

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		Lead officer responsible for assessment		Mark Bayley	
Service	School Organisation		Other members of team undertaking assessment		Val Simons	
Date	May 2022		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	
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) Please attach a copy of the strategy/plan/function/policy/procedure/service	Decision on the proposed expansion of Springfield School from 170 places to 250 school places for implementation September 2023. <ul style="list-style-type: none"> 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. Undertake a consultation and decision-making process as set out in the guidance 'Making significant changes (prescribed alterations) to maintained schools' which came into force October 2018. <p>The aims, objectives and outcomes of this proposal are in line with:</p> <ul style="list-style-type: none"> Children and Young people with Special Education Needs and or Disabilities Joint Strategy Sufficiency Statement for Children and young people with Special Educational Needs 					

<p>Who are the main stakeholders? (e.g., general public, employees, Councillors, partners, specific audiences)</p>	<ul style="list-style-type: none"> • Children and young people with special educational needs and/or disabilities (SEND). • Parents and carers.
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Section 2: Initial screening

<p>Who is affected? (This may or may not include the stakeholders listed above)</p>	<ul style="list-style-type: none"> • Children and young people with special educational needs and/or disabilities (SEND). • Parents and carers.
<p>Who is intended to benefit and how?</p>	<p>Children and young people with special educational needs and/or disabilities (SEND) and their parents and carers in Cheshire East.</p> <p>Springfield Special School is the only school in the south of the borough providing for children and young people with severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The next nearest school providing similar provision in Cheshire East is Park Lane, Macclesfield which is over 15 miles away.</p> <p>Providing additional specialist provision in this part of the borough will make better use of resources and provide more choice for families, reduce journey times for pupils and support pupils to be part of their local community.</p>
<p>Could there be a different impact or outcome for some groups?</p>	<p>This proposal will have a positive impact for members of the local community.</p> <p>The headteacher and governors of Springfield School are fully supportive of the proposal to expand, and the school are very much part of the local community making some of their facilities for use by the public such as the hydrotherapy pool and some of the facilities within their sports barn.</p>
<p>Does it include making decisions based on individual characteristics, needs or circumstances?</p>	<p>Any decision on the proposal will not be based on any individual characteristics, needs or circumstances.</p>

<p>Are relations between different groups or communities likely to be affected? (e.g., will it favour one particular group or deny opportunities for others?)</p>	<p>Relations between different groups or communities are not likely to be affected but as the additional places are aimed only at children and young people with special educational needs and / or disabilities the places will not benefit able bodied children and young people.</p> <p>However, able bodied children and young people do benefit from the school making some of their facilities available to the general public.</p>										
<p>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>	<p>A public notice was published on 2 March 2022. A 4-week representation period ran from 2 March 2022 to 30 March 2022. Key stakeholders were invited to feedback their views in support of or to oppose the proposal.</p> <p>Responses received during the representation period were collated and will be presented in a report to the Children and Families Committee at a meeting to be held on 23 May 2022.</p>										
<p>Is there an actual or potential negative impact on these specific characteristics? (Please tick)</p>											
<p>Age</p>	<p>Y ✓</p>	<p>N</p>	<p>Marriage & civil partnership</p>	<p>Y</p>	<p>N ✓</p>	<p>Religion & belief</p>	<p>Y</p>	<p>N ✓</p>	<p>Carers</p>	<p>Y ✓</p>	<p>N</p>
<p>Disability</p>	<p>Y ✓</p>	<p>N</p>	<p>Pregnancy & maternity</p>	<p>Y</p>	<p>N ✓</p>	<p>Sex</p>	<p>Y</p>	<p>N ✓</p>	<p>Socio-economic status</p>	<p>Y ✓</p>	<p>N</p>
<p>Gender reassignment</p>	<p>Y</p>	<p>N ✓</p>	<p>Race</p>	<p>Y</p>	<p>N ✓</p>	<p>Sexual orientation</p>	<p>Y</p>	<p>N ✓</p>			
<p>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</p>										<p>Consultation/involvement carried out</p>	
										<p>Yes</p>	<p>No</p>

Age	This will positively impact on the number of school places available for young children and young people with special educational needs between the ages of 4 -19.	✓	
Disability	The proposal will have a positive impact on children and young people with SEND 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 caring responsibilities for household members with a disability.	✓	
Gender reassignment	Places are allocated at the school based on the individual assessment of the child's or young person's needs and this does not allow for discrimination in this respect.	✓	
Marriage & civil partnership	Places are allocated at the school based on the individual assessment of the child's or young person's needs and all applications are considered on an equal basis without reference to the marital status of the parent/carer.	✓	
Pregnancy & maternity	Places are allocated at the school based on the individual assessment of the child's or young person's needs and all applications are considered on an equal basis without reference to the status of the parent/carer.	✓	
Race	Places are allocated based on the individual assessment of the child's or young person's needs and 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.	✓	
Religion & belief	Places are allocated based on the individual assessment of the child's or young person's needs and religion and belief do not form part of the allocation and all applications will be considered on an equal basis irrespective of religious belief.	✓	
Sex	Places are allocated based on the individual assessment of the child's or young person's needs and 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.	✓	

Sexual orientation	Places are allocated at the school based on the individual assessment of the child's or young person's needs and this does not allow for discrimination in this respect.	√	
Carers	The proposal will have a positive impact on parents and carers of children and young people with SEND, and will offer greater parental choice.	√	
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 2 March 2022

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)
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Age				
Disability				
Gender reassignment				
Marriage & civil partnership				
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>				

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?			
Are there any additional assessments that need to be undertaken in relation to this assessment?			
Lead officer signoff	Val Simons	Date	3 May 2022
Head of service signoff	Mark Bayley	Date	3 May 2022

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