

**EQUALITY ANALYSIS**

You must complete this in conjunction with reading Equality Analysis Guidance

**Name of Policy/Decision/Project/Activity:**  
Proposal to Lower the Admission Age at Thorney Close Primary School

Date:  
10/11/2022

Version Number: One

Equality Analysis completed by:  
Name/Job title: Alan Rowan – Retained Education Functions Officer

Responsible Officer or Group:  
Name/Job title: Alan Rowan

Is the Activity:  
New/Proposed ( X )      Changing/Being Reviewed ( )      Other ( )

## 1. Purpose and scope

### Purpose

In this section outline briefly:

- what the policy, decision or activity is and what the intended outcomes/benefits are (linked to the Corporate Outcomes Framework)
- over what period of time the outcomes will be achieved
- why it needs to be implemented or revised
- what populations are affected by the proposal
- who is expected to benefit and how, i.e. young people, older people, carers, BME groups, ward areas/communities, etc
- whether there are any overlaps with regional, sub-regional, national priorities.

The decision is to make changes to the age of admission at Thorney Close Primary School. It will enable the school to compliment its existing 3 and 4 year old nursery offer with a new provision for 2 year old children. It will provide both funded and unfunded places and ensure that any potential deficit of places linked to the discontinuation of other local provisions are offset

### Intelligence and Analysis

Please describe:

- What sources of information have been used to inform this assessment/analysis (this should include but is not limited to consultations, resident/service user feedback and statistical data and intelligence)
- **What the information is telling you** – this should be broken down by each of the protected characteristics or other identified groups which could be disadvantaged. Each of the aims of the equality act should be considered in relation to each of the protected characteristics.

The proposal is based on current nursery recruitment, projected future demand (based on birth rate analysis and housing development projections) and the potential impact of the closure of the Thorney Close Early Education Centre. Discussions with the school on the benefits of an all through (2-11) provision have also been considered.

This has resulted in the view that the school can offer a sustainable, high-quality provision that will meet the needs of all local families. The school has the physical capacity to deliver the provision and it is considered that there will be ongoing demand for places.

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### **Gaps in intelligence and information**

Having analysed the information available to you:

- are there any gaps in intelligence or areas where understanding needs to be improved? Please describe what these are and what actions you intend to take to obtain/improve the information. These actions should be covered in the action plan.
- are there any groups who should be expected to benefit who do not? Please describe why not and whether you will amend the decision to change this outcome. This should also be covered in the action plan.

It is not considered that further intelligence would influence the proposals further

### **Additional Impacts**

The policy or action may also have an impact on other groups or individuals which are not covered by statutory requirements. Please outline any additional individuals or groups which have not already been covered. This could include socio-economic groups, voluntary and community sector, carers or specific communities which face additional challenges (such as former coal mining areas or areas of high deprivation)

## 2. Analysis of impact on people

In this section you must **review the intelligence described above and summarise the intended and potential impact of the policy, decision or activity** on the people of Sunderland. This includes specific consideration of the impact on individuals, groups with protected characteristics and communities of interest within the city. Please briefly outline any positive, neutral or negative impacts on the specific groups below. Please note that any negative impacts should have a corresponding action in the action plan in the page below.

In this assessment it is important to remember the **Council is required to give due regard to:**

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

**Each of these aims must be summarised in turn in relation to the groups outlined below.**

Characteristic	List of Impacts		
	Positive	Neutral	Negative
Age	Pupils aged 2 – 11 will be the primary beneficiaries. Children will be able to access ana appropriate local provision but also become accustomed to a local provision from an early age		
Disability	There is an SEN specialism at the school. While this provision is not considered a specialist nursery provision there will be benefits for children with hearing impairments from being in an environment with highly trained staff		
Gender/Sex	NA		
Marriage & Civil Partnership	NA		
Pregnancy and	NA		

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maternity			
Race/Ethnicity	NA		
Religion/belief	NA		
Sexual Orientation	NA		
Gender identity	NA		

**Please add any additional groups mentioned in “additional impacts” above to this table.**

### 3. Response to Analysis, Action Plan and Monitoring

In this section please outline what actions you propose to take to minimise the negative, and maximise the positive, impacts that have been identified through the analysis. By considering and implementing these actions the policy or action can be refined to make sure that the greatest benefits are achieved for the people of Sunderland. The performance monitoring process should also be set out to explain how ongoing progress is going to be followed to make sure that the aims are met.

From the analysis four broad approaches can be taken, (No major change; continue with the policy/action despite negative implications; adjust the policy/decision/action; or stop the policy/action). Please indicate, using the list below, which is proposed.

- No Major Change ( )
- Continue Despite Negative Implications ( )
- Adjust the Policy/Decision/Project/Activity ( )
- Stop ( )

#### Action Plan

ACTION	WHO	WHEN	MONITORING ARRANGEMENTS

**PLEASE ENSURE THE COMPLETED EQUALITY IMPACT ANALYSIS TEMPLATE IS PUBLISHED ON <http://citypoint/equalityanalysis/default.aspx>, WITH THE RELEVANT ACCOMPANYING DOCUMENTATION APPENDED, i.e. POLICY/STRATEGY. THE EQUALITY ANALYSIS MUST BE PRESENTED AT ANY DECISION POINT.**