the equality groups they relate to (not all**

assessments will encounter issues relating to every strand)

Now describe how this fits into 'the bigger picture' including other council or local plans and priorities.

Evidence gathering and fact-finding

What evidence is available to support your views above? Please include a summary of the available evidence including identifying where there are gaps to be included in the action plan. *Remember to consider accessibility alongside the equality groups*

Sources of evidence may include:
- Service monitoring reports including equality monitoring data
- User feedback
- Population data – census, Mosaic
- Complaints data
- Published research, local or national.
- Feedback from consultations and focus groups
- Feedback from individuals or organisations representing the interests of key target groups
- Evidence from partner organisations, other council departments, district or borough councils and other local authorities

How have stakeholders been involved in this assessment? Who are they, and what is their view?

Analysis and assessment

Given the available information, what is the actual or likely impact on minority, disadvantaged, vulnerable and socially excluded groups? Is this impact positive or negative or a mixture of both? **(Refer to the EIA guidance for full list of issues to consider when making your analysis)**

What can be done to reduce the effects of any negative impacts? Where negative impact cannot be completely diminished, can this be justified, and is it lawful?

Where there are positive impacts, what changes have been or will be

made, who are the beneficiaries and how have they benefited?

Recommendations
Please summarise the main recommendations arising from the assessment. If it is impossible to diminish negative impacts to an acceptable or even lawful level the recommendation should be that the proposal or the relevant part of it should not proceed.

Action Plan – actions needed to implement the EIA recommendations

Issue	Action	Expected outcome	Who	Deadline for action

- Actions should have SMART Targets
- Actions should be reported to the Directorate Equality Group (DEG) and incorporated into the Equality and Diversity Action Plan, Service Plans and/or personal objectives of key staff.

Date taken to Directorate Equality Group for challenge and feedback	
Review date	
Person responsible for review	
Head of Service signed off	
Date completed	
Date forwarded to EIA coordinator for publishing	

- **Signed off electronic version to be kept in your team for review**
- **Electronic copy to be forwarded to your service EIA coordinator to forward for publishing on the external website**