

Council

12 December 2017

Education and Learning (Schools) Capital Programme 2017/18

Recommendation from Cabinet

That Council approves the addition of £14,956,085 to the capital programme to deliver the schemes outlined in Section 3 of the report.

1.0 Key Issues

- 1.1 Cabinet on 9 November considered proposals to enlarge premises at three schools. These projects are set out in section 3. Some of the proposals include funding from developer contributions. Cabinet gave approval to these projects subject to Council approval of the addition of £14,956,085 to the capital programme.
- 1.2 The number of children entering Reception classes peaked for entry in September 2015 and, with no further housing development, will begin to stabilize from September 2016 and in some areas start to decrease.
- 1.3 The overall numbers of Primary school children will continue to grow until September 2018, as larger year groups work their way through, then overall numbers will begin to stabilise for the year groups entering Reception from September 2016 onwards although the impact of planned new housing will offset this.
- 1.4 Overall numbers in secondary schools will grow from September 2015 onwards as larger cohorts transfer from primary schools, currently expecting to peak in September 2022 to correspond with the Reception peak seven years earlier.
- 1.5 Where possible, and where economies of scale allow, expansions and building works will address other factors such as encouraging infant and junior to become primary, addressing pre-school requirements in an area, providing specialist SEN provision, and addressing any outstanding DDA requirements.
- 1.6 The increased birth rate has seen an associated rise in the number of children with special educational needs and we already secure places for a significant number of

pupils at establishments outside the county. The housing demand will bring further increase in demand for SEN provision.

- 1.7 Formal consultation is required on proposals that would permanently increase the capacity of a maintained school by:
 - (a) more than 30 pupils; and
 - (b) by 25% or 200 pupils (whichever is the lesser)
- 1.8 Proposals to increase the number of pupils admitted at schools across a wide area of Warwickshire are explained within this report.
- 1.9 Whilst the issue of sufficiency of provision has to take priority, it is important to ensure that schools that are not expanding are able to continue to operate within their existing accommodation. Details of proposed schemes to make improvements to existing schools are set out below. It is also important to recognise that whilst we are committed to offering good or outstanding places and invest in these schools; we are also committed to investing in schools struggling with improvements where the investment addresses capacity, education delivery, half forms to whole forms of entry and defects.
- 1.9 Cabinet has recently approved schemes to increase the number of special school places across the County; however, the need for further projects is required to meet demand and reduce the need for out of area placements. Details of these are provided. These projects will help ensure there is sufficient provision of the right type meeting the appropriate levels of need within Warwickshire; thereby reducing both the cost and need to send pupils to out of county placements.
- 1.10 The current available funding is set out in Section 2.

2.0 Available Funding

- 2.1 Allocations of grant funding from the Department for Education were notified to the authority in February 2016. Allocations are paid annually and are not available for expenditure until the start of the financial year within which they are received; all of the proposals in this report are able to be funded from existing, currently available resources and do not rely upon notional future grant allocations.
- 2.2 To ensure school places are available when needed it is sometimes necessary to temporarily fund capital spend from DfE Capital Grant in advance of the S106 money available for a project being received. Once the S106 contributions are received the DfE Grant funding can be released back into the capital programme. The available funds outlined in this report include £4.094 million of grant funding released in this way.

2.3 Breakdown of available funds

Balance of unallocated capital funds	£8,424,000
Release of temporary funding back into the capital programme (see paragraph 2.2)	£4,094,000
New developer funding received	£2,552,104
Education Skills Funding Agency (ESFA) Grant	£331,823
Total	£15,401,927

3.0 Proposals for 2017/ 2018 Capital Programme

3.1 The capital projects Cabinet recommended that Council add to the capital programme are as follows:

3.2 **Newdigate Primary School, Bedworth**

Newdigate primary school was previously expanded from 1form of entry (210 places) to 1.5 forms of entry (315 places). Due to the rise in birth rate and some small scale housing developments, Newdigate Primary school will be required to expand to 2 forms of entry (420 places).

In April 2016, Cabinet gave approval for a feasibility study to be undertaken to look in to ways in which the school could expand. Expansion plans include 4 new classrooms, a hall extension and internal refurbishment.

The school is experiencing a pressure on school places and have taken over 45 pupils in 5 of their 7 year groups; this has required temporary accommodation to be added to the school site. If approved, the expansion will be carried out in phases to limit disruption to the school. The first phase will be completed for the next academic year, at the beginning of September 2018.

In March 2017, the Cabinet authorised the publication of statutory proposals to make a prescribed alteration to the school. A consultation with key stakeholders was carried out between 6th September and 6th October 2017. Only two responses were received for the consultation for Newdigate both of which were responding negatively about the proposals. A response was received from Goodyers End Primary School who were concerned about how the expansion would negatively impact upon their school and the demand for places. However Newdigate already takes 60 in KS1 and Goodyers End has not been negatively impacted and has admitted close to its PAN in recent years. A copy of the consultation responses is available in Appendix 2 of the report submitted to Cabinet on 9 November.

Plans to expand the school include new classrooms, group rooms and internal refurbishment. The anticipated cost for the overall project is £1,000,000.

It is proposed to allocate:

Education capital resources £1,000,000

3.3 Champion School, Leamington Spa

On 14th April 2016, cabinet gave approval to allocate funding for a site development plan to look at options for expanding Champion School.

Due to large primary cohorts moving through to secondary schools from September 2019, plans have been considered for Champion School to expand from just over 5 forms of entry (published admission number of 155) to 7 forms of entry (published admission number of 210).

The growth of secondary age pupils has seen the year 7 intake number at Champion School rise from circa 97 pupils in September 2015 to over 130 in September 2017. These numbers are forecast to increase, resulting in insufficient secondary school places across Warwick and Leamington if Champion School does not increase by September 2019.

To try and ensure all schools viability, the strategy to expand Champion School in September 2019 provides that other schools will be allowed to fill to their PAN (allowing some capacity) in September 2018.

The school will be expanded in phases, with phase one including; demolishing temporary accommodation, new classroom block, extension of existing car park and refurbishment of the sports hall.

The works will be funded mainly through developer contributions although will need to be paid initially from education capital resources until developer funding has been received. Developer contributions that have been received by WCC to date will be allocated to the project.

A consultation with key stakeholders was carried out between 6th September and 6th October 2017. Of the 12 consultation responses 2 agreed with the proposals, 5 expressed neutral viewpoints, and 4 gave objections to the proposals. Two of the consultation responses raised issues of how the present number of teachers would cope with the increase in pupil numbers by 55 per year group. However with the raising of these pupil numbers with number of teachers would also increase proportionally. Therefore, the risk factors of unmanageable teaching levels that are associated with higher pupil numbers will not increase. The other objections detailed how these proposals would impact upon highways safety and the fears of the child being treated as

a commodity within an institution rather than as an individual where the teachers knew their names. A copy of the consultation responses is available in Appendix 3 to the report submitted to Cabinet on 9 November.

The overall cost of phase 1 at Champion School is circa £7,500,000. This can be partially funded by developer contributions. The local authority is due to receive further developer contributions which, once received, can be used to repay education capital resources.

Phase 2 will include the construction of a new 6th form block to allow for the refurbishment and reconfiguration of internal space in the main school which will release further 11-16 capacity. Funding for phase 2 is subject to a future Cabinet report.

It is proposed to allocate:

Education capital resources	£6,150,786
Developer contributions	£1,349,214
Total	£7,500,000

3.4 High Meadow Infant School, Coleshill

High Meadow Infant School is the only infant school in the planning area. There are 5 primary schools in the planning area, and at present parents have to apply for a place in year 3 at Coleshill Primary as though they were applying for a junior school. This contravenes the admissions code as places are not able to be reserved other than during the admissions coordinated scheme.

High Meadow currently has capacity for 90 pupils and expanding the age range would mean the school capacity would grow to 210. Expansion would take place gradually meaning the capacity would grow by 30 each year, with all primary years groups open in September 2022.

There is currently a pressure on places in the area, and in September 2016 Coleshill Primary School were required to take a bulge class in reception, these pupils will stay on roll at Coleshill until the end of year 6. Increasing the age range at High Meadow Infant School would mean in September 2019 pupils would retain a place at High Meadow Infant until the end year 6 making this a primary school. The pressure on places in KS2 is forecast to continue and increasing the age range at High Meadow would mean pupils could stay at the school and release pressure in KS2 at other local schools.

Initial feasibility work has been undertaken and the proposed project is likely to cost £1.65m. Plans include 4 new classrooms, group rooms and additional toilets.

In March 2017, the Cabinet authorised the publication of statutory proposals to make a prescribed alteration to the school. A consultation on increasing the age range at High Meadow Infant school to become a primary school was undertaken between

6th September and 6th October 2017. A consultation meeting took place at the school on 25th September 2017.

Of the 46 responses received, 23 were in agreement with the proposals, 6 were neutral and 17 disagreed with them. The responses which disagreed with the proposals highlighted the expansion of Coleshill Primary to 2FE, in both Infant and Junior, alongside this proposal as creating extra surplus space which would not be utilised. The responses also highlighted how this would impact upon Shustoke Primary; in particular, as according to the responders it takes a significant proportion of its pupils from the Coleshill area and so extra capacity in Coleshill would reduce this pressure on Shustoke. 7 of the responses raised traffic issues and asked how the infrastructure could be improved to cope with the increased demand. The positive responses highlighted the excellent nature of the school facilities and how an extended stay in the school from reception to Yr6 could only benefit children. From the local residents the responses are split between those who feel traffic issues were a higher risk and so were against the proposals and those who felt the local school was of sufficient calibre to mitigate these problems and so were in favour of the expansion into Junior. A copy of the consultation responses can be found in Appendix 4 of the report submitted to Cabinet on 9 November.

Cabinet approved the proposal to extend the age range of High Meadow Infant School and the allocation of £1,650,000 to build in the provision required.

It is proposed to allocate:

Education capital resources £1,650,000

3.5 Oakwood Special School, Nuneaton

Officers have been working alongside the school to explore whether additional capacity could be added due to a pressure on places for pupils with SEND across primary and secondary phases.

Pressure on places is particularly prevalent due to the complex needs of the pupils on roll at the school. The school is required to operate with smaller groups of pupils and each group of pupils require larger learning spaces.

In September 2017 the school were required to take an additional 9 pupils who would alternatively be provided education out of the area. An existing music room was converted in to specialist teaching accommodation. The cost of this conversion was £60,000.

A detailed audit of space at the school is due to be undertaken, this will enable officers to consider plans for increasing secondary provision; these plans are being considered alongside the long term vision for the school. The details and costings of future expansion to secondary provision will be subject to a future report.

It is proposed to allocate:

Education capital resources £60,000

3.6 Ridgeway Primary School and Round Oak Secondary School, Warwick

There is a need to create additional primary and secondary places for pupils with SEND in the Warwick area by September 2018.

Plans have been developed to reconfigure existing classrooms in both Ridgeway Primary and Round Oak Secondary Schools to create around 28 places (numbers dependent on the individual needs of the pupils placed).

This project will also support the two schools in developing closer collaborative working relationships and will support further joint developments to be tabled in the Spring 2018.

It is proposed to allocate:

Education capital resources £250,000

3.7 Arden Fields Academy, South Warwickshire

The Capital Asset and Organisation Board approved funding of £66,000 in November 2016 for what was River House School in Henley in Arden and has now been re-badged and re-launched as Arden Fields academy to improve security and to begin developing facilities for girls as the school became co-educational.

There are girls currently awaiting places at the school, with the alternative being costly placements at some distance from home. Approval is sought to complete capital works to create the additional facilities required to allow the school to become co-educational.

It is proposed to allocate:

Education capital resources £66,000

3.8 Specialist Nurture Provision, Countywide

A very successful and effective model of nurture provision for primary-aged learners with complex social emotional and mental health needs alongside impaired cognitive functioning has been developed by Brooke School in Rugby offering a combination of a nurture-based environment alongside therapeutic input to support access to the curriculum and a comprehensive assessment of need.

This time-limited 'revolving door' assessment placement is able to establish a comprehensive understanding of the pupil's needs either to support re-integration into mainstream education or, if necessary, referral to the right type of specialist placement.

This model has proved successful at Brooke School and the Council is now working in partnership with Brooke to support development of four more specialist nurture bases led by special schools across the County. There is a training and development programme being developed to start shortly to support special schools with these developments.

The cost of developing these bases with appropriate environments and equipment is expected to be in the order of £50,000 each. It is proposed to create 4 additional Specialist Nurture Provisions across the county, amounting to a total cost of £200,000.

Given the developments outlined under paragraph 1 above it is proposed that the Specialist Nurture provision will be developed alongside the capital works that will be required under Special School Sufficiency

It is anticipated that the provision will be in place by September 2018. Discussions are on-going regarding where to accommodate the provision, however it is expected that each provision will be in a different area of the county.

It is proposed to allocate:

Education capital resources £200,000

3.9 Aylesford Secondary School, Warwick

Pressure on secondary school places is forecast to increase as the number of primary age pupils is growing. Aylesford Secondary School is forecast to be taking up to PAN in year 7 from September 2019.

An inclusion unit within the school building is currently using valuable teaching accommodation and will need to be converted back to teaching space within the next 12-18 months.

It is proposed to convert the disused school bungalow into an inclusion unit so that the current existing space can be incorporated into classroom space to accommodate the extra year 7 students expected in September.

Proposed plans will cost £11,822; this includes reconfiguration and decoration, interactive whiteboard, computer, network link and switches.

It is proposed to allocate:

Education capital resources £11,822

3.10 Dunchurch Nursery Provision, Rugby

The Education and Skill Funding Agency (ESFA) invited local authorities to bid for funding to assist with the implementation of the new statutory duty for entitlement to 30 Hours per week funded childcare for working parents, which was introduced in

September 2017. Local Authorities have a duty under the Childcare Act 2016 to secure sufficient childcare to meet the requirements of parents who work.

All applications had to demonstrate that they would address an identified need for places in the local area, and that the provision was judged 'Good' or 'Outstanding' by Ofsted. Bids could be made for a maximum of 75% of the total cost of the project.

Warwickshire was awarded funding for Dunchurch Nursery Provision in ESFA round 2. The total project cost is £175,764. ESFA are funding £131,823 and £43,941 would be funded by education capital resources.

The Council will be responsible for monitoring the project in accordance with the grant terms and conditions, and the grant award needs to be added to the Capital Programme. Cabinet approval is requested in order to allocate this funding to the Capital Programme.

It is proposed to allocate:

Education capital resources	£43,941
ESFA	£131,823

The £131,823 ESFA funding was added to the capital programme as a Portfolio Holder decision on 21 April 2017. It is included again here for completeness.

3.11 Weddington Pre-School Provision, Nuneaton

Weddington Pre-School is an outstanding provision which currently has capacity for 40 children per session. Due to a shortage of Early Years places in this area of Nuneaton, a project has been identified to expand the provision in order that it can provide places for 70 children per session.

The increased demand for places is due to housing developments taking place in the surrounding area. The current location on the school site is convenient for parents and enables children to have the best start as the Pre-School work closely with the school so that children have a smooth transition to the next stage of their learning journey.

Weddington Pre-School has been running at full capacity; (limited sessions available for 3+ years at irregular times only, meaning they are not able to meet the needs of the local families, because of space restrictions, facilities and session times required by working parents).

The Nursery is a not for profit organisation and are unable to afford to cover the project costs. A new building would enable Weddington Pre-School to:

- Provide children a safe and high quality environment
- Increase the number of 30 hour places meeting the needs of local families and helping WCC meet its duty to secure sufficient early years places

Proposed plans include demolishing two existing buildings and creating a new larger nursery building, including an office and a small kitchen area, in addition to making good existing tarmac play area disturbed by works, and extend existing play area.

It is proposed to allocate:

Education capital resources £388,000

3.12 Goodyers End Primary School, Bedworth

A temporary classroom on the site of Goodyers End Primary School is currently unfit for purpose and requires demolition. The ESFA have agreed to fund the cost of the demolition project as part of the Priority School Building Programme.

The project is due to be carried out by WCC property services and will include removing the temporary classroom and making good the area.

It is proposed the project is allocated to the capital programme:

Education Skills Funding Agency £200,000

3.13 Eastlands Primary School, Rugby

In September 2014 Eastlands Primary School took a bulge reception class which required a temporary classroom to be added to the school site.

Funding approval was given for a three year lease on the temporary classroom. As the pupils in the bulge class will remain on roll at the school for a further 4 years, additional funding is required to extend the lease.

To extend the lease for a further 4 years will cost £100,000. The hire period for the classroom will end in July 2021 when the bulge class leave primary school.

It is proposed to allocate:

Education capital resources £100,000

3.14 Wellesbourne Primary School

Wellesbourne Primary School has seen an increase in the number of pupils attending the school, with numbers continuing to rise over the next few years until the school is up to capacity across all year groups.

Currently pupils in the annex site have to walk to the main site every day as there are no catering facilities on the infant school site. Proposals include a new small hall and servery to the annex site and temporary classrooms on the main school site.

A feasibility study has been undertaken and it is anticipated that the proposed works will cost £900,000.

It is proposed to allocate:

Education capital resources £900,000

3.15 Michael Drayton Junior School, Hartshill

Michael Drayton Junior School has a PAN of 128, which is 4 forms of entry (FE). Due to pressure on places in the area, the number of pupils in local infant schools has risen. From September 2018, there is a need to increase Junior provision to secure sufficient school places. Officers have been working with the school on proposals to expand the school and increase capacity to 5 forms of entry.

In March 2017, the Cabinet authorised the publication of statutory proposals to make a prescribed alteration to the school. A consultation took place on increasing the capacity at Michael Drayton Junior School undertaken between 6th September and 6th October 2017. Of the 17 responses received, 11 of which were on paper, 5 disagreed with the proposal, 5 agreed with the proposal and 7 gave a neutral response. Several of the responses were worried about the traffic issues in the surrounding area and how this would place unmanageable burdens upon the infrastructure. The responses which agreed with the proposals understood there was a need in the area and how a project would have to be complete to mitigate this demand. A copy of the responses is available in Appendix 5 of the report submitted to Cabinet on 9 November.

Proposals to expand the school include 4 new classrooms and a hall extension, in addition to expanding the current staff room and providing group spaces. If approval is given, works would be carried out in phases to minimise disruption to the school and ensure facilities are in place for the large cohort due to start at the junior school in September 2018.

It is proposed to allocate:

Education capital resources £551,609

Developer funding £948,391

Total £1,500,000

3.16 Bilton School Refocus Unit, Rugby

In the academic Year 16/17, there were 22 students accessing full or part time provision and 19 students raised as cause for concerns at stage 1-3 of Area Behaviour Partnership (ABP) intervention/monitoring.

Bilton School has had large in-year budget deficits since 2014 but despite this huge sums of money have been spent on Alternative Provision. Some of this has been recovered by the ABP but this has been an unknown quantity.

Bilton School has a small minority of high profile students who require a base in the school where they can be educated in an environment more suited to their needs. The ultimate vision and goal of providing this is; they remain in school, in education, and achieve their full potential with outcomes which will benefit them for their entire future.

Quality of teaching at alternative providers is mixed as reflected in the ABP quality assurance visits. Vocational providers offer stronger teaching in their vocational specific areas i.e. Coventry Building Workshop (CBW) or Coombe Abbey. Quality provision in core subject and English Baccalaureate areas is less accessible with only Vineyards using qualified subject teachers. Alternative Education Provider LAMP in Leamington Spa are increasing their options for academic subjects including English and Maths as well as Japanese but are now only offering places to Autism Spectrum Disorders (ASD) students. Other providers such as PAYP are led by learning mentors and online learning where outcomes have been less positive. To create an alternative refocus area within the existing school building, led by school teachers and staff, would allow the school to remain in full control of teaching, learning and outcomes of those students.

Based on current students accessing Alternative Provision who will remain in 2017/18, a new bespoke Re-Focus area in school would aim to support the reintegration of 11 students to mainstream school. This does not take into account current students who are accessing mainstream but are at risk of permanent exclusion or on the cusp of requiring a re-focus experience.

The proposal is to divide a large room into two in order to provide small teaching and learning areas. This will give 3 areas of manageable sized segregation zones. The office will be accessed through one of the classrooms and the creation of a corridor will allow for access through the area to the toilet, into the garden and the gym area. The option to refurbish the gym and changing rooms gives the school the ability to offer to these students education in healthy lifestyles. Mental health well-being is often linked to physical health and the intention is to equip the gym with suitable apparatus to aid this. The proposal will also create an outside area for teaching and sporting activities.

WCC has received S106 funds which must be used on secondary provision in the area.

It is proposed to allocate:

Developer funding £254,499

3.17 New Primary School, North Nuneaton (for information only)

Due to the increase in primary age pupils in the North of Nuneaton, a new school is required from September 2019.

The Department for Education (DfE) have recently approved REAch2 as a sponsor to open a new school in Nuneaton. The Education Skills Funding Agency (ESFA) is working alongside WCC and REAch2 in order the school can open in September 2019

Land for the new primary school has been transferred to WCC and the ESFA will be funding and delivering the project for September 2019. Developer Funding, once received, will be transferred to ESFA to support the development of the school and will be included in a future report to Cabinet.

3.18 Minor Works block-header

It is necessary to allocate £300,000 to a minor works block-header. This enables officers to ensure any minor works on school sites, such as urgent safeguarding issues, to be carried out throughout the year. Project spend is subject to Capital Access and Organisation Board approval.

It is proposed to allocate

Education capital resources £300,000

3.19 DDA block-header

Throughout the academic year alterations are required at identified schools to ensure pupils with SEND are able to access mainstream education.

This block-header will be used when officers are notified that a school needs capital works, for example, a disabled toilet or a ramp, in order that it is accessible to a specific child. This funding also enables Officers to add acoustic sound panels to classrooms which improves pupil's behaviour and creates a calm learning environment.

It is proposed to allocate

Education Capital Resources £400,000

3.20 Future funding for SEND Provision Nuneaton (for information only)

Warwickshire County Council is set to receive circa £400,000 allocation from the Education Skills Funding Agency (ESFA) in April 2018 for SEND provision.

Officers are giving consideration to how best make use of this funding to maximise the impact on SEND provision in Warwickshire. Education and Learning Capital Programme report to Cabinet in early 2018 will outline plans for this funding. Spend subject to a future report, subject to approval.

4.0 Finance

- 4.1 Details of currently available capital funding are listed in section 2 of the report. This available funding is a total of **£15,401,927**.
- 4.2 The project costs outlined within this report total **£14,956,085**, of which £2,552,104 is from developer funding, £331,823 is funding from Education Skills Funding Agency and £12,072,158 is from Education capital resources.
- 4.3 This leaves a balance of **£445,842** for future education capital projects. All future capital projects would be subject to a separate report to Cabinet.
- 4.4 See **Appendix 1** for breakdown of income and expenditure.

5. Revenue Implications

- 5.1 Where schools are expanding at the request of the Local Authority, there is often a revenue implication in that additional teaching staff are required in the September but the schools budget does not reflect this until the following April. The Schools Forum have agreed a policy to provide interim funding to schools to account for this and resources are provided from within the Dedicated Schools Grant (DSG). The schools noted in this report for expansion will be included in the relevant DSG budgets presented to the Forum for approval. However, it should be noted that the additional revenue costs associated with school expansions do put additional pressure on the DSG budgets which can contribute to DSG overspends.

6.0 Timescales associated with the decision and next steps

- 6.1 The Government is reviewing the responsibilities of local authorities in relation to children, although responsibility for ensuring every child has a school place and ensuring the needs of vulnerable learners are met are expected to remain. Any implications for the proposals in this report that may arise as further details of these future proposals emerge will be brought back to Elected Members.

7.0 Background papers

Responses from Schools and other correspondence – available on the website with the Cabinet papers for 9 November 2017

	Name	Contact Information
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Portfolio Holder	Cllr Colin Hayfield	cllrhayfield@warwickshire.gov.uk

Appendices

Appendix 1 – Finance Breakdown

Appendix 2 – EQIA

This report was circulated to the following members prior to publication:

Elected Member(s):

Cllr Colin Hayfield

Cllr Jeff Morgan

Cllr Yousef Dahmash

Cllr Chris Williams

Cllr Corinne Davies

Cllr Jerry Roodhouse

Summary of the Proposed Additions Schools Capital Programme and its Financing

		DfE Capital Grant £		
Unallocated DfE Capital Grant		8,424,000		
Release of cash-flow temporary funding		4,094,000		
Subtotal		12,518,000		

Proposed Capital Investment	Total cost £	Funding Source		
		DfE Capital Grant £	S106 £	Other (ESFA) £
Campion Phase 1 (incl Sports Hall refurb)	7,500,000	6,150,786	1,349,214	
Newdigate Primary School	1,000,000	1,000,000		
High Meadow Infant School	1,650,000	1,650,000		
Oakwood Special School	60,000	60,000		
Dunchurch Nursery Provision	175,764	43,941		131,823
Ridgeway /Round Oak	250,000	250,000		
Arden Fields	66,000	66,000		
Aylesford	11,822	11,822		
Weddington	388,000	388,000		
Goodyers End Primary School	200,000			200,000
Eastlands Primary School	100,000	100,000		
Wellesbourne Primary School	900,000	900,000		
Michael Drayton Primary	1,500,000	551,609	948,391	
DDA Blockheader 2018/19	400,000	400,000		
Minor Works 2018/19	300,000	300,000		
Bilton	254,499		254,499	
Specialist Nurture Provision	200,000	200,000		
Total Allocations	14,956,085	12,072,158	2,552,104	331,823

Remaining Unallocated DfE Capital Grant	445,842
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EQUALITY IMPACT ASSESSMENT/ ANALYSIS (EqIA)

Education and Learning Schools Capital Programme

Warwickshire County Council

Equality Impact Assessment/ Analysis (EqIA)

Group	Communities
Business Units/Service Area	Education and Learning
Plan/ Strategy/ Policy/ Service being assessed	Education and Learning Schools Capital Programme 2017/18
Is this is a new or existing policy/service? If existing policy/service please state date of last assessment	New programme of work
EqIA Review team – List of members	Sarah Mills Chloe McCart Bern Timings
Date of this assessment	18/10/2017
Signature of completing officer (to be signed after the EqIA has been completed)	S.Mills
Are any of the outcomes from this assessment likely to result in complaints from existing services users and/ or members of the public? If yes please flag this with your Head of Service and the Customer Relations Team as soon as possible.	<u>NO</u>
Name and signature of Head of Service (to be signed after the EqIA has been completed)	Chris Malone
Signature of GLT Equalities Champion (to be signed after the EqIA is completed and signed by the completing officer)	Phil Evans

A copy of this form including relevant data and information to be forwarded to the Group Equalities Champion and the Corporate Equalities & Diversity Team

Form A1

INITIAL SCREENING FOR STRATEGIES/POLICIES/FUNCTIONS FOR EQUALITIES RELEVANCE TO ELIMINATE DISCRIMINATION, PROMOTE EQUALITY AND FOSTER GOOD RELATIONS



High relevance/priority



Medium relevance/priority



Low or no relevance/ priority

Note:

1. Tick coloured boxes appropriately, and depending on degree of relevance to each of the equality strands
2. Summaries of the legislation/guidance should be used to assist this screening process

Business Unit/Services:	Relevance/Risk to Equalities																										
State the Function/Policy /Service/Strategy being assessed:	Gender			Race			Disability			Sexual Orientation			Religion/Belief			Age			Gender Reassignment			Pregnancy/ Maternity			Marriage/ Civil Partnership (only for staff)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
Sufficiency Strategy			✓			✓			✓			✓			✓			✓			✓						
Are your proposals likely to impact on social inequalities e.g. child poverty for example or our most geographically disadvantaged communities? If yes please explain how. N/A																								YES/ NO			
Are your proposals likely to impact on a carer who looks after older people or people with disabilities? If yes please explain how.																								YES/ NO			

Form A2 – Details of Plan/ Strategy/ Service/ Policy

Stage 1 – Scoping and Defining

(1) What are the aims and objectives of Plan/Strategy/Service/Policy?

The Capital Programme outlines how funds will be allocated to specific projects in order for Warwickshire County Council to undertake their legal duty.

Warwickshire County Council has a legal duty to:

- ensure sufficient schools and places in a locality;
- secure sufficient early years & childcare places;
- ensure sufficient post 16 provision;
- provide appropriate education provision for children with special educational needs and disabilities;
- promote high education standards;
- ensure fair access to educational opportunity;
- promote the fulfilment of every child’s education potential;
- promote diversity and parental choice.

It is the Council’s role to plan, commission and organise school places in a way that raises standards, manages supply and demand and creates a diverse infrastructure. The programme sets outlines proposals, costs and timeframes including the results of any formal consultation. The Capital Programme is in place to ensure public funds are spent in a transparent, objective, cost effective and sustainable way.

<p>(2) How does it fit with Warwickshire County Council's wider objectives?</p>	<p>By ensuring children are able to continue to access education it fits in with the objectives of Learning and Achievement to:</p> <ul style="list-style-type: none"> ● Ensure every child and young person has access to a place in high quality early years settings, or schools, or learning providers, and providing learning opportunities for adults; ● Ensure [access to] provision for children and young people with special educational needs, and vulnerable groups; and to ● Support young people in the transition to adulthood and employment, especially the most vulnerable.
<p>(3) What are the expected outcomes?</p>	<p>To ensure sufficient and appropriate education and early years provision throughout Warwickshire.</p>
<p>(4) Which of the groups with protected characteristics is this intended to benefit? (see form A1 for list of protected groups)</p>	<p>The Capital Programme is in place to ensure all children have access to the most appropriate education provision. This could benefit any of the above groups with protected interests.</p>
<p><u>Stage 2 - Information Gathering</u></p>	
<p>(1) What type and range of evidence or information have you used to help you make a judgement about the plan/ strategy/ service/ policy?</p>	<p>Forecasting information incorporating; local plans, housing developments, birth data, early years data and school admissions data, patterns of movement. SEN Sufficiency planning and gap analysis</p>
<p>(2) Have you consulted on the plan/ strategy/ service/policy and if so with whom?</p>	<p>Formal consultation has been undertaken on several proposals within the Capital Programme where there would be a permanent increase in the capacity of a school by:-</p> <p>(a) more than 30 pupils; and</p>

	(b) by 25% or 200 pupils (whichever is the lesser)		
(3) Which of the groups with protected characteristics have you consulted with?	Where an individual proposal has been consulted on the following parties will have been consulted: parents attending the school involved, local schools, Local Members, bordering Local Authorities		
Stage 3 – Analysis of impact			
(1) From your data and consultations is there any adverse or negative impact identified for any particular group which could amount to discrimination? If yes, identify the groups and how they are affected.	RACE No	DISABILITY No	GENDER No
	MARRIAGE/CIVIL PARTNERSHIP No	AGE No	GENDER REASSIGNMENT No
	RELIGION/BELIEF No	PREGNANCY MATERNITY No	SEXUAL ORIENTATION No

(2) If there is an adverse impact, can this be justified?	N/A		
(3)What actions are going to be taken to reduce or eliminate negative or adverse impact? (this should form part of your action plan under Stage 4.)	N/A		
(4) How does the plan/strategy/service/policy contribute to promotion of equality? If not what can be done?	Whilst the Capital Programme is in place to ensure sufficient and appropriate education for all pupils within Warwickshire, there are specific proposals within the programme that address the shortage of local provision for those pupils with a Special Educational Need or Disability or facilitate access to mainstream provision for those children with SEND		
(5) How does the plan/strategy/service/policy promote good relations between groups? If not what can be done?	Integration of pupils with SEND into mainstream provision		
(6) Are there any obvious barriers to accessing the service? If yes how can they be overcome?	N/A		
(7) What are the likely positive and negative consequences for health and wellbeing as a result of this plan/strategy/service/policy?	It is not anticipated that the proposed changes will have a negative impact on health and wellbeing. The positive impact will be children provided with education provision within their local area.		

(8) What actions are going to be taken to reduce or eliminate negative or adverse impact on population health? (This should form part of your action plan under Stage 4.)	It is not anticipated that the proposed changes will have a negative or adverse impact on population health.
(9) Will the plan/strategy/service/policy increase the number of people needing to access health services? If so, what steps can be put in place to mitigate this?	No.
(10) Will the plan/strategy/service/policy reduce health inequalities? If so, how, what is the evidence?	No.

<u>Stage 4 – Action Planning, Review & Monitoring</u>															
<p>If No Further Action is required then go to – Review & Monitoring</p> <p>(1)Action Planning – Specify any changes or improvements which can be made to the service or policy to mitigate or eradicate negative or adverse impact on specific groups, including resource implications.</p>	<p>EqlA Action Plan</p> <table border="1" data-bbox="860 1094 2101 1305"> <thead> <tr> <th data-bbox="860 1094 1113 1169">Action</th> <th data-bbox="1113 1094 1355 1169">Lead Officer</th> <th data-bbox="1355 1094 1601 1169">Date for completion</th> <th data-bbox="1601 1094 1852 1169">Resource requirements</th> <th data-bbox="1852 1094 2101 1169">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="860 1169 1113 1305">To review / revise the document following</td> <td data-bbox="1113 1169 1355 1305">Bern Timings, Emma Basden-Smith</td> <td data-bbox="1355 1169 1601 1305">Feb 2018</td> <td data-bbox="1601 1169 1852 1305"></td> <td data-bbox="1852 1169 2101 1305"></td> </tr> </tbody> </table>					Action	Lead Officer	Date for completion	Resource requirements	Comments	To review / revise the document following	Bern Timings, Emma Basden-Smith	Feb 2018		
Action	Lead Officer	Date for completion	Resource requirements	Comments											
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	implementation.				
(2) Review and Monitoring State how and when you will monitor policy and Action Plan	The Programme of works will be regularly reviewed as the proposals move through the democratic services / consultation process.				

Please annotate your policy with the following statement:

‘An Equality Impact Assessment/ Analysis on this policy was undertaken on 18/10/2017 and will be reviewed on an annual basis.