

**KENT COUNTY COUNCIL  
EQUALITY ANALYSIS / IMPACT ASSESSMENT (EqIA)**

**For alternative versions of the EqIA please contact:**

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**Directorate:**

Education and Young People's Services

**Name of policy, procedure, project or service**

**What is being assessed?**

The establishment of a new 2FE Free School to serve the Chilmington Green Development, Ashford, Kent.

**Responsible Owner / Senior Officer**

David Adams, Area Education Officer, South Kent

**Date of Initial Screening**

02 February 2017

**Date of Full EqIA :**

*Update each revised version below and in the saved document name.*

Version	Author	Date	Comment
1	Lee Round	2-2-17	
2	Lee Round	8-3-17	
3	Lee Round	21-3-17	

## Screening Grid

Characteristic	Could this policy, procedure, project or service affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> <b>UNKNOWN</b>		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes you must provide detail
<b>Age</b>	No	High	Low	Yes. Analysis of pupil projection data and capacity across other Primary School year groups in the area indicates that the planned phased opening, without places for all year groups, will provide sufficient capacity without destabilising neighbouring schools. However, pupil numbers and age ranges will be kept under close scrutiny to inform whether or not additional year groups may need to be brought on stream at an earlier stage.	Yes - this project will have a positive impact on the families living in the Chilmington Green community. It will provide a primary school that will be sited at the heart of the community. Primary aged children will have the opportunity to attend a local school, within walking distance of their home.
<b>Disability</b>	No	High	None	a) No b) No	Yes - the new school will be fully inclusive. The accommodation will be compliant with the Equality Act 2010 and be fully accessible. It will meet the needs of children in the local area, including those with SEN and/or disability.  Specialist provision for pupils with ASD will be included in the school. This requirement is based on

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					extensive consultation, analysis and equality impact assessment undertaken as part of KCC's SEND strategy. <a href="http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/strategy-for-children-with-special-educational-needs-and-disabilities">http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/strategy-for-children-with-special-educational-needs-and-disabilities</a>
<b>Gender</b>	No	Med	Low		The school will be for boys and girls.
<b>Gender identity</b>	N/A	N/A	N/A		
<b>Race</b>	No	Low	None		
<b>Religion or belief</b>	Yes. The County Council will not be the decision maker in respect of who will promote the new school. A faith group could be selected by the Secretary of State.	Med	Med	a) Yes - if a Promoter proposes an free school with a religious character or religious ethos, they will be expected to show in their application how they will ensure that the new school will be welcoming to pupils of all faiths and none. Admissions arrangements will need to comply with the Admissions Code, and will limit the number of places offered on the basis of religious affiliation. (b) KCC's initial screening of	

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				proposals will indicate if further assessment is required.	
<b>Sexual orientation</b>	N/A	N/A	N/A		Unknown
<b>Pregnancy and maternity</b>	N/A	N/A	N/A		N/A
<b>Marriage and Civil Partnerships</b>	N/A	N/A	N/A		N/A
<b>Carer's responsibilities</b>	N/A	N/A	N/A		N/A

## Part 1: INITIAL SCREENING

Low	Medium	High
Low relevance or Insufficient information/evidence to make a judgement.	Medium relevance or Insufficient information/evidence to make a Judgement.	High relevance to equality, /likely to have adverse impact on protected groups

**Proportionality** - Based on the answers in the above screening grid what weighting would you ascribe to this function – **LOW**

### Context

The Ashford Borough Local Plan sets the expectation that 20,350 new homes will be built in the District between 2001 and 2021 with the development at Chilmington Green being an integral part of this plan. The development is located south west of Ashford Town and bordered on the west by the A28. The development will be a vibrant new community of some 5,750 new homes, alongside significant leisure and community facilities. The development will produce additional demand for primary and secondary school places which cannot be met locally. Once the development reaches capacity there is planned to be three new 2FE primary schools, a 1FE primary school and a secondary school accommodating up to 8FE. We are therefore seeking a promoter for the first new 2FE free school that will serve the District Centre of the development.

The school will be expected to be fully inclusive and will therefore educate children with SEND for whom the local authority has determined that mainstream education is appropriate. We are proposing that the School contains specialist provision for pupils with Autistic Spectrum Disorders. This could be via a satellite unit of Wyvern Special School on the new school site. The alternative is for the sponsor to operate a Specialist Resourced Provision within the School.

### Aims and Objectives

The project is to provide a new 420 place primary school with a 26FTE nursery within Chilmington Green from September 2019. We also expect the school to provide specialist provision for pupils with Autistic Spectrum Disorder.

Background documents are:

- Kent's Commissioning Plan for Education Provision 2017-2021  
<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/education-provision-plan>
- Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND Strategy)  
<http://www.kent.gov.uk/about-the-council/strategies-and-policies/education-skills-and-employment-policies/strategy-for-children-with-special-educational-needs-and-disabilities>

## **Beneficiaries**

The greatest beneficiaries will be the local children and their families who will be more likely to gain a place in their local school.

Other beneficiaries will be:

- The Local Authority
- The local community

## Information and Data

### School summary data gathered in the Autumn Term 2016 for the schools within 2 miles of the proposed site:

(Table includes contextual information – Kent and National)

	Kent	National	Ashford Oaks	Beaver Green	Godinton	Great Chart	John Wallis	John Wesley	Kingsnorth	St Simon RC
Forms of Entry	NA	NA	2	2	2	2	2	2	2	1
PAN	NA	NA	60	60	60	60	60	60	60	30
% Eligible for Free School Meals	12.3	14.5	33.5	28.4	7.2	7.9	25.0	9.1	6.6	9.6
% SEN with Education, Health and Care Plans	1.3	1.3	1.5	0.9	0.5	0.2	1.8	0.6	0.2	0.0
% SEN without Education, Health and Care Plans	10.3	12.1	14.7	13.8	9.0	7.3	27.9	20.2	9.2	4.8
% Pupils with EAL	11.6	20.1	19.1	8.1	8.1	13.4	21.0	7.5	4.8	45.2
*IMD Score – January 2016	20.8	NA	31.8	34.8	12.3	14.0	27.5	17.2	12.3	28.2
IMD Rank (out of 447) (1 is the most deprived)	NA	NA	54	38	356	311	79	235	360	75
Ofsted outcome	NA	NA	Good	NA	Good	Out	Good	Good	Good	Good

\* Index of Multiple Deprivation (based on pupils' home postcodes)

### Involvement and Community Engagement

Consultation will be with the community and other stakeholders, including the following groups:

- Residents local to the site
- The local Children's Centres
- Local pre-school providers
- Schools in Ashford District
- Elected Members (Kent County Council, Ashford District Council)
- Parish Council
- Local MP
- Dioceses of Canterbury and Southwark

### **Potential Impact**

We have carefully considered any impact that the new school may have on other local primary schools. In order to minimise this, the new school will have a phased opening during the first 3 year period. The structure will be continually reviewed as we move towards opening and post-opening to ensure there are sufficient places in the correct year groups. Initially, we are proposing:

#### **Year 1**

- One Reception class of 30 pupils
- One Year 1/2 class of 30
- One Year 3/4 class of 30

#### **Year 2**

- One Reception class of 30 pupils
- One Year 1 class of 30
- One Year 2 class of 30
- One Year 3/4 class of 30

#### **Year 3**

- One Reception class of 30 pupils
- One Year 1 class of 30
- One Year 2 class of 30
- One Year 3 class of 30
- One Year 4/5 class of 30

Continuing with the phasing will depend on the number of pupils requiring places in the locality.

### **Adverse Impact:**

No adverse impacts have been identified at this stage; however the outcome of community consultation, KCC's assessment of the proposals received for the new school, and the outcome of the DfE's decision on which sponsor will run the school, will enable the Local Authority to test out these assumptions.

### **Positive Impact:**

Some positive impacts identified are:

- More families able to access school places within walking distance of their homes.



- A possible increase in the total number of places available to meet the needs of children with disabilities and/or SEN and specifically those with ASD.

## JUDGEMENT

**Option 1 – Screening Sufficient**                      **Yes**

**Option 2 – Internal Action Required**                      **No**

- *Following this initial screening our judgement is that the statutory Public Consultation that will be undertaken will highlight any unknown issues and if necessary, will initiate a further EIA*

**Option 3 – Full Impact Assessment**                      **No**

Sign Off

I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

### **Senior Officer**



Signed:

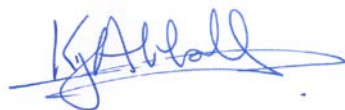
Name: David Adams

Job Title: Area Education Officer

Date:

### **DMT Member**

Signed:



Name: Keith Abbott

Job

Title: Director: Education, Planning and Access Date:

### Equality Impact Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
Age	The new school may not provide places for all primary aged pupils in the first few years of opening.	LA to monitor pupil numbers and age ranges.	Provision in the new school will be opened earlier than expected if required	LA/School promoter	TBC	TBC
Disability	School promoter will need to demonstrate experience with all SEN pupils including those with ASD	LA to evaluate this through the application process.	Promoter with suitable experience appointed by the SoS	LA	Decision on sponsor by July 2017	TBC
Religion	The promoter could propose a school with a religious character.	LA will ensure that the admissions arrangements comply with the admissions code.  Promoter expected to show how school will welcome all faiths and none.	School will comply with admissions arrangements. The application will demonstrate how the curriculum and ethos of the school will support and celebrate different faiths.	LA in competition process. Promoter when in place	During competition process	NA