

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	
Name of the service or policy title	Children and Young People Service Schools Infrastructure Establishment of new primary academy and pre-school at Chilton Leys, Stowmarket
Lead officer (<i>responsible for the policy or service</i>)	Joy Stodart
Officers carrying out the screening (<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
Is this new or a revision? (<i>If revision state when the EIA(s) for this topic had previously been done</i>)	New (based on new school EIA, March 2019)
Date this EIA screening was completed	20 January 2020

Description
What exactly is proposed? (<i>Briefly describe the service/policy and the changes that are being planned</i>)
To establish a new 210 place primary school/academy and provide a new 60 place pre-school. The school would be master-planned to expand to 420 places i.e. the design will show how additional building works could be undertaken to expand the school from 210 to 420 places if required in future.
Why? (<i>Describe the reasons for making these changes</i>)
Suffolk County Council (SCC) has a statutory duty to ensure there are sufficient childcare places and places for school aged children across Suffolk. Housing growth in the Stowmarket area has dictated the need for additional primary and pre-school places. Although there are some surplus places in the next nearest school to the new housing development at Chilton Leys, there will not be sufficient space to meet the demand for new places arising from the new housing. A new school will be needed to serve this new community.

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

There are 3 significant housing developments underway in the Chilton Leys area of Stowmarket. These are as follows:

Development	Number of dwellings	Pupil yield	Rate of build
Chilton Leys Phase 1 (Northfield View)	215	51	Built out
Chilton Leys Phase 2	600	150	50 dwellings per year from 2019 onwards
South of Union Road	300	62	40 dwellings per year from 2018 onwards
TOTAL	1115	263	

The table above provides an indication of the number of children expected to come from the new housing developments.

If a new school is developed, children will be able to attend a primary school which will be in the heart of the new community.

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

The new school site, located in Brooke Way, has been transferred to SCC under a Section 106 agreement with the developer, Taylor Wimpey.

The project funding (for 2020/21) was considered by Capital Strategy Group (CSG) and is expected to be approved by Cabinet in February 2020, via the budget book.

The proposed date of opening the school is September 2022. Construction is expected to commence in June 2021. The progress of the construction project and other workstreams is monitored through monthly project board meetings.

A competition for an academy sponsor will begin in Spring 2020. The decision maker is the Regional Schools Commissioner acting on behalf of the Secretary of State for Education.

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

September 2022.

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

The successful academy sponsor must:

- Deliver excellence in education
- Support vulnerable learners and those with special educational needs

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- 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
- 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.

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 Council Local Plans all provide information on the planned new housing in Suffolk, and specifically Stowmarket in this instance
- 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/>
- Consultation (formal and informal) with Parish Council, and local stakeholders, including pre-planning application consultation.

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)*

Housing data evidences that a minimum of 210 additional school places and 60 pre-school places will be required, if the development proceeds. The school will be master-planned to provide 420 places. This will provide an element of future proofing against a decision to increase the housing numbers in future.

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Implications for communities and workforce	
<i>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.</i>	
Disability	
<p>What is the impact on people with any disability and what evidence do you have? If you do not believe there is any impact briefly describe why not.</p>	<p>New provision will have a positive impact on children.</p>
<p>If it has a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i></p>	<p>The new school will promote inclusive opportunities for the most vulnerable children and have a strong focus on early intervention, high quality teaching and learning as well as supporting the needs of the local families.</p> <p>The design of the new school will be made 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.</p> <p>In addition to the Local Authority (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>Medium</p>
<p>What could be done to mitigate any negative impact or further promote positive impact? <i>(If you expect no impact put N/A)</i></p>	<p>N/A</p>
Age	
<p>What is the impact on people due to their age and what evidence do you have? If you do not believe there is any impact briefly describe why not.</p>	<p>The impact will be positive. The new school will offer places to children and young people for whom the Council has a statutory responsibility. The establishment of this new school means that children will be able to attend a school in their local community.</p> <p>The age range for the school will be 4-11 year olds with the pre-school offering places for 2-4 year olds.</p>
<p>If it has a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i></p>	<p>Children will be able to attend their local school with the opportunity to travel by foot.</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. Local schools provide the opportunity to create cohesive community involvement for all ages.</p>

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What could be done to mitigate any negative impact or further promote positive impact? <i>(If you expect no impact put N/A)</i>	Developers are required to contribute towards highways improvements across the area covered by the new housing development which will ensure that there are safe routes for sustainable travel to school. There will be sufficient provision of cycle/scooter storage. A vehicular parental drop off area will be included in the school grounds.
Sex (gender)	
What is the impact on people due to their gender and what evidence do you have? If you do not believe there is any impact briefly describe why not.	There will be no impact on children due to their gender. New and existing schools are coeducational and available to pupils of all genders. All children will be valued equally, treated with respect and provided with real learning opportunities.
If it has a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i>	. N/A
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 negative impact or further promote positive impact? <i>(If you expect no impact put N/A)</i>	N/A
Gender reassignment	
What is the impact on people who are transgender and what evidence do you have? If you do not believe there is any impact briefly describe why not.	There will be no impact on children due to gender reassignment. School places are available and inclusive to all across Suffolk. All children will be valued equally, treated with respect and provided with real learning opportunities.
If it has a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i>	N/A
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 negative impact or further promote positive 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.
Sexual orientation	
What is the impact on people due to their sexual orientation and what evidence do you have? If you do not believe there is any impact briefly describe why not.	There will be no impact on children due to sexual orientation. New and existing schools are available to all regardless of their sexual orientation. All children will be valued equally, treated with respect and provided with real learning opportunities.

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<p>If it has a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i></p>	N/A
<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>	-N/A
<p>What could be done to mitigate any negative impact or further promote positive impact? <i>(If you expect no impact put N/A)</i></p>	N/A
Race	
<p>What is the impact on people due to their race and what evidence do you have? If you do not believe there is any impact briefly describe why not.</p>	<p>. There will be no impact on children due to race. New and existing schools are available and inclusive of all regardless of their race. 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..."</p>
<p>If it has a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i></p>	N/A
<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>	N/A
<p>What could be done to mitigate any negative impact or further promote positive impact? <i>(If you expect no impact put N/A)</i></p>	N/A
Religion or belief	
<p>What is the impact on people due to their religion or belief and what evidence do you have? If you do not believe there is any impact briefly describe why not.</p>	<p>Positive. New and existing schools are available and inclusive of all regardless of their religion or belief.</p> <p>The Equality Act contains limited exceptions to the prohibition of discrimination on grounds of religion or belief and sex.</p> <p>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. It is not clear whether this school will be sponsored by a church -based academy trust.</p>
<p>If it has 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>

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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 negative impact or further promote positive impact? <i>(If you expect no impact put N/A)</i>	All schools are available to and inclusive of all regardless of their religion or belief.
Marriage/civil partnership	
What is the impact on people who are married or in a civil partnership and what evidence do you have? If you do not believe there is any impact briefly describe why not.	New and existing schools will not have any differential impact on those who are married or in a civil partnership.
If it has a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i>	N/A
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 negative impact or further promote positive impact? <i>(If you expect no impact put N/A)</i>	N/A
Pregnancy/maternity	
What is the impact on people who are pregnant women or those with a young child and what evidence do you have? If you do not believe there is any impact briefly describe why not.	New and existing schools are available to and inclusive of all. New schools will be fully accessible to staff, parents, visitors and pupils.
If it has a positive or negative impact, what will this look like? <i>(If you expect no impact put N/A)</i>	The school design 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.
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 negative impact or further promote positive impact? <i>(If you expect no impact put N/A)</i>	N/A

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

Recommendation to EIA Review Group	
In your opinion, should a full EIA be carried out for this policy or service change? <i>(Enter Yes or No)</i>	No
Briefly give your reason	The school will comply with all relevant Statutory legislation and codes of practice.
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 .	