

Equality Impact and Needs Assessment Form

A) Description

Name of service, function, policy (or other) being assessed

Schools Capital Investment Strategy

Directorate or organisation responsible (and service, if it is a policy)

Children's Wellbeing

Date of assessment

21.01.16

Names and/or job titles of people carrying out the assessment

Andy Hough

Accountable person

Chris Baird, Assistant Director, Education & Commissioning

What are the aims or main purpose of the service, function or policy? What does it provide and how does it provide it?

The school's capital investment strategy is an approach designed to ensure the local authority meets its duty to provide enough school places and that these places are of high quality.

Location or any other relevant information

The schools capital investment strategy affects all state funded schools, regardless of governance arrangements (free school, academy, local authority faith etc.) and all phases including primary, secondary and special and alternative provision.

List any key policies or procedures to be reviewed as part of this assessment.

Under the 1996 Education Act section 14(1) the local authority has duty to ensure there are enough school places for children in their area.
The department for education provide building bulletins setting out expected standards for all schools. The relevant document for this assessment is Building Bulletin 103

Who is intended to benefit from the service, function or policy?

Children and young people who are attending schools along with the staff working there and visitors including parents and carers to the premises.

Who are the stakeholders? What is their interest?

- Local authority officers to ensure the council is fulfilling its duty.
- Governors of schools who have duties associated with the running of schools
- Ofsted who will inspect provision on a periodic basis.
- Education Funding agency who have responsibility for academies.
- The Diocesan Boards who have duties associated with running schools
- Trustees of schools who have responsibility for running schools

B) Partnerships and Procurement

If you contract out services or work in partnership with other organisations, Herefordshire Council remains responsible for ensuring that the quality of provision/delivery meets the requirements of the Equality Act 2010, i.e.

- Eliminates unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Fosters good relations between different groups

What information do you give to the partner/contractor in order to ensure that they meet the requirements of the Act? What information do you monitor from the partner/contractor in order to ensure that they meet the requirements of the Act?

All schools are provided with information about their building and the extent to which there are issues which may relate to compliance with the act. Specifically regarding disability all schools have been externally assessed for accessibility. Where there is non-compliance they are given information and opportunity to discuss the reasonableness of adjustments that may need to be made.

Are there any concerns at this stage that indicate the possibility of inequalities/negative impacts? For example: complaints, comments, research, and outcomes of a scrutiny review. Please describe:

There is information from the detailed survey of schools to suggest there are different stages of readiness to meet the needs of those with disabilities both as visitors, pupils and staff.

C) Information

What information (monitoring or consultation data) have you got and what is it telling you?

The information on the accessibility of each school is lodged with the school and summarised on the council website.

D) Assessment/Analysis

Describe your key findings (eg. negative, positive or neutral impacts - actual or potential). Also your assessment of risk.

Strand/community	Impact
Children and Young People	Positive: Where there is investment in a school the it will be comply with modern standards of accessibility.
Staff	Positive: Where there is investment in a school the it will be comply with modern standards of accessibility
Visitors	Positive: Where there is investment in a school the it will be comply with modern standards of accessibility

E) Consultation

Did you carry out any consultation?

YES NO

Who was consulted?

All head teachers and governors of school
Specialist advisory teacher of

Describe other research, studies or information used to assist with the assessment and your key findings.

DfE Building Bulletin 103 comparisons

Do you use diversity monitoring categories? Yes No

(if No you should use this as an action as we are required by law to monitor diversity categories)

If yes, which categories?

- Race
- Sex
- Sexual Orientation
- Religion & Belief
- Disability
- Age
- Gender Reassignment
- Marriage & Civil Partnership
- Pregnancy & Maternity

What do you do with the diversity monitoring data you gather? Is this information published? And if so, where?

The relevant data is stored in a data file about each school and is available on the council web site for any interested or affected parties When any investment is made accessibility will be improved the data will be updated.

F) Conclusions

	Action/objective/target OR Justification	Resources required	Timescale	I/R/S/J
a)	Not all schools can immediately be made fully accessible.	Any scheme taken forward for approval under the strategy	formal agreement	I

	will be fully accessible to those with disabilities.		
b)	Where a change or investment is made it is subject to an Equality impact assessment	Professional designers/ architects / user consultation	As and when a scheme is put forward for approval R
c)			
d)			

(I) Taking immediate effect.

(R) Recommended to Council/Directors through a Committee or other Report*.

(S) Added to the Service Plan.

(J) To be brought to the attention of the Herefordshire Equality & Human Rights Group.

*Summarise your findings in the report. Make the full assessment available for further information.

NB: Make sure your final document is suitable for publishing in the public domain.