

DUNDEE CITY COUNCIL

Report 39-2012

Classroom Extension to Kingspark School

Equality and Diversity Rapid Impact Assessment Tool

Part 1

Date of assessment 12/01/2012	Title of document being assessed Report 39-2012 Classroom Extension to Kingspark School.
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input type="checkbox"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	Providing a four classroom extension to Kingspark School to satisfy the demands resulting from the increased and anticipated increasing roll of the school.
3) What is the intended outcome of this policy, procedure, strategy or practice?	This project will assist in maintaining the academic and medical support to the school pupils aged 5 to 18 who have a range of severe and complex additional support needs.
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	N/A
5) Has any consultation, involvement or research with protected communities informed this assessment? If yes please give details.	N/A
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Michael Wood, Director of Education; Elspeth Walker, Support for Learning Manager; Laura Smith, Head Teacher.
7) Is there a need to collect further evidence or to involve or consult protected communities? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	No

Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
People with a disability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age Pre school 3-5, Infants 5-7.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>

Part 3

<p>1) Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>If yes please give further details</p> <p>Specialist education delivered though Kingspark School retained to be fully accessible to pupils and parents.</p>
<p>2) Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>If yes please give further details.</p> <p>Minimum disruption to the service delivery during the construction process.</p>
<p>3) What action is proposed to overcome any negative impacts? (Without changing the aims of the policy or practice</p> <p>(For example: talking directly to community groups about the policy or practice, providing information in community languages, appropriate staff training, ensuring venues are accessible etc. Seek advice from your departmental Equality Champion.)</p>	<p>Careful planning of the works and full communication and consultation with the school during the construction process to minimise and manage any disruption.</p>
<p>4) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>If yes please give further details.</p> <p>Yes</p>
<p>5) Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>If yes please give further details.</p> <p>No</p>

Part 4

Name of Department or Partnership: Education

Type of Document

Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	x

Contact Information

Manager Responsible	Author Responsible
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Signature of author of the policy:

Date 13/01/12

Signature of Director / Head of Service area:

Date 13/01/12

Name of Director / Head of Service:

Michael Wood

Date of next policy review: