

# Equality Analysis

## Birmingham City Council Analysis Report

<b>EA Name</b>	Education Development Plan And Schools Capital Programme 2016-17
<b>Directorate</b>	People
<b>Service Area</b>	Children - Education & Skills
<b>Type</b>	Reviewed Policy
<b>EA Summary</b>	This EA evaluates the impact of Education & Skills Infrastructure's Education Development Plan and Schools' Capital Programme 2016-17.
<b>Reference Number</b>	EA001202
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<b>Date Approved</b>	2016-05-27 01:00:00 +0100
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### Introduction

The report records the information that has been submitted for this equality analysis in the following format.

#### **Overall Purpose**

This section identifies the purpose of the Policy and which types of individual it affects. It also identifies which equality strands are affected by either a positive or negative differential impact.

#### **Relevant Protected Characteristics**

For each of the identified relevant protected characteristics there are three sections which will have been completed.

- Impact
- Consultation
- Additional Work

If the assessment has raised any issues to be addressed there will also be an action planning section.

The following pages record the answers to the assessment questions with optional comments included by the assessor to clarify or explain any of the answers given or relevant issues.

## 1 Activity Type

The activity has been identified as a Reviewed Policy.

## 2 Overall Purpose

### 2.1 What the Activity is for

What is the purpose of this Policy and expected outcomes?	The Education Development Plan and Schools' Capital Programme 2016-17 is necessary for Birmingham City Council to meet its statutory duty to provide sufficient pupil places in safe, compliant school buildings. This impacts directly on safeguarding for Birmingham's children. Projects have been developed to maximise alignment with local priorities, positively impacting on developing skills, employment opportunities, public health and community cohesion. Schemes support the Birmingham Climate Change and Sustainability strategies, and corporate compliance with the Carbon Reduction Commitment Energy Efficiency Programme.
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For each strategy, please decide whether it is going to be significantly aided by the Function.

Public Service Excellence	Yes
A Fair City	Yes
A Prosperous City	Yes
A Democratic City	Yes

### 2.2 Individuals affected by the policy

Will the policy have an impact on service users/stakeholders?	Yes
Will the policy have an impact on employees?	Yes
Will the policy have an impact on wider community?	Yes

### 2.3 Analysis on Initial Assessment

The summary of outcomes from consultation demonstrates that the proposed Education Development Plan and Schools' Capital Programme 2016-17 supports positive outcomes for children, young people, their families and carers. The plan provides a detailed strategic approach to ensuring that there will be sufficient education places for children and young people across the city. No negative impact on people with Protected Characteristics has been identified. Sufficiency of educational places and opportunities for all children and young people contributes to providing positive life chances. It also supports a positive approach to Safeguarding in Birmingham; actively reducing the number of children and young people out of school helps to mitigate risk to their safety and wellbeing. Key findings from consultation have been integrated into the Plan and Programme. Further detailed consultation to identify specific schools and areas will be undertaken to ensure that the strategic approach remains relevant to shifts in demographic growth and population distribution in the City. Monitoring and review will be key to developing the finer details of education infrastructure in Birmingham. At individual school level, any proposed changes (for example school expansions, capital investment) go through detailed consultation with the school's governing body, parents, carers and local communities as a matter of due course. Changes are subject to specific gateway approval reports, in line with BCC policy.

In conclusion, this Equality Analysis has highlighted that the strategic approach outlined in the Education Development Plan and Schools' Capital Programme 2016-17 makes a positive contribution to supporting positive outcomes for children and young people in Birmingham. their life chances will be enhanced by access to education, and numbers of children out of school will be significantly reduced by investment in developing sufficiency of places for all. No negative impact has been identified but this Equality Analysis will be subject to regular review.

### 3.1 Age

#### 3.1.1 Age - Differential Impact

Age	Relevant
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#### 3.1.2 Age - Impact

Describe how the Policy meets the needs of Individuals of different ages?	The report addresses sufficiency of educational provision across the whole spectrum. There is no identified negative impact for children and young people in any age group. Positive impact focuses on every child being able to access an appropriate education place to meet their needs. This impacts directly on safeguarding and life chances for every child and young person.
Do you have evidence to support the assessment?	Yes
Please record the type of evidence and where it is from?	Schools, demographic data, Special Educational Needs Assessment and Review, Pupil Place Planning.
Have you received any other feedback about the Policy in meeting the needs of Individuals of different ages?	No
You may have evidence from more than one source. If so, does it present a consistent view?	Yes
Is there anything about the Policy and the way it affects Individuals of different ages which needs highlighting?	No

#### 3.1.3 Age - Consultation

Have you obtained the views of Individuals of different ages on the impact of the Policy?	Yes
If so, how did you obtain these views?	Via Schools' For a representing the views of the spectrum of children and young people. Also consultation Roadshows across Birmingham.
Have you obtained the views of relevant stakeholders on the impact of the Policy on Individuals of different ages?	Yes
If so, how did you obtain these views?	In consultation with schools, Special Educational Needs Assessment and Review (SENAR) and demographic data sources.
Is there anything about the Policy and the way it affects Individuals of different ages which needs highlighting?	No

#### 3.1.4 Age - Additional Work

Do you need any more information to complete the assessment?	No
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Please explain how individuals may be impacted.	Insufficiency of educational provision would impact on children and young people's life chances and safety. Infrastructure is essential to enabling all children and young people to have an equal opportunity to a good education.
Please explain how.	The report is inclusive in nature, addressing the needs of all children and young people including those with Special Educational Needs.
Is there any more work you feel is necessary to complete the assessment?	No
Do you think that the Policy has a role in preventing Individuals of different ages being treated differently, in an unfair or inappropriate way, just because of their age?	Yes
Do you think that the Policy could help foster good relations between persons who share the relevant protected characteristic and persons who do not share it?	Yes

## 3.2 Disability

### 3.2.1 Disability - Differential Impact

Disability	Relevant
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### 3.2.2 Disability - Impact

Describe how the Policy meets the needs of Individuals with a disability?	The report outlines the strategy that will ensure enough of the appropriate types of educational provision to meet the specific needs to all children and young people, including those with high level complex needs.
Do you have evidence to support the assessment?	Yes
Please record the type of evidence and where it is from?	Detailed demographic analysis via BCC's Joint Strategic Needs Analysis and SEN Strategy, Special School, Resource Base and mainstream school representatives, Special Educational Needs Assessment and Review (SENAR), Special Educational Needs Stakeholder Group.
Have you received any other feedback about the Policy in meeting the needs of Individuals with a disability?	No
You may have evidence from more than one source. If so, does it present a consistent view?	Yes
Is there anything about the Policy and the way it affects Individuals with a disability which needs highlighting?	No

### 3.2.3 Disability - Consultation

Have you obtained the views of Individuals with a disability on the impact of the Policy?	Yes
If so, how did you obtain these views?	Via SEN Stakeholder Group: a cross sector group representing the views of individuals with a disability and their parents, carers and education and social care support networks.
Have you obtained the views of relevant stakeholders on the impact of the Policy on Individuals with a disability?	Yes
If so, how did you obtain these views?	Via SEN Stakeholder Group.
Is there anything about the Policy and the way it affects Individuals with a disability which needs highlighting?	No

### 3.2.4 Disability - Additional Work

Do you need any more information to complete the assessment?	No
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Please explain how individuals may be impacted.	The report details the strategy that will enable the development of infrastructure which will provide sufficient and appropriate educational provision for all children and young people, including those with SEN and disabilities.
Please explain how.	By fostering good relationships, developing understanding of specific needs and demonstrating how those needs can be met in a range of educational provision, including mainstream schools, special schools, resource bases and a range of alternative provision, including post-16 provision. The report addresses the needs of all children and young people.
Is there any more work you feel is necessary to complete the assessment?	No
Do you think that the Policy has a role in preventing Individuals with a disability being treated differently, in an unfair or inappropriate way, just because of their disability?	Yes
Do you think that the Policy could help foster good relations between persons who share the relevant protected characteristic and persons who do not share it?	Yes
Do you think that the Policy will take account of disabilities even if it means treating Individuals with a disability more favourably?	Yes
Do you think that the Policy could assist Individuals with a disability to participate more?	No
Do you think that the Policy could assist in promoting positive attitudes to Individuals with a disability?	Yes

### 3.3 Religion or Belief

#### 3.3.1 Religion or Belief - Differential Impact

Religion or Belief	Relevant
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#### 3.3.2 Religion or Belief - Impact

Describe how the Policy meets the needs of Individuals of different religions or beliefs?	All children and young people in Birmingham have the right to an appropriate education. In some cases, parents or carers choose school places on the grounds of faith. A range of faith-based schools are available in the City, but they are not exclusive.
Do you have evidence to support the assessment?	Yes
Please record the type of evidence and where it is from?	School based data, OFSTED reports, School Improvement, Schools' Fora.
Have you received any other feedback about the Policy in meeting the needs of Individuals of different religions or beliefs?	No
You may have evidence from more than one source. If so, does it present a consistent view?	Yes
Is there anything about the Policy and the way it affects Individuals of different religions or beliefs which needs highlighting?	No

#### 3.3.3 Religion or Belief - Consultation

Have you obtained the views of Individuals of different religions or beliefs on the impact of the Policy?	Yes
If so, how did you obtain these views?	Via Schools' Fora.
Have you obtained the views of relevant stakeholders on the impact of the Policy on Individuals of different religions or beliefs?	Yes
If so, how did you obtain these views?	Via Schools' Fora.
Is there anything about the Policy and the way it affects Individuals of different religions or beliefs which needs highlighting?	No

#### 3.3.4 Religion or Belief - Additional Work

Do you need any more information to complete the assessment?	No
Please explain how individuals may be impacted.	the policy outlines a strategic approach to ensure that all children and young people will have access to a good education. This includes a wide spectrum of schools including those with specific faiths.
Please explain how.	The strategy will ensure that children and young people have access to appropriate educational provision, with full regard to their religion or beliefs.
Is there any more work you feel is necessary to complete the assessment?	No

Do you think that the Policy has a role in preventing Individuals of different religions or beliefs being treated differently, in an unfair or inappropriate way, just because of their religion or belief?	Yes
Do you think that the Policy could help foster good relations between persons who share the relevant protected characteristic and persons who do not share it?	Yes

### 3.4 Gender

#### 3.4.1 Gender - Differential Impact

Gender	Relevant
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#### 3.4.2 Gender - Impact

Describe how the Policy meets the needs of Men and women?	The report addresses the needs of all children, young people, their parents, carers and school staff regardless of gender.
Do you have evidence to support the assessment?	Yes
Please record the type of evidence and where it is from?	Demographic data, Pupil Place Planning data.
Have you received any other feedback about the Policy in meeting the needs of Men and women?	No
You may have evidence from more than one source. If so, does it present a consistent view?	Yes
Is there anything about the Policy and the way it affects Men and women which needs highlighting?	No

#### 3.4.3 Gender - Consultation

Have you obtained the views of Men and women on the impact of the Policy?	Yes
If so, how did you obtain these views?	Via Schools' Fora and consultation roadshows across the City.
Have you obtained the views of relevant stakeholders on the impact of the Policy on Men and women?	Yes
If so, how did you obtain these views?	Via Schools's Fora and consultation roadshows across the City.
Is there anything about the Policy and the way it affects Men and women which needs highlighting?	No

#### 3.4.4 Gender - Additional Work

Do you need any more information to complete the assessment?	No
Please explain how individuals may be impacted.	The strategy underpins the development of educational infrastructure for all children and young people, both male and female.
Is there any more work you feel is necessary to complete the assessment?	No
Do you think that the Policy has a role in preventing Men and women being treated differently, in an unfair or inappropriate way, just because of their gender?	Yes

### 3.5 Gender Reassignment

#### 3.5.1 Gender Reassignment - Differential Impact

Gender Reassignment	Relevant
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#### 3.5.2 Gender Reassignment - Impact

Describe how the Policy meets the needs of Individuals who have undergone or are intending to undergo gender reassignment?	The report is inclusive of LGBT young people, ensuring that sufficiency of provision is essential for all in order to sustain inclusive educational provision.
Do you have evidence to support the assessment?	Yes
Please record the type of evidence and where it is from?	Via Schools' Fora.
Have you received any other feedback about the Policy in meeting the needs of Individuals who have undergone or are intending to undergo gender reassignment?	No
You may have evidence from more than one source. If so, does it present a consistent view?	Yes
Is there anything about the Policy and the way it affects Individuals who have undergone or are intending to undergo gender reassignment which needs highlighting?	No

#### 3.5.3 Gender Reassignment - Consultation

Have you obtained the views of Individuals who have undergone or are intending to undergo gender reassignment on the impact of the Policy?	No
If not, why not?	No relevant individuals identified
Have you obtained the views of relevant stakeholders on the impact of the Policy on Individuals who have undergone or are intending to undergo gender reassignment?	Yes
If so, how did you obtain these views?	Schools' Fora.
Is there anything about the Policy and the way it affects Individuals who have undergone or are intending to undergo gender reassignment which needs highlighting?	No

#### 3.5.4 Gender Reassignment - Additional Work

Do you need any more information to complete the assessment?	No
Is there any more work you feel is necessary to complete the assessment?	No
Do you think that the Policy has a role in preventing Individuals who have undergone or are intending to undergo gender reassignment being treated differently, in an unfair or inappropriate way, just because of their gender reassignment?	No
Do you think that the Policy could help foster good relations between persons who share the relevant protected characteristic and persons who do not share it?	No

### 3.6 Race

#### 3.6.1 Race - Differential Impact

Race	Relevant
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#### 3.6.2 Race - Impact

Describe how the Policy meets the needs of Individuals from different ethnic backgrounds?	The strategy underpins the development of educational provision for all children and young people. It is completely inclusive in nature, based on the principal that every child and young person has the right to a school place and good education.
Do you have evidence to support the assessment?	Yes
Please record the type of evidence and where it is from?	Demographic data.
Have you received any other feedback about the Policy in meeting the needs of Individuals from different ethnic backgrounds?	No
You may have evidence from more than one source. If so, does it present a consistent view?	Yes
Is there anything about the Policy and the way it affects Individuals from different ethnic backgrounds which needs highlighting?	No

#### 3.6.3 Race - Consultation

Have you obtained the views of Individuals from different ethnic backgrounds on the impact of the Policy?	Yes
If so, how did you obtain these views?	Via Schools' Fora.
Have you obtained the views of relevant stakeholders on the impact of the Policy on Individuals from different ethnic backgrounds?	Yes
If so, how did you obtain these views?	Via Schools' Fora.
Is there anything about the Policy and the way it affects Individuals from different ethnic backgrounds which needs highlighting?	No

#### 3.6.4 Race - Additional Work

Do you need any more information to complete the assessment?	No
Please explain how individuals may be impacted.	The strategy is inclusive of all children and young people ensuring they have equal opportunity to a good education.
Please explain how.	By ensuring that all children and young people, regardless of ethnicity, have access to a school place.
Is there any more work you feel is necessary to complete the assessment?	No

Do you think that the Policy has a role in preventing Individuals from different ethnic backgrounds being treated differently, in an unfair or inappropriate way, just because of their ethnicity?	Yes
Do you think that the Policy could help foster good relations between persons who share the relevant protected characteristic and persons who do not share it?	Yes

### **3.7 Concluding Statement on Full Assessment**

The Education Development Plan (EDP) and Schools' Capital Programme 2016-17 outlines Birmingham's approach to developing the necessary infrastructure to support the learning journey of each child. It explains how sufficient and sustainable educational places will be secured to meet Birmingham's population growth, in both Early Years and school age education settings. The Special Education Plan is fully inclusive of children and young people with Special Educational Needs.

The EDP also outlines Birmingham's approach towards promoting the Full Participation of all young people in order for them to acquire the skills needed for further education, training and employment opportunities.

The EDP and Schools' Capital Programme 2016-17 impacts positively on all Birmingham children and young people as well as their families and carers. Without the detailed analysis and forecasting that underpins this programme there would be potential for negative impact as insufficient education places would be available, impacting on safeguarding, education and life chances. This EDP mitigates these risk factors by working with current and projected demographics, including sub-groups such as age and SEN categories, to forecast the number of education places that will be required and demonstrating a strategy to provide those places. The Schools' Capital Programme element of the report details the financial plan and its implications in affording sufficient sustainable education places in Birmingham.

There are significant changes to the landscape of education providers. In line with Government policy, Birmingham's education family includes LA schools, Academies, Free Schools, Faith School and Independent Schools. A wide range of early years settings, primary, secondary, special schools and post-16 providers are involved in supporting each child's learning journey. However, the statutory duty for ensuring sufficient pupil places remains with Birmingham City Council.

Planning of medium to long-term requirements for additionality across all phases takes into account a number of factors such as birth rate, housing and migration patterns. The variable nature of some of these elements necessitates ongoing review and amendment. This EA will be reviewed and developed in line with policy and strategy developments. The source data and methodology of projections is fully explained in the report: these projections will be reviewed three times per year as a minimum. The Schools Capital Programme requirements and funding streams will be updated annually to reflect refreshed forecasts and funding allocations. Affordability measures will be amended accordingly.

Birmingham's EDP and Education Sufficiency Requirements have been developed in consultation with the Leader, Deputy Leader and Cabinet Members as part of the integrated approach to development and regeneration across Birmingham. The Local Authority's requirements to meet its statutory duty to provide sufficient school places in safe and compliant school buildings have been shared with the Strategic Director for People, the Director of Finance and Director of Corporate Resources. The Leader and Chief Executive have been briefed on the demographic analysis of pupil place requirements and ongoing consultation takes place with senior officers and elected members.

The requirements for sufficient school places have been shared with headteacher representatives from primary, secondary and special school fora as well as representatives from professional associations and trade unions. A series of accountable bodies, including Academy Trusts and Free Schools were also invited along with elected members. When changes in School Re-organisation occur, for example when a school is expanded to meet need, consultation with the school's governing body, parents, carers and local community takes place as a matter of course.

### **4 Review Date**

01/03/17

### **5 Action Plan**

There are no relevant issues, so no action plans are currently required.