

# Equality Impact Assessment Template

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

**Version 3: January 2013**

Title of proposal <i>(include forward plan reference if available)</i>	Schools Capital Programme 2019-22 (SMBC06/06/2019)
Directorate and Service Area	Education, Skills and Employment Directorate, Education Support Services
Name and title of Lead Officer completing this EIA	Martyn Roberts Team Lead Planning
Contact Details	<a href="mailto:martyn_roberts@sandwell.gov.uk">martyn_roberts@sandwell.gov.uk</a> 0121 569 8341
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	24 June 2019
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

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

The report seeks approval for the Schools Capital Programme 2019-22, which includes funding for the expansion three secondary schools, to ensure the LA can meet its statutory responsibility of providing sufficient high quality school places.

## **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. Where schools have agreed to consider expansion, the Governing Board or Academy Trust have undertaken or will be undertaking a consultation exercise prior to making their final decision to expand.

## **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.

Protected Characteristic	Positive Impact ✓	Negative Impact ✓	No Impact ✓	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?)
Age			✓	The proposals are aged orientated to meet the needs of whether the project is for a primary or secondary school setting.
Disability			✓	All new capital projects are required to meet both prevailing Building Regulations and SEND requirements to ensure facilities are fully accessible.
Gender reassignment			✓	Not applicable to capital project.
Marriage and civil partnership			✓	Not applicable to capital project.

Pregnancy and maternity			✓	Not applicable to capital project.
Race			✓	Not applicable to capital project.
Religion or belief			✓	New capital projects will consider the cultural and religious profile of a school and provide facilities inclusive for all.
Sex			✓	Not applicable to capital project.
Sexual orientation			✓	Not applicable to capital project.
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.

**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



## 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