



## Equality Impact Assessment – Proposed Change of Age Range at Newton Community School

Directorate	Children's Services
Functional Area	Schools and Learning
Assistant Director Responsible for EIA	Caroline Sutton
Functional Area of EIA or Proposal	School Re-organisation

### Aims of the EIA

Purpose of the EIA	This EIA will identify risks associated with a possible change of age range at Newton School.
Summary of findings	There are some negative impacts identified both in the process to be undertaken, and arising from the proposal itself. Those that have been identified could be reduced in their impact by the actions suggested. Were any others to be identified during the consultation process then these will be addressed appropriately at a later stage and added to this assessment. This EIA will be refreshed to reflect the consultation.
Scope of the EIA: <ul style="list-style-type: none"> <li>• One directorate</li> <li>• Cross directorate</li> </ul>	One Directorate – Children's Services

- Outsourced organisation

## 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
The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007	<a href="http://www.legislation.gov.uk/ukxi/2007/1289/pdfs/ukxi_20071289_en.pdf">http://www.legislation.gov.uk/ukxi/2007/1289/pdfs/ukxi_20071289_en.pdf</a>
Equality Needs Analysis 2012	<a href="http://www.cumbria.gov.uk/elibrary/Content/Internet/535/609/6069/4093985851.doc">http://www.cumbria.gov.uk/elibrary/Content/Internet/535/609/6069/4093985851.doc</a>
Cumbria Observatory (Children's Centre Atlas)	Newton School is situated with the Dalton Sure Start Children's Centre footprint and some data reported in this EIA relates to this geographical area. The Children's Centre Atlas can be found at: <a href="http://www.cumbriaobservatory.org.uk/instantatlas/CC_ATLAS_SINGLE_MAP/data.xml">http://www.cumbriaobservatory.org.uk/instantatlas/CC_ATLAS_SINGLE_MAP/data.xml</a>
Data	The relevant population data within the Dalton Sure Start Children's Centre footprint indicates a decline in population  From the 2010 mid-year estimates there are 593 children aged 0-4 and 2275 aged 5-18 totalling 2868. The proportion of the overall population who are 0-19 is 21.9 marginally higher than county rate of 21%
Sufficiency of Childcare	Whilst there is existing childcare within this footprint the new legal requirements regarding 2 year old funded places may place additional demand placed on the childcare in the area.  The business plan (provided by the school), states 12 children had requested a nursery place for Sept 2012 and that the nearest alternative provision (also morning

	<p>sessions only) is full at the present time, although places may be available in the future.</p> <p>The school has explored alternative ways of providing this provision.</p>
Consultation	<p>Whilst the business plan does not refer to consultation with any other providers, the school has confirmed that consultation with other providers had taken place.</p>
Accommodation	<p>There is an excellent space for the children at the school which has the potential to offer some high quality nursery provision.</p>
Education	<p>Ofsted Inspection Report, 19-20 January 2011: Grade 2</p> <p>Data is available on school pupils of by age, Special Educational Needs, gender and ethnicity (including first language). Analysis of the data and information held by the Children's Services will suggest any potential trends that will be addressed during the consultation.</p> <p><a href="http://www.cumbriaobservatory.org.uk">http://www.cumbriaobservatory.org.uk</a></p>
Ethnicity	<p>3.4% of all pupils are from a Black Minority Ethnic (BME) background and there are 62 languages spoken in Cumbria's schools. Carlisle has the largest proportion of pupils who speak English as a second language (2.8% of all pupils). In terms of educational attainment BME pupils and pupils who speak English as a Second Language compare well with White British pupils. The only main gap is at KS2 for English for pupils who speak English as a Second Language.</p> <p>Gypsy Roma and Traveller pupils underperform compared to all other ethnic groups in terms of attainment at Key Stage 2. Previous work with GRT families has led to an increase in the numbers attending nursery provision and primary schools.</p> <p>With the increasing diversity of the population the demand for interpreters and translators has increased. This had resulted in difficulties around meeting statutory</p>

	<p>deadlines for first assessments, due to the lack of locally trained and approved interpreters. This is a particular issue for services that have a statutory requirement to provide an interpreter. Action has been taken by using the Managing Impacts of Migration Fund to train a body of local interpreters, and to renegotiate the service level agreement with the Council's supplier of interpreters to ensure that they source and train interpreters from Cumbria. This action has improved the responsiveness of the service and will continue to be monitored.</p>
Racial Incidents and bullying	<p>Schools have reported racial incidents since 2005. These have provided valuable information on the effects of addressing race relations in school settings. Evidence has shown that racial incidents increased during 2006-8 as reporting became more reliable and has declined since. Over 90% of schools routinely submit reports, and cases show that schools have increased their understanding of how to address racism.</p>
Special Educational Needs	<p>Schools monitor pupils by category of Special Educational Need rather than disability. The population of children with different Special Educational Needs is monitored to help ensure we have the provision as well as the policies to meet these needs, thus improving equality of opportunity</p>
Gender	<p>In line with national data there is an attainment gap between girls and boys at KS1, KS2 and KS4. Countywide this is widest in English at KS2 (10.6%) with Barrow having the highest gender attainment gap in English at KS2 (14.8%). District variations in the gender attainment gap are significant.</p>
Social Care	<p>The Children's Social Care service collects data on age, gender, ethnicity and disability. Issues arising from an analysis of the information include the proportion of BME and mixed race children seeking adoption compared to White British families and the supply of BME fosterers and adopters. An inquiry into a child death in Cumbria in 2005 advised better cultural awareness and equality training of the children's workforce, and this work is being completed.</p>

## 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
Dalton Sure Start Children's Centre Rural health profile	<p>Overall has improved since 2007 when it was ranked 10<sup>th</sup> worst, in 2010 it is ranked 13<sup>th</sup> worst out of 28 Children's Centre footprints. Improvements are also seen in the scores indicating that this is an actual improvement rather than a worsening.</p> <p>The rate of decayed, missing or filled teeth for 5 year olds is 1.72 compared to county average of 1.36. for 12 year olds the figure is 1% compared to county average of 0.78%.</p>	<p>15% of reception children are obese. The county average is 9.4%. Those assessed at year 6 have a rate of 21.2% for obesity compared to 19.3% county wide.</p> <p>Breastfeeding rates are 22% exclusive breastfeeding at 6 – 8wks. Lower than county average of 23%.</p>	Awareness of issues -action will be taken in accordance with Cumbria County Council (CCC) policy where appropriate
Dalton Sure Start Children's Centre footprint -Domestic Violence		<p>1.7% of reported domestic violence cases in the county occur in this footprint.</p> <p>The domestic violence repeat rate in this footprint stands at 42.1% which is slightly lower than the county</p>	Awareness of issues -action will be taken in accordance with Cumbria County Council (CCC) policy where appropriate .

		overall at 44.8% (Source: Cumbria Constabulary 2010)	
Barriers to service (Deprivation Indicator)	In 2007 was ranked 25 <sup>th</sup> out of 28 and 27 <sup>th</sup> out of 28 footprints in 2010.		Awareness of issues -action will be taken in accordance with Cumbria County Council (CCC) policy where appropriate
Future demand for nursery provision	The school business plan indicates a demand for provision and states the nearest alternative provision also morning session only is full. There is an excellent space for the children and has the potential to offer some high quality nursery provision.	Current available birth data within Dalton Sure Start Sure Start Children's Centre footprint which this school is based within, indicates a decline.  The Business plan does not refer to consultation with other providers, although the school confirm that consultation has taken place	To ensure that a thorough consultation is undertaken to determine the need for the provision within the area and provide evidence that there would be no negative impact on existing providers.
Leadership and Management	Experienced governors are using a range of expertise to ensure that all safeguarding procedures are of a good quality and meet all statutory requirements.		To ensure that the school works closely with the Governor Support Team.
School facilities	There is an excellent space for the children at the school which has the potential to offer some high quality		Awareness of issues -action will be taken in accordance with

	nursery provision.		Cumbria County Council policy where appropriate
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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
Children with special educational needs	Not having to travel far to access nursery provision will be especially of benefit for children with special needs.  Will provide more accessible nursery provision within the area which will be of benefit for children with special needs	18.7% of children in care in Cumbria are recorded as having a disability.	Funding for children with special needs follow the child.
Educational attainment gaps between those pupils with SEN and those without varies in Cumbria between level, subject and location.		21.5% primary school children in Cumbria have a SEN.  2.6% of children in Cumbria aged 0-16 are entitled to Disability Living Allowance.	Monitor through the Early Years Performance Unit.

### Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Gender Attainment Gaps	Attendance at an accessible high quality nursery provision, improves outcomes for children and young people and contributes to narrowing the attainment gap.	In line with national data there is an attainment gap between girls and boys at KS1, KS2. Countywide this is widest in English at KS2 (10.6%) 12% in writing at KS1; 10.6% in English at KS2; 9% in reading at KS1; 3% in maths at KS1; 1.5% in maths at KS2  Barrow in Furness is the district which has the widest attainment gap between girls and boys in all related English subjects. 14.8% in KS2 English; 14.3% in KS1 Writing; 13.1% in KS1 Reading	Will depend on the outcome of the consultation.
Gender gaps in social care	Attendance at quality accessible early years provision contributes to improved outcomes for children and young people.	More males receiving social care services than females 52.7% Male 45.9% Female 1.4% Unborn	Will depend on the outcome of the consultation.

**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
Educational attainment		Gypsy Roma and Traveller pupils underperform compared to all other	Key pieces of work are underway with



		ethnic groups in terms of attainment at Key Stage 2. Previous work with GRT families has led to an increase in the numbers attending nursery provision and primary schools.	GRT groups in the County.
Children who receive social care		3.8% of children receiving social care are from BME backgrounds	Awareness of issues -action will be taken in accordance with CCC where appropriate
3.4% pupils enrolled in maintained schools and academies are from BME backgrounds.		Carlisle has highest proportion at 4.8% followed by Furness/South Lakeland with 4.7%  There are 62 languages spoken in Cumbrian schools.  Carlisle has highest proportion of pupils with EAL at 2.8%	Awareness of issues -action will be taken in accordance with CCC where appropriate
Educational Attainment		77.3% BME pupils gain English and Maths L4 or above, compared to a county average of 82.3%. The gap is widest in English where the % of BME pupils achieving L4 or above is 5.9% lower than county average.	Monitor through the Early Years Performance Unit.

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

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Staffing Issues	None identified at this stage	None identified at this stage	None at this stage

**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
The accessibility of early years provision for children age 3 in the Newton area	Children will benefit from accessible nursery provision within their community.	Distance travelled by children to access provision	Consideration as part of the process

**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
	None identified at this stage.	None identified at this stage.	None at this stage

**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 in accessibility of nursery provision	Parents and children will find it easier to access nursery provision within their community as there will be less distance to travel.	None identified	Consideration as part of the consultation
FSM Eligibility		Countywide 12.1% eligible for FSM – 7.1% are BME pupils  Dalton rural footprint identifies 9.2% children eligible for FSM	Awareness of issues -action will be taken in accordance with CCC policy where appropriate

Average household income		<p>Dalton rural footprint identifies £30,650 which is lower than county average of £32,000</p> <p>In 2010, the data for the Dalton footprint showed that in terms of employment it was ranked 17<sup>th</sup> worst out of 28 other footprints in the county.</p>	<p>Awareness of issues -action will be taken in accordance with CCC policy where appropriate</p> <p>Consultation meetings should take place at the school and at a time that is convenient to parents and the community.</p>
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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
	None identified at this stage.	None identified at this stage.	None at this stage

### 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	<p>Work to identify inequality issues</p> <p>Make as fair and as accessible as</p>	<p>Andy Smart</p> <p>Allyson Carty</p>	<p>During planning stage 18<sup>th</sup> June to 30<sup>th</sup> July 2012</p>	<p>Possible expenditure for translation costs</p>	<p>Equality addressed within consultation process</p>

	possible				
Regular refresh of the EIA throughout the course of the consultation	EIA regularly updated	Andy Smart Allyson Carty	Ongoing	None	EIA is accurate and up to date
Update EIA with new information and issues raised from consultation	Following consultation period this EIA will be refreshed to consider inequality issues raised.	Andy Smart Allyson Carty	Ongoing	Identified from issues raised	CCC pays due regard to preventing discrimination, promotes equality of opportunity and fosters goods relations.
Schools and Learning planned Functional EIA	Carry issues raised from this EIA forward into functional EIA	Andy Smart Allyson Carty	Once functional EIAs are underway	Identified if/when raised	Substantial functional EIA that will support all future school re-organisation EIAs

### Documents appended to the Equality Impact Assessment

### Quality Assurance and EIA completion

<b>Date completed</b>	<b>14 June 2012</b>
<b>Lead officer</b>	<b>Andy Smart</b>
<b>Have staff been involved in developing the EIA?</b>	<b>Yes</b>
<b>Have community organisations been involved?</b>	<b>Consultation will begin 18<sup>th</sup> June</b>

	<b>and will run to 30<sup>th</sup> July 2012</b>
<b>Date of next refresh</b>	<b>This EIA will be refreshed throughout the course of the consultation</b>
<b>Signed off by Director/Assistant Director</b>	