



Equality Impact Assessment – Proposed School Expansions in Carlisle South & Central Areas

Directorate	Children's Services.
Unit/Team	School Organisation.
Assistant Director Responsible for EIA	Caroline Sutton.
Service EIA or Proposal	School expansions in Carlisle South & Central Areas.

Aims of the EIA

Purpose of the EIA	To identify risks associated with the possible expansion of schools in the Carlisle South & Central Areas.
Summary of findings	<p>If there are too few school places in the Carlisle South & Central area the county council will not meet it's obligation to supply sufficient school places. Increased birth-rates and planned housing development in the area will potentially increase the need for school places and may shift the location of the requirement of those school places. A failure to provide additional places may result in parents being unable to access their preferred school, will reduce the range of choice available and may significantly increase travelling distance and time for young children.</p> <p>Any other issues identified during the consultation process could be addressed appropriately at a later stage and added to this assessment.</p>
Scope of the EIA: <ul style="list-style-type: none"> • One directorate • Cross directorate • Outsourced organisation 	The Children's Services directorate and, schools and communities in the Carlisle South & Central areas.

Phase 1: Gathering information

List examples of background information that you think are **relevant**. If carrying out an assessment of a proposal this section should include the data used to establish whether the proposal has an impact.

Type of information	Findings
Feasibility studies on the sites for possible expansion of the involved schools	Many of the current site capacities will allow a re-designation of areas to teaching space, other may require building work.
Population information, pupil projections, patterns of admission to schools.	General growth in births and pupil numbers indicates possibility of a future shortage of primary school places.

Phase 2 Impacts

From the evidence above use this section to identify the risks and benefits according to the different characteristics protected by the Equality Act.

All/general: Any issue that cuts across a number of protected characteristics

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Increase in numbers resulting from expansion.	Increase in pupil numbers will increase associated funding.	Increase in class sizes working through from larger Reception class intakes.	Implementation of expansion proposals.
Building work needed for expansion.	Additional classroom space will mean additional pupils and funding, and new facilities.	Building work can be disruptive and will need to be carefully managed around teaching needs.	Planning of least disruptive building process.

Disability and health and wellbeing: All forms of disability recognised under the Disability Discrimination Act including sensory impairment, mental health, learning disabilities, mobility related conditions, conditions such as heart disease, diabetes, asthma. This also covers any impact on health and well being

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Impact on pupils with special needs.	CCC operates an inclusive policy relating to special needs children and endeavours to keep them in a mainstream education environment.		The policy is that funding for children with special needs follows the child.

Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
		No negative impacts have been identified.	None.

Ethnicity: All ethnic groups including Asian, Black, East Asian and white minority ethnic groups, including Eastern Europeans and Gypsy and Travellers.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
GRT (Gypsy, Roma, Traveller) children do not achieve academically as well as their peers.	Some of the schools already have experience of the GRT community and associated issues and have good links with secondary schools to ensure transfers. Brook Street already has experience of dealing with EAL children and families.	Increased class sizes may impact of support GRT pupils may need on an individual basis for attainment and attendance	Monitor attendance and attainment through Virtual schools and Learning
A Number of settled GRT families in Carlisle south and central	Families actively seeking places in faith schools, good links with secondary schools and therefore more secondary transfers.	New arrival at mid term and mid phase, causing difficulty in target setting and planning. From the January School Census 2011, GRT make up 0.2% of the Schools' in this consultation.	Transfers and school places take up to monitored by Equality Officer, support via the School choices officer
First choice for EAL	Families actively seeking school places and	Same secondary transfer issues with	Transfers and school

(English as an Additional Language) and GRT catholic families	good links with secondary catholic school	faith schools as GRT.	places take up to be monitored by Equality Officer, support via the School choices officer
Early years provision within CAI post code is a factor in successful transfer into Primary provision and the attainment of both EAL and GRT pupils	Already high numbers of uptake of early years provision	Important that there is direct contact from Nursery to primary school as this is a time when GRT and EAL pupils benefit most from strong links and continuity	
Attainment of EAL children		Large numbers will have implication in achieving social English and concerns about more advanced learners receiving appropriate support.	Monitor attendance and attainment through Virtual schools and Learning
Highly mobile EAL families within CAI post code due to the high numbers of families in rented accommodation		Economical down turn may have an impact on migration	

Sexual Orientation: including heterosexual, gay, lesbian and bisexual people

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
		No negative impacts have been identified.	None.

Age: Where a person is at risk of unfair treatment because of their age group

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Possible shortage of primary school places.	Expansion increases ability of LA to provide sufficient primary school places.	No negative impacts have been identified.	Implementation of expansion proposals.

Religion/belief: all faiths including Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism and non religious beliefs such as Humanism

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Religious nature of school.	Through the enlargement at St Cuthbert's additional school places will be provided for those seeking a faith-based education.	No negative impacts have been identified.	None.

Socio-Economic Status: This can include people on low incomes, as well as issues around rural and urban deprivation

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Increase in places in primary schools	Will help to ensure that sufficient primary school places are provided. Thereby reducing the possibility that children will have to travel to schools further afield. This potentially mitigates against cost/access issues that some parents on low incomes may face.		Implementation of expansion proposal.

Community Cohesion: This is where a decision or a change to services may risk creating tensions between community groups in a local area.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Community effects	Will provide primary school places within the local community.		Implementation of expansion proposal

Phase 3: Action Planning

Based on actions raised in the action required box above

Area for further action	Actions proposed	Lead officer	When	Resource implications	Outcome
<p>Implementation</p> <p>Disruptive building work</p> <p>EAL - Monitor attendance and attainment through Virtual schools and Learning</p>	<p>Take into account any new information which arose during the consultation process and seek to mitigate any negative impacts.</p>	<p>Andy Smart and heads of schools involved</p>	<p>Ongoing</p>		<p>All PAN increases were implemented in September 2012. Phased building work is ongoing. Communication with schools to ensure all parties views/requests are taken into consideration and responded to (whether it brings a positive or negative outcome)</p> <p>The monitoring of attainment of EAL learners has taken place. The attendance of GRT children is monitored closely as this has been identified as an area of concern. GA has visited the school to discuss pupil outcomes, including those with EAL and who are GRT. The school is implementing appropriate strategies to meet their needs.</p>

<p>Transfers and school places take up to monitored by Equality Officer, support via the School choices officer. Particularly with Robert Ferguson.</p>					<p>The Equality Learner Officer Travellers monitors new arrivals midterm and provides support as needed to ensure that a school place is secured if this is the wish of the family. The officer works closely with the CME (Children Missing Education) Officer who fulfils the School Choice Officer role.</p>
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Documents appended to the Equality Impact Assessment:

Quality Assurance and EIA completion

Date completed	December 2011
Lead officer	Andy Smart
EIA taken through Directorate Equality Group/or DMT	
Have staff been involved in developing the EIA?	Indirect discussions
Have community organisations been involved?	Yes
Date of latest update of EIA	05/12/12