

North East Lincolnshire Council

A PROPOSED NEW 210 PLACE PRIMARY FREE SCHOOL FOR SCARTHOTOP

(School name tbc)

School Specification Document November 2022

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SECTION A – BACKGROUND INFORMATION

Introduction

Under section 6A of the Education and Inspections Act 2006 (the ‘free school presumption’) where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish an academy. North East Lincolnshire Council has identified the need to establish a new 210 primary school, aiming to open in September 2024.

North East Lincolnshire Council is now seeking applications to open the school from high quality DfE-approved sponsors who have a proven track record of improving educational attainment for children and young people, including those with special educational needs and disabilities (SEND), within a fully inclusive environment. If a trust is not yet an approved sponsor, they can apply to become an approved sponsor at the same time as submitting an application to sponsor a presumption free school.

There is a need for additional school places arising from population growth particularly in Scartho village and the immediate area known as Scartho Top in particular. Current projections indicate that additional places are likely to be required across these combined areas by 2024-25 including the need for specialist places for children with SEND. This demand cannot be fully addressed by expanding existing schools; therefore, it is proposed to establish a new 210 place primary school for children from the ages of 5 - 11.

This would be made up of a 1 form of entry (FE) primary school (210 places in total, or 30 places per year of age) to open in September 2024. The school will not include nursery provision as there is ample sufficiency in the locality and across the authority as a whole. Instead, the school will include a SEND Resource Specialist Provision (SRSP) for approximately 12 pupils for children with additional social, emotional and mental health needs. These elements will also be phased in terms of funding until demand is sufficient to fill all the planned places.

Existing Capacity in the Local Area

The following table provides historic information on the total number of available primary places in the reception year across all primary schools in the school planning area of Scartho compared with the actual number of pupils starting school that year. A school planning area is deemed full when capacity in use exceeds 95%. It can be seen that schools are at, or close to, capacity.

Year	PAN Year R	Pupils in Year R	Surplus places	% of 1050 capacity in use*
2018	150	139	11	99%
2019	150	142	8	-1%
2020	150	134	16	97%
2021	150	150	0	Nil
2022	150	125	25	*83%

These figures are based at a point in time and it should be noted that numbers in this area do climb during the school year making in-year admissions challenging and the current 2022 Pupils number will rise. We aim to create a minimum 5% buffer as per the National Audit Office report on Capital Funding for new school places published in 2013 to cater for parental preference or changes in demography.

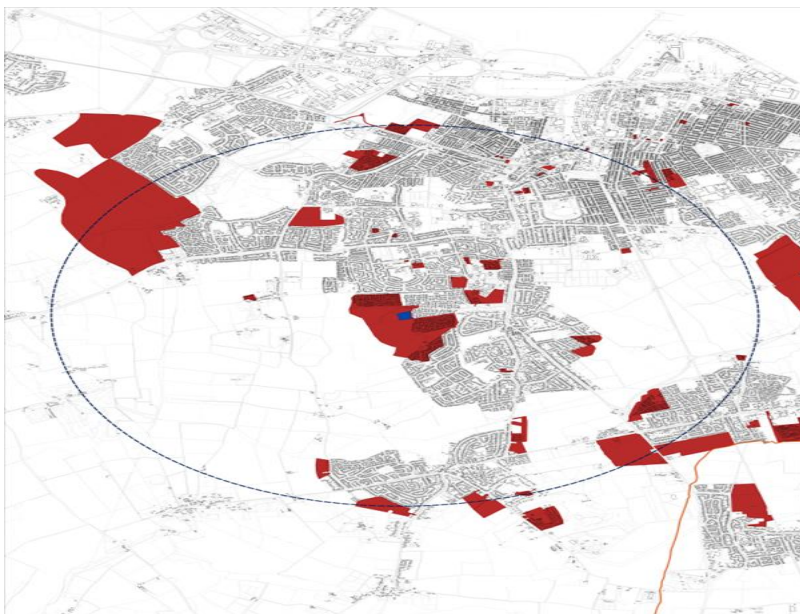
Below is a further table showing the growth in numbers at schools serving the Scartho Area, and forecast going forward.

	Actual number on roll			Forecast number on roll			
	2020	2021	2022	2023	2024	2025	2026
Scartho Infants School	177	175	152	152	147	153	154
Scartho Junior School	244	246	248	251	254	245	238
Fairfield Primary Academy	304	315	319	318	322	312	310
Springfield Primary Academy	315	314	319	321	322	311	306

Demand for places for starting primary school in the Scartho Planning Area has been quite volatile in recent years. However continued growth is expected particularly with new housing developments, including Scartho Top (circa 2,000 homes), Shaw Drive Development (200 homes) and Diana Princess of Wales Developments (100 homes). It is anticipated that there will be 2300 new homes in and around Scartho Planning Area during the period of the Local Plan that runs until 2032. Broadly, we anticipate an additional one form of entry per 1000 new homes built.

New housing within a 2-mile radius of the school site.

The map below illustrates new housing in the vicinity of the new academy.



The proposed academy will provide capacity in the area to help meet some of this additional demand from new housing in the longer term. The table below lists the committed housing developments of 100 units or more within a 2-mile radius of the proposed site.

Committed housing developments of 100 units or more:

Total	Site_Address	App_num
Scartho top with still 937 to build out of a circa 2,000 properties. On site with a current yield of 81pa (this may be accelerated with other developers bringing forward phases)	Scartho Top, Grimsby	Current planning app number /1027/18/FUL.
260 properties on site with build out rate of 25 pa	Shaw Drive , Scartho	DC/281/13/SCA
104 build complete	Diana Princess of Wales north side development	DM/0947/14/FUL
Wigmore Park 461 properties Currently on site with a current yield of 25 pa but this is expected to be accelerated	Louth Road, New Waltham	DM/1240/21/FUL
Brigsley Road 194 properties On site with a predicted yield of 25 pa	Brigsley Road, Waltham	DM/1167/16/FUL
Bradley Road 66 properties Expected to commence on site 23/24 with a yield of 25 pa	Bradley Road, Waltham	DM/0997/16/OUT
Grimsby Road/Station Road 58 properties Currently on site with a yield of 15 pa	Grimsby Road/Station Road, Waltham	DM/0134/21/FUL

Outcomes in North East Lincolnshire

The table below shows the overall Progress scores at the end of Key Stage 2 in 2019 for all North East Lincolnshire schools. It demonstrates that progress is above the national average for all state funded schools in England.

Key Stage 2 North East Lincolnshire Results:

Area	Subject	Number of pupils at end of Key Stage 2	Progress Score and Description *
North East Lincs.	Reading	1918	0.4
England – state-funded schools	Reading	644967	0.0
North East Lincs.	Writing - Teacher Assessment		1.1
England – state-funded schools	Writing - Teacher Assessment		0.0
North East Lincs.	Maths		1.1
England – state-funded schools	Maths		0.0

The progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value-added measure, which means that pupils' results are

compared to the actual achievements of other pupils nationally with similar prior attainment. For further information see: <https://www.gov.uk/government/publications/primary-school-accountability>

Table data extracted from Gov.Uk Website:

<https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised>

SEND and the overall growth in the school population

North East Lincolnshire has seen a significant increase in the number of new Education Health and Care Plans (EHCP) mirrored by an increase in the size of the school aged population in recent years.

Two tables illustrating the rise in the school population in North East Lincolnshire and the equivalent rise in the population of children with SEND.

North East Lincolnshire Numbers on Roll	2017/18	2018/19	2019/20	2020/21	2021/22
Pupil referral unit	90	106	105	107	72
State-funded nursery	144	137	116	112	108
State-funded primary	14838	14818	14821	14562	14528
State-funded secondary	8436	8477	8682	9031	9232
State-funded special school	341	348	360	356	358
Independent school	438	471	455	450	457
Total	24,287	24,357	24,539	24,618	24,755

Table data extracted from Gov.Uk Website:

<https://explore-education-statistics.service.gov.uk/data-tables/school-pupils-and-their-characteristics>

SEND PROVISION - Summary Total of school age EHCPs										
SEND PROVISION	Numbers					% of total				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Number of EHCP	560	660	765	874	945	2.3	2.7	3.1	3.6	3.8
Number of SEN	2672	2863	3021	3212	3244	11	11.8	12.3	13	13.1
Number of SEN (all)	3232	3523	3786	4086	4189	13.3	14.4	15.4	16.6	16.9
Number with No SEND need	2105	2083	2075	2053	2056	86.7	85.5	84.6	83.4	83.1
Total	2428	2435	2453	2461	2475	100	100	100	100	100

Table extracted from Gov.UK website:

[Create your own tables, Table Tool – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

SEND Forecasts

Below is the North East Lincolnshire forecast for SEMH (Social, Emotional & Mental Health) up to 2025.

Year	Total number of SEMH learners	Increase from previous year	Estimate 40% in special provision – number of places required
Jun-22	365	+50	146
Jun-23	415	+50	166
Jun-24	465	+50	186
Jun-25	515	+50	206

Free School Meals

North East Lincolnshire has a higher than average percentage of pupils who are eligible for and claiming free school meals (FSM) compared to national statistics.

Area	Number on roll	Number of pupils known to be eligible for and claiming free school meals
England	8,418,604	1,897,449 (22.5%)
North East Lincolnshire	24,298	7175 (29.5%)

Table data extracted from Gov.Uk Website:

<https://explore-education-statistics.service.gov.uk/data-tables/school-pupils-and-their-characteristics>

Pupils by Ethnic Group

North East Lincolnshire has a lower than average percentage of minority ethnic pupil compared to the national statistics. The table below shows the ethnic mix of pupils in the area compared to the national average in all key stages.

Area	Headcount	White British	Minority E	All Other/
England	8,418,013	5,379,748 (64%)	2,270,597 (27%)	767,668
North East Lincolnshire	24,298	21,409	1298	1591

Table data extracted from Gov.Uk Website:

<https://explore-education-statistics.service.gov.uk/data-tables/school-pupils-and-their-characteristics>

High Level Project Timeline for Finding a Sponsor

The project to open the new free school is expected to be completed in line with the indicative timeline detailed in the table below. The competition period, during which potential sponsors are invited to submit

proposals to run the new school, will run for 6 weeks from Monday 14th November to Friday 23rd December 2022.

No.	Stage	Month of Completion
1.	Cabinet Decision	March 2022
2.	Specification Consultation with relevant stakeholders 2 weeks (closes 12 th October)	September/October 2022
3.	Preparation of analysis of consultation and complete equalities impact analysis to inform specification	October 2022
4.	Seek Proposals: Publish detailed specification and ensure DfE, NSN and RD are notified – 6 weeks	November / December 2022
5.	Assess proposals and Short-list (using DfE model criteria)	January 2023
6.	Short-listed MATs informed of panel presentation date/time and procedure	January 2023
7.	MAT Presentations to Panel	February 2023
8.	Cabinet Decision to send recommendation of preferred sponsor to SofS/Regional Director	February 2023
9.	SofS/Regional Director decision shared with successful proposer, LA and MP	May 2023
10.	LA negotiates pre and post opening costs with successful proposer and informs DfE lead contact	July 2023
11.	LA, successful proposer and DfE must agree a minimum viable number before the DfE will enter a funding agreement	September 2023
12.	Pre-opening process continues until opening of new primary school in Sept 2024	October 2023 and ongoing

Submission of Proposals

Proposals must be submitted using the Free School Presumption application form, [Annex B: model application form for proposers \(Word\)](#), available on the government website link: [Establishing a new school: free school presumption - GOV.UK \(www.gov.uk\)](#)

North East Lincolnshire Council will use a points-based scoring system to assess all applications received against the criteria set out in this document. Following on from this, applicants who have met the minimum required score across each criteria will be invited to attend a panel meeting to discuss their application in

further detail. Scores for each applicant will then be re-evaluated. This is likely to be held at The Civic Offices, Knoll Street, Cleethorpes, in the week commencing 20th February 2023.

The Regional Director (previously the Regional School Commissioner), on behalf of the Secretary of State, will consider the local authority assessments and recommendations before deciding which proposer is in the best position to take forward the new school. The Regional Director will inform the local authority and the successful proposer of its decision, and the local authority will inform any unsuccessful proposers.

In the first instance, if you would like further information, please contact Wendy Jackson, Head of Standards and Effectiveness, on wendy.jackson@nelincs.gov.uk

Please return your completed proposal form by email to Wendy Jackson by Friday 23rd December 2022. We regret that applications submitted after this date will not be accepted.

SECTION B - THE SCHOOL

Type of School

Mainstream, co-educational, primary school for pupils aged 5 - 11 including a SEND Resource Specialist Provision for pupils with social, emotional and mental health needs.

Proposed Opening Date

September 2024

Site Location/Area Information

Matthew Telford Way, Scartho Top

Scartho Top Master Plan



Pupil Capacity

This is made up of a 1 FE primary phase (210 places in total, or 30 places per year of age) to open in September 2024, also with a SEND Resource Specialist Provision catering for up to 12 pupils.

Planned Initial PANs, Number of Forms of Entry on Opening and Expected Rate of Growth

The school is planned to open with a reception class and year groups 1 to 4 inclusive. Starting school and admission into reception (children aged 4) will be initially up to 15 pupils and then grow to up to 30 pupils by September 2027. The table below shows the anticipated incremental growth in pupil numbers at the new school (2024 – 2030).

Year	2024	2025	2026	2027	2028	2029	2030
YR	15	20	25	30	30	30	30
Y1	15	15	20	25	30	30	30
Y2	15	15	15	20	25	30	30
Y3	15	15	15	15	20	25	30
Y4	15	15	15	15	15	20	25
Y5	0	15	15	15	15	15	20
Y6	0	0	15	15	15	15	15
Total Places Provided	75	95	120	135	150	165	180

The maximum capacity of the school will be 210 primary places.

Proposed Admission Arrangements, Including Catchment Area if Applicable

North East Lincolnshire Council declared a climate emergency in September 2019, and aims to cut its carbon emissions to net zero by 2040 and to be carbon net zero by 2050 via its Net Zero Carbon Roadmap strategy. <https://www.nelincs.gov.uk/keeping-our-area-clean-and-safe/climate-change/net-zero-carbon-roadmap/>

To ensure this project contributes towards the achievement of this aim, we are seeking to facilitate the opening of high-quality local provision that will place focus on attracting local families in the new communities, reducing travel distances, and allowing more children and young people to walk to school.

Academies and Free Schools are required by their funding agreement to comply with the School Admissions Code 2021 and the statutory regulations relating to admissions when determining their admission arrangements.

The trust running the school will be responsible for determining the school's admission arrangements, however applicants should demonstrate how their admission arrangements would offer a priority to young people living within the local area and ensure that the arrangements are fair, clear and objective.

The local authority will co-ordinate all applications for normal entry to the school, in line with the co-ordination admissions scheme for primary schools. Applications for places outside the normal admissions may also be coordinated by the local authority if the admissions authority for the school intend to take

part in the local authority's 'In Year Coordination Scheme'. Alternatively, the trust can manage their own in year admissions.

All free schools are required to co-operate with the North East Lincolnshire Council's Fair Access Protocol arrangements to ensure that, outside the normal admissions round, the most vulnerable children are offered a suitable school place as soon as possible.

SEND Provision

A 12 place SEND Resource Specialist Provision for children with social, emotional and mental health needs is included in this proposal for primary key stages. A dedicated resource base is proposed for one-to-one support/development and access to specialist teaching methods. However, pupils can access mainstream education as appropriate to their individual needs. This proposal is in line with the local authority's wider strategic plan for SEND provision (SEND Strategy 2020-24) and the aim to increase opportunities for inclusion within mainstream education. It is anticipated that this would involve a considerable level of multi-agency working. 12 places would be provided for the primary phase (initially 6 places and then growing incrementally) offering a continuum of education throughout a child's school career. Further details regarding this provision will be undertaken with the local authority and the successful proposer.

Community Use / Shared Facilities

There are likely to be opportunities for community use of the new school's facilities. The exact nature of the requirements will be, to some extent, dictated by future planning conditions. However, the local authority is very interested to know broadly how potential sponsors envision the use of facilities to the benefit of the wider community.

Transport Arrangements

The proposed school's close proximity to new residential developments means that walking to school would be a viable option for many who may choose to attend the school. Therefore, emphasis will be put on promoting and encouraging sustainable travel to and from the site such as walking, cycling, use of public transport, and reducing the need for travelling to and from the site by private car. The sponsor appointed to run the proposed new free school would need to produce a 'Travel Plan' which would contain a package of measures to mitigate the potential impact on the highways.

Character/Ethos of School

Applicants should evidence how they intend to work closely with families and the wider local community to provide the best learning experience and outcomes possible for all. Applicants should also clearly demonstrate the basis on which they would create an inclusive ethos that would encourage all pupils to participate as fully as possible in the school's curriculum and delivering on the vision set out within this document.

Equalities Impact Analysis:

The proposed new school should support the aims of improving educational attainment and closing achievement gaps for children and young people vulnerable to poor learning outcomes. Therefore, all potential sponsors are required to demonstrate their commitment to inclusion, to promoting equality, choice and diversity for local families regardless of gender, religion, ethnicity, disability, or sexual orientation in an inclusive school setting. An equalities impact assessment has been carried out based on a public consultation exercise held in September and is attached as Appendix 1.

Details of the Site/ Building, including Details of Ownership:

The design and build costs will be met by North East Lincolnshire Council. The school will be built adhering to Department for Education Building Bulletins and the North East Lincolnshire Council Design Guides, as a 1 FE primary phase (210 places) including a SEND Resource Specialist Provision (12 places in total) to allow one to one support/development and access to specialist teaching methods. External provision (i.e. playgrounds, sports fields, car parking facilities etc.) will be provided to give sufficient space/capacity for the total number of pupils and staff that will attend and work at the school.

The site building will be leased to the Free School / Academy Trust on a standard 125-year peppercorn basis upon practical completion of the school building.

Below are the Indicative Key Milestones for the building works provided by the North East Lincolnshire Council.

Matthew Telford Way Primary School Building:

Task	Date
Feasibility complete	October 22
Contractor Pre-Construction Services Agreement (PCSA) commencement	Currently soft marketing to gauge interest.
Planning application submission	January 23
Contractor appointment	Yet to be determined
Planning determination	April/May 23
Start on site	Late Spring early Summer 23
Handover	August 24

SECTION C – VISION

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance, the [‘Model criteria for local authorities and proposers’](#).

As a minimum, please ensure you include the following:

- A clear ethos that inspires confident learners who have the skills and qualities to thrive.
- A strong educational vision and a curriculum delivery model based on high standards of attainment for each key stage.
- Plans for appropriate engagement with the local community and parents both through the pre-opening period and on-going engagement.
- Excellent support facilities to meet the needs of all children, including children looked after, those with Special Educational Needs, those with pupil premium funding and any other

disadvantaged group. Specific reference to strategies for multi-agency working would need to be included here.

- A commitment to exceptional leadership and a high quality of teaching and learning.
- A drive for excellent outcomes in attendance, attainment, and achievement for all children.
- A clear commitment to closing the gaps between pupil groups, both within the school and against their national counterparts.

SECTION D – EDUCATIONAL PLAN

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance. [‘Model criteria for local authorities and proposers’](#).

As a minimum please ensure you include the following:

- An ambitious, broad, and balanced, deliverable curriculum plan which is consistent with the vision of North East Lincolnshire.
- The school’s approach to providing an inclusive, strong curriculum to deliver high levels of attendance, attainment, and achievement in and out of the classroom.
- The school’s approach to providing an inclusive, broad and enriching curriculum that engages all learners and enables all children to achieve. This should outline how the school intends to develop the cultural capital of all learners.
- Strategies for measuring pupil performance effectively and setting challenging and engaging targets working with parents and carers.
- A staffing structure that will deliver the planned curriculum within the expected income levels; with a focus on outstanding teaching (including strategies for effective performance management and continuous professional development of teachers and other staff), understanding the needs of the learners and able to differentiate within the classroom setting.
- Details of how the school will ensure that there is an ethos where all staff, pupils and parents/ carers are aware that the needs of all children will be fully provided for and that the school will be fully inclusive. This should include evidence of a commitment to multi-agency working, including access to specialist practice to support the curriculum model.
- Details of enrichment and extended services, for example, breakfast clubs, sports clubs, homework clubs and music/art clubs beyond the school day.
- The school’s approach to: PHSE; the Prevent Duty; safeguarding and welfare; and promoting fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs).
- To engage and sign up to the established area school partnership arrangements which include the focus to reduce permanent exclusions to zero and use fixed term exclusions as the last resort alongside providing strategies for inclusion of all children and young people
- To engage and participate in cluster partnership arrangements which offer family support mechanisms and access to early help support for children and families.

SECTION E – CAPACITY AND CAPABILITY

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance. [‘Model criteria for local authorities and proposers’](#).

As a minimum please ensure you include the following:

- The resources you would draw on and/or deploy to support the development of the new free school by the opening date.
- Clear evidence that you have the range of skills and abilities necessary to set up and then run a school effectively, including:
 - Managing school finances;
 - leadership;
 - project management;
 - marketing;
 - human resources;
 - safeguarding;
 - and health and safety.
- How the school would be organised and what the governance arrangements would look like, including a diagram of the proposed structures.
- The key strategic partners that you would wish to work with to deliver an outstanding school.

SECTION F – FUNDING AND COSTS

Capital Costs

All Capital Costs are to be met by North East Lincolnshire Council. The build will be funded through a mix of Basic Need Grant, Section 106 contributions and Corporate Resources.

There will be a capital funding allocation for a standard specification of ICT and Furniture, Fittings and Equipment in accordance with North East Lincolnshire Council guidance. No capital funding is expected from the sponsor.

Revenue Funding

Note that all funding arrangements are subject to any changes made by the DfE to the national funding arrangements for schools.

Currently there is a National Funding Formula for schools' funding which allocates an amount of funding for North East Lincolnshire which includes all academies and free schools. Within this overall allocation, there is a small amount of local discretion on the final allocation to individual schools which Schools' Forum is consulted on.

Mainstream schools are funded on the basis of the number of pupils in the school on the school census in the previous October. However, in the case of new and growing schools, an agreement will be made between the free school and North East Lincolnshire Council to agree the number of pupils that will be funded for the upcoming academic year and reviewed annually in the autumn term.

SEND Resource Specialist Provision (SRSP) Funding

Any pre-opening costs for the SRSP will be agreed with the Local Authority in advance. It is envisaged that the SRSP will start with a minimum of 6 primary phase places. Ongoing funding will be based on the number of pupils in the SRSP and is made up of place funding and top up funding, both of which are set in line with funding regulations and all funding arrangements are subject to any changes made by the DfE to the national funding arrangements for schools and the high needs block.

Place funding is currently at approximately £10,000 per planned place. For vacant places £10,000 is allocated. Occupied places are funded at £6,000 from the high needs block and the remainder of place funding is made up from the schools' block funding. This amount will be paid to the school by the ESFA. Top up funding will be based on the needs of the actual pupils in the unit and will be calculated in line with the North East Lincolnshire Council scheme for funding top up at SEND Resource Provision centres at that time.

Growth Funding

As part of overall school funding in North East Lincolnshire, there is a growth fund, the terms of which are agreed with Schools' Forum annually. The purpose of the growth allocation is to provide additional funding and payments for growing, and new schools, and for schools where pupil numbers are increasing at the request of the local authority.

Legal Expenses

The DfE currently provides a one-off Project Development Grant of £25,000 to the successful proposer towards meeting the legal costs of establishing the new school.

The Ownership of the Land, Transfer of Lease:

The site building will be leased to the Free School / Academy Trust on a standard 125-year peppercorn basis upon practical completion of the school building.

SECTION G – IMPACT AND EQUALITIES ASSESSMENTS

As prescribed by section 9 of the Academies Act 2010 and section 149 of the Equality Act 2010, the local authority must assess the potential impact of any new school on existing educational provision in the area. The local authority must also consider whether the new school would impact on any groups with protected characteristics.

Population data and projections show that significant additional capacity is required within the Scartho Planning Area due to new housing developments over the next five years which has resulted in a decision to propose new school provision. The types of schools in the area have been considered to ensure we adhere to our legal duty of ensuring parents are offered choice and diversity.

The proposal would have a positive impact on promoting choice and diversity for local families who are applying for a school place. We are looking for sponsors that will provide excellent support facilities to meet the needs of all children, including Looked After Children, those with Special Educational Needs and Disabilities, those with pupil premium funding and any other disadvantaged group. We also want a sponsor that has a drive for excellent outcomes in attendance, attainment and achievement for all children and a clear commitment to closing the gaps between pupil groups, both within the school and against their national counterparts.

The completed Equalities, Diversity, Cohesion, and Integration screening assessment is attached as Appendix 1.

Appendix 1: Equality Impact Assessment Form

Your reference number is NELC462173240.

Thank you for submitting Equality and diversity impact assessment

Name of the project, policy or strategy (Or whatever you are assessing): New Presumption Primary Free Schools at Waltham and Scartho Top

Service area affected/supported: Children's Services

Lead Officer: Wendy Jackson

Is this a new or existing item? New

What is the purpose of this item?

Under section 6A of the Education and Inspections Act 2006 (the 'free school presumption') where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish an academy.

North East Lincolnshire Council has identified the need to establish two new 210 place primary schools, aiming to open in September 2024. There is a need for additional school places arising from population growth particularly in Scartho and Waltham villages. Current projections indicate that additional places are likely to be required across these combined areas by 2024-25 including the need for specialist places for children with SEND. This demand cannot be fully addressed by expanding existing schools; therefore, it is proposed to establish two new 210 place primary schools for children from the ages of 5 - 11. This would be made up of two, 1-form of entry (FE) primary schools to open in September 2024. The schools will not include nursery provision as there is ample sufficiency in the locality and across the authority as a whole. Instead, the schools will each include a SEND Resource Specialist Provision (SRSP) for approximately 12 pupils for children with additional social, emotional and mental health needs. These elements will also be phased in terms of funding until demand is sufficient to fill all the planned places.

Who is this intended to benefit? Select all that apply:

Employees, Service users, General public

Have you consulted with the project lead? Yes

If yes, who have you consulted with? Sally Jack Assistant Director of Children's Services; Joanne Hewson Deputy Chief Executive; NELC Cabinet; Portfolio Holder for Children and Families

Attach any relevant supporting documentation: Cabinet Report: Schools Capital Programme



3.%20Schools%20C
apital%20Programm

First name: Wendy

Last name: Jackson

Email address: wendy.jackson@nelincs.gov.uk

Age - How does it impact the needs of individuals of all ages? None at this time

Disability - How does it impact individuals with a disability? Positive

Disability - Provide more information about the impact: The schools will each include a SEND Specialist Resource Provision (SSRP) for children with social, emotional and mental health areas of need.

Disability - Planned action to address the impact: The SSRPs will provide spaces for up to 12 children with SEMH needs. The places can be commissioned.

Disability - Desired outcome after actions: This will ensure that children can have access to specialist resources and teaching, whilst also being able to access mainstream education alongside their peers.

Disability - What supporting evidence is available?: Data on children with SEND indicates that SEMH is a prevalent area of need for children in North East Lincolnshire.

Gender and gender re-assignment - How does it impact the needs of individuals based on their gender or those who may be going through gender re-assignment? Positive

Gender and gender re-assignment - Provide more information about the impact: The schools will be coeducational.

Gender and gender re-assignment - Planned action to address the impact: The schools will be coeducational. The schools' Policies and Procedures will fully take account of this protected characteristic.

Gender and gender re-assignment - Desired outcome after actions: Gender reassigned children can access the curriculum and facilities for their chosen gender. Equal Opportunities and employment Legislation will ensure that staff can be employed with this protected characteristic and have their rights respected.

Gender and gender re-assignment - What supporting evidence is available? This will become available when applications are made to the schools by prospective parents. Recruitment and Employment records held by the successful MAT. Schools' policy documents.

Race - How does it impact the needs of individuals from different ethnic communities? Positive

Race - Provide more information about the impact: The schools will provide for all sections of the local community.

Race - Planned action to address the impact: The Equality Act will ensure the specification for the schools and the sponsors will adhere to the equality duty and cater for all sections of the local community.

Race - Desired outcome after actions: The schools meet the equality duty, are inclusive, and cater for all sections of the local community. Equal Opportunities and employment Legislation will ensure that staff can be employed with this protected characteristic and have their rights respected.

Race - What supporting evidence is available?: Schools' policies once they become available. Records of applications by prospective parents. Recruitment and Employment records.

Marriage/civil partnership - How does it impact the needs of those who are married or form a civil partnership?: Positive

Marriage/civil partnership - Provide more information about the impact: Equal Opportunities and employment Legislation will ensure that staff can be employed with this protected characteristic and have their rights respected.

Marriage/civil partnership - Planned action to address the impact: Equal Opportunities and employment legislation will ensure that staff can be employed with this protected characteristic and have their rights respected. Recruitment and Employment Policy

Marriage/civil partnership - Desired outcome after actions: Equal Opportunities and employment Legislation will ensure that staff can be employed with this protected characteristic and have their rights respected.

Marriage/civil partnership - What supporting evidence is available?: Schools' Policies when available.

Religion and belief - How does it impact those who have religious or non-religious beliefs? Positive

Religion and belief - Provide more information about the impact: It is possible that the schools will

cater for a specific faith or be non-denominational schools.

Religion and belief - Planned action to address the impact: The assessment panel will consider all applications from faith and non-faith MATs.

Religion and belief - Desired outcome after actions: The school will meet the needs of its local community.

Religion and belief - What supporting evidence is available?: The consultation responses did not make reference to a need for a faith school.

Sex - How does it impact the needs of women and men? Positive

Sex - Provide more information about the impact: The schools will be co-educational.

Equal Opportunities and employment Legislation will ensure that staff can be employed with this protected characteristic and have their rights respected.

Sex - Planned action to address the impact: The schools will adhere to Equal Opportunities and Employment Legislation and adhere to the equality duty.

Sex - Desired outcome after actions: The schools will be co-educational giving equal opportunities to all sexes to access the curriculum. Equal Opportunities and employment Legislation will ensure that staff can be employed with this protected characteristic and have their rights respected.

Sex - What supporting evidence is available?: The consultation responses made no reference to the need for single sex schools.

Sexual orientation - How does it impact the needs of individuals from the LGBT community? Positive

Sexual orientation - Provide more information about the impact: The schools will be co-educational.

Equal Opportunities and employment Legislation will ensure that staff can be employed with this protected characteristic and have their rights respected.

Sexual orientation - Planned action to address the impact: The schools will be co-educational giving equal opportunities to children of any sexual orientation to access the curriculum.

Equal Opportunities and employment Legislation will ensure that staff can be employed with this protected characteristic and have their rights respected.

Sexual orientation - Desired outcome after actions: Children of any sexual orientation have equal opportunities to access the curriculum and facilities.

Staff can be employed with this protected characteristic and have their rights respected.

Children can be admitted to the schools with this protected characteristic and have their rights respected.

Sexual orientation - What supporting evidence is available?: Schools' policies once written.

Pregnancy/Maternity/Breastfeeding - How does it impact the needs of individuals who are pregnant, on maternity leave or those who are currently breastfeeding? Positive

Pregnancy/Maternity/Breastfeeding - Provide more information about the impact: Employment legislation will ensure that staff who become pregnant have access to maternity pay and maternity/paternity leave.

Pregnancy/Maternity/Breastfeeding - Planned action to address the impact: Recruitment and Employment policies will adhere to employment legislation about this protected characteristic.

Pregnancy/Maternity/Breastfeeding - Desired outcome after actions: Employment legislation will ensure that staff who become pregnant have access to maternity pay and maternity/paternity leave.

Pregnancy/Maternity/Breastfeeding - What support is available?: The schools will adhere to legislation surrounding this protected characteristic.

How does it impact the needs of Children Looked After and Care Leavers? Positive

Provide more information about the impact: The schools will become their own admissions authorities, and will ensure that Children Looked After and Care Leavers have primary consideration

for a place in each school.

Planned action to address the impact: The trusts running the schools will be responsible for determining the school's admission arrangements, however their published admission policies will demonstrate how their admission arrangements would offer a priority to Children Looked After and Care Leavers, and ensure that the arrangements are fair, clear and objective.

Desired outcome after actions: Children Looked After and Care Leavers are able to access education in their local community if desired.

How does it impact on the needs of carers? Positive

Provide more information about the impact: Employment legislation will ensure that workers with caring responsibilities are protected. Schools usually employ a number of workers with caring responsibilities.

Planned action to address the impact: Adherence to employment legislation.

The Equality Act will ensure the specification and the sponsors will adhere to the equality duty and cater for all sections of the community.

Desired outcome after actions: Workers with caring responsibilities are protected. Workers with caring responsibilities can be employed at the schools and have their rights protected.

How does it impact on the needs of those people already feeling the impact of deprivation, as defined above? Positive

Provide more information about the impact: Likely to be positive. Access to education is likely to increase the employability of children and young people in later life and provide opportunities to enter higher education and/ or training.

Planned action to address the impact: The schools will be non-fee-paying so can be accessed by a wide cross section of the community and not just a limited socio-economic group.

Desired outcome after actions: Children from all socio-economic groups can access their education at the schools. Access to education is likely to give children and young people life skills that reduce the likelihood of unemployment and homelessness.

Summary and Progressing the Equality Duty

Is there an opportunity to use this policy, procedure or change to show we are working to progress any part of the Public Sector Equality Duty?

Public Sector Equality Duty:

- *Eliminate unlawful discrimination, harassment, and victimization.*
- *Improve quality of opportunity between different protected groups.*
- *Foster good relations between different protected groups.*

Yes. Finding high performing sponsors for the schools with an inclusive approach and commitment to Equalities/children with Special Educational Needs will be key criterion for the specification/ expressions of interest competition.

Summary of Overall Findings

This project qualifies as green in the criteria below.

- **Red** – As a result of performing the analysis, it is evident a risk of discrimination exists (direct, indirect, unintentional or otherwise) to one or more of the groups who share Protected Characteristics (and/ or non-legislative factors). In this instance, it is recommended that the use of the activity or policy be suspended until further work or analysis is performed.
- **Amber** – As a result of performing this analysis, it is evident a risk of discrimination (as described above) exists and this risk may be removed or reduced by implementing actions or control measures detailed in the action planning section of this document.

- **Green** – As a result of performing this analysis, **no adverse effects** on people who share Protected Characteristics and/ or non-legislative factors are identified – no further actions are recommended at this stage.

Action Planning

Careful drafting of the specification, after consulting local education stakeholders and the wider community, has helped to ensure that Equality is at the heart of the criteria on which selection of a sponsor is based. A panel will be convened to make the process transparent, and interviews held to test the accuracy of statements made in the application forms of bidders. Oversight by colleagues at the Regional Director's Office and use of the model templates produced by the Department for Education ensure that a consistent approach is taken complying with all Equality Act and other national legislation.

Recommended Actions

Careful analysis of responses to the consultation to ensure local factors are taken into account and addressed in the specification.

Ensuring oversight by the Regional Director's Office and inclusion of an officer in the membership of the Assessment Panel.

Legal advice sought on the make-up of the Assessment Panel.

Use of the DfE model application forms and criteria.

Appendix 2

Analysis of Responses to Public Consultation Summary Report

Re: Proposed Primary Free School at Scartho Top

A public consultation exercise was undertaken by North East Lincolnshire Council between 29th September and 12th October 2022 to seek feedback from the community on the intention to build a new 210 place primary free school (for children aged 4 – 11) with a SEND Resource Specialist Provision catering for up to 12 children.

There were only a small number of responses due the area around the site not yet being fully built out. A total of 10 responses to the consultation were submitted by post or email. No responses were discounted. Respondents were all residents who reside locally to the proposed development.

In general, the proposal was supported with a recognition of greater need for places in the area, with the only concerns raised around road safety, which has already been assessed within the pre-application process and will have recommendations and conditions attached to it within the main planning application. The other concern is around parents' parking. This will need to be managed by the Trust once appointed through communication and its travel plan.