

Appendix 1

Equality Impact Assessment / Equality Analysis

Title of service or policy	Determination of the Statutory Notice to Alter the Lower Age Limit at St. Mary's C of E Primary School (Writhlington)
Name of directorate and service	Children's Services
Name and role of officers completing the EIA	Helen Hoynes, Children's Services and School Organisation Manager
Date of assessment	4 July 2011

Equality Impact Assessment (or 'Equality Analysis') is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community. The primary concern is to identify any discriminatory or negative consequences for a particular group or sector of the community. Equality impact Assessments (EIAs) can be carried out in relation to service delivery as well as employment policies and strategies.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis on a policy, service or function. It is intended that this is used as a working document throughout the process, with a final version including the action plan section being published on the Council's and NHS Bath and North East Somerset's websites.

1. Identify the aims of the policy or service and how it is implemented.		
	Key questions	Answers / Notes
1.1	Briefly describe purpose of the service/policy including <ul style="list-style-type: none"> ● How the service/policy is delivered and by whom ● If responsibility for its implementation is shared with other departments or organisations ● Intended outcomes 	The Governing Body of St. Mary's Church of England Primary school is proposing to alter the lower age limit of the school from age 4 to age 3 by the addition of Early Years provision that would be run by the school and the Local Authority is required to determine the statutory notice. Delivered by St. Mary's C of E primary school Implemented by St. Mary's C of E Primary school Provision of good quality Early Years provision to improve opportunities for children to access wider educational opportunities, make appropriate progress and achieve their potential. Also to remove one whole phase of transition for any children who enter the school at pre-school age and then stay on at the school to go into Reception
1.2	Provide brief details of the scope of the policy or service being reviewed, for example: <ul style="list-style-type: none"> ● Is it a new service/policy or review of an existing one? 	The pre-school provision already exists but is currently run by a separate management committee. The proposal is for the provision to be run by the

	<ul style="list-style-type: none"> • Is it a national requirement?). • How much room for review is there? 	<p>school as part of the school.</p> <p>Not a national requirement</p> <p>Unknown as it will be provision at a Voluntary Controlled school with the responsibility for delivery resting with the Governing Body.</p>
1.3	Do the aims of this policy link to or conflict with any other policies of the Council?	<p>The Early Years team has a remit to ensure the provision of sufficient good quality Early Years provision within the Authority to meet demand for 3 and 4 year old children to access their Early Years Entitlement.</p> <p>The Council has a responsibility to provide sufficient school places to meet demand. Falling pupil numbers at the school in the past meant that a spare classroom could be leased to the pre-school provider. If school age pupil numbers at the school were to increase significantly, the spare classroom might be required to accommodate school children once again. Should this happen, the school has a contingency plan to create more places in another space within the school.</p>

2. Consideration of available data, research and information

Monitoring data and other information should be used to help you analyse whether you are delivering a fair and equal service. Please consider the availability of the following as potential sources:

- **Demographic** data and other statistics, including census findings
- Recent **research** findings (local and national)
- Results from **consultation or engagement** you have undertaken
- Service user **monitoring data** (including ethnicity, gender, disability, religion/belief, sexual orientation and age)
- Information from **relevant groups** or agencies, for example trade unions and voluntary/community organisations
- Analysis of records of enquiries about your service, or **complaints** or **compliments** about them
- Recommendations of **external inspections** or audit reports

	Key questions	Data, research and information that you can refer to
2.1	What is the equalities profile of the team delivering the service/policy?	Unknown - delivered by the staff and Governing Body of St. Mary's C of E Primary school
2.2	What equalities training have staff received?	Unknown
2.3	What is the equalities profile of service users?	October 2010 School Census: age, ethnicity, gender, Special Educational Needs, eligibility for free school meals.
2.4	What other data do you have in terms of service users or staff? (e.g results of customer satisfaction surveys, consultation findings). Are there any gaps?	None.
2.5	What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?	The school circulated the consultation document to all staff and governors at the school, the pre-school staff and management committee, families of pupils at the school the Church of England Diocese, the local MP, the local parish council, other local schools in Radstock, the Local Authority, unions representing all staff at the school – teaching and non-teaching, the local library, the local GP surgery, local shops, Radstock Children's Centre and the local community Stay and Play group. Only one response from the local MP.
2.6	If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?	None planned.
3. Assessment of impact: 'Equality analysis'		
	Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy: <ul style="list-style-type: none"> • Meets any particular needs of equalities groups or helps promote equality in some way. • Could have a negative or adverse impact for any of the equalities groups 	
		Examples of actual or potential

		Examples of what the service has done to promote equality	negative or adverse impact and what steps have been or could be taken to address this
3.1	Gender – identify the impact/potential impact of the policy on women and men. (Are there any issues regarding pregnancy and maternity?)	NA	None
3.2	Transgender – identify the impact/potential impact of the policy on transgender people	NA	None
3.3	Disability - identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments including both physical and mental impairments)	According to the October 2010 School census, the average of pupils with Special Educational Needs in all primary schools in the LA is 17.6%. At St. Mary's it is 25%, indicating a higher than average number of pupils with special needs, either stated or non-stated. The provision will be fully inclusive and children with disabilities and SEN will be able to access the provision.	The provision will continue to be inclusive when it is run by the school.
3.4	Age – identify the impact/potential impact of the policy on different age groups	The provision will ensure good quality provision for Early Years age children.	If the school run the provision, access to good quality provision for pre-school age children living in the local community and nearby will be secured.
3.5	Race – identify the impact/potential impact on different black and minority ethnic groups	According to the October 2010 School Census the average of pupils who are other than non-white British in all primary schools in the LA is 13.4%. At Mary's it is 11.2%, indicating lower than average ethnic	None

		diversity.	
3.6	Sexual orientation - identify the impact/potential impact of the policy on lesbians, gay, bisexual & heterosexual people	NA	None
3.7	Religion/belief – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	The Early Years provision will be at a Christian school. The school is Voluntary Controlled not Voluntary Aided and the Christian ethos is not a factor or a requirement for entry into the Early Years provision.	The provision will admit children of all religions and beliefs and those with no religious beliefs.
3.8	Socio-economically disadvantaged – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances	According to the October 2010 School Census the average eligibility for free school meals in all primary schools in the LA is 10.60%. At St. Mary's Primary it is 30%, indicating a higher than average level of socio-economic disadvantage. Access to good quality Early Years provision is likely to lead to enhanced life chances and improved educational outcomes for children who are socio-economically disadvantaged	None
3.9	Rural communities – identify the impact / potential impact on people living in rural communities	Radstock ward is a predominantly built up area.	None

4. Bath and North East Somerset Council & NHS B&NES Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

Issues identified	Actions required	Progress milestones	Officer responsible	By when
None	None	NA	NA	NA

5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team (equality@bathnes.gov.uk), who will publish it on the Council's and/or NHS B&NES' website. Keep a copy for your own records.

Signed off by:

(Divisional Director or nominated senior officer)

Date: