

Name of proposal/policy	West Haddon Endowed CE Primary School	Budget number (if applicable)	
Service area responsible	PLACE	Cabinet meeting date	12/12/2017
Name of completing officer	Jackie Desmond	Date EqIA created	03/10/2017
Approved by Director / Assistant Director	Ian Boll	Date of approval	03/10/2017

The Equality Act 2010 places a 'General Duty' on all public bodies to have 'Due regard' to:

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity
- Fostering good relations

We do this by undertaking equality impact assessments (EqIAs) to help us understand the implications of policies and decisions on people with protected characteristics – EqIAs are our way of evidencing this.

All assessments must be published on the NCC equalities web pages. All Cabinet papers where an EqIA is relevant **MUST** include a link to the web page where this assessment will be published. If you require assistance in getting your EqIA published, please contact equalities@northamptonshire.gov.uk

PART 1

Description of current provision/policy and main beneficiaries/stakeholders


West Haddon Endowed CE Primary is a village school situated to the north of Daventry. It has an admission number of 30 children per year group, with a total capacity of 210 pupils. The school is Voluntary Controlled with a linked area of West Haddon and Winwick. As the school buildings vary in age, some of the classrooms are small for modern teaching and the hall is significantly undersized.

Description of proposal under consideration/development

The village is undergoing some housing development which is placing additional pressure on places at the school. This proposal will not increase the admission number but will improve the accommodation to ensure the school has suitable spaces for modern learning. The plan is to build a new hall, with kitchen area and toilets. This will provide them with space to meet the PE curriculum, provide space for whole school assemblies and school events as well as improve their lunchtime dining experience. The current hall will be used as teaching/breakout space.

Data used in this Equality Impact Assessment (general population data where appropriate but each EqIA should contain information on people who use the service under consideration – if this is not applicable to your proposal then you probably do not need to do an EqIA)

Data Source (include link where published)	Please summarise what the data tells us – for example “X number of people use this service, X are male, Y are female etc”
Pupil projection data compiled by NCC’s Business Intelligence and Performance (BIPI) team.	Pupil projection figures for West Haddon Endowed CE Primary School and other schools in the local area.
Demographic/Housing data	Demographic trends and details of proposed housing development within the area.

Tick the relevant box for each line by using a capital 'P' to make a 	Based on the above information, what impact will this proposal have on the following groups?			
	Positive	Negative	Neutral	Unsure
Sex			✓	
Gender Reassignment			✓	
Age	✓			
Disability	✓			
Race & Ethnicity			✓	
Sexual Orientation			✓	
Religion or Belief (or No Belief)			✓	
Pregnancy & Maternity			✓	
Human Rights (Please see articles in toolkit)			✓	
Other Groups (rural isolation, socio-economic exclusion etc)			✓	

Initial impact	
Explain your findings above	Actions identified to mitigate, advance equality or fill gaps in information
The proposal to build a new school hall has a positive impact on two groups named above; age and disability. It will provide purpose built accommodation for modern teaching. The new building will be compliant with the Disability and Discrimination Act.	N/A – the proposal represents only a positive/neutral impact upon the groups listed above.

Do you need to undertake further work (e.g. consultation, further equality analysis) based on the impact and actions identified above? If yes, set this out below and then carry out the work and complete Part 2
No

PART 2 – if required

Consultation, follow up data and information gathered from actions identified above	
	What does this information tell us?
Pre-planning consultation event – November 2017	Feedback from the community prior to planning application submission.

Final impact analysis (taking the findings from Part 2 into account) – including review date if required
The school will have suitable teaching spaces for its cohort.