

EQUALITY IMPACT ASSESSMENT

SCREENING DOCUMENT

Name of Proposal

Arbroath Schools Project (Phases 2 and 3A) – Ladyloan PS

Lead Department/Service

Children and Learning

What is the aim of the proposal?

Angus Council is proposing to replace the existing Ladyloan school within the grounds of the existing site.

- The project will be a tandem build with the existing school remaining operational whilst the new school is constructed (Phase 1 of the works).
- The staff and pupils will move into the new building to allow for the demolition of the existing building, completion of car park and formation of playground/playing fields. (Phase 2 of the works)

Is this a new or a review of an existing policy, procedure, function or report?

Revision / Development of previous report

N/A

Screening Process

1. Has the proposal already been assessed for its impact on age; disability; gender; gender re-assignment; pregnancy/maternity; marriage and civil partnership; race; religion and belief; and sexual orientation? **If yes, go to 1 a. If no, go to 1 b.**

1 a. Unless there have been significant changes, no further action is required. **Please add your name, position and date below at 3.**

1 b. Does the proposal involve or have consequences for the people the council serves or employs? **If yes, go to 2. If no, go to 1 c.**

1 c. Please state why not

N/A

The proposal is not relevant and no further action is required. Sign and date below at 3.

2. Is the proposal relevant to one or more of the protected characteristics? **If yes, go to 2 a. If no, go to 2 b.**

2 a. Proceed to Step 1 of the Full Equality Impact Assessment on page 2.

2 b. Please state why not

N/A

The proposal not relevant and no further action is required. Add your name, position and date below at 3.

3. Name:

Position:

Date:

FULL EQUALITY IMPACT ASSESSMENT

Step 1

Are there any statutory legal requirements affecting this proposal? If so please describe.

A full consultation with staff, pupils and members of the public is to be carried out to inform the brief/design. On conclusion of this the proposed building will require planning and building warrant statutory consents before construction can commence.

Step 2

What data/research is available to assess the likely impact of the proposal?

Initial consultation was carried out February 2017

Step 3

Is there any reason to believe the proposal could affect people differently due to their protected characteristic ie age; disability; gender; gender re-assignment; pregnancy/maternity; marriage and civil partnership; race; religion and belief; and sexual orientation? Please **place a cross** in each box that applies, and give details alongside.

Age	<input checked="" type="checkbox"/>	Potential increased opportunities for pupils and community within new building
Disability	<input checked="" type="checkbox"/>	Compliance with the Equality Act 2010 relating to accessibility.
Gender	<input type="checkbox"/>	_____
Gender Re-assignment	<input checked="" type="checkbox"/>	Potential to develop appropriate facilities for transgender pupils
Pregnancy/maternity	<input type="checkbox"/>	_____
Marriage and civil Partnership	<input type="checkbox"/>	_____
Race	<input type="checkbox"/>	_____
Religion and belief	<input type="checkbox"/>	_____
Sexual orientation	<input type="checkbox"/>	_____

Step 4

Is there evidence to suggest that any part of the proposal could unlawfully discriminate against people? If so, how?

N/A

Step 5

Can the proposal be seen to favour one section of the community

Yes No

or deny opportunities to another?

Yes No

If yes, please give details.

Step 6

Does the proposal advance or restrict equality?

Yes No

If yes, give details

New school facility will be fully accessible, full compliance with BS 8300 - Design of buildings and their approaches to meet the needs of disabled people.

Fully integrated within the design of the new school will be fit for purpose areas for children with additional support needs.

The new school will be designed to enable different models of Early Years provision to be offered and accessed by families.

The school shares a boundary with the family support team: East Mary Street Centre and there are opportunities for sharing facilities. The fencing requirements and access between buildings will be considered by all stakeholders and integrated within the proposals where appropriate.

Step 7

Are there any other actions which could have been taken to enhance equality of opportunity?

If so please state

N/A

Step 8

Based on the work you have done, rate the level of relevance being allocated to this proposal.

High Medium Low Unknown

Step 9

If during **Steps 3 - 6** there has been an adverse impact identified, consider whether this can be justified.

Yes No

If yes please give details.

If no, consider alternative ways of delivering the proposal to minimise negative impact or eliminate unlawful discrimination. Give details of the changes to be made to the proposal.

No adverse impact currently identified.

Step 10

Do you need to carry out a further impact assessment?

Yes No

If yes, what actions do you need to take?

Step 11

Make arrangements to monitor and review the impact assessment.

The Equality Impact Assessment will be reviewed where material changes are made to the project or at committee reports, as required.

Step 12

Publish impact assessment.

Where will the Equality Impact Assessment be published?

With committee reports, as required.

Please state your name, position and date, and forward this pro forma either to your designated Equality Impact Assessment Co-ordinator, or if it refers to a committee report, it should be forwarded with the report to committee services.

Name: Mark Mudie

Position: Project Manager

Date: 01 March 2017

For additional information and advice please contact:
the Equalities Officer - Tel: 01307 476058 or E-mail: Equalities@angus.gov.uk