Equality Analysis Report

Title of activity / Budget Proposal title and number School Structural Change	Committee meeting (decision maker) and date Executive January 20 th 2016
Service area Children's Services	Lead officer Fran Cox
Approved by Colin Foster	Date of approval

Description of activity:

Bedford Borough are proposing that the future organisation of schools in Bedford Borough, we are proposing - in general - that:

- Lower schools become primary schools for pupils aged 4-11 years
- Upper schools become secondary schools for pupils aged 11-18 years
- Middle schools either become primary schools, secondary schools or work with the local lower school to offer a single primary school option for that community.
- It is proposed that in July 2019 both Year7 and Year 8 pupils from middle schools converting to primary schools, transfer to secondary school in Year 8 and Year 9 respectively.
- The school structural change considers a change of Council policy from three tier school organisation to a two tier model.
- The Council seeks to consult on the above change and, if there is a positive outcome to the consultation, the Council will support schools across Bedford Borough to convert to either a Primary or Secondary school.
- The change is considered necessary in order to provide clarity for parents and a coherent education system that is in line with most other local authorities in the UK.
- Should the proposal for change be adopted, the success of the project will be measured against the Council's approach to supporting schools to convert by Sept 2017.

Please refer to the Equality Analysis Template Notes for guidance on completing this form.

Relevance Test

1.	The outcomes of the activity directly and significantly impact on people, e.g. service users, employees, voluntary and community sector groups.	Yes	\boxtimes	No		
2.	The activity could / does affect one or more protected equality groups.	Yes	\boxtimes	No		
3.	The activity could / does affect protected equality groups differently.	Yes	\boxtimes	No		
4.	One or more protected equality groups could be disadvantaged, adversely affected or are at risk of discrimination as a result of the activity.	Yes		No	\boxtimes	
5.	The activity relates to an area where there are known inequalities.	Yes		No	\boxtimes	
6.	The activity sets out proposals for significant changes to services, policies etc. and / or significantly affects how services are delivered.	Yes	\boxtimes	No		
7.	The activity relates to one or more of the three aims of the Council's equality duty.	Yes		No	\boxtimes	
8.	The activity relates to the Council's Corporate Plan objectives, is a significant activity and / or presents a high risk to the Council's public reputation.	Yes	\boxtimes	No		
9.	An equality analysis of this activity is required.	Yes	\boxtimes	No		
This activity has no relevance to Bedford Borough Council's duty to eliminate unlawful discrimination, harassment and victimisation; to advance equality of opportunity; and to foster good relations. An equality analysis is not needed.						
E	Explanation why equality analysis is not needed					

Scope of equality analysis

Who is / will be impacted by the activity's aims and outcomes?	All children attending a school in Bedford Borough who wishes to convert to a Primary or Secondary schools will be impacted by the proposed change.		
Which particular protected	The following protected equality groups may potentially be affected during the transition of the		
equality groups are likely / will	school structure changes:		
be affected?	o learners with Autism and other disabilities		
	 learners with English as an additional language 		

 learners with parents with disabilities including D/deaf
 learners with Physical access issues

Evidence, data, information and consultation

What evidence have you used to	 break down of school aged children in Bedford Borough by protected equality groups 		
analyse the effects on equality?	(see appendix A)		
	 any equality issues that arise from the consultation 		
	o consultation with design and build teams		
What consultation did you carry	Public consultation was carried out by the Council on the overall changes to schools in Bedford		
out with protected equality	Borough in order to offer strategic leadership to the structural changes,		
groups to identify your activity's			
effect on equality?	Discussion with SEND service, Educational Psychology service, SI service, headteachers.		
What does this evidence tell you	 learners with Autism and other disabilities 		
about the different protected	change of any sort can be a source of anxiety for learners with autistic spectrum condition.		
groups?	Children in the current (2015) year 4 cohort will have to make 2 school changes within 3 years		
	if their Middle school is becoming a Primary.		
	○ learners with English as an additional language		
	A limited understanding of English may lead to uncertainty around change proposals		
	 learners with parents with disabilities including D/deaf 		
	Individuals with additional needs may not initial understand the change proposal and may not		
	be able to express their views without support.		
	 learners with Physical access issues 		
	with new buildings will bring accessibility issues that will need to be taken into consideration		
What further research or data	none		
do you need to fill any gaps in			
your understanding of the			
potential or known effects of the			
activity?			

General Equality Duty

Which parts of the general equality duty is the activity relevant to?					
	Eliminate discrimination, harassment and victimisation	Advance equality of opportunity	Foster good relations		
Age		Х			
Disability	x	х			
Gender reassignment					
Pregnancy and maternity					
Race					
Religion or belief					
Sex					
Sexual orientation					
Marriage & civil partnership					

Impact on equality groups

Based on the evidence presented what positive and negative impact will your activity have on equality?					
	Positive	Negative	No	Explanation	
	impact	impact	impact		
Age				It is felt that transitioning once at aged 11 will be a positive change from the current two transitions at 9 and 13.	
Disability				-ve Without careful management, a change in the current transition process will negatively impact on pupils and parents with a disability. +ve – pupils with SEND will be able to stay within a setting for a longer period of time, only having to make one transition.	
Gender reassignment					
Pregnancy and maternity					
Race					
Religion or belief					
Sex					
Sexual orientation					
Marriage & civil partnership					
Other relevant groups					

Commissioned services

What equality measures will be included in Contracts to help meet the three aims of the general equality duty?	Contracts with design and build teams will include the need to ensure accessible solutions for individuals with a disability.
What steps will be taken throughout the commissioning cycle to meet the different needs of protected equality groups?	Programme for change will be well planned ahead with each individual school given adequate notice of any building work/change timescale to ensure they have the opportunity to prepare.

<u>Actions</u>

	What will be done?	By who?	By when?	What will be the outcome?
Actions to lessen negative impact			Throughout project	Avoid unnecessary anxiety and misconceptions/misunderstanding around the change process.
	learners with English as an additional language EAL support given to pupils to help them understand the plans and changes affecting their school and also to support the transition.	School supported by LA	Throughout project	Avoid unnecessary anxiety and misconceptions/misunderstanding around the change process.

	learners with parents with disabilities including D/deaf consultation and outcome documentation as well as all information relating to the proposed changes will be offered in appropriate formats to meet the needs of those with English as an additional language. Support will also be offered by the schools to understand what the plans are in the local context.			Avoid unnecessary anxiety and misconceptions/misunderstanding around the change process.
	learners with Physical access issues accessibility will be a paramount consideration for all new accommodation.	Design and Build Team / LA	Design phase	Learners will have access to all aspects of the curriculum.
Actions to develop equality evidence, information and data	Consideration of the General Equality Duty as a standing item of the project board governing and overseeing the delivery of the project.	Project Board	Throughout project	Regard for the need to consider protected equality groups throughout the project
Actions to improve equality in procurement / commissioning Other relevant actions	N/A			
Other relevant actions				

Recommendation

No major change required	

Adjustments required	
Justification to continue the activity	
Stop the activity	
Summary of analysis	
	een given to the Borough Council's statutory Equality Duty to eliminate unlawful and foster good relations, as set out in Section 149(1) of the Equality Act 2010.
. ,	on pupils and parents who have a disability or have English as an additional language. re these groups are protected and positively impacted on throughout the process.
Monitoring and review	
Monitoring and review	Review date

By Project Board

Sept 2016

					Pupils of compulsory school age and above																								
		Ī																											
									Any Other		White And			Any Other					Any Other				Any Other					Minority	l
							Traveller		White			White And		Mixed					Asian				Black		Any Other			Ethnic	All
					White		Of Irish	Gypsy/	Backgrou		Caribbea	Black	White And	Backgrou				Banglade	Backgrou		Caribbea		Backgrou	Chinese	Ethnic	Classifie	Unclassifi	Pupils	pupil
LA C	Code			White (4)	British	Irish	Heritage	Roma	nd	Mixed (4)	n	African	Asian	nd	Asian (4)	Indian	Pakistani	shi	nd	Black (4)	n	African	nd	(4)	Group (4)	d (2)(3)	ed (6)	(7)	(4)(5)
Primary		822	Bedford	6,058	5,006	28	6	10	1,008	920	359	122	212	227	1,536	496	407	464	169	483	100	356	27	27	110	9,134	56	4,128	9,19
					0.010																0.10								

EAL January School Census 2015 Source - https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2015 tables 10a & 10b

				Pup	its of compa	isory schoo	lage and a	bove	
			Number of pupils whose first language	Percentag e of pupils whose first language is known	Number of pupils whose first	Percentag e of pupils whose first language			
			is known	or	language	is known			
			or believed to be	to be other than	is known or believed	or believed to be		Percentag	
			other than	English	to be	English	Unclassifi	unclassifi	Total
LA Code			English	(4)	English	(4)	ed (5)	ed (4)	(3)(6)
Primary	822	Bedford	2,667	29.0	6,515	70.9	8	0.1	9,190
Secondary	822	Bedford	2.832	19.9	11.345	79.8	40	0.3	14,217

Gender January School Census 2015

Gender	F	м
Primary	6037	6168
Secondary	4521	4010

NAMEER OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN),
January 2015

Source https://www.gov.uk/governmenthistristics/special-aducational-needs-in-england-january-2015 Tables 12 413

140	Code		Total	Pupils with	statements	Pupils v	ith SEN	Total pupil	s with SEN
			Pupils	Number	% (5)	Number	% (5)	Number	% (5)
Primary	822	Bedford	12,378	164	1.3	1,583	12.8	1,747	14.1
Secondary	822	Bedford	14,217	227	1.6	1,473	10.4	1,700	12.0

(1) Includes inside schools as deemed.
(2) Includes an indise schools as deemed.
(3) Includes part of the school of the schools.
(4) Includes pagin be seen also deal minim in registations.
(4) Education, Health and Care (IPC-) part was insolicated from Segurinder 2014 as part of a single of SEND reforms. From 2015 SEN support registers school action and
(4) Education, Health and Care (IPC-) part was insolicated from Segurinder 2014 as part of a single of SEND reforms. From 2015 SEN support registers school action and
(5) Expressed as a partnering of the text instruction of pagin and state-funded secondary schools.
(6) Netional and regional totals and total SEN across Local Authorities have been nounded to the nearest 5. These may be discrepancies between totals and the sum of constituent parts.

			Pupis with SEN by their primary type of need (3)(4)																												
			Specific I	Learning culty	Moderate Diffi		Severe I		Profound Learning		Social, Em Mental H		Speech, La Communica		Hearing In	mpairment	Visual In	pairment	Multi-S Impair	ersory ment	Physical	Disability	Autistic : Disc		Difficulty	ther /Disability	SEN suppo specialist as of type of	ssessment		Total	(7)
			Number	% (8)	Number	% (8)	Number	% (8)	Number	% (8)	Number	% (8)	Number	% (8)	Number	% (8)	Number	% (8)	Number	% (8)	Number	% (8)	Number	% (8)	Number	% (8)	Number	% (8)		Number	% (8)
Pr	imary	822 Bedford	178	13.5	343	26.0	13	1.0	×	×	194	14.7	288	21.9	27	2.0	8	0.6	3	0.2	29	2.2	109	8.3	54	4.1	71	5.4		1,318	100.0
Seco	ndary	822 Bedford	254	22.5	279	24.7	6	0.8	0	0.0	207	18.3	112	9.9	20	1.8	17	1.5	3	0.3	30	2.7	125	11.1	64	5.7	11	1.0		1,131	100.0