

Equality Impact Assessment (EIA) Tool

Document Control

Control Details:	
Title of EIA/ Decision (DDM):	To create a Special Educational Needs Provision at Rise Park Primary School and The Milford Academy Primary School
Budget booklet code (if applicable):	Executive Board decision
If this is a budget EIA, please ensure the title and budget booklet code is the same as the title used within the budget booklet	
Name of author (Assigned to Pentana):	Lucy Juby
Department:	Children's and Adults
Director:	Nick Lee
Division:	Education
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Contributors/Reviewers (Anyone who has contributed to this document to be named)

Name	Title role	Date
Caroline Butrymowicz	Project Manager	11.10.24
David Soloman	Project Manager	11.10.24
Rosey Donovan	Equality and Employability Consultant	25.10.24

Glossary of Terms

Term	Description
SEND	Special Educational Needs & Disabilities
ASC	Autism Spectrum Condition
DfE	Department for Education
SRP	Specialist Resourced Provision
EHCP	Education Health & Care Plan
MLD	Moderate learning difficulties
SCAPE	Systems, Components, Architectural Products and Environments, which is a Procurement Framework to appoint designers and contractors

EIA	Equality Impact Assessment
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Section 1 – Equality Impact

(NCC staff/ Service users/ Citizen/ Community impact)

1. a. Brief description of proposal/ policy/ service to be assessed

The proposal is to create a specialist SEND provision at both the Rise Park Primary School and the Milford Academy Primary School. This will create additional specialist places for local children with complex needs or who have an education, health and care plan (EHCP).

These projects were previously endorsed within Phase 1 of the SEND Sufficiency Strategy 2023-28, which was approved by Executive Board on 19 September 2023. Then in October 2023, the funding was approved for the survey and early design works.

The specialist resourced provision at Rise Park Primary School will be created by extending the existing building to create a classroom, sensory room and ancillary accommodation. An area for outdoor play and learning will also be created. This provision will enable school to further support their inclusive provision for pupils with complex SEND. It will be designed to provide specialist support to 8 children already on roll who may have a diagnosis of autistic spectrum condition (ASC), or moderate learning difficulties, the level at which requires additional specialist educational support to enable the children to have their needs met effectively in their local, mainstream school. The planned completion date is currently October 2025.

The specialist resourced provision at The Milford Academy Primary School will be created by repurposing and reconfiguring an existing building, which was formerly a nursery, to create two classrooms, a sensory room a calming room and ancillary accommodation. An area for outdoor play and learning will also be created. This provision will enable the school to further support their inclusive provision for pupils with complex SEND. It will be designed to accommodate 16 children who have a diagnosis of autistic spectrum condition (ASC), or with complex moderate learning difficulties, who find it challenging to learn in whole class situations in mainstream education. The planned completion date is currently September 2025.

1. b. Information used to analyse the equalities implications

A four-week statutory consultation was undertaken with all affected stakeholders. Details about the proposals to create a SEND unit were set out and shared on the school website and direct communication to all parents/carers, to the local primary and secondary schools and the local ward councillors. Responses to the proposal were invited either via a dedicated email address or preferred alternative method, to capture the views of all stakeholders.

The SEN provisions will allow pupils with specific needs to be supported in their local school and to remain with their peer group. The alternative would be that the pupils would go to an independent school or outside the city boundary, with further to travel, rather than remaining within their local community. Creating the specialist facilities will help pupils with complex needs to have the specialist teaching and support that they require.

The SEND Sufficiency Strategy included data and evidence to inform the strategy and support the Council's decision making as it seeks to fulfil its sufficiency duty and deliver high quality inclusive provision, targeting increased provision in key areas where pressures exist.

1. c. Who will be affected and how?

Equality group/ individual	Impact type	Positive	Negative	None
People from different ethnic groups	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input checked="" type="checkbox"/> Citizens <input type="checkbox"/> Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for your assessment (Including evidence)	The school serves an ethnically diverse pupil community.			
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
Men	<input type="checkbox"/> NCC staff <input type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)				

Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
Women	<input type="checkbox"/> NCC staff <input type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
Trans	<input type="checkbox"/> NCC staff <input type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reasons for your assessment (Including evidence)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
Disabled people/ Carers	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input checked="" type="checkbox"/> Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for your assessment (Including evidence)	The proposal is to increase specialist education provision for children with complex SEND. The specialist provisions will provide a purpose designed environment specifically for pupils with complex needs, while supporting them to access the mainstream curriculum with their peers as appropriate, according to their specific needs.			
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None

Pregnancy and maternity	<input type="checkbox"/> NCC staff <input type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
Marriage/ Civil Partnership	<input type="checkbox"/> NCC staff <input type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				

Equality group/ individual	Impact type	Positive	Negative	None
People of different faiths/ beliefs and those with none	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input checked="" type="checkbox"/> Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for your assessment (Including evidence)	Both schools serve diverse communities.			
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
Lesbian/ Gay/ Bisexual people	<input type="checkbox"/> NCC staff <input type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)				
Details of mitigation/ actions taken to advance equality				

Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
Older	<input type="checkbox"/> NCC staff <input type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
Younger	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input checked="" type="checkbox"/> Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for your assessment (Including evidence)	Both provisions are for primary aged children.			
Details of mitigation/ actions taken to advance equality				

Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
Care Experience (Please refer to the guidance notes for further information)	<input type="checkbox"/> NCC staff <input type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
Other (E.g. Cohesion/ good relations, vulnerable children/ adults), socio-economic background (e.g. financial vulnerable)	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input checked="" type="checkbox"/> Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for your assessment (Including evidence)	Supporting a diverse community for vulnerable children and young people from a range of socio-economic backgrounds and with complex SEND.			
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for				

future monitoring of equality impact (Including any action plans)	
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1. d. Summary of any other potential impact (Including cumulative impact/ human rights implications):

Section 2 – Equality outcome

Please include summary of the actions identified to reduce disproportionate negative impact, advance equality of opportunity and foster good relations. Please pull out all the mitigations you have identified and summarise them in this action plan.

Equality Outcome	Adjustments to proposal and/or mitigating SMART actions	Lead Officer	Date for Review/ Completion	Update/ complete
Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010.				
Advance equality of opportunity between those who share a protected				

characteristic and those who don't				
Foster good relations between those who share a protected characteristic and those who don't				
(Please add other equality outcomes as required – e.g., mitigate adverse impact identified for people with a disability)	Once the works are completed, we will ask schools to complete an end user feedback form on how we have performed and how the works were managed on site. As part of the benefit realisation stage of the project we will carry out post-occupancy reviews. These will be undertaken to ensure that the projects have met the needs of the individual schools. If any equality impacts have arisen, the EIA will be updated to reflect the impacts along with mitigation.	Caroline Butrymowicz and David Soloman –	Sept 2025 - Milford Academy October 2025 - Rise Park Primary	

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

Please note: All actions will need to be uploaded onto Pentana

Section 3 – Approval and publishing

<p>The assessment must be approved by the manager responsible for the service /proposal.</p> <p>Approving Director details (name, role, contact details): Nick Lee, Director of Education. nicholas.lee@nottinghamcity.gov.uk</p> <p>Approving Director Signature: Nicholas Lee</p>	<p>Date sent for advice:</p>
<p>Author Signature: Lucy Juby</p>	<p>22.10.24</p>
<p>Equality Team Signature: Rosey Donovan</p>	<p>Date of final approval: 29.10.24</p>

For further information and guidance, please visit the [Equality Impact Assessment Intranet Pages](#)

Alternatively, you can contact the Equality and Employability Team by telephone on 0115 876 2747

Send document or link for advice and/ or publishing to: edi@nottinghamcity.gov.uk

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