

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Proposal to change the age range of Widford School, thereby allowing nursery-aged children to be admitted from the age of 2.	Head of Service or Business Manager	Sally Orr, Head of Childhood Support Services
Names of those involved in completing the EqIA:	Samantha Young Adrian Bentley	Lead officer contact details:	Pablo Benvenuto Tel: 01992 555305
Date completed:	07/08/2017	Review date:	21/12/2017

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

<p>Proposal objectives: –what you want to achieve –intended outcomes –purpose and need</p>	<p>To identify the impact of the proposal to change the age range of Widford School, Ware Road, Widford, Hertfordshire, SG12 8RE, [“the School”] a community school, by changing the age range from 4 to 11 years to 2 to 11 years thereby allowing nursery-aged children to be admitted from the age of 2.</p> <p>The implementation date, should the Local Authority not receive any objections to the proposals contained in the subsequent statutory notice, will be the 8 January 2018; however should the Local Authority receive objections to the proposals contained in the statutory notice, the implementation date will be the 5 February 2018, subject to any agreed alterations.</p> <p>Owlets Pre-School, the only pre-school provision in the village of Widford offering free early-education places for 2 and 3-year-olds, closed at the end of July 2017. This proposal to change the age range of the School from 4 to 11 years to 2 to 11 years will enable the School to offer free early-education places for these children to ensure continued provision in the local area. This proposal is at the request of the governing body of the School.</p>
<p><u>Stakeholders:</u> Who will be affected: the public, partners, staff, service users, local Member etc.</p>	<p>Parents/carers, school governors and staff at Widford School; Local Pre-Schools, Nursery and Primary schools; the local MP, County Councillors, District Councillors, Parish and Town Councils and Local Authority Chief Executives; Trade Union representatives; Church Diocese representatives; NHS representatives; Parent Governor</p>

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	representatives on the Overview and Scrutiny Committee at Hertfordshire County Council; Pre-schools, playgroups, Children’s Centres, toddler groups and day nurseries; Libraries and Citizen’s Advice Bureaux; relevant senior officers in the Council.
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STEP 3: Available data and monitoring information

<p>Relevant equality information For example: Community profiles / service user demographics, data and monitoring information (local and national), similar or previous EqIAs, complaints, audits or inspections, local knowledge and consultations.</p>	<p>What the data tells us about equalities A six-week public consultation was carried out from 20 June to 31 July 2017.</p> <p>Consultation letters were distributed to the stakeholders listed in step 2 above.</p> <p>The consultation was also publicised on the Council website, www.hertfordshire.gov.uk. The consultation documents were made available in other formats on request, including large print, braille and other languages. An interpreting service was available for those who needed it.</p> <p>At the conclusion of the consultation all responses were carefully considered. 5 responses were received, four in agreement with the proposal and one undecided. None of the responses received raised any concerns or comments relating to equalities issues or protected characteristics as detailed in step 4 below. Hence in this updated EqIA, the content of step 4 remains unchanged as a result of the consultation responses received.</p>															
<p>January 2017 school census data on gender split, English as an additional language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN statements, SEN Provision or who have Education & Health Care Plans.</p> <p><i>Data excludes special schools and PRU’s.</i></p>	<p>January 2017 school census data</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th></th> <th>Widford School</th> <th>Primary schools countywide</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Number of Students</td> <td>52</td> <td>N/A</td> </tr> <tr> <td style="text-align: left;">% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td>7.7</td> <td>30.4</td> </tr> <tr> <td style="text-align: left;">% EAL (English as an alternative Language) (First language Not English or believed not to be English)</td> <td>0</td> <td>16.7</td> </tr> <tr> <td style="text-align: left;">% with Statement (s) OR Education & Health Care Plan ('e)</td> <td>0</td> <td>0.9</td> </tr> </tbody> </table>		Widford School	Primary schools countywide	Number of Students	52	N/A	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	7.7	30.4	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	0	16.7	% with Statement (s) OR Education & Health Care Plan ('e)	0	0.9
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Number of Students	52	N/A														
% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	7.7	30.4														
% EAL (English as an alternative Language) (First language Not English or believed not to be English)	0	16.7														
% with Statement (s) OR Education & Health Care Plan ('e)	0	0.9														



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	% SEN Support (K)	11.5	12.0
	% Total SEN Provision	11.5	12.9
	% FSM (Free School Meals) (at date of Census)	3.8	8.6
	% of Male Students	50	51.0
	% of Female Students	50	49.0
<p>The data shows that the School has a smaller percentage of Minority Ethnic Students than the countywide average for primary schools. The School has no children with English as an alternative Language (EAL) and no children with Statements or Education & Health Care Plans. The percentage of children at the School with Special Educational Needs (SEN) Support is slightly less than the countywide average. The percentage of children at the School with SEN Provision is slightly less than the countywide average. The percentage of children at the School who are eligible for free school meals is less than the countywide average.</p>			

STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Age	<p>The proposal will ensure that 2 and 3-year-old children in the community, particularly the most vulnerable, are able to access the free place that they are entitled to.</p> <p>However, it is not anticipated that the proposals will negatively affect people disproportionately because of their age.</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p>
Disability Including Learning Disability	<p>The building is listed and has no disabled access historically. This proposal will not impact on this as a further issue.</p> <p>Otherwise, it is not</p>	<p>The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.</p>

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	anticipated that the proposals will affect people disproportionately because of their disability.	
Race	It is not anticipated that the proposals will affect people disproportionately because of their race.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated that the proposals will affect people with this characteristic disproportionately.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposals will affect people with this characteristic disproportionately.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposals will affect people disproportionately because of their religion or belief.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of issues around sex.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposals will affect people disproportionately because of issues around sexual orientation.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposals will affect people disproportionately because of issues around marriage and civil partnership.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
Carers (by association with any of the above)	As a positive, carers will have a local option to access their free early-education hours for 2 or 3-year-olds.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
Should the proposal to change the age range of Widford School go ahead, it is anticipated that it will allow the school and the Local Authority to ensure that 2 and 3-year-old children in the community, particularly the most vulnerable, are able to access the free place that they are entitled to locally.		

Impact Assessment – Staff (where relevant)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
Age	It is not anticipated that the proposals will negatively affect people disproportionately because of their age.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Disability Including Learning Disability	The building is listed and has no disabled access historically. This proposal will not impact on this as a further issue. Otherwise, it is not anticipated that the proposals will affect people disproportionately because of their disability.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Race	It is not anticipated that the proposals will affect people disproportionately because of their race.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Gender reassignment	It is not anticipated that the proposals will affect people disproportionately because of their gender reassignment.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Pregnancy and maternity	It is not anticipated that the proposals will affect people	The position will continue to be monitored and if any issues in

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	disproportionately because of their pregnancy and maternity.	respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Religion or belief	It is not anticipated that the proposals will affect people disproportionately because of their religion/belief.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sex	It is not anticipated that the proposals will affect people disproportionately because of issues around sex.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Sexual orientation	It is not anticipated that the proposals will affect people disproportionately because of issues around sexual orientation	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Marriage & civil partnership	It is not anticipated that the proposals will affect people disproportionately because of issues around marriage and civil partnership	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	It is not anticipated that the proposals will affect people disproportionately because of issues around caring responsibilities.	The position will continue to be monitored and if any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Opportunity to advance equality of opportunity and/or foster good relations (Please refer to the guidance for more information on the public sector duties)		
Staff at the School will have the opportunity to practically use and further develop their skills in relation to working with younger children. This will afford them similar experiences to staff in other settings in the locality.		

STEP 5: Gaps identified

Gaps identified Do you need to collect more data/information or	A six-week public consultation was carried out from 20 June to 31 July 2017. Consultation letters were distributed to the stakeholders
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<p>carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?</p>	<p>listed in step 2 above.</p> <p>The consultation was also publicised on the Council website, www.hertfordshire.gov.uk. The consultation documents were made available in other formats on request, including large print, braille and other languages. An interpreting service was available for those who needed it.</p>
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STEP 6: Other impacts

STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<input type="checkbox"/> No equality impacts identified – No change required to proposal.	
<input type="checkbox"/> Minimal equality impacts identified – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality.	
<input checked="" type="checkbox"/> Potential equality impacts identified – Take 'mitigating action' to remove barriers or better advance equality. – Complete the action plan in the next section.	<p>Ensure that the communications strategy takes into account the differing needs of the local community including staff.</p> <p>The position will continue to be monitored and any necessary action will be incorporated into the Action Plan</p>
<input type="checkbox"/> Major equality impacts identified – Stop and remove the policy. – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact.	

