

## Equality Impact Assessment – School Organisation Change

### ***Consultation on the potential closure of North Walney Nursery and Primary School***

Directorate	Children's Services
Functional Area	Education and Skills
Assistant Director Responsible for EIA	TBC
Functional Area of EIA or Proposal	School Organisation

#### **Aims of the EIA**

Purpose of the EIA	To identify risks associated with the potential closure of North Walney Nursery and Primary School
Summary of findings	<p>There are some potential negative impacts that have been identified.</p> <ul style="list-style-type: none"> <li>• Children currently at the school will need to be found places in alternative schools in the area.</li> <li>• Some nursery provision will be lost.</li> <li>• Closure will result in loss, or changes of employment, for staff at the school.</li> </ul> <p>These issues could be reduced in their impact through the actions proposed. Any other issues identified during the consultation process will be addressed appropriately at a later stage and added to this assessment.</p>
Scope of the EIA: <ul style="list-style-type: none"> <li>• One directorate</li> <li>• Cross directorate</li> <li>• Outsourced organisation</li> </ul>	<ul style="list-style-type: none"> <li>• One Directorate – Children's Services</li> <li>• Schools with abutting catchment areas</li> <li>• The local community</li> </ul>

## Phase 1: Gathering information

List examples of background information that you think are **relevant**. If carrying out an assessment of a proposal this section should include the data used to establish whether the proposal has an impact.

Type of information	Findings
The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013	<a href="http://www.legislation.gov.uk/ukxi/2013/3109/contents/made">http://www.legislation.gov.uk/ukxi/2013/3109/contents/made</a>
Equality Needs Analysis 2023	<a href="https://cumbria.gov.uk/elibrary/Content/Internet/535/609/38323/44648152628.pdf">https://cumbria.gov.uk/elibrary/Content/Internet/535/609/38323/44648152628.pdf</a>
Cumbria Observatory (Children's Centre Profiles)	North Walney Primary School lies in the Bram Longstaffe Children's Centre Footprint. Profiles of the Children's Centre footprints can be found at: <a href="https://www.cumbriaobservatory.org.uk/childrens-centre-footprint-profiles/">https://www.cumbriaobservatory.org.uk/childrens-centre-footprint-profiles/</a>
Education	Ofsted Inspection Report: June 2019 'Good'  <a href="https://files.ofsted.gov.uk/v1/file/50089137">https://files.ofsted.gov.uk/v1/file/50089137</a>
Ethnicity	7.5% of all pupils are from a Minority Ethnic background (January 2023 School Census) and there are 86 languages spoken in Cumbria's schools.
Special Educational Needs	Schools monitor pupils by category of Special Educational Need rather than disability. The population of children with different Special Educational Needs is monitored to help ensure we have the provision as well as the policies to meet these needs, thus improving equality of opportunity.
Gender	In line with national data there is an attainment gap between girls and boys at KS1 and KS2. In Cumbria in 2019, the gap between the performance of the boys and girls for reading, writing and maths combined at KS1 was 12.1 percentage points for those achieving the expected standard. For KS2 the gap was 7.5 percentage points for reading, writing and maths combined.
Social Care	The Children's Social Care service collects data on age, gender, ethnicity and disability. Issues arising from an analysis of the information include the proportion of BME and mixed-race children seeking adoption compared to White British families and the supply of BME fosterers and adopters.

## Phase 2 Impacts

From the evidence above use this section to identify the risks and benefits according to the different characteristics protected by the Equality Act.

**All/general:** Any issue that cuts across a number of protected characteristics

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
<p>Overall Deprivation (Index of Multiple Deprivation, measures deprivation across seven domains as follows: Income; Employment; Education, Skills and Training; Health and Disability; Crime; Barriers to Housing and Services; and Living Environment).</p>	<p>Index of Multiple Deprivation (IMD) is from 2019. A decile of 1 refers to the 10% most deprived communities in England, while a decile of 10 refers to the 10% least deprived communities in England.</p> <p>In relation to overall levels of deprivation, the 2019 IMD classified the area where North Walney Primary School is located as sitting within decile 2 (the 10% most deprived of communities in England). Based on the LSOA</p>		<p>Awareness of issues -action will be taken in accordance with Westmorland &amp; Furness Council (WFC) policies where appropriate.</p>
<p>Geographical Barriers to Services (Sub-Domain of the Index of Multiple Deprivation, which measures physical proximity to essential services)</p>		<p>In relation to geographical barriers to services, the 2019 IMD classified the area where North Walney Primary School is located as sitting within decile 10 (within the 10% least deprived of communities in England).</p>	
<p>Impact on education of children from the closure of the school and nursery</p>	<p>Birth rates in the area are falling and those children moving to alternative schools in the area will</p>	<p>Some children will be moving to an alternative school 'mid-phase'.</p>	<p>Support will be given through the process by WFC</p>

	help to maintain more viable numbers in those schools.	A number of associated nursery places will be lost. Alternative provision exists at Vickerstown, St Columba's, South Walney Infant, Walney Central pre-school and Barrow Island.	officers and school staff.  WFC officers will seek to source additional nursery places.
Employees – potential redundancy/displacements		Staff currently in the school face losing their employment or the disruption of moving to an alternative school.	WFC officers and HR providers will work with those affected.
Transport	There are a number of alternative schools and nursery providers within walking distance, including 3 other schools on Walney Island.		No action required.

**Disability and health and wellbeing:** All forms of disability recognised under the Disability Discrimination Act including sensory impairment, mental health, learning disabilities, mobility related conditions, conditions such as heart disease, diabetes, and asthma. This also covers any impact on health and well being

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Children with special educational needs.	Funding for children with special needs follows the child.	A change of routine or environment may be unsettling for some students.	Receiving provision will be provided with full details of children's additional needs.

#### Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
None identified			

**Ethnicity:** All ethnic groups including Asian, Black, East Asian and white minority ethnic groups, including Eastern Europeans and Gypsy and Travellers.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
English as an Additional Language (EAL)	There are 86 languages spoken in Cumbria schools, not including English.	4.2% of children in schools in Cumbria are recorded as having an EAL (January 2023 School Census).	No action required.

**Sexual Orientation:** including heterosexual, gay, lesbian and bisexual people

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
None identified at this stage	None identified at this stage	None identified at this stage	None at this stage

**Age:** Where a person is at risk of unfair treatment because of their age group

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
None identified at this stage	None identified at this stage	None identified at this stage	No action required.

**Religion/belief:** all faiths including Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism and non religious beliefs such as Humanism

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
School religious belief	The closure would lessen parental choice to some degree but there would still be a choice between community schools or a Roman		None.

	Catholic school on the island.		
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**Community Cohesion:** This is where a decision or a change to services may risk creating tensions between community groups in a local area.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Impact on other existing educational institutions locally	There are three other schools on Walney Island (Vickerstown, St Columba's and South Walney infant and junior), whose budgets could be boosted through additional pupil numbers.	There could be potential disruption should a large number of children transfer into a single alternative setting en masse.	Work with receiving settings once parental preferences are known.
Impact on the community	Movement to alternative schools in the area will help to increase the viability of those schools.	Reduction in parental choice on Walney Island.	

### Phase 3: Action Planning

Based on actions raised in the action required box above

Area for further action	Actions proposed	Lead officer	When	Resource implications	Outcome
Consultation process	Work to identify inequality issues  Make as fair and as accessible as possible	Sharyn Duffey	During planning stage	Possible expenditure for translation costs	Equality addressed within consultation process
Regular refresh of the EIA throughout the course of the consultation	EIA regularly updated	Lee Turner	Ongoing	None	EIA is accurate and up to date

Update EIA with new information and issues raised from consultation	Following consultation period this EIA will be refreshed to consider inequality issues raised.	Lee Turner	Ongoing	Identified from issues raised	WFC pays due regard to preventing discrimination, promotes equality of opportunity and fosters good relations.
Implementation					

### Documents appended to the Equality Impact Assessment

### Quality Assurance and EIA completion

<b>Date completed</b>	<b>September 2023</b>
<b>Lead officer</b>	<b>Sharyn Duffey</b>
<b>Have staff been involved in developing the EIA?</b>	
<b>Have community organisations been involved?</b>	
<b>Date of next refresh</b>	<b>This EIA will be refreshed throughout the course of the school change</b>