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appendix

APPENDIX 1- SCHOOL ORGANISATION GUIDANCE FOR DECISION-MAKERS

Factors that were considered in the decision taken to expand St. Peter's Catholic Primary from 1 FFE to 2FE

Relevant Factor Considered	Outcome
Consideration of consultation and representation period	An initial consultation was carried out from 30/11/2015-15/01/2016. The responses received during this initial consultation period were considered before a decision was made to publish a statutory notice regarding the proposal for this school. A number of objections were received during the representation period which lasted from 15/04/2016 to 13/05/2016. The objections and comments on the proposal have been addressed in the representation comments/responses shown in Appendix 2
Education standards and diversity of provision	All stakeholders have had a fair opportunity to express their views. The process of consultation has been conducted satisfactorily and all the statutory requirements have been adhered to. St Peter's Catholic Primary is an outstanding and oversubscribed school. The expansion of this school will build on the school's popularity and will also provide an opportunity to recruit a broader level of expertise and specialisms within its staff which will in turn enhance the teaching & learning that would enable children continue to make excellent progress.
Demand	The LA's forecast indicates a shortfall of 2FE by September 2016/17 and a further 3FE in the next five years in the Romford planning area. Romford is an area of high mobility with new housing developments occupied immediately after completion; which in turn has increased demand for school places. The decision to permanently expand the school will provide an additional 30 reception places in the area each year from September 2016 onwards and help ensure that there are sufficient places and will reduce the pressure experienced by other schools in this planning area.
School size	Data from the diocese and admissions service supports the LA's assessment that as a popular and oversubscribed school St. Peter's Primary School should be supported to expand to meet parental demand.
Proposed admission arrangements	Moving from 30 places to 60 places per year group will enable the school to offer catholic families from the local and surrounding areas a better opportunity of choice in an outstanding environment where teaching and learning has been judged to be excellent.
National Curriculum	The admission arrangements of the school are compliant with the School Admissions Code and are not due to change should the expansion be approved.
Equal opportunity issues	St. Peter's Catholic Primary as a Voluntary aided school delivers the National curriculum. The school is co-educational therefore the gender of pupils is not considered to be a factor in determining the proposals. National legislation determines that schools cannot discriminate on race in relation to admissions policies. School refurbishments and building expansions are undertaken with full accessibility compliance.

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	Therefore there are no sex, race or disability discrimination issues anticipated from the changes being proposed
Community cohesion	Views and comments received from stakeholders and individuals in the community were fully considered and addressed during the consultation period. 39% of the total responses received, gave their support for the expansion as it will address the need for more Catholic children in need of a school place and will offer staff professional development which will enhance teaching & learning . Access to extended services or provision being offered by the school to pupils or the local community will not be affected by this expansion proposal which means that the school will be better able to meet the needs of its growing community. If the proposed expansion at this school is approved staff and Governors are committed in ensuring that the ethos of the school doesn't change and the school's friendly approach continues
Travel and accessibility	This proposal will not extend journey times, increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes as the expansion will be carried out on the school's existing site. In addition, the expansion is being proposed as there is a projected increase in demand for additional school places from within the local area where the school is located. All school users will be encouraged to access the school via sustainable modes of transport. The expansion will be undertaken with full accessibility compliance.
Funding	The local authority has allocated a budget of £1.5m for this expansion project which has been agreed in the 2016/17 Capital Programme report.
School premises and playing fields	The expansion will ensure that outdoor play space adheres to standards for school premises as set out in the current area guidelines from the DfE.

Applicable legislation: School Organisation for Maintained Schools (England) Regulations 2013-(Annex B-Guidance for Decision-Makers)

APPENDIX 1 - SCHOOL ORGANISATION GUIDANCE FOR DECISION-MAKERS

The Decision

The proposal to permanently expand St. Peter's Catholic Primary School from 1FE to 2 FE from 1 September 2016 is hereby

Approved without modification

Approved with Modification

Rejected

Reason for decision

The Council has a statutory duty to ensure that there are sufficient school places available for all children resident in Havering who require one. School roll projections show a long term increase in primary pupil numbers. Therefore if expansion plans are not progressed then the probability is that there will be school age children within the area without the ability to secure a place in a local school.

Details of decision makers

Signed:

Roger Pinner

Name:

ROGER PINNER

Title:

LEADER

Date:

4.7.16

Signed:

Cliff Paul Jenner

Name:

CLIFF PAUL JENNER

Title:

Chairman

Date:

5/7/16

APPENDIX 1- SCHOOL ORGANISATION GUIDANCE FOR DECISION-MAKERS

Factors that were considered in the decision taken to The James Oglethorpe School from 1.5 FFE to 2FE

Relevant Factor Considered	Outcome
Consideration of consultation and representation period	An initial consultation was carried out from 30/11/2015-15/01/2016. The responses received during this initial consultation period were considered before a decision was made to publish a statutory notice regarding the proposal for this school. No objections or comments were received during the representation period which lasted from 15/04/2016 to 13/05/2016. All stakeholders have had a fair opportunity to express their views. The process of consultation has been conducted satisfactorily and all the statutory requirements have been adhered to.
Education standards and diversity of provision	The expansion of this school will further enhance the quality of provision, contribute to raising standards and improve attainment for children in the school. It will provide an opportunity to recruit a broader level of expertise and specialism within its staff which will in turn drive up standards and enhance the teaching & learning that would enable children to make excellent progress.
Demand	With the need for additional places in the Uprminster area the school has had to take budge classes in Year 3, 4, 5 and 6 in 2014. During the last academic year. In September 2015, they agreed to take another budge class in Reception If the proposal to expand James Oglethorpe Primary School is approved this will provide a permanent 105 places from September 2016 onwards and will help ensure that there are sufficient places in the area for the next academic year. This expansion is not expected to have any negative effect on other schools in the area.
School size	Moving from 45 to 60 places per year group will enable the school to move away from mixed-age teaching groups and deliver a more efficient teaching model, in line with the rest of the primary schools in the borough.
Proposed admission arrangements	The admission arrangements of the school are compliant with the School Admissions Code and are not due to change should the expansion be approved.
National Curriculum	The James Oglethorpe Primary School as a maintained school delivers the National curriculum.
Equal opportunity issues	The school is co-educational therefore the gender of pupils is not considered to be a factor in determining the proposals. National legislation determines that schools cannot discriminate on race in relation to admissions policies. School refurbishments and building expansions are undertaken with full accessibility compliance. Therefore there are no sex, race or disability discrimination issues that arise from the changes being proposed
Community cohesion	Views and comments received from stakeholders and individuals in the community were fully considered and addressed during the consultation period. 44% of the respondents gave their support for the expansion as it will further opportunities to increase staffing levels to support

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	<p>the children and the removal of the split age group and mixed classes. Access to extended services or provision being offered by the school to pupils or the local community will not be affected by this expansion proposal.</p> <p>By expanding the school through significant investment in school building, James Oglethorpe will be able to extend the school in ways that are tailored to the needs of the pupils, parents, and local communities and improve facilities for all.</p>
Travel and accessibility	<p>This proposal will not extend journey times, increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes as the expansion will be carried out on the school's existing site.</p> <p>All school users will be encouraged to access the school via sustainable modes of transport. The expansion will be undertaken with full accessibility compliance.</p>
Capital	<p>The local authority has allocated a budget for this expansion project which has been agreed in the 2016/17 Capital Programme report.</p>
School premises and playing fields	<p>The expansion will ensure that outdoor play space adheres to standards for school premises as set out in the current area guidelines from the DfE.</p>

Applicable Legislation: School Organisation for Maintained Schools (England) Regulations 2013 (Annex B-Guidance for Decision-Makers)

APPENDIX 1- SCHOOL ORGANISATION GUIDANCE FOR DECISION-MAKERS

The Decision

The proposal to permanently expand The James Oglethorpe Primary School from 1.5FEE to 2FE from 1 September 2016 is hereby

Approved without modification

Approved with modification

Rejected

Reason for decision

The Council has a statutory duty to ensure that there are sufficient school places available for all children resident in Havering who require one. School roll projections show a long term increase in primary pupil numbers. Therefore if expansion plans are not progressed then the probability is that there will be school age children within the area without the ability to secure a place in a local school.

Details of decision maker/s

Signed:

Name:

ROGER RAMSELL

Title:

LEADER

Date:

4/7/16

Signed:

Name:

NICKY TAYLOR

Title:

Chairman

Date:

5/07/16

APPENDIX 1- SCHOOL ORGANISATION GUIDANCE FOR DECISION-MAKERS

Factors that were considered in the decision taken to change the upper age range of Corbets Tey School from 16 to 25 Years

Relevant Factor Considered	Outcome
<p>Consideration of consultation and representation period</p>	<p>A pre-statutory consultation was undertaken during the period from 25 January to 29 February 2016. The responses received during this initial consultation period were considered before a decision was made to publish a statutory notice regarding the proposal for this school. No objections/comments were received during the representation period which lasted from 15/04/2016 to 13/05/2016. All stakeholders have had a fair opportunity to express their views. The process of consultation has been conducted satisfactorily and all the statutory requirements have been adhered to.</p>
<p>Education standards and diversity of provision</p>	<p>Corbets Tey school caters for children and young people aged 4 to 16. The decision if approved will alter the upper age range of the school and increase the capacity to include pupils up to the age of 25 (Post 16). The Post 16 provision will be on a new site, the Avelon Road Centre.</p> <p>This change will provide high quality education and training opportunities for young people aged 16-25 years under the management of Corbets Tey School. The provision will be aspirational in supporting young people and adults to move onto pre-entry or Entry Level 1 qualifications, alongside building their social and employability skills, and into becoming active and contributing members of their community. The provision will support young people and their parents to aspire to a life which is as independent as possible and which includes some form of work, whatever this might look like for each young adult, depending on their need. As well as numeracy, literacy and science, the provision will prepare learners for adulthood across all four pathways into adulthood:</p> <ul style="list-style-type: none"> • Employment • Good health • Independent living and housing • Friends, relationships and community.
<p>Reasons for the expansion</p>	<p>London Borough of Havering, along with parents, have long recognised that there is insufficient provision in the borough to meet the needs of all of our young people with SEND after they have finished school.</p> <p>We have looked at data on the young people who go out of borough to residential and other provision and we want to try and support those young people to stay in borough.</p> <p>There are already some options for young people with SEND within Havering. Young people with profound and multiple learning difficulties and disabilities can attend Ravensbourne School's Sixth Form up to age 19. Those young people with mild to moderate learning</p>

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	<p>difficulties and disabilities can attend Havering College, Quarles Campus.</p> <p>There has also been a temporary option for young people to access Havering College provision at Corbets Tey School, as a satellite provision. The new provision will meet the needs of those young people for whom it would not be appropriate to attend either Ravensbourne School Sixth Form or Havering College.</p> <p>Corbets Tey School does not have adequate physical space to develop this provision on their school site, hence the decision to have an alternative space to accommodate post-16 studies.</p> <p>A feasibility survey was undertaken of various sites around Havering. Aveion was chosen because it was the only council-owned available space which could be adapted and built on to meet the needs of these young people and it is already fully accessible and suitable for people with SEND.</p>
<p>Demand</p>	<p>Analysis of current pupils aged 11 to 15 years at the borough's three special schools, and of school/college destinations at age 16 over the last three years has taken place. The results show that over any three-year period, suitable provision would need to be found for between 25 and 30 students. The needs of the children at Dycorts School are becoming increasingly complex and so there are likely to be some children currently in the primary age range who would not be able to access Havering College at 16. This also corresponds with the concern voiced by a small number of parents of children with SEND that the Council is not making sufficient or appropriate provision for their children from age 16. Consultation with the Learning Support Service revealed that there are one or two children per year in mainstream schools who may benefit from any new provision at 16 before moving on to college later, as well as one or two Looked After Children who are currently in out of borough provision. A small number of young people from Corbets Tey School are catered for in a satellite provision provided by Havering College but are registered pupils of Corbets Tey school.</p> <p>Corbets Tey School does not have adequate physical space to develop this provision on their school site, hence the decision to have an alternative space to accommodate post-16 studies.</p> <p>A feasibility survey was undertaken of various sites around Havering. Aveion was chosen because it was the only council-owned available space which could be adapted and built on to meet the needs of these young people and it is already fully accessible and suitable for people with SEND.</p>
<p>Physical Characteristics of the school</p>	<p>The additional site will be provided by the Local Authority (under a lease arrangement) to enable Corbets Tey to increase their capacity. The additional site new site will be for Post 16 pupils and the curriculum will focus on pupils moving into adulthood, gaining life skills and preparing for work/ positive activities etc. Where there can be a benefit to students, resources and facilities across both sites can be shared and this will be managed by senior staff as</p>

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<p>Admission & Curriculum arrangements</p>	<p>appropriate.</p> <p>The procedures for placement at the provision will be as follows:</p> <ol style="list-style-type: none"> 1. Parents/carers indicate a preference for placement for their child 2. Havering Assessment and Placement Panel considers and recommends the Post 16 placement 3. The consultation paperwork is sent to the Headteacher for consideration in terms of suitability of placement and the effect on other pupils with whom the child will be educated. The Headteacher has 15 days to respond and to communicate the final decision to the assessment and Placement Panel. 4. The decision is communicated to parents by the Assessment and Placement Panel and if a placement is approved the provision is named on the child's Education and Care Plan. <p><u>Curriculum arrangements</u></p> <p>Depending on the outcomes set out in the Education, Health and Care Plan (EHCP) of the pupil, a range of qualifications will be available in order to meet individual need. However, the main driver for the provision is to ensure young people make a smooth transition into adulthood. These skills may not always come with a qualification, but through a personalised programme.</p> <p>All students will learn independent living skills as part of the curriculum, to enable them to be as independent as possible and each young person and their families will be supported through transition to supported living. Staff at the new provision will work closely with each young person/carer, the CAD team and adults' services to plan and prepare them for progression into adulthood. This may be on to employment, life-long services, or a combination of these, depending on their needs.</p>
<p>Governance and administration</p>	<p>Staff will be specifically employed to work with the Post 16 students.</p> <p>There will be a small staff team based at Avelon, including a Head of Post-16, who will likely need to travel between the two sites but will be based at the Avelon Centre. The staff currently supporting post-16 students at Corbets Tey (as part of the Quares satellite provision) will continue to be based at Corbets Tey and will continue to support post-16 students based there. The site will be managed by the same senior leadership and governing body of Corbets Tey school. There will be an additional Senior Leader for the post-16 provision who will be mostly based at the Avelon Site. This person will be managed by the Head teacher of Corbets Tey School.</p>

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	<p>The provision will be based across the two sites for the first year (Corbets Tey School and Avelon) and will accordingly work closely together. However, going forward it is envisaged that all post-16 students will be based at the Avelon Centre so although the post 16 provision and the school will be managed by the same Head, they will not necessarily regularly overlap. Corbets Tey School does not have adequate physical space to develop this provision on their school site, hence the decision to have an alternative space to accommodate post-16 studies. The post-16 provision will, however, build on the learning and experiences of young people from Corbets Tey School but may also welcome students from other schools. Access to extended services or provision being delivered by the school to current pupils or the local community of Corbets Tey will continue to be available if required at the Avelon Road site; this might include short breaks or after-school activities.</p>
<p>Equal opportunity issues</p>	<p>The school is co-educational therefore the gender of pupils is not considered to be a factor in determining the proposals. National legislation determines that schools cannot discriminate on race in relation to admissions policies. School refurbishments and building expansions are undertaken with full accessibility compliance. Therefore there are no sex, race or disability discrimination issues that arise from the changes being proposed</p>
<p>Community cohesion</p>	<p>Views and comments received from stakeholders and individuals in the community were fully considered and addressed during the consultation period. 90% of the consultees were in support of the proposal to change the upper age range at Corbets Tey from 16 to 25 as their nurturing approach to a vast array of complex needs is as dynamic as it is effective and the results have surpassed all expectations. 94% of respondents also supported the proposal to open a 16-25 SEND Provision at the Avelon Centre, stating that additional facilities to help children with special needs at the upper age range and will offer opportunity to prepare them for higher challenge of everyday life and also integrate them to real world whilst keeping them as close as possible to their parents/careers as this will create good support network that will enhance their achievement. Access to extended services or provision being offered by the school to pupils or the local community will not be affected by this proposal.</p>
<p>Travel and accessibility</p>	<p>Wherever possible, young people will be supported to travel independently or develop the skills to do so. Travel training may be part of the curriculum for these pupils. There will be some students who will need supported transport and the staff at the new provision will plan this with students and the Council before September 2016. Avelon Road Centre underwent refurbishment approximately 3 years ago, so it is already fully accessible and suitable for people with SEND. However, in order to have appropriate space for</p>

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	<p>staff and students at the new provision, there will be some additional building work taking place over the summer to create a space for staff, a reception area and some additional facilities. The new provision offers classroom and break out space, as well as a fully fitted, accessible kitchen. Other facilities will be developed over time and designed around the needs of future students.</p> <p>The establishment of the provision will be undertaken with full accessibility compliance.</p>
<p>Funding</p>	<p>The capital cost for the new provision is estimated at £1.2m and will be met by the local authority. Specialist provision for pupils and students attract £10,000 per place from the local authority plus a top up to fund the cost of the provision. For 2016-17 these are £7,563 at Corbets Tey and £15,488 at Avelon. The local authority funding will commence once the provision opens in September 2016 for 5 places at Corbets Tey Schools and 5 places at the Avelon Centre.</p>

Applicable legislation: School Organisation for Maintained Schools (England) Regulations 2013 (Annex B-Guidance for Decision-Makers)

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The Decision

The proposal to alter the upper age range of Corbets Tey School from 16 to 25 Years from 1 September 2016 is hereby

Approved without modification

Approved with modification

Rejected

Reason for decision

There is a lack of sufficient and appropriate provision for 16-25 SEND pupils in Havering. This new provision which will be based at Avelon Day Care Centre site will provide high quality education and training opportunities for young people aged 16-25 years under the management of Corbets Tey School. The provision will be aspirational in supporting young people and adults to move onto pre-entry or Entry Level 1 qualifications, alongside building their social and employability skills, and into becoming active and contributing members of their community.

The proposal in respect of the Post 16 provision to Corbets Tey Special School is subject to the grant of planning permission of the extension build on the Avelon Road Day Centre site by 31 December 2016.

Details of decision makers

Signed:

Roger Ramsey

Name:

ROGER RAMSEY

Title:

LEADER

Date:

4.7.16

Signed:

Alan Reynolds

Name:

ALAN REYNOLDS

Title:

Lead for Children's Learning

Date:

4/07/16

School	Medium of Response			Total number of Responses received
	'Hard copy' correspondence	Email	Petition	
St. Peter's Catholic Primary School	1	8	9	
The James Oglethorpe Primary	0	0	0	
Corbets Tey School	0	0	0	
Total Overall				

Proposer's responses to comments received on the proposal to expand St. Peter's Catholic Primary to 2FE

Objections /Comments from Respondents	Author	Proposer's Response
<p>Respondent 1</p> <p>We, as residents were just as concerned as the school parents wondering how on earth both the school and our road would manage. The answer is neither has coped with the 30 pupil increase.</p> <p>The head-teacher was full of reassurances, which she has failed to deliver. Furthermore some facts stated were downright untrue, two examples: Parents have permission from "Matalan" to use their car park at school drop off and pick up. There is NO such arrangement in place, nor has there ever been, in fact as a direct result of that particular claim "Matalan" have introduced 24 hour parking charges! The second "promise" was that she had arranged for extra use of the swimming pool at St Edwards Primary school, ensuring no child have their swimming taken away from</p>	Local Resident	<p>St. Peter's school had an arrangement with the Store manager at Matalan during the summer of 2015 that parking restrictions would not take place until after 10am to enable parents drop off their kids. Parents were informed of this in June and flyers were posted through resident's doors of Dorset Avenue in September. There was no arrangement made for the afternoon.</p> <p>Sometime in the autumn term, the school learnt that Matalan had a new 24 hour system in place when a parent was issued with a parking ticket. It was at this point that parents were informed that the previous system of parking at Matalan should no longer be relied upon. The school were then advised by Matalan to contact Smart Parking directly – who had the responsibility of maintaining the car park.</p> <p>The Headteacher then arranged with the Director of Smart Parking for parents to be exempt from parking charges at Matalan between 8.15-9am and 3.10- 3.55pm. Parents were advised of this via the newsletter on 7 December.</p> <p>In April 2016, another parent complained that she had received 3 parking tickets. It was then discovered that the parent was parking before 3pm. Again, the Headteacher spoke</p>

<p>them. This is also an untrue claim, both the head and St Edwards School office have no record of such an arrangement in place.</p> <p>A fellow resident has had to install at this own expense two yellow steel parking posts on his front because two families trespassed on a daily basis. The culprits were spoken to by Havering Council traffic control, yet continued to break the law. And I ask that you note these perpetrators are reception parents.</p>		<p>with the Director of Smart Parking who agreed to revise the Parking charges exempt from 3.00- 3.45pm and as previously from 8.15-9am. Parents were then informed of this new arrangement in another newsletter on the 26 April.</p> <p>The Swimming Pool issue was a suggestion made during the consultation meeting that the school could arrange for extra swimming lessons at St. Edward's school in view of increased numbers. This was not a promise and St. Peter's is yet to explore this option with St. Edward's school.</p>
<p>Respondent 2</p> <p>The staff are not being consulted, just told to get on with things. Bullying is rife from reception to year 6, sadly the bullying continues in the staffroom. Pupils requiring special needs or extra support are at best, delayed in receiving help, at worst just ignored. Teaching assistants whom are assigned to individual pupils are regularly deployed elsewhere, leaving the pupil's peers to help with both academic and physical needs. We, as a school are unrecognisable to our last OFSTED inspection, which was "Outstanding".</p> <p>Parents regularly gather at the weekend after church, the gist in the younger years is that the new members of staff taken on as a direct result of the "bulge" year do not communicate with parents, even when directly spoken to by individuals the teachers are just not listening, as a result the children's education is suffering. On the junior side, pupils are being handled by one another, punching, strangling, kicking are a daily event, often it's the same pupils committing these acts, their punishment is either to stand outside the Head Teacher's office or they are sent to another class, leading to a second class losing academic time as their teacher has to deal with the disruptive pupil. We have pupils that are out of control, and nothing is being done.</p> <p>Child Protection is another serious matter; the pupils being attacked are clearly not in a safe environment.</p>	<p>Staff</p>	<p>The governors of St. Peter's do think it is important to stress that the representation cannot be verified as certainly coming from a member of staff but however have taken it seriously as a matter that needs to be addressed.</p> <p>A meeting has been held with all school staff regarding these comments. Staff were advised that the school has in place appropriate channels were concerns needs to be raised and were also reminded of the following that :</p> <p>All staff have a duty of care to protect children and promote their well-being and must evoke the Child Protection Policy to report concerns about pupil safety</p> <p>All staff have the Whistle Blowing policy to report concerns to the LADO in confidence</p> <p>All staff have access to the Grievance Procedure</p> <p>All staff have access to Union advice</p> <p>All staff have access to the support of the Chair of Governors</p>

<p>As staff we are in an impossible situation, we must be seen to support any ideas or actions that are suggested, despite knowing they are the wrong route to take.</p>	<p>Respondent 3 Not only has the entire process been wholly undemocratic, with the Head and the Chair of Governors (who are very good friends out of school) not taking any of our concerns on board (I wrote to the Head myself and received a cursory phone call in response, but my letter was three pages long!), they have accused us of racism or uncatholic behaviour if we have any – justified – concerns about the expansion to two form entry. Many of us feel that we have been mis-sold the school – I for one would never have applied had I known what the year following my daughter’s admission would bring. I am not sure what the real reason is behind the school pushing for this, but the bulge year alone has shown many of the additional parents have no interest in the extracurricular support of the school by way of PTA events, or generally. Additionally, both the Head and the Chair of Governors have conceded that by expanding the school they are effectively deliberately downgrading the school’s OFSTED rating from “Outstanding” (which is why I chose the school) to “Good”, or – worse – lower. At the beginning of the year, the PTA spent £12,500 (we ultimately emptied the account) on playground equipment – a wooden shelter and fire engine on the infant playground and a climbing wall and seating arrangement in the junior playground. This was requested by the Head. We asked whether the equipment would be damaged, and were told that no work would be carried out there. At pick up time today I was dismayed to see an excavating machine right next to the shelter. Indeed, if the decision has not yet been made and we have until Friday to tender our objections, then why is the huge-scale excavation of the field going on in front of our eyes? At the beginning of the week the weather was very warm, and my youngest daughter’s class backs onto to the excavation work. They could not have windows open despite the sweltering heat. Has this very real health and safety issue been</p>
	<p>This letter was one of a number of letters/emails from parents at the time during the consultation before the meeting which was planned to which representatives from the Local Authority, the Diocese of Brentwood, staff and governors were present. The school responded to all of these by either inviting them to a meeting with the Headteacher or speaking to them. Unless it was a very specific request about a detail of some sort that could be answered via email, the Headteacher did not respond in writing- because she viewed it as part of the consultation period and knew that many of the concerns would be addressed. The general gist of her response was to thank them for their response and assure them that the content of their concerns would be addressed at the meeting or go through a particular point.</p> <p>Building work had to be started to get one class ready as the Local Authority had already allocated 60 pupils to start Reception in September. If the expansion proposal was not approved the school the Local Authority would still have to build a class for this September’s intake.</p>

<p>thought through for the summer months? In summary, the expansion should not be going ahead. It is not needed – not for Catholic children, at least. It is so alarming to see so many flats being built on every available corner of Romford, yet not one extra school, since Dunningford school was knocked down. Havering simply cannot continue to build up schools that already exist, thereby grinding down the ethos of a particular school beyond</p>		
<p><u>Respondent 4</u> Although, we were advised in the Primary School Expansion consultation paper that this was not a 'done deal' and that all responses would be considered before proceeding with the application, there appears to be absolutely no evidence of this. What happened to the online petition? Where are the result findings of the online survey? This has not been shared with parents and cannot be located on the Havering website. How can the building works have commenced two weeks ago when the Statutory notice period does not expire until 15th May 2016? We were advised that further expansion would not result in the loss of the already limited outdoor space. If that is the case then why is the Infant playground been excavated? How is the noise & dust affecting the current pupils? It is extremely unfair that Year 2 children currently undergoing SATS have to do so in this environment.</p>	<p>All the responses to the consultation were considered before the Lead Member decided to publish a statutory notice setting out the formal proposal to expand St Peter's Catholic School. The decision was published as follows: http://democracy.havering.gov.uk/ieDecisionDetails.aspx?ID=1936 The school will be expanded to the minimum overall gross area recommended in the baseline designs for new primary schools. The feasibility studies undertaken on the school indicate that it can be expanded and would still meet the DfE area guidance (BB103). The guidelines for outside play and learning space on constrained sites will be met and the new arrangements would be at least as good as the existing arrangements.</p>	
<p><u>Respondent 5</u> I am writing to express our concern regarding the health and safety of the children at the school, with the building works that have been undertaken recently. We find it difficult to understand how children will not be adversely affected by what is to be a prolonged period of noises, fumes and restrictions of movements while the work</p>	<p>Whenever there is a change to the organisation of the schools, every effort is made to ensure that the quality of education, the welfare, safety and security of pupils continues to be given the highest priority. We have a good track record for managing major building projects at primary schools and we aim to keep disruption to a minimum both for those teaching and learning as well as for anybody who lives close to the schools.</p>	

<p>is carried out. In addition, I am surprised to hear that work has already commenced even though we have not yet had the result of the consultation questionnaire? I am under the impression that the Statutory notice period does not expire until the 15th May?</p>		
<p><u>Respondent 6</u></p> <p>I would like to appeal against the expansion of St Peter's School. Just from the point of traffic it is clearly becoming a dangerous area with the most recent expansion already having brought more cars into the area or there wouldn't have been a need for a PSPO.</p> <p>I can't understand why work has already begun on the next phase of Expansion when the current consultation period hasn't even ended yet. Seeing the works in the Infants playground however shows that works are causing huge inconveniences to the children and if even more children join the school this means even more children and even less outside space, I seriously fear for the safety of our children.</p>		<p>Planning was approved on a number of conditions of which the two listed below are in regards to traffic and parking problems:</p> <ul style="list-style-type: none"> • The school has suggested a number of initiatives and mitigation measures to ease the potential impacts an increased pupil roll could have on parking conditions in the area. A revised School Travel Plan shall be submitted to the Local Planning Authority for review and approval. • Within 18 months of the occupation of the development hereby permitted a review of parking restrictions within 500 metres of the school pedestrian entrance shall be undertaken and the results submitted to the Local Planning Authority for assessment. The review shall seek to assess existing restrictions and determine whether further parking and/or waiting restrictions are necessary to mitigate any additional traffic or parking problems.
<p><u>Respondent 7.8 and 9</u></p> <p>The additional bulge Reception class intake in 2015 saw an increase in the roll number of pupils from 210 to 240. An addition of just 30 pupils alone appears to have heightened traffic and parking problems. A permanent expansion to increase the current number of pupils from 240 to 420 pupils, can only lead to an increase in flow of traffic and parking into an already heavily congested area which the Traffic and Transport Committee have identified as an 'unsafe'</p>		<p>Traffic and parking issues were considered by the planning committee at which planning for the expansion of the school from 1 FE to 2 FE was approved.</p> <p>The Diocese of Brentwood has confirmed that Baptism numbers remain strong and have been increasing. This is likely to translate into an increase in demand for Catholic school places at St Peter's.</p> <p>The school took a bulge class in 2015/16 intake and the class filled to 60. Another 60 pupils have been allocated places for 2016/17 Reception intake and all the places were offered to catholic children.</p>

<p>environment. Evidence has been collated using Automatic Traffic Counters (ATC) and CCTV which has confirmed that the surrounding area of St Peter's school is an 'unsafe environment'. How can an 'unsafe environment' be suitable for further expansion? St Peter's school is a Catholic (VA) school so the catchment area extends far beyond that of a LA school, meaning that a number of existing parents have no alternative but to drive their children to school.</p> <p>In addition, figures supplied by the Council show that between 2009 and 2014 baptism numbers in St Edward the Confessor Parish, (the feeder to St Peter's school) increased from 15 to 33, peaking in 2010 at 42. This demonstrates that for the immediate future, that there are insufficient numbers of Catholic children resident within the parish to fill the additional spaces. The Local Authority will therefore be aware that the additional spaces will be occupied by Catholic children resident outside of the parish of St Edward the Confessor but belonging to another parish within the borough.</p>		
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Equality Impact Assessment (EIA)

Document control

Title of activity:	<i>2016-17 Consultation on the Phase 3 programme of Primary School expansions</i>
Type of activity:	<i>Project</i>
Lead officer:	<i>Pooneeta Mahadeo, School Organisation & Place planning Manager, Learning & Achievement, Children Housing & Adults</i>
Approved by:	<i>Mary Phillips, Assistant Director, Learning & Achievement, Children Housing & Adults</i>
Date completed:	<i>January 2016</i>
Scheduled date for review:	<i>If applicable. Please provide a reason if it does not need to be reviewed</i>

The Corporate Policy & Diversity team requires **5 working days** to provide advice on EIAs.

Did you seek advice from the Corporate Policy & Diversity team?	Yes
Does the EIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?	No

1. Equality Impact Assessment Checklist

The Equality Impact Assessment (EIA) is a tool to ensure that your activity meets the needs of individuals and groups that use your service. It also helps the Council to meet its legal obligation under the Equality Act 2010 and the Public Sector Equality Duty.

Please complete the following checklist to determine whether or not you will need to complete an EIA. Please ensure you keep this section for your audit trail. If you have any questions, please contact the Corporate Policy and Diversity Team at diversity@haverling.gov.uk

About your activity

1	Title of activity	<i>2016-16 Consultation on the Phase 3 programme of Primary School expansions</i>
2	Type of activity	<i>Project</i>
3	Scope of activity	This scope of the activity covers a five week consultation to inform and gather views regarding the expansion proposals from key stakeholders, particularly parents/carers of pupils and staff in the schools being proposed for expansion, school governing bodies and other schools within the borough. It was also intended to assess the impact the expansion proposals may have on individuals and groups who have protected characteristics, and to identify relevant actions to minimise any negative impact or optimise positive outcomes.
4a	Is the activity new or changing?	<i>This activity is not new or changing, however It is similar to previous consultations carried out for the first and second phases of the school expansions programme</i>
4b	Is the activity likely to have an impact on individuals or groups?	<i>The implementation of the proposal will have an impact on individuals or groups who have been consulted during this activity</i>
5	If you answered yes:	<i>Please complete the EIA on the next page.</i>
6	If you answered no:	<i>Please provide a clear and robust explanation on why your activity does not require an EIA. This is essential in case the activity is challenged under the Equality Act 2010. Please keep this checklist for your audit trail.</i>

Completed by:	<i>Pooneeta Mahadeo, School Organisation Manager, Learning & Achievement, Children Housing & Adults</i>
Date:	<i>4 March 2016</i>

2. Equality Impact Assessment

The Equality Impact Assessment (EIA) is a tool to ensure that your activity meets the needs of individuals and groups that use your service. It also helps the Council to meet its legal obligation under the Equality Act 2010 and the Public Sector Equality Duty.

For more details on the Council's 'Fair to All' approach to equality and diversity, please visit our Equality and Diversity Intranet pages. For any additional advice, please contact diversity@havering.gov.uk

Please note the Corporate Policy & Diversity Team require **5 working days** to provide advice on Equality Impact Assessments.

Please note that EIAs are public documents and must be made available on the Council's EIA webpage.

Understanding the different needs of individuals and groups who use or deliver your service

In this section you will need to assess the impact (positive, neutral or negative) of your activity on individuals and groups with **protected characteristics** (this includes staff delivering your activity).

Currently there are **nine** protected characteristics (previously known as 'equality groups' or 'equality strands'): age, disability, sex/gender, ethnicity/race, religion/faith, sexual orientation, gender reassignment, marriage/civil partnership, and pregnancy/maternity/paternity.

In addition to this, you should also consider **socio-economic status** as a protected characteristic, and the impact of your activity on individuals and groups that might be disadvantaged in this regard (e.g. carers, low income households, looked after children and other vulnerable children, families and adults).

When assessing the impact, please consider and note how your activity contributes to the Council's **Public Sector Equality Duty** and its three aims to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity, and
- foster good relations between people with different protected characteristics.

Guidance on how to undertake an EIA for a protected characteristic can be found on the next page.

The EIA

Background/context:

Havering has seen an increase of over 33% in the number of births in families resident in the Borough between calendar years 2002 and 2013. The ONS live birth data for 2013 shows that all other London boroughs experienced a drop in their birth rate from 2012 to 2013 apart from Havering which saw a 4% increase. The number of Primary age pupils is expected to continue rising significantly from 20,374 in 2014/15, to 24,278 in 2019/20, which is more than 3,000 extra pupils over the next five years. Therefore there is a need to continue to make new provision for these local children available in most planning areas on both a permanent and temporary basis.

Cabinet agreed the permanent expansion subject to consultation and school organisation statutory processes, including planning processes of the following primary schools under the third phase of the expansion programme:

- Broadford Primary
- Crownfield Infant and Junior
- St. Peter's Catholic Primary
- The James Oglethorpe Primary

A decision not to expand primary schools will lead to a lack of choice for parents in relation to school places, increased admissions appeals or increased travelling distances for pupils to attend schools and the Local Authority failing in meeting its statutory duty to provide sufficient school places.

Each expansion of a school will improve choice and diversity in the local area by providing fair access and improved parental preference to schools places in Havering.

As part of our approach in ensuring a best assessment of the impact of our proposed expansion, the consultation was undertaken with key stakeholders, particularly school governing bodies, parents/carers of pupils and staff in the schools, being proposed for expansion

The consultation ran from 30 November 2015 to 15 January 2016. The feedback report (attached) presents the survey demographics and a summary of the key responses received during the consultation activity including the main views and issues gathered from the consultees.

**Expand box as required*

Age: Consider the full range of age groups

Please tick (✓)
the relevant box:

Positive

✓

Neutral

Negative

Overall impact:

Admission to primary school is age-specific. The expansion proposal will have a positive impact on children of school age living in Havering and will ensure that all children requiring a primary school place can be offered one.

Expand box as required

Evidence:

An analysis of the capacity of primary schools in the borough following the first and second phases of the expansion programme has shown the need to provide additional primary places if the Council is to meet its legal obligation of ensuring sufficient school places.

Our school roll projections which takes into account the general population rise, including current birth, housing & migration trend, gives predicted number of pupils in each of our planning area over the next ten years.

**Expand box as required*

Sources used:

- Birth data received from the ONS and North East London Foundation Trust.
- Population projections produced by the GLA
- Historic pupil data obtained from the school census
- Housing development data obtained from the London Development Database and the Annual Housing Monitoring Development report published by our planning department.

**Expand box as required*

Disability: Consider the full range of disabilities; including physical mental, sensory and progressive conditions

Please tick (✓) the relevant box:

Positive

✓

Neutral

Negative

Overall impact:

The planned proposals will have positive outcome for children with special educational needs and disability as they will have appropriate provision made available to cater for their educational needs

New accessible accommodation and resources appropriate to the special educational needs of the children would be constructed to provide the necessary teaching spaces and facilities to accommodate these additional children.

**Expand box as required*

Evidence:

The school provision and commissioning plan/strategy & consultation findings published in Summer 2015 identified the need for not only additional primary, secondary, places but also the need for SEN places.

**Expand box as required*

Sources used:

School Commissioning plan/strategy
 Projected school population data
 School Census data

**Expand box as required*

Sex/gender: Consider both men and women

Please tick (✓)
 the relevant box:

Positive

Neutral

Negative

Overall impact:

Primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.

There is no single sex primary school provision in Havering. All schools proposed for expansion are co-educational therefore the gender of pupils is not considered to be a factor in determining proposals

Creating additional places will enable us to meet our objective of providing access to a good local school for every Havering child...

**Expand box as required*

Evidence:

No responses were received from the consultees regarding single sex school or co-educational provision

**Expand box as required*

Sources used:

Consultation Feedback report

**Expand box as required*

Ethnicity/race: Consider the impact on different ethnic groups and nationalities

Please tick (✓)
 the relevant box:

Positive

Neutral

Negative

Overall impact:

National legislation determines that schools cannot discriminate on race in relation to admissions policies.

The population of Havering is still predominantly white; however Some of the children who are or will be studying in the schools proposed for expansion would be from ethnic minority backgrounds and may have English as a second language. We are also aware that a small proportion of parents/carers/guardians of current and potential pupils do not speak or read English. Our English Additional Language (EAL) team will work with schools to offer support as best as we can. We would also ensure that information is written in Plain English and is

		<p>accessible via a wide range of communications channels, with translation and interpreting services made available upon request.</p> <p>Through our Educational inclusion and support services, we will support Gypsy, Roma and Travellers (GRT) children and their families to ensure that GRT children are also provided with the opportunity to benefit from accessible and inclusive education.</p> <p style="text-align: right;"><i>*Expand box as required</i></p>
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Evidence:
 The 2015 JSNA report highlighted that Havering is one of the most ethnically homogenous places in London, with 83% of its residents recorded as White British, higher than both London and England.
 Our consultation survey demographics also confirm that of the 73% of the total respondents who provided personal Ethnicity data. The largest group was White British (79%). This was followed by Asian (10%), Black British (5%), Arab (2%), while (4%) preferred not to state their ethnicity

Expand box as required

Sources used:

Consultation Feedback report

Joint Strategic Needs Assessment- <http://www.haveringdata.net/research/jsna.htm>

**Expand box as required*

Religion/faith: Consider people from different religions or beliefs including those with no religion or belief

<i>Please tick (✓) the relevant box:</i>		<p>Overall impact:</p> <p>Additional places are proposed to be created in both Community and Voluntary Aided schools which will provide choice for parents who have religious beliefs and parents with no religion.</p> <p style="text-align: right;"><i>*Expand box as required</i></p>
Positive	✓	
Neutral		
Negative		

Evidence:
 Data from the Diocese of Brentwood indicates that the number of baptisms of children aged 0-7 has remained strong and have been increasing which is likely to translate into an increase in demand for Catholic school places.

**Expand box as required*

Sources used:

Letter from the Diocese supporting the expansion

*Expand box as required

Sexual orientation: Consider people who are heterosexual, lesbian, gay or bisexual

Please tick (✓)
the relevant box:

Positive

Neutral

Negative

Overall impact:

All our primary school provision is fully inclusive. However, national legislation determines the admission policies that schools have to operate and as such cannot discriminate on grounds of sexual orientation.

Therefore sexual orientation is not considered to be a factor in determining any of the schools being proposed for expansion.

Creating additional places in these schools will enable us to meet our objective of providing access to a good local school for every Havering child

*Expand box as required

Evidence:

*Expand box as required

Sources used:

*Expand box as required

Gender reassignment: Consider people who are seeking, undergoing or have received gender reassignment surgery, as well as people whose gender identity is different from their gender at birth

Please tick (✓)
the relevant box:

Positive

Neutral

Negative

Overall impact:

All our primary school provision is fully inclusive.

Gender reassignment is not considered to be a factor in determining any of the schools being proposed for expansion.

Creating additional places in these schools will enable us to meet our objective of providing access to a good local school for every Havering child

*Expand box as required

Evidence:	<i>*Expand box as required</i>
Sources used:	<i>*Expand box as required</i>

Marriage/civil partnership: Consider people in a marriage or civil partnership	
<i>Please tick (✓) the relevant box:</i>	
Positive	<input type="checkbox"/>
Neutral	<input checked="" type="checkbox"/>
Negative	<input type="checkbox"/>
Overall impact: All our primary school provision is fully inclusive. Marriage/civil partnership is not considered to be a factor in determining any of the schools being proposed for expansion. Creating additional places in these schools will enable us to meet our objective of providing access to a good local school for every Havering child <i>*Expand box as required</i>	
Evidence:	
<i>*Expand box as required</i>	
Sources used:	
<i>*Expand box as required</i>	

Pregnancy, maternity and paternity: Consider those who are pregnant and those who are undertaking maternity or paternity leave	
<i>Please tick (✓) the relevant box:</i>	
Positive	<input type="checkbox"/>
Neutral	<input checked="" type="checkbox"/>
Negative	<input type="checkbox"/>
Overall impact: All our education provision is fully inclusive. Creating additional places will enable us to meet our objective of providing access to a good local school for every Havering child <i>*Expand box as required</i>	

Evidence:

**Expand box as required*

Sources used:

**Expand box as required*

Socio-economic status: Consider those who are from low income or financially excluded backgrounds	
<i>Please tick (✓) the relevant box:</i>	
Positive	<input checked="" type="checkbox"/>
Neutral	<input type="checkbox"/>
Negative	<input type="checkbox"/>
<p>Overall impact:</p> <p>Good quality school places provided where there is demand making access to the local school as easy as possible. Local places provided thus making it as easy as possible to walk to school, removing the need for the use of a car to take children to school or to pay for transport.</p> <p>Funding and resources are put place to support any child admitted into our primary schools who have learning difficulties or special educational needs, or are in receipt of free school meals, or has English as an additional language.</p> <p style="text-align: right;"><i>Expand box as required</i></p>	

Evidence:

The pupil premium funding is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to: local authority maintained schools, including special schools and pupil referral units (PRUs)

**Expand box as required*

Sources used:

Policy Paper- 2010 to 2015 government policy: education of disadvantaged children

Expand box as required

Action Plan

In this section you should list the specific actions that set out how you will address any negative equality impacts you have identified in this assessment.

Protected characteristic	Identified negative impact	Action taken to mitigate impact*	Outcomes and monitoring**	Timescale	Lead officer

* You should include details of any future consultations you will undertake to mitigate negative impacts

** Monitoring: You should state how the negative impact will be monitored; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

Review

In this section you should identify how frequently the EIA will be reviewed; the date for next review; and who will be reviewing it.

Equality Impact Assessment (EIA)

Document control

Title of activity:	Consultation on the Proposal for additional post-16 provision in Havering for young people aged 16-25 with special educational needs and disabilities
Type of activity:	<i>Project</i>
Lead officer:	Emma Ferrey- Post-16 SEND Consultant, Learning & Achievement, Children, Housing & Adult
Approved by:	<i>Mary Phillips, Assistant Director, Learning & Achievement, Children Housing & Adults</i>
Date completed:	<i>February 2016</i>
Scheduled date for review:	<i>If applicable. Please provide a reason if it does not need to be reviewed</i>

The Corporate Policy & Diversity team requires **5 working days** to provide advice on EIAs.

Did you seek advice from the Corporate Policy & Diversity team?	No
Does the EIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?	No

1. Equality Impact Assessment Checklist

The Equality Impact Assessment (EIA) is a tool to ensure that your activity meets the needs of individuals and groups that use your service. It also helps the Council to meet its legal obligation under the Equality Act 2010 and the Public Sector Equality Duty.

Please complete the following checklist to determine whether or not you will need to complete an EIA. Please ensure you keep this section for your audit trail. If you have any questions, please contact the Corporate Policy and Diversity Team at diversity@haverling.gov.uk

About your activity

1	Title of activity	Consultation on the Proposal for additional post-16 provision in Havering for young people aged 16-25 with special educational needs and disabilities
2	Type of activity	<i>Project</i>
3	Scope of activity	<p><i>The scope of the activity covers a four week consultation to inform and gather views regarding the creation of an for additional post-16 provision in Havering for young people aged 16-25 with special educational needs and disabilities with parents/carers of pupils and staff, school governing bodies and various stakeholder groups within the borough.</i></p> <p><i>It was also intended to assess the impact the proposal may have on individuals and groups who have protected characteristics, and to identify relevant actions to minimise any negative impact or optimise positive outcomes.</i></p>
4a	Is the activity new or changing?	<p><i>This activity is not new or changing, however, it is a continuation of on-going consultation started in 2015 with key stakeholders groups e.g. young disabled people at Revellers Youth Club, Learning Disabilities (Adults) Partnership Board, parents/carers of Avelon clients, Parents and carers of clients attending the adults' college and Positive Parents Group</i></p>
4b	Is the activity likely to have an impact on individuals or groups?	<p><i>The implementation of the proposal will have an impact on individuals or groups who have been consulted during this activity</i></p>
5	If you answered yes:	<i>Please complete the EIA on the next page.</i>

6	If you answered no:	<p><i>Please provide a clear and robust explanation on why your activity does not require an EIA. This is essential in case the activity is challenged under the Equality Act 2010.</i></p> <p><i>Please keep this checklist for your audit trail.</i></p>
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Completed by:	Emma Ferrey- Post-16 SEND Consultant, Learning & Achievement, Children, Housing & Adult
Date:	

2. Equality Impact Assessment

The Equality Impact Assessment (EIA) is a tool to ensure that your activity meets the needs of individuals and groups that use your service. It also helps the Council to meet its legal obligation under the Equality Act 2010 and the Public Sector Equality Duty.

For more details on the Council's 'Fair to All' approach to equality and diversity, please visit our Equality and Diversity Intranet pages. For any additional advice, please contact diversity@havering.gov.uk

Please note the Corporate Policy & Diversity Team require **5 working days** to provide advice on Equality Impact Assessments.

Please note that EIAs are public documents and must be made available on the Council's EIA webpage.

Understanding the different needs of individuals and groups who use or deliver your service

In this section you will need to assess the impact (positive, neutral or negative) of your activity on individuals and groups with **protected characteristics** (this includes staff delivering your activity).

Currently there are **nine** protected characteristics (previously known as 'equality groups' or 'equality strands'): age, disability, sex/gender, ethnicity/race, religion/faith, sexual orientation, gender reassignment, marriage/civil partnership, and pregnancy/maternity/paternity.

In addition to this, you should also consider **socio-economic status** as a protected characteristic, and the impact of your activity on individuals and groups that might be disadvantaged in this regard (e.g. carers, low income households, looked after children and other vulnerable children, families and adults).

When assessing the impact, please consider and note how your activity contributes to the Council's **Public Sector Equality Duty** and its three aims to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity, and
- foster good relations between people with different protected characteristics.

Guidance on how to undertake an EIA for a protected characteristic can be found on the next page.

Guidance on undertaking an EIA

Example: Background/context

In this section you will need to add the background/context of your activity. Make sure you include the scope and intended outcomes of the activity being assessed; and highlight any proposed changes.

**Expand box as required*

Example: Protected characteristic

Please tick (✓) the relevant box:

Positive

Neutral

Negative

Overall impact: In this section you will need to consider and note what impact your activity will have on individuals and groups (including staff) with protected characteristics based on the data and information you have. You should note whether this is a positive, neutral or negative impact.

It is essential that you note all negative impacts. This will demonstrate that you have paid 'due regard' to the Public Sector Equality Duty if your activity is challenged under the Equality Act.

**Expand box as required*

Evidence: In this section you will need to document the evidence that you have used to assess the impact of your activity.

When assessing the impact, please consider and note how your activity contributes to the three aims of the Public Sector Equality Duty (PSED) as stated in the section above.

It is essential that you note the full impact of your activity, so you can demonstrate that you have fully considered the equality implications and have paid 'due regard' to the PSED should the Council be challenged.

- If you have identified a **positive impact**, please note this.
- If you think there is a **neutral impact** or the impact is not known, please provide a full reason why this is the case.
- If you have identified a **negative impact**, please note what steps you will take to mitigate this impact. If you are unable to take any mitigating steps, please provide a full reason why. All negative impacts that have mitigating actions must be recorded in the **Action Plan**.

**Expand box as required*

Sources used: In this section you should list all sources of the evidence you used to assess the impact of your activity. This can include:

- Service specific data
- Population, demographic and socio-economic data

Suggested sources include:

- Service user monitoring data that your service collects
- [Havering Data Intelligence Hub](#)
- [London Datastore](#)
- [Office for National Statistics \(ONS\)](#)

If you do not have any relevant data, please provide the reason why.

**Expand box as required*

The EIA

Background/context:

At its meeting on 4 November 2015 Cabinet agreed to open the Post 16 provision and that the new provision will be co-located, with adults' day centre services, at Avelon Road Day Centre.

The provision will start in September 2016, with around 10-15 students and will provide a varied curriculum which supports young people to move into adulthood.

The vision is to provide high quality education and training opportunities for young people aged 16-25 years. The provision will be aspirational in supporting young people and adults to move onto pre-entry or Entry Level 1 qualifications, alongside building their social and employability skills, and into becoming active and contributing members of their community. The provision will support young people and their parents to aspire to a life which is as independent as possible and which includes some form of work, whatever this might look like for each young adult, depending on their need. As well as numeracy, literacy and science, the provision will prepare learners for adulthood across all four pathways into adulthood:

- Employment
- Good health
- Independent living and housing
- Friends, relationships and community

A wide range of stakeholders have been invited to take part in the consultation of the proposal as set out below:

The 16-25 provision will be under the management of Corbets Tey School. Corbets Tey School is a 4-16 school and therefore it is proposed to change the upper age range of the school from 16 to 25 years of age. It is proposed that the change would begin from 1 September 2016. The capacity of Corbets Tey will be increased to incorporate the 16-25 provision at Avelon Centre. The proposal is to create an additional 40 places for 16-25 at Avelon Centre on a phased programme. From September 2016 only 10 new learners will be at the Avelon Centre and up to 6 learners on the Corbets Tey site. All the learners will be enrolled as Corbets Tey School students.

**Expand box as required*

Age: Consider the full range of age groups

Please tick (✓) the relevant box:

Positive

Neutral

Negative

Overall impact:

The consultation had no negative impact on any particular age group – all ages were invited to consult.

**Expand box as required*

Evidence:

Consultation documents were sent to a wide range of stakeholders from the local community, residents, to schools, governors and parents.

**Expand box as required*

Sources used:

Consultation report

**Expand box as required*

Disability: Consider the full range of disabilities; including physical mental, sensory and progressive conditions

<i>Please tick (✓) the relevant box:</i>		Overall impact: The consultation had no negative impact on any person with or without a disability.
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	

**Expand box as required*

Evidence:

Consultation documents were sent to a wide range of stakeholders from the local community, residents, to schools, governors and parents.

**Expand box as required*

Sources used:

Consultation report

**Expand box as required*

Sex/gender: Consider both men and women

<i>Please tick (✓) the relevant box:</i>		Overall impact: The consultation had no negative impact on either men or women.
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	

**Expand box as required*

Evidence:

Consultation documents were sent to a wide range of stakeholders from the local community, residents, to schools, governors and parents.

**Expand box as required*

Sources used:

Consultation report

**Expand box as required*

Ethnicity/race: Consider the impact on different ethnic groups and nationalities

<i>Please tick (✓) the relevant box:</i>		Overall impact: The consultation had no negative impact on any particular ethnicity or race.
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	

**Expand box as required*

Evidence:

Consultation documents were sent to a wide range of stakeholders from the local community, residents, to schools, governors and parents.

**Expand box as required*

Sources used:

Consultation report

**Expand box as required*

Religion/faith: Consider people from different religions or beliefs including those with no religion or belief

<i>Please tick (✓) the relevant box:</i>		Overall impact: The consultation had no negative impact on any particular religion/ faith.
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	

Negative			<i>*Expand box as required</i>
Evidence:			
Consultation documents were sent to a wide range of stakeholders from the local community, residents, to schools, governors and parents.			
<i>*Expand box as required</i>			
Sources used:			
Consultation report			
<i>*Expand box as required</i>			

Sexual orientation: Consider people who are heterosexual, lesbian, gay or bisexual			
<i>Please tick (✓) the relevant box:</i>		Overall impact:	
Positive	<input type="checkbox"/>	The consultation had no negative impact on anyone with any particular sexual orientation.	
Neutral	<input checked="" type="checkbox"/>		
Negative	<input type="checkbox"/>		
<i>*Expand box as required</i>			
Evidence:			
Consultation documents were sent to a wide range of stakeholders from the local community, residents, to schools, governors and parents.			
<i>*Expand box as required</i>			
Sources used:			
Consultation report			
<i>*Expand box as required</i>			

Gender reassignment: Consider people who are seeking, undergoing or have received gender reassignment surgery, as well as people whose gender identity is different from their gender at birth			
<i>Please tick (✓) the relevant box:</i>		Overall impact:	
Positive	<input type="checkbox"/>		

Neutral	<input checked="" type="checkbox"/>	The consultation had no negative impact on this group.
Negative	<input type="checkbox"/>	
<i>*Expand box as required</i>		
Evidence:		
Consultation documents were sent to a wide range of stakeholders from the local community, residents, to schools, governors and parents.		
<i>*Expand box as required</i>		
Sources used:		
Consultation report		
<i>*Expand box as required</i>		

Marriage/civil partnership: Consider people in a marriage or civil partnership		
<i>Please tick (✓) the relevant box:</i>		Overall impact:
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	
		The consultation had no negative impact on anyone from this group.
		<i>*Expand box as required</i>
Evidence:		
Consultation documents were sent to a wide range of stakeholders from the local community, residents, to schools, governors and parents.		
<i>*Expand box as required</i>		
Sources used:		
Consultation report		
<i>*Expand box as required</i>		

Pregnancy, maternity and paternity: Consider those who are pregnant and those who are undertaking maternity or paternity leave		
<i>Please tick (✓) the relevant box:</i>		Overall impact:
Positive	<input type="checkbox"/>	

Neutral	<input checked="" type="checkbox"/>	The consultation had no impact on anyone in this category.
Negative	<input type="checkbox"/>	
<i>*Expand box as required</i>		
Evidence:		
Consultation documents were sent to a wide range of stakeholders from the local community, residents, to schools, governors and parents.		
<i>*Expand box as required</i>		
Sources used:		
Consultation report		
<i>*Expand box as required</i>		

Socio-economic status: Consider those who are from low income or financially excluded backgrounds		
<i>Please tick (✓) the relevant box:</i>		Overall impact: The consultation had no negative impact on any particular socio-economic status.
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	
<i>*Expand box as required</i>		
Evidence:		
Consultation documents were sent to a wide range of stakeholders from the local community, residents, to schools, governors and parents.		
<i>*Expand box as required</i>		
Sources used:		
Consultation report		
<i>*Expand box as required</i>		

Action Plan

In this section you should list the specific actions that set out how you will address any negative equality impacts you have identified in this assessment.

Protected characteristic	Identified negative impact	Action taken to mitigate impact**	Outcomes and monitoring**	Timescale	Lead officer
N/A					

* You should include details of any future consultations you will undertake to mitigate negative impacts

** Monitoring: You should state how the negative impact will be monitored; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

Review

In this section you should identify how frequently the EIA will be reviewed; the date for next review; and who will be reviewing it.