

Equality and Public Health Full Impact Assessment

Impact Assessment Id: #438

1.0 Screening Information

Project Name

Foxlydiate First School

Name of Project Sponsor

Sarah Wilkins

Name of Project Manager

Rowanna Hughes

Name of Project Lead

Andy Moran

Please give a brief description of the project

Delivery of a new 2FE first school and nursery on a new housing development site in the Webheath District of Redditch.

Data Protection screening result

Does not need a full impact assessment

Equality and Public Health screening result

Will require a full impact assessment

Environmental Sustainability screening result

Will require a full impact assessment

1.1 Background and Purpose

Background and Purpose of Project?

To support your answer to this question, you can upload a copy of the project's Business Case or similar document. New housing being built in the Foxlydiate area will attract families with children, and this will create a demand for additional childcare and school places. The scale of the forecast increased demand means that a new first school is needed.

The new major housing development off Foxlydiate Lane will deliver 2,560 new houses by 2037. Worcestershire County Council is proposing that the new school will open initially as a 3-form-entry in 2027, when it is forecast that 30 children in each school year group will live on the new development, increasing to over 60 by 2030. The school will open initially to Reception-aged children and will grow over time as it will take a new cohort of Reception children each September.

The number of children is predicted to double by the time the development is completed and fully occupied, so the school will be built to a model that can easily be expanded to include additional classrooms when they are needed. There are other housing developments in the area, each attracting more families with children, so there will be increased demand on places at existing schools nearby, and this is being monitored carefully to ensure that the right number of additional places will be created in the right places at the right time.

The delivery of a new school in the Foxlydiate area will ensure sufficient places in the locality and ensure an element of surplus which will ensure that:

families have an element of choice, and increases the likelihood that families receive one of their top two preferences
all children who move into the locality during the school year are offered provision within 20 days; and
all children who want to access a place in their local community are able to do so, reducing school travel times

The delivery of a new school provides an opportunity to build on the existing 'Good' first school provision in Redditch and offers more choice of schools, which is important to support our children and young people in achieving good attainment and realising their full potential.

Upload Business Case or Support documents

No files uploaded

Project Outputs

Briefly summarise the activities needed to achieve the project outcomes.

The project output will be a new 3FE first school in Redditch with a nursery. This will be delivered via a number of workstreams:

- Building the School - Procurement of external consultants and construction
- Education - Academy Sponsor selection and consideration of educational requirements of the school (e.g. inclusivity)
- Communication and engagement - stakeholder management and consultation
- Mitigating school places - ensuring sufficiency of school places in Redditch

Project Outcomes

Briefly summarise what the project will achieve.

The key expected outcome is to meet the project aim of ensuring sufficiency of school places for first school age pupils in Redditch, with a 5% surplus of places. As a result of building a new first school in Redditch, various other outcomes are likely, which include:

Longevity of first school sufficiency in Redditch in line with housing growth
A reduction in travel times and car use for first school age pupils in Redditch
Certainty that all pupils in Redditch can attend a first school in their community
Increase in jobs for school staff in Redditch

Is the project a new function/service or does it relate to an existing Council function/service?

Existing

Was consultation carried out on this project?

Yes

1.2 Responsibility

Directorate/Organisation

Commercial and Change

Service Area

Transformation and Commercial

1.3 Specifics

Project Reference (if known)

Not Recorded

Intended Project Close Date *

September 2027

1.4 Project Part of a Strategic Programme

Is this project part of a strategic programme?

Yes

An overarching screening has already been carried out for the following areas:

Data Protection

Equality and Public Health

Environmental Sustainability

What was the conclusion?

Data Protection assessment not required.

Equality and Public Health Impact Assessment to be completed

Environmental Sustainability Impact Assessment to be completed

Upload previous impact assessment documents if available

No files uploaded

2 Organisations Involved

Please identify the organisation(s) involved:

Worcestershire County Council

Other - Worcestershire Children First

Details of contributors to this assessment:

Name	Rachel Kiernan
Job title	Group Manager Sufficiency and Place Planning
Email address	rkiernan@worcschildrenfirst.org.uk

3.0 Who will be affected by the development and implementation

Please identify group(s) involved:

Service User

Staff

Communities

Other - Contractors awarded the build of the school

3.1 Information and evidence reviewed

What information and evidence have you reviewed to help inform this assessment? *

Demographic and forecast pupil level data

Forecast demand arising from new housing developments

3.2 Summary of engagement or consultation undertaken

Who and how have you engaged, or why do you believe engagement is not required? *

A 4 week engagement exercise was undertaken inviting all stakeholders to explain what they feel is important in the delivery of a new First school in Foxlydiat and their opinion on key operational matters such as admissions. This was an online survey that was advertised on the website, local media, direct email, social media and through schools to engage with families and local residents.

3.3 Summary of relevant findings

Please summarise your relevant findings. *

- a) Respondents were in support of the proposal to deliver a new school, with 48% strongly agreeing and 27% agreeing that a new first school is needed for Redditch. A further 9% neither agreed nor disagreed and 2% were unsure. Just 14% either disagreed or strongly disagreed with the proposal.
- b) The most important factors for respondents were that: pupils feel safe at the school, delivery of a broad curriculum including outdoor learning, and a focus on health and wellbeing.
- c) Respondents also strongly supported that the school should foster an environment of inclusivity and support, with specific provision for pupils with SEND.
- d) Respondents strongly felt that the school should be accessible by safe active travel routes to serve the local community, and to minimise impact on existing traffic congestion in the area.
- e) The school should have adequate drop off parking areas for parent carers to mitigate the impact on local residents and ensure safety of pupils.
- f) The new school should be integrated within its new community by prioritising children living nearby in the admissions criteria.

4 Protected characteristics - Equality

Please consider the potential impact of this activity (during development & implementation) on each of the equality groups outlined below. **Please select one or more impact box(es) below for each equality group and explain your rationale.** Please note it is possible for the potential impact to be both positive and negative for the same equality group and this should be recorded. Remember to consider the impact on e.g. staff, public, patients, carers etc. who are part of these equality groups.

Age

Potential positive impact selected. Potential neutral impact selected.

Explanation of your reasoning:

Education provision for first school and nursery aged pupils (2-9yrs) - The school will cater for new families moving into the local housing development, so more children aged 2-9 will be able to attend a first school within their local community.

Keep it Green, Keep it on the Screen

Children and families within the area will benefit from the new school, but based on age as a protected characteristic, this may have a positive and neutral impact.

People in this area or the surrounding areas, of working age will also benefit from this due to increased employment opportunities. Neutral as families may have children in other schools which may impact geographical or logistical issues with travel / transport.

Disability

Potential positive impact selected. Potential neutral impact selected. Potential negative impact selected.

Explanation of your reasoning:

The school specification states that the chosen Academy Sponsor will be expected to show an inclusive approach to education for those with disabilities. It details the steps that should be taken to ensure inclusion with regard to the following:

- Active engagement with the SEND and Vulnerable Learner teams and the Virtual School in WCF
- Active engagement with the All Age Disability Services in WCF
- A behaviour policy that does not discriminate against pupils with SEND or vulnerable learners
- Funding
- Deployment of teaching assistants and support staff
- Appropriate training to support the individual needs of pupils
- Curriculum
- School/parent relationships
- SEND Governor
- Early Help pathway for early identification of need

Families, carers, visitors, staff and children will have their disability respected and policies and processes are in place for failing to adhere to The Equality Act 2010 and subsequent Public Sector Equality Duties.

Neutral as families may have children in other schools which may impact geographical or logistical issues with travel / transport.

Gender reassignment

Potential neutral impact selected

Explanation of your reasoning:

Dignity, respect and adherence to fair treatment and inclusive policies must link to the inclusivity policy of the school, in particular gender and self identity.

Those who have been through, who are planning, or who are not considering a gender transition or reassignment, will be fairly and equitably treated, and supported where relevant, in line not only with statutory regulations, but within policy, school & council values, and a positive inclusion lens.

Families, carers, visitors, staff and children will have their gender identity respected and policies and processes are in place for failing to adhere to The Equality Act 2010 and subsequent Public Sector Equality Duties.

Marriage and civil partnerships

Potential neutral impact selected.

Explanation of your reasoning:

The development and implementation of the new school is not anticipated to have an impact on marriage and civil partnerships.

Pregnancy and maternity

Potential positive impact selected. Potential neutral impact selected.

Explanation of your reasoning:

The development and implementation of the new school will be positive and neutral for those who are pregnant or in a period of maternity (6 months following birth).

Positive due to a new school being able to accept the new child once turning school age in the new estate for those who are pregnant and living there.

Neutral as families may have children in other schools which may impact geographical or logistical issues with travel / transport.

Race including travelling communities

Potential neutral impact selected.

Explanation of your reasoning:

The development and implementation of the new school is not anticipated to have a specific impact on individuals of a particular race including travelling communities. Families, carers, visitors, staff and children will have their race, ethnicity and nationalities respected, and policies and processes are in place for failing to adhere to The Equality Act 2010 and subsequent Public Sector Equality Duties.

Religion and belief

Potential neutral impact selected.

Explanation of your reasoning:

The development and implementation of the new school is not anticipated to impact on religion or belief. The school will not have a faith designation.

Families, carers, visitors, staff and children will have their religions or belief systems respected, and policies and processes are in place for failing to adhere to The Equality Act 2010 and subsequent Public Sector Equality Duties

Sex

Potential neutral impact selected.

Explanation of your reasoning:

The development and implementation of the new school is not anticipated to have an impact on sex. The school will be a mixed gender school. Staff, parents, carers and children of any and all sexes are welcomed and families, carers, visitors, staff and children will have their sex respected, and policies and processes are in place for failing to adhere to The Equality Act 2010 and subsequent Public Sector Equality Duties.

Sexual orientation

Potential neutral impact selected.

Explanation of your reasoning:

The school ethos is proposed to reflect the values of inclusion. Families, carers, visitors, staff and children will have their sexual orientation respected, and policies and processes are in place for failing to adhere to The Equality Act 2010 and subsequent Public Sector Equality Duties.

5 Characteristics - Public health

Other vulnerable and disadvantaged groups

Potential neutral impact selected.

Explanation of your reasoning:

None identified

Health inequalities

Potential positive impact selected.

Explanation of your reasoning:

The location of the school will enable more pupils to walk and cycle to school, improving mental health and wellbeing.

Social and economic

Potential positive impact selected. Potential neutral impact selected.

Explanation of your reasoning:

There will be additional employment opportunities through the construction of the new school and working at the new school

Physical health

Potential positive impact selected.

Explanation of your reasoning:

More children will be able to attend a first school within their local community. The location of the school will enable it to connect directly with walking and cycle paths. This will reduce car use, reduce travel times, and increase potential for using active travel routes to walk or cycle to school. This will improve physical activity, reduce risk of cardiovascular disease and obesity, and reduce risk of mental illness and social isolation. In order to maximise this we will explore options that may include:

- A separate cycle/walking access to the schools
- Well managed, raised, pelican crossing that prioritises pupils and cyclists particularly during school opening and finishing hours
- Ensure active travel routes are usable, enjoyable, and time effective to use
- Sufficient cycle parking on site which are secure and easily accessible

It will be important to ensure site safety during construction – this will be done by a full site risk assessment for construction and site

security.

The community use of sports facilities on the school site with provide residents in this part of Redditch access to sports facilities not currently located within their local community.

Mental health and wellbeing

Potential positive impact selected. Potential negative impact selected.

Explanation of your reasoning:

The location of the school will enable more pupils to walk and cycle to school, improving mental health and wellbeing. The school will also be located close to natural green spaces and benefit from natural ecology integrated into the design of the school, improving mental health and learning potential by proving opportunities to integrate natural habitats and places for growing within the curriculum.

The school specification will state that the Academy Sponsor is expected to have a strong approach to ensuring the health and wellbeing and pupils and teachers, in consideration of both physical and mental health. We would expect the chosen Sponsor to have:

- A clear policy which documents the approach to ensuring and improving pupil and staff health
- Safe spaces and quiet areas for pupils to access for counselling sessions or to support with emotional regulation or sensory needs
- Development opportunities for staff and a process for ensuring wellbeing is prioritised
- An ethos of pupil and staff wellbeing throughout policy and practice

The school will focus on community cohesion by providing community use of facilities after hours and prioritising pupils living nearby to the school to support social cohesion. The design of the school will be mindful of creating an attracting environment to create a sense of pride and satisfaction.

The project will also provide new employment opportunities for local people.

Potential negative impact:

Construction operations during the development stage including increased vehicle movement, noise etc. Disturbance and stress caused by construction activity could impact on mental health of nearby residents - Will consider options such as Limit the disturbance levels and Adjust the vehicle movement and operation hours to benefit surrounding communities.

Access to services

Potential positive impact selected.

Explanation of your reasoning:

This project will see the improved access to education places for children (aged 2-9) in Redditch. The project may also offer access to community facilities for the local residents, but this provision is yet to be determined.

6 Actions to mitigate potential negative impacts

Risk identified	Construction operations during the development stage including increased vehicle movement, noise etc. Disturbance and stress caused by construction activity could impact on mental health of nearby residents
Actions required to reduce/eliminate negative impact	Will consider options such as Limit the disturbance levels and Adjust the vehicle movement and operation hours to benefit surrounding communities.
Who will lead this action	The Main Contractor (not Yet Appointed)
Timeframe	December 2025 - March 2027

How will you monitor these actions?

Not recorded

7 When will you review this equality and public health estimate(EPHIA)?

At risk management points identified
 Prior to planning application submission
 Prior to construction commencement
 Prior to school opening

8 Declaration

The following statement has been read and agreed:

- All public bodies have a statutory duty under the Equality Act 2010 to set out arrangements to assess and consult on how their policies and functions impact on the 9 protected characteristics: Age; Disability; Gender Reassignment; Marriage & Civil Partnership; Pregnancy & Maternity; Race; Religion & Belief; Sex; Sexual Orientation
- Our Organisation will challenge discrimination, promote equality, respect human rights, and aims to design and implement services, policies and measures that meet the diverse needs of our service, and population, ensuring that none are placed at a disadvantage over others
- All staff are expected to deliver and provide services and care in a manner which respects the individuality of service users, patients, carers etc, and as such treat them and members of the workforce respectfully, paying due regard to the 9 protected characteristics

I confirm to the best of my knowledge that the information I have provided is true, complete and accurate

I confirm that I will make sure that Equality and Public Health have been and continue to be considered throughout the project life cycle and that, if circumstances change in the project, a further Equality and Public Health Impact Assessment Screening will be carried out.

8 Application Details

Last Updated Date Time

25/09/2023 09:21:05

Screening Submitted Date Time

18/04/2023 13:40:40

Last Reopened Date Time

20/09/2023 16:33:28

Full Impact Submitted Date Time

21/09/2023 10:33:54

Approved/Rejected Date Time

25/09/2023 09:21:05

Current User Dashboard Request Status

Complete

9.0 People with access to the original screening

[Alexandra Lee \(ALee6@worcestershire.gov.uk\)](mailto:ALee6@worcestershire.gov.uk)
[Daria Silva \(DSilva@worcestershire.gov.uk\)](mailto:DSilva@worcestershire.gov.uk)
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[Sarah Wilkins \(swilkins@worcschildrenfirst.org.uk\)](mailto:swilkins@worcschildrenfirst.org.uk)

9.1 People with access to this equality and public health assessment

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[Sarah Wilkins \(swilkins@worcschildrenfirst.org.uk\)](mailto:swilkins@worcschildrenfirst.org.uk)

10 Direct Questions

Question:

Hi Rowanna, could you clarify what the provision (if relevant) will / could be for disabled children at the school, please? Thanks.

Asked by Maddy Cameron (MCameron@worcestershire.gov.uk) at 21/09/2023 10:56:57

Alexandra Lee (ALee6@worcestershire.gov.uk), Daria Silva (DSilva@worcestershire.gov.uk), Nicola Parkin (NParkin1@worcschildrenfirst.org.uk), Rowanna Hughes (RHughes2@worcestershire.gov.uk), Rachel Kiernan (rkiernan@worcschildrenfirst.org.uk), and Sarah Wilkins (swilkins@worcschildrenfirst.org.uk) have been asked this question.

Response:

Hi Maddy,

We can't say exactly what that provision will look like at this stage as we haven't yet appointed the Academy Trust who will operate the school. This will be unpicked in consultation with the Trust, WCF and the design team in the next stage. We have included the following statement in the school specification which outlines our expectations for the Trust's approach to education and inclusivity:

"The school must actively engage with the All Age Disability Service in Worcestershire Children First (WCF) and other professionals to support all areas of SEND and Inclusion. This will include proactive working as well as fulfilling statutory duties for pupils with SEND (including those receiving SEND Support and those with Education Health Care Plans (EHCPs))."

I hope this is sufficient for now.

Thanks,
Rowanna

Rowanna Hughes (RHughes2@worcestershire.gov.uk) at 21/09/2023 11:12:40

Add Response