

KENT COUNTY COUNCIL
EQUALITY IMPACT ASSESSMENT

Directorate:

- *Education and Young People's Services*

Name of policy, procedure, project or service

- *Proposed expansion Halfway Houses Primary School*

What is being assessed?

- *School Project*

Responsible Owner/ Senior Officer

- *Marisa White, Area Education Officer – East Kent*

Date of Initial Screening

1 September 2014

Version	Author	Date	Comment
1	Marisa White	01.09.14	



Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact HIGH/MEDIUM LOW/NONE UNKNOWN		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative		
Age	No	High	None		Yes. Positive for the community and children in the locality, as the proposed expansion will allow more families to access this popular local school and the school will relocate and operate in new school buildings improving the learning environment for all children.
Disability	No – the school will be rebuilt as a three form entry school to provide facilities for the additional pupils and will be compliant with the Equality Act 2010 and fully inclusive	High	None		Yes. There will be more places available to meet the needs of the children on the Isle of Sheppey, including those with SEN and/or disability.
Gender	N/A	N/A	N/A	N/A	N/A
Gender identity	N/A	N/A	N/A	N/A	N/A
Race	No	High	None		Yes. Positive for all primary aged children within Sheerness locality, including white British boys from lower socio economic backgrounds (lowest achieving groups in educational outcomes in Kent)
Religion or belief	No. The school will be open to children of faith or no faith	High	None	N/A	Yes. The school curriculum covers all religions.
Sexual orientation	N/A	N/A	N/A	N/A	N/A
Pregnancy and maternity	N/A	N/A	N/A	N/A	N/A
Marriage and Civil Partnerships	N/A	N/A	N/A	N/A	N/A

Part 1: INITIAL SCREENING

Proportionality - Based on the answers in the above screening grid what weighting would you ascribe to this function – **LOW**

Low	Medium	High
Low relevance or insufficient information / evidence to make a judgement.	Medium relevance or insufficient information / evidence to make a Judgement.	High relevance to equality, / likely to have adverse impact on protected groups

Context

Halfway Houses Primary School is a popular school and the proposal to expand the school is, therefore, in line with the expectation of expanding popular, successful schools and providing local schools for primary aged children wherever possible, having a positive impact on local families. The proposal will provide an additional 30 places in Reception from September 2015, providing places to meet the predicted increasing demand due to the rise in the birth rate and families moving into the locality.

Aims and Objectives

- The project is for the provision of primary school places in an area identified as needing additional places.
- Background documents are:
 - Kent's Commissioning Plan for Education Provision 2013-18
 - Bold Steps for Kent
- The project will provide additional school places. This will be achieved initially using accommodation on the current school site and then through rebuilding of the school, under the Priority Schools Building Programme, as a three form entry primary school and the commissioning of a further 30 places from the school by the Local Authority.

Beneficiaries

- Local children and their families
- The Local Authority

Consultation and data

Information about the School

- The data used in the project is published data on pupil numbers, school performance data and characteristics of the local pupil population.
- Halfway Houses Primary School is currently a two form entry Foundation primary school and the proposal is to expand the school to three forms of entry.
- The age range for the school is 4 to 11 years.
- 19.2% of the children are eligible for free school meals
- 23.4% of the children have been assessed as having special educational needs, of whom 2.1% have a statement of special educational needs.
- 2.8% of children are learning to speak English as an additional language.

The Community

For more detail on the community visit –

<http://www.kent.gov.uk/about-the-council/information-and-data/Facts-and-figures-about-Kent/area-profiles>

Proposed Consultation

- Local knowledge and discussions with the education community.
- The governing body will carry out a four week consultation on the proposed expansion of the school from two forms of entry to three forms of entry. The consultation will take place between 9 September 2014 and 7 October 2014. Following the consultation, the governing body will decide whether to continue with the proposal. If the governing body agree to the permanent expansion of the school, KCC's Cabinet Member for Education & Health Reform will formally agree the funding from the local authority to provide the additional school places.

Potential Impact

Adverse Impact:

No adverse impacts have been identified at this stage; however the consultation will test out these assumptions.

Positive Impact:

Some positive impacts identified are:

- An increase in total number of places available to meet the needs of children with disabilities and/or SEN
- More families able to access good school places
- School places available to children with and without faith based backgrounds.

JUDGEMENT

Option 1 – Screening Sufficient ~~YES/NO~~

Justification:

Option 2 – Internal Action Required YES/NO

- *Following this initial screening our judgement is that the consultation that will be undertaken by the governing body will highlight any unknown issues and if necessary, will initiate a further EIA*

Option 3 – Full Impact Assessment YES/NO

Equality and Diversity Team Comments

Sign Off

I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

Senior Officer

Signed: _____ Name: _____

Job Title: _____ Date: _____

DMT Member

Signed: _____ Name: _____

Job Title: _____ Date: _____



Equality Impact Assessment Action Plan

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