

Equality Impact Assessment / Equality Analysis

(Updated December 2022)

Item name	Details
Title of service or policy	Bath and North East Somerset Council School Organisation Plan 2023 – 2029
Name of directorate and service	People and Communities Schools Capital and Organisation Team
Name and role of officers completing the EIA	Helen Hoynes School Organisation Manager
Date of assessment	4 December 2023

Equality Impact Assessment (or ‘Equality Analysis’) is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community. The main aim is to identify any discriminatory or negative consequences for a particular group or sector of the community, and also to identify areas where equality can be better promoted. Equality impact Assessments (EIAs) can be carried out in relation to services provided to customers and residents as well as employment policies/strategies that relate to staffing matters.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis. **Not all sections will be relevant – so leave blank any that are not applicable.** It is intended that this is used as a working document throughout the process, and a final version will be published on the Council’s website.

1.1 Identify the aims of the policy or service and how it is implemented

Key questions	Answers / notes
<p>1.1 Briefly describe purpose of the service/policy e.g.</p> <ul style="list-style-type: none"> ● How the service/policy is delivered and by whom ● If responsibility for its implementation is shared with other departments or organisations ● Intended outcomes 	<p>Responsibility for ensuring there are sufficient school places rests with the Local Authority, although the LA does not always directly provide the places. Implementation and delivery are achieved by working in partnership with Academy Trusts, the Church of England Diocese and Catholic Diocese and with school Headteachers and Governing Bodies. Also with Property Services/Major Projects to deliver any school buildings that may be necessary. Also working with Planning Policy to identify any school infrastructure and land requirements as a result of future housing development so that this can be secured and incorporated into strategic plans.</p> <p>Provision of sufficient primary and secondary school places in the right areas and at the time they are required in order to meet demand. Provision of sufficient Special Educational Needs and Disabilities (SEND) school places of the required types.</p>

<p>1.2 Provide brief details of the scope of the policy or service being reviewed, for example:</p> <ul style="list-style-type: none"> ● Is it a new service/policy or review of an existing one? ● Is it a national requirement?). ● How much room for review is there? 	<p>This is a review of existing policy to provide sufficient school places. It is a national requirement for Local Authorities to secure sufficient schools are available for their area to provide primary and secondary education, also for Local Authorities to keep education and care provision under review and consider if it is sufficient to meet the needs of children and young people in their area with SEND. The Education Act 1996 sets out the criteria.</p> <p>It is subject to on-going review to assess the effectiveness of the planning and delivery of school places and to make use of any new findings to inform future planning in this area of the Council's work. Pupil projections will be updated annually and future place planning adjusted accordingly.</p>
<p>1.3 Do the aims of this policy link to or conflict with any other policies of the Council?</p>	<p>One of the aims of this policy is to provide sufficient school places for pupils generated as a result of future housing development. If land is required for a new school on a proposed development site this could serve to reduce the area of land that can be used for housing and the number of dwellings that can be delivered on this site. This could have an impact on the deliverability of housing quotas and would need to be factored in to plans for areas for new housing.</p> <p>Planning Policy has a remit to ensure the provision of sufficient infrastructure, in the right location and in a timely manner in order to support sustainable development across the Authority.</p>

2. Consideration of available data, research and information

Key questions	Data, research and information that you can refer to
<p>2.1 What equalities training have staff received to enable them to</p>	<p>Officers planning the provision of places have all undertaken as a minimum the Council's equalities, diversity and inclusion training.</p>

understand the needs of our diverse community?	
2.2 What is the equalities profile of service users?	Children and young people aged 0-19, children and young people with disabilities age 0-25, varying ethnicities, different languages spoken, varying religions, socio-economically disadvantaged, parents and carers.
2.3 Are there any recent customer satisfaction surveys to refer to? What were the results? Are there any gaps? Or differences in experience/outcomes?	No
2.4 What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?	<p>All academy trusts and schools are consulted annually and provided with pupil projection data in September each year when Planned Admission Numbers (PANs) are discussed for the next academic year two years ahead. Projection data is also shared with the Clifton Diocese. The total capacity figure for each school is also checked and confirmed. The last consultation took place over September and October 2023 for 2025 PANs.</p> <p>The draft School Organisation Plan 2023 – 2029 was sent to: academy Trust CEOs; primary, secondary, studio and special school and academy Headteachers; school Governing Bodies; all Local Councillors to include the Leader of the Council and the Cabinet Member for Children’s Services; appropriate Council officers; the neighbouring Local Authorities of Bristol, North Somerset, Somerset, South Gloucestershire and Wiltshire; the Diocese of Bath and Wells; the Clifton Diocese; Bath College for consultation.</p> <p>Also on-going engagement with the Admissions and Transport Team.</p> <p>No comments were received via the consultation on the Plan.</p>
2.5 If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?	The Council would consider equalities issues when deciding what consultation methods to use to ensure this was as accessible as possible and would aim to consult with a range of individual stakeholders and organisations. The Council would aim to consult as widely as possible and include information on the website in an accessible format. If the Council was to propose an expansion of an existing school above a certain level, a statutory process would need to be followed which would entail an element of public consultation.

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3. Assessment of impact: 'Equality analysis'

Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy:

- Meets any particular needs of equalities groups or could help promote equality in some way.
- Could have a negative or adverse impact for any of the equalities groups

Key questions	Examples of what the service has done to promote equality	Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this
3.1 Issues relating to all groups and protected characteristics	Planning and delivering sufficient primary and secondary school places in the right location, by the time they are required and of the required type.	Potential for B&NES pupils being unable to access a school place, or unable to access a local school place. Provision of sufficient places in the right locations to prevent this happening.
3.2 Sex – identify the impact/potential impact of the policy on women and men.	With the exception of two secondary academies located in Bath, all primary and secondary schools are mixed boys and girls schools. Plans look to provide sufficient additional places for both girls and boys.	Of the two secondary academies referred to, one is a single sex boys school and one is a single sex girls school. If too many places were added to a single sex school this could have a negative impact on the balance of pupils in other local schools. Take this into account when planning the provision of additional places with the aim of retaining a good balance.
3.3 Pregnancy and maternity	NA	NA
3.4 Gender reassignment – identify the impact/potential impact of the policy on transgender people	NA	NA

<p>3.5 Disability – identify the impact/potential impact of the policy on disabled people (ensure consideration both physical, sensory and mental impairments and mental health)</p>	<p>Each area of the Authority has at least one primary and one secondary school that is the designated fully accessible school for that area and that is suitable for pupils with a range of impairments, including significant physical impairments. In addition to this, many more minor adaptations are provided in other schools in order to facilitate the attendance of pupils with a range of impairments. All schools are fully inclusive. There are also three Special schools in the Authority for pupils with more acute impairments, one SEND Unit, five Resource Bases and one SEND Centre. The SEND strategy was developed to create additional specialist places for children in B&NES.</p>	<p>Inability for pupils with SEND to access a place within B&NES appropriate for their individual needs. The SEND strategy, which will create additional SEND places of the required types, is currently in the process of being delivered. This will ensure that as many pupils as possible can access a SEND place within B&NES, reducing the number that need to travel outside the authority to access SEND provision. Any new schools or additions to existing schools that are built will be required to meet the requirements of the Equality Act 2010.</p>
<p>3.6 Age – identify the impact/potential impact of the policy on different age groups</p>	<p>Strategic planning and delivery of places considers the need for all age groups.</p>	<p>Potential for some primary age pupils or some secondary age pupils unable to access a school place due to shortfalls in some year groups. The plan outlines how additional places could be provided to ensure that children of all ages can access a school place. No age groups should be adversely affected</p>
<p>3.7 Race – identify the impact/potential impact on across different ethnic groups</p>	<p>NA</p>	<p>NA</p>
<p>3.8 Sexual orientation – identify the impact/potential impact of the policy on lesbian, gay, bisexual, heterosexual people</p>	<p>NA</p>	<p>NA</p>

<p>3.9 Marriage and civil partnership – does the policy/strategy treat married and civil partnered people equally?</p>	<p>NA</p>	<p>NA</p>
<p>3.10 Religion/belief – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.</p>	<p>The Authority seeks where possible to maintain the balance of denominational and non-denominational places available in order to provide diversity. B&NES has some Church of England schools and some Catholic schools as well as non-denominational schools. All schools would be considered for expansion if additional places were to be needed.</p>	<p>Any future expansion of existing schools should preferably be at Community or Voluntary Controlled (VC) schools or at Academies that do not have a faith based entry criteria, in order to provide universality of choice and access for the majority of families and wherever possible to facilitate parents being able to access a place at their nearest school. As there is no faith based link when applying to a Community or VC school or to an academy that does not have a faith based entry criteria, children with a faith other than Church of England or Catholic or those with no religious beliefs will have equality of access. The admissions criteria of Church of England or Catholic schools that are Voluntary Aided (VA) means that some local children may not be able to obtain a place at their local school if they do not meet the criteria, whereas children living further away might be able to obtain a place. Any new school that was to be provided would be an Academy/Free School and a range of organisations could submit bids to run the school or propose to open a Free School. A future academy/Free School could therefore be denominational or non-denominational depending on the</p>

		organisation that submits the winning bid or successful proposal. The Authority will continue to seek to maintain the balance of denominational and non-denominational places wherever possible in order to aid diversity and choice.
<p>3.11 Socio-economically disadvantaged* – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances (this is not a legal requirement but is a local priority).</p>	<p>School organisation has a role in raising standards and attainment which should in turn lead to higher achievement and improved life chances for children who are socio-economically disadvantaged. Planning to provide sufficient places in good quality schools in the right area so that children who are socio-economically disadvantaged can access a place at their local school wherever possible should contribute to improved educational outcomes for children.</p>	<p>Potential for children who are socio-economically disadvantaged being unable to access a school place close to where they live and having to travel a longer distance, incurring costs to do so. Plan to provide sufficient school provision in the right areas so that children who are socio-economically disadvantaged do not have to travel too far to get to a good school. Home to school transport would be provided for qualifying children should it be necessary on the grounds of low income.</p>
<p>3.12 Rural communities* identify the impact / potential impact on people living in rural communities</p>	<p>Planning to provide sufficient provision in the right areas including in rural areas where required in order to promote equality of access for families living in these areas.</p>	<p>Children living within rural communities having to travel longer distances to get to school. Plan for places to be provided locally where possible so that families in rural area do not have to travel long distances unnecessarily and do not have to rely on car use to get to school. Home to school transport would be provided for qualifying children should it be necessary on the grounds of distance or exceptionally hazardous routes.</p>
<p>3.13 Armed Forces Community ** serving members; reservists; veterans and their families, including the</p>	<p>Strategic planning would take into consideration the locations of Armed</p>	<p>Children from Armed Forces families could find it more difficult to access a school place if they arrive as a late or in-</p>

bereaved. Public services are required by law to pay due regard to the Armed Forces Community when developing policy, procedures and making decisions, particularly in the areas of public housing, education and healthcare (to remove disadvantage and consider special provision).	Forces Communities and any potential large influxes of new pupils as a result.	year admission. Plan to provide sufficient school places so that there could be some spare places available in every area of the LA. Also the Admissions Code contains specific provisions to assist children from Armed Forces families to access school places.
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*There is no requirement within the public sector duty of the Equality Act to consider groups who may be disadvantaged due to socio economic status, or because of living in a rural area. However, these are significant issues within B&NES and have therefore been included here.

** The Equality Act does not cover armed forces community. However, the Armed Forces Bill (which came in on 22 Nov 2022) introduces a requirement to pay ‘due regard’ to make sure the Armed Forces Community are not disadvantaged when accessing public services.

4. Bath and North East Somerset Council & NHS B&NES Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment/analysis. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

Issues identified	Actions required	Progress milestones	Officer responsible	By when

5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team (equality@bathnes.gov.uk), who will publish it on the Council's and/or NHS B&NES' website. Keep a copy for your own records.

Signed off by: Chris Wilford

(Divisional Director or nominated senior officer)

Date: 22 December 2023