

# Full Equalities Analysis Assessment

## 1. Proposal Summary Information

EAA Title	Award of Contract for Phase 3B John Chilton School at Wood End Academy
Please describe your proposal?	<b>Scheme:</b> Award the contract for the construction works required for the John Chilton School Orchard site at Wood End Academy. The project supports the original 35 school places added in 2020 and enables a further 20 places, with a further increase to follow subject to process.
Is it HR Related?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Corporate Purpose	<b>Cabinet Decision Report</b>

### 1. What is the Initiative/Function/Policy/Project/Scheme (*pick one*) looking to achieve? Who will be affected?

The project supports the John Chilton School satellite site at the Wood End Academy site. The proposal retains 35 Special Education Needs (SEN) places for pupils aged 4 to 19 years who have moderate or severe learning difficulties, alongside physical and/or medical disabilities, enables a further 20 places, with a further increase planned subject to process.

The key stakeholders include parents of current pupils at the school, parents of future pupils at the school, and local residents will be affected, so potentially all of the protected groups will be affected.

### 2. What will the impact of your proposal be?

The impact of the proposal is that it supports retention of 35 Special Education Needs (SEN) places for pupils aged 4 to 19 years who have moderate or severe learning difficulties, alongside physical and/or medical disabilities, enables a further 20 places, with a further increase in places planned subject to process.

## 2. Impact on Groups having a Protected Characteristic

**AGE:** *A person of a particular age or being within an age group.*

**State whether the impact is positive, negative, a combination of both, or neutral:**

**Describe the Impact**

The proposal to provide additional special school places to serve the local and wider community has a positive impact on those who are of the 4-19 school age. John Chilton has a borough wide catchment

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and provides education for young people with moderate or severe learning difficulties, alongside physical and/or medical disabilities.
<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>
<b>Describe the Mitigating Action</b>
The proposal is anticipated to have a positive effect.

<b>DISABILITY: A person has a disability if s/he has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities<sup>1</sup>.</b>
<b>State whether the impact is positive, negative, a combination of both, or neutral:</b>
<b>Describe the Impact</b>
There are limited options for pupils with moderate or severe learning difficulties, alongside physical and/or medical disabilities.  Design professionals have developed a scheme of building works that takes into account the needs of pupils and visitors to the Wood End Academy site with disabilities - such as improved access and more accessible facilities and fittings.  By operating a satellite site at the Wood End Academy site, additional places and provision are available for pupils with moderate or severe learning difficulties, alongside physical and/or medical disabilities.
<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>
<b>Describe the Mitigating Action</b>
The proposal is anticipated to have a positive effect.

<b>GENDER REASSIGNMENT: This is the process of transitioning from one sex to another. This includes persons who consider themselves to be trans, transgender and transsexual.</b>
<b>State whether the impact is positive, negative, a combination of both, or neutral:</b>
<b>Describe the Impact</b>
Neutral effect identified in terms of the above recommendations. Special school provision is for the benefit of the whole community, taking into account those who attend the schools, their parents/carers, their families, staff members at the school and local residents.

<sup>1</sup> Due regard to meeting the needs of people with disabilities involves taking steps to take account of their disabilities and may involve making reasonable adjustments and prioritizing certain groups of disabled people on the basis that they are particularly affected by the proposal.

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<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>
<b>Describe the Mitigating Action</b>
This proposal has a neutral effect.

<b>RACE: A group of people defined by their colour, nationality (including citizenship), ethnic or national origins or race.</b>
<b>State whether the impact is positive, negative, a combination of both, or neutral:</b>
<b>Describe the Impact</b>
Neutral effect identified in terms of the above recommendations. Special school provision is for the benefit of the whole community, taking into account those who attend the schools, their parents/carers, their families, staff members at the school and local residents.
<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>
<b>Describe the Mitigating Action</b>
This proposal has a neutral effect.

<b>RELIGION &amp; BELIEF: Religion means any religion. Belief includes religious and philosophical beliefs including lack of belief (for example, Atheism). Generally, a belief should affect a person's life choices or the way you live for it to be included.</b>
<b>State whether the impact is positive, negative, a combination of both, or neutral:</b>
<b>Describe the Impact</b>
Neutral effect identified in terms of the above recommendations. Special school provision is for the benefit of the whole community, taking into account those who attend the schools, their parents/carers, their families, staff members at the school and local residents.

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<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>
<b>Describe the Mitigating Action</b>
This proposal has a neutral effect.

<b>SEX: <i>Someone being a man or a woman.</i></b>
<b>State whether the impact is positive, negative, a combination of both, or neutral:</b>
<b>Describe the Impact</b>
John Chilton School will continue to admit children and young people with an Education, Health and Care Plan and does not discriminate based on gender so the impact is considered neutral.
<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>
<b>Describe the Mitigating Action</b>
This proposal has a neutral effect.

<b>SEXUAL ORIENTATION: <i>A person's sexual attraction towards his or her own sex, the opposite sex or to both sexes.</i></b>
<b>State whether the impact is positive, negative, a combination of both, or neutral:</b>
<b>Describe the Impact</b>
No differential impact on people based on sexual orientation, so neutral impact identified.

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<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>
<b>Describe the Mitigating Action</b>
This proposal has a neutral effect.

<b>PREGNANCY &amp; MATERNITY:</b> <i>Description: Pregnancy: Being pregnant. Maternity: The period after giving birth - linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.</i>
<b>State whether the impact is positive, negative, a combination of both, or neutral:</b>
<b>Describe the Impact</b>
No differential impact on people based on pregnancy and maternity, so neutral impact identified.
<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>
<b>Describe the Mitigating Action</b>
This proposal has a neutral effect.

<b>MARRIAGE &amp; CIVIL PARTNERSHIP:</b> <i>Marriage: A union between a man and a woman. or of the same sex, which is legally recognised in the UK as a marriage Civil partnership: Civil partners must be treated the same as married couples on a range of legal matters.</i>
<b>State whether the impact is positive, negative, a combination of both, or neutral:</b>
<b>Describe the Impact</b>
No differential impact on people based on marriage and civil partnership so neutral impact identified.
<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>

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<b>Describe the Mitigating Action</b>
This proposal has a neutral effect.

<b>3. Human Rights<sup>2</sup></b>
<b>4a. Does your proposal impact on Human Rights as defined by the Human Rights Act 1998?</b>
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>4b. Does your proposal impact on the rights of children as defined by the UN Convention on the Rights of the Child?</b>
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>4c. Does your proposal impact on the rights of persons with disabilities as defined by the UN Convention on the rights of persons with disabilities?</b>
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<i>(If yes, please describe the effect and any mitigating action you have considered.)</i>

<b>4. Conclusion</b>
The proposals are not anticipated to disadvantage any equality groups or sub-groups.
The proposal is anticipated to have a positive effect for pupils with moderate or severe learning difficulties, alongside physical and/or medical disabilities.
<b>4a. What evidence, data sources and intelligence did you use to assess the potential impact/effect of your proposal? Please note the systems/processes you used to collect the data that has helped inform your proposal. Please list the file paths and/or relevant web links to the information you have described.</b>

<sup>2</sup> For further guidance please refer to the Human Rights & URNC Guidance on the Council Equalities [web page](#).

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Information summarized in the Cabinet report and previous update reports most recently in October 2019:

<https://ealing.cmis.uk.com/ealing/>

### 5. Action Planning: *(What are the next steps for the proposal please list i.e. what it comes into effect, when migrating actions<sup>3</sup> will take place, how you will measure impact etc.)*

Action	Outcomes	Success Measures	Timescales/ Milestones	Lead Officer <i>(Contact Details)</i>

**Additional Comments:**

No mitigating actions to be taken.

### 6. Sign off: *(All EAA's must be signed off once completed)*

Completing Officer Sign Off:	Service Director Sign Off:	HR related proposal <i>(Signed off by directorate HR officer)</i>
Signed:  Name (Block Capitals): L M FIELD	Signed:  Name (Block Capitals): T QUINN	Signed:  Name (Block Capitals):

<sup>3</sup> Linked to the protected characteristics above

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Date: 14 <sup>th</sup> March 2024	Date: 14 <sup>th</sup> March 2024	Date:
For EA's relating to Cabinet decisions: received by Committee Section for publication by (date):		

## **Appendix 1: Legal obligations under Section 149 of the Equality Act 2010:**

- As a public authority we must have due regard to the need to:
  - a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
  - b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
  - c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- The protected characteristics are: AGE, DISABILITY, GENDER REASSIGNMENT, RACE, RELIGION & BELIEF, SEX, SEXUAL ORIENTATION, PREGNANCY & MATERNITY, MARRIAGE & CIVIL PARTNERSHIP
- Having due regard to advancing equality of opportunity between those who share a protected characteristic and those who do not, involves considering the need to:
  - a) Remove or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b) Take steps to meet the needs of persons who share a relevant characteristic that are different from the needs of the persons who do not share it.
  - c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- Having due regard to fostering good relations between persons who share a relevant protected characteristic and persons who do not, involves showing that you are tackling prejudice and promoting understanding.
- Complying with the duties may involve treating some people more favourably than others; but this should not be taken as permitting conduct that would be otherwise prohibited under the Act.