

# Equality Impact Assessment

**Version**

Version 1

**Date Completed**

30/01/2024

**Description of what is being impact assessed**

The Council is the Strategic Commissioner of Education Provision in Stockport. 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 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.

**Evidence****What data/information have you used to assess how this policy/service might impact on protected groups?**

Data from:

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

Stockport is proud of the quality of education provided by its diverse and high-performing system of schools, colleges, and early years' settings. Stockport is committed to ensuring its residents have access to good local schools which offer a rich and varied learning experience.

The council believes all children have the right to enjoyable, inclusive and expansive education and it is the role of the Council to intervene on their behalf when this is not the case.

Residents have a good choice of schools with high standards; 86% of Stockport schools are rated Good or Outstanding. Furthermore, over 96% of residents have secured a school place at one of their first 3 preferences.

Stockport faces significant challenges in the future 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.

Funding for capital investment to maintain and grow the school estate remains constrained by the priorities and focus of Government and as such relies on the Council to better seek economies of scale where possible.

### Analysis of impact on protected groups

The Public Sector Equality Duty requires us to eliminate discrimination, advance equality of opportunity and foster good relations with protected groups. Consider how this policy/service will achieve these aims. In the table below, using the evidence outlined above and your own understanding, detail what considerations and potential impacts against each of the three aims of the Public Sector Equality Duty. Based on this information, make an assessment of the likely outcome, before you have implemented any mitigation.

Protected group	Summary of impact	Negative outcome	Neutral outcome	Positive outcome
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<b>Age</b>	<ul style="list-style-type: none"> <li>The plan seeks to ensure sufficiency from Early years through to post-16 provision.</li> </ul>	□	☒	□
<b>Disability</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	□	□	☒
<b>Gender reassignment</b>	<ul style="list-style-type: none"> <li></li> </ul>	□	☒	□
<b>Marriage and civil partnership</b>	<ul style="list-style-type: none"> <li></li> </ul>	□	☒	□
<b>Pregnancy and maternity</b>	<ul style="list-style-type: none"> <li></li> </ul>	□	☒	□

<b>Race and ethnicity</b>	•	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Religion or belief</b>	• The plan aims to prioritise investment for the local community, regardless of their faith or other affiliation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Sex</b>	• Data shows us that women are still the primary care giver and they are also less likely to have access to a car in a single car household. Providing better provision locally means schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Can be accessed without the need for car usage.			
<b>Sexual orientation</b>	•	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other, e.g. carers, veterans, homeless, low income, rurality/isolation, etc.</b>	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Negative outcomes action plan**

Where you have ascertained that there will potentially be negative outcomes, you are required to mitigate the impact of these. Please detail below the actions that you intend to take.

<b>Action taken/to be taken</b>	<b>Date</b>	<b>Person responsible</b>	<b>How will it be monitored?</b>	<b>Action complete</b>
	Select date			<input type="checkbox"/>
	Select date			<input type="checkbox"/>
	Select date			<input type="checkbox"/>
	Select date			<input type="checkbox"/>
	Select date			<input type="checkbox"/>
	Select date			<input type="checkbox"/>
	Select date			<input type="checkbox"/>
	Select date			<input type="checkbox"/>

**If negative impacts remain, please provide an explanation below.**

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<b>Completed by:</b>	<b>Christopher Harland</b>
<b>Date</b>	<b>12 December 2022</b>
<b>Signed off by:</b>	
<b>Date</b>	
<b>To be reviewed by:</b> (officer name)	<b>Christopher Harland</b>
<b>Review date:</b>	<b>June 2023</b>