

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

**Directorate/ Service: Children, Young People and Education**

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

**Responsible Owner/ Senior Officer:** David Adams

**Version:** 1

**Author:** Lee Round

**Pathway of Equality Analysis: CYPE Cabinet Committee January 2019**

**Summary and recommendations of equality analysis/impact assessment.**

Finberry Primary School opened in September 2015. The provision initially opened off site in the former Ashford South Primary School prior to relocating to the permanent facilities at Cheesman's Green in September 2017.

Planning permission was secured for the permanent 2FE school. The plans were to deliver the 2FE of provision in two phases. The first phase being to deliver 1FE of classrooms with 2FE of infrastructure. The intention being to deliver a further 8 class bases, thus enabling the school in accommodate 2 FE of pupils (60 per year), as and when demand required.

The latest forecasts for the Ashford East planning group, in which Finberry Primary School is located, would suggest that there will be a deficit of -14 Year R places and -65 Years R-6 places from September 2020. Therefore, the new block of classrooms will need to be added in readiness for the 2020-21 academic year. Adding the capacity at Finberry Primary School is the first step in addressing the need for primary provision in this planning group.

**Summary of equality impact**

It is believed that the proposal will have a positive impact for pupils

**Adverse Equality Impact Rating** **Low**

**Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning the proposal to

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

**Head of Service**

Updated 08/01/2019

Signed:

Name: Keith Abbott

Job Title: Director - Education Planning and Access      Date: 14-12-18

**DMT**

Signed:



**Member**

Name: David Adams

Job Title: Area Education Officer

Date: 14-12-18



## 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 <u>brief</u> 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
<b>Age</b>				High positive impact as the increase number of places will
<b>Disability</b>				High positive impact. The school is DDA compliant.
<b>Gender</b>				N/A
<b>Gender identity/ Transgender</b>				N/A
<b>Race</b>				N/A
<b>Religion and Belief</b>				The school will accept children whether of faith or no faith. The curriculum covers all religions.
<b>Sexual Orientation</b>				N/A
<b>Pregnancy and Maternity</b>				N/A
<b>Marriage and Civil</b>				N/A

<b>Partnerships</b>				
<b>Carer's Responsibilities</b>				Medium positive impact as the increase in places will mean that Carers and parents will be able to access a school place in their locality, reducing travel times.

## **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 and the published data shown in the County Council's Commissioning Plan for Education Provision in Kent 2018-22, 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:

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/education-provision>

#### **Finberry Primary School:**

#### **Pupils on Roll at Speldhurst - Schools' Census October 2018:**

Year 6 10+	Year 5 9+	Year 4 8+	Year 3 7+	Year 2 6+	Year 1 5+	Year R 4+ PT Total	Total Statutory Roll	Total Roll

- As at the summer census in 2018, the school had an even split between male and female students.
- 20.1% of the children were eligible for free school meals, which is significantly above the Kent and National averages of 12.7% and 14.2% respectively.
- 14.8% of the children received SEN support which is significantly above the Kent average of 10.3%
- The majority of the pupils speak English as their first language; however, 8.7 % of the pupils have English as an additional language (EAL), which is slightly below the Kent average of 12.2%.

#### **Who have you involved consulted and engaged?**

##### **Analysis**

##### **Adverse Impact,**

No adverse impacts have been identified at this stage; however, the consultations will provide the opportunity for the Local Authority to test out these assumptions.

##### **Positive Impact:**

- The expansion will provide additional places for local children and greater choice for parents seeking Primary places in the Speldhurst area of Tunbridge Wells District.

## JUDGEMENT

- **No major change** - no potential for discrimination and all opportunities to promote equality have been taken

**Internal Action Required**                      **YES/NO**  
None

## Equality Impact Analysis/Assessment Action Plan

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

**Have the actions been included in your business/ service plan?**

Yes

### Appendix

Please include relevant data sets

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

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