

Equalities Impact Assessment

Proposal for a permanent change to the age range at Park Primary School from 5-11 to 3-11.

Assessing impact on equality is a process which develops along with your policy. You must complete the table below to ensure that the EqIA process can be tracked.

Version Number	Final
Date Last Reviewed:	4 October 2019
Approved by:	Yvonne Howard, Equalities and Diversity Officer
Date Approved:	4 October 2019
Next Review Date:	Not applicable
Saved as:	EqIA Park Primary Expansion Final

1. Management of the EqIA

Richard Soane, Service Planning Manager, Best Start in Life with the involvement of Tahira Gynn, Collaborative Early Years Quality Improvement Manager and Natasha Ttofalli, Head Teacher Park Primary School.

Document owner (name and post), people involved, timescales, etc

2. Identification of policy aims, objectives and purpose

To meet local childcare sufficiency need a permanent change of age range is proposed for Park Primary School to allow Nursery Provision (ages 3 and 4), with delivery of places on a local satellite site. The provision replaces a closed pre school provision on the same site. A total of 42 part time 15 hour places and 9 30 hour places are being made available. A prescribed alteration for a change of age range of a maintained school requires a statutory consultation process to be completed. An Officer Key Decision has agreed that the statutory process should take place in the autumn term 2019, and that alongside this an EqIA should be undertaken.

Park Primary is a community category Primary School and offers places following the London Borough of Newham admissions process as detailed in the Starting Primary School Guide. Following the closure of a local pre school, Park Primary have been offering free early education places for 3 and 4 year olds. This started in May 2019 and this is currently a temporary change to the school age range.

Brief description (approximately 150 words or 10% of EqIA)

3. Scope / focus of the EqIA

The policy will lead to the development of permanent free early years provision in Forest Gate South ward. This ward is ranked 6th worst of 20 in terms of childcare places per resident child, according to Newham’s Childcare Sufficiency Assessment. The change to age range will support school readiness and allow an easier transition process for the children and their families. The admissions process will mean that Children with assessed special educational needs will be given priority. Children in the care of the local authority will also be given priority.

Local resident children and families should also benefit. If there are more children than the number of places available in other cases, places are offered:

- First to children who will get one term in nursery before starting primary school
- Then to children who will get two terms in nursery and so on.

In each age group children are admitted in this order:

1. Children who live locally and have a brother or sister at the school
2. Children who live locally but do not have a brother or sister at the school
3. Children who live elsewhere in Newham and have a brother or sister at the school
4. Children who live elsewhere in Newham
5. All other children.

For places offered under the 30 hours extended entitlement, families must meet the eligibility criteria for this scheme, which is linked to work.

Taking into account the admissions policy and ethnic make up of the Forest Gate ward, as shown below, it is likely that services will be accessed by children from a wide range of ethnic backgrounds.

Ethnic makeup of East Ham South		
Ethnicity	Number	%
White - British Z	3,391	21.8
Black African Z	2,178	14
Bangladeshi Z	1,887	12.1
Other White Z	1,515	9.7
Pakistani Z	1,367	8.8

Indian Z	1,178	7.6
Other Asian Z	997	6.4
Black Caribbean Z	894	5.7
Other Black Z	452	2.9
Any other ethnic groups Z	373	2.4
White and Black African Z	260	1.7
White and Black Caribbean Z	242	1.6
Arab Z	224	1.4
Other Mixed Z	203	1.3
White and Asian Z	178	1.1
Chinese Z	119	0.8
White - Irish Z	79	0.5
Gypsy Z	38	0.2
Source: ONS Census 2011		

Park Primary School prides itself on its excellent community relations. The school engages with parents through workshops, coffee mornings, information sessions and generally through a proactive presence of the Senior Leadership Team daily. The school listens to demand and responds positively to it where it is beneficial and possible to do so.

Community engagement is supported for families accessing early years provision. Children will be picked up from the morning session from the main school building and will be dropped off for the afternoon session at the main school building also. This is in order that parents feel part of the main school and have access to the admin team and communication facility. The Family Liaison Officer will have regular presence at the Nursery in order to establish effective early relationships with families so that they can support them and work together in the best interests of the adults and the child, as early as possible. There is a well-established understanding of the community's (albeit ever-changing) needs and at the root of practice is the establishment of caring relationships which allow all to thrive. For many years the local community has asked why there is no nursery at the school; Park is best placed to serve the families and ensure that the children are equipped with the very best start in early education.

Consider how relevant the policy is to equality and which group(s) it is likely to affect most. This is where you make a judgement on where to concentrate your efforts and lay the ground for a proportionate approach.

- a. Could it affect some groups differently?
- b. Could it advance equality?
- c. Could it foster good relations?

Protected Characteristic	Assessment of relevance High, Medium, Low	If Low you must provide evidence.
Age	High	
Disability	High	
Transgender	Low	Funded early education at age 3 and 4 is available to all
Pregnancy and maternity	Medium	
Race	Medium	Funded early education at age 3 and 4 is available to all- Taking into account the admissions policy and ethnic make up of the Forest Gate ward,, it is likely that services will be disproportionately accessed by children from a wide range of ethnic backgrounds.
Religion / belief	Medium	Funded early education at 3 and 4 is available to all- Taking into account the admissions policy and ethnic make up of the Forest Gate ward, a it is likely that services will be disproportionately, accessed by children from a wide range of ethnic backgrounds.
Sexual orientation	Low	Funded early education at age 3 and 4 is available to all
Sex	Low	Funded early education at age 3 and 4 is available to all
Class or socio-economic disadvantage	Medium	Funded early education at age 3 and 4 is

		available to all. The Forest Gate ward has 56% of its lower super output areas within the 20% most deprived in England (Index of Multiple Deprivation 2019)
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4. Relevant data, research and consultation

- a. Provide sources of data you have used
- b. Set context of findings e.g. figures for LBN demographics, service user statistics
- c. Provide details of any additional consultation or evidence gathering needed. Consultation plans must provide enough time and information for intelligent consideration and response by those consulted. Analysis of findings by protected group must be conscientiously considered by decision makers and should inform mitigations or enhancements to the policy.

Initial consultation with parents was conducted by Park Primary school in the Autumn of 2018. This included a parent consultation meeting, a questionnaire and a notice posted on the entrance to the school detailing the planned development. Feedback was overwhelmingly positive and no negative comments were received. School Governors have been kept abreast of the development.

Formal consultation will take place in the Autumn term 2019 and a statutory notice will be displayed on the LBN website, school website and school gate, as well as being circulated to parents, providers within the vicinity and any other interested parties.

5. Assessment of Impact and outcomes

You will need evidence to support the assessment of impact for your EqIA to be robust. You do **not** have to think of every possible way a policy or service might conceivably impact on a protected group. –You **do** need to make an informed decision on likely impacts positive or negative for each protected group to which you have decided the policy is relevant in section 3. –The amount of evidence and the breadth of consideration should directly relate to the likely severity of the impact. For example a policy to change the criteria for eligibility to adult social care services could potentially have a severe impact on disabled people and will require substantial evidence including consultation with disabled people and thorough consideration of mitigations including the feasibility of alternative policies.

Protected characteristics	Issues taken from evidence	Judgement (positive / negative)	Recommendations
Age	Data supports the need for this development in provision and services for this age group. Early years provision is lower than average compared to other wards in the borough	Positive	Proceed with permanent expansion of age range from 5-11 to 3 to 11, subject to formal consultation process.
Disability	Children with SEND will be prioritised based on admissions criteria	Positive	Proceed with permanent expansion of age range from 5-11 to 3 to 11, subject to formal consultation process.
Pregnancy and maternity	Additional free early years provision for 3 and 4 may help support pregnant women with older children.	Positive	Proceed with permanent expansion of age range from 5-11 to 3 to 11, subject to formal consultation process.
Transgender		Neutral	
Race	It is likely that services will be accessed by children from a wide range of ethnic backgrounds and the school is equipped to	Positive	Proceed with permanent expansion of age range from 5-11 to 3 to 11, subject to formal consultation process.

	respond to their needs.		
Religion and belief	It is likely that services will be accessed by children from a wide range of ethnic backgrounds and the school is equipped to respond to their needs.	Positive	Proceed with permanent expansion of age range from 5-11 to 3 to 11, subject to formal consultation process.
Sexual orientation		Neutral	
Class or socio-economic disadvantage	It is likely that services will be accessed by children from disadvantaged backgrounds and the school is equipped to respond to their needs	Positive	Proceed with permanent expansion of age range from 5-11 to 3 to 11, subject to formal consultation process.
Sex		Neutral	

6. Formal agreement

- a. Divisional Director
- b. Head of Strategy & Partnerships

To be agreed by Adrian May, Corporate Governance Manager

7. Publication of results

- a. Date EqIA published on Council website (full or summary version)

The EqIA will be published on the Council website.

8. Monitoring and review

- a. Set dates and mechanism for monitoring and reviewing

The progression of pupils involved will be tracked and monitored according to the usual arrangements for schools, within the school, across the LA and by Ofsted.