

Equality impact assessment is a legal requirement for all strategies, plans, functions, policies, procedures and services under the Equalities Act 2010. We are also legally required to publish assessments.

Section 1: Description

Department	Children and Families		Lead officer responsible for assessment		Mark Bayley	
Service	School Organisation		Other members of team undertaking assessment		Val Simons	
Date	October 2022		Version		1	
Type of document (mark as appropriate)	Strategy √	Plan	Function	Policy √	Procedure	Service
Is this a new/existing/revision of an existing document (mark as appropriate)	New √		Existing		Revision	
<p>Title and subject of the impact assessment (include a brief description of the aims, outcomes, operational issues as appropriate and how it fits in with the wider aims of the organisation)</p> <p>Please attach a copy of the strategy/plan/function/policy/procedure/service</p>	<p>Decision on the proposal to reduce the number of places at the Hearing Impaired (HI) Resource Provision (RP) at Middlewich Primary School from 10 to 5 with effect from April 2023.</p> <ul style="list-style-type: none"> The Local Authority must comply with statutory requirements as set out in The Education and Inspections Act 2006 (EIA 2006) and The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013. Undertake a consultation and decision making process as set out in the guidance "Making significant changes (prescribed alterations) to maintained schools" which came into force October 2018. <p>The aims, objectives and outcomes of this proposal are in line with;-</p> <ul style="list-style-type: none"> Children and Young people with Special Education Needs and or Disabilities Joint Strategy Sufficiency Statement for Children and young people with Special Educational Needs 					
Who are the main stakeholders? (eg general public, employees, Councillors, partners, specific audiences)	<ul style="list-style-type: none"> Children and Young People with HI as their primary need. Parents and carers of pupils with HI 					

Section 2: Initial screening

Who is affected? (This may or may not include the stakeholders listed above)	<ul style="list-style-type: none"> • Children and Young People with HI. • Parents and carers. • Middlewich Primary School
Who is intended to benefit and how?	<p>Children and Young People with HI as their primary need and their parents and carers in Cheshire East.</p> <p>Due to advancements in technology and equipment the needs of EHCP pupils with HI is being met in mainstream settings/classrooms with support from Speech and Language and Sensory and Inclusion Teams. Hearing Impaired Resource Provision places have been less than half full for the past 5 years and currently the Resource Provision at Middlewich Primary only has 3 pupils on roll with 7 vacancies and this impacts on funding as the local authority is still required to fund those empty places.</p> <p>The funding saved by the reduction in places could be redirected to support other children with high needs.</p>
Could there be a different impact or outcome for some groups?	<p>At this stage you expect that there will be no impact. However, the feedback from the consultation will be taken into account and any feedback which illustrates a negative impact will be assessed and mitigation put in place to reduce any impacts.</p>
Does it include making decisions based on individual characteristics, needs or circumstances?	<p>Any decision on the proposal will not be based on any individual characteristics, needs or circumstances.</p>
Are relations between different groups or communities likely to be affected? (eg will it favour one particular group or deny opportunities for others?)	<p>Relations between different groups or communities are not likely to be affected.</p> <p>As the reduction in places is aimed at children and young people with hearing Impairment the change will not impact on able bodied children and young people.</p>
Is there any specific targeted action to promote equality? Is there a history of	<p>Initial conversation have taken place with interested parties including the Headteacher and Governors of the school who are fully supportive of the proposal. In accordance with DfE guidance the proposal is subject to a statutory</p>

EQUALITY IMPACT ASSESSMENT FORM

Appendix 1



unequal outcomes (do you have enough evidence to prove otherwise)?	<p>consultation process including issuing a public notice and at least a 4-week representation period. A public notice was published on 13 October 2022. A 5- week representation period will run from 13 October 2022 to 17 November 2022.</p> <p>Key stakeholders including local schools, parents and carers, Diocese, Ward Members , Parents and Carers Forum, parish and Town Councils and East Cheshire Deaf Children’s Society were emailed and invited to feedback their views either in support or to oppose the proposal.</p> <p>During the representation period any responses received will be collated and a presented in a report to the Children and Families Committee at a meeting to be held on 16 January 2023.</p>
---	--

Is there an actual or potential negative impact on these specific characteristics? (Please tick)

Age	Y	N	Marriage & civil partnership	Y	N	Religion & belief	Y	N	Carers	Y	N
		✓			✓			✓			✓
Disability	Y	N	Pregnancy & maternity	Y	N	Sex	Y	N	Socio-economic status	Y	N
	✓				✓			✓			✓
Gender reassignment	Y	N	Race	Y	N	Sexual orientation	Y	N			
		✓			✓			✓			

<p>What evidence do you have to support your findings? (quantitative and qualitative) Please provide additional information that you wish to include as appendices to this document, i.e., graphs, tables, charts</p> <p>Some initial conversations have been undertaken on the proposal and the following statements are based upon research and feedback from representative groups. However, the feedback from the consultation will be taken into account and any feedback which illustrates a negative impact will be assessed and mitigation put in place to reduce any impacts.</p>	<p>Consultation/involvement carried out</p> <p>Consultation is taking place between 13.10.2022 and 17.11.2022</p>
---	--

		Yes	No
Age	<p>The proposed reduction in places only impacts on primary aged pupils. As previously mentioned due to the advancements in technology and equipment the number of pupils requiring separate RP teaching has reduced and the majority of pupils with HI are taught in mainstream, consequently the need for RP has reduced.</p> <p>However, although this is a planned reduction sufficient places remain for those pupils who would still benefit from them.</p>		√
Disability	<p>The proposed reduction impacts pupils with HI as their primary need. However, there will not be a negative impact as the majority of pupils are now supported in the mainstream / classroom with better technology and equipment. Sufficient places will remain for those pupils who would still benefit from RP.</p> <p>The funding saved by the reduction in places could be redirected to support other children with high needs.</p>		√
Gender reassignment	<p>Places are allocated at the school based on the individual assessment of the child's or young person's needs and this does not allow for discrimination in this respect.</p>		√
Marriage & civil partnership	<p>Places are allocated at the school based on the individual assessment of the child's or young person's needs and all applications are considered on an equal basis without reference to the marital status of the parent/carer.</p>		√
Pregnancy & maternity	<p>Places are allocated at the school based on the individual assessment of the child's or young person's needs and all applications are considered on an equal basis without reference to the status of the parent/carer.</p>		√
Race	<p>Places are allocated based on the individual assessment of the child's or young person's needs and the local authority has no reason to believe that any proposed expansion of the school would result in an overall change to the</p>		√

EQUALITY IMPACT ASSESSMENT FORM

Appendix 1



	current demographics.		
Religion & belief	Places are allocated based on the individual assessment of the child's or young person's needs and religion and belief do not form part of the allocation and all applications will be considered on an equal basis irrespective of religious belief.		✓
Sex	Places are allocated based on the individual assessment of the child's or young person's needs and the local authority has no reason to believe that any proposed expansion of the school would result in an overall change to the current demographics.		✓
Sexual orientation	Places are allocated at the school based on the individual assessment of the child's or young person's needs and this does not allow for discrimination in this respect.		✓
Carers	It is considered that the proposal will have a positive impact. Pupils with HI will continue to be supported in mainstream at their preferred local school with enhanced technology and equipment. The funding saved by the reduction in places could be redirected to support other children with high needs, which in turn will benefit the parents and carers of those children.		✓
Socio-economic status	Support in the mainstream or an allocation of a place in are allocated at the school based on the individual assessment of the child's or young person's needs and all applications are considered on a equal basis without reference to the socio- economic status of the parent/carer.		✓
Proceed to full impact assessment? (Please tick)	Yes	No ✓	Date 10.10.2022

If yes, please proceed to Section 3. If no, please publish the initial screening as part of the suite of documents relating to this issue

Section 3: Identifying impacts and evidence

This section identifies if there are impacts on equality, diversity and cohesion, what evidence there is to support the conclusion and what further action is needed

Protected characteristics	Is the policy (function etc....) likely to have an adverse impact on any of the groups? Please include evidence (qualitative & quantitative) and consultations	Are there any positive impacts of the policy (function etc....) on any of the groups? Please include evidence (qualitative & quantitative) and consultations	Please rate the impact taking into account any measures already in place to reduce the impacts identified High: Significant potential impact; history of complaints; no mitigating measures in place; need for consultation Medium: Some potential impact; some mitigating measures in place, lack of evidence to show effectiveness of measures Low: Little/no identified impacts; heavily legislation-led; limited public facing aspect	Further action (only an outline needs to be included here. A full action plan can be included at Section 4)
Age				
Disability				
Gender reassignment				
Marriage & civil partnership				
Pregnancy and maternity				
Race				
Religion & belief				

EQUALITY IMPACT ASSESSMENT FORM

Appendix 1



Sex				
Sexual orientation				
Carers				
Socio-economics				
<p>Is this project due to be carried out wholly or partly by contractors? If yes, please indicate how you have ensured that the partner organisation complies with equality legislation (e.g. tendering, awards process, contract, monitoring and performance measures)</p>				

Section 4: Review and conclusion

<p>Summary: provide a brief overview including impact, changes, improvement, any gaps in evidence and additional data that is needed</p>			
Specific actions to be taken to reduce, justify or remove any adverse impacts	How will this be monitored?	Officer responsible	Target date
When will this assessment be reviewed?			
Are there any additional assessments that need to be undertaken in relation to this assessment?			
Lead officer signoff		Date	

Head of service signoff		Date	
--------------------------------	--	-------------	--

Please publish this completed EIA form on your website