



Equality Analysis Toolkit

The proposed closure of Hameldon Community College,
Burnley

April 2018

What is the Purpose of the Equality Decision-Making Analysis?

The Analysis is designed to be used where a decision is being made at Cabinet Member or Overview and Scrutiny level or if a decision is being made primarily for budget reasons. The Analysis should be referred to on the decision making template (e.g. E6 form).

When fully followed this process will assist in ensuring that the decision-makers meet the requirement of section 149 of the Equality Act 2010 to have due regard to the need: to eliminate discrimination, harassment, victimisation or other unlawful conduct under the Act; to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having due regard means analysing, at each step of formulating, deciding upon and implementing policy, what the effect of that policy is or may be upon groups who share these protected characteristics defined by the Equality Act. The protected characteristics are: age, disability, gender reassignment, race, sex, religion or belief, sexual orientation or pregnancy and maternity – and in some circumstances marriage and civil partnership status.

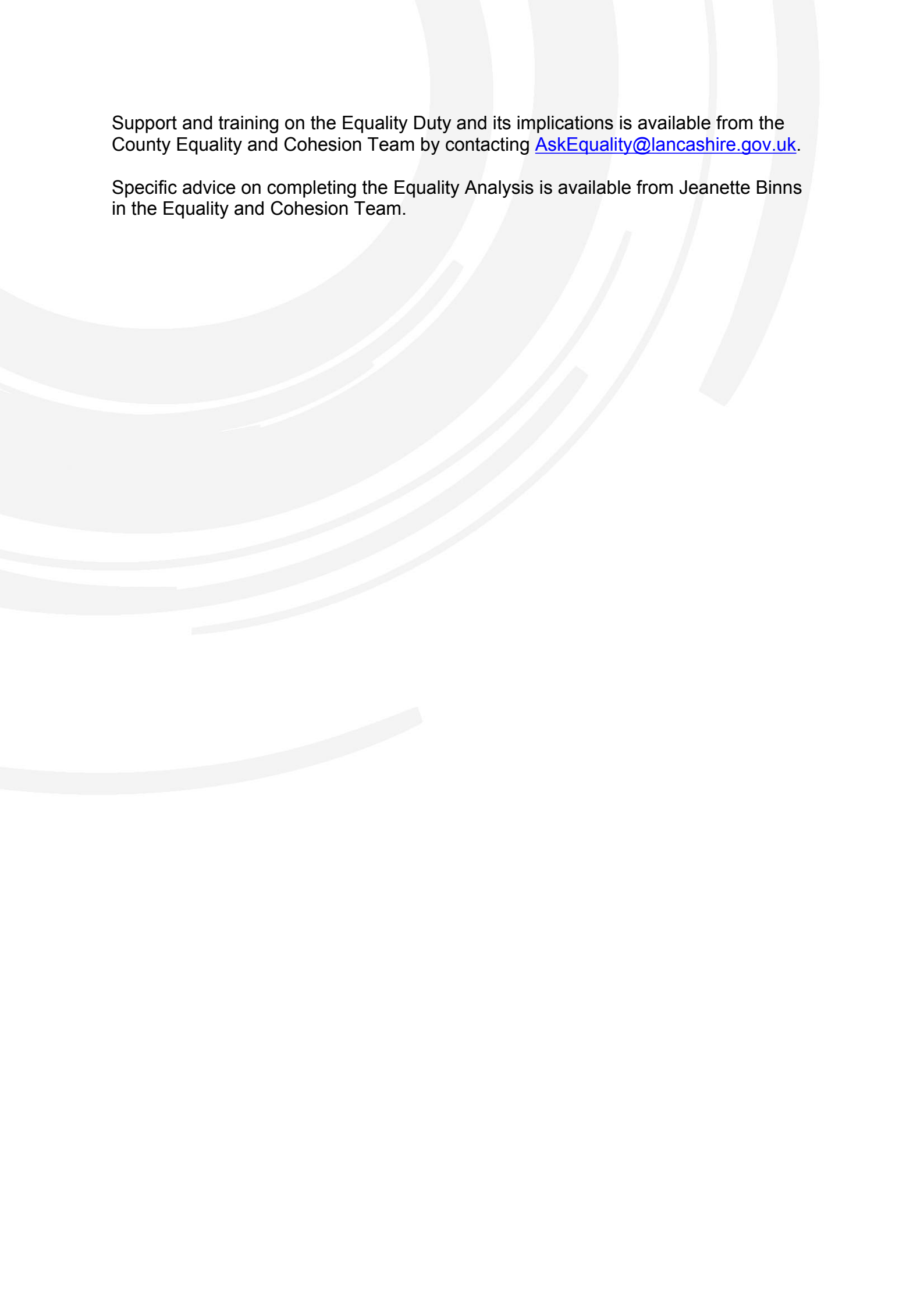
It is important to bear in mind that "due regard" means the level of scrutiny and evaluation that is reasonable and proportionate in the particular context. That means that different proposals, and different stages of policy development, may require more or less intense analysis. Discretion and common sense are required in the use of this tool.

It is also important to remember that what the law requires is that the duty is fulfilled in substance – not that a particular form is completed in a particular way. It is important to use common sense and to pay attention to the context in using and adapting these tools.

This process should be completed with reference to the most recent, updated version of the Equality Analysis Step by Step Guidance (to be distributed) or EHRC guidance - [EHRC - New public sector equality duty guidance](#). The supporting document, Equality Information and the Equality Duty: A guide for public authorities, may also be used for reference as necessary.

This toolkit is designed to ensure that the section 149 analysis is properly carried out, and that there is a clear record to this effect. The Analysis should be completed in a timely, thorough way and should inform the whole of the decision-making process. It must be considered by the person making the final decision and must be made available with other documents relating to the decision.

The documents should also be retained following any decision as they may be requested as part of enquiries from the Equality and Human Rights Commission or Freedom of Information requests.



Support and training on the Equality Duty and its implications is available from the County Equality and Cohesion Team by contacting AskEquality@lancashire.gov.uk.

Specific advice on completing the Equality Analysis is available from Jeanette Binns in the Equality and Cohesion Team.

Name/Nature of the Decision

Proposal to close Hameldon Community College, with implementation commencing from 31 August 2018.

What in summary is the proposal being considered?

Under The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013, the local authority is both the proposer and the decision-maker for this type of proposal and must carry out a statutory consultation process before a decision on the closure of a maintained school is made. The reasons for the proposal are concerns about the quality of current educational standards, the school's financial deficit position and low and reducing pupil numbers. If the proposal is approved, implementation to close the school would commence from 31 August 2018.

Is the decision likely to affect people across the county in a similar way or are specific areas likely to be affected – e.g. are a set number of branches/sites to be affected? If so you will need to consider whether there are equality related issues associated with the locations selected – e.g. greater percentage of BME residents in a particular area where a closure is proposed as opposed to an area where a facility is remaining open.

If approved, the proposal will directly affect the pupils currently on roll in year groups 7, 8 and 9 as they would need to move to an alternative school for September 2018. The current year group 11 will be able to remain at the school until they complete key stage 4 and take their GCSEs. Arrangements will also be made for pupils in current Year 10 to remain on the roll at the school and complete key stage 4 and their GCSEs. It must be noted that the Year 10 pupils who opt to do this would be kept together as a group and will remain on the current site of Hameldon Community College. The local authority will ensure that intensive support continues to be provided to Hameldon Community College with the aim of ensuring that the pupils who remain on roll (should the proposals be approved) receive quality education and are not disadvantaged by the impact of closure.

Should the proposal to close Hameldon Community College be approved, all parents of pupils in Years 7 to 9 will be contacted with the options available for securing a place at an alternative school. There is sufficient capacity in other local schools to accommodate the current pupil population. Pupils currently in Year 11 will be unaffected by this proposal as they will have left school by the time any proposals are implemented. In addition, the parents of any pupils who have expressed a preference for a place at the school in September 2018 will receive a communication from the Pupil Access Team, giving them opportunity to express a further set of preferences for local schools.

Lancashire County Council will provide assistance with transport to alternative provision for any children that are eligible under the authority's current transport policy.

Could the decision have a particular impact on any group of individuals sharing protected characteristics under the Equality Act 2010, namely:

- Age
- Disability including Deaf people
- Gender reassignment
- Pregnancy and maternity
- Race/ethnicity/nationality
- Religion or belief
- Sex/gender
- Sexual orientation
- Marriage or Civil Partnership Status

In considering this question you should identify and record any particular impact on people in a sub-group of any of the above – e.g. people with a particular disability or from a particular religious or ethnic group.

It is particularly important to consider whether any decision is likely to impact adversely on any group of people sharing protected characteristics to a disproportionate extent. Any such disproportionate impact will need to be objectively justified.

Yes.

Hameldon Community College is a co-educational day secondary school, providing for 11-16 year old pupils of all abilities. In addition to the secondary school, a Hearing Impairment Special Educational Resource Facility (SERF) is also located at the school, providing additional resourced provision for up to 18 students with hearing impairments. There will be an impact on those pupils currently attending the school and those who may wish to attend the school in the future.

In 2017, the national figures for SEND showed that 2.8% of children had an Educational Health and Care Plan (EHCP) or a Statement and 11.6% had identified special educational needs or disabilities without an EHCP or a Statement. The statistics at Hameldon Community College are as follows:

	January 2017	January 2016	January 2015	January 2014	January 2013
SEND with EHCP or Statement	3.7%	3.1%	5.4%	3.5%	3.7%
SEND without EHCP or Statement	31.7%	28.8%	29%	23.2%	21.8%

With proportions at the school being above the national average, it is likely that pupils with SEND, but without an EHCP or Statement, will be affected by this proposal as those in years 7, 8 and 9 will need to find a suitable place at an alternative school for September 2018.

In addition, pupils accessing provision at the hearing impairment SERF located at the school will be affected by this proposal. At the time of writing, there are three pupils within this facility. However, only two pupils will be affected by this proposal

as the third will have left before it is implemented. Given the needs of the remaining pupils, they will be given the option of moving together, when the SERF is relocated, rather than moving at the same time as the other members of their year groups.

With regard to the ethnicity background of the pupils at the school, as at February 2018, the breakdown is as follows:

	WBRI	WOTH	ABAN	APKN	BAFR	MWBC	NOBT	Total
Yr 7	16	3		1	1		4	25
Yr 8	33	4		1		1		39
Yr 9	30	3		1	1			35
Yr 10	39	1						40
Yr 11	51	4	1	1		1		58
Total	169	15	1	4	2	2	4	197

WBRI: White-British; WOTH: Any other White background; ABAN: Bangladeshi; APKN: Pakistani; BAFR: Black-African; MWBC: White and Black Caribbean; NOBT: information not yet obtained.

As can be seen from the table above, the number of pupils at the school from an ethnic minority background is low. OfSTED also noted that the proportion of pupils from minority ethnic backgrounds is below the national average in its latest inspection report, published in December 2017. Pupils moving to a new school may be part of a different ethnicity mix than at Hameldon Community College.

The gender make-up of the pupils at the school is 105 boys and 92 girls.

If you have answered "Yes" to this question in relation to any of the above characteristics, – please go to Question 1.

If you have answered "No" in relation to all the protected characteristics, please briefly document your reasons below and attach this to the decision-making papers. (It goes without saying that if the lack of impact is obvious, it need only be very briefly noted.)

Question 1 – Background Evidence

What information do you have about the different groups of people who may be affected by this decision – e.g. employees or service users (you could use monitoring data, survey data, etc to compile this). As indicated above, the relevant protected characteristics are:

- Age
- Disability including Deaf people
- Gender reassignment/gender identity
- Pregnancy and maternity
- Race/Ethnicity/Nationality
- Religion or belief

- Sex/gender
- Sexual orientation
- Marriage or Civil Partnership status (in respect of which the s. 149 requires only that due regard be paid to the need to eliminate discrimination, harassment or victimisation or other conduct which is prohibited by the Act).

In considering this question you should again consider whether the decision under consideration could impact upon specific sub-groups e.g. people of a specific religion or people with a particular disability. You should also consider how the decision is likely to affect those who share two or more of the protected characteristics – for example, older women, disabled, elderly people, and so on.

On 7 December 2017, Cabinet gave approval for the local authority to publish a statutory notice to consult on the proposal to close Hameldon Community College, with implementation commencing from 31 August 2018. The school is a co-educational day secondary school, providing for 11-16 year old pupils of all abilities. In addition to the secondary school, a Hearing Impairment Special Educational Resource Facility (SERF) is also located at the school, providing additional resourced provision for up to 18 students with hearing impairments. There will be an impact on those pupils currently attending the school and those who may wish to attend the school in the future.

The latest OfSTED inspection report, published in December 2017, notes the following characteristics of the pupils at the school:

- The proportion of disadvantaged pupils is well above national levels;
- The proportion of pupils from minority ethnic backgrounds is below the national average; and
- The proportion of pupils who have special educational needs and/or disabilities (SEND) is above the national average.

In 2017, the national figures for SEND showed that 2.8% of children had an Educational Health and Care Plan (EHCP) or a Statement and 11.6% had identified special educational needs or disabilities without an EHCP or a Statement. The statistics at Hameldon Community College are as follows:

	January 2017	January 2016	January 2015	January 2014	January 2013
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With proportions at the school being above the national average, it is likely that pupils with SEND, but without an EHCP or Statement, will be affected by this proposal as those in years 7, 8 and 9 will need to find a suitable place at an alternative school for September 2018.

In addition, pupils accessing provision at the hearing impairment SERF located at the school will be affected by this proposal. At the time of writing, there are three pupils within this facility. However, only two pupils will be affected by this proposal as the third will have left before it is implemented. The local authority is currently undertaking a Suitability and Sufficiency Study with all of the special schools, SERFs and short stay schools in Lancashire. As part of this study, the local authority's SEND Service will look to relocate the SERF to a suitable secondary school in the east of the county. Whilst this study is taking place, the local authority will continue to work with the two young people remaining in the SERF, along with their families, to identify an alternative provider to meet their special educational needs.

With regard to the ethnicity background of the pupils at the school, as at February 2018, the breakdown is as follows:

	WBRI	WOTH	ABAN	APKN	BAFR	MWBC	NOBT	Total
Yr 7	16	3		1	1		4	25
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As can be seen from the table above, the number of pupils at the school from an ethnic minority background is low. OfSTED also noted that the proportion of pupils from minority ethnic backgrounds is below the national average in its latest inspection report, published in December 2017. Pupils moving to a new school may be part of a different ethnicity mix than at Hameldon Community College.

The gender make-up of the pupils at the school is 105 boys and 92 girls.

Question 2 – Engagement/Consultation

How have you tried to involve people/groups that are potentially affected by your decision? Please describe what engagement has taken place, with whom and when.

Please ensure that you retain evidence of the consultation in case of any further enquiries. This includes the results of consultation or data gathering at any stage of the process.

There is a defined statutory process in the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 which the local authority has followed to allow for a decision to be made on the proposed closure of the school. In line with this process, a stage 1 consultation period took place between 11 September and 20

October 2017 and, as part of this stage, a consultation event was held at the school on 11 October 2017. This event was for parents, staff, governors and any other interested parties to ask questions and make comments on the proposal. At the event, 29 appointments took place, with 43 interested parties in attendance. In relation to the number of parents who attended, they were from nine families. A representative from the National Deaf Children's Society also attended the event, supporting a parent of a deaf child.

By the end of the stage 1 consultation period on 20 October 2017, 124 responses had been received by non-pupils, such as staff, parents, governors and members of the community. In addition, the school undertook a consultation with its pupils and 108 responses were received as a result of this. The National Deaf Children's Society submitted a response as part of this consultation. The outcome of the stage 1 consultation was reported to Cabinet at their meeting on 7 December 2017. As part of this stage, respondents to the consultation were asked to say whether they agreed or disagreed with the option of closing the school. The majority of respondents objected to this option, with 82% of non-pupils and 87% of pupils disagreeing or strongly disagreeing. The main concerns raised regarding equality issues were as follows: how pupils with additional needs will be supported through this process; the SERF provision is required but not necessarily at this location; concerns about the impact on specialist staff within the SERF; and how pupils in the SERF will be supported through their transition to a new school.

Further to the stage 1 consultation and following the publication of the statutory public notice on 16 January 2018, the stage 3 representation period took place between 16 January and 26 February 2018. The full outcome of this representation stage is included within the report being considered by Cabinet at their meeting on 12 April 2018. To summarise the outcome, 12 responses were received, with 11 from individuals and one being a joint response from a seven parents and members of the community. Of these responses, 83% objected to the proposal to close the school and 17% neither agreed nor disagreed. The main concerns raised regarding equality issues were as follows:

- Securing a place at another school and the support arrangements for pupils moving schools, especially those with SEN; and
- Impact on the special education resources facility (SERF).

In addition to the above, the other issues and concerns raised through the consultation were as follows:

- Alternative uses for the site/school;
- The financial position of the school
- Positive comments about the staff at the school;
- The consultation process;
- The cost of travel and new uniforms;
- Impact on local community and businesses; and
- Future increase in pupil population and the need for school places.

Question 3 – Analysing Impact

Could your proposal potentially disadvantage particular groups sharing any of the protected characteristics and if so which groups and in what way?

It is particularly important in considering this question to get to grips with the actual practical impact on those affected. The decision-makers need to know in clear and specific terms what the impact may be and how serious, or perhaps minor, it may be – will people need to walk a few metres further to catch a bus, or to attend school?

Will they be cut off altogether from vital services? The answers to such questions must be fully and frankly documented, for better or for worse, so that they can be properly evaluated when the decision is made.

Could your proposal potentially impact on individuals sharing the protected characteristics in any of the following ways:

- Could it discriminate unlawfully against individuals sharing any of the protected characteristics, whether directly or indirectly; if so, it must be amended. Bear in mind that this may involve taking steps to meet the specific needs of disabled people arising from their disabilities
- Could it advance equality of opportunity for those who share a particular protected characteristic? If not could it be developed or modified in order to do so?
- Does it encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low? If not could it be developed or modified in order to do so?
- Will the proposal contribute to fostering good relations between those who share a relevant protected characteristic and those who do not, for example by tackling prejudice and promoting understanding? If not could it be developed or modified in order to do so? Please identify any findings and how they might be addressed.

If the proposal is approved, Hameldon Community College will be closed, with implementation commencing from 31 August 2018. As part of the decision making process, the local authority must take into account concerns about the potential impact on pupils with SEND and those requiring additional support.

All schools are allocated resources to meet the needs of pupils with additional educational needs and they also have a named Special Educational Needs Coordinator (SENCO). The SENCO is responsible for identifying the special educational needs (SEN) of pupils within the school, and ensuring that they receive appropriate support to meet these needs.

The SENCOs of receiving schools will liaise with staff from Hameldon Community College to identify the support necessary for each young person with additional needs, ensuring that information is shared and that support is in place. The majority of pupils with additional needs will have those needs met from within the resources available to all schools. The local authority has been and will continue to support the school in the coordination of this.

A minority of pupils who have complex needs will have a Statement of Special Educational Needs (SSENs) or an Education Health and Care Plan (EHCP). This will often mean that the school will receive some additional funding in order to meet these complex needs. Should Hameldon Community College close, the local authority will ask the school to undertake a review for each pupil with SSENs or EHCPs in order to discuss the possible alternative schools with parents and the pupils themselves. The local authority will also support pupils and their families to identify an alternative school which can meet the pupil's needs. They will ensure that any managed move runs as smoothly as possible and that the funding is transferred. They will also issue a new EHCP to name the new setting.

With regard to accessibility for pupils with special educational needs and disabilities, the local authority is satisfied that the alternative schools in the district will provide suitable facilities for these young people.

The Information, Advice and Support (IAS) Team is also available to support families of children with SEND.

With regard to the pupils currently accessing provision in the SERF who will be affected by the proposed closure, the local authority's SEND service will identify a secondary school in the east of Lancashire that can meet their needs and, through the pupil's EHCP, support the school in doing this. As part of the SEND Suitability and Sufficiency Study, the provision in the SERF will be relocated. In September 2017, there were five pupils accessing provision in the SERF. During the stage 1 consultation, two of these pupils expressed a preference to move school and the SEND service accommodated these moves. Please note, as a new location for the SERF has yet to be identified, it is not possible to know whether this will have an adverse impact on the travel time of those pupils currently accessing this facility. However, it is acknowledged that this is a possibility.

The local authority has also considered any potential negative impact of the proposal in relation to travel time and the cost of this. The closest alternative schools measured by walking distance from Hameldon Community College are:

Burnley High School	2.0 miles
Blessed Trinity RC College	2.2 miles
Shuttleworth College	2.2 miles
Unity College	2.4 miles
Sir John Thursby Community College	3.1 miles

Eligibility for home to school transport is measured from the child's permanent home address to school so the above distances are only a guide as to the possible distances as they are based on Hameldon Community College's site. The local authority will provide transport assistance to the following groups of pupils who live in Lancashire and attend Hameldon Community College at the time that their year group is scheduled to move to another school:

- Pupils who live over 3 miles* away from the school they move to provided it is their nearest suitable school

- Pupils who live over 3 miles* away from their allocated school even when it is not their nearest suitable school (this is an exception to current policy)

*For those pupils from low income families (these are pupils who are eligible for free school meals or the parents are receiving the maximum amount of working tax credit) then travelling expenses will be awarded where the school they move to is one of their three nearest schools from their home and the distance from home to the school is between **two** and six miles.

Free transport must also be provided where walking routes are not suitable, regardless of the distance from home to the nearest school. Parents have the primary responsibility for ensuring their child's safe arrival at school and the suitability of routes are assessed on the basis that parents are accompanying their child to school. Whilst lonely routes or those that could pose 'moral dangers' are taken into account, they are not normally classed as unsuitable routes. Footpaths and roadside verges are classed as suitable walking routes subject to verges being wide enough and there being suitable crossing points. The Home to Mainstream School Transport Policy 2017/18 provides specific detail on the assessment of routes for suitability purposes. Parents are able to appeal to the local authority's Student Support Appeal Committee about home to school transport decisions.

All pupils with an EHCP will have an annual review to work with the pupil and their families to identify an alternative school. Part of this annual review will be a discussion on transport and the inclusion of travel training in EHCPs as appropriate.

With regard to the education standards across the other state-funded secondary schools shown above, OfSTED has judged four of these as 'Good' and one as 'Requires Improvement'. This is Shuttleworth College, which is currently on track to be judged 'Good' at its next inspection. All of these alternative schools have higher educational standards than Hameldon Community College, which will facilitate improved educational attainment and outcomes for current and future pupils in the area.

It is noted that if the decision is taken to close the school, some pupils may feel an impact from having different teachers and being in year groups and classes with different pupils. It may be that, depending on which alternative schools pupils move to, some pupils may move to a school without any of their current friends. This may be particularly difficult for those pupils with SEND.

As noted by Ofsted, and also the figures set out earlier in this report, the proportion of pupils from minority ethnic backgrounds is below the national average. The local authority is aware that, should the school close, pupils may move to a school with a higher proportion of ethnic minority pupils.

Should the decision be taken to close the school, there will be implications for the staff currently employed by the school. The local authority has experience in staff redeployment and retraining and has a good record in avoiding compulsory redundancies. Currently, a third of the staff in the school are either temporary or employed on a supply basis.

Question 4 –Combined/Cumulative Effect

Could the effects of your decision combine with other factors or decisions taken at local or national level to exacerbate the impact on any groups?

For example - if the proposal is to impose charges for adult social care, its impact on disabled people might be increased by other decisions within the County Council (e.g. increases in the fares charged for Community Transport and reductions in respite care) and national proposals (e.g. the availability of some benefits). Whilst LCC cannot control some of these decisions, they could increase the adverse effect of the proposal. The LCC has a legal duty to consider this aspect, and to evaluate the decision, including mitigation, accordingly.

If Yes – please identify these.

None anticipated.

Question 5 – Identifying Initial Results of Your Analysis

As a result of your analysis have you changed/amended your original proposal?
Please identify how, for example:

- Adjusted the original proposal – briefly outline the adjustments
- Continuing with the Original Proposal – briefly explain why
- Stopped the Proposal and Revised it - briefly explain

No – the original proposal will be continued in the interests of securing higher educational standards for current and future pupils in the area.

Question 6 - Mitigation

Please set out any steps you will take to mitigate/reduce any potential adverse effects of your decision on those sharing any particular protected characteristic. It is important here to do a genuine and realistic evaluation of the effectiveness of the mitigation contemplated. Over-optimistic and over-generalised assessments are likely to fall short of the “due regard” requirement.

Also consider if any mitigation might adversely affect any other groups and how this might be managed.

The local authority has considered the potential impact of the proposal on pupils with SEND and pupils with additional support needs currently on roll at Hameldon Community College, including those accessing specialist provision in the SERF. To ensure that any potential negative impact on these pupils is minimised, officers from the SEND service will work with the school to identify suitable alternative school places.

If the proposal to close the school is approved, the local authority will support parents to make arrangements for alternative schools and assess their eligibility for

assistance with school transport.

All pupils with an EHCP will have an annual review to work with the pupil and their families to identify an alternative school. Part of this annual review will be a discussion on transport and the inclusion of travel training in EHCPs as appropriate.

The implementation of this proposal will be phased so that the impact on pupils is minimised where possible. In this way, the pupils that will be directly affected by any closure of Hameldon Community College would be those in current year groups 7, 8 and 9, who would need to move to an alternative school for September 2018. The current year group 11 will be able to remain at the school until they complete their key stage 4 education and take their GCSEs. Arrangements will also be made for pupils currently in Year 10 to remain on roll at Hameldon Community College to complete their key stage 4 education, take their GCSEs and leave 11-16 provision in August 2019. Year 10 pupils who opt to do this would be kept together as a group and will remain on the current site of Hameldon Community College to complete their key stage 4 education. Should the proposal be approved, the local authority will ensure that intensive support continues to be provided to the school with the aim of ensuring that the pupils who remain on roll receive a quality education and are not disadvantaged by the impact of closure.

If required, the local authority will provide advice and support to the alternative schools in order to help with the integration of pupils from Hameldon Community College.

With regard to staffing, the local authority has experience in staff redeployment and retraining and has a good record in avoiding compulsory redundancies. Should the decision be taken to close the school, the local authority will work with the school to minimise the disruption to staff as far as possible.

Question 7 – Balancing the Proposal/Countervailing Factors

At this point you need to weigh up the reasons for the proposal – e.g. need for budget savings; damaging effects of not taking forward the proposal at this time – against the findings of your analysis. Please describe this assessment. It is important here to ensure that the assessment of any negative effects upon those sharing protected characteristics is full and frank. The full extent of actual adverse impacts must be acknowledged and taken into account, or the assessment will be inadequate. What is required is an honest evaluation, and not a marketing exercise. Conversely, while adverse effects should be frankly acknowledged, they need not be overstated or exaggerated. Where effects are not serious, this too should be made clear.

The proposal has been made in accordance with by The Education and Inspections Act 2006; The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013; and DfE guidance 'School Organisation: Maintained Schools: Guidance for Proposers and Decision Makers'. The Cabinet reports dated 7 December 2017 and 12 April 2018 provide full reasons for the proposal and the possible impact, should this proposal be approved, as well as details of the local authority's powers and responsibilities around school place commissioning and the

provision of high quality school provision for pupils and the benefits to pupils in attending alternative schools with higher educational standards as judged by Ofsted.

Having undertaken the required stages in the statutory process, the original issues and concerns held by the local authority in relation to Hameldon Community College remain valid. These are based on concerns about the quality of current educational standards, the school's financial deficit position and pupil numbers. Despite the efforts of the school and the support of the local authority, it has been unable to make sustained improvements over time. This gives the local authority significant concerns that the school would not be able to make the necessary improvements to educational standards and attract sufficient pupils to ensure they can operate a financially viable school. Therefore, the local authority must take action to address this and meet its statutory duty to secure high quality school places for the residents of Burnley.

Question 8 – Final Proposal

In summary, what is your final proposal and which groups may be affected and how?

The proposal is to close Hameldon Community College, with implementation commencing from 31 August 2018. The main groups affected are pupils currently attending the school and their families, with a focus on those in current year groups 7, 8 and 9.

Question 9 – Review and Monitoring Arrangements

Describe what arrangements you will put in place to review and monitor the effects of your proposal.

Once a decision has been taken to close the school, the local authority is legally obliged to implement the proposal. Through the school adviser to the Burnley secondary schools, the local authority would routinely ask in general terms whether new pupils have settled and whether they are making good progress, but would not discuss this at individual pupil level. It is expected that the Headteachers of receiving schools will be tracking progress carefully.

Equality Analysis Prepared By: Sarah Hirst

Position/Role: Skills and Employability Lead

Equality Analysis Endorsed by Line Manager and/or Chief Officer: Ajay Sethi, Head of Learning and Skills

Decision Signed Off By: Ajay Sethi; Cabinet Member for Children, Young People and Schools

Cabinet Member/Chief Officer or SMT Member: Ajay Sethi; Cabinet Member for Children, Young People and Schools

Please remember to ensure the Equality Decision Making Analysis is submitted with the decision-making report and a copy is retained with other papers relating to the decision.

Where specific actions are identified as part of the Analysis please ensure that an EAP001 form is completed and forwarded to your Directorate's contact in the Equality and Cohesion Team. Directorate contacts in the Equality & Cohesion Team are:

Karen Beaumont – Equality & Cohesion Manager
Karen.beaumont@lancashire.gov.uk
Contact for Adult & Community Services Directorate

Jeanette Binns – Equality & Cohesion Manager
Jeanette.binns@lancashire.gov.uk
Contact for Environment Directorate, Lancashire County Commercial Group and One Connect Limited

Saulo Cwerner – Equality & Cohesion Manager
Saulo.cwerner@lancashire.gov.uk
Contact for Children & Young Peoples Directorate

Pam Smith – Equality & Cohesion Manager
Pam.smith@lancashire.gov.uk
Contact for Office of the Chief Executive and the County Treasurer's Directorate

Thank you