

## Equality Impact Assessment (EIA) Screening

*Please refer to the guidance on mySCC to help you complete this EIA Screening or speak to a member of the EIA Review Group.*

*Note: EIAs are published on the SCC website, so ensure content is appropriate.*

An EIA helps us to demonstrate how we are meeting our statutory Public Sector Equality Duty which requires us to pay “due regard” to the impact of our decisions on people with **protected characteristics** in setting and implementing policies or developing services.

The law does not mean that no changes can be made, even if they have a negative effect on people. However, we must demonstrate that we have considered the impact that could happen and what steps we have put in place to mitigate against any negative impacts.

In addition, you should consider the impact of living in a **rural area** as part of this assessment. Where people live is not a characteristic protected by law, but SCC feels it is good practice to consider carefully how location may affect people’s experience of a policy or service.

Details	
<b>Name of the service or policy title</b>	Children and Young People Service Schools infrastructure New primary and secondary schools (Basic Need)
<b>Lead officer</b> ( <i>responsible for the policy or service</i> )	Joy Stodart
<b>Officers carrying out the screening</b> ( <i>at least one must have done EIA training and it is recommended that an officer responsible for the policy or service is involved in the screening</i> )	Joy Stodart Pete Mumford Laura Butters
<b>Is this new or a revision?</b> ( <i>If revision state when the EIA(s) for this topic had previously been done</i> )	Revision of 24 November 2015
<b>Date this EIA screening was completed</b>	26 March 2019

Description	
<b>What exactly is proposed?</b> ( <i>Briefly describe the service/policy and the changes that are being planned</i> )	To establish new primary and secondary schools across the county between now and 2031 and expand existing schools to meet growth of housing development.
<b>Why?</b> ( <i>Describe the reasons for making these changes</i> )	The growth of housing development, an increase in inward migrations and changes in the age of the population in parts of Suffolk has given rise to a need for additional early years, primary and secondary and special school/unit places.  Some places are provided by expanding existing schools where space allows. In many cases new schools will be required to meet the needs of new and growing communities.

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Suffolk County Council has a statutory obligation to provide a suitable education placement for every child of school age and for young people with Special Educational Needs & Disability (SEND) up to the age of 25 years, where education continues to be appropriate to their needs.

SCC also has a statutory duty to ensure there are sufficient childcare places across Suffolk. Without expanding current provision there will be insufficient places in Suffolk.

**What will the effect of the changes be?** *(Describe which people, communities, localities etc. will be affected)*

Expanding provision will support communities, families and children to access a local school or specialist provision closer to their home than at present. This will ensure more children can access schools within the parameters prescribed in the Statutory 'Home to School Travel and Transport Guidance'.

If expansion of places means relocation of current facilities, there will be some disturbance during the transition to a new site e.g. in some circumstances due to an increase in the housing in an area, the expected pupil numbers are such that the decision may be taken to move the current school to a new site and expand it there. Part of the process that is gone through involves considering expanding the current school, (if the size of the site allows), considering alternative sites, leaving the school where it is and creating a new school in addition.

Consideration would also be given to the impact on existing Ofsted registered Early Years provision where relocations are proposed to ensure that continuity of care can be continued and that the setting remains viable for the longer term.

**How will it be implemented?** *(Describe the decision-making process, timescales, process for implementation)*

### **Decision Making**

- The Education and Learning Infrastructure Plan gives details of forecast need for new schools and expansion of existing schools. Using this information along with District and Borough Councils' Local Plans will form the basis of decisions made.
- Capital proposals for spending on school infrastructure are agreed by SCC's Capital Strategy Group ahead of final approval by Cabinet.

### **Timescales**

- The pace of developing new schools and expanding existing schools will be influenced by the speed and location of housing and development.
- Based on previous projects it takes on average three years from the date that funding is approved to establish the schools, to the date of opening.

### **Process for implementation**

- Direct funding may be provided via the Free Schools' programme. If this is the case, the Department for Education (DfE) become responsible for setting the budget and agreeing how the school will be delivered
- SCC would normally be responsible for providing the land and buildings for a new school although these may be acquired as part of a Section 106 or Community Infrastructure Levy process
- SCC's Capital Strategy group approve the capital budget for a new school.
- New schools will be operated by an academy and therefore independent of SCC. Sponsors are selected via a competition (with a final decision by the Secretary of State (SoS) or by direct appointment by the Regional Schools Commission acting on behalf of the SoS).

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### When is it due to start? *(Planned start of new/revised policy/service)*

This document updates the current policy.

April 2019

### Any other relevant details *(Additional information that will help to explain your plans; may be left blank)*

For new schools, the specification for sponsors/providers will require eligible prospective providers to evidence how they will:

- Deliver excellence in education.
- Support vulnerable learners and those with special educational needs.
- Ensure the school plays a key role within its immediate community and the wider local economy.
- Have an oversubscription-criteria for admissions that is reasonable, clear, objective, procedurally fair and which complies with all relevant legislation.
- Work in partnership with other providers and local partners to develop services which meet the needs of local children, young people and families in a coordinated way.
- Demonstrate their commitment to promoting equality and diversity and to eliminating discrimination.
- Work in collaboration with other providers and local partners to develop services which meet the needs of local children, young people and families in a coordinated way.
- Develop strategic alliances, partnerships and networks to better meet the needs of young people.
- Support the strategic responsibility of SCC to ensure sufficiency of high-quality school places and improved educational outcomes through agreed sharing of data and information.
- The Education and Learning Infrastructure Plan (ELIP) continues to be developed as a live document and is reviewed annually by Cabinet. <https://www.suffolk.gov.uk/assets/Children-families-and-learning/schools/Education-and-Learning-Infrastructure-Plan/Education-and-Learning-Infrastructure-Plan-Version-3.0.pdf>. It has already informed Cabinet approval of one through school, two secondary schools, nine new primary schools and two new SEND settings across the County since 2016.

### Data about the user population

**What demographic data and information about the wider community have you used in your planning?** *(A brief overview of quantitative data used, and qualitative research undertaken, including customer surveys and focus groups, plus links to reports, local or national data that you have used)*

- Housing developments, planning applications and District/Borough Council Local Plans all provide information on the planned new housing in Suffolk.
- School aged children population forecasts.
- System One Birth Data (Health Database), 0-4 years population.
- Characteristics of existing schools (e.g. academy, faith, maintained). This information is included in the SCC 'School Specification Document' provided for potential academy sponsors for new schools
- SCC has produced a 2019 Childcare Sufficiency Assessment for Suffolk. This has assessed information about the current and projected supply and demand of childcare for particular age ranges of children, and the affordability, accessibility and quality of provision. This work is undertaken by gathering data on the number of places available, take up of places and population. <https://www.suffolk.gov.uk/children-families-and-learning/childcare-information-and-support-for-parents-and-providers/childcare-sufficiency-report/>

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- SEND Sufficiency Survey Data. <https://www.suffolk.gov.uk/assets/council-and-democracy/consultations-petitions-and-elections/SEND-Sufficiency-Plan-Education-Section.pdf>

**What is the profile of your service users by protected characteristics?** *(Where this data is available. If it is not currently available state any plans to collect this in future)*

- The Cabinet paper regarding development of specialist provision confirms the needs for a total additional capacity of 874 places to meet demand for special needs places to 2025 and beyond.
- The Education and Learning Infrastructure plan identifies the number of early years and school age children accruing from new housing developments along with current capacity in our schools and settings. This indicates that if all the proposed housing goes ahead up to 2026 there is a need for 19 primaries and 3 secondaries.

### Implications for communities and workforce

*Describe how your plans will **specifically** affect (or not) people from each of the protected characteristics. Include information for service users and staff (if the changes affect them too) separately in each box.*

#### Disability

<p>What is the impact on people with <b>any</b> disability and what evidence do you have? <b>If you do not believe there is any impact briefly describe why not.</b></p>	<p>New and or expanded provision will have a positive impact on children.</p>
<p><b>If it has</b> a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i></p>	<p>New and or expanded schools will promote inclusive opportunities for the most vulnerable children and have a strong focus on equalities, early intervention, and supporting the needs of the local community.</p> <p>The design of new schools and expanded provision will be undertaken in accordance with Equalities legislation so that the building is entirely accessible for pupils, staff, parents, visitors and other members of the community. SCC will be responsible for providing the buildings and will manage the project taking into account advice from accessibility specialists taking into account location and local conditions. E.g. the need for acoustic attenuation measures.</p> <p>New special schools will mean that children and young people with SEND will be able to access local specialist provision.</p> <p>In addition to the LA specification, the School Admissions Code makes it unlawful to discriminate against or disadvantage disabled children or those with special educational needs.</p>
<p>Do you expect the extent of the impact to be low, medium or high? <i>(If you expect no impact put N/A)</i></p>	<p>High – in some areas of the county, there is no provision presently so having a local special school or unit will mean that they can remain at home in Suffolk and retain family and community networks.</p>

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What could be done to mitigate any <b>negative</b> impact or further promote <b>positive</b> impact? <i>(If you expect no impact put N/A)</i>	n/a
<b>Age</b>	
What is the impact on people due to their age and what evidence do you have? <b>If you do not believe there is any impact briefly describe why not.</b>	The new and expanded schools will offer places to children and young people for whom the Council has a statutory responsibility. This means that these children will be able to attend a school in their local community.  The age range for the school will be established through determination of statutory notices.
<b>If it has</b> a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i>	Positive. Children will be able to attend their local school with the opportunity to travel by foot. Children and young people with special needs will have education closer to their home community.
Do you expect the extent of the impact to be low, medium or high? <i>(If you expect no impact put N/A)</i>	High. Local schools provide the opportunity to create cohesive community involvement for all ages.
What could be done to mitigate any <b>negative</b> impact or further promote <b>positive</b> impact? <i>(If you expect no impact put N/A)</i>	n/a
<b>Sex (gender)</b>	
What is the impact on people due to their gender and what evidence do you have? <b>If you do not believe there is any impact briefly describe why not.</b>	New and existing schools are coeducational and available to pupils of both genders.
<b>If it has</b> a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i>	Positive. All children will be valued equally, treated with respect and provided with real learning opportunities.
Do you expect the extent of the impact to be low, medium or high? <i>(If you expect no impact put N/A)</i>	n/a
What could be done to mitigate any <b>negative</b> impact or further promote <b>positive</b> impact? <i>(If you expect no impact put N/A)</i>	n/a
<b>Gender reassignment</b>	
What is the impact on people who are transgender and what evidence do you have? <b>If you do not believe there is any impact briefly describe why not.</b>	Positive. School places are available and inclusive to all across Suffolk.
<b>If it has</b> a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i>	Positive. All children will be valued equally, treated with respect and provided with real learning opportunities.

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Do you expect the extent of the impact to be low, medium or high? <i>(If you expect no impact put N/A)</i>	Medium
What could be done to mitigate any <b>negative</b> impact or further promote <b>positive</b> impact? <i>(If you expect no impact put N/A)</i>	The Equality Act provides protection from discrimination at school because of gender reassignment. This means that it is unlawful for schools to treat pupils less favourably because of their gender reassignment, and that schools will have to factor in gender reassignment when considering their obligations under the Equality Duty.
<b>Sexual orientation</b>	
What is the impact on people due to their sexual orientation and what evidence do you have? <b>If you do not believe there is any impact briefly describe why not.</b>	New and existing schools are available to all regardless of their sexual orientation.
<b>If it has</b> a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i>	Positive. All children will be valued equally, treated with respect and provided with real learning opportunities.
Do you expect the extent of the impact to be low, medium or high? <i>(If you expect no impact put N/A)</i>	Medium
What could be done to mitigate any <b>negative</b> impact or further promote <b>positive</b> impact? <i>(If you expect no impact put N/A)</i>	n/a
<b>Race</b>	
What is the impact on people due to their race and what evidence do you have? <b>If you do not believe there is any impact briefly describe why not.</b>	Positive. New and existing schools are available and inclusive of all regardless of their race.  The new school specification requires the provider to demonstrate how they will ensure the schools play a key role within the immediate community and wider local economy.
<b>If it has</b> a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i>	Any new and existing school will, by law, have to abide by "The Schools Admission Code which states that oversubscription criteria must ...comply will all relevant legislation, including equalities legislation. Admission authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or ethnic group..."
Do you expect the extent of the impact to be low, medium or high? <i>(If you expect no impact put N/A)</i>	Medium
What could be done to mitigate any <b>negative</b> impact or further promote <b>positive</b> impact? <i>(If you expect no impact put N/A)</i>	n/a

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<b>Religion or belief</b>	
<p>What is the impact on people due to their religion or belief and what evidence do you have? <b>If you do not believe there is any impact briefly describe why not.</b></p>	<p>Positive. New and existing schools are available and inclusive of all regardless of their religion or belief.</p> <p>Where a school is being moved due to the need for expansion its characteristics will not change.</p> <p>The Equality Act contains limited exceptions to the prohibition of discrimination on grounds of religion or belief and sex. Schools designated by the Secretary of State as having a religious character are exempt from some aspects of the prohibition of discrimination on the grounds of religion or belief and this means they can make a decision about whether or not to admit a child as a pupil on the basis of religion or belief.</p>
<p><b>If it has</b> a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i></p>	<p>All children will be valued equally, treated with respect and provided with real learning opportunities.</p>
<p>Do you expect the extent of the impact to be low, medium or high? <i>(If you expect no impact put N/A)</i></p>	<p>Medium</p>
<p>What could be done to mitigate any <b>negative</b> impact or further promote <b>positive</b> impact? <i>(If you expect no impact put N/A)</i></p>	<p>All schools are available and inclusive of all regardless of their religion or belief.</p>
<b>Marriage/civil partnership</b>	
<p>What is the impact on people who are married or in a civil partnership and what evidence do you have? <b>If you do not believe there is any impact briefly describe why not.</b></p>	<p>New and existing schools will not have any differential impact on those who are married or in a civil partnership.</p>
<p><b>If it has</b> a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i></p>	<p>n/a</p>
<p>Do you expect the extent of the impact to be low, medium or high? <i>(If you expect no impact put N/A)</i></p>	<p>n/a</p>
<p>What could be done to mitigate any <b>negative</b> impact or further promote <b>positive</b> impact? <i>(If you expect no impact put N/A)</i></p>	<p>n/a</p>
<b>Pregnancy/maternity</b>	
<p>What is the impact on people who are pregnant women or those with a young child and what evidence do you have? <b>If you do not believe there is any impact briefly describe why not.</b></p>	<p>New and existing schools are available and inclusive of all.</p> <p>New schools will be fully accessible to staff, parents, visitors and pupils.</p>

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<p><b>If it has</b> a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i></p>	<p>The design of the new schools and expansion of existing schools will be undertaken in accordance with Equalities legislation so that the building is entirely accessible for pupils, staff, parents, visitors and other members of the community. SCC will be responsible for providing the buildings and will manage the project taking into account advice from accessibility specialists.</p>
<p>Do you expect the extent of the impact to be low, medium or high? <i>(If you expect no impact put N/A)</i></p>	<p>Medium</p>
<p>What could be done to mitigate any <b>negative</b> impact or further promote <b>positive</b> impact? <i>(If you expect no impact put N/A)</i></p>	<p>n/a</p>

### Rurality

*The Rural-Urban definition (DEFRA) introduced in 2004, defines urban areas as settlements of over 10,000 people. Other settlements are defined as one of three rural types: town and fringe, village or hamlet, and dispersed.*

<p>What is the impact on people who live in an urban or rural area and what evidence do you have? <b>If you do not believe there is any impact briefly describe why not.</b></p>	<p>There will be a positive impact. New schools will be built in response to new and increasing housing developments as a result of need in the local area.</p>
<p><b>If it has</b> a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i></p>	<p>Positive. Children can access schools within the parameters prescribed in the Statutory 'Home to School Travel and Transport Guidance'. Home to school travel will be minimized as children will be able to walk and cycle to school.</p>
<p>Do you expect the extent of the impact to be low, medium or high? <i>(If you expect no impact put N/A)</i></p>	<p>High</p>
<p>What could be done to mitigate any <b>negative</b> impact or further promote <b>positive</b> impact? <i>(If you expect no impact put N/A)</i></p>	<p>n/a</p>

### Recommendation to EIA Review Group

<p>In your opinion, should a full EIA be carried out for this policy or service change? <i>(Enter Yes or No)</i></p>	<p>No</p>
<p>Briefly give your reason</p>	<p>New schools and existing schools will comply with all relevant Statutory legislation and codes of practice. If we are establishing a new school, the provider specification will set out SCC expectations for a fully inclusive school.</p>



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A full EIA involves consultation with all stakeholders, which may include: actual and potential service users, community groups, staff and managers, partner agencies and trade unions. For guidance contact the Lead for Equalities and Inclusion via [EIA.mailbox@suffolk.gov.uk](mailto:EIA.mailbox@suffolk.gov.uk).