

## **EQUALITY IMPACT ASSESSMENT**

**Proposal to expand The Ellington & Hereson School and following closure of the Marlowe Academy to operate a single school across two school sites.**

**What is being assessed?                      Project**

**Responsible Owner**

**The Ellington & Hereson Governing Body and Trustees  
Marlowe Academy Governing Body and Trustees**

**Date of Initial Screening                      March 2015**

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		
<b>Age</b>	Yes – Secondary aged children	Low	Low	Analysis of the pupil population of both schools to be undertaken to identify relevant groups, potential impact and mitigation required in order that a detailed transition plan can be produced.	Yes – with a detailed transition plan in place for all students that takes account of the individual needs of the students and their families (in particular the individual support needs), the students could benefit from attending the enlarged school where learning opportunities and experiences could be significantly broadened. Without this proposal, the alternative – closure of the Marlowe – there would be a considerable negative impact on a significant number of Secondary age children.  Kent’s Transport Policy will be applied
<b>Disability</b>	Yes – students attending The Ellington & Hereson School and The Marlow Academy with Statements of Special Education Needs and EAL	Low	Low	Individual needs of all students with SEN or EAL will be identified through meetings with the families and students to identify requirements to ensure smooth transition.	Yes – the enlarged school could potentially provide more flexibility of resource and expertise to support the student’s needs.  Kent’s Transport Policy will be applied
<b>Gender</b>	Yes	Low	Low	No particular action over and above that provided for other protected groups. Pupil population analysis will identify impact and any requirement for mitigation.	Unknown – dependent on pupil population analysis pre and post implementation.

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		
<b>Gender identity</b>	No				
<b>Race</b>	Yes	Low	Low	Individual needs of all students with SEN or EAL will be identified through meetings with the families to identify requirements to ensure smooth transition. Where families of EAL children require support in 121 meetings to fully understand the proposal and represent the interests of their children, this will be provided.	Yes – the enlarged school could potentially provide more flexibility of resource and expertise to support the child’s needs.  Kent’s Transport Policy will be applied.
<b>Religion or belief</b>	No – neither school is a Faith School. Children of all faiths and no faith can access current and future proposed school.	Low	Low		The school will admit students of faith or no faith
<b>Sexual orientation</b>	No	N/A	N/A		
<b>Pregnancy and maternity</b>	No	N/A	N/A		
<b>Marriage and Civil Partnerships</b>	No	N/A	N/A		

## Part 1: INITIAL SCREENING

### Context

This project relates to the proposal from the Governing Body of The Ellington & Hereson School, supported by the DfE and KCC, to join together The Ellington & Hereson School and The Marlowe Academy to form a larger school that would cater for up to 1,100 students with the potential to expand further in the future to 1,700 students as the secondary population rises. It is proposed that the school will be renamed and offer an appropriate and broad curriculum for all students, whatever their needs. The plan is to provide a larger school that is financially viable and sustainable for the future. This screening also enables The Ellington & Hereson School and the Marlowe Academy to meet the requirements of Public Sector Duties under the equality Act 2010.

### Aims and Objectives

**To provide a larger school that can offer a wider and more varied curriculum and access to a greater range of amenities and sports facilities in state of the art premises. The aim is also to provide a financially secure school.**

- The larger school will operate over two sites which will enable the school to offer better facilities for all its students.
- The larger organisation can offer an excellent broad curriculum to meet the needs of all its students.
- The larger organisation can offer a stronger sixth form.
- The primary population is increasing and protecting secondary capacity by creating a larger viable secondary school in Ramsgate will ensure sufficient secondary capacity is available until at least 2019, when it is predicted that additional capacity will be required.

### Beneficiaries

- Secondary aged children in Ramsgate area and their families.
- All schools in the Thanet District.
- Kent County Council

## **CONSULTATION & DATA**

### **Consultation**

- A series of information meetings with parents and carers were held week commencing 9 March
- Individual meetings with families of students with SEN and/or who have EAL will take place to identify support requirements.
- A series of information meetings with both student bodies will be held over the coming weeks.
- Consultation will be undertaken with staff and their respective professional associations according to agreed policy and procedures.
- Consultation with the education community will take place.
- Consultation with all Stakeholders will be carried out over a four week period by the Governing Body. The consultation will take place between 26 March and 24 April 2015. Following the consultation the Governing Body will consider all responses.

### **Data**

The data used in the project is published data on pupil numbers, characteristics of the community and data relating to the characteristics of the Ramsgate pupil population.

Data used on pupil numbers and future projections for the Thanet district is to be found in the Kent Commission Plan: [http://www.kent.gov.uk/\\_data/assets/pdf\\_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf](http://www.kent.gov.uk/_data/assets/pdf_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf)

The contextual information for both The Ellington & Hereson School and The Marlowe Academy is taken from the Autumn Term 2014 school census.

Comparative Data

	<b>The Ellington &amp; Hereson</b>		<b>The Marlowe Academy</b>		<b>Kent</b>	<b>National</b>
% eligible for Free School Meals	<b>26.5</b>		<b>36.2</b>		<b>11.8</b>	<b>15.7</b>
% with Statements of Special Educational Needs	<b>5.0</b>		<b>4.4</b>		<b>1.3</b>	<b>1.9</b>
% SEN without statements	<b>8.4</b>		<b>33.2</b>		<b>15.3</b>	<b>15.9</b>
% EAL	<b>3.2</b>		<b>13.5</b>		<b>7.5</b>	<b>14.3</b>
*IMD score – January 2014	<b>33.2</b>		<b>39.1</b>		<b>18.2</b>	<b>N/A</b>
IMD rank (out of 101)	<b>4 – where rank of 1 is most deprived</b>		<b>2 – where rank of 1 is most deprived</b>			
Numbers on Roll	<b>634</b>		<b>519</b>			
Gender	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>		
	<b>313</b>	<b>321</b>	<b>243</b>	<b>276</b>		

\* IMD = Index of Multiple Deprivations (based on pupils' home postcodes)

**POTENTIAL IMPACT**

**Adverse Impact:**

Any potential adverse impact that students may experience with the enlargement of the school and bringing together the two student and staff bodies will be countered through close working with all the parties around group and individual needs. This will include consideration of transport requirements as the enlarged school reorganises over two sites (within the constraints of current agreed KCC policy) and consideration of uniform costs, particularly for those where financial constraints may have an adverse impact. Any adverse impact will be the subject of ongoing consultation and evaluation to ensure equality of treatment of all pupils and that mitigating action is put into place.

**Positive Impact:**

Positive impact on all students and staff because the opportunities afforded will be considerably enhanced in a larger school. The curriculum offer will be broader and one larger secondary school will be financially secure going into the future.

Opportunities will be provided for staff development and training and better career development opportunities by virtue of being a larger school.

**JUDGEMENT**

**Internal Action Required      YES**

Although it has not been assessed that this project will affect any group less favourably than others or impact on particular groups, any issues that arise during the meetings with families and through the consultation period will be reflected in any updated version of the Equality Impact Assessment. It is intended that the project plan will ensure that any potential adverse impact for those groups with protected characteristics will be mitigated.

**Full Impact Assessment NO**

**Sign Off**

..... Date: .....

## Equality Impact Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
Age	Students of secondary school age potential to be affected by change of school and/or school site	Detailed transition plan to be developed	Smooth transition and larger school confident of all students' needs	The Governing Bodies	26 March onwards	
Disability	Unsure whether any site change could impact adversely on individual students or families	Information to be sought during consultation period	Individual needs to be addressed	The Governing Bodies	26 March onwards	
Race	Individual needs of students to be considered and responded to	1-2-1 meetings with parents to identify needs	Any potential for adverse impact mitigated	The Governing Bodies	26 March onwards	