

Equality Impact Assessment (EQIA)

Deciding what needs to be assessed

In theory all policies, decisions, services, projects and programmes should be impact assessed. The most practical approach is to assess as the proposal is being developed or as processes, services and policies come up for review making the EQIA part of the development process. Do not be put off by the list below, it does not mean that long and detailed assessments are required every time you are engaged in one of the activities. However, it does mean that you should always consider the equalities implications of your proposals.

Policy

- New policy development
- Substantial revision of an existing policy or process
- Any change which may have a disproportionate impact on a particular group

Decision

- Key decision
- Decision for management board/cabinet
- Budget change decision

Service

- New service
- Service review, including the decommissioning of services
- Any service change which may have a disproportionate impact on a particular group

Projects and programmes

- All, at planning stage

Further information: [Equality Impact Assessments - a user's guide](#)

Section One

	Question	Response
1.1	Name of policy/decision/service/project/programme being assessed	School Place Planning Needs Assessment 2024
1.2	Summary of aims and objectives of the	The purpose of the report is to identify the number of school places required to meet Swindon's long-term educational place planning needs until 2028. The report consists of the

	policy/decision/service/project/programme	<p>expected demographic projections, proposed housing development areas, and the need to support attainment and opportunities for young people across the Town and Borough.</p> <p>The report brings together information from a range of sources and sets out the issues the Borough will face in meeting its statutory duties for providing school places until 2028. The strategy includes present and predicted future pupil numbers on roll, together with information about birth rates, school capacity and new housing.</p>
1.3	Who is affected by the policy/decision/service/project/programme? (e.g. employees/service users/supplier/contractor)	This policy will impact children, young people and their families. This policy will also impact colleagues working within the SBC services and will be used by developers to also see what requirements Swindon has.
1.4	What involvement and consultation has been done in relation to this proposal? (e.g. with relevant groups and stakeholders)	For School Place Planning, there are no requirements to undertake consultation. However, all schools are sent forecast information for their areas, and the information in the report is publically available.

Section Two

Protected Characteristic Group	Is there a potential for positive or negative impact? Is the impact neutral?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the proposal)
Disability	Neutral	The needs assessment is based purely on numbers. The changes proposed in terms of pupil yield means that whilst the primary yield is lower, the secondary one is higher and therefore this balances this out. Ensuring there are local places for local children could be positive for this group in terms of access to local schools.	N/A
Gender Reassignment	Neutral	The needs assessment and its proposed amendments,	N/A

		does not focus on transgender / gender non-conforming individuals. This policy will not use these characteristics as a basis for decision making, and so there will be no targeted impact on this group.	
Marriage or Civil Partnership	Negative	The needs assessment, and its proposed amendments, does not focus on marriage or civil partnership. This policy will not use these characteristics as a basis for decision making, and so there will be no targeted impact on this group.	N/A
Pregnancy and Maternity	Neutral	The need assessment, and its proposed amendments, does not focus on pregnancy and maternity. This policy will not use these characteristics as a basis for decision making, and so there will be no targeted impact on this group.	N/A
Race	Neutral	The needs assessment does not focus race. This policy will not use this characteristic as a basis for decision making, and so there will be no targeted impact on this group.	N/A
Religion or Belief	Neutral	The needs assessment, and its proposed amendments, does not focus on religion or belief. This policy will not use these characteristics as a basis for decision making, and so there will be no targeted impact on this group.	N/A
Sexual Orientation	Neutral	The needs assessment, and its proposed amendments, does not focus on sexual orientation. This policy will not use this characteristic as a basis for decision making, and so there will be no targeted impact on this group.	N/A

Sex (gender)	Neutral	The needs assessment and its proposed amendments, does not focus on sex or gender. This policy will not use these characteristics as a basis for decision making, and so there will be no targeted impact on this group.	N/A
Age	Both	Whilst the needs assessment does use data in terms of primary and secondary cohorts and year groups, there is no targeted impact on this basis.	NA
Children in Care and Care Leavers	Neutral	The needs assessment, and its proposed amendments, does not focus on care experienced children or young people. This policy will not use these characteristics as a basis for decision making, and so there will be no targeted impact on this group.	N/A

Section Three

3.1	Potential Barriers to success and mitigating Actions – summary	The proposals in the needs assessment seek to increase access and availability of school places for children and families in Swindon to ensure we have sufficient places. A barrier to success could be the funding available to deliver what is needed, and the rate house are delivered, the planning process ensures that Education are consulted and the LA has to report on School capacity issues direct to the DfE.
3.2	How will success be measured?	This needs assessment will form the structure required to commission the schools needed and in what areas. It will form the basis of discussions with developer and schools, and will ensure we have sufficient school places for children in Swindon.
3.3	What are the arrangements for monitoring and reviewing the actual impact of the	Whilst this policy is not directly being monitored, the policy is used an evidence base for the Local Plan. As a result, this policy will be amended as a result of strategic decisions on growth within the Town

	policy/funding activity/event?	
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Section Four

For the Record			
Name of person leading this EQIA	Emily Heaton	Date Completed	August The needs assessment, and its proposed amendments, does not focus 2024
Names and roles of people involved in the consideration of impact			
Name of Director signing EQIA	Annette Perrington	Date Signed	xx/xx/xxxx