

## Equality Impact Assessment Form

[screeintip-sectionA](#)

### 1. Document Control

#### 1. Control Details

Title:	Education Section 106 funding allocation for Fernwood Primary School capital project
Author (assigned to Pentana):	Lucy Juby
Director:	Nick Lee
Department:	Children & Adults
Service Area:	Access to Learning
Contact details:	Lucy Juby, Ext: 65041
Strategic Budget EIA: Y/N	N
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#### 2. Document Amendment Record

Version	Author	Date	Approved
Version 2	Lucy Juby	23 Jan 2019	Adisa Djan

#### 3. Contributors/Reviewers

Name	Position	Date

#### 4. Glossary of Terms

Term	Description

## 2. Assessment

### 1. Brief description of proposal / policy / service being assessed

Proposal is to apply the education contribution of £49,448, received from the section 106 agreement linked to planning reference 14/03062/PFUL3, to Fernwood Primary School's nursery building project as described in the attached report. The proposal is to deliver reconfiguration works to the existing Nursery building to create additional provision for the increasing number of pupils accommodated by the expansion of the school. The reconfiguration works to the Nursery building will support the increase in capacity by creating a space that is both fully usable and flexible to the pupils' educational requirements. The works will facilitate intervention / group work / additional support for pupils with SEN, extra lunchtime eating space and to provide additional Breakfast and After School Club places for the growing numbers of children.

### 2. Information used to analyse the effects on equality:

To assess the equalities impact, the October 2018 school census data for Fernwood Primary was assessed and this showed the following: 6.2% of primary pupils on roll have special educational needs, 27.3% of pupil's first language is not English, 4% qualify for free school meals and 54.6% are BME.

### 3. Impacts and Actions:

<a href="#">screentip-sectionD</a>	Could particularly benefit X	May adversely impact X
People from different ethnic groups.	<input checked="" 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 checked="" 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"/>
Other (e.g. marriage/ civil partnership, looked after children, cohesion/ good relations, vulnerable children/ adults).	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Please underline the group(s) /issue more adversely affected or which benefits.</i></b>		

<p style="text-align: right;"><a href="#"><u>screentip-sectionE</u></a></p> <p><b>How different groups could be affected</b> (Summary of impacts)</p>	<p style="text-align: right;"><a href="#"><u>screentip-sectionF</u></a></p> <p><b>Details of actions to reduce negative or increase positive impact</b> (or why action isn't possible)</p>
<p>The data shown above highlights the different groups who currently make up the growing cohort at Fernwood Primary School. Which means the proposal will benefit a diverse population of young people, by providing additional and improved teaching and learning facilities.</p>	<p><b>1 Actions will need to be uploaded on Pentana.</b></p> <p>Any additional needs of pupils and staff will be considered in the design and delivery of the building reconfiguration work. There is not expected to be any adverse impact on any particular group. There will be a positive impact on a full representation of pupils, particularly those with SEN needs, for whom the works will make provision for additional and improved learning facilities.</p> <p>Representative members of the Wollaton Area Committee have been consulted on the proposal.</p>

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**4. Have you considered the impact of any change on the Citizen’s experience? Work through the flowchart attached.**



EIA fLowchart  
Green.docx

**5. 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

**6. Arrangements for future monitoring of equality impact of this proposal / policy / service:**

**Ongoing throughout the design and build process.**

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

<b>Approving Manager:</b> 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.	<b>Date sent for scrutiny: 23 Jan 19</b> Send document or Link to: <a href="mailto:equalityanddiversityteam@nottinghamcity.gov.uk">equalityanddiversityteam@nottinghamcity.gov.uk</a>
<b>SRO Approval: Jonny Kirk</b>	<b>Date of final approval: 24<sup>th</sup> Jan 19 Adisa Djan</b>

**Before you send your EIA to the Equality and Community Relations Team for scrutiny, 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.