



Equality Impact Assessment – Proposed Changes to Kingmoor Nursery & Infant and Kingmoor Junior Schools

Directorate	Children's Services.
Unit/Team	School Organisation.
Assistant Director Responsible for EIA	Caroline Sutton.
Service EIA or Proposal	Expansion of Kingmoor Nursery & Infant School and Kingmoor Junior School and/or amalgamation of the two schools and expansion.

Aims of the EIA

Purpose of the EIA	To identify risks associated with the possible expansion and/or amalgamation of Kingmoor Nursery & Infant and Junior Schools.
Summary of findings	<p>If there are too few school places in the north of Carlisle the county council may not meet its obligation to supply sufficient school places. Increased birth-rates and planned housing development in the area have increased demand for school places in the area. 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>Expansion of the schools will require building work on the site which could be disruptive to teaching.</p> <p>Increases in the number of children attending the school could potentially be accompanied by an increase in traffic in the environs of the school site.</p> <p>Were any other issues to be identified during the representation period then these 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, Kingmoor Nursery & Infant and Kingmoor Junior Schools and the surrounding community.

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 site of the Nursery & Infant and Junior schools concerning the building work required for expansion.	On-going investigations.
Assessment of potential traffic concerns regarding an increase in pupil numbers.	On-going investigations.
Educational impact and class sizes.	The change to 2FE is likely to result in mixed-age teaching, which these schools are less accustomed to than others. Further work with the schools will be required to determine how best to manage this. It is, however, relatively common practice in many Cumbrian schools and, managed correctly, does not have a detrimental impact on standards.
Staffing impacts.	Amalgamating the schools would result in the loss of one Headteacher post, and other staff may be affected. The County Council's HR team will provide support to the schools throughout the process.

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.	Improves parental choice. Reduces need to travel long distances/times.	Potential increase in traffic accessing the estate to drop off children.	Assess potential impact.

<p>Building work needed for expansion.</p> <p>Teaching 'Mixed Years'</p>	<p>Improves ability of parents to interact with school in their own community.</p> <p>Increase in pupil numbers will increase associated funding.</p> <p>Additional classroom space will mean additional pupils and funding, and new facilities.</p>	<p>Building work can be disruptive and will need to be carefully managed around teaching needs.</p> <p>Support may be required in order for the school to be able to teach mixed years</p>	<p>Planning of least disruptive building process.</p>
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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
<p>Impact on pupils with special needs. (school is not a strategically resourced school).</p> <p>Increase in the number of pupils.</p>	<p>CCC operates an inclusive policy relating to special needs children and endeavours to keep them in a mainstream education environment.</p>	<p>Potential increase in traffic accessing the estate to drop off children, this could hinder emergency services getting to the school.</p>	<p>The policy is that funding for children with special needs follows the child.</p> <p>Assess congestion around the school.</p>

Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Potential redundancy/ displacement		Amalgamating the schools would result in the loss of one Headteacher post, and other staff may be affected.	Work will be undertaken with the school to identify whether this is likely to be a significant issue. Any staff displaced by implementation of the proposals will be supported in seeking alternative employment.

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. GRT pupils are at risk of not make Transfers and key times, Nursery and secondary.	Kingmoor Nursery & Infant School and Kingmoor Junior School have supported GRT families who are from a settled community and have previously been the school of choice from both the local sites which are located in the north of the city. From the January School Census 2011, GRT make up 1.2% of the Kingmoor Nursery & Infant School. While in Kingmoor Junior School GRT make up 0.4% of the school population	GRT pupils need more support. Attendance and attainment may be a concern.	Monitor attendance and attainment through Virtual schools and Learning {Bev Redfern} Transfers and school places take up to monitored by Equality Officer, GRT. Action as appropriate.
Impact on English as		From the October School Census 2011,	Equality Learning

an additional language children		in Kingmoor Junior School 96.7% of the children English is their first language. The next greatest number is Polish as a first language, with 1.2% of the school population. From the October School Census 2011, in Kingmoor Nursery & Infant School 95.9% of the children English is their first language. The next greatest number is Chinese as a first language, with 1.8% of the school population.	Officer to monitor and take action as appropriate. Ensure children with EAL that any letters home are translated if required and that the school is aware of the process to access interpretation services.
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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 the ability of the local authority to provide sufficient primary school places.	No negative impacts have been identified.	Implementation of expansion proposal.

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
		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.	No negative impacts have been identified.	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.	No negative impacts have been identified.	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
Consultation process.	Made as fair and accessible as possible.	Andy Smart.	Ongoing.		All stakeholders are able to take part in the process.
Implementation.	Take into account any new information which arose during the consultation process and seek to mitigate any negative impacts.		Ongoing.		Any new issues are fully addressed.
Planning of least disruptive building process.		Andy Smart and heads of schools			PAN increase was implemented in September 2012. Until building work commences there are

<p>Work will be undertaken with the school to identify whether this is likely to be a significant issue. Any staff displaced by implementation of the proposals will be supported in seeking alternative employment.</p> <p>Monitor attendance and attainment through Virtual schools and Learning {Bev</p>		involved.			<p>no new congestion issues around the schools. The issue may arise around school muster times once the expansion work commences in 2013.</p> <p>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>Amalgamation did not take place. The two schools are still under separate headship.</p> <p>The monitoring of attainment of EAL learners has taken place. The attendance of GRT children is monitored closely as this has been</p>
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<p>Redfern}</p> <p>Transfers and school places take up to monitored by Equality Officer, GRT. Action as appropriate.</p> <p>Equality Learning Officer to monitor and take action as appropriate.</p> <p>Ensure children with EAL that any letters home are translated if required and that the school is aware of the process to access interpretation services.</p>					<p>identified as an area of concern.</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> <p>Schools are able to contact Equalities Learning Officer EAL if they require this service.</p> <p>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>
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Documents appended to the Equality Impact Assessment:

Quality Assurance and EIA completion

Date completed	Dec 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	051212