



Equality Impact Assessment – Proposed Closure of Welton School

Directorate	Children's Services
Unit/Team	School Organisation
Assistant Director Responsible for EIA	John Macilwraith
Service EIA or Proposal	Proposal to cease to maintain (close) Welton School

Aims of the EIA

Purpose of the EIA	To identify risks associated with the possible closure of Welton School
Summary of findings	There are a couple of negative impacts identified arising from the proposals. These focus around the closure of the school and the potential effect on the community and also around the possibility of increased transport times and potential cost increases in relation to some of the pupils. These identified issues could be reduced in their impact by the actions proposed. Were any others to be identified during the consultation process then these could be addressed appropriately at a later stage and added to this assessment.
Scope of the EIA: <ul style="list-style-type: none"> • One directorate • Cross directorate • Outsourced organisation 	Children's Services directorate and the surrounding communities of Welton School and abutting catchment area schools and their respective communities.

Phase I: 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 on education of children transferring part-way through their education.	Managing the transfer of pupils part way through their education has implications for continuity of education, teaching and learning styles. It also has impact on established friendship groups. Offsetting this is the access to a wider educational experience.
2. Assessing impact on schools receiving pupils.	Receiving schools will gain pupils and have a corresponding budget increase, it is unlikely to result in employment of additional staff. Increased funding from received pupils may aid longer term security of pupil places and potentially improve educational experience at receiving schools.
3. Community wishes and requirements.	The governing body of Welton school approached the LA to carry out the consultation, there is a high percentage of parents involved in the governing body. There is therefore an appreciation of issues and rational approach regarding community wishes.
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. The continued educational and economic viability of Welton School is that it is not viable nor is it likely to be in the foreseeable future.
5. Staffing at the school and redeployment opportunities	Staffing at the school

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
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Transfer of pupils from Welton School. (Age)	Possible increases in pupil numbers attending the receiving schools will increase finances and could increase opportunities to participate in group activities and sports with their peers. Will also give equality of access to education that could not be guaranteed under status quo position	Moving pupils part way through year will be unnecessarily disruptive and little benefit to anyone involved.	Implementation of suggested closure. Move pupils at logical year end point ie ready for the start of the academic year
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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
Impact on pupils with special needs. (None of the schools is a strategically resourced school)	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
Female employees – potential redundancy/ displacement		Any redundancies that may eventually result are more likely to affect female employees to a greater extent as they are by far the largest group of employees in primary schools.	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.
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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
		No negative impacts have been identified	None

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
		No negative impacts have been identified	

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 schools		Welton is a community school. The two schools which it is proposed the catchment area will be apportioned to are both CoE schools.	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 in accessibility of primary education provision	Possible increases in pupil numbers attending the receiving schools will increase finances and could increase opportunities to participate in group activities and sports with their peers. Will also give equality of access to education that could not be guaranteed under status quo position	Proposed closure is likely to impact on travelling time and as a result may make it more difficult in terms of parents' interactions with their child's school. Due to the rural nature of the school and parental choice this may not always be the case.	Consultation meetings on the proposed change should take place in the school. A range of ways for responding to the consultations will be provided to make it easier to do so.

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.		None identified	N/A

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 accessible as possible.	Mike Conefrey	Ongoing	Consultation / Translation costs	Consultation process completed in a fair and accessible manner.
	Take into account any new information arising during the consultation process and seek to mitigate any negative impacts.		Ongoing		
Implementation	Move pupils at start of next academic year in advance of the legal, formal closure of the school	Mike Conefrey and heads of schools involved		Possible transport costs for pupils currently at Welton School	All pupils were moved to their new school prior to the closure of Welton School.
	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.				Due to the closure of the school it was inevitable that some redundancies did take place.

Documents appended to the Equality Impact Assessment:
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Quality Assurance and EIA completion

Date completed	May 2011
Lead officer	Mike Conefrey
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	30/11/12