

Equality Analysis - word version – Online EA System

School Place Planning Strategy 2014-18 Update

Stage 1 Screening Data

1. What are the objectives and expected outcomes of your proposal? Why is it needed? Make sure you highlight any proposed changes.

In October 2014 Cabinet approved the Brent School Place Planning Strategy 2014 -2018. The strategy outlined the need for school places and the approach the council would take to meeting that need. A refresh to the strategy is provided as Appendix 1 to the main report going to Cabinet in November 2015 – School Place Planning Strategy 2014-18 Update.

The 2015 refresh of the strategy updates members on the need for school places and proposes amendments to five of the underlying principles of the strategy. These amendments largely reflect changes to legislation and the anticipated demand for secondary places. They also enable the Council to use a more comprehensive and current indicator of quality. The proposed changes are outlined in the table below.

| Principle No. | Original | Amendment |
|-----------------------------|--|--|
| 1 | We will only undertake expansions at good and outstanding where leadership is secure | We will only undertake expansions at <i>high quality or improving</i> schools where leadership is secure |
| Rationale for change | A change of the quality indicator to use the wider intelligence gathered by the LA School Effectiveness Service, rather than the last Ofsted judgement as the sole quality indicator when assessing school suitability for expansion. The School Effectiveness Service include a wider range of school improvement criteria including the last Ofsted judgement, in agreeing intervention levels with schools. In particular this change allows for the fact that schools may have declined or improved since their last inspection. | |
| 3 | We will actively consider two site schools and 5FE primary schools where there is leadership and management capacity | We will actively consider two-site schools and 5FE primary schools where there is leadership and management capacity <i>and where this is a genuine expansion and not a new school</i> |
| Rationale for change | Change to take account of DfE Statutory Guidance on School organisations | |
| 4. | We will develop local capacity to sponsor or promote new schools working with <i>primary</i> academies | We will develop local capacity to sponsor or promote new schools working with academies in all phases |
| Rationale for change | Change to enable this principle to be applied to all phases | |

| | | |
|-----------------------------|---|--|
| 10. | We will as far as possible incorporate proposals for additional <i>primary</i> schools into new regeneration schemes | We will as far as possible incorporate proposals for new schools into regeneration schemes |
| Rationale for change | Change to enable this principle to be applied to all phases | |
| 16. | After assessing educational suitability, schemes for expansion or new schools will be judged in terms of value for money and deliverability | After assessing educational suitability, schemes for expansion or new schools will be judged in terms of value for money, deliverability <i>and strategic fit with other council investment programmes</i> |
| Rationale for change | Change that acknowledges that the provision of new schools and expansion of existing schools can be critical in supporting the Councils in meeting wider regeneration ambitions | |

2. Who is affected by the proposal? Consider residents, staff and external stakeholders.

The proposal to amend the principles will affect headteachers and chairs of governors as they may int.

Headteachers, chairs of governors and unions were all consulted on the draft Strategy in 2014. The strategy was also placed on the Council consultation portal. The proposed changes to the operating principles outlined in section 3 of the Cabinet report were discussed and agreed by the Strategic School Effectiveness Partnership Board on 30 September 2015.

The amendments pupil numbers will not have any immediate impact. Any firm proposals to provide additional school places will be the subject of a further cabinet report and a full EIA

3.1 Could the proposal impact on people in different ways because of their equality characteristics?

The strategy aims to address equality issues around social disadvantage and disability. The approach was underpinned by a commitment to improving the educational outcomes of all children and young people in Brent. This was tested during the consultation period and is reflected as far as possible in the final strategy.

The refresh of the strategy does not put forward any additional proposals for school expansion. Any proposals to expand existing schools will be subject to a full Equality Impact Assessment.

3.2 Could the proposal have a disproportionate impact on some equality groups?

Yes SEND – positive impact

If you answered 'Yes' please indicate which equality characteristic(s) are impacted

Disability – pupils with special educational needs and disabilities could be impacted in that the report recommends that Cabinet accept the *principle* of increasing the supply of Special

Educational Needs (SEND) specialist places by providing Additional Resources Provision (ARP) in mainstream schools together with new specialist Free School provision at the Avenue site.

At this stage no additional proposals to provide these places are being put forward. Any future proposals will be subject to a full Equality Impact Assessment

3.3 Would the proposal change or remove services used by vulnerable groups of people?

No

3.4 Does the proposal relate to an area with known inequalities?

No. The School Place Planning Strategy covers the statutory schools age of pupils in all year groups across the council including Special Educational Need and Disabled pupils i.e. age 4 to 19, Reception to Year 14.

3.5 Is the proposal likely to be sensitive or important for some people because of their equality characteristics?

Yes. Age and disability

3.6 Does the proposal relate to one of Brent's equality objectives?

No

END OF SCREENING STAGE

Recommend this EA for Full Analysis?

Yes/No

4. Use the comments box below to give brief details of what further information you will need to complete a Full Equality Analysis. What information will give you a full picture of how well the proposal will work for different groups of people? How will you gather this information? Consider engagement initiatives, research and equality monitoring data.

Stage 2: Analysis

5. What effects could your policy have on different equality groups and on cohesion and good relations?

5.1 Age (*select all that apply*)

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Please give details:

5.2 Disability (*select all that apply*)

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Please give details:

5.7 Religion or belief (*select all that apply*)

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Please give details:

5.8 Sex (*select all that apply*)

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Please give details:

5.9 Sexual orientation (*select all that apply*)

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Please give details:

5.10 Other (please specify) (*select all that apply*)

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Please give details:

6. Could any of the impacts you have identified be unlawful under the Equality Act 2010? Prohibited acts include direct and indirect discrimination, harassment, victimisation and failure to make a reasonable adjustment.

- ☐ Yes
- ☒ No

7. Please provide a brief summary of any research or engagement initiatives that have been carried out to formulate your proposal.

What did you find out from consultation or data analysis?

Were the participants in any engagement initiatives representative of the people who will be affected by your proposal?

How did your findings and the wider evidence base inform the proposal?

STAGE 3: ACTION PLANNING

Now, you will respond to your findings from the analysis stage and complete an action plan. At this stage you need to think about how to remove or reduce all the negative impacts that you have identified and how to maximise any opportunities to promote equality. This might mean making changes to your proposal or to the way that it is implemented.

8. What actions will you take to enhance the potential positive impacts that you have identified?

9. What actions will you take to remove or reduce the potential negative impacts that you

have identified?

10. Please explain how any remaining negative impacts can be justified?