

# **Integrated Impact Assessment Form**

**Promoting Equality, Human Rights and Sustainability**



# Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability

<b>Title of Policy/ Proposal</b>	Learning Estate Strategy
<b>Completion Date</b>	20 September 2017
<b>Completed by</b>	Joni Connell
<b>Lead officer</b>	Sandra Banks

## Type of Initiative:

Policy/Strategy ☐

Programme/Plan ☐

Project ☐

Service ☒

Function ☐

Other .....

New or Proposed ☒

Changing/Updated ☐

Review or existing ☐

## 1. Briefly describe the policy/proposal you are assessing.

Set out a clear understanding of the purpose of the policy being developed or reviewed (e.g. objectives, aims) including the context within which it will operate.

The Learning Estate Strategy (LES) is a 30 year strategy which provides information on progress made to date, the current position, challenges and priorities in our Learning Estate. The LES supports the school estate management planning process allowing the Council to identify the need for spending going forward and to prioritise accordingly and in a way that is open and objective. Midlothian is now one of the fastest growing local authorities in Scotland and therefore it is imperative that we address current and future capacity issues. In addition, we are also preparing for the creation of a new town at Shawfair. To fully implement our ambition to create a world-class education system through excellence and equity the following core principles are embedded into the learning estate strategy:

1. Promoting excellence and equity by delivering a more equitable distribution in learning opportunities by ensuring that every one of our children has the right to aim for excellence and to attain excellence in multiple ways;
2. Interrupting the cycle of poverty: the role of schools at the heart of their community as hubs to help address the inequalities that reduce life chances;
3. Getting it right for every Midlothian child by utilising the school estate to deliver early intervention strategies through, where possible, the co-location of services together with a family learning approach
4. Taking a community based approach to building schools which meet the needs of communities and enhance the lives of all those who live in those communities;

We aspire to create a learning estate that enhances communities and at its heart supports children and young people through their learning journey from early years, primary and secondary school, college or university to the world of employment, education or training equipped with the skills for life, work and learning both they and society will need to succeed in the growing global knowledge economy of the 21st century

## 2. What will change as a result of this policy?

The capacity for provision of school places across Midlothian will increase by 50%. This will either be in the form of expansion and adaptations to existing buildings or by providing new schools.

## 3. Do I need to undertake an Integrated Impact Assessment?

High Relevance	Yes/no
1. The policy/ proposal has consequences for or affects people	Yes
2. The policy/proposal has potential to make a significant impact on equality	Yes
3. The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	Yes
4. The policy/proposal is likely to have a significant environmental impact	No
Low Relevance	
5. The policy/proposal has little relevance to equality	No
6. The policy/proposal has negligible impact on the economy	No
7. The policy/proposal has no/ minimal impact on the environment	No
<b>If you have identified low relevance please give a brief description of your reasoning here and send it to your Head of Service to record.</b>	

**If you have answered yes to 1, 2, or 3 above, please proceed to complete the Integrated Impact Assessment.**

**If you have identified that your project will have a significant environmental impact (4), you will need to consider whether you need to complete a Strategic Environmental Assessment.**

**4. What information/data/ consultation have you used to inform the policy to date?**

<b>Evidence</b>	<b>Comments: what does the evidence tell you?</b>
Data on populations in need	<p>Current pupil population at August 2016 census was 12,378 this is set to rise to 24,890 by 2047.</p> <p>It is considered likely that there will be representation of vulnerable groups within the 24,890.</p> <p>Currently Midlothian areas of SIMD Datazones range from S01010930 to S01011044.</p>
Data on service uptake/access	N/A The new service is not yet up and running but it is anticipated that service uptake will be subject to statutory consultations.
Data on quality/outcomes	Evidence on school roll projections indicates that a significant amount of growth will happen in Midlothian therefore additional capacity will need to be provided to ensure every child has the opportunity to attend a school within their community.
Research/literature evidence	None
Service user experience information	N/A The new service is not yet up and running but it is anticipated that the service user experience will be enhanced by the new service.
<b>Consultation and involvement</b> findings	At present no consultation or involvement studies have been carried out. However the strategy identifies a number of proposals which will be subject to statutory consultation.
Good practice guidelines	The legislation – Education (Scotland) Act 1980 - sets out that a place should be provided for every pupil at their catchment school
Other (please specify)	
Is any further information	The Schools (Consultation) (Scotland) Act 2010

required? How will you gather this?	requires statutory consultations to be undertaken for a number of the proposals.
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## 5. How does the policy meet the different needs of groups in the community?

	Issues identified and how the strategy addresses these
<b>Equality Groups</b> <ul style="list-style-type: none"> <li>Older people, people in the middle years,</li> <li>Young people and children</li> <li>Women, men and transgender people (includes issues relating to pregnancy and maternity)</li> <li>Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems)</li> <li>Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers)</li> <li>Refugees and asylum seekers</li> <li>People with different religions or beliefs (includes people with no religion or belief)</li> </ul>	<p>Adopting the LES will enhance choice for parents and their children.</p> <p>Adopting the LES will enhance choice for parents and their children, new and improved schools will be designed for current and future learning and teaching methods, enhancing outcomes for children and young people.</p> <p>The new service will apply equitably to all.</p> <p>New and improved schools will be designed for current and future learning and teaching methods, with disability access and provision.</p> <p>Adopting the strategy will apply irrespective of ethnicity.</p> <p>Adopting the strategy will apply irrespective of refugee or asylum status.</p> <p>Adopting the strategy will apply irrespective of religious beliefs.</p>

<ul style="list-style-type: none"> <li>• Lesbian, gay, bisexual and heterosexual people</li> <li>• People who are unmarried, married or in a civil partnership</li> </ul>	<p>Adopting the LES will apply irrespective of sexual orientation.</p> <p>Adopting the LES will enhance choice for parents and their children.</p>
<p><b>Those vulnerable to falling into poverty</b></p> <ul style="list-style-type: none"> <li>• Unemployed</li> <li>• People on benefits</li> <li>• Single Parents and vulnerable families</li> <li>• Pensioners</li> <li>• Looked after children</li> <li>• Those leaving care settings (including children and young people and those with illness)</li> <li>• Homeless people</li> </ul>	<p>.</p> <p>Adopting the LES will enhance choice for children from families vulnerable to falling into poverty as it will promote the role of schools being at the heart of their community as hubs to help address the inequalities that reduce life chances. Applies to unemployed, benefits, single parents.</p> <p>N/a</p> <p>In order to provide stability for individual pupils at the time of being taken into care, and provided this is recommended by a formal child care review, if a pupil's best interests are served by remaining in the existing school then any catchment changes will not result in the pupils transferring to a school in the area of placement.</p> <p>Enhanced choice, can choose the school most suited to their needs.</p>

<ul style="list-style-type: none"> <li>• Carers (including young carers)</li> <li>• Those involved in the community justice system</li> <li>• Those living in the most deprived communities (bottom 20% SIMD areas)</li> <li>• People misusing services</li> <li>• People with low literacy/numeracy</li> <li>• Others e.g. veterans, students</li> </ul>	<p>Enhanced choice, can choose the school most suited to their needs.</p> <p>Enhanced choice, can choose the school most suited to their needs.</p> <p>Provides an enhanced choice as above.</p> <p>Provides an enhanced choice as above, enhancing services provided to the whole community.</p> <p>Provides an enhanced choice as above.</p>
<p><b>Geographical communities</b></p> <ul style="list-style-type: none"> <li>• Rural/ semi rural communities</li> <li>• Urban Communities</li> <li>• Coastal communities</li> </ul>	<p>The LES will take a community based approach to building schools, bringing communities together and enhancing community facilities.</p> <p>N/A</p> <p>N/A</p>

**6. Are there any other factors which will affect the way this policy impacts on the community or staff groups?** None identified



**7. Is any part of this policy/ service to be carried out wholly or partly by contractors? Yes.**

If yes, how have you included equality and human rights considerations into the contract?

Consideration towards equality and human rights will be given when tendering for new builds. This consideration will be built into the procurement process.

**8. Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?**

Additional formats will be used if required and requested.

**9. Please consider how your policy will impact on each of the following?**

Objectives	Comments
<b>Equality and Human rights</b>	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	Promotes parental choice and removes barriers. The LES supports the priority to reduce the inequalities in learning outcomes by improving the quality of learning and teaching, leading to raised levels of achievement and attainment, by providing every child with the opportunity to attend school in their local community
Promotes good relations within and between people with protected characteristics and tackles harassment	The LES will help promote a strong relationship within learning communities by providing every child with the opportunity to attend school in their local community

Promotes participation, inclusion, dignity and self control over decisions	The LES will continue to promote parental choice and control over school placements.
Builds family support networks, resilience and community capacity	The LES will take a community based approach to building schools which meet the needs of communities and enhance the lives of all those who live in those communities, promoting a family learning approach.
Reduces crime and fear of crime	N/a
Promotes healthier lifestyles including <ul style="list-style-type: none"> <li>• diet and nutrition,</li> <li>• sexual health,</li> <li>• substance misuse</li> <li>• Exercise and physical activity.</li> <li>• Lifeskills</li> </ul>	Brings greater choice
<b>Environmental</b>	
Reduce greenhouse gas (GHG) emissions in East Lothian/Midlothian (including carbon management)	
Plan for future climate change	
Pollution: air/ water/ soil/ noise	
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals)	
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	

Reduce need to travel / promote sustainable forms or transport	
Improves the physical environment e.g. housing quality, public and green space	
<b>Economic</b>	
Maximises income and /or reduces income inequality	<p>The strategy promotes excellence and equity by delivering a more equitable distribution in learning opportunities by ensuring that every one of our children has the right to aim for excellence and to attain excellence in multiple ways. Attaining excellence should be available to every one of our learners regardless of background, prior achievement or socio-economic group. Providing learning spaces designed for current and future teaching methods will enhance outcomes for children and young people and help all of our learners move into a sustained positive destination.</p>
Helps young people into positive destinations	
Supports local business	
Helps people to access jobs (both paid and unpaid)	
Improving literacy and numeracy	
Improves working conditions, including equal pay	
Improves local employment opportunities	

### 10. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
As yet no consultations have been carried out.	n/a	The Learning Estate Strategy sets out the proposals and if adopted consultations will be carried out in accordance with the Schools Consultation Act (2010)	2018-2023	

### 11. Sign off by Head of Service

**Name:** Dr Grace Vickers, Head of Education, Education, Communities & Economy

**Signature:**



**Date:** 20<sup>th</sup> September 2017

