

## Warwickshire County Council 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 on 01926 412370 or [equalities@warwickshire.gov.uk](mailto:equalities@warwickshire.gov.uk)

<b>Service / policy / strategy / practice / plan being assessed</b>	Education (Schools) Capital Programme 2020/21
<b>Business Unit / Service Area</b>	Education Services
<b>Is this a new or existing service / policy / strategy / practice / plan?</b> If an existing service / policy / strategy / practice / plan please state date of last assessment	Additional proposals to be incorporated into an existing programme of works
<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>Does this EIA contain personal and / or sensitive information?</b>	No
<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>	No

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

The Capital Programme outlines how funds will be allocated to specific projects, including details of the proposal, costs and timeframes, 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 Capital Programme is in place to ensure public funds are spent in a transparent, objective, cost effective and sustainable way

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

The schemes proposed to be added to the Education Capital Programme include increasing teaching and ancillary space to accommodate additional pupils in both mainstream and specialist provision. The programme also includes proposals to provide funding for adaptations and alterations to education settings to increase the number of children and learners with SEND accessing local early years and mainstream settings

### 3. Who is this going to impact and how? (customers, service users, public and staff)

It is good practice to seek the views of your stakeholders and for these to influence your proposed activity. Please list anything you have already found out. If you still need to talk to stakeholders, include this as an 'action' at the end of your EIA. **Note that in some cases, there is a duty to consult, see [more](#).**

Schools and school age children (including children within the 0-18 age range, or 0-19 for SEND) in the geographical areas of the proposed projects. Proposals will be associated with and contributing to the wider objectives within various published strategies e.g Education Strategy, Sufficiency Strategy, SEND and Inclusion Strategy. Formal consultation will be used where a statutory process is required as part of a capital project.

**4. Please analyse the potential impact of your proposed activity against the protected characteristics.**

**N.B** 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 question 7.

	<b>What information do you have? What information do you still need to get?</b>	<b>Positive impacts</b>	<b>Negative impacts</b>
<b>Age</b>	No identified impact		
<b>Disability</b> Consider <ul style="list-style-type: none"> <li>• Physical disabilities</li> <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>	Adaptations and alterations at identified settings will require specialist knowledge/expertise to ensure needs of learner are met	Adaptation is fit for purpose	None
<b>Gender Reassignment</b>	No identified impact		
<b>Marriage and Civil Partnership</b>	No identified impact		
<b>Pregnancy and Maternity</b>	No identified impact		
<b>Race</b>	No identified impact		
<b>Religion or Belief</b>	No identified impact		
<b>Sex</b>	No identified impact		

<b>Sexual Orientation</b>	No identified impact		
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**5. What could the impact of your proposed activity be on other vulnerable groups e.g. deprivation, looked after children, carers?**

No specific negative impact on these other vulnerable groups are identified  
 Proposals within the capital programme can bring educational benefits for both existing and future cohorts of pupils which will include these vulnerable groups

**6. How does / could your proposed activity fulfil the three aims of PSED, giving due regard to:**

- the elimination of discrimination, harassment and victimisation
- creating equality of opportunity between those who share a protected characteristic and those who do not
- fostering good relationships between those who share a protected characteristic and those who do not

A number of the proposals support the admission and inclusion of SEND learners into local settings and increase the specialist provision offer available to these learners.

**7. Actions – what do you need to do next?**

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 for protected groups
- Whether you could do more to fulfil the aims of PSED
- Anything else you can think of!

<b>Action</b>	<b>Timescale</b>	<b>Name of person responsible</b>
Continued consideration of accessibility and needs of SEND learners and vulnerable groups in the design and delivery of capital projects	Ongoing	Education services/Strategic Asset Management/Design and Major Projects (project specific)

**8. Sign off.**

<b>Name of person/s completing EIA</b>	Emma Basden-Smith
<b>Name and signature of Assistant Director</b>	Ian Budd
<b>Date</b>	22/06/2020
<b>Date of next review and name of person/s responsible</b>	Autumn 2020/Spring 2021 – likely date of next Capital Programme Report Emma Basden-Smith/Bern Timings Reviewed 28/09/2020