

Equality Impact Assessment Form

[screentip-sectionA](#)

1. Document Control

Control Details:

Title: If this is a budget EIA please ensure the title is the same as the title used within the budget booklet	To allocate S106 funding for the creation of an additional Key Stage Two learning space at Welbeck Primary School
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Strategic Budget EIA: Y/N (Does this EIA have an impact on the budget) If yes, please include the reference number	No
Exempt from publication: Y/N (All EIA's are published on Nottingham Insight for public viewing unless specified. Exemption criteria is available on the EIA section on the Intranet)	No

2. Document Amendment Record:

Version	Author	Date	Approved
1	Lucy Juby	11/5/21	

3. Contributors/Reviewers (Anyone who has contributed to this document will need to be named):

Name	Position	Date
Rosey Donovan	Equality and Employability Consultant	14/05/2021

4. Glossary of Terms

Term	Description
Upper Key Stage 2	UKS2

[screentip-sectionB](#)

5. Summary

(Please provide a brief description of proposal / policy / service being assessed)

To build an additional Upper Key Stage Two learning space at Welbeck Primary School in the Meadows, using S106 funding.

Welbeck Primary have allocated a space which could house an additional learning room in a new wooden cabin-type standalone unit. This would deliver much needed additional space for approximately 20 x Upper Key Stage 2 pupils, to undertake intervention work to support pupils to reach their full potential, through intervention work groups, booster sessions and guided reading, with the objective of improving learning and attainment outcomes. The proposal is to provisionally allocate all of the funding to deliver this scheme, subject to more detailed quotes and feasibility works.

Welbeck Primary's aim is to maintain their excellent provision by offering an extra learning space for UKS2 children, as is available for other pupils in the school. Pupil numbers have grown in the area and Welbeck is at full capacity with a waiting list. It is also projected to be the most over-subscribed school in the Meadows.

[screentip-sectionC](#)

6. Information used to analyse the effects on equality:

(Please include information about how you have consulted/ have data from the impacted groups)

The more detailed design phase will take into consideration the specific needs of the children using the space and ensure that this is compliant with Building Regulations and the Equality Act by incorporating statutory design requirements. In addition, the recommendations set out in the Building Bulletin 104 will be taken into consideration. The school will support the design process and advise on how it should be developed to meet the needs of those children using the space.

Local Ward Councillors and the Neighbourhood Development Officer have been consulted and all responses received were supportive.

7. Impacts and Actions:

screentip-sectionD	Could particularly benefit X	May adversely impact X
People from different ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>
Trans	<input type="checkbox"/>	<input type="checkbox"/>
Disabled people or carers.	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>
People of different faiths/ beliefs and those with none.	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>
Older	<input type="checkbox"/>	<input type="checkbox"/>

Younger	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Other (e.g. marriage/ civil partnership, looked after children, cohesion/ good relations, vulnerable children/ adults).</p> <p><i>Please underline the group(s) /issue more adversely affected or which benefits.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>

<u>screeintip-sectionE</u> How different groups could be affected (Summary of impacts)	<u>screeintip-sectionF</u> Details of actions to mitigate, remove or justify negative impact or increase positive impact (or why action isn't possible)
<p>Provide details for impacts / benefits on people in different protected groups.</p> <p>Note: the level of detail should be proportionate to the potential impact of the proposal / policy / service. Continue on separate sheet if needed (click and type to delete this note)</p> <p>This additional leaving space will positively impact on younger people (specifically KS2), providing additional space for existing (and future) pupils, in a teaching and learning environment that is targeted for their needs. It will also help to reduce barriers to their attainment, with inclusivity being a priority for all. Welbeck has been very tight for learning space, ever since they increased their pupil</p>	<p>Continue on separate sheet if needed (click and type to delete this note)</p> <ul style="list-style-type: none"> • NCC Major Projects will provide advice to the school as required on an ad-hoc basis, with regards to consideration of best practice for procurement and delivery. The school will ensure that the space is suitable for the needs of those using it. • The school have researched similar units and sought best practice guidance from the Nottingham School Trust schools, to ensure that the size and design is suitable for the needs of those using it. • Ongoing consultation with the Head Teacher of the school to agree how the funds can be maximised to deliver the most

<p>admission number back in 2012. The school continues to be at full capacity. The provision will enable intervention work groups to support pupils to reach their full potential, through smaller group booster sessions, individual targeted support and guided reading, with the objective of improving learning and attainment outcomes for all.</p>	<p>suitable space.</p> <ul style="list-style-type: none"> • Inclusivity will be paramount to the design. • The school will appoint a contractor to deliver this scheme. A separate agreement will be required in relation to Welbeck's use of the funds, to ensure that it meets the obligations of the S106 agreement.
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8. Arrangements for future monitoring of equality impact of this proposal / policy / service:

The terms of the Council's agreement with Welbeck Primary School requires evidence of agreed works carried out via site visit and receipt of invoices for works completed.

9. Outcome(s) of equality impact assessment:

<input checked="" type="checkbox"/>	No major change needed	<input type="checkbox"/>	Adjust the policy/proposal
<input type="checkbox"/>	Adverse impact but continue	<input type="checkbox"/>	Stop and remove the policy/proposal

10. Approved by (manager signature) and Date sent to equality team for publishing:

Approving Managers: Lucy Juby / Peter McConnochie The assessment must be approved by the manager responsible for the service/proposal. Include a contact tel & email to allow citizen/stakeholder feedback on proposals.	Date sent for advice: Send document or Link to: equalities@nottinghamcity.gov.uk
Approving Manager Signature:	Date of final approval:

Before you send your EIA to the Equality and Employability Team for advice, have you:

1. Read the guidance and good practice EIA's
<http://intranet.nottinghamcity.gov.uk/media/1924/simple-guide-to-eia.doc>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user-friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly, when this is going to happen.
7. Clearly cross-referenced your impacts with SMART actions.

PLEASE NOTE: FINAL VERSION MUST BE SENT TO EQUALITIES OTHERWISE RECORDS WILL REMAIN INCOMPLETE.