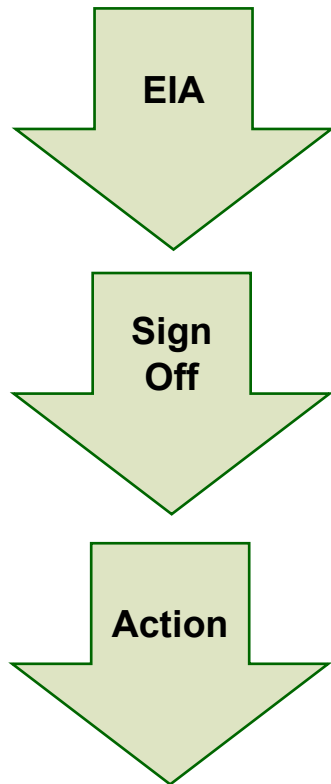


## Warwickshire County Council (WCC) Equality Impact Assessment (EIA) Form

The purpose of an EIA is to ensure WCC is as inclusive as possible, both as a service deliverer and as an employer. It also demonstrates our compliance with Public Sector Equality Duty (PSED).

This document is a planning tool, designed to help you improve programmes of work by considering the implications for different groups of people. A guidance document is available [here](#).

Please note that, once approved, this document will be made public, unless you have indicated that it contains sensitive information. Please ensure that the form is clear and easy to understand. If you would like any support or advice on completing this document, please contact the Equality, Diversity and Inclusion (EDI) team via [equalities@warwickshire.gov.uk](mailto:equalities@warwickshire.gov.uk), or if it's relating to health inequalities, please contact Public Health via [padmin@warwickshire.gov.uk](mailto:padmin@warwickshire.gov.uk).



- Having identified an EIA is required, ensure that the EIA form is completed before any work is started. This includes gathering evidence and / or engaging the relevant stakeholders to inform your assessment.
- Brief the relevant Assistant Director for sign off and upload the completed form here: [Upload Completed Equality Impact Assessments](#). Please name it "EIA [project] [service area] [year]"
- Undertake further research / engagement to further understand impacts (if identified).
- Undertake engagement and / or consultation to understand if EIA has identified and considered impacts.
- Amend accordingly to engagement / consultation feedback and brief decision makers of any changes.
- Implement proposed activity.
- Monitor impacts and mitigations as evidence of duty of care.

## Section One: Essential Information

<b>Service / policy / strategy / practice / plan being assessed</b>	Warwickshire Education Sufficiency Strategy 2024-2029
<b>Business Unit / Service Area</b>	Education Services
<b>Is this a new or existing service / policy / strategy / practice / plan?</b>  If existing, please state date of last assessment.	Existing Strategy - May 2018
<b>EIA Authors</b>  <b>N.B.</b> It is best practice to have more than one person complete the EIA to bring different perspectives to the table.	Emma Basden-Smith
<b>Do any other Business Units / Service Areas need to be included?</b>	
<b>Does this EIA contain personal and / or sensitive information?</b>	No

**Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?**

No

**1. Please explain the background to your proposed activity and the reasons for it.**

The Council has a statutory duty to ensure there is sufficient education provision and viable local supply exists to meet local need and demand. Within this context our role varies across the differing education sectors – Early Years, primary and secondary school provision, Post 16 and special educational needs and disabilities (SEND).

The Warwickshire Education Sufficiency Strategy 2024 – 2029 is a core strategy which sets out how the council will plan, develop and commission education provision and encompasses early years, school places, Post 16 and SEND.

In order to deliver on this responsibility, we work in partnership with, and rely on, the support of school leaders, headteachers, governors, academy trusts, education providers and the private, voluntary and independent sector.

**2. Please outline your proposed activity including a summary of the main actions.**

The Warwickshire Education Sufficiency Strategy seeks to deliver Priority 3 - 'Sufficiency and Admissions', of the draft Education Strategy 2024-2029, ensuring that school places are provided in the right place at the right time.

To support the delivery of this strategy, it is proposed to focus our efforts on the following four priorities:

- Priority one - Strategic planning/Right places at right time

- Priority two - Effective commissioning
- Priority three - Partnership and collaboration
- Priority four - Managing and supporting change.

The delivery of the Strategy will be overseen by Access to Education and each autumn we will produce a report to Cabinet through an annual update detailing the current pupil number forecasts, sufficiency plans, and an overview of the pressures expected over the forthcoming five-year period.

### 3. Who is this going to impact and how?

Customers	Members of the Public	Employees	Job Applicants
<b>Other, please specify:</b>	Local Residents, SEND pupils, Families, education providers		

## Section Two: Evidence

Please include any evidence or relevant information that has influenced the decisions contained in this EIA. This could include demographic profiles; audits; research; health needs assessments; national guidance or legislative requirements and how this relates to the protected characteristic groups and additional groups outlined in Section Four.

### **A – Quantitative Evidence**

This is evidence which is numerical and should include the number people who use the service and the number of people from the protected characteristic groups who might be affected by changes to the service.

In the last ten years Warwickshire County Council has delivered over 10,000 new permanent school places through numerous school expansions across the county and the opening of 11 new schools, comprising six Primary, two Secondary, one All-through and three special schools.

Over the next 10 years we expect a further increase in the total school age population (age 4-16) as a result of the housing developments that have received planning permission or are building out at present. This growth will require additional school places.

Warwickshire has also experienced increased demand for specialist education provision year on year with the number of children with EHCPs increasing annually by 9% over the past 5 years. This trend for increased demand for specialist education provision is anticipated to continue particularly in areas of housing and population growth.

We undertake strategic planning and forecasting to assess the future need for education places for all phases and for pupils with SEND and share this information with providers, schools, and other partners to support the commissioning and delivery of education provision.

### **B – Qualitative Evidence**

This is data which describes the effect or impact of a change on a group of people, e.g. some information provided as part of performance reporting.

Establishment of Specialist Resourced Provision (places for pupils with an EHCP): The LA believes that all children should be educated as close to their home as possible, which not only reduces the time they spend travelling, but also enables them to be an integral part of their local community, where they are able to feel welcomed, included and valued as equal members of society. We want to support children, young people and their families by encouraging and challenging schools to cater for as wide a range of needs and abilities as is possible. We want mainstream settings to nurture positive attitudes to children and young people with SEND, both in their own school and in their wider community.

### Section Three: Engagement

Engagement with individuals or organisations affected by the proposed activity must take place. For further advice and support with engagement and consultations, click [here](#).

<p><b>Has the proposed activity been subject to engagement or consultation with those it's going to impact, taking into account their protected characteristics and socio-economic status?</b></p>		
<p><b>If YES, please state who with.</b></p>	<p>Engagement with schools, early years settings and providers</p>	
<p><b>If NO engagement has been conducted, please state why.</b></p>		
<p><b>How was the engagement carried out?</b></p>	<p><b>Yes / No</b></p>	<p><b>What were the results from the engagement? Please list...</b></p>

<b>Focus Groups</b>		
<b>Surveys</b>		
<b>Public Event</b>		
<b>Displays / Exhibitions</b>		
<b>Other (please specify)</b>	Y	One to one discussions, online engagement sessions
<b>Has the proposed activity changed as a result of the engagement?</b>	No	
<b>Have the results of the engagement been fed back to the consultees?</b>	Within the strategy	
<b>Is further engagement or consultation recommended or planned?</b>	Yes	Ongoing discussions with education providers and other stakeholders in relation to delivering the strategy and meeting demand for education places
<b>What process have you got in place to review and evaluate?</b>	Mainstream and Specialist provision within the county regularly reviewed to ensure meeting the need and demand for places.	

#### Section Four: Assessing the Impact

**Protected Characteristics and other groups that experience greater inequalities**

What will the impact of implementing this proposal be on people who share characteristics protected by the Equality Act 2010 or are likely to be affected by the proposed activity? This section also allows you to consider other impacts, e.g. health inequalities such as deprivation, socio-economic status, vulnerable groups such as individuals who suffer socio-economic disadvantage, armed forces, carers, homelessness, people leaving prison, young people leaving care etc.

On the basis of evidence, has the potential impact of the proposed activity been judged to be positive (+), neutral (=), negative (-), or positive and negative (+&-), for each of the protected characteristic groups below and in what way?

**N.B** In our Guidance to EIAs we have provided you with potential questions to ask yourself when considering the impact of your proposed activity. Think about what actions you might take to mitigate / remove the negative impacts and maximize on the positive ones. This will form part of your action plan at Section Six.

	<b>Impact type</b> (+) (=) (-) or (+&-)	<b>Nature of impact including health inequalities</b> Will your proposal have negative or positive implications for each group, including on health inequalities? <i>Think about whether outcomes vary across groups and who benefits the most and least, for example, the outcome for a woman on a low income may be different to the outcome for a woman a high income.</i>	<b>Mitigating Actions for Negative Impacts</b> What can you do to mitigate any identified negative impacts or health inequalities? <i>Think about offering for example benefits advice, access to bus routes, community support, flexible opening times, creche facilities etc.</i> Use this column to form the basis of Section 6.
<b>Age</b>	+	Strategy encompasses Early years provision through to post 16	
<b>Disability</b> Consider: <ul style="list-style-type: none"> <li>Physical disabilities</li> </ul>	+	Increasing 'local' specialist provision for SEND learners.	



<ul style="list-style-type: none"> <li>• Sensory impairments</li> <li>• Neurodiverse conditions (e.g. dyslexia)</li> <li>• Mental health conditions (e.g. depression)</li> <li>• Medical conditions (e.g. diabetes)</li> </ul>		<p>It allows learners with SEND to attend local settings and provides a bridge between mainstream and specialist provision.</p> <p>Improving facilities and learning environment for existing pupils</p>	
<b>Gender Reassignment</b>	=		
<b>Marriage and Civil Partnership</b>	=	Not applicable	
<b>Pregnancy and Maternity</b>	=	Not applicable	
<b>Race</b> Including: <ul style="list-style-type: none"> <li>• Colour</li> <li>• Nationality</li> <li>• Citizenship</li> <li>• Ethnic or national origins</li> </ul>	=		
<b>Religion or Belief</b>	=		
<b>Sex</b>	=		
<b>Sexual Orientation</b>	=		

<p><b>Groups who may require support:</b></p> <ul style="list-style-type: none"> <li>• Individuals who suffer socio-economic disadvantage</li> <li>• Armed Forces (WCC signed the <a href="#">Armed Forces Covenant</a> in June 2012)</li> <li>• Carers</li> <li>• Homelessness</li> <li>• People leaving Prison</li> <li>• People leaving Care</li> </ul>	<p>=</p>		
<p><b>Other Identified Health Inequalities (HI)</b></p> <p>Many issues can have an impact on health: is it an area of deprivation, does every population group have equal access, unemployment, work conditions, education, skills, our living situation, rural, urban, rates of crime etc.</p>		<p>What health inequalities already exist? Ensuring school places are provided in the right place at the right time – reduce travel distance to education provision and enable active travel.</p> <p>Will your proposal have a negative or positive implications on health inequalities? Positive</p> <p>What can you do to mitigate any identified health inequalities? Feeding into the strategy to deliver the best system of education, health and social care for all learners including</p>	

		learners with SEND and the most vulnerable learners, within our allocated resources.	
<b>Other Groups</b> If there are any other groups			

**Public Sector Equality Duty (PSED)**

Public Authorities must have 'due regard' to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please evidence how your proposed activity meets our obligations under the PSED.

	<b>Evidence of Due Regard</b>
<b>Eliminate unlawful discrimination (harassment, victimisation and other prohibited conduct):</b>	
<b>Advance equality of opportunity:</b>  This involves <ul style="list-style-type: none"> <li>removing or minimising disadvantages suffered by people due to their protected characteristics;</li> <li>taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people, for example, taking steps to take account of people with disabilities;</li> <li>encouraging people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.</li> </ul>	WCC aim to promote inclusion in all mainstream and educational settings Supporting the aspiration for every child and young person to have their health, social care and education needs met within their local community and for every child to attend a good local school that is appropriate for their level of need or disability.

**Foster good relations:**

This means tackling prejudice and promoting understanding between people from different groups and communities.

### Section Five: Partners / Stakeholders

Which sectors are likely to have an interest in or be affected by the proposed activity?	Yes / No	Describe the interest / affect
<b>Businesses</b>	Y	Private, voluntary or independent education providers
<b>Councils</b>	Y	How the council will plan for the education impact of housing growth
<b>Education Sector</b>	Y	Schools/providers
<b>Fire and Rescue</b>		
<b>Governance Structures</b>		
<b>NHS</b>	Y	SEND learners may also have additional health needs
<b>Police</b>		
<b>Voluntary and Community Sector</b>	Y	Where involved in the provision of services to children and young people
<b>Other(s): please list and describe the nature of the relationship / impact</b>		

## **Section Six: Action Planning**

If you have identified impacts on protected characteristic groups in Section Four, please summarise these in the table below detailing the actions you are taking to mitigate or support this impact. It is also important to consider how often this E.I.A. will be reviewed, and who is responsible for doing this. If you are not taking any action to support or mitigate the impact, you should complete the No Mitigating Actions section below instead.

### **Mitigating Actions**

Consider:

- Who else do you need to talk to? Do you need to engage or consult?
- How you will ensure your activity is clearly communicated
- Whether you could mitigate any negative impacts or build on positive impacts for protected groups or health inequalities
- Whether you could do more to fulfil the aims of the PSED
- How you will monitor and evaluate the effect of this work
- Anything else you can think of!

Identified Impact	Action(s)	Timescale incl. evaluation and review date	Name of person responsible
Resource provisions, situated within mainstream settings, serve as a vital link between mainstream and specialist provision in Warwickshire schools.	Increase resource provision in both primary and secondary schools	Strategy period	Emma Basden-Smith/Dale Bromfield
Monitor and address sufficiency concerns Early years through to Post 16	Produce an annual update detailing the current pupil number forecasts, sufficiency plans, and an overview of the pressures expected over the forthcoming five-year period.  Continue dialogue and discussions with providers around meeting sufficiency requirements	Strategy Period	Emma Basden-Smith

### **No Mitigating Actions**

**Please explain why you do not need to take any action to mitigate or support the impact of your proposed activity.**

### **Section Seven: Assessment Outcome**

Only one of following statements best matches your assessment of this proposed activity. Please select one and provide your reasons.		
No major change required	x	No significant negative impact identified
The proposal has to be adjusted to reduce impact on protected characteristic groups and/or health inequalities		
Continue with the proposal but it is not possible to remove all the risk to protected characteristic groups and/or health inequalities		
Stop the proposal as it is potentially in breach of equality legislation		

### Section Eight: Sign Off

**N.B** To be completed after the EIA is completed but before the area of work commences.

Name of person/s completing EIA	Emma Basden-Smith
Name and signature of Assistant Director	Jonny Kyriacou
Date	16/05/24
Date of next review and name of person/s responsible	