

Equality Impact Assessment

Version

Version 1

Date Completed

03/05/2024

Description of what is being impact assessed

The Council is the Strategic Commissioner of Education Provision in Stockport. The Council intends to carry out its 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.

Statutory proposals have been published for the creation of resource provision at :
St Paul's CE Primary School, and
Tithe Barn Primary School

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).

The Council has an enduring statutory responsibility to commission sufficient high quality school places of sufficient type and quantity. This document sets out how we are realising our vision for local, inclusive mainstream provision, 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.

Currently approx. 12% of the pupil population has a special education need or disability, of which 4% of the pupil population has an Education, Health and Care Plan which has been historically higher than regional and national levels. The number of pupils with SEND is projected to grow (upper limit) by 2.85% (approx.56 pupils) each year for at least the next 5 years.

A greater emphasis on local provision meeting local need is required, connecting and rooting a pupil within their community. This can be achieved through mainstream inclusion and the commissioning of resource provision.

Inclusive education is education that includes everyone, irrespective of SEND, gender or faith, learning together in our schools, and colleges. The work on the inclusion strategy acknowledges that as well as having inclusion in education, we must also create education and community infrastructure to allow the community a pupil lives in to be inclusive. There is a need to align sufficiency into the wider corporate inclusion agenda.

To achieve true inclusion and assure resilience in Stockport, the offer of SEN support, resourced, alternative and specialised places needs to grow and develop, reflecting the changing dynamic across the Borough but also protecting the use of Special School places for the most complex pupils.

In December 2021 we set ourselves this target; As a minimum, Stockport requires a further 8 resourced bases in the primary phase, attached to existing schools, and a further 3 resource bases in the secondary phase; 128 primary and 96 secondary places.

This document seeks to formalise our plans to create a resource bases at St Paul's CE Primary School, and Tithe Barn Primary School; to create fit for purpose and specialised areas within these schools that will be capable of meeting more complex need within a mainstream setting.

It considers the findings of two rounds of consultation as well as the statutory proposals required by the statutory 'prescribed alteration' process with a view to recommending to Cabinet that they approve recommendations to formalise the creation of these bases.

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
Age	<ul style="list-style-type: none"> The plan seeks to ensure sufficiency from Early years through to Year 11 of secondary school. 	□	☒	□
Disability	<ul style="list-style-type: none"> The proposals prioritise the needs of children with SEND ensuring that the majority of children can access suitable provision in the locality where they live. 	□	□	☒
Gender reassignment	<ul style="list-style-type: none"> 	□	☒	□

Marriage and civil partnership	•	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	•	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race and ethnicity	•	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	• 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"/>
Sex	• 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.			

	Select date			<input type="checkbox"/>
If negative impacts remain, please provide an explanation below.				
Completed by:	Christopher Harland			
Date	3rd May 2024			
Signed off by:				
Date				
To be reviewed by: (officer name)	Christopher Harland			
Review date:	June 2024			