

Directorate	Service	Person responsible for the assessment:	Date assessment completed:
Children's Services	Property and Technology Management	School Organisation Planning Officer	March 2012
Title of the policy being assessed	The amendment of the age range from 3-11 years to 4-11 years at Grantham Belton Lane Primary School		
The status of the policy	New Decision		
1.) What are the aims, objectives and purpose of the policy?	To decide whether to publish a Statutory Notice proposing the amendment of the age range at Grantham Belton Lane Primary School as part of the process of ensuring appropriate early years provision for children within Grantham and the surrounding area and also assuring value for money.		
2.) Does the policy support other objectives of the Council?	The Decision supports: <ul style="list-style-type: none"> • Children's Services vision • Value For Money Principles • The Sustainable Communities Strategy 		
3.) Who is intended to benefit from the policy, and in what way?	<ul style="list-style-type: none"> • Children and young people, their parents and carers – through assurance that their early years needs are considered and they are provided with an adequate level of early years provision. • The Council – ensuring value for money and that community needs are met. 		

<p>4.) What outcomes are anticipated from the policy being in place?</p>	<ul style="list-style-type: none"> • The Local Authority will be enabled to fulfil its statutory duty of maintaining a sufficient number of early years places in Lincolnshire. • That the early years needs of the children currently within Grantham and the surrounding area will be met. • The council will have assessed and ensured value for money. • The number of early years places within the area will be maintained at an appropriate level and provide a sustainable solution for early years education. 		
<p>5.) Who are the main stakeholders of this policy?</p>	<p>Community</p>	<p>Staff</p>	<p>Partners</p>
	<ul style="list-style-type: none"> • Children and young people, their families and carers 	<ul style="list-style-type: none"> • Relevant children’s services workforce 	<ul style="list-style-type: none"> • Early years and school staff • School Improvement Service • HR
<p>6.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to race and ethnicity?</p>	<p>No</p>	<p>There are no concerns that the impact of the decision will have a negative impact on race with respect to staff or children.</p>	
<p>What evidence (actual data or assumptions) do you have to support this?</p>	<p>Early years places for children in Grantham will be offered regardless of their ethnicity and therefore there will be no negative impact.</p>		
<p>7.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to gender?</p>	<p>No</p>	<p>There are no concerns that there could be a negative impact with regard to gender for either staff or pupils.</p>	
<p>What evidence (actual data or assumptions) do you have to support this?</p>	<p>Early years places for children in Grantham will be offered regardless of their gender and therefore there will be no negative impact.</p>		
<p>8.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to disability?</p>	<p>No</p>	<p>There are no concerns that disability will be negatively impacted upon through this proposal.</p>	

What evidence (actual data or assumptions) do you have to support this?	There will still be sufficient early years places in the area to ensure adequate provision. Children with Special Educational Needs (SEN) are currently accommodated at the voluntary pre school provider on site according to the SEN Code and receive priority admission to this provider.	
9.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to age?	No	Children will continue to have access to an early years place with an appropriate provider where their needs can be met regardless of age.
What evidence (actual data or assumptions) do you have to support this?	See above	
10.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to religion/belief?	No	There are no concerns that this proposal could have a negative impact on religion and belief.
What evidence (actual data or assumptions) do you have to support this?	Early years places are all offered irrespective of religion and all beliefs are respected. There will therefore be no impact here and there are no concerns that the proposal will have a negative impact with regard to religion or belief.	
11.) Are there any concerns that the policy <i>could</i> have a negative impact with regard to sexual orientation?	No	There are no concerns that the policy will have a negative impact on sexual orientation.
What evidence (actual data or assumptions) do you have to support this?	See above	
12.) Could the negative impact you have identified in questions 6-11 lead to the potential for <i>adverse</i> impact if the policy is implemented?	N/A	

<p>Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group? Or any other reason?</p>	<p>N/A</p>		
<p>Can the impact be mitigated by existing means?</p>	<p>N/A</p>		
<p>If yes, what actions will you undertake to mitigate these impacts and revise the policy?</p>			
<p>13.) As a result of your assessment, and any actions undertaken, should the policy proceed to a partial impact assessment?</p>	<p>No</p>	<p>If yes, the date of completion for the partial assessment</p>	
<p><i>Has this assessment been undertaken by a minimum of two staff?</i></p>	<p>Yes</p>	<p><i>Has this assessment been scrutinised by your Directorate Steering Group?</i></p>	<p>No</p>

<p><i>If the policy is new, or requires a decision by Councillors to revise, has this Equality Impact Assessment been included with the report?</i></p>		<p>Yes</p>	
<p><i>Have any actions identified in this assessment been included in your service equality and diversity action plan?</i></p>		<p>No</p>	
<p>Completed by:</p>	<p><i>Linda Duffield Matt Clayton</i></p>	<p>Signed off by:</p>	<p><i>Paul Holmes</i></p>