



Equality Impact Assessment – Proposed Change of Age Range Lazonby CE School

Directorate	Children's Services
Unit/Team	School Organisation
Assistant Director Responsible for EIA	Caroline Sutton
Service EIA or Proposal	Proposal to change age range at Lazonby CE School from 4-11 to 3-11

Aims of the EIA

Purpose of the EIA	To identify risks associated with the possible change of age range at Lazonby CE school from 4-11 to 3-11
Summary of findings	The proposal seeks to formalise the current voluntary managed nursery (Lazonby Little Learners) by providing a maintained nursery education within the school.
Scope of the EIA: <ul style="list-style-type: none"> • One directorate • Cross directorate • Outsourced organisation 	Children's Services directorate and the surrounding communities Lazonby CE School and abutting catchment area schools and their respective communities.

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
1. Impact of school changes.	Any change to a school can impact on the quality of education. Offsetting this is the access to a wider educational experience and enhanced continuity of education. The voluntary governed nursery already runs alongside the existing school arrangements.
2. Assessing impact on schools.	There are no other nursery classes running in the catchment area of the school. The voluntary managed provision at the school has been in operation since early 2012.
3. Community wishes and requirements.	The governing body of the school, supported by the Diocese of Carlisle, approached Cumbria County Council and expressed their decision to consult on a possible change of age range. This would formalise an arrangement that is already being used by the community
4. The Authority's and government policy on	There is a government policy and a local authority understanding relating to rural schools that

all-through primary schools.	favours retention if they are educationally and economically viable
5. Staffing at the school and redeployment opportunities.	No extra staff would be required as a result of the change of age range.

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
Change of age range at Lazonby CE School	Lazonby Little Learners is a voluntary managed nursery that operates on the school premises and is used by the children of residents in the local area. The proposal will formalise the arrangement.	Any change to a school can impact on the quality of education.	The consultation that was started by the school and diocese ends on 1 February 2013. Statutory proposals are to be published on 13 February 2013 starting a 6 week representation period. Support to the schools to be provided by the General Adviser.

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. (The school is not a strategically resourced school)	CCC operates an inclusive policy relating to special needs children and endeavours to keep them in a mainstream education environment.	In Lazonby CE School 8.7% of children have Special Educational Needs (SEN).	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
Potential redundancy/displacement	n/a		

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
Impact on ethnic groups	No impacts have been identified. From the January School Census 2012, Lazonby CE School 97.1% pupils were white British and 2.9% Black or Minority Ethnicity (BME).	No negative impacts have been identified	None
Impact on English as an additional language	No impacts have been identified. From the January School Census 2012, Lazonby CE School has 2.9% of pupils have English as an additional language (EAL).	No negative impacts have been identified	

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

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

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	No negative impacts have been identified.	No negative impacts have been identified	Options are available to parents under parental choice arrangements.

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
Change of age range to provide nursery.	Parents and children will find it easier to access nursery provision within their community as there will be less distance to travel.	No negative impacts have been identified	None
Provision of primary	School budgets are largely based on pupil		

education	numbers.		
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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.	Improved educational experience for the children in the area. It will provide maintained nursery provision in the village of Lazonby	No negative impacts have been identified	None

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. Take into account any new information arising during the consultation process and seek to mitigate any negative impacts.	Governing Bodies (GBs) of schools GBs of schools	Ongoing Ongoing		Cabinet agreed proposal on 11 April – end of call in period 19 April 2013
Statutory proposals	Due to be published 13 February 2013	GBs of schools	13 February 2013		
Support to the school to be provided by the General Adviser.	GA to work with school during transition. Management through Transition handbook available on portal and school organisation website.	Martyn Worrall with Heads / GBs of schools.	Ongoing	Officer time	
SEN provision & funding	Ensure that funding for children with special needs follows the child.	Helen Hamilton	Ongoing	Officer time	

Religious nature of school	Ensure all local schools, parents & community are involved in consultation.	GBs of schools	Ongoing		
Provision of primary education	Support to the schools to be provided by Cumbria Council Finance team.	Helen Hamilton	Ongoing	Officer time	

Documents appended to the Equality Impact Assessment:
None

Quality Assurance and EIA completion	
Date completed	January 2013
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?	No
Date of latest update of EIA	April 2013