



## Appendix 3: Equality Impact Assessment

### EQIA Submission Draft Working Template Information required for the EQIA Submissions App

#### EQIA Submission Draft Working Template

If required, this template is for use prior to completing your EQIA Submission in the EQIA App. You can use it to understand what information is needed beforehand to complete an EQIA submission online, and also as a way to collaborate with others who may be involved with the EQIA. Note: You can upload this into the App when complete if it contains more detailed information than the App asks for and you wish to retain this detail.

#### Section A

##### 1. Name of Activity (EQIA Title):

Distribution of 2024-25 Teachers Pensions Employer Contribution Grant and Core Schools Budget Grant to Schools and Early Year Budget Grant

##### 2. Directorate

Children Young People and Education (CYPE)

##### 3. Responsible Service/Division

Education and SEN

#### Accountability and Responsibility

##### 4. Officer completing EQIA

Note: This should be the name of the officer who will be submitting the EQIA onto the App.

Karen Stone – CYPE Finance Business Partner, Finance

##### 5. Head of Service

Note: This should be the Head of Service who will be approving your submitted EQIA.

Christine McInnes – Director of Education and SEN, CYPE

##### 6. Director of Service

Note: This should be the name of your responsible director.

Christine McInnes – Director of Education and SEN, CYPE

#### The type of Activity you are undertaking

##### 7. What type of activity are you undertaking?

**Service Change** – *operational changes in the way we deliver the service to people. Answer Yes/No*

No

**Service Redesign** – *restructure, new operating model, or changes to ways of working. Answer Yes/No*

Yes/No

No

**Project/Programme** – *includes limited delivery of change activity, including partnership projects, external funding projects and capital projects. Answer Yes/No*

Yes

**Commissioning/Procurement** – *means commissioning activity which requires commercial judgement. Answer Yes/No*

No

<b>Strategy /Policy</b> – <i>includes review, refresh or creating a new document. Answer Yes/No</i>
No
<b>Other</b> – Please add details of any other activity type here.
Yes – Grant Distribution
<b>8. Aims and Objectives and Equality Recommendations</b> – Note: You will be asked to give a brief description of the aims and objectives of your activity in this section of the App, along with the Equality recommendations. You may use this section to also add any context you feel may be required.
<p>Kent has received three new grants for 2024-25, from the Department of Education (DfE), to address pay and pension pressures in Kent state-funded schools and must now pay these in full to maintained primary &amp; secondary schools in line with DfE prescribed amounts. For state-funded special schools, alternative provision (AP) and early years providers, the Council must agree the methodology for distribution to individual schools and providers.</p> <p>For Special Schools &amp; AP, DfE preferred method for allocation is by commissioned places and single flat rate per place.</p> <p>For Early Years providers, DfE recommend LAs consider the purpose of the funding and target towards eligible providers.</p> <p>The EQIA identified positive impacts where the extra funding would help towards the delivery of services to children with disability in our special schools and Alternative Provision. The EQIA identified a possible negative impact from the allocation of the funding solely on the DfE methodology and therefore adjustments have been made to reflect higher costs of residential placements &amp; to support a school identified as the most extreme outlier (in relation to the current budget setting process for special schools).</p>
<b>Section B – Evidence</b>
<i>Note: For questions 9, 10 &amp; 11 at least one of these must be a 'Yes'. You can continue working on the EQIA in the App, but you will not be able to submit it for approval without this information.</i>
<b>9. Do you have data related to the protected groups of the people impacted by this activity?</b> <i>Answer: Yes/No</i>
Yes
<b>10. Is it possible to get the data in a timely and cost-effective way?</b> <i>Answer: Yes/No</i>
Yes
<b>11. Is there national evidence/data that you can use?</b> <i>Answer: Yes/No</i>
No
<b>12. Have you consulted with Stakeholders?</b> <i>Answer: Yes/No</i> <i>Stakeholders are those who have a stake or interest in your project which could be residents, service users, staff, members, statutory and other organisations, VCSE partners etc.</i>
Yes
<b>13. Who have you involved, consulted, and engaged with?</b> <i>Please give details in the box provided. This may be details of those you have already involved, consulted, and engaged with or who you intend to do so with in the future. If the answer to question</i>

12 is 'No', please explain why.
Special Schools
<b>14. Has there been a previous equality analysis (EQIA) in the last 3 years? Answer: Yes/No</b>
No
<b>15. Do you have evidence/data that can help you understand the potential impact of your activity? Answer: Yes/No</b>
Yes.
<b>Uploading Evidence/Data/related information into the App</b> <i>Note: At this point, you will be asked to upload the evidence/ data and related information that you feel should sit alongside the EQIA that can help understand the potential impact of your activity. Please ensure that you have this information to upload as the Equality analysis cannot be sent for approval without this.</i>
Sensitivity Analysis of the various options for Special Schools
<b>Section C – Impact</b>
<b>16. Who may be impacted by the activity? Select all that apply.</b>
Service users/clients - Answer: Yes/No
Yes <a href="#">Schools and Early Years Providers.</a>
Residents/Communities/Citizens - Answer: Yes/No
No
Staff/Volunteers - Answer: Yes/No
No
<b>17. Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing? Answer: Yes/No</b>
Yes
<b>18. Please give details of Positive Impacts</b>
The allocation of the grants will provide additional funding to schools and providers to support children with disabilities.
<b>Negative Impacts and Mitigating Actions</b> The questions in this section help to think through positive and negative impacts for people affected by your activity. Please use the Evidence you have referred to in Section B and explain the data as part of your answer.
<b>19. Negative Impacts and Mitigating actions for Age</b>
<b>a) Are there negative impacts for Age? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Age</b>
<b>c) Mitigating Actions for Age</b>
<b>d) Responsible Officer for Mitigating Actions – Age</b>
<b>20. Negative Impacts and Mitigating actions for Disability</b>
<b>a) Are there negative impacts for Disability? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c, and d).</i>

Yes
<b>b) Details of Negative Impacts for Disability</b>
The purpose of the decision is to allocate the grant received by the DfE to Special Schools. This was provided to the LA on the basis of a rate per place. By completing a sensitivity analysis to estimate the impact of applying a standard rate vs a rate tailored to reflect the level of "complexity" using the current methodology for determining school budgets it was identified schools with residential facilities would receive less funding and one school would receive a significantly reduced figure in comparison to other methods.
<b>c) Mitigating Actions for Disability</b>
The final rates have been adjusted to provide a specific amount for schools with residential facilities. A standard flat rate has been applied to all schools except where a school was identified as the most extreme outlier (in relation to the current budget setting process for special schools).
<b>d) Responsible Officer for Mitigating Actions – Disability</b>
Karen Stone – CYPE Finance Business Partner, Finance
<b>21. Negative Impacts and Mitigating actions for Sex</b>
<b>a) Are there negative impacts for Sex? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Sex</b>
<b>c) Mitigating Actions for Sex</b>
<b>d) Responsible Officer for Mitigating Actions – Sex</b>
<b>22. Negative Impacts and Mitigating actions for Gender identity/transgender</b>
<b>a) Are there negative impacts for Gender identity/transgender? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Gender identity/transgender</b>
<b>c) Mitigating actions for Gender identity/transgender</b>
<b>d) Responsible Officer for Mitigating Actions - Gender identity/transgender</b>
<b>23. Negative Impacts and Mitigating actions for Race</b>
<b>a) Are there negative impacts for Race? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Race</b>
<b>c) Mitigating Actions for Race</b>
<b>d) Responsible Officer for Mitigating Actions – Race</b>
<b>24. Negative Impacts and Mitigating actions for Religion and belief</b>
<b>a) Are there negative impacts for Religion and Belief? Answer: Yes/No</b> <i>(If yes, please also complete sections b, c, and d).</i>
No
<b>b) Details of Negative Impacts for Religion and belief</b>
<b>c) Mitigating Actions for Religion and belief</b>
<b>d) Responsible Officer for Mitigating Actions - Religion and belief</b>
<b>25. Negative Impacts and Mitigating actions for Sexual Orientation</b>

**a) Are there negative impacts for sexual orientation. Answer:**  
*Yes/No (If yes, please also complete sections b, c, and d).*

No

**b) Details of Negative Impacts for Sexual Orientation**

**c) Mitigating Actions for Sexual Orientation**

**d) Responsible Officer for Mitigating Actions - Sexual Orientation**

**26. Negative Impacts and Mitigating actions for Pregnancy and Maternity**

**a) Are there negative impacts for Pregnancy and Maternity? Answer: Yes/No**  
*(If yes, please also complete sections b, c, and d).*

No

**b) Details of Negative Impacts for Pregnancy and Maternity**

**c) Mitigating Actions for Pregnancy and Maternity**

**d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity**

**27. Negative Impacts and Mitigating actions for marriage and civil partnerships**

**a) Are there negative impacts for Marriage and Civil Partnerships? Answer: Yes/No**  
*(If yes, please also complete sections b, c, and d).*

No

**b) Details of Negative Impacts for Marriage and Civil Partnerships**

**c) Mitigating Actions for Marriage and Civil Partnerships**

**d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships**

**28. Negative Impacts and Mitigating actions for Carer's responsibilities**

**a) Are there negative impacts for Carer's responsibilities? Answer: Yes/No**  
*(If yes, please also complete sections b, c, and d).*

No

**b) Details of Negative Impacts for Carer's Responsibilities**

**c) Mitigating Actions for Carer's responsibilities**

**d) Responsible Officer for Mitigating Actions - Carer's Responsibilities**