

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		Mark Bayley	
Service	School Organisation		Other members of team undertaking assessment		Val Simons	
Date	4 April 2017		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 proposed expansion of Disley Primary School, from 210 places to 280 school places for implementation for September 2017.</p> <p>There are any other associated policies and procedures as set out below:-</p> <p>Pre- publication consultation was undertaken on the proposal as the changes, if approved, will fall within the category of a significant enlargement as the additional accommodation proposed for Disley primary School would increase the capacity by more than 30 pupils and by more than 25%.</p> <p>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> <p>The aims, objectives and outcomes of this proposed change are as follows:-</p> <p>The Local Authority is proposing the expansion of Disley Primary School, which has a current capacity of 210 pupil places for implementation September 2017.</p>					

	<p>The outcomes of consultation were summarised in a report to the Portfolio Holder for a decision on 24 January 2017 to progress to the next stage of the statutory process and issue public notice. 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>School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 School Admissions Code (2014) DfE Guidance</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 of schools in Disley, Poynton and neighbouring schools within Stockport and Derbyshire authorities. • Dioceses, Parish Councils, Ward Members.

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 • Parents / Carers • Schools
Who is intended to benefit and how?	Young children and their parents and carers in the Disley 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.

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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?)			The proposal enables the Council to fulfil its requirement to provide sufficient school places. If this proposal is not supported then the residents of Disley would be disadvantaged as they would not be able to access their local school.								
Is there any specific targeted action to promote equality? Is there a history of unequal outcomes (do you have enough evidence to prove otherwise)?			<p>A public notice was published on 1 March and a 4 week representation period ran from 1 March 2017 to 29 March 2017. Key stakeholder were invited to feedback their view on the proposal either in support or to oppose the proposal.</p> <p>During the representation period one response was received which is presented to the School Organisation Sub Committee for consideration.</p> <p>This proposal enables the Council to fulfil its requirement to provide sufficient school places. Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination.</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		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			

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		✓			✓			✓			
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	The proposal will positively impact on the number of school places for young people of primary school age in the Disley area and thereby increase 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 provide an increased number of school places to enable residents to access their local school. 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.									✓	
Marriage & civil partnership	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. 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.									✓	
Pregnancy & maternity	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.									✓	

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	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		
Race	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.	✓	
Religion & belief	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. 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.	✓	
Sex	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.	✓	
Sexual orientation	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.	✓	
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 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 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				

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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
When will this assessment be reviewed?			

EQUALITY IMPACT ASSESSMENT FORM**Appendix 6**

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