

# 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

Department	Children , Families and Adults	Lead officer responsible for assessment	Rob Hyde			
Service	School Organisation	Other members of team undertaking assessment	Barbara Dale			
Date	30 November 2012	Version	2			
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><b>Permission to publish a statutory notice on the proposed expansion of Wheelock CE Primary from 1FE to 1.5FE to provide an additional 105 school places with a proposed completion date of September 2013.</b></p> <p>There are any other associated policies and procedures as set out below:-</p> <ul style="list-style-type: none"> <li>• Children and Families, Capital Strategy 2012/2013</li> <li>• Statutory consultation has been undertaken on this 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%.</li> <li>• 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</li> </ul>					

Organisation and Governance (Amendment)(England) Regulations 2009 which came into force on 1 September 2009).

The aims, objectives and outcomes of this proposed change are as follows:-

The proposal, if determined, will provide additional primary school places for the Wheelock area of Sandbach to address the forecast shortfall for this area. In addition, this will deliver a level of operational surplus for the Local Authority, which is a level of spare capacity intended to accommodate reasonable journey times to school, some degree of parental choice, and flexibility to allow for mid-year entrants. The proposal will therefore have a significant positive impact on the current projected shortfall in the number of school places in Sandbach and on parental choice and, at worst, a neutral impact on vulnerable and minority groups in the community.

The outcomes of consultation have been summarised in a report to the Portfolio Holder for a decision on 3 December 2012. 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.

Wheelock Primary School is a popular and successful school with a published admission number (PAN) of 30 pupil places and overall accommodation for 210 pupils across the 7 year groups. The Local Authority is proposing an increase to provide 315 pupil places with a proposed implementation date of September 2013. This increase, if approved, will provide sufficient accommodation for an intake at the normal point of entry to the school (the reception class) of 45 pupils with the school operating in the longer term as a 1.5 form of entry primary school as the relevant year group moves through the school.

Wheelock Primary is situated in the Sandbach area of the Congleton Local Area Partnership. Sandbach has 8 primary schools and 2 secondary schools. Two of these primary schools fall within the Crewe Local Area Partnership and serve the Haslington area (Haslington Primary and The Dingle Primary schools). The total capacity across the 8 primary schools is currently 1915 pupil places. Forecasts indicate that there will be a

## EQUALITY IMPACT ASSESSMENT FORM

	<p>shortfall of 151 pupil places by 2017, taking into account all 8 primary schools.</p> <p>The 6 primary schools located in the Sandbach town area (excluding the two Haslington primary schools) have a combined capacity of 1295 school places. Pupil forecasts for these 6 schools indicate that by 2017 there will be an overall shortfall in the number of pupil places by 11% (144). The number of spare pupil places is forecast to fall to 0% in September 2013.</p>
<b>Who are the main stakeholders?</b> (eg general public, employees, Councillors, partners, specific audiences)	<ul style="list-style-type: none"> <li>• Children and their parents and carers</li> <li>• Headteachers in schools in Sandbach</li> </ul>

### Section 2: Initial screening

<b>Who is affected?</b> (This may or may not include the stakeholders listed above)	Children and Young People Parents / Carers Schools
<b>Who is intended to benefit and how?</b>	Young Children and their parents and carers in the Sandbach area and in particular, families resident in the area normally served by Wheelock Primary.
<b>Could there be a different impact or outcome for some groups?</b>	This proposal will have a marginal positive impact for members of the local community.
<b>Does it include making decisions based on individual characteristics, needs or circumstances?</b>	Any decision on the proposal will not be based on any individual characteristics, needs or circumstances
<b>Are relations between different groups or communities likely to be affected?</b>	A number of concerns have been expressed during the statutory consultation process that this proposal will have a detrimental impact on nearby schools by increasing the capacity in the area by an additional 105 primary school

## EQUALITY IMPACT ASSESSMENT FORM

<p><b>(eg will it favour one particular group or deny opportunities for others?)</b></p>	<p>places across all year groups, with an increased intake at the normal point of entry of 15 additional pupils. Concern has been raised that whilst the expectation is that the additional places will be phased in at the normal point of entry to the school, the additional accommodation that would need to be provided would undermine the admission authority's ability to justify prejudice at appeal, should an unsuccessful applicant challenge a decision to refuse admission.</p> <p>Whilst the decision of an independent appeal panel cannot be pre-empted, the view of the admission authority is that there would be prejudice to the provision of efficient education and efficient use of resources if the school was expected to take into the school 105 extra pupils on implementation. Phasing in of the accommodation is essential to ensure appropriate pupil teacher ratios and to mitigate any risk to existing pupils and to the school's ability to set a balanced budget, for which there would be a negative impact if new accommodation was utilised immediately. The purpose of this proposal is to provide sufficient places in the area to meet growing demand and not to have a detrimental impact on nearby schools.</p> <p>The Local Authority in making this recommendation for expansion has taken into account pupils forecasts which indicate that there will an insufficient number of pupil places for Sandbach residents in the future, taking into account the January 2012 School census data. Forecasts indicate that there will be a shortfall across all year groups and all schools from 2013.</p> <p>Further analysis of October 2012 data shows that the pressure on places in these schools is predominantly in Key stage 1 with a shortfall of 32 places in the reception cohort for 2012 and an overall shortfall of 9 places across KS1. This is compared with 82 spare pupil places across KS2. Excluding the two Haslington primary schools, the pressure on places in the Sandbach area is greater with a KS 1 having an overall shortfall of 15 places and only 40 pupils places in KS2. This more recent change in the demand for places in the area must be addressed to ensure that the LA can meet its statutory duty of providing sufficient school places for children in its area.</p> <p>In addition, analysis of reception intakes has been undertaken and this indicates that the number of children in the combined catchment areas for September 2012 and 2013 exceed the total number of reception class places in the area, which must be addressed. Including Haslington, there are 275 pupil places for which there were 283 resident</p>
--	---

pupils for 2012 and currently 253 for 2013. Excluding Haslington, there are 185 pupil places and 221 resident pupils 2012, and to date, 204 for 2013. Both years therefore exceeding the number of pupil places.

In making this recommendation the Local Authority has given consideration to a number of issues, including the number of pupils in each school's catchment area, the number of first preferences received for each school, the current size of the school together with the school sites and those suitable for expansion and the likely costs of extension. Suitable schools also needed to be central to the area where the extra places are required.

The process of formulating options for consideration included consideration of the Council's priorities as set out in the draft School Organisation Framework. Due to the timescales involved, informal (non-statutory) consultation procedures were not implemented prior to formal statutory consultation. Feedback on the proposal has nevertheless been facilitated during the formal consultation period and meetings arranged with groups of schools provided in depth discussion with attendees.

On 30 October at the start of the consultation process, a meeting was held attended by headteachers and governor representatives of the Sandbach primary schools to provide information about the proposed expansion of Wheelock Primary and the rationale for change including forecast demand and the process for change. The meeting was well attended. Attendees acknowledged the pressures for the area but expressed objection to the Wheelock proposal. Concern was expressed that informal consultation procedures had not been implemented allowing schools in the area the opportunity to be part of the process of identifying options for change and that the proposal for 105 places had the potential to impact on other Sandbach schools if additional capacity is in place for September 2013 as proposed. Additional comments were made regarding alternative solutions that attendees at the meeting considered more appropriate for the area. It was agreed at the meeting that a further meeting would be arranged during consultation to facilitate feedback on alternative solutions for the town.

On 9 November a further meeting took place and this was well attended. The issues raised at the meeting include procedure: which was questioned in relation to the undertaking of equality impact assessments, data, timing of proposals and the potential impact on other schools and consultation timescales, with recommendations in relation to the latter that the 5 weeks is insufficient .

# EQUALITY IMPACT ASSESSMENT FORM

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 has been undertaken over a 5 week period inviting feedback on the proposals from anyone with an interest.								
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			The Local Authority is bound by the Admissions Code and Regulations and							✓	

# EQUALITY IMPACT ASSESSMENT FORM

	<p>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>		
<b>Marriage &amp; civil partnership</b>	<p>The Local Authority is 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 local authorities 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>	✓	
<b>Pregnancy &amp; maternity</b>	<p>The Local Authority is 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 local authorities 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>	✓	
<b>Race</b>	<p>The Local Authority is bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>Race is recorded as the following from Wheelock school:</p> <ul style="list-style-type: none"> <li>• 97% White</li> <li>• 2% Mixed/Dual Background</li> <li>• 0.5% Asian or Asian British</li> </ul>	✓	

# EQUALITY IMPACT ASSESSMENT FORM

	<ul style="list-style-type: none"> <li>0.5% Other Groups or Not recorded</li> </ul> <p>The average recorded data across the Sandbach primary is:</p> <ul style="list-style-type: none"> <li>94% White</li> <li>2 % Mixed/Dual Background</li> <li>1% Asian or Asian British</li> <li>0% Black or Black British</li> <li>3% Other Groups or Not recorded</li> </ul> <p>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.</p>		
<b>Religion &amp; belief</b>	The Local Authority is bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. Wheelock Primary School is a community school and as such admission applications are considered against the admission arrangements and over subscription criteria as determined by the local authority. The over subscription criteria are applicable to all applications on an equal basis irrespective of religious belief.	✓	
<b>Sex</b>	There is an equal gender balance girls and boys currently attending Wheelock Primary, Girls represent 49% of the Wheelock pupils with boys 51%. This represents a similar school population demographic across Sandbach schools with 49% male and 51% female.	✓	
<b>Sexual orientation</b>	The Local Authority is 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.	✓	
<b>Carers</b>	The proposal will have a marginally positive impact on persons with dependents and will offer greater parental choice for those families with wider	✓	



# **EQUALITY IMPACT ASSESSMENT FORM**

	caring responsibilities.		
<b>Socio-economic status</b>	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.	<b>√</b>	
<b>Proceed to full impact assessment? (Please tick)</b>	<b>Yes</b>	<b>No      √</b>	<b>Date 30.11.2012</b>

**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**

## EQUALITY IMPACT ASSESSMENT FORM

### 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 <b>High:</b> Significant potential impact; history of complaints; no mitigating measures in place; need for consultation <b>Medium:</b> Some potential impact; some mitigating measures in place, lack of evidence to show effectiveness of measures <b>Low:</b> 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**

<b>Pregnancy and maternity</b>				
<b>Race</b>				
<b>Religion &amp; belief</b>				
<b>Sex</b>				
<b>Sexual orientation</b>				
<b>Carers</b>				
<b>Socio-economics</b>				
<p><b>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)</b></p>				

## EQUALITY IMPACT ASSESSMENT FORM

### Section 4: Review and conclusion

<b>Summary: provide a brief overview including impact, changes, improvement, any gaps in evidence and additional data that is needed</b>			
<b>Specific actions to be taken to reduce, justify or remove any adverse impacts</b>	<b>How will this be monitored?</b>	<b>Officer responsible</b>	<b>Target date</b>
Continue to engage with the Sandbach Partnership Primary Headteachers to discuss their concerns regarding perceived negative impacts. And in the event that the proposed changes are implemented ttp work with schools to ensure that any impact is minimised.	<ul style="list-style-type: none"> <li>Monitor in year applications between Sandbach Primary Schools , liaise with Sandbach schools as necessary</li> </ul>	Rob Hyde/ Barbara Dale	Ongoing for a period of at least 12 months following completion of the building project.
<b>Please provide details and link to full action plan for actions</b>			
<b>When will this assessment be reviewed?</b>			
<b>Are there any additional assessments that need to be undertaken in relation to this assessment?</b>	<p>Further analysis to asses impact will be conducted over the coming weeks and an updated EIA will be presented to the Final Decision maker at the end of the Representation period, if approved.</p> <p>Further analysis and data to be provided for the following characteristics :-</p>		

## EQUALITY IMPACT ASSESSMENT FORM

	Disability and Socio – economics		
Lead officer signoff		Date	
Head of service signoff		Date	

Please publish this completed EIA form on your website