

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):

Schools Access Initiative (SAI) Policy and Procedure

2. Directorate

Children Young People and Education (CYPE)

3. Responsible Service/Division

Education Planning and Access

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.

Lee Round – CY EPA

5. Head of Service

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

David Adams – CY EPA

6. Director of Service

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

Christine McInnes - CY EPA

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

No

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

No

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

No

Strategy /Policy – includes review, refresh or creating a new document. Answer Yes/No

Yes

Other – Please add details of any other activity type here.

Not applicable

8. Aims and Objectives and Equality Recommendations – 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.

The County Council has a duty under the Equality Act 2010 to have a written Accessibility Strategy covering the schools it maintains (community, foundation and voluntary controlled schools). One aspect of this strategy relates to improving access for disabled pupils to the physical environment of these schools.

KCC receives a School Condition Allocation (SCA) from the Department for Education (DfE) to maintain the schools for which we have capital responsibility (community, foundation and voluntary controlled schools). KCC allocates a proportion of this funding to making adaptations to these schools in order to discharge its duties under the Equalities Act. The capital to support this activity is referred to as the Schools Access Initiative (SAI).

The SAI Policy and Procedure outlines the process to be followed to access this capital funding to improve the accessibility for individuals or groups of children and young people with disabilities. KCC has commissioned accessibility audits on all community, voluntary controlled and foundation schools. The reports give information to school governors and leaders to enable them to address proactively any accessibility issues through their own resources, and to set out further improvements in their Accessibility Plan (published on the school's website). The County Council is using this information to identify geographical gaps in the accessibility of its schools for it to address proactively.

As of July 2024, KCC has the capital responsibility for 46% of primary schools and 14% of secondary schools. The proportion varies by district. Dartford has the lowest percentage of primary schools for which KCC has the capital responsibility with 10% (3 schools).

The responsible bodies for Academies, free school or voluntary aided schools receive either an SCA allocation from the DfE or (if they are not eligible for SCA) they can apply for a Condition Improvement Fund (CIF) to complete capital works.

Those responsible bodies (governing bodies/academy trusts) must produce their own Education Accessibility Plan which will outline how they are improving the physical environment of the school to increase the extent to which disabled pupils can make best use of the opportunities available at the school. Therefore, responsible bodies should consider adaptations as part of a strategic approach to planning for pupils with disabilities and, as far as it is possible, proactively anticipate access requirements when any works or improvements to their estates are undertaken. The needs of disabled pupils should be planned for by the responsible bodies.

Section B – Evidence

Note: For questions 9, 10 & 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.

9. Do you have data related to the protected groups of the people impacted by this activity? Answer: Yes/No

Yes

10. Is it possible to get the data in a timely and cost effective way? Answer: Yes/No

Yes

11. Is there national evidence/data that you can use? Answer: Yes/No

Yes

12. Have you consulted with Stakeholders?

Answer: Yes/No

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.

No. A Public Consultation is scheduled. It will be available on the KCC website, along with a social media campaign led by KCC.

13. Who have you involved, consulted and engaged with?

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 12 is 'No', please explain why.

A Public Consultation is scheduled. It will be available on the KCC website.

Those consulted will include:

- maintained primary, secondary and special school staff and governing bodies including academies
- Parents of children/young people
- KENT PACT
- Information, Advice and Support Kent (IASK)

The assumptions made in this EQIA will be tested through the consultation process and reviewed in response to the responses received.

Minor changes have been made to the Policy and Procedure following consultation. In general, these clarify that advice will be sought from the appropriate specialist officers (Physical Disability, Hearing Impairment, Visual Impairment Sensory). In addition, it clarifies that the Assistant Director Education informs all parties of the decisions at Stage 1 and Stage 2.

14. Has there been a previous equality analysis (EQIA) in the last 3 years? Answer: Yes/No

No

15. Do you have evidence/data that can help you understand the potential impact of your activity?

Answer: Yes/No

Yes

Uploading Evidence/Data/related information into the App

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.

To upload via APP

[Children and young people's data - Kent County Council](#)

[Facts and Figures - KELSI](#)

- [Academic Year 21/22 Special Educational Needs in England](#)
- [Academic Year 22/23 Special Educational Needs in England](#)

Consultation analysis after closure.

Section C – Impact

16. Who may be impacted by the activity? Select all that apply.

Service users/clients - Answer: Yes/No

Yes

Residents/Communities/Citizens - Answer: Yes/No

Yes

Staff/Volunteers - Answer: Yes/No

Yes

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

Yes

18. Please give details of Positive Impacts

The SAI budget will be used proactively improve the access to the physical environment of school which KCC has capital responsibility for (community, foundation and voluntary controlled schools).

The SAI funding will support individual children to attend or who are attending these schools and require reasonable adjustments to be able to access the schools facilities.

Through the commissioning of accessibility audits on all community, foundation and voluntary controlled schools, KCC is supporting governors and leaders to enable them to address proactively any accessibility issues through their own resources, and to set out further improvements in their Accessibility Plan. In addition, KCC is using this information to identify geographical gaps in the accessibility of its schools for it to address proactively.

Negative Impacts and Mitigating Actions

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.

19. Negative Impacts and Mitigating actions for Age

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

No

b) Details of Negative Impacts for Age

Not Applicable

c) Mitigating Actions for Age

Not Applicable

d) Responsible Officer for Mitigating Actions - Age

Not Applicable

20. Negative Impacts and Mitigating actions for Disability

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

No

b) Details of Negative Impacts for Disability

Not Applicable

c) Mitigating Actions for Disability

Not Applicable

d) Responsible Officer for Mitigating Actions - Disability

Not Applicable

21. Negative Impacts and Mitigating actions for Sex

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

No

b) Details of Negative Impacts for Sex

Not Applicable

c) Mitigating Actions for Sex

Not Applicable

d) Responsible Officer for Mitigating Actions - Sex

Not Applicable

22. Negative Impacts and Mitigating actions for Gender identity/transgender

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

No

b) Details of Negative Impacts for Gender identity/transgender

Not Applicable

c) Mitigating actions for Gender identity/transgender

Not Applicable
d) Responsible Officer for Mitigating Actions - Gender identity/transgender
Not Applicable
23. Negative Impacts and Mitigating actions for Race
a) Are there negative impacts for Race? <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
No
b) Details of Negative Impacts for Race
Not Applicable
c) Mitigating Actions for Race
Not Applicable
d) Responsible Officer for Mitigating Actions – Race
Not Applicable
24. Negative Impacts and Mitigating actions for Religion and belief
a) Are there negative impacts for Religion and Belief? <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
No
b) Details of Negative Impacts for Religion and belief
Not Applicable
c) Mitigating Actions for Religion and belief
Not Applicable
d) Responsible Officer for Mitigating Actions - Religion and belief
Not Applicable
25. Negative Impacts and Mitigating actions for Sexual Orientation
a) Are there negative impacts for sexual orientation. <i>Answer:</i> <i>Yes/No (If yes, please also complete sections b, c and d).</i>
No
b) Details of Negative Impacts for Sexual Orientation
Not Applicable
c) Mitigating Actions for Sexual Orientation
Not Applicable
d) Responsible Officer for Mitigating Actions - Sexual Orientation
Not Applicable
26. Negative Impacts and Mitigating actions for Pregnancy and Maternity
a) Are there negative impacts for Pregnancy and Maternity? <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
No
b) Details of Negative Impacts for Pregnancy and Maternity
Not Applicable
c) Mitigating Actions for Pregnancy and Maternity
Not Applicable
d) Responsible Officer for Mitigating Actions - Pregnancy and Maternity
Not Applicable
27. Negative Impacts and Mitigating actions for marriage and civil partnerships
a) Are there negative impacts for Marriage and Civil Partnerships? <i>Answer: Yes/No</i> <i>(If yes, please also complete sections b, c and d).</i>
No
b) Details of Negative Impacts for Marriage and Civil Partnerships
Not Applicable
c) Mitigating Actions for Marriage and Civil Partnerships
Not Applicable

d) Responsible Officer for Mitigating Actions - Marriage and Civil Partnerships
Not Applicable
28. Negative Impacts and Mitigating actions for Carer's responsibilities
a) Are there negative impacts for Carer's responsibilities? Answer: Yes/No <i>(If yes, please also complete sections b, c and d).</i>
No
b) Details of Negative Impacts for Carer's Responsibilities
Not Applicable
c) Mitigating Actions for Carer's responsibilities
Not Applicable
d) Responsible Officer for Mitigating Actions - Carer's Responsibilities
Not Applicable