

- An Equality Impact Assessment is an improvement tool.
- It assists us as the employer in ensuring we have assessed the needs and impacts of this proposed change in relation to the protected characteristics of the Equality Act 2010 and that we have paid due regard to these characteristics in relations to any future decisions made about proposed site closure.
- This enable us to identify and record any actions to ensure education including pastoral support provided remains consistent in spite of the proposed change of location for pupils who currently attend Lily Park. We will document how we have paid due regard to the protected characteristics in relation to the decisions made and can make available anonymised data that we have collected about every pupil at both sites.

1.	School/Academy/College	Lily Park Primary Academy and Luck Lane Primary Academy.
2.	Name of policy, project service/function, contract or strategy being analysed	<p>The proposal being analysed is the de-amalgamation of Royds Hall Community School as a through school and also to close the Lily Park site. Parent/carer/public consultation has ceased, staffing consultation will continue as we endeavour to support our staff though a proposed programme of change.</p> <p>There are no viable alternative proposals that have been put forward through the consultation feedback which means the Board of Directors has ratified the proposal to proceed to the next stage. An application is being made to the Department of Education for a final decision by the Secretary of State.</p> <p>The key reasons for these proposals are:-</p> <ul style="list-style-type: none"> • to improve education for the children in the primary school by creating stable class sizes, enhancing the curriculum offer and providing access to the best resources; • address the under capacity as Lily Park Primary Academy is only 51% full; • to address the ongoing budget deficit and make the primary schools financially viable; • to improve the buildings and facilities staff and pupils will work in; • to have a combined academy at the Luck lane site that is fully subscribed; • to improve value for money. <p>Whilst the proposal has considered the general effect upon the local community, we do not have access to the data required to assess the impact upon the wider community. Lily Park Primary Academy does</p>

		not offer any “out of school” services and for these two reasons, the impact upon the community does not form part of this assessment. However, we note that the majority of children living in the priority admission area attend other nearby primary schools.
3.	Name and contact details of staff completing the assessment	Tracy Nash, HR Manager.
4.	People involved in the analysis	Director of Operations, the Executive Headteacher, the Heads of School at each site and the HR Manager.
5.	Brief Description of Function being analysed (Summarise the aims, objectives and purpose)	<p>The aim of the assessment is to specifically consider disabilities of children attending Lily Park Primary Academy and ultimately aim to ensure that there is no adverse effect upon adjustments in place or upon the level of tailored and personalised support they receive as a result of the transfer to another site.</p> <p>Also, to consider other factors that may not fall under the Equality Act 2010. This means considering the special characteristics of each child at both sites so that appropriate transition arrangements can be put into place.</p>
6.	Data & Engagement – what information did you gather and use and who have you consulted?	<p>We gathered our data through looking at the following information:-</p> <ul style="list-style-type: none"> • Pupil personal data; • Information on CPOMS; • School medical records; • Parent records if known; • EHCP data; • Local knowledge; • SEND records; • Annual reviews and statements. <p>We consulted with the following:-</p> <ul style="list-style-type: none"> • Heads of School; • SENDCo; • Cluster Pastoral Leader; • Nominated First Aider/Medical Provision; • Teaching staff where required (dependent upon the individual pupil case).

<p>7.</p>	<p>Findings – Did you discover any adverse, neutral or positive impact on any of the nine equality strands?</p>	<p>Age (All Age Groups) – Impact Neutral</p> <p>For all key stages except year six, age is impact neutral.</p> <p>Year six pupils are unaffected by the proposal.</p> <p>Disability – Positive Impact but assessment will continue on a case by case basis</p> <p>We have 3.63% of pupils with disabilities. The Luck Lane site is better equipped for children with physical disabilities. For example, it has wide corridors and doors, is DDA compliant and has been designed and built in line with Building Regulations 2010.</p> <p>Reasonable adjustments for children with disabilities or with SEND will continue to be implemented and determined on a one to one basis.</p> <p>There has been a public commitment by the trust to parents to try and keep children with their existing staff where practical, this includes the specialised one to one support provided by Educational Teaching Assistant at Lily Park.</p> <p>We have the same policies across the trust, for example our additional needs policy is applied consistently to pupils in all of our primaries, this will help reduce possible impact.</p> <p>Pupils with Different Gender Identity (e.g. gender fluid , non-binary) – Neutral Impact</p> <p>We have no pupils known to the schools.</p> <p>Religion or Philosophical Belief – Neutral Impact</p> <p>Both primary schools are not of a religious character and therefore we anticipate no impact with regard religion, belief and no belief.</p> <p>Sex/Gender – Neutral Impact</p> <p>We have 45.54% female pupils and 54.46% male. The impact is neutral.</p> <p>Sexual Orientation – Neutral Impact</p> <p>We have no pupils known to the schools.</p>
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Race – Neutral Impact

The breakdown is as follows:

Lily Park	Luck Lane
White British 77.7% Black African 6.79% White/Asian 3.88% Gypsy/ Roma 1.94% White/ Black Caribbean 1.94% Other ethnicity 1.94%	White British 42.8% Pakistani 27.25% White/ Black Caribbean 6.66% Other Asian 6.66% Other ethnicity 3.92% Black African 3.13% Other mixed 3.13%
Combined	
White British 52.8% Pakistani 20.39% White/ Black Caribbean 5.3% Other Asian 4.75% Black African 4.18% Other ethnicity 3.35% Other mixed 2.2%	

All other protected characteristics do not apply to children of primary school age. This includes gender reassignment, marriage and civil partnership, pregnancy and maternity

Other Considerations

Pupil Premium

27.37% are pupil premium. (LP 43.6%, LL 20.78%)

All pupils eligible for free school meals will not be affected if the proposal goes ahead as entitlement will be unaffected. The new site will take all reasonable steps to ensure that pupils cannot be identified other than by the authorised person as a pupil who receives a free school lunch.

EHCP

3.35% (LP 3.8%, LL 3%)

All Education Health Care Plans will be followed the only change will be to the named school. The reviews will be undertaken with external support.

My School Plan (MSP)

5.02% (LP 5.8%, LL 4.7%) The @MSP's will continue to be worked on by all staff members with the SEND team. Individual meetings will be held with parents when reviews take place.

Breakfast Club

LP 45.6% attend the breakfast club – in Reception this is 91.3% Access to breakfast will be for all affected Lily Park pupils

Parent disability

0.9% of parents are known to us to have a disability at Lily Park. Any reasonable adjustments that have been made by the school will still supported.

Friendship Groups

Staff at Luck Lane will meet in groups prior to the transition with Lily Park staff to discuss how we reduce the impact upon established friendship groups.

Extension to the School Day

Both schools are situated within the HD3 4 area of Huddersfield. 13.5% of pupils live nearer to the Luck Lane site. There may be a limited risk to some pupils at Lily Park Primary Academy that the proposed closure may increase travelling time to school (it will take the transport provided by the trust no more than ten minutes to transport pupils from one site to the other).

We will need to continue consultation with affected parents on this matter. The trust has committed to providing free transport to reduce any financial detriment to families until required.

Vulnerable Pupils

This is where the greatest risk may lie in terms of the support a pupil receives presently despite not being in receipt of formal support via an Education Health Support Plan.

		All pupils' individual needs will be assessed as part of a transition action plan and documented accordingly. It will be included in the next EIA review.
8.	How is the overall success of the Function measured?	<p>Key performance indicators are as follows:-</p> <ul style="list-style-type: none"> • Luck Lane Primary Academy's performance; • Ofsted reports; • SAT results; • Audits/reports from the Director of School Improvement; • Assessment of extra-curricular provision • Outcomes to EHCPs of transferring children; • Behaviour reports of specific pupils; • Quality assurances of pastoral interventions of transferring children; • Pupil feedback; • Parental feedback; • Financial sustainability evidenced at Luck Lane Primary; • Central financial data; • Local Authority feedback.
9.	If you have discovered some inequalities/adverse impact what are you going to do to reduce/eliminate them? NB Positive impacts should also be recorded.	<p>A detailed project to assess the transitional arrangements will commence if the proposal is approved and this will include:-</p> <ul style="list-style-type: none"> • One to one meetings with parents/carers to plan for their child's move to Luck Lane; • Meetings available for parents/carers with the SENDCo at Luck Lane for all parents/carers of children with EHCP's; • Meetings available for parents/carers with the Pastoral Support Worker for children with additional needs who do not have EHCP's.
10	How and when will you monitor whether the adverse impact has been eliminated or reduced? (Guidance notes contain a template for an equality action plan that can be used)	<p>The first review will focus upon the continuity of education and pastoral support of pupils who have transferred to Luck lane Primary Academy.</p> <p>This assessment will be initially reviewed after one term of the implementation date of the proposal. This will involve (for transferring pupils only) a review of each child's progress both academically and pastorally with comparison to the previous year.</p> <p>The detail of how and when a further review will take place, will be determined by the outcome of the first review.</p>

11.	<p>Potential Outcomes:</p> <p>Outcome 1: No major change required.</p> <p>Outcome 2: Adjustments to remove barriers or to better promote equality have been identified.</p> <p>Outcome 3: Continue despite having identified potential for adverse impact or missed opportunities to promote equality.</p> <p>Outcome 4: Stop and rethink.</p>	<p>Outcome 2 - Based on the above, the assessment to date suggests that there are some issues which require positive action to remove any potential barriers to learning as a result of the transfer.</p> <p>We will continue to take into account any new information arising through ongoing feedback from a small cohort of parents and family members who oppose the proposal.</p>