

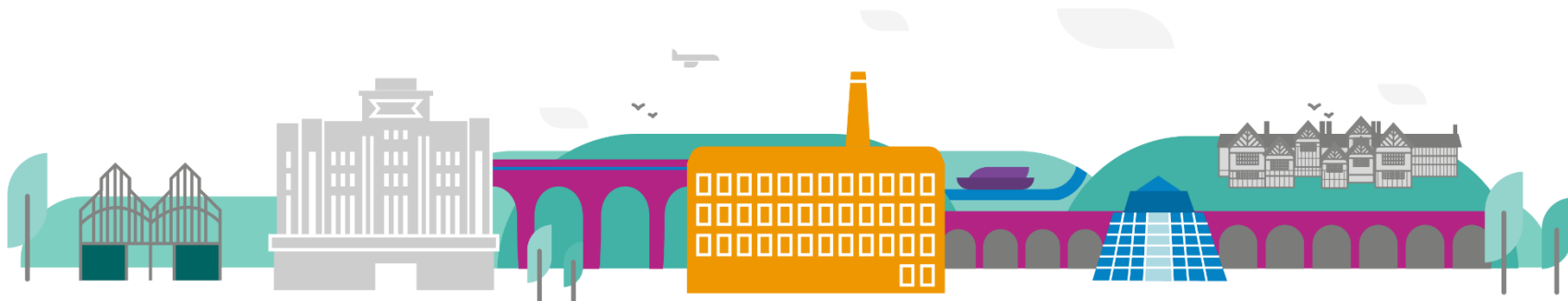
Equality Impact Assessment

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.

An EqIA should be done when:

- **introducing a new service, policy or scheme (whether or not the service is statutory);**
- **proposing to remove all or part of a service, policy or scheme;**
- **making a change to a the way a service is provided;**
- **making any decision that will affect people's life or the quality of it.**

If you need any help to complete an EqIA, please email equalities@stockport.gov.uk



Equality Impact Assessment

| | | | |
|---|--|-------------|------------|
| Title of report or proposal | Education Contributions Supplementary Planning Document | | |
| Lead officer(s) | Hannah Mitchell (hannah.mitchell@stockport.gov.uk) | Date | 18/01/2023 |
| Aims and desired outcomes of the proposal Are you trying to solve an existing problem? | | | |
| <p>The Education Contributions supplementary planning document (SPD) aims to provide clarify on how and when the council will seek developer contributions towards education. This includes early years, primary, secondary and those with special education needs and disabilities (SEND).</p> <p>In terms of desired outcomes, this SPD will make sure developers are aware of the contributions they are expected to make towards education prior to housing development taking place. Securing developer contributions where housing development creates an unacceptable impact on school places will also make sure there are adequate education provisions.</p> | | | |
| Scope of the proposal Include the teams or service areas from the Council and outward-facing services or initiatives | | | |
| <p>Under the Education Act 1996, we have a statutory duty to make sure there are sufficient school places within the borough to meet the educational needs of the population. However, we are facing significant challenges in providing school places due to a growing population caused by increased housing development and inwards mitigation, condition issues within the school estate, and a growing cohort of children with specialised and complex needs. Although central government provides funding to support the supply of school places, this does not address all the challenges we are facing. Following government advice, this SPD has been produced to provide clarity to developer on how and when we will seek developer contributions towards education, where the need arises.</p> <p>The SPD states developer contributions will be sought from all housing that yield children where there is insufficient existing capacity in local schools (exceptions include schemes of less than 10 units, 1 bed dwellings, sheltered accommodation or non-family homes such as homes specifically designed for older people and holiday accommodation). To calculate developer contributions, pupil yields from recent housing developer alongside existing capacity of schools will be considered alongside cost estimates from central government.</p> <p>The SPD has been produced with input from Planning Policy, Education, Estates, Legal and BI.</p> | | | |
| What are the possible solutions you have been / will be exploring? You should refer to any business cases, issues papers or options appraisals | | | |

Historically, the council has not actively sought developer contributions towards education. However, in November 2019 the Department for Education published its guidance 'Securing Developer Contributions for Education'. This guidance recommends that local authorities seek developer contributions for school places where needs arise. This includes places for early years, primary, secondary, 16-18 years and those with special educational needs and disabilities. This SPD has been written in alignment with this government guidance.

Who has been involved in the solution exploration?

Please list any internal and external stakeholders

Internal stakeholders involved include Planning Policy officers, Education colleagues, Estates, Legal and BI.

Statutory consultees (Natural England, Historic England, and the Environment Agency) are set to be consulted in the coming weeks.

A public consultation on the contents of the SPD is set to take place between Wednesday 13th September 2023 and end on Wednesday 25th October 2023. The timescale and consultation method accords with both the legal requirements of the Planning Act and the council's Statement of Community Involvement. All responses received will be taken into consideration and incorporated where appropriate.

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

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.

This SPD adds further detail to the Stockport Core Strategy which has already been subject to an equality impact assessment.

The council's Equalities team have been consulted as part of this EqlA.

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?

We are preparing to consult both the statutory consultees and the public in the coming weeks. Once the consultation period has concluded we will consider all responses and amend the SPD accordingly. Although we have had meetings with internal stakeholders, until we have reviewed all consultation responses, it is difficult to understand how the SPD will affect different groups of people.

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 | The council has a statutory duty to make sure there are sufficient school places across the borough to meet the educational needs of the population. This includes places for early years, primary, secondary, 16-18 years and those with special educational needs and disabilities up to the age of 25. | There are school places available for early years, primary, secondary, 16-18 years and those with special educational needs and disabilities up to the age of 25. | We are facing significant challenges in providing school places due to a growing population caused by increased housing development and inward migration, condition issues within the school estate, and a growing cohort of children with specialised and complex needs. Limited funding from central government makes providing sufficient school places for children of all ages in the borough difficult. |
| Disability Consider people with physical disabilities, sensory impairments, learning disabilities and mental health issues | The council has a statutory duty to make sure there are sufficient school places across the borough to meet the educational needs of the population. This includes school places for children with special educational needs and disabilities. | There are school places available for children with special educational needs and disabilities. | We are facing significant challenges in providing school places due to a growing population caused by increased housing development and inward migration, condition issues within the school estate, and a growing cohort of children with specialised and complex needs. Limited funding from central government makes providing sufficient school places for children with special educational needs and disabilities in the borough difficult. |
| Gender reassignment A person whose individual | The SPD is intended to mitigate the impact of housing development where it creates an unacceptable impact on | n/a | n/a |

| 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 |
|--|--|--|---|
| experience of gender may not correspond to the sex assigned to them at birth. | school places. It will not have direct equality impacts on this target group. | | |
| Maternity and pregnancy | The SPD is intended to mitigate the impact of housing development where it creates an unacceptable impact on school places. It will not have direct equality impacts on this target group. | n/a | n/a |
| Marriage and Civil Partnership | The SPD is intended to mitigate the impact of housing development where it creates an unacceptable impact on school places. It will not have direct equality impacts on this target group. | n/a | n/a |
| Race Not all ethnic groups will have the same experiences so if possible specify whether the impact is likely to be different for different ethnic groups e.g. Indian people, people of Black Caribbean heritage. This also includes Gypsy and Traveller populations | The SPD is intended to mitigate the impact of housing development where it creates an unacceptable impact on school places. It will not have direct equality impacts on this target group. | n/a | n/a |

| 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 |
|---|--|--|---|
| Religion or Belief | The SPD is intended to mitigate the impact of housing development where it creates an unacceptable impact on school places. It will not have direct equality impacts on this target group. | n/a | n/a |
| Sex | The SPD is intended to mitigate the impact of housing development where it creates an unacceptable impact on school places. It will not have direct equality impacts on this target group. | n/a | n/a |
| Sexual orientation People who are lesbian, gay or bisexual | The SPD is intended to mitigate the impact of housing development where it creates an unacceptable impact on school places. It will not have direct equality impacts on this target group. | n/a | n/a |
| Socioeconomic status | The SPD is intended to mitigate the impact of housing development where it creates an unacceptable impact on school places. It will not have direct equality impacts on this target group. | n/a | n/a |
| Other Please add in here any additional relevant comments or feedback where the protected characteristic is not known | n/a | n/a | n/a |

| 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 |
|--|--|--|---|
| You are encouraged to consider the below characteristics where you have relevant data, especially if your proposal is predicted to disproportionately impact one or more of these groups. | | | |
| Carers | The SPD is intended to mitigate the impact of housing development where it creates an unacceptable impact on school places. It will not have direct equality impacts on this target group. | n/a | n/a |
| Those experiencing homelessness | The SPD is intended to mitigate the impact of housing development where it creates an unacceptable impact on school places. It will not have direct equality impacts on this target group. | n/a | n/a |
| Veterans | The SPD is intended to mitigate the impact of housing development where it creates an unacceptable impact on school places. It will not have direct equality impacts on this target group. | n/a | n/a |
| Asylum seekers and refugees | The SPD is intended to mitigate the impact of housing development where it creates an unacceptable impact on school places. It will not have direct equality impacts on this target group. | n/a | n/a |

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 |
|-----------------------------------|---|--|---|--|---|
| <i>Add more rows where needed</i> | | <i>Is the impact positive or negative?</i> | <i>How have you become aware of an impact or inequality? Is it from research, have you been advised by another party, has a member of the public or a stakeholder made you aware, did someone from this or another characteristic make the claim?</i> | <i>What is the impact or inequality that has been identified? What is the frequency of claim for it? What is the rationale behind the issue, inequality or impact claimed?</i> | <i>Is there any evidence to support or deny the claim? Provide full details. Has the inequality or impact claimed been tested with people from the relevant characteristic? Have you researched the claimed issue? If yes, what has been learned and from what source(s)?</i> |
| | Age – older people | Positive | Research into other work by other authorities. | The SPD many also have an indirect impact on older people by making the comparative cost of delivering older persons accommodation cheaper versus mainstream housing, thus promoting better housing choices for older people. Housing for older people is specifically exempt from the requirement of the SPD. | n/a |
| | Age – younger people | Positive | The Education team have informed us that they are facing difficulty providing sufficient school places. | The SPD will make sure there are sufficient school places for early years, primary and secondary, and SEND children up to the age of 25. | n/a |
| | Disability Consider people with physical disabilities, sensory impairments, | Positive | Nationally there is a growing cohort of children with SEND needs. The Education team have informed use | The SPD will ensure there are sufficient school places for SEND children. | n/a |

| Impact no. | Characteristic | Positive or negative impact | Impact source | Impact details and rationale | Additional information |
|------------|--|-----------------------------|--|------------------------------|------------------------|
| | learning disabilities and mental health issues | | there are facing difficulty providing sufficient SEND school places. | | |
| | Gender reassignment A person whose individual experience of gender may not correspond to the sex assigned to them at birth. | Neutral | n/a | n/a | n/a |
| | Maternity and pregnancy | Neutral | n/a | n/a | n/a |
| | Marriage and Civil Partnership | Neutral | n/a | n/a | n/a |
| | Race Not all ethnic groups will have the same experiences so if possible specify whether the impact is likely to be different for different ethnic groups e.g. Indian people, people of Black Caribbean heritage. This also includes Gypsy and | Neutral | n/a | n/a | n/a |

| Impact no. | Characteristic | Positive or negative impact | Impact source | Impact details and rationale | Additional information |
|--|--|-----------------------------|---------------|------------------------------|------------------------|
| | Traveller populations | | | | |
| | Religion or Belief | Neutral | n/a | n/a | n/a |
| | Sex | Neutral | n/a | n/a | n/a |
| | Sexual orientation Consider how the proposed policy may differently impact people who are lesbian, gay or bisexual | Neutral | n/a | n/a | n/a |
| | Socioeconomic status | Neutral | n/a | n/a | n/a |
| You are encouraged to consider the below characteristics where you have relevant data, especially if your proposal is predicted to disproportionately impact one or more of these groups. | | | | | |
| | Carers | Neutral | n/a | n/a | n/a |
| | Those experiencing homelessness | Neutral | n/a | n/a | n/a |
| | Veterans | Neutral | n/a | n/a | n/a |
| | Asylum seekers and refugees | Neutral | n/a | n/a | n/a |

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 |
|------------|---|---|---|---|--|
| | <i>Give a brief summary of the issue/inequality /impact</i> | <i>What is being suggested to mitigate for this. What is the rationale behind the suggestion?</i> | <i>Where does this suggestion come from? Have you consulted the characteristic(s) affected for solutions?</i> | <i>What evidence is there that the suggestion would solve the problem? How have you learned this? Has this been done elsewhere?</i> | <i>Within the financial envelope, how feasible is this solution? What are the cost implications? Could it indirectly affect anyone else? Can any other body help with the solution? If yes, how?</i> |
| n/a | n/a | n/a | n/a | n/a | n/a |

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

n/a

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.

| | | |
|--|--|--|
| <p>If you have <u>not</u> undertaken any community engagement for this EqlA, please indicate this and explain why.</p> | | |
| <p>This EQIA will be consulted on as part of the wider Education SPD consultation.</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? 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>Historically, the council has not sought developer contributions towards education. There are several reasons for this including issues surrounding development viability and other established contributions requirements such as affordable housing and open space. It is important to note that contributions sought from developers towards education must still consider viability and other established contributions requirements. This means there may be cases where a contribution might be expected towards education but cannot be sought because it would make the development unviable. In implementing this SPD, decision-makers may also have to prioritise certain types of developer contributions.</p> | | |

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

| | | |
|---|---|--|
| <p>Please indicate the outcome of the EqlA 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> | <p><input checked="" type="checkbox"/></p> |

| | | |
|---|--|--------------------------|
| 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 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"/> |
| Please describe briefly how this EqIA will be monitored. When will this be reviewed? What mitigating actions need to be implemented and when? | | |
| This EqIA will be continually reviewed and updated as the SPD develops. | | |