



An Inclusive Employer

EIA Screening Template

Equality Impact Assessment (EIA) Screening

An EIA helps to demonstrate how Suffolk County Council meets its statutory Public Sector Equality Duty. It 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. We can also use an EIA screening as an opportunity to enhance positive impacts and to monitor the actual impacts that changes have on our service users and/or staff.

The EIA is also an opportunity to monitor how our decisions have impacted on people with protected characteristics and to identify if there is any disparity in service provision.

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

Before this EIA screening is completed, please:

- ensure that you have used the latest EIA screening template on [MySCC](#);
- attend an EIA training session, dates and link to book on [MySCC](#);
- consider who is affected by the proposed changes to the service or policy and their protected characteristics, for example, the public and staff;
- consider including some input about the change from those affected by the proposed changes before completion of the EIA. i.e. undertake some co-production with people who will or may be affected by the proposed changes;
- make sure the EIA screening will be considered as part of the decision-making process to help demonstrate how Suffolk County Council meets its statutory Public Sector Equality Duty, i.e. the EIA is finalised and published **before** decisions are made;
- ensure that the EIA is written in plain English and content is appropriate as it will be published on the Suffolk County Council website. Please do not use any abbreviations and acronyms without explaining them;
- use links to websites, if necessary, for any supporting documents as the EIA will be converted into a pdf and published on its own so no embedded attachments will be visible;
- check that the EIA screening is accessible, particularly if tables are included. Once you have completed the template, check the accessibility of the document by clicking on the ‘Review’ tab and then clicking on ‘Check Accessibility’. Also refer to the [Guide to creating accessible documents](#) and [the SCULPT guidance](#);
- understand that this template includes terminology used in the Equality Act 2010. We appreciate that not everyone is comfortable with the term gender reassignment, but it has been used in this template as we need to reflect what the legislation says. The guidance in that section reflects the spectrum of people who are transgender, non-binary or gender non-conforming who should be considered when completing the EIA.



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- consider how you might be able to use the EIA process to increase our understanding of those with protected characteristics in order to improve our decision making in the future. Can this be an opportunity to gather more information and data on people with protected characteristics and understand more about their lived experiences and the impacts that changes to SCC policies, procedures and services may have on them?
- use the feedback process incorporated into this EIA template to determine how accurately the EIA predicted impacts on those with protected characteristics. This part of the EIA process will enable you to identify whether any alterations need to be made to service provision in the future in order to better provide services for those who may not have been adequately included. One of the aims of the EIA process is to be able to evidence that we are providing increasing equity in our service provision.

Name of the proposed service or policy change	New primary schools in Haverhill and Sudbury
Lead officer responsible for the policy or service	Pete Mumford, Head of Schools Infrastructure
Officers carrying out the EIA screening (at least one must have done EIA training, it is recommended that an officer responsible for the policy or service is involved in the screening)	Penny Bates, Schools Planning Manager (Schools Infrastructure) Katie Deacon, Technical Co-ordinator Schools Infrastructure Wathsala Warusamana, Technical Co-ordinator Schools Infrastructure
Is this a new EIA or a revision to a previous one? (If revision, please provide date of previous EIA)	Revision, 10/01/2025
Date this EIA screening was completed	16/12/2025

Part A: Background

1. What is the proposed change?

Briefly describe (max. 250 words) the service/policy and the changes that are being proposed:

To establish a new 210 place primary school within Westland Heath in Chilton Woods, Sudbury and a new 210 place primary school within Boyton Place in Little Wratting Haverhill, to meet growth from both new housing developments. Both schools will have 30 early years places on site.

2. Why are these changes being proposed?

Briefly describe (max. 250 words) the reasons for making these changes:

Suffolk County Council (SCC) has a statutory obligation to provide a suitable education placement for every child of school age and to ensure that there are sufficient childcare places across Suffolk.



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The new housing development means new primary school and early years places will be required. Without creating new provision there will be insufficient places in the area.

3. What will the effect of the changes be?

Describe what difference the changes will make on people, communities, localities etc.:

SCC is proposing to provide a new primary school and pre-school in the Haverhill and Sudbury developments, which will include facilities that the schools may decide to make available to the community. The new schools will support communities, families, and children to access a local school within the developments, ensuring more children can access schools within the parameters prescribed in the Statutory 'Travel to school for children of compulsory school age' guidance.

4. Has co-production been used to help formulate the proposed changes?

(i.e. have you involved people with lived experience of the protected characteristics in the development of your proposed service/policy change etc? For example, you might talk to current, recent or potential service users, SCC Staff Networks, Suffolk Parent Carer Forum, Healthwatch.) If so, please provide brief details:

A pre-launch presumption consultation is currently open until Monday 16 February 2026. The free school presumption is the process to determine which Academy Trust will work with SCC to open and run the primary school.

5. Who (job role or group) will make the decision about whether the proposed changes will be implemented, and when will this happen?

(Please note: this must be after the EIA screening has been published so that the impact on people from each of the Protected Characteristics identified in the EIA is considered as part of the decision-making process). Please provide details:

The new Haverhill and Sudbury schools will be discussed at the SCC Cabinet meeting in autumn 2026, following which SCC will make a recommendation to the Regional Director on our preferred academy trust(s), who will make the final decision on behalf of the Secretary of State. SCC has committed to build a school to serve each development, however the final decision to open the schools rests with the Department for Education who will sign the funding agreement with the Academy Trust.

6. How will the proposed change be implemented?

Briefly describe the timescales and process for implementation:

Decision making



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- 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 the decisions made.
- Capital proposals for spending on school infrastructure are agreed by SCC's Capital Strategy Group (CSG) 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.
- The new school at Haverhill is currently in design stages and has a planned opening date of September 2028.
- The new school at Sudbury is currently in design stages and has a planned opening date of September 2028.

Process for implementation

- Land was acquired as part of a Section 106 (S106) agreement. S106 agreements are agreements between a developer, a local planning authority and the county council about measures that the developer must take to reduce their impact on the community.
- Funding was secured via Section 106 agreement, due to increasing costs this will not be sufficient to fully fund the school build, therefore the shortfall in funding will be met by SCC resources.
- SCC's CSG approve the capital budget for a new school, the full capital programme is approved by SCC Cabinet annually.
- New schools will be operated by an academy trust and therefore independent of SCC. For Haverhill and Sudbury new schools the academy trust(s) to run the schools will be selected through a free school presumption process (with a final decision by the Secretary of State (SoS)).

7. When is it due to start?

(Planned start of new/revised policy/service). Please provide details:

This document replaces the EIA prepared in 2019, which covered the delivery of all new schools.

The New Haverhill and Sudbury primary EIA would be in place from February 2026, in line with the commencement of the presumption process, which opens February 2026. Academy trusts will have access to this school specific EIA when considering their application to run the new school.



8. 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 requires eligible prospective providers to evidence how they will:

- Deliver excellence in education.
- Support vulnerable learners and those with special educational needs.
- Safeguard and promote the welfare of all children and their families.
- 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 eliminate 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.

9. Current service users

What do you know about your current service users by protected characteristics (where this data is available)?

- If it is not currently available state any plans to collect more information so that you are able to use it in future when it is relevant to do so

Please describe below:

We have very limited numbers of service users in the new areas as the housing has only recently commenced, therefore there are limited families in these areas. We expect the children currently living in the new houses to attend existing schools in the local area until the new primary schools are complete.

The data below shows the cohort of pupils attending primary schools in the wider local area, taken from the May 2025 data.

Boyton Place (NW Haverhill) surrounding schools (Early Years to Year 11 only)



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Primary schools	Approx. distance to new school (as crow flies)	Total	EHCP ¹	% EHCP ¹	SEN ² Support	% SEN ² Support	FSM ³	% FSM ³	EAL ⁴	% EAL ⁴
New Cangle Community Primary School	0.4 miles	210	3	1.43%	31	14.76%	29	13.81%	30	14.29%
Place Farm Primary Academy	0.8 miles	403	9	2.23%	30	7.44%	126	31.27%	62	15.38%
Westfield Primary Academy	0.8 miles	440	11	2.50%	101	22.95%	96	21.82%	182	41.36%
Coupsals Primary Academy	1.4 miles	287	3	1.05%	19	6.62%	64	22.30%	76	26.48%
Burton End Academy	1.1 miles	446	30	6.73%	44	9.87%	110	24.66%	79	17.71%
St Felix Roman Catholic Primary School	1.1 miles	217	4	1.84%	20	9.22%	25	11.52%	95	43.78%
Clements Primary Academy	1.3 miles	262	26	9.92%	50	19.08%	92	35.11%	62	23.66%
Suffolk average		55861	1837	3.29%	8233	14.74%	12362	22.13%	7183	12.86%
England average		4554974	157716	3.5%	671977	15%	1126353	24.73%	1065551	23.4%

Secondary Schools	Approx distance (miles) to new school (as crow flies)	Total	EHCP ¹	% EHCP ¹	SEN ² Support	% SEN ² Support	FSM ³	% FSM ³	EAL ⁴	% EAL ⁴
Castle Manor Academy	0.7	757	60	7.93%	93	12.29%	221	29.2%	109	14.4%
Samuel Ward Academy	0.6	1152	17	1.48%	125	10.85%	191	16.6%	162	14.1%
Suffolk average		45449	1721	3.79%	6324	13.91%	10147	22.33%	4494	9.89%
England average		3671427	113452	3.09%	493210	13.4%	948951	25.85%	703666	19.2%

Notes: ¹ Pupils with an SEN Education Health Care Plan (EHCP) ² Pupils with Special Educational Needs (SEN) support ³ Pupils eligible for Free School Meals (FSM) ⁴ English as Additional Language (EAL) – English is not the child's first language.

Westland Heath (Sudbury) surrounding schools (Early Years to Year 11 only)



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Primary schools	Approx. distance to new school (as crow flies)	Total	EHCP ¹	% EHCP ¹	SEN ² Support	% SEN ² Support	FSM ³	% FSM ³	EAL ⁴	% EAL ⁴
Acton C.E.V.C ⁵ Primary School	1.3 miles	187	5	2.67%	25	13.37%	26	13.90%	8	4.30%
Great Waldingfield C.E.V.C. Primary School	1.4 miles	191	7	3.66%	22	11.52%	37	19.37%	1	0.50%
Long Melford Church of England Primary School	1.8 miles	219	5	2.28%	24	10.96%	44	20.09%	3	1.40%
Pot Kiln Primary School	1.3 miles	265	5	1.89%	72	27.17%	77	29.06%	23	8.68%
St Gregory C.E.V.C Primary School	1.5 miles	237	25	10.55%	8	3.38%	57	24.05%	12	5.10%
St. Joseph's Catholic Primary School	1.1 miles	157	3	1.91%	17	10.83%	26	16.56%	31	19.75%
Tudor Church of England Primary School, Sudbury	0.8 miles	268	4	1.49%	32	11.94%	75	27.99%	52	19.40%
Woodhall Primary School	0.5 miles	446	31	6.95%	61	13.68%	138	30.94%	24	5.40%
Suffolk average		55861	1837	3.29%	8233	14.74%	12362	22.13%	7183	12.86%
England average		4554974	157716	3.5%	671977	15%	1126353	24.73%	1065551	23.4%

Secondary Schools	Approx distance (miles) to new school (as crow flies)	Total	EHCP ¹	% EHCP ¹	SEN ² Support	% SEN ² Support	FSM ³	% FSM ³	EAL ⁴	% EAL ⁴
Ormiston Sudbury	0.6 miles	679	26	3.83%	110	16.20%	223	32.8%	41	6.00%
Thomas Gainsborough School	2.1 miles	1615	48	2.97%	225	13.93%	291	18.0%	67	4.10%



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Suffolk average		45449	1721	3.79%	6324	13.91%	10147	22.33%	4494	9.89%
England average		36714 27	11345 2	3.09%	493210	13.4%	94895 1	25.85%	70366 6	19.2%

Notes: ¹ Pupils with an SEN Education Health Care Plan (EHCP) ² Pupils with Special Educational Needs (SEN) support ³ Pupils eligible for Free School Meals (FSM) ⁴ English as Additional Language (EAL) – English is not the child’s first language. ⁵ Church of England Voluntary Controlled (C.E.V.C.)

10. Potential service users and the community

What do you know about your potential service users and the wider community by protected characteristics (where this data is available)?

- Who will use the service or be subject to the policy after the change?
- Provide a brief overview of quantitative data (numbers) used and any research undertaken, including customer surveys and focus groups, plus links to reports, local or national data that you have used.
- The [Suffolk Observatory](#) has a prepared EIA profile available at a variety of geographical levels if required.

Please describe below:

The data that we have shared in section 9 shows the data for schools in the local area, however the communities in new Haverhill and Sudbury developments may have different characteristics and demographics, however these will not be known until the community has grown.

Part B: Impact on people with protected characteristics

Implications for communities/service users/customers impacted by the proposed changes and workforce/staff, where they may be impacted by the proposed changes:

Describe how your plans will specifically affect (or not) people from each of the protected characteristics within the boxes below.

- Any positive or negative impact not specific to any of the protected characteristics should be covered above in answer to the “What will the effect of the changes be?” section (Question 3 above).
- If both service users and staff will be affected, please ensure the impacts on each are listed separately in each box.
- It is possible to have both a positive and negative impact.



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1. Disability:

Please select whether there will be a positive or negative impact on people with any disability

- If there is no expected impact, select N/A.
- It is possible to have both a positive and negative impact.

Positive impact

Negative impact

N/A

If there will be a positive or negative impact on people due to their disability, please describe what this impact is and what evidence you have

- If you do not believe there is any impact briefly describe why not.

All Suffolk schools welcome pupils with SEND and aim to provide education to support their needs.

The new primary school buildings will be accessible, with lifts and accessible toilets. There will be disabled parking spaces, with consideration to the location of these in relation to the school building(s). The location of each school within their new development may make it more accessible for those living within the development as they will not have to travel as far to access a school place.

All potential academy sponsors will be required to demonstrate their commitment to promoting equality and diversity and to eliminating unlawful discrimination. Within the application process to run the new school, academy trusts are questioned in relation how they will provide excellent support facilities to meet the needs of all children, including those with Special Educational Needs.

The specification states; *The new school must provide an inclusive learning environment in which all pupils, including those with special or additional educational needs and those with disabilities, are supported and enabled to make appropriate progress. The needs of vulnerable children and young people should be met locally wherever possible. The new school should have a strong focus on equalities, early intervention, and supporting the needs of the local community.*

Do you expect the extent of the impact to be low, medium, or high?

- If you expect no impact, put N/A.

Low impact

Medium impact

High impact

N/A

What could be done to mitigate any negative impact or further promote positive impact?

- If you expect no impact, put N/A.

The only way we could further support people with disabilities would be if the schools were a specialist provision for SEND, which would impact on our ability to provide the mainstream primary school places and early years places required for this development.

2. Age:

Please select whether there will be a positive or negative impact on people due to their age



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<ul style="list-style-type: none"> If there is no expected impact, select N/A. It is possible to have both a positive and negative impact.
Positive impact <input checked="" type="checkbox"/> Negative impact <input type="checkbox"/> N/A <input type="checkbox"/>
If there will be a positive or negative impact on people due to their age, please describe what this impact is and what evidence you have <ul style="list-style-type: none"> If you do not believe there is any impact briefly describe why not.
<p>We have taken steps to provide places for the widest possible age group by including an Early Years setting on each primary school site. These settings will provide places for children from 9 months to 5 years old. The primary school age range is 4 to 11 years old, following which compulsory school age children would attend a local secondary school.</p> <p>All potential academy sponsors will be required to demonstrate their commitment to promoting equality and diversity and to eliminating unlawful discrimination. This will be assessed in the academy's application to run the school, officers will consider examples provided by the academy of how this is implemented in their schools currently. The specification states; <i>The new school must provide an inclusive learning environment in which all pupils, including those with special or additional educational needs and those with disabilities, are supported and enabled to make appropriate progress. The needs of vulnerable children and young people should be met locally wherever possible. The new school should have a strong focus on equalities, early intervention, and supporting the needs of the local community.</i></p>
Do you expect the extent of the impact to be low, medium, or high? <ul style="list-style-type: none"> If you expect no impact, put N/A.
Low impact <input checked="" type="checkbox"/> Medium impact <input type="checkbox"/> High impact <input type="checkbox"/> N/A <input type="checkbox"/>
What could be done to mitigate any negative impact or further promote positive impact? <ul style="list-style-type: none"> If you expect no impact, put N/A.
<p>The successful academy trust(s) will be encouraged to make their buildings available for community use, which would benefit all ages in the local community.</p>

3. Sex (gender):

Please select whether there will be a positive or negative impact on people due to their sex (gender) <ul style="list-style-type: none"> If there is no expected impact, select N/A. It is possible to have both a positive and negative impact.
Positive impact <input type="checkbox"/> Negative impact <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
If there will be a positive or negative impact on people due to their sex (gender), please describe what this impact is and what evidence you have <ul style="list-style-type: none"> If you do not believe there is any impact briefly describe why not.
<p>All schools will offer new school places for all pupils of any sex (gender). Any academy trust will be required to welcome individuals of any sex (gender). The expectations of</p>



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academy trusts are set out in the specification which states: *The new school must provide an inclusive learning environment in which all pupils, including those with special or additional educational needs and those with disabilities, are supported and enabled to make appropriate progress. The needs of vulnerable children and young people should be met locally wherever possible. The new school should have a strong focus on equalities, early intervention, and supporting the needs of the local community.*

All potential academy sponsors will be required to demonstrate their commitment to promoting equality and diversity and to eliminating unlawful discrimination and will have to provide information on how they meet the criteria in the specification. This will be assessed from their application and also if they are invited to interview.

Do you expect the extent of the impact to be low, medium, or high?

- If you expect no impact, put N/A.

Low impact Medium impact High impact N/A

What could be done to mitigate any negative impact or further promote positive impact?

- If you expect no impact, put N/A.

The Academy Trust(s) will be required to promote their commitment to equality and diversity to ensure that those that engage with the trust have clear expectations of the trusts commitment to eliminating discrimination, and that they can expect to be treated fairly and respectfully at all times.

4. Gender reassignment:

Please select whether there will be a positive or negative impact on people who are transgender, non-binary, or gender non-conforming

- If there is no expected impact, select N/A.
- It is possible to have both a positive and negative impact.

Positive impact Negative impact N/A

If there will be a positive or negative impact on people who are transgender, non-binary, or gender non-conforming, please describe what this impact is and what evidence you have

- If you do not believe there is any impact briefly describe why not.

When a new school is designed it is possible that the pupil toilet suites are not assigned a gender, all schools will also have accessible toilets (ungendered). Some schools may prefer to have female and male toilets depending on their experiences of managing the use of school toilets. We would expect schools/academy trusts to give consideration to protected characteristics when making these choices.

We expect any academy trust to welcome all individuals, including those who identify as transgender, non-binary, or gender non-conforming. All potential academy sponsors will be required to demonstrate their commitment to promoting equality and diversity and to eliminating unlawful discrimination.

The expectations of academy trusts are set out in the specification which states; *the new school must provide an inclusive learning environment in which all pupils, including those*



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with special or additional educational needs and those with disabilities, are supported and enabled to make appropriate progress. The needs of vulnerable children and young people should be met locally wherever possible. The new school should have a strong focus on equalities, early intervention, and supporting the needs of the local community.

All potential academy sponsors will be required to demonstrate their commitment to promoting equality and diversity and to eliminating unlawful discrimination and will have to provide information on how they meet the criteria in the specification. This will be assessed from their application and also if they are invited to interview.

Do you expect the extent of the impact to be low, medium, or high?

- If you expect no impact, put N/A.

Low impact

Medium impact

High impact

N/A

What could be done to mitigate any negative impact or further promote positive impact?

- If you expect no impact, put N/A.

The Academy Trust(s) will be encouraged to promote their commitment to equality and diversity to ensure that those that engage with the trust have clear expectations of the trusts commitment to eliminating discrimination, and that they can expect to be treated fairly and respectfully at all times.

5. Sexual orientation:

Please select whether there will be a positive or negative impact on people due to their sexual orientation

- If there is no expected impact, select N/A.
- It is possible to have both a positive and negative impact.

Positive impact

Negative impact

N/A

If there will be a positive or negative impact on people due to their sexual orientation, please describe what this impact is and what evidence you have

- If you do not believe there is any impact briefly describe why not.

We expect any academy trust to welcome all individuals (e.g. parents, children, teachers, staff) of any sexual orientation. All potential academy sponsors will be required to demonstrate their commitment to promoting equality and diversity and to eliminating unlawful discrimination.

The expectations of academy trusts is set out in the specification which states: *The new school must provide an inclusive learning environment in which all pupils, including those with special or additional educational needs and those with disabilities, are supported and enabled to make appropriate progress. The needs of vulnerable children and young people should be met locally wherever possible. The new school should have a strong focus on equalities, early intervention, and supporting the needs of the local community.*

All potential academy sponsors will be required to demonstrate their commitment to promoting equality and diversity and to eliminating unlawful discrimination and will have to provide information on how they meet the criteria in the specification. This will be assessed from their application and also if they are invited to interview.



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Do you expect the extent of the impact to be low, medium, or high?			
<ul style="list-style-type: none"> If you expect no impact, put N/A. 			
Low impact <input type="checkbox"/>	Medium impact <input type="checkbox"/>	High impact <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
What could be done to mitigate any negative impact or further promote positive impact?			
<ul style="list-style-type: none"> If you expect no impact, put N/A. 			
<p>The Academy Trust will be required to promote their commitment to equality and diversity to ensure that those that engage with the trust have clear expectations of the trusts commitment to eliminating discrimination, and that they can expect to be treated fairly and respectfully at all times.</p>			

6. Race:

Please select whether there will be a positive or negative impact on people due to their race		
<ul style="list-style-type: none"> If there is no expected impact, select N/A. It is possible to have both a positive and negative impact. 		
Positive impact <input type="checkbox"/>	Negative impact <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
If there will be a positive or negative impact on people due to their race, please describe what this impact is and what evidence you have		
<ul style="list-style-type: none"> If you do not believe there is any impact briefly describe why not. 		
<p>We expect any academy trust to welcome individuals of any race.</p> <p>The expectations of academy trusts are set out in the specification which states: <i>The new school must provide an inclusive learning environment in which all pupils, including those with special or additional educational needs and those with disabilities, are supported and enabled to make appropriate progress. The needs of vulnerable children and young people should be met locally wherever possible. The new school should have a strong focus on equalities, early intervention, and supporting the needs of the local community.</i></p> <p>All potential academy sponsors will be required to demonstrate their commitment to promoting equality and diversity and to eliminating unlawful discrimination and will have to provide information on how they meet the criteria in the specification. This will be assessed from their application and also if they are invited to interview.</p>		
Do you expect the extent of the impact to be low, medium, or high?		
<ul style="list-style-type: none"> If you expect no impact, put N/A. 		
Low impact <input type="checkbox"/>	Medium impact <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
What could be done to mitigate any negative impact or further promote positive impact?		
<ul style="list-style-type: none"> If you expect no impact, put N/A. 		
<p>The Academy Trust will be required to promote their commitment to equality and diversity to ensure that those that engage with the trust have clear expectations of the trusts</p>		



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commitment to eliminating discrimination, and that they can expect to be treated fairly and respectfully at all times.

7. Religion or belief:

Please select whether there will be a positive or negative impact on people due to their religion or belief

- If there is no expected impact, select N/A.
- It is possible to have both a positive and negative impact.

Positive impact

Negative impact

N/A

If there will be a positive or negative impact on people due to their religion or belief, please describe what this impact is and what evidence you have

- If you do not believe there is any impact briefly describe why not.

New school places are provided based on the number of children requiring school places in the local area.

Within our presumption competition we will welcome applications from faith schools alongside any other applications. The academy trust(s) who run the new Haverhill school and new Sudbury school will confirm the admissions oversubscription criteria, which is used to allocate places should more applications be received than there are places available. The academy trust(s) may choose to include a faith/religious criterion, which will have a positive impact on applicants who meet the requirements of that criteria but could have a negative impact on those who do not meet the faith requirements. It is not possible to comment on the admissions oversubscription at this time, but we have asked potential academy trusts to include details of admissions as part of their free school presumption application and will assess these as part of the selection process.

We expect any academy trust to welcome individuals of any religion or belief.

The expectations of academy trusts are set out in the specification which states: *The new school must provide an inclusive learning environment in which all pupils, including those with special or additional educational needs and those with disabilities, are supported and enabled to make appropriate progress. The needs of vulnerable children and young people should be met locally wherever possible. The new school should have a strong focus on equalities, early intervention, and supporting the needs of the local community.*

All potential academy sponsors will be required to demonstrate their commitment to promoting equality and diversity and to eliminating unlawful discrimination and will have to provide information on how they meet the criteria in the specification. This will be assessed from their application and also if they are invited to interview.

Do you expect the extent of the impact to be low, medium, or high?

- If you expect no impact, put N/A.

Low impact

Medium impact

High impact

N/A

What could be done to mitigate any negative impact or further promote positive impact?



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- If you expect no impact, put N/A.

The Academy Trust(s) will be required to promote their commitment to equality and diversity to ensure that those that engage with the trust have clear expectations of the trusts commitment to eliminating discrimination, and that they can expect to be treated fairly and respectfully at all times.

8. Marriage/civil partnership:

Please select whether there will be a positive or negative impact on people who are married or in a civil partnership

- If there is no expected impact, select N/A.
- It is possible to have both a positive and negative impact.

Positive impact

Negative impact

N/A

If there will be a positive or negative impact on people who are married or in a civil partnership, please describe what this impact is and what evidence you have

- If you do not believe there is any impact briefly describe why not.

There is not expected to be any differential impact on people due to their marriage/civil partnership. New places are provided based on the number of children requiring school places in the local area regardless of their parents/carers marital status.

All potential academy sponsors will be required to demonstrate their commitment to promoting equality and diversity and to eliminating unlawful discrimination.

Do you expect the extent of the impact to be low, medium, or high?

- If you expect no impact, put N/A.

Low impact

Medium impact

High impact

N/A

What could be done to mitigate any negative impact or further promote positive impact?

- If you expect no impact, put N/A.

The Academy Trust(s) will be required to promote their commitment to equality and diversity to ensure that those that engage with the trust have clear expectations of the trusts commitment to eliminating discrimination, and that they can expect to be treated fairly and respectfully at all times.

9. Pregnancy/maternity:

Please select whether there will be a positive or negative impact on people who are pregnant or those with a young child

- If there is no expected impact, select N/A.
- It is possible to have both a positive and negative impact.

Positive impact

Negative impact

N/A

If there will be a positive or negative impact on people who are pregnant or those with a young child, please describe what this impact is and what evidence you have



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- If you do not believe there is any impact briefly describe why not.

There will be a positive impact on people who are pregnant or those with a young child. A new pre-school will be located within each of the primary school sites, which will provide new early years places for young children that are below the statutory school age.

All potential academy sponsors will be required to demonstrate their commitment to promoting equality and diversity and to eliminating unlawful discrimination in their application and if invited to interview. Trusts will be expected to provide examples of good practice and how they promote all aspects of equality and diversity in their existing schools.

The expectations of academy trusts are set out in the specification which states: *The new school must provide an inclusive learning environment in which all pupils, including those with special or additional educational needs and those with disabilities, are supported and enabled to make appropriate progress. The needs of vulnerable children and young people should be met locally wherever possible. The new school should have a strong focus on equalities, early intervention, and supporting the needs of the local community*

Do you expect the extent of the impact to be low, medium, or high?

- If you expect no impact, put N/A.

Low impact

Medium impact

High impact

N/A

What could be done to mitigate any negative impact or further promote positive impact?

- If you expect no impact, put N/A.

The Academy Trust(s) will be required to promote their commitment to equality and diversity to ensure that those that engage with the trust have clear expectations of the trusts commitment to eliminating discrimination, and that they can expect to be treated fairly and respectfully at all times.

Part C: Assessment of additional impacts relating to rurality and socio-economic disadvantage

In addition to the protected characteristics above, you should consider the impact of living in a rural area as part of this assessment, as well as how a proposed service or policy change might impact on people experiencing socio-economic disadvantage.

These are not characteristics protected by law, but SCC has determined that it is good practice to consider carefully how they may affect people's experience of a policy or service.

1. 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.

Please select whether there will be a positive or negative impact on people who live in an urban or rural area

- If there is no expected impact, select N/A.



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<ul style="list-style-type: none"> It is possible to have both a positive and negative impact. 			
Positive impact <input checked="" type="checkbox"/>	Negative impact <input type="checkbox"/>	N/A <input type="checkbox"/>	
<p>If there will be a positive or negative impact on people who live in an urban or rural area, please describe what this impact is and what evidence you have</p> <ul style="list-style-type: none"> If you do not believe there is any impact briefly describe why not. 			
<p>The new Haverhill and Sudbury primary schools will be near the urban fringe of Haverhill and Sudbury, respectively. The impact of the new schools will be limited for those pupils living within the nearby rural areas, as there are existing primary schools that provide places for these pupils. It may give those living in neighbouring rural areas more parental choice as some parent/carers may choose to apply for a school place in either of the new primary schools if they are able to transport their child(ren) to the school.</p>			
<p>Do you expect the extent of the impact to be low, medium, or high?</p> <ul style="list-style-type: none"> If you expect no impact, put N/A. 			
Low impact <input checked="" type="checkbox"/>	Medium impact <input type="checkbox"/>	High impact <input type="checkbox"/>	N/A <input type="checkbox"/>
<p>What could be done to mitigate any negative impact or further promote positive impact?</p> <ul style="list-style-type: none"> If you expect no impact, put N/A. 			
<p>As the schools will be located in an urban fringe area, to meet the needs from the new housing in the developments there are limited opportunities to further promote positive impact for those living in rural areas in relation to these new schools.</p>			

2. Socio-economic disadvantage:

<p>To enable SCC to tackle poverty in Suffolk it is important that due consideration is given to socio-economic disadvantage when considering changes to services, developing new services, procuring services etc. For instance, complicated or time-consuming application processes can have a negative impact on take-up from people in poor socio-economic situations. In terms of access there can often be barriers to accessing services that are very specific to people in socio-economic disadvantage which if thought through and overcome can ensure greater take-up.</p>			
<p>Please select whether there will be a positive or negative impact on people due to socio-economic disadvantage</p> <ul style="list-style-type: none"> If there is no expected impact, select N/A. It is possible to have both a positive and negative impact. 			
Positive impact <input checked="" type="checkbox"/>	Negative impact <input type="checkbox"/>	N/A <input type="checkbox"/>	
<p>If there will be a positive or negative impact on people due to socio-economic disadvantage, please describe what this impact is and what evidence you have</p> <ul style="list-style-type: none"> If you do not believe there is any impact briefly describe why not. 			
<p>The National Planning Policy Framework requires up to 35% of new homes in major residential developments to be for affordable home ownership. The actual proportion of affordable housing delivered can depend on several factors including local policy, viability, and housing needs.</p>			



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The new primary schools will ensure all children living in the Haverhill and Sudbury developments, including those in affordable housing, will live within the statutory walking distance, which is less than 2 miles for children aged under 8 years.

The new schools will receive pupil premium funding to support disadvantaged pupils. Facilities within the school will enable the academy trust to provide Free School Meals (FSM) for all pupils in Key Stage 1 and other pupils that are eligible for FSM.

Having early years provision onsite will also ensure parents can access their funded childcare, including working parents and those entitled to funded childcare.

Do you expect the extent of the impact to be low, medium, or high?

- If you expect no impact, put N/A.

Low impact

Medium impact

High impact

N/A

What could be done to mitigate any negative impact or further promote positive impact?

- If you expect no impact, put N/A.

The academy trust(s) will be encouraged to actively engage with the families who are eligible for pupil premium to ensure positive outcomes for all pupils.

Part D: Monitoring the impact of EIAs to ensure Equality, Diversity and Inclusion (EDI) is incorporated into future policy and service delivery

Assessing the impact on equality is an ongoing process that does not end once a policy or service has been agreed or implemented. This EIA will help you to anticipate and address the policy/service's potential impact on those from protected groups. However, the actual impact of the policy/service will only be known once it has been introduced/modified. This part of the EIA is to capture how that process will happen.

We suggest this part of the EIA is undertaken 6 months after the policy/service has been introduced (or whatever timescale is relevant) to be able to obtain meaningful feedback on impact of policy/service delivery.



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Please state a date for the initial EIA monitoring to take place	August 2032
How frequently will the equality impacts of the policy or service be reviewed? <i>Suggested 6 months but this is flexible (post mobilisation)</i>	We will not be able to monitor the impacts of the equality policy until the school has a sufficiently large cohort to look at this data. By 2032 the school should have all year groups, but the school may not be full in all year groups at this stage.
Who will be responsible for undertaking the review? <i>E.g. Project Manager / Service Leads etc. [Job title rather than name]</i>	Schools planning manager/Schools Infrastructure technical co-ordinator
To whom will the results be reported within the service area? <i>E.g. Service Manager / EDI Directorate Lead [Job title rather than name]</i>	School Infrastructure Team manager
Who will be responsible for any follow-up actions in the service area, as a result of this monitoring? <i>E.g. Service Manager [Job title rather than name]</i>	Schools planning manager
Who will report outcomes of the monitoring to the EDI Team? <i>[Name and Job title]</i>	Penny Bates, Schools planning manager/ Katie Deacon, Schools Infrastructure technical co-ordinator

Part E: Recommendation to EIA Review Group

In your opinion, should a full EIA* be carried out for this policy or service change?

Yes No

Briefly give your reasoning for this:

There are anticipated to be either positive impacts or no differential impacts across the protected characteristics. The new schools' specifications will set out SCC expectations for equalities and diversity at both schools and the standards that are expected.

*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 Equality, Diversity and Inclusion via EIA.mailbox@suffolk.gov.uk.