

## SCHOOL ORGANISATION COMMITTEE OF CABINET

### AGENDA

Meeting to be held remotely on Thursday 11 March 2021 at 3.30pm

The meeting will be livestreamed for the public to view on the Council's YouTube channel at <https://youtu.be/kCYSMC9RWQc>

| ITEM |  | PAGE |
|------|--|------|
| 1.   | <b>Receipt of Declarations of Interest (if any)</b>  |      |
| 2.   | <b>Apologies for Absence</b>   |      |
| 3.   | <b>Minutes of the meeting held on 1 October 2020</b><br>Copy attached.   | 1    |
| 4.   | <b>Proposed Enlargement and Lowering of the Age of Admission at Hetton Primary School</b><br>Report of the Executive Director of Neighbourhoods (copy attached). | 3    |
| 5.   | <b>Proposed Increase in the Number of Pupils at Sunningdale Primary School</b><br>Report of the Executive Director of Neighbourhoods (copy attached).            | 153  |

Elaine Waugh,  
Assistant Director of Law and Governance

Civic Centre, SUNDERLAND  
3 March 2021

For further information and assistance, please contact by Teams or Email:  
Gillian Kelly, Principal Governance Services Officer [gillian.kelly@sunderland.gov.uk](mailto:gillian.kelly@sunderland.gov.uk)



## **MINUTES OF THE SCHOOL ORGANISATION COMMITTEE OF CABINET**

**Held remotely via MS Teams on THURSDAY 1 OCTOBER 2020 at 3.30pm**

### **Present: -**

Councillor Farthing in the Chair

Councillors G Miller, Stewart and Williams.

### **In Attendance: -**

Julienne Collinson (representing the Assistant Director of Law and Governance), Alan Rowan (Retained Education Functions Lead, Neighbourhoods) and Gillian Kelly (Governance Services).

### **Declarations of Interest**

There were no declarations of interest.

### **Apologies for Absence**

Apologies for absence were submitted on behalf of Councillor G Walker.

### **Minutes**

1. RESOLVED that the Minutes of the meeting held on 7 November 2019 be agreed as a correct record.

### **Revocation of Decision to Discontinue Pennywell Early Years Centre**

The Executive Director of Neighbourhoods submitted a report requesting the revocation of the Committee's previous decision in November 2019 to discontinue Pennywell Early Years Centre.

Pennywell Early Years Centre was a maintained nursery school in the St Anne's ward and the School Organisation Committee of Cabinet had previously approved a proposal to discontinue the nursery. This decision was taken on the basis that, post discontinuance, the Pennywell Early Years Centre provision and staff would be

amalgamated within the educational offer at a neighbouring school, Academy 360. This amalgamation was due to take place on 1 April 2020.

Laidlaw Learning Trust, the sponsor of Academy 360, had withdrawn from its proposal to amalgamate Pennywell Early Years Centre within its Trust on 31 March 2020. Given that the requirement for nursery places in the area remained, the implementation of the proposal to discontinue the centre would be unreasonably difficult and was no longer considered appropriate.

The statutory proposal to revoke the previous decision to discontinue the Pennywell Early Years Centre was published by the Council on 9 July 2020 and the statutory notice period ended on 6 August 2020. The notice was published on the Sunderland City Council website, the Pennywell Early Years Centre website, in the Sunderland Echo and displayed at the centre itself.

The following groups were also consulted: -

- Parents of pupils attending the Nursery
- Current staff
- The local Church of England diocese
- The local Roman Catholic diocese
- The Secretary of State for Education

The Council received no responses to the notice.

Councillor Williams asked how the Pennywell Early Years Centre would now move forward and the Chair noted that when the decision to amalgamate was made in November, the staff of the centre had been supportive of the proposal but had also been content to maintain their current provision. The Retained Education Functions Lead confirmed this and highlighted that nursery provision was currently being reviewed across the city.

Having considered the proposal, it was: -

2. RESOLVED that the statutory proposal to revoke the decision to discontinue Pennywell Early Years Centre be approved.

(Signed) L FARTHING  
Chair

**SCHOOL ORGANISATION COMMITTEE OF CABINET  
– 11th MARCH 2021**

**EXECUTIVE SUMMARY SHEET – PART I**

**Title of Report:** Proposed Enlargement and Lowering of the Age of Admission at Hetton Primary School

**Author(s):** Executive Director of Neighbourhoods

**Purpose of Report:** The purpose of this report is to request a decision on the proposals to enlarge Hetton Primary School and to lower the age of admission from 4 years old to 2 years old.

**Description of Decision:** School Organisation Committee of Cabinet is asked to:

Note the responses to the statutory and pre-publication consultations and consider the statutory proposals which are to:

Enlarge the premises which will increase the capacity of Hetton Primary School, Moorsley Road, Hetton, DH5 9ND from 140 places to 210 places with effect from 1st September 2021.

Lower the age range of Hetton Primary School, Moorsley Road, Hetton, DH5 9ND from 4 – 11 years of age to 2 – 11 years of age with effect from 1st September 2021

Under the provisions of the relevant Regulations, the Authority may approve published proposals with or without modification or may reject them.

The Committee is requested to approve the proposals as detailed above.

Is the decision consistent with the Budget/Policy Framework? Yes

If not, Council approval is required to change the Budget/Policy Framework

**Reason for the Decision**

Hetton Primary School is currently over capacity in four of seven year groups. The current school has neither the capacity nor additional support resources to support this ongoing oversubscription.

The current building has insufficient physical capacity to provide one classroom per form of entry, with five general class bases for seven year groups. The proposed expansion of the school will provide a 1935m<sup>2</sup> school with sufficient class bases and supporting areas for a 210-place school, with potential to increase the admission number further should this be required in future years

New housing proposals in the Hetton area will place pressure on the sufficiency of existing school places. Within one-mile statutory walking distance of Hetton Primary there are proposals for in excess of 500 new homes. This level of housing development is estimated to require over 100 school places, the equivalent of half a form of entry at a primary school.

The proposal to increase the capacity of Hetton Primary School is associated with the already approved proposal to provide the school with a new building at the current school site. This proposal was approved by Sunderland City Council's Cabinet in March 2020. This proposal is to increase the physical capacity of the new build to provide initially 70 places from September 2022, with potential for up to 175 places with marginal future adaptation over those currently available within the school's current buildings in order to meet demand for places in the area.

The Council is also proposing that a nursery provision, providing places for 2,3 and 4-year olds, is established at the school. The school does not currently have a nursery provision. This results in a requirement for parents who have both a nursery and primary aged child to carry out two drop offs each morning. It also does not allow the opportunities for parents who wish for their child to have a single transition at Hetton Primary School from nursery through primary age groups to do so.

The Council's recent consultation on proposals for Hetton Primary School identified that a majority of parents and other consultees would welcome the additional nursery provision at the school for the reasons outlined above. However, the Council has also noted the current financial position of other local nursery settings, where costs that are unique to providers in that sector are leading to increasing levels of financial deficit at maintained nursery schools. While not a driver of this proposal, the development of a school based setting, where the financial requirements of delivery would be lower due to shared economies across a wider educational offer, would provide the ward with an alternative nursery delivery model to ensure that nursery places can be maintained at least at the current level of sufficiency across a range of good providers in the long term should any setting become unsustainable.

**Alternative options to be considered and recommended to be rejected:**

- Retain the existing Hetton Primary School capacity of 140 places
- Rebuild Hetton Primary School with existing capacity of 140 places
- Retain the current age of admission at Hetton Primary School

**Impacts analysed;**

Equality  Privacy  Sustainability  Crime and Disorder

**Is the Decision consistent with the Council's co-operative values? Yes**

**Is this a "Key Decision" as defined in the Constitution? Yes**

**Is it included in the 28 day Notice of Decisions? Yes**

**PROPOSED ENLARGEMENT AND LOWERING OF THE AGE OF ADMISSION AT HETTON PRIMARY SCHOOL**

**REPORT OF THE EXECUTIVE DIRECTOR OF NEIGHBOURHOODS**

**1. Purpose of the Report**

The purpose of this report is to request a decision on the proposals to enlarge Hetton Primary School and to lower the age of admission from 4 years old to 2 years old.

**2. Description of Decision**

2.1 School Organisation Committee of Cabinet is asked to:

Note the responses to the statutory and pre-publication consultations and consider the statutory proposals which are to:

Enlarge the premises which will increase the capacity of Hetton Primary School, Moorsley Road, Hetton, DH5 9ND from 140 places to 210 places with effect from 1st September 2021.

Lower the age range of Hetton Primary School, Moorsley Road, Hetton, DH5 9ND from 4 – 11 years of age to 2 – 11 years of age with effect from 1st September 2021

Under the provisions of the relevant Regulations, the Authority may approve published proposals with or without modification or may reject them.

The Committee is requested to approve the proposals as detailed above.

**3. Current Position**

3.1 Hetton Primary School is a maintained primary school maintained by Sunderland City Council.

3.2 Hetton Primary School is to relocate to a new school building on the current school site in September 2022. The current school accommodates 140 primary aged children

3.3 Hetton Primary School is currently over capacity in four of seven year groups. The current school has neither the capacity nor additional support resources to support this ongoing oversubscription.

3.4 The school does not currently have a nursery provision with reception the earliest point of entry.

#### **4.0 Numbers on Roll and Impact of Planned Housing**

- 4.1 At October 2020 Census there were 152 children on roll at Hetton Primary School, with the school oversubscribed in four of seven year groups.
- 4.2 The development of new housing in the Hetton area is anticipated to further increase demand for places with an excess of 500 new homes either with planning permission or planned within statutory walking distance of the Hetton Primary School site. It is projected that over 100 primary school places will be required to meet the demand from new housing in the area. The expanded Hetton Primary School would have the facility to offer the required places at a suitably located setting while also ensuring that nursery capacity in the area remains sufficient.
- 4.3 The Council considers this proposal meets the needs of the area in both the requirement for current capacity and for future capacity.

#### **5.0 Consultation**

- 5.1 In July 2020 Cabinet approved a proposal to commence the School Organisation processes required for the enlargement of and the lowering of the age of admission at Hetton Primary School.
- 5.2 A pre-publication consultation was carried out between 30<sup>th</sup> November 2020 and 15<sup>th</sup> January 2021. The pre-publication consultation contained the Council's proposal to both expand the existing capacity and lower the age of admission at the school. It should be noted that as the new school is within 2 miles of the current Hetton Primary School no statutory proposals are required by the relevant School Organisation Regulations to facilitate the relocation of the buildings.
- 5.3 Consultation was carried out with the following groups
- Parents of pupils attending Hetton Primary School
  - Current staff
  - Trade Union Representatives
  - The wider local community

In total the Council received responses to the pre-publication consultation from 75 individuals. Of those;

- 60 individuals responded to the proposal to increase the capacity of Hetton Primary School with 61.67% agreeing with the Council's proposal and
- 73 individuals responded to the proposal to lower the age of admission at Hetton Primary School. Of those 53.3% agreed with the Council's proposal. Responses are collated as Appendix 1 of this report.

- 5.4 The Council published notification of the statutory proposals for the enlargement of and lowering of the age of admission at Hetton Primary School on 25<sup>th</sup> January 2021. The statutory notice period ended 17<sup>th</sup> February 2021. The statutory notice was published in the following places:
- Sunderland City Council's website
  - Hetton Primary School's website
  - The Sunderland Echo



The notice was also displayed at the entrances of the current buildings used by Hetton Primary School.

- 5.5 In addition to the publication of notices the following groups were consulted with as part of this process:
- Parents of pupils attending the school
  - Current staff
- 5.6 The Council received 14 responses to the notice. The statutory notice and the full proposal document are attached at Appendix 2 and Appendix 3 and the responses are attached as Appendix 4.
- 5.7 There were 13 objections to the proposals. Those objecting to the proposal predominantly noted a separate proposal published on 23<sup>rd</sup> February 2021 to discontinue Hetton le Hole Nursery School. While the development at Hetton Primary School would provide alternative places should that proposal proceed the two are not interdependent. Should the decision be taken during 2021 to retain the provision at Hetton le Hole Nursery it remains proposed that the development of a nursery at Hetton Primary School continues as a complementary provision for the local area that would help to serve parents seeking an all through provision at one institution and those seeking places from developments adjacent to the new primary school building.

## **6.0 Next Steps**

- 6.1 Planning permission for the new build was submitted on 26<sup>th</sup> January 2021. Subject to approval of this proposal and the required planning approval the Council will seek to award a contract for delivery of the new school in May 2021. It is anticipated that the successful contractor will commence works on site in June/July 2021 with works to be concluded in July 2022. The new, expanded build is projected to open in September 2022.
- 6.2 In the interim the Council will procure temporary class facilities to provide suitable accommodation for overcapacity year groups. Subject to the consideration of other proposals this may also include the delivery of the proposed nursery provision from September 2021. Should the nursery provision be established from 2021 it will be delivered from the current main school buildings for the 2021/22 academic year.
- 6.3 There is currently a proposal under consideration to discontinue a local maintained nursery provision in August 2021. Should that proposal be agreed the Council is proposing the age range at the school is lowered for the start of the 2021 academic year. This will enable the Council to offer an equal number of alternative local nursery places in the Hetton Ward to the number that will be removed through the discontinuation of that provision. Should that proposal not be agreed it is proposed that the lowering of the age range at Hetton Primary School is implemented for the 1<sup>st</sup> September 2022.

## **7. Reasons for the Decision**

- 7.1 Hetton Primary School is currently over capacity in four of seven year groups. The current school building has neither the capacity nor additional support resources to support this ongoing oversubscription.

- 7.2 The current building has insufficient physical capacity to provide one classroom per form of entry, with five general class bases for seven year groups. The proposed expansion of the school will provide a 1935m<sup>2</sup> school with sufficient class bases and supporting areas for a 210-place school, with potential to increase the admission number further should this be required in future years
- 7.3 New housing proposals in the Hetton area will place pressure on the sufficiency of existing school places. Within one-mile statutory walking distance of Hetton Primary there are proposals for in excess of 500 new homes. This level of housing development is estimated to require over 100 school places, the equivalent of half a form of entry at a primary school.
- 7.4 The proposal to increase the capacity of Hetton Primary School is associated with the already approved proposal to provide the school with a new building at the current school site. This proposal was approved by Sunderland City Council's Cabinet in March 2020. This proposal is to increase the physical capacity of the new build to provide initially 70 places from September 2022, with potential for up to 175 places with marginal future adaptation over those currently available within the school's current buildings in order to meet demand for places in the area.
- 7.5 The Council is also proposing that a nursery provision, providing places for 2,3 and 4-year olds, is established at the school. The school does not currently have a nursery provision. This results in a requirement for parents who have both a nursery and primary aged child to carry out two drop offs each morning. It also does not allow the opportunities for parents who wish for their child to have a single transition at Hetton Primary School from nursery through primary age groups to do so.
- 7.6 The Council's recent consultation on proposals for Hetton Primary School identified that a majority of parents and other consultees would welcome the additional nursery provision at the school for the reasons outlined above. However, the Council has also noted the current financial position of other local nursery settings, where costs that are unique to providers in that sector are leading to increasing levels of financial deficit at maintained nursery schools. While not a driver of this proposal, the development of a school based setting, where the financial requirements of delivery would be lower due to shared economies across a wider educational offer, would provide the ward with an alternative nursery delivery model to ensure that nursery places can be maintained at least at the current level of sufficiency across a range of good providers in the long term should any setting become unsustainable.
- 7.7 The Council is proposing the age range at the school is lowered for the start of the 2021 academic year

## **8. Alternative Options**

### **Retain existing Hetton Primary School capacity of 140 places at existing site.**

- 8.1 As noted in para 4.2, on assessing the suitability of the current school site in relation to planned future housing developments in Hetton it is considered that there is both a projected need for additional school places in the area, projected capacity shortfall currently at Hetton Primary School and that Hetton Primary School is appropriately located to the proposed new homes to provide any required additional places. This option is therefore not recommended.

## **Relocate Hetton Primary School with existing capacity of 140 places**

- 8.2 This will not resolve the projected need for additional primary school places that will be required to meet the need of increased housing in the Hetton area and is therefore not recommended. It is also noted that from September 2020 the existing Hetton Primary School currently has more pupils on roll than the current building's capacity of 140.

## **Retain the current age of admission at Hetton Primary School**

- 8.3 This would not address the comments in the Council's recent consultation that identified that parents of both nursery and school age children would value the opportunity to access provision from a single setting. Additionally, the opportunity to provide sustainable nursery places within the new build (planned for 2022) will ensure that early years provision can be safeguarded in the Hetton Ward at least at its current level in future years while minimising any potential increased capital requirements should this provision need to be developed at a later date.

## **9. Impact Analysis**

**Sustainability** – The above proposal will ensure the provision of nursery and primary school places in the Hetton Ward is sustainable for future years. It will provide infrastructure support for new housing in the area, contributing towards the Council's identified priorities.

**Equalities Analysis** – The proposal is not projected to disadvantage any individual, social group or organisation. The Equalities Assessment is attached as Appendix 5.

## **10. Other Relevant Considerations / Consultations**

- 10.1 **Co-operative values** – At Annual Council in May 2015, it was resolved that the following statement be included in the Constitution to reflect the values of the "Co-operative Council".

*"Sunderland City Council is a co-operative council and in being so will act ethically in all its actions while adhering to and actively promoting its co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity. These values will underpin its decision making and actions."*

## **10.2 Financial implications**

The estimated capital cost of £5.740m for the provision of a new build is included in the Council's current approved capital programme.

The city operates a 'Growth Fund' mechanism to support the provision of additional school places when delivered as part of the Council's wider school place sufficiency requirements. This funding is available to schools rated as Good and Outstanding by Ofsted. Subject to School's Forum agreement Hetton Primary School will be eligible to access this funding for all pupils above the current PAN of 20 for reception cohorts from September 2021 - 2027

### **10.3 Legal Implications**

Throughout the process, from informal consultation to the publication of the statutory proposals, the Council has complied with the requirements of the applicable legislation (the Education and Inspections Act 2006 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013) and has also adhered to the Department for Education's 2018 Statutory Guidance 'Making Significant Changes ('Prescribed Alterations') to Maintained Schools'.

### **11. Appendices**

Appendix 1 – Pre-Publication Consultation Outcomes  
Appendix 2 – Statutory Notice for Hetton Primary School  
Appendix 3 – Full Proposal Document  
Appendix 4 – Responses to Statutory Notice  
Appendix 5 – Equalities Assessment

### **12. Background Papers**

14<sup>th</sup> July 2020 Cabinet report - Publication of Statutory Notices related to School Organisation

## Report Settings Summary

|                   |  |
|-------------------|--|
| Event             | <b>Proposed 2022/23 Rebuild and Expansion of Hetton Primary School</b> |
| Total Responses   | <b>75</b>  |
| Total Respondents | <b>1</b>   |
| Questions         | <b>All</b>   |
| Filter            | <i>(none)</i>  |
| Pivot             | <i>(none)</i>  |
| Document Name     | Hetton Expansion - 10 January 2021                                     |
| Created on        | 2021-01-10 13:31:28  |
| Created by        | Victoria Moseley   |

|  |           |
|--|-----------|
| <b>Question 1</b> .....                            | <b>4</b>  |
| <b>Question 1a</b> .....                           | <b>5</b>  |
| <b>Question 2</b> .....                            | <b>12</b> |
| <b>Question 2a</b> .....                           | <b>13</b> |
| <b>Image 1</b> .....                               | <b>27</b> |
| <b>Image 2</b> .....                               | <b>28</b> |
| <b>Image 3</b> .....                               | <b>29</b> |
| <b>Image 4</b> .....                               | <b>30</b> |
| <b>Image 5</b> .....                               | <b>31</b> |
| <b>Image 6</b> .....                               | <b>32</b> |
| <b>Image 7</b> .....                               | <b>33</b> |
| <b>Image 8</b> .....                               | <b>34</b> |
| <b>Question 3</b> .....                            | <b>35</b> |
| <b>Question 3a</b> .....                           | <b>36</b> |
| <b>Question 4</b> .....                            | <b>40</b> |
| <b>Are you responding as: -</b> .....              | <b>44</b> |
| <b>Responding to consultation - other</b> .....    | <b>45</b> |
| <b>How did you hear about survey - other</b> ..... | <b>48</b> |
| <b>Postcode</b> .....                              | <b>55</b> |
| <b>Gender</b> .....                                | <b>62</b> |
| <b>Gender - other</b> .....                        | <b>63</b> |

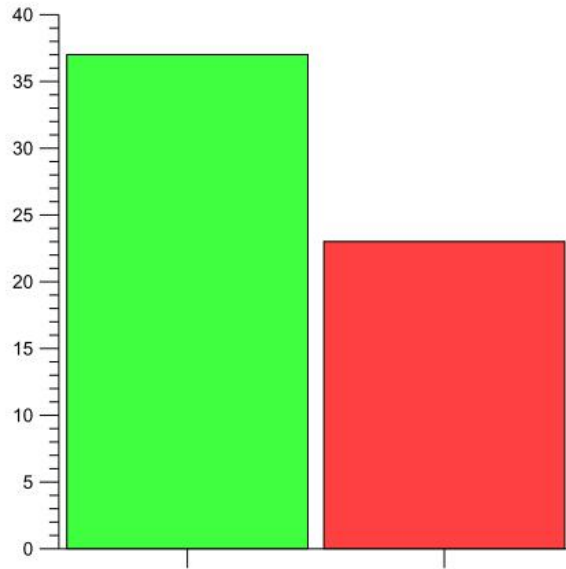
|                                 |           |
|---------------------------------|-----------|
| <b>Age</b> .....                | <b>64</b> |
| <b>Sexual orientation</b> ..... | <b>65</b> |
| <b>Ethnicity</b> .....          | <b>66</b> |
| <b>Other ethnicity</b> .....    | <b>68</b> |
| <b>Religious belief</b> .....   | <b>69</b> |
| <b>Other religion</b> .....     | <b>70</b> |
| <b>Disability</b> .....         | <b>71</b> |
| <b>Impairment</b> .....         | <b>72</b> |
| <b>Impairment other</b> .....   | <b>73</b> |

Question 1

Question 1

Question responses: **60 (80.00%)**

Given the current over capacity at Hetton Primary School, do you agree with the proposal to increase the capacity of the school from 140 places to 210 places?



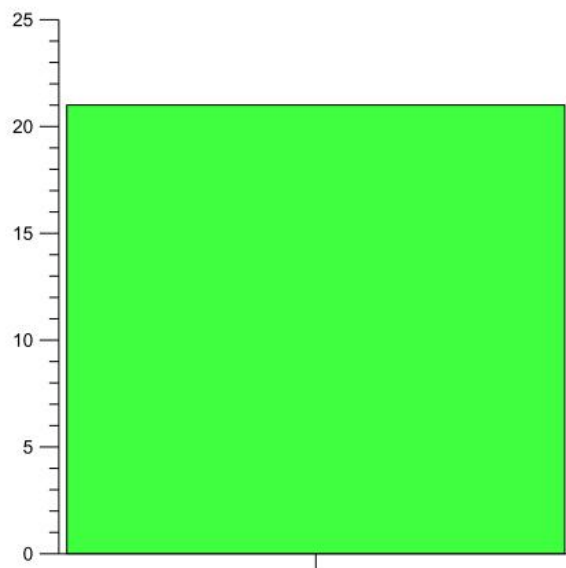
|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <input checked="" type="checkbox"/> Yes | 49.33%  | 61.67%   | 37    |
| <input checked="" type="checkbox"/> No  | 30.67%  | 38.33%   | 23    |
| <input type="checkbox"/> [No Response]  | 20.00%  | --       | 15    |
| Total                                   | 100.00% | 100.00%  | 75    |



Question 1a

Question responses: 21 (28.00%)

Please tell us why you do not agree with the increase in capacity.



|   | % Total        | % Answer       | Count     |
|---|----------------|----------------|-----------|
| <input checked="" type="checkbox"/> [Responses] | 28.00%         | 100.00%        | 21        |
| <input type="checkbox"/> [No Response]          | 72.00%         | --             | 54        |
| <b>Total</b>                                    | <b>100.00%</b> | <b>100.00%</b> | <b>75</b> |

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
| 2  |                    |           |       | There is already a well established nursery in Hetton  | 23/11/20<br>07:42 | 0.1     | Submitted | web  |
| 21 |                    |           |       | Traffic congestion on moorsley Bank is currently unacceptable with dangerous parking on the brow of the Bank at school drop off times and this | 23/11/20<br>20:37 | 0.1     | Submitted | web  |

Question 1a

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
|    |                    |           |       | would only increase with an increase in school capacity. There is no opportunity to provide safer parking. There is currently another primary school located a short walk away from this school and the only other primary is some distance away at Eppleton. The schools are not spread out to give equal access for all areas of hetton. In addition the site of the current Hetton nursery is next to a large car park and is more central for all Hetton people to take their children to. The closure of the current nursery would not be advantageous to the area. |                   |         |           |      |
| 22 |                    |           |       | Because it's not fair to the children who won't get that more time with their teacher and the teaching staff who would be stretched thing with increased capacity.   | 24/11/20<br>16:43 | 0.1     | Submitted | web  |
| 24 |                    |           |       | I dont think adding more children to an underachieving school will benefit either the children already in attendance or the new children expected to attend. It will add more pressure to acheive acceptable levels of learning, which arent even being met at current.  | 24/11/20<br>16:51 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 27 |                    |           |       | I don't think there is a need to make more capacity. If we did need more why would you close other nursery  | 24/11/20<br>17:33 | 0.1     | Submitted | web  |
| 31 |                    |           |       | The progress at present is not good with smaller class sizes. Online it states that currently 44% of pupils leave with expected progress and none above. This is 23% below the national average. Bigger class sizes will only make it harder for the staff to ensure pupils are making the expected progress. Plus the more children that go there, the more traffic on an already busy junction that is quite dangerous. | 24/11/20<br>19:05 | 0.1     | Submitted | web  |
| 32 |                    |           |       | To many children in the school will effect learning and to many cars up at the school which causes problems now and the local residents   | 24/11/20<br>22:48 | 0.1     | Submitted | web  |
| 33 |                    |           |       | To many children in the school will effect learning and to many cars up at the school which causes problems now and the local residents   | 24/11/20<br>22:48 | 0.1     | Submitted | web  |
| 37 |                    |           |       | Results from this school are rubbish. Why encourage more children to come to a school that is not providing them with the best start in life?   | 25/11/20<br>17:31 | 0.1     | Submitted | web  |
| 40 |                    |           |       | The capacity increase is misleading, you are proposing to add 55 early  | 01/12/20<br>15:58 | 0.1     | Submitted | web  |

Question 1a

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
|    |                    |           |       | years places onto the 140 places already at the school..... these 55 places are better served in dedicated early years settings that can provide WRAPAROUND CARE 7.30 am to 6pm and from 6 months on wards not 2 years. You are essentially building a new build for 15 NEW PLACES NOT 70 if you include the 55 early years places. A COMPLETE WASTE OF MONEY FOR SUCH A SMALL INCREASE IN CAPACITY.   |                   |         |           |      |
| 42 |                    |           |       | I am not sure how the council are claiming this school is over subscribed? Reception this year had initially 11 children and now has 16. This school is not the popular school of Hetton. How have numbers been forecast? what actual research has been conducted? Hetton Lyons is over subscribed and has decent results, why is that school not getting this huge investment? I am concerned about the increase in traffic in the area, there is a huge issue with congestion, residents in the local estate are always blocked in, parents park dangerously when dropping and collecting. At peak times the traffic lights at the bottom of the road are a nightmare, long lines of traffic waiting to enter or leave Hetton. | 04/12/20<br>10:24 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
|    |                    |           |       | This then results in local residents being late for work or dropping off the kids at school. The new houses being built are further towards Eppleton, why is the money from the new builds also not being assigned to the nearest school?  |                   |         |           |      |
| 43 |                    |           |       | Hetton Primary school has historically struggled to fill places and has low numbers currently. Local nurseries such as Hetton Nursery School typically have children transition to other schools such as Eppleton and Hetton Lyons rather than Hetton Primary. I have concerns around the school's data for children's outcomes. 50% of children left Reception without their GLD and thus unprepared for Year 1. Year 6 data is also a concern, as 60% left below national levels. This school doesn't get children ready for the next stage in their education adequately. As someone who uses the road there is huge congestion there and an increase in numbers is surely going to make that alot worse! | 06/12/20<br>14:41 | 0.1     | Submitted | web  |
| 45 |                    |           |       | It is not feasible for a primary school to run infant classes of only 20 pupils without being financial re-reimbursed by the LA. The numbers submitted do n ot match.  | 06/12/20<br>21:54 | 0.1     | Submitted | web  |

Question 1a

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 46 |                    |           |       | According to information submitted to SCC by housing developers seeking and obtaining planning permission there is not a requirement for additional school places.  | 07/12/20<br>21:55 | 0.1     | Submitted | web  |
| 50 |                    |           |       | There is lots of schools within the area with classes not to full capacity  | 13/12/20<br>22:20 | 0.1     | Submitted | web  |
| 51 |                    |           |       | There is lots of schools within the area with classes not to full capacity  | 14/12/20<br>06:23 | 0.1     | Submitted | web  |
| 52 |                    |           |       | The school is not over capacity. There are enough educational and childcare places already available there is no need to spend an excessive amount on rebuilding a failing school.  | 14/12/20<br>18:46 | 0.1     | Submitted | web  |
| 53 |                    |           |       | The school has very low numbers. It's a failing school and very few people chose to go here. Why should it be rebuilt and extended? The funds should be put into other provision and this place should be shut down!  | 14/12/20<br>18:49 | 0.1     | Submitted | web  |
| 54 |                    |           |       | Why are the council putting money into a failing school and then planning to close the only outstanding place in Hetton? Hetton Primary barely has any kids. They don't need to be made bigger, the school isn't full and never will be given the data results. | 14/12/20<br>19:01 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 57 |                    |           |       | Too many children. It's nice being small, smaller classes so better education.  | 17/12/20<br>18:42 | 0.1     | Submitted | web  |
| 60 |                    |           |       | Theres 2 many nursery's in hetton<br>Theres fantastic provisions in the area.<br>Why make more when I believe theres enough places in other nurserys. | 19/12/20<br>08:18 | 0.1     | Submitted | web  |

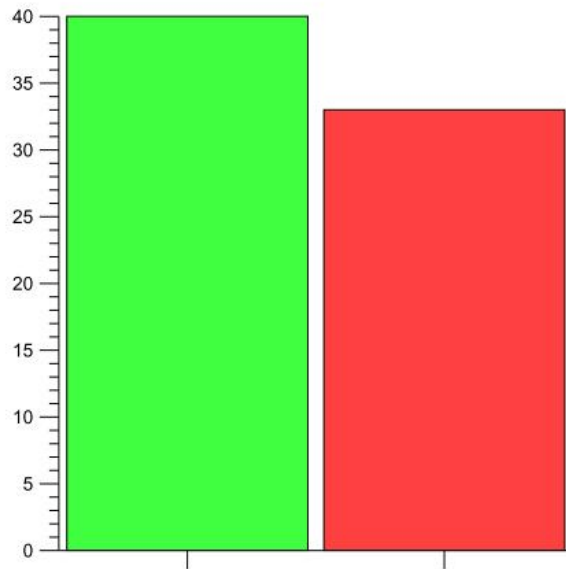
Question 2

Question 2

Question responses: **73 (97.33%)**

Sunderland Council has identified that to ensure long-term delivery of early year's provision in the Hetton ward there is a requirement to develop a further sustainable early year's provision. Development of a nursery provision at the new Hetton Primary School would also enable parents and carers who wish for their children to attend the school when they reach statutory school age to access a nursery provision and transition from early years provision through to primary aged provision at a single site.

Do you agree with the proposal to lower the age range at Hetton Primary School?



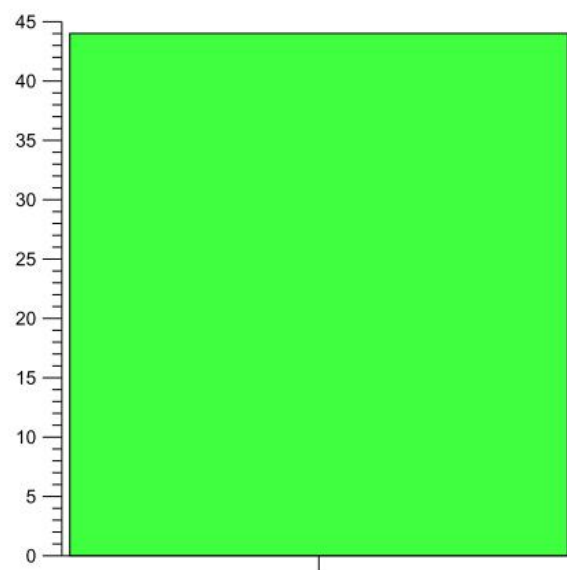
|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <span style="color: green;">■</span> Yes          | 53.33%  | 54.79%   | 40    |
| <span style="color: red;">■</span> No             | 44.00%  | 45.21%   | 33    |
| <span style="color: gray;">■</span> [No Response] | 2.67%   | --       | 2     |
| Total   | 100.00% | 100.00%  | 75    |



Question 2a

Question responses: 44 (58.67%)

Do you have any comments relating to the proposal to lower the age range at Hetton Primary School?



|   | % Total        | % Answer       | Count     |
|---|----------------|----------------|-----------|
| <input checked="" type="checkbox"/> [Responses] | 58.67%         | 100.00%        | 44        |
| <input type="checkbox"/> [No Response]          | 41.33%         | --             | 31        |
| <b>Total</b>                                    | <b>100.00%</b> | <b>100.00%</b> | <b>75</b> |

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
| 1  |                    |           |       | Lowering school age will allow enabled parents to return to work sooner with quality childcare with continuity for the child in familiar surroundings. | 23/11/20<br>00:33 | 0.1     | Submitted | web  |

Question 2a

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
| 3  |                    |           |       | Ensure that a wider age group does not affect the number of places available for school age children   | 23/11/20<br>09:11 | 0.1     | Submitted | web  |
| 4  |                    |           |       | If the council close nursery provision in one place ,it must replace else were ,but why replace ?  | 23/11/20<br>09:46 | 0.1     | Submitted | web  |
| 10 |                    |           |       | My daughter is currently in year 1 and I am expecting another child in 2021 so the nursery would come in very handy for me   | 23/11/20<br>11:48 | 0.1     | Submitted | web  |
| 11 |                    |           |       | It will provide long term provision in one building enabling families with more than one sibling easier access to their children's education building.   | 23/11/20<br>12:08 | 0.1     | Submitted | web  |
| 14 |                    |           |       | It would be great to have the children all in one place, going from nursery, to primary school to senior school. The children will benefit from getting to know there surroundings and the move to each would be more easier.            | 23/11/20<br>13:59 | 0.1     | Submitted | web  |
| 19 |                    |           |       | As a parent who currently has to do 2 drop off's for school and Nursery, it would be better for the children if they were on the same site and could become familiar with all adults, children, staff, surroundings etc as they grow up. | 23/11/20<br>19:51 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 20 |                    |           |       | With the new development at Bramble rise there is definitely a need to add more school places. However I do also feel that no existing nursery provisions should be taken away as that would be counter intuitive.  | 23/11/20<br>19:53 | 0.1     | Submitted | web  |
| 21 |                    |           |       | See comments above.   | 23/11/20<br>20:37 | 0.1     | Submitted | web  |
| 23 |                    |           |       | Hetton Primary School have no proven record with dealing with children under the age of 4 the current nursery at Hetton-le-Hole is a fantastic off state Ofsted rated outstanding nursery with brilliant stuff with adequate access for all traffic and pedestrians by building this new school stroke nursery in its current location traffic volumes at school peak times will be dangerous for parents children . Judging by the local press article this is already a foregone conclusion that you will close Hedon nursery school and operate and new nursery at Hetton Primary School it is an absolute disgrace that a Labour government would close down such an essential service to the people of Hetton in times of covid-19 | 24/11/20<br>16:48 | 0.1     | Submitted | web  |
| 24 |                    |           |       | Nurseries are meant to be small, cosy and inviting. I dont think increasing the size of the building to accommodate   | 24/11/20<br>16:51 | 0.1     | Submitted | web  |

Question 2a

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
|    |                    |           |       | 2year olds will benefit those children. It will increase traffic and footfall in the area which often isnt suitable for young children to feel safe and secure.   |                   |         |           |      |
| 25 |                    |           |       | There's ample nursery's in the area already. I assume the building of this nursery at a very average school will follow by the closing of other local Nurseries, which I'm strongly against   | 24/11/20<br>17:08 | 0.1     | Submitted | web  |
| 26 |                    |           |       | Keep Hetton Nursery school open as it is currently  | 24/11/20<br>17:31 | 0.1     | Submitted | web  |
| 27 |                    |           |       | Is there already provisions for this  | 24/11/20<br>17:33 | 0.1     | Submitted | web  |
| 28 |                    |           |       | Total waste when there is an outstanding nursery who can accommodate the younger children   | 24/11/20<br>18:07 | 0.1     | Submitted | web  |
| 29 |                    |           |       | Why lower the age range when there's already 3 other nurseries in the area? Why not develop the already existing nurseries and find the money going straight to our children, our FUTURE and not just money grabbing, not to mention the fact that if this is to open and other nurseries start to struggle, increasing unemployment rate of this area, which is already high enough, give kids another abandoned building to ruin (note, the burning of the football | 24/11/20<br>18:23 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
|    |                    |           |       | changing rooms at the hetton centre, and the constant bother the football ground receive by kids as soon as kids are off school) making the already stretched emergency services under a little more pressure?   |                   |         |           |      |
| 31 |                    |           |       | <p>Firstly there are already plenty of local provision for children to attend in the Hetton area, both council led and private. Another nursery is not necessary and there are not sufficient numbers to attend. I am assuming this is why you are proposing to shut the only Outstanding nursery in Victoria Street so people can send their children here. This will not happen as I said above the results are poor so why would parents move their child from an outstanding provision for a weaker education. Plus if it isn't from birth onwards then you are not providing the same as other nurseries in the area so 2-4 is a waste of time. Also there is a nursery attached to a primary school - Hetton Lyons - just down the road so why add another early years provision so close.</p> | 24/11/20<br>19:05 | 0.1     | Submitted | web  |
| 36 |                    |           |       | <p>No need to open a new early years when there is an OUTSTANDING provision just down the road, that you are going to close! The school data for</p>   | 25/11/20<br>17:24 | 0.1     | Submitted | web  |

Question 2a

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
|    |                    |           |       | Hetton Primary is inadequate and falls well below the national average!<br>Taking away an outstanding provision to move children to this failing school is ludicrous!   |                   |         |           |      |
| 37 |                    |           |       | Absolutely not. Closing an outstanding school to open one is shocking.  | 25/11/20<br>17:31 | 0.1     | Submitted | web  |
| 38 |                    |           |       | It is damaging for children's development to be placed in an early years provision and the demands on the school can make it financially difficult to staff effectively. They are better off being at home with family or with a accredited childcare giver.                            | 27/11/20<br>08:18 | 0.1     | Submitted | web  |
| 39 |                    |           |       | No  | 29/11/20<br>19:53 | 0.1     | Submitted | web  |
| 40 |                    |           |       | The agr range will not serve the needs of parents in Hetton. Other establishments, including Hetton-Le-Hole Nursery provide wrap around care for children aged 6 months and upwards. This existing provision is vital and there is no need to add early years to Hetton primary school. | 01/12/20<br>15:58 | 0.1     | Submitted | web  |
| 42 |                    |           |       | I am shocked that the plan appears to be to close the one outstanding nursery in our area to open an early  | 04/12/20<br>10:24 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date | Version | Status | Type |
|----|--------------------|-----------|-------|---|------|---------|--------|------|
|    |                    |           |       | <p>years unit here. The results at the end of reception (GLD) are consistently below local and national results. Last year half of the children left reception under the expected level, not ready for their next step in education. The council can't claim that this school can offer the same level of education as the existing nursery school. The quality of results continue to be a worry across the school. 60% of children left year six last year underprepared for their next stage of education. I live near this school but chose to take my child further afield. It is also clear in Hetton that there are an adequate number of early years provisions already operating within the area (Eppleton, Easington, Hetton Lyons, Hetton-le-Hole nursery, Hetton house and the childminder in the Hetton Centre). If sustainability is the issue why not look after the ones that are already well established instead of spending 5 million on a school that is not performing how it should be. By opening another large early years provision will this not put other settings at further risk? Councillor Blackburn is also being quite underhand. He is on the governors and is replying to local residents about the proposal for</p> |      |         |        |      |

Question 2a

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
|    |                    |           |       | Hetton Primary and Hetton Nursery without disclosing that. He is making unfounded claims that parents choose not to send their kids to Hetton Nursery which is a lie, the nursery has always had decent numbers. He is not behaving as a councillor should, with integrity. He will never get my vote again! |                   |         |           |      |
| 43 |                    |           |       | In Hetton-le-Hole there are 6 nurseries, these all meet the needs of the local area for nursery places. All of these nurseries are not full so why do Hetton Primary need to cater to nursery age. These nurseries are good or outstanding and there is no need for any more nursery places.                 | 06/12/20<br>14:41 | 0.1     | Submitted | web  |
| 44 |                    |           |       | Doesn't need nursery provision, plenty provision in the area   | 06/12/20<br>18:34 | 0.1     | Submitted | web  |
| 45 |                    |           |       | HAs the lower age range designation of the school been approved by the DFE?  | 06/12/20<br>21:54 | 0.1     | Submitted | web  |
| 46 |                    |           |       | Hetton Nursery has an 'Outstanding' category from Ofsted but currently is under threat of closure because it is not fully subscribed. SCC gave planning permission for a private nursery in the Old Hetton Library a few years ago which is in direct  | 07/12/20<br>21:55 | 0.1     | Submitted | web  |



| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
|    |                    |           |       | competition to Hetton Nursery. Once the new homes in Hetton Downs are occupied Hetton Nursery will be the obvious choice for Nursery childcare because of proximity. What is the point of spending hundreds of thousands of pounds of Council taxpayers' money to build a new Nursery, which may or may not obtain a good Ofsted report when there is already one there.  |                   |         |           |      |
| 48 |                    |           |       | The demand for early years places is already catered for by the six other early years settings – non of which are currently full  | 09/12/20<br>20:42 | 0.1     | Submitted | web  |
| 49 |                    |           |       | Hetton Primary has low numbers and historically struggled to fill spaces the current reception class has very low numbers. Hetton Nursery feeds low numbers of children to this school ranging between 2-5 children every year. There will not be a big group of children moving across when this build is complete – they tend to transition to Eppleton or Hetton Lyons. The traffic at the end of the road is hugely congested now and if school capacity is increased this will escalate the problem significantly, which causes distribution to residents. The demand for early years places is already catered for by the six other early years | 10/12/20<br>13:20 | 0.1     | Submitted | web  |

Question 2a

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
|    |                    |           |       | settings – non of which are currently full so why is there a need for another? The school data is poor – half of children left reception under expected levels and year six data is very concerning with no children over performing and 60% of children leaving below national levels. New build homes are being built in other areas why is money not being invested there? Why is the plan to close Hetton Nursery and then spend additional money on demountable classrooms and reconfigure the old building even though in a years time it will be demolished? Surely this is a waste of public funds. There are also councillors on governing board of hetton giving messages that are not accurate to local residents to suit the plan of this school. |                   |         |           |      |
| 50 |                    |           |       | There is other schools offering this service already  | 13/12/20<br>22:20 | 0.1     | Submitted | web  |
| 51 |                    |           |       | There is other schools offering this service already  | 14/12/20<br>06:23 | 0.1     | Submitted | web  |
| 52 |                    |           |       | There is no need to lower the age range. There are plenty of early years settings available   | 14/12/20<br>18:46 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
| 53 |                    |           |       | Young children can go else where. No need for there to be a younger class here.  | 14/12/20<br>18:49 | 0.1     | Submitted | web  |
| 54 |                    |           |       | I don't want my child to go to this school when there is an outstanding nursery. As a parent I want the best for my child so I'm willing to travel when I go back to work to put my child into Hetton-le-Hole Nursery. I will not and never will put my child here. There is no spaces for young children. Only from 2. What about parents going back to work? What about parents who need nursery all year round and don't work term time only? No consideration for parental need. | 14/12/20<br>19:01 | 0.1     | Submitted | web  |
| 55 |                    |           |       | Wonderful spacious provision already exists at Hetton le Hole Nursery school with an established reputation. Parking is dreadful at the moment at the beginning and end of school at Hetton Primary on a busy road   | 17/12/20<br>15:52 | 0.1     | Submitted | web  |
| 56 |                    |           |       | What about provision for under two's where both parents work. You are currently proposing to close Hetton nursery school who are an Ofsted graded outstanding facility. Families from Hetton town centre and the downs as well as out of area choose Hetton nursery because of their   | 17/12/20<br>18:09 | 0.1     | Submitted | web  |

Question 2a

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
|    |                    |           |       | continued success. New housing estates in the area would suggest the need for both nurseries will be required.  |                   |         |           |      |
| 60 |                    |           |       | Again its not needed  | 19/12/20<br>08:18 | 0.1     | Submitted | web  |
| 61 |                    |           |       | Closing the nursery in the centre of hetton and relocating to the primary school would make it difficult for For a lot of people with no transport.         | 20/12/20<br>00:51 | 0.1     | Submitted | web  |
| 63 |                    |           |       | It will make it easier for smooth transition into reception.  | 22/12/20<br>21:14 | 0.1     | Submitted | web  |
| 64 |                    |           |       | It will make it easier for smooth transition into reception.  | 22/12/20<br>21:17 | 0.1     | Submitted | web  |
| 65 |                    |           |       | The school would really benefit from its own Nursery to allow the school community to start and finish its early years and primary years in the same place. | 22/12/20<br>21:21 | 0.1     | Submitted | web  |
| 67 |                    |           |       | This would benefit parents who struggle to get their children into their setting on time. Children will benefit when transitioning from nursery to school.  | 22/12/20<br>21:31 | 0.1     | Submitted | web  |
| 74 |                    |           |       | Hetton Primary has been a well known small school that has seen success of  | 23/12/20<br>13:27 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date | Version | Status | Type |
|----|--------------------|-----------|-------|---|------|---------|--------|------|
|    |                    |           |       | <p>its students over the years from myself being an ex pupil and both of my children who received the foundations of education to successes in further education and job opportunities. Hetton Primary deserves to have new build as it is over occupied at present and space is limited , education and welfare of pupils is at the heart of the school community and it has excellent strong links to the local community wether it's other school or local churches and community projects. A nursery at this school has been well over due and can only be an enhancement to the school. The new build looks modern and well thought out for all diverse needs . The inclusion of off road drop off parking can benefit the local road , to prevent the parking issues that can be caused at times that has been big issue over the years . I personally think this can only be a massive benefit to the area as there are so many new builds and growth in Hetton population that this can only be a massive flagship that helps promote the education of the local children who deserve the very best to help them be who they want to be and reach their chosen goals in life.</p> |      |         |        |      |

Question 2a

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
| 75 |                    |           |       | <p>Much needed addition that should of been in use for years. Especially useful for parents with number of children in two settings and have to pick up at same time which happened to my family in previous years . Having nursery here will benefit the local community and the children themselves as it is in a area that is surrounded by the local countryside and near the local secondary school as well as has strong links with local community.</p> | 23/12/20<br>16:25 | 0.1     | Submitted | web  |

## Image 1

Below are the designs for the rebuild and expansion of Hetton Primary School

**There is no data to display for this question**

Image 2

**Image 2**

**There is no data to display for this question**



**Image 3**

**There is no data to display for this question**

Image 4

**Image 4**

**There is no data to display for this question**

**Image 5**

**There is no data to display for this question**

Image 6

**Image 6**

**There is no data to display for this question**

Image 7

**There is no data to display for this question**

Image 8

**Image 8**

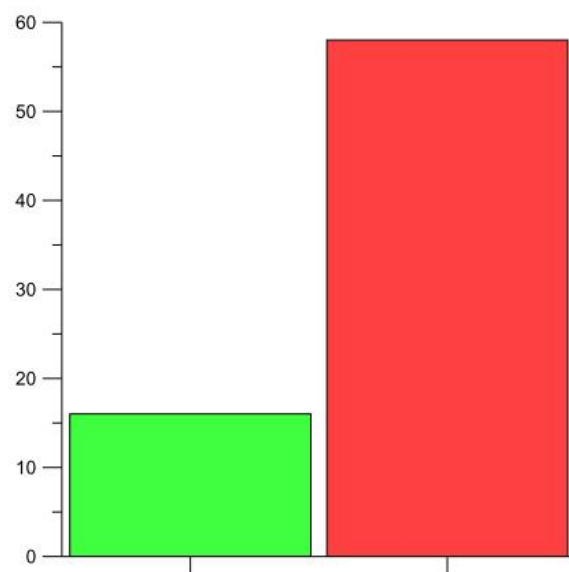
**There is no data to display for this question**

### Question 3

Question responses: **74 (98.67%)**

As part of the proposals the existing Hetton Primary School will be demolished, and the school will be provided with a new school building

Do you have any comments regarding the design and layout of the school?



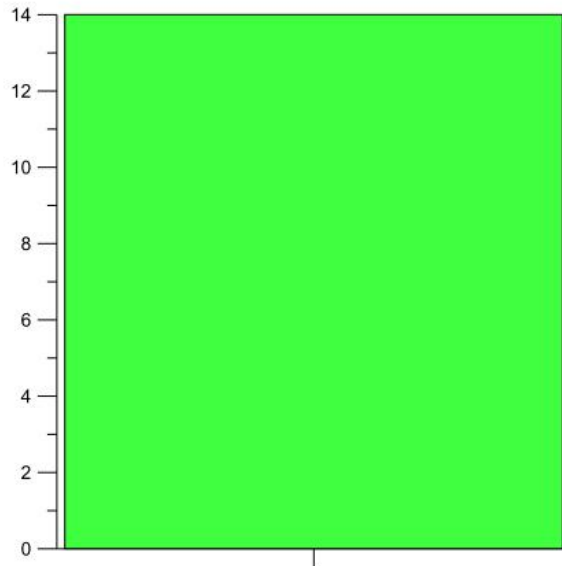
|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <input checked="" type="checkbox"/> Yes | 21.33%  | 21.62%   | 16    |
| <input checked="" type="checkbox"/> No  | 77.33%  | 78.38%   | 58    |
| <input type="checkbox"/> [No Response]  | 1.33%   | --       | 1     |
| Total                                   | 100.00% | 100.00%  | 75    |

Question 3a

Question 3a

Question responses: 14 (18.67%)

Please tell us any comments you have here.



|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <span style="color: green;">■</span> [Responses]  | 18.67%  | 100.00%  | 14    |
| <span style="color: grey;">■</span> [No Response] | 81.33%  | --       | 61    |
| Total   | 100.00% | 100.00%  | 75    |

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
| 1  |                    |           |       | I feel any changes should have a carbon footprint offset by the planting of trees and hedgerows where possible consulting with organisations such as The Woodland Trust where these costs can be greatly reduced | 23/11/20<br>00:33 | 0.1     | Submitted | web  |



| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
|    |                    |           |       | and beneficial to the children's environment.   |                   |         |           |      |
| 16 |                    |           |       | Always concerned at 2 storey buildings for very young children.   | 23/11/20<br>18:27 | 0.1     | Submitted | web  |
| 19 |                    |           |       | The floor plans and design of the building is amazing - the children will be so excited to be in such a grown-up building with the facilities that are being offered. | 23/11/20<br>19:51 | 0.1     | Submitted | web  |
| 20 |                    |           |       | I am very pleased to see the allocation of a drop off zone within the school grounds.   | 23/11/20<br>19:53 | 0.1     | Submitted | web  |
| 27 |                    |           |       | To be honest this I'd going to cost way too much as you will need to make provisions for the children while this is going on  | 24/11/20<br>17:33 | 0.1     | Submitted | web  |
| 28 |                    |           |       | Absolute waste of money   | 24/11/20<br>18:07 | 0.1     | Submitted | web  |
| 36 |                    |           |       | Safety aspect for young primary aged children to be over two floors. I would question supervision of children using the stairs.                                       | 25/11/20<br>17:24 | 0.1     | Submitted | web  |
| 42 |                    |           |       | How come the school will be getting demountable classrooms before build is completed? which children are going to be housed in them? why can't you                    | 04/12/20<br>10:24 | 0.1     | Submitted | web  |

Question 3a

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
|    |                    |           |       | wait to expand the early years when the building is ready? Residents are being told that a significant amount of money is being used to reconfigure the existing school and create these new classrooms. I think personally this is a huge waste of money. Local residents and businesses have taken a huge hit and this money would be better invested in helping the local area recover from covid.  |                   |         |           |      |
| 43 |                    |           |       | This does not make sense, why would you want to demolish the school following sorting out the layout - isnt this a waste of public money? Especially this is the case with Hetton nursery as you wish to close that and then spend more money on demountable classrooms? It seems a huge waste. There is additional housing being developed at Eppleton, why is the council not investing money there? | 06/12/20<br>14:41 | 0.1     | Submitted | web  |
| 44 |                    |           |       | School very industrial like, out of character in the area  | 06/12/20<br>18:34 | 0.1     | Submitted | web  |
| 46 |                    |           |       | Why has SCC gone to the expense of designing a new school BEFORE consultation with Council taxpayers?  | 07/12/20<br>21:55 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 70 |                    |           |       | The design has been well thought out and will provide an excellent inclusive learning environment for all children.   | 23/12/20<br>08:08 | 0.1     | Submitted | web  |
| 74 |                    |           |       | Fantastic and well set out building with diverse needs been well thought out .  | 23/12/20<br>13:27 | 0.1     | Submitted | web  |
| 75 |                    |           |       | Modern and good size that has potential to expand if needed, nice facilities and caters for all children's needs no matter their age, which can only be a positive thing for their wellbeing , education and life style . | 23/12/20<br>16:25 | 0.1     | Submitted | web  |

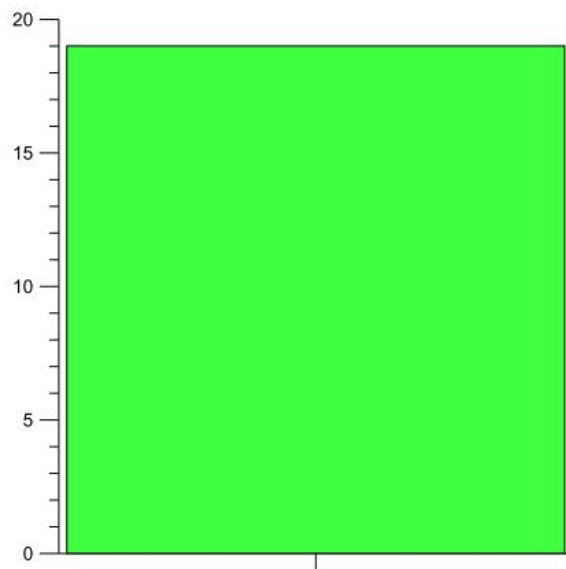
Question 4

Question 4

Question responses: 19 (25.33%)

The site layout at the new school has been designed to accommodate the building footprint and access requirements while maximising outdoor spaces that will be incorporated within curriculum delivery, such as natural habitat that will be used for forest school provision.

Please tell us here if you have any comments regarding the design and layout of the school site?



|               | % Total        | % Answer       | Count     |
|---------------|----------------|----------------|-----------|
| [Responses]   | 25.33%         | 100.00%        | 19        |
| [No Response] | 74.67%         | --             | 56        |
| <b>Total</b>  | <b>100.00%</b> | <b>100.00%</b> | <b>75</b> |

| ID | Consultation Point | Consultee | Agent | Answer    | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|-----------|-------------------|---------|-----------|------|
| 1  |                    |           |       | As above. | 23/11/20<br>00:33 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 3  |                    |           |       | Great to see formal and informal outdoor space which is extremely important for children  | 23/11/20<br>09:11 | 0.1     | Submitted | web  |
| 5  |                    |           |       | A MUGA would be useful so that all year round access to outdoor PE provision could be achieved.   | 23/11/20<br>10:01 | 0.1     | Submitted | web  |
| 14 |                    |           |       | It looks amazing, I'm glad it's still going to have the much loved out door space and the forest school.  | 23/11/20<br>13:59 | 0.1     | Submitted | web  |
| 17 |                    |           |       | It looks amazing  | 23/11/20<br>18:32 | 0.1     | Submitted | web  |
| 20 |                    |           |       | Very happy to see that the forest school will still be available!   | 23/11/20<br>19:53 | 0.1     | Submitted | web  |
| 28 |                    |           |       | Total waste of money  | 24/11/20<br>18:07 | 0.1     | Submitted | web  |
| 36 |                    |           |       | A forest school that is right on two main roads is not great!   | 25/11/20<br>17:24 | 0.1     | Submitted | web  |
| 39 |                    |           |       | I think it looks amazing  | 29/11/20<br>19:53 | 0.1     | Submitted | web  |
| 40 |                    |           |       | The school site is situated not far from a busy and congested road. Air quality and safety are huge concerns in relation to Children attending a school in such close proximity to a busy road. Congested traffic and more children | 01/12/20<br>15:58 | 0.1     | Submitted | web  |

Question 4

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
|    |                    |           |       | arriving and leaving the area at the same time raises significant safety concerns.   |                   |         |           |      |
| 44 |                    |           |       | Doesn't need to be his big, only 5 years ago Sunderland CC wanted to close this school!  | 06/12/20<br>18:34 | 0.1     | Submitted | web  |
| 46 |                    |           |       | How much has this proposed scheme cost so far!   | 07/12/20<br>21:55 | 0.1     | Submitted | web  |
| 48 |                    |           |       | There is no where to park currently on the road outside of the primary and Comp. When parents at the moment are parked on the side of the road to collect it is ridiculous and dangerous. So building a bigger school worn a nursery is going to make it worse and even more dangerous | 09/12/20<br>20:42 | 0.1     | Submitted | web  |
| 52 |                    |           |       | Have you considered additional traffic? What controls will be in place?  | 14/12/20<br>18:46 | 0.1     | Submitted | web  |
| 54 |                    |           |       | The traffic is always a nightmare. This will have a major impact on the amount of traffic already in the area. It makes getting in and out of estates hard and the road is always gridlocked.  | 14/12/20<br>19:01 | 0.1     | Submitted | web  |
| 55 |                    |           |       | Rebuild the school leave the nursery provision alone   | 17/12/20<br>15:52 | 0.1     | Submitted | web  |

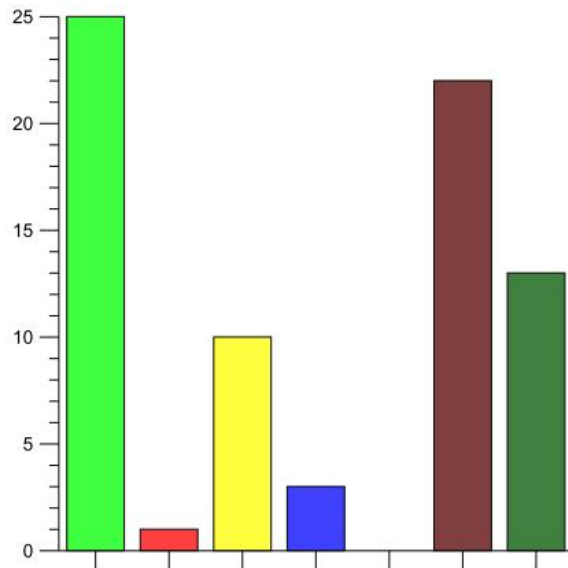
| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
| 58 |                    |           |       | What about traffic. Is there going to be a carpark drop off zone as traffic dropping and picking up kids is a nightmare. They park on both sides of Moorsley Road which blocks traffic in both directions at the moment.   | 17/12/20<br>18:48 | 0.1     | Submitted | web  |
| 74 |                    |           |       | Well thought out design and looks as though it can be extended if needed. Use of space has had a lot of thought put into it to meet the needs of all pupils , staff and the community. Forest school has had a significant impact on the children at this school and has been well used and the children love their time spent there and they are so fortunate to have this opportunity. | 23/12/20<br>13:27 | 0.1     | Submitted | web  |
| 75 |                    |           |       | Good use of original site , that incorporates the features of surrounding area in a positive way. Drop off area a bonus for parents as it is more secure and safe .  | 23/12/20<br>16:25 | 0.1     | Submitted | web  |

Are you responding as: -

Are you responding as: -

Question responses: 74 (98.67%)

Are you responding to this consultation as a



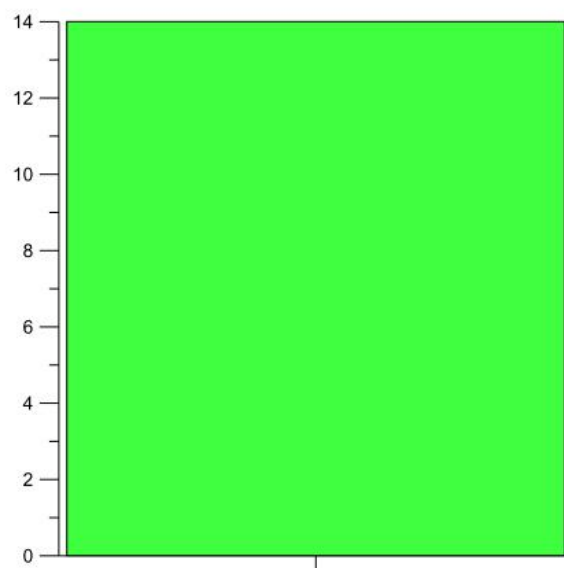
|                  | % Total        | % Answer       | Count     |
|------------------|----------------|----------------|-----------|
| Parent           | 33.33%         | 33.78%         | 25        |
| Carer            | 1.33%          | 1.35%          | 1         |
| School Teacher   | 13.33%         | 13.51%         | 10        |
| Governor         | 4.00%          | 4.05%          | 3         |
| Local Councillor | 0.00%          | 0.00%          | 0         |
| Local Resident   | 29.33%         | 29.73%         | 22        |
| Other            | 17.33%         | 17.57%         | 13        |
| [No Response]    | 1.33%          | --             | 1         |
| <b>Total</b>     | <b>100.00%</b> | <b>100.00%</b> | <b>75</b> |



## Responding to consultation - other

Question responses: **14 (18.67%)**

Other, please tell us here



|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <span style="color: green;">■</span> [Responses]  | 18.67%  | 100.00%  | 14    |
| <span style="color: grey;">■</span> [No Response] | 81.33%  | --       | 61    |
| Total   | 100.00% | 100.00%  | 75    |

| ID | Consultation Point | Consultee | Agent | Answer   | Date           | Version | Status    | Type |
|----|--------------------|-----------|-------|--|----------------|---------|-----------|------|
| 1  |                    |           |       | Commented on past issues both locally and farther afield.            | 23/11/20 00:33 | 0.1     | Submitted | web  |
| 4  |                    |           |       | interested in local government decisions that effect the community . | 23/11/20 09:46 | 0.1     | Submitted | web  |

Responding to consultation - other

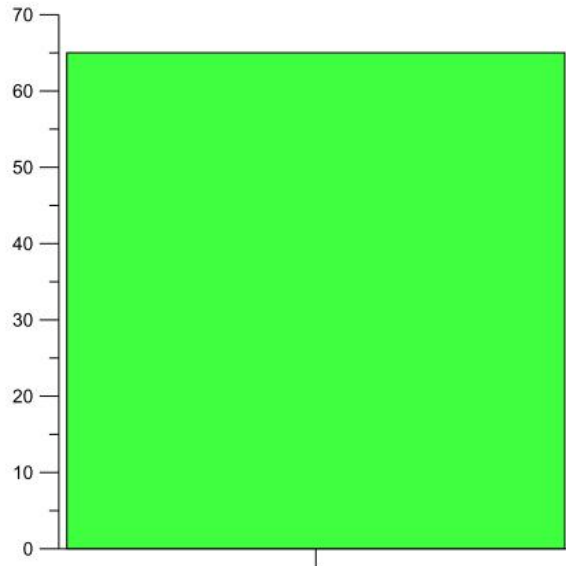
| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
| 11 |                    |           |       | Local resident. Hetton needs excellent facilities for all children. This new building will provide this.   | 23/11/20<br>12:08 | 0.1     | Submitted | web  |
| 22 |                    |           |       | Sister of a student at hetton Le hole nursery and care school  | 24/11/20<br>16:43 | 0.1     | Submitted | web  |
| 36 |                    |           |       | Parent, local resident (who will be effected by the increase in traffic and ridiculous parking and also a school teacher.  | 25/11/20<br>17:24 | 0.1     | Submitted | web  |
| 39 |                    |           |       | Fire safety officer and violence point of contact nhs  | 29/11/20<br>19:53 | 0.1     | Submitted | web  |
| 46 |                    |           |       | Cllr, parent and resident  | 07/12/20<br>21:55 | 0.1     | Submitted | web  |
| 47 |                    |           |       | Working in the area  | 08/12/20<br>17:53 | 0.1     | Submitted | web  |
| 60 |                    |           |       | I have my child in Hetton-Le-Hole Nursery School and I'm fighting to sace the Nursery. Its outstanding and I believe the traffic to get to the new build is horrendous | 19/12/20<br>08:18 | 0.1     | Submitted | web  |
| 67 |                    |           |       | Teaching assistant   | 22/12/20<br>21:31 | 0.1     | Submitted | web  |
| 68 |                    |           |       | School Admin   | 22/12/20<br>21:32 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 69 |                    |           |       | School Admin  | 23/12/20<br>06:50 | 0.1     | Submitted | web  |
| 70 |                    |           |       | Teaching assistant  | 23/12/20<br>08:08 | 0.1     | Submitted | web  |
| 74 |                    |           |       | I am member of staff at the school who lives in the local area and have attended the school as a pupil and has had both children attend the school. | 23/12/20<br>13:27 | 0.1     | Submitted | web  |

How did you hear about survey - other

Question responses: **65 (86.67%)**

Please tell us how you heard about the survey here



|               | % Total        | % Answer       | Count     |
|---------------|----------------|----------------|-----------|
| [Responses]   | 86.67%         | 100.00%        | 65        |
| [No Response] | 13.33%         | --             | 10        |
| <b>Total</b>  | <b>100.00%</b> | <b>100.00%</b> | <b>75</b> |

| ID | Consultation Point | Consultee | Agent | Answer        | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---------------|-------------------|---------|-----------|------|
| 1  |                    |           |       | Emailed to me | 23/11/20<br>00:33 | 0.1     | Submitted | web  |
| 2  |                    |           |       | Email         | 23/11/20<br>07:42 | 0.1     | Submitted | web  |

How did you hear about survey - other

| ID | Consultation Point | Consultee | Agent | Answer                              | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|-------------------------------------|-------------------|---------|-----------|------|
| 3  |                    |           |       | emailed to me                       | 23/11/20<br>09:11 | 0.1     | Submitted | web  |
| 4  |                    |           |       | internet consultation               | 23/11/20<br>09:46 | 0.1     | Submitted | web  |
| 5  |                    |           |       | was forwarded the liml              | 23/11/20<br>10:01 | 0.1     | Submitted | web  |
| 6  |                    |           |       | EMail                               | 23/11/20<br>11:23 | 0.1     | Submitted | web  |
| 7  |                    |           |       | Emailed                             | 23/11/20<br>11:37 | 0.1     | Submitted | web  |
| 8  |                    |           |       | Class dojo app                      | 23/11/20<br>11:39 | 0.1     | Submitted | web  |
| 10 |                    |           |       | Hetton primary school Facebook page | 23/11/20<br>11:48 | 0.1     | Submitted | web  |
| 11 |                    |           |       | Via hetton primary school           | 23/11/20<br>12:08 | 0.1     | Submitted | web  |
| 12 |                    |           |       | From school                         | 23/11/20<br>12:17 | 0.1     | Submitted | web  |
| 13 |                    |           |       | From hetton primary                 | 23/11/20<br>12:33 | 0.1     | Submitted | web  |
| 14 |                    |           |       | Hetton primary school               | 23/11/20<br>13:59 | 0.1     | Submitted | web  |

How did you hear about survey - other

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 15 |                    |           |       | School website  | 23/11/20<br>14:19 | 0.1     | Submitted | web  |
| 16 |                    |           |       | email   | 23/11/20<br>18:27 | 0.1     | Submitted | web  |
| 17 |                    |           |       | From school   | 23/11/20<br>18:32 | 0.1     | Submitted | web  |
| 18 |                    |           |       | Emailed to m  | 23/11/20<br>19:35 | 0.1     | Submitted | web  |
| 19 |                    |           |       | Colleagues  | 23/11/20<br>19:51 | 0.1     | Submitted | web  |
| 20 |                    |           |       | School Website  | 23/11/20<br>19:53 | 0.1     | Submitted | web  |
| 21 |                    |           |       | Via email invitation  | 23/11/20<br>20:37 | 0.1     | Submitted | web  |
| 22 |                    |           |       | On the councils website   | 24/11/20<br>16:43 | 0.1     | Submitted | web  |
| 23 |                    |           |       | Friend of a friend  | 24/11/20<br>16:48 | 0.1     | Submitted | web  |
| 24 |                    |           |       | Facebook group  | 24/11/20<br>16:51 | 0.1     | Submitted | web  |
| 25 |                    |           |       | I'm strongly against proposal to lower the age range if it means closing other facilities | 24/11/20<br>17:08 | 0.1     | Submitted | web  |

How did you hear about survey - other

| ID | Consultation Point | Consultee | Agent | Answer                                    | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 26 |                    |           |       | Facebook                                  | 24/11/20<br>17:31 | 0.1     | Submitted | web  |
| 27 |                    |           |       | On fb                                     | 24/11/20<br>17:33 | 0.1     | Submitted | web  |
| 28 |                    |           |       | On facebook                               | 24/11/20<br>18:07 | 0.1     | Submitted | web  |
| 29 |                    |           |       | Facebook                                  | 24/11/20<br>18:23 | 0.1     | Submitted | web  |
| 30 |                    |           |       | Proposal to close hetton le hole nursery. | 24/11/20<br>18:38 | 0.1     | Submitted | web  |
| 31 |                    |           |       | On Facebook                               | 24/11/20<br>19:05 | 0.1     | Submitted | web  |
| 32 |                    |           |       | Local residents                           | 24/11/20<br>22:48 | 0.1     | Submitted | web  |
| 33 |                    |           |       | Local residents                           | 24/11/20<br>22:48 | 0.1     | Submitted | web  |
| 34 |                    |           |       | Facebook                                  | 25/11/20<br>08:37 | 0.1     | Submitted | web  |
| 36 |                    |           |       | Online                                    | 25/11/20<br>17:24 | 0.1     | Submitted | web  |
| 37 |                    |           |       | Facebook                                  | 25/11/20<br>17:31 | 0.1     | Submitted | web  |

How did you hear about survey - other

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 38 |                    |           |       | Emailed frequently  | 27/11/20<br>08:18 | 0.1     | Submitted | web  |
| 39 |                    |           |       | I get sent them   | 29/11/20<br>19:53 | 0.1     | Submitted | web  |
| 40 |                    |           |       | SCC   | 01/12/20<br>15:58 | 0.1     | Submitted | web  |
| 41 |                    |           |       | Facebook  | 04/12/20<br>07:11 | 0.1     | Submitted | web  |
| 42 |                    |           |       | local resident meeting  | 04/12/20<br>10:24 | 0.1     | Submitted | web  |
| 43 |                    |           |       | Word of mouth   | 06/12/20<br>14:41 | 0.1     | Submitted | web  |
| 44 |                    |           |       | Google  | 06/12/20<br>18:34 | 0.1     | Submitted | web  |
| 45 |                    |           |       | Governing Clerking service  | 06/12/20<br>21:54 | 0.1     | Submitted | web  |
| 46 |                    |           |       | Came across it by accident when re Outing a vacant derelict property. One would have thought the City Council might have had the courtesy tonadvuse the Town Councillorscp about this survey. | 07/12/20<br>21:55 | 0.1     | Submitted | web  |
| 47 |                    |           |       | Work  | 08/12/20<br>17:53 | 0.1     | Submitted | web  |



How did you hear about survey - other

| ID | Consultation Point | Consultee | Agent | Answer                          | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---------------------------------|-------------------|---------|-----------|------|
| 48 |                    |           |       | Facebook                        | 09/12/20<br>20:42 | 0.1     | Submitted | web  |
| 49 |                    |           |       | Facebook                        | 10/12/20<br>13:20 | 0.1     | Submitted | web  |
| 55 |                    |           |       | Facebook                        | 17/12/20<br>15:52 | 0.1     | Submitted | web  |
| 56 |                    |           |       | Was on Facebook                 | 17/12/20<br>18:09 | 0.1     | Submitted | web  |
| 59 |                    |           |       | Facebook                        | 17/12/20<br>21:18 | 0.1     | Submitted | web  |
| 60 |                    |           |       | Word of mouth                   | 19/12/20<br>08:18 | 0.1     | Submitted | web  |
| 61 |                    |           |       | On social media                 | 20/12/20<br>00:51 | 0.1     | Submitted | web  |
| 62 |                    |           |       | School website                  | 22/12/20<br>21:12 | 0.1     | Submitted | web  |
| 63 |                    |           |       | Asked to fill in by deputy head | 22/12/20<br>21:14 | 0.1     | Submitted | web  |
| 64 |                    |           |       | Asked to fill in by deputy head | 22/12/20<br>21:17 | 0.1     | Submitted | web  |
| 65 |                    |           |       | School                          | 22/12/20<br>21:21 | 0.1     | Submitted | web  |

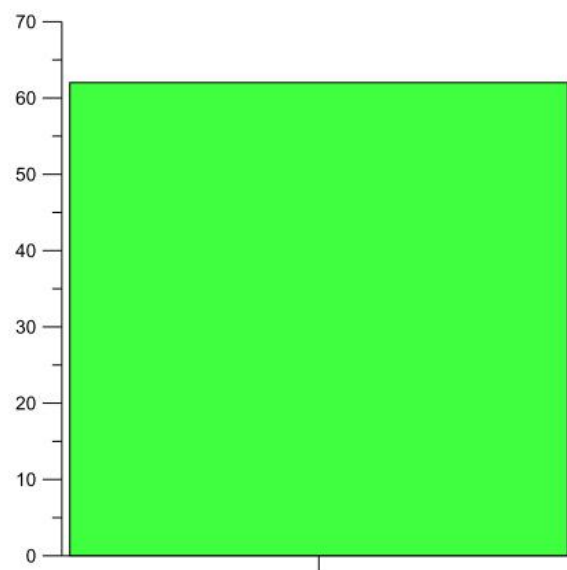
How did you hear about survey - other

| ID | Consultation Point | Consultee | Agent | Answer                             | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|------------------------------------|-------------------|---------|-----------|------|
| 66 |                    |           |       | Discussed in staff meeting         | 22/12/20<br>21:23 | 0.1     | Submitted | web  |
| 67 |                    |           |       | From the Senior leadership team    | 22/12/20<br>21:31 | 0.1     | Submitted | web  |
| 68 |                    |           |       | School                             | 22/12/20<br>21:32 | 0.1     | Submitted | web  |
| 69 |                    |           |       | School                             | 23/12/20<br>06:50 | 0.1     | Submitted | web  |
| 70 |                    |           |       | Via Hetton Primary School          | 23/12/20<br>08:08 | 0.1     | Submitted | web  |
| 71 |                    |           |       | School website                     | 23/12/20<br>08:23 | 0.1     | Submitted | web  |
| 72 |                    |           |       | colleague                          | 23/12/20<br>09:05 | 0.1     | Submitted | web  |
| 74 |                    |           |       | Local Facebook and school website. | 23/12/20<br>13:27 | 0.1     | Submitted | web  |
| 75 |                    |           |       | Word of mouth.                     | 23/12/20<br>16:25 | 0.1     | Submitted | web  |

## Postcode

Question responses: **62 (82.67%)**

To help us understand views in different areas of the city, please tell us your postcode



|   | % Total        | % Answer       | Count     |
|---|----------------|----------------|-----------|
| <span style="color: green;">■</span> [Responses]  | 82.67%         | 100.00%        | 62        |
| <span style="color: grey;">■</span> [No Response] | 17.33%         | --             | 13        |
| <b>Total</b>                                      | <b>100.00%</b> | <b>100.00%</b> | <b>75</b> |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---------|-------------------|---------|-----------|------|
| 1  |                    |           |       | Sr3 3nd | 23/11/20<br>00:33 | 0.1     | Submitted | web  |
| 2  |                    |           |       | DH5     | 23/11/20<br>07:42 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---------|-------------------|---------|-----------|------|
| 4  |                    |           |       | dh58hr  | 23/11/20<br>09:46 | 0.1     | Submitted | web  |
| 5  |                    |           |       | DH8 0TH | 23/11/20<br>10:01 | 0.1     | Submitted | web  |
| 6  |                    |           |       | SR5 3TP | 23/11/20<br>11:23 | 0.1     | Submitted | web  |
| 7  |                    |           |       | DH4 5JA | 23/11/20<br>11:37 | 0.1     | Submitted | web  |
| 9  |                    |           |       | Dh5 9lf | 23/11/20<br>11:40 | 0.1     | Submitted | web  |
| 10 |                    |           |       | DH5 9LL | 23/11/20<br>11:48 | 0.1     | Submitted | web  |
| 11 |                    |           |       | DH5 9LG | 23/11/20<br>12:08 | 0.1     | Submitted | web  |
| 12 |                    |           |       | Dh5 9lb | 23/11/20<br>12:17 | 0.1     | Submitted | web  |
| 13 |                    |           |       | DH59LJ  | 23/11/20<br>12:33 | 0.1     | Submitted | web  |
| 14 |                    |           |       | Dh5 0ds | 23/11/20<br>13:59 | 0.1     | Submitted | web  |
| 15 |                    |           |       | DH58EF  | 23/11/20<br>14:19 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---------|-------------------|---------|-----------|------|
| 16 |                    |           |       | DH45QH  | 23/11/20<br>18:27 | 0.1     | Submitted | web  |
| 17 |                    |           |       | DH50DU  | 23/11/20<br>18:32 | 0.1     | Submitted | web  |
| 19 |                    |           |       | DH6 4LA | 23/11/20<br>19:51 | 0.1     | Submitted | web  |
| 20 |                    |           |       | DH50GX  | 23/11/20<br>19:53 | 0.1     | Submitted | web  |
| 21 |                    |           |       | Dh5 0ez | 23/11/20<br>20:37 | 0.1     | Submitted | web  |
| 22 |                    |           |       | DH5 0JR | 24/11/20<br>16:43 | 0.1     | Submitted | web  |
| 23 |                    |           |       | Dh5 8lq | 24/11/20<br>16:48 | 0.1     | Submitted | web  |
| 24 |                    |           |       | Dh5 9dx | 24/11/20<br>16:51 | 0.1     | Submitted | web  |
| 25 |                    |           |       | Dh45bh  | 24/11/20<br>17:08 | 0.1     | Submitted | web  |
| 26 |                    |           |       | DH5 9LE | 24/11/20<br>17:31 | 0.1     | Submitted | web  |
| 27 |                    |           |       | Dh5     | 24/11/20<br>17:33 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|----------|-------------------|---------|-----------|------|
| 29 |                    |           |       | Dh59ds   | 24/11/20<br>18:23 | 0.1     | Submitted | web  |
| 30 |                    |           |       | Dh5 9dd  | 24/11/20<br>18:38 | 0.1     | Submitted | web  |
| 31 |                    |           |       | DH5 0GR  | 24/11/20<br>19:05 | 0.1     | Submitted | web  |
| 32 |                    |           |       | Dh50gg   | 24/11/20<br>22:48 | 0.1     | Submitted | web  |
| 33 |                    |           |       | Dh50gg   | 24/11/20<br>22:48 | 0.1     | Submitted | web  |
| 34 |                    |           |       | DH50EF   | 25/11/20<br>08:37 | 0.1     | Submitted | web  |
| 35 |                    |           |       | Ne38 0dg | 25/11/20<br>16:36 | 0.1     | Submitted | web  |
| 36 |                    |           |       | DH5      | 25/11/20<br>17:24 | 0.1     | Submitted | web  |
| 37 |                    |           |       | DH5 0EE  | 25/11/20<br>17:31 | 0.1     | Submitted | web  |
| 38 |                    |           |       | NE38 7JH | 27/11/20<br>08:18 | 0.1     | Submitted | web  |
| 39 |                    |           |       | Dh4 7rd  | 29/11/20<br>19:53 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---------|-------------------|---------|-----------|------|
| 40 |                    |           |       | DH5 0   | 01/12/20<br>15:58 | 0.1     | Submitted | web  |
| 41 |                    |           |       | DH50EF  | 04/12/20<br>07:11 | 0.1     | Submitted | web  |
| 42 |                    |           |       | DH5 0DA | 04/12/20<br>10:24 | 0.1     | Submitted | web  |
| 43 |                    |           |       | DH5 0BA | 06/12/20<br>14:41 | 0.1     | Submitted | web  |
| 44 |                    |           |       | Dh50DR  | 06/12/20<br>18:34 | 0.1     | Submitted | web  |
| 45 |                    |           |       | NE38    | 06/12/20<br>21:54 | 0.1     | Submitted | web  |
| 47 |                    |           |       | DH45LL  | 08/12/20<br>17:53 | 0.1     | Submitted | web  |
| 49 |                    |           |       | DH5 0DS | 10/12/20<br>13:20 | 0.1     | Submitted | web  |
| 52 |                    |           |       | DH50AD  | 14/12/20<br>18:46 | 0.1     | Submitted | web  |
| 55 |                    |           |       | DH50HB  | 17/12/20<br>15:52 | 0.1     | Submitted | web  |
| 56 |                    |           |       | DH5 OQB | 17/12/20<br>18:09 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---------|-------------------|---------|-----------|------|
| 59 |                    |           |       | DH5 0GC | 17/12/20<br>21:18 | 0.1     | Submitted | web  |
| 60 |                    |           |       | Dh5 9pz | 19/12/20<br>08:18 | 0.1     | Submitted | web  |
| 61 |                    |           |       | DH5 9DU | 20/12/20<br>00:51 | 0.1     | Submitted | web  |
| 63 |                    |           |       | DH4 6TH | 22/12/20<br>21:14 | 0.1     | Submitted | web  |
| 64 |                    |           |       | DH4 6TH | 22/12/20<br>21:17 | 0.1     | Submitted | web  |
| 65 |                    |           |       | Dh4     | 22/12/20<br>21:21 | 0.1     | Submitted | web  |
| 66 |                    |           |       | Ts251gf | 22/12/20<br>21:23 | 0.1     | Submitted | web  |
| 67 |                    |           |       | DH59QX  | 22/12/20<br>21:31 | 0.1     | Submitted | web  |
| 68 |                    |           |       | DH5 9PP | 22/12/20<br>21:32 | 0.1     | Submitted | web  |
| 69 |                    |           |       | DH5 9PP | 23/12/20<br>06:50 | 0.1     | Submitted | web  |
| 70 |                    |           |       | Dh5 8JX | 23/12/20<br>08:08 | 0.1     | Submitted | web  |

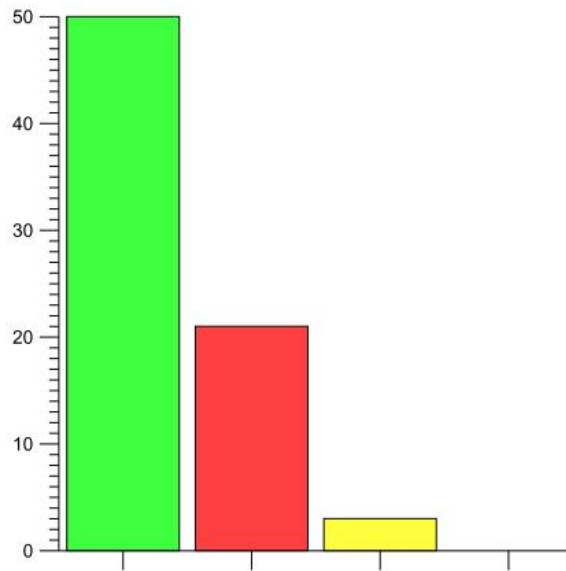


| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---------|-------------------|---------|-----------|------|
| 71 |                    |           |       | SR2 8SL | 23/12/20<br>08:23 | 0.1     | Submitted | web  |
| 72 |                    |           |       | sr2     | 23/12/20<br>09:05 | 0.1     | Submitted | web  |
| 73 |                    |           |       | DH5 9BX | 23/12/20<br>12:04 | 0.1     | Submitted | web  |
| 74 |                    |           |       | DH50EG  | 23/12/20<br>13:27 | 0.1     | Submitted | web  |
| 75 |                    |           |       | DH50EG  | 23/12/20<br>16:25 | 0.1     | Submitted | web  |

Gender

Question responses: 74 (98.67%)

Please specify your gender

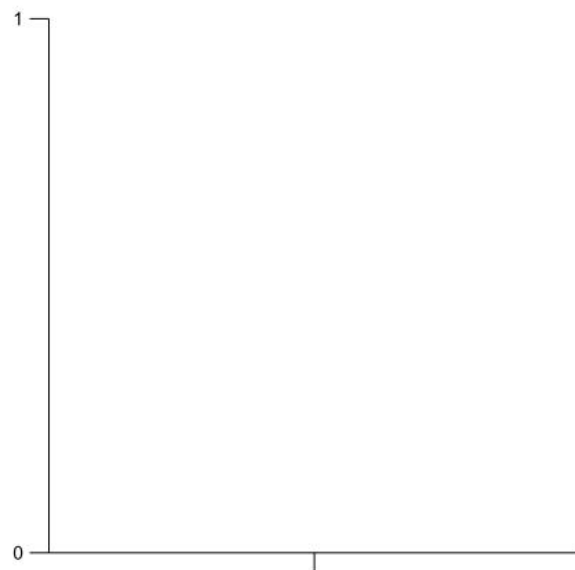


|                            | % Total        | % Answer       | Count     |
|----------------------------|----------------|----------------|-----------|
| Female                     | 66.67%         | 67.57%         | 50        |
| Male                       | 28.00%         | 28.38%         | 21        |
| Prefer not to say          | 4.00%          | 4.05%          | 3         |
| Other (please state below) | 0.00%          | 0.00%          | 0         |
| [No Response]              | 1.33%          | --             | 1         |
| <b>Total</b>               | <b>100.00%</b> | <b>100.00%</b> | <b>75</b> |

Gender - other

Question responses: **0 (0.00%)**

Other - please tell us here



|  | % Total | % Answer | Count |
|--|---------|----------|-------|
| <input type="checkbox"/> [Responses]   | 0.00%   | 0%       | 0     |
| <input type="checkbox"/> [No Response] | 100.00% | --       | 75    |
| Total                                  | 100.00% | 0%       | 75    |

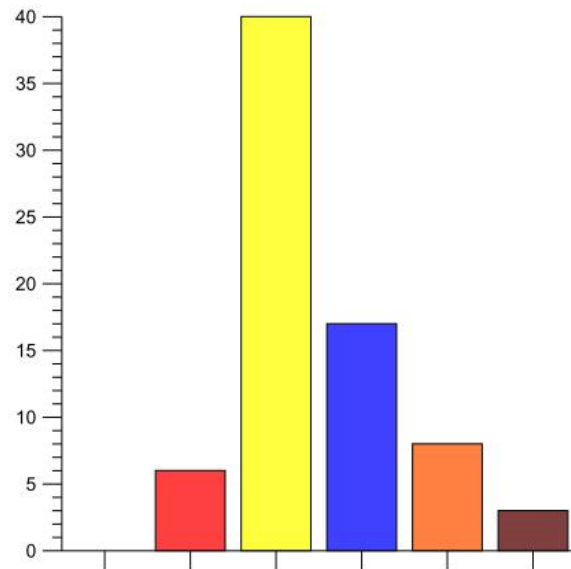
There is no data to display for this question

Age

Age

Question responses: 74 (98.67%)

Please specify your age group

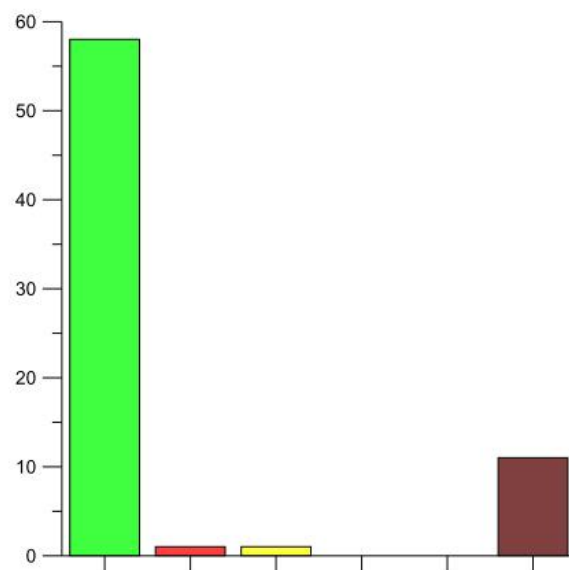


|                   | % Total        | % Answer       | Count     |
|-------------------|----------------|----------------|-----------|
| 17 or under       | 0.00%          | 0.00%          | 0         |
| 18-24             | 8.00%          | 8.11%          | 6         |
| 25-44             | 53.33%         | 54.05%         | 40        |
| 45-59             | 22.67%         | 22.97%         | 17        |
| Over 60 years     | 10.67%         | 10.81%         | 8         |
| Prefer not to say | 4.00%          | 4.05%          | 3         |
| [No Response]     | 1.33%          | --             | 1         |
| <b>Total</b>      | <b>100.00%</b> | <b>100.00%</b> | <b>75</b> |

## Sexual orientation

Question responses: **71 (94.67%)**

How would you define your sexual orientation?

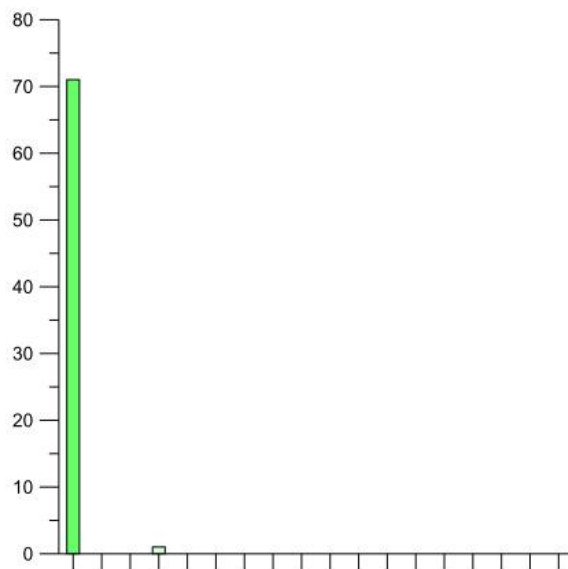


|  | % Total        | % Answer       | Count     |
|--|----------------|----------------|-----------|
| <span style="color: green;">■</span> Heterosexual      | 77.33%         | 81.69%         | 58        |
| <span style="color: red;">■</span> Gay                 | 1.33%          | 1.41%          | 1         |
| <span style="color: yellow;">■</span> Bisexual         | 1.33%          | 1.41%          | 1         |
| <span style="color: blue;">■</span> Lesbian            | 0.00%          | 0.00%          | 0         |
| <span style="color: orange;">■</span> Other            | 0.00%          | 0.00%          | 0         |
| <span style="color: brown;">■</span> Prefer not to say | 14.67%         | 15.49%         | 11        |
| <span style="color: grey;">■</span> [No Response]      | 5.33%          | --             | 4         |
| <b>Total</b>   | <b>100.00%</b> | <b>100.00%</b> | <b>75</b> |










## Ethnicity

Question responses: **72 (96.00%)**

What is your ethnic group?



|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <b>White</b>  |         |          |       |
| English / Welsh / Scottish / Northern Irish / British | 94.67%  | 98.61%   | 71    |
| Irish   | 0.00%   | 0.00%    | 0     |
| Gypsy or Irish Traveller                              | 0.00%   | 0.00%    | 0     |
| Any other White background                            | 1.33%   | 1.39%    | 1     |
| <b>Mixed/Multiple Ethnic Groups</b>                   |         |          |       |
| White and Black Caribbean                             | 0.00%   | 0.00%    | 0     |
| White and Black African                               | 0.00%   | 0.00%    | 0     |
| White and Asian                                       | 0.00%   | 0.00%    | 0     |
| Any other Mixed background                            | 0.00%   | 0.00%    | 0     |
| <b>Asian or Asian British</b>                         |         |          |       |
| Indian  | 0.00%   | 0.00%    | 0     |
| Pakistani   | 0.00%   | 0.00%    | 0     |

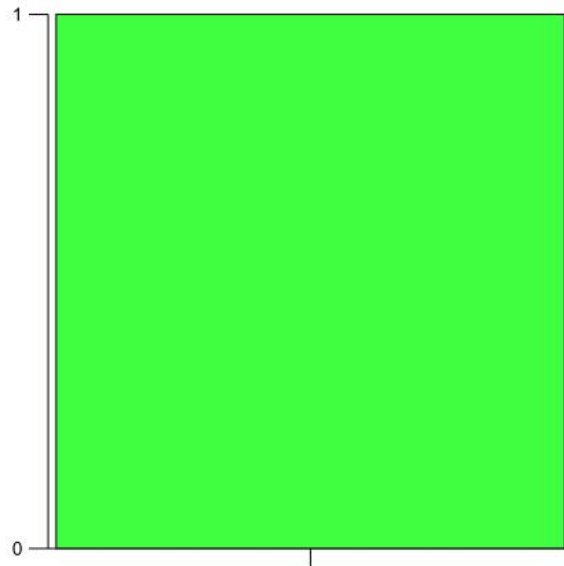
|  | % Total        | % Answer       | Count     |
|--|----------------|----------------|-----------|
|  Bangladeshi                | 0.00%          | 0.00%          | 0         |
|  Chinese                    | 0.00%          | 0.00%          | 0         |
|  Any other Asian background | 0.00%          | 0.00%          | 0         |
| <b>Black/African/Caribbean/Black British</b>   |                |                |           |
|  Caribbean                  | 0.00%          | 0.00%          | 0         |
|  African                    | 0.00%          | 0.00%          | 0         |
|  Any other Black background | 0.00%          | 0.00%          | 0         |
| <b>Other ethnic group</b>  |                |                |           |
|  Arab                       | 0.00%          | 0.00%          | 0         |
|  Any other ethnic group     | 0.00%          | 0.00%          | 0         |
|  [No Response]              | 4.00%          | --             | 3         |
| <b>Total</b>   | <b>100.00%</b> | <b>100.00%</b> | <b>75</b> |

Other ethnicity

Question responses: 1 (1.33%)

The above ethnic groups are those categories used on the 2011 census. If you feel that these categories do not represent your ethnicity please use your preferred description here e.g. Polish

If you selected other, please write your ethnic group in the box below



|               | % Total        | % Answer       | Count     |
|---------------|----------------|----------------|-----------|
| [Responses]   | 1.33%          | 100.00%        | 1         |
| [No Response] | 98.67%         | --             | 74        |
| <b>Total</b>  | <b>100.00%</b> | <b>100.00%</b> | <b>75</b> |

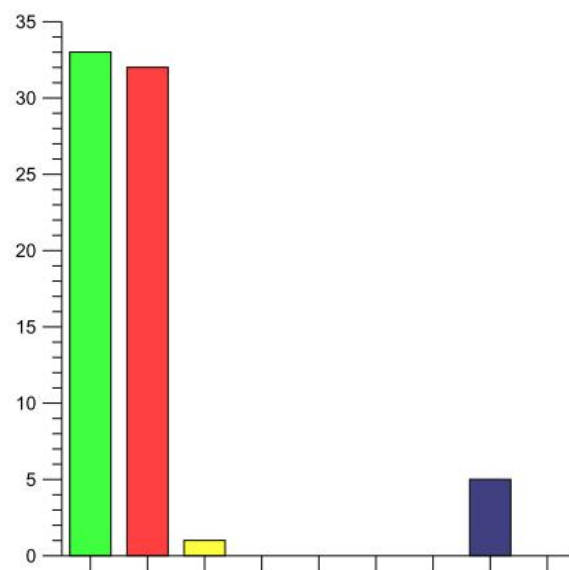
| ID | Consultation Point | Consultee | Agent | Answer        | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---------------|-------------------|---------|-----------|------|
| 20 |                    |           |       | White African | 23/11/20<br>19:53 | 0.1     | Submitted | web  |



## Religious belief

Question responses: **71 (94.67%)**

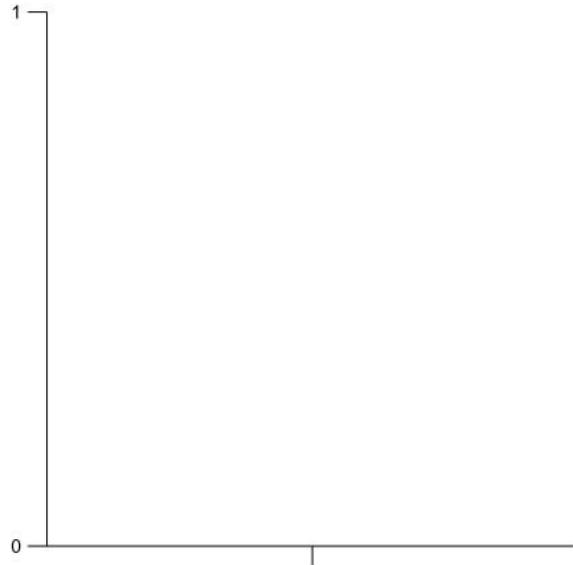
What is your religion?



|  | % Total        | % Answer       | Count     |
|--|----------------|----------------|-----------|
| <span style="color: green;">■</span> No religion   | 44.00%         | 46.48%         | 33        |
| <span style="color: red;">■</span> Christian (including Church of England, Catholic, Protestant and all other Christian denominations) | 42.67%         | 45.07%         | 32        |
| <span style="color: yellow;">■</span> Buddhist   | 1.33%          | 1.41%          | 1         |
| <span style="color: blue;">■</span> Hindu  | 0.00%          | 0.00%          | 0         |
| <span style="color: orange;">■</span> Jewish   | 0.00%          | 0.00%          | 0         |
| <span style="color: brown;">■</span> Muslim  | 0.00%          | 0.00%          | 0         |
| <span style="color: green;">■</span> Sikh  | 0.00%          | 0.00%          | 0         |
| <span style="color: darkblue;">■</span> Prefer not to say  | 6.67%          | 7.04%          | 5         |
| <span style="color: darkred;">■</span> Any other religion (please write your religion in the box below)                                | 0.00%          | 0.00%          | 0         |
| <span style="color: grey;">■</span> [No Response]  | 5.33%          | --             | 4         |
| <b>Total</b>   | <b>100.00%</b> | <b>100.00%</b> | <b>75</b> |

Other religion

Question responses: **0 (0.00%)**



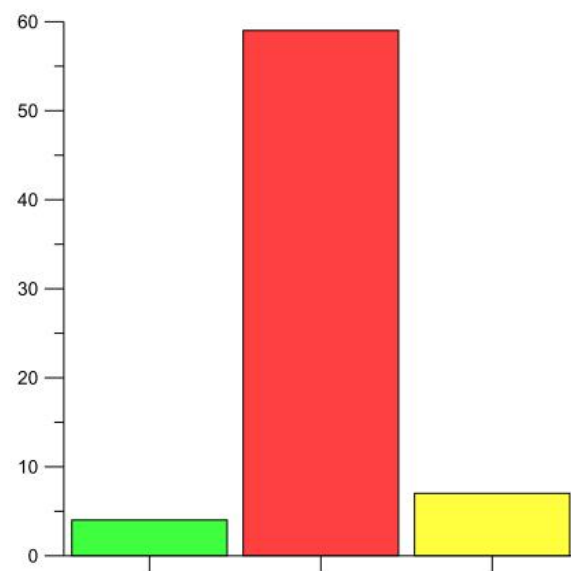
|  | % Total | % Answer | Count |
|--|---------|----------|-------|
| <input type="checkbox"/> [Responses]   | 0.00%   | 0%       | 0     |
| <input type="checkbox"/> [No Response] | 100.00% | --       | 75    |
| Total                                  | 100.00% | 0%       | 75    |

There is no data to display for this question

## Disability

Question responses: **70 (93.33%)**

Do you consider yourself to have a disability?

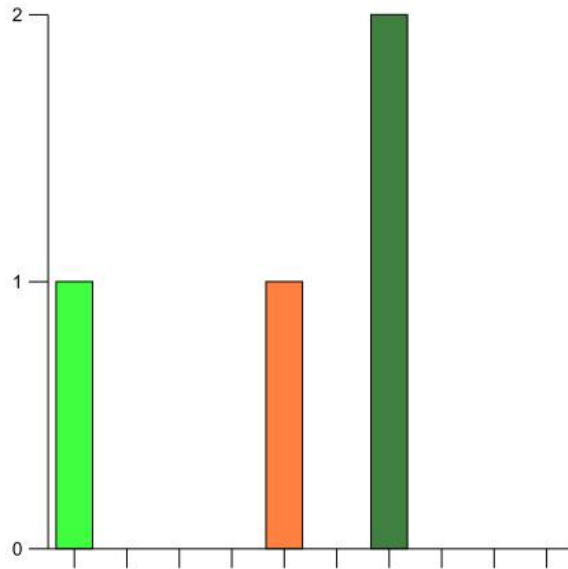


|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <span style="color: green;">■</span> Yes                | 5.33%   | 5.71%    | 4     |
| <span style="color: red;">■</span> No                   | 78.67%  | 84.29%   | 59    |
| <span style="color: yellow;">■</span> Prefer not to say | 9.33%   | 10.00%   | 7     |
| <span style="color: gray;">■</span> [No Response]       | 6.67%   | --       | 5     |
| Total   | 100.00% | 100.00%  | 75    |

## Impairment

Question responses: **3 (4.00%)**

How would you describe your disability?

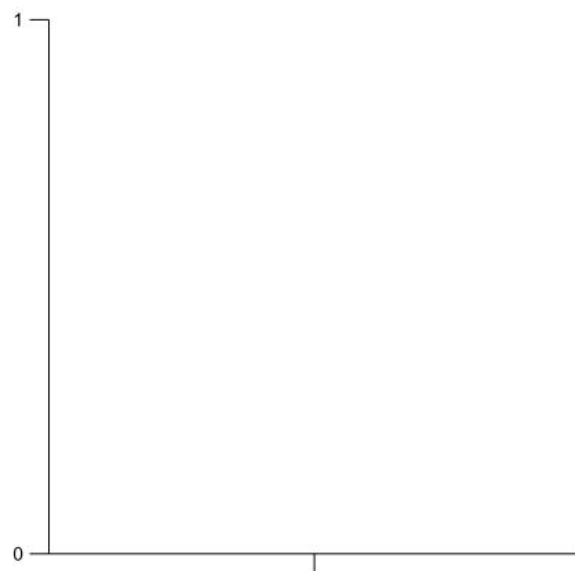


|                                  | % Total        | % Answer       | Frequency | Count     |
|----------------------------------|----------------|----------------|-----------|-----------|
| Visual impairment                | 1.32%          | 25.00%         | 1.33%     | 1         |
| Speech impairment                | 0.00%          | 0.00%          | 0.00%     | 0         |
| Hearing impairment               | 0.00%          | 0.00%          | 0.00%     | 0         |
| Mobility (a wheelchair user)     | 0.00%          | 0.00%          | 0.00%     | 0         |
| Mobility (not a wheelchair user) | 1.32%          | 25.00%         | 1.33%     | 1         |
| Mental health condition          | 0.00%          | 0.00%          | 0.00%     | 0         |
| Long term medical condition      | 2.63%          | 50.00%         | 2.67%     | 2         |
| Learning disability              | 0.00%          | 0.00%          | 0.00%     | 0         |
| Hidden impairment                | 0.00%          | 0.00%          | 0.00%     | 0         |
| Other                            | 0.00%          | 0.00%          | 0.00%     | 0         |
| [No Response]                    | 94.74%         | --             | 96.00%    | 72        |
| <b>Total</b>                     | <b>100.00%</b> | <b>100.00%</b> | <b>0%</b> | <b>76</b> |

## Impairment other

Question responses: **0 (0.00%)**

Please specify disability here



|  | % Total | % Answer | Count |
|--|---------|----------|-------|
| <input type="checkbox"/> [Responses]   | 0.00%   | 0%       | 0     |
| <input type="checkbox"/> [No Response] | 100.00% | --       | 75    |
| Total                                  | 100.00% | 0%       | 75    |

There is no data to display for this question



THE COUNCIL OF THE CITY OF SUNDERLAND

**NOTIFICATION OF STATUTORY PROPOSALS FOR AN ENLARGEMENT OF PREMISES AND AN ALTERATION OF THE LOWER AGE LIMIT AT HETTON PRIMARY SCHOOL**

Notice is hereby given in accordance with Section 19 of the Education and Inspections Act 2006, that it is the intention of Sunderland City Council, Civic Centre, Burdon Road, Sunderland, SR2 7DN to:

**Enlarge the premises which will increase the capacity of Hetton Primary School, Moorsley Road, Hetton, DH5 9ND from 140 places to 210 places with effect from 1st September 2021.**

**Lower the age range of Hetton Primary School, Moorsley Road, Hetton, DH5 9ND from 4 – 11 years of age to 2 – 11 years of age with effect from 1st September 2021**

Hetton Primary School is a maintained primary school maintained by Sunderland City Council.

Hetton Primary School is to relocate to a new school building in September 2022. The current school building accommodates 140 primary aged children. The new building will have facilities for 210 primary aged pupils. The school will also provide facilities to offer a nursery provision for 2, 3 and 4-year-old children.

The new building will be developed on the current Hetton Primary School site, with the existing build operating until its completion.

This Notice is an extract from the complete proposals. The complete proposals have been published on the website <https://www.sunderland.gov.uk/article/13038/School-organisation-consultations>

Copies of the complete proposals can be obtained from: Retained Education Functions Lead, Neighbourhoods, Sunderland City Council, Civic Centre, Burdon Road, Sunderland SR2 7DN,

by telephoning 01915611372 or by e-mailing [alan.rowan@sunderland.gov.uk](mailto:alan.rowan@sunderland.gov.uk).

Within four weeks from the date of publication of the proposals, any person may object to or make comments on the proposals by sending them to the Retained Education Functions Lead, Neighbourhoods, Civic Centre, Burdon Road, Sunderland, SR2 7DN, or by e-mailing them to [schoolorganisation@sunderland.gov.uk](mailto:schoolorganisation@sunderland.gov.uk).

Signed: Patrick Melia

Chief Executive

Sunderland City Council

Publication Date: 25<sup>th</sup> January 2021





**THE COUNCIL OF THE CITY OF SUNDERLAND**

**NOTIFICATION OF STATUTORY PROPOSALS FOR THE ENLARGEMENT OF  
PREMISES AND ALTERATION OF THE LOWER AGE LIMIT AT HETTON PRIMARY  
SCHOOL**

**Local Authority Proposals and Contact Details**

Notice is hereby given in accordance with Section 19 of the Education and Inspections Act 2006, that it is the intention of Sunderland City Council, Civic Centre, Burdon Road, Sunderland, SR2 7DN to:

- Enlarge the premises which will increase the capacity of **Hetton Primary School, Moorsley Road, Hetton, DH5 9ND** from 140 places to 210 places with effect from 1<sup>st</sup> September 2021.
- Lower the age range of **Hetton Primary School, Moorsley Road, Hetton, DH5 9ND** from 4 – 11 years of age to 2 – 11 years of age with effect from 1<sup>st</sup> September 2021

Hetton Primary School is a maintained primary school maintained by Sunderland City Council.

Hetton Primary School is to relocate to a new 1,935 m2 school building in September 2022. The current school building accommodates 140 primary aged children. The new building will have facilities for 210 primary aged pupils. The school will also provide facilities to offer a nursery provision for 2, 3 and 4-year-old children.

The new building will be developed on the current Hetton Primary School site, with the existing build operating until its completion. Short term capacity requirements at the school will be met through use of temporary teaching accommodation.

**Reason for the Enlargement / Increased Capacity / Lowering of the Age Range at Hetton Primary School**

Hetton Primary School is currently over capacity in 4 of 7-year groups. The current school has neither the capacity nor additional support resources to support this ongoing oversubscription.

The current building has insufficient physical capacity to provide 1 classroom per form of entry, with 5 general class bases for 7-year groups. The proposed expansion of the school will provide enough class bases and supporting areas for a 210-place school with potential to accommodate an additional 105 places should future capacity be needed in the ward.

The school is conveniently placed to provide local school places for new housing in Hetton Ward, particularly the ongoing development at North Road and proposed development at Cragdale Gardens.

The school does not currently have a nursery class. Therefore, parents with both nursery and school aged children are currently required to do two drop-offs when the primary aged child is on roll at Hetton Primary School. The nearest nursery to Hetton Primary School is Hetton Lyons Nursery, based in the Hetton Lyons Academy buildings, at 0.5 miles from the school with Hetton le Hole Nursery School approximately 0.7 miles from the school site. Development of a nursery provides those parents with a single site for all of their children. This element of the proposal was noted specifically as a benefit by those who responded to the consultation on the proposals

carried out between 23rd November 2020 and 17<sup>th</sup> January 2021.

Development of a nursery class within the new build provides a single transitional site for those families who wish for their children to progress through one education establishment.

### **Effect on other Schools, Academies and Educational Institutions in the Area**

Hetton Primary School is already operating above capacity in most year groups. The expansion to a full form of entry in each year group will formalise this. The expansion will initially cater for the pupils on roll and in the longer term is anticipated to respond to increased need for school places from new housing. It is not anticipated to lead to displacement from other settings.

The establishment of a nursery class is initially projected to meet demand from parents seeking a place at Hetton Primary School who would prefer their child to transition from early years through to secondary age at a single site or for those parents who already have a child of school age attending the school and who would like a nursery aged child to attend the same setting. It is initially anticipated therefore that the nursery class will be limited to those parents but this could result in a reduction of those on roll at neighbouring early years settings.

### **Project Costs**

The costs associated with the increased capacity and lowering of the age range at Hetton Primary School are contained within the wider £5.7m project budget allocated towards the provision of a new school building at the current school site.

Current funding legislation allows for the allocation of a cost per pupil revenue growth fund. Subject to funding legislation remaining unchanged from the 2020/21 academic year this provides the facility for any good or outstanding school increasing admission numbers as a result of a defined school place planning requirement to receive the equivalent per pupil funding for any period outside the normal funding round. It is proposed that, subject to the school satisfying the qualifying criteria required to receive support, Hetton Primary School is allocated Growth Funding to meet additional revenue requirements associated with the expansion of primary aged places within this proposal.

### **Pupil Numbers and Admissions**

Hetton Primary School is currently oversubscribed in 4 of 7-year primary aged groups. The expansion of facilities available to the school will ensure enough capacity exists within the school to meet the needs of oversubscribed year groups.

There will be no change to the existing admissions criteria at Hetton Primary School post expansion. The school will continue to offer places according to Sunderland Council's Co-ordinated School Admissions Scheme.

### **Displaced Pupils**

There will be no primary aged pupil displacement because of this proposal. Pupils currently attending Hetton Primary School will continue on roll at the new school site.

### **Impact on the Community**

The community will benefit from the availability of increased primary school places. This will result in more parents and carers within the Hetton Ward benefiting from the opportunity to access a primary school place within statutory walking distance of their home address.

Families moving into the area will have a greater opportunity to secure school places for children across multiple year groups at a single school.

Parents seeking an early-years to primary provision within a single setting will be able to access that at Hetton Primary School. This will also benefit parents who currently do multiple drop-offs for their primary and nursery aged children.

The additional nursery provision will safeguard the long-term provision of nursery places in the Hetton Ward for the future.

### **Balance of Denominational Provision**

There will be no impact on the balance of denominational provision as the school does not have a religious character.

### **Special Educational Needs Provision (SEND)**

The new build at Hetton Primary School will enhance the facilities already available within the school's existing buildings for pupils with SEND. Additional resources will be provided to the school, such as SEN breakout/ quiet rooms, resource rooms and additional hygiene facilities.

### **Travel**

The Council has considered the impact of travel within this proposal. As the school will be redeveloped on the existing school site there are no travel implications associated with this scheme.

### **Consultation**

An informal (pre-publication) consultation upon the proposals took place during the following dates:

- 23<sup>rd</sup> November 2020 – 17<sup>th</sup> January 2021

Consultees recommended in the relevant statutory guidance were consulted via a Consultation

Document that was made widely available on the Council's website and the website of Hetton Primary School. Consultees included parents, staff, pupils, the local ward councillors and staff representatives (unions).

The consultation received 75 responses. Of these;

- 61.67% of responses to the question 'Given the current over capacity at Hetton Primary School, do you agree with the proposal to increase the capacity of the school from 140 places to 210 places?' agreed with the proposal and
- 54.79% of responses to the question 'Do you agree with the proposal to lower the age range at Hetton Primary School?' agreed with the proposal.

### **Submission of Objections and Comments on Proposal**

A copy of this proposal can be viewed on the Sunderland City Council website at

<https://www.sunderland.gov.uk/article/13038/School-organisation-consultations>

It can also be requested via:

E-mail: [alan.rowan@sunderland.gov.uk](mailto:alan.rowan@sunderland.gov.uk)

Telephone: 0191 5611372

Post: Retained Education Functions Lead, Civic Centre, Burdon Road, Sunderland, SR2 7DN.

Within four weeks of the Publication Date below, any person may object to or make comments on the proposals by sending their written representations:

*By e-mail to :-*

[schoolorganisation@sunderland.gov.uk](mailto:schoolorganisation@sunderland.gov.uk)

*Or by post to :-*

*Alan Rowan*

*Retained Education Functions Lead*

*Civic Centre*

*Burdon Road*

*Sunderland*

*SR2 7DN*

Signed : Patrick Melia,  
Chief Executive,  
Sunderland City Council.

Publication Date: 25<sup>th</sup> January 2021

## Appendix 4 - : Responses to Full Proposals for the Enlargement and Lowering of the Age of Admission at Hetton Primary School

**From:** Michael Hopper

**Sent:** 16 February 2021 20:00

**To:** School Organisation <schoolorganisation@sunderland.gov.uk>

**Subject:** objection to the expansion of hetton primary

**\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\***

Good Evening

We all want the best for our kids in Hetton, the best facilities, the best care, community and education. It is my personal belief that expanding the primary school will create a dangerous entry and exit. Pushing more traffic to the school, will I am sure create rat runs for traffic and end with a much more dangerous walk to school for our children. There have been 2 serious accidents in the past 6 months on Moorsley Road. My son was hit by a car at the very place you intend to increase traffic. Kids will be kids, people rushing to work, why would you want to increase the amount of traffic to this location.

Improving the facilities fits in with everyone's hopes and aspirations, but expanding the school is in my opinion a big mistake. I am not a teacher or an education expert, but i have been in several environments where groups have been pushed together resulting in all sorts of problems.

What you are trying to do is not unlike what the supermarkets have done to the high street, where you can get everything under one roof, but the quality suffers. You don't cater for individuality.

I am favour of a modern school, but not at the expense of a nursery, where outstanding provision has been made.

In your argument you suggest Cragdale Gardens development is still a possibility, and I notice the publication date, 25th January 2021. It may of escaped your attention but Cragdale gardens development has been refused, do you know something i don't?, you probably do, but it is worth noting these decisions are becoming increasingly political, which means your job is at risk as the resentment grows for the current administration by forcing change on a community that has for 20 years seen constant development, and not all positive.

I applaud your ambition for a new school, but please leave the nursery alone, if not i am afraid that you will possibly live to regret a very poor decision, sometime in the near future. The people of this community will not tolerate any changes that is changing the community beyond recognition.

The time where councillors will just roll over are long gone, please note you will meet more and more resistance from this community if you push forward without real consultation.

Finally a parent made a comment last night about the fact that you hear us, but are you listening!

Kind Regards

Michael Hopper

**From:** Leanne Burke  
**Sent:** 18 February 2021 13:11  
**To:** School Organisation <schoolorganisation@sunderland.gov.uk>  
**Subject:** Extension of Hetton Primary School

**\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\***

Dear Cllr. Alan Rowan,

I hope this email finds you well.

I write to object not to the new build of Hetton Primary School, but to object to any development being at the expense of the longstanding ofsted rated outstanding Hetton-le-Hole Nursery School.

My daughter is a current attendee of Hetton Le Hole Nursery, prior was my elder son, and going back in time, were myself and sister. The nursery is of sentimental value to my family and so many as we enjoy how so many hetton families and families who travel in from neighbouring areas, simply love the nursery and have done since 1945. For the care and attention our little ones thrive in. Equally families appreciate, are thankful for, and do not forget the educational excellence, knowledgeable skill and expertise, and dedication that is provided at this ofsted outstanding establishment. SEN provision is of excellence, as you are aware. It was paramount in giving my son the best start to Education. Headmistress and team secured an Educational Health Care Plan ready for my son going to school and the best care and support for SEN was provided throughout. I believe that this attention at Early Years can depict what is needed later on I.e. whether a child can be supported in mainstream school or if they need a place in ans SEN school.

Whilst I think a nursery provision for Hetton Primary could be used by the locality immediately surrounding hetton primary, and could not object to the school receiving a new building. I must object that this is at the expense an existing provision of early years excellence, located and providing great education in the centre of Hetton.

I am shocked that Sunderland City Councillors have heard but not listened to 500 plus objections to closing Hetton le hole Nursery School and have pushed to the more formal stages of proposed closure. I trust that councillors are in a position because of their willingness to listen to sunderland residents, and to put first the needs of the most important residents our children. Unfortunately recent actions are not demonstrative of this. I must tell you that it would be a great wrong to close the

provision and I appeal to yours and fellow councillors' better judgement to reconsider. You will recall we discussed this at length during Hetton Town Council meeting recently.

In regards to SCC listening to public, I write to ask why a pre consultation on closure of Hetton Le Hole Nursery School that resulted in approximately 500 responses, 95 percent objecting were ignored? Closing pre consultant days prior to scheduled finish and deciding on the contrary to public response to push ahead.

I am failing to understand how Sunderland can raise a proposal then ignore 500 negative responses and say well we are going to do it anyway. Were responses cast aside as they did not fit what Council is trying to do? Thus is public only listened to if they are agreeing with Council?

I notice that each opposition is met with, but nursery is in financial deficit. I want to ask why Sunderland Council cannot pay off the deficit? Millions are spent on things that are not necessary. Why don't children come first and what have you done over the years to help the deficit and fund the nursery?

Therefore I must conclude by objecting to Hetton Primary extension to include nursery section of Hetton Primary rebuild proposal -if it will mean closure of the irreplaceable Hetton Le Hole Nursery School.

I will look forward to hearing back from you.

Yours Sincerely

Leanne Aleshe

Hetton Le Hole Nursery School Parent.

**From:** Nicola Hill

**Sent:** 18 February 2021 20:45

**To:** School Organisation <schoolorganisation@sunderland.gov.uk>

**Subject:** NOTIFICATION OF STATUTORY PROPOSALS FOR AN ENLARGEMENT OF PREMISES AND AN ALTERATION OF THE LOWER AGE LIMIT AT HETTON PRIMARY SCHOOL

**\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\***

To whom it may concern,

On behalf of the staff and Governors at Hetton Primary School, I wanted to submit my full agreement to both the lowering of age range and enlarging of the premises in order to increase capacity.

Both proposals will ensure that children within the surrounding area have the best provision that we can offer them and from a younger starting age. The plans for the new building for September 2022 provide a wealth of opportunities for us to continue to improve the education we offer the young people within our locality and I fully support any proposal to achieve this.

This is an exciting opportunity for Hetton Primary School and one that we are all embracing; I only see positives in the decision to enlarge the school and lower the age range and look forward to seeing what 'we' can all do for the future of the children in Hetton and surrounding areas.

Many thanks,

Nicola Hill

Head teacher

Hetton Primary School

Moorsley Road

Hetton-le-hole

DH5 9ND



**From:** C. Donoghue [ Shotton Primary School ] <[c.donoghue200@shottonprimary.co.uk](mailto:c.donoghue200@shottonprimary.co.uk)>  
**Sent:** 23 February 2021 12:16  
**To:** School Organisation <[schoolorganisation@sunderland.gov.uk](mailto:schoolorganisation@sunderland.gov.uk)>  
**Subject:** Re: Attention of Alan Objection to the proposal to enlarge Hetton primary school site and lower the age range

**\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\***

I forward this to you again concerned I haven't received an acknowledgement of my formal opposition to this proposal sent on 18th February if you could acknowledge receipt I'd be grateful.

Regards  
Clare Donoghue  
Telephone 07714015670  
Address 2 bullfinch road, Easington Lane, Dh50gd

Get [Outlook for iOS](#)

---

**From:** C. Donoghue  
**Sent:** Thursday, February 18, 2021 1:31:37 PM  
**To:** [schoolorganisation@sunderland.gov.uk](mailto:schoolorganisation@sunderland.gov.uk) <[schoolorganisation@sunderland.gov.uk](mailto:schoolorganisation@sunderland.gov.uk)>  
**Subject:** Attention of Alan Objection to the proposal to enlarge Hetton primary school site and lower the age range

After reading your proposal to extend the school site at Hetton Primary School and lower and extend the age range I would like to formally object to this proposal for the following reasons:

1. An increase in capacity would cause considerable strain on an already dangerous traffic issue around the Hetton Primary Site. This could add to a number of previous incidents and near misses that have happened here historically due to volumes of traffic. Adding further volumes of traffic will add unnecessary further risk to pupils and parents/carers.
2. Secondly by raising the number of attendees whilst the new build is under construction more children's education will be further disrupted following, at this moment in time, a year of disrupted education already. These children all have other facilities to attend and this would cause less upset for children who attend reception to year 6 classes currently at Hetton primary.
3. My third objection is focused upon nursery aged children, to go ahead with the extension of the nursery facility at this site is at the expense of closing an outstanding provision that is already staffed, equipped and providing an outstanding education for children. To move these children to a building site would be detrimental to their well being and the level of expertise of staff already present for special educational needs at Hetton le Hole nursery school. You would in effect look at moving children from a settled environment which has been their consistent to a building site and this is not meeting their basic rights, especially during a global pandemic.
4. My next objection is the lack of flexible entitlement and extended hours during school holidays and term times meaning many working parents will also be hugely impacted by a

nursery attached to a school as opposed to the flexibility that the current nursery school can offer working parents.

5. My final objection to the proposal is based on the councils view that it would help parents to have one single drop off for siblings. This would not be the case for parents who have under twos as an additional journey would need to be made still. As parents pay for childcare for children from birth to 3 (and most working parents pay for additional hours). This will cause financial strain on those families as they will have to vary the pick up times for babies and nursery aged children (3-4yrs) from different sites as childcare providers do not provide a teacher for 3-4 year olds in their settings. Hetton le Hole Nursery school cater from birth to 3-4 and have a class Teacher for their 3-4year old provision.

Yours sincerely  
Clare Donoghue

**From:** Balmoral Learning Trust Enquiries  
**Sent:** 19 February 2021 12:06  
**To:** School Organisation <schoolorganisation@sunderland.gov.uk>  
**Subject:** Response to Statutory Consultation Regarding Hetton Primary School

**\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\***

Good afternoon

Please find attached a letter on behalf of Balmoral Learning Trust and Hetton Lyons Primary School in response to the notification of statutory proposals for the enlargement of premises and alteration of the lower age limit at Hetton Primary School.

Kind regards

Susan Bell

**Chief Executive**

**Balmoral Learning Trust**

**Website:** [www.balmorallearningtrust.co.uk](http://www.balmorallearningtrust.co.uk)

Alan Rowan Retained Education Functions Lead Civic Centre Burdon Road Sunderland SR2 7DN

19 February 2021

Dear Mr Rowan

Response to the Notification of Statutory Proposals for the Enlargement of Premises and Alteration of the Lower Age Limit at Hetton Primary School

Both Balmoral Learning Trust and Hetton Lyons Primary School support the principle of Hetton Primary School being rebuilt as we feel that all children deserve the opportunity to be educated in a first class facility. However, we are very concerned at the absence of any direct consultation with surrounding schools, as the impact of these proposals will change education provision across the Hetton-le-Hole Wards.

The statutory proposal identifies that there has previously been an informal consultation regarding this proposal. Being informal, this was inevitably flawed. It is disappointing to note that the opportunity has not been taken to actively involve all schools in the area in a discussion about future provision for our children across Hetton. To come to the right decisions made in the best interests of our community, families and education, all partners must be involved.

Although we are aware that there is a formula for estimating the number of pupil places that new housing developments may require, we are concerned that, as in other areas of Sunderland, the predicted number of children estimated to come from new houses in Hetton is not translating into children at school. All of the primary schools local to Hetton Primary School have seen a marked reduction in reception class applications for September 2021, despite many houses within the current new developments now being occupied. With this in mind, will the currently agreed housing developments yield enough children for a 50% increase in Hetton Primary School's PAN and not have an impact on other local provision?

We are particularly concerned about the impact that the creation of a new nursery within the Hetton-le-Hole Wards will have on existing early years provision. We are equally concerned about the geographical location of the new nursery provision, being that it is only 0.5 miles away from Hetton Lyons Nursery School, and that its catchment area would also draw from the east and centre of Hetton. There has been no evidence of increased demand for nursery places within Hetton provided to back up these proposals. There are already 5 nursery / early years providers within 1.5 miles of Hetton Primary School. All will be affected by these proposals. This has been highlighted in Sunderland City Council's own published notification of statutory proposals where it is noted that lowering the age range of Hetton Primary School to 2 – 11 years of age could result in a reduction of those on roll in neighbouring early years settings.

In our own case, although Hetton Lyons Primary School does not have a nursery class, it is closely linked with Hetton Lyons Nursery School (a maintained nursery school provision on our site) who will be affected by this development. Many people view us as being one school, and a reduction in numbers attending Hetton Lyons Nursery School will likely have an adverse effect on our Reception class intake going forward.

In summary, it is most disappointing to note that education providers in Hetton have been excluded from discussions and decisions which will have a profound effect on our community in the short and long term. We are open to working effectively with all nurseries and schools in Hetton to explore issues and try to resolve them to the benefit of our community. To this end, we would wish to see the evidence to support this proposal to include a nursery provision at Hetton Primary School, and further steps taken to engage the wider education providers in Hetton in a conversation regarding future provision.

Yours sincerely

Peter Chapman Helen Lawrence

Chair of Directors Chair of Governors

Balmoral Learning Trust Hetton Lyons Primary School

Balmoral Learning Trust c/o East Herrington Primary Academy, Balmoral Terrace, East Herrington, Sunderland, Tyne & Wear SR3 3 PR

Tel: (0191) 563 4244 • Email: [enquiries@balmorallearningtrust.co.uk](mailto:enquiries@balmorallearningtrust.co.uk) • Website: [www.balmorallearningtrust.co.uk](http://www.balmorallearningtrust.co.uk)

From: Ruth Williamson

Sent: 19 February 2021 17:24

To: School Organisation <schoolorganisation@sunderland.gov.uk>

Subject: Hetton Primary Consultation

\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\*

Please find attached our response to the proposal to expand Hetton Primary School. Please can we have a response to acknowledge receipt of this?

Kind regards

Ruth Williamson

Sent from Mail for Windows 10

We are writing on behalf of the Governing Board of Hetton-le-Hole Nursery School in response to the proposal to expand the provision of Hetton Primary School and open a Nursery and Toddler unit.

We would like to make it very clear that we do support Hetton Primary School's proposed new build because of the condition of the existing building. We believe that all children should have access to high quality learning environments. However, we do have issues with the Primary School's new build proposal which includes plans for a new Nursery unit.

The proposal for a Nursery unit at Hetton Primary goes hand in hand with the proposal to close Hetton-le-Hole Maintained Nursery School. We are very concerned that Hetton Primary School's proposal is solely predicated on the assumption of Hetton-le-Hole Nursery School closure. This decision has not been made and as of yet the formal consultation has not been undertaken. It is the Governing Board's assertion that the proposed closure of Hetton-le-Hole Nursery should have preceded this proposal.

In the DFE guidance for opening and closing maintained schools it clearly outlines the factors to consider when proposing new school places in the section on Demand versus Need. In this section it makes clear reference to:

"Proposers should also demonstrate parental demand for the new school places and the type of provision being proposed, the quality and diversity of provision available in the local area, and the impact of the new places on existing educational provision in the local area."

In the government guidance for opening and closing maintained schools it also makes it clear that proposers should be aware that decision-makers are expected to adopt a presumption against the closure of maintained nursery schools. It states:

This does not mean that a maintained nursery school will never close, but that the case for closure should be strong. Where a proposal is for the closure of a maintained nursery school, the proposer should set out:

1. plans to develop alternative early years provision clearly demonstrating that it will be at least equal in quantity and quality to the provision provided by the nursery school with no loss of expertise and specialism; and

- the replacement provision is more accessible and more convenient for local parents.

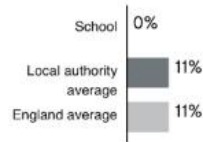
In this instance the proposal does not meet either of these criteria. The provision at Hetton Primary is currently graded as good and we have attached the school data shown below.

(All data is taken from School Performance Tables on the government website and Primary School websites in key information tabs)

### Pupils meeting expected standard in reading, writing and maths ?



### Pupils achieving at a higher standard in reading, writing and maths ?

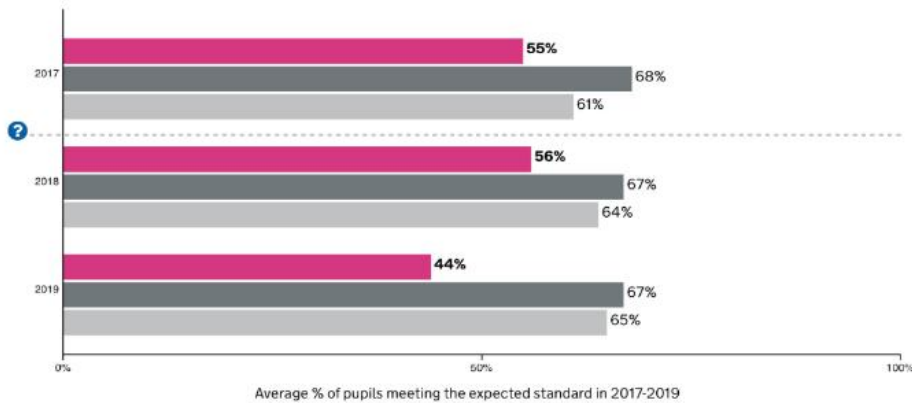


This measure was first recorded in 2010

### Results over 3 years ?

[View as](#)

■ School ■ Local authority state-funded schools ■ England state-funded schools



The data below shows that 11 children out of a cohort of 20 (5% per child) reached the good level of development (the expected level to reach before moving into year one).

|        | School % at GLD | National % at GLD |
|--------|-----------------|-------------------|
| Year R | 55%             | 72%               |

The outcomes shown in these data sets are well below National Expectations for Reception children.

In the school league tables within the Hetton area, Hetton Primary School is ranked well below Hetton Lyons Primary School and Eppleton Primary Academy.

In comparison Hetton-le-Hole Nursery School is graded by Ofsted as Outstanding for Childcare and is awaiting a section 5 inspection for an expected outstanding judgement for Main Nursery. In addition, data over time demonstrates consistently outstanding outcomes:

| Exit from Hetton-le-Hole Nursery |                | Exiting at age related expectations         |
|----------------------------------|----------------|---|
|                                  | <b>2019-20</b> | <b>90% (were on track to exit COVID-19)</b> |
|                                  | <b>2018-19</b> | <b>89%</b>                                  |
|                                  | <b>2017-18</b> | <b>83%</b>                                  |
|                                  | <b>2016-17</b> | <b>80%</b>                                  |

Full data comparisons for the local area are attached on pages 7-11.

When considering the outcomes for children there is a notable disparity in the data; children are leaving Hetton-le-Hole Nursery school well equipped for the next stage of their education

The loss of expertise and specialism in the Primary School nursery provision will be significant as the actual transfer of nursery staff is anticipated to be very limited. We have been advised during this process that posts at Hetton Primary School will be 'ring-fenced' and there appears to be no posts available for our senior leaders, whom it must be said, are the driving force behind the sustained and high quality provision.

The replacement provision is also less accessible for parents and represents a considerable walk for those parents with toddlers. The area is an area of deprivation and many of the parents attending Hetton-le-Hole Nursery School have no means of transport or spare money for bus fares. Our nursery is situated in the northeast quadrant of Hetton and this proposal will also have a de-stabilising effect on an existing provision at the southern end of Hetton.

The premise to begin proposals on the closure of Hetton-le-Hole Nursery School is purely based on financial viability.

Beatrice Merrick, the Chief Executive of Early Education, and a consultant working with the DfE, who is in regular contact with the Sunderland Nursery Headteacher Group, has stated:

*“Government has made a clear commitment to continued funding, so although there has been uncertainty from year to year for the last 4 years, going forward there should be confidence that there will be additional funding for maintained nursery schools as an integral part of the funding formula. I am speaking to the DfE lead on nursery school funding tomorrow afternoon and will find out then whether they expect to make an announcement before Christmas or whether this will be in January, but we do expect significant change in how the funding will be distributed from 2021-22 to address the historic inequalities, and this has the potential to help Sunderland as a historically less well funded LA.”*

Any decisions made by the Local Authority regarding the closure of Hetton-le-Hole Nursery School is likely to be premature, and a resulting closure of the Nursery school would lead to lack of sufficient high-quality early years education in the Hetton-le-Hole area.

Within the proposal it states that Hetton Primary School is currently oversubscribed, however, it confirms on the government website that as of 3<sup>rd</sup> August 2020 there were 145 pupils registered on roll. On the same site it states that the school's available capacity stands at 151. It is also important to note that where the council quotes an oversubscription, they are referring to class sizes of 20, rather than in comparison to the class sizes of 30 of all the other local schools. The proposal also states that there will be potential to accommodate an additional 105 places if further capacity should be required in the ward. This would result in possible class sizes of 45 pupils.

The early years' provision across the ward of Hetton consists of 2 primary based nursery classes, 2 maintained nursery schools, a private day care and a childminding service within the Hetton Centre. After extensive conversations with the settings it is apparent that none of them are currently oversubscribed or at maximum capacity. All settings reported an impact on numbers since the opening of the private day care setting. Both schools with nursery classes reported that it had taken several years to build up to around 15 children in their nurseries. All settings report that they still have places to fill.

There has been a total lack of consultation with the surrounding schools. None of these schools were aware of either Hetton Primary School or Hetton-le-Hole Nursery School pending proposals. There has been an absolute disregard for any sort of consultation in respect of the future education landscape of Hetton. This could lead to inaccuracies in the feasibility studies being carried out.

There is a great concern that the council has not taken into consideration the impact of this extension on other settings in the area. It is essential that a full feasibility study is undertaken to ensure that other provisions are not negatively impacted. The council have failed to share any relevant feasibility studies in relation to this proposal.

Across the city, the School's Forum has reported that predicted pupil numbers are not materialising into pupils on roll; particularly in relation to predictions generated from new build housing. This is a big concern for the schools in Hetton and may lead to further closures due to a limited take-up of available places.

Each year on average, 9% (between 3 and 4 children out of a cohort of 32) will transition from Hetton-le-Hole Nursery School across to Hetton Primary School; most of which have a sibling link in Hetton Primary School. The majority of children transition to Hetton Lyons Primary School and Eppleton Primary Academy. It is of concern that the council have assumed that all children on roll at Hetton-le-Hole Nursery School will transition across to Hetton Primary School, although the proposal clearly states Hetton Lyons Nursery School is the closest nursery provision to Hetton Primary School. Will this proposal negatively effect the existing provision of Hetton Lyons Nursery School?

The plans for the new early years' unit include a 39 full time place in 3-4-year-old unit and a 16 full time place in the two-year-old provision. Funding is based upon 15 hours funded for 2-year olds and nursery age pupils, with some 3-4-year olds qualifying for 30 hours places. In this instance it would mean there were 78 part time places in the 3-4-year-old unit and 32 part time places in the two-year-old provision, resulting in 82 places for children. This is a huge nursery proposal which will impact significantly on the stability and viability of the existing settings in Hetton. The future of existing settings should be consolidated before making plans for a new setting.

The proposal also talks about the 'all through' approach for parents who will only have one drop off. However, if there are 78 children taking up places in the 3-4 unit and there is only a 30-place reception class, what will happen to the 48 children who can't have a place? This does not fit in with



the seamless education approach. The plans outline 330% increase in size from 120 to 397 place school.

If there is a 'demand' for this number of places why is it that the other settings in Hetton are not to capacity? It has been argued by a councillor "that parents choose to go elsewhere." However, if this is the case why are none of the settings totally subscribed?

The new demand has also been linked to new builds in the areas. Hetton Downs is closer to Eppleton Primary School and Bramley Rise which lies between East Rainton Primary School and Hetton Primary School. Peat Carr was also included but has now not been approved. The formula for new builds is based upon:

- 2 x 2-year olds for each 100 houses built
- Or 8 x primary age children (including nursery age children) per 100 houses

Hetton Downs has 112 houses and Bramley Rise has 100 houses. This means that there could be possibly 8 children of primary age generated from Hetton Downs, however some of these children may join Eppleton Primary School as it is closer. Bramley Rise may produce 2 toddler age children however they may choose to go to either Hetton Primary School or East Rainton Primary School.

The number of places proposed at the new Hetton Primary Early Years Unit would equate to 1,287.5 new homes.

Peat Carr housing proposal was declined due to concerns around increasing traffic in the vicinity of Hetton Primary School and the danger and delays already existing at the junction of North Road. If the school is increasing its capacity significantly will this also add to the issues around congestion, pollution and danger which actually led to the Peat Carr proposal being denied? What interventions have been considered to negate these concerns and reduce potential impact? It is noted that there will be a dedicated drop off area however this will not reduce congestion within the immediate surrounding area.

The plans for the expansion of Hetton Primary School were developed in the early part of 2019 when the landscape of education and the economy were very different. Children, who live in an area of deprivation, have been further disadvantaged by missing the best part of a full academic year. The data from Hetton Primary School's last year indicated that 60% of children left unprepared for their next step of education in secondary school. Many parents have been made redundant and more children are possibly at risk of being identified as vulnerable. The children in Hetton have the right to a high-quality education which will improve their life chances of success.

There is major uncertainty about the future, post Covid-19. Many businesses are struggling or are being forced to close. Have the council renewed their feasibility research in relation to the educational needs of the locality and the occupancy of the new housing post Covid-19? Will the same number of houses be built? Will the same number of houses be built in the timescale or will it take longer to complete?

There is also a proposal to create demountable classrooms and reconfigure the internal layout of the existing building to cater for the gap in provision if Hetton-le-Hole Nursery School closes in September 2021. What is the cost of this building work? Would it not be sensible to continue using existing provision, rather than spending additional money on creating something that after one year will be demolished? The council have been unable to share the costings of this interim proposal and

we are yet to see a comparison of the cost of keeping Hetton-le-Hole Nursery School in operation for an additional year.

It would be catastrophic for the council to spend £5.7million at a time of great economic uncertainty, when a decision to defer for 1 year will allow more informed decisions to be made, using up to date information and data. The most up to date scientific advice is that restrictions (Tiers) will still be in place in some form or other until after the New Year 2022. Has the council also considered the timing of building a new bigger school particularly when it is most likely to have large areas of the building unused for an indefinite period of time? There is a high likelihood that classes will have disrupted education until at least 2022. Money for Local Authorities and schools is going to be very tight; the delivery of education is going to change. A decision to defer will also allow time to see if and how delivering the post Covid-19 curriculum will change and adapt the new building to suit new requirements.

There is extensive research which documents that there is a significant difference in the quality of education and care that is provided by Maintained Nursery Schools in comparison to a nursery attached to a primary school. The difference in the quality provided by both education provisions is highlighted throughout our response.

We challenged the Council about the take up of the Nursery places in the new provision if it went ahead at Hetton Primary School. We were informed that if the Nursery wasn't full then the Primary would operate as a loss-leader until capacity was reached. Subsequently this loss would come out of the school's budget. It is our hope that the allocated 'Growth funding' will not be used to cover this loss. This is very unsettling as it is further uncertainty for everyone involved.

Would it not be more efficient, effective, and cohesive to protect, nurture and value the early years' expertise and specialisms already present within the Hetton area?

Ruth Williamson, Headteacher

Christine Collins, Chair of Governors

On behalf of the Governing Board at Hetton-le-Hole Nursery School

12.02.2021

**Data Comparisons – Proposal of School Closure**  
**(All data is taken from School Performance Tables on the government website and Primary School websites in key information tabs)**

**Hetton-le-Hole Nursery School Data**

| Exit from Nursery |                | Exiting at age related expectations |
|-------------------|----------------|-------------------------------------|
|                   | <b>2019-20</b> | <b>90% (were on track to exit)</b>  |
|                   | <b>2018-19</b> | <b>89%</b>                          |
|                   | <b>2017-18</b> | <b>83%</b>                          |
|                   | <b>2016-17</b> | <b>80%</b>                          |

**2016-17:**

- The whole cohort entered in September 2016 working at 2 age bands below age-related expectations.
- On exit, 80% of the cohort transitioned to primary school in line with their age-related expectations.
- Over the year, this cohort made 5.6pts of progress (0.4pts away from outstanding progress). This equates to **good** progress.
- Disadvantaged children in receipt of Early Years Pupil Premium funding made 5.3pts of progress across the year. This equates to **good** progress.
- For children with SEND and additional needs. They all made **outstanding** progress from their starting points on our alternative system.

### **2017-18:**

- The whole cohort entered in September 2017 working at 2 age bands below age-related expectations.
- On exit, 83% of the cohort transitioned to primary school in line with their age-related expectations.
- Over the year, this cohort made 5.7pts (0.3pts away from outstanding progress) which equates to **good** progress.
- Disadvantaged children in receipt of Early Years Pupil Premium funding made 6.2pts of progress. This equates to **outstanding** progress.
- For children with SEND and additional needs. They all made **outstanding** progress from their starting points on our alternative system.

### **2018-19:**

- The whole cohort of children entered in September 2018 working at 2-3 age bands below age-related expectations.
- On exit, 89% of the cohort transitioned to primary school in line with their age-related expectations.
- Over the year, this cohort made 6.2pts of progress. This equates to **outstanding** progress.
- Disadvantaged children in receipt of Early Years Pupil Premium made 6.4pts of progress across the year. This equates to **outstanding** progress.
- For children with SEND and additional needs made **outstanding** progress from their starting points, on our alternative system.

### **2019-20:**

NB: Due to COVID-19 and lockdown, assessments did not take place in Summer. All progress detailed below was at Spring term 2020.

- The whole cohort of children entered in September 2019 working at 3 age bands below age-related expectations.
- At the Spring term assessment period, 90% of children were on track to meet age-related expectations.
- Over the six month period, across all areas they made 4.3pts of progress. This equates to an **outstanding** rate of progress.
- Disadvantaged children in receipt of Early Years Pupil Premium funding made 3.7pts of progress. This equates to an **outstanding** rate of progress.
- Children with SEND and additional needs all made **outstanding** progress from their individual starting points, on our alternative assessment system

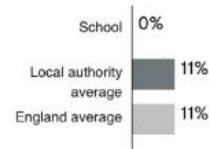
### **Other Local Schools**

### **Hetton Primary School Data**

**Pupils meeting expected standard in reading, writing and maths ?**



**Pupils achieving at a higher standard in reading, writing and maths ?**

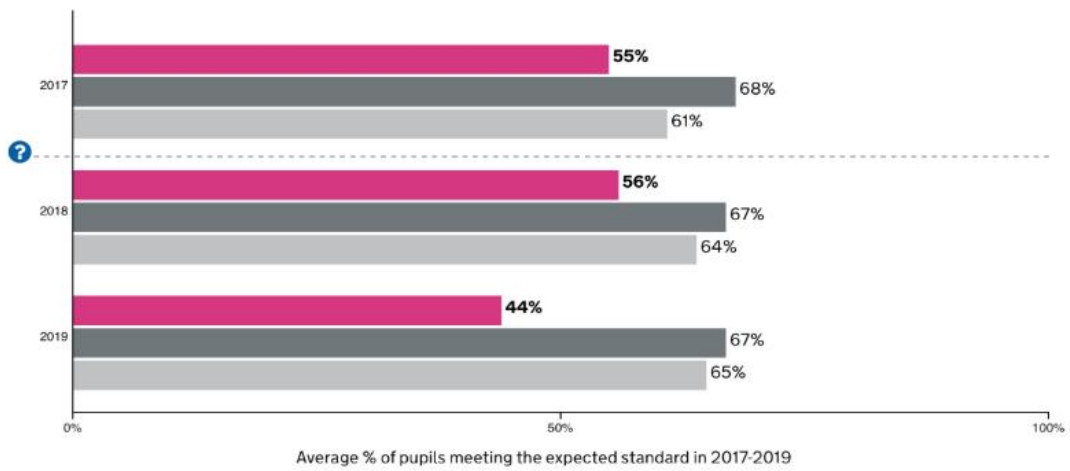


This measure was first recorded in 2010

**Results over 3 years ?**

[View as](#)

■ School ■ Local authority state-funded schools ■ England state-funded schools



The data of Hetton Primary shows that 11 children out of a cohort of 20 (5% per child) reached the good level of development.

|        | School % at GLD | National % at GLD |
|--------|-----------------|-------------------|
| Year R | 55%             | 72%               |

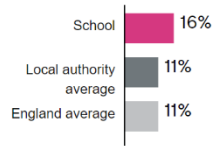
Only one year of GLD data was available for this school.

**Hetton Lyons Primary School Data**

**Pupils meeting expected standard in reading, writing and maths ?**



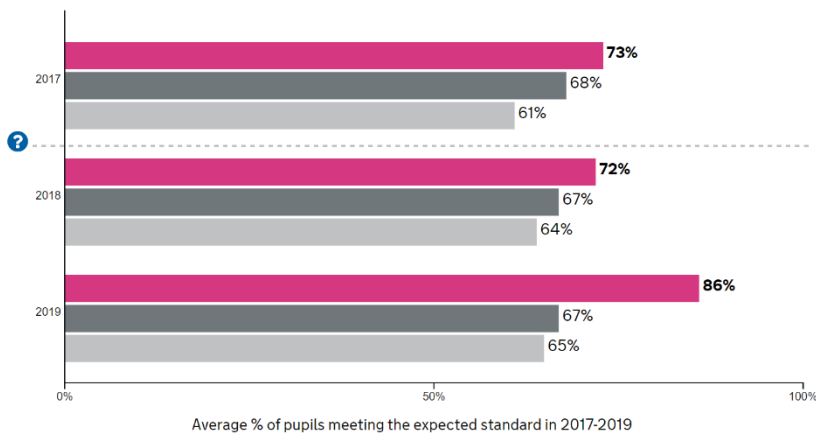
**Pupils achieving at a higher standard in reading, writing and maths ?**



**Results over 3 years ?**

[View](#)

■ School ■ Local authority state-funded schools ■ England state-funded schools



**Good Level of Development (GLD)**

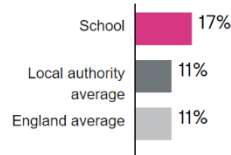
| EYFS   |      | GLD |
|--|------|-----|
| Percentage of pupils who achieved the good level of development on exit from reception | 2019 | 65% |
|  | 2018 | 63% |
|  | 2017 | 62% |

**Eppleton Academy Primary School Data**

**Pupils meeting expected standard in reading, writing and maths ?**



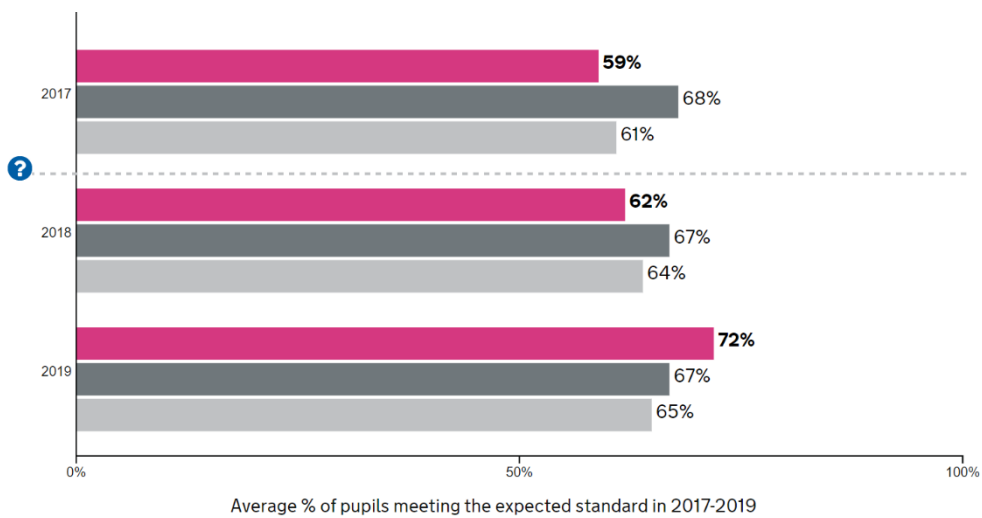
**Pupils achieving at a higher standard in reading, writing and maths ?**



**Results over 3 years ?**

[View as table](#)

■ School ■ Local authority state-funded schools ■ England state-funded schools



**Good Level of Development (GLD)**

| EYFS   |      | GLD |
|--|------|-----|
| Percentage of pupils who achieved the good level of development on exit from reception | 2019 | 71% |
|  | 2018 | 65% |
|  | 2017 | 64% |

**From:** Ailsa Higgins  
**Sent:** 20 February 2021 11:29  
**To:** School Organisation <schoolorganisation@sunderland.gov.uk>  
**Subject:** Hetton Primary School

**\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\***

As a group of schools we support the principle of Hetton Primary School being rebuilt as we feel that all children should be educated in a first class facility. However we are very concerned at the lack of any direct consultation with surrounding schools as the impact of these proposals will change education provision across all of the Hetton Wards. It is disappointing to note that the opportunity has not been taken to involve all schools in the area in the discussion about future provision for our children across Hetton. To come to the best decision for our community, families and education all partners must be involved.

#### 1-Effect on Nursery Provision

*"In order to ensure a long-term sustainable provision is available within the ward it is proposed that the new school building includes a 55-place nursery provision that will provide 16 full time places for 2-year olds and 39 full time places for 3- and 4-year olds. The age range at the school will be lowered from 4 – 11-year olds to 2 to 11- year olds. By expanding the early years provision currently delivered to the reception class at Hetton Primary School to include nursery aged children the long-term availability of nursery places in the ward will be safeguarded."*

There are concerns over the number of nursery places for 2 year olds and 3 & 4 year olds. Funded places for these age ranges are part time, 15 hours each, in reality the nursery provision would be able to take 32 two year olds and 78 three & four year olds which would be a potential of a maximum of 110 place nursery which will have a dramatic impact on the sustainability of nursery provision for all schools in the area.

The proposal for 30 places in all other classes will also not meet the agenda for the school to be able to offer places right through from 2 years to 11 years with there being a drop from 78 in nursery to 30 in other classes.

The formal consultation over the closure of Hetton Le Hole Nursery School is not yet complete therefor this proposal is working on the assumption that the closure is a fore gone conclusion.

The proposal states that 54% of parents attending Hetton Le Hole Nursery live closer to Hetton primary, currently Hetton Le Hole have 45 3&4's places taken and 29 funded 2's of which 39 children could potentially attend the new 110 place provision leaving a gap of 71 places.

*2"It is initially anticipated therefore that the nursery class will be limited (to those wanted to attend the school all the way through"*

How does the school/LA intended to limit those attending to those families mentioned in this statement from the proposal?

*3-The Council is seeking views on a proposal to increase the capacity of the current Hetton Primary School, Sunderland from 140 places (20 places per year group) to 210 places (30 places per year group) from September 2022.*



It is interesting to note that there has been no consultation with Hetton Lyons Primary School who are only 0.5 miles away and will be directly impacted by a through school provision at Hetton Primary, the increase in the number of places, and the fall in numbers at Hetton Lyons Nursery school. It also will leave no maintained setting in the centre of Hetton.

We understand that Hetton Primary School have been told to take over their Pan for the last two years but we also understand that in September 2020 Eppleton Primary school had places available in the Reception Class and that predicted numbers for 2021 are that no school in Hetton will be at capacity in the reception class and currently all will have places available.

*4-The school will be rebuilt on the current Hetton Primary School site. Families and pupils will be able to access the new facilities without the requirement of additional travel.*

There are concerns regarding access to the new site especially linked to increased traffic, what measures are being put in place to ensure the safety of pedestrians and other road users as North Road is an extremely busy road even at the moment?

As Headteachers and Governors of local schools we are very concerned and would appreciate our views be taken into consideration and valued as part of your consultation.

Kind Regards

Governors of Hetton Lyons Nursery School

**From:** Emma Pringle

**Sent:** 20 February 2021 17:12

**To:** School Organisation <schoolorganisation@sunderland.gov.uk>

**Subject:** Notification of Statutory Proposals for the enlargement of premises and alteration of the lower age limit at Hetton Primary School.

**\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\***

As someone who grew up in Hetton and was educated in Hetton, I have no argument with supporting a new build to help develop the area and for the building to be replaced to provide safety for children to learn. However, what I am strongly against is the need to add a nursery class to the school for a number of reasons.

At present, where Hetton Primary is located, is extremely dangerous for children as well as drivers. As someone who used to walk up that street to get to Hetton Comprehensive, I know how busy it gets and how quick cars go. To allow for more numbers to attend by increasing class sizes and to further add to that by including a nursery, the foot and vehicle traffic will only increase. It seems particularly unsafe to drop off 2-4 year olds at this location, never mind primary school children. This is also with the additional danger of construction vehicles having to gain access to the site to build, causing further issues. With this increased traffic, comes increased pollution in a small specific area making it an unsafe environment, not only on the wetlands you propose to have there (which will hopefully end up being home to many animals) but also residents who live directly opposite and the children who will travel to and from there. It also seems from the proposed layout and plan that the new school will be an L shape behind the old one, which will take away more green space from Hetton. With a proposed housing development currently being appealed just up the road at Cragdale Gardens, taking away even more green space when there is not much in Hetton Le Hole to begin with, is ludicrous and certainly not helping the Government's target of making this country more climate friendly.

Let's for a moment, assume that the appeal for the housing development at Cragdale Gardens is successful, there will be two lots of construction in a small area, green space being destroyed and erection of new buildings. More population coming to Hetton for a new school, new nursery and housing is not going to increase the prosperity, but rather further damage an already deprived area. Two sets of danger, two causes for an increase in foot and vehicle traffic making it an extremely busy environment, two causes of pollution and all in the name of development. Why so much development needs to occur in a 2 and a half mile radius, I have no idea. As clearly stated, this will not develop but destroy.

However, I can understand that you are attempting to cater for the growing numbers at Hetton Primary plus knowing new housing could be secured, that there will be a need for a bigger school to cater for them. However as the decision on the Primary is out for formal

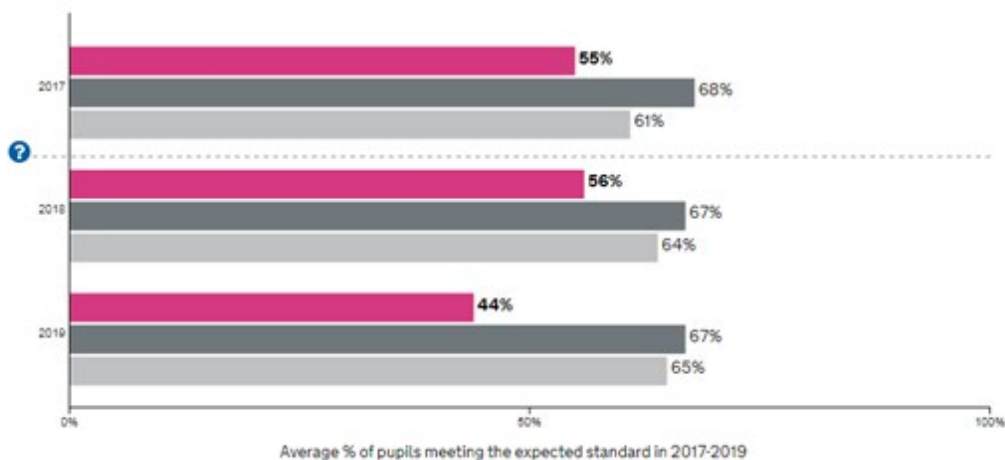
consultation now and the Cragdale Gardens development was rejected over green space issues, how can you possibly know if the requirement is there for a greater school (providing for 210 students) and for that matter, if it will not end up running at a loss, gathering a significant deficit as a result. Albeit the development is not being financed by Sunderland City Council, you will foot the bill when numbers do not transpire there and more importantly, the nursery is not being used in the way that you assume that it will. At present on the government website that was updated on the 30th December 2020, the primary school is only oversubscribed by 5 students, yet you wish to add a further 65 places on top of that when the need is not there - and this is not including the nursery that will increase it even further. Your proposal refers to an estate being built on North Road (Bramble Rise) as a reason for needing more places, yet there are 5 nurseries that are close to that development who are all currently undersubscribed due to a lower intake which was a city wide issue over the last few years. A new one, does not need to be built to cater for the new housing development which will be ready, far sooner, than the school's new build. Hetton Le Hole Nursery school is 1.1 miles away, Litte Jems is 1.0 mile away, Little Pioneers is 0.9 miles away and Hetton Lyons Nursery is 0.8 miles away. Your proposed nursery would be closer by between 0.2-0.5 of a mile away from another establishment. Plus where the North Road development is situated, residents may well take their children to Houghton nurseries or Chilton Moor depending on their direction of travel to work. Your proposal is based on 'if' developments go ahead rather than what you know for certain. It seems bizarre that you intend to close one nursery which is very close to a housing development in Blossom Park, that is 1.2 miles from Hetton Le Hole Nursery School and 1.6 miles from Eppleton Nursery (which from your reasoning would mean an increase in children requiring nursery places) yet want to open another for the same reason.

The reason I can confidently raise my concerns over the use and therefore future sustainability of the nursery you are proposing to include in the new build, is that this educational setting has historically achieved poor results and progress. Sadly, being someone who works in education myself, a new build will not make the teaching and learning improve; it will only improve the climate and environment. In my younger years, being taught in Hetton, I never had a new build and succeeded well above expectation - why? Because of the incredible teaching staff. Over the last 3 years, the school has not achieved anywhere near the national average and therefore it is not just a set back because of COVD19. In 2017, 55% of pupils made expected progress, when the national average was 61%; in 2018 56% met expected progress, when the national average was 64%; and finally in 2019 only 44% met expected progress when the national average was 65%. As you can see, the progress gap begins to widen year on year. Why would someone want to send their child to this school from nursery age to Year 6, if there is a 56% chance their child will not meet expected progress, and therefore start Hetton Comprehensive School or elsewhere already at a disadvantage? This is all shown in the table below:

## Results over 3 years ?

[View as table](#)

■ School ■ Local authority state-funded schools ■ England state-funded schools



As for the requirement of a nursery outlined in your proposal, parents will unfortunately still require more than one drop off depending on their child's age. You are not offering anything below 2 years of age, that will mean that some parents will have to drop a child under two off at another location, then go to the Primary to drop another child off and even potentially a third at the Comprehensive school. Unfortunately your plan of a one stop shop so to speak, doesn't work in the real world as families are of all ages and vary with the number of children they have. It is great that you have considered this following the pre-consultation but it still does not fit with what most families will have to do to get to work on a morning. I would however like to know how many parents have a child that attends Hetton Primary, and have another sibling aged 2-4? If it is only 10 maybe even 15, that means that this nursery will immediately run at a loss - undersubscribed and underfunded. It may work for a minority of parents, but how many others would this affect? I send my son to a nursery in Hetton that is not attached to a primary, yet he is likely to go to Hetton Lyons or Eppleton when school age arrives. I don't mind the travel and have chosen my current nursery for a reason. I'm sure, there are many parents out there, like me. You must consider both sides of the argument and not just a few percent.

A final thought, your consultation mentions the minimal impact it will have on other educational settings in the area. Have you done a survey and asked them? I'm under the impression, few even knew about it until recently. As Hetton has seen in the past, the opening of another nursery begins to weigh on the numbers of those around them. This has been seen with Little Pioneers - the private nursery that was allowed to open up in the middle of Hetton extremely close to two maintained nursery schools. This nursery has meant that there has been a reduction in numbers in both of the other settings as well as the issue that occurred city wide as mentioned earlier. There is absolutely no need in a small town like this one to have 6 nursery schools (there are 5 currently). If each is offering 39

places, that caters for 195 3-4 year olds. In a recent Hetton Town Council Meeting, Alan Rowan expressed that the birth rate has not changed over the last few years, therefore there is no additional need. So surely in a small town such as Hetton, there is no need to provide for more than 195 children in 1 year group. My question to you is that, if it is not going to affect other educational settings, why are you proposing to close one of the 5 at the same time as considering this new nursery? Coincidence? I doubt it.

Alarmingly, at the end of your consultation, you have the results of the pre-consultation where you state 54.79% agreed with the proposal to lower the age. That is 41 people out of the 75 responses you received. 41 out of a population in Hetton of between 12 and 14,000, seems a very minor amount to base such a huge decision. Do what is right for the community as a whole, not for 41 people.

**From:** Stephanie Churchill  
**Sent:** 20 February 2021 17:28  
**To:** School Organisation <schoolorganisation@sunderland.gov.uk>  
**Subject:** Hetton Primary Proposal

**\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\***

I am writing to you to comment on the proposal of Hetton Primary School. I would like to make it clear that I am in no way opposed to the new build of the school my concerns lie with the nursery of 2-4?

You state SEN provision available but who is trained to work with SEN pupils in a nursery with no qualified, experienced professionals that maintained nurseries have - no one, so therefore there is NO SEN provision available at this proposed nursery and no experienced senior leadership team to provide support.

I am against the idea that the nursery is only available from 2 years old. What happens to children of 0-2? Hetton le hole nursery school is the only outstanding maintained nursery in the area. Do parents have to drop off their infant at another private provision then drive to Hetton Primary for the 2-4 year olds?

Another issue concerning me, the site will not be completed until 2022....are 2-4 year olds expected to attend their provision on a building site? In a porta cabin? This to me is an insane idea. It is not a suitable early years learning environment what so ever.

I understand the need for the primary school to be expanded but the nursery has not at all been thought through.

My children will certainly not be attending. The traffic is bad enough on that road with no parking. Not a sensible idea for 2-4 year olds.

Mrs S Churchill

**From:** Kay Donoghue  
**Sent:** 20 February 2021 18:29  
**To:** School Organisation <schoolorganisation@sunderland.gov.uk>  
**Subject:** Formal opposition to the Hetton-Le-Hole Primary School proposal

**\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\***

For the attention of Alan and those councillors in charge of the proposal to extend the age range and build a new school at the site of Hetton primary school

I am writing to state that I am opposed to the new build and lowering of the age range at the Hetton primary site

Traffic issues are already poor along four lane ends and north road and also the roads running up to the school adding more children to the same site will cause considerable traffic increases on roads which already struggle to cope with this volume thus increasing risk of accident and injury.

In addition to this, the current nursery provision in the Hetton le Hole nursery school is outstanding and has been part of the community for almost 75 years. It would be detrimental to the community to lose this nursery in terms of loss of jobs as the proposed new nursery would not reemploy all staff and also a, loss of an ofsted outstanding nursery within Hetton and Sunderland.

Finally I am concerned about the effects of the

Resulting closure of the nursery school if this site is to go ahead on the children who will have to move. They have already had huge changes to deal with during the ongoing pandemic and their well being and many parents including my own daughter has said she will not send her child to that nursery or school due to their poor academic results.

To conclude I am opposed the proposal to extend the age range and number of pupils at Hetton primary due to concerns over children's well being and traffic volume issues and the increased risk of accident

Yours sincerely

Kay Donoghue

**From:** maytapping

**Date:** 20 February 2021 at 17:33:38 GMT

**To:** [schholorganisation@sunderland.gov.uk](mailto:schholorganisation@sunderland.gov.uk)

**Subject:** proposed closure of Hetton Nursery Brewery Field

I wish to state my objection to the closure of this outstanding nursery although I have no objection to the building of the new primary school.

This nursery school has been the focal point of pre schooling for 70 years indeed my husband who is 70 years went here. He has many happy memories. Today this school has outstanding reports from Ofsted so why close it. You could argue that a replacement is being built on the new site but for many parents who do not have transport it will be difficult taking young children to the new school especially for the ones who live central. Our community needs provision for under two year olds as well which is not being provided at the new site.

Also being a driver I know that the road is currently congested as it is at school times and I feel this will make matters worse.

Also all the new builds currently under construction I do not feel there will be plenty places available

Yours sincerely

P Tapping



-----Original Message-----

From: Steph Reilly

Sent: 20 February 2021 22:07

To: School Organisation <schoolorganisation@sunderland.gov.uk>

Subject: Proposed Development at Hetton Primary

\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\*

To whom it may concern

I am writing to you in connection with the proposed 5.7 million development to expand hetton Primary to include a nursery.

I am totally against the proposal as it will cause absolute chaos in the surrounding area. I live at 55 Four Lane Ends and commute to hetton town centre each day for work, at peak time when the children are attending first thing.

Currently the number of cars parked in front and in the surrounding area for the current number of children, causes traffic jams and safety issues. To add another 40 children to this will make the situation even worse.

I also object to the proposed closure of the current nursery we have in hetton. This establishment provides 5star pre school education and to close it is an absolute disgrace.

To spend 5.7 million on something that we already have available is nothing but theft from the tax payers pockets. Why fix something that isn't broken !?

We have other huge issues in the area that need addressing before we waste such a huge amount of money on something that isn't needed.

This situation needs addressing before SSC make a huge mistake !!

Stephanie Reilly

Sub Postmaster Hetton Front St PO

From: Mama's Delivery  
Sent: 20 February 2021 22:22  
To: School Organisation <schoolorganisation@sunderland.gov.uk>  
Subject: Hetton primary school

\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\*

I am writing to object against the proposal to extend hetton primary school.  
Firstly I have no objection to the proposal in regards to expanding the school to make two form entry possible, I understand the area needs more schools with more children coming to the area. What I do disagree with is the proposal to build a nursery. The area already has five nurseries, with plenty of spaces available.  
Therefore, How can this money be justified?  
If the building of a nursery in olives closing any others, which I believe is the proposal, it's disgraceful. Why close something that works and replace it with something unequal in terms of what it offers? If it isn't broken don't fix it!  
Out of the 75 responses you received in the pre consultations 54% agreed with lowering the age, it's hardly a land slide result worthy of part of the 5.7million pound allocated!  
I hope you rethink!  
Mrs Cooper

**From:** Jamie Ovington

**Sent:** 21 February 2021 20:40

**To:** School Organisation <schoolorganisation@sunderland.gov.uk>

**Subject:** Notification of Statutory Proposals for the enlargement of premises and alteration of the lower age limit at Hetton Primary School.

**\*\*\*This message originates from outside your organisation. Do not provide login or password details. Do not click on links or attachments unless you are sure of their authenticity. If in doubt, email 'Ask.ICT@Sunderland.gov.uk' or call 561 5000 \*\*\***

I would like to make a case against the proposal to build a new school for Hetton Primary. The traffic management in the area of the school is already a danger to all that attend the current school on foot. Increasing pupil numbers in the new school will only exaggerate the problem. The risk of danger is increased further with the addition of a provision for 2-4 year old children also attending the site

Traffic flow at drop off and pick up times often lead to 10/15 minute delays in motorists attempting to pass the school to continue on their journey. Further numbers attending the area will increase this problem.

Furthermore, I oppose the building of a new school at this current time due to the current financial climate caused by Covid-19. For a multi million pound development to be continued with during a time where budget cuts and restraints are expected throughout all councils is somewhat short sighted.

As residents in the Sunderland Council locality we can yet again look forward to further council tax increases this year, whilst money is pumped into unnecessary regeneration such as a new build school. Whilst I have no doubt that the majority of the funding for the build will come from external grants, it will still provide a drain on valuable council expenditure. After the recent spending spree on vanity projects throughout the city, is it not time that efforts were focused in improving existing provisions and services in all areas across the city? Rather than ploughing further resources into an already failing primary school in the hopes that a new build will magically raise the standards of teaching and increase the attainment levels of the pupils that attend.

Let me move on to the building itself. Whilst I have no doubt it will be outfitted with energy saving fixtures and fittings, I see no provision in the plans for the addition of solar panels or additional green energy provisions. Other schools across the North East Region benefit from the addition of solar panels or a small wind turbine to generate the schools electricity and make it more environmentally friendly. Additional cost for such provisions are often recouped in the lowering of utility bills at such properties.

Finally, if a new build school is to go ahead, (plans already published in several North East news outlets would suggest it is) then it should not need a proposed nursery provision attached to cater for 2-4 year old children. As stated earlier, the additional risk to children is significant due to an increase in traffic, this is only increased further with the addition of younger children. There is also a significant presence of nursery schools within Hetton, all of which advertise that places are available. The addition of further places in Hetton is simply not needed, and will be a detriment on the other nursery's intake and budgets within the area.

Kind regards,

Mr James Ovington

## COMBINED EQUALITY ANALYSIS TEMPLATE AND GUIDANCE

### Overview

This document contains both the [Equality Analysis Template](#) (section A) and accompanying [Equality Analysis Guidance](#) (section B).

All of our work decisions, policies and service delivery should be informed by Equality Analysis (EA) in order to comply with the [Equality Act 2010](#) and [Public Sector Equality Duty](#). Begin this during the early stages of your work to allow considerations to inform the work, revise options and ensure decisions are taken with the full understanding of the potential impacts.

Use the EA to think about how your work can be used to reduce discrimination, promote equal opportunities and foster good relations across all sections of the city's communities. The circumstances may be challenging, but your EA won't stop your work. It can however minimise negative impacts and maximise positive impacts.

The quality of [the data and intelligence informing your work is crucial](#) to being able to produce a robust EA. This information should show how people will be affected by your work and, wherever possible, be broken down according to the [nine protected characteristics](#). Where you don't have any or much intelligence and data, part of the EA process is to gather it.

Although the EA template focuses on the protected characteristics, you also need to think about other groups that could be affected, for instance people in deprived neighbourhoods, people that are socially isolated etc.

### Equality Analysis Template

Part 1: Explain the decision, policy or change to service you are making, as well as what prompted it, who'll be affected by it etc. List the data and intelligence you're using to inform your decision and, importantly, explain how this information influenced your decision making. Essentially you're setting out what you're going to do, any changes, the rationale for it and supporting evidence.

Part 2: Summarise your analysis and interpretation of the data and intelligence according to the protected characteristics. What will the impact be on the people of Sunderland based on their, disability, gender etc.? Will there be a positive or negative impact or perhaps a neutral impact with no apparent harmful or less favourable effects. You must explain in each box the impact and what has caused it.

Part 3: Describe your next steps. Are you going to proceed with your intended course of action? You have four options:

- 1) Proceed with no major changes, with any small changes explained in the action plan at the end of the template
- 2) Continue despite negative implications - because these are proportionate and cannot be avoided or mitigated, with the overall outcome important and overwhelmingly positive
- 3) Adjust the proposal – there are some negative outcomes but you've identified actions to mitigate these - explain these in the action plan; or
- 4) Do not proceed – you've identified major problems with serious impacts that cannot be avoided.

Finally, prepare your action plan outlining any changes and mitigating actions you're taking to ensure maximum positive equality impact and minimum negative impact. You may need to review the impact of any changes in the future. If you're preparing a first draft of your EA you can use this section to list what needs to be done to take the EA forward e.g. gather further data, undertake consultations etc.

## Section A - EQUALITY ANALYSIS TEMPLATE

You must complete this in conjunction with reading Equality Analysis Guidance

**Name of Policy/Decision/Project/Activity:**

Proposed Enlargement and Lowering of the Age of Admission at Hetton Primary School

**Date:** 11/03/2021

**Version Number:**1

**Equality Analysis completed by:**

**Name:** Alan Rowan

**Job title:** Retained Education Functions Lead

**Responsible Officer or Group:**

**Name:** Fiona Brown

**Job title:** Executive Director of Neighbourhoods

**Is the Activity:**

**New/Proposed** ( )

**Changing/Being Reviewed** (x)

**Other** ( )

## Part 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.

### [Further Guidance](#)

Sunderland City Council has proposed to expand the capacity and lower the age of admission at Hetton Primary School.

It is proposed that these changes are implemented for 1<sup>st</sup> September 2021

The proposal will support the development of a new school building for Hetton Primary School. It will resolve the current oversubscription in later year groups while providing additional capacity in the ward to meet the needs of future cohorts. The development of a nursery will provide parents with a primary aged child on roll at Hetton Primary School with a single drop off, making the provision more accessible and appropriate for those in the vicinity of the school, while also providing a 2 to 11 year old single transitional provision for parents seeking delivery of this nature in Hetton. It is most expected to benefit families with limited access to transport

### 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.

### [Further Guidance](#)

The Council has assessed the following in establishing the impact of this proposal;

- The quality (Ofsted) of the existing provision
- The current number on roll at Hetton Primary School



- The current condition and resources available at the existing Hetton Primary School buildings
- The accessibility of alternative nursery provision for parents with a primary aged child on roll at Hetton Primary School
- Local birthrate and house building data to identify future demand and the sufficiency of alternative local places to meet this demand
- The cost associated with implementation of alternative provision at another local setting

### **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.

#### [Further Guidance](#)

Intelligence used focuses on the current cohort. No gaps in intelligence have been identified within this project

It should be noted that while rigour is applied to the trend and projection data used to identify future needs there are uncontrollable factors which may impact on long term future demand. These factors include any future decrease in the local birthrate, failure to fully deliver the City's housing strategy and reduction in overall migration This will be monitored as part of the overall pupil place planning process.

### **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)

#### [Further Guidance](#)

This proposal is limited to those children currently attending or projected to attend Hetton Primary School. While it is noted that there is currently another proposal relating to nursery sufficiency and school organisation in progress in Hetton the two proposals are not interdependent and the outcome of the proposal to increase the capacity of and amend the lower age range at Hetton Primary School will not impact on the outcome of the proposal to discontinue Hetton le Hole Nursery School. Therefore no other groups or individuals are thought to be adversely impacted by this proposal

## Part 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.**

### [Further Guidance](#)

| Characteristic               | List of Impacts  |         |          |
|------------------------------|--|---------|----------|
|                              | Positive   | Neutral | Negative |
| Age                          | Provides parents with school age children attending Hetton Primary School with the opportunity to access a nursery provision at the same site reducing accessibility issues for those with no or limited transport |         |          |
| Disability                   |  |         |          |
| Gender/Sex                   |  |         |          |
| Marriage & Civil Partnership |  |         |          |
| Pregnancy and maternity      |  |         |          |
| Race/Ethnicity               |  |         |          |
| Religion/belief              |  |         |          |
| Sexual Orientation           |  |         |          |

|                 |  |  |  |
|-----------------|--|--|--|
|                 |  |  |  |
| Gender identity |  |  |  |

**Please add any additional groups mentioned in the “additional impacts” section above.**

### Part 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 ( X )
- Stop ( )

#### Action Plan

[Further Guidance](#)

| ACTION | WHO | WHEN | MONITORING ARRANGEMENTS |
|--------|-----|------|-------------------------|
|        |     |      |                         |
|        |     |      |                         |
|        |     |      |                         |
|        |     |      |                         |

## Section B - EQUALITY ANALYSIS GUIDANCE - Assessing impacts on people

### Version 4: July 2015

#### Introduction

We want to make sure our services meet the needs of all our residents and that nobody is excluded by the decisions we make. Therefore we must actively consider the different needs and lifestyles of people within the city when we are delivering services, creating policies, making changes and making decisions. This makes good business sense because it makes services more effective and efficient. It also helps us to meet equality law by refining our services and proposals to prevent unintended negative impacts on particular groups. **Considering equality ensures decisions taken, policies implemented and services provided best meet the needs of *all* Sunderland's residents, now and in the future.** Ultimately it results in better decision-making and stronger outcomes.

This guide reflects the advice of the Equality and Human Rights Commission and explains how you can ensure you are adequately considering equality so that you can meet the requirements of the Equality Act 2010 and Public Sector Equality Duty. The guide explains:

1. Legal requirements
2. Assessing relevance
3. Equality Analysis
4. Maximising benefits and reducing the risk of legal challenge
5. How to carry out Equality Analysis
6. Appendix 1: Further information and considerations in relation to protected characteristics

It is relevant to officers who carry out work relating to:

- Decision making
- Policy and strategy development
- Gathering and / or analysing information
- Business planning
- Procurement/Commissioning
- Human Resources
- Grant-making
- Governance
- Scrutiny

## PART 1 – Legal Requirements

The **Equality Act 2010 bans unfair treatment** and **promotes equal opportunities** in the workplace and in wider society. It protects everyone from unfair treatment through covering **nine key protected characteristics**:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Protected characteristics are explained in more detail later in this guide. They are the grounds on which discrimination is unlawful. The Act defines discrimination as:

- **Direct discrimination:** when someone is treated less favourably than another person because of a protected characteristic. This includes discrimination by association or perception (i.e. because someone is linked with someone with the characteristic or they are wrongly presumed to have the characteristic)
- **Indirect discrimination:** when there is a rule, a policy or even a practice that applies to everyone but which particularly disadvantages people who share a particular protected characteristic.
- **Harassment:** This includes behaviour that might make people feel humiliated or degraded, even if it is not directed at someone. (E.g. if someone overhears racist or homophobic language)
- **Victimisation:** Treating someone badly because they have, for example, made or supported a complaint about discrimination

The Act also places the **Public Sector Equality Duty** on Local Authorities and other public bodies. The Duty requires public authorities, in the exercise of their functions, to have **‘due regard’**, (consciously think about) the three aims of the Duty:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.

- Foster good relations between people who share a protected characteristic and those who do not share it.

The Equality Act explains that having **due regard** for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encouraging people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

This encourages public bodies to **understand how different people will be affected by their activities** so that policies and services are appropriate and accessible to all and meet different people's needs. This can **support and open up people's opportunities**, and help deliver **policies and services that are efficient and effective**. This means that **consideration of equality issues must, by law, influence the decisions reached by public bodies**.

Although the legislation does not state how the duty must be met, public authorities must have an adequate evidence base to demonstrate that they have gathered and considered adequate intelligence to allow them to pay 'due regard' to the aims of the Public Sector Equality Duty. In a large organisation like Sunderland City Council it is important that we can do this in a standardised and systematic way that would provide evidence to defend any potential legal challenge. **The way we do this in Sunderland City Council is through Equality Analysis.**



## PART 2 – Assessing Relevance

### When should you consider Equality?

Much of the Council's activity can have an impact on equality. Remember that this is about maximising the positive potential as well as minimising the negative. Analysis of the equality impact of your work should be an integral part of the decision-making process and a core service-improvement tool and should be carried out on:

- Policy and strategy development,
- Practices or activities,
- Decisions (including financial decisions regarding withdrawal of funding) and implementing decisions,
- Implementing policy developed by other organisations (e.g. Government departments),
- Service planning, assessments and reviews,
- To inform procurement and commissioning exercises.

However, it is important to consider the relevance of equality to your work before spending time carrying out any analysis of the equality impacts. It is highly likely that anything effecting service to people or that can affect future access or standards will be relevant. Examples may include changes to service delivery such as reduction, withdrawal or new ways of delivering. In some cases it may be immediately apparent that equality is less relevant (e.g. where it does not affect service delivery or employees). However in some cases it may need some further consideration to determine whether it is relevant.

**Consider the following questions to help you determine whether it is necessary to complete an Equality Analysis.** This is not intended to be an exhaustive list but it will help you to determine the equality relevance of what you are doing. It is likely that if you answer 'yes' to any of the following questions, you will need to analyse the equality impacts:

- Does the policy affect service users, employees or the wider community?  
Even if the policy affects a small number of people, consideration needs to be given to the level of impact. A large impact on a small number of people can sometimes be more significant than a smaller impact on many people.
- Is it likely to affect people with particular protected characteristics differently?
- Is it a major policy, significantly affecting how functions are delivered?
- Will the policy have a significant impact on how other organisations operate in terms of equality?
- Does the policy relate to functions that have been identified through engagement as being important to people with particular protected characteristics?

- Does the policy relate to an area with known inequalities?
- Does the policy relate to any equality objectives? This can include having an key impact on any of the city transformational priorities: Economy, Health and Well-Being, Education and Skills.

**If you decide that a policy is not relevant to equality, you should be confident of your reasons for this. The fact that 'no information is available' is not adequate to justify a decision that a policy is not relevant to equality.** Recording your reasons why a policy is not relevant will help you to increase transparency, encourage engagement and may assist in demonstrating compliance with the general equality duty. To aid with transparency Equality Analysis must be available to decision makers and therefore will usually be published as part of the cabinet papers.

## PART 3 – Equality Analysis

Everyone has a complex mix of protected and other characteristics which influence how they experience services and life more generally. Therefore they are impacted differently by what we do and what we change. We must **identify where we can improve what we do, or what we are planning, to mitigate any negative impact, maximise the positive outcomes and do more to advance equality of opportunity and promote good relations** between different groups of people. Equality Analysis is Sunderland Council's way of doing this. Regular completion of Equality Analysis will also help us to build a picture of the cumulative impacts of different decisions.

In addition to meeting the legal requirements, fully considering equality issues will help:

- evaluate and identify the likely impact of proposed changes on different parts of the community, different groups of service users or employees of the council,
- improve customer service and access through improved understanding and getting things right first time,
- manage demand through better customer service and by identifying and tackling issues early to stop them escalating,
- deliver efficient and effective services,
- improve satisfaction with Council services by providing excellent customer service,
- motivate the workforce,
- aid decision making,
- integrate equality and diversity considerations into the everyday business of the Council and aid service planning,
- improve the reputation of the Council as one which listens to all of its communities.

In addition to the advantages outlined above the Equality Analysis will also **provide a paper- trail of considerations to** create a record so that of adjustments made and how a conclusion was reached. This provides crucial information to decision-makers as they make choices on behalf of Sunderland. The Equality Analysis must be presented with any decision papers to **ensure decision makers have full information when making a decision. This is particularly important to comply with the law.** This becomes more crucial at a time when difficult decisions on the use of resources and future service delivery need to be made because we must be able to demonstrate the decision making was lawful if challenged.

## PART 4 – Maximising Benefits and Reducing the Risk of Legal Challenge

### Good intelligence makes a good Equality Analysis

Intelligence is about using data and information more effectively to improve decision making and lead to better outcomes. It is a result of the collation and analysis of a number of sources of information. All that we do should be intelligence led to ensure we are maximising efficiency, improving outcomes and making sound decisions. Therefore, equality information and understanding should be an element of this way of working.

To carry out successful equality analysis, requires:

- The views of a range of officers involved in service delivery who have a good understanding of the service
- The views of existing, potential and non- service users, from all backgrounds
- Population data
- Research intelligence
- Consideration of the equality impacts based on the data
- Development of ways to minimise the negative impacts and maximise potential benefits.

The collation, processing and analysis of the information is needed to develop a fuller picture of the potential groups of people who will be affected and how the proposals will impact on them. It will show which groups and individuals are particularly vulnerable to changes due to their reliance or heavy-use of a service, or where there is under-representation in the profile of users which could be increased. By considering these factors, investigating potential barriers and collating information where it is not already available, outcomes for all people in Sunderland will be improved. **A failure to gather relevant data and information, and analyse it to consider the equality impact, could lead to costly legal challenges for failing to comply with the Public Sector Equality Duty.**

### Good timing makes good Equality Analysis

Equality analysis begins **as soon as possible**, either before policy development starts or at the early stages of projects and review. When fully integrated into developing proposals and undertaken early in the process **equality analysis allows options to be revised to take account of the findings and decisions taken with full understanding of the potential impacts**. The gathering of information that is part of undertaking the analysis will also help to inform refinements to the aims, objectives or scope of the project. **The analysis is an on-going process not a one-off event**. It should develop alongside a piece of work and be a core part of data analysis and research.

Although completion of the template is important, this should be a by-product of an on-going process that results in an **action plan** to address gaps in knowledge, develop responses to the negative impacts and set out the performance management approach to monitor implementation and outcomes and a refined way forward

Case law demonstrates that it is not sufficient to carry out analysis at the end of the policy development process because:

- it may still be discriminatory or have adverse effects on particular groups
- opportunity to advance equality may be missed
- it is unlikely that you will be able to demonstrate you had due regard when the decisions were being made and may be left open to legal action.

### **The Risk of legal Challenge**

There are a number of challenges to public sector decisions that have been made using the Public Sector Equality Duty, or other relevant legislation that preceded the duty. It is important to remember that even if the decision has been made appropriately, if the required process has not been followed, then the decision making itself can be challenged. In essence the issues tend to relate to:

- Failure to start equality considerations early enough
- Failure to gather adequate information (including consultation)
- Failing to provide enough detail during consultation and engagement for the participants to make a rounded and intelligent response
- Failure to adequately analyse information gathered
- Failure to present information to decision-makers
- Failure to draw decision-makers attention to their equality duty

There are a number of cases where councils have been found to have breached the law and some cases where councils have been able defended their actions. More information about individual cases can be found on the Equality and Diversity Forum website

<http://www.edf.org.uk/blog/?p=17719>

## PART 5 - How to carry out Equality Analysis

This equality analysis guidance and the associated template is designed to stimulate discussion by the team leading on developing proposals for decisions, new or revised policies and strategies or reviewing service delivery options. It does not seek to provide a checklist questions or categories to be 'ticked-off', but it is designed to ensure existing knowledge within the service, customer and service-user feedback, data and intelligence and consultation are **analysed to identify the potential impacts** on individuals and groups of individuals with particular characteristics. **Where this knowledge is not available, part of the process must be to gather it.** This guidance is designed to provide additional support and direction by highlighting some key questions for consideration. These questions should not be seen as exhaustive, they are not a series of questions to work through but rather a starting point to stimulate discussion. When undertaking the process, it is envisaged that additional questions will be considered and alternative perspectives added.

The next section provides a step-by-step guide to completing the template. It is broken down by section and provides some additional information about the sort of questions and broader areas that might be addressed. It is important to recognise that **the person making the decision or advising the decision maker needs to undertake the analysis.** This is a core part of policy-making.

If advice, support or peer challenge of your Equality Analysis is required please contact Kirsty McNally, Associate Policy Lead for Equalities and Communities in Office of the Chief Executive: [kirsty.mcnally@sunderland.gov.uk](mailto:kirsty.mcnally@sunderland.gov.uk); Tel: 0191 561 7961.

### 1. Purpose and Scope

[\(back to template\)](#)

This section of the assessment covers the broad rationale and intentions of the activity. It sets the **context and aims** of the proposal and any specific target audience. It is also where the sources of intelligence and information that have been used should be outlined.

- **Purpose** – Outline the decision to be made, policy to be developed or nature of the service. Think about the aims of the Duty and which protected characteristics it is most relevant to. Consider why it is being undertaken or proposed and why it is necessary, what the intended outcomes or benefits are and over what period the actions will be implemented and the outcomes have an impact. Also describe who or where the target for the intervention or decision is. This could be a specific group of people or organisations or a location such as a neighbourhood, individual ward, community or area of the city as well as the city as a whole. The impacts could also be wider than Sunderland and link to activities in other authorities. If this is a service review, you must state the 'as is' and 'to be' so that the changes are transparent.

-

[\(back to template\)](#)

- **Information, analysis and intelligence** – Outline which sources of information and intelligence and have been used to inform the assessment and **provide a description of what the intelligence is telling you** about each of the protected characteristics or any other group which may be disadvantaged as a result of the decision. 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 considered in turn in relation to the protected characteristics (refer to appendix 1). The more detailed the description, the better your understanding will be of the issues.**

It is important that you have appropriate and reliable information to analyse because understanding the impact on different groups is a key step in identifying whether a policy, service or activity might unlawfully discriminate. This will also help to identify any gaps in data. You should collate and analyse information to give you as much intelligence relating to each of the protected characteristics as possible. Information can be found from a wide range of sources <http://www.sunderland.gov.uk/index.aspx?articleid=5745>. Information may include, but is not limited to:

- the Census and other statistical data to help you identify the numbers of people with different characteristics (available through the ONS and NOMIS) <http://www.sunderland.gov.uk/index.aspx?articleid=3331>
- knowledge of employees and partners
- the results of consultation and engagement with the public and the voluntary and community sector
- feedback, including comments, praise and complaints from customers, service-users and Councillors
- qualitative and quantitative research
- existing local service-reviews and planning reports
- research and examples from national, regional and local sources
- Joint Strategic Needs Assessments <http://www.sunderland.gov.uk/index.aspx?articleid=6789>
- Comparisons with other authorities or services
- Recommendations from inspectors and / or peer reviews

The analysis you need will be dependent on what your topic. However, the following are often useful questions to ask yourself (there will be others):

- Who wants, needs and uses the service? Does this differ for different groups?
- Who does not use the service? What are the barriers?
- Is the service easy to access for everyone? (This can include communications methods)
- Do outcomes, experiences or satisfaction differ between people with different protected characteristics?

- What are the key findings of any engagement you have undertaken? Can this be broken down by protected characteristics? If not, how will you ensure you understand the impact on all groups?
- Could any one particular group experience poorer quality of life or increased isolation due to this work?
- If there is a greater impact on one group is that consistent with the policy, commissioning or service aims?
- If the activity has negative impacts on one group, what action can be taken to mitigate it?
- Is any part of the policy, service or activity unlawful under the Equality Act 2010? (Could it lead to discrimination, indirect discrimination, harassment or victimisation, or does it fail to make an adjustment for disabled people?)
- Will the activity deliver practical benefits for particular groups?
- Are there any missed opportunities to advance equality of opportunity and foster good relations?
- Does anything else need to change to enable this policy, service or activity to be effective?

**You must be able to evidence your conclusions. For example, if you conclude that the activity will generally benefit all service users without any evidence to support this conclusion, it may make it difficult to demonstrate compliance with the Duty.**

### **Gaps in intelligence**

[\(back to template\)](#)

In some cases there won't be enough data and information to analyse to lead to intelligence on all of the protected characteristics (data is often more sparse in relation to religion and belief, sexual orientation, marriage and civil partnership and gender identity and reassignment). In this section you should highlight where this is the case and consider whether efforts are needed to fill the gaps. This could be through focused consultation or specific research/engagement activity. If this is not possible in the short-term, consider how you can increase your understanding in the short-term before undertaking more robust research in the longer-term. It is vital that considerations are based on evidence, not assumptions. Any proposed action to mitigate knowledge gaps should be included in the action plan.

Analysis of data and information may also highlight which groups of people are not benefiting from the decision in the way that was anticipated. You should describe in this section which groups these are, and whether you will amend the proposed decision to ensure that the outcomes for the groups in question are positive one. This should also be reflected in the action plan.

### **Additional benefits/Other individuals or groups impacted on**

[\(Back to template\)](#)

Although not a statutory requirement in the Equality Act 2010 or Public Sector Equality Duty, there are a number of priorities for Sunderland which mean that wider equality considerations will need to be made if we are to meet the Council's objectives as well as its legal duties. There is recognition that some groups typically face more difficulties in accessing opportunities in life. Examples can include:



- People who have low incomes (specifically relevant when considering access to services and employment due to travel and child-care costs. There may be cumulative impacts of cost increases on large families)
- People who are physically isolated due to access to transport, cost of transport, locations, health or disability.
- People without access to a car or regular public transport (this can often be more relevant for women and disabled people)
- Ex-offenders
- Ex-armed forces
- Homeless people who may not have access to a home address or land-line
- Those without access to (and ability to use) technology for example internet/computers

You should consider and note how you can **maximise the positive impact and minimise the negative impact** on the City's Transformational Priorities for all of these groups, in addition to the protected characteristics. Some areas for consideration could be:

#### Economy

- Will the work support economic independence and help people out of poverty?
- Is there potential to create employment, particularly for groups who find it harder to access employment, or particular types of employment?
- Will your work have a negative impact on people with low incomes, and therefore make them further excluded?
- Could the work create or remove barriers to using the city centre? (e.g. making it more age-friendly)
- Could it negatively or positively affect businesses?
- Could there be a positive impact on housing choice?
- Could it have a positive impact on transport and connecting people to work, business and facilities?
- Will it reduce demand on the public sector? Will this be for all groups?
- Can it create diversity of events? Will these meet differing needs?

#### Education and Skills

- Is there potential to increase/share skills or training opportunities? Could this be focussed on particular groups? (E.g. Not in Employment, Education or Training - NEET)
- Could the voluntary sector be positively used to build skills for particular groups?
- Could traineeship or apprentice opportunities be created?

#### Health and Well-being

- Is there a way to reducing loneliness and isolation?

- Is it possible to build community relationships?
- How can active lifestyles be promoted to all groups?
- Could it encourage better and more flexible employers that will see people participating and staying in work because they are healthy?
- Can it support ways to help people ageing well and demanding less of the social care system because they are healthier

## 2. Summary of Impact on People

[\(back to template\)](#)

The summary table is where the key findings from the analysis and interpretation of the data and information should be summarised. This must cover any expected or potential impacts for people within each protected characteristic. This must outline how the proposals will impact on an individual or group's ability to live a full, active and engaged life, or whether they disadvantage or further disadvantage individuals or groups with specific characteristics. As this provides a summary list of the impacts it is important that any conclusions are based on information which is clearly referenced. **It must be easy to see what data and information has been used to reach a decision or justify a statement, and it must be transparent for the public to scrutinise.**

The analysis should be approached with an awareness of the different ways in which practices, policies or decisions can disadvantage people.

- A **negative impact** can include direct discrimination, failure to make reasonable adjustments and unintended adverse impact (where people enjoy fewer opportunities experience barriers when seeking to access a service or unfair or negative treatment).
- A **neutral impact** would be if there were no noticeable harmful or less favourable effects. Remember that the same impact can have different significance for different groups. For example a universal service may be withdrawn but have a greater impact on disabled people because they are less able to access the alternatives. Where possible, consider whether a neutral impact can be made positive.
- A **positive impact** is where both intended and incidental positive impacts should be recorded.

The summary table is broken-down by the protected characteristics as outlined in the Equality Act 2010, this ensures that active consideration is given to each characteristic in the analysis, and provides space to list what the impacts are and whether they are positive, neutral or negative for that specific group. Each of the aims of the Equality Duty must be considered for each group.

## Action Plan and Monitoring

[\(back to template\)](#)

Although the legislation does not stop you from making difficult decisions it must be noted that where equality considerations are significant, these would not be outweighed by financial decisions. The decision and rationale must be clear and transparent.

Broadly this can take the form of one of four options:

- **No major change:** The intelligence highlights no major concerns for any protected groups. Small changes to improve the outcomes may still be appropriate, and should be in the action plan, but they are not significant enough to change the approach.
- **Continue despite negative implications** – Although the analysis does suggest negative outcomes for one or more specific groups, they are relatively proportionate and cannot be avoided or mitigated. The overall outcome of the proposal or decision is also considered crucial or overwhelmingly positive. A clear rationale should be reflected in the equality analysis to demonstrate the considerations should the decision be challenged.
- **Adjust the policy/action/decision** – The analysis highlights one or more significant negative outcome in relation to one or more protected characteristics; however a single or a number of actions can be taken to adjust the proposal to reduce, prevent or mitigate negative outcomes whilst still achieving the overall objective. The action or actions should be outlined in the action plan.
- **Stop** - The analysis highlights one or more major problems with the proposal which has a serious impact on individuals with protected characteristics and which cannot be avoided. Therefore the policy or decision must be stopped from going any further. Retain the document with the analysis of your findings and your interpretation.

Your analysis should be comprehensive enough to inform discussions about how relatively small changes could be made to reduce or stop adverse impacts or unlawful conduct. This includes discrimination, harassment, victimisation or a failure to make reasonable adjustments for disabled people. The changes should be things that can easily be altered without the need for significant resources, such as altering a process, changing an application form, updating information. If bigger changes are needed these should also be included in the action plan so that formal agreement can be obtained to carry them out and for the resources needed to make the changes. Also consider whether there are adjustments that can be made to maximise the positive impacts.

When considering whether there is mitigating action which could be taken, consideration should be given to:

- Are there different ways of delivering the service?
- Could the service be promoted better with groups who are under-represented in the service?
- Could procedures be altered to make it easier for customers to access and use services?
- Could application forms and methods of requesting a service be altered to make them easier for the public?

### **Action Plan**

From these discussions you should develop an action plan to address the problems with the proposal, detailing who will be responsible for completing the task and when it will be completed by. In most cases this will be before the decision, change or policy takes effect.

The action plan must demonstrate:

- Action – what is to be achieved?
- Who – who will be responsible for completing it?
- When – when will the action be completed?
- Monitoring Arrangements - how will success be measured?

The action plan will form the basis for the activities that will be undertaken going forward. In some cases some of the actions may need to be carried out by people in other teams or even a different organisation. The progress with the action plan and expected outcomes needs to be monitored to make sure they are completed and have the intended impact. To do this performance measures need to be set out next to each action. These performance measures need to be specific, measurable, achievable, relevant and timely. **As a minimum there should be an action to monitor and review.**

### **What happens next?**

In order to support decision-making and transparency details of this assessment should be available for publishing. The duty to give due consideration includes making sure that equality analysis is shared with decision-makers so they can make informed decisions.

The completed equality analysis should be a **core part of the decision-making process** and as such should be **shared with those responsible for making the decision relating to the project**. As such, the **fully completed** equality analysis should accompany **all** Cabinet reports as part of the printed papers. It is not sufficient to provide a summary or for the document to be provided as a link. In addition, all equality analysis – whether being presented at Cabinet or otherwise – should be published on SharePoint, with the relevant document, i.e. policy, strategy, etc. appended within the document. <http://citypoint/equalityanalysis/default.aspx>. This supports transparency and the sharing of information and best practice within the Council. By building this library of information and analysis, better understanding and improved decision making about equality issues can be reached across the Council. Equality Analysis will be loaded from SharePoint onto our website to help meet our Public Sector Equality Duty.

### **Further Information and Contacts**

Further information on the Equality Act 2010 and the Public Sector Equality Duty can be found online from the Equality and Human Rights Commission and the Equalities Office.

[http://www.equalities.gov.uk/equality\\_bill.aspx](http://www.equalities.gov.uk/equality_bill.aspx)

<http://equalityhumanrights.com/legal-and-policy/equality-act/>

<http://equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/>

The following sections provide further information about the protected characteristics, and highlight some of the issues that may stimulate questions. Whilst considering these it is important not to stereotype individuals or groups. Individuals can also face challenges posed by more than one protected characteristic, which should also be considered during the analysis.

### Protected Characteristics

**Age** – The type of service required and the way in which services are accessed varies by age. When considering age it is important to consider the impact on all age groups, but younger and older people often experience age-related inequality the most. It is also important to remember that in within older and younger groups there can be wide variations.

Sunderland aspires to be an all Age Friendly City which is barrier-free, designed for diversity, and is inclusive and cohesive - a city of choice for all generations. Age Friendly environments allow people to age well by staying active, connected and positively contributing to the economic, social, and cultural life in their community long into their old age. Age Friendly cities design and adapt their natural and built environment for residents of all ages and different capacities – accessible and safe road and transport infrastructure, barrier-free access to buildings and houses, and public seating and sanitary facilities, among others. Tools for information dissemination are adapted to cater to the capabilities and resources of all residents. Age Friendly cities can prevent and delay age-related illnesses through the provision of community support and health care services, enabling older people to maintain their health and independence for as long as possible. These support services benefit younger generations too.

This is a lifecourse approach that promotes positive ageing, however, in doing so it must also encourage people to take more control over their lives and to access opportunities to achieve an improved quality of life.

Age can broadly be broken into four categories:

- The First Age is characterised by dependence and education.
- The Second Age is characterised by maturity, independence and familial and social responsibility, broadly cover those in their 20s to retirement.
- The Third Age refers to people with good health and independence but lesser work responsibilities, this often includes those who have recently retired.
- The Fourth Age includes a graded increase in dependency which can be referred to as a Transitional Age, 70/80 age group and Older People (80+ age group). Within and across these groups there will be additional age-related impacts. For example those who are newly or

recently retired will face different impacts to those of the same age who are still working or more vulnerable older people. For this reason precise age-banded distinctions are unhelpful as individual's aging process varies greatly.

Some key considerations relating to age include:

- Is communication age-appropriate, for example tailored or in a specific format?
- Is parent/carer/advocate involvement necessary and been considered?
- Does, or can, the action improve trust and relationships between age groups?
- Are there any age-related disability or health concerns to be considered?
- Is access by different age groups impacted by changed hours of access? Would they feel safe attending alone?
- Will all age groups have access to the service, and could this be significantly reduced due to a lack of own income?
- Is a venue and environment physically accessible and age friendly e.g. with a buggy, public transport or walking/cycling?

**Disability** – Disability is a wide-ranging characteristic and the needs of different people with disabilities will be highly varied. It is therefore crucial to consider the specific impacts on people with different disabilities, and differing severities of disability. Conditions covered under the Equality Act can also change in severity over time and services must respond to an individual's changing needs. A person is considered to have a disability if he or she has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. It includes recurring and progressive conditions and certain illnesses and conditions such as cancer and HIV. Disability can cover a range of mobility difficulties, lower manual dexterity or other physical disabilities, hearing impairments, visual impairments, learning disabilities, mental health conditions, communication difficulties, long-term health conditions of illness.

Some key considerations relating to disability include:

- Have 'reasonable adjustments' been made in accordance with the duty? This may mean changing the way services are delivered, providing extra equipment and / or the removal of barriers.
- Could any changes result in increased isolation for disabled people?
- Is the policy likely to affect people who have low incomes? It is important to recognise that disabled people often already face economic exclusion and so this could affect them more.
- Are the facilities to be used physically accessible to everyone? This includes both getting to and around a location and access to facilities within a location.
- Is information accessible? This may be affected by the media used, the format and how it is delivered?
- For some people stressful or new situations are particularly harmful. Will people who suffer from stress or anxiety be put off using the service or attending?

**Sex** - Sex equality relates to the impact on men and women and boys and girls. Analysis shows that men and women access different services and in different ways, and often take different roles in society. It is also important to recognise that there are some people whose biology differs from current cultural assumptions about what makes up 'male' and 'female'. These people are sometimes referred to as intersex. We need to ensure that someone isn't excluded from service provision or employment because they are taking on a traditional gender role:

Some key considerations for sex include:

- Are there any physical implications for the way a service is delivered? Think about whether there are likely to be any differences in the way a man and a woman might interact with the service.
- Could parenting or caring responsibilities impact on access or use of the service? Single parents can also face additional challenges.
- Is provision made for expectant or new mothers (breastfeeding, health and safety, rest and changing rooms)?
- Does access rely on having a car? In one car households this can disadvantage a stay at home partner.

**Marriage and Civil Partnership** – Unlike other protected characteristics, the duty relating to marriage and civil partnership refers only to eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct. This means ensuring that if a service or benefit applies to some people because they are married, civil partners must enjoy the same rights of access and fair treatment. Often simply recognising the increasingly wide range of relationships people have and respecting these will ensure that services are fair and respectful.

Some key considerations relating to marriage and civil partnership include:

- Does the service have anything specifically relating to marriage? If so, does this also cover civil partnerships?
- Does terminology reflect the wide range of relationships in society?

**Pregnancy and Maternity** – During a pregnancy and whilst caring for babies additional challenges and needs can lead to discrimination if these are not met, such as responses to breastfeeding, requests for maternity leave and flexible working patterns following the birth of child. In general this will affect women. However, you may also want to consider how flexibility can also support all types of parents (e.g. fathers, adopters.)

**Race/Ethnicity** – refers to people defined by their colour, nationality (including citizenship), ethnic or national origins. In general this refers to people who do not identify as White British. It also covers Travellers and Gypsies, asylum seekers and refugees.

Some key considerations relating to race and ethnicity:

- Has culture been taken into consideration? Different cultures can interact in very different ways. This can influence face-to-face interaction (e.g. courtesy - handshaking, eye-contact, the presence of members of the opposite sex, diet, naming systems) as well as styles and timing of provision or access and the way information is shared or access promoted.
- Will any groups experience increased isolation or low trust and confidence because of previous negative experiences? A reluctance to access a service or raise concerns can be due to poor previous experiences with authorities either in the UK or abroad or a lack of appropriate service provision.
- Will anyone experience increased isolation due to a lack of support mechanisms? For example exclusion from community life or not having family nearby.
- Will those with a nomadic lifestyle be disadvantaged? Does provision require an 'address' or 'postcode'?
- Will those with language difficulties be disadvantaged? This could be further impacted by issues related to age.
- Do you understand enough about the roles different people play in different societies to understand impacts?

**Religion and Belief** – Religious or philosophical beliefs, including a lack of belief, affect life choices and influence what approaches will be appropriate to communicating or providing a service. This includes some more widely known about religions such as Christianity, Islam, Sikhism etc but also belief systems such as Humanism, or a lack of faith such as Atheism.

Some key considerations relating to religion and belief include:

- Is the terminology used correct or could it be insensitive?
- Will access to services be limited by religious obligations, such as attendance at formal worship services?
- If food is relevant, will appropriate diets be catered for, for example halal and kosher, vegetarian and vegan options? Different options should be kept separate and clearly labelled.
- Will uniforms provided or dress required allow religious dress codes to be met?
- Will access to places of worship or meeting be unduly affected by closures or restrictions, particularly relating to transport?

**Sexual Orientation** – A person's sexual orientation is usually defined as an attraction toward the same sex (lesbian/gay men and women/homosexual), the opposite sex (heterosexual) or to both sexes (bisexual). This is often shortened to Lesbian, Gay and Bisexual (LGB). Sexual orientation is one of the areas we tend to have less data on and so it can be more important to engage with LGB people to understand differing needs. Often barriers arise for LGB people when there is an assumption of heterosexuality. It may need to be made explicit that a service is accessible or it may need to be delivered differently to reflect family structures and relationships and maintain appropriate privacy.

Some key considerations relating to sexual orientation include:



- Are different types of relationships reflected? For example is language inclusive and not based upon an assumption partners are of the opposite sex.
- Is privacy maintained? Some lesbian, gay or bi-sexual people are not 'out' and arrangements, wherever possible, should not compromise privacy.
- Will take up be lower due to previous negative experiences?
- Can services be delivered in a way that does not assume nor require identity of sexual orientation?

**Gender Reassignment** – Gender reassignment covers those who intend to, are in the process of, or who have undergone gender reassignment (changing the biological sex they were born with) and who have or do experience gender dysphoria (where someone feels distressed because the body they were born with, or the sex they were assigned at birth, is not the same as their gender identity).

Trans is an umbrella term for people whose identity differs from what is typically associated with the sex they were assigned at birth. People under the trans umbrella may describe themselves using one or more of a wide variety of terms – including transgender. Non-binary is a term for people whose gender identities do not fit into the gender binary of male or female. A non-binary person might consider themselves to be neither male nor female, or to be in some sense both male and female, or to be sometimes male and sometimes female. People who identify as non-binary will sometimes prefer to refer to themselves using pronouns which are not gendered, for example 'they' or 'ze'. Ensure issues of gender identity are not confused with issues of sexual orientation.

Some key considerations for gender reassignment include:

- Do facilities such as changing areas provide privacy and allow for discretion? Is physical contact handled sensitively?
- Do processes and facilities ensure sensitivity and privacy if someone is under-going gender re-assignment?
- Does provision take into consideration personal safety and fear of crime? Fear of crime and victimisation can be high amongst transgendered people.
- Is single-sex provision necessary because combined provision would not be effective? For example in accommodation or support for victims of domestic violence.

**Multiple Protected Characteristics** – It is important to remember that most people have a number of the characteristics outlined above. This may mean that the barriers or issues they face are different or are multiple. For example, a lesbian, gay or bisexual person in their 20's may have a very different experience in relation to their sexual orientation to someone in their 60's or 70's because of the change in societal attitudes over time. There could be different issues again as a person ages further and long term health issues or disabilities may occur. For example, a carer not only needs to be sensitive to a person's health and personal needs, but also may need an understanding of personal

relationships, faith, culture and so on. Another example of the impact of multiple characteristics would be to consider the experiences of males and females in different cultural contexts and whether these may be different.

**SCHOOL ORGANISATION COMMITTEE OF CABINET  
– 11th MARCH 2021**

**EXECUTIVE SUMMARY SHEET – PART I**

**Title of Report:** Proposed Increase in the Number of Pupils at Sunningdale Primary School

**Author(s):** Executive Director of Neighbourhoods

**Purpose of Report:** The purpose of this report is to request a decision on the proposal to increase the number of primary school aged pupils at Sunningdale Primary School from 108 to 120.

**Description of Decision:** School Organisation Committee of Cabinet is asked to:

Note the responses to the statutory and pre-publication consultations and consider the statutory proposal which is to:

- Increase the number of pupils at **Sunningdale Primary School, currently located at Shaftoe Road, Sunderland, SR3 4HA** from 108 places to 120 places with effect from 1<sup>st</sup> September 2022.

Under the provisions of the relevant Regulations, the Authority may approve published proposals with or without modification or may reject them.

The Committee is requested to approve the proposal as detailed above.

Is the decision consistent with the Budget/Policy Framework? Yes

If not, Council approval is required to change the Budget/Policy Framework

**Reason for the Decision**

Sunningdale Primary School is operating above capacity in all year groups. Building Bulletin 104 identifies that classes for primary aged children with Severe Learning Difficulties should accommodate between six and eight children. The demand for special educational needs places, from within the city and neighbouring authority areas, has led to a gradual recruitment above that number, with the school currently operating class sizes of between nine and 11 pupils. Based on current estimations the school is five class bases short of the capacity required to meet the needs of those currently on roll at the school. A proposal to relocate and rebuild the school at a new site at the junction of Silksworth Road and Doxford Park Way to respond to the overcapacity and condition issues with the current school buildings was approved by the Cabinet of Sunderland Council in March 2020.

Sunningdale Primary School provides the city's only primary aged maintained school setting for children with Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Physical Disabilities (PD). Pupils attend from across the wider Sunderland area. On that basis any new housing proposals across the city will place pressure on the sufficiency of existing school places.

In addition to this, demand for primary Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) provision from within the current school age population continues to grow. As an outstanding school parental demand for places at Sunningdale Primary School is particularly high. However, given the current school building is operating over capacity, the Council has neither the capacity nor additional support resources within Sunderland to support this ongoing oversubscription.

This proposal seeks to increase the number of pupils at Sunningdale Primary School when it opens at the new site at the junction of Doxford Park Way and Silksworth Road. The new school will have the capacity to accommodate those currently on roll in appropriate class sizes, will increase the support resources for the pupils at the school and will increase the capacity of the setting by a further 12 pupils in the primary aged year groups in order to meet the demand for local placement of a greater number of local pupils.

**Alternative options to be considered and recommended to be rejected:**

- Retain existing Sunningdale Primary School capacity of 108 places at existing site
- Relocate Sunningdale Primary School with existing capacity of 108 places

**Impacts analysed;**

Equality  Privacy  Sustainability  Crime and Disorder

**Is the Decision consistent with the Council's co-operative values? Yes**

**Is this a "Key Decision" as defined in the Constitution? Yes**

**Is it included in the 28 day Notice of Decisions? Yes**

**PROPOSED INCREASE IN THE NUMBER OF PUPILS AT SUNNINGDALE PRIMARY SCHOOL****REPORT OF THE EXECUTIVE DIRECTOR OF NEIGHBOURHOODS****1. Purpose of the Report**

The purpose of this report is to request a decision on the proposal to increase the number of primary school aged pupils at Sunningdale Primary School from 108 to 120.

**2. Description of Decision****2.1 School Organisation Committee of Cabinet is asked to:**

Note the responses to the statutory and pre-publication consultations and consider the statutory proposal which is to:

Increase the number of pupils at Sunningdale Primary School, currently located at Shaftoe Road, Sunderland, SR3 4HA from 108 places to 120 places with effect from 1st September 2022.

Under the provisions of the relevant Regulations, the Authority may approve published proposals with or without modification or may reject them.

The Committee is requested to approve the proposal as detailed above.

**3. Current Position**

3.1 Sunningdale Primary School is a maintained special primary school maintained by Sunderland City Council. It provides education for children aged between 2 and 11 with Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Physical Disabilities (PD). The school currently has an Ofsted grading of Outstanding. It is also designated as a teaching school.

3.2 However, the current school buildings are currently operating above the recommended capacity. It is estimated that the school requires a further five class bases provide the correct average class sizes of six to eight pupils per class. The school is currently operating with between nine and 11 pupils per class. A number of the classrooms within the current build are smaller than the recommended physical size for six pupils.

3.3 The current buildings require major capitalised repair with structural, electrical and mechanical and resource requirements across the school site currently estimated at £2.0m.

## **4.0 Numbers on Roll and Impact of Planned Housing**

4.1 At October 2020 Census there were 108 children on roll at Sunningdale Primary School with a further 16 children attending nursery provision at the school. The school buildings do not currently have the capacity to support this level of pupils while also maintaining recommended class group sizes for cohorts with the level of need demonstrated by Sunningdale's pupils.

4.2 The development of new housing in the Sunderland area is anticipated to further increase demand for places. Despite its South Sunderland location, Sunningdale Primary School is a citywide resource with most children accessing home to school transport support to travel to and from school each day. Increased development of new homes that result in an increase in primary aged children anywhere in the city would lead to a proportional increase in children with special educational needs and, consequently, increase demand for places at settings such as Sunningdale Primary School.

## **5.0 Consultation**

5.1 In July 2020 Cabinet approved a proposal to commence the School Organisation processes required for the enlargement of Sunningdale Primary School.

5.2 A pre-publication consultation was live between 12<sup>nd</sup> October and 27<sup>th</sup> November 2020. The pre-publication consultation contained the Council's proposal to both increase the number of pupils at the school and the proposal to relocate the school. It should be noted that as the new school is within 2 miles of the current Sunningdale Primary School no statutory proposals are required by the relevant School Organisation Regulations to facilitate the relocation of the buildings.

5.3 Consultation was carried out with the following groups

- Parents of pupils attending Sunningdale Primary School
- Current staff
- The wider local community
- Neighbouring local authority areas with children currently placed at the school

In total the Council received 40 responses to the pre-publication consultation. Of the 40 responses received;

- 36 individuals responded to the proposal to increase the capacity at Sunningdale Primary School of those 32 (89%) agreed with the Council's proposal
- While not a requirement under School Organisation regulations, the Council sought views relating to the proposal to relocate Sunningdale Primary School to a new site at the Junction of Doxford Park Way and Silksworth Road. Of the 37 responses received 27 (73%) agreed with the Council's proposal. Responses are collated as Appendix 1 of this report.

5.4 The Council published notification of the statutory proposal for the enlargement of Sunningdale Primary School on 25<sup>th</sup> January 2021. The statutory notice period ended 21<sup>st</sup> February 2021. The statutory notice was published in the following places:

- Sunderland City Council's website

- Sunningdale Primary School's website
- The Sunderland Echo

The notice was also displayed at the entrances of the current buildings used by Sunningdale Primary School.

5.5 In addition to the publication of notices the following groups were consulted with as part of this process:

- Parents of pupils attending the school
- Current staff
- Neighbouring local authority areas with children on roll at the school

5.6 The Council has received no responses to the notice. The statutory notice and the full proposal document are attached at Appendix 2 and Appendix 3.

## **6.0 Next Steps**

6.1 The Council applied for planning permission for the new, relocated school build project on 8<sup>th</sup> January 2021. Subject to approval of both this proposal and the Council's planning application the Council will seek to award a contract for delivery of the new school in April 2021. It is anticipated that the successful contractor will commence works on site in June/ July 2021 with works to be concluded in August 2022. The new, expanded build is projected to open in September 2022.

## **7. Reasons for the Decision**

7.1 Sunningdale Primary School is operating above capacity in all year groups. Building Bulletin 104 identifies that classes for primary aged children with Severe Learning Difficulties should accommodate between six and eight children. The demand for special educational needs places, from within the city and neighbouring authority areas, has led to a gradual recruitment above that number, with the school currently operating class sizes of between nine and 11 pupils. Based on current estimations the school is five class bases short of the capacity required to meet the needs of those currently on roll at the school. A proposal to relocate and rebuild the school at a new site at the junction of Silksworth Road and Doxford Park Way to respond to the overcapacity and condition issues with the current school buildings was approved by the Cabinet of Sunderland Council in March 2020.

7.2 Sunningdale Primary School provides the city's only primary aged maintained school setting for children with Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Physical Disabilities (PD). Pupils attend from across the wider Sunderland area. On that basis any new housing proposals across the city will place pressure on the sufficiency of existing school places.

## **8. Alternative Options**

### **Retain existing Sunningdale capacity of 108 places at existing site.**

8.1 It is considered that the buildings currently require significant capital investment, are currently operating significantly above capacity, are no longer suitable to meet the specialist needs of the pupils attending the school and retaining the existing buildings would not result in the required increase of school places in the city.

## **Relocate Sunningdale Primary School with existing capacity of 108 places**

- 8.2 This will not resolve the projected need for additional special school places that will be required to meet the increased demand across the city and is therefore not recommended.

### **9. Impact Analysis**

**Sustainability** – The above proposal will ensure the provision of special school places in Sunderland is sustainable for future years. It will also provide infrastructure support for new housing in the area, contributing towards the Council's identified priorities.

**Equalities Analysis** – The proposal is not projected to disadvantage any individual, social group or organisation. The Equalities Assessment is attached as Appendix 5.

### **10. Other Relevant Considerations / Consultations**

- 10.1 **Co-operative values** – At Annual Council in May 2015, it was resolved that the following statement be included in the Constitution to reflect the values of the “Co-operative Council”.

*“Sunderland City Council is a co-operative council and in being so will act ethically in all its actions while adhering to and actively promoting its co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity. These values will underpin its decision making and actions.”*

### **10.2 Financial implications**

The budget for the estimated capital cost for the provision of a new build was approved by Cabinet in March 2020. There is provision within the current Capital Programme for the projected £13.6m required to deliver the programme.

### **10.3 Legal Implications**

Throughout the process, from informal consultation to the publication of the statutory proposals, the Council has complied with the requirements of the applicable legislation (the Education and Inspections Act 2006 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013) and has also adhered to the Department for Education's 2018 Statutory Guidance 'Making Significant Changes ('Prescribed Alterations') to Maintained Schools'.

### **11. Appendices**

Appendix 1 – Pre-Publication Consultation Outcomes  
Appendix 2 – Statutory Notice to Enlarge Sunningdale Primary School  
Appendix 3 – Full Proposal Document  
Appendix 4 – Equalities Assessment

### **12. Background Papers**

July 2020 Cabinet report - Publication of Statutory Notices related to School Organisation



## Report Settings Summary

|                   |  |
|-------------------|--|
| Event             | <b>Proposed Relocation and Expansion of Sunningdale Primary School</b> |
| Total Responses   | <b>40</b>  |
| Total Respondents | <b>1</b>   |
| Questions         | <b>All</b>   |
| Filter            | <i>(none)</i>  |
| Pivot             | <i>(none)</i>  |
| Document Name     | Sunningdale - 30 November 2020   |
| Created on        | 2020-11-30 13:17:22  |
| Created by        | Victoria Moseley   |

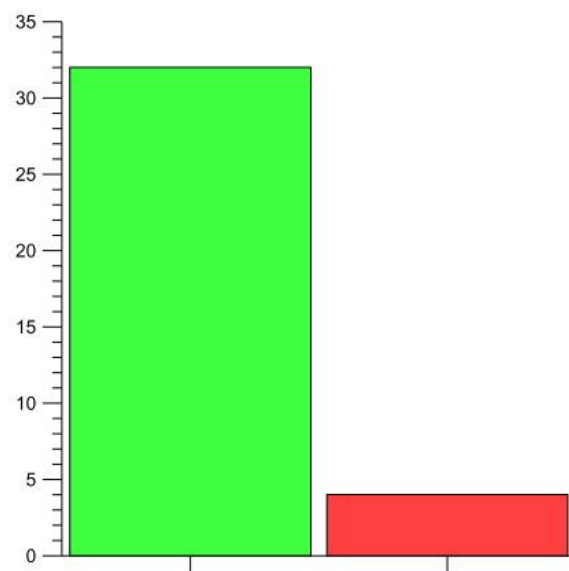
Contents

|  |           |
|--|-----------|
| <b>Question 1</b> .....                            | <b>3</b>  |
| <b>Question 2</b> .....                            | <b>4</b>  |
| <b>Question 3</b> .....                            | <b>5</b>  |
| <b>Question 4</b> .....                            | <b>11</b> |
| <b>Are you responding as: -</b> .....              | <b>18</b> |
| <b>Responding to consultation - other</b> .....    | <b>19</b> |
| <b>How did you hear about survey - other</b> ..... | <b>22</b> |
| <b>Postcode</b> .....                              | <b>26</b> |
| <b>Gender</b> .....                                | <b>30</b> |
| <b>Gender - other</b> .....                        | <b>31</b> |
| <b>Age</b> .....                                   | <b>32</b> |
| <b>Sexual orientation</b> .....                    | <b>33</b> |
| <b>Ethnicity</b> .....                             | <b>34</b> |
| <b>Other ethnicity</b> .....                       | <b>36</b> |
| <b>Religious belief</b> .....                      | <b>37</b> |
| <b>Other religion</b> .....                        | <b>38</b> |
| <b>Disability</b> .....                            | <b>39</b> |
| <b>Impairment</b> .....                            | <b>40</b> |
| <b>Impairment other</b> .....                      | <b>41</b> |

### Question 1

Question responses: **36 (90.00%)**

Given the increased demand for specialist school places for children with Special Educational Needs, do you agree with the proposal to increase the capacity of Sunningdale Primary School from 108 to 120 places?



|   | % Total        | % Answer       | Count     |
|---|----------------|----------------|-----------|
| <input checked="" type="checkbox"/> Yes | 80.00%         | 88.89%         | 32        |
| <input checked="" type="checkbox"/> No  | 10.00%         | 11.11%         | 4         |
| <input type="checkbox"/> [No Response]  | 10.00%         | --             | 4         |
| <b>Total</b>                            | <b>100.00%</b> | <b>100.00%</b> | <b>40</b> |

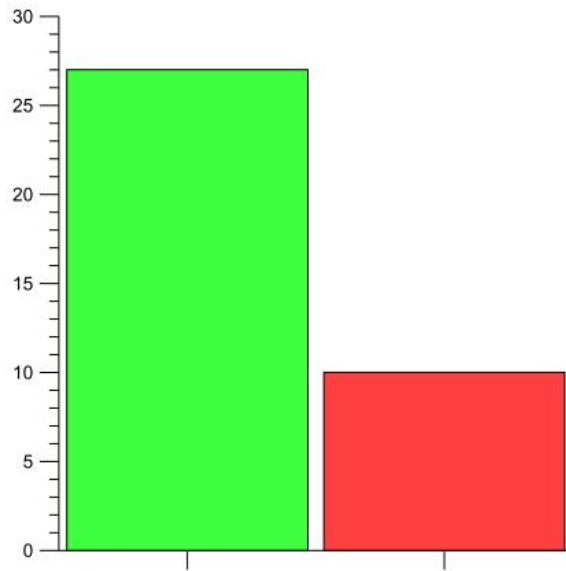
Question 2

Question 2

Question responses: **37 (92.50%)**

As part of the proposal, from September 2022, Sunningdale Primary School will be re-located to a new purpose-built school building at the junction of Silksworth Road and Doxford Park Way in the St Chad's ward. The new location provides greater access for the pupils to local amenities that can be incorporated in to the provision to further enhance the already outstanding provision offered by the school.

Do you agree with the proposal to relocate Sunningdale Primary School to the proposed new site?



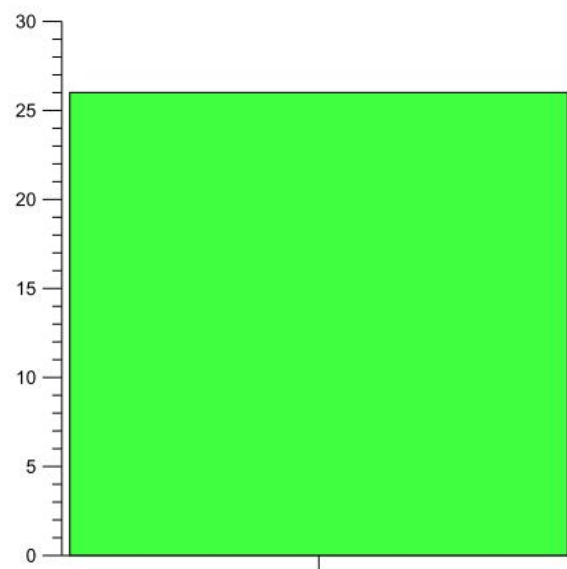
|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <span style="color: blue;">■</span> Yes           | 67.50%  | 72.97%   | 27    |
| <span style="color: red;">■</span> No             | 25.00%  | 27.03%   | 10    |
| <span style="color: grey;">■</span> [No Response] | 7.50%   | --       | 3     |
| Total   | 100.00% | 100.00%  | 40    |

### Question 3

Question responses: **26 (65.00%)**

As part of the proposals Sunningdale Primary School will be provided with a building designed specifically for and equipped to meet the needs of the children who will attend the school.

Do you have any comments regarding the design and layout of the school?



|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <span style="color: green;">■</span> [Responses]  | 65.00%  | 100.00%  | 26    |
| <span style="color: gray;">■</span> [No Response] | 35.00%  | --       | 14    |
| Total   | 100.00% | 100.00%  | 40    |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 2  |                    |           |       | the site map indicates a well landscaped area around the school ample parking plus a suitable drop off route. The plan for the actual lay out | 16/10/20<br>13:23 | 0.1     | Submitted | web  |

Question 3

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
|    |                    |           |       | provides plenty of storage space for mobility supports used by children, which is an issue at the current school building.   |                   |         |           |      |
| 3  |                    |           |       | Everything looks good the only thing is that missing is a garage for the two school buses which giving the location and the encllement weather during the winter months and the possible risk of vandalism as the school will be in the open with no other properties near by  | 16/10/20<br>16:50 | 0.1     | Submitted | web  |
| 4  |                    |           |       | The new design and layout of the school looks amazing. The school is designed to best support the complex needs of the cohort who all have severe learning difficulties but also have a wide range of physical, communication, sensory, medical and behavioural issues. The range of opportunities for engaging in a huge range of activities both indoors and outdoors will help the children make progress and be the very best they can be. | 16/10/20<br>17:45 | 0.1     | Submitted | web  |
| 5  |                    |           |       | The layout looks ideal for its purpose. I would like to see more adequate car parking, as the school will become very popular with outside agencies, parent groups etc, and a lack of parking can put people off.  | 18/10/20<br>10:52 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 6  |                    |           |       | The design encompasses the Sunningdale ethos and values and that the children can continue to learn 'holistically' and learn both in the classroom but also in a range of different environments, lots of space and state of the art facilities. Stimulating educational opportunities for all within a safe, healthy, happy, caring and inclusive environment. | 18/10/20<br>19:27 | 0.1     | Submitted | web  |
| 7  |                    |           |       | Looks like the new design offers lots of new spaces and experiences for the children to explore and learn   | 18/10/20<br>20:41 | 0.1     | Submitted | web  |
| 8  |                    |           |       | I think it provides a bespoke environment that will meet the needs of this complex group of children.   | 19/10/20<br>09:56 | 0.1     | Submitted | web  |
| 9  |                    |           |       | The design and layout provides an excellent opportunity for the children to develop holistically.   | 19/10/20<br>14:45 | 0.1     | Submitted | web  |
| 10 |                    |           |       | It looks to have been very well thought out, the outdoor space looks fantastic.   | 20/10/20<br>07:41 | 0.1     | Submitted | web  |
| 11 |                    |           |       | i think from what i could see as the picture was very small, i could only see one adult toilet at the beginning of the entrance. there are plenty of toilets for children that are attached to either their classroom or pool area and  | 20/10/20<br>17:55 | 0.1     | Submitted | web  |

Question 3

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
|    |                    |           |       | such ..but only one set of toilets for staff. ( that i could see).                         |                   |         |           |      |
| 12 |                    |           |       | Very happy to see more classrooms, alongside all of the specialist rooms we need.          | 20/10/20<br>21:52 | 0.1     | Submitted | web  |
| 13 |                    |           |       | This looks excellent. especially the designated specialist areas                           | 21/10/20<br>14:04 | 0.1     | Submitted | web  |
| 14 |                    |           |       | Fantastic proposal, providing excellent opportunities for the children.                    | 21/10/20<br>15:14 | 0.1     | Submitted | web  |
| 16 |                    |           |       | It's beautiful, really nice building with outstanding facilities                           | 21/10/20<br>17:46 | 0.1     | Submitted | web  |
| 18 |                    |           |       | Sounds amazing   | 22/10/20<br>14:40 | 0.1     | Submitted | web  |
| 19 |                    |           |       | I really like the new layout of the school think it will work very effectively             | 22/10/20<br>14:46 | 0.1     | Submitted | web  |
| 21 |                    |           |       | As long as the design is suitable for the children and staff and has a hydro therapy pool. | 26/10/20<br>20:38 | 0.1     | Submitted | web  |
| 24 |                    |           |       | The new school plan looks fantastic, providing everything we need for the children.        | 04/11/20<br>11:18 | 0.1     | Submitted | web  |
| 25 |                    |           |       | Looks pleasant. From the drawings it looks as though it will represent a                   | 07/11/20<br>15:54 | 0.1     | Submitted | web  |



| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
|    |                    |           |       | significant improvement to the look of the area.   |                   |         |           |      |
| 28 |                    |           |       | The school looks great but it's the wrong place. It's gone be an eye sore from my house  | 20/11/20<br>15:37 | 0.1     | Submitted | web  |
| 32 |                    |           |       | The design and layout are fine, it is the proposed location I do not agree with.   | 20/11/20<br>19:37 | 0.1     | Submitted | web  |
| 33 |                    |           |       | Just that the school should not be built in an already very busy and increasingly over developed area  | 21/11/20<br>23:35 | 0.1     | Submitted | web  |
| 35 |                    |           |       | I have no comments on the design but the location proposed is in appropriate. This area's roads are always busy already and cant see the sense of putting this here. I have no problem at all with increasing the capacity for such purposes but Why one earth rebuild completely for only 12 extra spaces ? Surely the existing site can be changed to accommodate this or an "brown field" site located instead. | 22/11/20<br>09:28 | 0.1     | Submitted | web  |
| 36 |                    |           |       | Nightmare location. Traffic congestion will be a huge issue. Volume of traffic at peak times is a nightmare when trying to leave the East Moorside junction. There is a huge volume increase as pupils go to and leave the   | 23/11/20<br>13:48 | 0.1     | Submitted | web  |

Question 3

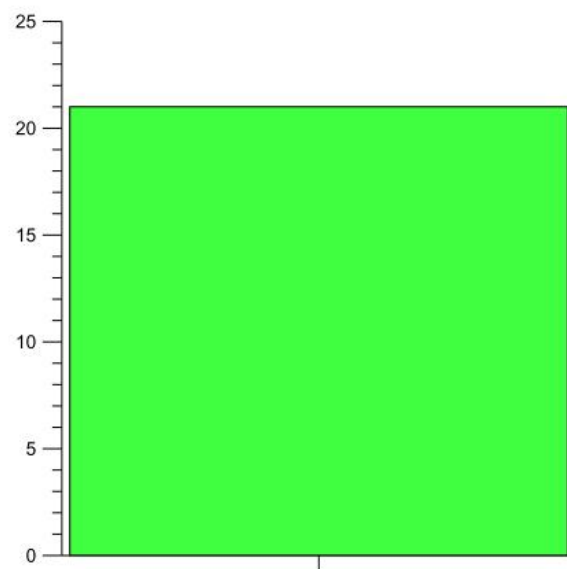
| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
|    |                    |           |       | local schools around us. There is also a huge volume increase in traffic for all the workers arriving and leaving doxford international estate. IF the plan gets signed off we need some traffic control method at the east moorside junction.....has a traffic volume survey been conducted?.   |                   |         |           |      |
| 39 |                    |           |       | no   | 26/11/20<br>12:52 | 0.1     | Submitted | web  |
| 40 |                    |           |       | The space you are proposing to use is not large enough and does not leave enough space around the school tonavoid being imposing to the houses around. No thought has been given to the people in the surrounding housing estates. Traffic is already a major issue with parking for doxford international this will further add to the congestion issues. | 27/11/20<br>09:25 | 0.1     | Submitted | web  |

## Question 4

Question responses: **21 (52.50%)**

The site layout at the new school has been designed to accommodate the building footprint and access requirements while maximising outdoor spaces that will be incorporated within curriculum delivery, such as natural habitat that will be used for forest school provision.

Do you have any comments regarding the design and layout of the school site?



|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <span style="color: green;">■</span> [Responses]  | 52.50%  | 100.00%  | 21    |
| <span style="color: grey;">■</span> [No Response] | 47.50%  | --       | 19    |
| Total   | 100.00% | 100.00%  | 40    |

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
| 2  |                    |           |       | I feel this has been done well to maximise the security and privacy of the site but to provide good outdoor space for pupils | 16/10/20<br>13:23 | 0.1     | Submitted | web  |

Question 4

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
| 4  |                    |           |       | The school site incorporates individual outdoor areas to mirror activities in the classroom, Forest school, wetlands, planting and growing areas, sensory trails, sports field and wide range of opportunities to explore and experience nature. | 16/10/20<br>17:45 | 0.1     | Submitted | web  |
| 5  |                    |           |       | It looks like it has plenty of outdoor space.  | 18/10/20<br>10:52 | 0.1     | Submitted | web  |
| 6  |                    |           |       | The different areas will maximise pupil learning and understanding while providing them with 'hands on' experiences so that children can be active participants in their learning.   | 18/10/20<br>19:27 | 0.1     | Submitted | web  |
| 8  |                    |           |       | Excellent that the outdoor provision has been an integral part of the 'new build' and provision.   | 19/10/20<br>09:56 | 0.1     | Submitted | web  |
| 11 |                    |           |       | no   | 20/10/20<br>17:55 | 0.1     | Submitted | web  |
| 12 |                    |           |       | Very pleased to see lots of outdoor spaces which can be utilised for the delivery of teaching and learning.  | 20/10/20<br>21:52 | 0.1     | Submitted | web  |
| 13 |                    |           |       | The only concern is parking. Once the car park is full is there any off site parking close by?   | 21/10/20<br>14:04 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
| 16 |                    |           |       | Really concerned about the parking. Not enough spaces to cover majority of staff without parents, external agencies such as physios and SaLT - parking is one of our main problems now at sunningdale. | 21/10/20<br>17:46 | 0.1     | Submitted | web  |
| 17 |                    |           |       | A wonderful spot within the community allowing for even greater links\transitions with Portland school.  | 21/10/20<br>21:33 | 0.1     | Submitted | web  |
| 18 |                    |           |       | Sounds impressive  | 22/10/20<br>14:40 | 0.1     | Submitted | web  |
| 23 |                    |           |       | Is there enough space in the car park for drop off and pick up as the location borders two main roads and parents will want to pick up children in a safe location                                     | 04/11/20<br>09:02 | 0.1     | Submitted | web  |
| 25 |                    |           |       | Lots of outdoor space that is looked after should make the area look very pleasant.  | 07/11/20<br>15:54 | 0.1     | Submitted | web  |
| 30 |                    |           |       | Why was Farrington Hall police station sold off. This site could of been use for the new school  | 20/11/20<br>17:26 | 0.1     | Submitted | web  |
| 31 |                    |           |       | Local roads do not support the increase in traffic a school will bring to the area .   | 20/11/20<br>17:55 | 0.1     | Submitted | web  |

Question 4

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 32 |                    |           |       | Do not agree with the locAtion of the proposed school redevelopment. The area has already lost a lot of green space with the Potters Hill housing development as well as the new housing development at Silksworth. Why not consider the area where the Farrington police station is standing empty.  | 20/11/20<br>19:37 | 0.1     | Submitted | web  |
| 33 |                    |           |       | See above   | 21/11/20<br>23:35 | 0.1     | Submitted | web  |
| 36 |                    |           |       | Not clear if the outdoor natural habitat is closed off to the public. Concern would be.....will this encourage other youngsters to congregate around these areas  | 23/11/20<br>13:48 | 0.1     | Submitted | web  |
| 37 |                    |           |       | I am deeply opposed to this, it is practically on my doorstep. Me and my husband work shifts, the noise generated by the school whilst building and once occupied is not something I anticipated when buying my property, nor is it something I welcome. The space in which you propose the building is fruitful with wildlife, what are you planning on doing to create new habitats inline with national policy guidance? Although i appreciate it is not green belt, not that it matters a jot to this council whether it is or isn't, | 25/11/20<br>18:50 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
|    |                    |           |       | Why is this council so insistent on destroying all green spaces? Are there no suitable brown sites available? what are you doing to create new habitats inline  |                   |         |           |      |
| 39 |                    |           |       | Yes.. I have issue with the access and potential traffic concerns. According to the site plan, there appears to be only 1 road in and out of the site, via an existing roundabout, this roundabout is already well used by traffic to and from Doxford Business/A19 and the wider Doxford/Silksworth/Farringdon/East Herrington area, which already has high traffic volumes, set to increase due to 4 new housing developments in the same area. Whilst offering an issue, I would also suggest a solution of a further entrance/exit from the site on via Silksworth Road towards Farringdon area. The additional benefit of this is, should there be an issue with the 1 entrance/exit, an alternative is available for emergency vehicle, particularly ambulances., otherwise you are relying on the access via B1286 which has the potential to become more clogged up with traffic from the business park/A19 and local services. The additional benefit of the | 26/11/20<br>12:52 | 0.1     | Submitted | web  |

Question 4

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
|    |                    |           |       | <p>extra entrance/exit, this would also help with the roundabout at the junction of Doxford Park Way/Silksworth Way which already has traffic flow from 5 locations. Having tried to enter this roundabout from both Moorside and East Moorside this can prove more difficult. So in summary a 2nd exit/entrance to the school, for safety and traffic flow and access would be very beneficial. other than that, looks like a nice addition to the area to support children with additional needs, looks like a nice setting for them with will fit well with the current environment. One final point what will happen with the existing cycle rouet/path in the area, which i can't see on the plan this includes a section of the W2W route.</p> |                   |         |           |      |
| 40 |                    |           |       | <p>You are removing trees, animal habitats and open space in the attempt to provide natural habitats for the school this does not make sense. There are some very old trees on this site can we be assured they are protected? This land provides welcome green space and is used by walkers and people in both east Herrington, moor side, east moor side.</p>  | 27/11/20<br>09:25 | 0.1     | Submitted | web  |



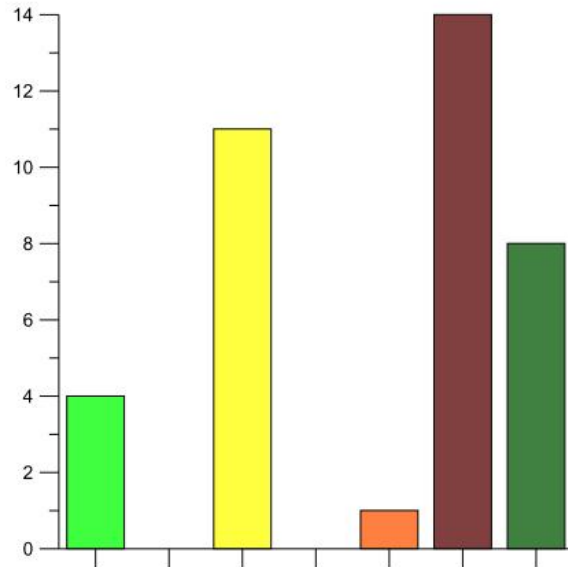
| ID | Consultation Point | Consultee | Agent | Answer   | Date | Version | Status | Type |
|----|--------------------|-----------|-------|--|------|---------|--------|------|
|    |                    |           |       | Where do our children have to go for walks safely? |      |         |        |      |

Are you responding as: -

Are you responding as: -

Question responses: **38 (95.00%)**

Are you responding to this consultation as a

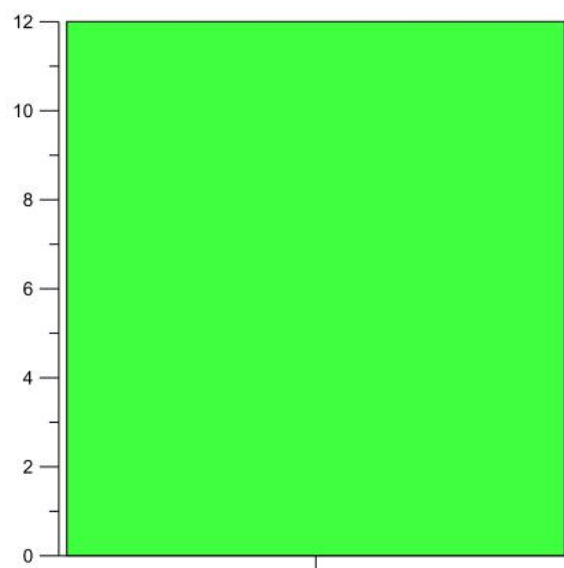


|                  | % Total        | % Answer       | Count     |
|------------------|----------------|----------------|-----------|
| Parent           | 10.00%         | 10.53%         | 4         |
| Carer            | 0.00%          | 0.00%          | 0         |
| School Teacher   | 27.50%         | 28.95%         | 11        |
| Governor         | 0.00%          | 0.00%          | 0         |
| Local Councillor | 2.50%          | 2.63%          | 1         |
| Local Resident   | 35.00%         | 36.84%         | 14        |
| Other            | 20.00%         | 21.05%         | 8         |
| [No Response]    | 5.00%          | --             | 2         |
| <b>Total</b>     | <b>100.00%</b> | <b>100.00%</b> | <b>40</b> |

## Responding to consultation - other

Question responses: 12 (30.00%)

Other, please tell us here



|               | % Total        | % Answer       | Count     |
|---------------|----------------|----------------|-----------|
| [Responses]   | 30.00%         | 100.00%        | 12        |
| [No Response] | 70.00%         | --             | 28        |
| <b>Total</b>  | <b>100.00%</b> | <b>100.00%</b> | <b>40</b> |

| ID | Consultation Point | Consultee | Agent | Answer            | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|-------------------|-------------------|---------|-----------|------|
| 1  |                    |           |       | Test              | 16/10/20<br>10:50 | 0.1     | Submitted | web  |
| 3  |                    |           |       | school bus driver | 16/10/20<br>16:50 | 0.1     | Submitted | web  |

Responding to consultation - other

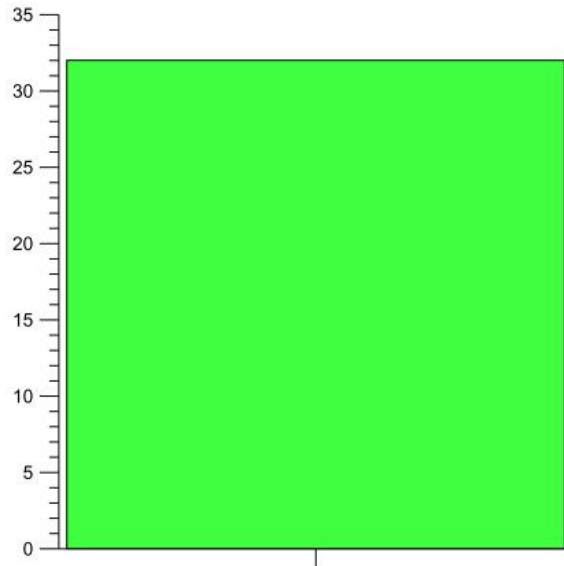
| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---|-------------------|---------|-----------|------|
| 7  |                    |           |       | Curriculum support worker   | 18/10/20<br>20:41 | 0.1     | Submitted | web  |
| 11 |                    |           |       | curriculum support worker for the school  | 20/10/20<br>17:55 | 0.1     | Submitted | web  |
| 13 |                    |           |       | School staff (not teacher)  | 21/10/20<br>14:04 | 0.1     | Submitted | web  |
| 14 |                    |           |       | Curriculum Support Worker   | 21/10/20<br>15:14 | 0.1     | Submitted | web  |
| 17 |                    |           |       | Also a member of staff at Sunningdale.  | 21/10/20<br>21:33 | 0.1     | Submitted | web  |
| 21 |                    |           |       | From school   | 26/10/20<br>20:38 | 0.1     | Submitted | web  |
| 22 |                    |           |       | Medical professional  | 30/10/20<br>20:14 | 0.1     | Submitted | web  |
| 24 |                    |           |       | Curriculum support worker.  | 04/11/20<br>11:18 | 0.1     | Submitted | web  |
| 38 |                    |           |       | Another Special Need School Teacher   | 25/11/20<br>21:05 | 0.1     | Submitted | web  |
| 40 |                    |           |       | I am also a teacher and local resident. I fully support the need for these children to have better facilities but our area of Sunderland is already facing aggressive development in terms of housing. The local greenery and | 27/11/20<br>09:25 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer   | Date | Version | Status | Type |
|----|--------------------|-----------|-------|--|------|---------|--------|------|
|    |                    |           |       | <p>natural wildlife is being squeezed out. This is unacceptable. No time has been given for the local people to put their views across. I received this letter one week ago and today is the deadline to voice my views after a busy working week. The council is shameful for proposing this and not including the local people sooner.</p> |      |         |        |      |

How did you hear about survey - other

Question responses: **32 (80.00%)**

Please tell us how you heard about the survey here



|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <span style="color: green;">■</span> [Responses]  | 80.00%  | 100.00%  | 32    |
| <span style="color: grey;">■</span> [No Response] | 20.00%  | --       | 8     |
| Total   | 100.00% | 100.00%  | 40    |

| ID | Consultation Point | Consultee | Agent | Answer             | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--------------------|-------------------|---------|-----------|------|
| 3  |                    |           |       | schoo email        | 16/10/20<br>16:50 | 0.1     | Submitted | web  |
| 4  |                    |           |       | Sunningdale school | 16/10/20<br>17:45 | 0.1     | Submitted | web  |

How did you hear about survey - other

| ID | Consultation Point | Consultee | Agent | Answer                   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--------------------------|-------------------|---------|-----------|------|
| 5  |                    |           |       | Head teacher             | 18/10/20<br>10:52 | 0.1     | Submitted | web  |
| 6  |                    |           |       | email                    | 18/10/20<br>19:27 | 0.1     | Submitted | web  |
| 7  |                    |           |       | School email             | 18/10/20<br>20:41 | 0.1     | Submitted | web  |
| 8  |                    |           |       | E mail                   | 19/10/20<br>09:56 | 0.1     | Submitted | web  |
| 9  |                    |           |       | From an email            | 19/10/20<br>14:45 | 0.1     | Submitted | web  |
| 10 |                    |           |       | Sunningdale school staff | 20/10/20<br>07:41 | 0.1     | Submitted | web  |
| 11 |                    |           |       | school email             | 20/10/20<br>17:55 | 0.1     | Submitted | web  |
| 12 |                    |           |       | Email                    | 20/10/20<br>21:52 | 0.1     | Submitted | web  |
| 13 |                    |           |       | School                   | 21/10/20<br>14:04 | 0.1     | Submitted | web  |
| 14 |                    |           |       | email                    | 21/10/20<br>15:14 | 0.1     | Submitted | web  |
| 15 |                    |           |       | Work place               | 21/10/20<br>16:34 | 0.1     | Submitted | web  |

How did you hear about survey - other

| ID | Consultation Point | Consultee | Agent | Answer                              | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|-------------------------------------|-------------------|---------|-----------|------|
| 16 |                    |           |       | Headteacher                         | 21/10/20<br>17:46 | 0.1     | Submitted | web  |
| 17 |                    |           |       | Head Tracher at Sunningdale School. | 21/10/20<br>21:33 | 0.1     | Submitted | web  |
| 18 |                    |           |       | My headteacher                      | 22/10/20<br>14:40 | 0.1     | Submitted | web  |
| 19 |                    |           |       | Email                               | 22/10/20<br>14:46 | 0.1     | Submitted | web  |
| 20 |                    |           |       | Online                              | 23/10/20<br>10:49 | 0.1     | Submitted | web  |
| 22 |                    |           |       | School                              | 30/10/20<br>20:14 | 0.1     | Submitted | web  |
| 24 |                    |           |       | From school.                        | 04/11/20<br>11:18 | 0.1     | Submitted | web  |
| 25 |                    |           |       | school website                      | 07/11/20<br>15:54 | 0.1     | Submitted | web  |
| 27 |                    |           |       | School website                      | 13/11/20<br>18:34 | 0.1     | Submitted | web  |
| 29 |                    |           |       | Facebook post                       | 20/11/20<br>17:23 | 0.1     | Submitted | web  |
| 32 |                    |           |       | Social media                        | 20/11/20<br>19:37 | 0.1     | Submitted | web  |



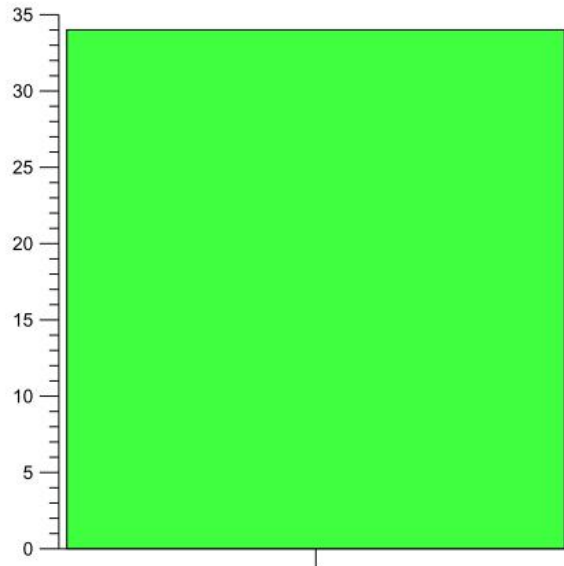
How did you hear about survey - other

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--|-------------------|---------|-----------|------|
| 33 |                    |           |       | On line  | 21/11/20<br>23:35 | 0.1     | Submitted | web  |
| 35 |                    |           |       | A concerned friend.  | 22/11/20<br>09:28 | 0.1     | Submitted | web  |
| 36 |                    |           |       | Asked the contractors working on the site months ago. No word or communication from the council until a letter dated 16/11/2020.....to me it's already signed off and waiting to go.....no one interested in a local view. | 23/11/20<br>13:48 | 0.1     | Submitted | web  |
| 37 |                    |           |       | letter   | 25/11/20<br>18:50 | 0.1     | Submitted | web  |
| 38 |                    |           |       | News   | 25/11/20<br>21:05 | 0.1     | Submitted | web  |
| 39 |                    |           |       | council flyer  | 26/11/20<br>12:52 | 0.1     | Submitted | web  |
| 40 |                    |           |       | Letter from council  | 27/11/20<br>09:25 | 0.1     | Submitted | web  |
| 41 |                    |           |       | School email   | 28/11/20<br>23:33 | 0.1     | Submitted | web  |

Postcode

Question responses: **34 (85.00%)**

To help us understand views in different areas of the city, please tell us your postcode



|   | % Total        | % Answer       | Count     |
|---|----------------|----------------|-----------|
| <input checked="" type="checkbox"/> [Responses] | 85.00%         | 100.00%        | 34        |
| <input type="checkbox"/> [No Response]          | 15.00%         | --             | 6         |
| <b>Total</b>                                    | <b>100.00%</b> | <b>100.00%</b> | <b>40</b> |

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|----------|-------------------|---------|-----------|------|
| 2  |                    |           |       | NE38 9JB | 16/10/20<br>13:23 | 0.1     | Submitted | web  |
| 3  |                    |           |       | sr3 1np  | 16/10/20<br>16:50 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer   | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|----------|-------------------|---------|-----------|------|
| 4  |                    |           |       | SR6 9TS  | 16/10/20<br>17:45 | 0.1     | Submitted | web  |
| 5  |                    |           |       | SR5      | 18/10/20<br>10:52 | 0.1     | Submitted | web  |
| 6  |                    |           |       | NE52FD   | 18/10/20<br>19:27 | 0.1     | Submitted | web  |
| 7  |                    |           |       | SR6 9RJ  | 18/10/20<br>20:41 | 0.1     | Submitted | web  |
| 9  |                    |           |       | SR34HA   | 19/10/20<br>14:45 | 0.1     | Submitted | web  |
| 11 |                    |           |       | sr4 8nx  | 20/10/20<br>17:55 | 0.1     | Submitted | web  |
| 12 |                    |           |       | NE34 9SS | 20/10/20<br>21:52 | 0.1     | Submitted | web  |
| 13 |                    |           |       | DH5 9AB  | 21/10/20<br>14:04 | 0.1     | Submitted | web  |
| 14 |                    |           |       | SR2 9DQ  | 21/10/20<br>15:14 | 0.1     | Submitted | web  |
| 15 |                    |           |       | SR3 4AN  | 21/10/20<br>16:34 | 0.1     | Submitted | web  |
| 16 |                    |           |       | Sr3 4HA  | 21/10/20<br>17:46 | 0.1     | Submitted | web  |

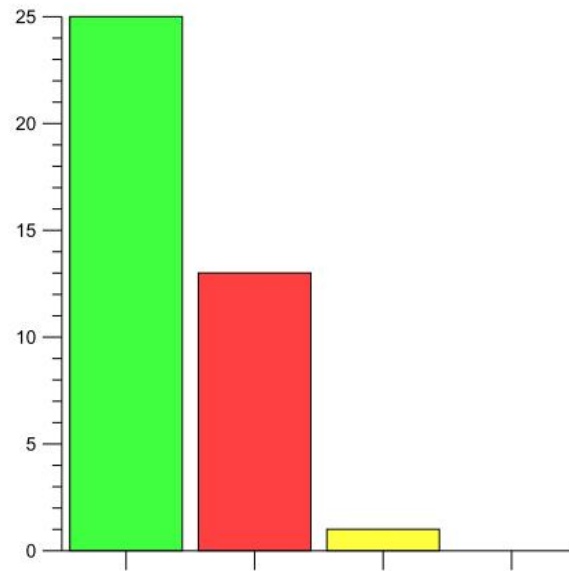
| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---------|-------------------|---------|-----------|------|
| 17 |                    |           |       | SR4 9SA | 21/10/20<br>21:33 | 0.1     | Submitted | web  |
| 18 |                    |           |       | DH65EL  | 22/10/20<br>14:40 | 0.1     | Submitted | web  |
| 19 |                    |           |       | DH47RB  | 22/10/20<br>14:46 | 0.1     | Submitted | web  |
| 20 |                    |           |       | Sr32ub  | 23/10/20<br>10:49 | 0.1     | Submitted | web  |
| 21 |                    |           |       | NE380LF | 26/10/20<br>20:38 | 0.1     | Submitted | web  |
| 22 |                    |           |       | SR6 9PJ | 30/10/20<br>20:14 | 0.1     | Submitted | web  |
| 24 |                    |           |       | SR2 0EQ | 04/11/20<br>11:18 | 0.1     | Submitted | web  |
| 25 |                    |           |       | sr34ha  | 07/11/20<br>15:54 | 0.1     | Submitted | web  |
| 27 |                    |           |       | SR3 1JE | 13/11/20<br>18:34 | 0.1     | Submitted | web  |
| 28 |                    |           |       | SR3 2QP | 20/11/20<br>15:37 | 0.1     | Submitted | web  |
| 29 |                    |           |       | Sr32qf  | 20/11/20<br>17:23 | 0.1     | Submitted | web  |

| ID | Consultation Point | Consultee | Agent | Answer  | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|---------|-------------------|---------|-----------|------|
| 30 |                    |           |       | Sr33sn  | 20/11/20<br>17:26 | 0.1     | Submitted | web  |
| 32 |                    |           |       | SR3 2QN | 20/11/20<br>19:37 | 0.1     | Submitted | web  |
| 33 |                    |           |       | SR3 3RU | 21/11/20<br>23:35 | 0.1     | Submitted | web  |
| 35 |                    |           |       | Sr32dd  | 22/11/20<br>09:28 | 0.1     | Submitted | web  |
| 36 |                    |           |       | SR32ST  | 23/11/20<br>13:48 | 0.1     | Submitted | web  |
| 37 |                    |           |       | sr3 2qp | 25/11/20<br>18:50 | 0.1     | Submitted | web  |
| 38 |                    |           |       | SR67BD  | 25/11/20<br>21:05 | 0.1     | Submitted | web  |
| 39 |                    |           |       | sr3 2st | 26/11/20<br>12:52 | 0.1     | Submitted | web  |
| 40 |                    |           |       | Sr32su  | 27/11/20<br>09:25 | 0.1     | Submitted | web  |
| 41 |                    |           |       | sr4 0nd | 28/11/20<br>23:33 | 0.1     | Submitted | web  |

Gender

Question responses: **39 (97.50%)**

Please specify your gender

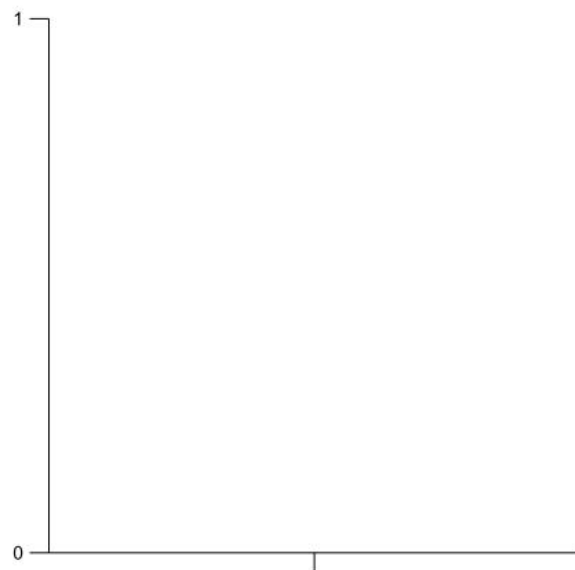


|                            | % Total | % Answer | Count |
|----------------------------|---------|----------|-------|
| Female                     | 62.50%  | 64.10%   | 25    |
| Male                       | 32.50%  | 33.33%   | 13    |
| Prefer not to say          | 2.50%   | 2.56%    | 1     |
| Other (please state below) | 0.00%   | 0.00%    | 0     |
| [No Response]              | 2.50%   | --       | 1     |
| Total                      | 100.00% | 100.00%  | 40    |

Gender - other

Question responses: 0 (0.00%)

Other - please tell us here



|  | % Total | % Answer | Count |
|--|---------|----------|-------|
| <input type="checkbox"/> [Responses]   | 0.00%   | 0%       | 0     |
| <input type="checkbox"/> [No Response] | 100.00% | --       | 40    |
| Total                                  | 100.00% | 0%       | 40    |

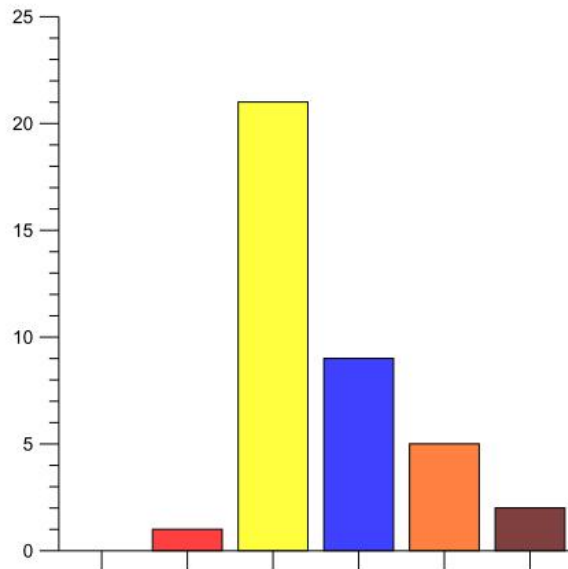
There is no data to display for this question

Age

Age

Question responses: **38 (95.00%)**

Please specify your age group



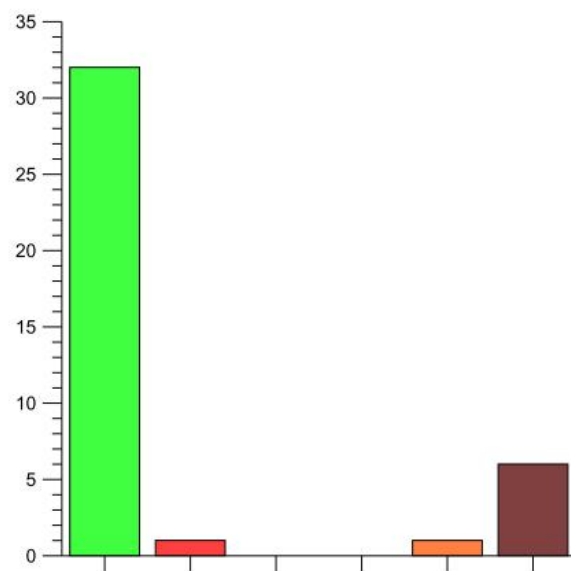
|                   | % Total        | % Answer       | Count     |
|-------------------|----------------|----------------|-----------|
| 17 or under       | 0.00%          | 0.00%          | 0         |
| 18-24             | 2.50%          | 2.63%          | 1         |
| 25-44             | 52.50%         | 55.26%         | 21        |
| 45-59             | 22.50%         | 23.68%         | 9         |
| Over 60 years     | 12.50%         | 13.16%         | 5         |
| Prefer not to say | 5.00%          | 5.26%          | 2         |
| [No Response]     | 5.00%          | --             | 2         |
| <b>Total</b>      | <b>100.00%</b> | <b>100.00%</b> | <b>40</b> |



## Sexual orientation

Question responses: **40 (100.00%)**

How would you define your sexual orientation?

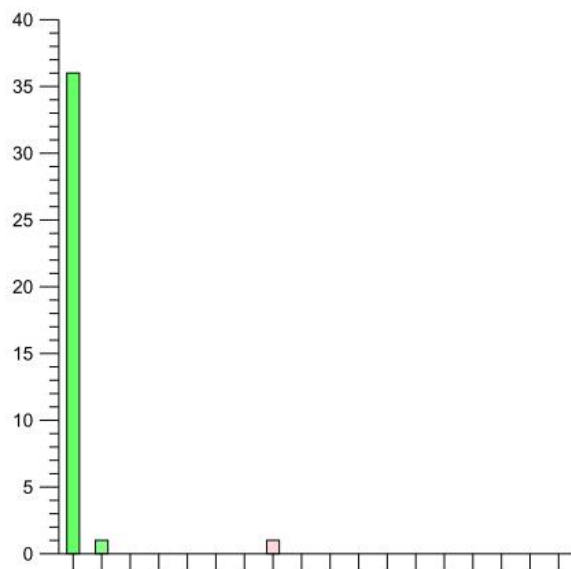


|  | % Total        | % Answer       | Count     |
|--|----------------|----------------|-----------|
| <span style="color: green;">■</span> Heterosexual      | 80.00%         | 80.00%         | 32        |
| <span style="color: red;">■</span> Gay                 | 2.50%          | 2.50%          | 1         |
| <span style="color: yellow;">■</span> Bisexual         | 0.00%          | 0.00%          | 0         |
| <span style="color: blue;">■</span> Lesbian            | 0.00%          | 0.00%          | 0         |
| <span style="color: orange;">■</span> Other            | 2.50%          | 2.50%          | 1         |
| <span style="color: brown;">■</span> Prefer not to say | 15.00%         | 15.00%         | 6         |
| <b>Total</b>   | <b>100.00%</b> | <b>100.00%</b> | <b>40</b> |










## Ethnicity

Question responses: **38 (95.00%)**

What is your ethnic group?



|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <b>White</b>  |         |          |       |
| English / Welsh / Scottish / Northern Irish / British | 90.00%  | 94.74%   | 36    |
| Irish   | 2.50%   | 2.63%    | 1     |
| Gypsy or Irish Traveller                              | 0.00%   | 0.00%    | 0     |
| Any other White background                            | 0.00%   | 0.00%    | 0     |
| <b>Mixed/Multiple Ethnic Groups</b>                   |         |          |       |
| White and Black Caribbean                             | 0.00%   | 0.00%    | 0     |
| White and Black African                               | 0.00%   | 0.00%    | 0     |
| White and Asian                                       | 0.00%   | 0.00%    | 0     |
| Any other Mixed background                            | 2.50%   | 2.63%    | 1     |
| <b>Asian or Asian British</b>                         |         |          |       |
| Indian  | 0.00%   | 0.00%    | 0     |
| Pakistani   | 0.00%   | 0.00%    | 0     |

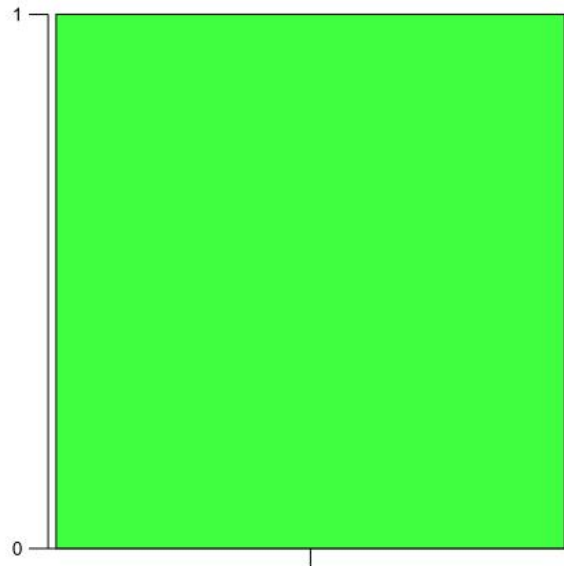
|  | % Total        | % Answer       | Count     |
|--|----------------|----------------|-----------|
|  Bangladeshi                | 0.00%          | 0.00%          | 0         |
|  Chinese                    | 0.00%          | 0.00%          | 0         |
|  Any other Asian background | 0.00%          | 0.00%          | 0         |
| <b>Black/African/Caribbean/Black British</b>   |                |                |           |
|  Caribbean                  | 0.00%          | 0.00%          | 0         |
|  African                    | 0.00%          | 0.00%          | 0         |
|  Any other Black background | 0.00%          | 0.00%          | 0         |
| <b>Other ethnic group</b>  |                |                |           |
|  Arab                       | 0.00%          | 0.00%          | 0         |
|  Any other ethnic group     | 0.00%          | 0.00%          | 0         |
|  [No Response]             | 5.00%          | --             | 2         |
| <b>Total</b>   | <b>100.00%</b> | <b>100.00%</b> | <b>40</b> |

Other ethnicity

Question responses: 1 (2.50%)

The above ethnic groups are those categories used on the 2011 census. If you feel that these categories do not represent your ethnicity please use your preferred description here e.g. Polish

If you selected other, please write your ethnic group in the box below



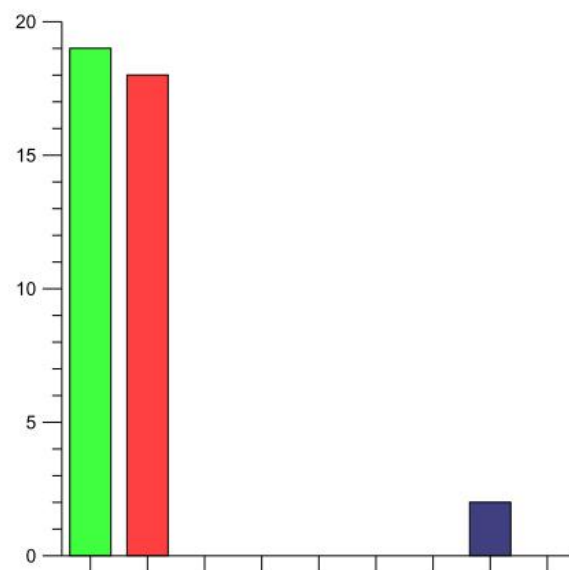
|   | % Total        | % Answer       | Count     |
|---|----------------|----------------|-----------|
| <span style="color: green;">■</span> [Responses]  | 2.50%          | 100.00%        | 1         |
| <span style="color: grey;">■</span> [No Response] | 97.50%         | --             | 39        |
| <b>Total</b>                                      | <b>100.00%</b> | <b>100.00%</b> | <b>40</b> |

| ID | Consultation Point | Consultee | Agent | Answer         | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|----------------|-------------------|---------|-----------|------|
| 38 |                    |           |       | Latino America | 25/11/20<br>21:05 | 0.1     | Submitted | web  |

## Religious belief

Question responses: **39 (97.50%)**

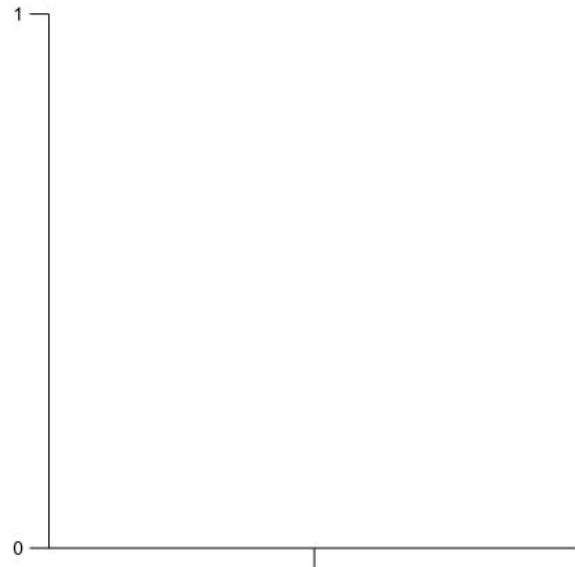
What is your religion?



|  | % Total        | % Answer       | Count     |
|--|----------------|----------------|-----------|
| <span style="color: green;">■</span> No religion   | 47.50%         | 48.72%         | 19        |
| <span style="color: red;">■</span> Christian (including Church of England, Catholic, Protestant and all other Christian denominations) | 45.00%         | 46.15%         | 18        |
| <span style="color: yellow;">■</span> Buddhist   | 0.00%          | 0.00%          | 0         |
| <span style="color: blue;">■</span> Hindu  | 0.00%          | 0.00%          | 0         |
| <span style="color: orange;">■</span> Jewish   | 0.00%          | 0.00%          | 0         |
| <span style="color: brown;">■</span> Muslim  | 0.00%          | 0.00%          | 0         |
| <span style="color: green;">■</span> Sikh  | 0.00%          | 0.00%          | 0         |
| <span style="color: darkblue;">■</span> Prefer not to say  | 5.00%          | 5.13%          | 2         |
| <span style="color: darkred;">■</span> Any other religion (please write your religion in the box below)                                | 0.00%          | 0.00%          | 0         |
| <span style="color: grey;">■</span> [No Response]  | 2.50%          | --             | 1         |
| <b>Total</b>   | <b>100.00%</b> | <b>100.00%</b> | <b>40</b> |

Other religion

Question responses: **0 (0.00%)**



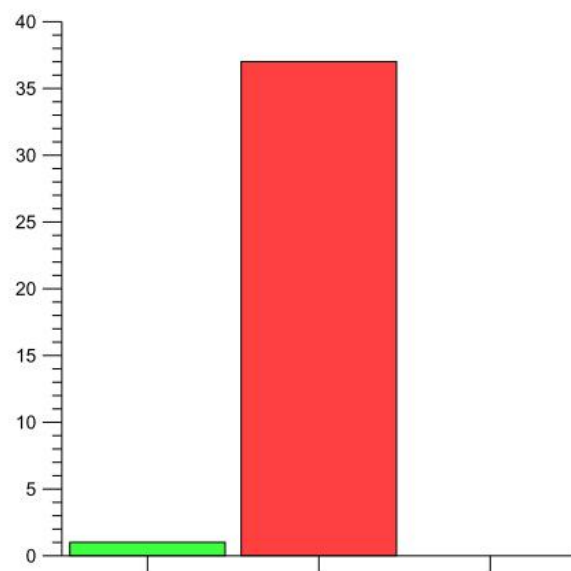
|  | % Total | % Answer | Count |
|--|---------|----------|-------|
| <input type="checkbox"/> [Responses]   | 0.00%   | 0%       | 0     |
| <input type="checkbox"/> [No Response] | 100.00% | --       | 40    |
| Total                                  | 100.00% | 0%       | 40    |

There is no data to display for this question

## Disability

Question responses: **38 (95.00%)**

Do you consider yourself to have a disability?

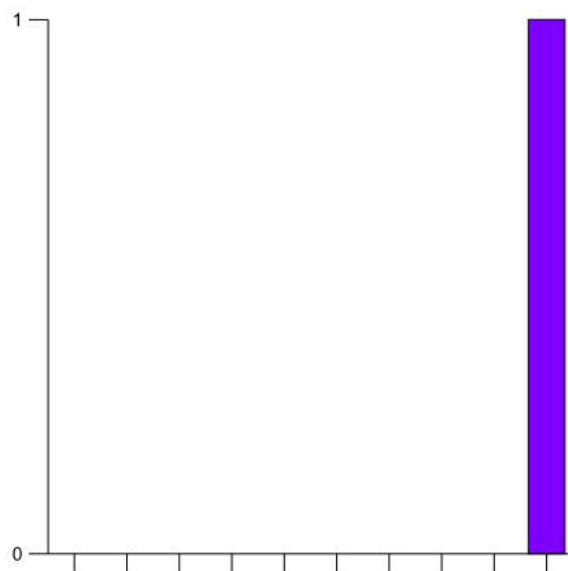


|   | % Total | % Answer | Count |
|---|---------|----------|-------|
| <span style="color: green;">■</span> Yes                | 2.50%   | 2.63%    | 1     |
| <span style="color: red;">■</span> No                   | 92.50%  | 97.37%   | 37    |
| <span style="color: yellow;">■</span> Prefer not to say | 0.00%   | 0.00%    | 0     |
| <span style="color: grey;">■</span> [No Response]       | 5.00%   | --       | 2     |
| Total   | 100.00% | 100.00%  | 40    |

## Impairment

Question responses: 1 (2.50%)

How would you describe your disability?



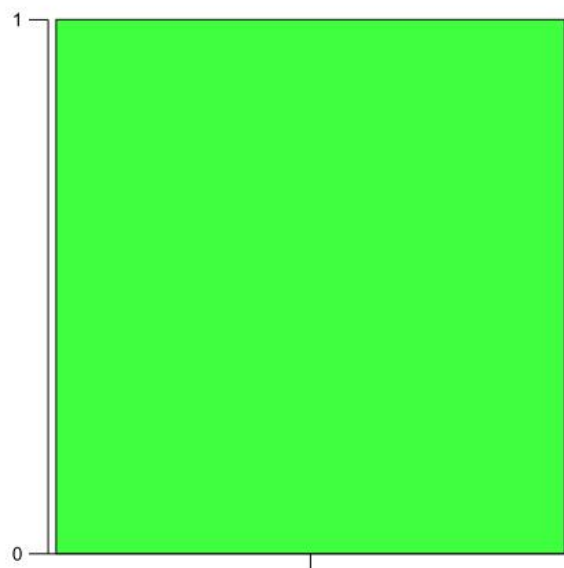
|                                  | % Total        | % Answer       | Frequency | Count     |
|----------------------------------|----------------|----------------|-----------|-----------|
| Visual impairment                | 0.00%          | 0.00%          | 0.00%     | 0         |
| Speech impairment                | 0.00%          | 0.00%          | 0.00%     | 0         |
| Hearing impairment               | 0.00%          | 0.00%          | 0.00%     | 0         |
| Mobility (a wheelchair user)     | 0.00%          | 0.00%          | 0.00%     | 0         |
| Mobility (not a wheelchair user) | 0.00%          | 0.00%          | 0.00%     | 0         |
| Mental health condition          | 0.00%          | 0.00%          | 0.00%     | 0         |
| Long term medical condition      | 0.00%          | 0.00%          | 0.00%     | 0         |
| Learning disability              | 0.00%          | 0.00%          | 0.00%     | 0         |
| Hidden impairment                | 0.00%          | 0.00%          | 0.00%     | 0         |
| Other                            | 2.50%          | 100.00%        | 2.50%     | 1         |
| [No Response]                    | 97.50%         | --             | 97.50%    | 39        |
| <b>Total</b>                     | <b>100.00%</b> | <b>100.00%</b> | <b>0%</b> | <b>40</b> |



## Impairment other

Question responses: 1 (2.50%)

Please specify disability here



|   | % Total        | % Answer       | Count     |
|---|----------------|----------------|-----------|
| <input checked="" type="checkbox"/> [Responses] | 2.50%          | 100.00%        | 1         |
| <input type="checkbox"/> [No Response]          | 97.50%         | --             | 39        |
| <b>Total</b>                                    | <b>100.00%</b> | <b>100.00%</b> | <b>40</b> |

| ID | Consultation Point | Consultee | Agent | Answer | Date              | Version | Status    | Type |
|----|--------------------|-----------|-------|--------|-------------------|---------|-----------|------|
| 3  |                    |           |       | asthma | 16/10/20<br>16:50 | 0.1     | Submitted | web  |



**THE COUNCIL OF THE CITY OF SUNDERLAND**

**NOTIFICATION OF STATUTORY PROPOSAL FOR AN INCREASE IN THE NUMBER OF PUPILS AT SUNNINGDALE PRIMARY SCHOOL**

Notice is hereby given in accordance with Section 19 of the Education and Inspections Act 2006, that it is the intention of Sunderland City Council of Civic Centre, Burdon Road, Sunderland, SR2 7DN to :

- Increase the number of pupils at **Sunningdale Primary School, currently located at Shaftoe Road, Sunderland, SR3 4HA** from 108 places to 120 places with effect from 1<sup>st</sup> September 2022.

Sunningdale Primary School is a special primary school maintained by Sunderland City Council.

This Notice is an extract from the complete proposals. The complete proposals have been published on the website <https://www.sunderland.gov.uk/article/13038/School-organisation-consultations>

Copies of the complete proposals can be obtained from: Retained Education Functions Lead, Neighbourhoods, Sunderland City Council, Civic Centre, Burdon Road, Sunderland SR2 7DN,

by telephoning 01915611372 or by e-mailing [alan.rowan@sunderland.gov.uk](mailto:alan.rowan@sunderland.gov.uk).

Within four weeks from the date of publication of the proposals, any person may object to or make comments on the proposals by sending them to the Retained Education Functions Lead, Neighbourhoods, Civic Centre, Burdon Road, Sunderland, SR2 7DN, or by e-mailing them to [schoolorganisation@sunderland.gov.uk](mailto:schoolorganisation@sunderland.gov.uk).

Signed: Patrick Melia

Chief Executive

Sunderland City Council

Publication Date: 25<sup>th</sup> January 2021



**THE COUNCIL OF THE CITY OF SUNDERLAND****STATUTORY PROPOSAL FOR AN INCREASE IN THE NUMBER OF PUPILS AT  
SUNNINGDALE PRIMARY SCHOOL****Local Authority Proposals and Contact Details**

Notice is hereby given in accordance with Section 19 of the Education and Inspections Act 2006, that it is the intention of Sunderland City Council, Civic Centre, Burdon Road, Sunderland, SR2 7DN to:

- Increase the number of pupils at **Sunningdale Primary School, currently located at Shaftoe Road, Sunderland, SR3 4HA** from 108 places to 120 places with effect from 1<sup>st</sup> September 2022.

Sunningdale Primary School is a special primary school maintained by Sunderland City Council.

The current school building is based at Shaftoe Road, Sunderland. The school accommodates 108 primary aged children and has a 16-place nursery.

Sunningdale Primary School is proposed to relocate to a new school building in September 2022. The new building will be based at a site at the junction of Doxford Way and Silksworth Road in the St Chad's Ward, Sunderland. It is proposed that the new building will have the capacity for 120 primary aged children and 16 nursery children. As the proposed new school site is within two miles of the current site there are no statutory school organisation requirements associated with the proposal to relocate the school.

This proposed increase of capacity for primary aged children at the new school represents an increase in excess of 10% of the current capacity. However, it should also be noted that the current Sunningdale buildings are operating above capacity.

**Reason for the Enlargement / Increased Capacity at Sunningdale Primary School**

Sunningdale Primary School is operating above capacity in all year groups. Building Bulletin 104 identifies that classes for primary aged children with Severe Learning Difficulties should accommodate between 6 and 8 children. The demand for special educational needs places, from within the city and neighbouring authority areas, has led to a gradual recruitment above that number, with the school currently operating class sizes of between 9 and 11 pupils. Based on current estimations the school is five class bases short of the capacity required to meet the needs of those currently on roll at the school.

In addition to this, demand for primary Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) provision continues to grow. As an outstanding school parental demand for places at Sunningdale Primary School is particularly high. However, given the current school building is operating over capacity, the Council has neither the capacity nor additional support resources within Sunderland to support this ongoing oversubscription.

This proposal seeks to expand Sunningdale Primary School, at a new site at the junction of Doxford Park Way and Silksworth Road. The new school will have the capacity to accommodate those currently on roll in appropriate class sizes, will increase the support resources for the pupils at the school and will increase the capacity of the setting by a further 12 pupils in order to meet the demand for local placement of a greater number of local pupils.

### **Effect on other Schools, Academies and Educational Institutions in the Area**

Sunningdale Primary School is the city's sole SLD/ PMLD/ Physical Disabilities (PD) provision for primary aged pupils in Sunderland. The current oversubscription, and consequential inability to place any additional children at the school has led to a small number of pupils remaining in their mainstream school place while they wait for a vacancy to arise at Sunningdale. While Sunderland's schools and academies endeavour to meet the needs of all pupils it is recognised that those with high levels of needs cannot always have their need fully met within a mainstream setting, even with enhanced support. Increased capacity at Sunningdale will reduce the time it takes to place children. This will reduce the pressure on other, non-specialist mainstream schools and academies and enable the more appropriate allocation of resources in those settings.

### **Project Costs**

The costs associated with the increased capacity at Sunningdale Primary School are contained within the wider £13.6m project budget allocated towards the provision of a new school building at the site at the junction of Doxford Way and Silksworth Road.

### **Pupil Numbers and Admissions**

The proposal will increase the capacity at Sunningdale Primary School by 12 places in the primary year groups. There will be no change to the nursery capacity.

There will be no change to the existing admissions criteria at Sunningdale Primary School post expansion. Within Sunderland places will continue to be commissioned through existing Education Health and Care Plan processes.

### **Displaced Pupils**

There will be no pupil displacement because of this proposal. Pupils currently attending Sunningdale Primary School will continue on roll at the current school while the new school is developed and, once complete, will move to the new school site.

### **Impact on the Community**

The city will benefit from the availability of increased specialist primary school places. This will result in more parents and carers within the city benefiting from the opportunity to access a specialist primary school place at an outstanding school.

### **Balance of Denominational Provision**

There will be no impact on the balance of denominational provision as the school does not have a religious character.

### **Special Educational Needs Provision (SEND)**

Sunningdale Primary School is designated as a primary SEND provision for children with Severe Learning Difficulties, Multiple and Profound Learning Difficulties and Physical Disabilities. This proposal will increase the capacity of the school, and therefore the city's capacity in the above areas.

### **Travel**

The Council has considered the impact of travel within this proposal. Most children who attend Sunningdale Primary School, and who will attend the new school site, are eligible for home to school transport and will continue to access this support.

### **Consultation**

An informal (pre-publication) consultation upon the proposals took place during the period 12<sup>th</sup> October 2020 to 30<sup>th</sup> November 2020. The consultation included both questions specific to the submission of a planning application for the new school building and questions specific to the school organisation requirements associated with the proposal to increase the capacity of a special school setting by 10% or greater.

This proposal addresses the increase of capacity at the provision and therefore consideration is limited to responses relating only to school organisation. Responses associated to the design of the building and site layout are included within the full planning application for the new school building, submitted in December 2020.

Consultees recommended in the relevant statutory guidance were consulted via a Consultation Document that was made widely available on the Council's website and the website of Sunningdale Primary School. Consultees included parents, staff, pupils, the local ward councillors, local residents and staff representatives (unions).

The wider consultation received 40 responses. Of those 36 responded to the question 'Do you agree with the proposal to increase the capacity of Sunningdale Primary School from 108 to 120 places'. 89% of the responses agreed with the proposal.

## Submission of Objections and Comments on Proposal

A copy of this proposal can be viewed on the Sunderland City Council website at

<https://www.sunderland.gov.uk/article/13038/School-organisation-consultations>

It can also be requested via:

E-mail: [alan.rowan@sunderland.gov.uk](mailto:alan.rowan@sunderland.gov.uk)

Telephone: 0191 5611372

Post: Retained Education Functions Lead, Civic Centre, Burdon Road, Sunderland, SR2 7DN.

Within four weeks of the Publication Date below, any person may object to or make comments on the proposals by sending their written representations:

*By e-mail to: -*

[schoolorganisation@sunderland.gov.uk](mailto:schoolorganisation@sunderland.gov.uk)

*Or by post to: -*

*Alan Rowan*

*Retained Education Functions Lead*

*Civic Centre*

*Burdon Road*

*Sunderland*

*SR2 7DN*

Signed: Patrick Melia,  
Chief Executive,  
Sunderland City Council.

Publication Date: 25<sup>th</sup> January 2021



## COMBINED EQUALITY ANALYSIS TEMPLATE AND GUIDANCE

### Overview

This document contains both the [Equality Analysis Template](#) (section A) and accompanying [Equality Analysis Guidance](#) (section B).

All of our work decisions, policies and service delivery should be informed by Equality Analysis (EA) in order to comply with the [Equality Act 2010](#) and [Public Sector Equality Duty](#). Begin this during the early stages of your work to allow considerations to inform the work, revise options and ensure decisions are taken with the full understanding of the potential impacts.

Use the EA to think about how your work can be used to reduce discrimination, promote equal opportunities and foster good relations across all sections of the city's communities. The circumstances may be challenging, but your EA won't stop your work. It can however minimise negative impacts and maximise positive impacts.

The quality of [the data and intelligence informing your work is crucial](#) to being able to produce a robust EA. This information should show how people will be affected by your work and, wherever possible, be broken down according to the [nine protected characteristics](#). Where you don't have any or much intelligence and data, part of the EA process is to gather it.

Although the EA template focuses on the protected characteristics, you also need to think about other groups that could be affected, for instance people in deprived neighbourhoods, people that are socially isolated etc.

### Equality Analysis Template

Part 1: Explain the decision, policy or change to service you are making, as well as what prompted it, who'll be affected by it etc. List the data and intelligence you're using to inform your decision and, importantly, explain how this information influenced your decision making. Essentially you're setting out what you're going to do, any changes, the rationale for it and supporting evidence.

Part 2: Summarise your analysis and interpretation of the data and intelligence according to the protected characteristics. What will the impact be on the people of Sunderland based on their, disability, gender etc.? Will there be a positive or negative impact or perhaps a neutral impact with no apparent harmful or less favourable effects. You must explain in each box the impact and what has caused it.

Part 3: Describe your next steps. Are you going to proceed with your intended course of action? You have four options:

- 1) Proceed with no major changes, with any small changes explained in the action plan at the end of the template
- 2) Continue despite negative implications - because these are proportionate and cannot be avoided or mitigated, with the overall outcome important and overwhelmingly positive
- 3) Adjust the proposal – there are some negative outcomes but you've identified actions to mitigate these - explain these in the action plan; or
- 4) Do not proceed – you've identified major problems with serious impacts that cannot be avoided.

Finally, prepare your action plan outlining any changes and mitigating actions you're taking to ensure maximum positive equality impact and minimum negative impact. You may need to review the impact of any changes in the future. If you're preparing a first draft of your EA you can use this section to list what needs to be done to take the EA forward e.g. gather further data, undertake consultations etc.

## Section A - EQUALITY ANALYSIS TEMPLATE

You must complete this in conjunction with reading Equality Analysis Guidance

**Name of Policy/Decision/Project/Activity:**

Proposed Increase in the Number of Pupils at Sunningdale Primary School

**Date:**11/03/2021

**Version Number:**1

**Equality Analysis completed by:**

**Name:** Alan Rowan

**Job title:** Retained Education Functions Lead

**Responsible Officer or Group:**

**Name:** Fiona Brown

**Job title:** Executive Director of Neighbourhoods

**Is the Activity:**

**New/Proposed** ( )

**Changing/Being Reviewed** (x)

**Other** ( )

## Part 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.

### [Further Guidance](#)

Sunderland City Council has proposed to relocate and rebuild Sunningdale Primary School and to increase the number of commissioned places to be delivered at the rebuilt school .

It is proposed that this outcome is implemented for 1<sup>st</sup> September 2022

The proposal will result in increased local primary aged places for children with Severe Learning Difficulties, children with Profound Multiple Learning Difficulties and children with physical disabilities

### 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.

### [Further Guidance](#)

The council has considered the current levels of oversubscription at the existing Sunningdale Primary School site, the waiting list for places at the school and the projected proportional increase of SEN children in the city as a consequence of new local housing developments

### **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.

#### [Further Guidance](#)

Intelligence used focuses on the current cohort. No gaps in intelligence have been identified within this project

It should be noted that while rigour is applied to the trend and projection data used to identify future needs there are uncontrollable factors which may impact on long term future demand. These factors include any future decrease in the local birthrate, failure to fully deliver the City's housing strategy, reduction in overall migration and a long term reduction in the diagnosis rate of children with special educational needs. This will be monitored as part of the overall pupil place planning process.

### **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)

#### [Further Guidance](#)

NA

## Part 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.**

### [Further Guidance](#)

| Characteristic               | List of Impacts  |         |          |
|------------------------------|--|---------|----------|
|                              | Positive   | Neutral | Negative |
| Age                          | Increased access to improved facilities for nursery and Key Stage 1 and 2 aged children attending Sunningdale Primary School |         |          |
| Disability                   | Increased placements for pupils with Education, Health and Care Plans  |         |          |
| Gender/Sex                   |  |         |          |
| Marriage & Civil Partnership |  |         |          |
| Pregnancy and maternity      |  |         |          |
| Race/Ethnicity               |  |         |          |
| Religion/belief              |  |         |          |

|                    |  |  |  |
|--------------------|--|--|--|
|                    |  |  |  |
| Sexual Orientation |  |  |  |
| Gender identity    |  |  |  |

**Please add any additional groups mentioned in the “additional impacts” section above.**

### Part 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 ( X )
- Stop ( )

#### Action Plan

[Further Guidance](#)

| ACTION   | WHO  | WHEN                   | MONITORING ARRANGEMENTS   |
|--|--|------------------------|---|
| Long term reduction in Sunningdale waiting lists – staggered to mitigate budgetary impact on impacted academies  | Together for Children (Children’s Services Trust arrangements) | Post new build opening | Vulnerable Learners Lead for Together for Children to monitor through commissioning mechanisms. |
| Short term lack of capacity to meet existing needs from Sunningdale pupils requiring a specialist curriculum – Continue to provide support to mainstream schools and academies | Together for Children/ Council                                 | Current –              | Vulnerable Learners Lead for Together for Children to monitor through commissioning mechanisms. |
|  |  |                        |   |



|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

## Section B - EQUALITY ANALYSIS GUIDANCE - Assessing impacts on people

### Version 4: July 2015

#### Introduction

We want to make sure our services meet the needs of all our residents and that nobody is excluded by the decisions we make. Therefore we must actively consider the different needs and lifestyles of people within the city when we are delivering services, creating policies, making changes and making decisions. This makes good business sense because it makes services more effective and efficient. It also helps us to meet equality law by refining our services and proposals to prevent unintended negative impacts on particular groups. **Considering equality ensures decisions taken, policies implemented and services provided best meet the needs of *all* Sunderland's residents, now and in the future.** Ultimately it results in better decision-making and stronger outcomes.

This guide reflects the advice of the Equality and Human Rights Commission and explains how you can ensure you are adequately considering equality so that you can meet the requirements of the Equality Act 2010 and Public Sector Equality Duty. The guide explains:

1. Legal requirements
2. Assessing relevance
3. Equality Analysis
4. Maximising benefits and reducing the risk of legal challenge
5. How to carry out Equality Analysis
6. Appendix 1: Further information and considerations in relation to protected characteristics

It is relevant to officers who carry out work relating to:

- Decision making
- Policy and strategy development
- Gathering and / or analysing information
- Business planning
- Procurement/Commissioning
- Human Resources
- Grant-making
- Governance
- Scrutiny

## PART 1 – Legal Requirements

The **Equality Act 2010 bans unfair treatment** and **promotes equal opportunities** in the workplace and in wider society. It protects everyone from unfair treatment through covering **nine key protected characteristics**:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Protected characteristics are explained in more detail later in this guide. They are the grounds on which discrimination is unlawful. The Act defines discrimination as:

- **Direct discrimination:** when someone is treated less favourably than another person because of a protected characteristic. This includes discrimination by association or perception (i.e. because someone is linked with someone with the characteristic or they are wrongly presumed to have the characteristic)
- **Indirect discrimination:** when there is a rule, a policy or even a practice that applies to everyone but which particularly disadvantages people who share a particular protected characteristic.
- **Harassment:** This includes behaviour that might make people feel humiliated or degraded, even if it is not directed at someone. (E.g. if someone overhears racist or homophobic language)
- **Victimisation:** Treating someone badly because they have, for example, made or supported a complaint about discrimination

The Act also places the **Public Sector Equality Duty** on Local Authorities and other public bodies. The Duty requires public authorities, in the exercise of their functions, to have **‘due regard’**, (consciously think about) the three aims of the Duty:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.

- Foster good relations between people who share a protected characteristic and those who do not share it.

The Equality Act explains that having **due regard** for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encouraging people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

This encourages public bodies to **understand how different people will be affected by their activities** so that policies and services are appropriate and accessible to all and meet different people's needs. This can **support and open up people's opportunities**, and help deliver **policies and services that are efficient and effective**. This means that **consideration of equality issues must, by law, influence the decisions reached by public bodies**.

Although the legislation does not state how the duty must be met, public authorities must have an adequate evidence base to demonstrate that they have gathered and considered adequate intelligence to allow them to pay 'due regard' to the aims of the Public Sector Equality Duty. In a large organisation like Sunderland City Council it is important that we can do this in a standardised and systematic way that would provide evidence to defend any potential legal challenge. **The way we do this in Sunderland City Council is through Equality Analysis.**

## PART 2 – Assessing Relevance

### When should you consider Equality?

Much of the Council's activity can have an impact on equality. Remember that this is about maximising the positive potential as well as minimising the negative. Analysis of the equality impact of your work should be an integral part of the decision-making process and a core service-improvement tool and should be carried out on:

- Policy and strategy development,
- Practices or activities,
- Decisions (including financial decisions regarding withdrawal of funding) and implementing decisions,
- Implementing policy developed by other organisations (e.g. Government departments),
- Service planning, assessments and reviews,
- To inform procurement and commissioning exercises.

However, it is important to consider the relevance of equality to your work before spending time carrying out any analysis of the equality impacts. It is highly likely that anything effecting service to people or that can affect future access or standards will be relevant. Examples may include changes to service delivery such as reduction, withdrawal or new ways of delivering. In some cases it may be immediately apparent that equality is less relevant (e.g. where it does not affect service delivery or employees). However in some cases it may need some further consideration to determine whether it is relevant.

**Consider the following questions to help you determine whether it is necessary to complete an Equality Analysis.** This is not intended to be an exhaustive list but it will help you to determine the equality relevance of what you are doing. It is likely that if you answer 'yes' to any of the following questions, you will need to analyse the equality impacts:

- Does the policy affect service users, employees or the wider community?  
Even if the policy affects a small number of people, consideration needs to be given to the level of impact. A large impact on a small number of people can sometimes be more significant than a smaller impact on many people.
- Is it likely to affect people with particular protected characteristics differently?
- Is it a major policy, significantly affecting how functions are delivered?
- Will the policy have a significant impact on how other organisations operate in terms of equality?
- Does the policy relate to functions that have been identified through engagement as being important to people with particular protected characteristics?

- Does the policy relate to an area with known inequalities?
- Does the policy relate to any equality objectives? This can include having an key impact on any of the city transformational priorities: Economy, Health and Well-Being, Education and Skills.

**If you decide that a policy is not relevant to equality, you should be confident of your reasons for this. The fact that ‘no information is available’ is not adequate to justify a decision that a policy is not relevant to equality.** Recording your reasons why a policy is not relevant will help you to increase transparency, encourage engagement and may assist in demonstrating compliance with the general equality duty. To aid with transparency Equality Analysis must be available to decision makers and therefore will usually be published as part of the cabinet papers.

## PART 3 – Equality Analysis

Everyone has a complex mix of protected and other characteristics which influence how they experience services and life more generally. Therefore they are impacted differently by what we do and what we change. We must **identify where we can improve what we do, or what we are planning, to mitigate any negative impact, maximise the positive outcomes and do more to advance equality of opportunity and promote good relations** between different groups of people. Equality Analysis is Sunderland Council's way of doing this. Regular completion of Equality Analysis will also help us to build a picture of the cumulative impacts of different decisions.

In addition to meeting the legal requirements, fully considering equality issues will help:

- evaluate and identify the likely impact of proposed changes on different parts of the community, different groups of service users or employees of the council,
- improve customer service and access through improved understanding and getting things right first time,
- manage demand through better customer service and by identifying and tackling issues early to stop them escalating,
- deliver efficient and effective services,
- improve satisfaction with Council services by providing excellent customer service,
- motivate the workforce,
- aid decision making,
- integrate equality and diversity considerations into the everyday business of the Council and aid service planning,
- improve the reputation of the Council as one which listens to all of its communities.

In addition to the advantages outlined above the Equality Analysis will also **provide a paper- trail of considerations to** create a record so that of adjustments made and how a conclusion was reached. This provides crucial information to decision-makers as they make choices on behalf of Sunderland. The Equality Analysis must be presented with any decision papers to **ensure decision makers have full information when making a decision. This is particularly important to comply with the law.** This becomes more crucial at a time when difficult decisions on the use of resources and future service delivery need to be made because we must be able to demonstrate the decision making was lawful if challenged.

## PART 4 – Maximising Benefits and Reducing the Risk of Legal Challenge

### Good intelligence makes a good Equality Analysis

Intelligence is about using data and information more effectively to improve decision making and lead to better outcomes. It is a result of the collation and analysis of a number of sources of information. All that we do should be intelligence led to ensure we are maximising efficiency, improving outcomes and making sound decisions. Therefore, equality information and understanding should be an element of this way of working.

To carry out successful equality analysis, requires:

- The views of a range of officers involved in service delivery who have a good understanding of the service
- The views of existing, potential and non- service users, from all backgrounds
- Population data
- Research intelligence
- Consideration of the equality impacts based on the data
- Development of ways to minimise the negative impacts and maximise potential benefits.

The collation, processing and analysis of the information is needed to develop a fuller picture of the potential groups of people who will be affected and how the proposals will impact on them. It will show which groups and individuals are particularly vulnerable to changes due to their reliance or heavy-use of a service, or where there is under-representation in the profile of users which could be increased. By considering these factors, investigating potential barriers and collating information where it is not already available, outcomes for all people in Sunderland will be improved. **A failure to gather relevant data and information, and analyse it to consider the equality impact, could lead to costly legal challenges for failing to comply with the Public Sector Equality Duty.**

### Good timing makes good Equality Analysis

Equality analysis begins **as soon as possible**, either before policy development starts or at the early stages of projects and review. When fully integrated into developing proposals and undertaken early in the process **equality analysis allows options to be revised to take account of the findings and decisions taken with full understanding of the potential impacts**. The gathering of information that is part of undertaking the analysis will also help to inform refinements to the aims, objectives or scope of the project. **The analysis is an on-going process not a one-off event**. It should develop alongside a piece of work and be a core part of data analysis and research.



Although completion of the template is important, this should be a by-product of an on-going process that results in an **action plan** to address gaps in knowledge, develop responses to the negative impacts and set out the performance management approach to monitor implementation and outcomes and a refined way forward

Case law demonstrates that it is not sufficient to carry out analysis at the end of the policy development process because:

- it may still be discriminatory or have adverse effects on particular groups
- opportunity to advance equality may be missed
- it is unlikely that you will be able to demonstrate you had due regard when the decisions were being made and may be left open to legal action.

### **The Risk of legal Challenge**

There are a number of challenges to public sector decisions that have been made using the Public Sector Equality Duty, or other relevant legislation that preceded the duty. It is important to remember that even if the decision has been made appropriately, if the required process has not been followed, then the decision making itself can be challenged. In essence the issues tend to relate to:

- Failure to start equality considerations early enough
- Failure to gather adequate information (including consultation)
- Failing to provide enough detail during consultation and engagement for the participants to make a rounded and intelligent response
- Failure to adequately analyse information gathered
- Failure to present information to decision-makers
- Failure to draw decision-makers attention to their equality duty

There are a number of cases where councils have been found to have breached the law and some cases where councils have been able defended their actions. More information about individual cases can be found on the Equality and Diversity Forum website

<http://www.edf.org.uk/blog/?p=17719>

## PART 5 - How to carry out Equality Analysis

This equality analysis guidance and the associated template is designed to stimulate discussion by the team leading on developing proposals for decisions, new or revised policies and strategies or reviewing service delivery options. It does not seek to provide a checklist questions or categories to be 'ticked-off', but it is designed to ensure existing knowledge within the service, customer and service-user feedback, data and intelligence and consultation are **analysed to identify the potential impacts** on individuals and groups of individuals with particular characteristics. **Where this knowledge is not available, part of the process must be to gather it.** This guidance is designed to provide additional support and direction by highlighting some key questions for consideration. These questions should not be seen as exhaustive, they are not a series of questions to work through but rather a starting point to stimulate discussion. When undertaking the process, it is envisaged that additional questions will be considered and alternative perspectives added.

The next section provides a step-by-step guide to completing the template. It is broken down by section and provides some additional information about the sort of questions and broader areas that might be addressed. It is important to recognise that **the person making the decision or advising the decision maker needs to undertake the analysis.** This is a core part of policy-making.

If advice, support or peer challenge of your Equality Analysis is required please contact Kirsty McNally, Associate Policy Lead for Equalities and Communities in Office of the Chief Executive: [kirsty.mcnally@sunderland.gov.uk](mailto:kirsty.mcnally@sunderland.gov.uk); Tel: 0191 561 7961.

### 1. Purpose and Scope

[\(back to template\)](#)

This section of the assessment covers the broad rationale and intentions of the activity. It sets the **context and aims** of the proposal and any specific target audience. It is also where the sources of intelligence and information that have been used should be outlined.

- **Purpose** – Outline the decision to be made, policy to be developed or nature of the service. Think about the aims of the Duty and which protected characteristics it is most relevant to. Consider why it is being undertaken or proposed and why it is necessary, what the intended outcomes or benefits are and over what period the actions will be implemented and the outcomes have an impact. Also describe who or where the target for the intervention or decision is. This could be a specific group of people or organisations or a location such as a neighbourhood, individual ward, community or area of the city as well as the city as a whole. The impacts could also be wider than Sunderland and link to activities in other authorities. If this is a service review, you must state the 'as is' and 'to be' so that the changes are transparent.

-

[\(back to template\)](#)

- **Information, analysis and intelligence** – Outline which sources of information and intelligence and have been used to inform the assessment and **provide a description of what the intelligence is telling you** about each of the protected characteristics or any other group which may be disadvantaged as a result of the decision. 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 considered in turn in relation to the protected characteristics (refer to appendix 1). The more detailed the description, the better your understanding will be of the issues.**

It is important that you have appropriate and reliable information to analyse because understanding the impact on different groups is a key step in identifying whether a policy, service or activity might unlawfully discriminate. This will also help to identify any gaps in data. You should collate and analyse information to give you as much intelligence relating to each of the protected characteristics as possible. Information can be found from a wide range of sources <http://www.sunderland.gov.uk/index.aspx?articleid=5745>. Information may include, but is not limited to:

- the Census and other statistical data to help you identify the numbers of people with different characteristics (available through the ONS and NOMIS) <http://www.sunderland.gov.uk/index.aspx?articleid=3331>
- knowledge of employees and partners
- the results of consultation and engagement with the public and the voluntary and community sector
- feedback, including comments, praise and complaints from customers, service-users and Councillors
- qualitative and quantitative research
- existing local service-reviews and planning reports
- research and examples from national, regional and local sources
- Joint Strategic Needs Assessments <http://www.sunderland.gov.uk/index.aspx?articleid=6789>
- Comparisons with other authorities or services
- Recommendations from inspectors and / or peer reviews

The analysis you need will be dependent on what your topic. However, the following are often useful questions to ask yourself (there will be others):

- Who wants, needs and uses the service? Does this differ for different groups?
- Who does not use the service? What are the barriers?
- Is the service easy to access for everyone? (This can include communications methods)
- Do outcomes, experiences or satisfaction differ between people with different protected characteristics?

- What are the key findings of any engagement you have undertaken? Can this be broken down by protected characteristics? If not, how will you ensure you understand the impact on all groups?
- Could any one particular group experience poorer quality of life or increased isolation due to this work?
- If there is a greater impact on one group is that consistent with the policy, commissioning or service aims?
- If the activity has negative impacts on one group, what action can be taken to mitigate it?
- Is any part of the policy, service or activity unlawful under the Equality Act 2010? (Could it lead to discrimination, indirect discrimination, harassment or victimisation, or does it fail to make an adjustment for disabled people?)
- Will the activity deliver practical benefits for particular groups?
- Are there any missed opportunities to advance equality of opportunity and foster good relations?
- Does anything else need to change to enable this policy, service or activity to be effective?

**You must be able to evidence your conclusions. For example, if you conclude that the activity will generally benefit all service users without any evidence to support this conclusion, it may make it difficult to demonstrate compliance with the Duty.**

### **Gaps in intelligence**

[\(back to template\)](#)

In some cases there won't be enough data and information to analyse to lead to intelligence on all of the protected characteristics (data is often more sparse in relation to religion and belief, sexual orientation, marriage and civil partnership and gender identity and reassignment). In this section you should highlight where this is the case and consider whether efforts are needed to fill the gaps. This could be through focused consultation or specific research/engagement activity. If this is not possible in the short-term, consider how you can increase your understanding in the short-term before undertaking more robust research in the longer-term. It is vital that considerations are based on evidence, not assumptions. Any proposed action to mitigate knowledge gaps should be included in the action plan.

Analysis of data and information may also highlight which groups of people are not benefiting from the decision in the way that was anticipated. You should describe in this section which groups these are, and whether you will amend the proposed decision to ensure that the outcomes for the groups in question are positive one. This should also be reflected in the action plan.

### **Additional benefits/Other individuals or groups impacted on**

[\(Back to template\)](#)

Although not a statutory requirement in the Equality Act 2010 or Public Sector Equality Duty, there are a number of priorities for Sunderland which mean that wider equality considerations will need to be made if we are to meet the Council's objectives as well as its legal duties. There is recognition that some groups typically face more difficulties in accessing opportunities in life. Examples can include:

- People who have low incomes (specifically relevant when considering access to services and employment due to travel and child-care costs. There may be cumulative impacts of cost increases on large families)
- People who are physically isolated due to access to transport, cost of transport, locations, health or disability.
- People without access to a car or regular public transport (this can often be more relevant for women and disabled people)
- Ex-offenders
- Ex-armed forces
- Homeless people who may not have access to a home address or land-line
- Those without access to (and ability to use) technology for example internet/computers

You should consider and note how you can **maximise the positive impact and minimise the negative impact** on the City's Transformational Priorities for all of these groups, in addition to the protected characteristics. Some areas for consideration could be:

#### Economy

- Will the work support economic independence and help people out of poverty?
- Is there potential to create employment, particularly for groups who find it harder to access employment, or particular types of employment?
- Will your work have a negative impact on people with low incomes, and therefore make them further excluded?
- Could the work create or remove barriers to using the city centre? (e.g. making it more age-friendly)
- Could it negatively or positively affect businesses?
- Could there be a positive impact on housing choice?
- Could it have a positive impact on transport and connecting people to work, business and facilities?
- Will it reduce demand on the public sector? Will this be for all groups?
- Can it create diversity of events? Will these meet differing needs?

#### Education and Skills

- Is there potential to increase/share skills or training opportunities? Could this be focussed on particular groups? (E.g. Not in Employment, Education or Training - NEET)
- Could the voluntary sector be positively used to build skills for particular groups?
- Could traineeship or apprentice opportunities be created?

#### Health and Well-being

- Is there a way to reducing loneliness and isolation?

- Is it possible to build community relationships?
- How can active lifestyles be promoted to all groups?
- Could it encourage better and more flexible employers that will see people participating and staying in work because they are healthy?
- Can it support ways to help people ageing well and demanding less of the social care system because they are healthier

## 2. Summary of Impact on People

[\(back to template\)](#)

The summary table is where the key findings from the analysis and interpretation of the data and information should be summarised. This must cover any expected or potential impacts for people within each protected characteristic. This must outline how the proposals will impact on an individual or group's ability to live a full, active and engaged life, or whether they disadvantage or further disadvantage individuals or groups with specific characteristics. As this provides a summary list of the impacts it is important that any conclusions are based on information which is clearly referenced. **It must be easy to see what data and information has been used to reach a decision or justify a statement, and it must be transparent for the public to scrutinise.**

The analysis should be approached with an awareness of the different ways in which practices, policies or decisions can disadvantage people.

- A **negative impact** can include direct discrimination, failure to make reasonable adjustments and unintended adverse impact (where people enjoy fewer opportunities experience barriers when seeking to access a service or unfair or negative treatment).
- A **neutral impact** would be if there were no noticeable harmful or less favourable effects. Remember that the same impact can have different significance for different groups. For example a universal service may be withdrawn but have a greater impact on disabled people because they are less able to access the alternatives. Where possible, consider whether a neutral impact can be made positive.
- A **positive impact** is where both intended and incidental positive impacts should be recorded.

The summary table is broken-down by the protected characteristics as outlined in the Equality Act 2010, this ensures that active consideration is given to each characteristic in the analysis, and provides space to list what the impacts are and whether they are positive, neutral or negative for that specific group. Each of the aims of the Equality Duty must be considered for each group.

## Action Plan and Monitoring

[\(back to template\)](#)

Although the legislation does not stop you from making difficult decisions it must be noted that where equality considerations are significant, these would not be outweighed by financial decisions. The decision and rationale must be clear and transparent.

Broadly this can take the form of one of four options:

- **No major change:** The intelligence highlights no major concerns for any protected groups. Small changes to improve the outcomes may still be appropriate, and should be in the action plan, but they are not significant enough to change the approach.
- **Continue despite negative implications** – Although the analysis does suggest negative outcomes for one or more specific groups, they are relatively proportionate and cannot be avoided or mitigated. The overall outcome of the proposal or decision is also considered crucial or overwhelmingly positive. A clear rationale should be reflected in the equality analysis to demonstrate the considerations should the decision be challenged.
- **Adjust the policy/action/decision** – The analysis highlights one or more significant negative outcome in relation to one or more protected characteristics; however a single or a number of actions can be taken to adjust the proposal to reduce, prevent or mitigate negative outcomes whilst still achieving the overall objective. The action or actions should be outlined in the action plan.
- **Stop** - The analysis highlights one or more major problems with the proposal which has a serious impact on individuals with protected characteristics and which cannot be avoided. Therefore the policy or decision must be stopped from going any further. Retain the document with the analysis of your findings and your interpretation.

Your analysis should be comprehensive enough to inform discussions about how relatively small changes could be made to reduce or stop adverse impacts or unlawful conduct. This includes discrimination, harassment, victimisation or a failure to make reasonable adjustments for disabled people. The changes should be things that can easily be altered without the need for significant resources, such as altering a process, changing an application form, updating information. If bigger changes are needed these should also be included in the action plan so that formal agreement can be obtained to carry them out and for the resources needed to make the changes. Also consider whether there are adjustments that can be made to maximise the positive impacts.

When considering whether there is mitigating action which could be taken, consideration should be given to:

- Are there different ways of delivering the service?
- Could the service be promoted better with groups who are under-represented in the service?
- Could procedures be altered to make it easier for customers to access and use services?
- Could application forms and methods of requesting a service be altered to make them easier for the public?

### **Action Plan**

From these discussions you should develop an action plan to address the problems with the proposal, detailing who will be responsible for completing the task and when it will be completed by. In most cases this will be before the decision, change or policy takes effect.

The action plan must demonstrate:

- Action – what is to be achieved?
- Who – who will be responsible for completing it?
- When – when will the action be completed?
- Monitoring Arrangements - how will success be measured?

The action plan will form the basis for the activities that will be undertaken going forward. In some cases some of the actions may need to be carried out by people in other teams or even a different organisation. The progress with the action plan and expected outcomes needs to be monitored to make sure they are completed and have the intended impact. To do this performance measures need to be set out next to each action. These performance measures need to be specific, measurable, achievable, relevant and timely. **As a minimum there should be an action to monitor and review.**

### **What happens next?**

In order to support decision-making and transparency details of this assessment should be available for publishing. The duty to give due consideration includes making sure that equality analysis is shared with decision-makers so they can make informed decisions.

The completed equality analysis should be a **core part of the decision-making process** and as such should be **shared with those responsible for making the decision relating to the project**. As such, the **fully completed** equality analysis should accompany **all** Cabinet reports as part of the printed papers. It is not sufficient to provide a summary or for the document to be provided as a link. In addition, all equality analysis – whether being presented at Cabinet or otherwise – should be published on SharePoint, with the relevant document, i.e. policy, strategy, etc. appended within the document. <http://citypoint/equalityanalysis/default.aspx>. This supports transparency and the sharing of information and best practice within the Council. By building this library of information and analysis, better understanding and improved decision making about equality issues can be reached across the Council. Equality Analysis will be loaded from SharePoint onto our website to help meet our Public Sector Equality Duty.

### **Further Information and Contacts**

Further information on the Equality Act 2010 and the Public Sector Equality Duty can be found online from the Equality and Human Rights Commission and the Equalities Office.

[http://www.equalities.gov.uk/equality\\_bill.aspx](http://www.equalities.gov.uk/equality_bill.aspx)

<http://equalityhumanrights.com/legal-and-policy/equality-act/>

<http://equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/>



The following sections provide further information about the protected characteristics, and highlight some of the issues that may stimulate questions. Whilst considering these it is important not to stereotype individuals or groups. Individuals can also face challenges posed by more than one protected characteristic, which should also be considered during the analysis.

### Protected Characteristics

**Age** – The type of service required and the way in which services are accessed varies by age. When considering age it is important to consider the impact on all age groups, but younger and older people often experience age-related inequality the most. It is also important to remember that in within older and younger groups there can be wide variations.

Sunderland aspires to be an all Age Friendly City which is barrier-free, designed for diversity, and is inclusive and cohesive - a city of choice for all generations. Age Friendly environments allow people to age well by staying active, connected and positively contributing to the economic, social, and cultural life in their community long into their old age. Age Friendly cities design and adapt their natural and built environment for residents of all ages and different capacities – accessible and safe road and transport infrastructure, barrier-free access to buildings and houses, and public seating and sanitary facilities, among others. Tools for information dissemination are adapted to cater to the capabilities and resources of all residents. Age Friendly cities can prevent and delay age-related illnesses through the provision of community support and health care services, enabling older people to maintain their health and independence for as long as possible. These support services benefit younger generations too.

This is a lifecourse approach that promotes positive ageing, however, in doing so it must also encourage people to take more control over their lives and to access opportunities to achieve an improved quality of life.

Age can broadly be broken into four categories:

- The First Age is characterised by dependence and education.
- The Second Age is characterised by maturity, independence and familial and social responsibility, broadly cover those in their 20s to retirement.
- The Third Age refers to people with good health and independence but lesser work responsibilities, this often includes those who have recently retired.
- The Fourth Age includes a graded increase in dependency which can be referred to as a Transitional Age, 70/80 age group and Older People (80+ age group). Within and across these groups there will be additional age-related impacts. For example those who are newly or

recently retired will face different impacts to those of the same age who are still working or more vulnerable older people. For this reason precise age-banded distinctions are unhelpful as individual's aging process varies greatly.

Some key considerations relating to age include:

- Is communication age-appropriate, for example tailored or in a specific format?
- Is parent/carer/advocate involvement necessary and been considered?
- Does, or can, the action improve trust and relationships between age groups?
- Are there any age-related disability or health concerns to be considered?
- Is access by different age groups impacted by changed hours of access? Would they feel safe attending alone?
- Will all age groups have access to the service, and could this be significantly reduced due to a lack of own income?
- Is a venue and environment physically accessible and age friendly e.g. with a buggy, public transport or walking/cycling?

**Disability** – Disability is a wide-ranging characteristic and the needs of different people with disabilities will be highly varied. It is therefore crucial to consider the specific impacts on people with different disabilities, and differing severities of disability. Conditions covered under the Equality Act can also change in severity over time and services must respond to an individual's changing needs. A person is considered to have a disability if he or she has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. It includes recurring and progressive conditions and certain illnesses and conditions such as cancer and HIV. Disability can cover a range of mobility difficulties, lower manual dexterity or other physical disabilities, hearing impairments, visual impairments, learning disabilities, mental health conditions, communication difficulties, long-term health conditions of illness.

Some key considerations relating to disability include:

- Have 'reasonable adjustments' been made in accordance with the duty? This may mean changing the way services are delivered, providing extra equipment and / or the removal of barriers.
- Could any changes result in increased isolation for disabled people?
- Is the policy likely to affect people who have low incomes? It is important to recognise that disabled people often already face economic exclusion and so this could affect them more.
- Are the facilities to be used physically accessible to everyone? This includes both getting to and around a location and access to facilities within a location.
- Is information accessible? This may be affected by the media used, the format and how it is delivered?
- For some people stressful or new situations are particularly harmful. Will people who suffer from stress or anxiety be put off using the service or attending?

**Sex** - Sex equality relates to the impact on men and women and boys and girls. Analysis shows that men and women access different services and in different ways, and often take different roles in society. It is also important to recognise that there are some people whose biology differs from current cultural assumptions about what makes up 'male' and 'female'. These people are sometimes referred to as intersex. We need to ensure that someone isn't excluded from service provision or employment because they are taking on a traditional gender role:

Some key considerations for sex include:

- Are there any physical implications for the way a service is delivered? Think about whether there are likely to be any differences in the way a man and a woman might interact with the service.
- Could parenting or caring responsibilities impact on access or use of the service? Single parents can also face additional challenges.
- Is provision made for expectant or new mothers (breastfeeding, health and safety, rest and changing rooms)?
- Does access rely on having a car? In one car households this can disadvantage a stay at home partner.

**Marriage and Civil Partnership** – Unlike other protected characteristics, the duty relating to marriage and civil partnership refers only to eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct. This means ensuring that if a service or benefit applies to some people because they are married, civil partners must enjoy the same rights of access and fair treatment. Often simply recognising the increasingly wide range of relationships people have and respecting these will ensure that services are fair and respectful.

Some key considerations relating to marriage and civil partnership include:

- Does the service have anything specifically relating to marriage? If so, does this also cover civil partnerships?
- Does terminology reflect the wide range of relationships in society?

**Pregnancy and Maternity** – During a pregnancy and whilst caring for babies additional challenges and needs can lead to discrimination if these are not met, such as responses to breastfeeding, requests for maternity leave and flexible working patterns following the birth of child. In general this will affect women. However, you may also want to consider how flexibility can also support all types of parents (e.g. fathers, adopters.)

**Race/Ethnicity** – refers to people defined by their colour, nationality (including citizenship), ethnic or national origins. In general this refers to people who do not identify as White British. It also covers Travellers and Gypsies, asylum seekers and refugees.

Some key considerations relating to race and ethnicity:

- Has culture been taken into consideration? Different cultures can interact in very different ways. This can influence face-to-face interaction (e.g. courtesy - handshaking, eye-contact, the presence of members of the opposite sex, diet, naming systems) as well as styles and timing of provision or access and the way information is shared or access promoted.
- Will any groups experience increased isolation or low trust and confidence because of previous negative experiences? A reluctance to access a service or raise concerns can be due to poor previous experiences with authorities either in the UK or abroad or a lack of appropriate service provision.
- Will anyone experience increased isolation due to a lack of support mechanisms? For example exclusion from community life or not having family nearby.
- Will those with a nomadic lifestyle be disadvantaged? Does provision require an 'address' or 'postcode'?
- Will those with language difficulties be disadvantaged? This could be further impacted by issues related to age.
- Do you understand enough about the roles different people play in different societies to understand impacts?

**Religion and Belief** – Religious or philosophical beliefs, including a lack of belief, affect life choices and influence what approaches will be appropriate to communicating or providing a service. This includes some more widely known about religions such as Christianity, Islam, Sikhism etc but also belief systems such as Humanism, or a lack of faith such as Atheism.

Some key considerations relating to religion and belief include:

- Is the terminology used correct or could it be insensitive?
- Will access to services be limited by religious obligations, such as attendance at formal worship services?
- If food is relevant, will appropriate diets be catered for, for example halal and kosher, vegetarian and vegan options? Different options should be kept separate and clearly labelled.
- Will uniforms provided or dress required allow religious dress codes to be met?
- Will access to places of worship or meeting be unduly affected by closures or restrictions, particularly relating to transport?

**Sexual Orientation** – A person's sexual orientation is usually defined as an attraction toward the same sex (lesbian/gay men and women/homosexual), the opposite sex (heterosexual) or to both sexes (bisexual). This is often shortened to Lesbian, Gay and Bisexual (LGB). Sexual orientation is one of the areas we tend to have less data on and so it can be more important to engage with LGB people to understand differing needs. Often barriers arise for LGB people when there is an assumption of heterosexuality. It may need to be made explicit that a service is accessible or it may need to be delivered differently to reflect family structures and relationships and maintain appropriate privacy.

Some key considerations relating to sexual orientation include:

- Are different types of relationships reflected? For example is language inclusive and not based upon an assumption partners are of the opposite sex.
- Is privacy maintained? Some lesbian, gay or bi-sexual people are not 'out' and arrangements, wherever possible, should not compromise privacy.
- Will take up be lower due to previous negative experiences?
- Can services be delivered in a way that does not assume nor require identity of sexual orientation?

**Gender Reassignment** – Gender reassignment covers those who intend to, are in the process of, or who have undergone gender reassignment (changing the biological sex they were born with) and who have or do experience gender dysphoria (where someone feels distressed because the body they were born with, or the sex they were assigned at birth, is not the same as their gender identity).

Trans is an umbrella term for people whose identity differs from what is typically associated with the sex they were assigned at birth. People under the trans umbrella may describe themselves using one or more of a wide variety of terms – including transgender. Non-binary is a term for people whose gender identities do not fit into the gender binary of male or female. A non-binary person might consider themselves to be neither male nor female, or to be in some sense both male and female, or to be sometimes male and sometimes female. People who identify as non-binary will sometimes prefer to refer to themselves using pronouns which are not gendered, for example 'they' or 'ze'. Ensure issues of gender identity are not confused with issues of sexual orientation.

Some key considerations for gender reassignment include:

- Do facilities such as changing areas provide privacy and allow for discretion? Is physical contact handled sensitively?
- Do processes and facilities ensure sensitivity and privacy if someone is under-going gender re-assignment?
- Does provision take into consideration personal safety and fear of crime? Fear of crime and victimisation can be high amongst transgendered people.
- Is single-sex provision necessary because combined provision would not be effective? For example in accommodation or support for victims of domestic violence.

**Multiple Protected Characteristics** – It is important to remember that most people have a number of the characteristics outlined above. This may mean that the barriers or issues they face are different or are multiple. For example, a lesbian, gay or bisexual person in their 20's may have a very different experience in relation to their sexual orientation to someone in their 60's or 70's because of the change in societal attitudes over time. There could be different issues again as a person ages further and long term health issues or disabilities may occur. For example, a carer not only needs to be sensitive to a person's health and personal needs, but also may need an understanding of personal

relationships, faith, culture and so on. Another example of the impact of multiple characteristics would be to consider the experiences of males and females in different cultural contexts and whether these may be different.