

# Equality Impact Assessment Template

Please complete this template using the [Equality Impact Assessment Guidance document](#)

**Version 3: January 2013**

Title of proposal (include forward plan reference if available)	SMBC02/09/2018 Proposed expansion of St Matthew's CE Primary School, Windmill Lane, Smethwick
Directorate and Service Area	Education, Skills and Employment Directorate, Education Support Services
Name and title of Lead Officer completing this EIA	Paul Hayward, Team Manager – School Organisation and Development
Contact Details	<a href="mailto:paul_hayward@sandwell.gov.uk">paul_hayward@sandwell.gov.uk</a> Tel: No: 0121 569 8298
Names and titles of other officers involved in completing this EIA	Sue Moore Group Head Education Support Services
Partners involved with the EIA where jointly completed	
Date EIA completed	26 July 2018
Date EIA signed off or agreed by Director or Executive Director	
Name of Director or Executive Director signing off EIA	
Date EIA considered by Cabinet Member	

See [Equality Impact Assessment Guidance](#) for key prompts that must be addressed for all questions

1. The purpose of the proposal or decision required  
(Please provide as much information as possible)

The report seeks approval for the proposal to increase capacity by expansion of St Matthews CE Primary School

The proposal in full: that, having taken the results of consultation into account and not withstanding any appeal from the local Church of England diocese, the Roman Catholic diocese or the school governing body, approval be given to the prescribed alterations at St Matthews CE Primary School, Windmill Lane, Smethwick, B66 3LX.

The proposal, if agreed, will provide Sandwell with a further 210 primary school places in an area of the borough that continues to see a higher demand for school places as a result of a high birth rate and significant levels of inward migration.

## **2. Evidence used/considered**

Birth and migration data is used to project future pupil numbers by ward and town as they prepare to enter primary and secondary school. Together with data which is maintained on pupil numbers on roll in schools, this information forms a key component of the pupil place planning strategy.

## **3. Consultation**

As the council holds a statutory duty to ensure the provision of sufficient school places across the borough all schools are regularly briefed and consulted upon the projected demand for new places, and areas where these need to be provided.

In May 2018, the council consulted with a range of stakeholders on a proposal to increase pupil capacity permanently to take effect from September 2019. The five-week initial consultation process undertaken by the council commenced on 11 May 2018 and ended on 15 June 2018 with the following stakeholders consulted: The school's governing body; Parents; School staff; All schools in Sandwell; Local Church of England diocese; Roman Catholic diocese; Ward councillors; All neighbouring local authorities; Trades unions

The consultation elicited a positive response with a clear majority of those responding supporting the proposal.

## **4. Assess likely impact**

Please give an outline of the overall impact if possible.

An assessment of the proposals contained in the report has identified that there is likely to be no adverse impact on people or groups with protected characteristics.

**Please complete the table below at 4a to identify the likely impact on specific protected characteristics**

**4a. Use the table to show:**

- Where you think that the strategy, project or policy could have a negative impact on any of the equality strands (protected characteristics), that is it could disadvantage them or if there is no impact, please note the evidence and/or reasons for this.
- Where you think that the strategy, project or policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics.

<b>Protected Characteristic</b>	<b>Positive Impact</b> ✓	<b>Negative Impact</b> ✓	<b>No Impact</b> ✓	<b>Reason and evidence (Provide details of specific groups affected even for no impact and where negative impact has been identified what mitigating actions can we take?)</b>
Age			✓	The school's governing body has already admitted 30 additional Reception pupils in September 2017 and up to 30 more in September 2018 to satisfy demand, but if this growth is to continue it is necessary to undertake a prescribed alteration which will include the building of extra accommodation for an extra form of entry. This would mean that if the proposal is agreed the school's published admission number would increase permanently from 30 to 60 in Reception from September 2019. The growth of the school will be gradual as larger numbers of children are admitted into Reception each year and work their way through the school. By September 2023 the school will be operating at a capacity of 420 places across all year groups (at September 2018 it will be 270).

Disability			✓	All new capital projects are required to meet both prevailing Building Regulations and SEND requirements to ensure facilities are fully accessible.
Gender reassignment			✓	
Marriage and civil partnership			✓	
Pregnancy and maternity			✓	
Race			✓	
Religion or belief			✓	
Sex			✓	
Sexual orientation			✓	
Other				

Does this EIA require a full impact assessment? Yes  No

If there are no adverse impacts or any issues of concern or you can adequately explain or justify them, then you do not need to go any further. You have completed the screening stage. You must, however, complete sections 7 and 9 and publish the EIA as it stands.

If you have answered yes to the above, please complete the questions below referring to the guidance document.

[ILO: UNCLASSIFIED]

**5. What actions can be taken to mitigate any adverse impacts?**

**6. As a result of the EIA what decision or actions are being proposed in relation to the original proposals?**

**7. Monitoring arrangements**

**8. Action planning**

You may wish to use the action plan template below

Question no. (ref)	Action required	Lead officer/ person responsible	Target date	Progress

## 9. Publish the EIA

### **Where can I get additional information, advice and guidance?**

In the first instance, please consult the accompanying guide “Equality Impact Assessment Guidance”

#### **Practical advice, guidance and support**

Help and advice on undertaking an EIA, using the electronic EIA toolkit or receiving training related to equalities legislation and EIAs is available to **all managers** across the council from officers within Improvement and Efficiency. The officers within in Improvement and Efficiency will also provide overview quality assurance checks on completed EIA documents.

**Please contact:**

Kashmir Singh - 0121 569 3828