

Proposed Relocation of Jessie Younghusband Primary School, Expansion of St Anthony's School and Catchment Area Review

Equality Impact Assessment

Contact Details

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1. About the Policy, Procedure or Change

Title of Policy, Procedure or Change:

Proposed Relocation of Jessie Younghusband Primary School, Expansion of St Anthony's School, and Catchment Area Review

Briefly describe the purpose of the changes being made:

Jessie Younghusband Primary School which is a 4-11 Primary School providing up to 210 places. The school is a successful over-subscribed primary school with a Good OfSTED rating.

Sharing a site with Jessie Younghusband Primary School is St Anthony's School in Chichester, a special school for children and young people aged between 4 and 16 with moderate learning difficulties. Current places are insufficient to meet the need for special school places in the area resulting in children being placed in Independent and Non -Maintained Schools (INMS) often out of area. There is an urgent need to expand St Anthony's to ensure there are appropriate and sufficient places in accordance with the County Council's Special Educational Needs and Disability (SEND) Strategy 2019-2024.

The shared site restricts the potential of expansion for both schools. The County Council has worked closely with the Headteachers and Chairs of Governing Bodies at both St Anthony's Special School and Jessie Younghusband Primary School to discuss potential options to enable St Anthony's Special School to expand and to provide a similar opportunity for Jessie Younghusband.

The proposal is to relocate Jessie Younghusband from its current location to a new 1 Form of Entry (FE) Primary School (210 places) which is being built on the housing development West of Chichester, known as Minerva Heights. All pupils currently on roll and those who have applied for starting school for September 2024 entry will automatically transfer to the new school site.

The new site is of sufficient size to accommodate an expansion to 2FE (420 places) should demand arising from the new development and wider planning area require this. The relocation therefore provides scope for expansion in the future of a successful primary school thereby providing greater financial sustainability for the school.

The plan is then to expand St Anthonys School by circa 50 places providing much needed additional places for children aged between 4 and 16 with moderate learning needs.

There will also be a review of the primary catchment areas for Jessie Younghusband Primary School, Parklands Community Primary School, and Fishbourne C of E Primary School to take into consideration the new school being built at Minerva Heights and the proposed relocation of Jessie Younghusband Primary School.

Who do the changes apply to?

- Parents/pupils
- Staff at the school
- Community/residents

2. Data collection; consultation; and evidence

a) Please provide a summary of the data you have used to develop the policy, procedure, or change.

1. The proposal is based on research data relating to the proposed housing development (Minerva Heights) and the associated planning application and s.106 agreement, data relating to admission forecasts, populations projections and parental preference requests relating to the schools in the area. There is also SEND data relating to the level of demand for particular types of special school provision and which has been used to develop the SEND Sufficiency Plan. This includes data on the sufficiency of provision within the County and the level of use of INMS, both current and projected.
2. The proposals were developed into briefing papers for stakeholder including local MPs, County Councillors, Chichester District Council, Local Parish Councils, Teaching Associations and Unions. Headteachers and Chair of Governors of the schools affected, The Roman Catholic Diocese Of Arundel & Brighton and the Church of England Diocese. Advice and feedback from these stakeholders have informed the proposals.
3. A public consultation exercise was held in accordance with the Department for Education's statutory [guidance for making prescribed alterations to maintained schools](#) to obtain feedback regarding the proposals between 14 December 2023 and 31 January 2024. This was promoted by a social media press release, via the schools communication system, through the Your Voice Residents eNewsletter, and included a survey of respondents' key characteristics in line with the WSCC's policy on the Public Sector Equality Duty. The information from this consultation response has been considered in finalising the proposals.

b) Describe the impact the proposals may have on employees and or community members in each of the equality groups below. If you assess that there is no impact on an equality group, please give your reasoning.

- **Age:**

There will be no impact on any persons affected on the basis of age. The range of pupils affected covers the whole of the primary age range and children within the area or who will come into the area over time. No groups or individuals are differently affected due to their age.

- **Disability:**

Disabled children will be positively impacted by this proposal. The proposal will increase the number of available places for children at the schools which provide places for children in mainstream education and for disabled children and for children with Special Educational Needs. It will reduce the need for such children to be placed outside their area and reduce the travel associated with school attendance.

- **Gender (sex):**

Children of both genders will be positively impacted by this proposal which will improve the organisation of education at the schools and across the County in line with national guidance. The schools are co-educational.

- **Gender reassignment:**

There will be no specific impact for children that may at any stage in their school life be considering gender reassignment as all schools, wherever located and organised will approach such matters in line with national guidance. The schools have inclusive admissions policies and this will not change.

- **Marriage or civil partnership:**

No impact on stakeholders that are either married or in a civil partnership. The proposals only affect school aged children. The partnership status of their parents or carers is not material to the proposals in any way.

- **Pregnancy and maternity:**

No impact on stakeholders who are pregnant as the proposals have no direct or indirect impact which could relate to pregnancy or maternity.

- **Race:**

There will be no impact of the proposals on children from different ethnic groups. The schools have inclusive admissions policies and those are not engaged or affected by the proposals.

- **Religion or belief (including no belief):**

There will be no impact for children from religious backgrounds or those with none although the proposals will improve the organisation of education at the schools

and across the County in line with national guidance. The schools have inclusive admissions policies. The schools in question are not faith based.

- **Sexual Orientation:**

There will be no impact for persons with different sexual orientation although the proposal which will improve the organisation of education at the schools and across the County in line with national guidance. The schools have inclusive admissions policies.

- **Part time workers:**

Part-time workers may be impacted by this proposal which could extend the journey time to or from school in some cases, although many pupils are already transported to Jessie Younghusband Primary School in vehicles so the extension on the journey should be minimal. Any impact can also be considered as part of the schools' travel plans.

- **Caring responsibilities:**

Those with caring responsibilities may be impacted by this proposal which could extend the journey time to or from school, although many pupils are already transported to Jessie Younghusband Primary School in vehicles so the extension on the journey should be minimal. Any impact can also be considered as part of the schools' travel plans.

- **Armed Forces and veteran families**

No specific impact is identified

- **Care Leavers**

No specific impact is identified.

- **Socio economic groups (e.g. unemployed; students;):**

There is no identifiable impact for any particular socio-economic group in the community.

- **Other socially excluded communities or groups (e.g. homeless):**

There is no identifiable impact for any particular socio-economic group in the community.

3. Summary and Progressing the Equality Duty

Is there an opportunity to use this policy, procedure or change to show we are working to progress any of part of the Public Sector Equality Duty?

Public Sector Equality Duty:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Improve quality of opportunity between different protected groups.
- Foster good relations between different protected groups, people who share Protected Characteristics and/or local non-legislative factors are identified.

This impact Assessment and the consultation process have provided a reference point to ensure that careful attention is made to the impact on pupils in protected groups - especially those referred to in this document and ensure that their interests are kept in mind should the proposals be implemented.

a) The overall findings are green – no adverse impacts.

4. Action Planning

Identified Impact(s) on Protected Characteristic or local non-legislative factor(s):

No identified impacts. No action planned although there will be a further period of public consultation should the proposals be approved and a further assessment of impact may be required.

Responsible Lead Officers:

Graham Olway, Head of Organisation and Planning, Education and Tracey Dunn, Schools Planning Officer South and West, Education

Completion date:

14 February 2024

Review date:

April 2024