Please read the EqIA GUIDANCE and the EqIA flow chart available on KNet.

**Directorate:**
*Education, Learning & Skills*

**Name of policy, procedure, project or service**
*Proposed expansion of The Discovery School.*

**What is being assessed?**
*Project*

**Responsible Owner/ Senior Officer**
*David Adams*

**Date of Initial Screening**
*October 2012*
## Screening Grid

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Could this project affect this group less favourably than others in Kent? YES/NO If yes how?</th>
<th>Assessment of potential impact</th>
<th>Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?</th>
<th>Could this project promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>No</td>
<td>High</td>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td>Disability</td>
<td>No – the new accommodation will be fully accessible under the terms of the Equality Act 2010.</td>
<td>High</td>
<td>None</td>
<td>Yes. More children, including more children from the local community with SEN and/or disabilities can attend school with their local friends.</td>
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<tr>
<td>Gender</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Gender identity</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Race</td>
<td>No</td>
<td>High</td>
<td>None</td>
<td>Yes. Positive for local community and therefore local children as the proposed expansion will allow more families to access this popular local school.</td>
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<tr>
<td>Religion or belief</td>
<td>No. The school will welcome children of faith or no faith.</td>
<td>High</td>
<td>None</td>
<td>Yes. The school curriculum covers all religions.</td>
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<tr>
<td>Sexual orientation</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Pregnancy and maternity</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Marriage and Civil Partnerships</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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Part 1: INITIAL SCREENING

Context
*Explain how this project relates to a wider strategy*
- The project is for the provision of primary school places in an area identified as needing additional places.
- Background documents are:
  - Kent’s Commissioning Framework for Education Provision 2012-17
  - Bold Steps

Aims and Objectives
*Provide a summary of what the project is trying to achieve and how it will be achieved*
- The project will provide additional school places. This will be achieved through physical expansion of the school.

Beneficiaries
*Set out who the intended beneficiaries?*
- Local children and their families.

Consultation and data
*Please record any data/research and/or consultation you have carried out to inform your screening*
- Local knowledge and discussions with the education community.
- The public consultation on the proposed expansion of the school from 420 places to 630 places took place in November and December 2012. If the proposal is agreed a Public Notice will be issued in February 2013. Expansion of the school would be confirmed by September 2013.
- The expansion would be gradual with 30 pupils admitted into reception each year until the school reaches its full capacity. Any children admitted with learning difficulties / in receipt of free school meals / requiring English as an additional language etc will be assessed at the time of admission and any necessary support will be put in place.

Potential Impact
*Provide a summary of the results from your initial screening, highlighting where there is any potential positive or adverse impact. If there is no impact on any group or the impact is unknown please state that here.*

Adverse Impact:
- None

Positive Impact:
- Yes – please see grid

JUDGEMENT

Option 1 – Screening Sufficient

Following this initial screening our judgement is that no further action is required.
Justification: This project does not impact adversely on any of the protected characteristics.

Option 2 – Internal Action Required  YES/NO
There is potential for adverse impact on particular groups and we have found scope to improve the proposal

(Complete the Action Plan at the end of this document)

Option 3 – Full Impact Assessment  YES/NO
Only go to full impact assessment if an adverse impact has been identified that will need to undertake further analysis, consultation and action

Equality and Diversity Team Comments
The Equality and Diversity Team to make any comments following their review.

Sign Off
I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

Senior Officer
Signed: Name:
Job Title: Date:

DMT Member
Signed: Name:
Job Title: Date:
Part 2: FULL IMPACT ASSESSMENT

Name

Responsible Owner/ Senior Officer: David Adams

Date of Full Equality Impact Assessment: January 2013

Scope of the Assessment
Set out what the assessment is going to focus on, as directed by the findings from your initial screening

The EIA was consulted on during the Public Consultation period in November and December 2012 during which time no formal comments were received. However, subsequently a parent has commented and we are reviewing the EIA in light of these comments.

The concerns were raised by a parent of a child at the school with special educational needs:

1. **Concern**: Movement of children around the school – with 630 children will it be more difficult to move around?

2. **Concern**: The playground – adding the pavilions will cut down a little on the playground space, plus more children attending the school means they will have less room.

Information and Data
Extracts from RAISEonline 2012 data for The Discovery School attached.

Involvement and Engagement

Judgement

1. **Response**: The standard norm for corridors is 1.8m. The Discovery School’s corridors are amongst the widest in any school in Kent are therefore very much in excess of 1.8m so movement of children during break times will not be problematic.

   The original building was erected in 2003 and conformed to the Building Regulations and DDA requirements at that time. The expansion in 2007 was compliant with the DDA Act 2005. New accommodation provided under this proposed expansion will be fully compliant with the Equalities Act 2010.

2. **Response**: Additional land is being included within the school’s curtilage. Additional hard play space will be added as pupil numbers grow. The playing field continues to be able to accommodate the playing pitches required. As additional mitigation we are seeking use of off-site pitches so that the curriculum and extra curriculum use of the grass pitches can be met.

Action Plan
*A letter has already been sent by the Corporate Director – Education, Learning & Skills, to the parent who raised the concerns.*
Monitoring and Review
The Project Manager from the Property Department will ensure that new accommodation provided under this proposed expansion is fully compliant with the Equalities Act 2010. The Property Department will ensure that the additional hard play space is added as required.

Equality and Diversity Team Comments
The Equality and Diversity Team to make any comments following their review.

Sign Off
I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

Senior Officer
Signed: Name:
Job Title: Date:

DMT Member
Signed: Name:
Job Title: Date:
## Equality Impact Assessment Action Plan

<table>
<thead>
<tr>
<th>Protected Characteristic</th>
<th>Issues identified</th>
<th>Action to be taken</th>
<th>Expected outcomes</th>
<th>Owner</th>
<th>Timescale</th>
<th>Cost implications</th>
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