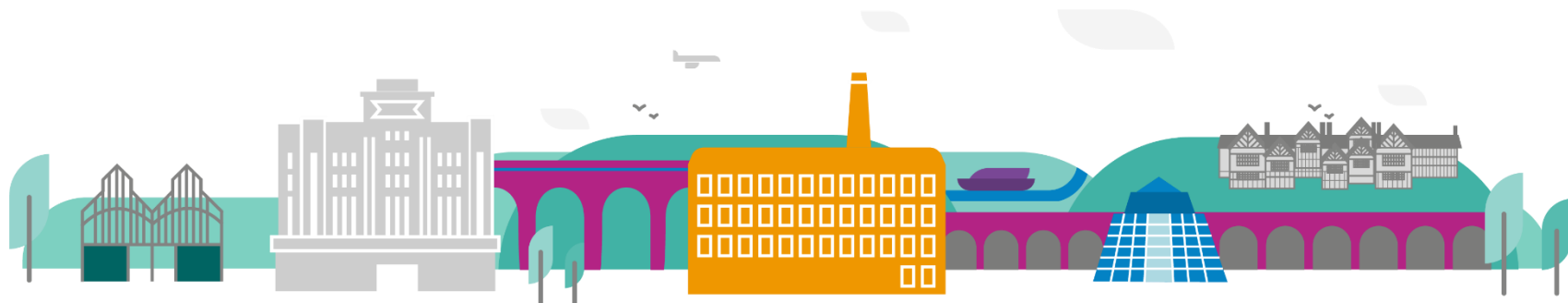




Equality Impact Assessment

This document contains a template for an Equality Impact Assessment (EqIA). An EqIA is a working document that will inform decision-makers and those who come up with solutions about the impacts of your proposal on equality groups. They provide evidence of how we as a council have reached a decision and how we have factored in equalities the decision about a proposal.



Equality Impact Assessment

Title of report or proposal	School Investment Plan		
Lead officer(s)	Christopher Harland	Date	12 November 2021
Aims and desired outcomes of the proposal			
Are you trying to solve an existing problem?			
<p>The Council has an enduring statutory responsibility to commission sufficient high quality school places.</p> <p>The School Investment Plan sets out how we will carry out our responsibility, in line with the commitments made in the One Stockport Borough Plan to ensure there are sufficient places in good and improving local inclusive schools at the heart of the community that children and families want to go to. This means having the right number and type of school places, in the right place, at the right time to meet demand. The school investment plan aims to secure an education estate that provides a safe, accessible, secure, and stimulating learning environment, which is sustainable and provides value for money, is fit for current and future needs, and reduces environmental impact.</p>			
Scope of the proposal			
Include the teams or service areas from the Council and outward-facing services or initiatives			
The full scope of delivery spans from early years through to post-16 and up to the age of 25 for those with an Education, Health and Care plan.			
Who has been involved in the solution exploration?			
Please list any internal and external stakeholders			
<p>The School Investment Plan, alongside the One Stockport Borough Plan, the Local Plan, the Children and Young People's Strategy, the inclusion strategy and other associated strategic documents provides a framework on which a school place plan can be devised for short, medium, and longer-term sufficiency.</p> <p>The Investment Plan relies on 3 key perspectives to enable a robust, representative, and considered set of priorities for investment into the education provision in Stockport.</p>			

- **Education Improvement and Inclusion** – Supporting the development of good and better local education providers and developing an inclusive and specialist offer. This group is informed by 2 specialist sub-groups that will support the development of the inclusion strategy and associated capacity needed for resourced, alternative and specialist places: including supporting more inclusive schools with targeted support from Team Around the School (TAS).
- **School Estates** – managing our building assets and developing accessible and sustainable school fit for the future. This group will coordinate design, technical and construction advice, and activity in line with the agreed Schools Asset Management Plan and ad hoc applications for capital works. The Estates Group will have oversight of the capital spend and ensure works are delivered in line with timeframes and agreed costs. The group will report regularly on the Asset Management Plan’s delivery and budget position.
- **School Place Planning and Admissions** – coordinating the application process to access sufficient local places for every level of need in the community. The School Place Planning and Admissions Working Group will have lead representative from Estates, Education Improvement and Inclusion, Admissions and Transport and the Local Plan and will generate options appraisals, recommendations, and reports. This will be both ad hoc and timetabled key decisions influenced by the Asset Management Plan. All reports will focus on sufficiency of inclusive local educational places and the capital and revenue support needed to achieve Stockport’s ambitions. This group will be responsible for agreeing the SCAP return based on agreed projections and prioritisation of planned school places changes.

What evidence have you gathered as a part of this EqIA? Which groups have you consulted or engaged with as part of this EqIA?

Sources can include but are not limited to: Statistics, JSNAs, stakeholder feedback, equality monitoring data, existing briefings, comparative data from local, regional, or national sources.

Groups could include but are not limited to equality / disadvantaged groups, VCSFE organisations, user groups, GM Equality panels, employee networks, focus groups, consultations.

Data from:

- Office of National Statistics,
- Stockport Business Intelligence (Projections, demography, and spatial intelligence),
- Stockport’s Joint Strategic Needs Analysis (JSNA).

Are there any evidence gaps that make it difficult or impossible to form an opinion on how the proposed activity might affect different groups of people?

As part of any significant changes made to the school estate, engagement with schools and communities is fundamental and necessary. This impact assessment will change and better reflect those engagements as and when they happen.

Step 1: Establishing and developing the baseline

To assess the impacts of your proposal, you first need to understand how things are now. This will vary depending on your proposal, but consider who will be affected by the proposed changes: for example, who currently accesses a service or lives in an area? What works well for them? Are you aware of any issues? Are there any groups that are underrepresented?

Characteristic	Demographic of residents / service users	What works well How does the current provision or service meet the needs of people in different protected characteristics?	Current problems / issues This could include low levels of access or participation from certain demographic groups in current service or scheme; or disadvantages or barriers for particular groups
Age	Nursery ~3,400 pa Primary~ 24,000 pa Secondary ~16,000 pa	Established sufficiency strategy in place for Nursery, Primary and Secondary	The old sufficiency strategy does not fully consider all impacts on sufficiency.
Disability	11.4% registered and receiving SEN support 4.3% subject of EHC Plan	Established sufficiency strategy in place for SEND provision generally and specifically specialised places across Nursery, Primary and Secondary	The old sufficiency strategy does not fully consider all impacts on sufficiency.
Religion or Belief	No relevant data	Both the existing and new strategy prioritise investment for the local community, regardless of their faith or other affiliation.	
Sex	No relevant data		
Sexual orientation	No Data		
Socioeconomic status	Free School Meal entitlement Primary - 18% Secondary – 14%	Established sufficiency strategy in place for Nursery, Primary and Secondary	

Step 2: Identifying impacts the proposal will have compared with the baseline

To explore the impacts of your proposal, you should use your baseline as a comparison with how things would be after your proposal. Think about how this would differ from the baseline for people with each protected characteristic. Include any sources of data you have used (including desktop research and engagement activity).

Impact no.	Characteristic	Positive or negative impact	Impact source	Impact details and rationale	Additional information
1	Disability Consider people with physical disabilities, sensory impairments, learning disabilities and mental health issues	Positive	The plan outlines a desire to performance monitor investment to ensure that a greater proportion of need is being provided for within the locality where children live.	The plan proposes to prioritise the needs of children with SEND ensuring that the majority of children can access suitable provision in the locality where they live.	

Step 3: Identifying mitigating factors to minimise negative impacts

Step 2 identified potential impacts your proposal may have on people with different protected characteristics. If there are negative impacts, then you must consider how you could mitigate against (lessen) these negative impacts.

Impact no.	Impact summary	Suggested mitigation and rationale	Source of suggestion	Evidence for solution	Feasibility

Please state if there are any additional comments or suggestions that could promote equalities in the future.

Step 4: Conclusions and outcome

It is strongly recommended to engage with people with protected characteristics to sense-check your conclusions before you indicate an outcome in this EqIA. Including feedback from this engagement activity will ensure your baseline assessment and your impacts are accurate, and that your mitigating actions are helpful and the best use of resources. It ensures that the proposal has been designed so that it is fair as possible to everybody.

If you have not undertaken any community engagement for this EqIA, please indicate this and explain why.

<p>As a working document it is intended that this impact assessment be revisited and updated to capture our latest understanding.</p> <p>As part of any significant changes made to the school estate, engagement with schools and communities is fundamental and necessary. This impact assessment will change and better reflect those engagements as and when they happen.</p>	
<p>If there are impacts identified that cannot be mitigated against, are there any justifications for not taking any action to improve the negative impacts that have been identified?</p>	
<p>N/A</p>	
<p>Are there any adverse impacts that can be justified on the grounds of promoting equality of opportunity for one group, or for any other reason? Please state why.</p>	
<p>N/A</p>	
<p>Are there any other proposals or policies that you are aware of that could create a cumulative impact?</p> <p>This is an impact that appears when you consider services or activities together. A change or activity in one area may create an impact somewhere else.</p>	
<p>This plan, alongside the One Stockport Borough Plan, the Local Plan, the Children and Young People’s Strategy, the inclusion strategy and other associated strategic documents provides a framework on which a school place plan can be devised for short, medium, and longer-term sufficiency. It is reasonable to assume that cumulative positive impact will occur.</p>	

Based on your equality impact analysis, please indicate the outcome of this EqIA.

<p>Please indicate the outcome of the EqIA and provide justification and / or changes planned as required.</p>		
<p>A.</p>	<p>No major barriers identified, and there are no major changes required – proceed.</p>	<input checked="" type="checkbox"/>

B.	Adjustments to remove barriers, promote equality and / or mitigate impact have been identified and are required – proceed.	<input type="checkbox"/>
C.	Positive impact for one or more of the groups justified on the grounds of equality – proceed.	<input checked="" type="checkbox"/>
D.	Barriers and impact identified, however having considered available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice – proceed with caution, knowing that this policy or practice may favour some people less than others. Strong justification for this decision is required.	<input type="checkbox"/>
E.	This policy identifies actual or potential unlawful discrimination – stop and rethink.	<input type="checkbox"/>
<p>Please describe briefly how this EqIA will be monitored. When will this be reviewed? What mitigating actions need to be implemented and when?</p>		
<p>This impact assessment will be revisited each time a significant change process occurs in the school estate. It will also reflect changes to the Local plan and any future iterations of the school estate investment plan.</p>		