

Prescribed Alteration to increase the capacity of Blacon High School by physical enlargement

Evidence based equality analysis

Main aims, purpose and outcomes and how does it fit in with the wider aims of the organisation:

To enable local parents to access good or outstanding secondary education in order to provide their child with the best start in life.

Lead officer: Ric Turnock

Stakeholders: Pupils, parents, staff.

Equality analysis is a valuable tool to help embed equality into everything we do

While process is important, equality analysis is essentially about outcomes

Lack of evidence of discrimination is not evidence of a lack of discrimination

It is not acceptable to say that a policy is applied uniformly to all groups and is therefore fair and equal. Applying a policy or procedure consistently may result in differential outcomes for different groups.

For each of the areas below, an assessment needs to be made on whether the policy has a **positive, negative or neutral impact**, and brief details of why this decision was made and notes of any mitigation should be included. Where the impact is negative, this needs to be given a **high, medium or low assessment**. It is important to rate the impact of the policy based on the current situation (i.e. disregarding any actions planned to be carried out in future).

High impact – a significant potential impact, risk of exposure, history of complaints, no mitigating measures in place etc.

Medium impact –some potential impact exists, some mitigating measures are in place, poor evidence

Low impact – almost no relevancy to the process, e.g. an area that is very much legislation led and where the Council

has very little discretion			
	Neutral	Positive	Negative
Target group / area			
Race and ethnicity (including Gypsies and Travellers; migrant workers, asylum seekers etc.)		The proposal will increase the probability of a member of these groups being able to obtain a place at the school.	
Disability (as defined by the Equality Act - a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities)		This proposal will increase capacity for disabled students	
Sex	There is no basis for believing that this proposal will have a specific impact on sex.		
Gender identity (gender reassignment)	There is no basis for believing that this proposal will have a specific impact on gender identity.		
Religion and belief		Currently a significant proportion of surplus places in Chester secondary schools are in faith-based provision. The proposed	

		increase in capacity means there is a greater likelihood that parents seeking a non-faith-based education will be able to access it in their local community.	
Sexual orientation (including heterosexual, lesbian, gay, bisexual)	There is no basis for believing that this proposal will have a specific impact on those of a particular sexual orientation.		
Age (children and young people aged 0 – 24, adults aged 25 – 50, younger older people aged 51 – 75/80; older older people 81+. The age categories are for illustration only as overriding consideration should be given to needs)		The proposal specifically addresses the needs of young people of secondary school age. Creating provision in an area with a potential shortfall of provision increases the likelihood of a child being able to access their educational entitlement in their local community.	
Carers		Expanding capacity of the local school in an area with a potential shortfall of provision reduces the likelihood that parents and carers will have to make extended/multiple journeys to ensure their child(ren)'s attendance at school.	
Rural communities	Current and projected patterns of intake suggest it		The school's location is in an urban area and unlikely

	is unlikely that the increased capacity would lead to significant numbers of children from rural communities being able to access the school.		to meet the needs of young people from rural communities without lengthy journey times.
Areas of deprivation		This school serves an area of significant deprivation. Expanding the school helps reinforce the growing community confidence in the area and improves the life chances of children from the area.	
Human rights	There are no specific Human rights issues appertaining to this school or the community it serves.		
Health and wellbeing (consider both the wider determinants of health such as education, housing, employment, environment, crime and transport, as well as the possible impacts on lifestyles and the effect there may be on health and care services)		Creating the ability for children to access their secondary education at their local school within a reasonable walking distance helps encourage social integration, reduce the need for car journeys with the consequent health benefits these bring to individuals and the community. A good start in life, including access to educational opportunities, is one of the key priorities of the Borough's Health and	

		Wellbeing Strategy.	
Procurement/partnership (if project due to be carried out by contractors/partners etc, identify steps taken to ensure equality compliance)	n/a	Procurement processes will be carried out in accordance with the Councils policies.	n/a

Evidence:

Indices of Multiple Deprivation data, consideration of consultation feedback, analysis of patterns of parental preference.

Action plan:

Actions required	Key activity	Priority	Outcomes required	Officer responsible	Review date
Review impact of school expansion				School Organisation Manager	September 2022

Sign off	
Lead officer:	Ric Turnock
Approved by Tier 4 Manager:	Carolyn Davis
Moderation and/or Scrutiny	
Date: 27 August 2019	Virtual moderation by People Directorate Equality Group
Date analysis to be reviewed based on rating (high impact – review in one year, medium impact - review in two	Three years

years, low impact in three years)	
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