

EQIA – Admission Arrangements for 2019/20

STEP 1: Responsibility and involvement

Title of proposal/ project/strategy/ procurement/policy	Proposal to reduce the Published Admission Number (PAN) of Watton-At-Stone Primary and Nursery School by 4 places from 34 to 30 Reception places from September 2019	Head of Service or Business Manager	Pauline Davis
Names of those involved in completing the EqIA:	Samantha Young Adrian Bentley	Lead officer contact details:	Samantha Young Tel: 01992 555754
Date completed:	10 October 2017	Review date:	29 December 2017

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

Proposal objectives: –what you want to achieve –intended outcomes –purpose and need	<p>To identify the impact of the proposed reduction in Published Admission Number (PAN) from 34 to 30 Reception places of Watton-At-Stone Primary School, Rectory Lane, Watton-At-Stone, SG14 3SG.</p> <p>The proposed reduction in PAN has been identified to facilitate more efficient class organisation within the school. This in turn is intended to result in a positive impact on school finances and teaching and learning in line with Key Stage 1 class-size legislation. This proposal is not expected to significantly affect the supply of school places in this primary planning area.</p>
Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc.	<p>Parents/carers/pupils, staff and governors at the school concerned;</p> <p>Local children’s centres, play groups, toddler groups, pre-schools, nursery schools;</p> <p>Primary and secondary schools within the area of Watton-At-Stone, Hertford, Stevenage and Tonwell.</p> <p>Local MPs, county councillors, district councillors (East Herts District Council), local parish and town councils;</p> <p>Chief executives of local councils including nearby councils bordering Hertfordshire;</p> <p>Trade union representatives;</p>

	<p>Church diocese representatives; Local libraries; Citizens Advice Bureaux; NHS representatives; Parent governor representatives on the Overview and Scrutiny Committee at Hertfordshire County Council; Selected, relevant officers working for Hertfordshire County Council.</p>
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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 EqlAs, complaints, audits or inspections, local knowledge and consultations.</p>	<p>What the data tells us about equalities We intend to carry out a public consultation, commencing on 20th November 2017 and ending on 5th January 2018. Consultation letters will be provided to staff, parents, pupils and governing bodies of the affected schools and local residents and other key stakeholders, including neighbouring local authorities, MPs, local members, parish councils, local schools and nurseries, the Roman Catholic and Church of England Dioceses, community groups and relevant staff at Hertfordshire County Council.</p> <p>Consultation letters will be sent to local libraries for display. The consultation will also be on the Hertfordshire County Council website, www.hertfordshire.gov.uk. Consultation documents will also be available in other formats on request, including large print, braille and other languages.</p> <p>At the conclusion of the consultation all responses will be carefully considered and if issues are raised regarding groups or individuals with Protected characteristics, they will be considered as part of an ongoing EqlA.</p>																	
<p>January 2017 school census data on gender split, English as an alternative language (EAL), ethnicity, free school meal (FSM) eligibility, number of children with SEN statements, SEN Provision or who have Education & Health Care Plans. <i>*Children at ESCs, PRUs and Special Schools excluded from the data set.</i></p>	<table border="1"> <thead> <tr> <th></th> <th style="text-align: center;">Watton-At-Stone Primary and Nursery School</th> <th style="text-align: center;">Primary school countywide average*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Number of Students</td> <td style="text-align: center;">233</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;">% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">10.3%</td> <td style="text-align: center;">30.43%</td> </tr> <tr> <td style="text-align: center;">% EAL (English as an alternative Language) (First language Not English or believed not to be English)</td> <td style="text-align: center;">3.86%</td> <td style="text-align: center;">16.68%</td> </tr> <tr> <td style="text-align: center;">% with Statement (s) OR Education & Health Care Plan (e)</td> <td style="text-align: center;">0.43%</td> <td style="text-align: center;">0.92%</td> </tr> </tbody> </table>		Watton-At-Stone Primary and Nursery School	Primary school countywide average*	Number of Students	233	N/A	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	10.3%	30.43%	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	3.86%	16.68%	% with Statement (s) OR Education & Health Care Plan (e)	0.43%	0.92%		
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	% SEN Support (K)	24.46%	11.98%
	% Total SEN Provision	24.89%	12.90%
	% FSM (Free School Meals) (at date of Census)	5.15%	8.58%
	% of Male Students	55.36%	51.01%
	% of Female Students	44.64%	48.99%

The school have a considerably smaller percentage of Minority Ethnic Students and children with English as an alternative Language than the countywide average. The percentage of children at the school with Statements (S) or Education & Health Care Plans (E) is about half of the countywide average. The percentage of children receiving SEN Support (K) is approximately double the countywide average, as is the percentage of children with total SEN provision. The percentage of children in receipt of Free School Meals is significantly less than the countywide average. The percentage of male children is significantly higher than the percentage of female children at the school.

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	The reduction in PAN by 4 places is not expected to adversely impact the ability of primary-aged children living in this primary planning area to gain a place in a local school, as the area is forecast to have a surplus of reception places available from 2019/20 onwards.	No mitigation is currently required but 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	It is not currently anticipated that the proposals will affect people disproportionately because of their disability.	No mitigation is currently required but 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	No mitigation is currently required but the position will continue to be monitored and if

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	their race.	any issues in respect of the protected characteristic are identified then the Action Plan will be amended accordingly.
Gender reassignment	It is not currently anticipated that the proposals will affect people with this characteristic disproportionately.	No mitigation is currently required but 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 currently anticipated that the proposals will affect people with this protected characteristic disproportionately.	No mitigation is currently required but 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.	No mitigation is currently required but 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.	No mitigation is currently required but 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.	No mitigation is currently required but 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.	No mitigation is currently required but the position will continue to be monitored and if any issues in respect of the protected characteristic are

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		identified then the Action Plan will be amended accordingly.
Carers (by association with any of the above)	<p>Should the reduction proposals go ahead and given that the forecast for pupil places in this area predicts a surplus of places it is anticipated that it will not prevent children from attending a school in their locality and will not limit or reduce the range of successful preferences available to parents/carers.</p> <p>Accordingly it does not currently appear that there are any disproportionate negative impacts concerning this protected characteristic.</p>	No mitigation is currently required but 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)		
Being able to organise classes more efficiently in groups of 30 positively impacts a school's finances and in turn helps to support teaching and learning.		

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 affect people disproportionately because of their age. We are aware that some groups may require information in a different format.	No mitigation is currently required but 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	<p>It is not anticipated at this stage that the proposals will affect people disproportionately because of the issues of disability.</p> <p>We are aware that some groups may require information in a</p>	No mitigation is currently required but 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 mitigation can you propose?
	different format.	
Race	It is not anticipated that the proposals will affect people disproportionately because of their race.	No mitigation is currently required but 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.	No mitigation is currently required but 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 disproportionately because of their pregnancy and maternity.	No mitigation is currently required but 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/belief.	No mitigation is currently required but 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.	No mitigation is currently required but 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	No mitigation is currently required but 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	No mitigation is currently required but the position will continue to be monitored and if

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Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigation can you propose?
	issues around marriage and civil partnership	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.	No mitigation is currently required but 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)		
Being able to organise classes more efficiently in groups of 30 positively impacts a school's finances and in turn helps to support teaching and learning.		

STEP 5: Gaps identified

Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?	A consultation has yet to be held.
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STEP 6: Other impacts

Consider if your proposal has the potential (positive and negative) to impact on areas such as health and wellbeing, crime and disorder and community relations. There is more information in the guidance.

It is not considered that the proposal will have any other impact.

STEP 7: Conclusion of your analysis

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Select one conclusion of your analysis	Give details
<input checked="" type="checkbox"/> No equality impacts identified – No change required to proposal.	No adverse impacts have been identified relative to groups with protected characteristics.
<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 type="checkbox"/> Potential equality impacts identified – Take ‘mitigating action’ to remove barriers or better advance equality. – Complete the action plan in the next section.	
<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.	

STEP 8: Action Plan

Issue or opportunity identified relating to:	Action proposed	Officer Responsible and target date
– Mitigation measures – Further research – Consultation proposal – Monitor and review		
Explore ways of supporting parents, carers, governors and staff through the change process.	Ensure the communication strategy recognises that some groups may require information in a different format for example if they have a disability or do not speak English as a first language. We are aware that the school may have its own communication strategy.	Samantha Young December 2017

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This EqIA has been reviewed and signed off by:

Head of Service or Business Manager: Pauline Davis **Date:**

Equality Action Group Chair: **Date:**

HCC's Diversity Board requires the Equality team to compile a central list of EqIAs so a random sample can be quality assured. Each Equality Action Group is encouraged to keep a forward plan of key service decisions that may require an EqIA, but please can you ensure the Equality team is made aware of any EqIAs completed so we can add them to our list. (email: equalities@hertfordshire.gov.uk). Thank you.