

## EQUALITY IMPACT ASSESSMENT (EIA)

### Education (Schools) Capital Programme 2019/20

*Before completing this document please refer to our 'Guide to Equality Impact Assessments' [here](#).*

<b>Service/policy/strategy/practice/plan being assessed</b>	Education (Schools) Capital Programme 2019/20
<b>Business Unit/Service Area</b>	Education and Learning
<b>Is this a new or existing service/policy/strategy/practice/plan?</b>  <i>If an existing service/policy/strategy/practice/plan please state date of last assessment</i>	New programme of work
<b>EIA Review team – list of members</b>	Emma Basden-Smith Bern Timings
<b>Do any other Business Units/Service Areas need to be included?</b>	Strategic Asset Management
<b>Date of assessment</b>	18/03/19
<b>Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and/or employees?</b>  <i>If <b>yes</b> please let your Assistant Director and the Customer Relations Team know as soon as possible</i>	<b>Yes/ No</b>

### Details of service/policy/strategy/practice/plan

Scoping and Defining	
<p>(1) What are the aims, objectives and outcomes of the service/policy/strategy/practice/plan?</p>	<p>The Capital Programme outlines how funds will be allocated to specific projects in order for Warwickshire County Council to undertake their legal duty.</p> <p>Warwickshire County Council has a legal duty to:</p> <ul style="list-style-type: none"> <li>• ensure sufficient schools and places in a locality;</li> <li>• secure sufficient early years &amp; childcare places;</li> <li>• ensure sufficient post 16 provision;</li> <li>• provide appropriate education provision for children with special educational needs and disabilities;</li> <li>• promote high education standards;</li> <li>• ensure fair access to educational opportunity;</li> <li>• promote the fulfilment of every child's education potential;</li> <li>• promote diversity and parental choice.</li> </ul> <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. 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>
<p>(2) Who are the customers?</p>	<p>Schools and school age children (including children within the 0-18 age range, or 0-19 for SEND) in the geographical areas associated with the proposed projects</p>

<p>(3) How has equality been considered in the development or review so far?</p>	<p><b>N/A</b></p>
<p>(4) What is the reason for the change/development?</p>	<p>The Education Capital Programme is in place to ensure all children have access to the most appropriate education provision.</p>
<p>(5) How does it fit with Warwickshire County Council's wider objectives?</p>	<p>Warwickshire's Education Strategy 2018 - 23 outlines the priorities for the next five years. The sufficiency of school and early years places aligns with these challenges:</p> <ul style="list-style-type: none"> <li>• WE1: Early Years: Our challenge is to foster children's love of learning from birth through early childhood and into Year 1 so that all young children achieve their potential</li> <li>• WE2: An Empowering Curriculum: Our challenge is to promote a broad, empowering and creative curriculum, focusing on times of transition, and prioritising vulnerable groups</li> <li>• WE3: Family of Schools: Our challenge is for all learners to enjoy a high quality learning experience</li> <li>• WE4: Employability: Our challenge is to champion employability by promoting the best opportunities for all learners</li> </ul>
<p>(6) Why might it be important to consider equality and the</p>	<p>The Education Capital Programme could benefit any of the groups with protected characteristics, and the data analysis and consultations do not suggest there will be any adverse or negative impact identified for any particular group.</p>

protected characteristics?	
<b>Information Gathering</b>	
<p>(7) What sources of data have you used?</p> <p><i>You must keep a record of any data you have currently used as supporting evidence</i></p>	<p>Pupil number forecasting information incorporating; local plans, housing developments, birth data, early years data and school admissions data, patterns of movement.</p> <p>SEN Sufficiency planning and gap analysis.</p>
<p>(8) What does the data you have tell you about your customers and about protected equality groups?</p>	<p>Pupil number forecasting information takes no distinction in relation to protected characteristics.</p>
<p>(9) What do you need to know more about?</p>	<p>Work undertaken in relation to the Disability Access Block Header proposed in the report will require additional information in relation to individual pupils needs so the appropriate alterations can be made to ensure pupils with SEND are able to access mainstream education.</p>
<p>(10) How could you find this out and who could help you?</p>	<p>All projects undertaken in relation to the Disability Access Block Header proposed in the report will be considered by the Disability Access Working Group.</p>
<b>Engagement and Consultation</b>	

(11) Who have you consulted with from protected equality groups?	Where relevant formal consultation has been undertaken in accordance with statutory requirements - this Included information on WCC consultation website and statutory notice in local press, together with information to all school parents and other local schools and settings.
(12) Who else could you consult with?	<b>N/A</b>
(13) Who can help you to do this?	<b>N/A</b>
<b>Monitor and Evaluate</b>	
(14) How will you monitor and evaluate the service/policy/strategy/practice/plan?	The programme of works will be regularly reviewed and reported by exception to the Education Capital Access and Organisation Board.

**Please note: Further information and advice about the corporate consultation process can be found [here](#).**


<b>(15) Analysis of impact and potential actions:</b>				
<b>Protected characteristics from the Equality Act 2010</b>	<b>What do you know? Summary of data about/feedback from your service-users and/or staff</b>	<b>What does this mean?</b>		<b>What can you do? All potential actions to:</b> <ul style="list-style-type: none"> <li>● Eliminate discrimination/mitigate negative impact</li> <li>● Advance equality of opportunity</li> <li>● Foster good relations</li> </ul>
		<b>Positive impacts identified (actual and potential)</b>	<b>Negative impacts identified (actual and potential)</b>	
<b>Age</b>	<b>N/A</b>			
<b>Disability</b>	All adaptations which are specific to individual learners have input from the learner.	This consultation ensures work is fit for purpose and right first time.	<b>None</b>	
<b>Sex</b>	<b>N/A</b>			
<b>Race</b>	<b>N/A</b>			
<b>Religion or belief</b>	<b>N/A</b>			

<b>Gender Reassignment</b>	N/A			
<b>Pregnancy and Maternity</b>	N/A			
<b>Sexual orientation</b>	N/A			
<b>Marriage and Civil Partnership</b>  (Note: only in relation to due regard to eliminating unlawful discrimination)	N/A			



<b>(16) Outcomes of Equality Impact Assessment</b>		
<b>Action</b>	<b>Timescale</b>	<b>Responsibility</b>

<b>Date of Next Review</b>	<b>18/03/20</b>
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Name and signature of Officer completing the EIA	Bern Timings
Name and signature of Assistant Director	
Name and signature of Directorate Equalities Champion	

*If you would like any equalities support or advice on this completed document, please contact the Equalities Team on 01926 412370 or [equalities@warwickshire.gov.uk](mailto:equalities@warwickshire.gov.uk)*

**NEXT STEPS ONCE COMPLETED:**

- 1. Go to File – Rename, and enter a new document name (e.g. Title of the EIA followed by - EIA)**
- 2. Go to Share (top right hand corner) Add Assistant Director and the Directorate Equalities Champion with ‘can edit’ option to gain their signatures and for recording purposes**
- 3. Once signed off, ensure the completed EIA is saved in a secure place**