

## EQUALITIES IMPACT ASSESSMENT

### FUTURE NURSERY PROVISION FOR CHILDREN OF PRESCHOOL AGE IN THE CROOKFUR AREA OF NEWTON MEARNES FOR SCHOOL SESSION 2013/14 AND BEYOND

#### Screening

##### 1. What is the proposal?

To establish a new nursery class within Crookfur Primary School from August 2013

##### 2. What is the aim, objective or purpose of the proposal?

The proposal aims to better accommodate children from the local community and catchment of Crookfur and to minimise the number of children having their ante preschool year and preschool years in different nurseries.

It also aims to address the growing demand for prefive places across the council area and especially within Newton Mearns where there has been significant new housing developments, with further planned over the next few years.

##### 3. Who implements the proposal?

East Renfrewshire Council Education Department

##### 4. Who is intended to benefit from the proposal and in what way?

Residents living in the catchment of Crookfur Primary will benefit from the proposal as it is intended more children would have their ante preschool year and preschool years in the same nursery and that of their parents choosing and would improve continuity of education for children attending the nursery and progressing into the primary stages at Crookfur Primary School. This has a number of benefits including better continuity and progression, fewer transitions for children (particularly for those with additional support needs), children benefiting from a consistent peer group.

##### 5. Is the proposal applied uniformly throughout East Renfrewshire Council Education Department?

No, the proposal directly affects residents of the Crookfur area of Newton Mearns.

##### 6. Who are the stakeholders in relation to the proposal (for example, certain groups of staff/students, visitors etc)?

- parents or carers of all pupils in the affected schools;
- pupils of each affected school
- school staff of each affected schools;
- trade unions representing staff employed in the affected schools;
- local elected members representing residents within the present catchment areas of the affected schools;
- local Members of Parliament and local Members of Scottish Parliament representing residents within the present catchment areas of the affected schools;
- members of East Renfrewshire Council's Education Committee

##### 7. What data are available to facilitate the screening of this proposal?

- pupil information including gender, ethnic origin, disability and place of residence.
- breakdown of pupil attainment by gender, ethnicity, disability
- nursery applications data / projected required capacity
- accessibility information for both buildings

**8. Is there any evidence of higher or lower participation, uptake or exclusion, by the protected characteristics?**

There is no evidence of higher or lower participation by any groups with a protected characteristic.

**9. In the context of the preceding sections are there any relevant groups which you believe should be consulted? Please specify and give reasons:**

In terms of the Schools Consultation (Scotland) Act 2010 which came into force in April 2010 the following groups / individuals have been consulted:

- parents or carers of all pupils in the affected schools;
- pupils of each affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- school staff of each affected schools;
- trade unions representing staff employed in the affected schools;
- local elected members representing residents within the present catchment areas of the affected schools;
- local Members of Parliament and local Members of Scottish Parliament representing residents within the present catchment areas of the affected schools;
- members of East Renfrewshire Council's Education Committee;
- Mearns Community Councils; and,
- Education Scotland (formerly HMIE)

**10. What data are required in the future to ensure effective monitoring?**

- pupil information including gender, ethnic origin, disability and place of residence
- breakdown of pupil attainment by gender, ethnicity, disability
- accessibility information
- nursery applications data

**11. Considering all the information above please indicate areas where a differential impact occurs or has the potential to occur**

No areas where a differential impact occurs or has the potential to occur have been identified

**12. Any other comments on proposal**

There is accommodation available in Crookfur Primary School and this proposal looks to make efficient use of this resource to better to meet the demand of the local community.

**13. Potential for differential impact**

Low

**Assessment**

**1. Does the proposal impact less favourably on a certain group or groups in comparison with others?**

There is no indication of such.

**Please give details:**

**2. Is there any indication of a higher or lower participation/uptake rate by particular equality groups?**

There is no indication of such.

**Please give details:**

N/A

**3. Risk of adverse impact**

Low

Overall assessment is that this proposed change would not have an adverse impact on any child in terms of age, gender, religion, race and disability. Every child who attends the nursery, whatever their background/nationality/needs, will be given support to participate in the appropriate broad range of educational activities and experiences.

**4. Do criteria or requirements in relation to the proposal disadvantage certain groups, either explicitly or inadvertently?**

No.

**Please give details:**

Every pupil in an East Renfrewshire school, regardless of race, gender or disability is given full support to participate in the school curriculum and wider achievement. This is endorsed in the Education Department's vision of *Inclusion, Achievement, Ambition and Progress for All*.

**5. Is access to services and benefits reduced or denied for some groups in comparison with other groups?**

No.

**6. Do particular groups face increased difficulty or indignity as a result of the policy?**

No.

**7. Are there higher complaints rates or lower satisfaction rates for particular equality groups in connection with the policy, in comparison with other groups?**

No.

**8. Is there evidence that the proposal fails to respond to the needs of a particular group, in comparison with other groups?**

No.

**9. If you have identified adverse impact, could this amount to unlawful discrimination?**

No.

**10. If the policy intends to result in different outcomes for different groups by using positive action to redress disadvantages, is this lawful?**

Not applicable.

## 1. Who has responsibility for carrying out the impact assessment?

Mhairi Shaw, Head of Education Services

## 2. Tick areas of equality relevance

	Applicable
Disability	X

## 3. Risk of adverse impact

Low

## 4. Data used (including assessment of reliability and validity)

See question 7 of the screening.

## 5. Assessment of adverse impact

Low

## 6. Consultation carried out (methods, target groups consulted, etc)

A formal consultation under the Schools Consultation (Scotland) Act 2010 is a legal requirement for this relocation proposal. The Director of Education and Head of Service (Inclusion, Schools and Quality Improvement) manage the formal consultation process with statutory consultees and interested parties.

## 7. Proposed method to reduce or eliminate Adverse Impact (including reasons chosen)

Children with a disability are considered by the council as a higher priority for being allocated a nursery place; therefore children with a disability will be placed in their catchment nursery, be that Isobel Mair Family Centre or Crookfur Nursery Class as a priority.

Children of Asian-Pakistani origin will be allocated a place in a nursery within the neighbourhood of their residence.

## 8. Conclusions and recommendations for amendments to the policy. Please state who/which group or committee considered the options and took the decision on what action would be taken. If a number of options were considered, summarise these and the reason for selecting one option over any others. If no further action is required as a result of the EQIA, please explain.

No amendments to policy recommended as a result of low potential for differential impact.

## 9. Timescale for implementation

Should the Education Committee to approve the proposal, then the establishment of a nursery class in Crookfur Primary would be implemented from the beginning of school session 2013-2014.

## 10. Methods of publication

As part of the statutory consultation there was wide publication:

Internet

Copies in a variety of formats available for reasonable requests, for example in other languages, or in large format.

Copies given to each child in school for delivery to parents, copies sent to all statutory consultees.

Copies provided for each member of staff in each affected school.

Notices in newspapers.

A public meeting to discuss proposal.

Should the proposal be adopted, the Education Department would continue to ensure pupils, parents and staff in the affected school were well informed.

### **11. Monitoring arrangements**

As part of the statutory consultation, copies of all consultation responses were passed to Education Scotland (formerly HMIE) who commented on the proposal.

There would be support from the Quality Improvement Service working with senior staff in Crookfur Primary School to ensure that the newly established nursery class would be managed to ensure that the highest quality provision is provided. The quality of provision in the nursery class will be monitored by school staff through regular self-evaluation processes; these will be supported and benchmarked through the involvement of the link Quality Improvement Officer (QIO) and the QIO with a remit for supporting the prefive sector in East Renfrewshire.