

Equality Impact Assessment – Proposed Change of Age Range at Thwaites 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 Thwaites School from 4-11 to 3-11.
Summary of findings	The proposal seeks to establish a maintained nursery at Thwaites School by means of a change of age range. The nearest nursery provision in the area is approximately 3.5 miles away in either Millom or Broughton. Public consultation carried out by the county council showed 96% of respondents to be supportive of the proposal.
Scope of the EIA: <ul style="list-style-type: none"> • One directorate • Cross directorate • Outsourced organisation 	Children's Services directorate and the surrounding communities Thwaites 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. A 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 nearest provision is approximately 3.5 miles away.
3. Community wishes and requirements.	A public consultation carried out by the county council amongst parents, pupils, governors, staff and other providers showed that 96% of respondents were supportive of the establishment of a nursery at Thwaites School.
4. The Authority's and government policy on rural schools.	There is a government policy and a local authority understanding relating to rural schools that favours retention if they are educationally and economically viable
5. Staffing at the school and redeployment opportunities.	The business plan submitted by the school states that 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 Thwaites School	<p>A local nursery would be established for Thwaites and the surrounding area.</p> <p>This could reduce travelling for parents with pre-school age children.</p> <p>The provision could help the sustainability of the school by attracting more pupils.</p>	<p>Any change to a school can impact on the quality of education.</p> <p>None</p> <p>Parents with children already at nursery provisions in Millom or Broughton may withdraw their children to attend a new provision at Thwaites.</p>	<p>A public consultation ran from 25/3/13 until 3/5/13</p> <p>Following publication of statutory notices a representation period will run from 12/7/13 to 23/8/13</p> <p>None</p> <p>Support to the school to be provided by the General Adviser.</p>

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)	Will provide more accessible nursery provision within the area which will be of benefit for children with special needs	In Thwaites School 29% of children have Special Educational Needs	Funding for children with special educational needs follows the child.

Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Potential redundancy/ displacement	No issues identified at this stage.	No issues identified at this stage.	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
Impact on ethnic groups	No impacts have been identified. From the January School Census 2013, Thwaites School 97% pupils were white British and 3% Black or Minority Ethnicity (BME).	No negative impacts have been identified	Ensure through the consultation process that parents of children from BME background are consulted and have access to material that may need to be translated,
Impact on English as an additional language	No impacts have been identified. From the January School Census 2013, Thwaites School has 0% 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
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 Thwaites area	Children will benefit from accessible nursery provision within their community.	The current 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 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. Travel expenses may be reduced for low income families.	No negative impacts have been identified	None
Provision of primary education	School budgets are largely based on pupil numbers.	No negative impacts have been made	None

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
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 education	School budgets are largely based on pupil numbers.		

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	Make as fair and as accessible as possible	Andy Smart	Consultation from 25/3/13 to 3/5/13	Possible expenditure for translation costs	Equality addressed within consultation process
Representation process	Take into account any new information arising during the consultation process and seek to mitigate any negative impacts.		Representation From 12/7/13 to 23/8/13		
Regular refresh of the EIA throughout the course of the consultation	EIA regularly updated	Andy Smart	Ongoing	Officer time	EIA is accurate and 'due regard' to the Equality Act 2010 is considered.

SEN provision and funding	Ensure that funding for children with SEN follows the child	Helen Hamilton	Ongoing	Officer time	Correct allocation of funding
Provision of primary education	Support to the schools to be provided by Cumbria Council finance team	Helen Hamilton	Ongoing	Officer time	Correct allocation of funding

Documents appended to the Equality Impact Assessment

Quality Assurance and EIA completion

Date completed	19/6/ 2013
Lead officer	Andy Smart
Have staff been involved in developing the EIA?	Yes
Have community organisations been involved?	Consultation will begin 25th March and will run to 3rd May 2013
Date of next refresh	
Signed off by Director/Assistant Director	