

WORCESTERSHIRE COUNTY COUNCIL EQUALITY IMPACT RELEVANCE SCREENING

This exercise is not an Equality Impact Assessment (EIA). It is a desktop screening exercise designed to establish if you need to carry out an EIA. When completing the screening please use plain English avoiding the use of acronyms or jargon. Any documents referred to should be attached to this screening form.

Remember, throughout this exercise the term 'policy' (or 'policies') is used as shorthand for 'policies, practices, activities, strategies, plans, projects, procedures, functions and protocols'. It therefore needs to be interpreted broadly to embrace the full range of functions, activities, plans and decisions for which the County Council is responsible.

For help completing this screening please refer to the County Council's [EIA Guidance document](#) available on OurSpace.

Part One: basic information needed to identify the policy and prepare for screening

1.1	Directorate and Section/Unit:	Children, Families and Communities
1.2	Title of the policy being screened:	Policy on Delayed and Accelerated Transfer - Placement of pupils out of their chronological age group including Summer Born children starting school
1.3	Screening by:	Rachel Kiernan
1.4	Date of screening:	15/09/2017
1.5	Summary of policy objectives	To clarify the arrangements for Delayed and Accelerated entry into schools in Worcestershire, this forms part of the admission arrangements. The protocol currently in place has been in effect prior to the legislative changes introduced by the current School Admissions Code (2014), in relation to Summer born children and as such is non-compliant with the mandatory requirements of the Code. Immediate steps must be taken to rectify this and this does not require consultation
1.6	Related policies/functions:	
1.7	To which section of the Directorate or Corporate	<i>School Admissions, Education and Skills</i>

	"business/service plan" does this policy relate?	
1.8	Is this a new or existing policy?	<i>Existing policy update</i>
1.9	Does the policy affect service users, employees, the wider community, or a combination of these?	<i>Service Users</i>
1.10	Who is formally responsible for the delivery of this policy? If different, who is responsible for leading on the delivery?	School Admissions – Babcock – delivery Education Commissioners – WCC - leading
1.11	What (if any) previous consultation has been carried out for this policy? Who was consulted and when?	<i>None</i>
1.12	Is equality monitoring in place for this policy?	<i>No</i>

Part Two: The purpose of the following exercise is to assess the potential relevance of the policy in the lives of staff and/or residents who have one or more of the following "Protected Characteristics":
Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy/maternity, Race, Religion/Belief, Sex and Sexual Orientation.

The questions in this section ask you to consider factors you will need to take into account in assessing the relevance of the policy in the lives of people who have one or more of the Protected Characteristics. The answers you provide will help you determine whether you will need to carry out an Equality Impact Assessment.

		Yes	No	Details and comments
2.1	Could this policy have a significant impact on service delivery or other aspects of daily life for people because they have one or more of the Protected Characteristics listed above?		x	
2.2	Does the policy involve a significant commitment, or reduction, of resources?		x	
2.3	Does the policy relate to an area where inequalities are already known to exist?		x	

2.4 Is there any evidence of potential or actual unplanned variations in the participation levels or use of the policy between different groups (Existing policies only)?

Characteristic	Yes	No	Details, including what information you have based your answer on
Age		x	
Disability		x	
Gender reassignment		x	
Marriage/Civil Partnership		x	
Pregnancy/maternity		x	
Race		x	
Religion or belief		x	
Sexual orientation		x	
Sex		x	

If the answer to question 2.3 is "yes" or "could be yes" then you **must complete an EIA**.

For existing policies, if the answer to question 2.4 is "yes" or "could be yes" then you **must complete an EIA**.

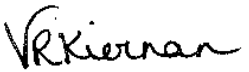
If the answer to questions 2.1 or 2.2 is "yes" or "could be yes" then you may need to complete an EIA. Please refer to Section 3 of the [EIA Guidance document](#) for further clarification on when an EIA should be completed.


2.5 Based on the factors above, is an Equality Impact Assessment required for this policy?

Yes	
No	x

An EIA is not always needed. Where you have decided that an assessment is not required please clearly summarise the reasons for your decision, including any factors you have taken into account, in the box below. Please then ensure this screening form is signed-off by your line manager and sent to the Corporate Equality and Diversity Team for publication.

EIA not required: reasons and additional comments
Whilst the admissions authority has been giving effect to these requirements and has established processes in place, in terms of the information that is made available to parents and school, to ensure the Local Authority complies with the legislation and does not find itself the subject of any objections to the OSA, Cabinet are requested to authorise the publication of the revised policy with immediate effect.

Signed (completing Officer/Manager):  Date: 15/09/2017.....

Signed (Line Manager):  Date: 15th September 2017..