

## Equality Impact Assessment – School Organisation Change

### *Consultation on the proposed expansion of Sandgate School*

Directorate	Children's Services
Functional Area	Schools and Learning
Assistant Director Responsible for EIA	Dan Barton
Functional Area of EIA or Proposal	School Organisation

#### **Aims of the EIA**

Purpose of the EIA	To identify risks associated with the potential expansion of Sandgate School
Summary of findings	Any impacts identified during the consultation process will be addressed appropriately at a later stage and added to this assessment.
Scope of the EIA: <ul style="list-style-type: none"> <li>• One directorate</li> <li>• Cross directorate</li> <li>• Outsourced organisation</li> </ul>	<ul style="list-style-type: none"> <li>• One Directorate – Children's Services</li> <li>• Sandgate School</li> <li>• Special Schools with abutting catchment areas</li> <li>• The local community</li> </ul>

## **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 (Establishment and Discontinuance of Schools) Regulations 2013	<a href="http://www.legislation.gov.uk/uksi/2013/3110/contents/made">http://www.legislation.gov.uk/uksi/2013/3110/contents/made</a>
Equality Needs Analysis 2016-17	<a href="http://www.cumbria.gov.uk/equalities/">http://www.cumbria.gov.uk/equalities/</a>
Cumbria Observatory (Children's Centre Profiles)	Sandgate School is situated within the East South Lakeland Sure Start Children's Centre footprint and some data reported in this EIA relates to this geographical area. Children's Centre Footprint profiles can be found at: <a href="https://www.cumbriaobservatory.org.uk/childrens-centre-footprint-profiles/">https://www.cumbriaobservatory.org.uk/childrens-centre-footprint-profiles/</a>
Education	Ofsted Inspection Report:  Sangate School Dated: 11 October 2012 Grade: Good <a href="https://reports.ofsted.gov.uk/provider/25/112465">https://reports.ofsted.gov.uk/provider/25/112465</a>
Ethnicity	5.9% of all pupils are from a Black Minority Ethnic (BME) background (January 20 School Census) and there are 77 languages spoken in Cumbria's schools. Carlisle has the largest proportion of pupils who speak English as an Additional Language.
Special Educational Needs	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. The county council currently does not have sufficient capacity in special schools to meet demand for places. A number of children every year must, therefore, be found alternative places outside the county, and in the independent sector. Providing additional places at Sandgate would allow a greater number of children with SEND to be educated within the county and closer to home.
Gender	In line with national data there is an attainment gap between girls and boys at KS1 and KS2. In Cumbria in 2019, the gap between the performance of the boys and girls for reading, writing and maths combined at KS1 was 12.1 percentage points for

	those achieving the expected standard – wider than the gap of 11.1 points in 2018. For KS2 the gap was 7.5 percentage points for reading, writing and maths combined – broadly equivalent to the gap in 2018 (7.7 points).
Social Care	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.
Staffing and redeployment opportunities.	Work will be undertaken with the school to identify whether there are any additional staffing needs due to the potential increased intake. Additional pupils will lead to additional funding, so any new staff will be funded via the school's budget.

## 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
Overall Deprivation (Index of Multiple Deprivation, measures deprivation across seven domains as follows: Income; Employment; Education, Skills and Training; Health and Disability; Crime; Barriers to Housing and Services; and Living Environment).			

Geographical Barriers to Services (Sub-Domain of the Index of Multiple Deprivation, which measures physical proximity to essential services)		In relation to geographical barriers to services, the 2019 IMD classified the area where Sandgate School is located as sitting within decile 9 (within the 80-90% least deprived of communities in England).	
Impact on education and care of children from the potential increased intake	Increased opportunities for those with complex and severe needs.  Reduced travel time for those who would otherwise have to be educated outside the county.		
Employees – potential redundancy/displacements			It is not envisaged that this will apply.
Leadership and Management	Guidance for governors on the statutory process to implement expansion.		CCC officers advising.
Transport			No action required.

**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, and 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 and disabilities.	There are insufficient places at special schools in Cumbria to meet demand for places. Children's needs are currently being met outside the county, often in costly independent settings. Educating these children closer to home will benefit them and their families, as well as helping to	None identified.	No action required.

	reduce the pressure in the High Needs Block.		

### Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Gender Attainment Gaps	No issues	No issues	No action required.

**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
English as an Additional Language (EAL)	There are 75 languages spoken in Cumbrian schools.	No issues	No action required.

### Attainment for Disadvantaged Pupils

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Educational attainment gaps	No issues	No issues	No action required.

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

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
None identified at this stage	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
None identified at this stage	None identified at this stage	None identified at this stage	No action required.

**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
School religious belief	None identified at this stage.	None identified at this stage.	No action required.

**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
Impact on the community	The potential expansion will increase opportunities for those with complex and severe disabilities in the local community.	None identified at this stage.	No action required.

### 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	Work to identify inequality issues	Andy Smart	During planning stage	None	Equality addressed within consultation process

	Make as fair and as accessible as possible				
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	Ongoing	Identified from issues raised	CCC pays due regard to preventing discrimination, promotes equality of opportunity and fosters good relations.
Implementation					

### Documents appended to the Equality Impact Assessment

### Quality Assurance and EIA completion

<b>Date completed</b>	
<b>Lead officer</b>	<b>Andy Smart</b>
<b>Have staff been involved in developing the EIA?</b>	
<b>Have community organisations been involved?</b>	
<b>Date of next refresh</b>	<b>This EIA will be refreshed throughout the course of the school change</b>