

Title: Nursery Provision in Offerton	Date: November 2017
	Stage: Publication of Statutory Proposals
	Service Area: Schools Organisation
Proposal to change a nursery school to a nursery class	Lead Officer: Michelle Booth

Stage 1: Do you need to complete an Equality Impact Assessment (EIA)?

Key Question: IS A DECISION REQUIRED AT THE END OF THE PROCESS?

Yes.

Stockport Council and the leaders of Offerton Hall Nursery and Dial Park Primary School want to improve the sustainability and integration of nursery education in Offerton and are proposing to do this by arranging for the current provision at Offerton Nursery Hall School to be managed as part of Dial Park Primary School.

Stage 2: What do you know?

Data and information sources utilised

- Profiling Stockport
- School Census
- School Performance data
- Feedback from consultation (staff, parents/carers and community)
- Feedback from previous consultations
- Financial data

What does the data tell you

The setting has had a number of surplus places and a deficit budget in recent years.

Uptake levels for 117 part time equivalent places

	2013/14	2014/15	2015/16	2016/17
Autumn term	62pte	112pte	74pt 4fte	73pte 3fte
Spring term	91pte	118pte	80pte 6fte	Not available
Summer term	112pte	122pte	90pte 1fte	Not available

Data Source: Termly School Census

In the September 2017 term Offerton Hall Nursery School had 58 allocated places out of a PAN 117. 56 children attend. 6 families have shown a preference for a nursery place through the admissions process.

Race: The School Census does not collect data on the ethnicity of children under the age of 5, so detailed information for this criteria is not available. National legislation determines that schools cannot discriminate on race in relation to admissions policies. Translated applications are available for families who do not have English as their first language and the Ethnic Diversity Service, together with school staff, assists in supporting parents through the school admissions process.

Disability: In the first half of Autumn Term:

- No children had EHC Plans or Statements
- 3 children receive additional funding

- 6 children with additional needs have support plans
- 7 children are having speech and language therapy or awaiting therapy.

There is no additionally resourced provision at the current setting.

Consultation feedback from previous consultations, where nursery schools closed and became a nursery class as part of a primary school, raised concerns that there could be a loss of specialism to support children with SEND if a SENCO was shared across a larger establishment. However, in the case of Dial Park Primary School consultation has taken place with the Governing Body of the Primary School to secure ring-fence recruitment for nursery staff at the Primary School in order to continue the high quality of provision that is culturally embedded in those staff and ensure early years pedagogy be maintained under any new management structure. Also the Primary School has developed the role of the SENCO into a full-time non-teaching post to support most vulnerable children and their families.

Gender: The Nursery School and the Primary School are co-educational therefore the gender of the pupils is not considered to be a factor in determining proposals.

Religion and Belief: The Nursery School and the Primary School do not admit children on faith grounds therefore this is not considered to be a factor in determining proposals.

Sexual Orientation: National legislation determines the admission policies that schools have to operate and that they cannot discriminate on sexual orientation, therefore sexual orientation is not considered to be a factor in determining proposals.

Age: The specific age requirements will be considered in consultation with appropriate experienced early years professionals to ensure that every mechanism is in place to support this throughout the process. The proposals do not change the provision offered to particular age groups, ie, 2, 3 and 4 year olds.

Socio-economic: There will be no reduction in nursery provision for the area and the nursery provision would remain in its current location.

KEY QUESTION: WILL THE POLICY/PLAN IMPACT UPON ANY SPECIFIC GROUPS?

It is not considered that the impact will be different from groups in relation to race, religion and belief, age, gender or sexual orientation. However, we will ensure full duty is given to implementation of the areas identified as below.

Stage 2a: Further Data and Consultation

KEY QUESTION: WHAT GAPS EXIST IN YOUR CURRENT UNDERSTANDING?

Through working with the Nursery School and The Primary School and paying due consideration to the outcomes of the consultation process, we have a comprehensive understanding of the particular issues pertinent to this EIA.

KEY QUESTION: HOW DID YOU MAKE YOUR CONSULTATION ACCESSIBLE?

- Consultation documents were made available in hard copy and online, with reference to accessibility information for different languages or visual impairments.
- There has been no evidence through the consultation to suggest that specific groups need to be catered for.
- Consultees had the opportunity to respond in writing, by email, online, at drop-

in sessions or by telephone.

- Drop-in sessions were hosted in the Nursery School and the Primary School at a variety of times to suit the different consultees across the consultation period to accommodate differing needs.
- The Nursery School sent text reminder to parents about the consultation process.

Stage 3: Results and Measures

KEY QUESTION: HAVE YOU CHANGED ANYTHING AS A RESULT OF COMPLETING THE EIA?

If a decision were taken to have the current provision at Offerton Hall Nursery School managed by Dial Park work would be undertaken to support the primary school leadership team and the Governing Body in establishing a suitable staffing structure and policies to ensure the retention of high quality provision including additionality for those children with special needs for children in the future.

The specific age requirements will be considered in consultation with appropriate experienced early years professionals to ensure that every mechanism is in place to support this throughout the process.

KEY QUESTION: IF YOU HAVE MADE CHANGES HOW YOU WILL KNOW THAT THEY ARE EFFECTIVE?

Success in terms of the proposal as a whole will be monitored through embedded school improvement and early years improvement processes.

The take-up of places will be monitored through the Childcare Sufficiency Assessment with action plans identified as appropriate. Action plans are likely to include outreach work by the local children's centre.