

EQUALITY IMPACT ASSESSMENT/ ANALYSIS (EqIA)

Education and Learning Schools Sufficiency Strategy

Warwickshire County Council

Equality Impact Assessment/ Analysis (EqIA)

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| Group | Communities |
| Business Units/Service Area | Education and Learning |
| Plan/ Strategy/ Policy/ Service being assessed | Education Sufficiency Strategy |
| Is this is a new or existing policy/service? | It is an existing policy / service which is subject to review. |
| If existing policy/service please state date of last assessment | July 2017 |
| EqIA Review team – List of members | Bern Timings Emma Basden-Smith |
| Date of this assessment | 22/05/2018 |
| Signature of completing officer (to be signed after the EqIA has been completed) | B.Timings |
| 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 Sufficiency Strategy will help schools, parents, council staff, local partners and stakeholders understand how Warwickshire County Council plans and provides school places to ensure that all children and young people thrive in sustainably good or outstanding schools and settings throughout their education, wherever they live.

It sets out the principles underpinning school place planning; the ways in which places will be delivered, the information which will be used and the way we work with people to deliver high quality, accessible schools and early years places for all learners.

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.

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| | <p>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. This strategy provides for the longest possible planning horizon to ensure that need is anticipated and met in a transparent, objective, cost effective and sustainable way.</p> |
| (2) How does it fit with Warwickshire County Council's wider objectives? | <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. |
| (3) What are the expected outcomes? | To ensure sufficient and appropriate education and early years provision throughout Warwickshire. |
| (4) Which of the groups with protected characteristics is this intended to benefit? (see form A1 for list of protected groups) | The sufficiency strategy is in place ensure all children have access to the most appropriate education provision. This could benefit any of the above groups with protected interests. |
| <u>Stage 2 - Information Gathering</u> | |
| (1) What type and range of evidence or | Forecasting information incorporating; local plans, housing developments, birth data, early |

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| <p>information have you used to help you make a judgement about the plan/ strategy/ service/ policy?</p> | <p>years data and school admissions data, patterns of movement.</p> | | |
| <p>(2) Have you consulted on the plan/ strategy/ service/policy and if so with whom?</p> | <p>Information and Engagement events on the sufficiency strategy and subsequent delivery of school places across Warwickshire were held for Early Years settings, Head Teachers and school Governors</p> | | |
| <p>(3) Which of the groups with protected characteristics have you consulted with?</p> | <p>All schools and Early Years settings within Warwickshire have been informed of the Strategy and were invited to attend the Information and Engagement events.</p> | | |
| <p>Stage 3 – Analysis of impact</p> | | | |
| <p>(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.</p> | <p>RACE</p> | <p>DISABILITY</p> | <p>GENDER</p> |
| | <p>MARRIAGE/CIVIL PARTNERSHIP</p> | <p>AGE</p> | <p>GENDER REASSIGNMENT</p> |

| | RELIGION/BELIEF | PREGNANCY MATERNITY | SEXUAL ORIENTATION |
|--|--|------------------------|--------------------|
| (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? | The strategy does not distinguish between any groups with protected characteristics as it is in place to ensure sufficient and appropriate education for all pupils within Warwickshire. | | |
| (5) How does the plan/strategy/service/policy promote good relations between groups? If not what can be done? | | | |
| (6) Are there any obvious barriers to accessing the service? If yes how can they be overcome? | N/A | | |

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| (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 quickly provided with education provision within their priority 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> | |
| If No Further Action is required then go to – Review & Monitoring | EqIA Action Plan |

| (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. | Action | Lead Officer | Date for completion | Resource requirements | Comments |
|---|---|---------------------|----------------------------|------------------------------|-----------------|
| | To review / revise the document following consideration by Corporate Board / O&S. | | | | |
| | To review / revise the document following consultation exercise | | | | |
| | To review / revise the document following implementation. | | | | |
| (2) Review and Monitoring State how and when you will monitor policy and Action Plan | The policy will be regularly reviewed as the proposals move through the democratic services / consultation process. | | | | |

Please annotate your policy with the following statement:

Council 26 July 2018

Item 7 Appendix B

'An Equality Impact Assessment/ Analysis on this policy was undertaken on 24/01/2017 and will be reviewed on an annual basis.