

EQUALITY IMPACT ASSESSMENT FORM



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

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|---|---|--------|--|--------|--|---------|
| Department | Children & Families | | Lead officer responsible for assessment | | Fintan Bradley, Head of Strategy Planning and Assessment | |
| Service | School Organisation | | Other members of team undertaking assessment | | Rob Hyde, Barbara Dale | |
| Date | September 2011 | | Version: One | | | |
| 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>School Organisation Plan</p> <p>As the Strategic Commissioner of School Places, the Local Authority has a statutory duty to review provision in its area and to establish future demands. This School Organisation Plan provides Cheshire East Council's framework for ensuring the provision of sufficient and suitable school places for all the children and young people resident in the Borough for the period 2011-2016.</p> <p>This School Organisation Plan should be considered within the context of the Council's 'Children and Families Plan' 2010-2013, which is the single strategic overarching plan for all services delivering outcomes for children and young people</p> <p>The Council's vision is for all children and young people to be well supported to maximise their life chances and for Cheshire East to be a place where no child is left behind because organisations do not work together. The Council</p> | | | | | |

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| | values education and learning as a means to achievement recognising that all children have something to offer. |
| Who are the main stakeholders? (eg general public, employees, Councillors, partners, specific audiences) | Children and Young People aged birth to 18 Parents / Carers |

Section 2: Initial screening

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|---|---|
| Who is affected? (This may or may not include the stakeholders listed above) | Children and Young People Parents / Carers Schools Councillors |
| Who is intended to benefit and how? | The Education Act 2006 requires local authorities to promote fair access to educational opportunity, high standards and pupil achievement to increase opportunities for parental choice and respond to parental representations and secure diversity in the provision of schools when planning the provision of school places. |
| Could there be a different impact or outcome for some groups? | There is a risk that the type of school (ie religious denomination) chosen by the pupil/parent/carer is not available. Without any policy there may be insufficient places to accommodate all pupils within their local school. Through the SOP the council ensures that there is sufficient provision within the local area so that pupils can attend a school within a reasonable distance from their home. |
| Does it include making decisions based on individual characteristics, needs or circumstances? | |
| Are relations between different groups or communities likely to be affected? (eg will it favour one particular group or | |

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| 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)? | | | Certain groups of pupils can feel excluded and require specialist provision. The School Organisation Plan has a vital role to play in promoting equality and inclusion through supporting the 14-19 agenda and maintaining a variety of SEN provision within mainstream schools. | | | | | | | | |
| 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 ✓ | | | |
| 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 | | | | | | | | | | | |
| Disability | | | | | | | | | | | |
| Gender reassignment | This policy is not expected to have a significant impact on gender. | | | | | | | | | | |
| Marriage & civil partnership | | | | | | | | | | | |
| Pregnancy & maternity | | | | | | | | | | | |

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|---|---|-----------|-------------|
| | | | |
| Race | | | |
| Religion & belief | | | |
| Sex | This policy is not expected to have a significant impact on sexual orientation. | | |
| Sexual orientation | This policy is not expected to have a significant impact on sexual orientation. | | |
| Carers | | | |
| Socio-economic status | | | |
| | | | |
| 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

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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) |
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| Age | | | | |
| Disability | | | | |
| Gender reassignment | | | | |
| Marriage & civil partnership | | | | |

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|--|--|--|--|--|
| Pregnancy and maternity | | | | |
| Race | | | | |
| Religion & belief | | | | |
| 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> | | | | |

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Section 4: Review and conclusion

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| 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 |
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| | | | |
| | | | |
| 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 | |

Please publish this completed EIA form on your website