

## Equality Impact Assessment (EqIA)

### STEP 1: Responsibility and involvement

<b>Title of proposal/ project/strategy/ procurement/policy</b>	Education strategy for the delivery of additional primary school places to serve the new community arising from the new development of up to 523 homes at High Leigh, Hoddesdon and the relocation and enlargement of Westfield Community Primary School.		
<b>Head of Service or Business Manager</b>	Pauline Davis		
<b>Names of those involved in completing the EqIA:</b>	Tom Stacey	<b>Lead officer contact details:</b>	Brenda Dennett
<b>Date completed:</b>	18/10/2017	<b>Review date:</b>	December 2017

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

<b>Proposal objectives:</b> –what you want to achieve –intended outcomes –purpose and need	<p>The County Council has a legal duty to ensure sufficient school places to meet the needs of existing and new communities.</p> <p>The new housing development proposes the delivery of an additional 1f.e. (30 places) for primary school aged children to meet anticipated demand from any new community moving into the new housing development at High Leigh Hoddesdon. The additional places will be available on a school site to be located within the housing development.</p> <p>As part of the development there is an option to acquire additional land to provide a 2f.e. school instead of a 1f.e. school. This option would include the relocation of the existing nearby 1f.e. Westfield Community Primary School. This option is considered to offer a more sustainable pattern of provision, and would provide the school with brand new accessible accommodation that would have the benefit of lower maintenance and running costs than that of an equivalent older building.</p>
<b><u>Stakeholders:</u></b> Who will be affected: the public, partners, staff, service users, local Member etc.	<p>Schools in the education planning area HCC Planning colleagues Local Members and political representative Local community Borough of Broxbourne Residents in the local and surrounding areas Department for Education High Leigh Developer (s) MPs, County Councillors, District Councillors, Parish and Town Councils and Local Authority Chief Executives; Trade Union representatives;</p>

## Equality Impact Assessment (EqIA)

	<p>Church Diocese representatives;          NHS representatives;          Parent Governor representatives on the Overview and Scrutiny Committee at Hertfordshire County Council;          Further Education establishments, pre-schools, playgroups, Children’s Centres, toddler groups and day nurseries;          Libraries and Citizen’s Advice Bureaux;          Senior officers in Hertfordshire County Council’s Children’s Services department and Property teams.</p>
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### STEP 3: Available data and monitoring information

<p><b>Relevant equality information</b>          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><b>What the data tells us about equalities</b></p> <p>The strategy seeks to provide additional primary school places to meet the anticipated need from the new community arising from High Leigh and provide more sustainable provision than having two 1f.e schools in such close proximity (less than 0.5 mile). The school will offer local places for local children. The additional places will be available on a school site to be located within the new housing development and a new pedestrian/cycle route from the current school site to the new location will be provided by the Developer as part of the Development scheme approved by the Borough of Broxbourne.</p> <p>As the housing development is not yet built, the new community does not currently exist so the data from the existing Westfield School has been used to provide a guide to the possible composition of the ultimate population of the enlarged school.</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 &amp; Health Care Plans.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><b>January 2017 school census data</b></th> <th style="text-align: center;">Westfield</th> <th style="text-align: center;">Primary Countywide</th> </tr> </thead> <tbody> <tr> <td>Students (Years R to 6)</td> <td style="text-align: center;">197</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)</td> <td style="text-align: center;">22.86%</td> <td style="text-align: center;">30.47%</td> </tr> <tr> <td>% EAL (English as an alternative Language) (First language Not English or believed not to be English)</td> <td style="text-align: center;">13.20%</td> <td style="text-align: center;">16.70%</td> </tr> <tr> <td>% with Statement (or EHCP (S or E))</td> <td style="text-align: center;">1.02%</td> <td style="text-align: center;">1.86%</td> </tr> <tr> <td>% SEN Provision (K)</td> <td style="text-align: center;">6.6%</td> <td style="text-align: center;">11.86%</td> </tr> <tr> <td>% FSM (Free School Meals) (at date of Census)</td> <td style="text-align: center;">14.72%</td> <td style="text-align: center;">8.72%</td> </tr> <tr> <td>% of Male Students</td> <td style="text-align: center;">49.24%</td> <td style="text-align: center;">51.20%</td> </tr> <tr> <td>% of Female Students</td> <td style="text-align: center;">50.76%</td> <td style="text-align: center;">48.80%</td> </tr> </tbody> </table>	<b>January 2017 school census data</b>	Westfield	Primary Countywide	Students (Years R to 6)	197	N/A	% Minority Ethnic Students (not White British and excluding Refused and Not Obtained)	22.86%	30.47%	% EAL (English as an alternative Language) (First language Not English or believed not to be English)	13.20%	16.70%	% with Statement (or EHCP (S or E))	1.02%	1.86%	% SEN Provision (K)	6.6%	11.86%	% FSM (Free School Meals) (at date of Census)	14.72%	8.72%	% of Male Students	49.24%	51.20%	% of Female Students	50.76%	48.80%
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## Equality Impact Assessment (EqIA)

	<p>The percentage of Minority Ethnic Students, EAL students and those with a Statement (or EHCP) and students with SEN Provision are all lower than the County Average. The percentage of students who are eligible for Free School Meals is higher than the County Average.</p>
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### STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

Guidance on groups of service users to consider within each protected group can be found [here](#)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
<b>Age</b>	<p>This proposal offers additional primary places at an existing, good school in a new building in the heart of a new community.</p> <p>The school will be expected to phase the provision of additional places with the aim to provide sufficient capacity without destabilising neighbouring schools. It is not anticipated that the proposals will affect people disproportionately because of their age.</p>	<p>Pupil numbers and age ranges will be kept under close scrutiny to inform whether or not the number of places available reflects the need.</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>
<b>Disability Including Learning Disability</b>	<p>School planning officers are liaising with the Headteacher to ensure that any issues identified for pupils relocating to the new school can be addressed. It is not anticipated at this stage that the proposals will affect people disproportionately because of the issues of disability.</p> <p>The new school building will be designed to ensure</p>	<p>The school will be fully inclusive. It will meet the needs of children in the local area, including those with Special Educational Need (SEN) and/or disability.</p> <p>Should the Proposal proceed and issues arise that require specific professional advice this will be sought.</p> <p>Any issues identified or known, as well as the duties found within Part 6, Section 149 and Schedules 10 and 13 of the Equality Act 2010</p>

## Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
	accessibility by all.	<p>concerning disability will be factored into the individual scheme designs. Any building scheme will also meet the requirements to avoid Disability Discrimination under Section 15 of the Equality Act 2010.</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>
<b>Race</b>	It is not anticipated at this stage that the proposals will affect people disproportionately because of the issues of race.	<p>The school will be required to accept all children regardless of race or ethnicity.</p> <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.</p>
<b>Gender reassignment</b>	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.
<b>Pregnancy and maternity</b>	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.
<b>Religion or belief</b>	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

## Equality Impact Assessment (EqIA)

Protected characteristic	Potential for differential impact (positive or negative)	What reasonable mitigations can you propose?
		accordingly.
<b>Sex</b>	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.
<b>Sexual orientation</b>	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.
<b>Marriage &amp; civil partnership</b>	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 identified then the Action Plan will be amended accordingly.
<b>Carers (by association with any of the above)</b>	It is not anticipated that the proposals will affect people disproportionately because of issues around caring responsibilities per se. However we are aware that some Carers may have disability issues that impact on their ability to access the new site	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.
<p><b>Opportunity to advance equality of opportunity and/or foster good relations</b> (Please refer to the guidance for more information on the public sector duties)</p>		
<p>The provision of school places within the heart of the new community will allow more children to attend a school in their locality and extend the range of successful preferences available to parents/carers.</p> <p>The provision of a new school building provides a clear opportunity to assist those with protected characteristics to attend education provision which is local and of modern, accessible design. The layout/design of the building(s) will meet the requirements to avoid Disability Discrimination under Section 15 of the Equality Act 2010 and the duties found within Part 6, Section 149 and Schedules 10 and 13 of the Equality Act 2010 concerning disability will be factored into the scheme design(s). The designs will allow access to everyone throughout the site and therefore promote integration of all pupils with one another.</p>		

## Equality Impact Assessment (EqIA)

### STEP 5: Gaps identified

<p><b>Gaps identified</b> 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?</p>	<p>The current proposal relates to exercising the option for acquiring land for a 2FE site that will provide for the relocation of the existing 1f.e Westfield Community School. When the final decision made and the way forward determined, the scope of data necessary to assess the impact equalities issues will be reviewed and any gaps identified at that time. Mitigation measures will also be identified at that time.</p>
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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.

### STEP 7: Conclusion of your analysis

Select one conclusion of your analysis	Give details
<input type="checkbox"/> <b>No equality impacts identified</b> – No change required to proposal.	
<input type="checkbox"/> <b>Minimal equality impacts identified</b> – 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"/> <b>Potential equality impacts identified</b> – Take 'mitigating action' to remove barriers or better advance equality. – Complete the action plan in the next section.	Ensure that the proposals do not impact adversely upon pupils with disabilities and ensure that the communications strategy takes into account the differing needs of the local community.

## Equality Impact Assessment (EqIA)

Select one conclusion of your analysis	Give details
<p><b>Major equality impacts identified</b></p> <p><input type="checkbox"/> – Stop and remove the policy.</p> <p>– The adverse effects are not justified, cannot be mitigated or show unlawful discrimination.</p> <p>– Ensure decision makers understand the equality impact.</p>	

### STEP 8: Action Plan

Issue or opportunity identified relating to:	Action proposed	Officer Responsible and target date
<ul style="list-style-type: none"> <li>– Mitigation measures</li> <li>– Further research</li> <li>– Consultation proposal</li> <li>– Monitor and review</li> </ul>		
The need to address access and equality issues when developing the layout of the building.	This will form part of the design brief and specification for the new school building.	School Planning Team – Ongoing through the design process.
There is an opportunity to provide a site and building design which all those with Protected Characteristics to be fully integrated in the school community	The accommodation will be compliant with the Equality Act 2010 to avoid Disability Discrimination under Section 15 of the Act.	Project Manager – reviewed every 3 months throughout design process

**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](mailto:equalities@hertfordshire.gov.uk)). Thank you.