

**Kent County Council
Equality Analysis/ Impact Assessment (EqIA)**

Directorate/ Service: Children, Young People and Education

Name of decision, policy, procedure, project or service:

- a) Release £1,550,000 from the Children, Young People and Education Capital budget to enable The Towers School and Sixth Form Centre, Ashford to accommodate additional pupils.
- b) Delegate authority to the Director of Infrastructure to take necessary actions, including but not limited to entering into necessary contracts or taking other legal actions as required to implement the decision, in consultation with the Director of Education and the General Counsel.

Responsible Owner/ Senior Officer: Lee Round, Area Schools Organisation Officer, South Kent

Version: 1

Author: Lee Round, Area Schools Organisation Officer, South Kent

Pathway of Equality Analysis: Children's, Young People and Education Cabinet Committee 09 March 2021

Summary and recommendations of equality analysis/impact assessment.

- **Context**

KCC, as the Local Authority, has a statutory duty to ensure sufficient school places are available.

In Ashford Borough secondary school rolls have risen significantly over the last 10 years. Year 7 rolls have risen from 1,290 pupils in 2010-11 (the last low point) to 1,651 in 2020-21, an increase of 361 places or 12FE. For the last three years, school leaders have temporarily offered places above their published admissions number to support KCC in being able to allocate sufficient places for National Offer Day.

The pressures for non-selective places in the Ashford Town non-selective planning group are particularly acute.

The Towers School and Sixth Form Centre has a PAN of 243. For the last two years (2019-20 and 2020-21) they have agreed to offer 270 places as of National Offer Day and they will do so again for September 2021. To continue to admit additional pupils, additional science facilities are required. The Governors and Trustees of the school have agreed that reconfiguration of their present science facilities in addition to the conversion of some adjacent classrooms, rather than a new build will give them sufficient provision to ensure the science curriculum can be delivered appropriately.

Updated 01/03/2021

1

In addition, this will enable the School to release two existing classrooms separate from the main building which will provide an excellent facility for a special school satellite provision. The pressure for special school places in Ashford is as acute as it is for mainstream school places. These two classrooms will provide facilities for 24 Wyvern School students, offering them the opportunity to join mainstream lessons with the support of Wyvern staff.

- **Aims and Objectives**

To ensure that there are sufficient, high quality, non-selective secondary school places in Ashford for all who require a place, including those required to enable parental.

- **Summary of equality impact**

No adverse impacts have been identified at this stage.

Adverse Equality Impact Rating Low

Attestation

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning Release £1,550,000 from the Children, Young People and Education Capital budget to reconfigure and refurbish the science facilities at The Towers School and Sixth Form Centre, Ashford.

I agree with risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

Head of Service



Signed:

Name: Lee Round

Job Title: Area Schools Organisation Officer

Date: 01/02/2021

DMT Member



Signed:

Name: David Adams

Job Title: Interim Director of Education

Date: 10/02/2021

Part 1 Screening

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?

Could this policy, procedure, project or service promote equal opportunities for this group?

| Protected Group | Please provide a brief commentary on your findings. Fuller analysis should be undertaken in Part 2. | | | |
|--|---|----------------------------------|---------------------------------|--|
| | High negative impact EqIA | Medium negative impact Screen | Low negative impact Evidence | High/Medium/Low Positive Impact Evidence |
| Age | | | | High positive impact as there will be sufficient non-selective Year 7 places for pupils who require them from 2021 onwards. |
| Disability | | | | High positive impact as the refurbishment and reconfiguration of the science rooms will be DDA accessible. The additional places created by opening a satellite of The Wyvern School will enable more pupils with a disability to access an appropriate place to support their needs. |
| Sex | | | | High positive impact as provision is for both girls and boys. |
| Gender identity/ Transgender | | | | NA |
| Race | | | | NA |
| Religion and Belief | | | | High positive impact as the school is non-denominational and accepts pupils of all faiths and those with none. The curriculum covers all religions. |
| Sexual Orientation | | | | NA |
| Pregnancy and Maternity | | | | NA |
| Marriage and Civil Partnerships | | | | NA |
| Carer's Responsibilities | | | | NA |

Part 2

Equality Analysis /Impact Assessment

Protected groups

No negative impact on protected groups is anticipated.

Information and Data used to carry out your assessment

The information and data used to carry out the assessment is taken from school census records (October 2020) and the published data shown in the County Council's Commissioning Plan for Education Provision in Kent 2021-25 which is a five-year rolling plan that is updated annually. It sets out KCC's future plans as Strategic Commissioner of Education Provision across all types and phases of education in Kent. A copy of the plan can be viewed from this link:

https://www.kent.gov.uk/_data/assets/pdf_file/0005/104675/Commissioning-Plan-for-Education-Provision-in-Kent-2021-to-2025.pdf

Figure 1 outlines the forecast Year 7 and Years 7-11 surplus/deficit places in the Ashford Town non-selective planning group published in the current Commissioning Plan for Education Provision in Kent 2021-25. It needs to be noted that the forecasts do not include pupils expected from new developments. This suggests that we will continue to require additional non-selective provision across Ashford Town throughout the Plan period.

Figure 1: Forecast Year 7 surplus/deficit capacity if no further action is taken (KCP 2021-25)

| | 2019-20 capacity | 2019-20 (F) | 2020-21 (F) | 2021--22 (F) | 2022-23 (F) | 2023-24 (F) | 2024-25 (F) | 2025-26 (F) | 2026-27 (F) | 2026-27 capacity |
|---------------------------------------|------------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Year 7 Ashford Town Non-Selective | 818 | -16 | -76 | -47 | -73 | -123 | -104 | -41 | -88 | 758 |
| Years 7-11 Ashford Town Non-Selective | 3,850 | 381 | 163 | -7 | -147 | -303 | -394 | -357 | -398 | 3,790 |

Figure 2 is the data gathered in the October 2020 school census for Ashford Town non-selective schools. It outlines the number and percentage of pupils entitled to Free School Meals (FSM), with an Education Health Care plan (EHC) and/or have Special Educational Needs (SEN) support and English as an Additional Language (EAL).

Figure 2: October 2020 Census data- Ashford Town non-selective schools.

| School | Number on Roll October 2020 | Number Eligible FSM++ | % Eligible FSM++ | Number EHC Plan | % EHC Plan | Number with SEN Support | % SEN Support | Total SEN | % Total SEN | Number EAL | % EAL |
|---|-----------------------------|-----------------------|------------------|-----------------|------------|-------------------------|---------------|-----------|-------------|------------|-------|
| John Wallis Church of England Academy, The* | 1627 | 536 | 32.9 | 50 | 3.1 | 223 | 13.7 | 273 | 16.8 | 318 | 19.5 |
| North School, The | 1146 | 250 | 21.8 | 40 | 3.5 | 77 | 6.7 | 117 | 10.2 | 163 | 14.2 |
| Towers School and Sixth Form Centre, The | 1287 | 267 | 20.7 | 22 | 1.7 | 119 | 9.2 | 141 | 11.0 | 58 | 4.5 |
| Wye School | 575 | 71 | 12.3 | 12 | 2.1 | 47 | 8.2 | 59 | 10.3 | 36 | 6.3 |

1. The John Wallis Academy is an all through school (3-18). The number on role includes nursery and primary pupils in addition to Years 11-18.
2. ++FSM is based on all pupils eligible for FSM at the time of the October census, regardless of age.
3. EAL refers to pupils whose First Language is other than "English", "Believed to be English", "Refused", "Not Obtained" or "Classification Pending".
 - 20.7% of pupils are entitled to FSM. This is similar to The North School. The John Wallis Academy has significantly higher numbers of FSM pupils than the other non-selective schools. However, it must be recognised that the school is an 'all through school'.
 - 4.5% of pupils are identified as have English as an additional language. This is lower than other schools in the planning group.

Who have you involved consulted and engaged?

School leaders and Governors at The Towers School and Sixth Form Centre have been consulted. A formal consultation regarding a satellite of The Wyvern School will be conducted at a later stage.

Analysis

No impact on protected groups is noted at this point. This will be reviewed should the plans to refurbish and reconfigure science provision move forward.

Adverse Impact,

NA

Positive Impact:

There will be sufficient non-selective provision in Ashford for all including those in protected groups.

Updated 01/03/2021

6

JUDGEMENT

- **No major change** - no potential for discrimination and all opportunities to promote equality have been taken
- **Adjust and continue** - adjust to remove barriers or better promote equality
- **Continue the policy** - despite potential for adverse impact or missed opportunity. Set out the justifications: there is no justification for direct discrimination; and indirect discrimination will need to be justified according to the legal requirements.
- **Stop and remove the policy** – policy shows actual or potential unlawful discrimination it must be stopped and removed or changed

Internal Action Required **YES/NO**

Equality Impact Analysis/Assessment Action Plan- None identified at this point.

| Protected Characteristic | Issues identified | Action to be taken | Expected outcomes | Owner | Timescale | Cost implications |
|--------------------------|-------------------|--------------------|-------------------|-------|-----------|-------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Have the actions been included in your business/ service plan? (If no please state how the actions will be monitored)
Yes/No

Appendix

Please include relevant data sets

Updated 01/03/2021

Please forward a final signed electronic copy and Word version to the Equality Team by emailing diversityinfo@kent.gov.uk

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published.

The original signed hard copy and electronic copy should be kept with your team for audit purposes.

Updated 01/03/2021

10

This document is available in other formats, please contact
Julie.hawkins@kent.gov.uk or telephone on 03000410199