

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 , Families and Adults		Lead officer responsible for assessment		Fintan Bradley	
Service	School Organisation		Other members of team undertaking assessment		Barbara Dale	
Date	22 April 2013		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>Permission to commence formal consultation on proposed school expansions of Ash Grove Primary School and Nursery , Macclesfield from 105 to 210 pupil places. There are any other associated policies and procedures as set out below:-.</p> <ul style="list-style-type: none"> • Children and Families, Capital Strategy 2013/2014 • Statutory consultation will be undertaken on the proposal as the changes, if approved, will fall within the category of a significant enlargement as the additional accommodation proposed for Wheelock Primary would increase the capacity by more than 30 pupils and by more than 25%. • 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 2007 (as amended by The School Organisation and Governance (Amendment)(England) Regulations 2007 which came into force on 21 January 2008 and The School Organisation and Governance (Amendment)(England) Regulations 2009 which came into force on 1 					

	<p>September 2009).</p> <p>The aims, objectives and outcomes of this proposed change are as follows:-</p> <p>The proposal to expand the school is to address the increasing demand for places from the school's local community. This school had an intake at the normal point of entry of 47 pupils up until 2005 when it was reduced to a 25 intake following a review of surplus places implemented by the former Cheshire County Council. A further reduction was made in 2011 taking the school to a half form of entry primary school with an intake of 15 pupils at the normal point of entry and reducing the school's overall capacity to 105 places.</p> <p>The number of children resident within the schools catchment area has increased in recent years and, for the last 3 years, the number of first preferences for the school has exceeded the 15 places available in the reception class. In order to accommodate children resident in the school's catchment area for whom there was no other schools with vacancies within a reasonable distance, the Local Authority, in agreement with the school agreed additional places over the school's published admission number for September 2011 and 2012 and has agreed admission of up to 30 children for 2013</p> <p>The proposals will therefore have a significant positive impact on parental choice and vulnerable and minority groups in the community.</p> <p>The outcomes of consultation will be summarised in a report to the Portfolio Holder for a decision to progress to the next stage of the process and issue public notices. In deciding whether or not to give permission to publish proposals it is a requirement both under DfE guidance and case law that the decision maker should consider the views expressed during consultation and take into account the Equality Impact Assessment. It is therefore imperative that full details of all views submitted are made available at the decision meeting.</p>
<p>Who are the main stakeholders?</p>	<ul style="list-style-type: none"> • Children and their parents and carers

(eg general public, employees, Councillors, partners, specific audiences)	<ul style="list-style-type: none"> • Headteachers in schools in Macclesfield
---	---

Section 2: Initial screening

Who is affected? (This may or may not include the stakeholders listed above)	Children and Young People Parents / Carers Schools
Who is intended to benefit and how?	Young Children and their parents and carers in Ash Grove's Primary School and Nursery catchment area.
Could there be a different impact or outcome for some groups?	This proposal will have a marginal positive impact for members of the local community.
Does it include making decisions based on individual characteristics, needs or circumstances?	Any decision on the proposal will not be based on any individual characteristics, needs or circumstances
Are relations between different groups or communities likely to be affected? (eg will it favour one particular group or deny opportunities for others?)	
Is there any specific targeted action to promote equality? Is there a history of unequal outcomes (do you have enough evidence to prove otherwise)?	Consultation will be carried out over a 5 week period inviting feedback on the proposals from anyone with an interest.

EQUALITY IMPACT ASSESSMENT FORM

Appendix 6



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		N
Disability	Y	N ✓	Pregnancy & maternity	Y	N ✓	Sex	Y	N ✓	Socio-economic status		N
Gender reassignment	Y	N ✓	Race	Y	N ✓	Sexual orientation	Y	N ✓			
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										Consultation/involvement carried out	
										Yes	No
Age	This will positively impact on the number of school places for young people of primary school age in the area and thereby increasing opportunities for parental choice, in line with DfE guidance.									✓	
Disability	The proposal will have a marginally positive impact on young people and parents with a disability because the provision of additional places will overall provide sufficient places closer to person's place of residence. The proposal will also offer greater parental choice for those families with wider caring responsibilities for household members with a disability.									✓	
Gender reassignment	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. However, given the very young age of the pupils it is unlikely that any issues									✓	

	will arise in relation to these protected characteristics.		
Marriage & civil partnership	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>Admissions to the schools are made following the Local Authority published admission arrangements and over subscription criteria. All applications are considered against the over subscription criteria on a equal basis without reference to the marital status of the parent/carer.</p>	√	
Pregnancy & maternity	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>Admissions to the schools are made following the Local Authority published admission arrangements and over subscription criteria. All applications are considered against the over subscription criteria on a equal basis without reference to the status of the parent/carer.</p>	√	
Race	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>The recorded data for Ash Grove Primary School and Nursery is:</p> <ul style="list-style-type: none"> • 92% White • 4% Mixed/Dual Background • 3% Asian or Asian British • 1% Black or Black British <p>The average recorded data across the immediate neighbouring Macclesfield</p>	√	

	<p>primary schools is:</p> <ul style="list-style-type: none"> • 91.9% White • 2% Mixed/Dual Background • 4.4% Asian or Asian British • 0.2% Black or Black British • 1.5% Other Groups or Not recorded <p>The local authority has no reason to believe that any proposed expansion of schools would result in an overall change to the current demographics.</p>		
Religion & belief	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. Ash Grove Primary School and Nursery is a Community School and follows the Local Authority published arrangements and over subscription criteria which do not include reference to Religion and belief. All admission applications will be considered on an equal basis irrespective of religious belief.</p>	v	
Sex	<p>There is an equal gender balance girls and boys currently attending Ash Grove primary School and Nursery, Girls represent 52% of pupils with boys 48%. This represents a similar school population demographic across the immediate neighbouring Macclesfield schools which gives an average of 48 % girls and 52 % boys.</p>	v	
Sexual orientation	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. However, given the very young age of the pupils it is unlikely that any issues will arise in relation to these protected characteristics.</p>	v	
Carers	<p>The proposal will have a marginally positive impact on persons with dependents and will offer greater parental choice for those families with wider caring responsibilities.</p>	v	
Socio-economic status	<p>It is considered that the proposal will have a positive impact on those</p>	v	

EQUALITY IMPACT ASSESSMENT FORM

Appendix 6

	children/young people included in this group as the proposal, if agreed, will provide more places locally for local families.		
Proceed to full impact assessment? (Please tick)	Yes	No <input checked="" type="checkbox"/>	Date 8 April 2013

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				

EQUALITY IMPACT ASSESSMENT FORM

Appendix 6



Pregnancy and maternity				
Race				
Religion & belief				
Sex				
Sexual orientation				
Carers				
Socio-economics				

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)

Section 4: Review and conclusion

Summary: provide a brief overview including impact, changes, improvement, any gaps in evidence and additional data that is needed			
Specific actions to be taken to reduce, justify or remove any adverse impacts	How will this be monitored?	Officer responsible	Target date
Please provide details and link to full action plan for actions			
When will this assessment be reviewed?			
Are there any additional assessments that need to be undertaken in relation to this assessment?	Further analysis to asses impact will be conducted over the coming weeks and if appropriate an updated EIA will b presented to the Portfolio Holder at the end of the Consultation period		
Lead officer signoff		Date	
Head of service signoff		Date	

EQUALITY IMPACT ASSESSMENT FORM

Appendix 6



Please publish this completed EIA form on your website