

SCHOOL ORGANISATION COMMITTEE OF CABINET

AGENDA

**Meeting to be held in Civic Centre (Committee Room No. 2) on
Wednesday 17 July 2019 at 2.00pm**

ITEM		PAGE
1.	Receipt of Declarations of Interest (if any)	
2.	Apologies for Absence	
3.	Minutes of the meeting held on 16 May 2019	1
	Copy attached.	
4.	Proposed Closure of Millfield Community Nursery School	5
	Report of the Executive Director of Neighbourhoods (copy attached).	

Elaine Waugh
Assistant Director of Law and Governance

Civic Centre
SUNDERLAND

9 July 2019

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At a meeting of the SCHOOL ORGANISATION COMMITTEE OF CABINET held in COMMITTEE ROOM 1, CIVIC CENTRE, SUNDERLAND on THURSDAY 16 MAY 2019 at 2.00pm

Present: -

Councillor Farthing in the Chair

Councillors G Miller and G Walker.

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 to the meeting on behalf of Councillors Kelly and Stewart.

Proposed Re-organisation of Sunderland City Council's Pupil Referral Unit Provision

The Executive Director of Neighbourhoods submitted a report presenting proposals to re-organise Sunderland City Council's Pupil Referral Unit (PRU) provision and to increase the number of commissioned places to be delivered at the re-organised PRU.

Sunderland's Pupil Referral Unit provision was currently organised into three separate provisions which were: -

- Key Stage 1 (Full Time and Part Time) – age range 4 – 7
- Key Stage 2 and 3 – age range 7 – 14
- Key Stage 4 – age range 14 – 16

Key Stage 1 provision was currently being provided from the Tudor Grove Centre, along with Key Stages 2 and 3. The Key Stage 4 provision was delivered from the Pallion Centre, which was refurbished in 2013 to accommodate the PRU.

In October 2018, Cabinet had agreed a proposal to refurbish the former New Bridge School at Springwell Dene with the intention of delivering the Key Stage 1, 2 and 3 PRU provision from that site from September 2019. The Committee were advised that the Key Stage 1 PRU reported to its own Management Committee, whereas Key Stage 2 and 3 and Key Stage 4, whilst separate provision, reported to a single Management Committee.

The Cabinet had approved a proposal in October 2018 to commence the School Organisation processes required to re-organise the City's three PRU provisions into one single school. The proposal was as follows: -

- Discontinue Sunderland's Key Stage 1 Pupil Referral Unit's registration from 31 August 2019;
- Discontinue Sunderland's Key Stage 4 Pupil Referral Unit's registration from 31 August 2019;
- Alter Sunderland's Key Stage 2/3 PRU age range from 7-14 to 4-16, from 1 September 2019; and
- Increase the capacity of the Key Stage 2/3 PRU provision from 78 commissioned places to 172 places.

A pre-publication consultation exercise had taken place between 25 January 2019 and 25 March 2019 with parents of pupils attending the PRU, current staff, local schools and nurseries and trade union representatives. Seven responses were received, all supporting the Council's proposals. The notification of statutory proposals was published on 27 March 2019 and no responses to the notices were received during the four week statutory representation period.

The proposal would result in the following benefits: -

- Formalise management arrangements already informally operated across Key Stage 2, 3 and 4 provisions;
- Facilitate increased sharing of resources, management efficiencies and shared practice between Key Stage 1 provision and Key Stage 2, 3 and 4 provision;
- Facilitate the strengthening of existing Governing Body arrangements, with representation and expertise to be offered across all key stages;
- Facilitate the establishment of a new PRU management structure, offering consistent leadership across all key stages;
- Facilitate greater cross key stage working with increased interaction, where appropriate, between children attending PRU provisions from within the separate key stages;
- Lead to greater facilitation of transition between key stages for the minority of pupils who remain in PRU provision for extended periods of time; and
- Provide greater consistency between PRU delivery and proposed accommodation strategy, given the requirement to establish a new permanent delivery site for Key Stage 1 full and part time PRU provision.

Councillor Miller asked how many people would have been consulted as part of the process and the Retained Education Functions Lead advised that the consultation would have encompassed every staff member, every school in Sunderland, the trade unions, the diocese, parents and neighbouring authorities. Councillor Miller noted that if people did not respond, this implied that they were comfortable with the proposal.

Councillor Farthing stated that she felt that this was a positive change and was pleased to move the recommendations of the report.

Consideration having been given to the report and Committee Members having been in favour of the proposals, it was: -

RESOLVED that approval be given to the three related statutory proposals to: -

- (i) discontinue (close) the Key Stage 1 Pupil Referral Unit, Tudor Grove Centre, Portland Road, Sunderland, SR3 1SS and the Key Stage 4 Pupil Referral Unit, Pallion Centre, Waverley Terrace, Sunderland, SR4 6TA with effect from 31 August 2019;
- (ii) alter the lower and upper age limit of the Key Stage 2/3 Pupil Referral Unit, Tudor Grove Centre, Portland Road, Sunderland, SR3 1SS from 7 – 14 years old to 4 – 16 years old with effect from 1 September 2019; and
- (iii) enlarge/increase the capacity of the Key Stage 2/3 Pupil Referral Unit, Tudor Grove Centre, Portland Road, Sunderland, SR3 1SS by increasing the number of available places from 78 to 172 with effect from 1 September 2019.

(Signed) L FARTHING
Chair

**SCHOOL ORGANISATION COMMITTEE OF CABINET MEETING
– 17 JULY 2019**

EXECUTIVE SUMMARY SHEET – PART I

Title of Report: Proposed Closure of Millfield Community Nursery School	
Author(s): Executive Director of Neighbourhoods	
Purpose of Report: The purpose of this report is to request a decision on the proposal to discontinue Millfield Community Nursery School.	
Description of Decision: School Organisation of Cabinet is asked to: Note the responses to the pre-publication consultation and the responses received during the statutory representation period and consider the statutory proposal which is: To discontinue (close) Millfield Community Nursery School, Bell Street, Sunderland, SR4 6JR with effect from 31.08.19. Under the provisions of the Education and Inspections Act 2006, the Authority may approve published proposals with or without modification or may reject them. The Committee is requested to approve the proposal.	
Is the decision consistent with the Budget/Policy Framework?	Yes
If not, Council approval is required to change the Budget/Policy Framework	
Suggested reason(s) for Decision: Millfield Community Nursery School has become financially vulnerable in recent years. The Nursery has an operational budget deficit that has increased year on year since 2015. In that time the nursery has restructured the staffing base on three occasions. However, neither staffing restructure nor attempts to increase pupil recruitment have been sufficient to resolve the nursery's budget deficit. The nursery's financial deficit is projected to increase further in future years, impacting further on the nursery's ability to offer a good provision in a safe and secure environment and remain operational. The nursery has a capacity of 120 nursery aged pupils. As of the January 2019 Census, there were 55 nursery aged pupils on roll. 54% of the available places at the nursery were unfilled. Millfield Community Nursery has projected that 24 places will be required for the Autumn 2019 cohort. This equates to 20% of the nursery's capacity.	

Despite increased demand for nursery places in the Millfield Ward the number of families seeking places at Millfield Community Nursery School has fallen in recent years. Between Spring 2017 and Spring 2019 there was an 8% increase in demand for nursery places in the Millfield ward. However, over the same period demand for places at Millfield Community Nursery school fell by 15%.

Data demonstrates an increasing preference within the local community for nursery places within a school setting as opposed to attendance at a maintained nursery school. In the Millfield Ward in Spring 2017, 38% of local children were attending Millfield Community Nursery School in comparison to 62% attending a nursery setting within one of the two local primary schools. In Spring 2019 the proportion of children attending Millfield Nursery had fallen to 30% with 70% attending a nursery within a primary school.

Alternative options to be considered and recommended to be rejected:

- Retain Millfield Community Nursery School.
- Restructure Existing Staffing Base

Further detail included in Section 9 of this report

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 CLOSURE OF MILLFIELD COMMUNITY NURSERY SCHOOL**REPORT OF THE EXECUTIVE DIRECTOR OF NEIGHBOURHOODS****1. Purpose of the Report**

- 1.1 The purpose of this report is to request a decision on the proposal to discontinue Millfield Community Nursery School.

2. Description of Decision

- 2.1 Cabinet is asked to:

Note the responses to the pre-publication consultation and the responses received during the statutory representation period and consider the statutory proposal which is:

To discontinue (close) Millfield Community Nursery School, Bell Street, Sunderland, SR4 6JR with effect from 31.08.19.

Under the provisions of the Education and Inspections Act 2006 the Authority may approve published proposals with or without modification or may reject them.

The Committee is requested to approve the proposal.

3. Current Position

- 3.1 Millfield Community Nursery School is a 120-place local authority-maintained nursery school based in the Millfield Ward. It currently offers places for 2-year olds as well as statutory nursery provision for 3 and 4-year olds. The nursery provides funded places under both the disadvantaged 2-year olds and 30 hours schemes as well as a fee- paying day-care provision. It was graded as Good by Ofsted in its most recent inspection.
- 3.2 In recent years, as a consequence of falling rolls at the nursery, the increased local availability of alternative nursery provision and the increased costs of delivering a maintained nursery offer, Millfield Community Nursery School has become increasingly financially vulnerable. The Nursery, working with the Council, has restructured the staffing base three times since 2015 in attempts to reduce costs and has sought to make other operational savings. However, despite re-structure and cost cutting exercises, the nursery has continued to accumulate an increasing financial deficit.
- 3.3 Projected numbers for future nursery cohorts identify that the nursery's outturn deficit will continue to increase in future years. Pupil numbers at the nursery are projected to decline further. Combined with an increase in local preference for nursery places at schools and academies it is clear that the

nursery will not generate sufficient funding to ensure that as a setting it remains financially viable.

4. Current Financial Position

- 4.1 The nursery's outturn deficit at the start of the 2018/19 financial year was £0.067m. The 2018/19 budget projection identified the nursery would generate an in-year surplus of £0.002m. This would have resulted in the overall deficit decreasing to £0.065m.
- 4.2 In January 2019, due to failure to realise projected pupil numbers and increased staffing costs associated with employment agency fees to meet unexpected staffing requirements arising from sickness levels within the current staff base, the Nursery's in-year position was re-evaluated. The re-evaluated budget position identified that the Nursery, as opposed to reducing the outturn deficit budget position, was projected to increase that budget deficit further. The Nursery's final outturn position for 2018/19 was a deficit of £0.084m.
- 4.3 Further budget pressures are anticipated. The Maintained Nursery School Supplementary Funding, currently provided to all maintained nursery schools across the city, is projected to decrease by £0.108m in 2019/20. This will result in 0.012m reduction in the Millfield Nursery budget.
- 4.4 The table below outlines Millfield Nursery's projected budget up to and including 2023-24

Millfield Nursery	2019-20	2020-21	2021-22	2022-23	2023-24
In Year Position (£)	(49,613)	(56,268)	(67,325)	(77,927)	(84,200)
Cumulative Budget (£)	(133,421)	(189,689)	(257,014)	(334,941)	(419,141)

- 4.5 Millfield Nursery's budget outturn for 2019-20 has been agreed with the Nursery's Governing Body. It has been arrived upon using current projected pupil numbers and existing delivery costs, including staffing and premises costs. The end of year budget position is estimated to be a financial deficit of £0.133m. The nursery's financial deficit is projected to increase to £0.419m by the close of 2023-24.

5.0 Numbers on Roll and Alternative Provision

- 5.1 Millfield Community Nursery School has the capacity for 120 places. As of Spring Census the nursery was operating at 46% of its total capacity. It is anticipated that by the close of the summer term the nursery will be operating at approximately 66% of its capacity.
- 5.2 Demand for nursery places has increased in the Millfield area in the period 2017 – 2019. However, this is not reflected in recruitment at Millfield Community Nursery. The table below demonstrates the number of places

taken up across the three nursery providers in the Millfield ward between Spring 2017 -Spring 2019.

	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018	Autumn 2018	Spring 2019
Millfield Community Nursery School	65	80	52	62	80	55	55
Diamond Hall Infant Academy	79	86	67	79	97	82	94
St Joseph's RC VA Primary School Sunderland	26	38	31	33	36	24	35
Total	170	204	150	174	213	161	184

- 5.3 Between Spring 2017 and Spring 2019 there was an 8% increase in demand for nursery places in the Millfield area. However, over the same period demand for places at Millfield Community Nursery fell by 15%. The reduction in demand for Millfield Nursery School, and associated reduction in income, has contributed to the financial vulnerability of the setting.
- 5.4 Evaluation of pupils currently on roll at Millfield Community Nursery identifies that 93% of the cohort on roll live closer to at least one alternative nursery provision than Millfield Community Nursery School with 51% of the cohort on roll living closer to at least 4 alternative nursery provisions.
- 5.5 January 2019's local Childcare Sufficiency Assessment identified that within one mile of Millfield Community Nursery School there were 43 vacant 2-year old nursery places and 155 vacant 3 – 4-year-old nursery places at good or outstanding providers. Within 2 miles of the setting there were 63 vacant 2-year old nursery places and 190 vacant 3 – 4-year-old places at good or outstanding providers.
- 5.6 It is therefore considered that sufficient good or outstanding local alternative nursery places exist to accommodate both the current cohort of children attending Millfield Nursery school and any projected future cohorts of children who may seek to attend the school in future years.

6.0 Consultation

- 6.1 In May 2019 Cabinet approved a proposal to commence the School Organisation processes required to discontinue Millfield Community Nursery.
- 6.2 In advance of this decision a pre-publication consultation exercise had commenced. The pre-publication consultation was live between 10th April, 2019 and 31st May 2019. The pre-publication consultation contained the Council's proposal to discontinue the nursery.
- 6.3 Consultation was carried out with the following groups

- Parents of pupils attending Millfield Community Nursery
- Current staff
- Local schools and nurseries
- Trade Union Representatives
- The wider local community
- Sunderland's Schools Forum

In total the Council received 115 responses to the pre-publication. Of the 115 responses received 107 (93%) did not agree with the proposal to close Millfield Community Nursery School with 8 respondents (7%) in agreement with the proposal. Responses are collated as Appendix 1 of this report.

6.4 The Council published notification of statutory proposals to discontinue Millfield Community Nursery School on 4th June 2019. The statutory notice period ended 3rd July 2019. The statutory notice was published in the following places:

- Sunderland City Council's website
- Millfield Community Nursery School's website
- The Sunderland Echo

The notice was also displayed at the entrances of the building used by Millfield Community Nursery School.

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

- Parents of pupils attending the nursery
- Current staff
- Unions
- Local members
- The local Church of England diocese
- The local Roman Catholic diocese and
- The Secretary of State for Education.

6.6 The notice of statutory proposals was also provided to all schools in the City. The Council received one response to the notice. The statutory notice and the full proposal document are attached at Appendix 2 and Appendix 3. The response to the statutory proposal is attached at Appendix 4.

7.0 Next Steps

7.1 Subject to approval of the proposal by the Committee, it is proposed that Millfield Community Nursery School closes on 31 August 2019.

7.2 At this time there is no agreed alternative use for the nursery building currently occupied by Millfield Community Nursery School.

8. Reasons for the Decision

- 8.2 Millfield Community Nursery School has become financially vulnerable in recent years. The Nursery has an operational budget deficit that has increased year on year since 2015. In that time the nursery has restructured the staffing base on three occasions. However, neither staffing restructure nor attempts to increase pupil recruitment have been sufficient to resolve the nursery's budget deficit. The nursery's financial deficit is projected to increase further in future years, impacting further on the nursery's ability to offer a good provision in a safe and secure environment and remain operational.
- 8.3 The nursery has a capacity of 120 nursery aged pupils. As of the January 2019 Census, there were 55 nursery aged pupils on roll. 54% of the available places at the nursery were unfilled.
- 8.4 Millfield Community Nursery has projected that 24 places will be required for the Autumn 2019 cohort. This equates to 20% of the nursery's capacity.
- 8.5 Despite increased demand for nursery places in the Millfield Ward the number of families seeking places at Millfield Community Nursery School has fallen in recent years. Between Spring 2017 and Spring 2019 there was an 8% increase in demand for nursery places in the Millfield ward. However, over the same period demand for places at Millfield Community Nursery school fell by 15%.
- 8.6 Data demonstrates an increasing preference within the local community for nursery places within a school setting as opposed to attendance at a maintained nursery school. In the Millfield Ward in Spring 2017 38% of local children were attending Millfield Community Nursery School in comparison to 62% attending a nursery setting within one of the two local primary schools. In Spring 2019 the proportion of children attending Millfield Nursery had fallen to 30% with 70% attending a nursery within a primary school.

9. Alternative Options

Retain Millfield Community Nursery School.

- 9.1 Projected pupil numbers, and the associated revenue from those projected pupils will not be sufficient to either reduce the nursery's current outturn deficit or provide sufficient funding to prevent it increasing in future years, with the nursery projected to have a £0.42m outturn deficit by 2024.

Re-Structure Options and TUPE

- 9.2 Millfield Community Nursery's Governing Body, working with Together for Children (TfC) and Sunderland Council, have sought to identify further budget savings through additional staffing restructures. The options evaluated to date include;

- Reduction in headteacher salary through partnership with other maintained nursery schools and
- Reduction in staffing costs through regrading of existing nursery support staff.

- 9.3 Neither of the above options would make sufficient savings to mitigate the projected increased outturn deficit at Millfield Community Nursery. The nursery currently employs a single post holder with responsibility for both leadership and teaching. While removing this post would result in £0.064k saving it would require an additional £0.067 - £0.084m to employ a 1FTE teacher and 0.5FTE leadership post to replace this post (with leadership costs estimated at £0.035m and teacher salary costs estimated at between £0.032m and 0.050m per annum).
- 9.4 Following previous staffing restructures it is not considered feasible to further reduce support staff capacity at Millfield Community Nursery. It is not considered that regrading of the current support staffs' posts and salary will generate sufficient efficiencies to offset the current budget deficit and increasing projected outturn deficit.

10. Impact Analysis

Sustainability – It has been identified that as a consequence of Millfield Community Nursery's current financially vulnerable position, combined with increasing costs and falling demand for places, that the setting is not sustainable within current funding conditions.

It has been identified that there are sufficient alternative local 2, 3 and 4-year old nursery places to ensure that all pupils attending Millfield Community Nursery School can access an alternative place at a setting within 1 mile of their registered address in the event that the nursery closes. Therefore, this proposal will not lead to the sustainability of wider nursery provision declining.

Millfield Community Nursery School, as with all local maintained nursery settings, is currently a recipient of a yearly lump sum payment. The lump sum is calculated based on the number of pupils attending statutory aged nursery provision across the city. The lump sum is divided equally across all local settings, regardless of the numbers of pupils attending the settings. This results in some nursery schools receiving a greater proportion of the lump sum than they generate through their own pupil numbers. Millfield Community Nursery School is one such school. Therefore, the discontinuation of the nursery will result in an increased share of the lump sum to other maintained nurseries, increasing the potential viability and sustainability of some of those settings.

11. Other Relevant Considerations / Consultations

- 11.1 **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.”

11.2 Financial implications

Financial requirements as a result of the proposal to close Millfield Community Nursery School include £0.041m to meet staff redundancy requirements, to be funded via the Dedicated Schools Grant Redundancy Reserve, and the nursery deficit at the point of closure (£0.084m as of April 2019) to be funded within the Councils overall budget position.

11.3 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 (Establishment and Discontinuance of Schools) (England) Regulations 2013) and has also adhered to the Department for Education’s Statutory Guidance – Opening and Closing Maintained Schools, November 2018.

12. Appendices

Appendix 1 – Pre-Publication Consultation Outcomes
Appendix 2 – Statutory Notice to Discontinue Millfield Community Nursery School
Appendix 3 – Full Proposal Document
Appendix 4 – Responses to Statutory Proposal

13. Background Papers

May 2019 Cabinet report

Report Settings Summary

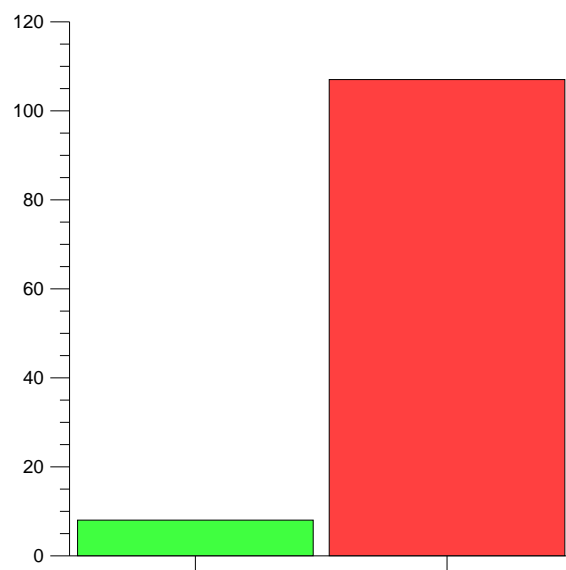
Event	Potential Closure of Millfield Community Nursery School
Total Responses	118
Total Respondents	1
Questions	All
Filter	<i>(none)</i>
Pivot	<i>(none)</i>
Document Name	7 May 2019 - Draft Report
Created on	2019-05-07 09:27:43
Created by	Victoria Moseley

Question 1	3
Question 1 - If no	4
Are you responding as: -	30
Responding to consultation - other	31
Age	36
Gender	37
Prefer to self describe	38
Trans	39
Sexual orientation	40
Prefer to self describe	41
Ethnicity	42
Other ethnicity	44
Religious belief	45
Other religion	46
Disability	47
Impairment	48
Impairment other	49

Question 1

Question responses: **115 (97.46%)**

Do you agree with the proposal to close Millfield Community Nursery School?



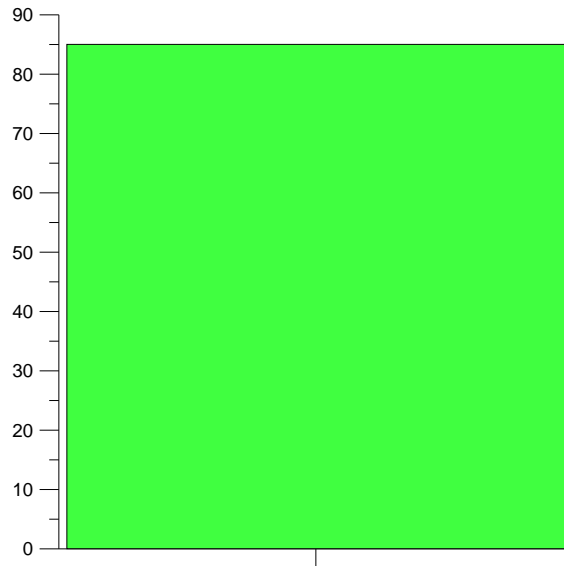
	% Total	% Answer	Count
<input type="checkbox"/> Yes	6.78%	6.96%	8
<input type="checkbox"/> No	90.68%	93.04%	107
<input type="checkbox"/> [No Response]	2.54%	--	3
Total	100.00%	100.00%	118

Question 1 - If no

Question 1 - If no

Question responses: **85 (72.03%)**

Please tell us here why you do not agree with the proposal.



	% Total	% Answer	Count
<input checked="" type="checkbox"/> [Responses]	72.03%	100.00%	85
<input type="checkbox"/> [No Response]	27.97%	--	33
Total	100.00%	100.00%	118

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
1				Having attended the nursery as a child in the 90s and then going back to do a childcare placement there I can honestly say it's one of the best around. All the same staff were still there decades later, showing the same dedication and friendship they had to	10/04/19 09:49	0.1	Submitted	web

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				me as a child. I believe this nursery is the heart of the community and as a nursery nurse myself I believe that we need to be providing more nurseries for children, giving everyone the best start in life, rather than closing them down. Most nurseries are full or have limited spaces these days so where do you expect these children to go?!!				
2				A lot of children would be missing out on learning etc..	10/04/19 09:57	0.1	Submitted	web
3				It's outrageous!!! This nursery does so much for the community. The amount of children and families that use millfield nursery is amazing and other siblings always return. The amount of SEN children or part of social services that have been through the nursery is unreal and have come on leaps and bounds even their family members. Have a look at ANY child's progress over the years and you will see yourself that this nursery is amazing AND NEEDS TO STAY OPEN!	10/04/19 10:03	0.1	Submitted	web
4				Millfield nursery is a very well known nursery for it's fantastic education, not to mention how many years this has been running as a successful childcare establishment, myself have had 2 children attend this nursery who have	10/04/19 10:03	0.1	Submitted	web

Question 1 - If no

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				<p>then went on to full time education and I currently have my 2 year old here at millfield nursery I also recommend this nursery to all family and friends and any other parent who is looking for thier children to attend when looking for child care. I feel it would be a huge loss for the community if it were to close not just for the parents but for the amazing staff who go above and beyond for the children every day is a pleasure for my son and is thriving every single day always coming home showing us new things he has learnt at the nursery I always feel like I'm leaving my children in safe hands and never worry about them in the hands of Ashley and the others who work there choosing a nursery for your child is one of the hardest decisions to make esp when you have to go to work and I can honestly say I know my children have always been in the very best of hands and I can go to work and concentrate on my job knowing my children are safe I... the nursery closure will cause a lot of distress for everyone my self as a parent I am already worrying about where I would put my child if it were to close it would also massively affect my two year old who has built up a lot</p>				

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				of trust and a fantastic relationship with the staff at the nursery He took a while to settle as he is only ever with us as his parents and now looks forward to attending . If I had to chose a new nursery he would have to go through all the upset again and it would be a very distressing time for us all as a family , also there is several children with special needs who need the care and attention a little bit more and I'm sure the parents would agree what they have also gave a lot of trust to the nursery staff when looking after thier child .. this has a massive impact of the whole community children parents staff grandparents aunts and uncles the lost goes on I hope together we can save the nursery from closure and help the staff keep there jobs that they are absolutely amazing at				
6				It is a huge part of the community and the families of milfield need this service.	10/04/19 10:05	0.1	Submitted	web
7				i wish to express how upset i am of the possible forthcoming closure of the nursery school. i cannot express how this will impact my son and the other children in the nursery, this i the only community nursery around and i dont want my son in a school nursery yet.	10/04/19 10:07	0.1	Submitted	web

Question 1 - If no

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				<p>this nursery has been around for years and years infact i and my sibling went to this nursery over 40 years ago and it is well known. the staff are fabulous and there are more nursery staff than a school nursery has which means the children get a better ratio of staff to children and therefore get more one to one care too. the nursery is very fleixible which is a big bonus in any nursery as against a school nursery which are either morning/afternoons or all day. millfield nursery also has a holiday club which enables people who get free hours to use them in the holiday club to save money. i am really upset that this closure may go ahead and i do not want my child in another nursery as he is settled and loves it. the closure will upset of live/work balance for alot of parents.</p>				
8				This is a great asset to the community	10/04/19 10:08	0.1	Submitted	web
9				This is a fantastic nursery and a great part pf millfield community. My husband and , neices went to tjis nurswrry and I want my daughter to go here as well when she is ready.	10/04/19 10:08	0.1	Submitted	web
10				First of all I think the community would suffer with the loss of this nursery.	10/04/19 10:09	0.1	Submitted	web

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				<p>Everyone I know has had kids or still have kids here, I've heard nothing but great things from everyone. I myself have two boys which attended this nursery my youngest from the age of 14 month and my eldest from 24 month. We have had problems with their behaviour and personal things but the nursert staff was there to help every step of the way. I wouldn't of got through the ordeals without the support of them. As I didn't have any support from family or friends. They do their up most for the children attending but also the parents to. It would be a great sadness to see all their hard work come to an end and for it stop and for no other kids to have the chance to go here and expericane such greatness and kindness. My children came on leaps and bounds from speech problems and reading problems to be the most outspoken little boy and the best reader in he's class which he has awards for. Please keep the nursery open it will be a great miss and such a sadness to the community..</p>				
11				<p>This nursery has been I great help with not just my children others to staff are very helpful and the nursery is in the</p>	10/04/19 10:10	0.1	Submitted	web

Question 1 - If no

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				perfect location for parents with other kids in the area				
12				I completely disagree with the closure of this nursery both of my sons go to this nursery and the difference in their knowledge confidence social skills motor skill are amazing. They are both cared for as if I was there with them. The facility of the nursery is amazing they have so much to do either within their groups or individually inside and outside. I receive step by step updates and reviews on how both my sons are doing via a EEXAT parent app, I also have a Teachers2Parents app which keeps me up to date with all notices I may possible need. I find every member of staff confident in their position caring knowledgable flexible and supportive to not only my children's needs but even parents needs. They provide breaks fast and tea clubs also school holiday cover and as a full time working mam I really couldn't ask for more! You must consider keeping this nursery open all I ever here is great feedback on how good they really are.	10/04/19 10:10	0.1	Submitted	web
13				As it is a great nursery I have had family members attend this nursery and work here and I think it's a shame	10/04/19 10:14	0.1	Submitted	web

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				for it to be closed and for people to lose there jobs over it shouldn't be closed down at all if you ask me				
14				I have only heard great things about this nursery which is the reason why I placed my oldest son there. He thrived and the staff were amazing. My youngest son is currently placed in this nursery and he is also doing very well. The staff are very attentive and always more than happy to help with any questions or advice. This nursery is and has always done an amazing job and it would be such a shame to see it close	10/04/19 10:16	0.1	Submitted	web
15				My children attended this nursery and the staff were brilliant with them it's such a good nursery with a lot to offer to the community	10/04/19 10:17	0.1	Submitted	web
16				All three of my children have attended this nursery as did myself and my sister (we're now in our 30s) this nursery is the heart of Millfield!!!! The staff are fantastic and it is unlike any other nursery, the nurturing of the children is fantastic, it would be an absolute disgrace if this nursery was to close, all boils down the money	10/04/19 10:19	0.1	Submitted	web

Question 1 - If no

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
18				this a fabulous nursery fabulous staff and is a must to our community. it has been there for over 40 years and should not be closed. they are very flexible too which school nurserys arnt.	10/04/19 10:24	0.1	Submitted	web
20				There should be more nursery's like this one !	10/04/19 10:26	0.1	Submitted	web
21				Excellent nursery which caters for the needs of children	10/04/19 10:30	0.1	Submitted	web
22				Nursery schools are so important to early years education. There's not enough quality of teaching in the majority of private and voluntary sector nurseries.	10/04/19 10:34	0.1	Submitted	web
23				I think there's room for this stand alone nursery in the area.	10/04/19 10:51	0.1	Submitted	web
24				The nursery is vital to the community around mill field and will cause many families serious issues if it is closed. It's an excellent nursery with fantastic staff and children	10/04/19 11:01	0.1	Submitted	web
25				Millfield has always offered high quality independent care & flexibility in sessions attended etc. It fills a gap for parents who, for whatever reason, need extra support & has in the past	10/04/19 11:08	0.1	Submitted	web

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				provided one to one care for those who need it.				
26				It is a fantastic nursery, brilliant staff, if we loose this nursery there is not enough nursery's in our catchment area to accommodate children	10/04/19 11:19	0.1	Submitted	web
28				Another local community service being cut! Millfield is a very under priledged area and services being cut which can only lead to further impact on the local community. Its a valuable resource to the area and when Local authorityouncil is trying to is trying to get more oarnets to take up 2 year offer and getting morr establishments to offer such services and then is going to cut this provision which is going to have impact. There are always new housing being built and how is the growing community going to be served?	10/04/19 12:37	0.1	Submitted	web
31				please dont close this nursery as it is a community nursery and they have lovely staff and the children are very settled and hae outdoor space.	10/04/19 12:42	0.1	Submitted	web
32				This nursery has been part of the community for many years and the fact it is one of few stand alone nurseries adds to the charm and it would be a	10/04/19 12:45	0.1	Submitted	web

Question 1 - If no

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				great loss if it was to close. The staff are fantastic! Also, it isn't fair for the staff to lose their jobs when so many of them have been there for so many years and children are missing out on a fantastic nursery!!				
33				This nursery has looked after 2 generations of my family, my grandsons only left a few years back, they loved been there and excelled. The staff are fantastic, especially around the special needs! It is a part of our community!	10/04/19 12:56	0.1	Submitted	web
34				The level of care the children receive is second to none and the staff do more than what they are paid for to ensure that both the parents / carers and children are looked after. The level of care given to special needs children is exceptional and I don't know of anywhere is this would happen. Patents travel from all over to put their children in the nursery and this is apparent when you speak to them that they would not feel comfortable putting their child anywhere else. Staff are always there for parents to talk to even when their child has left the nursery, you would not get this level of commitment from	10/04/19 12:57	0.1	Submitted	web

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				a day care provision or a nursery attached to a school.				
35				Brilliant nursery	10/04/19 13:18	0.1	Submitted	web
36				I do not agree with the closing of millfield nursery as they have so much more to give as a nursery and and the support from the nursery teachers are second to none they deserve a chance	10/04/19 13:22	0.1	Submitted	web
37				This is a fantastic nursery intact the best in the area!	10/04/19 13:29	0.1	Submitted	web
38				The nursery is a fantastic nursery, wonderful friendly, hard working, dedicated staff who provide outstanding care to the children who attend Millfield. The government and local council really need to look at this as it's a much needed facility in the local community	10/04/19 13:36	0.1	Submitted	web
40				I work in a nursery school and believe a nursery school provides good quality early years education and support for not only the children but to their families and the surrounding community. They provide an excellent foundation for the children's future education.	10/04/19 13:43	0.1	Submitted	web

Question 1 - If no

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
42				It's a lovely environment for my child to attempt and it will be a huge upset if I have to move hi	10/04/19 13:50	0.1	Submitted	web
45				An amazing community facility that should not be lost.	10/04/19 16:37	0.1	Submitted	web
46				This is a fantastic nursery, as a member of the staff team I feel strongly about the decision to potentially close it . Many of the children in our care are vulnerable and we offer them a stable,secure and loving environment. We provide support to parents and in many situations these families have very little or no other support. We have many children with additional needs and for them stability, routines and attentive staff is so important. We provide a breakfast and tea club for which the working parents take advantage of. I feel that parents and the community will loose an excellent nursery which has been in the heart of the community for over 40 years.	10/04/19 16:51	0.1	Submitted	web
47				Millfield offers an environment exclusively for nursery school age children, which makes it an easier first step for children starting their education. It has a no-uniform policy which, from what I can tell looking at	10/04/19 17:38	0.1	Submitted	web

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				other places is now rare, and that should be a choice that should be open to parents of preschool children. Finally and most importantly, the staff are caring, friendly and welcoming.				
48				The financial situation followed poor management of the budget, following the retirement of Miss Thompson as head . her replacement was clearly spending monies in inappropriate way's. For example, paying a large amount to train staff on "How to dress". (this is not a joke!) A consultant was booked for a full day to explain how different colours of clothing have different effects, how to alter the look of an outfit with jewellery!.On what planet can this be approved of as appropriate spending of an education budget. Other examples of spending...cushions at £18 each! Lamps and the like!. The deficit was huge when she left with a financial hand shake. So, why should the futures of hard working individuals be thrown away when others are rewarded for blatant mismanagement.	10/04/19 17:43	0.1	Submitted	web
49				I have worked at Millfield now for many years and feel very strongly against it's possible closure. The nursery is a huge part of the community and we	10/04/19 17:50	0.1	Submitted	web

Question 1 - If no

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				<p>have families that return to us for care of younger siblings and grandchildren. We have a number of children with additional needs and have a high number of vulnerable children and families who come to the nursery. Our staff are very skilled and work closely with these children and families offering support and guidance and sometimes just someone to listen. A lot of these children struggle in new surroundings and took some time to settle with us and we offer stability, routine and a safe environment which caters for their needs. This is very important for all children in our care. I feel the closure of the nursery would make a huge negative impact for the families and children in our care and the community. We also offer breakfast club and tea club along with holiday club which supports the working parents over school holidays.</p>				
50				<p>My daughter went to this nursery and it helped out with so much. You never really see many kids happy about going to nursery or school but with my daughter she thrived off it. My niece was exactly the same. Without the amazing staff I honestly dont think the</p>	10/04/19 18:13	0.1	Submitted	web

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				girls would of been ready for school the way they were				
52				We have sent our 2 sons there and have been very happy with their experience. The nursery is local to us. Diamond Hall couldn't take all of the children and some of the other options are frankly ridiculous.	10/04/19 19:03	0.1	Submitted	web
53				Nursery schools are a unique place to learn and they are vital for providing the early education of our youngest children. There has already been one nursery school in Sunderland that has been saved recently and has gone on to be very successful upon its merge with another nursery school. So many nursery schools provide outstanding education it would be wonderful to provide these to the children of Mill field.	10/04/19 19:25	0.1	Submitted	web
56				I have heard nothing but wonderful things about this nursery and it would be such a shame to see it close	10/04/19 19:54	0.1	Submitted	web
57				This nursery is were my child went and brought her on loads and ready for school	10/04/19 20:21	0.1	Submitted	web
58				This is a brilliant nursery school with excellent, dedicated staff and is an	10/04/19 20:26	0.1	Submitted	web

Question 1 - If no

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				important community link. It goes far deeper than just 'a nursery school', it is part of the community and has been for a very long time. It may only be a small nursery school but it has a big heart and everyone who passes through leaves much better for it.				
59				Because it is an excellent school and nursery and there should be more schools like this one the staff are lovely warm and welcoming and put the education of the children first there work brilliant with the children and put there needs above everything my niece and nephews have been to milfield nursery school and they loved every minute of it they were devastated to be leaving to go on to their new school they still talk about milfield community nursery school now it has had a massive impact on my niece and nephews life because it's a brilliant school/nursery I'm devastated to see that it might be getting closed	10/04/19 20:54	0.1	Submitted	web
60				I don't have kids myself but my two nephews went here and the staff were lovely and helped them really progress. I'm currently pregnant and was planning on putting my child in this nursery as I work and know my child would be safe here and have	10/04/19 21:24	0.1	Submitted	web

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				trust in the staff as I've met them on numerous occasions. I would be very sad to see it close down and so would many of others who attend and who plan to attend. Please don't close it down its one of the best nursery's about you will be taking from the community and effect it a lot!!				
61				My grandson is autistic and is happy here, he is coming on in leaps and bounds. Mill field nursery is one of the best, please leave it open	10/04/19 22:08	0.1	Submitted	web
62				There are very few purpose built nursery schools and Millfield has a great building and outdoor space providing a fantastic opportunities for early learning across a broad curriculum. This together with good, experienced and qualified staff members ensures it is a great asset to the local community, It provides good quality education and supports parents with extended day care. I would urge the Governing Body and Sunderland Council to look again at the needs of the locality and seek ways to promote the wonderful facility that is Millfield Community Nursery School.	10/04/19 22:13	0.1	Submitted	web

Question 1 - If no

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
65				Both my daughters have gone to millfield nursery, my youngest daughter is still currently at the nursery and will be starting school in September. Both my daughters started the nursery at 1year old and I couldn't be happier with both their development and I believe that's down to the staff and the nursery environment. The nursery staff go above and beyond to help you and there is a strong family like feel with the staff, not only that but the nursery is in a ideal spot especially for people who have older children in other primary schools such as diamond hall. The nursery offers support especially to working parents offering out of term child care and extended hours to help out where needed. It would be such a shame and a massive loss for the children and parents should this nursery close.	11/04/19 06:55	0.1	Submitted	web
66				My 3 boys have went to that nursery they loved it and all the staff are great	11/04/19 07:30	0.1	Submitted	web
67				I went to the nursery as a child and sent my 1st daughter here. I think it's an absolutely brilliant nursery and I am devastated I may not be able to send my youngest daughter here too	11/04/19 14:02	0.1	Submitted	web

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
68				My grandson went here it will be a shame if it closes the staff are amazing x	11/04/19 14:20	0.1	Submitted	web
69				My sister-in-law will lose her job	11/04/19 14:39	0.1	Submitted	web
70				This nursery school has been a extremely popular nursery for over forty years delivering the best of educational and childcare provision. It has always been a forward thing nursery staffed by caring and energetic staff . It is a central position with easy bus access for the surrounding area and families who live close by. The nursery has very good indoor and outdoor provision to promote excellent all round development. It would be a very sad decision to close this nursery school and lose such a good provider of childcare. They demise of our nine nursery schools in falling numbers was the introduction of adding nursery classes to schools close causing the decrease in numbers of children in the nursery schools. Again we gave our strong opinions against doing this but no one listened and we were right. I remember fighting alongside the rest of my colleagues years ago to keep Millfield open and we won, great	11/04/19 14:57	0.1	Submitted	web

Question 1 - If no

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				decision to keep it open then so make a great decision again to keep it open now.				
74				The staff are fantastic and nursery is essential for other parents who do t have cars. I think it's a scandal that such a fantastic facility is being taken away from our children.	11/04/19 18:01	0.1	Submitted	web
75				It is a lovely little nursery and my unborn grandchild was going to be hopefully attending as it is amazing feedback from other parents	11/04/19 18:46	0.1	Submitted	web
77				This nursery school is the heart of the community my daughter went there she is now 37 and then her daughter went there too and the staff were still the same people amazing	11/04/19 19:33	0.1	Submitted	web
78				It's very good school according to lots of parents	11/04/19 19:40	0.1	Submitted	web
79				It is important for the children who attend to have consistent childcare.	11/04/19 20:09	0.1	Submitted	web
80				The nursery has been there for years. My children and grand children have been a part of the nursery.	11/04/19 20:53	0.1	Submitted	web
81				it's not in a state to close. all children are cared for and looked after.	11/04/19 21:03	0.1	Submitted	web

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
82				both of my children have attended millfield nursery and childcare one which is now 14 and one which is still currently attending. most of the staff have not changed in the ten years apart in which my children attended the nursery which shows a great staff turn around unlike some schools i know of both of my children have learned so much and come out of there shell became independent confident and kind i truly believe the staff helped them with the encouragement support and lovely role models they are. being a working parent is difficult but when your leaving your young child in the very capable hands of these ladies you know they will take care of them keep them safe and guide them as if they were there own children it really is an amazing place	11/04/19 21:50	0.1	Submitted	web
83				My own two children attended Millfield nursery and now my grandchild does. A purpose built nursery with good facilities, including an outdoor play area, and helpful staff. We expected him to continue here until he started school. Why would we upset him by removing him from a place he clearly loves. It beggars belief that you would	12/04/19 08:32	0.1	Submitted	web

Question 1 - If no

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				close this very good facility and force him to start school a year earlier effectively. Kids are at school long enough without forcing this choice on us.				
84				I do not agree as I know quite a few of the nursery teachers here & my friends children & grandchildren attend here, it will be a shame to close this nursery as a lot of kids benefit greatly by attending here,, KEEP THIS NURSERY OPEN!!	12/04/19 09:29	0.1	Submitted	web
85				The children at millfield and the staff have created excellent relationships which should be protected.	12/04/19 09:53	0.1	Submitted	web
86				Think it's wrong that people are going to lose there jobs and kids lose there first years of education because the council can't be bothered to put abit of money into something good	12/04/19 10:05	0.1	Submitted	web
87				It is taking away a much needed service form our community!	12/04/19 11:09	0.1	Submitted	web
88				My youngest 2 daughters go here and my 3 year old has just settled in and it takes her ages to settle. It would be very difficult to find another nursery where both if my girls will be able to	12/04/19 17:21	0.1	Submitted	web

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				attend and to settle as quick as they have.				
89				Not good for the children who attend	12/04/19 20:07	0.1	Submitted	web
91				I disagree with the closure of this nursery as I have friends and family who have children who attend this nursery I have heard amazing reports about the staff about how brilliant they are if this nursery is closed there will be a lot of parents struggling to find a nursery they feel comfortable having there children in	13/04/19 06:57	0.1	Submitted	web
93				Great local resource. I went here as a child.	14/04/19 09:13	0.1	Submitted	web
94				This nursery was the very start of my child's education, she was well supported and flourished into the lovely child she is now and I don't feel like she would have developed as well if she attended another organisation. The staff are so amazing and not only are they brilliant with the children but also brilliant at ensuring they are safe at home and support the parents extremely well.	14/04/19 09:53	0.1	Submitted	web

Question 1 - If no

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
96				It's disgusting this have even been suggested to close this fantastic nursery	24/04/19 17:35	0.1	Submitted	web
100				Please don't close down this nursery	02/05/19 17:48	0.1	Submitted	web
101				Such a special nursery and daycare room amazing staff	02/05/19 17:51	0.1	Submitted	web
102				Would be an absolute shame to close this nursery surely you can see how much fantastic impact they have on all children and parents, they are fully supportive provide outstanding care	02/05/19 17:52	0.1	Submitted	web
103				Certainly not	02/05/19 17:53	0.1	Submitted	web
104				I oppose as a matter of principle the progressive ruination of our public services. Local authorities should be far more proactive in opposing central government imposed cuts.	03/05/19 11:35	0.1	Submitted	web
108				There are not enough facilities as it is. It also means more travel and disruption for children and parents and more job losses as well as running the area and community into further disadvantage.	03/05/19 18:31	0.1	Submitted	web

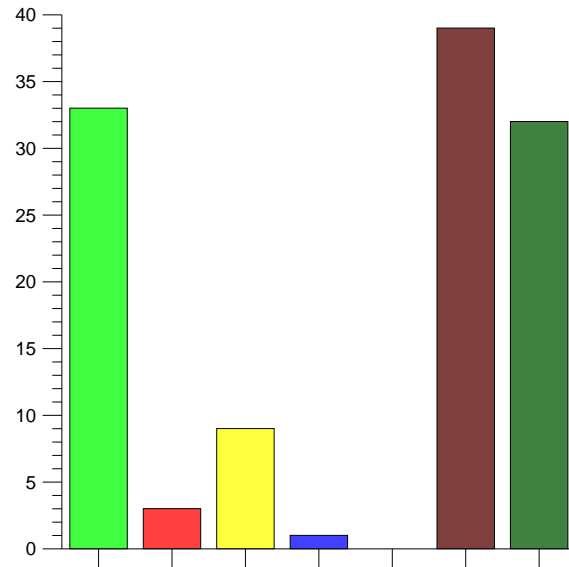
ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
111				We need al thel Nursery Schools that we have	04/05/19 06:53	0.1	Submitted	web
114				Due to money is no reason ,when our councillors have free meals at meetings.	04/05/19 15:12	0.1	Submitted	web
115				Milfield nursery School is a great school get all the supportive from the teachers and my son loves that school and he has made a lot of friends. I don't see any issues why we should close this school down we should leave it open	05/05/19 11:02	0.1	Submitted	web
117				Children inducted into the community at an early age is a good step forward that will hopefully prepare them for later life's trials and tribulations	05/05/19 18:24	0.1	Submitted	web
118				My son age 3 attends Millfield Nuresry and It was my nuresry school. Lovely staff and education provided. Staff make you feel welcome and Flexible hours to work around full time working parents. It would be such a shame to see this community close due to financial needs.	06/05/19 20:45	0.1	Submitted	web

Are you responding as: -

Are you responding as: -

Question responses: 117 (99.15%)

Are you responding to this consultation as a

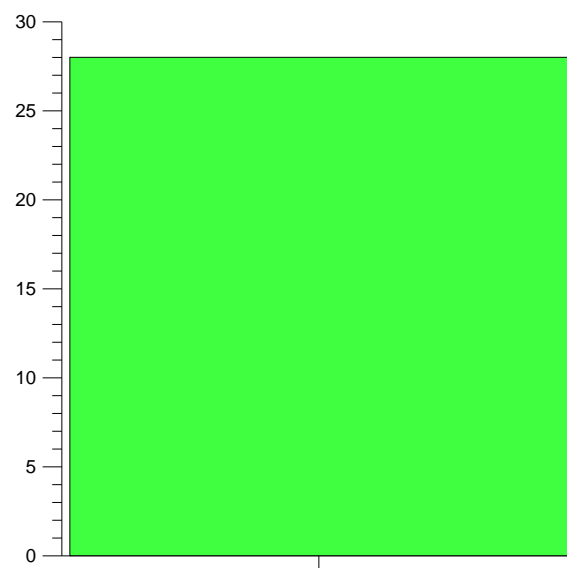


	% Total	% Answer	Count
Parent	27.97%	28.21%	33
Carer	2.54%	2.56%	3
School Teacher	7.63%	7.69%	9
Governor	0.85%	0.85%	1
Local Councillor	0.00%	0.00%	0
Local Resident	33.05%	33.33%	39
Other	27.12%	27.35%	32
[No Response]	0.85%	--	1
Total	100.00%	100.00%	118

Responding to consultation - other

Question responses: **28 (23.73%)**

Other, please tell us here



	% Total	% Answer	Count
<input checked="" type="checkbox"/> [Responses]	23.73%	100.00%	28
<input type="checkbox"/> [No Response]	76.27%	--	90
Total	100.00%	100.00%	118

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
2				I came to this nursery in the early 80s although I was very young I still have very fond memories of the place and the teachers and my younger siblings came here as well.	10/04/19 09:57	0.1	Submitted	web

Responding to consultation - other

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
3				Support worker	10/04/19 10:03	0.1	Submitted	web
6				Practitioner	10/04/19 10:05	0.1	Submitted	web
15				My children attended this buster when they were younger	10/04/19 10:17	0.1	Submitted	web
21				Grand parent	10/04/19 10:30	0.1	Submitted	web
22				Member of staff from another nursery school	10/04/19 10:34	0.1	Submitted	web
25				I was on the board of governors for 14 1/2 years & only left because my father was terminally ill. I know how hard the staff & governors work to provide high quality care for the children & babies& also support the families	10/04/19 11:08	0.1	Submitted	web
33				Grandparent and also an ex local resident.	10/04/19 12:56	0.1	Submitted	web
40				Early years practioner.	10/04/19 13:43	0.1	Submitted	web
56				Nursery practitioner	10/04/19 19:54	0.1	Submitted	web

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
57				Child used to go to this nursery	10/04/19 20:21	0.1	Submitted	web
58				Former pupil and 25 years later a former parent	10/04/19 20:26	0.1	Submitted	web
59				Ex apprenticeship worker / plus auntie of nieces And nephews who have been to the nursery and they came along brilliant while at millfield nursery	10/04/19 20:54	0.1	Submitted	web
60				Aunty of a previous child who attended	10/04/19 21:24	0.1	Submitted	web
61				Grandmothee	10/04/19 22:08	0.1	Submitted	web
69				Family member of staff	11/04/19 14:39	0.1	Submitted	web
70				An retired nursery nurse who has been retired for five years after working at the nursery for thirty eight years.	11/04/19 14:57	0.1	Submitted	web
71				Ex pupil	11/04/19 15:17	0.1	Submitted	web
75				Gran	11/04/19 18:46	0.1	Submitted	web
80				This was my family's nursery	11/04/19 20:53	0.1	Submitted	web

Responding to consultation - other

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
81				parents friend. I have noticed the improvements in developments of the children.	11/04/19 21:03	0.1	Submitted	web
83				grandparent	12/04/19 08:32	0.1	Submitted	web
84				I have a lot friends here who have kids & grandchildren	12/04/19 09:29	0.1	Submitted	web
91				I am doing this on behalf of friends and family	13/04/19 06:57	0.1	Submitted	web
104				Simply a concerned citizen who believes that elected officials should have the guts to stand up to Tory cuts particularly as they are disproportionately imposed on areas like the North East.	03/05/19 11:35	0.1	Submitted	web
111				I do not live in the Millfield area.	04/05/19 06:53	0.1	Submitted	web
114				To many closures due to cost ,find out the waist then cut.	04/05/19 15:12	0.1	Submitted	web
116				I am a resident of the city. I will not be affected by this nursery closure. However the closure,of any facility for the young of this city is undesirable. The council's record on children's services is not a good one. Nursery is	05/05/19 14:22	0.1	Submitted	web

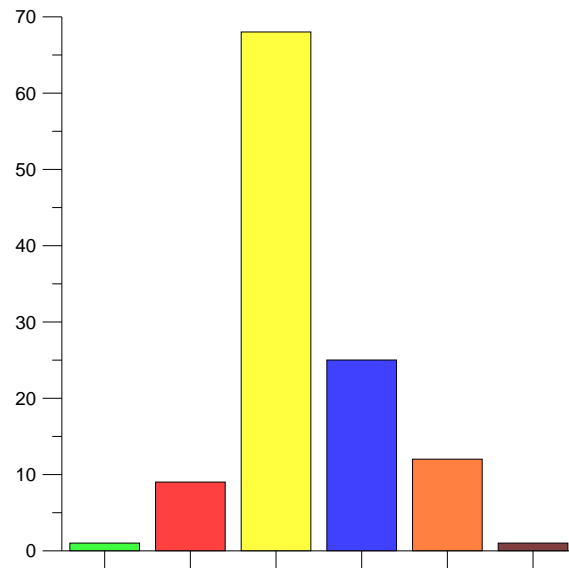
ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
				a place where problems can be spotted and dealt with promptly.				

Age

Age

Question responses: 116 (98.31%)

Please specify your age group

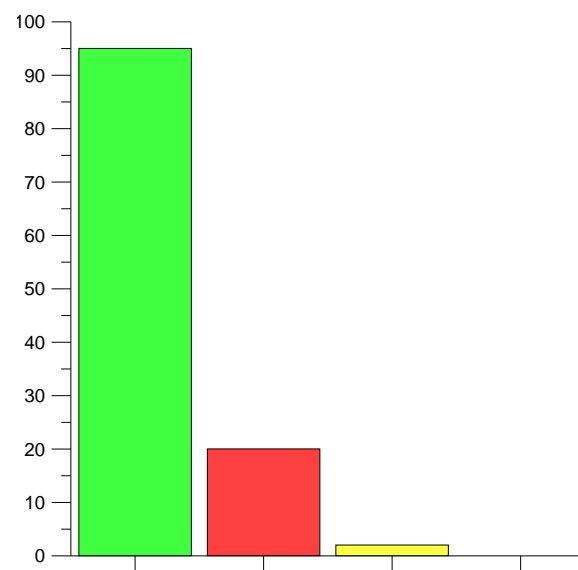


	% Total	% Answer	Count
17 or under	0.85%	0.86%	1
18-24	7.63%	7.76%	9
25-44	57.63%	58.62%	68
45-59	21.19%	21.55%	25
Over 60 years	10.17%	10.34%	12
Prefer not to say	0.85%	0.86%	1
[No Response]	1.69%	--	2
Total	100.00%	100.00%	118

Gender

Question responses: 117 (99.15%)

What best describes your gender

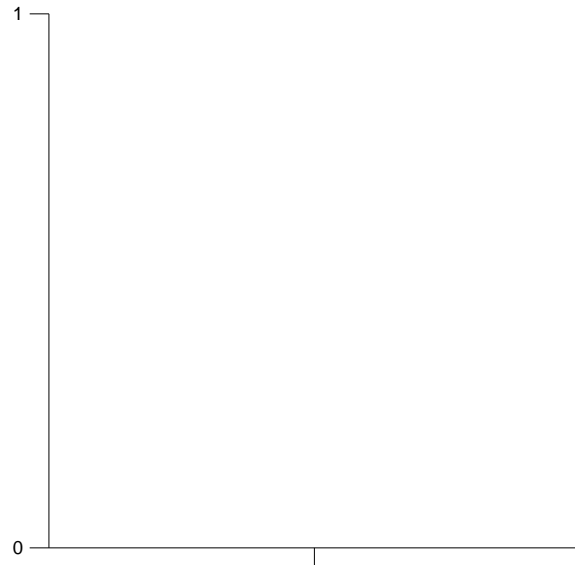


	% Total	% Answer	Count
■ Female	80.51%	81.20%	95
■ Male	16.95%	17.09%	20
■ Prefer not to say	1.69%	1.71%	2
■ Prefer to self describe (please state below)	0.00%	0.00%	0
■ [No Response]	0.85%	--	1
Total	100.00%	100.00%	118

Prefer to self describe

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

Prefer to self describe, please tell us here.



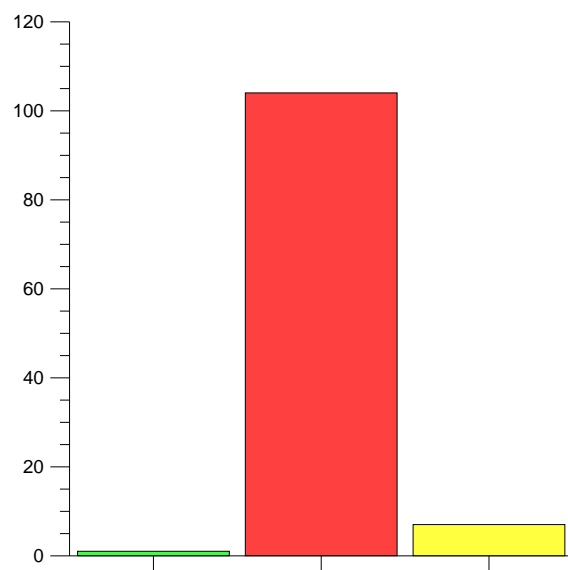
	% Total	% Answer	Count
<input type="checkbox"/> [Responses]	0.00%	0%	0
<input type="checkbox"/> [No Response]	100.00%	--	118
Total	100.00%	0%	118

There is no data to display for this question

Trans

Question responses: **112 (94.92%)**

Do you identify as Trans?

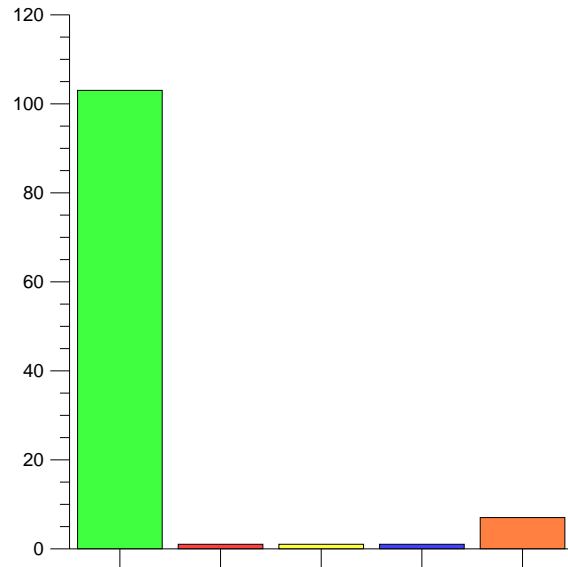


	% Total	% Answer	Count
<input type="checkbox"/> Yes	0.85%	0.89%	1
<input type="checkbox"/> No	88.14%	92.86%	104
<input type="checkbox"/> Prefer not to say	5.93%	6.25%	7
<input type="checkbox"/> [No Response]	5.08%	--	6
Total	100.00%	100.00%	118

Sexual orientation

Question responses: 113 (95.76%)

How would you define your sexual orientation?

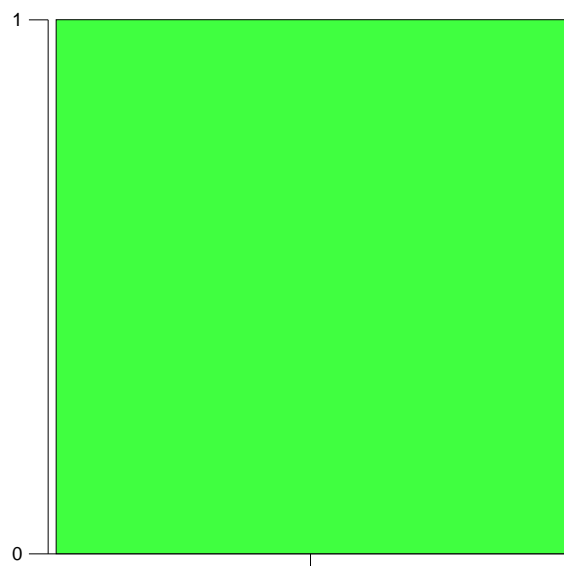


	% Total	% Answer	Count
■ Heterosexual/Straight	87.29%	91.15%	103
■ Lesbian or Gay	0.85%	0.88%	1
■ Bisexual	0.85%	0.88%	1
■ Prefer to self describe (please state below)	0.85%	0.88%	1
■ Prefer not to say	5.93%	6.19%	7
■ [No Response]	4.24%	--	5
Total	100.00%	100.00%	118

Prefer to self describe

Question responses: 1 (0.85%)

Prefer to self describe, please tell us here.



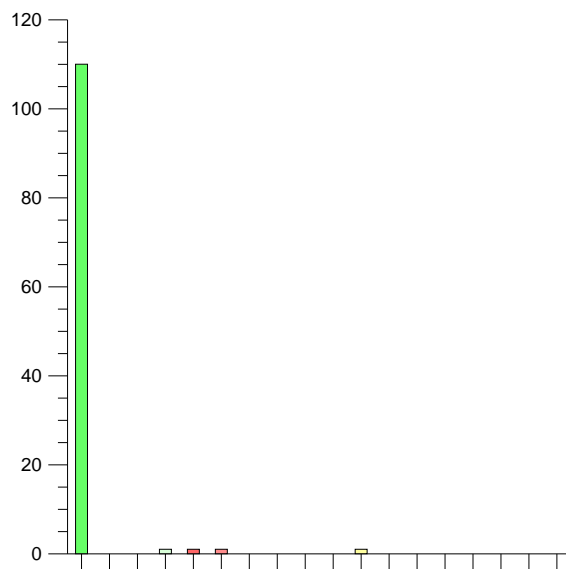
	% Total	% Answer	Count
■ [Responses]	0.85%	100.00%	1
■ [No Response]	99.15%	--	117
Total	100.00%	100.00%	118

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
104				Nosexual! I'm too old!	03/05/19 11:35	0.1	Submitted	web










Ethnicity

Question responses: 114 (96.61%)

What is your ethnic group



	% Total	% Answer	Count
White			
English / Welsh / Scottish / Northern Irish / British	93.22%	96.49%	110
Irish	0.00%	0.00%	0
Gypsy or Irish Traveller	0.00%	0.00%	0
Any other White background	0.85%	0.88%	1
Mixed/Multiple Ethnic Groups			
White and Black Caribbean	0.85%	0.88%	1
White and Black African	0.85%	0.88%	1
White and Asian	0.00%	0.00%	0
Any other Mixed background	0.00%	0.00%	0
Asian or Asian British			
Indian	0.00%	0.00%	0
Pakistani	0.00%	0.00%	0

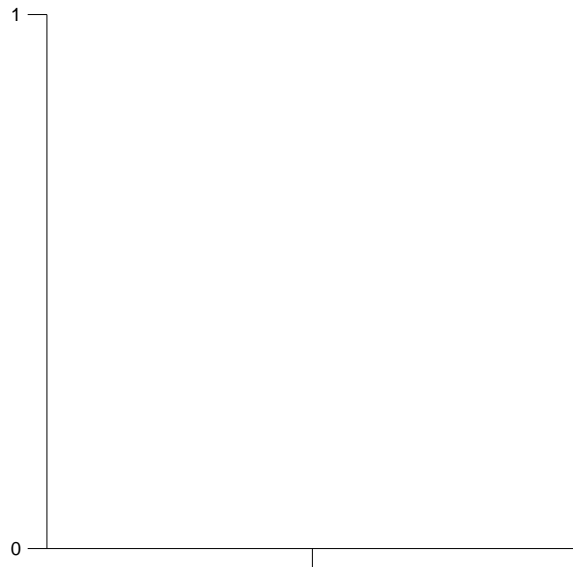
	% Total	% Answer	Count
 Bangladeshi	0.85%	0.88%	1
 Chinese	0.00%	0.00%	0
 Any other Asian background	0.00%	0.00%	0
Black/African/Caribbean/Black British			
 Caribbean	0.00%	0.00%	0
 African	0.00%	0.00%	0
 Any other Black background	0.00%	0.00%	0
Other Ethnic Group			
 Arab	0.00%	0.00%	0
 Any other ethnic group	0.00%	0.00%	0
 [No Response]	3.39%	--	4
Total	100.00%	100.00%	118

Other ethnicity

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

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 in your ethnic group in the box below



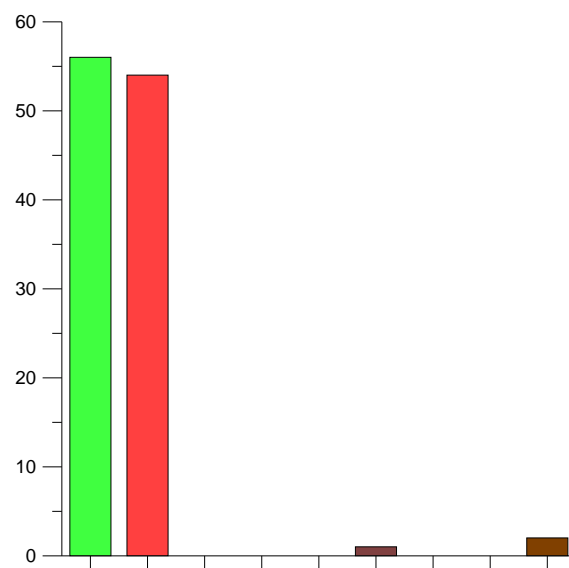
	% Total	% Answer	Count
<input type="checkbox"/> [Responses]	0.00%	0%	0
<input type="checkbox"/> [No Response]	100.00%	--	118
Total	100.00%	0%	118

There is no data to display for this question

Religious belief

Question responses: 113 (95.76%)

What is your religion?

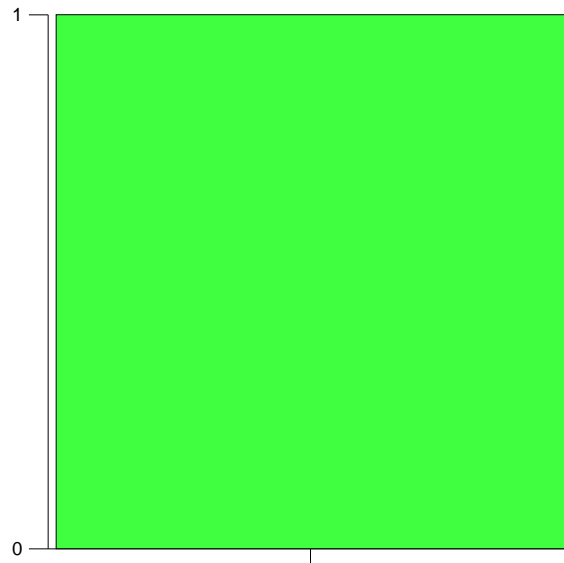


	% Total	% Answer	Count
■ No religion	47.46%	49.56%	56
■ Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	45.76%	47.79%	54
■ Buddhist	0.00%	0.00%	0
■ Hindu	0.00%	0.00%	0
■ Jewish	0.00%	0.00%	0
■ Muslim	0.85%	0.88%	1
■ Sikh	0.00%	0.00%	0
■ Any other religion (please write your religion in the box below)	0.00%	0.00%	0
■ Prefer not to say	1.69%	1.77%	2
■ [No Response]	4.24%	--	5
Total	100.00%	100.00%	118

Other religion

Question responses: 1 (0.85%)

Any other religion, please tell us here.



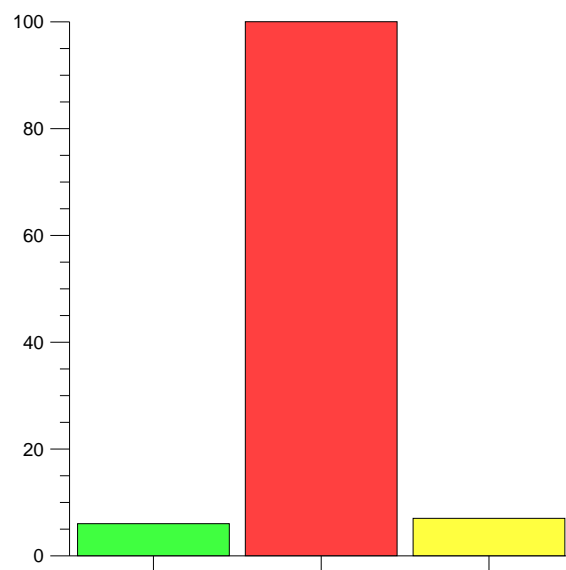
	% Total	% Answer	Count
■ [Responses]	0.85%	100.00%	1
■ [No Response]	99.15%	--	117
Total	100.00%	100.00%	118

ID	Consultation Point	Consultee	Agent	Answer	Date	Version	Status	Type
108				PS. Buddhism is a way of life I also follow as a Christian not a religion!	03/05/19 18:31	0.1	Submitted	web

Disability

Question responses: **113 (95.76%)**

Do you consider yourself to have a disability?

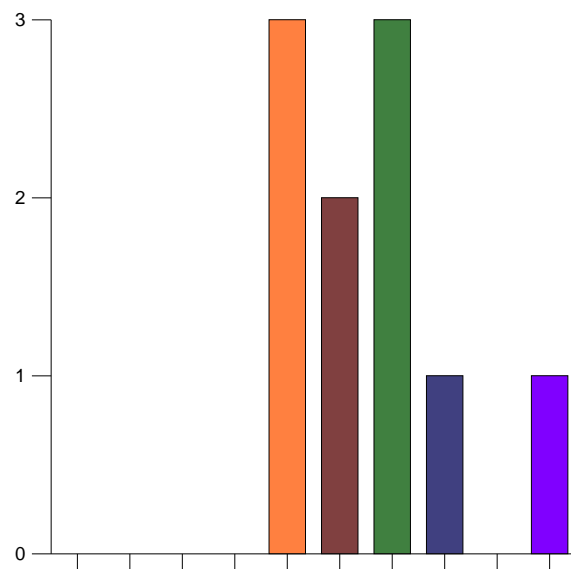


	% Total	% Answer	Count
<input type="checkbox"/> Yes	5.08%	5.31%	6
<input checked="" type="checkbox"/> No	84.75%	88.50%	100
<input type="checkbox"/> Prefer not to say	5.93%	6.19%	7
<input type="checkbox"/> [No Response]	4.24%	--	5
Total			118

Impairment

Question responses: 7 (5.93%)

How would you describe your disability?

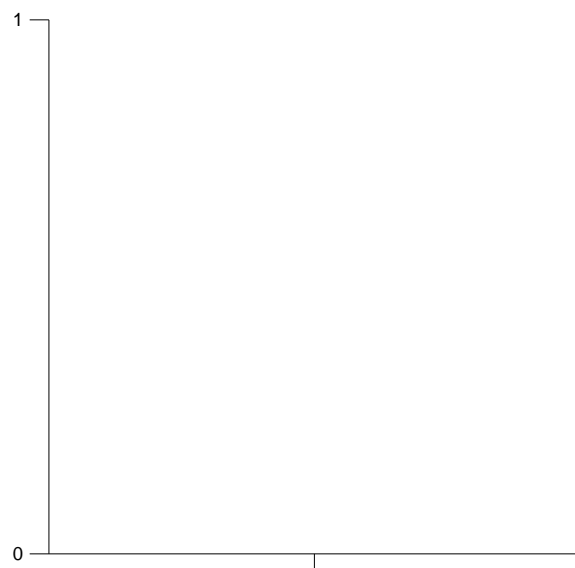


	% Total	% Answer	Frequency	Count
Visual impairment	0.00%	0.00%	0.00%	0
Speech impairment	0.00%	0.00%	0.00%	0
Hearing impairment	0.00%	0.00%	0.00%	0
Mobility (a wheelchair user)	0.00%	0.00%	0.00%	0
Mobility (not a wheelchair user)	2.48%	30.00%	2.54%	3
Mental health condition	1.65%	20.00%	1.69%	2
Long term medical condition	2.48%	30.00%	2.54%	3
Learning disability	0.83%	10.00%	0.85%	1
Hidden impairment	0.00%	0.00%	0.00%	0
Other	0.83%	10.00%	0.85%	1
[No Response]	91.74%	--	94.07%	111
Total	100.00%	100.00%	0%	121

Impairment other

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

Please specify disability



	% Total	% Answer	Count
<input type="checkbox"/> [Responses]	0.00%	0%	0
<input type="checkbox"/> [No Response]	100.00%	--	118
Total	100.00%	0%	118

There is no data to display for this question

THE COUNCIL OF THE CITY OF SUNDERLAND

NOTICE OF STATUTORY PROPOSAL FOR THE CLOSURE OF MILLFIELD COMMUNITY NURSERY SCHOOL

Notice is hereby given in accordance with Section 15 of the Education and Inspections Act 2006, that it is the intention of Sunderland City Council, Civic Centre, Burdon Road, Sunderland, SR2 7DN to discontinue (close) the following school with effect from 31st August 2019:

- **Millfield Community Nursery School, Bell Street, Sunderland, SR4 6JR**

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

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

by telephoning (0191) 561 1372 or by e-mailing schoolorganisation@sunderland.gov.uk

Within four weeks from the date of publication of the proposal, any person may object to or make comments on the proposal 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.

Signed: Patrick Melia

Chief Executive

Sunderland City Council

Publication Date: 5th June 2019

THE COUNCIL OF THE CITY OF SUNDERLAND**NOTIFICATION OF STATUTORY PROPOSAL FOR THE DISCONTINUATION OF
MILLFIELD COMMUNITY NURSERY SCHOOL****Local Authority Proposals and Contact Details**

Notice is hereby given in accordance with Section 15 of the Education and Inspections Act 2006, that it is the intention of Sunderland City Council, Civic Centre, Burdon Road, Sunderland, SR2 7DN to discontinue (close) the following school:

- **Millfield Community Nursery School, Bell Street, Sunderland SR4 6JR** with effect from 31 August 2019.

Millfield Community Nursery is a nursery school maintained by Sunderland City Council.

Implementation.

- Millfield Community Nursery School is proposed to close with effect from 31 August 2019.

Reason for Closure of Millfield Community Nursery School

Millfield Community Nursery School has become financially vulnerable in recent years. The Nursery has an operational budget deficit that has increased year on year since 2015. In that time the nursery has restructured the staffing base on three occasions. However, neither staffing restructure nor attempts to increase pupil recruitment have been sufficient to resolve the nursery's budget deficit. The nursery's financial deficit is projected to increase further in future years, impacting further on the nursery's ability to offer a good provision in a safe and secure environment and remain operational.

The nursery has a capacity of 125 nursery aged pupils. As of the January 2019 Census there were 55 nursery aged pupils on roll. 54% of the available places at the nursery were unfilled.

Millfield Community Nursery has projected that 24 places will be required for the Autumn 2019 cohort. This equates to 21% of the nursery's capacity.

Despite increased demand for nursery places in the Millfield Ward the number of families seeking places at Millfield Community Nursery School has fallen in recent years. Between Spring 2017 and Spring 2019 there was an 8% increase in demand for nursery places in the Millfield ward. However, over the same period demand for places at Millfield Community Nursery School fell by 15%.

Data demonstrates an increasing preference within the local community for nursery places within a school setting as opposed to attendance at a maintained nursery school. In the Millfield Ward in Spring 2017, 38% of local children were attending Millfield Community Nursery School in comparison to 62% attending a nursery setting within one of the two local primary schools. In Spring 2019 the proportion of children attending Millfield Nursery had fallen to 30% with 70% attending a nursery within a primary school.

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

The proposal to close Millfield Community Nursery School will result in the displacement of children under statutory school age attending the nursery from September 2019. This will result in increased demand for places at neighbouring nursery schools, primary schools with nursery provisions and day-care/ childminders. Further information is included under 'Displaced Pupils'

Millfield Community Nursery School, as a local authority-maintained nursery, is a recipient of a yearly lump sum payment, allocated to all local authority-maintained nurseries in Sunderland. The lump sum payment is calculated on the total number of pupils attending local authority-maintained nursery places in the city. Currently the cumulative sum is distributed equally across all nurseries regardless on how many pupils attend those settings.

As one of five Sunderland Nursery Schools that receives a greater allocation from the lump sum than is generated through its own pupil numbers, assuming the total lump received in 2020/21 is consistent with that received in 2019/20, the closure of Millfield Nursery School will result in an increase in the overall lump sum allocated to every other local authority-maintained nursery school in the city in 2020/21.

Project Costs

Financial requirements because of the proposal to close Millfield Community Nursery School include £0.041m to meet staff redundancy requirements, to be funded via the Dedicated Schools Grant Redundancy Reserves, and a minimum of £0.084m related to the current nursery deficit (as of April 2019) to be funded via Council reserves.

Pupil Numbers and Admissions

Given the nature of maintained nursery provision numbers on roll are subject to some fluctuation. The numbers included below are from the January 2019 School Census

Number	55
Age Range	2 - 5 years old
Boys	24
Girls	31
SEN	9

Displaced Pupils

It is anticipated that, of those pupils currently on roll, twenty pupils will transition from nursery provision to a school reception class in September 2019.

Discussions with neighbouring schools and academies have identified that alternative nursery places will be available for a number of pupils anticipated to be on roll at Millfield Community Nursery in the immediate vicinity of Millfield Community Nursery School, i.e at Diamond Hall Infant Academy.

Both Diamond Hall Infant Academy and St Joseph's RC VA Primary School have planned works

that will further expand the current nursery provisions at their respective sites. It should be noted that those planned works pre-date, and are therefore not associated with, the Council's proposal to discontinue Millfield Community Nursery School.

January 2019's local Childcare Sufficiency Assessment identified that within one mile of Millfield Community Nursery School there were 43 vacant 2-year old nursery places and 155 vacant 3 – 4-year-old nursery places at good or outstanding providers. Within 2 miles of the setting there were 63 vacant 2-year old nursery places and 190 vacant 3 – 4-year-old places at good or outstanding providers.

It is therefore considered that sufficient good or outstanding local alternative nursery places exist to accommodate both the current cohort of children attending Millfield Nursery School and any projected future cohorts of children who may seek to attend the school in future years.

Local parental preference in the area is increasingly towards admission to nursery provisions as part of a school setting. Since 2017 the percentage of parents seeking a maintained nursery place has fallen by 8%. The Local Authority has therefore calculated alternative school nursery places, in addition to good or outstanding maintained nursery places, within the surplus provision that is within a 1 -2 mile radius of the current Millfield Community Nursery School.

While Millfield Community Nursery currently has 9 pupils on roll who have been identified with SEND there is no specific SEN expertise within the nursery for these pupils. It is therefore anticipated that the level of support available will be of equal or greater quality in any other good or outstanding nursery provider in the area.

Impact on the Community

Millfield Community Nursery School is considered locally as a community asset. 33% of those responding to the Council's pre-publication consultation identified as residents. This was a greater proportion than the 28% who identified as parents of children attending the nursery.

The closure of Millfield Community Nursery School would result in the removal of a Good nursery provision from the local area. However, it is noted that there are sufficient alternative local nursery places at good or outstanding schools with nursery provisions or maintained nursery settings to enable residents from within the community to access suitable alternative early years provision.

The Nursery building is in the ownership of Sunderland Council. There is currently no projected use for the building should this proposal be implemented. However, there remain opportunities to seek an alternative educational use for the building post September 2019.

Balance of Denominational Provision

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

Rural Primary Schools

Millfield Community Nursery School does not fall within the categorisation of a rural primary as set out in Section 15 of the Education and Inspections Act 2006. Furthermore, the school is not listed on the DfE's List of Designated Rural Primary Schools 2018.

Maintained Nursery Schools

This proposal is for the discontinuation of an existing maintained nursery provision. The Statutory Guidance 'Opening and Closing Maintained Schools' (November 2018) identified the presumption against closure of a maintained nursery school. The Guidance states that this does not mean that a nursery will never close, but the case for closure should be strong and should demonstrate that:

- plans to develop alternative early years provision clearly demonstrate that it will be at least equal in quantity to the provision provided by the nursery school with no loss of expertise and specialism; and
- replacement provision is more accessible and more convenient for local parents.

Due consideration has been applied to those circumstances within this proposal

Of those families currently attending Millfield Community Nursery at January 2019 Census 93% live closer to at least one other good or outstanding setting with a nursery provision than they do Millfield Nursery School with 52% living closer to 3 or more good or outstanding settings than Millfield Community Nursery School. Local alternative provision available to parents is at least comparable with that available at Millfield Nursery School. Alternative provisions identified as within a shorter walking distance for those living closer to 3 or more alternative settings but on roll at Millfield Community Nursery Schools include

Setting	Proximity to Millfield Nursery	Ofsted Inspection Outcome
Diamond Hall Infant Academy	0.2 miles	Good
St Joseph's RC Primary	0.2 miles	Good
Barnes Infant Academy	0.8 miles	Good
St Mary's Childcare Centre	1.0 mile	Outstanding
Highfield Primary Academy	0.8 miles	Good
Sunshine Daycare	0.8 miles	Good
Little Learners	1.3 miles	Good
Apple Blossom Nursery	0.6 miles	Good
Richard Avenue Primary School	1.0 mile	Good

In addition to the alternative academies, maintained schools and private nursery providers in the local area there are also two additional maintained nursery schools within 2 miles of Millfield Nursery School. They are;

- Pennywell Early Years Centre – 1.6 miles
- Hylton Red House Nursery School – 2.0 miles

Both have been judged as Outstanding by Ofsted in their most recent inspections.

Sixth Form Provision

Not applicable - There is no provision for students aged 16 to 19.

Special Educational Needs Provision (SEND)

Millfield Community Nursery School is not designated as a provider of Special Educational Needs Provision. This proposal will not result in the discontinuation of SEND provision in Sunderland.

Travel

The Council has considered the impact of travel within this proposal. It is considered that there is suitable alternative provision to that currently offered at Millfield Community Nursery for those parents currently on roll. Data indicates that 93% of parents currently accessing Millfield Community Nursery School live closer to an alternative Good nursery provision than Millfield Nursery while 50% of those currently on roll live closer to at least three alternative good early years providers.

Consultation

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

- 10th April 2019 to 31st May 2019

Consultees recommended in the relevant statutory guidance were consulted via a Consultation Document that was made widely available on the Council's website and PRU websites. Consultees included parents, staff, pupils, local schools and academies, early-years providers, the local ward councillors and staff representatives (unions).

Two parent events were held at Millfield Community Nursery School on 7th May 2019. Staff briefings took place at Millfield Community Nursery on 4th April 2019.

Submission of Objections and Comments on Proposals

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

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

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: 3rd June 2019

Appendix 4 – Responses to Statutory Representation Notice

As a parent of a child who attends Millfield Community Nursery I would like to say I am very much against the closure of this provision. In the past year my daughter had attended she has thrived both academically and socially, and that's all down to the staff there. Telling my daughter it is closed and she can no longer go will break her heart, as I'm sure it will many other children's.

Thank you

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 CLOSURE OF MILLFIELD NURSERY SCHOOL

Date: 17/6/2019

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 close Millfield Community Nursery School.

It is proposed that this outcome is implemented for 31st August 2019

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 alternative local provision
- The sufficiency of alternative local 2,3 and 4 year old nursery provision at good and outstanding providers within 1 and 2 miles of Millfield Nursery
- The proximity to alternative good and outstanding provision to parents currently attending Millfield Community Nursery
- Local birthrate and house building data to identify future demand and the sufficiency of alternative local places to meet this demand

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 autistic children. 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 accessing nursery provision. Wider impact can be mitigated through the provision of alternative school places. Therefore no other groups or individuals are thought to be 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	Sufficient alternative local places have been identified within a 1-2 mile proximity of each of the current cohorts home addresses. This proposal will not result in a shortfall of early years provision that would disadvantage nursery aged children		
Disability	Millfield Nursery School does not offer a specific SEN specialism as part of their curriculum. It is considered that educational needs related to disability can be met at alternative local settings		
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 nursery places through the removal of 120 places at Millfield Nursery to be monitored as part of the Council and Together for Children's yearly Early Years Sufficiency assessments.	Sunderland Council/ Together for Children	Ongoing	Retained Education Services to monitor yearly as part of Pupil Place Planning exercise

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; Tel: 0191 561 7961.

1. Purpose and Scope

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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.

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- **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

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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

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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

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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

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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://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.