

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

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Directorate: Education and Young Peoples' Services

Name of policy, procedure, project or service: Commissioning Plan for Education Provision in Kent (KCP)

What is being assessed? Equalities Impact Assessment of the Principles and Guidelines contained in the Commissioning Plan for Education Provision 2018-22

Purpose of the Plan

The Plan provides an overarching framework for determining when and where education provision may be needed in the future. It sets out the forecast number of children and young people in Kent, and breaks this down to smaller geographical areas (Districts and planning groups within these) to show where there may be a need for more or fewer places. The Plan also sets out the principles which will be used to consider and evaluate individual proposals which might come forward (be commissioned) to address any identified shortage or surplus of places in a locality.

In respect of an equality impact assessment, we believe that this would be carried out at two levels. First, in respect of the Commissioning Plan itself, the assessment is whether the commissioning principles and guidelines may have an impact (either positive or negative) on any groups who have protected characteristics, and if so what action, if any, should be taken to amend the Plan or to

mitigate the negative impacts; and second, a more detailed analysis of the impacts on any group arising from any proposals received as a consequence of individual commissions.

This Equality Impact Assessment deals solely with the first of these two levels, namely the principles and guidelines of the Commissioning Plan for Education Provision.

Responsible Owner/ Senior Officer: David Adams

Date of Initial Screening: 09-10-17

Date of Full EqIA: Initial screening indicated that a full EqIA was not necessary.

Version	Author	Date	Comment
1	David Adams	09-10-17	

Introduction:

A County of differences

Kent is a collection of diverse small towns, rural communities and coastal and riverside conurbations. Kent's diversity is clear to see when looking at the difference between the richest and poorest areas in the County. For example, the 2015 Indices of Multiple Deprivation (IMD) shows that Thanet is Kent's most deprived District and is within England's 10% most deprived areas. In comparison Kent's least deprived District is Tunbridge Wells which is within the 20% least deprived areas. Pockets of significant deprivation are found across Kent.

A Place of Change

Just shy of 130,000 new dwellings are planned in Kent by 2031, with most Districts anticipating high numbers of new homes. This demand for housing places significant pressure on all services and public infrastructure. It shapes the school organisation challenges that we face in the future.

A Place of Diversity and Choice

Just over 200,000 children and young people aged 4-16 years are educated in Kent schools. In 2016-17 there are 2,508 private and voluntary Early Years providers and accredited child-minders, one maintained Nursery school, 26 Infant schools, 26 Junior schools, 396 Primary schools, 98 Secondary schools (of which 32 are selective), 27 Special schools and Pupil Referral Units.

The County has a diversity of provision with 173 community schools, 215 academies (of which eight are free schools), 50 foundation schools including a number of Trusts, 53 Voluntary Aided schools and 88 Voluntary Controlled schools. The majority of the Voluntary Aided and Controlled schools belong to the Canterbury and Rochester Church of England Dioceses and the Roman Catholic Archdiocese of Southwark. There are 66 non-selective Secondary schools (of which five are single sex) and 32 grammar schools (of which the majority are single-sex).

There are 8 Specialist or Further and Higher Education colleges in Kent, based on several sites across the County. There is also one University Technical College (UTC).

Approximately 9,000 pupils resident in Kent, have a Statement of Special Educational Needs (SEN) or Education and Health Care Plan (EHCP) and the Local Authority is responsible for commissioning their school place. As at January 2017, 45% of all Kent pupils subject to EHCPs and Statements were receiving their education in Special schools, 48% in mainstream schools and 7% educated otherwise. Of those in mainstream, 11% were placed in specialist resourced provisions (SRPs) and 11% in local Further Education Colleges (FEC).

- Kent places over 600 children and young people with a Statement in independent and non-maintained Special schools. Where Kent makes this type of placement it usually reflects a good use of resources for low incidence disabilities or where Kent's own maintained provision is at capacity. However, it means that that these children and young people currently attend schools in the independent and non-maintained sector because their special educational needs cannot be met in a local Kent school. As of March 2017, over 50% of these pupils have ASD their most prevalent need type.

Equality Impact Assessment

The EqIA will focus on the overarching principles and the planning guidelines for commissioning school places in the County as these will guide future provision and are the areas to be consulted.

1. We will always put the needs of the learners first.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	No	High	None		<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>This approach means that we will aim to meet the educational needs of all pupils including the most vulnerable learners*. The needs of groups with a protected characteristic are always considered in any consultation through an EqlA specific to that consultation.</p> <p>These assumptions will be tested as part individual school consultation processes.</p>
Disability	No	High	None		
Gender	No	High	None		
Gender identity	No	High	None		
Race	No	High	None		
Religion or belief	No	High	None		
Sexual orientation	No	High	None		
Pregnancy and maternity	No	High	None		
Marriage and Civil Partnerships	N/A	N/A	N/A		

*The most vulnerable learners in this context included those entitled to Pupil Premium funding, who are looked after or are classified as SEN.

2. Every child has access to a local good or outstanding school, which is appropriate to their needs.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	No	High	None		Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'. Positive for pupils in with English as an Additional Language (EAL), those who receive SEND support and disadvantaged pupils as higher numbers of pupils with these characteristics can be found in Requires Improvement/Inadequate schools then in those that are Good/Outstanding.
Disability	No	High	None		
Gender	No	High	None		
Gender identity	No	High	None		
Race	No	High	None		
Religion or belief	No	High	None		
Sexual orientation	No	High	None		
Pregnancy and maternity	No	High	None		
Marriage and Civil Partnerships	N/A	N/A	N/A		

3. All education provision in Kent should be financially efficient and viable.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	No	Medium	None		Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'. Positive for all children. A school remaining viable is critical to the quality of education it can provide, and is fundamental to providing the range of choice we aspire to for our communities.
Disability	No	Medium	Low		
Gender	No	Medium	None		
Gender identity	No	Medium	None		
Race	No	Medium	None		
Religion or belief	No	Medium	None		
Sexual orientation	No	Medium	None		
Pregnancy and maternity	No	Medium	None		
Marriage and Civil Partnerships	N/A	N/A	N/A		We recognise that in areas of high surplus capacity actions taken to reduce surplus may impact on parental choice. Actions may also have an impact on disabled pupils or parents/carers if they have to incur the costs of travelling further for a school place. This may also impact on pupils with SEN who may have to travel further to access appropriate provision. The impact will need to be tested in the specific EqIA for an individual consultation.

4: We will aim to meet the needs and aspirations of parents and the local community.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>The KCP identifies gaps in provision for Early Years through to Post 16. The needs of the community are considered and particularly the needs of pupils and families with protected characteristics highlighted here to ensure no group is affected less favourably.</p> <p>These assumptions will be tested as part individual school consultation processes.</p>
Disability	No	High	None		
Gender	No	High	None		
Gender identity	No	High	None		
Race	No	High	None		
Religion or belief	No	High	None		
Sexual orientation	No	High	None		
Pregnancy and maternity	No	High	None		
Marriage and Civil Partnerships	N/A	N/A	N/A		

5. We will promote parental preference.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>School choice and diversity means that provision will respond to a range of needs within a community.</p> <p>The Local Authority is mindful that the expansion of a popular school could make other schools in the area less viable. Particularly when a school is rated as Requires Improvement or Inadequate. These schools have a higher percentage of pupils from disadvantage families, pupils with SEND needs or who have English as an Additional Language. For each consultation a separate EqIA will be completed to assess and understand the equality implications and opportunities. These assumptions will be tested as part individual school consultation processes.</p>
Disability	No	Medium	Low		
Gender	No	Medium	None		
Gender identity	No	Medium	None		
Race	No	Medium	Low		
Religion or belief	No	Medium	None		
Sexual orientation	N/A	Medium	None		
Pregnancy and maternity	N/A	Medium	None		
Marriage and Civil Partnerships	N/A	N/A	N/A		

6. We recognise perceptions may differ as to benefits and detrimental impacts of proposals. We aim to ensure our consultation processes capture the voice of all communities. To be supported, proposals must demonstrate overall benefit.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'. Views within a consultation will be captured at every opportunity. This will include capturing opinion by recording and transcribing public meetings, ensuring consultation information is spread widely in the consultation area and encouraging emailed as well as posted responses.</p> <p>The needs of those with protected characteristics will be considered during a consultation. Consideration will be given to (but not limited to):</p> <ul style="list-style-type: none"> • The needs of young people affected by a consultation • Printing materials in alternative language • Larger print materials • Venues accessible to the disabled
Disability	No	High	None		
Gender	No	High	None		
Gender identity	N/A	N/A	N/A		
Race	No	High	None		
Religion or belief	No	High	None		
Sexual orientation	N/A	N/A	N/A		
Pregnancy and maternity	N/A	N/A	N/A		
Marriage and Civil Partnerships	N/A	N/A	N/A		

					<ul style="list-style-type: none">• Meeting time that are convenient to the majority of those impacted by a proposal <p>These assumptions will be tested as part individual school consultation processes.</p>
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7. The needs of Children in Care and those with SEN will be given priority in any commissioning decision.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.
Disability	No	High	None		
Gender	No	High	None		
Gender identity	N/A	N/A	N/A		Positive for children with SEN and disabilities.
Race	No	High	None		
Religion or belief	No	High	None		
Sexual orientation	N/A	N/A	N/A		Looked after children will be able to access educational provision across the County including Unaccompanied Asylum Seeking Children. Consultation will seek to elicit views in relation to this priority. These assumptions will be tested as part individual school consultation processes.
Pregnancy and maternity	N/A	N/A	N/A		
Marriage and Civil Partnerships	N/A	N/A	N/A		

8. We will give priority to organisational changes within schools that create environments better able to meet the needs of vulnerable children including those who have SEN and disabilities, come from minority ethnic communities and/or from low income families. .

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>KCC policy is to expand schools that are rated Good or Outstanding. These schools are reducing the gaps in achievement between the groups with protected characteristics and all other pupils. Therefore, this is a positive for children with SEN and disabilities and those from minority communities and/or from low income families.</p> <p>These assumptions will be tested through individual consultations.</p>
Disability	No	Medium	None		
Gender	No	Medium	None		
Gender identity	No	N/A	N/A		
Race	No	High	None		
Religion or belief	No	High	None		
Sexual orientation	No	High	None		
Pregnancy and maternity	No	High	None		
Marriage and Civil Partnerships	N/A	N/A	N/A		

9. We will ensure we make the most efficient use of resources.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>The impact on all groups particularly those of protected characteristics will be evaluated when resourcing decisions are made. We understand that the cheapest commissioning option may not always make the most efficient use of our resources. The use of resources must have a positive impact on those with protected characteristics.</p> <p>These assumptions will be tested through consultation.</p>
Disability	No	Low	None		
Gender	No	Low	None		
Gender identity	No	Low	None		
Race	No	Low	None		
Religion or belief	No	Low	None		
Sexual orientation	No	Low	None		
Pregnancy and maternity	No	Low	None		
Marriage and Civil Partnerships	N/A	N/A	N/A		

10. Any educational provision facing challenges in difficult times will be supported and challenged to recover in an efficient and timely manner, but where sufficient progress is not so achieved we will seek to commission alternative provision or another provider.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'. Children have one opportunity to receive a good education. Acting to ensure they receive this and do not languish in inadequate provision is essential Statically higher numbers of pupils in with English as an Additional Language (EAL), those who receive SEND support and disadvantaged pupils can be found in Requires Improvement/Inadequate schools then those that are Good/Outstanding. If alternative provision is commissioned this could have a disproportionate impact on EAL, SEND and Disadvantaged pupils in the short term.
Disability	No	Medium	low		
Gender	No	Medium	None		
Gender identity	No	Medium	None		
Race	No	Medium	Low		
Religion or belief	No	Medium	None		
Sexual orientation	No	Medium	None		
Pregnancy and maternity	No	Medium	None		
Marriage and Civil Partnerships	N/A	N/A	N/A		

					The impact of any individual proposal or set of related proposals would be considered within an individual consultation.
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11. If a provision is considered or found to be inadequate by Ofsted, the Local Authority will seek to commission alternative provision where the Local Authority and the local community believe this to be the quickest route to provide high quality provision.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Children have one opportunity to receive a good education. Acting to ensure they receive this and do not languish in inadequate provision is essential</p> <p>Statically higher numbers of pupils in with English as an Additional Language (EAL), those who receive SEND support and disadvantaged pupils can be found in Requires Improvement/Inadequate schools then those that are Good/Outstanding.</p>
Disability	No	High	Low		
Gender	No	High	Low		
Gender identity	No	High	Low		
Race	No	High	Low		
Religion or belief	No	High	Low		
Sexual orientation	No	High	Low		
Pregnancy and maternity	No	High	Low		
Marriage and Civil Partnerships	N/A	N/A	N/A		

					<p>If alternative provision is commissioned this could have a disproportionate impact on EAL, SEND and Disadvantaged pupils in the short term.</p> <p>The impact of any individual proposal or set of related proposals would be considered within an individual consultation.</p>
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12. In areas of high housing growth we will actively seek developer contributions to fund or part fund new and additional provision.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Positive for all children.</p> <p>It can be reasonably assumed that lower income families will access social housing and therefore some or the most disadvantaged pupils will be resident in areas of high housing growth. We will review the education provision in the locality to ensure that it is accessible to all including the most disadvantaged pupils. This will also improve social cohesion.</p> <p>These assumptions will be tested through Consultation.</p>
Disability	No	High	None		
Gender	No	High	None		
Gender identity	N/A	N/A	N/A		
Race	No	High	None		
Religion or belief	No	High	None		
Sexual orientation	N/A	N/A	N/A		
Pregnancy and maternity	N/A	N/A	N/A		
Marriage and Civil Partnerships	N/A	N/A	N/A		

11. In areas of high surplus capacity we will take action to reduce such surplus.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Areas of high surplus are spread around the county. The surplus can change significantly from one planning group to the next. We recognise that in areas of high surplus capacity actions taken to reduce surplus may impact on parental choice. Actions may also have an impact on disadvantaged families if they have to incur the costs of travelling further for a school place or pupils SEN pupils who may have to travel further to access appropriate provision.</p> <p>If a school closure has to be considered careful assessments of the impact on all protected characteristic groups will, be undertaken.</p> <p>Further equality impact assessments</p>
Disability	No	Medium	Low		
Gender	No	Medium	Low		
Gender identity	N/A	Medium	Low		
Race	No	Medium	Low		
Religion or belief	No	Medium	Low		
Sexual orientation	N/A	Medium	Low		
Pregnancy and maternity	N/A	Medium	Low		
Marriage and Civil Partnerships	N/A	N/A	N/A		

					specific to those consultations will be undertaken at that point.
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13. Planning Guidelines – Primary:

- The curriculum is generally delivered in key stage specific classes. Therefore, for curriculum viability schools should be able to operate at least 4 classes.
- We will actively look at federation opportunities for small primary schools.
- Where possible, planned Published Admission Numbers (PANs) will be multiples of 30 (where this is not possible, multiples of 15 will be preferred).
- We believe all through Primary schools deliver better continuity of learning as the model for Primary phase education in Kent. When the opportunity arises we will either amalgamate separate infant and junior schools into a single Primary school or federate the schools. However, we will have regard to existing local arrangements and seek to avoid leaving existing schools without links on which they have previously depended.
- All present Primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.
- Over time we have concluded that 2fe provision (420 places) is preferred in terms of the efficient deployment of resources.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'. Overall positive for all children as the quality of provision is of primary concern. The planning guideline may be more difficult to comply with by minority groups, for example to promote a school with a religious characteristic, hence the guidance is "should" rather than "must". Consideration of the merits of the individual proposal, against the
Disability	No	High	None		
Gender	No	High	None		
Gender identity	N/A	High	None		
Race	No	High	None		
Religion or belief	No	High	None		
Sexual orientation	N/A	High	None		
Pregnancy and maternity	N/A	N/A	N/A		
Marriage and Civil Partnerships	N/A	N/A	N/A		

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
					<p>broad range of principles and guidelines, and our equalities duties would be made at the time.</p> <p>These assumptions will be tested as part individual school consultation processes.</p>

14. Planning Guidelines – Secondary:

- All schools must be able to offer a broad and balanced curriculum and progression pathways for 14-19 year olds either alone or via robust partnership arrangements.
- PANs for Secondary schools will not normally be less than 120 or greater than 360. PANs for Secondary schools will normally be multiples of 30.
- Over time we have concluded that the ideal size for the efficient deployment of resources is between 6fe and 8fe.
- All but two of our Secondary schools admit pupils at age 11. Any new Secondary provision would be expected to follow this model, except where it is proposed to be all-aged (Primary and Secondary).
- Proposals for additional Secondary places need to demonstrate a balance between selective and non-selective school places.
- We will encourage the formation of all-aged schools where this is in the interests of the local community.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'. Positive for all children. Overall positive for all children as the quality of provision is of primary concern. The planning guideline may be more difficult to comply with by some groups, such as faith groups, hence the guidance is "will not normally" rather than "must". Therefore we would consider the
Disability	No	High	None		
Gender	No	High	None		
Gender identity	N/A	High	None		
Race	No	High	None		
Religion or belief	No	High	None		
Sexual orientation	N/A	High	None		
Pregnancy and maternity	N/A	High	None		
Marriage and	N/A	N/A	N/A		

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Civil Partnerships					<p>merits of the individual proposal, against the broad range of principles and guidelines, and our equalities duties would be made at the time.</p> <p>There are a number of single sex secondary schools in Kent, predominantly selective schools. The need to ensure sufficient provision exists for both boys and girls will be part of a specific commissioning decision in areas where this is relevant. Where we are proposing to make changes at single sex secondary schools these gender issues will need to be taken into account.</p>

15. Planning Guidelines - Special Educational Needs:

- We aim, over time, to build capacity in mainstream settings, by broadening the skills and special arrangements that can be made within this sector to ensure compliance with the relevant duties under SEN and disability legislation.
- We will aim to commission specialist provision in any new Primary or Secondary school. This could either be through the inclusion of a Special Resourced Provision (SRP) or a Satellite provision linked to a local Special school.
- For children and young people where mainstream provision is not appropriate, we seek to make provision through Kent Special schools. For young people aged 16–19 provision may be at school or college. For young people aged 19–25 provision is likely to be college based.
- We recognise the need for children and young people to live within their local community where possible and we seek to provide them with day places unless residential provision is needed for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant KCC teams or the Health Service.
- We aim to reduce the need for children to be transported to schools far away from their local communities.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'. It is also anticipated that Planning Guidelines for children and young people with SEN will have a positive impact on the provision of school places for this group. Specifically, it is anticipated that this will have a positive impact for children and young people with disabilities. These assumptions will be tested as part individual school consultation processes.
Disability	No	High	None		
Gender	No	High	None		
Gender identity	N/A	High	None		
Race	No	High	None		
Religion or belief	No	High	None		
Sexual orientation	N/A	High	None		
Pregnancy and maternity	N/A	High	None		
Marriage and Civil Partnerships	N/A	High	None		

16. Planning Guidelines - Expansion of Popular Schools and New Provision

- We support diversity in the range of education provision available to our children and young people. We recognise that new providers are entering the market, and that parents and communities are able to make free school applications.
- We also recognise that popular schools may wish to expand, or be under pressure from the local community to do so.
- As the Strategic Commissioner of Education Provision, we welcome proposals from existing schools and new providers that address the needs identified in this Plan, which include new provision to meet increased demand, and new provision to address concerns about quality.
- In order for us to support any such proposal, they must meet an identified need and adhere to the planning principles and guidelines set out above.

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 HIGH/MEDIUM LOW/NONE UNKNOWN		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		
Age	N/A	N/A	N/A		<p>Positive for all communities in Kent and supports the delivery of the Local Authority's 'Vision and Priorities for Improvement'.</p> <p>Overall these guidelines are positive. Increasing access to high quality education provision benefits all, and increases parental choice. Any negative impact on neighbouring schools, and therefore children's education, would be considered as part of the evaluation of individual proposals. This would include the impact on groups with protected characteristics. These assumptions will be tested as part individual school consultation processes.</p>
Disability	No	High	Low		
Gender	No	High	Low		
Gender identity	N/A	N/A	N/A		
Race	No	High	Low		
Religion or belief	No	High	Low		
Sexual orientation	N/A	N/A	N/A		
Pregnancy and maternity	N/A	N/A	N/A		
Marriage and Civil Partnerships	N/A	N/A	N/A		
Disability	No	High	Low		
Gender	No	High	Low		
Gender identity	N/A	N/A	N/A		

Race	No	High	Low		
Religion or belief	No	High	Low		
Sexual orientation	N/A	N/A	N/A		
Pregnancy and maternity	N/A	N/A	N/A		
Marriage and Civil Partnerships	N/A	N/A	N/A		

The County Council's goals by 2020 are to ensure:

Goal	Equalities Impact
There will be more good schools, with at least 95% of Primary and 93% of Secondary schools judged as good or outstanding. 100% of Special schools will be good or outstanding.	Positive for all children and particularly for vulnerable groups of children including children with SEN and disabilities.
Ensure at least 87% of families secure school places at their first preference Primary school, and 85% secure school places at their first preference Secondary school. At least 95% secure either their first or second preference at both Primary and Secondary school.	No particular negative equality impact is perceived. However, if further analysis of local circumstances indicates that disproportionately any group with a protected characteristic is not achieving a goal, an action plan to address the situation will be developed.
There is 5% surplus capacity in schools across the County.	This is positive in that it provides spare places for groups such as traveller children, children whose parents are in the armed forces and both national and international migration into the County. It also enables parental preference.
Ensure there are at least 5% surplus Year R places in each of the 12 districts in Kent.	This is positive in that it provides spare places for groups such as traveller children, children whose parents are in the armed forces and both national and international migration. It also enables parental preference.
To make appropriate provision for children with special educational needs so as to reduce the number of pupils who need to attend independent and out of County provision to 250.	Making appropriate local provision available is positive for children with special educational needs and will have a positive impact for the disability protected characteristic.

Conclusion

The over-arching nature of the Commissioning Plan for Education Provision 2018-22 means that the equalities impact assessment is also at a strategic, rather than specific level. In broad terms the Plan focuses on the positive impacts for all children and young people, particularly the most vulnerable pupils and those with SEND. It will provide a vehicle through which individuals and groups can make their voices heard regarding both current education provision and future proposals. An equality impact assessment will be completed as part of each individual consultation process that follows on from the commissioning plan. This assessment indicates that in line with our legal duties, the principles and planning guidelines, and thus commissioning decisions, there should be no impact on characteristics identified in the sections above.

David Adams
Area Education Officer (South Kent)

Part 1: INITIAL SCREENING

Proportionality - Based on the answers in the above screening grid what RISK weighting would you ascribe to this function – see Risk Matrix

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

The assessment demonstrated that the intentions behind the Commissioning Plan's principles and planning intentions are to bring about positive impacts for all children and young people, particularly those with protected characteristics. In general it has a high positive impact for all pupils with very few occasions when low negative impacts are anticipated for particular groups.

Context – What we do now and what we are planning to do

Provide an overarching framework for determining when and where education provision may be needed in the future. Individual commissioning decisions will be subject to bespoke EqlAs

Aims and Objectives

To address any identified shortage or surplus of places in a locality and to take action to adjust this as necessary, in a transparent way.
To clarify the principles for commissioning school places

Beneficiaries

All pupils and families in Kent

Information and Data used to carry out your assessment

We use a variety of data to support our commissioning intentions. Below are a selection of the data sources, an outline how they are used and what they tell us.

Housing forecasts, pupil birth data and migration data: Information from the Office for National Statistics shows that the yearly number of births in Kent increased by 24% in the period between 2002-12. The number of births dropped in 2013, but has risen since. Interestingly local Kent Health Authority data shows a greater rise than ONS; it is this birth data which underpins our forecasts. The number of Primary age pupils is expected to continue rising significantly from 123,027 in 2016-17, to 128,905 in 2021-22, which is just under 6,000 extra pupils over the next five years. Beyond this point strategic

forecasts show that the number of pupils will continue to rise until 2031, at which point they will level off. New provision will continue to be needed in some Districts on both a permanent and temporary basis.

The strategic forecasts show that the number of Secondary age pupils (Years 7-11) in Kent schools is expected to rise significantly from 79,105 in 2016-17 to 91,520 in 2021-22, a rise of over 12,000 pupils. From 2018-19, as rising rolls feed into Secondary schools, there will be less than 5% surplus Year 7 places across Kent. Our long term strategic forecasts (up until 2031-32) indicate a continuing rise in pupil numbers. However, these long term strategic forecasts are heavily influenced by new housing development.

*Source: Office of National Statistics (ONS)

Admissions data: This data provides us with information on parental preferences, school transport issues and in year admissions data. For instance we know that 87.2% of parents secured their 1st preference Primary school place for September 2017. This is in line with the target of 87%. The picture was slightly different for Secondary school places with 81.4% securing their 1st preference against the target of 83%. However, just shy of 300 more pupils secured their preferred Secondary school than in the previous year.

Achievement data: This is used to support the identification of schools that have the strength and educational capacity to be expanded. Headline data from 2015-16 is included below as the 2016-17 data is not validated as this report is written.

Early Years Foundation Stage: In 2016 figure of 74.8% of pupils achieved a Good Level of development. This was an 11% improvement since 2013, and was above the National outcome at 69.3%.

KS1: In 2016 81.6% of all pupils achieved the Phonics standard. This was in line with the National standard. Kent performed above the National average at Key Stage 1 in Reading, Writing and Maths with 78.2%, 71.3% and 77.5% of pupils achieving the expected level of better respectively.

KS2: in 2016 59% of pupils achieved the expected standard in Reading, Writing and Maths. This was above the National average of 53%.

KS4: The GCSE Attainment 8 score was 50.4. This was in line with the National score of 49.9. The progress 8 score was -0.04 and was in line with the National at -0.03. 58.6% of pupils achieved 5 A*-C grades including English and Mathematics compared to 57% nationally.

Post 16:

Kent was in line or slightly above National across a variety of indicators. 'A' level pupils achieved 30.8 APS per entry against the National of 30.7. for all academic students the average grade was C+ compared to C at National. 16.8% of students achieved AAB or better in at least two facilitation subjects compared to 15.4% nationally.

Pupil characteristic data: This is used to identify the increase in particular SEN need types. We have noted that there has been an increase in pupils with Autistic Spectrum Disorder and Profound, Severe and Complex Needs. We need to develop the use of this data so we can clearly identify not only the need type that we need to increase provision for, but also where the provision is needed.

JUDGEMENT

Set out below the implications you have found from your assessment for the relevant diversity groups. If any negative impacts can be justified please clearly explain why.

Option 1 – Screening Sufficient	Yes
Option 2 – Internal Action Required	Yes
Option 3 – Full Impact Assessment	No

Following this initial screening our judgement is that the outcome of public consultation will highlight any issues and if necessary will initiate a further EqIA.

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 South Kent

Date:

DMT Member

Signed:

Name: Keith Abbott



Job Title: Director Planning and Access

Date: 09-10-2017

Please forward a final signed electronic copy to the Equality Team by emailing

diversityinfo@kent.gov.uk

The original signed hard copy and electronic copy should be kept with your team for audit purposes.