

Equality Impact Assessment

Context

1. under s.149 of the Equality Act 2010, when making decisions, Essex County Council must have regard to the Public Sector Equality Duty, ie have due regard to:
 - eliminating unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Act,
 - advancing equality of opportunity between people who share a protected characteristic and those who do not,
 - fostering good relations between people who share a protected characteristic and those who do not, including tackling prejudice and promoting understanding.
2. The characteristics protected by the Equality Act are:
 - age
 - disability
 - gender reassignment
 - marriage/civil partnership
 - pregnancy/maternity
 - race
 - religion/belief
 - gender and sexual orientation.
3. In addition to the above protected characteristics you should consider the cross-cutting elements of the proposed policy, namely the social, economic and environmental impact (including rurality) as part of this assessment. These cross-cutting elements are not a characteristic protected by law but are regarded as good practice to include.
4. The Equality Impact Assessment (EqIA) document should be used as a tool to test and analyse the nature and impact of either what we do or are planning to do in the future. It can be used flexibly for reviewing existing arrangements but in particular should enable identification where further consultation, engagement and data is required.
5. Use the questions in this document to record your findings. This should include the nature and extent of the impact on those likely to be affected by the proposed policy.
6. Where this EqIA relates to a continuing project, it must be reviewed and updated at each stage of the decision.
7. The EqIA will be published at:
<http://cmis.essexcc.gov.uk/essexcmis5/BusinessManager.aspx>
8. All **Cabinet Member Actions, Chief Officer Actions, Key Decisions** and **Cabinet Reports must be** accompanied by an EqIA.
9. For further information, refer to the EqIA guidance for staff.
10. For advice, contact:
Shammi Jalota shammi.jalota@essex.gov.uk
Head of Equality and Diversity
Corporate Law & Assurance
Tel 0330 134592 or 07740 901114



Section 1: Identifying details

Your function, service area and team: Corporate and Customer Services, School Organisation Team

If you are submitting this EqlA on behalf of another function, service area or team, specify the originating function, service area or team: N/A

Title of policy or decision: Proposal to establish a new secondary school provision on the Greater Beaulieu Park Development, with effect from September 2019

Officer completing the EqlA: David Mason Tel: 03330 131189 Email: david.mason3@essex.gov.uk

Date of completing the assessment: 21 December 2016

Section 2: Policy to be analysed

2.1	Is this a new policy (or decision) or a change to an existing policy, practice or project? New project
2.2	<p>Describe the main aims, objectives and purpose of the policy (or decision):</p> <p>This proposal is driven by the County Council's corporate objective to deliver the best possible educational outcomes for children attending schools within its administrative border, in this particular case those who will seek a local secondary school place on the Greater Beaulieu development.</p> <p>What outcome(s) are you hoping to achieve (ie decommissioning or commissioning a service)?</p> <p>Chelmsford has experienced a significant rise in the demand for secondary places in recent years as a result of new housing developments, rising births and families with young children moving into the area (inward migration).</p> <p>Essex County Council must meet its statutory duty to ensure that each child within its administrative border has a school place available to them. And so as part of a package of measures coming forward to meet the forecast demand, it is intended to deliver 1,200 secondary school places (on a phased basis starting in September 2019) to serve the Greater Beaulieu development, which falls within the strategic planning group Chelmsford Group 1.</p>
2.3	<p>Does or will the policy or decision affect:</p> <ul style="list-style-type: none">• service users• employees• the wider community or groups of people, particularly where there are areas of known inequalities? <p>Being a new provision responding to forecast need within its local area, there will be no adverse impact upon any of those mentioned above. However, not delivering</p>

	<p>additional places to the outlined timescale could present a significant risk that children will be without school places in their local area, that longer journeys will need to be made between home and school in order to find alternative schools with space and that in an increased number of cases parental preference will not be satisfied.</p> <p>The building project will be delivered by Essex County Council's Infrastructure Delivery Team. A professional design team was engaged to develop the design, make a planning application, competitively tender the work, appoint a design and build contractor and then manage the build.</p> <p>The premises to be provided needs to meet the statutory requirements of the Education (School Premises) Regulations 1999; the feasibility studies and the final programme will ensure that this happens.</p> <p>As public buildings these are required to provide full accessibility in order to obtain Building Control sign-off, before they can be used as a school. Essex County Council produces a set of employer's requirements which add further interpretation to ensure this is achieved from the early stages of design. Prior to planning permission application, Building Control approval is sought to offer earlier compliance confirmation. Any works to the building will therefore be fully compliant with the legislation. This builds in a future-proofing dimension to our buildings, ensuring they are accessible for disabled users.</p> <p>Will the policy or decision influence how organisations operate?</p> <p>No.</p>
2.4	<p>Will the policy or decision involve substantial changes in resources?</p> <p>No resources are reduced or withdrawn by delivering additional school provision to meet forecast demand.</p>
2.5	<p>Is this policy or decision associated with any of the Council's other policies and how, if applicable, does the proposed policy support corporate outcomes?</p> <p>Corporate Plan 2013-2018</p> <ul style="list-style-type: none"> • Enabling every individual to achieve their ambitions by supporting a world-class education and skills offer in the county. • Helping Essex residents achieve their full potential through learning.



Section 3: Evidence/data about the user population and consultation¹

As a minimum you must consider what is known about the population likely to be affected which will support your understanding of the impact of the policy, eg service uptake/usage, customer satisfaction surveys, staffing data, performance data, research information (national, regional and local data sources).

3.1	<p>What does the information tell you about those groups identified?</p> <p>The school will serve its local area, will have an age range 11-16 and will be mixed. The school will be expected to serve children in the locality with special education needs for whom mainstream education is considered appropriate. The school will be DDA compliant and accessible to children who are wheelchair users. No specific transport arrangements are deemed necessary. The school will be accessible through walking and cycling and will be within the three mile statutory walking distance for children living within the locality. The Local Authority will actively support the new school in encouraging safe travel to school including walking and cycling. The admission arrangements of the school will comply with the DfE Admissions Code and will be clear, fair and equitable and will ensure fair access for all who apply for a place.</p>
3.2	<p>Have you consulted or involved those groups that are likely to be affected by the policy or decision you want to implement? If so, what were their views and how have their views influenced your decision?</p> <p>Between 5 September and 10 October 2016, a public consultation was conducted by EEC on the principle of delivering a 1,200 place secondary school, which would operate as an all-through school together with primary provision on the site that will be established in September 2018. Five responses were received, of which three were supportive.</p> <p>Of the two correspondents who used the electronic survey form to express their opposition to what was proposed, one saw a greater need for provision catering for high-performing Autistic children available within the city, and the other suggested that the geographical location of the school made it less accessible to children coming from the Chancellor Park and Chelmer Village areas of Springfield, who will continue to be 'marginalised' as a result.</p> <p>Essex County Council is committed to delivering additional places for children with special and additional needs on the Autistic Spectrum, within both special and mainstream school settings. Its forecasts bear out the need for an all-through provision as it is proposed for the Greater Beaulieu Park, but do not support the assertion made by the first correspondent about the scale of the need for mainstream enhanced provision for high performing children on the Autistic Spectrum.</p> <p>Regarding the second objection, the school is to be established on a site secured through a Section 106 Agreement from the developer of Greater Beaulieu Park</p>

¹ Data sources within EEC. Refer to Essex Insight:
<http://www.essexinsight.org.uk/mainmenu.aspx?cookieCheck=true>
with links to JSNA and 2011 Census.



	(Countryside Properties PLC). Although its Priority Admission Area will not be set until a sponsor is appointed by the Secretary of State for Education, Essex County Council is clear that the all-through Free School is intended to serve the housing development, as that is where the demand for the additional places actually comes from (rather than Chelmer Village or Chancellor Park, where parents may already choose between a variety of different types of provision).
3.3	<p>If you have not consulted or engaged with communities that are likely to be affected by the policy or decision, give details about when you intend to carry out consultation or provide reasons for why you feel this is not necessary:</p> <p>N/A</p>



Section 4: Impact of policy or decision

Use this section to assess any potential impact on equality groups based on what you now know.

Description of impact	Nature of impact Positive, neutral, adverse (explain why)	Extent of impact Low, medium, high (use L, M or H)
Age	Positive, for children aged between 11 and 16 years-old.	M
Disability	Neutral	L
Gender	Neutral	L
Gender reassignment	Neutral	L
Marriage/civil partnership	Neutral	L
Pregnancy/maternity	Neutral	L
Race	Neutral	L
Religion/belief	Neutral	L
Sexual orientation	Neutral	L
Cross-cutting themes		
Description of impact	Nature of impact Positive, neutral, adverse (explain why)	Extent of impact Low, medium, high (use L, M or H)
Socio-economic	Neutral	L
Environmental, eg housing, transport links/rural isolation	Neutral	L



Section 5: Conclusion

		Tick Yes/No as appropriate	
5.1	Does the EqlA in Section 4 indicate that the policy or decision would have a medium or high adverse impact on one or more equality groups?	No <input checked="" type="checkbox"/>	
		Yes <input type="checkbox"/>	If ' YES ', use the action plan at Section 6 to describe the adverse impacts and what mitigating actions you could put in place.



Section 6: Action plan to address and monitor adverse impacts

What are the potential adverse impacts?	What are the mitigating actions?	Date they will be achieved.



Section 7: Sign off

**I confirm that this initial analysis has been completed appropriately.
(A typed signature is sufficient.)**

Signature of Head of Service: Paul Crick

Date: 21/12/16

Signature of person completing the EqlA: David Mason

Date: 21/12/16

Advice

Keep your director informed of all equality & diversity issues. We recommend that you forward a copy of every EqlA you undertake to the director responsible for the service area. Retain a copy of this EqlA for your records. If this EqlA relates to a continuing project, ensure this document is kept under review and updated, eg after a consultation has been undertaken.

