

## Powys County Council

### Equality Impact Assessment (EqIA) – Decision Assessment reporting template

This EqIA reporting template is designed to assist in the analysis of gathered data and evidence, to determine the equality impact of a proposal to change existing practices of a Council service. Once complete, the template should be made fully accessible to the public e.g. inclusion with publicly available Cabinet reports and/or publication on the Powys County Council website. For confidential matters, this should be made available once a decision has been taken.

***N.B. Please contact the Council’s Organisational Development Officer (Equalities) early on in the process if you require advice to conduct an assessment.***

<b>Proposal</b>	To close Nantmel C in W School from the 31 <sup>st</sup> December 2016 with Rhayader C in W School to be named as the receiving school	<b>Lead Person undertaking the assessment</b>	Sarah Astley
<b>Service Area</b>	Schools Service	<b>Relevant Head of Service who has agreed this assessment</b>	Ian Roberts Head of Schools
<b>Date of Assessment</b>	19 <sup>th</sup> November 2015		
<p>The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following ‘general duty’:</p> <p><b>(a) Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;</b>  <b>(b) Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;</b>  <b>(c) Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.</b></p> <p><i>The protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sex and sexual orientation. This assessment also includes a consideration of impact upon people and communities whose language of choice is Welsh.</i></p> <p>The specific regulations for Wales [Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011] require public sector bodies to monitor relevant policy and practises and then assess and report on the impact based upon an analysis of relevant data and evidence.</p>			

<b>1. AIM or PURPOSE</b>		
Briefly describe the aim or purpose of the change proposal being assessed.	<p>This consultation is about whether Powys County Council should commence the statutory process for the following:</p> <p>Closure of Nantmel C in W School from the 31<sup>st</sup> December 2016. Rhayader C in W School to be named as the receiving school.</p>	
<b>2. OBJECTIVES</b>		
Please state the current business objectives of the change proposal.	<p>The authority is considering commencing the statutory process to close Nantmel C in W School because:</p> <ul style="list-style-type: none"> <li>- The school has had fewer than 50 pupils on roll for the three previous years and numbers are not projected to increase to above 50</li> <li>- There are more than 15% surplus places at the school</li> <li>- The funding per pupil is more than 120% of the council's average</li> </ul>	
<b>3. BENEFITS and OUTCOMES</b>		
i) What are the intended benefits or outcomes from the change proposal?	<p>The benefits of the proposal are:</p> <ul style="list-style-type: none"> <li>- More efficient use of resources</li> <li>- Reduction in surplus places</li> </ul>	
<b>4. CORPORATE RELEVANCE</b>		
How does this change proposal relate to the Powys Change Plan and/or Powys One Plan?	<p>The proposal supports Powys County Council's vision for education, which is outlined within the One Powys Plan for 2014-17. 'Transforming Learning and Skills' is one of the priorities within this plan, and within this priority, the Plan states that</p> <p><i>'We need to re-organise schools (primary, secondary and post 16) to ensure affordability, sustainability and appropriate leadership capacity'</i></p>	
<b>5. DATA USED</b>		
<b>5.1. What data has been used to</b>	Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.	✓

<b>conduct this assessment?</b>  <b>Tick/shade boxes as appropriate.</b>	Service user satisfaction rates, broken down by the protected characteristics.	
	Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.	
	Qualitative data gathered from those that are not currently using the service.	
	Complaints monitoring against the protected characteristics	
	Wider research reports and findings.	
	Relevant service based Equality Impact Assessment	
<b>5.2. Are there any gaps in the data?</b>	<b>Yes</b> <input type="checkbox"/> <input checked="" type="checkbox"/> Please state the gaps: Qualitative data is not currently provided  How will the gaps be addressed going forward?  Should Cabinet agree to proceed with formal consultation, qualitative data will be gathered during this process and the EqIA will be updated to reflect the qualitative information received.	<b>No</b> <input type="checkbox"/>
<b>6. DATA ANALYSIS</b>		
<b>6.1 Quantitative</b> <b>Summarise the key quantitative data analysis results, providing key headline statistics.</b>	Information on pupils who attend Nantmel C in W School can be obtained via the Pupil Level Annual School Census 2015 (PLASC), which shows the profile of pupils according to a range of criteria, including age, free school meals, gender, special educational needs, ethnicity, use of Welsh and disabilities. In relation to the protected characteristic groups, the profile of pupils at Nantmel C in W School is as follows:	

<p>Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.</p> <p><b>Key questions:</b></p> <p>i) Are certain groups currently underrepresented in service user figures? Will a change affect this?</p> <p>ii) How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?</p>	<ul style="list-style-type: none"> <li>- 32 pupils in total, aged between 3 and 11. 26 pupils aged between 5 and 11.</li> <li>- Gender: Of the pupils attending the school, 17 (53%) are boys and 15 (47%) are girls.</li> <li>- Free school meals: 1 pupil (3%) is eligible for free school meals.</li> <li>- SEN: 0 pupils in the school have Statements of Special Educational Needs. 3 pupils (9%) have special needs but do not have a statement – 2 pupils (6%) are on School Action Plus, 1 pupil (3%) is on School Action</li> <li>- Disabilities: 3 pupils (9%) have additional learning needs</li> <li>- English as an Additional Language: English is not an additional language for any of the pupils at the school.</li> <li>- Welsh Language: 1 pupil (3%) comes from a home where some Welsh is spoken.</li> <li>- Race/ethnicity: PLASC only provides information about the ethnic group of pupils aged 5 and over. <ul style="list-style-type: none"> <li>- The ethnic group of pupils aged 5 and over at the school is as follows: <ul style="list-style-type: none"> <li>- White British – 24 (92%)</li> <li>- White and Black African – 1 (4%)</li> <li>- White and Black Caribbean – 1 (4%)</li> </ul> </li> </ul> </li> </ul> <p>This information shows that the proportion of pupils in the school that belong to the protected characteristic groups is very small. There are 3 pupils with additional learning needs that are in a protected characteristic group for disability, there are 2 pupils that are in a protected characteristic group due to their ethnic group and 1 pupil is eligible for Free School Meals. 1 pupil comes from a home where some Welsh is spoken.</p> <p>In addition to the PLASC data, information has been received from the governing body of Nantmel C in W School which suggests that a number of Gypsy Traveller pupils attend the school, however none of the pupils that were registered at the school on the PLASC counting date in January 2015 have been identified as Gypsy Travellers on the school's PLASC return.</p>
<p><b><u>6.2 Qualitative</u></b>  <b>Summarise the key qualitative data analysis, providing key themes or patterns.</b>  Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics</p>	<p>If Cabinet approves the commencement of formal consultation on the closure of Nantmel C in W School, this will be carried out in accordance with the requirements of the School Organisation Code (2013), and will include a meeting with pupils of Nantmel C in W School. This will provide qualitative data in respect of the proposal, and the impact on pupils that belong to the protected characteristic groups.</p> <p>Further detail will be added to the EqIA following the conclusion of any consultation period and consideration of the responses received.</p>

focus group on the proposal.

**Key questions:**

- i) Do certain groups have a different service user experience? How will a change affect this?
- ii) Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views?
- iii) What are the reasons behind some groups not using the service? How will a change affect this position?
- iv) What has consultation on your proposals revealed about impact on the protected characteristics?

**7. EqIA RESULT**

<p><b>Based on an analysis of the available qualitative and quantitative data, please tick/shade the appropriate box opposite to provide the EqIA assessment result.</b></p>	<p><b>The proposal does not present any adverse impact on equality.</b> [Proceed to question 10]</p>	
	<p><b>The proposal presents some adverse impact on equality.</b> [Proceed to question 8]</p>	✓
	<p><b>The proposal presents significant impact on equality</b> [Proceed to question 8]</p>	

**8. AREAS for IMPROVEMENT**

<p><b>Please provide detail of weak or sensitive areas</b></p>	<p>i) Based on the pupils that were registered at the school on the 2015 PLASC counting date,</p>
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<p><b>of the proposal identified by the assessment.</b></p> <p>i) Which protected characteristic groups are particularly affected?</p> <p>ii) Will people on low incomes be affected?</p> <p>iii) Will Welsh speakers be affected?</p>	<p>three pupils are in a protected characteristic group due to having additional learning needs, and 2 pupils are in a protected characteristic group due to their ethnic group. In addition, information from the school's governing body suggests that pupils from the Gypsy Traveller community attend the school and would be impacted by the proposal.</p> <p>ii) Free transport will be provided to all qualifying pupils currently attending Nantmel C in W School. However, it is acknowledged that it may be more difficult for the parents of pupils on low incomes that live in Nantmel, due to the additional travel required of parents in order to attend activities at the school, or to collect pupils from after school activities. Based on the 2015 PLASC information, 1 pupil at the school was eligible for Free School Meals.</p> <p>iii) Although 1 pupil comes from a home where some Welsh is spoken, Nantmel C in W School is an English-medium school therefore it is not anticipated that the proposal would have an adverse impact on Welsh speakers.</p>
<p><b>9. EQUALITY IMPROVEMENT</b></p>	
<p><b>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</b></p> <p><i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i></p> <p>i) Can the impact be mitigated, and how will this be done?</p> <p>ii) Does the proposal require modification to reduce or remove this impact?</p> <p>iii) Should the proposal be considered for removal, owing to the degree of impact it is likely to have?</p>	<p>i) The authority is confident that the proposed receiving school and any other schools in the local area which pupils may prefer to transfer to would be able to meet the need of pupils currently attending Nantmel C in W School who belong to the protected characteristic groups. Free home to school transport would be provided to qualifying pupils to the proposed receiving school or to their closest school.</p> <p>ii) At the current time, the proposal does not require modification to reduce or remove the impact, however this EqIA will be reviewed and updated following any formal consultation exercise.</p> <p>iii) At the current time, the proposal should not be considered for removal. However this EqIA will be reviewed and updated following any formal consultation exercise.</p>

<b>9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?</b>	<b>Yes</b> <input type="checkbox"/>  Date added.....  Reference.....	<b>No</b> <input checked="" type="checkbox"/>  If no, please explain why not: <b>Need was not identified at time of writing Service Strategy</b>
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<b>10. ONGOING MONITORING</b>
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<b>How will the decision now be monitored on an ongoing basis to consider its impact over time?</b>		<b>Please tick/shade</b>
	Equality monitoring of uptake of the service within which the decision was made	
	Satisfaction monitoring of service users (broken down by protected characteristic)	
	Recording and analysing complaints/requests/compliments	
	Targeted periodic focus groups/service user interviews/feedback sessions	
	Other (please specify)	

<b>Monitoring arrangements</b>
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The Learning in the Community Programme Board is responsible for overseeing the strategic direction of the modernisation agenda: setting direction, implementing change, monitoring and reporting to the Cabinet of the Council.

Equality monitoring will form an integral part of the County Council’s arrangements for any school reorganisation and will be undertaken where a significant or material change in provision is proposed.

The Head of Schools Service will be responsible for on-going monitoring.

**Publication of results of the impact assessment**

The results of the impact assessment will be published on the Council's website

**Equality Impact Assessment Action Plan**

Any actions identified as a result of this impact assessment will be taken forward for inclusion in the Schools Service Business Plan