

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 Services	Lead officer responsible for assessment	Tony Crane			
Service	School Organisation	Other members of team undertaking assessment	Barbara Dale			
Date	29 May 2014	Version	3			
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 proposed expansion of Offley Primary School, Sandbach from 315 places (1.5FE) to 420 school places (2FE) for implementation for September 2015.</p> <p>There are any other associated policies and procedures as set out below:-</p> <ul style="list-style-type: none"> Targeted Basic Need Programme - The programme was launched in March 2013 to provide additional funding for school places in areas where they are most needed. Local authorities were invited to bid for funding for new schools, or to expand existing outstanding and good schools. Statutory consultation will be undertaken on these proposals as the changes, if approved, will fall within the category of a significant enlargement as the additional accommodation proposed for Offley 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 2013 that came into force on 28 January 2014. <p>The aims, objectives and outcomes of this proposed change are as follows:-</p>					

	<p>The Local Authority is proposing the expansion of Offley Primary School which has a current capacity of 315 pupil places. The proposed increase to 420 places will deliver sufficient capacity for the school to become a two form of entry (60 places per year group) primary school with a proposed completion date of September 2015.</p> <p>The outcomes of the 4 week representation period are summarised in a report to the School Organisation Sub Committee. In deciding whether to approve the expansion it is a requirement both under DfE guidance and case law that the decision makers should consider the views expressed during the representation period 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>
Who are the main stakeholders? (eg general public, employees, Councillors, partners, specific audiences)	<ul style="list-style-type: none"> • Children and their parents and carers • Headteachers in schools in Sandbach

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 the Sandbach area.
Could there be a different impact or outcome for some groups?	This proposal will have a 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

EQUALITY IMPACT ASSESSMENT FORM

Appendix 12



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?)			Pre – publication consultation took place between 10 December 2013 and 21 January 2014. Stakeholders were invited to offer feedback on the proposal and a summary was presented to the Portfolio Holder meeting on 31. March 2014. The Portfolio Holder gave permission to publish notices and a public notice was issued in the local press on 16 and 17 April 2014. The 4 week representation period commenced on 17 April and ran until 15 May 2014. Key stakeholders were invited to offer feedback on the proposal and a summary of the feedback received will be considered by the School Organisation Sub Committee at their meeting of 9 June 2014.								
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 Sandbach 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	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>However, given the very young age of the pupils it is unlikely that any issues will arise in relation to these protected characteristics.</p>	✓	
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 school are made following the 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 school are made following the 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	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. Based on the October	✓	

	<p>2012 School Census data</p> <p>The recorded data for Offley Primary School is:</p> <ul style="list-style-type: none"> • 93% White • 5% Mixed/Dual Background • 1% Asian or Asian British • 0% Black or Black British • 1% Other Groups or Not recorded <p>The average recorded data across the Sandbach primary schools is:</p> <ul style="list-style-type: none"> • 94% White • 2 % Mixed/Dual Background • 1% Asian or Asian British • 0% Black or Black British • 3% 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. The school proposed for expansion is a Community school and admission applications are considered against the Local Authority's published admission arrangements and over subscription criteria. Religion and belief do not form part of the admission arrangements or over subscription criterion and all applications will be considered on an equal basis irrespective of religious belief.</p>	✓	
Sex	<p>The gender balance between girls and boys currently attending Offley Primary School is 50% male and 50% female. This represents a similar school population demographic across Sandbach schools with 49% male and 51%</p>	✓	

	female.		
Sexual orientation	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.	✓	
Carers	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.	✓	
Socio-economic status	It is considered that the proposal will have a positive impact on those 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 ✓	Date

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	Further action (only an outline needs to be included here. A full action plan can be included at Section 4)

EQUALITY IMPACT ASSESSMENT FORM

Appendix 12



			Low: Little/no identified impacts; heavily legislation-led; limited public facing aspect	
Age				
Disability				
Gender reassignment				
Marriage & civil partnership				
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
During the representation period a concern was raised increase in traffic and potential parking problems	<p>The school is more fortunate than many with regard to the parking spaces available within the school grounds. Road safety is paramount and the school ensure that all steps are taken to protect children and review. The school have a traffic plan in place which was drawn up in 2009 when they had a number of meetings with Councillor Moran.</p> <p>It was seen that parking was more than adequate for the school and a Crossing Patrol person (lolly pop lady) has been in place for a while. The school also regularly communicate to parents the need to take care when parking via the school newsletter. Also the Community Police Officer is involved in monitoring traffic and parking.</p> <p>These issues may be raised and dealt with at any subsequent planning application</p>		

EQUALITY IMPACT ASSESSMENT FORM**Appendix 12**

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?			
Lead officer signoff		Date	
Head of service signoff		Date	

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